Report to the Academic Review and Planning Advisory Committee

Self Study

Institute of Behavioral Science

Submitted December 10, 2012

Self-Study Committee

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Acknowledgements

The IBS Self Study began with individual program self studies that were prepared by each IBS Program and led by the Program Directors: Delbert Elliott, Richard Rogers, Richard Jessor, J.Terrence McCabe, and Lee Alston. These program self studies constitute Appendix 1.1 of Question 1 of the IBS Self Study.

The voting members of the IBS Board (the Program Directors and the IBS Director, Jane Menken) reviewed these reports and approved the appointment of the IBS Self Study Committee.

The IBS Self Study Committee consisted of Jane Menken and Edward Greenberg (IBS Faculty) as co-chairs, Jason Boardman (IBS Faculty Associate), Fred Pampel (IBS Research personnel), Elizabeth Lawrence (IBS Graduate Student), and Robert Steven Graham (IBS Staff). The Committee drafted the report and Ed Greenberg edited the final version.

The draft report was made available to all IBS personnel for their review and comments, which were incorporated into this report.

The IBS Board reviewed and accepted the committee’s report.

The Institute is indebted to all who contributed and is grateful for their contributions.
Question 1: Unit Overview. *(post-IRC revision as of 15 February 2013)*

**Task:** Please provide an overview of your unit, including a summary of the resource requests justified elsewhere in the reporting.

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**1.1 Overview**

The Institute of Behavioral Science (IBS) is a research institute within the Graduate School of the University of Colorado Boulder. Since its establishment in 1957, IBS’s mission has been to provide a setting for interdisciplinary, collaborative research on problems of societal concern. By engaging faculty from all the social and behavioral sciences at the University of Colorado, Boulder, IBS encourages work that transcends disciplinary boundaries, that illuminates the complexity of social behavior and social life, and that has important implications for social policy. To be sure, IBS does not and cannot, given limited resources, address any and all problems of societal importance but has selected an important sub-set of such problems for intense interdisciplinary examination.

IBS has made substantial progress since the previous program review in 2003 in maintaining and enhancing its position as one of the premier interdisciplinary behavioral science research and training institutions in the country. It has built upon the foundations noted in the 2003 External Review report which stated that: “For decades, the IBS has been a fundamental interdisciplinary center and has played an important role in furthering the academic and research mission of the University. The IBS faculty, the Institute directors, and the program leaders in particular, have made highly significant and pioneering contributions to the basic and applied social/behavioral sciences. IBS has been a central and indispensable component of the high national/international reputation of social/behavioral sciences at the University and its standing among the major public universities in America. IBS is a genuine academic success that can be counted among a handful of the top general social/behavioral science institutes in the United States.”

In the years since this evaluation, IBS has continued on an upward trajectory, proving to be a dynamic and adaptive organization. Since the last review, IBS has:

- moved into the new IBS building which has not only accelerated levels of collaboration within and across programs but stands as a visible marker of IBS’s campus, national,
and international standing as a leading center of interdisciplinary research, training, and outreach on important problems of societal concern;

- maintained, then grown, its extramural funding through tough times in the national funding environment (see Appendix 5.1 for full details); IBS ranks first among social science units on campus in total grant expenditures over the past five years, including the past year;
- improved on its impressive record of scholarly publications; it currently ranks first among social science units in refereed articles and chapters per faculty member (IBS Faculty and Faculty Associates);
- successfully launched a new research program (Health and Society) that is already producing dividends in terms of the Institute’s faculty reputation and extramural funding;
- nurtured new collaborative research foci in each of its programs as well as across programs, redirecting them in important ways as Institute faculty and researchers have responded to emerging societal problems (see especially the program change from Political and Economic Change to Institutions, the broadening of the Problem Behavior program to the newly named Problem Behavior and Successful Youth Development program, the new cross-program initiative on Governance of Natural Resources, and a research initiative in the field of biodemography within the Population);
- added junior faculty associates from all social science departments, save psychology, to work on collaborative projects;
- enhanced its already impressive outreach services to the community;
- added collaborations with other research institutions in the United States and abroad;
- offered cutting-edge methodological training workshops for postdoctoral fellows, predoctoral students, and more senior researchers from the CU campus and elsewhere;
- improved its diversity profile on almost every dimension, especially in terms of gender representation but also with respect to nationalities represented among its faculty, researchers and graduate students, the range of methodological and theoretical orientations in its research and training activities, and the composition of its research populations given the focus on problems of societal concern, though the Institute has room to improve in the racial and ethnic composition of its faculty.

The Institute has and will continue to engage in research, training, and outreach activities that support and advance the Flagship 2030 agenda. IBS has been and will continue to be an important campus contributor to making the University of Colorado, Boulder a “global crossroads for nurturing ideas and the uses of knowledge,” a place where international, interdisciplinary research becomes increasingly important, research excellence is supported and recognized, community and policy outreach grows, graduate education and training is enhanced, and diversity visibly improves. IBS is by its very nature a place where interdisciplinary collaborative research on important societal problems takes place, meaning that it’s faculty, researchers, and graduate students are constantly engaged in work that transcends disciplinary boundaries, use and formulate new research strategies and methodologies, incorporate into their research activities researchers and research subject populations from diverse backgrounds in the United States and abroad, and make IBS findings available to a broad array of communities, citizens, policy makers, practitioners, and scholars.

The Institute also has played an important role in improving the social sciences at CU Boulder by acting on more than a few occasions as an attractor for faculty and graduate students who were being recruited to come here, and as a reason why several faculty have decided to stay, turning down offers elsewhere.
The Institute is housed in the new Institute of Behavioral Science building at the corner of 15th and Grandview Streets to the north of University Avenue. The building has just under 30,000 assignable square feet, though 4,000 of this total located in the basement presently is being used by Arts and Sciences. There are 100 offices for faculty, senior and junior researchers, administrative personnel, and IT personnel in the building, and 42 cubicles for graduate students, postdoctoral fellows, and other researchers. The building has 3 seminar rooms, a library for the Natural Hazards Center, a staffed computer lab open to members of the campus, locked rooms for analysis and storage of sensitive materials associated with research projects, and 2 larger rooms (combinable into one large room) for conferences, meetings, and other events. The building is LEED platinum certified, one of only five buildings at CU, Boulder to have achieved this status.

1.2 Organization and Governance

IBS is organized into five research programs, each defined by an interdisciplinary area of research and directed by a senior research scientist. The particular topics addressed in each program have evolved and changed over the years in response to emerging problems of societal importance, with the IBS Board of Directors serving as the instrumentality for approving program research directions, appointing program directors, and prioritizing how scarce Institute resources are allocated among them. Each program determines its own strategies for tackling the research issues around which the program is organized, with the Board providing oversight and facilitating coordination and collaboration with other programs when there is an intersection of interests among research scholars.

Each program has space in the new IBS building with offices for faculty and faculty associates and cubicles for researchers and graduate students. Four programs have centers—none of which receive sustained funding from the university—specializing in research topics consistent with the broader goals of the program. These programs and centers each prepared a self-study that appears in Appendix 1.1. They include:

- **Environment and Society** (J. Terrence McCabe, Director)
  - Center on the Governance of Natural Resources (Lee Alston and Krister Andersson, Co-Directors; co-sponsored by Institutions)
  - Natural Hazards Center (Kathleen Tierney, Director)
- **Health and Society** (Richard Jessor, Director)
- **Institutions** (Lee Alston, Director)
  - Center on the Governance of Natural Resources (Lee Alston and Krister Andersson Co-Directors; co-sponsored by Environment and Society)
- **Population** (Richard Rogers, Director)
  - African Population Studies Research and Training Program (Jane Menken, Director)
  - CU Population Center (Fred Pampel, Director)
- **Problem Behavior and Successful Youth Development** (Delbert S. Elliott, Director)
  - Center for the Study and Prevention of Violence (Beverly Kingston, Director)

Computing and Research Services provides computing and information technology services for IBS research activities. Seminar and other meeting rooms are considered shared common space, and clerical support not otherwise paid for by grants is provided by the Institute’s central administration.
IBS is governed by the IBS Board of Directors comprised of the five program directors and the Director of the Institute, Jane Menken, Distinguished Professor of Sociology. The Board meets monthly, though it meets more often if circumstances require. Currently, two of the five program directors (Jessor and Elliott) hold the rank of Distinguished Professor Emeritus and Research Professor. They are active researchers, grant and award recipients, and vital leaders of their program. A search is underway to fill the post of Director of Problem Behavior and Successful Youth Development (Elliott). The Institute plans soon to fill the second directorship in Health and Society (Jessor) with a promotion from within.

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### 1.3 Faculty and Researchers

There are 9 rostered FTE Faculty positions in IBS, plus another 1 line devoted to the position of Director, making for a total of 10. 8 of these lines presently are filled, an active search is underway to fill the position of director of Problem Behavior and Successful Youth Development (hereafter, Problem Behavior), and another line, held for many years by Dick Jessor, has been left vacant for five years until the end of 2013 to help pay for the new IBS building. All social science departments with the exception of psychology are represented among these 8 IBS Faculty. Each is tenured or will soon be considered for tenure in one of the several social science departments. With two exceptions, IBS-rostered faculty teach a regular department load. IBS faculty also mentor undergraduate and graduate students in their home departments, and make substantial service contributions in addition to their duties and responsibilities at IBS.

There are 36 Faculty Associates in IBS, distributed across the five programs. These faculty members have FTE appointments rostered in social science departments. They have been accepted as members of an IBS program and participate in program activities, work on collaborative research projects, and submit grants through IBS. Most faculty associates have offices in the new IBS building.

There are 2 research professors, one in Problem Behavioral and one in Health and Society. There is a research assistant professor in Environment and Society. There also are 21 Ph.D. research associates, roughly split among the Problem Behavior, Population, and Environment...
and Society programs, and 24 professional research assistants, most associated with and supported by Problem Behavior. Salary support for these researchers comes almost entirely from external grants.

Among IBS faculty are three CU Distinguished Professors (Jessor, Elliott, Menken), two CU Boulder Professors of Distinction (O’Loughlin, Maskus), and five winners of the CU Boulder Faculty Assembly Research Excellence Award (O’Loughlin, Maskus, Pampel, Rogers, Radelet). Other recent awards include presidencies of the American Criminological Society (Belknap) and the International Society for the New Institutional Economics (Alston), the inaugural Early Career Achievement Award from the Population Association of America (Boardman), Distinguished Lecturer award of the Earthquake Engineering Research Center (Tierney), the Public Health Service Medallion for Distinguished Services from the U.S. Surgeon General (Elliott), the Outstanding Achievement in Adolescent Medicine award (Jessor), the Outstanding Publication Award from the American Sociological Associations Section on Aging and the Life Course (Mollborn), and the Association of American Geographer’s most prestigious award for lifetime research achievements (O’Loughlin).

1.4 Grants

In AY 2010-2011, the Institute had 68 grants in force (Appendix 5.1), with fiscal year grant expenditures totaling $7.63 million. In 2011-2012, grant expenditures increased to $9.1 million, close to IBS’s historical high point of $9.3 million in AY 2002-2003, during a more grant-friendly time. The current level of grant expenditures is three times greater than it was at the time of the 1994 review. As indicated above, IBS ranks first among social science units on campus in total grant expenditures over the past five years, including the past year, according to figures provided by ARPAC.

Recently active IBS grants have come from a broad range of public and private agencies, foundations, and organizations. These include, but are not confined to, the National Science Foundation, the National Institutes of Health, NOAA, the Robert Wood Johnson Foundation, the William T. and Flora Hewlett Foundation, the Colorado Department of Local Affairs, the Department of Justice, the U.S. Forest Service, the Department of Transportation, the Army Corps of Engineers, FEMA, the Annie E. Casey Foundation, U.S. Department of Justice, the University Corporation for Atmospheric Research, the Centers for Disease Control, Oak Ridge National Laboratories, the World Bank, and the Population Council of America.

1.5 Research

Going beyond grants, IBS has demonstrated an impressive record of research effectiveness within all five programs. The success of the research efforts shows in scholarly productivity, innovation, interdisciplinarity, international emphasis, and policy orientation.

- Scholarly productivity shows in counts that place IBS first among CU Boulder social science units in publications as well as grants.
- Scholarly recognition shows in the impressive number of honors and awards won by IBS Faculty and Faculty Associates (some were mentioned above; they are reviewed in more detail in Question 5).
- Theoretical and empirical innovation shows in groundbreaking research that, for example, integrates behavioral genetics with sociocultural influences, gender relations with criminology, and institutional economics with environmental studies.
- Interdisciplinarity shows in collaboration across psychology, sociology, anthropology, economics, political science, human geography, and environmental studies to examine such topics as life-course trajectories in crime and violence, the consequences of family planning programs and teen pregnancy for cognitive development, education, and health of children, and household decision-making in response to environmental risks.
- The international emphasis shows in research that extends studies of the United States to Haiti, Mexico, Brazil, Eastern Europe, Russia, Kenya, Tanzania, Malawi, South Africa, Sri Lanka, Bangladesh, China, Indonesia, and Japan.
- The policy orientation shows in applied evaluation research and outreach that focuses on the prevention of violence, the safety of schools, the mitigation and response to natural and technological hazards, and interventions to improve child and youth health.

1.6 Problems and Opportunities

There are a number of problems that threaten to slow the upward scholarly, training, and outreach trajectory that IBS has achieved during the current review period. Several are shared with other units on the Boulder campus; several are specific to IBS.

1.6.a. Key Faculty and Institute leaders have retired or will soon be stepping down.
Two IBS programs now are being led by retired Distinguished Professors, Health and Society by Dick Jessor, and Problem Behavior by Del Elliott. Professor Emeritus Fred Pampel, supported by external funding, directs the CU Population Center. Long-time program director and current Director of Special Projects (including co-chairmanship of this Self Study report) Ed Greenberg will retire in June, 2014. Most critically, perhaps, IBS’s Director Jane Menken has announced that she will not accept reappointment when her current term ends in June, 2015.

1.6.b. The extra-mural funding environment is difficult. Though IBS has weathered much of the storm created by the uncertainties and cuts in research funding by important federal funding agencies, its interdisciplinary, collaborative research, training, and outreach operations might yet be threatened. While the national funding environment is something that is beyond its direct control, IBS has and will continue to find new sources of public and private funding to support its activities. IBS also will continue to innovate and remain at the cutting-edge of behavioral science as it examines problems of societal importance, sometimes reorienting existing programs, or adding to the roster of activities within programs, or creating entirely new programs as it did with Health and Society, with the expectation that these actions will expand extramural funding opportunities.

1.6.c. IBS depends on the quality of the CU social science departments. IBS and campus social science units are strongly symbiotic. IBS’s FTE faculty, though rostered in the Graduate School, are tenured in the social science departments and play an important role in them in terms of teaching and graduate education, and scholarly reputation. IBS Faculty Associates, so important to IBS’s operations and standing, are recruited by the social science departments, and are fully rostered in them. If IBS is to remain one of the leading interdisciplinary social science institutions in the nation, CU social science departments must remain academically strong. If IBS is to improve substantially on its already impressive record, CU social science departments must become even stronger.

1.6.d. Barriers to interdisciplinary teaching and research impede progress in these areas. For interdisciplinarity to truly flourish at CU, barriers to cross-disciplinary teaching need to be addressed and recognition and reward for interdisciplinary research publication increased.
Currently, team teaching across social science units is difficult to arrange, partly because of difficulties in assigning teaching credit and partly because departments are reluctant to lose people who can offer their regular courses. Thus far, interdisciplinary courses have been team-taught only on an overload basis, deterring participation of active research scholars.

IBS faculty publish in leading journals in their disciplines; however, they also publish in journals that cross disciplinary boundaries. Unfortunately, the latter are often regarded less favorably by departments. Development of ways to give full credit for interdisciplinary publication in annual merit reviews and in promotion and tenure decisions are indispensable to full development of interdisciplinarity.

1.6.e. It has been difficult to recruit ethnic and racial minority scholars. IBS has an excellent record in the diversity of its Faculty, Faculty Associates, researchers, and graduate students in terms of gender, nationality, disciplines represented, theoretical, conceptual, and methodological approaches, and the range of problems of societal concern that it addresses. It has not done well, however, in terms of ethnic and racial minorities represented. IBS will redouble its efforts to correct this problem with respect to those positions that it directly controls through the hiring process, such as IBS FTE faculty and researchers on various projects in the programs. However, real progress on this front will depend on increased ethnic and racial minority representation in the social science units on campus which represent the pool from which IBS recruits its Faculty Associates and graduate students. Each of the social science units is trying to improve its ethnic and racial minority representation, to be sure, but such improvement will depend a great deal the university administration’s willingness and ability to put more resources into the effort.

1.6.f. Retention of IBS Faculty and Faculty Associates: IBS scholars are increasingly recognized as outstanding – even stars in their fields. While thus far IBS and CU have had a good record of retention, problems of low salary raises and fewer resources than competing universities may be able to provide mean that continued alertness and response to outside offers is essential.

1.7 Resource Requests

Here is what IBS needs to continue its impressive trajectory of scholarly, training, and out-reach accomplishments.

1.7.a. Secure new leadership and fill faculty vacancies within IBS’s current FTE allotment. CU has committed to allowing IBS its positions when they become vacant. Four positions are lost to, or about to be lost to, retirement that are essential to the IBS mission. They are part of IBS’s current 10.0 FTE allotment. Three positions need to be filled in the next two years, and a fourth shortly thereafter. In future hiring, special effort will be made to increase the representation of psychology within IBS.

- Currently vacant; search approved: This is to fill the position currently held by Del Elliott as Director of Problem Behavior. Crucial to this recruitment will be improving infrastructure for the program, as described below.

- Vacant after June, 2014: On Professor Greenberg’s retirement, IBS plans to hire an assistant professor in Problem Behavior.

- Health and Society Program Director: The five-year term as Director for which Richard Jessor agreed to serve without pay ends December 2013. The IBS Board has approved the appointment of Professor Jason Boardman to this position. It requests a
transfer as of the beginning of the 2013-2014 academic year of his rostering from the Sociology Department to IBS, with bridge funds perhaps coming from the Greenberg retirement.

- **IBS Director**: Jane Menken will step down from her directorship in June, 2015. This key position must be filled by the beginning of the 2015-2016 AY. IBS requests that the search for IBS Director begin in the 2013-2014 academic year given the length of time senior searches at this level frequently require.

1.7.b. **Add four new IBS faculty positions**:

- **Director of CUPC**: Emeritus Professor and IBS Senior Research Associate Fred Pampel now directs the Population Center, one of IBS’s most successful enterprises. He plans to step down in a few years. The current Center grant ends May, 2015. A senior population scientist must be in place as director if IBS is to successfully compete for renewal of its Center grant.

- **Three assistant professor positions**: As described throughout this self study, IBS is developing exciting new areas of research: gene-environment interactions and social behaviors, governance of natural resources, environment and population, and intervention evaluation science. Our continued competitiveness in obtaining external funding and future expansion are constrained by faculty shortage, however. In the past, we have done much with little but have now reached our limit in interdisciplinary output. It will be difficult to continue our growth without some key investments in personnel.

Strategic recruitment of assistant professors could be truly transformative, allowing IBS to compete for resources and prestige typically going to large interdisciplinary research units such as the Survey Research Center at the University of Michigan or the Social Science Research Institute at Duke. Consider a few examples of how new junior faculty appointments could move IBS forward. First, the Population Program, after having been awarded funding as an NICHD Population Center, is in a strong position to apply for an NIH Training Grant. Although the grant would provide fellowships to top students, the program lacks the faculty needed for mentorship and coursework. An additional faculty member would provide a core set of demographers large enough to compete effectively for a training grant. Second, the Problem Behavior Program has a remarkable staff of research faculty but lacks a core of TTT faculty to lead and collaborate with research faculty. An assistant professor appointed to IBS and the program would, through work with current research faculty, multiply the productivity of the unit. Third, the Health and Society program has developed a research agenda of critical importance to social science and CU Boulder, but it has only a small core of faculty. An additional faculty member who complements the specializations of current faculty would move the program forward in both size and influence. Intervention research is taking places across IBS programs – in the Problem Behavior Program’s Blueprints and ACE projects, in the Population Program’s studies of health and socioeconomic interventions in Bangladesh, in the Health and Society Program’s studies of vaccination effects in Nicaragua, in the Environment and Society Program’s studies of forest fire mitigation. An additional faculty member who specializes in this area could lead to a cross-program intervention evaluation group. In all, faculty in these areas (or in others where the need emerges) could vastly improve our reputation and influence on interdisciplinary research.

We therefore request, beginning for the 2015-2016 academic year, commitment of three positions that would be filled in these or other areas of special need. It is possible that
one position could be split between 2 faculty members whose other 0.5FTE would be in a department – thus increasing the commitment within departments to interdisciplinary research. However, the shortage is precisely in faculty who are committed to interdisciplinary inquiry, and it is unlikely to be ameliorated by new departmental, within-discipline hires. Positions allocated to IBS, on the other hand, have a greater chance of successful recruitment of scholars with inter-or trans-disciplinary training, experience, and commitment. Such hires would also help achieve the interdisciplinary goals of the Strategic Plan. Each search would, as in the past, be carried out with two departments, again emphasizing the expected interdisciplinarity of the position.

1.7.c. Improve the infrastructure that supports IBS activities: Two IBS Centers – the Center for the Study and Prevention of Violence (CSPV) in the Problem Behavior Program and the Natural Hazards Center in the Environment and Society Program – provide extensive service and outreach within the university and to the state and the nation. Yet they receive no CU funding. External grants cannot be charged for grant writing and other forms of fundraising. As IBS continues to bring in more grants, from which the University derives millions in indirect costs, it would seem appropriate that the University would support additional staff to meet the added administrative burden that these successes create. Here is what is needed:

- For Problem Behavior: .25 FTE to fund a portion of salary for an Assistant Director, 0.30 FTE for the Director of CSPV (a PhD Research Associate position), and .50 FTE to support a Professional Research Assistant to act as clearinghouse and website administrator.
- For the Natural Hazards Center in Environment and Society: .25 FTE to fund a portion of the salary of the Assistant Director for Research.
- For IBS administration: 1.0 FTE for administrative staff to meet the needs described in Question 6.

1.7.d. Resources to improve interdisciplinary graduate training: IBS requests assistance by way of course release from departmental teaching requirements to permit Health and Society faculty to teach in its proposed certificate program, to allow Population to continue and expand its successful certificate program, and to further the development of the teaching component of the new Center on the Governance of Natural Resources.

1.7.e. Increase support for graduate students: Graduate students considering CU most often are offered teaching assistantships to support their studies. The social science units upon which IBS depends consistently lose some of the most attractive applicants to schools and programs that can guarantee four years of support, higher stipends, and summer support, and that can provide research assistantships. We request that the university enhance support for competitive graduate student support in the social science departments on campus. Moreover, IBS requests that two research assistantships annually be reserved for graduate students in IBS. Though several IBS programs and units have access to funding resources that support graduate students as research assistants, not all do.
Appendix 1
Institute of Behavioral Science
Self Study Report
December, 2012

Program Reports
Appendix 1a
Problem Behavior and Positive Youth Development Program
Self Study
2012

Director: Delbert Elliott
http://www.colorado.edu/ibs/pb/
http://www.colorado.edu/cspv/

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PB Question 1: Unit Overview

1.1 Mission. The Problem Behavior and Positive Youth Development Program (hereafter the Problem Behavior Program) is an interdisciplinary research unit in IBS seeking to understand the nature, course of development, and later life consequences of behaviors that put young people’s health and development at risk and evaluating and disseminating effective prevention and intervention programs that address these types of behavior.

The Program is widely recognized for its seminal work on the development and testing of problem behavior theory, the design and successful implementation of interdisciplinary longitudinal research studies, the leading longitudinal work on the epidemiology and causes of youth violence, the early experimental studies on domestic violence and leading research on women in the justice system. The Program houses the Center for the Study and Prevention of Violence. Founded in 1992 with support from the Carnegie Corporation of New York, the Center (CSPV) was established to bridge the gap between research and practice, to encourage the use of findings from violence prevention research by program developers, practitioners and policy makers. CSPV engages in multi-disciplinary research and outreach to practitioners and policymakers that supports positive youth development and the prevention of problem behaviors in children and young people and is known both nationally and internationally for its pioneering work identifying and disseminating evidence-based violence prevention programs and practices.

1.2 Research. The focus of currently funded research in the Program is multidisciplinary, includes studies in both the U.S. and abroad, as well as basic research on the etiology and epidemiology of problem behavior, rigorous evaluations (randomized controlled trials) of prevention and intervention programs; the identification and dissemination of evidence-based programs, practices and policies; implementation research; research on women in the justice system, and a strong outreach component that serves Colorado, the U.S. and European Union communities in their violence prevention efforts. There are three major grants that are currently active with funding extending over the next three to four years. These include the Blueprints for Violence Prevention and Healthy Youth Development grant from The Annie E. Casey Foundation ($2,193,000); a CDC Academic Center of Excellence in Violence Prevention cooperative agreement ($6,500,000); an Altria grant ($12,114,809) for the dissemination and evaluation of Life Skills Training (LST), one of the Blueprints model programs. Other active grants are included in the Research section of this report.

The Blueprints project conducts a rigorous review of the evaluation evidence for the demonstrated effectiveness of specific problem behavior prevention programs, applying a rigorous scientific standard for judging effectiveness. The Blueprints Advisory Board certifies programs as being promising or model programs with proven effectiveness. Blueprints program ratings are recognized nationally and internationally as the gold standard for program evaluation ratings. Blueprints recently opened a London office that will serve the UK and the other European Union countries, with program information (e.g., implementation costs) tailored specifically for these countries.

Every other year Blueprints sponsors an international Blueprints Conference, with presentations by Blueprints approved programs and workshops on evaluation issues, recent program evaluation findings, discussions on scientific standards for certifying evidence-based programs, reviews of new translation research findings and keynote presentations from national experts on critical prevention science issues. The most recent conference was in April, 2012, with Bryan Samuels, Commissioner, Administration on Children, Youth and Families, DHHS as the opening
keynote speaker. Over the past three conferences, registrations averaged approximately 800 with representation from many European, Central and South American countries, e.g., UK, Germany, Norway, Spain, France, Italy, Mexico, Brazil and Columbia.

The dissemination and evaluation of the LifeSkills Training (LST) project started in 2009 and was recently extended through 2016. This grant disseminates the model program to school districts in 12 Southeastern and Eastern states, plus the District of Columbia. CSPV partners with National Health Promotion Associates, Inc. (NHPA) to deliver expert training, technical assistance, and curriculum materials for program implementation. Additionally, The Finance Project provides training to sites in creating a detailed LST sustainability plan. CSPV has responsibility for oversight of all aspects of the project, including school district recruitment, site monitoring, and a process evaluation including an assessment of implementation fidelity and the documentation of successes and challenges to each district throughout the three-year grant period. The new three-year continuation grant will begin in 2013 and provide full grant support for three years. This grant will extend the scope of LST coverage to the states of Pennsylvania, Indiana, Ohio, Illinois, and Washington.

The purpose of the Academic Center of Excellence cooperative agreement is to conduct a demonstration project designed to reduce violence and promote positive youth development among youth in a high-risk Denver community. The project includes a community empowerment strategy, mobilizing community members and agencies to implement multiple evidence-based programs and practices in the community, and evaluating the impact of this approach on community rates of youth violence and related outcomes. A secondary goal is to train future researchers in the area of youth violence prevention. The project, Steps to Success, is a unique partnership between community members and faculty researchers from CSPV and the CU School of Medicine/Children’s Hospital Colorado that uses the Communities That Care (CTC) prevention system (a Blueprints program), a strategic planning framework aimed at developing a science based prevention infrastructure within local communities. The implementation site is the Montbello community and the comparison site is the Northeast Park Hill community, both in Denver.

1.3 Funding. Funding for the Program comes almost entirely (97%) from external grants, contracts and cooperative agreements from federal agencies and private foundations. The average annual level of Program funding from these sources over the past decade has been slightly over $6 million per year. The Program also receives some funds from the IBS budget, a .5 FTE for the Program Director, a .5 FTE for the Program’s Administrative Assistant and a .2 FTE for the Director of the Center for the Study and Prevention of Violence.

1.4 Faculty. The Program currently includes five regular faculty, two research professor faculty, three associate faculty, seven senior research associates and research associates, 17 professional research assistants, four graduate research assistants (GRAs) and two classified staff. Over time, the number of GRAs varies between 4 and 6 and there are typically several undergraduate work study students working in the program.

1.5 Space. The Program occupies 29 offices and three GRA cubicles on the third floor of the IBS Building on campus, with an additional office on both the fourth and first floors. The Programs space also includes storage space on the first floor.

1.6 Progress Since Last Review. Substantial progress has been made since the last Program Review (2002). There were three primary goals identified in that report: establish a new program on Health Behavior; bring the program together in a new facility; and expand collaborative
interdisciplinary research with a focus on an expanded set of outcomes, a more fully integrated interdisciplinary framework and a broader representation of different academic disciplines on our research teams. The first two goals have been achieved, the Program on Health Behavior is established and functioning well and all Programs moved into the new IBS Building in October, 2010.

We also have made major progress toward the third goal. There have been major changes in the program’s general theoretical framework and a major expansion in research activity, in the scope of behaviors investigated, number of grants received and levels of funding. Theoretically, the program has adopted a public health/life course development model of problem behavior and a more general focus on a positive course of child and youth development, on both risk and protective factors for problem behavior and on factors that promote a positive course of development from childhood into adulthood. While the focus of research since the last review remained primarily on specific problem behaviors (e.g., antisocial behavior, delinquency, drug use, violence, domestic violence, dropout, and depression) more recent work has included research on both problem behaviors and positive behaviors and how they interact to enhance or impede (influence) a positive course of development. These new outcomes (protective factors) include positive physical and mental health outcomes, academic achievement, self regulation, participation in positive supervised activities and other indicators of physical and emotional well-being. These changes in general theoretical perspective and behaviors of interest led to a recommendation that the name of the Problem Behavior Program be changed to the Program on Problem Behavior and Positive Youth Development. (This recommendation was approved by the IBS Board of Directors on September 10, 2012). These changes also led to a new vision statement and strategic plan (see Question 7).

There also has been a steady increase in the number of Program grants and funding levels during the reporting period. In the 1993 report, the Program reported 6 active grants totaling $12 million; in the 2002 report there were 37 grants totaling $58 million; and in the period since the last report, the program has received 74 grants totaling $61 million with several major grants extending well into the next reporting period.

1.7 Summary of Resource Needs. The Program self-study identified several high resource needs. The justification for each of these requests and their relationship to the Flagship 2030 Plan is provided in Question 7. The need for a new Program Director is critical. The national search for this position has failed twice. The recruiting package needs to be enhanced if we are to be successful in this search. Funding for an Associate Program Director (.25 FTE) is requested to manage some of the logistical, grant writing and submission work as a part of this recruitment package for the new Director. In addition, IBS support for the Director of CSPV must be increased to a .5 FTE level. This reflects the true level of effort involved in directing the Center with its large professional staff, big annual budget, constant search for grants and the required grant preparation and submission activity. We are also requesting a regular faculty Assistant Professor line with preference for a psychologist, to strengthen the strategic plan for developing a more sophisticated interdisciplinary framework, address the limited diversity issue in the Program and the Institute, and to assist in our specific effort to develop better linkages with faculty from the Psychology Department. A .5 FTE PRA is requested to staff the Center’s Web-site and Clearinghouse. Our action plan for the future work of the Program also calls for $10,000 to support a series of workshops dedicated to developing a transdisciplinary research paradigm and $20,000 for consulting with a communication/marketing specialist on a short term basis to help CSPV develop a better marketing and dissemination strategy.
PB Question 2: Faculty Support

2.1 Hiring, Funding and Support. The Director of the Program is an IBS position and is hired with a joint academic appointment in a university academic department after a national search and approval by the IBS Board of Directors, the appropriate academic department, and higher university administration. This position is currently open with Delbert Elliott serving as the Acting Director. Retention of the Director is based upon the joint evaluations of IBS and the relevant academic department for promotion and tenure decisions. All other regular faculty members are hired by their respective academic departments and retention is determined by these departments with input from IBS. Research Professors in the program are retired regular faculty who are typically working less than full time and are supported entirely by external research funds. This appointment requires approval by the IBS Board of Directors. Retention of Research Professors is contingent upon the continued availability of grant funding.

Faculty Associates are faculty from other universities that are formally affiliated with the Program. They are hired by their respective universities and retention is determined by those universities. Faculty Associates are typically former faculty from CU and Program members who have moved to other universities but continue to be active in the Program as members of a Program research team working on a funded project and involved in the writing and submission of grant proposals. They are supported by the specific grant on which they are named as investigators. Retention is based entirely on the continued availability of grant funds.

Senior Research Associates and Research Associates are Ph.D. level positions that are supported entirely by external research grants and contracts. Hiring is based on specific research qualifications and experience that is dictated by the needs of the relevant research project on which they will be working and follows established University hiring procedures for these types of positions. These decisions are made primarily by the Principal Investigator on the respective grant/contract/cooperative agreement, with approval of the Program Director. Retention is based on the continuing availability of grand funds and the need for their services on a specific grant as determined by the PI.

Professional Research Assistants are all hired to work on specific grants. Hiring decisions are made by the PIs on the respective grants and follow the established University hiring procedures for this type of position. Retention is based on the availability of grant funding and the need for their services as determined by the PI.

All Program salaries and benefits are supported by external grants/contracts/cooperative agreements with the exception of a .5 FTE for the Program Director, a .5 FTE Program Administrative Assistant and a .2 FTE for the Director of CSPV. The Program also receives critical infrastructure support from IBS Administrative staff. This includes library services, budgeting assistance, IT and computing help, shared equipment, and work study student receptionists.

2.2 Future Vision for Faculty Support. The strategic plan and future vision for the Program (see Question 7) calls for some specific additional faculty support. First, we believe that a successful search and hiring of a Director for the Program (which has already been approved), would be enhanced with provision for an Assistant Program Director (.25 FTE) to make this position package more attractive. There have been two unsuccessful searches for this position, both of which involved offers to good candidates that were turned down. Second, an additional .3 FTE for the Director of CSPV is necessary to bring the IBS support for this position up to .5
FTE, a minimum level of university support for such a critical position, managing a large portfolio of research projects, a sizeable staff and the Program’s outreach work. Funding for a .5 FTE PRA is also requested to maintain the CSPV website and Clearinghouse.

Another major goal in our strategic plan is to double the number and diversity of regular faculty members in the Program by 2015. A weakness identified in our last report and again in our current strategic planning was the limited number of regular faculty actively participating in the Program. It is also the case that Elliott, Jessor and Huizinga will be retiring in the near future and these key members will need to be replaced. The increased diversity involves both a need for members with a wider range of academic backgrounds and greater ethnic/racial diversity. Current faculty members predominantly are from Sociology. The diversity needed in backgrounds reflects the expanded range of outcomes now included in the Program’s research agenda, for example, faculty from psychology, economics, education and public health. We must build better incentives for recruiting from Psychology as there are currently many incentives for doing their research within the department and we have had difficulty recruiting from this department. A more active, better informed recruitment of psychology faculty is needed which focuses on the opportunity to work in a transdisciplinary setting, which we believe is the direction of future research and funding. We are requesting a regular faculty Assistant Professor line with preference for a psychologist, to strengthen the strategic plan for developing a more sophisticated interdisciplinary framework work (strategic Goal 2), address the limited diversity issue in the Program and the Institute, and to assist in our specific effort to develop better linkages with faculty from the Psychology Department.

The full justification for these requests for faculty supports is presented in Question 7 where the Program’s strategic plan is presented and the resources need to realize this plan are outlined and justified.

2.3 Current Program Faculty and Professional Staff. A list of current faculty and professional staff with a short biography and list of several recent professional publications for each is in Appendix A.

PB Question 3: Undergraduate Education

3.1 Undergraduate Training. While the Program does not have an undergraduate program, it does provide a rich research experience for undergraduate students, primarily those involved as work-study students. We have had 16 work study students working on various research projects over the past decade. While the actual work performed by these students typically involves coding, checking in interview schedules, electronic searches for publications and other logistical and clerical tasks, a few students have had a major role in research projects. They also participate in our monthly staff meetings and project reviews where progress on active grants is discussed and they have the opportunity to learn about the broad research objectives, methods and findings on the projects on which they participate as well as other Program projects. They are encouraged to ask questions about theoretical issues, research methods and seek clarification of study findings. While we have not systematically tracked these students, we know that a number of them went on to graduate studies and careers involving research. Two entered law school and are currently practicing lawyers. Faculty in the Program are also involved in teaching both undergraduate and graduate students.

PB Question 4: Graduate Education
4.1 Graduate Training. IBS is not a degree granting unit but the Program has an important educational role in graduate training, in addition to the regular teaching, advising and dissertation supervision of graduate students by our faculty. Over the past decade, 23 half-time (.5 FTE) GRA positions have been funded on Program grants, most of them involving multiple years (including summers) of funding for graduate students. Our GRA positions are highly sought after and are typically only available to graduate students who have completed required methods and statistical analysis course work. In many instances, the positions are directly linked to MA theses and Ph.D. dissertations, as GRAs typically are given access to data from the research projects they are working on or to existing data sets from prior studies. The program has several archived longitudinal data sets that provide data on subjects over a span of 10 to 40 years and the opportunity for graduate students to study child and adolescent development and life course trajectories from childhood to mid-adulthood, a type of study well beyond the data collection capacity of students in a normal graduate program. The research portfolio in the Program thus provides a wide range of possible research experiences as well as the opportunity to be involved in some of the most important and influential research projects in the country.

Of greater significance, the opportunity to work with and be mentored by the faculty and Research Associates in the Program provides a rich research experience, working with the leading thinkers and researchers and the cutting edge of theoretical development and research on problem behavior. For example, GRAs working on the Blueprints project receive excellent advanced and specialized training in research methods and statistics and gain valuable experience critiquing evaluation studies and reports and receive strong mentoring by Dr. Fred Pampel.

4.2 Graduate Survey. All but one of those GRAs who completed their graduate degrees to date is currently holding an academic position in a university department. The one exception holds a research position with the Jefferson County Criminal Justice Planning Unit. GRA experiences in the Program provide a strong research experience and encourage these students in the pursuit of their academic careers.

4.3 Future Recruiting. Our strategic plan (see Question 7) calls for some changes in how we recruit future GRAs. With the greater emphasis on multidisciplinary research planned, we will extend our GRA positions to a wider range of academic disciplines. To date, the majority of GRAs have been offered to students in Sociology and Psychology. Our current research projects now involve a need for GRAs from economics, education, political science and public health. With the recent expansion of the Blueprints project to include educational, mental health, physical health and child wellbeing outcomes (i.e., positive behaviors as well as problem behaviors), we will be recruiting graduate students from this wider set of traditional academic disciplines and providing them with a multidisciplinary theoretical perspective and research experience. Future research proposals also will involve a stronger, more sophisticated transdisciplinary theoretical framework and integrated approach to problem behavior and positive youth development, and a need for GRAs with interest and training in this broader set of academic disciplines to work together on this type of complex interdisciplinary thinking and research.

PB Question 5: Research (Including Interdisciplinary Research)

Research projects in the Program are located in the general program portfolio or in the Center for the Study and Prevention of Violence portfolio. Historically the work in the Center is more
narrowly focused on youth violence. Research in these two portfolios is discussed separately. A summary of this body of research is presented in the table below.

5.1 The General Program Research. Between 2002 and 2012, there were 42 active grants in the program totaling over $22 million. There are several general themes in the portfolio of research grants in the Program. The predominant theme involves longitudinal, multidisciplinary research on the epidemiology and etiology of delinquency, drug use and violent behavior. Dick Jessor, David Huizinga, Scott Menard, Terry Thornberry, Jennifer Grotzpetr and Kim Henry have all been involved in this area of research. The Program is known nationally and internationally for the number and quality of interdisciplinary longitudinal studies and the contribution of these studies to the problem behavior knowledge base. A second theme is research on intimate partner violence (Frank Dunford, Joanne Belknap, Jennifer Grotzpetr, and Sharon Mihalic). Dunford’s work on the effectiveness of treatment alternatives for men who assault their partners is the pioneering work in this field and Belknap, Grotzpetr, and Mihalic’s research significantly extends our knowledge of the causes and consequences of this behavior. A third theme involves work on women and crime (Joanne Belknap). Belknap is widely recognized as one of the leading researchers on criminal offending by women and the treatment of women in the criminal justice system. The fourth theme involves research on violence prevention (Scott Menard, Jennifer Grotzpetr, David Huizinga and Terry Thornberry).

Jessor is widely recognized as the originator of problem behavior theory. His continued development of this theoretical framework as an integrated transdisciplinary theoretical model and the introduction of new concepts such as promotive factors continue to be on the leading edge of problem behavior and positive youth development research. His research during this period extends the testing of this theory to cross cultural comparative studies, specifically to work in China (Jessor, Project #1534493, 1535687, 1534751) and Kenya.

Huizinga, Menard and Grotzpetr have extended the National Youth Survey Family Study with two additional waves of data collection and analysis, enabling the study of life course trajectories from age 11 to the early 40’s for this national representative panel (Menard, Project #1533391). This grant was a joint project with researchers in the Institute for Behavioral Genetics, and represents our best attempt at a sophisticated interdisciplinary effort, integrating concepts from sociology, psychology and behavioral genetics into a single framework, collaborating on a set of measures to reflect the central variables in this framework, conducting the analyses jointly, and publishing together in behavioral genetic journals (Huizinga et al., 2006; Hoft et al., 2009; Sakai et al., 2010). This work also resulted in additional tests of Elliott’s Integrated Theory (Elliott et al., 1979; 1989; Elliott, 2012) with longitudinal data from the NYSFS and an extension of this theoretical framework to additional outcomes, e.g., to crimes of trust (Menard, 2012; Menard et. al., 2012; Menard and Grotzpetr, 2011).

Huizinga is also the PI on the Denver Youth Survey, a 25 year longitudinal, multidisciplinary, multi-contextual study of problem behavior and successful youth development over the life course (Huizinga, #1536066). The primary outcomes are delinquent behavior, drug use, victimization and mental health and analyses focused both on the epidemiology and etiology of these behaviors. Huizinga also has been involved in cross-national research using data from the DYS and a German study employing the same study design and measures of delinquent behavior (Schuman, Huizinga, Ehret and Elliott, 2009). Consistent with this theme, Thornberry’s and Henry’s research focused on substance use, bullying behavior, truancy, school dropout, child and adolescent maltreatment and delinquency (e.g., Thornberry, Project #1541423, 1543884; Henry, Project #1541576).
The second theme involves research on intimate partner violence. Dunford’s work on the treatment of intimate partner offenders, funded by a series of grants from the U.S. Navy between 2002 and 2007, is still the defining evaluation of the effectiveness of different treatment alternatives for men who assault their partners/wives/girlfriends (Dunford, Project #1536126, 1541123, 1543089). This sophisticated randomized controlled trial set the standard for evaluations of treatment alternatives for this type of violent offender. Grotpeter’s and Belknap’s research also has focused on intimate partner violence and sexual violence, as well as epidemiology, etiology and criminal justice processing of this type of offending. Grotpeter’s grant involved a secondary analysis of longitudinal data from the NYS and the NYSFS (Grotpeter, Project #1540267, 1543307). Belknap’s grant involved collecting data from four local sites (Belknap, Project #1530439). The ability to track this type of offending over 30 years and observe the long-term consequences and factors related to desistance or continuity of this type of offending is unique and makes important contributions to our understanding of this type of behavior.

The third theme involves Belknap’s work on women and crime. Again, this body of research relies on longitudinal data from two major grants. The first is a longitudinal study of battered women in the criminal justice system (Belknap, Project #1530439) and the second is a four site study examining the roles of mental illness and trauma among women in jail awaiting trial (Belknap, Project #1548262). Belknap has another grant under review that proposes to examine the link between victimization and offending in a sample of both men and women who are incarcerated. Belknap is a nationally recognized as one of the foremost researchers on women in the justice system.

The fourth theme relates to violence prevention research. Most of this research is located in CSPV and the Program is widely recognized as the leader in this area of research. Two separate grants in the general program are involved: an evaluation of a bullying prevention program (Menard, Project #1541198), and evaluation of two Blueprints Promising programs (Mihalic, Project #1543379, and a project to develop a Blueprints gang prevention program (Thornberry, Project #1545400).


Belknap, J., Investigator. **Women’s Pathways to Jail: Roles and intersection of serious mental illness and trauma**. Department of Justice, 2010-2012. $499,000.

Study sites include two urban (Denver and Washington D.C.) and two rural sites (Idaho and SC). Belknap was the PI for the Denver site and completed 204 personal interviews with women in the Denver jail. The structured interviews included information on various traumas (child and adult sexual abuse, witnessing serious violence and murders, placement in foster care, death of a loved one, etc.) and current and lifetime diagnoses and treatment for serious mental illness, PTSD, depression and substance abuse disorders. The study was designed to report on the frequencies of these disorders among women in jail and determine how the onset of these events is related to other events and to violent offending.

Huizinga, D., PI. **The Denver Youth Survey.** Department of Justice, 2009-2012. $549,999.

The DYS is a longitudinal study of over 25 years duration of problem and successful behavior from childhood to young adulthood that focuses on delinquency, drug use, victimization, and mental health. The project studies developmental processes and life experiences that lead to delinquency and other problem behavior with a goal of suggesting the nature and timing of prevention and intervention programs and identifying precursors to and outcomes of juvenile
justice system involvement. The project uses both survey and qualitative interviews and includes a special focus on risk and protective factors in the arenas of personal characteristics, family, peer, school, and neighborhood contexts.

5.3 Grants funded since 2002. All grants funded since the last self-study in 2002 are listed in PB Appendix B.

5.4 Research in the Center for the Study and Prevention of Violence. CSPV engages primarily in experimental and quasi-experimental evaluations of prevention and intervention programs, often involving multi-disciplinary research, and in the dissemination, implementation and outreach to practitioners and policymakers to support positive youth development and the prevention of problem behaviors in children and young people. CSPV focuses on 3 key strategies to fulfill its mission:

- **Resource identification and dissemination** focused on evidence-based programs, practices and policies related to violence prevention and positive youth development.
- **Technical assistance** that includes informational presentations, consultation, school climate surveys, and assistance in program planning, development, implementation, and evaluation.
- **Research** to study the effectiveness of prevention and intervention programs, and translational research on the dissemination, selection and implementation of evidence-based programs.

CSPV’s activities and research support the Center’s mission of bridging the gap between research and practice. Since the last report (2002), CSPV has received 34 grants totaling over $39 million in funding from federal (U.S. Department of Education, U.S. Department of Justice, U.S. Department of Health and Human Services, and the Centers for Disease Control and Prevention), state (Colorado Department of Public Safety, the Governor’s Office of Homeland Security), local (Mental Health Agency of Boulder County, CU Outreach), and foundation (Annie E. Casey, Robert Wood Johnson Foundation and Altria), funders. Most projects involve multidisciplinary research teams with diverse backgrounds including adolescent medicine, psychology, sociology, criminology, public policy, social work and education.

A brief overview of the Center’s main activities is described below in relation to the Center’s 3 key strategies: (1) resource identification and dissemination, (2) technical assistance, and (3) research related to program evaluation and translational research related to evidence-based program implementation. This overview is then followed by a more in depth description of each activity.

**Resource Identification and Dissemination:** First, through the Blueprints Initiative (Elliott, Project #1547289, 1548225, 1549167), CSPV provides an outstanding resource with international impact by helping governments, foundations, local agencies and other organizations make informed judgments about their investments in youth violence prevention and positive youth development programs. The Blueprints review and certification process for identifying effective, evidence-based programs is internationally recognized as the “gold” standard, applying the highest scientific standard for certification currently in use by federal and professional agencies rating prevention programs (Elliott, 2012 In Press). Being named a Blueprints Program is the most prestigious rating a violence, drug or delinquency program can receive. In 2012, Blueprints opened an office in London to serve European Union countries. A Blueprints web-site for European countries will be launched in 2013, customized for European agencies and practitioners, e.g., program costs and benefit cost ratios will be based on local estimates of cost rather than costs estimated for U.S. states or regions.
Second, the Center was recently named an Academic Center for Excellence in Youth Violence Prevention (ACE) from the Centers for Disease Control and Prevention (one of six nationally) (Project # 1548781). The purpose of the ACE is to reduce youth violence and promote positive youth development among youth in a high risk Denver neighborhood by disseminating and implementing the best evidence-based programs and practices to one target neighborhood, with the goal of saturating the community with enough effective programs to positively change the lives of the children and families in the community and significantly reduce the rates of violent behavior and other negative developmental outcomes in that community. The project aims to accomplish its goals by mobilizing community members and agencies to implement evidence-based (Blueprints) programs and practices, and evaluating the impact of that approach on youth violence and related outcomes.

Third, as the lead developer of the U.S. Department of Education’s Challenge Newsletter (Project #1542087), CSPV provided information and resources on school safety, youth violence prevention and substance abuse prevention on a quarterly basis to over 60,000 educators, administrators and prevention professionals. Fourth, CSPV collaborated with the Colorado Shakespeare Festival (Project #12900218) to present a touring production of Shakespeare’s Twelfth Night, engaging school children in discussions about bullying while exposing them to classical theatre. The 2011-2012 tour visited 49 schools, performed before more than 11,500 students and conducted classroom workshops on bullying prevention using CSPV materials for more than 3,500 students. A new tour has been funded for 2012-2013.

Technical Assistance: First, the Center has provided school safety and violence prevention technical assistance to hundreds of school and community partners impacting thousands of students through the Colorado Safe Schools Project: Safe Communities ~ Safe Schools (Project #1544637,1546407, 1547577). Since 2008, the Center’s web-based school climate survey has been administered to over 30,000 students in 112 Colorado schools; the Center conducted 8 regional trainings open to all Colorado schools; and published 15 newsletters which were sent to most primary and secondary Colorado schools.

Second, CSPV’s technical assistance related to Homeland Security (Project #1540321, 1541328, 1541489) also supported the State of Colorado in developing, measuring and accomplishing key security goals. Third, CSPV, the Colorado Attorney General and Safe2Tell have a formal partnership (a Memorandum of Cooperation) to collaborate on, promote and evaluate the Safe2Tell hot line which is available to all Colorado schools, students and residents. Since 2003, this anonymous reporting hotline has prevented 28 school attacks, received over 200 confirmed tips of guns or other weapons on school property, over 800 cases of bullying and over 350 tips leading to mental health referrals for suicide.

Evaluation and Translational Research: CSPV engages in evaluation, dissemination and replication research aimed at (1) increasing the pool of evidence-based programs to address positive youth development and problem behaviors and (2) taking these programs to scale. Using the most rigorous research design feasible, the Center conducted evaluations on several problem behavior prevention programs including Bullyproofing Your School (Project # 1541198), CASASTART and the Good Behavior Game (Project #1543379), the latter two involving randomized controlled trials. The Center also leads a multimillion project that disseminates LifeSkills Training, a model Blueprints evidence-based drug and violence prevention program, to over 100,000 students across 12 states (Project #1532972). A process evaluation involves in-depth monitoring at each site that provides valuable information on implementation fidelity, challenges to fidelity, and feedback to sites to improve the quality of their implementation. A
DOJ funded national replication of Blueprints programs (Project # 1530580, 1532972), evaluating the feasibility of taking these programs to scale with fidelity, providing one of the earliest major translational research studies, documenting what factors and conditions determined the success or failure of the implementation of evidence-based programs with fidelity when taken to scale.


Elliott, PI, Mihalic, CO-PI. **Blueprints for Problem Behavior and Healthy Youth Development**

The Blueprints mission is to identify proven programs that are effective in preventing problem behavior or promoting positive youth development. The Blueprints certification as a model or promising program requires that the program's evaluations meet a high scientific standard of evaluation quality and demonstrated effectiveness and are internationally recognized as the most rigorous in use. Blueprints staff systematically search for and continuously review the research on programs to determine which meet the Blueprints standard. To date, it has assessed more than 1000 prevention programs. Program effectiveness is based upon an initial review by trained GRAs, a second review by Blueprints professional staff and a final review and recommendation from a distinguished Advisory Board, comprised of experts in the field of violence prevention. Blueprints began in 1996 with a focus on violence, delinquency and drug use outcomes but with the Annie E. Casey grant, has expanded its scope to include mental and physical health, self-regulation, and educational achievement outcomes. Sharon Mihalic is the Director of the Blueprints Initiative.

Blueprints Advisory Board:
Steve Aos, Washington State Institute for Public Policy- Economist
Thomas Cook, Northwestern University - Psychologist
Delbert Elliott, University of Colorado - Criminologist
Francis Gardner, Cambridge University, UK - Child and Family Psychologist
Denise Gottfredson, University of Maryland - Sociologist
David Hawkins, University of Washington –Social Work
Robert Slavin, Johns Hopkins University - Education
Patrick Tolan, University of Virginia – Clinical Psychology

Elliott, PI, Mihalic, CO-PI. **Dissemination of LifeSkills Training (LST).** Altria. $12,114,809. 2009-2012 (renewed for 2013-2016)

This grant disseminates a “Blueprints” evidence-based drug and violence prevention program, LifeSkills Training (LST) to school districts in the Southeastern U.S. CSPV partners with National Health Promotion Associates, Inc. (NHPA) to deliver expert training, technical assistance, and curriculum materials for program implementation. Additionally, The Finance Project provides training to sites in creating a detailed LST sustainability plan. CSPV has responsibility for oversight of all aspects of the project, including school district recruitment, site monitoring, and reporting implementation fidelity, and successes and challenges to fidelity for each district throughout the three-year grant period. The success of the project motivated Altria to initiate a new three-year grant which will begin in 2013 and provide full grant support for an additional three years. CSPV will extend the scope of LST coverage to the states of Pennsylvania, Indiana, Ohio, Illinois, and Washington.

By the 2011-12 school year, 53 school districts in nine Southeastern states (Alabama, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia) and the
District of Columbia participated in the grant. Additionally, statewide implementation occurred in West Virginia, bringing the total number of participating states to ten. Over 100,000 students received LST in each year. Across the first two years of implementation, there were 105 training workshops held for 1,623 teachers. Four regional training of trainers workshops were held, with 30 districts participating, providing certification to 47 teachers to train in their districts after the grant ends. A series of six webinars and five regional sustainability workshops, with 25 districts and 51 individuals participating in the workshops, were held to help district administrators create plans for sustaining the program after the grant ends. As a result of all training support, 84% of districts in their second year of implementation appear to be in a strong position to continue LST implementation after the grant ends. Sharon Mihalic is the Managing Director of this project.


The goal of the Academic Center of Excellence Cooperative Agreement is to reduce violence and promote positive youth development among youth in a high-risk Denver community. The project aims to accomplish its goals by mobilizing community members and agencies to implement evidence-based programs and practices, and evaluating the impact of that approach on youth violence and related outcomes. A secondary goal is to train future researchers in the area of youth violence prevention (Due to a 20% cut in funding for the second year, this goal was eliminated until such time that funding is restored).

In 2011, the Denver Collaborative to Reduce Youth Violence, called “Steps to Success,” was established to implement and evaluate a multi-faceted approach to reduce youth violence and promote positive youth development in the Montbello neighborhood of Denver. The Steps to Success project is a unique partnership between community members and faculty researchers from CSPV and the CU School of Medicine/Children’s Hospital Colorado that uses Communities That Care (CTC) prevention system, a strategic planning framework aimed at developing a science based prevention infrastructure within local communities. CTC has been found effective in reducing youth delinquency, violence, and tobacco and alcohol use in a randomized control trial conducted in 24 communities.

In order to evaluate the impact of the prevention programs selected through the CTC process, the ACE research team is collecting various forms of data over the course of the five year project for both Montbello and Northeast Park Hill, the comparison site. A community survey will be conducted in both sites to assess initial levels of community characteristics and conditions, risk and protective factors, and successive changes in rates of violent and other problem behavior among youth aged 10-17. Additionally, summary data from school-administered student surveys likely will be available to the Steps to Success Boards providing information about school climate, the prevalence and frequency of participation in violent behaviors, gang-related behaviors, and protective factors before, during, and after the implementation of the selected prevention strategies. A process evaluation at the program level also will be conducted to assess the fidelity of implementation of CTC and the evidence-based interventions chosen by the Montbello community.


This project provides technical assistance to develop and implement fidelity measures for secondary therapeutic and support services provided to youth as a part of Boulder Impact’s
Evidence-Based Services Continuum Fidelity Project. The Fidelity Project implements a framework where evidence-based practices and programs are used when appropriate to improve outcomes for youth. However, youth have treatment needs for which there are no evidence-based programs or practices and staff from Fidelity Project need to refer youth to programs and services that are not evidence-based to meet their needs. These types of support services may include: counseling, mentoring; advocacy services; pro-social activities, incentives, community supervision/monitoring etc. In these cases, Fidelity Project staff have asked researchers from CSPV to provide technical assistance to develop and implement fidelity measures for secondary therapeutic and support services that to date have not been shown to be evidence-based.

The measures, materials, and tracking system will be developed so that staff from Boulder IMPACT can continue to monitor the fidelity of their programs and services once the grant is over and can be replicated by others. Researchers at CSPV will provide the following services: 1) a literature review of the fidelity measures, 2) develop fidelity measures, 3) develop a tracking and reporting system, 4) administer the fidelity measures, and 5) provide fidelity reporting and technical assistance.


The goal of the Colorado Schools Safety Project: Safe Communities~Safe Schools is to improve school safety by providing violence prevention planning, programming, technical assistance, and informational resources to Colorado schools. The project objectives are to: (1) improve school violence prevention planning and coordination; (2) improve violence prevention programming in schools; (3) improve informational resources available to schools in their efforts to improve school safety and help prevent incidents of school violence, and (4) improve school staff knowledge about school safety and violence prevention efforts through the provision of regional and individual training and technical assistance on the topics of prevention programming, and emergency response and crisis management. Since May 2008, CSPV researchers have worked with over 100 Colorado schools providing them with school safety and violence prevention planning, information on evidence-based programs and technical assistance.


The Colorado School Safety Resource Center’s (CSSRC) Pilot Site Project worked with 5 pilot site schools with the goal of improving safety at their schools. CSSRC contracted with researchers from CSPV to help them provide a variety of safe school planning efforts, particularly in the area of assessing school climate strengths and needs and using a data driven approach to addressing their needs. Schools assessed their school climate and emergency crisis management strengths and challenges using CSPV’s school climate surveys (student, staff, and parents) and a Safe Schools Checklist, respectively.

After working with schools for three years, all pilot site schools appeared to improve their level of accomplished tasks with respect to the U.S. Department of Education’s four phases of emergency crisis management. When exploring their school climate, the results showed that in general, the pilot sites’ school climate stayed about the same, most problem behaviors stayed the same or decreased. Although there were some changes in the negative direction those changes were small in comparison to the positive changes that occurred at all the sites. These
results are not surprising due to the lack of funding for the implementation of evidence-based programs and extensive budget cuts. School staff is expected to do more with less, focus on academic performance, and class sizes increased over this time period. Still, school staff understands and appreciates the importance of using a data driven approach to violence prevention and can continue to use these informational resources in the future.

Elliott. Shakespeare Festival Grant—Twelfth Night. CU Outreach $8,000. 2011-2012; Renewed 2012-2013 $24,000

CSPV collaborated with the Colorado Shakespeare Festival (CSF) to present a touring production of Shakespeare’s Twelfth Night to engage schoolchildren throughout the state in discussions about anti-bullying while exposing them to classical theatre. The program includes a 50-minute performance, a post-show talk-back with the cast, and three lively classroom workshops immediately afterward. A discussion of the bullying events in the play sparks dialogue about the cycle of violence and how youth can be empowered to be part of the solution when experiencing problems like bullying that interfere with a healthy learning environment. CSPV provides anti-bullying training for the actors and production staff, as well as publications, interventions and information for schools and the touring company regarding the latest research available on the topic of bullying.

The 2011 tour visited 49 schools, performed for more than 11,500 Colorado students and conducted classroom workshops for more than 3,500 students. Stories about the project appeared in the Denver Post, Daily Camera, and Longmont Times-Call, and the collaborators have been invited to present at conferences for the Shakespeare Theatre Association, the American College Theatre Festival, and the Anti-Bullying Summit at Auburn University. Several theatres across the country are interested in replicating this unique Shakespeare & Anti-Bullying program, and Oklahoma Shakespeare in the Park will likely launch the program in the fall of 2012.

5.6 CSPV Proposals Submitted and Under Review.


This research evaluates a community-based collaborative approach to ensuring at-risk youth receive appropriate and timely evidence-based services based on assessed need. Youth contacted by law enforcement who commit an offense within the targeted high-crime neighborhood, or who commit an offense and reside within this neighborhood, will be brought to the juvenile assessment center and randomly assigned to the treatment or control group. Treatment group youth will participate in a validated screening and assessment process, be matched with evidence-based services based on need and, when appropriate, cross-system treatment plans using evidence-based approaches will be implemented. Control group youth will receive standard operating procedures. This study assesses the potential greater effectiveness in reducing recidivism and school problem behaviors resulting from systematically providing evidence-based services to at-risk youth and demonstrates the extent to which justice systems change can be accomplished by local leaders using existing resources.

Although the relationship between victimization and offending has been well-established, far less is known about the dynamics in this relationship. The proposed study is to interview 500 inmates in the Denver County Jail to assess the relationship between victimization and offending in their lives. Unlike most of the existing pathways and life-course studies, this study will include men and women. Additionally, unlike any existing studies it will include life event calendars and lifetime offending and victimization, but also short-term analyses drawing on detailed qualitative criminological interviews regarding specific offenses from a subset of the sample. To our knowledge, no criminological studies have used lifetime, three-year and short-term event-based data collection in the same study. The lifetime and three-year studies focus on the individual inmates as the unit of analysis, whereas the detailed qualitative interviews will primarily focus on specific offenses committed and described by a subsample of these inmates. All of these time frames and approaches will help identify the victimization-offending link, using a variety of quantitative and qualitative analyses.

5.7 All grants. All grants received since 2002 are listed in PB Appendix B and a Summary of Grant Awards is listed below.

Table 1. Summary of Grant Awards Problem Behavior (PB): 2002-2012

<table>
<thead>
<tr>
<th>Principal Investigator</th>
<th># of Grants Awarded</th>
<th>Award Amount</th>
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</thead>
<tbody>
<tr>
<td>Belknap</td>
<td>2</td>
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<td>Dunford</td>
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<tr>
<td>Grotpeter</td>
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<tr>
<td>Henry</td>
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<td>Huizinga</td>
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<td>Jessor</td>
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<td>Menard</td>
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<td>$6,709,076</td>
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</tr>
<tr>
<td>Radelet</td>
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<td>Thornberry</td>
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<td>Wadsworth</td>
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<td><strong>Total PB</strong></td>
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Table 2. Summary of Grant Awards CSPV: 2002-2012

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<th># of Grants Awarded</th>
<th>Award Amount</th>
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</thead>
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<td>Mihalic</td>
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<td>Woodward</td>
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<tr>
<td><strong>Total CSPV</strong></td>
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<tr>
<td><strong>Total PB and CSPV</strong></td>
<td>74</td>
<td><strong>$60,594,517</strong></td>
</tr>
</tbody>
</table>

PB Question 6: Space and Infrastructure
6.1 Space. All but two of the 31 Program offices are on the third floor of the new IBS Building. One additional office is on the fourth floor (Pampel) and another on the first floor (Radelet). This is excellent space and currently sufficient for Program needs.

6.2 Infrastructure. The program receives excellent infrastructure support from the Administration of IBS. This includes the services of an IBS Librarian, budgeting and grant processing assistance, shared equipment and equipment maintenance, excellent IT support, work study receptionists, and office supplies. For the most part, IBS is a very supportive work environment.

We have one critical infrastructure need, a staff person to manage and maintain the CSPV web site and Clearinghouse. This is a key resource needed to support our translational research goal. While the Center had foundation funding to support a position that was responsible for this work in its early years, this ended in 2006 and we have not found this type of infrastructure funding to support this important work. Since the Center’s staff is almost totally funded on grants, their time must be spent fulfilling the obligations of the grant and this activity falls outside the scope of current funded grants. As a result, many of our Center’s Clearinghouse resources need to be updated and new information and major lessons gained from both basic and translational research need to be put into fact sheets and easily understood position papers. We request a .5 PRA to work on these activities. The full justification for this request is found in Question 7.4.

PB Question 7: Strategic Planning

7.1 Introduction and Planning Process. As described in the University’s Flagship 2030 Strategic Plan, “The world of 2030 will demand more, not less, engagement by universities in confronting the issues of humankind.” Engaging in critical issues that confront humankind is at the core of the mission for the Problem Behavior Program. The Program has been a leader in addressing some of the most difficult issues facing humanity. While this self-study has listed our many accomplishments, we believe several changes in our research goals and strategies are necessary to remain competitive in securing grants and on the cutting edge of scholarly work. So much money is being spent on violence, drug, delinquency, educational and health programs that don’t work. The amount of violence, especially in our disadvantaged minority communities and the numbers of mass shootings that hit close to home and far away, are not inevitable. Too many children don’t go to school because they don’t feel safe. Rates of bullying and dropout are at peak levels. Our work is critical to successful child and youth development. The steps we outline to address these critical societal problems align directly with the University’s Flagship Plan and will ultimately benefit Colorado and the nation.

The Program’s senior staff met in July 2012 for a half-day retreat, this was then followed by a meeting with the whole staff to develop the Program’s strategic plan. A significant part of these meetings was spent developing an ambitious vision statement to drive the future direction of the Program. Our vision is intended to define our focus, motivate us into action and increase ownership and commitment to achieving our major goals.

7.2. Vision Statement.

To be the global leader in basic and applied interdisciplinary research on problem behavior and positive youth development using a public health/life course perspective to advance the promotion and dissemination of research and evidence-based programs, practices and policies that impact children, families and communities.

Our strategic plan provides an explanation of how to move this vision into reality. Development of the strategic plan involved identifying and prioritizing the Program’s strengths, challenges and
opportunities for future development. This included an assessment of (1) the direction of current theoretical work and research on problem behavior and positive youth development and (2) the application of research to the development, dissemination and adoption of effective prevention programs, practices and policies. As a result of this assessment, our strategic plan highlights two key areas of emphasis within our broader vision: 1) interdisciplinary research on problem behavior and positive youth development using a public health/life course perspective and 2) translational research to advance the promotion and dissemination of research and evidence-based programs, practices and policies that impact children, families and communities. The five major goals described below address our challenges and take advantage of our strengths to maximize opportunities to ultimately realize our vision. We then outline the essential resources needed to accomplish these goals and bring our vision to fruition.

7.3 Future Goals.

Goal 1: To expand the focus of the Program to a broader set of behavioral outcomes impacting the life course trajectory of children and youth.

We aim to expand the Program’s focus to include a broader set of behavioral outcomes that impact the life course trajectory of children and youth. This includes an expansion of the research focus in both the general program and the Center and involves a deeper, better articulated formulation of interdisciplinary theory and research and the delineation of a broader set of outcomes to be investigated. Both changes reflect our analysis of the emerging direction of theoretical thinking and its influence on future research and the desire to be on the cutting edge of work on a set of inter-related behavioral outcomes. It has long been known that there are high levels of co-morbidity among different forms of problem behavior, forms that have historically been under the purview of different academic disciplines. Moreover, there are strong patterns of association between these problem behaviors and positive behaviors/outcomes that delineate a successful course of child and youth development.

Theoretically, the program has adopted a public health/life course development model of problem behavior and a complementary focus on positive youth development, on both risk and protective factors for problem behavior and on factors that promote a positive course of development from childhood into adulthood. While the focus of the Program’s research to date has been on specific problem behaviors (e.g., antisocial behavior, delinquency, substance use/abuse, violence, domestic violence, dropout, and depression), more recent work has included research on both problem behaviors and positive behaviors and how they interact to enhance or impede a positive course of development. These new outcomes (protective factors) include positive physical and mental health outcomes, academic achievement, self-regulation, participation in prosocial, supervised activities (e.g., sports, church attendance, community service) and other indicators of physical and emotional well-being.

In recognition of this goal, the Program professional staff recommended the Program name be changed to the Program on Problem Behavior and Positive Youth Development. This recommendation was approved by the IBS Board of Directors on September 10, 2012. The revised vision statement already reflects this focus on positive youth development.

Future grant proposals will reflect this broader theoretical perspective and set of outcomes. Fortunately, reliable measures of many of the protective and promotive factors have already been developed, often by researchers in other academic disciplines that traditionally focus on these behaviors/attributes/events as outcomes. The nature of the relationships between risk, protective and promotive factors has not been well established, particularly for the nature and role of promotive factors in interaction with risk and protective factors. In addition, the critical
indicators of a successful life-course trajectory and potential turning points in that trajectory have not yet been fully delineated. Clearly there is theoretical/conceptual work and some measure of development work to be done in this area and future grant applications will address both of these developmental needs.

We also will incorporate this expanded focus into Center activities. Blueprints will be launching a new website with an expanded list of model and promising programs that include many of these outcomes, in October, 2012. Center research will focus on the identification of cradle to career indicators of successful development; the development or identification of existing tools and mechanisms for communities to collect data on these indicators; developing fact sheets – brief summaries of research for dissemination to practitioners related to these expanded outcomes; and update our clearinghouse information to include position papers and resources available on this expanded set of outcomes.

Our success at accomplishing this goal will be demonstrated in stages. First, the approval of the new proposed name for the Program was approved by the IBS Board on September 10, 2012. Second, Blueprints will demonstrate this new focus in the launching of their new website sometime in October. Longer range, this new focus can be documented in the new grant proposals submitted over the next five years; in the content of publications by Program members, and in the content of the Center’s Clearing House, fact sheets, and other materials.

**Goal 2: To increase the interdisciplinary sophistication of our theoretical models, research proposals and scholarly publications over the next five to ten years.**

Along with the behavioral outcomes expansion, we plan to increase the interdisciplinary sophistication of our theoretical models, research proposals and scholarly publications over the next five to ten years. One of our strengths is in theory development, with both Jessor (Jessor and Jessor, 1977; Jessor, et al., 1991, 1998) and Elliott (Elliott et al., 1979, 1985; Elliott and Tolan, 1999 and Elliott, 2012) making central contributions to problem behavior theory and the casting of problem behavior theory into a public health/life course paradigm. Jessor has made a forceful argument for a better integrated, interdisciplinary behavioral science; for a paradigm that includes both individual and contextual variation and for changing risk and protective factors over the life course (Jessor, 1993). This type of interdisciplinary framework is more consonant with the actual complexity of adolescent behavior and development. While the life course paradigm is the dominant conceptual framework for current research, existing theories, including problem behavior theories using this framework, are not well articulated as interdisciplinary theories. They still tend to be academically insulated and life-stage specific. As a result, current interdisciplinary research tends to include separate variables, measures, and hypotheses from different disciplines and interdisciplinary teams of investigators, but the analysis typically involves the investigators from each discipline doing their own analyses employing their separate academic models and writing separate chapters or articles in the publications from the study. There is a clear need to better integrate different theoretical perspectives into a single theoretical framework that includes variables, relationships and processes from different academic disciplines, joint selection of study variables and hypotheses to be tested, with all analyses using the integrated model and research paradigm and joint publications exploring the relationships in the integrated model- what might better be call transdisciplinary research.

IBS and IBG came close to accomplishing this type of research on the National Youth Survey Family Study, a joint IBS and IBG project. The interdisciplinary team included sociologists, criminologists, psychologists and behavioral geneticists, and was successful in developing a
common set of measures and set of hypotheses to be examined, and this project resulted in a number of joint publications by IBS and IBG team members. But there was no real theoretical integration and most publications were not joint publications.

This goal will demand hard work. It will take five to ten years to see the fruit of this effort. It will require a greater diversity of faculty in the Program and a concentrated focus on theory development. We propose to initiate a series of workshops specifically dedicated to developing a transdisciplinary theory and paradigm, inviting a series of presenters working in this area to meet with us and share their insights on this goal. We will assess our progress toward accomplishing this goal by the number of joint grant proposals submitted that include a more fully integrated theoretical/conceptual framework for the study; the number of joint publications reporting on findings from this type of study; and by the publication of one or more articles that describe this new form of interdisciplinary theory and research.

**Goal 3: To initiate a new major national transdisciplinary longitudinal study on the epidemiology and etiology of problem behavior and positive youth development in the next five to ten years.**

This type of a project has been the bread and butter for the Program for many years. The NYS study was initially funded in 1976, involved 13 waves of national data collection and covered 28 years. The NYSFS, a joint project with IBG was a major advance into interdisciplinary research, adding a complex set of new mental health variables, biological markers and collecting DNA from the NYS national panel of initial subjects, their parents and their children. Moreover, there is no currently funded study of this type, i.e., a longitudinal study with a national probability sample, a sophisticated transdisciplinary framework, designed to estimate current national prevalence and incident rates of problem behaviors and indicators of positive youth development over time and test theoretical hypotheses from a more fully articulated, integrated theoretical model. We have the experience necessary to carry out such a study. The difficulty lies in obtaining funding for such a study and completing the necessary conceptual integration work required in the next three to four years.

There are several possibilities. There has been some discussion of developing a joint IBS/IBG proposal for another wave of the NYSFS with a focus on the children of the original subjects. By the time this project could be funded, the original subjects will be in their 50s and their children in their late 20s and 30s and there will be a significant number of grandchildren. The opportunity for a four generation sample and tracing life course trajectories into middle-age and later (parents) has some appeal, but there are also drawbacks for this option. For one, it is likely all of the investigators on the earlier waves will be retired and that experience unavailable.

A second option involves extending the current ACE project for a second 5 year follow-up of the initial sample. Under the terms of this cooperative agreement, a competitive renewal is an option. The current project involves two waves of community and school survey data and a 5 year extension would provide another 2 waves of data for both the intervention site and the comparison site. This is a fairly sophisticated multidisciplinary study with probability samples and multiple youth and adult cohorts, but it is not a national sample and the work is not currently informed by the more sophisticated transdisciplinary framework we hope to develop for this major study. It may be developed for the second five year period.

We will pursue both of these possibilities, but believe the best option is to design a completely new study and involve a new cohort of researchers. Realistically, this will take four to five years to do the necessary groundwork and design the study and another one to two years to obtain
funding. We have current funding out to 2016 and with a successful competitive renewal of the ACE and the Blueprint projects, out to 2021. So this is a feasible option.

The measure of success for this goal is straightforward- we either will or will not have a study of this type funded in the next five to ten years.

**Goal 4: To expand our leadership and influence in the new field of translational research.**

For our work to significantly impact our list of expanded behavioral outcomes and positively affect child and youth development, related scientific discoveries must be translated into practice and policy. Doing rigorous research and developing effective interventions is important, but not enough in itself. In fact, we now know from research what works to create more positive social learning environments and places for our children to grow and be free from the harmful and unfortunate circumstances they see and live on a daily basis. For child and youth outcomes to be changed by this research there must also be delivery channels and systems in place to disseminate these interventions to the public, policymakers, and other decision makers to ensure that they are implemented, adopted, and maintained. Recognizing the importance of this emerging area, the U.S. National Institutes of Health announced translational research as a new priority in 2003. This focus has begun to shift attention into more effective, evidence-based and community-centered prevention strategies.

CSPV has been a leader in translational research related to the prevention of problem behavior and positive youth development. The Blueprints Program (see 5.6) has contributed greatly to the identification and implementation of many more evidence-based programs meeting high scientific standards in schools and communities throughout the nation. The Center has also provided some of the best early translational research related to identifying what is needed to implement evidence-based programs with fidelity and to take evidence-based programs to scale. Likewise, as a result of training and technical assistance, hundreds of Colorado schools have implemented CSPV’s Safe Communities~Safe Schools Model for safe school planning.

While some significant advancement has been made in translational research, there is still significant room for improvement. The current penetration of evidence-based programs and practices is quite modest at best. Less than 5% of eligible high-risk offenders are being treated with an evidence-based program (Henggeler & Schoenwald, 2012). Instead, there is a long history of programs with limited evidence of effectiveness (e.g., DARE or Scared Straight) launched on a national scale with great promise and huge cost only to prove ineffective or harmful and a waste of taxpayer’s money. Additionally, while schools and law enforcement have greatly improved their response to a violent incident, the most effective strategies related to the prevention of violence in schools are not being widely implemented. Clearly, research to identify effective dissemination models and selection decisions is critical if evidence-based programs are to be implemented on a scale and with a level of fidelity that can significantly impact child and youth behavioral outcomes at the community level.

Building upon our strengths and accomplishments in translational research, our plans related to this goal focus on the following activities:

**Blueprints Program.** As discussed previously (see 5.5), the Blueprints mission is to identify proven programs that are effective in preventing problem behavior and promoting positive youth development. Within the next 10 years, Blueprints aims to be the most widely recognized and used list of evidence-based programs. The program’s leadership has identified 6 key activities related to accomplishing this goal: (1) expand Blueprints presence within the European Union; (2) lead a publicity campaign to market Blueprints and evidence-based programs; (3) host International Blueprints Conferences with at least 700 participants every other year; (4) upgrade the scientific standard for certifying programs as effective or evidence-based by adopting the
recommendation of the Working Group of the Federal Collaboration on What Works; (5) develop publications based on the Altria dissemination of LifeSkills Training lessons learned; and (6) hire a new Director for the Blueprints Program. Success for these efforts can best be measured by an increase in the number of schools and communities internationally implementing evidence-based programs with fidelity.

**Safe Communities—Safe Schools.** CSPV provides schools and community partners with resources and technical assistance to implement the SCSS model. This includes safe school planning, data collection, evidence-based programming, training and technical assistance, and school violence prevention research and resources. In addition, CSPV conducts conferences, learning events and workshops and produces publications for educators, law enforcement agencies and other community organizations interested in school violence prevention. Since the grant funds supporting this activity have recently ended, a primary focus for the Center is to secure funding to support the dissemination of resources and technical assistance related to the SCSS model. We have recently developed a cost-recovery model to charge a nominal fee to schools that utilize our on-line school climate survey and we will also continue to seek out grant opportunities and foundation support for this work. We also plan to continue and expand the (1) Shakespeare Theatre collaboration to prevent bullying and (2) promotion of Safe2Tell in partnership with the Attorney General’s Office. We intend to seek funding to support formal evaluations of these two efforts to measure the impact of these programs on school climate and student outcomes. Success will be demonstrated by grant proposals funded to support the dissemination of the SCSS model and the evaluation related to Safe2Tell and the Shakespeare Theatre Collaboration. Other measures of our progress include an increase in the number of schools using our school climate survey, an increase in the number and type of requests for SCSS resources, and by the number of participants served through effective trainings and conferences hosted by CSPV.

**Academic Center of Excellence in Youth Violence Prevention (ACE).** As discussed (see 5.5), the purpose of the ACE is to reduce youth violence and promote positive youth development among youth in a high-risk Denver neighborhood. Through the ACE project, CSPV has an opportunity to bring all the resources and capacity of the Center to bear (e.g., evidence-based programs, technical assistance, and evaluation) on one target neighborhood, with the goal of saturating the community with enough evidence-based programs to positively change the lives of the children and families. The project aims to accomplish its goals by mobilizing community members and agencies to implement evidence-based programs and practices, and evaluating the impact of that approach on youth violence and related outcomes. The ACE project is a case study that will enable us to study the in-depth processes by which a community puts the best that we know from research into practice. We will be studying implementation and analyzing the impact of the intervention on youth outcomes. We expect our ACE demonstration project to result in publications that contribute to the field of translational research by providing valuable information to assist both researchers and communities in understanding and addressing the intricacies of working on complex place-based research. We plan to continue the ACE/Montbello demonstration project beyond 2016 and will also look for opportunities to replicate the model in other neighborhoods. Our hope is that the lessons learned in this demonstration project will accelerate our capacity to make major improvements on a large scale for children and youth residing in high-risk neighborhoods.

**Goal 5: To hire a new Program Director and expand the number and diversity of faculty and graduate student participation in the Program over the next 5 years.**

A top priority for the Program is to hire a new Program Director in the next year. We have had two unsuccessful searches over the past several years. Two offers were made to good
candidates but neither accepted the university’s offer. The expansion in Program outcomes and the focus on interdisciplinary research creates the opportunity for a broader search of potential candidates with backgrounds in economics, policy studies, public health, and other academic disciplines beside sociology and psychology. We also propose that a .25 FTE Assistant Director position be included as part of the offer package. This position would make the Director position more attractive, providing logistical support for the Director. It would also be a great asset in our effort to obtain greater infrastructure support for the Program, e.g., monitoring and distributing RFPs and grant solicitations, meeting with potential funders regarding funding priorities, assisting members developing proposals and handling some routine personnel matters.

A critical step for making significant progress toward each of the above goals involves increasing the number and diversity of regular faculty members in the Program. This weakness was identified in our last report and again in our current strategic planning meetings. This low level of faculty involvement undermines the realization of all of the above goals and our overall strategic plan. Currently only five regular CU faculty are members of the Program, four of the five are from the Sociology Department and the level of their participation varies considerably. The goal of increased diversity involves both a need for members with a wider range of academic backgrounds and greater ethnic/racial diversity. A further consideration is that two of the three Research Professors (Elliott and Jessor) are semi-retired and will be fully retired in the near future and a key Senior Research Associate, David Huizinga, will also be retiring soon. It is critical that we replace these key members of the program. To address these critical issues and achieve this goal, we are requesting an Assistant Professor regular faculty line with preference for a psychologist, to strengthen the strategic plan for developing a more sophisticated interdisciplinary framework work (strategic Goal 2), address the limited diversity issue in the Program and the Institute and assist in our specific effort to develop better linkages with faculty from the Psychology Department (Goal 5) and replace senior research faculty and research associates who will be retiring.

Our goal is to recruit an additional five faculty as active members of the Program in the next 5 years (in addition to the new Assistant Professor faculty line) and to recruit them from different academic departments (e.g., psychology, economics, public health, and political science). We also will expand the recruitment of GRAs to these departments as well and increase their number to the extent allowed by our grant portfolio. To accomplish this goal, we must build better incentives for recruiting from these departments. In some of these departments there are strong incentives for faculty doing their research within the department. A more active, better informed recruitment strategy is needed, focusing on the opportunity to work in a transdisciplinary setting (which we believe is the direction of future research and funding), offering a greater concentration of researchers focusing on a given area of interest than typically found in departments, and in most cases, better supports for conducting research.

We intend to extend our recruitment of GRAs to a wider range of academic disciplines as well. Future research proposals that involve a stronger, more sophisticated transdisciplinary theoretical framework and integrated approach to problem behavior and positive youth development will require GRAs with interest and training in this broader set of academic disciplines to work together on this type of complex interdisciplinary thinking and research. We plan to recruit GRAs from multiple disciplines including economics, education, political science and public health and provide them with a multidisciplinary theoretical perspective and research experience. The number of GRSs is limited to these positions in our grant budgets.
The successful realization of these goals are easily measured by the successful hiring of a new Program Director and the creation of a new .25 FTE Assistant Director position; a new Assistant Professor in CSPV, an increased number and academic diversity of faculty in the Program; and an increased academic diversity of GRSs in the Program.

7.4 Resource Needs. The strategic plan and future vision for the Program calls for some specific additional faculty support. First, we believe that a successful search and hiring of a Director for the Program (which has already been approved), would be enhanced with provision for an Assistant Program Director (.25 FTE) to make this position package more attractive. Second, an additional .3 FTE for the Director of CSPV is necessary to bring the IBS support for this position up to .5 FTE, a minimum level of university support for such a critical position, managing a large portfolio of research projects, a sizeable staff and the Program’s outreach work. Given the current Director’s qualifications and experience, she should be offered a Research Professorship, but this is not possible at this point because of the limited quota for Research Professorships in IBS. We are also requesting an Assistant Professor regular faculty line to replace retiring faculty and help us meet our faculty diversity goals.

In support of Goal 2, we are requesting support for the proposed workshops dedicated to developing a transdisciplinary research paradigm. Five workshops are planned over the next 2-3 years. We would like to invite nationally recognized experts to present at three of these workshops and rely on current IBS professional staff to lead the other two. We will offer a modest consulting fee of $2,500 to each of these national experts and cover their travel resulting in a request for $10,000 for these workshops.

A key resource needed to support our translational research goal involves having a staff person to maintain the Center’s web site and Clearinghouse. While the Center had foundation funding to support a position that was responsible for this work in its early years, this ended in 2006 and we have not found this type of infrastructure funding to support this important work. Since the Center’s staff is almost totally funded on grants, their time must be spent fulfilling the obligations of the grant and this activity falls outside the scope of current funded grants. As a result, many of our Center’s Clearinghouse resources need to be updated and new information and major lessons gained from both basic and translational research need to be put into fact sheets and easily understood position papers. We propose to fund a .5 PRA to work on these activities. Last, we believe that with changes in technology and marketing and communication strategies, there is an incredible opportunity to build this area of work in new and innovative ways. A major inhibiting factor in dissemination is the lack of an effective and seamless delivery system to effectively communicate scientific research to policymakers and practitioners. Our vision is to partner with marketing and communication experts to help us develop effective ways to communicate scientific research to the policymakers and practitioners that need it most. We will look first to CU resources and expertise in this area but believe it may require engaging some outside consulting. We thus request $20,000 for marketing and communication support for the Center.

Summary of Resources Needed to Achieve Goals:
- Assistant Program Director -.25 FTE
- Increased FTE for CSPV Director - additional .3 FTE
- Assistant Professor faculty line
- Center Clearinghouse Staff -.5 FTE PRA
- Consulting Fees Communication / Marketing Assistance- $20,000
- Workshop participants fees and travel (3) - $10,000
7.5 Relationship to Flagship 2030. The Program’s strategic plan aligns directly with many of the 2030 Core and Flagship Initiatives.

Our first three strategic goals – to expand the Program’s focus to include a broader set of behavioral outcomes, to increase the interdisciplinary sophistication of our theoretical models, and to initiate a new major national transdisciplinary longitudinal study – align with the fifth Flagship Initiative to transcend traditional academic boundaries and the second Core Initiative of Flagship 2030 to foster research excellence. Accomplishing these goals requires us to transcend traditional academic boundaries to better integrate different theoretical perspectives into a single theoretical framework. This work will foster research excellence through deeper, better articulated formulation of interdisciplinary theory and research and the delineation of a broader set of outcomes to be investigated. Additionally, creating a new longitudinal study with a national probability sample will further research excellence by enabling researchers with the opportunity to test their theoretical hypotheses that are developed from a more fully articulated, integrated theoretical model.

To accomplish these goals we plan to initiate a series of workshops specifically dedicated to developing a transdisciplinary theory and paradigm, inviting a series of presenters working in this area to meet with us and share their insights on this goal. This activity could be integrated into the University’s sixth Flagship Initiative to build a global crossroads by bringing the world’s best thinkers to visit, work and study at CU-Boulder. Ideally, some of the competitively selected “Colorado Fellows” would have expertise in the areas of problem behavior and positive youth development.

Our fourth strategic goal aims to expand our leadership and influence in the cutting-edge field of translational research. This goal supports the eighth Core Initiative and the fifth Flagship Initiative, to expand outreach programming serving Colorado communities and to transcend traditional academic boundaries to make a global impact. The Program has been a leader in translational research related to the prevention of problem behaviors and positive youth development and our outreach efforts have already had national and international impact. While advancement has been made in this area, we see significant room for improvement. For child and youth outcomes to be changed by our Program’s research, we must create mechanisms to disseminate important research findings to the public, policymakers, and other decision makers to ensure that the best information from research is getting into the hands of those who need it most. Our plans for this goal and resource request (See 7.4) outline a strategy for expanding our capacity in this area. These resource requests also relate to the University’s fifth Core Initiative to support the mission by increasing the number of talented and creative staff members. A key resource needed to support our translational research goal involves having a staff person to maintain the Center’s web site and Clearinghouse. We also have requested funding for marketing and communication support for the Center.

In addition, the outreach projects related to this strategic goal – Safe Communities~Safe Schools, the Academic Center for Excellence in Youth Violence Prevention demonstration project, and Blueprints for Healthy Youth Development – offer excellent experiential learning opportunities for students, which aligns well with the third Flagship Initiative to incorporate experiential learning programs more broadly in every student’s education. These opportunities are currently limited due to a lack of staff capacity to coordinate between academic departments and the outreach projects. However, this is an area of growth that could potentially be developed through the Assistant Program Director and the CSPV Director.
The translational research and policy recommendations promoted by our Program also align with the University’s fourth Flagship Initiative to expand access and equal opportunity to higher education. We agree with the Flagship strategic plan that this requires a statewide commitment with more attention given to preparing all of the state’s primary and secondary students for higher education. However, our research shows that addressing this issue must begin in early childhood and continue cradle to career by ensuring children and young people receive the developmental supports they need to be successful. We advocate the implementation of evidence-based programs and offer our Program’s research findings and resources to further the University’s effectiveness in leading the development of a state action plan toward ensuring access and equal opportunity to higher education.

Our fifth goal to hire a new Program Director and expand the number and diversity of faculty and graduate student participation in the Program responds to the first Core Initiative to enhance education and scholarship, the second Core Initiative to foster research excellence and the third core initiative to enhance graduate education. We also address the seventh Core Initiative, learning for a diverse world, and intend to implement new strategies for improving diversity that attract faculty and graduate students with a wider range of academic backgrounds and greater ethnic/racial diversity. Our plans in this area also address the fifth Flagship Initiative – transcending traditional academic boundaries – as we will recruit faculty and graduate students from multiple disciplines including economics, education, political science and public health.

**PB Question 8: Budget**

**8.1 Budget.** Over 97 percent of the Program budget comes from external grants, contracts and cooperative agreements with federal agencies and private foundations.

**8.2 Strengths and Weaknesses.** One of the greatest weaknesses of being almost entirely dependent on soft money is the problem of sustaining high quality research associates, professional research assistants and other staff over time as the timing of new start up and ending of grant periods often results in funding gaps. This is typically a need for short-term support of 3-6 months between grants that have been awarded. A second weakness is the absence of some specific types of infrastructure support, as grants and contracts rarely provide any support of infrastructure costs. In this case, we do not have funding support for the maintenance of the Program web site or the CSPV Clearinghouse as described above (Question7.4).

**8.3 Strategy for Addressing these Needs.** The gap in grant coverage for key Research Associates and PRAs is a difficult issue. When it is warranted, the Research Associates are encouraged to apply for Research Professorships which provide one solution for this problem. Most often this is not an option. This must be a problem for other research institutes and centers and a general university-wide solution should be considered.

While we do receive excellent infrastructure support from IBS administration, we do not have support for the maintenance of the Program website or Clearinghouse. We are requesting a .5 FTE PRA position to manage and maintain these two critical components of the Program. The full justification for this request is in Question 7.4.

**PB Question 9: Interdisciplinary Research**

We believe the Program is well positioned to respond to the new challenges and opportunities for interdisciplinary research. In fact, we believe the Program is playing a lead role in advancing
interdisciplinary theory and research nationally and in developing more sophisticated transdisciplinary research paradigms. This is one of our major strategic goals (see Goal 2 above for a full response to this question).

PB Question 10: The Role of Departmental and Non-Departmental Units

10.1 Partnerships with Other University Units. The Program has partnered with both IBG and the Colorado Shakespeare Festival (both studies described earlier). The IBS/IBG study was a major interdisciplinary study bringing leading researchers in these two university institutes together in pursuit of a broader set of research goals and more complex understanding of the causes of problem behavior than attempted before by either research team. This joint project marked a major advance in interdisciplinary research not only on this campus, but nationally.

Our partnership with the Colorado Shakespeare Festival resulted in a unique, creative approach to the Program’s bullying prevention work in Colorado. This project was very successful in reaching children that would not have been reached by more conventional bullying prevention programs. Again, the partnership resulted in a new strategy for addressing this problem. This project has received national attention, is being replicated by a number of other Shakespeare Festival organizations, has been funded for another tour in 2012-2013 and represents an advance in our knowledge about how to effectively implement prevention programs.

10.2 Safe Communities~Safe Schools. CSPV initiated the Safe Communities~Safe Schools (SCSS) project after the tragedy at Columbine High School to develop and implement effective multi-disciplinary strategies addressing school safety. For more than a decade, SCSS has provided assistance to schools and communities, in Colorado and across the nation, on the prevention of juvenile violence and safe school planning.

The SCSS Model was developed after reviewing existing literature on best practices in violence prevention and safe school planning, and was informed by the expertise of nationally renowned experts. It involves the creation of a community/school planning team, establishing an interdisciplinary social support team, developing a crisis management plan and conducting site assessments, and serves as a framework for making our schools and communities safe.

CSPV provides schools and community partners with technical assistance to implement the SCSS model. This includes safe school planning, data collection, evidence-based programming, training and technical assistance, and school violence prevention research and resources. SCSS has developed an online school climate survey for students, staff, and parents. At the completion of the survey, schools receive a comprehensive report about their particular strengths and challenges regarding school climate and recommendations for implementing evidence based programs and strategies to address needs. In addition, CSPV conducts conferences, seminars and workshops and produces publications for educators, law enforcement agencies and other community organizations interested in school violence prevention.

10.3 SCSS, Colorado Attorney General’s Office and Safe2Tell. The SCSS project is jointly promoted by CSPV and the Attorney General. In April 2012, CSPV signed a Memorandum of Cooperation with the Colorado Attorney General’s Office and Safe2Tell. CSPV collaborates with the Colorado Attorney General’s Office to emphasize the importance of information sharing and cooperation between schools and other agencies that work with children. As a result of this partnership, Colorado now has laws directed at enhancing school safety, promoting bullying prevention programs, and fostering information sharing.
The SCSS project also promotes Safe2Tell as an important method for students and others to anonymously report concerns about personal or school safety, a recommendation of the Columbine Commission. Safe2Tell was established in 2003 under the leadership of the Colorado Attorney General to ensure that all Colorado students, parents, teachers and community members have access to a safe and anonymous way to report any safety concerns. Since 2004, Safe2Tell has received over 11,000 calls resulting in 6,000 reports to law enforcement and schools. As a result of these anonymous reports, Safe2Tell has prevented 28 planned school attacks, responded to over 700 threats of violence, 1,546 bullying calls, 962 reports of substance abuse, 359 reports of sexually related crimes and taken more than 270 weapons from schools or school buses. Safe2Tell reports have also led to 799 successful interventions with depressed or suicidal children.

CSPV has been working with Deb Coffin and the University Office of Student Affairs and the University Police regarding the potential implementation of Safe2Tell on the University campus. Del Elliott has several publications related to Safe2Tell, including a recent opinion editorial for the Denver Post in response to the Aurora shootings. CSPV also aims to identify funding to conduct a formal evaluation of Safe2Tell.

10.4 Media Requests Related to Violence. Another important aspect of CSPV’s work includes educating the public about the causes of violence, what warning signs exist, and how to effectively prevent violence. This includes responding to media requests after violent incidents occur, proactively sending out press releases to announce new tools and resources for schools and communities related to preventing violence, and correcting misinformation related to addressing violence. For example, the Center’s founding director has written letters to A&E requesting that they stop showing Beyond Scared Straight because research shows it is ineffective in preventing violence and to promoters of the DARE program that dispute research findings demonstrating that the program is ineffective. CSPV responded to over 50 calls and requests for information and TV interviews after the Aurora theater shooting, including calls from Canada, the UK and Brazil. CSPV faculty have appeared numerous times on international, national and local media including BBC, CNN, CBS, NBC, ABC, the PBS Newshour, Denver’s TV channels 4,6,9, the Denver Post, Boulder Daily Camera, Longmont Times-Call and many other local outlets.

10.5 Support for Faculty Recruitment in Academic Departments. The presence of the Program and its relationship with the Sociology Department plays an important support role in the Department’s recruitment and hiring of new faculty. The opportunity to work with and be mentored by experienced, senior faculty and research staff in the Program (and other IBS Programs) is an attractive incentive for prospective faculty in Sociology. It is often the case that the number of faculty in the department with an interest in a given research area is quite small and the Program offers the kind of collegial relationships for those interested in problem behavior and positive youth development that could make the difference in hiring. The presence of the Program clearly played a role in the hiring of Professor Wadsworth; it also considered important by two potential faculty members who ultimately refused IBS offers.

PB Question 11: Library Resources

Members of the Program or Center make little use of Norlin Library. GRAs and undergraduate students may use it more often, but rarely for their work in the Program. However, electronic access to research journals and online books is critical to our work and the Program is very supportive of this University resource. The IBS librarian is very helpful in obtaining resource
material, monitoring journals for specific content and tracking down references using this resource. Members of the Program depend heavily on the IBS librarian and it is imperative that this service be available and even expanded if possible.

PB Question 12: Diversity

12.1 Introduction. The Program is constantly looking for opportunities to increase our diversity. We made an increase in diversity of intellectual perspectives (academic disciplines) a goal in our strategic plan. We do not have the level of academic diversity needed for an interdisciplinary program. The Program has good gender diversity at most levels. Overall, women constitute 60% of the professional staff in the Program. Among faculty and faculty associates, 50% are women. None of the current three Research Professors is a woman. In general, we do have a good age distribution in the program. We do not have good racial/ethnic diversity in the Program.

The Program strongly endorses the Flagship 2030 goal of “…applying best practices in support of diversity and inclusive excellence” and we have engaged in a sustained effort to increase the racial/ethnic diversity of faculty and research staff in the program.

12.2 What would the unit’s ideal program for diversity, intellectual understanding, and community engagement look like? The ideal program to achieve our diversity goals would be to make this a high priority for all hiring and recruitment at all levels in the Program (work study students, GRAs, Research Assistants and Associates, and faculty). But diversity in race/ethnicity, gender, cultural background, age, sexual orientation and religious beliefs among the Program staff does not in itself guarantee a welcoming, respectful, collegial working climate, so an ideal program would include incentives and practices that would insure this kind of work environment. In addition, invitations to present in Program colloquia and workshops would attempt to achieve a reasonable balance of different intellectual perspectives, cultural backgrounds and minority status. We would also work actively with other organizations promoting and encouraging minority scholars and researchers by providing training and technical assistance and other learning opportunities. Finally, we would develop outreach activities that reach the full range of students, families and communities.

12.3 Given current resources, what efforts are you engaged in or could you engage in to pursue diversity, intellectual understanding, and community engagement? To some extent, we are actively engaged in all of these above efforts to improve diversity, intercultural understanding and community engagement within the Program and in our outreach to children, families and communities. We have indicated that increasing the academic/intellectual representation in our Program is a strategic goal and outlined an action plan for achieving this goal. In every search for PRAs, RAs and faculty positions (e.g., the Program Director search), we closely follow University policies and practices to insure that minority candidates and those from different cultural backgrounds receive position announcements and are encouraged to apply and we proactively ask our colleagues at other universities to help us make these position opportunities available to all potential candidates. We are also actively recruiting GRAs from different disciplines and cultural backgrounds.

We have been involved in several special efforts beyond recruiting and hiring. We have partnered with the Annie E. Casey Foundation in an initiative to identify and train a cadre of minority researchers interested in developing and evaluating prevention programs specifically targeting disadvantaged children and families. Initially, this involved a full day of training by Del Elliott and Fred Pampel at the Blueprints Conference in San Antonio, Texas on April 11, 2012
with a group of about 20 minority researchers and program developers. This was followed by consultation with several individual participants with further questions, requests for materials, and a formal written review of gender, race/ethnic, and social class differential effects in the effectiveness of evidence-based programs. We also provided a half-day training on evaluation methods for the Annie E. Casey staff person in charge of this initiative. This partnership with Annie E. Casey is ongoing.

We have also been involved in several major outreach efforts to schools and communities. Our ACE project involves work engaging the Montbello community, a disadvantaged, predominantly minority (e.g., Hispanic and African American) community with high rates of violence and other high risk behaviors. This project is specifically designed to empower this community in a partnership between their community planning board, CU Boulder (CSPV) and the CU medical school. The community board is given the responsibility for reviewing data on risk and protective factors collected by paid community volunteer interviewers and local school surveys and deciding on which evidence based programs they want to implement for the community. CSPV is bringing an understanding about science and research and data-based decision making to this disadvantaged community in an effort to help the community prevent problem behavior and promote positive behavior. This effort to engage the community has the potential for increasing intercultural understanding and significantly changing the quality of life for children and families living in Montbello.

Since Columbine, CSPV has been working with schools across the state, helping to create safer schools. The SCSS project offers assistance in safe school planning, data collection, evidence-based programming, training and technical assistance, and school violence prevention research and resources. For the most part, the schools needing this type of help are those serving more disadvantaged, high risk communities, but the services provided are available to all schools in the state. The Shakespeare’s Twelfth Night project engaged schoolchildren throughout the state in discussions about anti-bullying while exposing them to classical theatre. The 2011 tour visited 49 schools, performed for more than 11,500 Colorado students and conducted classroom workshops for more than 3,500 students.

CSPV has been very active in engaging communities and schools across Colorado and promoting a better understanding about the work in the University and its relevance to significant problems faced by children, families and communities in Colorado and in return gaining a better understanding of the complexity of life in these social contexts and the type of barriers to positive change. But there is much more to be done.

12.4 What would be next steps you would want to take in areas of diversity, intellectual understanding and community engagement? What resources would you need? What barriers do you face? Several next steps are planned. We will soon initiate the search for a new Program Director, and this will provide the opportunity to improve the breadth and inclusiveness of our search process. The expansion of the relevant academic background and training for the position has opened up the potential pool of eligible applicants for this position. We will give special attention to insure that the position announcement is sent to professional associations, newsletters, job postings that reach minority applicants, and take a more proactive approach, contacting known potential candidates and inviting them to apply.

We were recently successful in hiring a minority PRA to work as our site manager with the Montbello community. We were very careful to advertise this position in all of the available job boards, local newspapers, employment offices, and thru personal contacts of the Montbello
Community Board members. We had an excellent diversity of well-qualified applicants and hired a highly skilled and qualified woman.

We are also in a position to expand our work with the Annie E. Casey foundation's program providing training for minority researchers and program developers. Our leadership in the identification of evidence-based programs and practices puts us in a good position to work with this group of future researchers and practitioners, explaining how new programs get approved, the scientific standard their evaluations must meet, and how to take effective programs to scale. This is an important initiative for the Casey foundation and we can work them to expand our involvement. The ACE project and the Shakespeare Theatre bullying projects are both continuing initiatives and we will consider how we can more effectively use these projects to improve intercultural understanding and community engagement.

There are a number of barriers to successful recruiting of underrepresented minorities. The problem is not always a failure to get job announcements to the right places. We have been trying for over a year to recruit for a vacancy on the Blueprint Advisory Board. This is a well-compensated position on a board that is highly regarded in the prevention science community. We have offered this position to three minority candidates and were turned down by each of them and ended up appointing a Caucasian woman. Well-qualified minority candidates are highly sought after and it will take exceptional offers to attract them to Colorado. Boulder is not a diverse community and this is also a barrier to recruiting minority candidates.

PB Question 13: Mentoring

Mentoring of junior faculty and RAs is an important responsibility of senior Program members and this is occurring and is effective, but not guided by formal guidelines. For example, Fred Pampel has been particularly sought out for mentoring by both graduate students and junior faculty and research staff in the Program. While the Program (IBS) is often consulted by faculty departments in their formal reviews of faculty participating in the Program, the Program (Institute) does not participate in most tenure and promotion decisions for faculty. There are very limited opportunities for promotion and no tenure within the Institute for Research Assistants or Research Associates.

There are some formal mentoring processes currently in use in the Program, but they were developed and approved by the faculty’s department chair. The Program has no formal process for mentoring junior PRAs or RAs.

PB Question 14: Bylaws

The Program is subject to the bylaws of the Institute of Behavioral Science. There are no separate bylaws for the Program.

PB Question 15: Assessment

The Program is not a degree granting unit and has no undergraduate or graduate curriculum to assess.

PB Question 16: Reauthorize Affiliated Centers

The Center for the Study and Prevention of Violence is not required to go through this reauthorization process.
PB APPENDIX A – Complete Listing of Program Members

A.1 FACULTY

Joanne Belknap is Professor of Sociology at the University of Colorado-Boulder. She received her Ph.D. in Criminal Justice from Michigan State University in 1986. She is primarily interested in the trajectory of trauma to offending, and has numerous scholarly publications, most of which involve violence against women and girls and incarcerated women and girls. She has secured almost two million dollars in grand funds to conduct research on women, girls and crime. She has served on state advisory boards for female offenders and women in prison, on U.S. Attorney General Janet Reno’s Violence Against Women Committee, gave expert testimony to the Warren Commission investigating the Rodney King police brutality incident in Los Angeles, and served as a pro bono advisor on criminal justice policy for the Obama presidential campaign. She is the recipient of the 1997 national award “Distinguished Scholar of the Division on Women and Crime”, of the American Society of Criminology (ASC), the Sage Best Article of 2008 in the journal of Violence Against Women, and won the 2009 Elizabeth Gee University of Colorado Award for her research on women. Dr. Belknap won the Student-nominated University of Colorado Teaching Award in 2001 for her class “Violence Against Women and Girls,” and the 2004 Boulder Faculty Assembly Teaching Award, the most prestigious teaching award at the University of Colorado. She is the past Chair (2001-2003) of the Division on Women and Crime of the ASC. Dr. Belknap served as an elected member of the Executive Board of the ASC (2008-2011), and was recently elected to serve as the President of the American Society of Criminology (2013-2014).


Stacey J. Bosick earned her doctorate in sociology at Harvard University in 2009. She is now an assistant professor in the Department of Sociology at the University of Colorado Denver. Her research and teaching interests are in crime, inequality and the life course. She is particularly interested in the transition to adulthood experiences of vulnerable populations. Her recent work explores the relationship between criminal offending and the transition to adulthood experiences of urban, at-risk youth. A separate project examines the impact of Hurricane Katrina on the transition to adulthood experiences of a sample of primarily African-American single mothers who were displaced by the storm. Other projects investigate the movement of underrepresented minority students into graduate degree programs, disparities in police reporting among juvenile delinquents, and adolescent predictors of persistent offending. Professor Bosick’s work has won awards from the American Society of Criminology and the Academy of Criminal Justice Sciences.


Michael L. Radelet is Professor, Department of Sociology, University of Colorado-Boulder. He completed his Ph.D. at Purdue in 1977 and two years of post-doctoral training in Psychiatry at the University of Wisconsin Medical School, and then spent 22 years at the University of Florida before moving to Boulder in 2001. From 1996-2001 he served as Chair, Department of Sociology, University of Florida, and from 2004-2009 was the Chair of the Sociology Department at CU. Radelet’s research focuses on capital punishment, especially the problems of erroneous convictions, racial bias, and ethical issues faced by health care personnel who are involved in capital cases. His work on erroneous convictions (with Hugo Adam Bedau) is widely credited with introducing the “innocence argument” into contemporary death penalty debates. In 2002, at the request of Illinois Governor George Ryan, he completed a study of racial biases in the death penalty in Illinois that Governor Ryan used in his decision in 2003 to commute 167 death sentences. Radelet has testified in approximately 75 death penalty cases, before committees of both the U.S. Senate and House of Representatives, and in legislatures in seven states. He has worked with scores of death row inmates and gone through “last visits” with 50, and also works closely with families of homicide victims. Among Radelet’s longstanding projects has been to gather data on all Florida death penalty cases since 1972. This work is currently funded by a grant from Vital Projects Fund in New York, a grant on which Radelet serves as P.I.


Eric Sigel, MD, is an Associate Professor of Pediatrics at the University of Colorado School of Medicine, and is board certified in Adolescent Medicine and Pediatrics. He has been at Children’s Hospital Colorado for 18 years, serving at different times as Clinic Director of the Adolescent Clinic, Medical Director of the Eating Disorders Program, and currently is Fellowship Director of the Adolescent Medicine Program. Dr. Sigel is an active clinician, teacher and researcher. Clinically, he specializes in taking care of violence-involved patients, those with mental health issues, as well as routine care. His research focuses on youth violence, and how its recognition and treatment can become part of routine health care delivery. He has created a screening tool to detect youth at risk for future violence involvement (Development and Psychometric Properties of a Violence Screening Tool for Primary Care J. Adolescent Health 48 (2011) 358–365) and has integrated violence screening into clinical practice. He has recently
completed a career development award from the CDC, and is a co-investigator on an “Academic Center for Excellence in Youth Violence Prevention” grant from the CDC, along with colleagues at the CU Boulder’s Center for the Study and Prevention of Violence.

**Tim Wadsworth** (Ph.D. University of Washington 2001) is an associate professor at the University of Colorado at Boulder. Most of his research uses quantitative methods to examine the influence of structural and cultural forces in shaping patterns of violence and crime among individuals and communities. More specifically he has examined how city and MSA characteristics can help us understand violent crime rates, interracial homicide, suicide rates of different racial and ethnic groups, and the influence of immigration on crime. His recent work in these areas has been funded by the Harry Frank Guggenheim Foundation (PI), The National Institute of Justice (PI), The Justice Research and Statistics Association (CO-PI), and the Joyce Foundation (CO-PI), and has appeared in the *American Journal of Sociology, Criminology, Social Forces*, and *Social Science Quarterly*. He has also begun a new research agenda which focuses on the role of context in subjective reports of happiness and life satisfaction.


**A.2 AFFILIATED FACULTY**

**Scott Menard** received his A.B. in Sociology from Cornell University in 1973 and his Ph.D. in Sociology from the University of Colorado, Boulder, in 1981. His earliest grants focused on the longitudinal relationships among substance use, including alcohol and inhalants, and other problem behaviors, plus the epidemiology and etiology over the life course. The last study was an evaluation of a bullying prevention intervention, Bully-Proofing Your School (BPYS), at the elementary and middle school levels. The results at the middle school level were inconclusive, in part because of a poor match between treatment and comparison middle schools, but at the elementary school level, it was concluded that the match between treatment and comparison schools was successful, and the program did appear to have a beneficial effect. Subsequent grants examine the relationship of substance use and other forms of illegal behavior to criminal victimization over the life course, the epidemiology of an under-studied type of criminal behavior, crimes of trust, which include crimes at the border of conventional and white-collar crimes, including sales fraud, credit card fraud, forgery, embezzlement, and individual tax evasion and insurance fraud. Menard’s work also includes several formal tests of the integrated theory first proposed by Elliott, Ageton, and Canter (1979).

Kimberly Henry received her Ph.D. in Biobehavioral Health from the Pennsylvania State University. Working under the tutelage of Dr. Judith Vicary and John Graham, her doctoral research focused on the efficacy of school-based prevention programs to reduce adolescent substance use and related problem behaviors. Dr. Henry completed post-doctoral fellowships at the Tri-Ethnic Center for Prevention Research (at Colorado State University) and the Institute of Behavioral Science, Program on Problem Behavior (University of Colorado, Boulder). Since 2006, Dr. Henry has worked as an Assistant Professor in the Department of Psychology at Colorado State University and the Colorado School of Public Health, she was tenured and promoted to Associate Professor in 2012.

Over the past ten years, her research studies have focused on four interrelated topics: 1) school engagement as a promotive and protective factor in positive youth development, 2) the role of the family in promoting school engagement, 3) prevention of child maltreatment and exposure to family violence and 4) innovative application of statistical models in prevention science. Dr. Henry’s work has resulted in over 50 peer reviewed papers and chapters. In 2005, she was awarded a mentored career award (K01) from the National Institute on Drug Abuse (NIDA). Her recent work examined the longitudinal process of school disengagement using several existing longitudinal datasets, including the Denver Youth Survey and the Rochester Youth Development Study. She is a co-investigator for the Rochester Intergenerational Study (funded by NIDA) and a related study funded by the Centers for Disease Control and Prevention (CDC) to examine early predictors of domestic violence and child maltreatment perpetration. She is currently serving on a special CDC panel to examine the potential moderating role of safe, stable, nurturing relationships in the intergenerational continuity of child maltreatment. This year she was funded by NIDA to evaluate the efficacy of a social network intervention designed to promote school engagement among middle school youths.


**A.3 RESEARCH PROFESSORS**

**Delbert S. Elliott.** Dr. Elliott received his Ph.D. in Sociology from the University of Washington in 1961. He is currently a Distinguished Professor Emeritus of Sociology and a Research Professor in the Institute of Behavioral Science and currently is the Acting Director of the Program on Problem Behavior and Positive Youth Development and the Founding Director of the Center for the Study and Prevention of Violence. His early work was in delinquency theory and longitudinal etiological research testing his *Integrated Theory*. He was the PI on the National Youth Survey, the longest running study of delinquency, violence and drug use in a national probability sample of youth aged 11-17 in 1976. His later work focused on the evaluation of delinquency prevention programs and the identification and dissemination of effective delinquency, drug and violence prevention programs (The Blueprints for Violence Prevention Initiative). He is the first author of 5 books and many journal articles. He has been the PI on over 40 major grants from Federal Agencies (NIJ, OJJDP, NIDA, DOL, DOE, CDC, NIMH) and Foundations (Robert Wood Johnson, MacArthur, Annie E. Casey, Ford The Colorado Trust) and the C0-PI on an additional 7 major grants from Federal Agencies.

Dr. Elliott served on many national panels and has testified on a number of occasions before the U.S. Senate and House of Representatives on delinquency and violence legislation or inquires. He was invited by both Presidents Clinton and Bush to White House conferences on youth violence, he is a Fellow and Past President of the American Society of Criminology, he received the Edwin L, Sutherland and August Volmer Awards from the ASC; the Paul Tappan Award from the Western Society of Criminology, an Outstanding Achievement Award from OJJDP, The Research to Practice Award from the Society for Prevention Research, The Public Health Service Medallion for Distinguished Service, from Surgeon General David Satcher, and is a Fellow of the Academy of Experimental Criminology and the Association for the Advancement of Evidence-Based Programs. He was the Senior Science Editor for the U.S. Surgeon General's Report on Youth Violence (2001) and is the fifth most frequently cited scholar in American Criminology Journals, 1986-1995 and 5th most cited in the six major American Criminology and Criminal Justice Journals between 1986 and 2000.


Richard Jessor received his Ph.D. in Clinical Psychology from Ohio State University in 1951 (major advisor, Julian B. Rotter), and joined the faculty of the Department of Psychology at the University of Colorado, Boulder as an Assistant Professor that same year. Now, 61 years later, he is Professor Emeritus of Psychology, Distinguished Professor of Behavioral Science, and Research Professor of Behavioral Science in the Institute of Behavioral Science where he directs the Research Program on Health and Society. Over the years, his interests shifted from Clinical Psychology to Social/Developmental Psychology to, finally, the new trans-discipline of Behavioral Science, and, indeed, was one of the founders of the Institute of Behavioral Science in 1957. Dr. Jessor's research has focused largely on the role of problem or risk behavior in youth and young adult development, and particular attention has been paid to psychosocial development under circumstances of poverty, disadvantage, and marginality. Over the past half-century, he has developed an explanatory framework, Problem Behavior Theory, for understanding variation in youthful problem, pro-social, and health-enhancing behavior; the theory is widely-used in the U.S. and across the globe, and citations to it resulted in his being designated a “Highly-Cited Researcher” in Social Science in 2003 by the Institute for Scientific Information. Over the past decade, Dr. Jessor's research has been largely cross-national, with a major comparative project in The Peoples' Republic of China and also work in the slums of Nairobi, Kenya.


A.4 SENIOR RESEARCH ASSOCIATES AND RESEARCH ASSOCIATES

Sabrina Arredondo Mattson, Ph.D., is the Director of the Safe Communities-Safe Schools Initiative (SCSS) at the Center for the Study and Prevention of Violence at the University of Colorado, Boulder. She has a Ph.D. in Sociology with an emphasis in Criminology from the University of Colorado, Boulder. Dr. Arredondo Mattson has over 15 years of experience working with schools, grant making foundations, Justice Systems, cities, and programs on a variety of evaluation projects, technical assistance needs and multicultural issues. Projects have focused on topics such as positive youth development, school safety, juvenile delinquency, violence, gun violence prevention, delinquency and violence prevention, domestic violence, homicide trend analysis, after-school programming, and more.

Dr. Arredondo Mattson’s current focus through SCSS is to improve school safety by working with schools to provide them with a data driven approach to violence prevention planning and evidence-based programming. She works in a similar capacity on the Steps to Success Project (an Academic Centers of Excellence grant funded by the Centers for Disease Control) and the
Safe Schools Pilot Project (funded by the Colorado Department of Public Safety). Dr. Arredondo Mattson also serves as the P.I on the Evidence Based Services Continuum of Fidelity Project where she provides evaluation technical assistance to Boulder IMPACT, an organization of the Mental Health Center of Boulder Colorado.


V. Joan Bryant, Ph.D. has worked as Research Associate and Blueprints Project Manager in the Center for the Study and Prevention of Violence at University of Colorado, Boulder since June 2009. In this role, she coordinates a project to disseminate the LifeSkills Training (LST) program, a Blueprints model program for violence prevention. Her research interests involve bridging rigorous prevention research with schools and communities, and supporting schools in implementing evidence-based programs with fidelity. Joan completed a Ph.D. in Counselor Education at Auburn University and an M.S. in Educational and Counseling Psychology at University of Tennessee. Prior to joining the Center, she worked at Vanderbilt University for 17 years, most recently as Research Fellow on programs designed to prevent academic failure in at-risk youth. There, she helped to create and test academic tutoring programs for first-grade children at risk for failure in math. Previously at Vanderbilt, she was a Research Coordinator for a longitudinal violence-prevention project, taught graduate courses in human development counseling, and served as Behavioral Sciences Team Leader in the Institutional Review Board. In 2000-2001, she worked as Research Scholar in the Center for Child and Family Policy at Duke University and coordinated a privately funded grant supporting a program designed to strengthen at-risk children’s transition to kindergarten. Prior to joining Vanderbilt and Duke, she worked for two years as a research coordinator in the Psychology Department at Indiana University.


Jennifer Grotspeter, Ph.D. specializes in violence and aggression in children and youth, with a specific focus on issues related to sex and gender. She earned her B.S. in psychology (with a
Certificate in Human Development) from that institution in 1991. Dr. Grotpeter’s specific focus on dyadic relationships within the family began while working on her M.S. in HDFS (University of Illinois, 1994) on the friendships of relationally and physically aggressive children. She earned her Ph.D. in 1997 from the University of Illinois at Urbana-Champaign (Human Development and Family Studies; HDFS), for her work on the family relationships of relationally and physically aggressive children. This work expanded upon research begun with her mentor, Dr. Nicki Crick, on relational aggression, a form of aggression characterized by the manipulation of social relationships rather than physical means.

Since coming to IBS in 1996, Dr. Grotpeter has been involved in both basic and applied research. She was an Investigator on the tenth through twelfth waves of the National Youth Survey Family Study (NYSFS), a collaboration between IBS and CU’s Institute for Behavioral Genetics. Dr. Grotpeter was the Principal Investigator on two National Institute of Justice grants that involved secondary analysis of NYSFS data. One grant took a lifespan, multigenerational approach to examining the sexual assaulters in the study, and the second examined intimate partner violence in three generations of respondents. Past applied work has included consulting with state-funded violence prevention programs on conducting outcome evaluations of their efforts, serving as the Co-Principal Investigator on a CDC/OJJDP-funded statewide evaluation of the locally-developed program Bully-Proofing Your School. Currently Dr. Grotpeter serves as the research director on a CDC cooperative agreement which names CSPV an Academic Center of Excellence in Youth Violence.


**David Huizinga**, Ph.D. a Senior Research Associate at the Institute of Behavioral Science, University of Colorado, holds graduate degrees in mathematics (M.S. University of Wyoming, 1965) and psychology (Ph.D. University of Colorado (1977), with additional training in mathematical statistics (University of Maryland and Department of Defense). For over three decades he has conducted basic and evaluation research on developmental life-span issues and social problem interventions. He is the co-author of four books and numerous book chapters, journal articles, and government reports on issues surrounding delinquency, gangs, drug use, victimization, and mental health. Dr. Huizinga is the Principal Investigator of the Denver Youth Survey (DYS) (1986-2012) and has been Co-Principal Investigator and Principal Investigator of the National Youth Survey (NYS) (1976-2006) and the Principal Investigator of two cross-national projects (U.S. & Germany) investigating the effects of the transition from school-to-work and the effects of justice system processing on delinquency, gang membership, crime, and drug use. He currently has an active role in the evaluation of two early delinquency prevention projects, the DYS, the NYS, and the Academic Centers of Excellence in Youth Violence Prevention Academic Center of Excellence project.


**Beverly Kingston, Ph.D.** is the Director of the Center for the Study and Prevention of Violence (CSPV) at CU Boulder. Her work at the Center focuses on directing the Academic Center of Excellence in Youth Violence Prevention grant from the Centers for Disease Control and Prevention, overseeing the Safe Communities/Safe Schools program and directing the Center’s operations. Prior to serving as CSPV Director, she was the Founding Director of the Adams County Youth Initiative, a countywide collaborative aimed at decreasing delinquency and substance use and increasing high school graduate rates. In this role, Dr. Kingston oversaw a 5-year $8.4 million Safe Schools/Healthy Students federal grant serving Adams County children, youth and families. She received her Ph.D. in Sociology from CU Boulder in 2005. Her research and professional interests focus on bridging the gap between research and practice to create and sustain social and physical environments that support healthy child and youth development. Dr. Kingston has published articles on the neighborhood influences on juvenile delinquency, the theory of differential oppression and adolescent problem behavior, Denver’s Child/Youth Friendly City Initiative, and the impact of playground renovations on children’s physical activity.


**Fred Pampel** received his BA (1973) and PhD (1977) in Sociology from the University of Illinois Urbana-Champaign. He has been a professor of Sociology at the University of Iowa, and a visiting scholar at the University of North Carolina Chapel Hill and the London School of Economics. He served as full professor of Sociology at the University of Colorado at Boulder from 1990-2011, with leaves to work as the Sociology Program Officer at the National Science Foundation (2000-2001) and the Associate Vice Chancellor for Research at the University of
Colorado Boulder (2004-2006). He received the Boulder Faculty Assembly Award for Excellence in Research in 2002-2003. In 2012, he retired from his teaching and professorship to work fully on grant-funded research. He currently is Director of the University of Colorado Population Center and senior research associate on the Blueprints Project for Healthy Youth Development. He has published 14 books and more than 60 research articles in professional journals on topics relating to health, population aging, mortality, and cultural values. He has been the PI or co-PI on 16 externally funded grants.


### A.5 PROFESSIONAL RESEARCH ASSISTANTS

**Susanne Argamaso Maher** graduated from the University of Richmond with a B.A. in English, and received a Master’s degree in Sociology from the University of Colorado – Boulder. She has been working at the Center for the Study and Prevention of Violence since spring of 1998, first as a Graduate Research Assistant (through December, 1999), then as a Professional Research Assistant. Her research interests include delinquency and violence, with focus on prevention, evidence-based practice, and gender differences. Her particular interest with this focus lies in applied and translational research. She has contributed to one publication during her tenure, entitled “Implementing the LifeSkills Training drug prevention program: factors related to implementation fidelity” with S. Mihalic and A. Fagan, *Implementation Science*, 2008. She has worked on 6 grants while employed at the Center and contributed to the development of four grant proposals. Her current projects include work on two grants, Blueprints and Academic Centers of Excellence in Youth Violence Prevention.

**Diane Ballard** is the Project Manager for the Blueprints for Violence Prevention LifeSkills Training program replication project at the Center for the Study and Prevention of Violence. She has been involved with sociology-based research projects for the past twenty-one years, having received a Bachelor of Arts degree in Psychology from the University of Wisconsin at Madison in 1991. After managing a comprehensive longitudinal survey of the U.S. adult population at the University of Wisconsin, Diane joined the Center for the Study and Prevention of Violence, University of Colorado, in 1997. She has managed start-up and implementation of three projects that replicate Blueprints evidence-based programs around the country. She managed the site selection process as well as the ongoing implementation of programs. She has participated in conferences centered around writing some of the Blueprints publications as well as presented information about the project and some of its findings to groups around the nation.
Jeanne M. Boswell received her B.A. in American Indian Studies, with a minor in Dietetics from the University of North Dakota in 1995. Her research interests include promoting healthy lifestyles for youth and young adults through evidence-based programs, with an emphasis in working with minority populations. Prior to relocating to the Boulder campus Jeanne worked with the Centers for American Indian and Alaska Native Health on the University of Colorado Denver-Anschutz Medical Campus as a Professional Research Assistant for the Special Diabetes Program for Indians. Currently, Jeanne works at the Center for the Study and Prevention of Violence as a Professional Research Assistant for the Blueprints LifeSkills Training Program.

Shelli Brown is the ACE Community Site Manager with the Center for the Study and Prevention of Violence at the University of Colorado, Boulder, and is tasked with helping to shape a youth violence prevention collaborative effort in Denver’s Montbello neighborhood. Shelli has been working with and for adolescents in a variety of settings for sixteen years, first in San Diego then in Denver. Upon completion of graduate school at Regis University’s School for Professional Studies and earning her Masters of Arts degree in Liberal Studies – Psychology, Shelli began working as a therapist within an adolescent substance abuse treatment clinic, where she remained for 11 years. Shelli earned her Professional Counselor License (LPC, 4100) with the state of Colorado. During this time, Shelli participated in a variety of trainings including cognitive behavioral therapy modality, Why Try cognitive restructuring program, and various classes specific to addiction counseling work. Shelli’s duties while working within the clinic included providing therapy for teens involved in a study examining the relationship between depression and substance abuse, working on a variety of research projects collecting data from youth and their caregivers, facilitating group counseling sessions in Arapahoe County’s juvenile probation offices, providing outpatient drug/alcohol counseling and evaluations, and facilitating drug education classes for juvenile probationers who were required to participate in a day reporting program.

Jessica Corvinus received her B.A. in Sociology from the University of Colorado—Boulder in 2006. After a year abroad in Copenhagen, Jessica returned to the U.S. and earned a M.A. in Criminology and Criminal Justice, with an emphasis in Public Policy, from the University of Maryland—College Park. Her research interests include promoting healthy development for youth and young adults through evidence-based programs, and bridging the gap between best practices and policy. Currently, Jessica works at the Center for the Study and Prevention of Violence as a Professional Research Assistant for the Blueprints LifeSkills Training Program.

Linda Cunningham has been a Professional Research Assistant in the Problem Behavior Program of the Institute of Behavioral Science at the University of Colorado-Boulder since 1987. She initially joined the program as an interviewer for the National Youth Survey and has since worked in various capacities on projects including: The Denver Youth Survey, The National Youth Survey Family Study, Blueprints for Violence Prevention, The Study of Terrorism and the Responses to Terrorism, The Department of Education’s Challenge Newsletter, Safe Communities~Safe Schools, and most recently, Steps to Success: Academic Center of
Excellence in Youth Violence Prevention. Ms. Cunningham has presented at several national conferences and has assisted in writing reports which have been published by many of the above projects. Ms. Cunningham holds a BA in Sociology from the University of Vermont. Before joining IBS, she worked as a psychiatric social worker in Boston and Washington, D.C. and a researcher at Walter Reed Army Institute of Research in Washington. Her research interests lie in youth violence prevention, community and school mobilization for positive youth outcomes and the dissemination of information which will assist in keeping youth safe.

Karen Dietzenbach is a Professional Research Assistant for the Center for the Study of Prevention of Violence (CSPV) at the University of Colorado Boulder and works as a field representative for the dissemination of the LifeSkills Training (LST) drug and alcohol prevention program. She is the primary contact for multiple school districts replicating this Blueprints model program. Her work involves providing ongoing support and oversight of LST implementation to grantees. Prior to joining CSPV, Ms. Dietzenbach worked as a research assistant at the Center for Social and Behavioral Research at the University of Northern Iowa where she was involved in projects related to tobacco cessation, gambling treatment outcomes, and math and science education. Ms. Dietzenbach holds a BA in Criminal Justice, with an emphasis in Sociology from Loras College in Dubuque, Iowa. Her research interests lie in violence and substance abuse prevention and she feels fortunate to be involved in a project aimed at reducing problem behavior in youth through implementation of evidence-based programs.

Danielle Gianola has been a Professional Research Assistant in the Problem Behavior Program of the Institute of Behavioral Science at the University of Colorado-Boulder since 2003. She initially joined the program as a Professional Research Assistant on the National Youth Survey and has since worked in various capacities on projects including: The National Youth Survey Family Study, Blueprints for Violence Prevention, The Bullyproofing your School evaluation, the CASASTART and Good Behavior Game evaluations, The Department of Education’s Challenge Newsletter, and most recently Safe Communities—Safe Schools as the school climate survey site representative.

Dan Haught has been with the Center for the Study and Prevention of Violence (CSPV) since 2006. Since receiving his M.A. in Sociology from East Carolina University, he has been involved in a number of teaching and research roles. Dan has worked on several projects at CSPV, including Safe Communities - Safe Schools and Blueprints for Healthy Youth Development. He has research experience in disaster recovery, school safety and evidence-based violence and drug prevention programming.

Amanda Ladika (formerly Amanda Elliott) received a Bachelor of Science degree in Mechanical Engineering from Colorado State University. For the past 23 years, she worked at the Institute of Behavioral Science as a research analyst and assistant on longitudinal studies of child and adolescent development and evaluations of drug and violence prevention programs. Her most recent and current projects are The Denver Youth Survey, the Dissemination of Blueprints LifeSkills Training, and the Replication and Evaluation of The Good Behavior Game and CASASTART. Reports and publications include:


In Special Issue of K. Boers, F. Loesel, & H. Remschmidt (Eds.) *Monatsschrift fur Kriminologie und Strafrechtsreform on Criminal Life Course Research.*


**M. Amanda Lain** is currently a Professional Research Assistant with the Center for the Study and Prevention of Violence. Specifically, Lain is a Field Representative for Life Skills Training, an evidence-based adolescent violence and substance abuse prevention program. She is interested in research pertaining to the well-being of youth and underserved populations, including injustices, deficiencies, and the corrective social and educational opportunities therein. Lain earned a Master's degree in Sociology from New Mexico State University ('04), as well as Bachelor's degrees in Sociology and Social Sciences from Western New Mexico University ('03).

**Andrew MacFarland** holds a degree in Psychology from Denison University, and is currently pursuing a Master's in Criminal Justice from the University of Colorado in Denver. His research interests include violence prevention, advocacy of evidence-based programming, and implementation science. He is currently working on the Altria LifeSkills Training Grant as a Professional Research Assistant in the role of Field Representative.

**Sharon F. Mihalic** holds a Master's Degree in Sociology from the University of Colorado at Boulder. She has been a researcher at the University of Colorado for 22 years. She has helped to facilitate multiple facets of work involved in conducting a major longitudinal, national sample to collect data on juvenile delinquency. Research, using this survey, includes articles in the areas of marital violence, drug use, and the effects of adolescent employment on delinquency. During the last 16 years, her major role at the Center for the Study and Prevention of Violence at the University has been as the Director of the Blueprints for Violence Prevention Initiative. She has examined the evaluations of numerous violence prevention programs and has had major input into the selection of the Blueprints programs. She is a co-author or contributing author on the twelve Blueprints books, as well as the volume editor of each book, and the co-editor of the Blueprints series. She provided the direction and management for two past Blueprints dissemination projects to replicate the Blueprints programs in multiple sites nationwide. She was the PI on a project funded by the Robert Wood Johnson Foundation to replicate and evaluate two of the Blueprints promising programs. She is a Co-PI on a corporate-funded grant that disseminates and conducts process evaluation for the LifeSkills Training program in 12 states. Research from the Blueprints initiative includes five articles, two bulletins, and a monograph on the factors associated with implementation success. She received the “Science to Practice” Award from the Society for Prevention Research in 2008.


**Mark Turbin** is a Senior Professional Research Assistant in IBS and is a member of both the Program on Health and Behavior and the Program on Problem Behavior. He received an MA in Industrial/Organizational Psychology from the University of Illinois in 1981 and a BS from Michigan State University in 1975. His research interests include the social psychology of adolescent and young adult problem behavior, risk behavior and health-oriented behavior. His research includes studies in the U.S. and in China testing Problem Behavior Theory.


**Tammy Salyer** is a Professional Research Assistant with the Institute for Behavioral Science, University of Colorado-Boulder. She has a B.A. in Women’s and Gender Studies, which she received from the University of Oregon in 2003. Her research interests and past projects included teaching children grades K-3 about race and diversity; developing workplace-based diversity awareness programs; providing caregivers of loved ones with dementia and other terminal diseases with strategies for caregiving and dealing with end of life issues, as well as bereavement coping skills; workplace training programs focused on emotional intelligence and non-violent communication skills; and most recently, the Denver Youth Survey, a longitudinal research project to study the causes and correlates of youth delinquency in high-risk neighborhoods of Denver.

**Jody Witt** received a M.A. in Educational Psychology from the University of Colorado – Denver in 2009. She is currently a professional research assistant at the Center for the Study and Prevention of Violence working on the dissemination of the LifeSkills Training Program. Jody has a particular interest in the use of evidence-based programs in schools and has co-authored two publications that evaluated the effectiveness of a suicide prevention gatekeeper training program in educational settings.


**Bill Woodward** is a faculty member and director of training and technical assistance at the University of Colorado Boulder's Center for the Study and Prevention of Violence. Mr. Woodward served as the Principal Investigator for the Center’s Homeland Security Grant, provided threat assessment training in schools as part of the Safe Communities~Safe Schools
Initiative and is implementing the Communities that Care program as part of the Academic Centers for Excellence in Youth Violence Prevention project in Montbello. Prior to working at the Center, Mr. Woodward was a Senior Project Manager at Center for Effective Public Policy. At CEPP he managed the National Resource Center for Collaboration in the Criminal Justice System and the resource sites for the Center for Sex Offender Management. Mr. Woodward also has extensive consulting experience. His consulting clients include: the National Institute of Corrections, US Department of Justice, Washington, D.C.; the Illinois Attorney General’s Office; the Juvenile Drug Court, Jefferson Parish, Louisiana; the Ohio Street Probation Office, San Diego, Ca.; the Hawaii Interagency Council on Intermediate Sanctions and Great Visions Inc. an Organizational Development consulting firm in Phoenix Arizona. Mr. Woodward worked extensively with the Colorado Criminal Justice System, serving from 1984 to 2000 as Director of the Colorado Division of Criminal Justice. Here he managed a budget over $46 million. In addition he was statutorily responsible for over 3000 felony offenders in all community corrections centers in the State of Colorado. Mr. Woodward was the President of the National Criminal Justice Association for two years, 1996 and 1997. He holds both a Bachelor’s degree in Psychology and a Master’s degree in Public Administration with a specialization in Organizational Development and Criminal Justice from the University of Colorado at Boulder.

Woodward et al., 2010. Report of Efficiencies and Effectiveness of the Sex Offender Management Team in the State of Hawai‘i, February.


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Total PB Grants = 40

Total Award PB $21,578,444

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Appendix 1b
Population Program Self Study
2012

Director: Richard G. Rogers
http://www.colorado.edu/lbs/pop/

POP Question 1: Overview 1.64
1.1 Introduction 1.64
1.2 Strengths 1.64
1.3 Opportunities 1.66
1.4 Threats 1.69
1.5 Summary of resource requests justified below 1.69

POP Question 2: Faculty Support 1.70

POP Question 4: Graduate Education 1.71

POP Question 5: Research 1.72

POP Question 6: Space and Infrastructure 1.73

POP Question 7: Strategic Planning 1.74

POP Question 9: Interdisciplinary Research 1.74

POP Question 10: The Role of Departmental and Non-Departmental Units 1.75

POP Question 12: Diversity 1.75

POP Question 13: Mentoring 1.76

POP Summary 1.76

Figure 1. Geographic Location of Member Institutions of the Association of Population

Table 1. NICHD-Funded Population Centers by Center Size 1.78
Table 2. Population Center Faculty Affiliates, Postdoctoral Researchers, and Graduate Students, 2012 1.79
Table 3 University of Colorado Population Center Publications, 2011 1.82
Table 4 University of Colorado Population Center Grants, June 2011 – May 2012 1.94
POP Question 1: Overview

1.1 Introduction
Although traditionally focused on processes of fertility, mortality, and migration, demographers have come in recent years to offer new insight into a broad set of society’s most pressing issues, including growing health inequalities in the United States and across the globe, the implications of climate change for people and the environment, and the consequences of immigration for sending and receiving countries.

Having made remarkable progress over the past decade, we now find ourselves with the opportunity to make another major step forward – one that can place us among the elite population programs in the country. So far, we have moved from a small but respected program to one of about 20, including Princeton, Penn, Harvard, Chicago, UCLA, Texas, and Michigan, selected for a prestigious NIH center award. Our presence at the national meetings of the Population Association of America (PAA) is among the highest and researchers in our center have received national recognition, including career achievement awards from PAA. The next steps to fully match the accomplishments and recognition of top peers and to continue our critical momentum involve the following:

1) Continuing funding for our $2 million NICHD Population Center
2) Solidifying CU-Boulder as the leading campus for biodemographic and gene-environment scholarship
3) Enhancing and formalizing linkages with federal labs, primarily NCAR
4) Extending our demographic surveillance and training programs on HIV/AIDS in South Africa and child health in Bangladesh to other parts of these continents
5) Advancing graduate training through growth of our certificate program, the first on the CU-Boulder campus
6) Developing a proposal for NIH training support
7) Establishing a niche in data resources through a Census Bureau “Regional Data Center”
8) Publicizing exciting new demographic research in collaboration with the Center for Public Information on Population Research at Population Reference Bureau in Washington DC

We are close to being able to reach these goals. The goals are clear, focused, and achievable. They will bring new recognition to the program and university. And they relate to several Flagship 2030 themes: fostering research excellence, enhancing graduate education, transcending academic boundaries, and building a global crossroads.

However, our continued competitiveness and future expansion are constrained by faculty shortage. In the past, we have done much with little, but have now reached our limit. It will be difficult to continue our progress without some key investments in personnel. As we explain below, we have strengths that place us in a position to reach new goals and we enjoy opportunities to take advantage of our strengths. With modest help, we can overcome some existing weaknesses and produce a major payoff for the university.

1.2 Strengths

The Population Program—one of five programs within the Institute of Behavioral Science (IBS) at the University of Colorado Boulder (CU-Boulder)—enjoys a distinguished and successful 37-year history. The Program is truly interdisciplinary, with previous directors from the departments of anthropology, economics, geography, and sociology. The Population Program includes outstanding senior faculty with national and international reputations, new faculty hires,
postdoctoral researchers, and graduate students who work on important demographic topics, use cutting-edge methods, publish in the premier demography and disciplinary journals, and obtain federal funding. Importantly, the program is the only major population center in the Rocky Mountain Region (Figure 1).

The Population Program’s mission is to (1) expand research in each of our three signature themes – migration and population distribution, health, and environment, (2) nourish collaborative and interdisciplinary demographic research, (3) facilitate interaction among researchers across the U.S. and throughout the world, bridging departments, programs, institutes, and universities, (4) develop junior investigators, (5) raise research quantity and quality through technical support and developmental funds, and (6) increase external funding.

An interdisciplinary perspective, an international scope, and an applied focus characterize the Population Program's research and training activities. Among externally funded work, projects on immigration and the geography of the foreign-born population in the United States; on sex, ethnic, and socioeconomic differences in health and mortality in Western Europe and the United States; on age inequality in income in Western Europe; on residential mobility and segregation patterns in the Southwestern United States; and on social factors that affect teenage pregnancy in the United States exemplify our research interests in the more developed countries. Studies of the health and fertility of women in Bangladesh, and of social and environmental dimensions of HIV/AIDS in Africa are some of the Program's funded research interests in the less developed world. CU's traditional strong emphasis on migration continues and has been strengthened by recent hires of young associates who work on migration in Asia, Africa, and Latin America.

As a major indicator of our past accomplishments, in 2005 we were awarded a five-year grant for $924,089 from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) to develop and support the University of Colorado Population Center (CUPC), which is part of our Population Program. In 2010, we advanced to full NICHD Population Center status, receiving a five-year $2 million grant to continue population research infrastructural support to our CUPC through five core services—Administration, Information, Statistics and Computing, Public Infrastructure, and Development. Our past accomplishments and our NICHD-funding place us within the top 20 population centers in the country, and among the top population centers (and universities) in the world (see Table 1). We are in great company, with such peers as Brown and Princeton Universities, and the Universities of Chicago, Maryland, Michigan, Minnesota, North Carolina, Pennsylvania, Texas, Washington, and Wisconsin. We are now focused on maintaining our outstanding reputation through continued NICHD funding – key to momentum – yet population programs are constantly competing for NICHD center funding. We can maintain our competitive edge and national standing only with additional university support, allowing for expansion through new collaborative faculty lines, replacements for retired senior leaders, and initiatives such as the RDC, which offer the opportunity for a unique and important niche.

The Population Program has over 50 faculty affiliates, including faculty within the Departments of Anthropology, Economics, Geography, Integrated Physiology, Political Science, Psychology, and Sociology here at CU Boulder, and the Departments of Economics, Health and Behavioral Sciences, and Sociology at CU Denver (Table 2). Furthermore, we have faculty affiliates at other institutions in the United States, England, and South Africa. Although all faculty affiliates contribute to the program, five core faculty have administrative roles in IBS and in the Population Program: Jane Menken directs IBS, Rick Rogers directs the Population Program (and directs the Development Core, CUPC), Fred Pampel directs CUPC (and directs the
Administrative Core, CUPC), Jason Boardman directs the Computing and Statistical Core, CUPC; and Lori Hunter directs the Information and Public Infrastructure Cores, CUPC.

In addition to supporting faculty, we have had remarkable success with postdoctoral fellows. We currently support four postdoctoral fellows engaged in different projects, including work in Bangladesh, and work to link the Population Program with NCAR. In spite of our brief history with postdoctoral support, postdoctoral fellows have been a terrific way to link with other universities. And our postdoctoral fellows have received excellent placements. For examples, Sam Clark is now an Associate Professor at the University of Washington; Randall Kuhn is now an Associate Professor at the University of Denver; Sangeetha Madhavan is an Associate Professor at the University of Maryland and Associate Director of their Population Center; Michael Roettger is a Research Associate at Pennsylvania State University; Enid Schatz is an Associate Professor at the University of Missouri; and Georges Reniers has just moved from an assistant professorship at Princeton University to become Reader, London School of Hygiene and Tropical Medicine.

We have built bridges among faculty with common or complementary interests, among other IBS Programs, among disciplines (including the social, natural, and health sciences), between campuses (especially CU Boulder and CU-Denver), among universities (we already have strong ties with Brown University, Duke University, the University of Texas, the University of the Witwatersrand (Wits), the University of North Carolina, and others), with government agencies (including NCAR), and between countries (we have strong ties with Bangladesh, Canada, England, South Africa, Kenya, Tanzania, and the Netherlands, and are expanding to other countries, including Mexico and Australia). We have ongoing joint projects with Brown and Harvard Universities and the University of North Carolina – Chapel Hill, and long-standing research collaborations with the University of Texas and Wits University.

A unique component of the Population Center, relative to others across the nation, is our outreach efforts funded within the NIH “Public Infrastructure” Core. Our faculty affiliates collaborate with the Population Reference Bureau, an outreach and dissemination organization based in Washington, DC, to bring demographic scholarship to a wider audience. Our researchers have crafted a variety of summaries used by policymakers, educators, and the media, with a focus on enhancing the use-value of population science. This commitment to outreach and dissemination is rare among population research centers and ultimately enhances the reputation of CUPC as a key contributor in this arena.

1.3 Opportunities

1) **Continuation of our $2-million funded NICHD Population Center**

Our NICHD-funded University of Colorado Population Center contributed enormously to our enhanced reputation and has provided valuable infrastructural support to our faculty affiliates, postdocs, and graduate students. Thus, it is crucial that we work to successfully complete for a grant renewal. The biggest obstacle to being competitive for a center renewal grant is our dearth of senior faculty, which is detailed under Threats, below.

2) **Solidifying CU-Boulder as the leading campus for biodemographic and gene-environment scholarship**

The Population Program has established ties with the Institute for Behavioral Genetics at the University of Colorado. These connections have helped to put CU on the map as a leader in the area of gene-environment interplay in the social sciences. Population Program affiliates have at least three large R01 grants through NICHD to examine the simultaneous influence of genetic
and environmental influences on complex behaviors like smoking. Our work in this area has appeared in leading genetic (Genetic Epidemiology), population studies (Demography), and social scientific (Social Forces and the Journal of Health & Social Behavior) journals. Over the past three years, we have hosted a national conference entitled Integrating Genetics and the Social Sciences (IGSS; http://www.colorado.edu/ibs/CUPC/conferences/IGSS_2012/) and we are planning to apply for larger and more long-term funding to ensure that this conference continues over the next five years. Importantly, we are approaching NSF about training funds so that we can add a two-day workshop on applied statistical genetics methods for the social sciences. An increasing number of recent PhDs are leaving sociology and demography programs with cutting-edge training and top-notch publications in this area. Because it is a fairly new field, most departments only have one faculty member who works in this area. By increasing the number of faculty members who conduct research in this important area, we are uniquely poised to maintain and improve upon our existing reputation.

3) **Enhanced linkages with federal labs, primarily NCAR**
The study of connections between population dynamics and environmental change (environmental demography) is an emerging area within demographic research, and CU’s Population Program is at the forefront. We have several interdisciplinary faculty and an increasing group of graduate students interested in this new area of research. One of our faculty is Editor-in-Chief of one of the subdiscipline’s primary journals, Population & Environment. In addition, IBS houses the premier center on natural hazards research that plans to extend its purview to human-caused environmental hazards, environmental sociology is a specialty of CU-Boulder’s sociology department, and the campus’ Environmental Studies program is one of the nation’s top. Collaborative opportunities of critical societal importance abound. Within the population program, policy questions are being explored such as the level of potential human migration in the face of climate change, and contributions of population size, growth, and distribution to emissions. Still, much potential remains unrealized due to faculty shortage—including building connections to the institutions and organizations noted above.

Last July, our first jointly hired Population Program-NCAR postdoctoral researcher joined us, with funding from the Population Center, CU’s Graduate School, and NCAR’s Integrated Science Program. Population Program affiliates are beginning to develop collaborative research manuscripts and grant proposals with NCAR scientists. And last May, the Population Center and NCAR jointly held a workshop on “Migration, Urbanization and Climate Change” in the IBS building, bringing together 20 scholars from across the globe to discuss state of knowledge and develop collaborative endeavors. Three high-profile manuscripts and one in-program grant proposal resulted from the workshop.

NCAR scientists are at the forefront of atmospheric research as well as scholarship on climate vulnerability, yet the center lacks strong representation of social science. Hence, many opportunities remain for collaborative work, bringing the demographic perspective to understanding of the earth’s climate future. We request a partial senior faculty line to help build this bridge, and would request support from NCAR for a joint position. Our recent experience with the collaborative postdoctoral fellow and the current search for a senior Sociologist in collaboration with RASEI/NREL serve as useful models for such a joint hire.

4) **Extending our demographic surveillance programs on HIV/AIDS in South Africa and child health in Bangladesh to other parts of these continents**
Three major long-term projects—longitudinal studies using demographic surveillance in Matlab, Bangladesh, and in Agincourt, South Africa, and training a new generation of African scholars in Kenya and South Africa through the African Population Studies Research and Training
Program—reflect our leadership in large-scale, innovative, international research. Other international projects — on demographic response to the Indian Ocean tsunami in Sri Lanka, health behaviors among adolescents in Nairobi slums, effects of climate change on South African livelihoods and health, migration across nations of the European Union, smoking in developing nations, and immigration from Mexico—illustrate the global reach of our scholarship. These projects are part of a burgeoning emphasis on global health in the field of population, and we are well placed to take advantage of funding opportunities to expand in these areas.

5) Advancements in graduate training, including growth of our certificate program, the first on the CU-Boulder campus

We already have a long-established, extensive, and successful history of training graduate students through our Certificate Program in Population Studies (for more detail, see our response to Question 4 below).

One way to substantially enhance and enrich our graduate and postgraduate training and research would be through a training grant. Demographic training grants are often coupled with population centers and generally provide tuition, stipends, and research support (including travel support) for graduate students, and salaries and research support for postdoctoral fellows. The T32 mechanism from NIH/NICHD is precisely the mechanism that we are interested in. These grants typically provide funds for 2 graduate and 1 post-doctoral researcher each year for 5 years. As such, we could recruit from among the very best applicants to comparable programs across the country. Nearly all of these other programs have this mechanism in place and securing a T32 will be the next requisite step in our progress as a leading population center in the country.

One important, emerging, and innovative aspect of training involves a graduate and post-doctoral training program in demography and behavioral genetics. An ad-hoc program is already in place in which Population Program faculty oversee training of students in this area. This program involves the enrollment in graduate seminars at the Institute for Behavioral Genetics, attendance at workshops at other universities, and one-on-one training. Currently, there are three graduate students and two post-doctoral researchers in this area and we would like to have a more formal training plan in place for these researchers. We believe that this formalization requires regular and well-supported training grant support.

6) Development of a niche in data resources through a “Regional Data Center”

There are many research questions that cannot be answered with traditional data sources. For example, the gene-environment interaction research described above, requires genome-wide data of individuals in conjunction with detailed information about respondent’s personal lives, their residential areas, and their work environments. The sensitive nature of the data makes it difficult for large collaborative efforts to be as successful as possible because data limitations create analytic bottlenecks. The same is also the case for research projects involving detailed information about the environmental contexts of residential areas. Boardman, Downey, Hunter, and Rogers have all published papers and have ongoing research projects in which they depend on individual data merged with contextual indicators such as place of residence. Moreover, this shift would further position the Population Program and IBS as primary players in demographic analysis. There are a limited number of NIH-sponsored regional data centers and none in the mountain region. Pursuing this type of administrative and infrastructural support would facilitate future grant submissions, increase research productivity, and provide the necessary infrastructure for collaborative and interdisciplinary projects.
7) **Publicizing exciting demographic research in collaboration with the Center for Public Information on Population Research in Washington DC**

The Population Center Public Infrastructure Core has worked with collaborators in Washington, DC—the Center for Public Information on Population Research at the Population Reference Bureau—to communicate significant advances in population research to external non-technical and student audiences. We translate funded research from all NIH population centers into articles and blogs read by the public. Such outreach has grown in importance in recent years, and having been at the forefront of the effort, opportunities exist to expand communication outside the demographic community. For example, a paper published by Population Program faculty that appeared in *Demography*, was reported on by AP news services and it appeared in numerous magazines, newspapers, and online sources.

1.4 Threats

Below we list the major threats that could prevent us from maintaining our high demographic standing.

- We face an increasingly competitive environment for funding where maintaining the status quo will not keep pace with other centers, and competition for the next Population center will be intense. In a few years, when we complete for renewal of our center grant, we risk not being competitive, especially if we lose key faculty and if we do not build by hiring new senior faculty.
- We may lose three of our five core faculty in a few years. Fred Pampel has already retired from his tenure track full professor position in the Department of Sociology. He continues to direct the Center on soft money, but could step down from this position in a few years. Jane Menken may step down as director of IBS within a few years. And Jason Boardman may transition to direct the Health and Society Program. Thus, without an infusion of new senior faculty, we will regress rather than move forward.
- We need help in continuing our innovative research in two emerging areas—biodemography and environmental demography. Having established a yearly conference on social science and genetics and collaborated with NCAR for a new postdoc position, we need help to further capitalize on our momentum in these two areas.
- We need support in maintaining and as expanded our successful African research and training program. Jane Menken has worked with other faculty to build these programs through extensive grant support. When she retires, these programs could crumble if we do not have plans in place to continue building the programs that Menken established.
- We lack funding needed to attract top graduate students. The students applying to Colorado in the area of population also apply to elite schools that provide training fellowships from NIH and higher stipends. Further, many population programs regularly offer 12 rather than 9 months of funding.
- With the program leadership already fully involved in program, department, and university activities, we lack the personnel to take the lead in new opportunities, such as the U.S. Census Bureau Research Data Center.

1.5 **Summary of resource requests justified below.** To maintain our strong reputation and competitive edge, we request three senior hires. We provide additional justification below. Because population research is interdisciplinary, the three senior hires could be from a number of different departments, including economics, geography, and sociology.

Given the recent success in garnering external funding, publishing articles, and training and placing graduate students, we are well-poised to take full advantage of additional university
resources and believe that an investment in our program at this time will (1) substantially improve the quality and quantity of our demographic training and research, and build on our existing certificate program, (2) further elevate the reputation of our Population Program, (3) build bridges with other institutes, including IBG, and other universities and federal agencies, including NCAR, and, importantly (4) further enhance and elevate the reputations of several social and natural science departments. Moreover, successes in population research can also contribute to successes in health science departments, in the humanities, and in the university overall.

**POP Question 2: Faculty Support**

All faculty members who are rostered in IBS have tenure or tenure-track appointments in a department. Searches are normally carried out with two Arts and Sciences departments. Fernando Riosmena, Assistant Professor of Geography, was hired in 2007 after a search with the Anthropology and Geography Departments. Other faculty associates are fully rostered in their departments. The Population Program works with departments that are interested in attracting new faculty members with population interests. In the past few years, we assisted in the recruitment of Elisabeth Root and Seth Spielman in Geography and Sanyu Mojola in Sociology.

The Population Program provides extensive faculty support. All junior faculty members are already making important demographic contributions through publications, grants, collaborative ties, and reputation. Senior faculty actively support junior faculty. Many senior faculty members review other colleagues’ research papers and grant proposals, and also offer them opportunities to participate in research projects.

CUPC provides additional funding for short courses and workshops, colloquia, computing and statistical support, travel to professional conferences, visiting faculty support, and development funds. Our speaker series invites 9-12 speakers per year to present their research (see http://www.colorado.edu/ibs/events/). This provides a great opportunity for faculty and graduate students to meet faculty in other universities, to learn about research in other programs, and to explore potential collaborative relationships. Over the last few years, with CUPC funding, we have expanding our visiting faculty program, which attracts faculty from top universities around the country. We have plans provide office space and administrative, computing, and statistical support for Mariano Sana, Department of Sociology, Vanderbilt University; Sarah Curran, Department of Global Health, University of Washington; Beth Fussell, Department of Sociology, Washington State University; Catherine Ross and John Mirowsky, Department of Sociology and Population Research Center, University of Texas, and Myron Gutmann, Assistant Director, National Science Foundation, Head, Directorate for the Social, Behavioral, and Economic Sciences, and Department of History, University of Michigan. Such prominent visitors provide valuable human resources for our Program and help enhance our reputation.

The CUPC Development Core provides a total of between $35,000 and $50,000 in grants to about 6-10 faculty affiliates per year. These grants are an invaluable way to support faculty and graduate students and provide support to develop larger external grant proposals. Several faculty have developed national and international reputations that make them especially attractive to other universities, especially top universities that also have NIH Center grants. Several Population Program affiliates are at risk of being raided by other top schools. With high productivity among faculty, we need to explore ways to fully support retain our faculty, in addition to hiring outstanding faculty. These two goals are also complementary: new strategic hires can be one way to keep current faculty happy and productive.

In several years, with additional support through senior hires, we will be better positioned to compete for renewal of our center grant, and to apply for a training grant, which will bolster our graduate training certificate. Furthermore, with two joint hires (with NCAR and IBG)—IBS’
Population Program could rank among the top in the nation for scholarship and training on both environmental demography and biodemography. And, with proper support, we can work toward developing an RDC. We will continue to build on our current momentum, but many opportunities cannot be realized without additional personnel.

POP Question 4: Graduate Education
The Population Program has a rich history of training and mentoring junior scientists. Population Program affiliates endeavor to teach graduate students demographic concepts and methods with an appreciation and use of interdisciplinary approaches, and to encourage graduate students to conduct research on their own and in collaboration with other graduate students and with faculty. In turn, a well-trained graduate student body can help the Population Program grow. CU-Boulder’s interdepartmental graduate program in demography is currently offered through the disciplines of economics, geography, and sociology. In time, we will embrace additional disciplines (including anthropology, psychology, and possibly history and integrative physiology). Students are prepared for a wide range of professional, academic, and research roles in public and private organizations concerned with population issues and problems at the international, national, regional, state, and local levels.

The interdepartmental graduate training program is distinguished by its interdisciplinary character, its focus on policy analysis, and its emphasis on research training through direct faculty-student interaction in research projects being carried out within the Population Program. Students work closely with a faculty member and develop both substantive knowledge and research skills relevant to their areas of specialization.

The program in demography offers both an M.A. and a Ph.D. curriculum. The former can be completed after three semesters of study, whereas the latter requires about three years of course work before initiation of dissertation work. In addition to their disciplinary Ph.D., students may obtain a Certificate in Population Studies. Requirements for the certificate are graduate standing in a participating social science department, a Population Program faculty advisor, successful completion of three required demography courses (one each in sociology, geography, and economics), successful completion of a comprehensive examination in demography, and a population studies dissertation. The certificate program is the oldest of its kind at CU-Boulder. CU-Boulder provides teaching assistantships in affiliated departments, several of which regularly are awarded to students interested in population studies. Other students are supported as research assistants on externally funded projects.

We currently have 19 graduate students who are focusing on population and who are pursuing their Ph.D.s through the departments of economics, geography, and sociology (Table 2, Panel E). Graduate students in the demography program work closely with faculty members and are quite likely to publish extensively with faculty, with other graduate students, and as sole authors. Several graduate students have won awards for their outstanding scholarship. For examples, our students have received the CU-Boulder Graduate School Student Research and Creative Works Award, and the Southwestern Sociological Association (SSA) Doctoral-level Graduate Student Paper Award. Moreover, several graduate students have obtained external grant support, including dissertation grants from the National Science Foundation (NSF), an NSF Graduate Research Fellowship Grant, a Dissertation Research Grant from the Agency for Healthcare Research and Quality, and a two-year Hewlett Foundation-funded Population and Development Dissertation Fellowship.

Our graduate students have done exceptionally well on the job market. Most have accepted academic appointments, but demography graduates also take jobs in the government and in the
private sector. Our graduates are now at the University of Southampton (but has just accepted a position at Australian National University), the University of Colorado Denver, Rice University, University of Kansas, University of Illinois at Chicago, Qatar University, the World Bank, Statistics Canada, the United Nations, and other institutions. Recent graduates include:

- Justin T. Denney, Assistant Professor, Department of Sociology, Rice University
- Jarron M. Saint Onge, Assistant Professor, Department of Sociology, University of Kansas
- Patrick M Krueger, Assistant Professor, the Department of Sociology and the Department of Health and Behavioral Science, University of Colorado Denver
- Bethany Everett, Assistant Professor, Department of Sociology, University of Illinois at Chicago

**Interdisciplinary Teaching.** In addition to our certificate program, several Population Program affiliates have embarked on an African demography research and training program. CU has partnered with two institutions in sub-Saharan Africa – the University of the Witwatersrand, Johannesburg, South Africa, and the African Population and Health Research Center, Nairobi, Kenya – to provide interdisciplinary training. We have been successful in encouraging exchanges among the various partner institutions.

**Summer Short Courses.** We offer a variety of summer graduate-level short courses. Through CUPC funding, we generally offer one short course each summer. Previous courses have included economic demography, biodemography, environmental demography, longitudinal data management and analysis, and spatial demography. These 3 to 5 day free courses provide additional demographic detail that would otherwise be unavailable to faculty, postdoctoral fellows, and graduate students. We usually provide travel support to junior faculty and graduate students from around the country. Further, the courses are team taught with demographic affiliates from CU Boulder and visiting faculty. Past visiting faculty have included individuals from the University of North Carolina, the University of Southern California, the University of Texas, and Princeton University. Thus, these courses provide additional demographic training as well as extensive networking.

This last summer, we worked with the Interuniversity Consortium for Political and Social Research (ICPSR) to locate three of their popular summer courses in IBS. It is rare to hold the well-known ICPSR courses outside of the University of Michigan. Thus, it is a testament to the increasingly high reputation of IBS that ICPSR taught three of their summer statistical courses in Boulder.

We have already established an international reputation for strong demographic training. But we would like to further expand and enrich graduate student training and support. Clear advantages of increasing the number of graduate students and the level of support through the Population Program is that we can support students through multiple programs, can provide training through multiple avenues, and can draw on a large network of demographic scholars.

**POP Question 5: Research**

Our faculty, postdocs, and graduate students have an amazing level of research productivity. To highlight the varied and many demographic contributions of our affiliates, we present measures of research productivity through publications and grants. During 2011 CUPC affiliates’ collaborative interdisciplinary research has produced about 189 high-quality books, book chapters, and articles that have been published or accepted for publication (Table 3). Affiliates have published in a prestigious set of journals covering several key areas:
• Geography (Annals of the Association of American Geographers, Society and Natural Resources, Population, Space and Place, Geospatial Health, Applied Geography),
• Behavioral Genetics (Behavioral Genetics, Genetic Epidemiology, Human Genetics).

Of special interest, four papers from CUPC affiliates appeared in 2011 in Demography, the premier journal for demographers. Thus, Center affiliates have published in the discipline’s top journal more frequently than all but a very few population centers (which have more faculty). Moreover, Population and the Environment, which is edited here at CU, is ranked as one of the top five demography journals. Papers from the 2010 and 2011 Integrating Genetics and Social Science conference appeared (and will appear) in special issues of the journal Biodemography & Social Biology. These special issues were edited by Boardman with Jason Fletcher (Yale). Although we have been invited to edit Demography, we do not have enough faculty (and may not receive enough university support) to devote to this important endeavor.

Table 4 shows that CUPC affiliates have about 137 population-related grants in force (which includes double counting of multiple investigators). We also have a dozen proposals under review and 5 being prepared for resubmission. Affiliates are working on grants from several National Institutes of Health, the National Science Foundation, the Fogarty International Center, the USDA Forest Service, the Russell Sage Foundation, and the William and Flora Hewlett Foundation.

**POP Question 6: Space and Infrastructure**
The Population Program occupies part of the third and fourth floors of the new IBS Building. This building is ideal for our purposes because it provides office space for program faculty, postdoctoral researchers, staff, and graduate students; secure data rooms to analyze confidential data; computer rooms for teaching; and large conference rooms for meetings and colloquia needed by CUPC to enhance collaboration. A common location for affiliates with diverse population interests and from diverse disciplines creates opportunities for discussion, sharing ideas, and collaboration. Work in population-related science now brings sociologists, anthropologists, geographers, psychologists, and economists in close proximity.

With the environment of the new building, several new initiatives have encouraged collaboration among population scientists within and across institutions. For examples, we have solidified ties with IBS, created new ties with the National Center for Atmospheric Research (NCAR), hosted
several international workshops, and have offered a number of colloquia and short courses. Moreover, the new building has attracted faculty from around the country. We can now consider additional requests to provide office space for visiting faculty, which can provide additional collaborative ties and connections.

We have begun exploring the possibility of establishing a U.S. Census Bureau Research Data Center (RDC) in Boulder. With no other center between Chicago (or College Station) and Los Angeles, the Census Bureau has encouraged establishment of one in the Rocky Mountain region. As the lone NIH-funded Population Center in the Rocky Mountain region, CUPC would be an excellent location for a RDC. The required cost and commitment are high, and we are exploring a collaborative arrangement with multiple other institutions. However, we have not yet made the decision to go forward with a proposal to establish the center here, in part because we would need a substantial university commitment, including start-up funds, some continuing financial commitment, and support for an RDC director. Nevertheless, we have paid for the director of IBS Computing and Research Services to attend the September 2012 meetings in Chicago to keep abreast of new developments.

**POP Question 7: Strategic Planning**

We have made tremendous strides within a short time period. Moreover, we have supported a large number of graduate students and faculty. To continue with our momentum, and to achieve our lofty but important and doable goals, we need to increase the number of faculty, especially senior faculty, as noted below.

1. We plan to submit a grant proposal to continue our NICHD-CUPC infrastructural support. Such grants are extremely competitive. Most centers have a large contingent of demographers, including past presidents of the Population Association of America. We are fortunate to have Jane Menken, who is a past PAA president. But we need to plan for her retirement. For us to be successful in this next round of reviews, we should hire a senior demographer who can help spearhead the effort to secure another center grant.

2. We will work toward additional senior hires to help bolster our existing strengths through: biodemography, environmental demography, and African demography.

3. We would like to submit an NICHD training grant proposal. Most training grant funds are already committed to major universities that have maintained the training grants for extended periods of time. For us to successfully compete for training grant funds may require another hire at the senior level.

4. We would like to develop a Research Data Center (RDC). Such new ventures are possible through a strong financial investment from the university, as well as a central person who can lead the effort. But such a new venture could result in new bridging among various departments on campus, various universities within the state, and various state and federal agencies, including, for example, the Federal Reserve (in Denver).

Such resources would help propel us to one of the top demographic research centers in the country. A lack of funding at this critical juncture could translate into substantial losses, including the non-renewal of our NICHD center grant.

**POP Question 9: Interdisciplinary Research**

As mentioned above, demography is by its very nature interdisciplinary. Demography is a central research area that will be even more important in the coming years. Population affiliates come from multiple and diverse departments (including economics, geography, sociology, political science, psychology, integrated physiology, public health, international studies,
women's and gender studies, and health and behavioral science), and collaborate to produce outstanding research.

Further, we are developing subareas of demography that we expect to emerge and major research areas. For example, research in the area of gene-environment interplay research is a naturally interdisciplinary endeavor which has linked researchers from the Institute for Behavioral Genetics with Population Program faculty. These collaborations have led to numerous NIH funded studies and publications in leading genetics (Genetic Epidemiology and Behavior Genetics), public health (American Journal of Public Health), and social science (Demography and the Journal of Health & Social Behavior) journals. The IGSS meetings described above are very interdisciplinary with attendees from political science, anthropology, genetic epidemiology, biology, sociology, and medical schools.

**POP Question 10: The Role of Departmental and Non-Departmental Units**

We have been actively involved in built bridges. We have established ties among approximately faculty affiliates with common or complementary interests, among other the other four IBS Programs, among disciplines (including the social, natural, and health sciences), between campuses (especially CU Boulder and CU-Denver), among universities (we already have strong ties with Brown University, Duke University, the University of Texas, the University of the Witwatersrand (Wits), the University of North Carolina, and others), with government agencies (including NCAR), and between countries (we have strong ties with Bangladesh, Canada, England, South Africa, Kenya, Tanzania, and the Netherlands, and are expanding to other countries, including Mexico and Australia). We have ongoing joint projects with Brown and Harvard Universities and the University of North Carolina – Chapel Hill, and long-standing research collaborations with the University of Texas and Wits University. And we are exploring ties with additional universities.

Because demography is by its nature interdisciplinary and collaborative, it is logical to develop and nurture extensive ties. Thus, we have links with the Health and Society, Environment and Society, Problem Behavior, and Institutions Programs. For examples, we have co-sponsored most of our colloquia with the Health and Society Program; and many of our CUPC affiliates are also affiliated with other programs.

We have been able to add value to affiliate research and training. For instance, we have offered summer short courses that are open to students from a variety of disciplines. And our Development Core has provided funding to a number of faculty and graduate students. Thus, we see demography hires as a great way to further develop and expand interdisciplinary research.

**POP Question 12: Diversity**

The major association of demographers—the Population Association of America—has enjoyed a long history of a diverse membership. More so than many other disciplines, demography has included a more balanced sex ratio. The Population Program works actively to support and appreciate diversity within teaching and research and among faculty, students, and staff. Over half of our affiliates are women. Among CU Boulder faculty affiliates, 56% of assistant professors, 50% of associate professors, and 17% of full professors are women. And a relatively large proportion of our affiliates are minorities. Among CU Boulder faculty affiliates, 44% of assistant professors and 25% of associate professors are people of color. One faculty associate is from Kenya and three are Hispanic, and one research faculty member is part-Native American. Consistent with historical changes, diversity is greater among junior than senior faculty. Over time we expect our diverse faculty to become even more diverse as more diverse
junior faculty are hired and as less diverse senior faculty retire. As an example of increasing diversity among junior researchers, 63% of our CU Boulder graduate students are women.

We have also increased international diversity through our African Population Studies Research and Training Program (APS). The APS Program is building in collaboration with African institutions and includes advanced international-level graduate training and strong collaborative research linkages with select African institutions that involve senior and junior researchers and students. This program includes a postdoctoral fellow program, an intensive training program, and an annual colloquium with our partner institutions. The extensive faculty, postdoctoral fellows, and graduate student exchanges between CU Boulder and the participating African universities and centers contributes to international diversity.

Furthermore, Population Program affiliates are actively involved in research that addresses diverse subpopulations, including differences by age, sex, race/ethnicity, and sexual orientation. For example, affiliate research includes a focus on reducing race/ethnic disparities in health. And international research—in Mexico, various African countries, and Bangladesh—provide yet another example of international diversity.

We will search actively for diverse job candidates in future hires. Because of the diversity within demography, we expect a diverse pool of candidates. And because of our past successes in supporting diversity, we expect that many diverse candidates would be especially attracted to our program.

**POP Question 13: Mentoring**
Please see the sections on Faculty Support and Graduate Education above.

**POP Summary**
We are proud of our many accomplishments to date, including valuable support to faculty and graduate students, extensive training of junior investigators, and our strong and successful research networks. With additional support, we can enrich and expand these networks. And, with additional resources, we could be at the forefront of demographic research.
Figure 1. Geographic Location of Member Institutions of the Association of Population
Table 1. NICHD-Funded Population Centers by Center Size

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Source: [http://www.nichd.nih.gov/about/org/cpr/dbs/prog_prip/index.cfm](http://www.nichd.nih.gov/about/org/cpr/dbs/prog_prip/index.cfm)
Table 2. Population Center Faculty Affiliates, Postdoctoral Researchers, and Graduate Students, 2012

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C. Non-CU Boulder Faculty Affiliates
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**D. CU-Boulder Current Postdoctoral Fellows**

**E. CU Boulder Graduate Student Affiliates**

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TABLE 3
University of Colorado Population Center Publications
(CUPC affiliates listed in boldface)

2011

Below we present books, book chapters, and peer-reviewed articles during this second calendar year of the Center. Although all these publications have been produced by CUPC affiliates, not all affiliates have received CUPC funding to support their research. We include PMID or PMCID numbers when possible; in several citations we note that the numbers are in process (we have submitted the information, but have not yet received a number).


Status in Eight Lower-Income Countries: The INDEPTH WHO-SAGE Collaboration."
Global Health Action Vol. 3, Suppl. 2: Growing older in Africa and Asia: Multicentre study
on ageing, health and well-being. An INDEPTH WHO-SAGE collaboration.

Differences in Mortality in the U.S.: The Role of Perceived Stress and Health Behaviors.”
Social Science & Medicine 73:1312-1322.

Pp. 263-288 in Richard G. Rogers and Eileen M. Crimmins, eds., International


Madhavan, S, Schatz, E, Clark, S, and Collinson, M. 2012. “Child mobility, maternal
status and household composition in rural South Africa.” Demography forthcoming.

Maredza M, Hofman K, Tollman SM. 2011. “A Hidden Menace: Cardiovascular Disease in


McNown, Robert, and Sasiwimon Warunsiri. “The Returns to Education in Thailand: A

Enduring Association between Education and Mortality: The Role of Widening and
Narrowing Disparities.” American Sociological Review 76(6):913-34 (doi

Mortality Due to Accidental Poisoning: The Role of the Baby Boom Cohort.”

Mojoy, Sanyu A. 2012. “Providing Women, Kept Men: Doing Masculinity in the wake of

Mojoy, Sanyu A., and Bethany Everett. 2102. “STD and HIV Risk Factors among Young
U.S. Adults: By Gender, Race/Ethnicity, and Sexual Orientation.” Perspectives in
Sexual and Reproductive Health forthcoming.

Mojoy, Sanyu A. 2011. “Fishing in Dangerous Waters: Ecology, Gender and Economy in
HIV Risk.” Social Science and Medicine 72(2):149-156.


10.1177/1536504211399048.

Early Development? Race/Ethnicity and Extended Household Structures in the
United States.” Child Indicators Research 4:389-411. Online at
http://www.springerlink.com/content/g551n83122236342/.

Mollborn, Stefanie and Jeff A. Dennis. 2012. “Explaining the Development and Health of
Young Children with Young Parents.” Sociological Forum forthcoming.


Roettger, Michael E. and Jason D. Boardman. 2102. “Parental Imprisonment & Gender-Based Risks for Increased BMI: Evidence from Longitudinal Panels of Adolescents and Young Adults in the U.S. population.” American Journal of Epidemiology, forthcoming.


Romero Lankao, P., Qin, H. 2011. “Conceptualizing Urban Vulnerability to Global Climate and Environmental Change.” Special Issue of Current Opinion in Environmental Sustainability on Cities and Climate Change 3(3):142-149.


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<td>Sustainable Environmental Governance in Important Natural Environments: A U.S. – Brazil Collaboration</td>
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<td>The Effects of Childhood Health Interventions on Human Capital Development see Menken 3 - Long-term Effects of Health and Development Interventions in Rural Bangladesh (as Co-Investigator)</td>
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Location
UCB = University of Colorado, Boulder
IBS = UCB, Institute of Behavioral Science
PP = IBS Population Program
IBG = UCB, Institute for Behavioral Genetics
UCD = University of Colorado, Denver
UCHSC = University of Colorado, Health Sciences Center
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<td>The National Longitudinal Study of Adolescent Health- Project V: Gene*Environment Contributions to Drug Use and Problem Behavior Trajectories (as subcontract PI (Harris, PI))</td>
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<td>IBSC: Determinants of Executive Function and Dysfunction - Project 4: Genetic</td>
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<td>Executive Functions and Self-Regulation: A Twin Study Center on Antisocial</td>
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<td>Environmental Variability, Migration, and Rural Livelihoods</td>
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<td>Mobilization in Young South African Women (as Investigator (Pettifor, PI))</td>
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<td>The Wellocme Trust UK</td>
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<td>Consortium for Advanced Research Training in Africa (CARITA)</td>
<td>Joint Swiss National Science</td>
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<td>Analyses of geographical patterns of malaria transmission and mortality in</td>
<td>SIDA, Swedish International</td>
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<td>Multilevel Analysis of American Indian Mental Health, Illness and Service Use</td>
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<td>Translating RESPECT with Native Communities</td>
<td>Department of Health and Human Services</td>
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<td>Teen Pregnancy Prevention among Native Youth of the Northern Plains Factors</td>
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<td>Kaufman</td>
<td>Project TEACH: Teaching Equity to Advance Community Health (as Faculty mentor)</td>
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<td>Krueger</td>
<td>The Health and Mortality Risks of Co-Resident Grandchildren, Parents, and</td>
<td>National Institutes of Health</td>
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<td>see Barham 1 - The Effects of Childhood Health Interventions on Human Capital Development (as Co-PI)</td>
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<td>Kibera Working Group: Piloting Hygiene, Governance, and Management Approaches to Sustainable Water and Sanitation in Kenya, co-Principal Investigator (Renee Botta, PI), see Barham 5 - Thirty-Five Years Later: Evaluating Effects of a Quasi-Random Child Health and Family Planning Program in Bangladesh, (as Co-Principal Investigator (Tania Barham, PI), see Menken 4 - African Population Studies Research and Training Program (as Consultant)</td>
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<td>Little</td>
<td>see McBe 1 - Response Diversity: Land Use, Livelihood Diversification and Resilience in Northern Tanzania Resilience in the African Rangelands: Establishing a Research Program between the University of Colorado and the University of Cologne, Germany</td>
<td>National Science Foundation</td>
<td>$109,751</td>
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<td>Collaborative Research: Multi-Level Gene-Environment Interplay in the Development of Drug Abuse and Co-morbid Problems (as subcontract PI (Hill, PI))</td>
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<td>$1,106,771</td>
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<td>Translational Studies of Nicotinic Receptor Genes: Alcohol and Nicotine Behaviors (as Co-PI, Ehringer - PI)</td>
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<td>Social Demographic Moderation of Genome-Wide Associations for Body Mass Index (as PI, Pleshner)</td>
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<td>Enabling Stress Resistance with Controllable Exercise (as Co-PI, PI Fliesner)</td>
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<td>Partnership for Social Science AIDS Research in South Africa's Era of ART Rollout</td>
<td>National Institutes of Health</td>
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<td>HIV Aids After 40 in Agincourt, South Africa: A Mixed Methods Study</td>
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<td>University of Colorado, Council of Research and Creative Works</td>
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<td>Health Disparities among a Vulnerable Population: A Longitudinal Analysis</td>
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<td>The Transition to School Among Children of Teen Parents Research Experience for Undergraduates Supplement to The Transition to School among Children of Teen Parents see Root 3 - Children on the Move? Childhood Residential Mobility and the Effects of Neighborhood Context on Child Well-Being Land cover and land use change and its effects on carbon dynamics in the Monsoon Asia Region (as Co-Principal Investigator)</td>
<td>National Science Foundation</td>
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<td>Worldwide Patterns and Change in Gender Egalitarianism</td>
<td>National Science Foundation</td>
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<td>The care life cycle: Responding to the health and social care needs of an ageing society (as Co-Investigator (Falkingham, PI))</td>
<td>Engineering and Physical Sciences Research Council (EPSRC)</td>
<td>$3,300,000</td>
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<td>Developing a dynamic population model for the UK. Theme Lead (as Co-Investigator (Falkingham, PI))</td>
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<td>Enhancing Targeted Research in the Advanced Technological Education</td>
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<td>6</td>
<td>see Tierney 1 - NL-US Water Crisis Research Network (NUWCREN) (as Co-PI)</td>
<td>Ministry of Transport, Public Works and Water Management of the Kingdom of the Netherlands</td>
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<td>7</td>
<td>see Tierney 4 - RAPID: Temporary Housing Planning and Early Implementation in the January 12, 2010 Haiti Earthquake (as Co-PI)</td>
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<td>RAPID: A Comparative Study of Community Impacts of the 2010 BP Oil Spill</td>
<td>National Science Foundation</td>
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<td>Global Research Training in Population Health (Menken, Schatz, Williams Co-PIs)</td>
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<td>DataNet Full Proposal: The Data Conservancy (A Digital Research and Curation Virtual Organization) Chemistry and Climate over Asia: Understanding the Impacts of Changing Climate and Emissions on Atmospheric Composition and Society (as Co-PI)</td>
<td>National Science Foundation</td>
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<td>see Menken 3 - Long-term Effects of Health and Development Interventions in Rural Bangladesh (as Co-Investigator) Integration of Spatial and Social Network Analysis in Vaccine Trials (as Co-Investigator (EMCH, PI))</td>
<td>National Science Foundation</td>
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<td>Use of Botanicals in Chronic Pain Research, Mizzou Advantage. (as Collaborator, Folk, PI)</td>
<td>Chancellor’s Fund for Excellence, University of Missouri.</td>
<td>$50,000</td>
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<td>DRU: Modeling Nuclear Disaster Risk: The Effects of Perceived Risk and Radiation Exposure on Post-Chernobyl Psychosocial and Health Behavior Outcomes in Ukrainian Residents (as Co-Investigator, Perez Foster, PI) Collaborative Research: DRU-Warning Decisions in Extreme Weather Events: An Integrated Multi-method Approach</td>
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## II. Under Review

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<td>Longitudinal Study of Adolescent Health Managing Multi-Functional Landscapes at the Interface of Public Forests and Private Land: Comparison of U.S. and Australia Environmental Governance in Brazil's Amazon and Atlantic forests:</td>
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Appendix 1c
Health & Society Program Self Study
2012

Director: Richard Jessor
http://www.colorado.edu/ibs/hs/

H&S Question 1: Unit Overview

H&S Question 2: Faculty Support

H&S Question 3: Undergraduate Education
H&S Question 4: Graduate Education

H&S Question 5: Research

H&S Question 6: Space and Infrastructure

H&S Question 7: Strategic Planning

H&S Question 8: Budget

H&S Question 9: Interdisciplinary Research

H&S Question 10: The Role of Departmental and Non-Departmental Units

H&S Question 11: Library Resources

H&S Question 12: Diversity

H&S Question 13: Mentoring

H&S Question 14: Bylaws
H&S Question 15: Assessment
H&S Question 16: Centers

H&S Appendix 1: Research Statements

H&S Appendix 2: Core Faculty CVs

H&S Appendix 3: Health and Society Program Core Faculty Grants in Effect since 2002
H&S Question 1: Unit Overview
The mission of the Health and Society Program (H & S) is to advance understanding of the social, economic, psychological, and behavioral determinants of health, with a special focus on social and economic disparities in health in the United States and across the developing world. Biological and genetic processes that may interact with or mediate the effects of social and psychological factors on health and fitness are also of theoretical and research interest in the Program. The complexity of the health domain requires a commitment to interdisciplinary, collaborative inquiry, and current members of the Program represent training in the disciplines of economics, sociology, geography, demography, psychology, pediatrics, public health, and behavioral genetics.

The domain of health has taken on a special urgency in the contemporary world due to: long-range demographic changes such as population aging in the developed world and bulging cohorts of young people in the developing world; increasing economic inequality and poverty in the developing world; the emergence or re-emergence of intractable diseases such as AIDS, malaria, tuberculosis, and diabetes, and the double burden in the developing world of both infectious and, increasingly, chronic disease; a growing awareness of the limitations of the medical model in accounting for variation in health both within and across population groups; the exploding cost of medical care and treatment in contemporary society; the recognition that health promotion and disease prevention have a far more favorable cost/benefit ratio than do treatment and care; and more.

Patterns of morbidity and mortality at the beginning of the 21st century are different from those of earlier times when much of the burden of illness was due to infectious disease. Contemporary patterns of illness can be traced in large measure to behavior and to the socially-organized contexts in which it is embedded, whether that behavior entails an unhealthy diet, a sedentary lifestyle, drunken driving, alcohol, tobacco, and other drug use, inadequate hygiene, or stressful daily living. Understanding variation in behavior and social/ecological contexts thus becomes the key concern in understanding variation in health. Finally, there is a commitment in the Program to evaluation research on prevention/intervention efforts that seek to promote healthy development or to forestall the development of illness, disease, or premature mortality.

The H & S Program includes 8 tenure or tenure-track faculty; 2 emeritus faculty, now appointed as research professors; 8 graduate research assistants; 1 undergraduate research assistant; and 1 senior professional research assistant. Of the 8 tenure or tenure-track faculty, 3 hold line positions rostered in the Graduate School, 4 are rostered in their respective departments in the College of Arts and Sciences, and 1 is rostered in the School of Medicine. The 2 research professors are also rostered in the Graduate School.

As the H & S Program has developed since the prior review, it has been structured into a so-called “core” faculty and an “associate” faculty, the latter constituted of IBS members whose primary affiliation is in another IBS Research Program (Population or Problem Behavior) and whose membership in the H & S Program is functionally secondary, but whose interests overlap significantly with the health domain.

The core faculty consists of the Program Director (a research professor trained as a clinical-social-developmental psychologist); an associate professor of sociology; and 3 assistant professors, 1 in sociology, 1 in economics, and 1 in geography—a broadly interdisciplinary group. The portfolio of health-related inquiries engaged in by the core faculty ranges from a comparative study of healthy eating and regular exercise among adolescents in Beijing and Denver; to an evaluation of the impact of a conditional cash transfer intervention on health and development in children in rural Mexico and later cognitive functioning and employment opportunities in Nicaragua; to a qualitative study of the role of transactional sex in the spread of STDs, including HIV, in Kenyan school girls; to the impact that limited resources has on the health and educational readiness of children of teen-age mothers in the U.S.; to the influence of the environmental and socioeconomic context on health as well as on health outcomes.
following interventions in rural Bangladesh. As is apparent, the research is highly diverse, problem-focused, and both national and international in scope. Brief descriptions of the research of the core faculty members are presented in APPENDIX ONE at page 15 at the end of this report.

Intellectual interchange and collaboration is fostered in the Program by the clustering together of the research offices of the core faculty, an arrangement that facilitates informal communication; by the organization of regular colloquia and ‘brown bags;’ and by the initiation of an academic-year-long series of “Salons” at which large issues in the making of behavioral science, e.g., the logic of interdisciplinary explanation, the role of ‘place’ in accounting for variation in human behavior, etc., can be comfortably and thoughtfully explored.

The accomplishments of the H & S Program can be seen most clearly by scrutinizing the core members’ CVs in APPENDIX TWO at Page 19 at the end of this report. The core faculty has been productive and successful in all areas of professional academic activity. All carry a full teaching load in their departments. All are involved in training and supervision of graduate students, serving as primary advisors for dissertations and theses as well as providing extensive service on dissertation and thesis committees. All are occasional reviewers of manuscripts for journals in their fields and of grant applications for federal agencies. Each has been successful in gaining grant awards. Conference presentations have been numerous. Perhaps most important, all have achieved the Holy Grail of peer-reviewed publications. One member has been honored this early in her career by her national professional society, one has gotten early promotion and tenure, and two have already been re-appointed.

There are several critical needs for the Program’s future growth and development. The first of these is the recruitment of a new Director for the Program. With the retirement of the present Director at the end of calendar year 2013, there is urgent need for new leadership that will sustain and nourish the efforts of the young faculty who constitute the core of the Program. A current member of the IBS Population Program (also currently an Associate in the H & S Program) would be a possible choice for that position not only in terms of his interests and leadership skills, but also in his being able to bring to the program a strong background in neighborhood research and in the behavioral genetics of health. He would need, and should have been awarded by then, Full Professor status, given his record of achievement; however, there will also be the need for further inducements in the way of additional resources for Program development to secure his acceptance of the new position.

Second, and equally critical, is the recruitment to the Program of a faculty member with a disciplinary background in social/developmental or health psychology. The paucity of psychological representation in all of IBS is a debilitating lacuna, and it will be true of the H & S Program itself with the retirement of the current Director. Not only is an understanding of individual-level variation essential to research on health, but a truly interdisciplinary approach will remain beyond reach if explanation continues to be sought only at the societal or structural or institutional level.

Third, particularly for faculty at the assistant professor level, funding for pilot studies in advance of submitting R01 applications is increasingly essential, as is support for conference travel for paper presentation, and funding for graduate research assistance.

Fourth, as noted in the Strategic Plan (Question 7) and elsewhere, support is needed for the implementation of a Graduate Certificate Program in Health and Society in the way of course release from departmental teaching requirements to permit H & S faculty to teach new courses in the certificate program.

**H & S Question 2: Faculty Support**

Current faculty members in the H&S Program were appointed in three different ways. The Program Director was hired some 61 years ago, was one of the founders of the Institute of Behavioral Science in 1957, founded the Problem Behavior Program in 1966, directed the Institute from 1980-2002, and then founded the H & S Program in that latter year. Since the
founding of the H & S Program, 2 new Assistant Professors (1 now an Associate Professor) were hired on Institute lines, with the full collaboration of, and the tenure-track in, the relevant Departments (Sociology and Economics). Recruitment was based on a national search with attention to diversity, and both recruits are outstanding women scholars. The 2 other tenure-track members of the core faculty (both women, 1 a woman of color) were recruited for position lines in their Department, with potential membership in an IBS Program enhancing the attractiveness of the offer. Once hired, it was necessary for these scholars to present a research colloquium in the Institute after which, on recommendation of the Program members and the Director, the IBS Board had to approve their appointments as Faculty Associates in the H & S Program. All other Faculty Associates in the H & S Program were hired through the normal recruiting processes of their Departments and appointed to Associate status in IBS after presenting relevant research colloquia. It can be seen, then, that the H & S Program has grown substantially and deliberately since the prior Program Review.

Financial support for the Program faculty comes almost exclusively from extra-mural funding. All IBS faculty are required to have at least one grant-in-force at all times or to have submitted an application for grant funding. Additional modest funding support is sometimes available intra-murally, usually from start-up funds provided on appointment, or from occasional College or Graduate School initiatives. Support for H & S faculty of a non-financial character is a defining aspect of IBS membership; this entails extensive computing support, administrative support for the preparation and submission of research proposals, library and informational support, and also collegial support readily available from other Program members.

With the current Director retiring at the end of 2013, the appointment of a new and senior-level replacement is undoubtedly the highest priority for the continued flourishing of the H & S Program. A likely potential candidate is already a member of IBS; attracting him to this leadership position would require promotion to Full Professor status (already well-earned) and the commitment of resources for additional hiring—the second priority for the Program being a social/developmental or health psychologist. With the retirement of the current Program Director, a social/developmental psychologist, the discipline of Psychology will no longer be represented in the Program nor, as a matter of fact, in the entire Institute! This lacuna is a serious one, precluding individual-level analyses so essential to the problem of health but also constraining the possibilities for truly interdisciplinary explanatory frameworks, frameworks that logically connect individual-level and societal variation.

Seven years from now, the H & S Program should have representation from the full complement of the social sciences relevant to explaining variation in health and health-related behavior and be able to traverse from behavioral genetic and biological variation to individual-level variation to societal and institutional-level variation. It should also have competence in evaluating the effectiveness of health-related intervention programs and be engaged in understanding health-disparities across the social divides in American society as well as in the developing world.

**H & S Question 3: Undergraduate Education**

Undergraduate research involvement in the H & S Program has been at an appropriate level among the core faculty; three faculty members have engaged undergraduates in their research projects. The undergraduates have been supported by the UROP program or by the NSF Research Experience for Undergraduates mechanism, or they have been Honors students whose projects were supervised by core faculty. One of the latter resulted in a co-authored paper currently under review. The key issue for a research institute is the need for undergraduate students to have the technical and conceptual skills necessary to be able to assist in the ongoing research projects, and those are more likely found among seniors and Honors students. To the extent that there are advanced undergraduates with sufficient skills so they can make a contribution while also benefitting from exposure to and involvement in research, their incorporation in the H & S Program is salutary and welcomed. Although the
training of undergraduates is not a key Program objective, the Program will continue to engage undergraduates and, in all likelihood, will expand its efforts in that regard.

**H & S Question 4: Graduate Education**
The ethos of the H & S Program is to engage graduate students in the process of research early in their careers by employing them on grant-funded studies or providing grant-funded data sets for analysis for class projects or theses. In addition, the series of H & S and IBS colloquia provide an opportunity for exposure to a wide range of behavioral science inquiries and interdisciplinary investigations. Two members of the H & S program have also organized a weekly “Population and Health Workshop” which, while formally offered in the Sociology Department, has attracted graduate students from other disciplines, reflects the work and research interests of our Program, and gives students another setting in which to examine research and theory relevant to health. Another facet of our graduate training is the opportunity for student involvement in our international, usually developing country, projects, especially in South Africa, Kenya, and Bangladesh. These experiences always carry a problem focus, generally deal with health disparities, and frequently have been the basis for theses and dissertations.
The core faculty has been pervasively active in dissertation supervision, not only in relation to their own departments but widely across the social sciences. They have been primary advisors on nine dissertations and have served as members of the dissertation committees of forty other graduate students over the past five years. Several students have gained dissertations as part of their grant-supported work for members of the core faculty.
What has emerged from our graduate training experience thus far is recognition that more systematic training in problem-focused, health-related research could readily be accomplished by establishing a **Certificate Program in Health and Society** within the H & S Program. The Program has core faculty expertise in the psychology, sociology, economics, and geography of health as a societal problem, and there are available faculty in other Programs or outside of IBS who could add expertise in demographic, cultural, and political aspects of health and health policy. The constraint against such a promising initiative is, of course, that Institutes do not offer credit courses; that barrier could easily be overcome, however, in collaboration with the relevant Departments which would list the needed new courses (or adapt ones already in their offerings). For those Departments to cooperate in such an initiative, they would need funding support to replace the teaching of H & S faculty members where necessary and of other faculty who would be teaching the new courses in the certificate program. There is wide interest among graduate students across several social science disciplines for such a certificate as a way-station on their journey to their final degree; the resources requested for departmental teaching release would be modest; the courses would be attractive to students not in the certificate program as well; and the payoff in intensive health-related graduate training would be considerable.

**H & S Question 5: Research**
Research in the H & S program has been remarkably effective in relation to a variety of measurements crucial to an Institute of Behavioral Science. It is collaborative among the core faculty (e.g., geographer with sociologist; economist with geographer; sociologist with psychologist), as well as between the core faculty and the Faculty Associates (e.g., sociologist with sociologist [two projects], and economist and geographer with demographer/sociologist). It is pervasively interdisciplinary (see response to Question 9 below), crossing disciplinary boundaries between economics, psychology, sociology, and geography, among others. And it is uniformly problem-focused. With respect to more conventional criteria, e.g., publications, conference presentations, grant awards, honors, reviewer invitations and editorial board service, etc., the record for such a young Program is impressive and can be seen in the attached four CVs for the core faculty. The accomplishments of the Program Director since the initiation of the H & S Program in 2002 include being named as a ‘Highly-Cited Researcher in the Social

The accomplishments of the four other core faculty members can be summarized as follows, though it is important to acknowledge that numbers are only one indicator—and an imperfect one at that—of scholarly productivity. Over the last half dozen years, the core faculty has published 49 peer-reviewed articles and 7 book chapters. One member has a book manuscript near completion. During this same period, 67 conference presentations were made. One member is an Associate Editor of the leading journal in her field; she has also been honored by the American Sociological Association, Section on Children and Youth, with a Distinguished Early Career Award in 2012, and one of her publications won the Outstanding Publication Award from that same Association’s Section on Aging and the Life Course in 2011. Each is called upon regularly to serve as manuscript reviewers for journals in their fields and as grant reviewers for agencies and foundations. The Program’s success in grant awards can be seen in APPENDIX THREE at Page 59 at the end of this report.

As can be seen, the Program core faculty members have already compiled a substantial record of accomplishment. Along the way, they have made major contributions to knowledge about health, the contexts in which it varies, and the effectiveness of interventions to enhance it. In at least one area, teen parenting, Program research has not only enlarged the scope of inquiry but has in some respects re-defined the field.

H & S Question 6: Space and Infrastructure
The current space needs of the Institute of Behavioral Science were fully accommodated with the recent construction of the new IBS building. The H & S Program has adjacent offices for all core faculty on the fourth floor, and offices for almost all H & S Faculty Associates are on the same floor, just across a corridor; thus communication and interaction are facilitated and promoted by physical proximity.

Excellent staff support is provided by a Program Assistant and by undergraduate work study students readily available for assistance. The computing support provided to the Program by the IBS Computing and Research Services unit is outstanding. Fundraising, beyond extra-mural grant submissions, is not undertaken as a responsibility by the Program but by the Institute as a whole. With regard to the CU Foundation, it should be noted that IBS relations with the Foundation around fundraising for construction of the new IBS Building were abysmal; our experience revealed extraordinary incompetence at the Foundation and meager resources for assistance (at last, a personal catharsis!). The Program has no additional space or infrastructural needs at this juncture.

H & S Question 7: Strategic Planning
The H & S program aspires to become a leading unit for inter-or-transdisciplinary research on social disparities in health in American society and in the developing world. Its goal is to be broadly encompassing about health-related issues, including research on the social determinants of health, on the development of health behaviors over the life course, on biological and genetic influences on variation in health and fitness, on interventions to enhance health, on the impact that variation in health has on welfare and income, and on the outcomes of health-related societal policies.

This is a challenging, problem-focused agenda, but the H & S Program is already engaged in taking up that challenge; it has garnered resources from a variety of disciplines, each having something to offer in the quest for knowledge about variation in health, and their convergence has already brought illumination, modest though it is, to this refractory topic.

To sustain and enhance the progress made thus far, our Strategic Plan over the next period requires steps in five different directions. First, at the organizational level, it is essential to
safeguard effective leadership for the Program, especially since the core faculty members are largely at the early stage of their academic careers. With the looming retirement of the current Director, every effort must be made to provide a senior-level replacement to continue to support the work of the core faculty and to provide the leadership necessary to implement the ambitious Program agenda. A second strategic direction entails strengthening the interdisciplinary character of Program membership. With retirement of the current Director, the discipline of Psychology will be absent from the Program, and health-related inquiry at the individual level will be hampered. Enhancing the Program’s disciplinary “mix” by hiring a social-developmental or health psychologist will be an immensely important strategic step. Along this same line of enriching the disciplinary mix, attracting additional faculty from allied Departments, especially Psychology, Anthropology, and Integrative Physiology, should be a primary strategic objective of the new Director.

A third direction for our strategic plan will be to enhance the development of theory-based interdisciplinary collaboration so that the term, “interdisciplinarity,” will imply logical rather than merely additive coherence (see response to Question 9: Interdisciplinary Research, below, for more on this point). Implementing this strategy will require explicit attention to that objective in the very framing of our studies so they will map concepts at different levels of analysis, e.g., social and individual, that theoretically implicate each other or that are conceptual analogues. We are already engaging this objective in our Salons and attempting to implement it in our various studies. It may also be salutary to organize colloquia with philosophy of science faculty to help deepen our grasp on the nature of interdisciplinary inquiry.

A fourth direction for strategic steps is the strengthening of graduate training in the Program. One step that has been discussed and that is seen as feasible and promising is establishing a “Certificate Program in Health and Society” in the H & S Program. This consists of a series of rigorous health and society courses that graduate students would enroll in and would earn a certificate upon completion. The courses would be taught primarily by H & S faculty whose regular courses might already be relevant but who may need to teach new courses to round out the curriculum, and by faculty in relevant departments who may have to be relieved of some of their other teaching obligations. The courses would have to be listed by relevant Departments, and funding to those Departments would be needed to provide replacements for the regular courses taught when those courses are not relevant for the Certificate curriculum. Given the emphasis in the 2030 Strategic Plan on increased attention to graduate student training, this plan would seem entirely apposite. Its implementation would strengthen the H&S Program’s formal contribution to graduate training.

A fifth strategic step, one which the program faculty has envisioned for the future (after the security of tenure?), will be to find a topic of such wide appeal and shared interest—obesity, HIV/AIDS—that it would attract collaborative engagement from most or all of the Program’s core faculty. As a signal enterprise, it would showcase not only the unique disciplinary contributions of our diverse faculty, but it would be an exemplar for the exploration of a logically-coherent explanatory framework across the disciplines represented in the H & S Program. The 2030 Strategic Plan had two other emphases with which our own Strategic Plan is fully concordant. One was on enhancing interdisciplinary research and teaching; in this regard, it should be clear that promoting (and even deepening our understanding of) interdisciplinary scholarship threads its way throughout this report and lies at the heart of the Program’s past achievements and future vision.

The other emphasis in the 2030 planning document was on increasing CU’s international presence. Again, it is apparent that the work in the H & S Program has had remarkable engagement across the globe, including The People’s Republic of China, Egypt, Kenya, Mexico, Nicaragua, Guatemala, Yemen, Bangladesh, Brazil, The Philippines, and South Africa. This engagement, especially with the developing world, will continue. Projects in the Program are ongoing in Bangladesh and South Africa; a new grant is being applied for from the Wellcome
Trust by colleagues at the African Population and Health Research Center to establish a new research program on cardio-metabolic health in Nairobi’s slums, and the current H & S Program Director has been asked to be the responsible collaborator for studies of the adolescent portion of the larger enterprise.

**H & S Question 8: Budget**

Each Program receives an annual budget in the amount of $5,000 to cover a variety of research-related costs not explicitly covered by grants; these can include conference travel to present a paper, page proof costs for a new publication, travel to secure new funding, etc. While these funds are very helpful, especially because they are flexible, the limited amount constrains the number of requests that can be supported. A doubling of the annual Program allocation would be extremely salutary for faculty efforts to mobilize new funding and for the communication and dissemination of research findings. Again, this is largely an issue at the Institute rather than the Program level.

**H & S Question 9: Interdisciplinary Research**

From the beginning, the Institute of Behavioral Science has been committed to engaging in research that would illuminate important societal problems and provide an evidence base for ameliorative program and policy initiatives. Given the complexity of societal problems, such a commitment inescapably requires the contributions of multiple social and individual-level disciplines, that is, the implementation of a problem-focused behavioral science approach to inquiry. This orientation is captured in the Institute’s defining statement:

> “Since its establishment in 1957, it [IBS] has provided a setting for interdisciplinary, collaborative research on problems of societal concern. By engaging faculty from all the social and behavioral sciences at the University of Colorado, Boulder, IBS encourages work that transcends disciplinary boundaries, that illuminates the complexity of social behavior and social life, and that has important implications for social policy,”

and it is implemented in the Institute requirement that each of its research programs must have representation from more than one discipline. The term, “interdisciplinary,” appears in that statement, and there is reference to work that “transcends disciplinary boundaries;” IBS is thereby in the forefront of research units acknowledging the limitations of discipline-focused inquiry and promoting an alternative that draws simultaneously on constructs from a variety of academic fields. Indeed, IBS was among the earliest (actually, the second) institute founded on this campus to institutionalize interdisciplinary research, and for that matter, one of the earliest in universities in the U.S. Although the term, “interdisciplinary,” is a commanding one in contemporary, problem-focused investigations, it has had a checkered history. According to Frank [Frank, R. (1988). “Interdisciplinary:” The first half century. Social Science Research Council Items, 42, 73-78], the first documented use of the term was in a presentation to members of the Social Science Research Council in 1926 by the well-known psychologist, Robert S. Woodworth. (I can’t resist interpolating here that I took Prof. Woodworth’s course in Experimental Psychology at Columbia University, in 1947!) Over the decades, it has waxed and waned in honorific status, was often a source of disappointment (because, as Frank points out, it “always promises good”), and frequently encountered opposition and hostility from discipline-committed, and therefore threatened, academic departments. Overall, however, concern for interdisciplinary research on societal problems has prospered; Frank concludes her delightful 20th century review by asserting that “…from the twenties on, ‘between-ness’ was where the action was…” and, as for the term, ‘interdisciplinary,’ she concludes “it is hard to imagine getting through the rest of the century without it.”

Nevertheless, in contemporary perspective, the term ‘interdisciplinary’ needs to be seen as a problematic one that implicates two very different epistemologies, a popular one that is widely employed and at which IBS and the H & S Program have been remarkably successful, and a more elusive one that we continue to strive to implement and have accomplished only.
infrequently. The popular or, perhaps, the ‘default’ approach to interdisciplinary inquiry entails collaboration among scholars from different disciplines, each contributing his/her disciplinary perspective (concepts, measures), and the diverse perspectives then being aggregated or added together to provide a broader and more complex understanding than could be yielded by any one of the disciplines alone. The yield of this approach is rich, and it has clearly strengthened our grasp on societal problems.

The more elusive epistemology requires that a truly interdisciplinary approach employ an explanatory framework that connects concepts from different disciplines logically or theoretically (rather than merely additively or correlatively), and, in this sense, it generates a new or emerging trans-discipline, one that logically subtends the several disciplines involved. What has been interesting and even remarkable in the organization of knowledge over recent decades has been the emergence of entirely new disciplines, really trans-disciplines, such as neuroscience, cognitive science, and sustainability science. The hope for interdisciplinary efforts under this more elusive epistemology would be to achieve a trans-discipline of behavioral science, one in which explanation entails a nomological network of logical connections between constructs at the social contextual/social structural/institutional level and those at the individual level and, dare I say, even at the biological/genetic level.

The H & S program, because of its commitment to problem-focused inquiry, has been extraordinarily successful in carrying out collaborative research across disciplines, the prevalent or popular approach to interdisciplinarity, and it has gained a modest foothold on the other approach, particularly through the discussions in the Salons. With respect to cross-disciplinary research, most of it collaborative but some of it where multiple disciplines are engaged in the head of a lone scholar, almost every project of the core faculty in the Program engages multiple disciplines: whether the work on health-related outcomes of teen parenting, or on health-related interventions in Bangladesh, or on transactional sex in Kenya and HIV/AIDS in Washington, D.C., or on diet and exercise behavior in China, or on ‘making it’ among adolescents in the slums of Nairobi. By contrast, our success in regard to trans-disciplinary progress has, for the most part, reflected only the most obvious coherences between concepts at the social level and concepts at the individual level, e.g., between, say, poverty and marginality at the social-contextual level and, say, felt stress or powerlessness at the individual level.

This lengthy disquisition on interdisciplinarity has been undertaken because it sets the stage and articulates the challenge for the next generation of H & S researchers; how to achieve enough advance in findings and theory to permit the establishment of a more trans-disciplinary framework for health-related inquiry. The frontiers of health-related research lie also in engaging problems in the international arena, a direction already well-established in the Program. Finally, it should be pointed out that the institutionalization of the H & S Program in IBS itself reflected recognition that health was a promising research frontier, that variation in health was a critical problem for society to understand, and that health-related inquiry merited a research program of its own.

**H & S Question 10: The Role of Departmental and Non-Departmental Units**

The mission of the H&S Program is related, within the Institute, to the missions of two other Programs, Problem Behavior, from which it emerged, and Population, which has an interest in health, particularly in relation to aging and influences on mortality. Collaboration already exists with these Programs in that faculty from both Programs are also Associates of the H & S Program, and there is participation by them in joint research projects and extra-mural grants. Outside the Institute, there are affinities with the missions of six campus Departments: Sociology, Anthropology, Geography, Economics, Psychology, and Integrative Physiology. And beyond campus, there is already a link with Pediatrics at the medical campus, the head of adolescent medicine being a Faculty Associate in the H & S Program, and an affinity with the Department of Health and Behavioral Science at UC Denver. The common interests in these allied units is an obvious basis for outreach, something we thus far have not pursued with vigor.
and something that should be an important goal in our strategic plan for the next phase of the H &S Program’s development.

**H & S Question 11: Library Resources**

Open access to the Internet has changed the reliance on traditional hard-copy library resources, and it is unusual for H & S faculty or graduate students to visit Norlin. Beyond individual search, however, the Institute has a Librarian available to assist in compiling bibliographies and locating recondite materials; that service has been extremely valuable, especially for grant development and for faculty beginning work in new disciplines; H & S faculty and graduate students rely on it heavily, and it will be an essential asset for the Institute and the Program as we go forward.

**H & S Question 12: Diversity**

The issue of diversity is one about which the H & S Program has long been sensitive. Indeed, the H & S Program Director was the author of ‘Equality of Educational Opportunity and the University of Colorado: A Report to the Faculty Council,’ written in 1970 (!) and since then referred to as ‘The Jessor Report.’ That report argued that the educational experience was enhanced by a diverse university community, and it made specific recommendations for increasing diversity across faculty, staff, and students. These many decades later, diversity remains a campus goal toward which continued effort is required. We have been fortunate within the H & S Program with regard to gender diversity: 4 out of 5 of the core faculty are women, and 5 out of the 8 tenure or tenure-track faculty are women. With regard to racial/ethnic diversity, 1 member of the core faculty is a woman of color; with regard to nationality, Canada, New Zealand, and Kenya are represented, as well as the U.S. Future searches will continue an emphasis on diversity as a consideration in any new hiring. It should also be noted that the substance of nearly all the research in the H & S Program implicates disparities in health that are related to gender, socio-economic, and racial/ethnic variation—another avenue to promoting heightened awareness of diversity in society.

**H & S Question 13: Mentoring**

As noted earlier, the core H & S membership is constituted entirely of young faculty, 3 of whom are at the Assistant Professor level, and 1 who has just achieved early promotion to Associate Professor. Mentoring, therefore, is considered an essential Program responsibility, beyond the mentoring that is provided by the relevant Department. The Program Director has assumed that responsibility in three main ways; first, by making himself available at all times for: consultation on academic matters, e.g., expectations for reappointment and tenure, managing teaching and research demands, etc.; reviewing paper and book drafts; suggestions on grant submissions; advice on navigating department-institute tensions, etc. A second approach to mentoring has been the initiation of a series of monthly “Salons.” The Salons are designed to stimulate provocative conversation about “big” issues in the making of behavioral science, e.g., how to combine quantitative and qualitative approaches to social inquiry; what do we really mean by inter-or-trans-disciplinary research; how does an understanding of “place” strengthen our grasp on social/behavioral variation; etc. Third, an H & S “brown bag” series has been initiated at which papers in progress or grants under preparation can be presented and can benefit from the collective insights and critiques of all Program members. Together, these efforts seek to nourish progress and accomplishment, to assist young faculty in steering a successful course toward tenure, to reduce apprehensiveness and stress, and to caution against obstacles and impediments such as excessive committee involvement, too many new course preparations, accepting peripheral writing obligations, etc., that can compromise faculty progress.

**H & S Question 14: Bylaws** (Not relevant)

**H & S Question 15: Assessment** (Not relevant)

**H & S Question 16: Centers** (Not relevant)
STE AF ANIE M OLLB ORN
Several ongoing projects will continue the work I have already begun on teen parenthood,
sexuality, and health. My NSF-funded research will address how children’s developmental
ecologies—their household resources, health-related risks, and repeated changes in their
families, residence, and everyday lives—are related to their socio-emotional and cognitive
development and health at the start of kindergarten, comparing children of teen mothers and
fathers to their peers. I will also continue to publish collaborative articles and eventually a book
based on the two recent qualitative studies, one with teen parents and one with college
students. Graduate student Bethany Everett and I will continue our NIH-funded research on
sexual minority health, examining the relationship between different indicators of sexual minority
status and mental health and substance abuse, analyzing how shifts in sexual orientation
identity are related to stress, and analyzing health disparities by sexual orientation using Add
Health’s forthcoming biomarker data. Besides these ongoing studies, I am starting two new
research projects. The first focuses on another aspect of children’s developmental ecologies,
the role of place. Geography colleague Elisabeth Root and I will use novel, longitudinal
geographic data available in a nationally representative survey to investigate the influence of
neighborhood and school characteristics, and moves from one neighborhood or school to
another, on children’s academic and behavioral development from kindergarten through eighth
grade. The second new project, with colleague Fred Pampel, will investigate smoking
trajectories from adolescence through young adulthood using the nationally representative Add
Health survey. In the longer term, I hope to extend some of the theoretical ideas and empirical
findings from my work on teenage parenthood to apply to more general populations. I would like
to expand my work on mental health to encompass first teenage fathers, then parenthood at all
ages, to examine how the experience of parenthood influences people’s mental health and
which circumstances promote better mental health outcomes during the transition to
parenthood. I also plan to extend the multifaceted conceptualization of developmental ecology
that I am currently using to all young children, regardless of their parents’ ages. Finally, I intend
to engage international contexts in my research. Norms about teen sexuality and parenthood
differ across societies, as do the resources provided to teen parents, so I would like to take a
comparative approach.

SANYU MOJOLA
I am interested in identifying and examining social factors underlying who gets sick, and
who stays healthy, both at individual and population wide levels. In particular, my work
includes calculating and unpacking the implications of broad statistical trends in disease
rates and related outcomes, examining social structures and institutions in which
infected and affected people are embedded, as well as analyzing individuals’ narratives,
where people make sense of and reflect on their lives. In this way, I am able to
document the connection between patterns in disease trends in a population,
institutional actions, and individual activities that combine to produce a particular disease
outcome. My current work contributes to four research areas: 1) the broader literature on
HIV in Africa, focusing on young women 2) life course literature, focusing on the
transition to adulthood 3) the HIV epidemic in the US, focusing on African Americans
and 4) HIV among older populations in Africa and the US.
I am starting a new collaborative project called “HIV after 40” with Jill Williams, Nicole Angotti and Xavier Gomez-Olive to look at sexual risk behaviors, HIV risk perceptions, HIV testing behaviors and anti-retroviral uptake among South Africans aged between 40-80. (We received an innovative seed grant for this project – applied but was unsuccessful in getting an R03). I am also currently analyzing data from research in Washington D.C. among HIV positive African Americans aged 40-60. Both these studies are moving me from studying adolescents and young adults, to studying middle aged and older adults, through examining aging and health outcomes, and life course transitions at older ages. (This project is funded by Council on Research and Creative Works, and a Population Center Development Grant – applied but was unsuccessful in getting an R03). I also continue work with APHRC on transitions to adulthood among youth in Nairobi’s slums.

TANIA BARHAM
Tania Barham is a health and development economist with a driving interest in poverty reduction and improving well-being. A primary objective of her research is to study the effects of health over the life course including the intergenerational transmission of health in developing countries and poor populations in the US. Her recent work examines how a change in a young child’s health status affects cognitive functioning and academic achievement in late childhood and adolescence, and living standards and health when they are adults in Bangladesh, Mexico, and Nicaragua. To facilitate the identification of the causes of changes in health status, she often examines government programs or policies that change the supply or demand of health services. In addition, she investigates the effectiveness of important government programs and policies to improve the health and educational status of children and adults. Her research examines policies important to health care in the US, Medicaid Managed Care, and abroad, Conditional Cash Transfer Programs. While the analyses that she carries out are at times technical and primarily intended for academic audiences, the research questions she sets out to answer are, at the core, highly relevant to policy makers and interdisciplinary in nature.

Barham’s current work involved substantial data collection in Nicaragua and Bangladesh and over the next period she will have the opportunity to work on publishing papers in her core areas of interest from these data. Barham and Root plan to collaborate on issues of arsenic and health in Bangladesh and will seek grant funding to support the analyses. She is already and will continue to collaborate with a number of IBS members on these projects.

ELISABETH ROOT
When people think of geography they often associate the discipline with the ability to link people to places using nifty technologies such as GPS or GIS. But for me, geography is a great deal more than that. It’s about viewing the world with an ecological perspective, which provides an integrated and holistic perspective that (I feel) is often lost when a single view or discipline works on a problem. I would say that my research focus is about examining health outcomes using this ecological framework. To me health isn’t just about behavior, or sociocultural pressures or the environment. It’s about all these things; people exist in a rich context that we need to characterize and understand in order to truly comprehend why people are healthy or sick or making choices about health behaviors that lead to specific health outcomes. This is my research focus – integrating context into the study of health and health behaviors. And, I use geographic methodologies and tools to accomplish this. GIS allows me to link people to places and integrate data on the broader socioeconomic and environmental context. Spatial statistical methods allow me to model these ecological relationships properly. Maps allow me to communicate this information in a way that helps colleagues understand why and how context matters. Major themes I’m working on at the moment include:

- Assess the impact of neighborhood context on child well-being over time. In this I’m branching out and integrating theories of life course and cumulative disadvantage with the
“neighborhoods and health” work that I’ve been doing. I hope to improve on prior neighborhoods and health studies by examining how changes in neighborhood context over time, or the accumulation of “bad” vs. “good” contexts over time, impact child health.

- **Bringing context to evaluation.** With the Bangladesh work, as well as another proposal recently submitted to evaluate the decentralization of health services in Honduras, I want to make the case that we can’t evaluate how effective an intervention or program is if we don’t simultaneously study the context within which participants operate. I believe this is especially true when comparing the success (or failure) of similar programs in different geographic regions. To this end, I’m including questions related to context on surveys and collecting observational contextual data that can be used for evaluation.

- **Re-/analyzing interventions using spatial data.** Over the past 3 years, I’ve been examining a range of interventions – from a vaccine trial in the Philippines, to new drug introductions in Missouri, to the MCH/FP in Bangladesh. Many of these programs have been evaluated globally – meaning there is one summary statistic that tells us how well the intervention worked across the entire study area. I don’t believe this is the correct way to evaluate a program because outcomes are much more spatially heterogeneous within a study area due to a variety of factors – disease transmission dynamics, spatial spillovers, health service delivery, or physician networks. I think analyses needs to examine heterogeneity in program/intervention effectiveness across the study area and try to figure out why it exists (e.g., figure out both individual and contextual reasons).

- **Integrating spatial statistical techniques into traditional epidemiological studies.** In this capacity, I feel as if I serve as a consultant. I assist colleagues (most at the Colorado School of Public Health) in using spatial methods such as cluster analysis, multilevel modeling and spatial regression to analyze health outcomes.

- **A pet project of mine that I haven’t discussed is that I would like to start examining spatio-temporal patterns of viral evolution and the ecological/contextual factors that act as evolutionary pressures.** I’m working toward an NSF grant to do this in Indonesia with a colleague from CO School of Public Health. As far as new collaborations and grant submissions, I’d like to submit something with Tania about arsenic and children’s cognition in Bangladesh.
Stefanie Mollborn
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http://www.colorado.edu/ibs/hb/mollborn
http://scholar.google.com/citations?user=iDiIDQAAAAJ&hl=en

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Academic Positions
University of Colorado Boulder
Associate Professor of Sociology
Faculty, Institute of Behavioral Science (Health and Society Program)
2012 - present

University of Colorado Boulder
Assistant Professor of Sociology
Faculty, Institute of Behavioral Science (Health and Society Program)
2006 - 2012

Stanford University
Graduate Part-Time Instructor in Sociology and Education
2002 - 2005

Education
Ph.D. Sociology, Stanford University, 2006
Dissertation: “Understanding Teenage Pregnancy Norms and Their Influence on Teenage Mothers’ and Fathers’ Life Outcomes”
Committee: Cecilia Ridgeway (chair), Karen Cook, Nancy Tuma

M.A. Sociology, Stanford University, 2000
Ph.D. program, no degree, Social Work, Lund University, Sweden, 1998-1999
B.A. magna cum laude (for overall record) with highest honors in Sociology, Harvard University, 1997

Areas of Research and Teaching Specialization
Social demography, health, stratification, life course, social psychology, children, adolescents, gender, families

Publications (Supervised Student Coauthors Italicized)
Peer-Reviewed Journal Articles


Mollborn, Stefanie and Janet Jacobs. 2012. “‘We’ll Figure a Way’: Teenage Mothers’ Experiences in Shifting Social and Economic Contexts.” *Qualitative Sociology* 35(1):23-46. DOI: 10.1017/s11133-011-9213-1


Selected for the 2011 Outstanding Publication Award, American Sociological Association, Section on Aging and the Life Course.


Chapters in Peer-Reviewed Books


Work in Progress (Supervised Student Coauthors Italicized)

**Working Papers**


**Under Review**


Everett, Bethany and Stefanie Mollborn. “Differences in Hypertension by Sexual Orientation Among U.S. Young Adults.” Under review.
**Completed Manuscripts Under Revision**


**Research Grants**

**Current Extramural Funding**

“School Readiness Among Children of Teen Parents.” Principal Investigator. *National Science Foundation* SES 1061058 (Sociology), including an Undergraduate Research Experience component. $112,000. April 2011-March 2013.


**Current Intramural Funding**


**Completed Extramural Funding**


**Graduate Research Fellowship, National Science Foundation. 2000-2001, 2003-2005.**

**Completed Intramural Funding**


University of Colorado President’s Teaching and Learning Collaborative faculty researcher grant. Principal investigator. $800. January 2008-December 2008.


Pending Funding and Proposals Declined

“Norms about Teen Pregnancy in Teenagers’ Social Contexts and Their Relationship to Sexual Behaviors.” Principal Investigator. Officer’s Research Grant application submitted January 2012 to the William T. Grant Foundation. $25,000. Declined.


“The Transition to School among Children of Teen Parents.” Principal Investigator. Investigator-initiated grant letter of inquiry submitted April 2010 to the William T. Grant Foundation, full application invited but not submitted. $450,000.


Honors, Fellowships, and Awards

2012    Distinguished Early Career Award, American Sociological Association, Section on Children and Youth, for “exceptional achievement and scholarly contribution to research on the sociology of children and youth early in one’s career”

2011    Outstanding Publication Award, American Sociological Association, Section on Aging and the Life Course, for “Growing Up Faster, Feeling Older: Hardship in Childhood and Adolescence” (with Monica Kirkpatrick Johnson)

2011    Travel award, Social Determinants of Child Health Symposium, University of Michigan/Robert Wood Johnson Foundation

2009    Sociology Faculty Mentor of the Year (chosen by Ph.D. students), CU-Boulder

2009    Participant travel award, American Educational Research Association Institute on Statistical Analysis for Education Policy

2008    President’s Teaching and Learning Collaborative travel grant, University of Colorado

2008    Faculty researcher, University of Colorado President’s Teaching and Learning Collaborative

2004, 2008    Add Health Users Conference travel grant

2007    Participant, NSF ADVANCE-funded Leadership Education for Advancement and Promotion Introductory Leadership Workshop

2006    Stanford University Centennial Teaching Award

2006    Sanford and Barbara Dornbusch Award in Social Psychology, Stanford University

2000-2001, 2003-2005    National Science Foundation Graduate Research Fellowship
2005    Graduate Student Paper Award, American Sociological Association, Social Psychology Section, for “Can Legal Interventions Change Beliefs? The Effect of Exposure to Sexual Harassment Policy on Men’s Gender Beliefs” (with Justine Tinkler and Yan Li)
2005    Time-Sharing Experiments for the Social Sciences (TESS) project award
2004    Dissertation proposal defense passed with distinction
2003    Departmental Social Psychology Research Grant, Stanford University
2003    Matthew Goldstein Award for Research on Youth at Risk, Stanford University
2002    Barbara and Sanford Dornbusch Award for a Contribution to the Understanding or Solution of a Social Problem, Stanford University
2001    Clogg Scholarship, Inter-University Consortium for Political and Social Research Summer Program in Quantitative Methods, Ann Arbor, MI
1999    Graduate Award Fellowship, Department of Sociology, Stanford University
1998-1999    Swedish Social Science Research Council Graduate Research Fellowship
1997    Fulton Prize for Best Senior Thesis in Sociology, Harvard University

Presentations at Professional Meetings (Supervised Student Collaborators Italicized)
Mollborn, Stefanie, Ben Domingue, and Jason D. Boardman. 2012. “Understanding Multiple Levels of Norms about Teen Pregnancy and Their Relationship to Teens’ Sexual Behaviors.” To be presented at the American Sociological Association annual meeting, Denver, CO.
Mollborn, Stefanie and Casey Blalock. 2010. “Correlates and Consequences of Child Care Arrangements Among the Families of Teenage Parents.” Population Association of American annual meeting, Dallas, TX.
Dennis, Jeff A. and Stefanie Mollborn. 2009. “An Exploration of Factors Contributing to the Weathering Hypothesis in Low Birth Weight Using Nationally Representative U.S. Data.” Presented by Dennis at the Southern Demographic Association annual meeting, Galveston, TX.


Mollborn, Stefanie, and Jeff A. Dennis. 2009. “Social Disadvantage and the Early Development of Teenage Parents’ Children.” Population Association of America annual meeting, Detroit, MI.


Dennis, Jeff A. and Stefanie Molllborn. 2008. “Protective Factors for Birth Outcomes among Adolescent Mothers.” Presented by Dennis at the Southwestern Social Science Association annual meeting, Las Vegas, NV.


Tinkler, Justine, Yan Elaine Li, and Stefanie Bailey Mollborn. 2003. “Can Legal Interventions Equalize Interactions? The Effect of Sexual Harassment Policies on Gender Beliefs.” Presented by Tinkler and Li at American Sociological Association 2003 annual meeting, Atlanta, GA.


Invited Presentations

Research Colloquia

“Understanding Social Norms.” Presented at the Sociology Department brownbag series. University of Colorado Boulder. February 2012.


“Colorado Teen Parents Talk about the Resources They Have, Want, and Need.” Presented at the Colorado Organization on Adolescent Pregnancy, Parenting, and Prevention’s conference titled Raising the Bar: Putting the Promise to Practice in Adolescent Reproductive Health and Supporting Young Families (with Janet Jacobs and Devon Thacker). October 2009.

“Sociodemographic Differences in Birth Outcomes.” Presented at the Frontiers in Pregnancy Research Symposium, University of Colorado Denver School of Medicine (with Jeff Dennis). September 2009.


Teaching/Mentoring Presentations


“Using Clickers in the Social Sciences and Humanities.” ASSETT Teaching with Technology faculty group presentation (with Angel Hoekstra), March 2012.

“Researching Your Teaching: Exploring Students’ Learning in Your Discipline.” Faculty Teaching Excellence Program symposium (with Penina Axelrad and Jeff Gemmell), University of Colorado Boulder. February 2012.


“Teaching Tips: An Interactive Discussion.” Faculty Teaching Excellence Program symposium (with Elizabeth Bradley), University of Colorado Boulder. April 2011.

“Large Lecture Courses: Challenges and Rewards.” Faculty Teaching Excellence Program symposium (with Deborah Haynes and Lucy Chester), University of Colorado Boulder. October 2010.

“Using Clickers in the Classroom.” Faculty Teaching Excellence Program symposium (with Steven Pollock and Stephanie Chasteen), University of Colorado Boulder. October 2010.

“Teaching Tips: An Interactive Discussion.” Faculty Teaching Excellence Program symposium (with Elizabeth Bradley), University of Colorado Boulder. October 2009.


“Scholarship of Teaching and Learning: The Role of Data in Supporting Educational Innovations and Scholarly Teaching,” Faculty Teaching Excellence Program symposium (with Clayton Lewis), University of Colorado Boulder. March 2009.


Teaching and Mentoring

Undergraduate Courses:
- Sex, Gender, and Society (University of Colorado)
- Survey Methods (University of Colorado)
- Social Psychology of Friendship (University of Colorado)
- Social Inequalities in Health (University of Colorado)
- Sociology of Gender (Stanford University)
- Friendship, Status, and Social Pressure (Stanford University)
- Social Statistics and Data Analysis (Stanford University)

Graduate Courses:
- Social Disparities in Health (University of Colorado)
- Age Across the Life Course (University of Colorado)
- Workshop on Youth and Community Development (co-taught, Stanford)
- Sociological Methodology II: The General Linear Model (TA, Stanford)

Related experience:


Dissertation primary advisor: Jeff Dennis, 2010 (co-chair), Kelly Knight, 2011 (co-chair), Michelle Walker, 2011-present (co-chair), Tracy Deyell, 2011-present, Laurie Hawkins, 2012-present.


Teaching mentor: Angel Hoekstra, 2008-present; Kari Alexander, 2010-present; Michelle Walker, 2010-present; Laurie Hawkins, 2011-present.


Graduate independent study: Jeff Dennis (Spring 2008), Elizabeth Morningstar (Fall 2008), Laurie Hawkins (Fall 2009), Kari Alexander (Fall 2009), Elizabeth Lawrence (Fall 2010), Danielle Denardo (Spring 2012).

Undergraduate independent study: John Stefanić (Fall 2007), Emily King (Spring 2010), Kathryn McCune (Spring 2010).

McNair scholar undergraduate research advisor: Rachel Ptaszek (2007-2009).

McNair scholar undergraduate teaching advisor: Katherine Brown (2011).


**Professional Service**

**National/Regional Organizations and Journals**

Associate editor and editorial board member, *Journal of Marriage and Family*. 2007-present.

Council member, Section on Children and Youth, American Sociological Association. 2012-present.

Council member, Pacific Sociological Association. 2010-2012. Member of subcommittee on dues/fees.

Distinguished Career Award committee member, Family Section, American Sociological Association. 2010-11.

Student award committee member, Section on Aging and the Life Course, American Sociological Association. 2009-10.

Student award committee member, Family Section, American Sociological Association. 2008-09.

Reviewer, National Science Foundation. 2010.


Elected graduate student representative, Social Psychology Section council, American Sociological Association. 2004-06.

Session organizer/presider at professional meetings:


Discussant at professional meetings:
- Population Association of America. 2010. Session on “Families and Health.”


Service to the Community
Advisory council member, adolescent research project, Prevention First Colorado. 2006-2008.

University Service
Boulder campus faculty co-director, President’s Teaching and Learning Collaborative, University of Colorado system. 2010-2012.
Mentor/coach, President’s Teaching and Learning Collaborative, University of Colorado system. 2010-2012.
Board member, President’s Teaching and Learning Collaborative, University of Colorado system, 2009-2010.
Proposal reviewer, President’s Teaching and Learning Collaborative, University of Colorado system, 2011-present.
Advisory Board Member, Faculty Teaching Excellence Program (FTEP), 2011-2012.
Review panel member, University of Colorado-IGP Innovative Seed Grant Competition, 2008-2011.
Faculty judge, Hardy Long Frank Award for undergraduates, 2008, 2009, 2011.

Service to the Sociology Department and Institute of Behavioral Science
Committee participation:
- Member, IBS Health and Society Program Colloquium Committee, 2006-present.
- Member, Tenure and Promotion Committee for Amy Wilkins, 2012.
- Member, Sociology Graduate Committee, 2009-present.
- Member, Graduate Admissions Committee (part of Graduate Committee service), 2010-2012.
- Member, pre-recruitment committee for RASEI faculty search, 2011-2012.
- Member, Writing in Sociology Planning Committee, 2011.
- Member, Sociology Undergraduate Committee, 2007-2008.
- Member, Sociology Diversity Committee, 2006-2009.
- Member, Faculty Search Committee (part of Diversity Committee service), 2007-2008.
- Member, Betsy Moen Award Selection Committee, 2006-present.
- Chair, Ad Hoc Sociology Graduate Admissions Committee, 2006-2007.
- Organizer, Population and Health graduate student workshop, Sociology. 2009-present.
- Sociology Friday Kudos email list coordinator, 2009-present.
- Graduate methods comprehensive examination committee, 2012.
- Regraded methods comprehensive examination, 2009.
- Faculty Adviser, Sociology McNair Scholars, 2008-2009.
- Faculty Adviser, Undergraduate Sociology Club. 2006-2008.
Professional Memberships
American Sociological Association (sections on Aging and the Life Course, Children and Youth, Family, Medical Sociology, and Social Psychology), Population Association of America, Pacific Sociological Association
CURRICULUM VITAE
(August 2012)

SANYU A. MOJOLA

Department of Sociology
University of Colorado, Boulder
219 Ketchum Hall, 327 UCB
Boulder, CO 80309

EMPLOYMENT:
Assistant Professor, Dept of Sociology, University of Colorado, Boulder, August 2008 –

Faculty Affiliate (Population Program, Health and Society Program), Institute of Behavioral Science, University of Colorado, Boulder – May 2009 -

Faculty Associate, Women and Gender Studies Program, University of Colorado, Boulder – October 2011 -

EDUCATION:
Ph.D. University of Chicago, USA – Sociology. August 2008
Dissertation: Dangerous Transitions: Exploring the gendered disparity in HIV rates among African youth

Special Fields: Reproduction and HIV/AIDS in Africa (Honors); Social Statistics

M.A. University of Chicago, USA – Sociology. December 2003
Thesis: Situating the Kenyan Fertility Transition: Fertility Rates and Social Change in East Africa


FELLOWSHIPS, AWARDS AND HONORS:
2009: Winner of the Richard Saller Dissertation Prize
The Richard Saller Dissertation Prize is given to the graduate whose dissertation is the most distinguished piece of scholarship across the Social Science Division of the University of Chicago in a given year.
2007-2008 Henderson Dissertation Fellowship
2007-2008 Robert E. Park Lectureship
2005-2006 Population Reference Bureau Policy Communication Fellowship
2002 United Nations Population Division Outreach Program Fellowship
2001-2004 University of Chicago Graduate Student Fellowship

RESEARCH AND TEACHING INTERESTS:
Sociology of Health (specialization: Social Epidemiology, HIV/AIDS, Women’s Health)
Gender (specialization: Education, Work, and Inequality in Developing Countries)
Life Course (specialization: Adolescence/Transition to Adulthood; Aging)
Demography (specialization: Trends, Mixed Methods)

PUBLICATIONS: (Peer Reviewed)


Kabiru, Caroline W., Sanyu A. Mojola, Donatien Beguy, and Chinelo Okigbo. Growing up at the “margins”: Concerns, aspirations and expectations of young people living in Nairobi’s slums. Journal of Research on Adolescence Forthcoming (Special Issue: 2013)


PAPERS IN PROGRESS:
Mojola, Sanyu A. - The HIV Epidemic among African Americans in Washington DC


Okigbo, Chinelo, Caroline Kabiru, Donatien Beguy and Sanyu A. Mojola – Influence of parental factors on adolescents transition to first sex among urban poor adolescents living in Nairobi slums, Kenya

BOOK MANUSCRIPT IN PROGRESS:
Mojola, Sanyu A. - Consuming Women: Becoming Modern in the Age of AIDS

GRANTS RECEIVED:
HIV after 40 in rural South Africa - Innovative Seed Grant, University of Colorado($45,500) (with Jill Williams, Nicole Angotti and Xavier Gomez-Olive) July 2012 -

Understanding HIV Risk Factors among African American youth - Council of Research and Creative Works (CRCW) Junior Faculty Development Award, University of Colorado ($5000) July 2009 –

“Understanding the Role of Transitions to Adulthood in Shaping HIV Risk among African Americans.” - University of Colorado Population Center Developmental Grant ($3000); October 2009 - June 2011

COURSES TAUGHT:
Undergraduate:
Sex, Gender and Society 1 (SOCY/WMST 1016)
Sociology of HIV/AIDS (SOCY 3042)
Cross Cultural Perspectives on Romantic Relationships (SOCY 4131)

Graduate:
Sociology of HIV/AIDS (SOCY 7171)
Gender and Health (SOCY 7171)

STUDENTS:
BA Honors Thesis Chair:
Rachel Ptaszek (2008-2009)
Tara Dakin (2010 – 2011)
Courtney McShane (2011 – 2012)

BA Honors Thesis Outside Committee Member:
Daniel Schiffman – Economics (2009)
Emily Clary – History (2012)
Nina Zabolotnaya – Economics (2012)

UROP Students
Rosemary Rast (2011-2012)
Sara Watkins (2011-2012)

Doctoral Dissertation Committee Member:
John Reid-Hresko (2008 -2012)
Christie Sennott (2009 –
Elizabeth Morningstar (2010 –
Tracy Deyell (2011 -
Nitika Sharma (2011 -

Specialty Comp Committee Member:
Elizabeth Morningstar (2009-2010)
Nitika Sharma (2011-2012)
Tracy Deyell (2011)
Tamara Williams (2011 - secondary member)
Danielle Denardo (2012 -

Primary Adviser:
Catherine Bowman (2011 -
Danielle Denardo (Co-primary advisor - 2012 –

Graduate Student Outside Committee Member (Other Departments and Universities):
Jennifer Malkowski (Doctoral – Communications - 2010 -
Ully Putri (Doctoral – Journalism - 2011 -
Courtney Holden (Masters – Journalism) – (2011)
CONFERENCES and PRESENTATIONS:

American Sociological Association August 17-20, 2012 Denver, CO  
*Paper:* The HIV Epidemic among African Americans in Washington DC

Colorado College, Colorado Springs, CO April 6th 2012  
*Invited Presentation:* Consuming Women: Becoming Modern in the age of AIDS

University of Colorado, Denver, November 4th, 2011 – Health and Behavioral Sciences Colloquium  
*Invited Presentation:* The HIV/AIDS Epidemic in Washington D.C.

American Sociological Association August 20-23, 2011 Las Vegas, NV  
*Roundtable:* Gender, Race/Ethnicity, Sexual Orientation and STI Risk among Young US Adults. (with Bethany Everett)

Population Association of America March 31- April 2nd 2011 Washington DC  
*Poster:* Gender, Race/Ethnicity, Sexual Orientation and STI Risk among Young US Adults. (with Bethany Everett)

University of Colorado, Boulder, October 21st, 2010 - Women and Gender Studies, Global Studies in Sexuality Series  
*Invited Presentation:* Providing Women, Kept Men: Gender, Generation and Social Reproduction in HIV Risk

Eckerd College, St Petersburg, Florida, September 14th, 2010 - Plight and Promise of Africa  
*Invited Presentation:* Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk in Africa

American Sociological Association August 14-17, 2010 Atlanta, GA  
*Paper:* Exploring the Role of Multiple Transitions in HIV Risk among African School Girl Orphans  
*Chair:* Race, Class, Gender, and Religion: HIV and AIDS in Comparative U.S. Contexts

Population Association of America April 15- April 17th 2010 Dallas, TX  
*Discussant:* Power and Coercion in Sexual Behavior

Pacific Sociological Association April 8th – 10th 2010 Oakland, CA -  
Presidential Session on Gender, Sexuality and the Global HIV/AIDS Epidemic  
*Invited Paper:* Consuming Women: Becoming Modern in the Age of AIDS

Denver University, Josef Korbel School of International Studies, Global Health Affairs  
*Invited Presentation:* Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk – October 20, 2009

American Sociological Association August 8-11, 2009 San Francisco, CA
Paper: Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk

Population Association of America April 30-May 2nd, 2009 Detroit, MI
Chair: Gender and HIV Risk in Understudied Populations
Paper: Fishing in Dangerous Waters: Ecology, Gender and Economy in HIV Risk

Population Association of America April 17-19, 2008 New Orleans, LA
Poster: Gender Differences in the Link between HIV Risk and Educational Attainment

American Sociological Association August 10-14, 2007 New York, NY

Population Association of America March 29-31, 2007 New York, NY
Poster: Can They Afford to Be Safe? School and HIV Risk among Young Women

Population Association of America March 30-April 1, 2006, Los Angeles, CA
Chair: Session 143: Recent Developments in the HIV/AIDS Epidemic

American Sociological Association August 13-16, 2005, Philadelphia, PA

Population Association of America April 2 2005, Philadelphia, PA
Chair: Session 155: “Marriage and Health: International Perspectives”

9th Annual Graduate Student Conference in African Studies, April 3rd 2004, Northwestern University, Evanston, IL
Paper: “Fertility Rates and Social Change in East Africa”

PROFESSIONAL MEMBERSHIPS AND SERVICE:
Memberships:
American Sociological Association
Population Association of America
Sociologists AIDS Network

Editorial Board:
American Journal of Sociology (Associate Editor: Sept 2006 – Aug 2007)

Occasional Reviewer:
American Journal of Sociology (2008, 2009)
Demography (2008)
Journal of Health and Social Behavior (2009)
Journal of Urban Health (2009)
National Science Foundation Grant (2009)
Culture, Health and Sexuality (2010)
Social Science and Medicine (2011)
International Perspectives on Sexual and Reproductive Health (2011)
International Journal of STDs and AIDS (2011)
Studies in Family Planning (2012)

**National Association Service:**
American Sociological Association Sex and Gender Distinguished Article Award Committee (2012)

**University Service:**
Member, Undergraduate Committee
Member, Graduate Student Research Paper Award Committee

**Community Service:**
Board of Directors, Boulder County AIDS Project - June 2009 – June 2012
Chair, Programs Committee, Boulder County AIDS Project – Feb 2010 – Feb 2011
Boulder County AIDS Project - World AIDS Day Speech 2008, 2009
Panel Member, Boulder-Kisumu Sister City HIV/AIDS Panel Discussion – August 2009

**PREVIOUS EMPLOYMENT:**

**University of Chicago 2002-2008**

Population Research Center/National Opinion Research Center 2004-8
Research Assistant, NSHAP 2008
Project Coordinator, National Social Life, Health and Aging Project (NSHAP) 2007
Research Assistant to Professors William Parish and Edward Laumann. 2004 – 2007
Research Assistant to Professors Shelley Clark (McGill) and Nancy Luke (Brown) 2005

**Ethiopian Migration Project**
Research Assistant to Professor Donald Levine. Spring 2003, Spring 2007

**American Journal of Sociology**
Student Assistant Jan 2002 – May 2004

**International Work Experience 2000-2001**

**Congress Secretariat -** Universities in Solidarity for Health for the Disadvantaged (UNISOL), Africa 2001

**Conference Rapporteur –**
- Anglican Church of Tanzania – “Living with Hope”: ACT in Response to HIV/AIDS 2000

**Internships**
- AIDS Control Program, Anglican Church of Tanzania – Dodoma, Tanzania Under Program Officer – Mrs Neema Peter. October – November 2000
EDUCATION
2000–2005  Ph.D in Agriculture and Resource Economics
University of California (UC) Berkeley, Berkeley, CA, USA
Thesis title: The Impact of Managed Care and Conditional Cash
Transfers on the Health of Low Income Children

1994–1995  Masters in Economics
University of British Columbia, Vancouver, B.C., Canada

1989–1993  Bachelor of Arts, (Honors) Economics
McGill University, Montreal, Quebec, Canada

EMPLOYMENT
Aug. 2005–present  UNIVERSITY OF COLORADO AT BOULDER, Dept. of Economics and
the Institute of Behavioral Science
Boulder, CO, USA
Assistant Professor of Economics
Faculty Research Associate at the Institute of Behavioral Science

Aug.-Dec. 2003  UC BERKELEY, Dept. of Agriculture and Resource Economics
Berkeley, CA, USA
Teaching Assistant for Dr. Elisabeth Sadoulet

May 2001–Aug.2003  UC BERKELEY  School of Business and Public Health
Berkeley, CA, USA
Graduate Student Researcher for Dr. Paul Gertler

Dec. 1997–Sept. 1999  WORLD BANK, Middle East North Africa Human Development
Sana’a, Yemen
Health and Education Economic Consultant

Sept. 1995–Nov. 1997  WORLD BANK, Human Development Department
Washington, DC, USA
Economic Consultant

CONSULTANCIES / INTERNATIONAL COLLABORATIONS
July 2009–present  INTERAMERICAN DEVELOPMENT BANK
Follow-Up evaluation of the Nicaraguan conditional cash transfer
program.

May 2006–2010  WORLD BANK, Human Development Department
Evaluation and program design for the Yemen girl’s conditional cash
transfer program.

Feb. 2004–March 2006  WORLD BANK, Human Development Department
Evaluation of the conditional cash transfer program on vaccination rates.
RESEARCH

PUBLICATIONS

Peer-reviewed academic journals


Peer-reviewed institutional paper series

WORKING PAPERS


Barham, Tania, Karen Macours and John Maluccio. August 2012 “More schooling and more learning? Effects of a 3-Year Conditional Cash Transfer Program in Nicaragua after 10 years”.

PAPERS IN PROGRESS

Barham, Tania and Randall Kuhn “Who Migrates? The Effect of the Matlab Child and Maternal Health and Family Planning Program on Migration Patterns”.

Barham, Tania, Karen Macours and John Maluccio “Improving Cognitive Functioning: The Effect of Interventions Prior to Age 3 Versus After Age 3”.

1.135
Barham, Macours, Maluccio. “Education and Labor Market Outcomes: Medium-Term Effects from a Randomized CCT in Nicaragua”.


DATA COLLECTION
1. Matlab Health and Socioeconomic Survey 2. Data collection for 2012/2013, data to be made public at a later date.

2. 2010/2011 Follow-up of the Nicaragua CCT program Red de Proteccion Social. Data collection completed December 2011. Data to be made public at a later date.

3. Yemen Girl’s Education CCT. Baseline data collected in 2008, follow-up data needed for evaluation of project cancelled due to Arab Spring. Follow-up data will not be done at a later due since experiment is contaminated.

INVITED SEMINARS, LECTURES, CONFERENCE PRESENTATIONS
2012: American Economic Association Meetings, Inter-American Development Bank


2009: Pacific Conference on Development Economics; Population Association of America Meetings; University of Washington (Department of Economics); University of Colorado at Boulder (Population Center).

2008: University of Colorado at Boulder (IBS); Population Association of America Meetings; American Society of Health Economists Conference; Health and Nutrition Department World Bank; Northeastern Universities Consortium Development Conference; Midwest International Economic Development Conference

2006: American Society of Health Economists Conference; Stanford Institute for Theoretical Economics (SITE); Government of Yemen Ministry of Education (Sana’a, Yemen); WBCA Colloquium (Nairobi, Kenya).

2005: International Health Economics Conference (in Barcelona Spain); Pacific Development Conference (at University of San Francisco), University College London; McMaster University; Dalhousie University; RAND (Stanta Monica Office); Mathematica Inc. (Princeton, NJ Office); University of Colorado at Boulder (Economics Department and IBS); The International Food Policy Research Institute.

GRANTS/FUNDING/AWARDS

GRANTS

Active
“Matlab Health and Socioeconomic Survey”
National Institutes of Health R01 AG033713, 01/01/2010 – 12/31/2014
Principal Investigator: Jane Menken (CU Boulder); Co-Investigators: Tania Barham and others.
“Matlab Health and Socioeconomic Survey”
*International Initiative for Impact Evaluation (3ie)*, 31/03/2011– 15/08/2014
Principal Investigators: Tania Barham and Randall Kuhn

“Assessing Medium-Term Impacts of Conditional Cash Transfers on Children and Young Adults in Rural Nicaragua”
*National Science Foundation*, 03/01/2011 – 02/28/2014
Principal Investigators: Tania Barham, Karen Macours, John Maluccio

“Assessing Medium-Term Impacts of Conditional Cash Transfers on Children and Young Adults in Rural Nicaragua”
*International Initiative for Impact Evaluation (3ie)*, 08/01/2009 – 08/01/2013
Principal Investigators: Tania Barham, Karen Macours, John Maluccio

*Completed*
“The Effects of Childhood Health Interventions on Human Capital Development”
National Institutes of Health R03 HD057270, 10/01/2009 – 06/30/2011)
Principal Investigator: Tania Barham

“The Impact of the Family Planning and Child Health Interventions on Cognition”
*CU Boulder Junior Faculty Development Award*, 07/01/2008 – 07/01/2009
Principal Investigator: Tania Barham

“Social and Economic Impacts of Electricity Provision in Brazil”
*CU Boulder Population Center Development Grant*, 15/12/2005 – 31/05/2008
Co-Principal Investigators: Tania Barham and Mushfiq Mobarak (Yale)

“Improving Women's Role in Economics”
*CU Boulder IMPART*, 31/03/2007 – 21/03/2008
Co-Principal Investigators: Tania Barham and Jennifer Lamping (CU Boulder)

“The Impact of Conditional Cash Transfers on Child Health”
*University of California MEXUS Dissertation Grant*, 07/01/2004 – 07/01/2005
Principal Investigator: Tania Barham

“The Impact of Conditional Cash Transfers on Child Health”
*UC Berkeley Institute of Business and Economic Research Mini Grant*, 01/01/2004 – 01/01/2005 Principal Investigator: Tania Barham

**OTHER FUNDING**
“Follow-Up Survey of the Red de Protección Social in Nicaragua”
Survey funded by the Inter-American Development Bank
Co-Principal Investigators: Tania Barham, Karen Macours (John Hopkins), John Maluccio (Middlebury)

“Yemen Girl’s Education Conditional Cash Transfer Program”
Baseline survey financed by The World Bank through several funding mechanism, follow-up survey of the randomized experiment was canceled due to Arab Spring and will not be done.

**AWARDS**
July 2005  Student Paper Award,  International Health Economics Association
Conference for the paper "Providing a Healthier Start to Life: The Impact of Conditional Cash Transfer Programs on Infant Mortality."
2000  Regents Fellowship, University of California at Berkeley
2000-2003  Non-Resident Graduate Tuition Fellowship, University of California at Berkeley.

TEACHING

UNDERGRADUATE HONORS THESIS STUDENTS ADVISED

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student</th>
</tr>
</thead>
</table>
| 2010/2011     | Erin Gleason – primary advisor  
Caitlin Kaufman (Political Science) – outside member |
| 2009/2010     | Jacob Rowberry – primary advisor |
| 2008/2009     | Daniel Schiffman – primary advisor |
| 2007/2008     | Melissa Anderson – primary advisor |
| 2005/2006     | Ryan Abams (Political Science) – secondary advisor |

UNDERGRADUATE STUDENTS ADVISED FOR UROP AND THE MCNAIR PROGRAM

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/2008</td>
<td>McNair Program: Niraj Gurung</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>UROP: Gisella Kagy (Applied Statistics)</td>
</tr>
<tr>
<td>Summer 2006</td>
<td>UROP: Bobbie Jo Wessels</td>
</tr>
</tbody>
</table>

GRADUATE STUDENTS ADVISED

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Type of Advising</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/2012</td>
<td>Dissertation advisor (second)</td>
<td>Shatanjaya Dus Gupta</td>
</tr>
<tr>
<td>2011/2012</td>
<td>Third Year Paper Advisor</td>
<td>Gisella Kagy</td>
</tr>
<tr>
<td>2010/2011</td>
<td>Comprehensive exam member</td>
<td>Kenton White, Molly Podolesfsy, Sooyoungh Lee, Young Moo Cho, Yuchen Shao, Jongheuk Kim, Ross Knippenberg, Chris McMahan, Yibei Liu, Scott Hiller, Yufang Zhang</td>
</tr>
<tr>
<td>2009/2010</td>
<td>Specialty Exam Member</td>
<td>Christie Sennott</td>
</tr>
<tr>
<td>2008/2009</td>
<td>Comprehensive exam member</td>
<td>Shatanjay Dasgupta</td>
</tr>
<tr>
<td>2007/2008</td>
<td>Comprehensive exam advisor</td>
<td>Lauren Calimeris</td>
</tr>
<tr>
<td></td>
<td>Comprehensive exam member</td>
<td>Ivan Rodriquez</td>
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<tr>
<td>2006/2007</td>
<td>Comprehensive exam</td>
<td>Christina Peters</td>
</tr>
<tr>
<td>Year</td>
<td>Role</td>
<td>Committee/Workshop</td>
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<tr>
<td>2005/2006</td>
<td>Dissertation committee member</td>
<td>Vahram Ghushchyan</td>
</tr>
</tbody>
</table>

**SERVICE**

**DEPARTMENT OF ECONOMICS AND INSTITUTE OF BEHAVIORAL SCIENCE**

- **2011/2012**
  - Graduate Admissions Committee, Department of Economics
  - Undergraduate Curriculum Committee, Department of Economics

- **2010/2011**
  - Graduate Student Admissions Committee, Department of Economics
  - Undergraduate Curriculum Committee, Department of Economics

- **2009/2010**
  - Undergraduate Curriculum Committee, Department of Economics
  - Organizer of the labor/development economics workshop

- **2008/2009**
  - Organizer of the labor/development economics workshop
  - Energy and Environment Search Committee, interdisciplinary team for College of Arts and Science
  - Graduate Curriculum Committee, Department of Economics

- **2007/2008**
  - Undergraduate Curriculum Committee, Department of Economics

- **2006/2007**
  - Research Committee and Computer Committee, Department of Economics
  - Reviewer for UROP applications, University of Colorado at Boulder
  - Co-Organizer of the IBS Health Behavior Program Colloquium
  - Co-Organizer of the development/demography brownbag lunch held at IBS

- **2005/2006**
  - Job Search Committee for Junior Sociologist for the Health Behavior Program, IBS
  - Co-Organizer of the IBS Health Behavior Program Colloquium
  - Co-Organizer of the development/demography brownbag lunch held at IBS

**UNIVERSITY**

- **2008-present**
  - Member of the Standing Review Committee for the Office of the Discrimination and Harassment

- **Ad hoc**
  - Reviewer of grants for UROP program

**PROFESSION**


- Grant reviewer: National Institutes of Health (2011)


**UNIVERSITY OF COLORADO TRAINING SESSIONS**

- **Nov. 2008**
  - Office of Discrimination and Harassment Standing Review Committee Training

- **July 2009**
  - LEAP Introductory Leadership Workshop
ELISABETH DOWLING ROOT  
Department of Geography, Campus Box 260  
University of Colorado at Boulder  
Boulder, CO 80309-0260 USA  
(303) 492-4794 -- roote@colorado.edu

EDUCATION
2009  University of North Carolina, Chapel Hill, NC  
Ph.D. in Geography
2003  University of Maryland, College Park, MD  
M.A. in Geography
1999  Pomona College, Claremont, CA  
B.A. cum laude in Anthropology and Public Policy Analysis

PRESENT EMPLOYMENT
2009-present  University of Colorado at Boulder  
Assistant Professor, Department of Geography  
Faculty Research Associate, Institute of Behavioral Science  
Adjunct Assistant Professor, Dept. of Epidemiology, Colorado School of Public Health

PROFESSIONAL AND RESEARCH EXPERIENCE
2009  University of North Carolina at Chapel Hill  
Instructor
2007-2009  Carolina Population Center, Chapel Hill, NC  
Research Assistant
Research Health Analyst
2002  U.S. Census Bureau, Suitland, MD  
Summer Intern
1999-2002  The Lewin Group, Falls Church, VA  
Research Analyst

GRANTS
Active

Completed
Submitted


Root, E.D. (P.I.) and R. Kuhn. Integrating Social Networks and Spatial distance to Examine Child Health and Well-being. R21 to NIH/NICHD.

AWARDS AND FELLOWSHIPS
2007-2009 NSF IGERT Fellowship, Carolina Population Center - $30,000
2008-2009 NSF Doctoral Dissertation Research Improvement Grant - $5,262
2007 UNC Smith Research Grant - $1,000

PUBLICATIONS
Peer Reviewed Journal Articles


Peer Reviewed Book Chapters


Book Chapters


Book Reviews

Technical Reports


WORK IN PROGRESS
Accepted

Currently Under Review


**PAPER/POSTER PRESENTATIONS** (selected)


E.D. Root (July 2011). *Does cholera risk depend on social or spatial proximity? Results from a longitudinal analysis in Matlab, Bangladesh.* Presented at the International Symposium on Medical Geography, Durham, UK.

E.D. Root (April 2011). *Regional Environmental Patterns of Diarrheal Disease in Bangladesh: A Spatial Analytical and Multilevel Approach.* Presented at the American Association of Geographers Annual Conference, Seattle, WA.


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- Joshua Rodd, Ph.D. (ABD), Medical Geography
- Jamie Humphrey, Ph.D. (in progress), Medical Geography
- Chris Jochem, M.A. (2012), Ph.D. (in progress), Medical Geography

*Graduate Committee Member*
- Connor Sheehan, M.A. (2011), Geography [now Ph.D. student at UT-Austin]
- Sara Hellmuth Paull, Ph.D. (2012), Ecology & Evolutionary Biology
- Jochen Wendel, Ph.D. (ABD), Geography
- Petra Norlund, Ph.D. (in progress), Geography
- Raphael Nowrotzki, Ph.D. (ABD), Sociology
- Sarah Hart, Ph.D. (in progress), Geography
- Katie Richgels, Ph.D. (in progress), Ecology & Evolutionary Biology
- Stower Beals, M.A. (in progress), Ecology & Evolutionary Biology
- Ahn Lee, M.A. (in progress), Geography

*Undergraduate Thesis Committee Member*
- Ashley Armstrong, B.A. (2011), International Affairs
- Alicia Beaman, B.A. (in progress), International Affairs
- Colleen Smith, B.A. (in progress), Geography

*Courses*
- Spatial Methods for Health and Population Research (GEOG 5100), University of Colorado at Boulder, Fall 2011
- Population Geography (GEOG 4732), University of Colorado at Boulder, Fall 2012
- Medical Geography (GEOG 4852/5852), University of Colorado at Boulder, Spring 2011 & 2012
- Seminar in Disease Ecology (GEOG 4742 Sec002), University of Colorado at Boulder, Fall 2009

**SERVICE**

*Symposium and Committees*
- Invited participant – NSF Emerging Infectious Disease Workshop
- Invited participant – NIH-Wide Geospatial Infrastructure Symposium
- Invited participant – American Heart Association Scientific Committee on “Improving Access to Bystander Cardiopulmonary Resuscitation”
- Board member – Health and Medical Geography Specialty Group, AAG

*Grant Review and Peer Review*
- Manuscript reviewer for *Health & Place* (x4), *Social Science & Medicine* (x2), *Transactions in GIS* (x2), *Public Health Reports* (x1), *Applied Geography* (x1), *Southeastern Geographer* (x1) and *Canadian Journal on Aging* (x1)
• Grant Proposal Reviewer for the National Science Foundation (NSF) Geography and Regional Science Division (2010, 2011)
• Reviewer, Jacques May Dissertation Award, Health and Medical Geography Specialty Group, Association of American Geographers (2011, 2012)

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS
• American Association of Geographers
• Population Association of America
## Health and Society Program Core Faculty Grants in Effect since 2002

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<td>National Institutes of Health/NICHD</td>
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<td>Children on the Move? Childhood Residential mobility and the Effects of Neighborhood on Child Well-Being (as Co-Investigator - see Root 1)</td>
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Appendix 1d
Environment and Society Program Self Study
2012

Director: J. Terrence McCabe
http://www.colorado.edu/ibs/es

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E&S Question 1 Overview

1.1 Mission Statement: The Environment and Society Program supports interdisciplinary research on the use and governance of natural resources and the environment as well as on the social dimensions of natural hazards. Program research on natural resource use and hazards spans the globe, and in recent years, program members have analyzed issues confronting the western United States, South America, eastern and southern Africa, south Asia, the Netherlands, and Haiti. The research methodologies draw from the disciplines of anthropology, economics, geography, law, political science and sociology. Some members of the Environment and Society Program have close relationships with other IBS Programs, especially the Population Program and the Program on Institutions. E&S scholars publish regularly in journals that reach academic audiences. At the same time, much of the research has a large outreach component aimed at policymakers, practitioners and the general public.

Within the E&S Program, The Natural Hazards Center works to advance and communicate knowledge on hazards mitigation and disaster preparedness, response, and recovery. Using an all-hazards and interdisciplinary framework, the Center fosters information sharing and integration of activities among researchers, practitioners, and policy makers from around the world; supports and conducts research; and provides educational opportunities for the next generation of hazards scholars and professionals.

The E&S program seeks to remedy a longstanding imbalance in environmental research: the fact that the research community is long on environmental research in the natural sciences and short on environmental research in the social sciences. Decision makers at all levels need research in both areas in order to conceive, design and implement policies to improve the management of natural resources domestically and abroad. As human transformation of the global environment grows, the U.S. and other societies will need increasingly sharp insights into the human aspects of problems like resource degradation and depletion, climate change, growing global vulnerability to extreme events, and species loss. The E & S Program provides a unique focal point at CU-Boulder for social scientists interested in the natural environment by providing a center for collaboration.

1.2 Program History: Reflecting Gilbert’s research interests, for its first 10 years, E&S was called The Program on Technology, Environment and Man. Gilbert White established the Program in 1970, marking an IBS commitment to addressing social and political concerns about energy, natural resource exploitation and depletion, environmental degradation and natural area values and preservation.

In 1976, White also established the Natural Hazards Research and Applications Information Center, soon making IBS the major center for disseminating natural hazards research information and connecting the research world with practitioners. The Center has sponsored a range of activities designed to foster research and practice, including a quarterly newsletter; a quick-response research program; and an internationally attended annual conference that brings together researchers, students, government personnel, and practitioners at state, federal and international levels. In recent years the Center has entered the digital age with its widely-recognized web site (http://www.colorado.edu/hazards) and electronic information products, and a research component has been added to the Center’s activities.

Under the direction of Risa Palm of Geography, the Program’s name was changed to Environment and Behavior in 1981. At that time, Program researchers focused on studies of the behavioral foundations of energy conservation, utilizing large scale surveys of consumers under the leadership of the eminent psychologist Stewart Cook. In 1982, Payson Sheets of Anthropology became acting director.
In 1986, Chuck Howe, economist, was appointed Director. Howe initiated a long-lived series of projects on federal and state water policies, the functioning of water markets and the social and economic effects of water transfers from agriculture to urban and industrial uses. Empirical work on these issues focused on the lower Arkansas Valley of Colorado, a semi-arid agricultural region under economic and environmental stress.

During that period, investigators pursued studies of the regional economic impacts of drying up agricultural land and the potential for establishing water markets to facilitate the more efficient use of water. Researcher John Wiener (law and geography), later advised the State Engineer on regulations for a pilot Arkansas Valley water market, Statewide Water Supply Initiative, and assisted the Arkansas Basin Roundtable of the Interbasin Compact Committee in drawing up a set of guidelines for minimizing the negative effects of out-of-basin water transfers. The work on water resources led by Howe attracted a series of eminent foreign and domestic visitors to the program.

In the early 1990’s, Terry McCabe (Anthropology) joined the Program to continue his long-standing work on pastoralist peoples of Eastern Africa. Later in the decade Anthony Bebbington (Geography) and Lori Hunter (Sociology) joined the program. The program at this time emphasized environmentally relevant research in Latin America, Africa, and the United States; and Lori Hunter brought a demographic component to the program.

Also during the 1990’s, Natural Hazards Center Director Dennis Mileti conducted the Second Assessment of Research on Natural Hazards with funding from the National Science Foundation and other agencies. That project, a follow-on to Gilbert White’s original assessment, which had been conducted during the early 1970s, resulted in five books, numerous journal articles, and several doctoral dissertations. The summary volume for that study, *Disasters by Design: A Reassessment of Natural Hazards in the United States* (Mileti 1999), is now considered a classic in the hazards literature.

In the first decade of 2000, the E&B Program provided leadership in the design of the new Boulder Campus/CiRES/NOAA proposal for the Western Water Assessment (WWA), an effort to identify the major water issues facing the “interior west” and to link those issues to climate variability and change. The Program collaborated with CiRES (the Cooperative Institute for Research on Environmental Sciences, a National Oceanic and Atmospheric Administration Joint Institute) on efforts to better understand how water, weather and climate information was being used and how this information might be made more user friendly. The Social Science/User Needs component of the Western Water Assessment was initiated and strongly influenced the evolution of the WWA as one of NOAA’s Regional Integrated Science Assessments (RISA’s). The Program has collaborated closely with the Natural Resources Law Center on the Boulder campus, from the Center’s beginning in 1990, both in research and in the development of the Center’s highly regarded annual western water conference.

Howe stepped down as director in 1997 to take up a sabbatical appointment at the Universities of York and Montpellier and in the interim both Terry McCabe and Richard Jessor served as acting directors of the program until Lee Alston was appointed director in 2005. The Program was renamed Environment and Society in 2007. Alston initiated research on the role of institutions in environmental management, with an emphasis on Latin America, especially Brazil. Alston stepped down in 2010 to build a new program in IBS on institutions. McCabe assumed the position of Acting Director, and was appointed Director in 2011.

1.3 **Current Research:** Current research in the Program addresses two main themes:

- understanding the use, management, and governance of natural resources and the environment in social-ecological systems; and
- examining how populations perceive and respond to risk and how these responses contribute (or fail to contribute) to the resilience of communities. Within this research framework, researchers at the Natural Hazards Center use social science methods to understand how extreme environmental and human-caused events affect various social...
units, how societies adapt to environmental hazards, and how policies (often outdated) influence the impact of and response to extreme events.

The sections that follow provide program perspectives on these two thematic areas and discuss ongoing research, collaboration, outreach, and service activities of program faculty.

I. Governance and Natural Resources
Fostering a transition toward sustainability—that is, patterns of development that promote human well-being while conserving the life support systems of the planet—is one of society's central challenges of the twenty-first century (NRC, 1999). Such a transition will require unprecedented efforts to revamp the existing governance arrangements for social-ecological systems (Kates et al. 2001, ICSU et al. 2002, Clark 2007, Matson 2009). In societies where public opinion is shifting in favor of interventions to promote a sustainability transition, the passage and implementation of policy reforms are becoming more politically viable. Even under these politically favorable conditions, however, there are often no readily available policy prescriptions that would "fix" multiple complex problems (Ostrom, 2007), and there is increasing tension between the desire for policy at global and societal scales and the need for local and regional involvement in applications and implementation.

Sustainability science is based on theoretical advances in complexity theory and resilience theory and has clear applications for the study of environmental governance. According to Kates, research in sustainability science will require “fundamental advances in our ability to address such issues as the behavior of complex self-organizing systems,” as well as understanding “the responses, some irreversible, of the nature-society system to multiple and interacting stresses” (Kates et al 2001:1). This combination of theoretical understandings of social natural systems and policy-relevant applications fits well with the goals of the E & S Program and also articulates well with the program themes of risk and resilience.

Environmental governance in a global context requires cross-scale interaction and integration of a new mix of state-centered, market, and non-governmental approaches (Lemos and Agrawal 2006). Many factors affect the success and failure of our existing governance arrangements for social-ecological systems, and the identification and testing of these factors remain a major challenge for environmental governance research (Levin, 2009; Folke et al., 2005). Unless reform attempts are informed by an understanding of these factors, they are not likely to be effective and may even cause major set-backs (Gibson et al 2005; Ostrom, 2009).

Some of the major research funding agencies have recognized the need for more research in this area, as exemplified by several new cross-directorate initiatives at NSF (including the Human and Social Dynamics and Decision Making Under Uncertainty programs) as well as its cross-directorate sustainability science program; see http://www.nsf.gov/geo/sees/. Other agencies (e.g. NOAA, the U.S. Department of Agriculture, USAID as well as other international development organizations) have also shown increasing interest in and support for research on resource governance. Scholars, practitioners, and donors seem to agree that a thorough understanding of the many causes and consequences of existing governance arrangements for social-ecological systems is critical for efforts that seek to improve their effectiveness.

Within the E&S Program, this highly policy-relevant research theme brings together scholars committed to conducting collaborative and problem-driven research that seeks to inform decision-making about human-environmental interactions at multiple levels and scales of analysis (i.e. local communities, NGOs, government agencies, and/or international organizations).

II. Risk and Resilience
How societies cope with hazards and extreme events has been an important theoretical focus historically in a number of social science disciplines especially ecological anthropology, environmental sociology and geography and has been a major area of interest in the E&S
program since its inception. Responses to hazards and disasters provide insights into fundamental dimensions of the social order such as the differential vulnerability and resilience of societies and groups facing extreme events, relationships among state and non-state actors, and regimes for managing risk. Contemporary societies are often characterized as “risk societies” (Beck 1992; 1999) because of the extent to which modernity has been accompanied by complex and often unforeseen levels of loss. Threats to safety and security originate from multiple sources that include hazardous technologies and the potential for technological disasters; decisions regarding land use, urban planning, and other activities that place people and property at risk from natural and other hazards. Such activities include development within flood plains and coastal areas; human activity that results in the degradation of ecosystems that provide protection from natural perils such as coastal marshes; human-induced threats such as terrorism, including the potential use of dread and exotic nuclear, radiological, and biological agents; and our changing climate. Risk perception, assessment, management, and governance have assumed increasing importance in light of such threats. Research concerning social and ecosystem vulnerability, which is rooted in insights regarding social inequality and environmental injustice, and in an ongoing failure to manage resources in sustainable ways, is also becoming increasingly important.

Based on scholarship and recent experience, there is ample reason to believe that catastrophic risks are on the rise. Like former Natural Hazards Center director Dennis Mileti, sociologist Charles Perrow argues convincingly that the U. S. and other societies are “designing” a future that is vulnerable to more and bigger disasters (Perrow 2007). The past decade has been marked by disasters of epic proportions, both in the U.S. and around the world. The terrorist attacks of September 11, 2001 left over 2,000 dead and ushered in a new age of terror. In late 2004, the Great Sumatra-Andaman Earthquake and the tsunamis that followed killed approximately 230,000 people in fifteen nations. Hurricane Katrina struck the Gulf Coast in August of 2005, washed away coastal communities, and drowned the city of New Orleans, killing at least 1,800 and displacing hundreds of thousands of people. Recent reports indicate that residents of New Orleans still face unacceptably high levels of risk and that their vulnerability continues to increase owing to levee system deficiencies, climate-related sea level rise, and coastal erosion while social factors that transform physical event risk into hazard vulnerability remain problematic.

In May of 2008, tens of thousands died in a major earthquake in China’s Sichuan province. That year also saw the beginning of the largest global financial crisis since the Great Depression. In January 2010, a 7.0 magnitude earthquake struck Haiti and killed an estimated 230,000 people. Far more people lost their lives in Haiti than in any disaster that had ever occurred in the Western hemisphere. Relative to the size of Haiti’s population, the death toll made the earthquake the deadliest disaster to strike any nation in modern times. Then just weeks later came the massive 8.0 earthquake that struck off the coast of Chile, which was among the largest temblors ever recorded. In April of 2010, a volcanic eruption in Iceland resulted in widespread flooding in that nation and spewed ash into the atmosphere, shutting down air travel to and from numerous airports in Europe, including its two largest, London Heathrow and Frankfurt, for days. That same month, on April 20, an explosion on the British Petroleum-operated Deepwater Horizon oil platform and drilling operation caused the largest oil spill in U.S. history. The summer of 2010 also saw massive wildfires in Russia that blanketed Moscow in an ashen haze and threatened facilities storing nuclear material. Pakistan saw the worst flooding in its history that same summer, as the rain-swollen Indus River inundated one-fourth of the nation’s land and affected over 20 million people. Then in 2011 Japan experienced its historic earthquake-tsunami-nuclear disaster, demonstrating that major catastrophes can occur even in advanced societies where extensive precautions have been taken.

This growing awareness of global and societal risks has been accompanied by stepped-up efforts not only to reduce risk and vulnerability but also to increase the resilience of social,
physical, and natural systems. In general terms, the concept of resilience refers to “the capacity of a system to absorb disturbance and still retain its basic structure and function” (Walker and Salt 2006), or, in the case of communities, their ability to withstand shocks to their social infrastructure and their capacity to manage extreme events (Adger 2000; Godschalk 2003). With respect to environmental extremes, a recent National Research Council report defined resilience as “the ability to prepare and plan for, absorb, recover from or more successfully adapt to actual or potential adverse events” (National Research Council 2012: 14).

Resilience is a trans-disciplinary concept that is used in a wide variety of subject matter areas, including ecology, economics, hazards research, emergency management and homeland security, engineering, social and community psychology, and urban design and planning (for representative work, see Holling 1973; Adger 2000; Bruneau et al. 2003; Flynn 2007; Rose 2004; Norris et al. 2008; Vale and Campanella 2004; Cutter et al. 2008; National Research Council 2011; 2012). As the definitions above suggest, resilience consists both of properties that make it possible for units of analysis (e.g., ecosystems, communities, neighborhoods, households, individuals) to be resistant to stressors and disturbances and also properties that enable them to “bounce back” and adapt over time.

There are a number of key issues to be addressed within a resilience framework. The first is that we all live within linked social and ecological systems that constitute complex adaptive systems. Such systems do not change in linear or predictable ways, and they have the capacity to change rapidly and shift in ways that fundamentally alter their properties. Another central issue concerns processes of change over time. Although social-ecological systems are affected by many variables, they are usually driven by a few key controlling variables. Change in these variables may be slow, but once a threshold is crossed, change can occur very quickly. Social-ecological often go through phases of rapid growth, conservation, release and reorganization. This is referred to as the “adaptive cycle” (Walker and Salt 2006) and each phase is linked at different scales of time and space. A third set of concerns centers on strategies for reducing risk and enhancing resilience.

The complementary concepts of risk and resilience provide a unifying framework for E&S research. Members of the Hazards Center clearly have identified this theme as critical to their research and outreach, but many other members of the E & S program outside the Hazards Center, also engage in research related to risk and resilience.

In the water resources field, the appearance of climate change appears to have increased the frequency of extreme events of both floods and drought. Traditional methods of hydrologic analysis have been based on historical data to determine the frequencies of these events, but this “stationarity” assumption no longer holds. Both Chuck Howe and John Wiener have treated climate variability risks to water supply and their impacts on resilience of both major water provider supplies and agricultural productive capacity. Nick Flores has examined risk arising from wildfire and floods at the wild land/urban interface. Lori Hunter has examined risk to food security as a result of loss of productive members of families due to HIV/AIDS in southern Africa. Both Mara Goldman and Terry McCabe have examined risks related to living close to National Parks and Protected Areas in East Africa, as well as the impact and response to drought among East African pastoral peoples.

The field of environmental economics has been concerned with the monetization of the non-market values generated by natural resources systems and quantification of natural resource damages, starting with recreational values of natural areas and extending to “existence values” attached to the preservation of unique ecosystems. While not all values can be monetized, quite reliable techniques have been developed and widely applied to recreational activities and to events such as the Exxon Valdiz disaster in Alaska and to the impacts of the BP oil disaster in the Gulf of Mexico. Members of the E&S Program have been involved in the refinement of these techniques.
Since its inception, the Natural Hazards Center has been fundamentally concerned with the identification, assessment, and management of risks associated with natural hazards (White 1974; Burton, Kates and White 1993). Over its 37-year history, Center personnel have conducted dozens of studies on such topics as risk perception; risk communication and hazard warnings; and disparities and inequities in disaster vulnerability, manifested both in differential patterns of disaster loss and in differential post-disaster recovery trajectories. More recently, the Center has expanded its focus to include perceptions, social impacts, and victim experiences in events involving technological, terrorism and nuclear power-related risks. The Center’s current research in the area of resilience focuses primarily on developing an understanding of the factors that are associated with social and community resilience in the face of extreme events and on developing indicators of resilience for disaster response and recovery. From 2008-2011, the Center received support from the Community and Regional Resilience Initiative (CARRI), a project of Oak Ridge National Laboratory, to explore these topics. With that sponsorship, the Center has produced white papers on disaster resilience, held a one-day workshop in 2009 devoted to multi-disciplinary research on disaster resilience, and advised CARRI on its other resilience-enhancing projects. Center director Kathleen Tierney recently served on a National Academy of Sciences committee, funded by the Department of Homeland Security, that explored the ways in which public-private partnerships can enhance community and societal resilience (National Research Council 2011).

E&S Question 4: Graduate Education and Junior Faculty Mentoring

4.1 Graduate Education: The Environment and Society Program actively encourages graduate students to work with faculty members on research projects funded through the E & S Program, as well as on their own projects. All current and former faculty members have served as major advisor to graduate students and on numerous committees in the own departments. In addition, because many E & S faculty work in multi-disciplinary settings they have a long history of serving on committees in other departments and some faculty (Alston, Andersson, Flores, McCabe, Travis) have affiliation in the Environmental Studies Program as well as in their own Departments. Graduate students benefit from input and advice from faculty in disciplines other than their own, and are encouraged to write and present their research findings clearly to a wide academic audience. Graduate students working with faculty associated with the E & S Program have an outstanding history of conducting funded research that is both theoretically sophisticated and socially relevant. A summary of faculty engagement with graduate students can be found in appendix A.

In addition, senior faculty actively work with junior faculty on the development of research programs and the writing of grants. This is currently the case with Hannah Brenkert-Smith working with Nick Flores and Colleen Scanlon-Lyons working with Terry McCabe.

4.2 Graduate Student Mentoring Activities at the Natural Hazards Center
The Natural Hazards Center has a long history of mentoring graduate students and these activities take a variety of forms. Graduate research assistants have the opportunity to receive training on large-scale research grants that employ quantitative, qualitative, and evaluation research methods. These grants typically include national and international travel. For example, in recent years teams of graduate students collected and analyzed data on terrorism and extreme event preparedness networks in five cities around the U. S., travelled to the Netherlands as part of a multiple-center capacity-building project on emergency management, and conducted field work in Haiti following the catastrophic January 2010 earthquake. One NHC research assistant is currently spending the fall semester 2012 at Beijing Normal University, with joint support from the NHC and BNU, to collect data for his dissertation, which focuses on the history and structure of emergency management institutions in China. Students at the NHC receive hands-on training and experience in a variety of research techniques, including interviewing, the use of qualitative data-analytic software, archival research, social indicators research, and regression and social network analysis. Hazards
Center assistant director Liesel Ritchie, who is a leader in the field of evaluation research and in the American Evaluation Association, has assisted graduate research assistants with obtaining AEA fellowships and placements with evaluation projects. Center director Kathleen Tierney and assistant director Liesel Ritchie also support students in their efforts to receive external funding in the form of grants to support their research. For example, one graduate student received funding from the Gulf Coast Fund to conduct research on the 2010 BP Deepwater Horizon oil disaster.

Students are actively encouraged to co-author papers and articles with NHC principal investigators, and they receive travel support for presentations at professional meetings. Within the last ten years, four graduate students have had the opportunity to serve as managing editors for the journal *Natural Hazards Review*, for which Center director Kathleen Tierney serves as co-executive editor. Students also play an active role in organizing the annual Natural Hazards Workshop, where their duties include helping to recruit panelists for sessions, coordinating graduate students from other institutions who serve as workshop volunteers, serving as reviewers for the workshop’s graduate student paper competition, and helping to organize posters that are submitted to the workshop. Center director Kathleen Tierney also mentors graduate students who do not have research positions at the NHC. She currently serves on several doctoral committees for students in the Sociology Department who specialize in environmental sociology, as well as on a doctoral committee for a student in Engineering who is currently conducting research in India on the recovery of communities in the aftermath of the 2004 Indian Ocean tsunami. Tierney also teaches a graduate seminar on the sociology of disasters that draws students from sociology and other departments across the campus.

The NHC also regularly hosts visiting scholars, including graduate students. In fall semester, 2011, the Center hosted a doctoral student from the Faculty of Forestry and Environmental Sciences at the University of Freiburg, whose research focuses on how forest management institutions in Germany are adapting to climate change. Plans are under way to host a sociology graduate student from the Academia Sinica in Taiwan for spring, 2013.

E&S Program Appendix A reports on graduate students working with E&S Faculty and the honors, awards, and grants Hazards Center graduate students have received in recent years. E&S Question 5: Research

Members of the Environment and Society Program have been very active in terms of research and highly successful in securing grants to support this research. The list presented below includes the grants that are active in 2012 for members of the program or under review. In addition, E&S Program Appendix B reports on current research and research interests of E&S faculty and researchers.

**ACTIVE**

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**UNDER REVIEW**

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**E&S Question 6: Space and Infrastructure**

The Environment and Society Program, including the Natural Hazards Center, is one of five research programs in the Institute of Behavioral Science. The E&S Program and NHC are co-located on the second floor of the new $14 million IBS building on campus (opened October 2010). Offices for faculty and cubicles for graduate students are near support staff, the computer lab, secure data rooms, and a large lecture room. A third-floor conference room for colloquia has a camera and large LCD display for videoconferencing between Boulder researchers and their collaborators around the world.

The University of Colorado at Boulder (UCB) Libraries has the largest collection in the Rocky Mountain region – more than 12 million books, periodicals, government publications, audio-visual materials, microforms, maps, manuscripts, papers, and computer-based resources. In addition, the library provides a full set of resources including access to all of the major searchable bibliographic databases, immediate access to most journals articles, and a campus-wide license for using EndNote Web for organizing citations. The library is a repository for government reports, documents, and data in paper and electronic form. Interlibrary loan is available, and Boulder faculty and students can easily request and receive volumes from other libraries nation-wide. Also, UCB Libraries gives IBS researchers access to the vast data resources available through ICPSR.

The Natural Hazards Center itself maintains one of the most unique collections of social science literature in the world. The library’s primary focus is on research and information about how society prepares for, responds to, recovers from, and mitigates damage and other losses from natural hazards and catastrophic events. This nonlending library of over 30,000 items, located on the first floor of the new IBS building, is an important resource for scholars and practitioners studying hazards and disasters. The collection includes bound documents, serials, reports, journal articles, video tapes, and compact discs. HazLit, the library’s searchable online database, provides access to the full collection of the library. HazLit offers users the opportunity to easily search the library’s holdings and identify the publications they need. This database is updated weekly.

The Environment and Society Program has full use of UCB’s campus area network for accessing email and all other Internet resources. UCB’s Information Technology Services (ITS)
maintains and upgrades the campus network and also is responsible for campus network security. Within IBS, most programming, data processing and statistical analysis are performed primarily on personal computers. A multiprocessor computational server running Stata, SAS and R is available for data intensive applications. An IBS web server is used for development and hosting of web-based surveys and for hosting IBS related websites and their respective databases. A file sharing and domain controlling server is available to all IBS users as an extra layer of security and as an efficient method of file sharing and backup protection. The IBS D-Space server catalogs and stores IBS library documents and other special publications and makes them accessible via the Internet. IBS has several rooms set aside to serve as "cold" rooms, which have secure access and are dedicated to sensitive and restricted data sets. In addition, IBS owns a backup server to keep copies of the files on the file server, the web server, and the D-Space server.

The IBS computer lab is one large room equipped with 24 PCs, 1 teaching station, and 1 help desk assistant with a computer. All computers run Windows 7.0 OS and are configured with Microsoft Office Suite, Stata 11, StatTransfer, Adobe Acrobat Pro, ArcGIS, GWR, R, Matlab and much more public domain software. 12 of the 24 are equipped with SPSS, SAS, and N-vivo. The computer lab is available to all IBS personnel and is suitable for holding workshops, short courses, and data entry projects. Additional equipment includes a high-speed color printer, a high resolution image scanner, and a text scanner.

The Computing and Research Services (CRS) division of IBS has 5 staff members. CRS provides computer support for the personal computers, the lab computers, and the video conferencing equipment. In addition, CRS staff administer the IBS servers. They build web applications and websites. They support statistical training and analysis, data processing, GIS applications, map development, library services, and data set acquisition.

E&S Question 7: Strategic Plan

The strategic plan for the Environment and Society Program incorporates five main elements: the continuation of the two research themes described in the Mission Statement; the continuation of bringing together work done in the Hazards Center with work done in the E & S program; helping develop the newly approved Center for the Governance of Natural Resources; continuing to build linkages with other units; and recruitment.

The two program themes described in the Mission Statement are: 1) the Governance of Natural Resources and the Environment, and 2) Risk and Resilience. These themes have served well to focus the interests of those conducting research within the Environment and Society Program and to give the E & S program an identity within and outside the University. These themes also fit well with current funding initiatives at the National, Regional and State levels, and all indications are that these themes will remain relevant to future funding (e.g. see the new program at NSF, Science, Engineering and Education for Sustainability [SEES]). This focus also fits well with the overall goal of IBS to provide rigorous social science research to address important societal problems. While building on our current strengths, we will remain flexible and cognizant of emerging new areas of research and shifting priorities for research funding.

During the last few years, and particularly since the move to the new IBS building in 2010, we have made progress in linking work done in the Hazards Center and activities in the broader E & S program. E & S faculty and researchers have increased their participation in the annual Natural Hazards Workshop and Hazards faculty have participated fully in the development of the E & S Mission Statement and events throughout the year. We intend to build on the progress that we have made so far and to increase the number of joint projects involving Hazards and other E&S faculty. In order to do this, we hope to recruit faculty that will further integrate the research interests of faculty and graduates student in both the Hazards Center and the E & S Program.

The Center on the Governance of Natural Resources incorporates the interests of those working in both the Institutions Program and the E & S Program. Faculty from both programs have been
involved in its development. The new Center is in its very initial phases but discussions have already begun about how new research done in both programs can be incorporated into the work done in the Center, and how the Center can attract funding and interest that will be beneficial to both programs.

We will also strengthen our ties to other units on campus, in the region, nationally, and internationally. The E & S Program jointly sponsored a colloquium series with the Center of Science and Technology Policy Research and with the Geography Department over the last two years, and we plan to jointly sponsor talks and colloquia with other departments and units on campus. With the approval of the new Center for Governance of Natural Resources we expect closer links to the CU Law School. We have collaborative ties with universities and research units throughout the country and we will continue to build on these linkages. An especially exciting development has been the signing of an initial preferred partnership agreement between the University of Colorado and the University of Cologne, Germany. Faculty from IBS, and especially the E & S program, played a major role in the development of this relationship and we expect it to provide opportunities for funded collaborative research in the near future. The International Council for Science (ICSU) has recently established Future Earth, a 10-year international research initiative focusing on the further development of knowledge on global environmental change and sustainability. Future Earth represents an alliance among major scientific organizations concerned with global change, including ICSU, the Belmont Forum, the United Nations Environmental Program, and other partners. Within the 2012-2013 time frame, CU Boulder will bring together a team that will seek to locate the Secretariat for Future Earth on this campus. Along with other relevant IBS programs, E & S can play an important role in these efforts and in subsequent Future Earth activities.

Finally we intend to continue recruiting interested faculty from other units on campus into the Program, and to further expand our funding base in order to increase the involvement of post-doctoral fellows and graduate students in our research projects. Regarding new faculty lines, if funding were available we would like to hire a faculty member with an interest and proven research track record in the area of hazards, disasters and development in the Global South, where vulnerability is expanding rapidly. This position would expand our research foci and further link the Hazards Center and the E & S program. Engagement on the part of E & S in initiatives like Future Earth and our expansion and recruitment plans are closely aligned with the CU Boulder Flagship 2030 Strategic Plan and its strong emphasis on global knowledge leadership and the creation of a “global crossroads” capable of producing knowledge to address major global issues. With its emphasis on natural resource governance, risk, and resilience, our program is very well positioned to contribute to these efforts.

**E&S Questions 9 and 10: Interdisciplinary Research and the Role of Departmental and Non-Departmental Units**

**9.1 Collaborative Activities, Outreach and Service**

The E&S Program facilitates dialogue among members as well as the broader intellectual community through seminar series and brown bag research presentations. As a regular feature of its activities, there is communication about research funding opportunities of relevance to program members. As opportunities present themselves and time permits, members can develop collaborative proposals and interdisciplinary, scholarly synthesis articles on focal topics within the program. The annual Natural Hazards Workshop provides opportunities for E&S scholars to organize symposiums and present research findings. Outreach and service to the broader research community, the public and especially decision-makers is a large part of E&S Program work. Efforts to work with international research centers are expanding by establishing research partnerships and Memoranda of Understanding agreements. Finally, as funds become available E&S expects to engage in interdisciplinary research training through involvement of
disciplined-based graduate research assistants and post-doctoral associates on collaborative research endeavors. Much of the research conducted by E & S members is policy relevant. Individual members of the E & S Program regularly consult with government agencies and NGOs, both in the U.S. and abroad, on issues related to the management of natural resources and risk mitigation. Members also regularly contribute to policy relevant workshops and conferences. With respect to outreach and service in the hazards arena, the Natural Hazards Center continues to function as a national and international clearinghouse for research on extreme events and strategies for reducing losses resulting from such events. The Center’s principal function is to serve as a “boundary organization” that fosters and sustains linkages between the producers and users of hazards-related knowledge. Since the terrorist attacks of 2001, the NHC has also become more concerned with transferring knowledge gained through the study of other hazards to emerging homeland security threats, as well as with establishing linkages between the climate change and extreme events research and practice communities. The NHC engages in a range of activities designed to disseminate information on extreme events and their management to researchers in hazard-related disciplines; students in those disciplines; hazard management practitioners; policy makers and agency personnel; private-sector organizations concerned with reducing losses from extreme events; and other audiences. Those activities include the production of a newsletter, maintenance of a Web site and listservs that reach an ever-increasing number of users, journal co-sponsorship, annual workshops, the production of monographs and special publications, provision of library and information services, the sponsorship of quick response research, and communication with the media and the general public. Hazards Center personnel serve the research community and the broader society in a wide variety of ways. After Hurricane Katrina, former director Dennis Mileti served on an American Society of Civil Engineers Hurricane Katrina Review Panel, which produced a definitive report on the causes of the levee failures in Hurricane Katrina and made many substantive recommendations for policy and practice. Since arriving at CU in 2003, current director Kathleen Tierney has served on five National Academy of Sciences panels and committees, including two committees focusing on how to inform decisions and actions in the face of climate change. She is currently a member of the National Academies Committee to Advise the U.S. Global Change Research Program. Both Mileti and Tierney are in frequent contact with various print and electronic media outlets. For example, Tierney was the subject of a New York Times “Science Times” article in 2004. She was quoted extensively in media reports following Hurricane Katrina, and two of her commentaries (one co-authored with Carnegie Mellon professor Baruch Fischhoff) were published on CNN.com following the 2010 Haiti earthquake. 9.2 Relationships with other IBS Programs Program on Institutions The E&S program seeks to develop collaborative ties with the Program on Institutions. The collaboration is grounded in both programs’ shared interest in how human institutions shape human decisions and actions with regards to the access to and use of both natural and man-made resources to further the goals of human development. By interacting regularly - in joint seminars, collaborative research proposals, and co-authored research papers - we will enrich each others’ analyses of human governance systems and their effects on human behavior. We are convinced that these collaborative ties will increase the competitive advantage of both programs in our pursuit of funding opportunities, especially in the area of natural hazards and natural resource governance. A new center on the governance of natural resources has just been approved and will bring together IBS faculty and graduate students from both the E & S program and the Institutions program. This has the possibility to be the first initiative that would integrate members of two programs within a common research framework. There are already grants being reviewed that
would be housed in the Center and discussions are ongoing about proposals to be developed in the near future.

**Population Program**

The relationship between demography and the use and management of natural resources has been the subject of debate in the social sciences for decades. Many members of the E & S Program have long-term interests in this relationship, both in the United States and in developing countries. Shifting demographic patterns in the United States have clearly resulted in increased risk for people living in areas subject to extreme weather events and earthquakes. This is also true internationally and very likely to be exacerbated due to climate change. Rising populations put pressure on traditional livelihood patterns resulting in new forms of economic activities that may increase vulnerability and affect the resilience in large social/ecological systems. Lori Hunter is editor for the journal Population and the Environment, and a number of members of the E & S Program are also faculty affiliates of the new Population Center funded by NICHD.

**9.3 Partnerships in Training and Research:**

Members of the E & S Program currently have current or recently completed collaborative projects with researchers from the following universities and research organizations in the United States: University of California Irvine; UCLA; University of California at San Diego; Dartmouth University; University of Delaware; George Washington University; Harvard University; Indiana University; University of Michigan; University of Florida; University of Maryland; University of Minnesota; University of North Carolina; University of Nebraska; University of Oklahoma; University of Pittsburgh; Rutgers University; the National Center for Atmospheric Research; and Agricultural Research Service of the US Department of Agriculture. Internationally, members of the E & S Program are working collaboratively with researchers from the Beijing Normal University, University of Brasilia, the University of Dar es Salaam, Wageningen University, and the University of Witwatersrand. A new preferred partnership agreement has just been signed between the University of Cologne in Germany, and the University of Colorado. Members of the environment and Society Program were instrumental in developing this agreement. Now that the Center for the Governance of Natural Resources has been approved we anticipate building on this relationship in joint research projects and possibly faculty and graduate student exchange.

**9.4 Affiliations with other CU Departments:**

Members of the E & S Program are affiliated with the following departments on the CU campus: Anthropology, Economics, Environmental Studies, Geography, Political Science and Sociology. Collaborative research projects have also included faculty from the departments of Mechanical Engineering, Civil Engineering, and the Natural Resources Law Center.

**9.5 Funding Agencies:**

Members of the E & S Program have drawn considerable support from a number of agencies, institutes and foundations. These include: National Science Foundation; National Oceanic and Atmospheric Administration, U.S. Forest Service; U.S. Department of Agriculture; Environmental Protection Agency, FEMA; U.S. Geological Survey, National Aeronautics and Space Administration; U.S. Army Corps of Engineers, and the Centers for Disease Control and Prevention.

In addition, the following private foundations have supported the work of E & S members: Lincoln Institute; MacArthur Foundation; Rockefeller Brothers Foundation; The Skoll Global Threats Fund, The Ford Foundation and the General Service Foundation.

**E&S Question 12: Diversity**

The Environment and Society Program, like all programs in IBS values diversity, and strives to increase the diversity of its members. Of the 14 members in the program, 7 are women and 7 are men. There is also diversity in academic rank represented in the program with 4 full professors, 3 associate professors, 3 assistant professors, and 5 research associates.
The Program reflects the diversity of disciplines within the social sciences that engage in human/environmental research. Program members have expertise in economics (3), geography (3), sociology (3), anthropology (2), political science (1), psychology (1), and environmental science (1). Of course, in an interdisciplinary program like E & S there is quite a bit of cross-over with respect to the expertise of individuals within the Program.

The graduate students working with Program members represent an even more diverse community. A recent visiting graduate student, Huiling Guo from Beijing University, taught staff and students about university life in China. Research fellows from Latin America and Europe have also enriched the Program.

The Natural Hazards Center places special emphasis on the mentoring and training of graduate students who are under-represented in the STEM disciplines, including women and students of color, who in particular are under-represented in disciplines that focus on hazards, disasters, and risk. For the academic year 2012-2013, one NHC student received the highly competitive Dissertation Fellowship awarded by the American Sociological Association’s Minority Fellowship Program and another was awarded one of only eight American Evaluation Association Graduate Education Diversity Internships.

Program members work throughout the world with academic institutions and diverse local communities. Research is being conducted in Africa, Latin America, China, and Europe. The program stresses collaborative relationships with researchers throughout the world, and we are developing research networks in Brazil and Germany (which will include African Universities).

E&S Program Appendix A
Graduate Students Working with E&S Faculty & Hazard Center Graduate Student Honors, Awards, and Grants

A.1 Graduate Students working with E&S Faculty

Charles Howe
Chris Goemans, who worked with Chuck Howe, received his Ph.D. in 2006 in Economics. He spent four years as a research assistant in IBS. During that time, he co-authored with Howe the article "Water Transfers and Their Impacts: Lessons from Three Colorado Water Markets" that was published in the Journal of the American Water Resources Association in October, 2003. This article has been cited over 100 times. Chris was appointed Assistant Professor of Agricultural and Resource Economics at Colorado State University in late 2006 where he is the Department's specialist in water economics. He received the Department's "Outstanding Teacher" award in 2010. He also served on a special USAID agricultural mission to Afghanistan in the summer of 2010.

Nicholas Flores
Nick Flores considers all of his research with students as operating out of IBS. IBS supports this research through grants, administrative support, and space. For example, many of his honors students have used IBS resources for running experiments, using computers, etc.

From 2002-2011, Flores has advised 11 Ph.D. students (8 economics, 3 environmental studies), 1 MA student (economics), and 17 honors students (14 economics, 2 international affairs, 1 environmental studies). Of the 11 PhD students he has advised, 7 are tenure track professors.

Three just graduated and are either in consulting or working for the U.S. government. One is yet to graduate.
Flores has mentored Hannah Brenkert-Smith, Ph.D. who is currently a Research Associate in the E&S Program. He also mentored Yohei Mitani, Ph.D. who visited our program for 2 years. Yohei is now a tenured professor at the University of Kyoto.

**J. Terrence McCabe**
Professor McCabe has advised 11 students through to their Ph.Ds since the last program review. He has also served as advisor to many aster’s students and served on numerous Doctoral and Master’s committees in Anthropology as well as in Geography and Environmental Studies. One thing that McCabe is especially proud of is that all of his Doctoral students have received external funding from major funding agencies (NSF, SSRC, Wenner Gren, Fulbright, Fulbright-Hayes), for their research. He has also served as a formal advisor to a Master’s degree student at the University of Dar es Salaam in Tanzania and an informal advisor to students at the University of Cologne, Germany.

**A.2 Graduate Students Supported by the Natural Hazards Center In last Ten Years**

<table>
<thead>
<tr>
<th>Name</th>
<th>Current Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke Austin</td>
<td>Postdoctoral Associate, Urban Ethnography Project, Dept. of Sociology, Yale University</td>
</tr>
<tr>
<td>(Ph. D., Sociology 2010)</td>
<td></td>
</tr>
<tr>
<td>Christine Bevc</td>
<td>Postdoctoral Fellow, Gillings School of Global Public Health, University of North Carolina, Chapel Hill</td>
</tr>
<tr>
<td>(Ph. D., Sociology 2010)</td>
<td></td>
</tr>
<tr>
<td>Julie Gailus-Mooney</td>
<td>Unknown</td>
</tr>
<tr>
<td>Alexandra Jordan</td>
<td>Senior Consultant, Booz Allen Hamilton, Washington, DC</td>
</tr>
<tr>
<td>(ABD)</td>
<td></td>
</tr>
<tr>
<td>Erica Kuligowski</td>
<td>Senior Researcher, Building and Fire Research Lab, National Institute of Standards and Technology, Gaithersburg, MD</td>
</tr>
<tr>
<td>(Ph. D., Sociology 2011)</td>
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</tr>
<tr>
<td>Sophia Liu</td>
<td>Mendenhall Postdoctoral Research Fellow, U. S. Geological Survey, Golden, CO</td>
</tr>
<tr>
<td>(Ph.D., Alliance for Technology, Learning, and Society 2011)</td>
<td></td>
</tr>
<tr>
<td>Lori Peek</td>
<td>Associate Professor, Dept. of Sociology and Co-Director, Center for Disaster and Risk Analysis, Colorado State University</td>
</tr>
<tr>
<td>(Ph. D., Sociology 2005)</td>
<td></td>
</tr>
<tr>
<td>Sarah Stapleton</td>
<td>Research Scientist, Institute for Social and Environmental Transition, Boulder, CO</td>
</tr>
<tr>
<td>(Ph. D., Environmental Studies 2009)</td>
<td></td>
</tr>
<tr>
<td>Jeannette Sutton</td>
<td>Senior Research Scientist, Trauma, Health, and Hazards Center, University of Colorado, Colorado Springs</td>
</tr>
<tr>
<td>(Ph. D., Sociology 2004)</td>
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**A.3 Natural Hazards Center Students Honors/Awards/Grants**

Nnenia Campbell
2012  Graduate Education Diversity Internship Program Grant  
American Evaluation Association ($8,000)  
Summer Research Award  
  Department of Sociology, University of Colorado at Boulder ($2,500)  
Graduate Student Conference Registration Award  
  Department of Sociology, University of Colorado at Boulder ($100)  
2011  Graduate Student Travel Award  
Department of Sociology, University of Colorado at Boulder ($400)  
Summer Research Award  
Department of Sociology, University of Colorado at Boulder ($1,200)  
2010  Graduate Student Travel Award  
Department of Sociology, University of Colorado at Boulder ($400)  

Brandi Gilbert  
2012  Dissertation Fellowship, American Sociological Association Minority Fellowship Program ($18,000 for the 2012-2013 Academic Year)  
Ralph and Barbra Dakin Award for Outstanding Scholarship on Social Problems, University of Colorado Boulder Sociology Department ($1,000)  
University of Colorado Graduate School Travel Award ($300)  
University of Colorado Boulder Sociology Department Dissertation Research Grant ($700)  
2011  American Evaluation Association Presidential Strand Student Travel Award ($1,000)  
Gulf Coast Fund Research Grant, Rockefeller Philanthropy Advisors ($5,200)  
  Alternate, American Sociological Association Minority Fellowship Program  
University of Colorado Boulder Sociology Department Summer Research Grant ($1,250)  
Center to Advance Research and Teaching in the Social Sciences Graduate Student Fellow Grant ($1,000)  
University of Colorado Boulder Sociology Department Dissertation Research Grant ($730)  
2010  American Evaluation Association Student Travel Award ($500)  
HandsOn Network Training Grant ($600)  
2009  American Evaluation Association Student Travel Award ($500)  
American Evaluation Association/Duquesne University Graduate Education Diversity Internship Program Grant ($8,000)  
2007  Sociology Department Signing Grant, University of Colorado Boulder ($7,000)  

Wee Kiat Lim  
2012  Center to Advance Research and Teaching in the Social Sciences (CARTSS) Graduate Fellowship, CU-Boulder ($1,000)  
CU-Boulder Department of Sociology Summer Research Assistantship ($2,500)  
CU-Boulder Department of Sociology Graduate Student Research Award ($700)  
2011  Travel, accommodation, and per diem support from the Academy of Disaster Reduction and Emergency Management (ADREM), Beijing Normal University, for the 2011 Summer Institute for Advanced Study of Disaster and Risk ($800 +800 RMB yuan (about US$924))  
Travel support from the Natural Hazards Center for the 2011 Summer Institute for Advanced Study of Disaster and Risk ($500)  
2008-2012  CU-Boulder Department of Sociology Travel Stipend ($400 per trip; Total $3,200)
Lee Alston, Professor of Economics and Environmental Studies, Director of Institutions Program
Lee Alston has focused his research in two broad areas: 1) the role of contracts and institutions in shaping agricultural land use in the historical U.S. and contemporary Brazil; and 2) the important role of institutions in determining economic and political openness. Alston is currently working on book manuscript entitled: The Road to Prosperity: Windows of Opportunity, Leadership and Beliefs, Brazil 1964-2012. Alston along with Krister Andersson has established a new center in IBS on the Governance of Natural Resources. Research related to the new center includes a project to assess the degree to which contracts for preserving tropical forests (REDD+ type contracts) recognize explicitly downstream transaction costs which may negate their efficacy. Alston is a Research Associate at the National Bureau for Economic Research (NBER). He is a past President of the International Society for the New Institutional Economics 2006-2007.

Krister Andersson, Associate Professor of Environmental Studies and Political Science
Krister Andersson studies the politics of environmental governance in developing countries. Most of his recent work seeks to explain sub-national variation in governance outcomes in Latin America. This is also the theme of his most recent book, Local Governments and Rural Development (University of Arizona Press, 2009), which is co-authored with Gustavo Gordillo and Frank van Laerhoven. In it the authors compare the institutional conditions for public service performance in 390 local governments in the rural areas of Brazil, Chile, Mexico and Peru. Andersson periodically serves as a consultant for several multilateral development organizations, such as the Food and Agriculture Organization of the United Nations, the World Bank, and the Organization for Economic Cooperation and Development. He is also engaged as a policy advisor to the National Governments of Brazil, Ecuador, Peru, Tanzania and Lao PDR on issues related to forest governance and rural development. Andersson has received external funding from the National Science Foundation, the Rockefeller Foundation, the Ford Foundation and several multi-lateral agencies.

Hannah Brenkert-Smith, Research Associate
Hannah Brenkert-Smith is an environmental sociologist whose work examines social/environmental interactions in the face of environmental change, particularly in the American West. In the past ten years, Brenkert-Smith’s work has focused primarily on household and community response to wildfire risk. In particular, this work has focused on risk mitigation decision-making and forest and fire hazard planning related to informal social interactions and sense of place. Her recent field work has two main areas of inquiry: seeking to understand social relationships shaping trust and coordination during extreme events and assessing long-term change on social and biophysical aspects of forest communities affected by major wildfire events.

Brenkert-Smith was an Environmental Protection Agency Science to Achieve Results (STAR) fellow, a Science and Technology Policy fellow at the National Academy of Sciences, and a postdoctoral fellow in the Climate Science and Applications Program at the National Center for Atmospheric Research.
Nicholas Flores, Professor of Economics and Department Chair of Economics
Nicholas Flores applies economic concepts and methods to understand environmental problems and policies to address these problems. Focusing on individuals and households, Flores’ research has focused on measuring preferences for environmental goods, understanding household choices related to the environment, and evaluating the impact of uncertainty on choices and values. Application areas include household mitigation decisions in the Wildland/Urban Interface, how information on flood risk and flood insurance affects home purchasing decisions, and the role of scientific uncertainty in evaluating the benefits and costs of stream restoration. In his research, Flores has used a variety of approaches: development of theoretical models, survey research, lab experiments, and field experiments.

Mara Goldman, Assistant Professor of Geography
Mara J. Goldman is an assistant professor in the Department of Geography. Her research has focused on the interface of human-environment relations and critical geographies of conservation and development, with a regional focus in East Africa. She works primarily in Tanzania, and to some extent in Kenya, with members of the Maasai ethnic group (who reside in both countries). Her work addresses the politics of knowledge and participation as related to wildlife conservation interventions and rangeland management, changing pastoral livelihood and communication practices, and empowerment and governance issues within Maasai communities. She has a book in press (co-edited with Matthew Turner and Paul Nadasdy) entitled, Knowing Nature: Conversations at the Intersection of Political Ecology and Science Studies, coming out later this year by the University of Chicago Press. The edited volume argues for more explicitly incorporating science studies with political ecology for critical analyses of the politics of knowledge associated with environmental management.

Goldman is currently working on two new projects (both funded by the National Science Foundation). She is PI on one project (also funded through a University of Colorado Seed Grant) which combines ethnography with survey data to explore the impacts of different types of women’s empowerment projects currently underway in Maasai villages across northern Tanzania, and how they are linked to environmental governance and community decision making. With this project she seeks to highlight the complex links between various “empowerment” processes and come up with robust and culturally relevant ways to measure empowerment, at individual and societal levels. Mara is also co-PI on a collaborative NSF (with a Political Geographer and climate scientists at CU-Boulder) looking at the relationship between armed conflicts and climate change in Africa. This project links with a larger research agenda that Mara is engaged with regarding changing landscapes and institutions related to semi-arid savanna rangeland management, particularly with the added threats associated with climate change.

Charles Howe, Professor Emeritus of Economics
Chuck Howe is Professor Emeritus of Economics at UCB and continues as a member of the Professional Staff, Environment and Society Program (formerly Environment and Behavior Program) which he directed from 1986 to 1997. His field is natural resource economics with a specialization in water policy and management. Howe’s work in the E&S Program has included An Analysis of the Economic and Social Consequences of Water Markets funded by the Ford Foundation, and (with John Wiener) An Assessment of the Potential for Improved Water Resource Management by Increased Use of Climate Information, in collaboration with NOAA’s Climate Diagnostics Center and funded by NOAA’s Human Dimensions of Climate Change Program. He and graduate students have worked with the Natural Resources Law Center on policies for drought mitigation and adaptation, including a study of the effectiveness of
conservation measures during the late 1990’s-2002 drought in the City of Aurora, Colorado and methodologies for measuring economic impacts of drought for the National Drought Mitigation Center.


**Lori Hunter, Associate Professor of Sociology**
Lori Hunter’s research has contributed to the body of literature examining socio-demographic variation in environmental perceptions as related to a variety of issues (e.g., biodiversity, general environmental quality, recycling). She has worked with CU-Boulder graduate students to examine the gender dimensions of environmental concern from a cross-national perspective.

Hunter’s current work focuses on the natural resource dimensions of rural livelihoods, particularly as related to the demographic processes of migration and mortality. At the Agincourt field site in rural South Africa, projects focus on HIV/AIDS mortality as related to shifts in resource-based livelihood strategies. Hunter also works on rural outmigration, as a livelihood strategy, in the face of environmental change with a recent project on rural outmigration from Mexico as related to rainfall and vegetation availability with Sheena Murray and Fernando Riosmena.

**J. Terrence McCabe, Professor of Anthropology and Director of E&S**
Terry McCabe’s early research examined the extent to which understanding arid and semi-arid ecosystems as disequilibrium systems helps us understand human/environment interactions in Eastern Africa and across the world’s savannas. His work culminated in a book, *Cattle Bring Us to Our Enemies: Turkana Ecology, Politics and Raiding in a Disequilibrium System*, published by the University of Michigan Press. McCabe’s publication won the 2005 Julian Steward Award for the best book published in 2004 in ecological and /or environmental anthropology, given by the American Anthropological Association. McCabe also received a lifetime achievement research award from the Alexander van Humboldt Foundation in Germany in 2009.

McCabe’s recent fieldwork continues to explore human/environmental interactions, but with an emphasis on livelihood diversification among pastoral peoples in northern Tanzania. An additional component of this work has been looking at how this diversification has affected conservation efforts around parks and protected areas in East Africa. McCabe is Principal Investigator on a large multi-disciplinary Human and Social Dynamics project funded by NSF that is comparing the impact of parks as agents of change on people living near parks in Eastern and Southern Africa. This project involves researchers based at the University of Colorado, University of North Carolina – Chapel Hill, University of Florida, and the University of Dar es Salaam. Research is being conducted in Tanzania, Uganda, Zambia, Botswana, and Namibia.

**RoseMarie Perez Foster, Senior Research Associate**
RoseMarie Perez Foster is a research and clinical psychologist who is a Senior Research Associate with the Natural Hazards Center and Honored Professor in the Department of Applied Psychology, Kiev Academy of Labour and Social Relations, Federation of Trade Unions of Ukraine. The Academy serves as RoseMarie’s base of operations for a population sampling
study of long-term health, psycho-social and economic outcomes in the Ukrainian population exposed to radiation fallout from the Chornobyl Nuclear Plant disaster in 1986. The international research team is supported by an HSD Award from the National Science Foundation, and operates in collaboration with the Ukraine Ministries of Health, Colorado State University, and the Ukrainian Radiation Protection Institute. Just previously at New York University, RoseMarie continues to follow long term mental health and psychosocial outcomes in two other vulnerable population groups: Chornobyl disaster survivors relocated to the US; and depression outcomes in urban women who are homeless.

Liesel Ritchie, Assistant Director for Research, Natural Hazards Center
Liesel Ritchie has served as either principal investigator or senior researcher on almost 70 projects since 1996. Since 2001, her focus has been on the social impacts of disasters with an emphasis on technological disasters, social capital, and resilience in renewable resource communities. Ritchie’s dissertation on the 1989 Exxon Valdez oil spill was the first study to examine the relationship between technological disasters and social capital.

Ritchie currently directs three National Science Foundation projects—one on the social impacts of the high stakes litigation resolution associated with the Exxon Valdez oil spill (ARC 0909497), a second on the 2008 TVA Kingston Fossil Plant ash release (CMMI 1000612), and another on enhancing targeted research in the Advanced Technological Education Program (DUE 0832874). She was also recently involved with two NSF-funded RAPID grants. The first study examined post-disaster housing and recovery in Haiti following the January 12, 2010 earthquake. The second study explored community impacts of the 2010 BP Deepwater Horizon oil spill, focusing on the renewable resource community of Bayou La Batre, Alabama. She is also co-PI on a NOAA-funded project to incorporate social science into its tsunami program.

Ritchie is coeditor of the January 2012 issue of American Behavioral Scientist on the BP disaster and is author or coauthor on five recent articles related to her work on that event, the Exxon Valdez oil spill, and the earthquake in Haiti. She is currently serving as program co-chair of the American Evaluation Association topical interest group on disaster and emergency management evaluation.

Colleen Scanlon-Lyons, Research Associate
Colleen Scanlan Lyons is a Research Associate in the E&S Program. In addition she is the Director of Research and Faculty and an Instructor for the Presidents Leadership Class, and an Adjunct Faculty member in the Department of Anthropology. She conducts research on the politics of environmental management in Brazil, including local-level involvement in conservation policies and practices and the dynamics among environmental conservation, social movements, and sustainable development initiatives. She is particularly interested in the ways in which cultural politics influence local leadership, development initiatives, and environmental governance in globally important ecosystems like the Brazilian Atlantic and Amazon Forests.

Scanlan Lyons was instrumental in developing a new Brazil-US Network on Governance, Environment, and Society, which brings together professors from CU, the University of Wisconsin, and the University of Kansas with colleagues from the National Institute for Research in the Amazon and three universities in Brazil (the University of São Paulo, the Federal University of Maranhão, and the State University of Santa Cruz). The purpose of this network is to create collaborative research and educational exchange opportunities among network participants, and the development of this Brazil-US network is funded by an NSF grant with Lee Alston. Scanlan Lyons and McCabe are also developing a comparative project between the Amazon and Atlantic forests to examine the economic, social, and environmental
effects of payment for environmental service initiatives. In addition to her academic work, Dr. Scanlan Lyons conducts applied work in environmental planning and community development with international agencies like the Inter-American Development Bank.

**Kathleen Tierney, Director of Natural Hazards Center and Professor of Sociology**

Kathleen Tierney has studied a broad range of disaster events, including earthquakes in the U.S. Japan, and Haiti; major hurricanes such as Hugo, Andrew, and Katrina; various technological disasters; and the terrorist attacks of September 11, 2001 in New York City. Her published work spans many topics, including hazard risk perceptions, disaster warnings, organizational responses to disasters, disaster resilience, disaster recovery, social vulnerability to disasters, and the political economy of hazards, disasters, and risk. She is widely published in the *Annual Review of Sociology*, *International Journal of Mass Emergencies and Disasters*, *Annals of the American Academy of Political and Social Science*, *Sociological Forum*, *Journal of Contingencies and Crisis Management*, *Journal of Emergency Management and Homeland Security*, *Journal of Environmental Studies and Sciences*, *American Prospect*, and many other journals. She is senior author of *Facing the Unexpected: Emergency Preparedness and Response in the United States* (Joseph Henry Press 2001) and co-editor of *Emergency Management: Principles and Practice for Local Government* (International City and County Management Association 2007).

Tierney has served as a member of the National Academies Committee on Disaster Research in the Social Sciences, Panel on Strategies and Methods for Climate-Related Decision Support, Panel on Informing Effective Decisions and Actions Related to Climate Change, and Committee on Private-Public Sector Collaboration to Enhance Community Disaster Resilience. She is currently a member of the Academies Committee to Advise the U.S. Global Change Research Program. She also serves on the steering committee of the American Sociological Association’s Task Force on Climate Change and on the board of directors of the Earthquake Engineering Research Institute, and she is co-editor of the *Natural Hazards Review*. In 2006, she received the Distinguished Lecturer Award from the Earthquake Engineering Research Institute, and in 2012 was the recipient of the Frederick Buttel Distinguished Contributions Award of the American Sociological Association’s Section on Environment, Technology, and Society. She is currently completing a book tentatively titled *Social Foundations of Risk and Resilience* with Stanford University Press.

**William Travis, Associate Professor of Geography and Director, Center for Science and Technology Policy Research, Cooperative Institute for Research in Environmental Science**

Travis’s research examines the interaction of environment and society, in two main realms: social response to climate change and extreme events; and coupled social and natural systems, including land use and anthropogenic transformations of land cover, with a focus on the American West. His current projects are driven by an interest in decision-making in the face of potentially extreme climate change, including adaptation, warning systems, and geo-engineering interventions, as described in a recent article: "Going to Extremes: Propositions on the Social Response to Severe Climate Change." *Climatic Change* 98 (2010): 1-19. He was director of the Natural Hazards Center for eight years, 1984-1992. His web page is at: [http://spot.colorado.edu/~wtravis/](http://spot.colorado.edu/~wtravis/)

**John Wiener, J.D., Ph.D., Research Faculty**

John Wiener worked for environmental organizations in energy development and social impacts issues in Wyoming and the West until undertaking graduate school at University of Wyoming and subsequently the University of Colorado. His dissertation and subsequent work for some
years concerned property rights and resource management issues related to cultural continuity and sustainability, including common property resource management. Other work included natural hazards, social creation of vulnerability, flood and multi-hazard planning, and drought, with the NHRAIC, and consulting work. A third major focus is application of those perspectives to climate responsiveness and water management in a series of funded studies on the Arkansas River Basin in Colorado, with Charles Howe, and David Yates at the National Center for Atmospheric Research, Research Applications Program. Other interests include rangelands and riparian areas as hybrid ecologies demanding novel management strategies, and the intersection of legal ideas and property rights ideas with resource management, and improved resource planning approaches, and collaborations with US Department of Agriculture scientists in considering such ideas.


References Cited:


Appendix 1e
Institutions Program Self Study
2012

Director: Lee J. Alston
http://www.colorado.edu/ibs/pec/

INST Question 1: Overview
1.1 Mission Statement
1.2 Members

INST Question 4: Graduate Education

INST Question 5: Research
5.1 Current Faculty Research in Progress
5.2 Research Workshop Series
5.3 Institutions Program - Grants in Effect 2012

INST Question 7: Strategic Plan
7.1 Interdisciplinary Research
7.2 A Bridge to Law
7.3 Center for the Governance of Natural Resources
7.4 Hiring

INST Questions 9 and 10: Interdisciplinary Research and the Role of Departmental and Non-Departmental Units
9.1 Collaborative Activities, Outreach and Service
9.2 Affiliations with other CU Departments

INST Question 12: Diversity
1.1 Mission Statement: Institutions are the formal and informal ‘rules of the game,’ along with enforcement for non-compliance, which give members of society incentives shaping their economic, political and social behavior. Formal institutions include the constitutions, laws and regulations of society, and informal rules include beliefs, and norms. Members of our program examine both how institutions shape behavior and how a range of social and economic determinants shape institutions. One of our main foci is to first understand how the incentives from institutions lead to different economic and political paths of development for countries around the world. The grand question that motivates several scholars in our program is: Why aren’t all countries similarly developed economically and politically? Despite the well-intentioned actions of lenders such as the World Bank, very few countries have broken from their past. It is a puzzle because we know the ostensible institutional determinants for making countries prosperous: active political competition, where the winners do not punish the losers nor do people take to the streets with guns when their side loses; and active economic Schumpeterian competition, where companies and individuals reap profits from their creativity rather than through who they know. Before we can influence the creation of effective policies, we must understand the forces at play for maintaining the status quo or promoting change. Understanding the role of institutions is the first step in creating better policy prescriptions that will aid in economic, social, and political development.

Some scholars in our program are also motivated to understand the micro foundations of institutional analysis. The theoretical foundations at the micro level come from an understanding and analysis of the negotiation, monitoring, and enforcement costs of contracting across individuals and firms, as well as within firms and households. This holds even for autocratic regimes. Without a better understanding of the micro determinants of transaction costs – the negotiation, monitoring and enforcement costs inherent in all exchanges - and their impact, we cannot fully understand why there is not more cooperation in order to reap the benefits from the gains from economic and political exchange. At the macro and micro levels of institutional analysis, scholars examine differences either over time within an economic or political entity, or across economic or political entities. The testing of hypotheses entails using both qualitative and quantitative evidence. Like in a court of law, some determinants are not readily quantifiable but nevertheless can be analyzed with a body of circumstantial evidence.

Understanding the institutional determinants of political and economic outcomes is especially relevant today. Institutional analysis holds the key to analyzing many of the world’s most pressing problems. For example: What is causing increasing income inequality in the U.S.? How do increased concentrations of wealth translate into political influence? Why is the Euro zone under threat of collapse? Why have most African nations failed to develop economic and politically? What accounts for the rapid rise of Brazil and China? Why is it so difficult to establish and maintain international cooperation to deal with global issues such as trade and environment? The answers to these questions cannot be found with cultural or geographic endowment explanations. If culture and geography were the prime determinants of economic and political outcomes, North and South Korea would be equally developed, as would Sonora (Mexico) and Arizona. Understanding the determinants of institutions will generate policy implications to help us “nudge” institutional change in directions to promote human well-being. Understanding and measuring the outcomes of institutions will allow us to better assess the costs of dysfunctional or poor institutions, which in turn can help generate policy reform.

1.2 Members: The program is shaped by the research of its members, which is described briefly below.
Lee Alston, Director, Institutions Program; Professor of Economics and Environmental Studies

Lee Alston has focused his research in two broad areas: 1) the role of contracts and institutions in shaping agricultural land use in the historical U.S. and contemporary Brazil; and 2) the important role of institutions in determining economic and political openness. Alston is currently working on book manuscript entitled: *The Road to Prosperity: Windows of Opportunity, Leadership and Beliefs, Brazil 1964-2012.* Alston along with Krister Andersson has established a new center in IBS on the Governance of Natural Resources. Research related to the new center includes a project to assess the degree to which contracts for preserving tropical forests (REDD+ type contracts) recognize explicitly downstream transaction costs which may negate their efficacy. Alston is a Research Associate at the National Bureau for Economic Research (NBER). He is a past President of the International Society for the New Institutional Economics 2006-2007.

Krister Andersson, Associate Professor of Environmental Studies and Political Science

Krister Andersson studies the politics of environmental governance in developing countries. Most of his recent work seeks to explain sub-national variation in governance outcomes in Latin America. This is also the theme of his most recent book, *Local Governments and Rural Development* (University of Arizona Press, 2009), which is co-authored with Gustavo Gordillo and Frank van Laerhoven. In it the authors compare the institutional conditions for public service performance in 390 local governments in the rural areas of Brazil, Chile, Mexico and Peru. Andersson periodically serves as a consultant for several multilateral development organizations, such as the Food and Agriculture Organization of the United Nations, the World Bank, and the Organization for Economic Cooperation and Development. He is also engaged as a policy advisor to the National Governments of Brazil, Ecuador, Peru, Tanzania and Lao PDR on issues related to forest governance and rural development. Andersson has received external funding from the National Science Foundation, the Rockefeller Foundation, the Ford Foundation and several multi-lateral agencies.

Jennifer Bair, Assistant Professor of Sociology

Jenn Bair’s work in comparative sociology and political economy is motivated by two main questions: 1) how is economic globalization changing the geography of production and the organization of work across time and space, and 2) how do these processes affect the well-being of workers and their communities, particularly in the global South? Her research in Mexico, Honduras, Dominican Republic, and Nicaragua has been funded by the Social Science Research Council, the United Nations Economic Commission for Latin America and the Caribbean and the U.S. Agency for International Development. She is the editor of *Frontiers of Commodity Chains Research* (Stanford University Press, 2009), and the co-editor of two additional volumes: *Free Trade and Uneven Development: The North American Apparel Industry After NAFTA* (Temple University Press, 2002) and *Workers’ Rights and Labor Compliance in Global Supply Chains: Is a Social Label the Answer?* (Routledge, 2013). Her publications include articles in *World Development, Global Networks, Economy and Society, Signs, Environment and Planning A,* and *Comercio Exterior.*

Andy Baker, Associate Professor and Associate Chair, Department of Political Science

Andy Baker is an associate professor and associate chair in the Department of Political Science at the University of Colorado at Boulder. He conducts research on Latin America, mass political behavior, and international political economy. His articles have appeared in the *American Journal of Political Science, Latin American Research Review, World Politics, Electoral Studies,* and other journals. Baker’s book, *The Market and the Masses in Latin America: Policy Reform and Consumption in Liberalizing Economies,* was published by Cambridge University Press in
2009. It is about the impact of consumer interests on the nature of citizens’ attitudes toward free-market policies in eighteen Latin American nations.

Carew Boulding, Assistant Professor of Political Science
Carew Boulding earned her PhD in Political Science from the University of California, San Diego in 2007 and joined the political science department at CU the same year. She has been a research associate at IBS since 2008. Boulding’s research explores why and how people participate in politics in the developing world, and the effect that participation has on attitudes toward democracy and government responsiveness. Her primary area of focus is Latin America. Boulding is currently finishing revisions to her first book, entitled Democratic Discontent: NGOs, Civil Society and Political Protest. She is also working on a second book project on explaining patterns of protest and voting participation across countries and across time in Latin America with co-author Claudio Holzner.

David S. Brown, Professor and Chair, Department of Political Science
Professor Brown studies comparative politics and his main interests concern democracy and its impact on economic development. Previous work involves NGOs and their impact on politics in the Brazilian Amazon and the impact democracy has on human capital and social spending. Current projects include an ongoing collaboration with J. Christopher Brown (University of Kansas) on deforestation in the Amazon and a book project with Anand Sokhey (University of Colorado) that analyzes the impact Big Box retail has on political participation and civic engagement. Recent research has appeared in Comparative Political Studies, Latin American Politics and Society, World Development and the American Political Science Review.

Edward Greenberg, Professor of Political Science
Professor Greenberg's research and teaching interests include American government and politics, domestic and global political economy, social class and politics, and democratic theory and practice, with a special emphasis on workplace issues. He is the author of many articles in professional journals in these specialties and several books. Professor Greenberg has been the recipient of three major grants from the National Science Foundation and two from the National Institutes of Health, totaling almost $3.6 million since 1976. His funded study of the impact of corporate restructuring - defined as downsizing, job reengineering, and new forms of authority - on employees, including their mental and physical health, and their social and political outlooks, was published in book form by Yale University Press in 2010. ("Turbulence: Boeing and the State of American Workers and Managers" with Leon Grunberg, Sarah Moore, and Pat Sikora). He and his collaborators are extending this work in a new project with the assistance of the major labor unions at Boeing and at European Airbus. In collaboration with Ben Page of Northwestern University, he soon will submit a proposal to private foundations to empirically examine the political attitudes and involvement of the super-wealthy in American politics; pilot studies supported by funding from the MacArthur and Russell Sage Foundations have already been conducted in the Chicago area.

Murat Iyigun, Professor of Economics
Murat Iyigun’s main research interests lie in the areas of the economics of the family, development economics, political economy and cliometrics. Professor Iyigun is also a Research Fellow of the Institute for the Study of Labor in Bonn, Germany, a Research Affiliate of the Center for International Development at Harvard University, and a Network Faculty Member at Sabanci University, Istanbul, Turkey. Murat Iyigun received his Ph.D. in economics from Brown University in 1995. Prior to joining the University of Colorado in August 2000, he was a staff economist at the Federal Reserve Board in Washington, DC, USA. Professor Iyigun's research has been published in a variety of premier outlets including Quarterly Journal of Economics,

Joe Jupille, Associate Professor Political Science
Joe Jupille’s primary research interests lie in the area of institutional political economy, centering on the conditions under which institutions both enable and constrain politics. His first book, *Procedural Politics*, was published in 2004 by Cambridge University Press and deals with everyday institutional choice in the European Union. His second book, *Institutional Choice in Global Commerce*, forthcoming (2013) at Cambridge University Press, examines institutional strategies of use, selection, change and creation in the global commercial regime. He has also just completed analysis of NSF-funded survey data on sovereign debt referendum voting in Iceland (with Amber Curtis and David Leblang). He is currently working on *Theories of Institutions* (with James A. Caporaso, under contract Cambridge University Press). Jupille also serves as the Director of the Colorado European Union Center of Excellence (CEUCE), housed at IBS, which promotes understanding of the European Union and Transatlantic Relations at CU and across the Mountain West region.

Wolfgang Keller, Professor of Economics
Wolfgang Keller is a member of the Institutions program at the University of Colorado-Boulder. He is also a Research Associate in the NBER's Programs on Productivity and International Trade and Investment, and the Stanford Calderwood Chair of the University of Colorado at Boulder and its Economics Department. He works on the interface of international trade and the economics of technology, as well as on issues in growth and long-run development, most recently in China.

Keller joined Colorado in 2005, after having been on the faculty of the University of Wisconsin at Madison and the University of Texas at Austin, as well as holding visiting positions at Brown, Princeton, and the International Monetary Fund's Research Department. Keller is also a research associate of the Centre for Economic Policy Research in London. Born and raised in Koblenz, Germany, Keller received his Diploma from Freiburg University in 1990, for which he was awarded the Friedrich August von Hayek Prize, and his Ph.D. from Yale University in 1995, both in Economics.

Keller lives in the mountains near Boulder with his wife and frequent co-author Carol H. Shiue, also a professor at Colorado, and their children, Kai (6) and Mia (1). In his spare time, when he is not skiing or biking, Keller likes to eat foreign food in situ.

John O'Loughlin, College Professor of Distinction in Geography
John O'Loughlin's current research is focused on two area of political geography, both supported by NSF funding. He is investigating the nature of 'de facto states' in the post-Soviet realm through an analysis of the public opinions of residents of four of these separatist territories. Key research questions revolve around the nature of internal and external legitimacy of these states, their place in geopolitical relations between Russia and the West, and the legacies of wartime violence for ethnic relations, refugee return and reconciliation. The second project, in cooperation with NCAR scientists, is examining the putative effects of climate change on the rate and geographic distribution of conflict in sub-Saharan Africa since 1980. The main aim is to try to disentangle the independent effects of environmental change from the usual predictors of African conflicts that are social, political, economic and geographic.

Keith Maskus, Professor of Economics, College Professor of Distinction, and Associate Dean, Arts and Sciences
Keith E. Maskus has been a Lead Economist in the Development Research Group at the World Bank. He is also a Research Fellow at the Peterson Institute for International Economics, a Fellow at the Kiel Institute for World Economics, and an Adjunct Professor at the University of Adelaide. He has been a visiting professor at the University of Adelaide and the University of Bocconi, and a visiting scholar at the CES-Ifo Institute at the University of Munich and the China Center for Economic Research at Peking University. He serves also as a consultant for the World Bank, the World Health Organization, and the World Intellectual Property Organization and is currently chairing a panel of the National Academy of Sciences on intellectual property management in standards-setting organizations.


Carol H. Shiue, Associate Professor of Economics
Professor Shiue research interests in the economic history of market development and trade in China, the political economy of famine relief, and long-run comparisons of living standards. Another focus of her research is on migration, kinship organization, and social mobility. She frequently presents her research at top universities and conferences in the U.S. as well as overseas, and she has been a visiting scholar at the Russell Sage Foundation in New York City. Her research has been funded by the National Institutes of Health and the National Science Foundation, and her articles have been published or are forthcoming in the American Economic Review, European Review of Economic History, Journal of Economic History, Journal of Interdisciplinary History, Journal of Econometrics, and Review of Development Economics.

Sarah Wilson Sokhey, Assistant Professor of Political Science
Sarah Wilson Sokhey specializes in comparative politics and political economy with a regional focus on the post-communist countries of Eastern Europe, Russia, and Central Asia. Her recent research has included two specific topics: 1) the connection between economic liberalization and political moderation using a comparison of cases Communist and Islamist parties, and 2) which firms in Eastern Europe have been most likely to apply for and receive bailouts. She is currently working on a book manuscript entitled, Revising Pension Systems: The Adoption and Reversal of Pension Privatization. Her book project is being supported in part by a grant from the Center for the Advancement of Research and Teaching in the Social Sciences (CARTSS) at the University of Colorado, Boulder.

Lynn A. Staeheli, IBS Research Associate, and Professor of Human Geography, Durham University, UK
Lynn A. Staeheli is Professor of Human Geography at Durham University in the United Kingdom and a Research Associate at IBS. She currently has two funded research projects. “Democracy and Public Life in the United States and United Kingdom” (funded by the NSF) explores the ways in which law, values, and social norms underpin ideas about the kinds of people and behaviours that are ‘appropriate’ in publicly accessible spaces. “Youth Citizenship in Divided Societies: Between Cosmopolitanism, Nation and Civil Society” (funded by the
European Research Council) examines programmes to foster citizenship amongst youth in South Africa, Lebanon, and Bosnia-Herzegovina and the ways in which youth experience and understand citizenship. Previous research has focused on public space, immigrants, gender, race and religion.

Jaroslav Tir, Associate Professor of Political Science
Tir's research revolves around the issues of causes and management of armed/militarized conflict. Within this area, he has focused on the topics of territorial conflict, domestic conflict management, international environmental politics, and diversionary theory of war. Tir's work has resulted in numerous peer-reviewed publications, a major National Science Foundation/Department of Defense grant on the topic of environmental security, and a Fulbright Senior Scholar grant. Tir is a Councilor of the Peace Science Society International.

INST Question 4: Graduate Education
Collectively, members of the Institutions Program are on 65 PhD committees, 11 MA committees and we have 3 post-docs.

INST Question 5: Research
5.1 Current Faculty Research in Progress
Lee J. Alston


Jennifer Bair


Bair, Jennifer and Liam Downey. “Commodity Chains and Environmental Harm.” (In Progress).

Andy Baker
Baker, Andy, and Jennifer L. Fitzgerald “Racial Prejudice and Paternalism in Mass Support for Foreign Aid.”

Carew Boulding

David Brown
David S. Brown, J. Christopher Brown, and Scott Desposato, “NGOs, Turnout, and the Left: a sub-national analysis of Brazil.”

Edward Greenberg
Christopher Jencks, Edward Greenberg, and Benjamin I. Page, “The Political Attitudes and Behavior of America’s Super-Wealthy.” (in progress)
Murat Iyigun
Murat Iyigun. “Marriage, Cohabitation and Commitment”
Erin Fletcher, Murat Iyigun. “Cultures, Clashes and Peace”
Pierre-André Chiappori, Murat Iyigun, Yoram Weiss. “An Assignment Model with Divorce and Remarriage”
Murat Iyigun. “Lessons from the Ottoman Harem (On Ethnicity, Religion and War)”
Murat Iyigun. “Monotheism (From a Sociopolitical and Economic Perspective)”
Murat Iyigun. “Bargaining and Specialization in Marriage”

Joseph Jupille

John O’Loughlin
J.O’Loughlin, G.Toal (G. Ó Tuathail), and V. Kolossov "Nationalism and iconography in the post Soviet de facto states"
J. O’Loughlin, K. Bakke and M.D. Ward "Reconciliation in the aftermath of civil war: A contextual analysis of 7 war zones in the Balkans and the Caucasus"
J.O’Loughlin, G.Toal (G. Ó Tuathail) and R. Chamberlain-Creanga. "Destined to divide: Attitudes on political outcomes in Moldova and the Transdniestrian Moldovan republic"
G.Toal (G. Ó Tuathail), J. O’Loughlin and A. Maksic "Contextual effects in the key 1991 nationalist party votes before the Bosnian war"
G.Toal (G. Ó Tuathail), J. O’Loughlin and L. Broers "Where in the world is Nagorny Karabakh? Conceptualizations of boundaries and public support for the variations."

Carol Shiue
Carol Shiue. “Human Capital and Fertility in China, 1350-1800.”
Carol Shiue, Wolfgang Keller and Ben Li. “Shanghai’s Trade, China’s Growth: Continuity, Recovery, and Change since the Opium War.”
Carol Shiue and Wolfgang Keller. “Institutions, Technology, and Trade.”

Sarah Sokhey
Sarah Sokhey. Book manuscript, Revising Pension Systems: The Adoption and Reversal of Pension Privatization
Sarah Sokhey. “Market-oriented reform as a Tool for Consolidating State Power: The Case of Russian Pension Privatization;” I argue that Russia’s pension privatization reform in 2001 can be best explained by Putin’s desire to consolidate the power of the presidency.

Sarah Sokhey and A.Kadir Yildirm. “The Political Behavior of SME owners: We examine surveys of small and medium-sized enterprise (SME) owners in the European Social Survey in order to determine their role in political moderation.

Sarah Sokhey, and Andrew Roe. "Firm Level Bailouts and the 2008 Financial Crisis: We use a dataset of firm-level bailouts to examine which types of firms were the most likely to receive bailouts after the 2008 financial crisis.

Sarah Sokhey, Irfan Nooruddin and Quintin Beazer “Financial Windfalls & Social Spending in Post-Communist Countries”: We find that there are significant differences in how more and less democratic governments respond to financial windfalls and shortfalls.

Jaroslav Tir

Tir, Jaroslav and Douglas M. Gibler. "Kantian Tripod."
Gibler, Douglas M. and Jaroslav Tir. “Democratic Clustering.”
Stojeck, Szymon and Jaroslav Tir. “UN Peacekeeping Operations.”
Stinnett, Douglas M. and Jaroslav Tir. “Water Politics and Domestic and International Institutions.”
Karreth, Johannes and Jaroslav Tir. “Mechanisms of Peace.”
Tir, Jaroslav and Michael Burch. “Inter-Communal Conflict.”
Singh, Shane and Jaroslav Tir. "Intolerance."

5.2 Research Workshop Series

One of the strongest assets of our program is our ongoing workshops series where the members commit to reading the working papers and grant proposals of others. The workshop provides an ideal venue for junior faculty who present work in progress as well as grant proposals. The workshop has been enormously productive because we share the same general methodology of institutional analysis. Our weekly workshop meetings have already led to grant applications and collaborations for external funding. Beyond the personal research interests of the scholars, our unit will be among the first in the country to focus on institutions as the unifying theme, which will put us at the cutting-edge of work published in the leading journals in economics, political science and sociology, as institutional analysis is becoming a central component of all three disciplines. The Institutions program will bring attention and prominence to Boulder for staking out this important intellectual terrain early. Evidence of the workshop’s positive impact on participants’ research is provided by a few examples of unsolicited email feedback received by the Director of the Program:

I just learned that our piece "Is it the Economy or Foreign Policy, Stupid? A Comparative Analysis of the Impact of Foreign Crises on Leader Support" has been accepted for publication by Comparative Politics, pending minor revisions. As you recall, we presented this at IBS last school year and got thorough and excellent feedback. The comments were right on so I just wanted to say a big "thanks" to the institutions folks.

We sent off the manuscript for Institutional Choice in Global Commerce to Cambridge yesterday, something for which the intellectual environment around the Institutions Program should be partly credited!
More good news and gratitude: Way back (summer 2010, I think?), the group discussed my very drafty manuscript on comparative trajectories of anti-sweatshop activism. That discussion motivated me to completely reorient/restructure the paper, and the much revised version (“From Varieties of Capitalism to Varieties of Activism: The Anti-Sweatshop Movement in Comparative Perspective”) was just accepted at Social Problems. I’ve shared four papers with the group since joining, and am close to getting the other three off my desk!

The workshop schedule for the 2011/2012 academic year follows:

Sept 9.  David Bearce, “International Labor Mobility and Domestic Political Liberalization”
Sept 30. Moonhawk Kim, Technology, “Markets and Governance: A Logic of Trade Agreements”
Jan 20. Tom Mayer, “The Concept of Class Power”
Jan 27. Sarah Sokhey, “Economic Liberalization and Political Moderation: The Case of Islamist and Communist Parties”
Feb 24. Carew Boulding, Title TBA.
Mar 9.  Sarah Sokhey, Title TBA.
Apr 27. Tom Mayer, “Transitional Economic Democracy”

5.3 Institutions Program – Grants in Effect 2012

<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Agency</th>
<th>Amount</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alston</td>
<td>Sustainable Environmental Governance in Important Natural Environments: A U.S. – Brazil Collaboration</td>
<td>National Science Foundation</td>
<td>$15,952</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Keller</td>
<td>Trading, Institutions, Product Innovation and Entrepreneurship</td>
<td>National Science Foundation (via the National Bureau of Economic Research)</td>
<td>$115,158</td>
<td>2011-2014</td>
</tr>
</tbody>
</table>

1.185
INST Question 7: Strategic Plan

7.1 Interdisciplinary Research
A goal of IBS and increasing the University is to foster interdisciplinary research and teaching. Most interdisciplinary work entails scholars from different disciplines working on separate parts of a common problem. Our workshop has led us to be truly interdisciplinary with scholars learning and applying concepts across the disciplines of those who attend the weekly workshop meetings. We did not plan this as an outcome but it has emerged as an important asset of the program which we will continue to foster. This takes the commitment of all the participants to attend and read the material in advance even when it is not in their seemingly narrow self-interest to do so. Interdisciplinary research is hard to produce and we have learned how to produce it as a public good, which has been the outcome of a shared respect of work across disciplines by the members of our Program.

7.2 A Bridge to Law
Institutional analysis is broadening to embrace the insights from scholars in law schools. As testament to this, the International Society for the New Institutional Economics, which is the most respected organization focused on institutional analysis, just elected its first law Professor to serve as president of the group. Another law professor, Henry Smith (Harvard), is the President-elect of the Society. In part, this is due to a fundamental change in the research of many law scholars. Twenty years ago, it would have been fair to say that law school is a ‘trade school.’ But today it is a vibrant part of the social sciences and addresses many of the same issues that concern the scholars affiliated with IBS. One of our primary goals for the near future is to attract more scholars from the law school to participate in our workshop. We have already extended invitations to law scholars for Fall 2012.

7.3 Center for the Governance of Natural Resources
The majority of the world’s natural resources are poorly governed. Globally, and within most countries, we dissipate much of the value of our natural resources. Our society is far from entering a transition toward sustainability. Land conflicts abound, causing land not to be put into its highest valued use. Tropical forest stocks continue to decline. We are depleting many of the world’s water aquifers. Fish stocks, with some notable exceptions, continue to decline. Air quality in many parts of the world has deteriorated. Wildlife species are threatened. Climate change is a reality. Why have societies persistently failed to govern natural resources well?

The answer to these challenges cannot be found in the natural sciences. The problem is not that humans lack an adequate understanding of how natural systems work. Rather, the problem
is primarily political and behavioral in nature—a point that several leading natural scientists have come to recognize. More specifically, the problems are related to governance and the failure of humans to create institutional arrangements that support coordinated actions locally, regionally, nationally and internationally. The lack of coordination stems to a large extent from transaction costs—the costs of negotiating monitoring and enforcing contracts - associated with bringing about effective governance of natural resources. Although analysts have made important advances in our collective understanding of transaction costs surrounding governance, there is much work to be done, especially when it comes to moving from knowledge to policy decisions and actions. There is a clear role for research in creating (social) scientific knowledge that can help inform policy choices. In the interest of promoting the study of the causes and consequences of human efforts to change the governance of natural resource systems, scholars within the Environment and Society and Institutions Programs have joined forces to collaborate on research on the governance of natural resources. Currently we have 10 members across the two programs who are also under the umbrella of our new center.

The creation of a new center will strengthen governance-related research at IBS in three concrete ways. It will promote (1) distinctive branding; (2) competitiveness, and (3) policy relevance.

**Distinctive Branding:** The creation of the Center for the Study of the Governance of Natural Resources will serve as a brand that more accurately communicates what our expertise is. “Environment and Society” and “Institutions” are labels that are appropriate for research programs that are purposefully inclusive and broad, but these labels are too general for the subgroup of scholars in these two programs who want to profile themselves as experts in the field of natural resource governance.

**Competitiveness:** The new center will raise our profile as experts on environmental governance, which will strengthen our competitiveness for external funds. The proposed center’s focus on diagnosing problems and analyzing solutions related to natural resources will bring together scholars who can contribute to this specific research agenda. The specificity of the center’s research focus as well as the coherence between the center’s name and the expertise of its members will help to clarify our identity and raise our profile for outsiders.

**Policy Relevance:** The research conducted by the Center is a direct response to the wide-spread recognition that governance research is fundamental for addressing the planet’s ecological challenges. Governance research has entered the center stage of environmental research and is in high demand from policy makers and international organizations.

### 7.4 Hiring

The Institutions Program is very active academically but except for the Director, Lee Alston, institutional analysis is not the primary field of any other members of the program. The dominant field of expertise of our members is best described as International Political Economy. To sustain the program and deepen its intellectual foundations, we need another position in institutional analysis, preferably at the senior level. In Economics and Political Science, institutional analysis is becoming an important field that is an umbrella for other fields in the disciplines. It would be advantageous for the IBS Institutions Program to be a leader in the social sciences.

### INST Questions 9 and 10: Interdisciplinary Research and the Role of Departmental and Non-Departmental Units

#### 9.1 Collaborative Activities, Outreach and Service

Our most successful collaboration has been with the Environment and Society Program with whom we have jointly launched a new Center on the Governance of Natural Resources. Lee Alston and Krister Andersson will jointly direct the program. The center addresses the question:
why are so few natural resources governed well in the sense of sustainability? This holds true for both developed and developing countries. In our strategic plan we will discuss at more length the mission of the Center for the Governance of Natural Resources.

We also actively collaborate with the University of Colorado’s European Union Center of Excellence (CEUCE) directed by Joe Jupille who is a member of our Institutions Program. CEUCE, located in our IBS building, is an outreach and research center, funded by the European Commission, aimed at promoting understanding of the European Union (EU) and the transatlantic (EU-US) relationship. The center is academic in nature, but CEUCE’s ambitious outreach mission also serves the business, policy, legal, media and education communities of Colorado and the broader Mountain West region. In addition to seminars, CEUCE sponsors numerous outreach activities on and off campus to constituents who have an interest in the European Union. Members of our Institutions program actively participate in activities of CEUCE.

9.2 Affiliations with other CU Departments:
Members of the Institutions Program hold faculty appointments at CU-Boulder in Economics, Environmental Studies, Geography, Political Science and Sociology.

INST Question 12: Diversity
The Institutions Program, like all programs in IBS values diversity, and strives to continue to increase the diversity of its members. There are 16 members in the program and of these 5 are women and 11 are men. Five of the program members were born outside of the U.S. Program members have expertise in economics, geography, sociology and political science. There is also diversity in academic rank represented in the program with 8 full professors, 3 associate professors, and 5 assistant professors.

The graduate students working with program members represent an even more diverse community from countries around the globe.

Program members work throughout the world with academic institutions and diverse local communities. Research is being conducted in the U.S. Latin America, China, and Europe. The program stresses collaborative relationships with researchers throughout the world, and we are developing research networks in Brazil and Germany.
Appendix 1.2  IBS Personnel

IBS Faculty
ALSTON, Lee  MENKEN, Jane
BARHAM, Tania  MOLLBORN, Stefanie
GREENBERG, Edward  RIOSMENA, Fernando
HUNTER, Lori  TIERNEY, Kathleen
McCABE, J Terrence

IBS Faculty Associates
ANDERSSON, Kristi  MASKUS, Keith
ANTMAN, Francisca  McKINNISH, Terra
BAIR, Jennifer  McNOWN, Robert
BAKER, Andrew  MOJOLA, Sanyu
BELKNAP, Joanne  O’LOUGHLIN, John
BOARDMAN, Jason  RADELET, Michael
BOSICK, Stacey  ROGERS, Richard
BOULDING, Carew  ROOT, Elisabeth
BROWN, David  SHIUE, Carol
CADENA, Brian  SOKHE, Anand
DOWNEY, Liam  SOKHE, Sarah
FLORES, Nicholas  SPIELMAN, Seth
GOLDMAN, Mara  STAHELI, Lynn
HOWE, Charles  STEEN, Sara
IYIGUN, Murat  TIR, Jaroslav
JUPILLE, Joseph  TRAVIS, William
KAPLAN, David  WADSWORTH, Thomas
KELLER, Wolfgang  YEATMAN, Sara
KUHN, Randall

IBS Research Professors
ELLIOTT, Delbert  JESSOR, Richard

IBS Research Assistant Professor
RITCHIE, Liesel

IBS Senior Research Associates
DUNFORD, Franklyn  PAMPEL, Fred
FOSTER, RoseMarie  ROGERS, Andrei
HUIZINGA, David

IBS Research Associates
ANGOTTI, Nicole  LITTLE, Jani
ARREDONDO, Sabrina  LOPEZ PEREZ, Maria Claudia
BRENNERT-SMITH, Hannah  MANN, Nancy
BRYANT, Joan  McCABE, Judith
DAW, Jonathan  MELDRUM, James
DOMINGUE, Benjamin      MILLER RUNFOLA, Daniel
FOLCH, David            MIZOGUCHI, Nobuko
GROTPETER, Jennifer     SALK, Carl
HOULE, Brian            WIENER, John
KINGSTON, Beverly       WILLIAMS, Jill

IBS Senior Professional Research Assistant
TURBIN, Mark

IBS Professional Research Assistants
BALLARD, Diane          LAIN, Amanda
BOSWELL, Jeanne         MacFARLAND, Andrew
BREEDEN, Jolie          MAHER, Susanne
BROTMAN, William        MIHALIC, Sharon
BROWN, Shelli           PETERS, Ezekiel
CORVINUS, Jessica       SALYER, Tammy
CUNNINGHAM, Linda       SHULTZ, Lindy
DIETZENBACH, Karen      THORWARDSON, Nancy
FARNHAM, Courtney       WHIPPLE, Daniel
GIANOLO, Danielle       WITT, Jody
JOHNSON, Jeremy         WOODWARD, WILLIAM
LADIK, Amanda

IBS Graduate Research Assistants
ALEXANDER, Kari         LePREE, Joshua
BLALOCK, Casey          LIM, Wee Kiat
CAMPBELL, Nnenia        LINKE, Andrew
DeBOOM, Meredith        MURRAY, Sheena
DENARDO, Danielle       NANDI, Anjali
GILBERT, Brandi         NAWROTZKI, Raphael
HAUGHT, Daniel          NELSON-NUNEZ, Jami
HAWKINS, Laire          NOWOTNY, Kathryn
HOLLAND, Edward         PENDERGAST, Philip
HUMPHREY, Jamie         RAVIKUMAR, Ashwin
JOCHEN, W. Chris        RODD, Joshua
KAGY, Gisella           SENNOTT, Christie
KARRETH, Johannes       SMITH, Steven
KEMP, Robert            STEINER, Emily
KIRKLAND, Tracy         TELLIGMAN, Amy
LAKE, Sarah             TODD, Megan
LAWRENCE, Duncan        TYNEN, Sara
LAWRENCE, Elizabeth     WHALLEY, Elizabeth
LEE, Ahn                WRIGHT, Kathryn

IBS Staff

BROOKS, Sugandha        SHRESTHA, Rajshree
COOK, Jason                       SMITH, Diane
DICKINSON, Thomas                 WATSON, Dorothy
GRAHAM, Robert                    WATTS, Anne
HOMAN, Eda

IBS Undergraduate Student Assistants
CUTTER, Alexandra                 REDDY, Udayan
ELVOVE, Samantha                  SAKTHEESWARAN, Bhavani
FINDLAY, Megan                    SHRESTHA, Aakriti
KHAN, Sakif                       TROTTER, Max
QUELCH, Allison
Question 1: Unit Overview.  
Task: Please provide an overview of your unit, including a summary of the resource requests justified elsewhere in the reporting.  

Question 1 Index  
1.1. Overview  
1.2. Organization and Governance  
1.3. Faculty and Researchers  
1.4. Grants  
1.5. Research  
1.6. Problems and Opportunities  
1.7. Resource Requests  

Appendix  
1.1. Program Self Studies  
1.1.a. Problem Behavior Program Self Study  
1.1.b. Population Program Self Study  
1.1.c. Health and Society Program Self Study  
1.1.d. Environment and Society Program Self Study  
1.1.e. Institutions Program Self Study  

Appendix  
1.2. IBS Personnel  

Appendix  
1.3. Index to the IBS Self Study Report  

Question 2: Please describe how your unit’s faculty are hired, supported, and retained.  
Task: Think about how to shape future hiring to sustain or build interdisciplinary strength.  

Question 2 Index  
2.1. Introduction  
2.2. IBS Faculty  
2.3. Faculty Associates  
2.4. Faculty and Faculty Associate Assessment of IBS  
2.5. Research Personnel  
2.6. Affiliated Faculty  

Appendix  
2.1. Assessments of IBS: Surveys and Interviews  
2.1.a. Faculty and Faculty Associates’ Assessment of IBS  
2.1.b. Research Personnel Assessment of IBS  
2.1.c. Graduate Student Assessment of IBS  
2.1.d. Staff Assessment of IBS  

Question 3: Undergraduate education  
Task: Please describe how effective are the unit’s undergraduate programs  

Question 4: Graduate Education  
Task: Please describe how effective are the unit’s graduate education programs.  

Question 4 Index  
4.1. CU Graduate Student Education  
4.2. IBS Continuing Education  
4.3. Threats and opportunities  

Question 5: Research  
Task: Please describe how effective are the unit’s research programs.  

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Question 5 Index
5.1. Introduction 5.1
5.2. Research Program Effectiveness 5.1
5.3. Program-Specific Research Summaries 5.5
Appendix 5.1. Research Grants in Effect December 2012 5.10

Question 6: Space and Infrastructure 6.1
Task: Please describe the unit’s needs for space and infrastructure

Question 6 Index
6.1. Background 6.1
6.2. Need for expansion space 6.1
6.3. Communication and Interaction in the existing space 6.1
6.4. Staffing 6.2
6.5. Computing and Data Resources 6.2
6.6. Fundraising 6.3
6.7. ICR distribution models 6.3
6.8. Special Needs 6.3

Question 7: Strategic Planning 7.1
Task: Please describe what are the unit’s strategic goals and aspirations, and discuss the relationship between your unit’s strategic goals and aspirations and the 2030 planning document.

Question 7 Index
7.1. Substantive Elements of the IBS Strategic Plan 7.1
7.2. Resource requests 7.8

Question 8: Budget 8.1
Task: Describe your unit’s current budget model, and discuss its strengths and weaknesses. How are financial resources received and distributed? To what extent are these resources adequate to meet program needs? What strategies can your unit offer to address these budgetary needs?

Question 8 Index
8.1. IBS current budget model 8.1
8.2. Timing of distribution of financial resources 8.3
8.3. The budget and IBS needs 8.3
8.4. Strategies to address budgetary needs 8.4

Question 9: Interdisciplinary Research 9.1
Task: Please discuss how your unit can contribute to and facilitate the next generation in research. How is your unit positioning itself to respond to new challenges and opportunities along the frontiers of your field both inside and outside CU?

Question 9 Index
9.1. Introduction 9.1
9.2. Disciplines represented 9.1
9.3. Interdisciplinary research 9.2
9.4. Interdisciplinary concept and theory development 9.3

Question 10: The Role of Departmental and Non-Departmental Units 10.1
Task: Since units under review include both regular degree-granting departments as well as research institutes, each unit should use this question as an open opportunity to
describe their mission in relation to other departments, research units, schools and colleges, the campus, and off-campus community and research interests.

**Question 10 Index**

10.1. Affiliations
10.2. Relationships with campus units
10.3. Quality and diversity symbiosis with units
10.4. Other relationships on campus
10.5. Outreach beyond campus

**Question 11: Library Resources**

*Task: Please describe your library resource needs.*

**Question 11 Index**

11.1. The use of CU library resources by IBS
11.2. Open Access
11.3. IBS internal library services

**QUESTION 12: Diversity**

*Task: Address enhanced diversity as a unit goal.*

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12.2. Ideal goals for diversity, intellectual understanding, and community engagement
12.3. Current and future efforts to pursue diversity, intellectual understanding, and community engagement
12.4. Resources needed to enhance diversity, intellectual understanding and community engagement and barriers to these goals.

**Question 13: Mentoring**

*Task: Describe your mentoring process*

**Question 14: Bylaws**

*TASK: Attach A Copy Of Your Bylaws.*

**Question 15: Assessment**

*Task: Describe your unit’s undergraduate and graduate outcomes assessment procedures.*

n/a for the Institute of Behavioral Science

**Question 16: Centers**

*Task: Reauthorize affiliated centers.*

n/a for the Institute of Behavioral Science
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2.1. Introduction

IBS is home to IBS Faculty who are rostered in IBS with tenure lines in a department, IBS Faculty Associates who are not rostered in IBS but are tenured or on tenure track lines in a department, and IBS professional research personnel. IBS also has strong ties to researchers at other institutions through its informal affiliates network.

2.2. IBS Faculty

As of November 2012, 10 FTE positions are rostered in IBS.*

Jane Menken 1.0 FTE IBS Director & Distinguished Professor of Sociology
Lee Alston 1.0 FTE Institutions Program Director & Professor of Economics
J. Terrence McCabe 0.5 FTE Environment and Society Program Director & Professor of Anthropology
Edward Greenberg 1.0 FTE Professor of Political Science & IBS Director of Special Projects
Kathleen Tierney 0.5 FTE Natural Hazards Center Director & Professor of Sociology
Lori Hunter 1.0 FTE Associate Professor of Sociology
Stefanie Mollborn 1.0 FTE Associate Professor of Sociology
Tania Barham 1.0 FTE Assistant Professor of Economics
Fernando Riosmena 1.0 FTE Assistant Professor of Geography
Vacant 2.0 FTE

*Note: The IBS Population Program is led by Professor Richard Rogers, who is fully rostered in the Department of Sociology.

The vacant positions are those formerly held by Delbert Elliott, Professor of Sociology Emeritus, and Richard Jessor, Professor of Behavioral Science Emeritus. Each continues as Research Professor and continues to direct an IBS program. Elliott directs Problem Behavior and Positive Youth Development and Jessor directs Health and Society. Elliott has a temporary 40% time paid appointment. Jessor’s arrangement is unusual. CU required an IBS contribution of $1 million toward construction of the IBS Building. Jessor proposed that he retire and work fulltime
for 5 years if the compensation he would have received were contributed to the IBS Building Fund. His term ends December 2013.

The search for Elliott’s successor is ongoing. Jessor’s position is expected to be filled from within IBS. CU has guaranteed, in letters of offer to Jane Menken as IBS Director, that IBS-rostered positions that become vacant will be filled.

2.2.b. Faculty Searches  Searches for IBS Faculty are carried out with two A&S departments. The current Problem Behavior Director search is with the Departments of Sociology and Psychology. The previous search, with Anthropology and Geography, led to the hiring of Fernando Riosmena.

2.2.c. Teaching, Reappointment and Promotion, and Salaries  IBS Faculty are tenured or tenured track faculty (TTT) in a CU social science department and carry full teaching loads unless they receive reductions for administrative responsibilities. They are evaluated for reappointment and promotion by a single committee appointed in consultation between the IBS Director and the Department Chair. IBS Faculty must meet all criteria established for the Department plus an additional criterion – that their research is relevant to their IBS program. If a faculty member is not recommended for retention by IBS, the TTT department can appoint the person to a full TTT departmental position.

IBS is not alone among CU Institutes in encountering salary issues. Given the extremely high quality of faculty rostered in the Institute, there is little leeway for differentiation at merit review. For this reason, despite being ranked high by their departments, individual faculty members can fall behind peers in salary. The IBS Director requested review of salaries several years ago and is doing so for the next merit review in 2013.

IBS works to retain IBS Faculty and Faculty Associates through its strong system of informal mentoring, through providing an environment that fosters collegiality and research development, through opportunities for interdisciplinary collaborative research projects, through strong support for research administration, and by providing a locus for and support for new interdisciplinary initiatives. Several recent examples of new initiatives fostered by IBS are the CU Population Center, the Center on Governance of Natural Resources, the Conferences on Integrating Genetics and Social Sciences, and the ACE grant – all of which benefit from support provided by senior colleagues and IBS administration.

2.3. Faculty Associates

IBS Faculty Associates are rostered and tenured or in tenure track positions in their individual departments. Currently Faculty Associates are rostered in Anthropology, Economics, Environmental Studies, Geography, Health and Behavioral Science (at the University of Colorado Denver), Institute for Behavioral Genetics, Integrative Physiology, Pediatrics (at the Anschutz Medical Campus of the University of Colorado), Political Science, and Sociology. They choose to do research in IBS. Faculty Associates must be recommended by a program for appointment by the IBS Board of Directors to the IBS Professional Staff. Appointments are renewable for one-year periods. Continuation depends upon participation in IBS research programs and, if not currently holding an external research grant, submission of at least one grant per year. Faculty Associates have access to all services and facilities IBS provides, in the same way as IBS Faculty.

IBS works closely with departments in their faculty hiring and retention. In the past several years, Elisabeth Root, Seth Spielman, and Mara Goldman were attracted to the Geography
Department, Sanyu Mojola to the Sociology Department, and Jiroslaw Tir to Political Science, and Krister Andersson was retained in Political Science in part because of interdisciplinary research opportunities in IBS. The relationship between IBS and departments is mutually beneficial – IBS cannot be successful without strong associated departments and departments are stronger because of IBS.

2.4. Faculty and Faculty Associate Assessment of IBS

2.4.a. Survey and Interviews

To assess the value of IBS-related activities, the self-study committee polled 36 IBS Faculty and Faculty Associates (FFA), asking them to report on value derived from their IBS affiliation across a number of important research activities (29 FFA responded). Results are summarized in Table 2.1. FFA see services related to grant submission and management and to computer/technical support as critical resources. They highly value the institute’s general intellectual environment. Support of external speakers and information about funding opportunities were rated less highly. This could simply indicate that faculty can and do find funding information on their own; nevertheless it may be an important issue to address. This simple exercise provided IBS with important information to continue to build upon the research strengths of an interdisciplinary institute.

Table 2.1. Responses to online and anonymous poll of IBS Faculty and Faculty Associates (n= 29).

<table>
<thead>
<tr>
<th>Support of grant submissions including budget preparation</th>
<th>Not valuable</th>
<th>Valuable</th>
<th>Extremely Valuable</th>
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</tr>
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<tr>
<td>0.0</td>
<td>3.4</td>
<td>96.6</td>
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<td>Grants management support related to currently funded projects including annual reports, budgets, etc.</td>
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<tr>
<td>The general intellectual environment provided by the institute</td>
<td>0.0</td>
<td>17.2</td>
<td>82.8</td>
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</tr>
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</table>

FFA were also asked whether IBS encourages collaboration with different types of researchers. All respondents affirmed the statement that IBS “encourages a context that supports collaboration with researchers outside of my discipline”, 93% felt comparable support for collaborative efforts at different universities, and 89.7% felt as though IBS actively encourages intra-disciplinary collaboration.

We also asked respondents to provide any additional information that they felt might assist in gauging the success of IBS’s efforts to meet its research and training goals. Respondents focused on three key activities and resources they felt were valuable to their professional lives.

First, several individuals commented on the physical infrastructure of IBS as an unanticipated source of productivity (verbatim responses in italics):

- Great to have second office away from hubbub of campus
- Moving into the new building and having everyone under the same roof for the first time has been a massive improvement that has helped in numerous ways: better coordination within programs, awareness of what others are doing, and general esprit de corps.
Speakers are great, and it’s good to have a wonderful facility where we can host workshops, conferences, and other events.

- It is truly a wonderful environment in which to work.

There were also general comments regarding overall research support:

- It is difficult to think about my professional life without the support of IBS, the collaboration with other IBS researchers, and the general environment in which we all work.
- Tremendous intellectual and logistic support.
- Absolutely central to professional activities!

Finally, there was clear evidence that FFA derive a great deal of benefit from collaboration (specifically interdisciplinary collaboration) from their IBS affiliation:

- IBS provides a rich intellectual environment that encourages interdisciplinary research.
- The setting promotes and enhances informal interaction, often the seedbed for new ideas and unanticipated collaborations.
- My affiliation with IBS has greatly enhanced my interdisciplinary activities.

One respondent suggested an expansion of collaborative ties, specifically recommending that IBS “should support more collaboration with natural sciences.” This is an important comment and one that the Board, several of the programs, and several faculty and researchers regularly strategize about.

2.4.b. In-Person Follow-Up FFA were invited to meet with Jason Boardman or Ed Greenberg for 1-on-1 in-person discussions. A few responded. The discussions reiterated the strong support and benefit that individual researchers derive from IBS affiliation. The sense of collaboration was echoed. FFA felt that while some groups of researchers were smaller than others, these groups did not feel atomized or that access to resources was a zero-sum endeavor. While the tone of discussions was overwhelmingly positive, there was agreement that efforts should be made to provide more information about institutional decision making processes. All respondents felt they could approach their program director, but shared a sentiment that a sense of community could be further enhanced by increased transparency of institute and program decisions. But the interviewees were very clear that this issue was quite small in light of their very strong assessment of the benefits of IBS affiliation.

2.5. Research Personnel

2.5.a. Current roster. According to November 2012 figures, IBS has 50 non-TTT research personnel, including two research professors who are program directors, Elliott and Jessor, 1 research assistant professor, 5 senior research associates, 16 research associates, and 23 professional research assistants (PRAs). CU does not have an official postdoctoral fellow category. However 9 research associates can be considered post-docs.

2.5.b. Research contributions IBS researchers work primarily in three interdisciplinary research centers.
• In the Center for the Study and Prevention of Violence, research personnel lead national and local surveys of crime and violence, evaluate the scientific merit of programs for healthy youth development, survey the safety of schools across Colorado, and implement life-skills and anti-bullying programs in schools across the country.

• In the Natural Hazards Center, research personnel study social sources of natural hazard risk and community resilience in response to events such as Hurricane Katrina, the wildfires in the West, the 2010 BP oil disaster in the Gulf of Mexico, the 2010 Haiti earthquake, and the 2008 TVA Kingston fossil plant ash release.

• In the CU Population Center, research personnel study the spread and consequences of HIV/AIDS in Africa, the ways social forces shape the genetic determinants of health, social patterns of tobacco use and obesity in Europe and the United States, the social implications of climate change, and the long-term consequences of family planning in Bangladesh. They also contribute to capacity building in African universities.

Their work covers the state (Colorado schools, Denver neighborhoods), the nation (national samples of youth and adults), and the world (Europe, South Africa, Bangladesh and Mexico).

The work of research personnel is interdisciplinary in nature. It begins with problems of societal interests and then uses multiple disciplinary perspectives to understand and address them. Indeed, since research personnel have no appointment in academic departments, they are hard to classify in terms of disciplinary field. Those working on the prevention of violence mix sociology, psychology and policy studies, those working on natural hazards mix geography, environmental studies, psychology, and sociology, and those working on population health mix sociology, geography, and economics. Research faculty thus contribute to one of the Flagship 2030 initiatives: “to become a global leader in ventures that span traditional academic fields.”

2.5.c. Plans and Concerns Since research personnel depend for salary on externally funded grants, they must respond quickly and effectively to new funding opportunities. The success of IBS researchers reflects a growing trend in research funding. Funders increasingly demand that research findings have applied payoffs. Much of the work of IBS research personnel in the three centers has such an emphasis. Although grounded in social theory and basic research, the work addresses key societal problems of crime and violence, natural disasters, and population health. They thus fit with emphases of NIH on translational research, NSF on societal impacts, state funders on helping Colorado populations in need, and private foundations on amelioration of social problems. The applied work also fits with a core initiative of Flagship 2030 to “expand outreach programming aimed at Colorado communities.

Recruitment of research personnel other than postdoctoral fellows sometimes involves national searches, but more often comes from searches within the Boulder/Denver area. Further, recruitment depends on grant opportunities and proposal announcements offered by funding agencies more than on internal planning. Because research personnel need to be flexible, quick, and entrepreneurial to obtain support, future planning depends on changes in the priorities of funders. That said, future work by research personnel likely will:

• take advantage of the trend toward applied funding by expanding research on program evaluation;
• continue to focus on topics within broad areas of the prevention of violence, risk and reliance to natural diseases, and population health, while also taking advantage of new opportunities in related areas;
expand the number of postdocs in areas of genetic and environmental influences on health, social patterns of HIV infection in Africa, the social drivers and implications of climate change, and changing social patterns of tobacco use and obesity in the United States.

2.5.d. Research Personnel Assessment of IBS To obtain information from research faculty, the self-study committee sent them a short survey, scheduled two open meetings to discuss issues of interest, and offered to meet individually. Nineteen returned surveys and a few attended the open meetings.

The survey revealed an experienced group of scholars who are largely well satisfied with their work and IBS. On average, research faculty have 9 years of employment at IBS, and 42% supervise an average of 8 other employees. Respondents rate IBS activities, resources, personnel, and facilities nearly all highly. On a scale from 1 (worst) to 5 (best), the mean for 12 of 17 questions equaled or exceeded 4.0. The most positive responses (mean ≥4.5) came for ratings of work environment, faculty, administration, and space. Still highly positive responses (4.0 ≤ mean ≤ 4.5) came for ratings of meetings with program members, research presentations, staff, staff support, graduate students, computer resources, and the website.

Research support (3.9), grant assistance (3.2), cross-program interaction (2.6), university resources (3.9) and university support (3.6) were given lower ratings. Although satisfied with colleagues, research faculty want more help from IBS and the university in obtaining funding.

When asked to list the three best things about working at IBS, five or more survey respondents mentioned quality of the people, the new building, the important research mission of helping others, and excellence of faculty leaders. Several mentioned working environment and interesting research. When asked to list the worst things about working at IBS, only one item – limited cross-program interaction – was mentioned by five or more. A few respondents mentioned limited IT services, low university support, and need for time for grant writing. Discussion at the open meeting highlighted similar points.

In summary, research faculty believe they receive strong support and express high morale but also feel a bit overwhelmed by the demands on their time. They see the need for more resources to foster grant writing and cross-program interaction.

2.6. Affiliated Faculty

IBS maintains close ties with several institutions in the United States, Europe, Latin America, and Africa. Some members of the affiliated faculty, through their participation on grants, are appointed as IBS Research Associates. Others are affiliated with IBS but have no formal CU Boulder appointment. They strengthen our programs in major ways. Currently, these affiliates come from CU Denver, CU Health Sciences, University of Denver, Sam Houston State University, University of Michigan, and the University of the Witwatersrand. In addition, there are close ties with other international partners: the University of Cologne (Germany), and the African Population and Health Research Center (Kenya).
Appendix 2.1. Assessments of IBS: Surveys and Interviews

Appendix 2.1.a. Faculty and Faculty Associates’ Assessment of IBS
To assess the value of IBS related activities, we polled 36 Faculty and Faculty Associates (FFA) asking them to report on value that they derive from their IBS affiliation across a number of important research activities (29 FFA responded). These results are summarized in Table 2.1

There is very little question that FFA see the grant submission process as a critical resource provided by IBS. It was also important to see such strong perceived value in the general intellectual environment of the institute. Although somewhat less enthusiastic, there is consistent evidence that the grants management of currently funded projects and computer and technical services are seen as incredibly valuable aspects of IBS affiliation. Importantly, two components (support of external speakers and information about funding opportunities) each received somewhat less enthusiastic perceived value. Only 17.2% of those polled said that information about funding was “extremely valuable.” While this could simply indicate that faculty can and do find funding on their own it is nevertheless a potentially important issue to address as we move forward. This simple exercise provided the IBS with important information as we continue to build upon the research strengths of our interdisciplinary institute.

Table 2.1.a. Responses to online and anonymous poll of IBS Faculty and Faculty Associates (n= 29).

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We also polled FFA on their sense the IBS actively encourages collaboration with different types of researchers. All respondents affirmed the statement that IBS “encourages a context that supports collaboration with researchers outside of my discipline”, 93% felt comparable support for collaborative efforts at different universities, and 89.7% felt as though IBS actively encourages intra-disciplinary collaboration.

We also asked respondents to provide any additional information that they felt might assist our efforts to gauge the success of IBS’s efforts to meet its research and teaching goals.

These responses focused on three key activities and resources that they felt were valuable to their professional lives.

First, several individuals commented on the physical infrastructure of IBS as an unanticipated source of productivity (verbatim responses in italics)

- *Great to have second office away from hubbub of campus*
- *Moving into the new building and having everyone under the same roof for the first time has been a massive improvement that has helped in numerous ways: better coordination within programs, awareness of what others are doing, and general esprit de corps.*
Speakers are great, and it’s good to have a wonderful facility where we can host workshops, conferences, and other events.

- It is truly a wonderful environment in which to work.

There were also general comments regarding overall research support

- It is difficult to think about my professional life without the support of IBS, the collaboration with other IBS researchers, and the general environment in which we all work.
- Tremendous intellectual and logistic support.
- Absolutely central to professional activities!

Finally, there was clear evidence that FFA derive a great deal of benefit from collaboration (specifically interdisciplinary collaboration) from their IBS affiliation.

- IBS provide a rich intellectual environment that encourages interdisciplinary research.
- The setting promotes and enhances informal interaction, often the seedbed for new ideas and unanticipated collaborations.
- My affiliation with IBS has greatly enhanced my interdisciplinary activities.

Importantly, one respondent highlighted an aspect of our collaborative ties that could certainly be expanded. Specifically, this person suggested that IBS “Should support more collaboration with natural sciences.” This is an important comment and one that the board regularly strategizes about.

In person follow-up: In person discussions were held with a limited number of FFA who responded to an open invitation to talk with Jason Boardman and Ed Greenberg. The discussions clearly supported the strong sense of support and benefit that individual researchers derive from their IBS affiliation. The sense of collaboration was echoed and parties felt that while some groups of researchers were smaller than others, these groups did not feel atomized nor was there any sense that access to resources was a zero-sum endeavor. While the tone of the discussion was overwhelmingly supportive of IBS related activities, there was agreement that efforts should be made to provide more information about institutional decision making process. None of the respondents felt as though they could not approach their program director but there was a shared sentiment that a sense of community could be further enhanced with efforts to increase the transparency of institute and program decisions. But the interviewees were very clear that this issue was quite small in light of their very strong assessment of the resources provided by IBS affiliation.

Appendix 2.1.b. Research Personnel Assessment of IBS
To obtain more information on support of research faculty, the self-study committee sent them a short survey, scheduled two open meetings to discuss issues of interest, and offered to meet individually. Nineteen returned surveys and a few also attended the open meetings.

The quantitative results of the survey reveal an experienced group of scholars who are largely well satisfied with their work and IBS. On average, the research faculty have 9 years of employment at IBS, and 42 percent supervise an average of 8 other employees. When asked about IBS activities, resources, personnel, and facilities, the respondents rate nearly all highly. On a scale from 1 (worst) to 5 (best), the mean for 12 of 17 questions equaled or exceeded 4.0. The most positive responses (mean ≥4.5) came for ratings of the work environment, the faculty, the administration, and space. Still highly positive responses (4.0 ≤ mean ≤ 4.5) came for
ratings of meetings with program members, research presentations, staff, staff support, graduate students, computer resources, and the web page.

The least positive responses came from ratings of research support (3.9), grant assistance (3.2), and cross-program interaction (2.6). Also, ratings of university resources (3.9) and university support (3.6) were relatively low. Although satisfied with colleagues, research faculty want more help from IBS and the university in obtaining funding.

Qualitative survey responses and meeting discussion affirm the survey results. When asked in the survey to list the three best things about working at IBS, five or more respondents mentioned the quality of the people, the new building, the important research mission of helping others, and the excellence of faculty leaders. Several also mentioned the working environment and interesting research. When asked to list the worst things about working at IBS, five or more respondents mentioned only one item – limited cross-program interaction. No other major themes emerged from the surveys, but a few respondents mentioned limited IT services, low university support, and need for time for grant writing. Discussion at the open meeting highlighted similar points.

In summary, research faculty believe they receive strong support and express high morale but also feel a bit overwhelmed by the demands on their time. They see the need for more resources to foster grant writing and cross-program interaction.

Appendix 2.1.c. Graduate Student Assessment of IBS
36 graduate students who have assigned IBS cubicles were offered a survey, a townhall meeting, and individual opportunities to provide input for the self-study. 28 of the 36 completed the survey (78% response rate). The survey was completed by students from different departments and programs, with the breakdown generally reflecting the population of IBS graduate students. The department representation is as follows: 15 sociology, 7 geography, 3 political science, 2 economics, and 1 environmental science. The program representation: 12 Population, 9 Institutions, 4 Health & Society, 2 Problem Behavior, and 1 Environment & Society. Four students, all sociology, 3 population and 1 institutions, came to the open meeting, with one additional Environmental Science student in the Environment & Society program providing feedback in a separate meeting. The results are as follows:
Graduate students are generally very happy with their IBS affiliation. 82% of students reported being very satisfied with their graduate experience at IBS, and the remaining 18% reported that they were satisfied, with no students reporting any level of dissatisfaction. Students also reported high levels of value, satisfaction, and quality of IBS resources, as indicated in Tables 2.1.c1 and 2.1.c2.

Table 2.1.c1 Mean graduate student ratings of the value and satisfaction of these resources.
(1=very low, 5=very high)

<table>
<thead>
<tr>
<th></th>
<th>Mean value</th>
<th>Mean satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>4.96</td>
<td>4.85</td>
</tr>
<tr>
<td>Research collaboration with faculty</td>
<td>4.93</td>
<td>4.41</td>
</tr>
<tr>
<td>Funding opportunities</td>
<td>4.86</td>
<td>4.04</td>
</tr>
<tr>
<td>Support for grants</td>
<td>4.52</td>
<td>4.64</td>
</tr>
<tr>
<td>Colloquia</td>
<td>4.30</td>
<td>4.44</td>
</tr>
<tr>
<td>Workshops and trainings</td>
<td>4.46</td>
<td>4.42</td>
</tr>
<tr>
<td>Computer facilities</td>
<td>4.42</td>
<td>4.36</td>
</tr>
</tbody>
</table>
In their comments, students suggested that IBS faculty were influential on their decisions to come to CU and noted their appreciation for the physical facilities:

- *The faculty in the CUPC are top notch, and they too were a factor in my choosing graduate schools.*
- *My decision to obtain my PhD from CU was based on the academic program and the outstanding faculty members, who happen to hold IBS appointments.*
- *Excellent work spaces. IBS always promotes collaborations and interdisciplinary work.*
- *The office /working space is very nice and extremely valuable to me as a PhD student.*
- *I am really thankful for this facility.*
- *The opportunity to interact with faculty on a daily basis, and the opportunity to meet a range of faculty from other departments. It's easy knocking on a door asking for help when you see someone all the time and you already know them.*

Just over half of students (15) reported that IBS was not a factor in their decision to come to CU, and their explanations indicate that they were not aware of IBS or their possible participation in the Institute. Of the students that did report that IBS was a factor in their decision, several commented on the importance of interdisciplinary or collaborative research.

Students rated ethnic diversity less highly, as indicated in Table 2.1.c3. However, 82% of students reported that IBS has a climate that is extremely tolerant and respectful of diversity (14% reported moderately tolerant, and 4% reported somewhat tolerant).

### Table 2.1.c3 Means for graduate student ratings of diversity (1=very low, 5=very high)

<table>
<thead>
<tr>
<th></th>
<th>Faculty</th>
<th>Staff</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender diversity</td>
<td>3.89</td>
<td>3.40</td>
<td>3.92</td>
</tr>
<tr>
<td>Ethnic diversity</td>
<td>2.44</td>
<td>2.67</td>
<td>2.46</td>
</tr>
</tbody>
</table>

Students in the open meeting identified several areas in which IBS could improve:

- Firstly, graduate students would appreciate more funding opportunities, especially for their own research agendas. While population students seem to have some opportunities for research assistantships, funding to attend conferences, and hourly research positions during the summer or school year, students in other programs would also benefit from these opportunities. In addition, one student also suggested that being able to apply for small research grants would allow them to complete smaller projects or parts of their dissertation.
- Secondly, students noted that the graduate student community within IBS could be improved. While the building promotes collegiality and allows students to interact with faculty regularly, graduate students are often segmented by program or department. In particular,
one student expressed that she did not know there were other graduate students in the Institutions program. This community could also help graduate students take full advantage of IBS resources, as students demonstrated that they did not know what resources are available to them. Some suggestions include a beginning of the year graduate student meeting to introduce students to one another and the resources and opportunities available, reinstituting the monthly Friday BBQs, and a graduate student symposium.

- Third, students generally support certificates, but the requirements should be clear and attainable. The demography certificate is important in competing for new students, as other schools have demographic tracks, but courses should be offered so that students can complete the certificate in less than three years. Students also identified qualitative, mixed methods, and criminology as areas where certificates may draw in more students to IBS. A qualitative or mixed methods certificate would also combat the misunderstanding that IBS is all quantitative.

Students also identified some specific concerns:

- Website hosting and support in creating or personalizing a profile would be particularly helpful to those on the job market. In addition, there could be an IBS page for graduate students on the market.
- The online directory needs to be updated.
- The building directory could be more clearly structured (with bolded headers), as people often get lost.
- Graduate students do not know if they can use the undergraduate work study assistants when they are free, and if they can, whether they should go through Rajshree or what the protocol should be.
- The computer lab workroom seems to have been taken over by the Hazards library personnel. If a printer could be put into the computer lab, then the library could have the workroom.
- The silverware situation should be addressed, as there are few forks available.
- While Jeremy is very helpful, he is often very busy, and if students could contact Uday or someone else for simple tasks or problems, that might be helpful.
- One student requested additional bike rack space.

Appendix 2.1.d. Staff Assessment of IBS
26 IBS personnel considered staff (ranging from full-time classified staff to part-time undergraduate staff) were offered the opportunity to complete a twelve-question survey, to attend one of two scheduled townhall meetings, and opportunities to provide individual input to either the “staff response co-ordinator” or to a co-chair of the self-study committee. 19 of the 26 completed the survey, however one survey was discarded as being frivolous in nature (one answer, in response to the question “What three things do you think could be improved at IBS?” was “...a drink vending machine with beer…”). Thus, the resulting response rate, 18 of 26, was 69%. The survey was designed to elicit perceptions about an individual’s general satisfaction with the working environment, both physical and collegial, as well as providing an opportunity to add to the discussion about what could be improved at IBS. Two staff members came to one of the two townhall meetings (none to the other), and none came to speak individually with either the “staff response co-ordinator” or the available co-chair of the self-study committee.

Notable results of the survey are as follows (see below for comments coming from the townhall meeting):

Staff are generally happy with their experience at IBS. Of those questions with ranked responses (detailed in Tables 2.1.d1 and 2.1.d2), almost 89% are valued at either “4” or “5” (on
a scale of 1 – 5, with 5 being the best); the remaining 11% are valued at either “3” (9%) or “2” (2%). The more solid indicators of general satisfaction with the physical and collegial environments (those queries across the two tables with one or no non-response(s): the “physical” – “General work environment,” “IBS computer facilities and support”, and “IBS building amenities”, and the “collegial” – “Staff support,” “IBS administration,” and “IBS staff”) reveal roughly the same valuation – almost 90% as either “4” or “5”; the remaining 10% as either “3” (9%) or “2” (1%). With one exception, the other areas of valuation reflected in the two tables can be characterized as fairly specialized and principally more specific to “higher level” positions with more specialized task sets (as in research or research-related activity), and have a lower number of ranked response rates, which are generally good. The one exception can be characterized as one of “communication.” Responses to two queries (“Meetings with members of your program or center” and “Interaction across programs”) can be taken as indicators of the less-favorable view of communication in the Institute, by noting in combination the lower average valuation and the much higher non-response rate. (See also examples among anecdotal responses indicating issues around communication, below.)

Table 2.1.d1 “Please rate each of the following IBS activities and resources (on a scale of 1 – 5, with 5 being the best)”

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>n/a</th>
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<tr>
<td>Meetings with members of your program</td>
<td>0.0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>center</td>
<td>16.7</td>
<td>11.1</td>
<td>27.8</td>
<td>11.1</td>
<td>33.3</td>
<td></td>
</tr>
<tr>
<td>Research presentations</td>
<td>0.0</td>
<td>0</td>
<td>5.6</td>
<td>4</td>
<td>4</td>
<td>8</td>
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<tr>
<td>General work environment</td>
<td>0.0</td>
<td>0</td>
<td>11.1</td>
<td>7</td>
<td>8</td>
<td>0</td>
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<tr>
<td>Staff support</td>
<td>0.0</td>
<td>1</td>
<td>11.1</td>
<td>38.9</td>
<td>44.4</td>
<td></td>
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<tr>
<td>Research support</td>
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<td>0</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Interaction across programs</td>
<td>0.0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assistance with grant applications</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 2.1.d2 “Please rate the quality of IBS personnel and facilities (on a scale of 1 – 5, with 5 being the best)”

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>n/a</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBS faculty</td>
<td>0.0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>1</td>
<td>5.6</td>
<td>22.2</td>
<td>55.6</td>
<td>16.7</td>
</tr>
<tr>
<td>IBS graduate students</td>
<td>0.0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>5.6</td>
<td>0.0</td>
<td>27.8</td>
<td>50.0</td>
<td>16.7</td>
</tr>
<tr>
<td>IBS staff</td>
<td>0.0</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0</td>
<td>11.1</td>
<td>33.3</td>
<td>55.6</td>
<td>0.0</td>
</tr>
<tr>
<td>IBS administration</td>
<td>0.0</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>16.7</td>
<td>27.8</td>
<td>50.0</td>
<td>5.6</td>
</tr>
<tr>
<td>IBS office and meeting space</td>
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<td>0</td>
<td>0</td>
<td>5</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>27.8</td>
<td>61.1</td>
<td>11.1</td>
</tr>
<tr>
<td>IBS computer facilities and support</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0.0</td>
<td>0</td>
<td>16.7</td>
<td>83.3</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>IBS website</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>
Anecdotal responses to what the best three things at IBS are include,
- Working environment, quality of colleagues across all levels, caring environment
- Friendly people, good work environment, flexible with your schedule
- Working with intelligent colleagues, freedom to make my own choices within my job, HR benefits
- Important mission, physical space, high academic standards
- Participation in meaningful work, collegial atmosphere, comfortable work surroundings
- Computer support, intellectual stimulation, enjoyable building

And those responses to what three things could be improved at IBS include,
- More research support staff, more research resources for students, more funds for small projects or seed grants
- Building organization, parking, personal responsibility…for kitchen cleanliness
- Free parking
- Opportunities for social interaction, concern and support for staff, communication within administration
- Communication among programs (newsletter of “happenings”)
- Pay, lunch room to sit and eat, more intermingling of research projects.

The same questions were asked about the University in general, and responses include for “…the best…”
- High quality faculty and staff, excellent benefits, working environment
- Benefits, job security
- Benefits, location, high academic standards
- Flexibility, access to varied programs, tuition program

And for “…what could be improved…”
- More resources from the State, reduce stressful workload for faculty by adding to administrative/research support staff, pay rate for classified staff
- Free parking
- Stable state funding and a clearer path for advancement
- Pay scale, merit or achievement awards, cheaper parking fees

The townhall meeting confirmed much the same general perception of IBS. Aside from noting the good to excellent physical and collegial environment, more and varied avenues of communication were recommended. These should include a more thorough introduction of personnel to others in the building, better virtual communication through directed e-mailing (perhaps a re-vamped “IBS Weekly”?); meetings to more often incorporate staff (the exemplar being the Hazards Center’s regular “all-hands” meetings), and information on the website better tailored to include content with the expectation that the staff use and know it. Other concerns voiced included the issue of the classified staff not having had a raise since 2008, the addition of staff to help better support the IBS research mission, and various potential problems arising from short- and long-term physical plant needs including the need for more computer resources (namely a computer replacement rotation for staff similar to that of the faculty), the need for
copying machines on the first and fourth floors, the notion that a designated lunch room should be created, and the concern that space will soon be exhausted.
Question 3: Undergraduate education

Task: Please describe how effective are the unit’s undergraduate programs

The Institute of Behavioral Science is not an undergraduate degree-granting unit; it does not offer a regular sequence of courses for undergraduate students. Typical measures and assessments are therefore not appropriate for IBS. Nevertheless, there are several important ways in which IBS provides a rich learning and training environment for undergraduate students that prepares them for movement into the labor force or into advanced studies. These are described below:

- IBS currently employs approximately 20 undergraduate students during the academic year and approximately 30 - 35 students during the summer. These students perform important administrative roles in the Institute where they learn about the preparation of grants and manuscripts, attend talks by CU faculty and visiting scholars, and assist with literature reviews or other tasks for research projects.
- A survey of IBS faculty and faculty associates found that 183 undergraduate students have been part of IBS research projects in the past year. Of the 35 respondents, only 9 had included no undergraduates in their research in the past 5 years. That is, nearly three out of four faculty members have involved undergraduates in their research.
- IBS faculty members have chaired 107 undergraduate honors theses in the past 5 years. Again, only 25% of the faculty members have not served as a chair of an undergraduate thesis committee.
- IBS faculty and faculty associates have published 8 peer-reviewed papers with undergraduates during the past 5 years.
- IBS faculty have provided support through their grants for 15 undergraduate students to travel to and participate in scholarly conferences.
Question 4: Graduate Education

Task: Please describe how effective are the unit's graduate education programs.

Question 4 Index

<table>
<thead>
<tr>
<th>Question 4 Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>4.1. CU Graduate Student Education</td>
<td>4.1</td>
</tr>
<tr>
<td>4.2 IBS Continuing Education</td>
<td>4.2</td>
</tr>
<tr>
<td>4.3. Threats and opportunities</td>
<td>4.3</td>
</tr>
</tbody>
</table>

IBS does not have degree-granting programs. Graduate students are admitted to departments and must satisfy all requirements of their disciplinary programs. Within IBS:

- Students are supported as Graduate Research Assistants (GRAs) on funded projects that provide stipend and tuition;
- Students are supported as hourly employees on funded projects, especially in summer;
- Faculty members and IBS Research Associates serve as mentors and advisors on dissertations;
- IBS offers an interdisciplinary Certificate in Population Studies at the M.A. and PhD levels;
- Students associated with IBS through grants, mentoring, or the certificate program:
  - have access to administrative assistance in applying for external fellowships and grants;
  - have access to IBS computing and technical support services;
  - are offered cubicles in the IBS Building.
- IBS offers continuing education to students, faculty, and researchers through non-credit short courses on specialized topics (e.g. Introduction to R, Nvivo) and conferences;
- IBS offers outreach education through its annual Hazards Workshop, periodic Blueprints Conferences and the online facilities of both the Hazards Center and the Center for the Study and Prevention of Violence.

4.1. CU Graduate Student Education

Graduate students who come to IBS are drawn from a variety of CU departments. They benefit from the community, faculty mentorship, research and funding opportunities, physical facilities, and other resources that IBS provides and they play an essential role in IBS research.

Currently, 36 graduate students from Sociology, Political Science, Economics, Geography, and Environmental Science occupy cubicles in the IBS building. Most are supported as GRAs on IBS research grants. Five have individual externally-funded fellowships. Additional graduate students participate in research supported by IBS, attend IBS-sponsored workshops, short courses (1-3 days) on technical topics, or colloquia, or are mentored or advised by IBS faculty.

To assess the role of IBS in graduate education, the Self Study Committee gathered information from the five program reports (see Appendices 1.1.a thru 1.1.e), conducted a survey of graduate students housed in the IBS building, and offered these students the opportunity to meet privately with the graduate student member of the Self Study Committee. 78% of graduate students completed the survey (see Appendix 2.1.c) and 5 students provided feedback in private meetings.

Graduate students are generally very happy with their IBS affiliation. First, graduate students in all five programs can expect to have close relationships with faculty in an interdisciplinary research setting. These relationships result in greater productivity for both faculty and students,
as evidenced by the many publications co-authored by faculty and graduate students. Students benefit from the mentorship of faculty, who serve on dissertation and thesis committees in their home departments and help them in writing and submitting grant proposals. In the survey responses, 85% of students reported that they were very satisfied with faculty advisory roles or mentorships and 96% reported that these relationships were of very high value. No student reported any level of dissatisfaction or low value. 93% of students reported that IBS faculty were of very high quality.

Second, research assistantships within IBS offer graduate students the opportunity to work on large-scale research projects, collaborate with graduate students and scholars at other institutions, and gain professional experience through the preparation of research papers and grant proposals. Some current examples: GRAs are working on the Blueprints project (Problem Behavior), serving as managing editors of Natural Hazards Review (Natural Hazards Center), and helping to collect data in Bangladesh and South Africa for ongoing research (Population). In addition, graduate students often work as hourly assistants on research projects during the summer or school year.

Third, IBS offers graduate students an excellent interdisciplinary environment in which to learn and work. Beyond a comfortable physical space, the new building provides graduate students the opportunity to interact and collaborate with faculty and other students across departments, disciplines, and programs. All but one student rated the physical facilities of IBS the highest quality level, and further open-ended comments from students on the survey emphasized the importance of the building to interdisciplinary, collaborative relationships. In addition, IBS provides unique interdisciplinary opportunities. For example, currently, three IBS graduate students are receiving informal training in demography and behavioral genetics.

Lastly, graduate students benefit from the additional resources of IBS, including the workshops, training, and staff support. IBS provides a variety of training opportunities to graduate students, including the continuing education courses described in Section 4.2 as well as IBS-sponsored colloquia and training sessions. Other resources offered to graduate students include informal workshops, such as the Population and Health workshop run by two Health and Society faculty, staff support for grant submissions, and funding for conference travel to present research provided by the Population Program and the Natural Hazards Center.

4.2 IBS Continuing Education

IBS regularly offers short courses on substantive and methodological topics. For example, IBS provided the following training that is otherwise difficult for researchers to obtain. Most departments do not have a large enough group of interested students to offer these courses. IBS works to identify important and cutting-edge topics. Either IBS faculty or advanced graduate students teach on a voluntary basis or the Institute invites a leading scholar in the area to present a 2-3 day course. Examples include the following (please see the following link for a description of recent workshops): [http://www.colorado.edu/ibs/pop/short_courses.html](http://www.colorado.edu/ibs/pop/short_courses.html)

- Introduction to R
- Supercomputing in the Social Sciences: The When, Where, and How
- Workshop on Migration, Urbanization and Climate Change
- Introduction to Spatial Demography: Geospatial Data and Spatial Regression
- An Introduction to Bayesian Estimation: Illustrations Using the General Linear Model
- Measuring People in Place
- Propensity Score Matching from a Potential Outcomes Framework
In summer 2011, the highly-regarded Interuniversity Consortium for Political and Social Research (ICPSR) from the University of Michigan taught three summer courses in IBS, providing CU students and staff with an opportunity to attend these classes without incurring travel expenses. Several students received scholarships for course tuition. The new IBS Building meeting facilities played a large role in attracting ICPSR to Boulder.

The facilities and the services provided by IBS administrative staff have enabled faculty and faculty researchers to organize small conferences. Two examples in the last year are the Department of Political Science-supported Conference on Religion and the First Amendment and the third annual NIH-supported Integrating Genetics and the Social Sciences Conference. Small professional organizations have also held conferences here, most recently the Cliometric Society in 2011.

The African Population Studies Research and Training Program, with funding from the William and Flora Hewlett Foundation, organized a 3-week short course on longitudinal data analysis. It was taught three times in Boulder, last in 2010, and once at the University of the Witwatersrand in Johannesburg, South Africa. Students and faculty came from CU, Brown University, Wits, and the African Population and Health Research Center in Nairobi, Kenya. CU students, faculty, and staff had the opportunity to interact with international counterparts and establish continuing research relationships.

Since 1975, the Natural Hazards Center has hosted the Annual Natural Hazards Research and Applications Workshop attended by over 400 federal, state, and local emergency officials; representatives of nonprofit and humanitarian organizations; hazards researchers; disaster consultants; and others dedicated to alleviating impacts of disasters. The Blueprints conference, sponsored by the Center for the Study and Prevention of Violence, is held about every two years. It is geared toward juvenile justice professionals and disseminates science-based information on effective youth violence, delinquency, and drug prevention programs.

Each event, whether short course or conference, has an evaluation component. All have been rated highly valuable by participants. For the Hazards and Blueprints conferences, the continued high attendance and increasing internationalization are testaments to their success.

4.3. Threats and opportunities

The most important concern for the future of graduate students in IBS is in recruiting new students. While IBS Faculty/Faculty Associates and IBS opportunities may add appeal to students applying to individual departments, these students may have offers from other universities that include higher stipends, research assistantships rather than teaching assistantships, or 12 months of funding. In particular, top applicants interested in population regularly accept better offers from other schools. Increasing funding would encourage enrollment in the graduate programs in the Sociology, Political Science, Geography, Economics, and Environmental Science departments, contributing to the University’s goal stated in its Flagship document of increasing graduate enrollment to 20 percent of the student population. Additional funding also would help IBS achieve the goal of increasing diversity in that such funds could be used to attract highly qualified applicants of diverse racial or ethnic backgrounds.

As indicated above, the educational experience of graduate students, especially in terms of interdisciplinary opportunity, is highly dependent on the number and quality of faculty within IBS. Therefore, graduate students also will benefit from the faculty hires discussed in the Strategic Plan, Question 7.
Certificate programs draw in graduate students by highlighting the strengths of IBS and IBS faculty, demonstrating the centrality of interdisciplinarity in the IBS experience, and helping students acquire the tools and sensibilities to succeed in collaborative research settings. Expanding the certificate program to other areas, such as Health and Society (see the program’s report in Appendix 1.1.c), could provide an avenue for departments to collaborate with one another and with IBS in offering paths for interdisciplinary training.

There are, however, structural problems within departments that inhibit inter-disciplinary teaching. One obvious problem relates to assigning credit for teaching the course (does it count fully as part of the faculty member’s teaching load? How is team teaching – which may be essential to interdisciplinarity – arranged?). Another has to do with the level at which the interdisciplinary course is taught. For example, in some departments, each faculty member is expected to teach a sequence of courses, say four, of which only one can be a graduate course. Since the interdisciplinary courses are generally at the graduate level, the faculty member could seldom teach a disciplinary graduate course – that may be the person’s specialty area. This problem is faced by all institutes and programs that are trying, in accord with Flagship 2030’s call, to increase interdisciplinarity in our offerings.

Another threat comes from funding issues. It is increasingly difficult to raise the funds for conferences and short courses. The Hazards Center and Problem Behavior have been quite successful thus far. The capacity building portion of the Africa Program will end in 2013 unless another funding source can be found. Hewlett Foundation changed its priorities and decided to stop funding capacity building and training related to developing countries by US institutions.

In sum, the future of graduate and continuing education at IBS depends on attracting outstanding graduate students, retaining and hiring new faculty in IBS and the social science departments, continued external funding, and decreasing university structural barriers to effective interdisciplinary training.
Question 5: Research

Task: Please describe how effective are the unit’s research programs.

Question 5 Index

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5.1. Introduction

The breadth of interests at IBS makes a summary of its research effectiveness difficult, but behind the diversity lies a common endeavor: to bring interdisciplinary theory and methods to the study of important societal problems. Unlike academic departments, IBS researchers do not share common theories and methodologies. Rather, they share a commitment to understanding societal problems of crime, population, health, the environment, and institutions. Understanding requires both interdisciplinary, groundbreaking theoretical and empirical studies, along with applied implementation and evaluation research.

In this effort, IBS partners with CU Boulder academic departments. IBS faculty have positions in anthropology, sociology, political science, environmental studies, geography, and economics. Some have salary lines in IBS and the graduate school but most are fully rostered in their departments and are attracted to IBS by the resources for multidisciplinary research. Having developed synergetic relationships, IBS depends on departments for strong hires in its areas of emphasis but also helps departments by attracting strong hires and fostering research excellence. Although not without tension, the relationships between IBS and departments have served the university well in its research mission.

5.2. Research Program Effectiveness

Sections to follow summarize key research emphases of each program, and Appendices 1.1.a-1.1.e include the full self-study reports of each program. As an overview, the subsections below describe five characteristics of IBS research that cut across individual programs and demonstrate the effectiveness of IBS research efforts: scholarly productivity, innovation, interdisciplinarity, international emphasis, and policy orientation. The presentation includes illustrative (by no means comprehensive) examples of research excellence for each.

5.2.a. Scholarly Quality and Productivity. As a multidisciplinary institute, IBS cannot point to peer-based prestige ratings that are often used to gauge the reputation of departments. However, quantitative indicators of scholarly productivity show an impressive record of publications, grants, and honors.

First, figures on publications come from ARPAC standardization of FRPA reports. The figures show that IBS ranks first among social science units in refereed articles and chapters per faculty member. Informal figures, obtained by counting publications from CVs of 80 current IBS faculty affiliates over the period from 2002 (the time of last review) to the present, give a more concrete sense of the research accomplishments:

- 38 books (21 authored and 17 edited),
- 594 peer-reviewed articles (357 sole or first authored, 237 as other author),
- 238 book chapters, encyclopedia entries, and other publications.
Note that these figures do not double count publications coauthored by two or more IBS faculty.

Second, figures on grant funding from ARPAC show that IBS ranks first among social science units in grant expenditures for the last five years and for the last year. According to OCG counts, IBS had 216 grants in force for a total of $109 million over the last decade. Figure 5.1 graphs the long-term growth in research expenditures. From 2003 to 2010, lower funding for the social sciences, intensification of competition for remaining funds, and the end of some large IBS projects led to declining expenditures. Despite the difficult environment, funding has increased in the last two years and a new record in expenditures is likely by the end of 2013.

Third, IBS faculty have received numerous honors over the past decade or so.

- Richard Jessor, Del Elliott, and Jane Menken received appointments as distinguished professors.
- Jason Boardman received the (inaugural) 2012 Early Achievement Award from the Population Association of America.
- Jane Menken was chosen as the 2009 Laureate of the International Union for the Scientific Study of Population, an award to recognize lifetime achievement, distinguished service, and contributions to the advancement of population sciences.
- Kathleen Tierney received the 2006 Distinguished Lecturer award of the Earthquake Engineering Research Center – the first woman and only sociologist to receive that honor.
- Del Elliott received the 2001 Public Health Service Medallion for Distinguished Services from the U.S. Surgeon General.
- Richard Jessor was named as a Highly-Cited Researcher in the Social Sciences: General category by the Institute for Scientific Information in 2003 and received the Outstanding Achievement in Adolescent Medicine award in 2005 from the Society for Adolescent Medicine.
• Stef Mollborn received the Outstanding Publication Award from the American Sociological Associations Section on Aging and the Life Course in 2011.
• Joanne Belknap was elected as 2013 President of the American Criminological Society.
• Lee Alston was elected as 2006-2007 President of the International Society for the New Institutional Economics.
• John O’Loughlin received a John Simon Guggenheim Fellowship for 2004-2005.
• John O’Loughlin will soon receive the lifetime research achievement award, its highest honor, from the Association of American Geographers.
• Keith Maskus, John O’Loughlin, Fred Pampel, Rick Rogers, and Mike Radelet have all received the Boulder Faculty Assembly Award for Research Excellence.
• Keith Maskus and John O’Loughlin have been named as College Professors of Distinction.
• Terry McCabe received an Alexander von Humboldt Award in 2009 in recognition of lifetime achievement in research, one of the few social scientists to do so.
• Jane Menken continues as member of the National Academy of Sciences, the Institute of Medicine, and the American Academy of Arts and Sciences.

5.2.b. Innovation. Going beyond numbers, IBS research is characterized by theoretical innovation that brings new understandings of social behavior to social science disciplines. Examples include:

• Work on gene-environment interplay has shown the contingency of genetic influences by demonstrating that social conditions (e.g., tobacco control policies) can inhibit or facilitate genetic influences on social behaviors (e.g., smoking). The work innovatively links social science to genetics.
• Work on women and crime, a topic traditionally neglected in the field of criminology, integrates feminist theoretical perspectives with the experiences of women who are victims of violence, perpetrate crime, or are incarcerated. Studies of these women offer new insights into the social nature of crime and gender relations.
• Work on preservation of tropical forests and natural ecosystems in Latin America demonstrate how the structure of institutional incentives shapes the effectiveness of governance of natural resources. The newly developed Center for the Governance of Natural Resources seeks to link institutional economics, political science, and environmental studies in novel ways.

5.2.c. Interdisciplinarity. Designed as place where faculty and graduate students from multiple social science departments can work together, IBS supports research that crosses disciplinary boundaries and the separate IBS programs. Examples include:

• Work on the etiology of delinquency, drug use, and violent behavior links sociologists, criminologists, psychologists, and behavioral geneticists. Groundbreaking longitudinal studies of lifecourse trajectories of crime and violence have followed youth from early adolescence to mid-adulthood, linked youth characteristics to their neighborhood social environment, and most recently have, in collaboration with researchers from the Institute for Behavioral Genetics, included biomarker samples for subjects.
• Work on the long-term impact of family planning programs for child health, cognitive development, and fertility in Bangladesh joins demographers, sociologists, epidemiologists, economists, and geographers. The collaboration not only encompasses multiple disciplines but also includes scholars from multiple universities and countries.
• Work on the response to environmental risk – floods, wildfires, drought – includes economists, sociologists, and geographers. Each discipline brings its own insights to studies of household and organization efforts to prepare for, respond to, and mitigate threatening environmental events, but together the diverse perspectives contribute in new ways to understanding environmental risk.

5.2.d. International Emphasis. Consistent with Flagship 2030 goals to make CU Boulder a global crossroads for learning and discovery, much of the research at IBS has an international emphasis. Examples include:

• Work on the consequences of climate change, flooding, and overuse of natural resources for human populations has focused on the changing patterns of migration and immigration in South Africa, Mexico, Bangladesh, and Sri Lanka. This international work, which involves collaboration with colleagues at NCAR for several of these countries, demonstrates the close connection between global population distribution and environmental change.

• Work on the prevalence and change in unhealthy behaviors – risky sex, smoking, poor diet – has extended a focus on Western nations to examine the emergence of these problems in sub-Saharan Africa, China, and Mexico. Research on problems of global health highlights the growing threat to developing nations of chronic health problems relating to HIV/AIDS, lung cancer, and heart disease.

• Work on tribal communities in savannah regions of Eastern Africa has examined how changing environmental conditions affect wildlife conservation interventions, rangeland management, and armed conflict. Human interaction with the environment around parks and protected areas in Eastern Africa illustrates problems of adaptation to global climate change.

5.2.e. Policy Orientation. All research at IBS addresses problems of societal importance and therefore has a policy orientation. However, several research emphases focus specifically on program evaluation and have a strong applied component. Examples include:

• Work on crime and violence examines the effectiveness of social programs for the prevention of youth problem behavior, develops and evaluates programs to reduce intimate partner violence, measures safety of schools across Colorado, and implements life-skills and anti-bullying programs in schools across the country. Of special note, the Center for the Study and Prevention of Violence, which has become a CDC Center of Excellence, is implementing and evaluating a community-based violence prevention program in a highly disadvantaged, minority neighborhood in Northeast Denver.

• Work on hazards and disasters examines ways to better prepare for and respond to a wide variety of high-impact natural and technological events: Hurricanes Andrew, Hugo, and Katrina; the wildfires in the West; the 2010 BP oil disaster in the Gulf of Mexico; the 2008 TVA Kingston fossil plant ash release; the 1986 Chernobyl Nuclear Plant disaster; the Exxon Valdez oil spill; earthquakes in the U. S., Japan, and Haiti; and the terrorist attacks of September 11, 2001 in New York City. The Natural Hazards Center also serves as a national and international clearinghouse for information on disaster preparedness, response, recovery, and mitigation.

• Work on health examines the effectiveness of a family planning program for child development in rural Bangladesh, a conditional cash transfer program for vaccinations in rural Mexico, and a program for widespread distribution of anti-retroviral therapy in South Africa. This research relies on sophisticated designs and statistical methods for program evaluation.
5.3. Program-Specific Research Summaries

Another perspective on research effectiveness can come from a summary of accomplishments of the individual programs. However, describing the individual programs also demonstrates the links between them: Members of each program collaborate with members of other programs.

5.3.a. Environment and Society. The program seeks to remedy a longstanding imbalance in environmental research: The research community is long on environmental research in the natural sciences and short on environmental research in the social sciences. Decision makers at all levels need research in both areas in order to conceive, design, and implement policies to improve management of natural resources domestically and abroad. As human transformation of the global environment grows, the U.S. and other societies will need increasingly sharp insights into the human aspects of problems like resource degradation and depletion, climate change, growing global vulnerability to extreme events, and species loss.

Toward this goal, the program supports interdisciplinary research on the use and governance of natural resources and the environment as well as on the social dimensions of natural hazards. Program research on natural resource use and hazards spans the globe, and in recent years, program members have analyzed issues confronting the western United States, South America, eastern and southern Africa, south Asia, the Netherlands, and Haiti. The research methodologies draw from the disciplines of anthropology, economics, geography, law, political science, and socioloy.

Along with reaching academic audiences, there is a large outreach component aimed at policymakers, practitioners and the general public. For example, the Natural Hazards Center works to advance and communicate knowledge on hazards mitigation and disaster preparedness, response, and recovery. Using an all-hazards framework, the Center fosters information sharing and integration of activities among researchers, practitioners, and policymakers from around the world; supports and conducts research; and provides educational opportunities for the next generation of hazards scholars and professionals.

Current research in the program addresses two main themes:

- understanding the use, management, and governance of natural resources and the environment in social-ecological systems; and
- examining how populations perceive and respond to environmental risk and how these responses contribute (or fail to contribute) to the resilience of communities.

5.3.a (1) The theme on the governance of natural resources includes:

- Work in Brazil and Latin American on transaction costs in efforts to preserve tropical forests (Alston); the influence of cultural politics on local leadership, development initiatives, and environmental governance in globally important ecosystems like the Brazilian Atlantic and Amazon Forests (Scanlon-Lyons); and the politics of environmental governance in developing countries, including sub-national variation in governance outcome (Anderssen).
- Work in the United States on household and community response to wildfire risk, including risk mitigation decision-making and forest and fire hazard planning (Brenkert-Smith); household mitigation decisions in the Wildland/Urban Interface, and use of information on flood risk and flood insurance in home purchasing decisions (Flores); and the social response to climate change and extreme events and the coupling of social and natural systems (Travis).
5. Work in Africa on participation of Maasai communities in wildlife conservation interventions and rangeland management and their response to changing pastoral livelihood (Goldman); the relationship between armed conflicts and climate change in Africa (O'Loughlin and Goldman); and human-environment interactions in Eastern Africa and the effect of diversification of livelihoods on conservation efforts around parks and protected areas (McCabe).

5.3. a (2). The theme of risk and resilience includes work on a variety of disasters:

- The long-term health, psycho-social and economic outcomes in the Ukrainian population exposed to radiation fallout from the Chernobyl Nuclear Plant disaster in 1986 (Perez Foster);
- The BP Gulf Oil Spill (Ritchie), the Exxon Valdez oil spill and the 2008 TVA Kingston Fossil Plant ash release (Ritchie).
- Earthquakes in the U.S., Japan, and Haiti; major hurricanes such as Hugo, Andrew, and Katrina; various technological disasters; and the terrorist attacks of September 11, 2001 in New York City (Tierney).

5.3. b. Health and Society. The program mission is to advance understanding of social, economic, psychological, and behavioral determinants of health, with a special focus on social and economic disparities in health in the U.S. and across the developing world. Biological and genetic processes that may interact with or mediate the effects of social and psychological factors on health and fitness are also of theoretical and research interest in the program. The complexity of the health domain requires a commitment to interdisciplinary, collaborative inquiry. Current program members represent disciplinary training in economics, sociology, geography, demography, psychology, pediatrics, public health, and behavioral genetics.

The program offers innovative work on several themes.

- A comparative study of healthy eating and regular exercise among adolescents in Beijing and Denver;
- an evaluation of the impact of a conditional cash transfer intervention on health and development in children in rural Mexico;
- a qualitative study of the role of transactional sex in the spread of STDs, including HIV, among Kenyan school girls;
- the impact of limited resources on the health and educational readiness of children of teenage mothers in the U.S.; and
- the influence of the environmental and socioeconomic context on health as well as on health outcomes following interventions in rural Bangladesh.

The work is both national and international in scope, analyzing data from the People’s Republic of China, Egypt, Kenya, Mexico, Nicaragua, Guatemala, Yemen, Bangladesh, Brazil, The Philippines, and South Africa.

The program has an impressive record of accomplishment. Jessor was named as a ‘Highly-Cited Researcher in the Social Sciences: General’ category by the Institute for Scientific Information in 2003; received the ‘Outstanding Achievement in Adolescent Medicine’ award in 2005 from the Society for Adolescent Medicine; and co-authored a National Research Council volume, “Growing Up Global.” Over the last half dozen years, the IBS-rostered core faculty have published 49 peer-reviewed articles and 7 book chapters. One member has a book manuscript near completion. During this same period, 67 conference presentations were made. One
member is an Associate Editor for the Journal of Marriage and Family, the leading journal in her field; she has also been honored by the American Sociological Association, Section on Children and Youth, with a Distinguished Early Career Award in 2012, and one of her publications won the Outstanding Publication Award from that same Association’s Section on Aging and the Life Course in 2011.

5.3.c. Institutions. Members of the program examine both how institutions shape behavior and how a range of social and economic determinants shape institutions. A key research focus is to understand how the incentives from institutions lead to different economic and political paths of development for countries around the world. The grand question that motivates several scholars in the program is: Why aren’t all countries similarly developed economically and politically?

Understanding the role of institutions is the first step in creating better policy prescriptions that will aid in economic, social, and political development. Researchers in the program examine many of the world's most pressing problems: What is causing increasing income inequality in the U.S.? How do increased concentrations of wealth translate into political influence? Why is the Euro zone under threat of collapse? Why have most African nations failed to develop economically and politically? What accounts for the rapid rise of Brazil and China? Why is it so difficult to establish and maintain international cooperation to deal with global issues such as trade and environment? Research to understand determinants of institutions will generate policy implications for institutional change in directions that promote human well-being.

For example, research under the auspices of the Center for Natural Research Governance examines why societies have persistently failed to govern natural resources well. Researchers offer a perspective that the problem is primarily political and behavioral in nature. They are related to governance and the failure of humans to create institutional arrangements that support coordinated actions locally, regionally, nationally and internationally. Ten members of various IBS programs work under the umbrella of the new center.

5.3.d. Population. Although traditionally focused on processes of fertility, mortality, and migration, demographers have come in recent years to offer new insight into a broader set of society's most pressing issues, including growing health inequalities in the United States and across the globe, the close links between population and environmental change, and the consequences of immigration for sending and receiving countries.

As a major indicator of research accomplishments, the program became an NICHD Population Center with receipt of a five-year $2 million grant for population research infrastructural support. This status places UC Boulder among the company of 20-some NICHD population centers located at prestigious institutions such as Brown and Princeton Universities, and the Universities of Chicago, Maryland, Michigan, Minnesota, North Carolina, Pennsylvania, Texas, Washington, and Wisconsin.

During 2011, IBS Faculty, Faculty Associates, and professional researchers collaborative interdisciplinary research has produced about 189 high-quality books, book chapters, and articles that have been published or accepted for publication. These publications have appeared in a prestigious set of journals including Demography, Population Studies, Population and Environment, Journal of Human Resources, Journal of Developmental Economics, Annals of the Association of American Geographers, Society and Natural Resources, American Sociological Review, Journal of Health and Social Behavior, American Journal of Public Health, Social Science and Medicine, PLoS Medicine, and Behavioral Genetics. In 2011 alone, four papers from CUPC faculty and researchers appeared in Demography, the premier population
In the years to come, the *Population Program* intends to continue its excellence in a variety of population topics but also will emphasize innovative work in three cutting-edge research areas.

**5.3.d (1). Gene-Environment Interplay.** Building on ties to the Institute for Behavioral Genetics at CU Boulder, *Population* has become a leader in the area of gene-environment interplay in the social sciences. Faculty and researchers associated with *Population* have at least three large NIH grants to examine the simultaneous influence of genetic and environmental influences on complex health behaviors like smoking and health outcomes like obesity. Over the past three years, the program has hosted a national conference on Integrating Genetics and the Social Sciences, and plans to apply for larger and more long-term funding to continue this conference over the next five years. Jason Boardman, the architect of the program in this area, received the inaugural 2012 Early Achievement Award from the Population Association of America for his work on the topic.

**5.3.d (2). Environmental Demography.** The *Population Program* is at the forefront of the study of connections between population dynamics and environmental change. For example, several in the program examine human migration in response to climate change, and the contributions of population size, growth, and distribution to fossil fuel emissions. One faculty member is Editor-in-Chief of one of the subdiscipline’s primary journals, *Population and Environment*. The leadership in this growing area of research comes in part from the remarkable resources on environmental science at CU and the Boulder community. Of note, an initiative to link IBS research to that of scientists at NCAR led in 2012 to the first jointly hired *Population Program*-NCAR postdoctoral researcher.


**5.3.e. Problem Behavior and Positive Youth Development.** The program emphasizes both basic and applied research. It specializes in studies of the etiology and epidemiology of problem behavior; rigorous evaluations (randomized controlled trials) of prevention and intervention programs; identification and dissemination of evidence-based programs, practices and policies; implementation research; research on women in the justice system; and outreach that serves Colorado, the U.S. and European Union communities in violence prevention efforts.

Funding comes almost entirely (97%) from external grants, contracts and cooperative agreements from federal agencies and private foundations. Between 2002 and 2012, 74 active grants in the program totaled over $61 million. The average annual level of program funding from these sources over the past decade has been slightly over $6 million per year.

There are several general themes in the portfolio of program research.

**5.3.e (1).** The first and predominant theme involves longitudinal, multidisciplinary research on the epidemiology and etiology of delinquency, drug use and violent behavior (Jessor, Huizinga, Menard, Thornberry, Grotpeter, Henry). The program is known nationally and
internationally for the number and quality of interdisciplinary longitudinal studies in this area and the contribution of these studies to the problem behavior knowledge base. A recent extension of the National Youth Survey Family Study added two new waves of data collection and analysis, enabling the study of life course trajectories from age 11 to the early 40’s for a nationally representative sample. This grant was a joint project with researchers in the Institute for Behavioral Genetics.

5.3.e (2). A second theme relates to intimate partner violence (Dunford, Belknap, Grotz, Mihalic). Program research on the topic includes pioneering studies of effectiveness of treatment alternatives for men who assault their partners and studies of the causes and consequences of intimate partner violence. One ongoing project is collecting data from four local sites and tracking this type of offending over 30 years. The results will describe the long-term consequences and factors related to desistance or continuity of this type of offending.

5.3.e (3). A third theme involves work on women and crime (Belknap). Belknap, President-Elect of the American Criminological Society, is widely recognized as a leading researcher on criminal offending by women and the treatment of women in the criminal justice system. She relies on longitudinal data to study treatment of battered women in the criminal justice system and the roles of mental illness and trauma among women in jail awaiting trial.

5.3.e (4). The fourth theme involves research on violence prevention (Menard, Grotz, Huizinga, Thornberry, Mihalic). Most of this research is located in the Center for the Study and Prevention of Violence (CSPV) and includes:

- The Blueprints for Violence Prevention and Healthy Youth Development project, which conducts rigorous scientific reviews of the evidence for the effectiveness of existing problem behavior prevention programs.
- A CDC Academic Center of Excellence in Violence Prevention cooperative agreement is funding a demonstration project designed to reduce violence and promote positive youth development among youth in a high-risk Denver community. The project mobilizes community members and agencies to implement multiple evidence-based programs and practices in the community, and evaluate their impact on community rates of youth violence and related outcomes.
- An Altria grant for the dissemination and evaluation of Life Skills Training (LST), one of the Blueprints model programs, helps school districts in 12 Southeastern and Eastern states, plus the District of Columbia. CSPV partners with National Health Promotion Associates, Inc. (NHPA) to deliver expert training, technical assistance, and curriculum materials for program implementation.
## Appendix 5.1: Institute of Behavioral Science Grants in Effect – December 2012

<table>
<thead>
<tr>
<th>Student</th>
<th>Project Title</th>
<th>Funding Agency</th>
<th>Amount</th>
<th>Duration</th>
<th>Program</th>
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<td>Alston</td>
<td>Sustainable Environmental Governance in Important Natural Environments: A U.S. – Brazil Collaboration</td>
<td>National Science Foundation</td>
<td>$15,952</td>
<td>2012-2013</td>
<td>Institutions Program</td>
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<td>Andersson</td>
<td>CNH: Institutional Dynamics of Adaptation to Climate Change: Longitudinal Analysis of Snowmelt-Dependent Agricultural Systems (as Co-PI)</td>
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<td>CNH: The Emergence of Adaptive Governance Arrangements for Tropical Forest Ecosystems</td>
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<td>$145,000</td>
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<td>Andersson</td>
<td>Decentralized Health Care Services in Rural Honduras (with Alan Zarychta, Grad Student)</td>
<td>University of Colorado</td>
<td>$2,000</td>
<td>2012</td>
<td>Environment and Society Program</td>
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<td>Sustainable Environmental Governance in Important Natural Environments: A U.S. – Brazil Collaboration</td>
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<td>Assessing Medium-Term Impacts of Conditional Cash Transfers on Children and Young Adults in Nicaragua</td>
<td>3ie (via Johns Hopkins University)</td>
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<td>Collaborative Research: Effect of Social Transfer Programs on Cognitive, Social, and Economic Outcomes</td>
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<td>Genetic Risk, Pathways to Adulthood, and Health Inequalities</td>
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<td>Blueprints for Violence Prevention</td>
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<td>Resilience in the African Rangelands: Establishing a Research Program between the University of Colorado and the University of Cologne, Germany</td>
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<td>Historical Geo-referenced Conflict Data for the ECA Region</td>
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<td>Collaborative Research: To Investigate and Document Social Impacts of High-Stakes Litigation Resolution in a Renewable Resource Community (ARRA)</td>
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<td>Incorporating Social Science into NOAA's Tsunami Program</td>
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<td>Proposal to Provide Evaluation Support to the MHDP Tsunami Scenario Project</td>
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<td>NSCC/SA: Avoiding Water Wars: Environmental Security Through River Treaty Institutionalization</td>
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Question 6: Space and Infrastructure

Task: Please describe the unit’s needs for space and infrastructure

6.1 Background

Until 2010, co-location of all programs and their affiliated centers in one building was the primary goal of IBS strategic planning. That long-held goal was finally realized in October, 2010 when IBS moved into its new LEED Platinum-rated building. At the present time, there are 9 IBS Faculty and 28 Faculty Associates in IBS. The 28 faculty associates are rostered primarily in five departments on the Boulder campus – Anthropology, Economics, Geography, Political Science and Sociology. They and 50 research personnel (including 21 Research Associates, 5 of whom are Senior Research Associates, 24 Professional Research Assistants, one of whom is a Senior Professional Research Assistant, and 9 “post-docs”), 10 support staff, 38 graduate students, and 8 undergraduate student employees currently occupy approximately 26,000 assignable square feet in its building just north of the center of the University of Colorado Boulder campus. Other affiliated faculty are resident at the University of Colorado Denver, the University’s Anschutz Medical Campus in Denver, and the University of Denver.

6.2 Need for expansion space

As part of the original building plan, IBS has been guaranteed access to approximately 4,000 square feet of additional space in the basement of the building that is currently under the management of the College of Arts and Sciences. This space comprises nine offices, 18 student cubicles, and one conference room. IBS does not anticipate needing more than this expansion space over the period until the scheduled 2019 Program Review. It is, however, possible that some renovation of existing space will be needed in this review period – for example, if CU is awarded a Research Data Center by NSF and the U.S. Census Bureau, its space will be required to meet higher security standards than currently available within the IBS Building.

6.3 Communication and Interaction in the existing space

Proximity to one another of the IBS Faculty, Faculty Associates, research personnel, research staff and administration has enhanced its ability to execute its principal mission, that of generating interdisciplinary research. Interaction is supported by formal and informal meeting spaces throughout the building. IBS has three conference rooms; two meeting rooms that can be combined into one large space; a lounge, three sitting areas, and four terraces where IBS personnel can meet and collaborate. One of the conference rooms is equipped with state-of-the-art videoconferencing equipment that allows researchers to interact virtually with
collaborators both in the United States and abroad. IBS also houses its Natural Hazards Center library, which maintains a unique, open collection of social science literature that informs both hazard-specific and multi-hazard research and policymaking. Its holdings contain over 33,000 titles, of which nearly 25,000 are now available in digital form. The Center for the Study and Prevention of Violence maintains several hundred publications electronically. Also, IBS maintains and staffs a campus-wide accessible computer lab where many IBS research activities are hosted, including specialized short courses, research workshops, and miscellaneous research collaborator meetings.

6.4. Staffing

As IBS moved to its single building, efficiencies were realized and the total number of staff was reduced. However, work has increased for four reasons:

- the number of researchers and graduate students has increased;
- the number of grant submissions has increased not only because the number of new projects has increased but because, with the very low award rates funding agencies currently offer, resubmissions have become the rule;
- the number, size, and complexity of grants in effect have increased. As an indicator of expanding activity, in fiscal year 2012 IBS total expenditures increased to over $9,000,000, and current projections indicate that expenditures will increase to over $10,000,000 for fiscal year 2013;
- the CU Office of Contracts and Grants (OCG) is overwhelmed by the volume of activity, with the result that the Institute staff has taken on more responsibility for grant preparation and administration.

IBS administrative staff is stretched thin and will be stretched further as we continue to expand our research portfolio and the population of personnel associated with IBS.

To administer current activity, we employ 6.75 administrative staff. Only ½ FTE is paid from the University general fund. All other administrative staff members are supported by DA-ICR and those externally funded projects that allow inclusion of administrative staff. In the strategic plan, we request an additional FTE for administrative staff.

Two IBS Centers – the Center for the Study and Prevention of Violence (CSPV) in Problem Behavior and the Natural Hazards Center in Environment & Society – provide extensive service and outreach within the university and to the state and the nation. Yet they receive no CU funding. External grants cannot be charged for grant writing and other forms of fundraising. As we continue to bring in more grants, from which the University derives millions in indirect costs, it would seem appropriate that the University would support additional staff to meet the added administrative burden that these successes create.

In the Strategic Plan (Question 7), specific new support for the Problem Behavior Program is requested: .25 FTE to fund a portion of salary for an Assistant Director, 0.30 FTE for the Director of CSPV (a PhD Research Associate position), and .50 FTE to support a Professional Research Associate to act as clearinghouse and website administrator.

6.5. Computing and Data Resources

IBS is currently well served by its computing infrastructure. Servers and personal computers are purchased with funds from the IBS operating budget and grants, including the Population Center
Grant and individual projects. During the next period, connections to the new CU research computing environment will be explored.

Another opportunity may be to attract a Research Data Center to CU. IBS has space that, with upgrades in security, can house the Center. It would provide access to government data (Census, Social Security, National Center for Health Statistics) that require strict restrictions on use. Researchers must come to a secure data center to carry out their work. The facility could serve the entire Rocky Mountain Region – the closest existing Centers are in Texas, Chicago, and the Bay Area. While CU can compete for grants from NSF to establish the Center, continuing costs that must be assumed by the host institution are at minimum $100K per year. A small committee is exploring whether there is sufficient demand for this type of facility to justify competing for a Center.

6.6. Fundraising

Up to this point, IBS fundraising has focused on contracts and grants from government and foundations, with little or none from philanthropic sources. Fundraising for the IBS Building by the CU Foundation totally failed. Basically, Foundation staff were unable to identify prospects; we were told they would follow up with those we suggested. A CU PhD graduate, Lawrence Severy, was successful in raising a small fund to help support graduate students.

IBS would like to participate in fundraising efforts, but there needs to be adequate indication that diverting time from grant work can be worthwhile.

6.7. ICR distribution models

The University ICR distribution process is a mystery to researchers who are responsible for applying for grants. It would be most helpful were there more information on how allocations are made. In its absence, complaints about distribution are inevitable.

6.8. Special Needs

IBS has no special needs with respect to current space, short-term future available space, and the set of amenities the IBS building provides its personnel. As described above, the needs are for personnel to serve as administrative support staff in the Institute and in the Problem Behavior Program and its Center for the Study and Prevention of Violence.
Question 7: Strategic Planning (post-IRC revision as of 15 February 2013)

Task: Please describe what are the unit's strategic goals and aspirations, and discuss the relationship between your unit’s strategic goals and aspirations and the 2030 planning document.

Question 7 Index

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The overarching IBS goal for the next seven years is to maintain and expand its world-class interdisciplinary basic research, translational research, training, and outreach. This section explicates what IBS wants to achieve over the next review period and what will be required of IBS and the university to make these goals a reality.

In preparing this strategic plan, the Self Study Committee and the IBS Board were especially cognizant of the need to align its goals with those of the campus more broadly as articulated in Flagship 2030. The IBS Strategic Plan shares the CU Boulder Flagship 2030 Core Initiatives of fostering research excellence, enhancing graduate education, and serving Colorado and the larger community. It closely aligns with Flagship 2030 Initiatives for transcending traditional academic boundaries. IBS’s promotion of (and even deepening our understanding of) interdisciplinary scholarship and training threads its way throughout this report and lies at the heart of the program’s past achievements and future vision. Finally, IBS activities are closely concordant with the 2030 document’s goal of building a global crossroads, with collaborations by IBS personnel and IBS research projects spanning most areas of the world, and plans in IBS’s five programs for expanding these efforts.

Each of the current five programs prepared its own self study. These studies, included as Appendices 1.1.a-1.1.e, provide more specific detail on research, training, and outreach accomplishments and plans. Research planning for each of the programs is also discussed in more detail in Question 5.

IBS’s Strategic Plan is and must be constructed upon the foundations provided by the considerable accomplishments and plans of each of its programs. IBS’s mission is to support interdisciplinary, collaborative research on problems of societal importance. Given limited resources, IBS does not and cannot address any and all problems of societal importance but has selected over the years an important sub-set for intense interdisciplinary examination within each of its programs. The particular topics addressed in each program have evolved and changed over the years in response to emerging problems of societal importance, with the IBS Board of Directors serving as the instrumentality for approving program research directions, appointing program directors, and prioritizing how scarce Institute resources are allocated among them. Each program determines its own strategies for tackling the research issues around which the program is organized, with the Board providing oversight and facilitating coordination and collaboration with other programs when there is an intersection of interests among research scholars. It should be noted that the Institute has been quite nimble over the years, with new directions emerging within programs, the addition of a new program focusing on health and society, and several notable cross-program initiatives that have yielded extra-mural research funding and significant and influential scholarship (described in Question 5). The programs are the foundations of IBS’s research, training, and outreach activities—thus the inclusion of a Strategic Plan for each program in this section of the Self Study--but the programs
Section 7.1 presents the main substantive elements of the strategic plans of each program and of IBS overall. Section 7.2 addresses the question of what resources are essential for fulfilling these plans.

7.1 Substantive Elements of the IBS Strategic Plan

In this section, the strategic plans of those programs requesting significant resources from the university are given more extensive treatment.

7.1.a. Environment and Society

Environment and Society supports interdisciplinary research on the use and governance of natural resources and the environment as well as on the social dimensions of natural hazards as well as outreach through the Natural Hazards Center. The strategic plan for Environment and Society incorporates six main elements:

- Continue the two research themes described in the Mission Statement and below;
- Advance collaboration among researchers on hazards within E&S, whether or not in the Hazards Center;
- Continue and extend the outreach efforts of the Hazards Center;
- Participate in developing the newly approved Center for the Governance of Natural Resources;
- Continue to build linkages with other units on and off campus;
- Recruit faculty with interests in the thematic areas as additional members of the program.

Several of these items are worth expanding upon. The E&S program themes described in the Mission Statement are: 1) Governance of Natural Resources and the Environment, and 2) Risk and Resilience. These themes have served well to focus the interests of those conducting research within Environment and Society and to give the E & S program an identity within and outside the University. They also fit well with current funding initiatives at the National, Regional and State levels, and all indications are that these themes will remain relevant to future funding (e.g. see the new NSF program, Science, Engineering and Education for Sustainability [SEES]). The program intends to build on the progress that has been made and to increase the number of joint projects involving the Hazards Center and other E&S faculty.

The Hazards Center plans to continue and to expand its worldwide reputation for advancing and communicating knowledge on hazards mitigation and disaster preparedness, response, and recovery. The Center will continue to foster information sharing and integration of activities among researchers, practitioners, and policy makers from around the world; support and conduct research; and provide educational opportunities for the next generation of hazards scholars and professionals.

7.1.b. Health and Society

The mission of Health and Society is to advance understanding of the social, economic, psychological, and behavioral determinants of health, with a special focus on social and economic disparities in health in the United States and across the developing world. Patterns of morbidity and mortality at the beginning of the 21st century are different from those of earlier times when much of the burden of illness was due to infectious disease. Contemporary patterns of illness can be traced in large measure to behavior and to the socially-organized contexts in which it is embedded, whether that behavior entails an unhealthy
diet, a sedentary lifestyle, drunken driving, alcohol abuse, tobacco, and other drug use, inadequate hygiene, or stressful daily living. Understanding variation in behavior and social/ecological contexts thus becomes the key concern in understanding variation in health. Biological and genetic processes that may interact with or mediate the effects of social and psychological factors on health and fitness are of increasing theoretical and research interest in the program as well. Finally, there is a commitment in the program to evaluation research on prevention/intervention efforts that seek to promote healthy development or to forestall the development of illness, disease, or premature mortality.

Intellectual interchange and collaboration is fostered by the clustering together of the research offices of the core faculty; by the organization of regular colloquia and ‘brown bags;’ and by the initiation of an academic-year-long series of “Salons” at which large issues in the making of behavioral science, e.g., the logic of interdisciplinary explanation, the role of ‘place’ in accounting for variation in human behavior, and the like, can be comfortably and thoughtfully explored.

Given this background, the main elements of the strategic plan for Health and Society include the following, to:

- Continue and expand the research agenda of the program;
- Continue the Salon with the intention of mentoring all faculty and generating new theoretical understanding of health behavior;
- Strengthen the interdisciplinary character of program membership through recruiting new members from across campus;
- Promote development of theory-based interdisciplinary collaboration so that the term, “interdisciplinarity,” will imply logical rather than merely additive coherence. Implementing this strategy will require explicit attention to that objective in the very framing of Health and Society studies so they will map concepts at different levels of analysis, e.g., social and individual, that theoretically implicate each other or that are conceptual analogues. The program is already engaging this objective in its Salons and in its various new studies. It may also be salutary to organize colloquia with philosophy of science faculty to help deepen program members’ grasp of the nature of interdisciplinary inquiry;
- Work toward a common research agenda that can attract funding for the program itself in addition to individual research grants. Program faculty members have envisioned for the future finding a topic of such wide appeal and shared interest—obesity, HIV/AIDS—that it would attract collaborative engagement from most or all of the program’s core faculty. As a signal enterprise, it would showcase not only the unique disciplinary contributions of its diverse faculty, but it would be an exemplar for the exploration of a logically coherent explanatory framework across the disciplines represented in Health and Society.
- Expand graduate student training through increased participation of students in research within the program and work toward establishment of a certificate program in Health and Society.

7.1.c. Institutions Institutions supports research on institutions - the formal and informal ‘rules of the game’ - along with enforcement for non-compliance, which give members of society incentives shaping their economic, political and social behavior. Program members are particularly interested in questions that involve the interplay of markets, property rights, and political regime types on different country’s prospects for economic development. As the newest IBS program, its strategic plan has four main elements, to:
• Foster interdisciplinary research and teaching through its weekly workshop;
• Continue to develop the mission of the program through expanding participation, possibly through increased connections with legal scholars as well as CU faculty members concerned with the impact of institutions on behavior;
• Participate with Environment and Society in the development of the Center for the Governance of Natural Resources;
• Increase communication of policy relevance of research results, especially through the Center for the Governance of Natural Resources;

7.1.d. Population Population, having made remarkable progress over the past decade, has the opportunity to make another major step forward – one that can place it among the elite population programs in the country. For example, Population has moved from a small but respected program to one of about 20, including Princeton, Penn, Harvard, Chicago, UCLA, Texas, and Michigan, selected for prestigious NIH Center awards.

The Population Program’s mission is to (1) expand research in each of its three signature themes – migration and population distribution, health, and environment, (2) nourish collaborative and interdisciplinary demographic research, (3) facilitate interaction among researchers across the U.S. and throughout the world, bridging departments, programs, institutes, and universities, (4) develop junior investigators, (5) raise research quantity and quality through technical support and developmental funds, and (6) increase external funding. The next steps to fully match the accomplishments and recognition of top peers and to continue Population’s critical momentum involve the following:

• Continue funding for its $2 million 5-year NICHD funded Population Center, CUPC;
• Solidify CU Boulder as the leading campus for biodemographic and gene- environment scholarship;
• Enhance and formalize linkages with federal labs, primarily NCAR;
• Extend its demographic surveillance and training programs on HIV/AIDS in South Africa and child health in Bangladesh to other parts of these continents;
• Advance graduate training through growth of its certificate program, the first on the CU Boulder campus;
• Increase the number of postdoctoral fellows;
• Develop a proposal for NIH training support;
• Publicize new demographic research in collaboration with the Center for Public Information on Population Research at Population Reference Bureau in Washington DC;
• Continue and expand the virtual portion of the Population Center.

The Population Program is close to being able to reach these goals, requiring only redoubled efforts by program members and additional external and internal resources. The goals are clear, focused, and achievable. In the next sections, several of these goals and what is required to achieve them are addressed in more detail.

7.1.d (1) Continue funding for its $2-million funded NICHD Population Center.

The NICHD-funded University of Colorado Population Center has contributed enormously to Population’s enhanced reputation and has provided valuable infrastructural support to its faculty affiliates, post-docs, and graduate students. It is crucial to IBS and the university that the program successfully competes for renewal of the Center grant. The biggest obstacle to being competitive for a center renewal grant is an upcoming dearth of senior faculty. Population is likely to lose three of its five core faculty in a few years. Center Director Fred Pampel has
already retired from his full professorship in the Sociology Department and will step down from the directorship position in a few years. Jane Menken, an important member of the Center, will step down as director of IBS within a few years. Jason Boardman is expected to transition to direct Health and Society at the beginning of the 2013-2014 AY. Center-grant renewal will depend on an infusion of new senior faculty.

7.1.d (2) Solidify CU Boulder as the leading campus for biodemographic and gene-environment scholarship. Population has established ties with the CU Institute for Behavioral Genetics. This combination has helped put CU on the map as a leader in the area of gene-environment interplay in the social sciences, demonstrated by the award to Population members of three large NICHD R01 grants, publication of research results in leading genetic, population studies, and social scientific journals, and the hosting of a national conference, Integrating Genetics and the Social Sciences. Two postdoctoral fellows have held appointments in this area. Continuing the CU lead status in this new field will require attracting additional postdoctoral fellows and faculty members.

7.1.d (3) Enhance linkages with federal labs, primarily NCAR. The study of connections between population dynamics and environmental change (environmental demography) is an emerging area within demographic research, and CU's Population Program is at the forefront. The program has several interdisciplinary faculty and an increasing group of graduate students interested in this new area of research. Collaborative opportunities of critical societal importance abound. Population members are beginning to develop collaborative research manuscripts and grant proposals with NCAR scientists. In May, CUPC and NCAR jointly held a workshop, Migration, Urbanization and Climate Change, in the IBS building, bringing together 20 scholars from across the globe to discuss state of knowledge and develop collaborative endeavors. Three high-profile manuscripts and one in-program grant proposal resulted from the workshop.

NCAR scientists are at the forefront of atmospheric research as well as scholarship on climate vulnerability, but their research enterprise lacks strong representation from the social sciences. Hence, many opportunities remain for collaborative work, bringing the demographic perspective to understanding earth’s climate future. To further this effort, Population request a partial senior faculty line to help build this bridge, and would request support from NCAR for a joint position.

7.1.d (4) Advance graduate training through growth of the certificate program, increasing postdoctoral fellows, and develop a proposal for NIH training support. The Population Program has a long-established successful history of training graduate students through the Certificate Program in Population Studies, which it expects to continue into the future if there are sufficient faculty to make it viable. Cooperation of departments and A&S to allow teaching in the certificate program to count in the teaching load of faculty will be essential. Additional graduate student support is needed to attract outstanding students.

Population also intends to develop a graduate and post-doctoral training program in demography and behavioral genetics. An ad-hoc program is already in place in which Population faculty oversee training of students in this area. Students enroll in graduate seminars at the Institute for Behavioral Genetics, attend workshops at other universities, and do one-on-one training with faculty. Currently, there are three graduate students and two post-doctoral researchers in this area. The program would like to have a more formal training plan in place for them. This formalization will require regular and well-supported training grants.

7.1.e. Problem Behavior and Positive Youth Development The vision of Problem Behavior is to be the global leader in basic and applied interdisciplinary research on problem
behavior and positive youth development using a public health/life course perspective to advance the promotion and dissemination of research and evidence-based programs, practices and policies that impact children, families, and communities.

To move this vision into reality, Problem Behavior’s strategic plan highlights two key areas of emphasis: 1) interdisciplinary research on problem behavior and positive youth development using a public health/life course perspective and 2) translational research to advance the promotion and dissemination of research and evidence-based programs, practices and policies that impact children, families and communities. Within these areas, there are five major goals:

- Expand the focus of the program to a broader set of behavioral outcomes impacting the life course trajectory of children and youth;
- Increase the interdisciplinary sophistication of the program’s theoretical models, research proposals and scholarly publications over the next five to ten years;
- Initiate a new major national transdisciplinary longitudinal study on the epidemiology and etiology of problem behavior and positive youth development in the next five to ten years;
- Expand the program’s leadership and influence in translational research;
- Hire a new Program Director and expand the number and diversity of faculty and graduate student participation in the program over the next 5 years.

The following sections elaborate on those goals that require continued or additional university resources and form a part of IBS’s overall requests.

7.1.e (1) Expand the program’s leadership and influence in translational research.

We now know from research what works to create more positive social learning environments and places for our children to grow and be free from the harmful and unfortunate circumstances they see and live with on a daily basis. But for child and youth outcomes to be changed by this research, there must be delivery channels and systems in place to disseminate these interventions to the public, policymakers, and other decision makers to ensure that they are implemented, adopted, and maintained. Recognizing the importance of this emerging area, NIH, in 2003, had translational research as a priority intended to shift attention into more effective, evidence-based and community-centered prevention strategies.

The Center for the Study and Prevention of Violence (CSPV) is a leader in translational research related to problem behavior prevention and positive youth development (see 5.6 of the PB Self Study in Appendix 1.1.a). Yet penetration of evidence-based programs and practices is quite modest at best. Instead, there is a long history of programs with limited evidence of effectiveness (e.g., DARE or Scared Straight) launched on a national scale with great promise and huge cost only to prove ineffective or even harmful and a waste of taxpayer money. Research to identify effective dissemination models and selection decisions is critical if evidence-based programs are to be implemented on a scale and with a level of fidelity that can significantly impact child and youth behavioral outcomes at the community level.

Building upon program strengths and accomplishments in translational research, Problem Behavior plans related to this goal focus on the following activities discussed in greater detail in the PB Self Study (Appendix 1.1.a, section 5.6). It is important to note that these several translational activities will require some additional support from the university to ensure their success.
• **Blueprints Program.** The mission is to identify programs that are proven effective in preventing problem behavior and promoting positive youth development. Within the next 10 years, use Blueprints aims to be the most widely recognized and used list of evidence-based programs. The program’s leadership has identified 6 key activities related to accomplishing this goal: (1) expand Blueprints presence within the European Union; (2) lead a publicity campaign to market Blueprints and evidence-based programs; (3) host International Blueprints Conferences with at least 700 participants every other year; (4) upgrade the scientific standard for certifying programs as effective or evidence-based by adopting the recommendation of the Working Group of the Federal Collaboration on What Works; (5) develop publications based on the Altria dissemination of LifeSkills Training lessons learned; and (6) hire a new Director for the Blueprints Program.

• **Safe Communities–Safe Schools (SCSS).** CSPV provides schools and community partners with resources and technical assistance to implement the SCSS model. The program has recently developed a cost-recovery model to charge a nominal fee to schools that use its online school climate survey and will also continue to seek out grant opportunities and foundation support for this work. The program also plans to continue and expand the (1) Shakespeare Theatre collaboration to prevent bullying and (2) promotion of Safe2Tell in partnership with the Colorado Attorney General’s Office. The program intends to seek funding to support formal evaluations of these two efforts to measure the impact of these programs on school climate and student outcomes.

• **Academic Center of Excellence in Youth Violence Prevention (ACE).** The purpose of ACE is to reduce youth violence and promote positive youth development among youth in a high-risk Denver neighborhood. CSPV is attempting to bring its resources and capacity (e.g., evidence-based programs, technical assistance, and evaluation) to bear on one target neighborhood, with the goal of saturating the community with enough evidence-based programs to positively change the lives of children and families. The project aims to accomplish its goals by mobilizing community members and agencies to implement evidence-based programs and practices, and evaluating the impact on youth violence and related outcomes.

The ACE project is a case study that will enable Problem Behavior to study the in-depth processes by which a community puts the best that we know from research into practice. The program plans publications that contribute to the field of translational research and will seek opportunities to replicate the model, if successful, in other neighborhoods.

7.1.e (2) Hire a new Program Director and expand the number and diversity of faculty and graduate student participation in the program over the next 5 years. A top priority for the program is to hire a new Program Director in the next year. The program has had two unsuccessful searches over the past several years. The expansion in program outcomes and the focus on interdisciplinary research creates the opportunity for a broader search of potential candidates with backgrounds in economics, policy studies, public health, and other academic disciplines beside sociology and psychology. New investment will need to be made in the program to make the position more attractive to senior and nationally visible scholars.

Recruitment of more and more diverse faculty members is essential. Currently only five CU tenured or tenure-track faculty are members of the program; four are sociologists who vary considerably in their level of participation. Our goal is to recruit an additional five faculty to become Faculty Associates of the program in the next 5 years and to recruit them from different...
academic departments (e.g., psychology, economics, public health, and political science). The program also will expand the recruitment of GRAs to these departments as well and increase their number to the extent allowed by its grant portfolio. To accomplish this goal, IBS and the program must build better incentives for recruiting from these departments. In some of these departments there are strong incentives for faculty to do their research within the department. A more active, better informed recruitment strategy is needed, focusing on the opportunity to work in a transdisciplinary setting, offering a greater concentration of researchers focusing on a given area of interest than typically found in departments, and in most cases, better supports for conducting research.

7.1.f. The Institute of Behavioral Science  The goals for IBS include the following:

- Carry out the transition to new leadership of the Institute and several programs;
- Continue to encourage the planned programs of research and outreach as well as being responsive to new ideas;
- Maintain and improve the infrastructure that supports IBS activities;
- Seek increased funding for pilot projects and professional activities;
- Seek opportunities for the development of interdisciplinary teaching as well as certificate programs within the Institute;
- Take advantage of the opportunity offered by consolidation of all of IBS in the new building to promote research and collaboration across programs;
- Increase graduate student support.

The transition to new leadership in the Institute and several Institute programs is vital. The term of Institute Director Jane Menken ends in June 2015, and she will not accept an additional term. The positions of Director of Problem Behavior and Health and Society are now held by professors emeritus/research professors Delbert Elliott and Richard Jessor. Professor Edward Greenberg, Director for Special Projects and former Director of the Economic Change Program (transitioned into the current Institutions Program) will retire at the end of the 2013-2014 academic year. Searches for their successors are the Institute’s highest priority for 2013-2015. These are examined in section 7.2.

7.2 Resource requests

Here is what IBS needs to continue its impressive trajectory of scholarly, training, and outreach accomplishments.

7.2.a. Secure new leadership and fill faculty vacancies within IBS’s current FTE allotment. The four positions that are lost to or about to be lost to retirement are essential to IBS’s mission. These positions are part of IBS’s current 10.0 FTE allotment. CU has committed to filling all IBS positions as they become vacant. Three positions need to be filled in the next two years; the fourth will become vacant shortly:

- **Currently vacant; search approved:** This is to fill the position currently held by Del Elliott as Director of the Problem Behavior and Successful Youth Development Program. Crucial to this recruitment will be improving infrastructure for the program, as described below.

- **Vacant after June 2014:** On Professor Greenberg’s retirement, IBS plans to hire an assistant professor in Problem Behavior.
Health & Society Program Director: The five-year term as Director for which Richard Jessor agreed to serve without pay ends December 2013. The IBS Board has approved the appointment of Professor Jason Boardman to IBS as of the beginning of the 2013-2014 academic year. His rostering would transfer from the Sociology Department to IBS, with bridge funds perhaps coming from the Greenberg retirement. He would occupy the position held by Dick Jessor.

IBS Director: Jane Menken will step down from her directorship in June 2015. This key position must be filled by the beginning of the 2015-2016 AY. IBS requests that the search for IBS Director begin in the 2013-2014 academic year given the length of time senior searches generally require.

7.2.b. Add four new IBS faculty positions:

Director of CUPC: Emeritus Professor Fred now directs the Population Center, one of IBS’s most successful enterprises. He plans to step down in a few years. The current Center grant ends May, 2015. A senior population scientist must be in place as director if IBS is to successfully compete for renewal of the Center grant.

Three assistant professor positions: As described throughout this self study, IBS is developing exciting new areas of research: gene-environment interactions and social behaviors, governance of natural resources, environment and population, and intervention evaluation science. Our continued competitiveness in obtaining external funding and future expansion are constrained by faculty shortage, however. In the past, we have done much with little but have now reached our limit in interdisciplinary output. It will be difficult to continue our growth without some key investments in personnel.

Strategic recruitment of assistant professors could be truly transformative, allowing IBS to compete for resources and prestige typically going to large interdisciplinary research units such as the Survey Research Center at the University of Michigan or the Social Science Research Institute at Duke. Consider a few examples of how new junior faculty appointments could move IBS forward. First, the Population Program, after having been awarded funding as an NICHD Population Center, is in a strong position to apply for an NIH Training Grant. Although the grant would provide fellowships to top students, the program lacks the faculty needed for mentorship and coursework. An additional faculty member would provide a core set of demographers large enough to compete effectively for a training grant. Second, the Problem Behavior Program has a remarkable staff of research faculty but lacks a core of TTT faculty to lead and collaborate with research faculty. An assistant professor appointed to IBS and the program would, through work with current research faculty, multiply the productivity of the unit. Third, the Health and Society program has developed a research agenda of critical importance to social science and CU Boulder, but it has only a small core of faculty. An additional faculty member who complements the specializations of current faculty would move the program forward in both size and influence. Intervention research is taking places across IBS programs – in the Problem Behavior Program’s Blueprints and ACE projects, in the Population Program’s studies of health and socioeconomic interventions in Bangladesh, in the Health and Society Program’s studies of vaccination effects in Nicaragua, in the Environment and Society Program’s studies of forest fire mitigation. An additional faculty member who specializes in this area could lead to a cross-program intervention evaluation group. In all, faculty in these areas (or in others where the need emerges) could vastly improve our reputation and influence on interdisciplinary research.
We therefore request, beginning for the 2015-2016 academic year, commitment of three positions that would be filled in these or other areas of special need. It is possible that one position could be split between 2 faculty members whose other 0.5FTE would be in a department – thus increasing the commitment within departments to interdisciplinary research. However, the shortage is precisely in faculty who are committed to interdisciplinary inquiry, and it is unlikely to be ameliorated by new departmental, within-discipline hires. Positions allocated to IBS, on the other hand, have a greater chance of successful recruitment of scholars with inter- or trans-disciplinary training, experience, and commitment. Such hires would also help achieve the interdisciplinary goals of the Strategic Plan. Each search would, as in the past, be carried out with two departments, again emphasizing the expected interdisciplinarity of the position.

7.2.c. Improve the infrastructure that supports IBS activities: Two IBS Centers – the Center for the Study and Prevention of Violence (CSPV) in Problem Behavior and the Natural Hazards Center in Environment & Society – provide extensive service and outreach within the university and to the state and the nation. Yet they receive no CU funding. External grants cannot be charged for grant writing and other forms of fundraising. As IBS continues to bring in more grants, from which the University derives millions in indirect costs, it would seem appropriate that the University support additional staff to meet the added administrative burden that these successes create. Here is what is needed:

- For the Problem Behavior Program: .25 FTE to fund a portion of salary for an Assistant Director, 0.30 FTE for the Director of CSPV (a PhD Research Associate position), and .50 FTE to support a Professional Research Assistant to act as clearinghouse and website administrator.
- For the Natural Hazards Center in the Environment & Society Program: .25 FTE to fund a portion of the salary of the Assistant Director for Research.
- For IBS administration: 1.0 FTE for administrative staff to meet the needs described in Question 6.

7.2.d. Resources to improve interdisciplinary graduate training: IBS requests assistance by way of course release from departmental teaching requirements to permit Health and Society faculty to teach in its proposed certificate program, to allow Population to continue and expand its successful certificate program, and to further the development of the teaching component of the new Center on the Governance of Natural Resources.

7.2.e. Increase support for graduate students: Graduate students considering CU most often are offered teaching assistantships to support their studies. The social science units upon which IBS depends consistently lose some of the most attractive applicants to schools and programs that can guarantee four years of support, higher stipends, and summer support, and that can provide research assistantships. We request that the university enhance support for competitive graduate student support in the social science departments on campus. Moreover, IBS requests that two research assistantships annually be reserved for graduate students in IBS. Though several IBS programs and units have access to funding resources that support graduate students as research assistants, not all do.
Question 8: Budget

Task: Describe your unit's current budget model, and discuss its strengths and weaknesses. How are financial resources received and distributed? To what extent are these resources adequate to meet program needs? What strategies can your unit offer to address these budgetary needs?

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8.1. IBS current budget model

IBS has three main sources of support

a) General operating expense budget
b) Direct CU support
c) Direct charges to grants

8.1.a. General Operating Expense Budget

The IBS general operating expense budget is supported primarily by the departmental allocation of indirect cost recovery (DA-ICR) which is based on actual Facilities and Administration (F&A) charges to sponsored projects for the 12-month period from April 1-June 30 of the previous fiscal year and July 1-March 31 of the current fiscal year. IBS averages 80-90 individual sponsored projects annually (including subcontracts to individual sponsored projects and training awards) that contribute to our DA-ICR pool. Over the past five years, IBS projects have netted an average of $1.25 million per year in F&A to the University. Of that amount, approximately 27% was returned to IBS. The department of a TTT investigator receives a portion of the IBS-generated F&A according to a standard formula. For IBS Faculty, 6.25% goes to the TTT department, for Faculty Associates, 12.5% is shared with the rostering department, and for those with 0.5 FTE IBS appointments, 9.375% goes to the department. The average return to departments over the past 5 years is about 7%. These funds comprise most of the operating expense budget and vary according to both the level of direct cost expenditures and the indirect cost rates for each project.

CU allocates DA-ICR to units following the close of the fiscal year (June 30th) through deposits into the CU general fund account assigned to IBS. The five-year average is approximately $340,000 per year. This fund supports administrative staff, equipment costs, physical plant projects, and day-to-day needs of the Institute. Each IBS program receives a modest fund ($5,000/year) for conference attendance, colloquia, and the like.

The strength of this model is that it allows substantial flexibility in the use of our operating expense funds. The University allows IBS to save any funds remaining at the end of the fiscal year for future programmatic needs, most urgently to provide the IBS portion of start-up packages for new hires.

There are two major weaknesses of this budget model. First, the operating budget can fluctuate dramatically from year-to-year based on the F&A recovered from sponsored projects, almost exclusively NIH or NSF projects. Not only is NIH and NSF funding difficult to obtain but also funded grants have undergone nearly continuous year-to-year cuts in the subsequent years of the award. That has resulted in projects being short-funded and IBS having to cut back on
expenditures. Also, principal investigators generally do not spend out their budgets uniformly across the proposed term of their projects and often extend their projects through the “no-cost extension” process. This gives them an extra year to successfully execute their project, but has the effect of stretching their expenditures, and the F&A return, over three to four years instead of two or three. However, the result is a major impact on the IBS budget and ability to anticipate funds needed for future programmatic use.

It is also the case that NIH and NSF budgets are regulated by Congress and sponsored project funding is oftentimes delayed by “continuing resolutions” when Congress postpones passing the budget for the fiscal year that begins in October. These continuing resolutions are often extended well into January and February. That can affect sponsored project expenditures and F&A recovery during the last quarter (Jan-March) of the university DA-ICR year. It is IBS practice to cover project expenditures under “pre-award” conditions to compensate for these delays. However, this can negatively impact the precision needed in budgeting during times of smaller funding pools. In more than one instance, funding had been delayed for such lengthy periods that it was made available after what was effectively the end of the project.

The second major weakness is that the funding IBS receives to support grants depends on the indirect cost rate applied to grants. This problem relates primarily to grants from the Colorado state government and to grants from Foundations. The former carry no indirect costs (state units cannot pay indirect costs to other state units) and foundation grants notoriously permit only very limited indirect costs (10-15%). IBS fully supports CU’s responsibility to work with the state. Other agencies and foundations that fund some of our major projects have limited provision of indirect costs. For example, current grants from the Annie E. Casey Foundation, USDA’s Forest Service, and the World Bank pay 10%, 10% and 20% respectively, in contrast to the NIH and NSF 52.5% on campus and 26% off-campus indirect cost rates. These grants are costly to support. The Institute is working on establishing a standard set of direct costs for all grants that do not carry full indirect costs that meet both CU regulations and those of the funding agency.

8.1b. Direct CU Support  
CU fully funds the salaries for the 10 FTEs (9 1.0 FTEs and 2 0.5 FTEs of faculty members rostered in the Institute, though two of the 1.0 FTE positions are not filled at the present time). Faculty members, with the exception of those with course release for program director responsibility, carry a full teaching load in their TTT departments. In addition it provides a small operating budget ($41,279 per year, unchanged for nearly a decade) and supports a university computer lab and staff located in the IBS Building in the Institute’s Computing and Research Services group. The only administrative salary paid by CU is a 0.5 appointment currently at the level of $26,361. Thus the current direct, non-faculty, support to IBS from CU is under $68,000.

When a faculty member rostered in the Graduate School has a portion of his/her academic year salary charged to a sponsored project, the faculty member’s “salary savings” from the State general fund remain in the rostering unit. In IBS these funds are redistributed as follows: 20% Institute, 30% faculty member’s program, 50% faculty member, to be used for programmatic and research purposes.

As with the DA-ICR funds, faculty salary savings contribute greatly towards paying for new faculty start-up packages, special faculty requests, research and classified staff salary support, and general operating expense needs. Faculty members have been able to use the funds to support graduate student travel to scientific meetings, as well as their own travel not supported by their grants. These funds help support upgrades to the IBS computer systems (personal
computers for staff use, computer lab equipment replacement, and replacements of Institute servers), acquisition of office equipment, and requisite improvements to the physical plant.

CU provides modest support for new ventures through several mechanisms. As of November 2012, the Office of the Vice Chancellor for Research is supporting CUPC by funding 2 graduate student research assistants for each of the five years of the grant. To promote connections between CU and NCAR, half support was made available for a jointly appointed 2-year postdoctoral fellow. To foster development of the Center on Governance of Natural Resources, co-director Krister Andersson has one course release for each of three years. IBS Faculty and Faculty Associates can apply for one of the approximately 20 Innovative Seed Grants awarded each year through a competitive process. Since the program’s inception in 2007, IBS affiliated faculty have been awarded seven of these grants. Currently, three are in effect. In the current difficult external funding environment, this support is especially appreciated.

8.1.c. Grant Expenditures Expenditures on grants fluctuate widely, as shown in Figure 5.1. Grants support research faculty (see Question 2) and several support staff. They provide summer salary for many of the IBS Faculty and Faculty Associates.

8.2 Timing of distribution of financial resources

IBS receives its DA-ICR funds (determined as described in 8.1a) in July each year. About the same time, the Institute receives its State-based general funding. Grant awards are received throughout the year.

8.3 The budget and IBS needs

As requirements for administration have increased – from funders, the University, and the state, IBS has had no increase in support to meet these additional administrative burdens. IBS is spending a significant and increasing portion of its DA-ICR on required administration. As a consequence, fewer resources are available for other needs of the Institute – computers, software, nuts and bolts like paper and copiers, repayment of debt for the building, and savings for startup and other expenses.

8.3. a. Staff There are 6.75 staff positions. As of November 2012, DA-ICR pays for 3.50 FTE - the administrative officer, a general administrative staff person, a half-time payroll liaison, a half-time accounting technician, and a half-time librarian. It also funds employment of undergraduate student assistants who provide additional administrative support. In addition, DA-ICR must fund equipment (computers) for members of the support staff. A major problem is that DA-ICR is highly variable and relies on influences outside our control (i.e. Congress, the NIH and NSF budgets, and national priorities for funding). It also is the case that with anticipated new faculty recruitments and the expanded administrative needs of our sponsored projects portfolio, our staffing may need to increase to accommodate the expected increase in purchasing, payroll, and other administrative needs.

It is notable that “hard money” funding provided by the University (State of Colorado general funds) to IBS for administrative operating expenses has not changed in nearly a decade.

8.3. b. Building The University increased the contribution required from IBS for construction of the building. This requirement places an extra burden on flexible funding. It is being repaid with modest interest (2%).

8.3
8.3.c. Computers  Most IBS research computers are funded through grants. CU has in the past provided the computers for the lab located in the building, but has recently decided to end that program. Servers have been funded through a combination of grants, contributions from the Office of the Vice Chancellor for Research, and the IBS operating budget. Staff computers have been funded from the operating budget. The reduction in flexible funds in the operating budget will create a crisis in computing over the next review period.

8.3.d. Other  As a result of increased required expenditures, flexible funding and saving for startup has suffered. With several hires in the offing, this situation raises tough questions about the threats to the continued success of the Institute.

8.4 Strategies to address budgetary needs

As described above, of the 6.75 staff positions, IBS pays for 3.50 from our DA-ICR, the University “hard-money” general fund pays for 0.50, and externally funded projects pay for 2.25 positions. With the anticipated addition of new faculty members over the next seven years and the expected increase in the total projects housed at IBS, at least one additional staff member will be essential to the continued provision of high-quality funded project support. The burden of staff support on the general fund has increased, to the detriment of other important Institute functions. One strategy that would address this need would be for CU to increase general fund support for two positions: one currently held, externally funded, administrative position to be funded now and one new full-time position within fiscal year 2014 or 2015, following our next faculty recruitment. That would provide a total of 7.75 FTE staff positions: 2.50 general fund positions and the other 5.25 FTE positions paid for by other means (IBS’s DA-ICR and external funding). This request is supported by Flagship 2030, number 5: Supporting the Mission.

With respect to the specific need for the various computing equipment upgrades for the administrative staff, to the computer lab and to the IBS servers, we anticipate needing approximately $63,000 over the next 4-year equipment replacement cycle and $48,000 per 4-year cycle thereafter. This includes an up-front, $15,000 “virtual expansion” cost to the primary IBS server plus $48,000 divided across the 4-year replacement cycle to support the replacement of the computing hardware supporting IBS administration and the CRS lab. IBS would be able to share with the University one quarter ($12,000 total or $3,000 per year) of the cost of the replacements and upgrades, spread across the term of the replacement cycle, if it could be arranged. These requests would fall under Flagship 2030, number 2: Fostering Research Excellence; and especially number 6: Investing in the Tools for Success.

As mentioned earlier, IBS is working on a standard for charging as direct costs, on grants that do not have full indirect rates, items that would otherwise be included in indirect costs.
Question 9: Interdisciplinary Research

Task: Please discuss how your unit can contribute to and facilitate the next generation in research. How is your unit positioning itself to respond to new challenges and opportunities along the frontiers of your field both inside and outside CU?

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9.1 Introduction

Institutes exist at the University of Colorado for the express purpose of transcending traditional boundaries and supporting collaborative, interdisciplinary research and training. From the beginning, the Institute of Behavioral Science has been committed to engaging in research and training that illuminates important societal problems and provides an evidence base for ameliorative program and policy initiatives. Given the complexity of societal problems, such a commitment inescapably requires the contributions of multiple social and individual–level disciplines, that is, the implementation of a problem-focused behavioral science approach to inquiry.

IBS is in the forefront of research units on the Boulder campus that acknowledges the limitations of discipline-focused inquiry and promotes an alternative that draws simultaneously on constructs from a variety of academic fields and strives to fashion new constructs that bridge the several social science disciplines. IBS was among the earliest (actually, the second) institutes founded on this campus to foster and institutionalize interdisciplinary research and one of the earliest to be established at universities in the United States.

The interdisciplinary nature of the IBS enterprise is evident in a number of ways, including the composition of its five research programs, the nature of the research generated in the programs, and a number of efforts to create conceptual and theoretical tools to transcend borrowings from the separate disciplines represented in its programs.

9.2. Disciplines represented

A basic requirement for the five IBS programs is that the research faculty and faculty associates be TTT from at least two social science disciplines at the University of Colorado, Boulder. In practice, the minimum requirement is exceeded in all programs. Environment and Society has TTT faculty from the departments of Anthropology, Economics, Environmental Studies, Geography, Law, Political Science and Sociology. Health and Society’s faculty are from Sociology, Geography, Economics, Psychology, Anthropology, Integrated Physiology, as well as the Medical School at Anschutz, and Health and Behavioral Science at CU, Denver. Institutions has faculty from Political Science, Economics, Sociology, and Geography. Population faculty are from the Anthropology, Economics, Geography, Integrated Physiology, and Sociology departments at CU Boulder, and from Economics, Health, and Behavioral Sciences at CU Denver. Problem Behavior and Positive Youth Development (hereafter, Problem Behavior) has faculty from Sociology, Psychology (counting Richard Jessor, who directs Health and Society), as well as the Department of Pediatrics at the University of Colorado School of Medicine.
9.3. Interdisciplinary research

Of course, simple representation of multiple social science departments does not make for an interdisciplinary enterprise. What is required is sustained collaborative research on significant social problems that produces substantial, respected, visible, and well-cited published research. For the most part, this is covered in great detail in Question 5 and in the reports of each of the five programs in Appendix 1.1; the information found there substantiates a record of substantial accomplishment in the publication of interdisciplinary research and recognition of scholars at IBS who have been honored for their contributions for work that transcends disciplinary boundaries and helps open up new fields of exploration.

The problem orientation of each of the programs necessarily requires the participation of faculty, research associates, and graduate students from different disciplines working on a range of collaborative projects. The central missions of each of the programs make this clear:

**9.3.a. Problem Behavior and Positive Youth Development** seeks to understand the nature, course of development, and later life consequences of behaviors that put young people’s health and development at risk and evaluates and disseminates effective prevention and intervention programs that address these types of behavior. The program is widely recognized for its seminal work on the development and testing of problem behavior theory, the design and successful implementation of interdisciplinary longitudinal research studies, the leading longitudinal work on the epidemiology and causes of youth violence, the early experimental studies on domestic violence and leading research on women in the justice system. The program’s more recent work includes research on both problem behaviors and positive behaviors and how they interact to enhance or impede (influence) a positive course of development.

**9.3.b. Population** focuses not only on traditional demographic processes of fertility, mortality, and migration, but on new inquiries into a broad set of society’s most pressing issues, including growing health inequalities in the United States and across the globe, the implications of climate change for people and the environment, and the consequences of immigration for sending and receiving countries.

**9.3.c. Environment and Society** focuses on interdisciplinary research on the use and governance of natural resources and the environment as well as on the social dimensions of natural hazards. Program research on natural resource use and hazards spans the globe, and in recent years, program members have analyzed issues confronting the western United States, South America, eastern and southern Africa, South Asia, the Netherlands, and Haiti. The program seeks to remedy what its faculty see as a longstanding imbalance in environmental research that privileges the natural sciences over the behavioral sciences.

**9.3.d. Health and Society** seeks to advance understanding of the social, economic, psychological, and behavioral determinants of health, with a special focus on social and economic disparities in health in the United States and across the developing world. The work of program faculty is built on the understanding that contemporary patterns of illness can be traced in large measure to behavior and to the socially-organized contexts in which it is embedded, whether that behavior entails an unhealthy diet, a sedentary lifestyle, drunken driving, alcohol, tobacco, and other drug use, inadequate hygiene, or stressful daily living. Understanding variation in behavior and social/ecological contexts thus becomes the key concern in understanding variation in health, though program faculty also include the understanding in their studies that biological and genetic processes may interact with or mediate the effects of social and psychological factors on health and fitness.
9.3.e. Institutions focuses on the issue of how formal (laws, constitutions, regulations, and the like) and informal (culture, behavioral norms, and the like) institutions shape the well-being of people in developed, less developed, and emerging nations with special emphasis on the outcomes of economic development, income inequality, delivery of essential public services such as education and electricity, and democracy.

9.4. Interdisciplinary concept and theory development

In the end, interdisciplinarity means more than scholars from different disciplines working together on a project, or a problem, or in a program. All too often it is the case that scholars simply bring their own methods, concepts, and theories to the table, not straying too far from their disciplinary foundations. That is not to say that scholars in such collaborations do not learn from one another, or that they fail to broaden their perspectives. But what also is required is the development of what Dick Jessor has described as transdisciplinarity. Here is his statement from the Health and Society Program report that addresses the issue:

“...the term ‘interdisciplinary’ needs to be seen as a problematic one that implicates two very different epistemologies, a popular one that is widely employed and at which IBS and the H & S Program have been remarkably successful, and a more elusive one that we continue to strive to implement and have accomplished only infrequently. The popular or, perhaps, the ‘default’ approach to interdisciplinary inquiry entails collaboration among scholars from different disciplines, each contributing his/her disciplinary perspective (concepts, measures), and the diverse perspectives then being aggregated or added together to provide a broader and more complex understanding than could be yielded by any one of the disciplines alone. The yield of this approach is rich, and it has clearly strengthened our grasp on societal problems.

The more elusive epistemology requires that a truly interdisciplinary approach employs an explanatory framework that connects concepts from different disciplines logically or theoretically (rather than merely additively or correlatively), and, in this sense, it generates a new or emerging trans-discipline, one that logically subtends the several disciplines involved. What has been interesting and even remarkable in the organization of knowledge over recent decades has been the emergence of entirely new disciplines, really trans-disciplines, such as neuroscience, cognitive science, and sustainability science. The hope for interdisciplinary efforts under this more elusive epistemology would be to achieve a trans-discipline of behavioral science, one in which explanation entails a nomological network of logical connections between constructs at the social contextual/social structural/institutional level and those at the individual level and, dare I say, even at the biological/genetic level.”

There are a number of initiatives in the Institute that are trying to go beyond interdisciplinarity understood as the simple addition of disciplines, one to another. In Environment and Society, for example, members are working to further develop two bridge concepts that transcend the disciplines that comprise the program, namely “sustainability” and “risk and resilience.” Resilience, for example, consists both of properties that make it possible for units of analysis (e.g., ecosystems, communities, neighborhoods, households, individuals) to be resistant to stressors and disturbances and also properties that enable them to “bounce back” and adapt over time. Both of these bridges are described in more detail in the program’s report in Appendix 1.1.d. Population is exploring how new approaches in biodemography and gene-environment processes might transcend the conventional boundaries of research in population programs. Institutions is focused on the concept of “governance” and how it can be used to
understand a broad range of social problems and well-being outcomes that go beyond typical insights from the program’s parent disciplines of economics and political science. *Health and Society* has made the intense exploration of *transdisciplinarity* and how to achieve it one of the main objectives of its strategic plan. It has begun this exploratory process already in its “Salon” meetings described in the program report. *Problem Behavior* has also made theory development a central element of its strategic plan, saying in its report that it wants in the next review period to “better integrate different theoretical perspectives into a single theoretical framework that includes variables, relationships and processes from different academic disciplines, joint selection of study variables and hypotheses to be tested, with all analyses using the integrated model and research paradigm and joint publications exploring the relationships in the integrated model—what might better be called *transdisciplinary* research.”

These are difficult matters and success in achieving a fuller interdisciplinarity or transdisciplinarity is not guaranteed. It is worth doing, at any rate, and may yield interesting new insights and research directions for the future.
Question 10: The Role of Departmental and Non-Departmental Units

Task: Since units under review include both regular degree-granting departments as well as research institutes, each unit should use this question as an open opportunity to describe their mission in relation to other departments, research units, schools and colleges, the campus, and off-campus community and research interests.

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Our mission, organization, interests, accomplishments, and problems have been addressed elsewhere in the Self Study Report including, more specifically, Question 2 on faculty support, Question 5 on research, and Question 9 on interdisciplinary research. The response to this question, therefore, necessarily will be brief and selective in coverage.

10. 1. Affiliations

IBS Faculty and Faculty Associates come from every one of the social science departments on the Boulder campus, though psychology is under-represented with the retirement of Richard Jessor (though he remains active as the director of Health and Society). IBS is exploring ways to increase representation from Psychology and Neuroscience.

The mix of departments in the programs varies, however. Political Science is the most common department in Institutions while Sociology is particularly prominent in the Population and Problem Behavior and Positive Youth Development programs. Geography is well-represented, especially considering the relatively small number of human geographers in the department.

10.2 Relationships with campus units

For the most part, IBS has a cooperative and mutually beneficial relationship with the social science departments. At the time of the previous report, the Institute was emerging from a period of tense relationships with Economics, but that now is well in the past, with significant involvement of Economics faculty members in IBS—Lee Alston is the Director of Institutions — and leadership in the Economics Department associated with IBS (Nick Flores, the Chair of Economics, is an active member of the Institute). IBS’s relationships with Political Science, Sociology, Geography, and Anthropology are excellent with leading members of each of these departments active in the Institute.

During the past review period, IBS has been helpful to departments in a number of ways. First, potential affiliation with IBS has been an important factor in attracting faculty to the social science departments. For example, in the past few years, IBS assisted in the recruitment of assistant professors Elisabeth Root and Seth Spielman in Geography and Sanyu Mojola in Sociology. All three had been associated with Population Centers at their previous institutions, University of North Carolina, Brown University, and University of Chicago, respectively. Root was attracted by opportunities to become part of the interdisciplinary IBS team that is examining long-term effects of health and economic interventions in Bangladesh, where she had carried out part of her dissertation research. Spielman wanted to develop his
ideas on adding spatial data to US Census and survey data and train a new generation of scientists across disciplines to incorporate spatial analysis into their research. The strength of the Geography Department and IBS and the institutional support for grants that IBS offers brought him to CU. Within his first year he had submitted a large grant proposal to NSF and was awarded funding on first submission. Mojola, who is from Kenya, has, through funding from CUPC and the close ties IBS has to the African Population and Health Research Center in Nairobi, been able to continue and expand her research in the region. Political Science was successful in attracting Associate Professor Jiroslav Tir in part because of his interest in Institutions and the possibilities for collaborative research. Second, there are a number of instances in which affiliation with IBS has been an important reason why a faculty member with an offer from a competing institution has decided to stay at CU. One example is Associate Professor Krister Andersson. He and Professor Lee Alston developed their ideas for a new Center on the Governance of Natural Resources within IBS. The Center goes across programs within IBS as well as across disciplines. It illustrates the ways in which IBS encourages faculty members to advance new ideas and offers them facilities for realizing them. Third, the Institute has been important in the training of graduate students in the CU social science departments, partly as part of the process of working with IBS faculty as graduate advisors, and partly by way of graduate student participation in methodological short courses offered by IBS, including summer sessions sponsored by Population from the University of Michigan’s Interuniversity Consortium for Political and Social Research (ICPSR).

As is usually the case in department-institute relations at CU and other major universities, inescapably there is some degree of tension. For example, junior people in who might want to be affiliated with IBS often feel that tenure depends overwhelmingly on their activity in their home department and publication in leading disciplinary journals, so they must hedge their bets and put off full commitment until after the tenure decision. This is even the case with faculty rostered in IBS and the Graduate School and recruited primarily by IBS. IBS is concerned that the tenure decision at CU does not take full account of the tenure candidate’s contribution to the mission of the Institute.

10.3 Quality and diversity symbiosis with units

IBS has control over only 10 FTE for which it takes the lead in recruiting and hiring (with the active participation and formal decision making by the relevant department). Faculty Associates in the Institute come from the social science departments. To a very great extent, therefore, the quality of IBS depends on the quality of the social science departments at CU. There is an urgent need, then, for the university to continue to maintain and build these departments, for the future health and well-being of both the Institute and the university.

It is also the case that IBS’s efforts to improve its diversity record depend, for the reasons stated above, on the diversity accomplishment of the departments, since the departments represent the pool of faculty out of which IBS recruits its Faculty Associates. If the pool is thin in diversity terms, so too will be the diversity recruitment to IBS except for the FTE positions for which IBS takes the lead.

10.4 Other relationships on campus

Two IBS programs have ongoing collaborations with researchers at the Institute for Behavioral Genetics (IBG). Population faculty have three large R01 grants through NICHD to examine the simultaneous influence of genetic and environmental influences on complex behaviors like smoking. Work from these projects has appeared in leading genetic (Genetic Epidemiology), population studies (Demography), and social science (Social Forces and the Journal of Health &
Social Behavior) journals. Problem Behavior partnered with IBG on the most recent iteration of the National Youth Survey Family Study, putting together an interdisciplinary team that included sociologists, criminologists, psychologists, and behavioral geneticists that succeeded in developing a common set of measures and set of hypotheses to be examined. The project resulted in a number of joint publications by IBS and IBG team members.

Problem Behavior's work with the Colorado Shakespeare Festival resulted in a unique, creative approach to the program's bullying prevention work in Colorado. This project was very successful in reaching elementary and middle school students who would not have been reached by more conventional bullying prevention programs. The partnership resulted in a new strategy for addressing this problem. This project has received national attention, is being replicated by a number of other Shakespeare Festival organizations, has been funded for another tour in 2012-2013, and represents an advance in our knowledge about how to effectively implement prevention programs.

10.5 Outreach beyond campus

IBS is proud of its outreach role and hopes to continue to build on its considerable accomplishments in this area over the course of the coming review period. IBS is organized as a set of programs, so it is at the program level where most of this activity goes on. The individual program reports in Appendices 1.1.a-1.1.e give full descriptions of these efforts. Here are a few highlights from these reports:

- The Center for the Study and Prevention of Violence (CSPV) of the Problem Behavior and Positive Youth Development Program was established in 1992 with the help of the Carnegie Corporation of New York. CSPV does multi-disciplinary research and outreach to practitioners and policymakers that supports positive youth development and the prevention of problem behaviors in children and young people and is known both nationally and internationally for its pioneering work identifying and disseminating evidence-based violence prevention programs and practices. The Center's Blueprints project conducts rigorous reviews of the evaluation evidence for the demonstrated effectiveness of specific problem behavior prevention programs, applying a rigorous scientific standard for judging effectiveness, and certifies the most effective programs for use in schools and local communities in Colorado, across the country, and now in Western Europe. The Blueprints project is recognized as the gold standard in evaluation research and its findings and certifications increasingly guide intervention programs.

- The Natural Hazards Center in the Environment and Society Program has been concerned since its founding with the identification, assessment, and management of risks associated with natural hazards. The Center’s current research focuses primarily on developing an understanding of the factors that are associated with social and community resilience in the face of extreme events and on developing indicators of resilience for disaster response and recovery. From 2008-2011, the Center received support from the Community and Regional Resilience Initiative (CARRI), a project of Oak Ridge National Laboratory, to explore these topics. With that sponsorship, the Center produced white papers on disaster resilience, held a one-day workshop in 2009 devoted to multi-disciplinary research on disaster resilience, and advised CARRI on its other resilience-enhancing projects. Center director Kathleen Tierney recently served on a National Academy of Sciences committee, funded by the Department of Homeland Security, that explored the ways in which public-private partnerships can enhance community and societal resilience.
In *Population, CU Population Center* faculty and researchers, supported by NIH’s “Public Infrastructure” Core, collaborate with the Population Reference Bureau, an outreach and dissemination organization based in Washington, DC, to bring demographic scholarship to a wider audience. *Population* researchers have crafted a variety of summaries used by policymakers, educators, and the media, focusing on enhancing the use-value of population science. Among the many international outreach efforts located in *Population* are demographic surveillance research on HIV/AIDS in South Africa and maternal and child health interventions in Bangladesh, and cooperative training programs operated through the African Population Studies Research and Training Program and the University of the Witwatersrand to educate a new generation of scholars in South Africa and Kenya.

It perhaps goes without saying that IBS faculty and faculty associates serve as consultants to a wide range of public and private institutions, work on research projects with scholars from other universities and research organizations in the United States and abroad, and serve in a wide range of capacities in scholarly and professional societies. Many IBS faculty also are engaged in collaborative research projects with colleagues at other universities. Details of these activities can be found in the CVs of individual members of the Institute.
Question 11: Library Resources

Task: Please describe your library resource needs.

11.1 The use of CU library resources by IBS

As is becoming the norm, “bricks and mortar” libraries are used less frequently. IBS personnel – faculty, students, staff - tend to use Norlin’s materials remotely. The library provides virtually problem-free access. The only times problems may be encountered is in accessing journals from off-campus computers. IBS fully supports the continued purchase of journals that can be electronically accessed. One problem is that IBS, unlike the academic departments, is not invited to identify important gaps in such access. Recent efforts being made by Norlin to address this issue are appreciated.

11.2 Open Access

IBS supports the concept of Open Access imposed by NIH and its PubMedCentral repository. NIH policy requires NIH-supported research to be Open Access within one year of publication. Many leading journals do this much sooner or even immediately. However, there are also many journals that require payment to make papers Open Access immediately on publication. These oftentimes charge hundreds of dollars per paper. These costs can be legitimately charged to NIH grants in appropriate circumstances. It is the current view of IBS that, because of the high costs involved, paid Open Access should be the decision and responsibility of the individual researcher and the external funder, not a cost to the campus as a whole.

11.3 IBS internal library services

IBS has two staff people who provide library services. The IBS librarian provides:

- Monthly and custom searches on "Web of Science" and other databases;
- EndNote Web training and maintenance;
- Retrieval of materials online and hard copies from Norlin or Interlibrary Loan.

The Natural Hazards library holds a unique social science collection that informs both hazard-specific and multi-hazard research and policy-making. Its holdings include over 33,000 titles, of which nearly 25,000 are available in digital form. The NHC librarian:

- Responds to inquiries from disaster scholars and practitioners for research literature;
- Acquires material (books, articles, reports and various media) for library; catalog and process material for shelf readiness;
- Oversees digitization of collection and creation of digital collection – supervises 5 to 8 undergraduate student employees;
- Oversees implementation of the new library OPAC (online public access catalog) – supervises 1 cataloging specialist (independent contractor);
- Develops strategies for the implementation of the institutional repository & will oversee its use once it becomes available online;
- Creates special collections to meet the demands of the annual Natural Hazards Center Workshop participants and other users.
QUESTION 12: Diversity

Task: Address enhanced diversity as a unit goal.

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<td>understanding, and community engagement and barriers to these goals.</td>
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12.1 Introduction

IBS fully endorses the Flagship 2030 goal of “…applying best practices in support of diversity and inclusive excellence.” IBS is committed to expanding its efforts to make our unit more diverse regarding ethnicity, race, gender, sexual orientation, disability, disciplines represented, and theoretical, conceptual, and methodological approaches, building on our considerable achievements with regard to diversity since the last review period. We have made considerable progress in all these areas of diversity, though we could do more with respect to race and ethnicity. We have a number of opportunities to make improvements in racial and ethnic diversity in IBS as we outline in 12.4 below.

12.2 Ideal goals for diversity, intellectual understanding, and community engagement

IBS aspires to the following diversity goals:

- to make diversity a high priority for all faculty and research staff hiring, for invitations to CU tenure track faculty to join our several programs, and in all our initiatives in collaborative teaching and research.
- to provide a welcoming, respectful, and collegial working environment for our diverse faculty, professional researchers and students.
- to continue to focus on problem-oriented initiatives that include researchers and research populations that are broadly inclusive.
- to ensure that our colloquia and workshops are balanced in terms of different intellectual perspectives, cultural backgrounds and minority status.
- to broaden our on-going work with the university and outside organizations to promote and encourage minority scholars by providing training and technical assistance and other learning opportunities.
- to continue to develop outreach activities that reach a broad range of organizations and communities outside of the university.

12.3 Current and future efforts to pursue diversity, intellectual understanding, and community engagement

12.3.a. IBS Faculty and Faculty Associates  Among faculty at IBS, women, disciplines, ranks, and theoretical and methodological approaches, for the most part, are broadly represented. Racial and ethnic minorities are less well represented, though some of this is compensated for by representation of such groups in graduate student training, international collaborations, and the subject matter of IBS research projects. Women are very well represented across all programs but under-represented among program directors, however, as
are members of protected-class racial or ethnic groups. Every effort will be made in upcoming searches to improve this situation.

All faculty ranks are well represented in IBS. With the exception of psychology, all the social science disciplines on campus are well represented in IBS as well. Of the seven current members of the IBS Board, four expect to leave through retirement in the next few years. There are opportunities for new recruitments and for more junior faculty in IBS to move into leadership positions in the next few years (see the Strategic Plan, Question 7 in this report).

As shown in the Diversity Table 12.1, women especially are strongly represented among IBS faculty. Overall, 42 percent of our total faculty (IBS Faculty plus Faculty Associates) are women. The Director of IBS is a woman. This pattern of strong representation of women among IBS faculty overall is replicated, without exception, in each of the programs.

Table 12.1 Diversity

<table>
<thead>
<tr>
<th></th>
<th>IBS (Graduate School rostered) Faculty</th>
<th>Faculty Associates</th>
<th>Research professionals</th>
<th>Staff</th>
<th>Graduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total IBS</td>
<td>8.0*</td>
<td>36</td>
<td>52</td>
<td>18</td>
<td>38</td>
</tr>
<tr>
<td>* 2 additional lines are currently vacant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td>Male</td>
<td>3.5</td>
<td>22</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>4.5</td>
<td>14</td>
<td>30</td>
<td>12</td>
</tr>
<tr>
<td>American ethnic and racial minorities</td>
<td>1 Hispanic 1 chose not to respond</td>
<td>2 Asian 1 Black 2 Hispanic</td>
<td>2 Asian 1 Black 3 Hispanic 2 Native American 5 chose not to respond</td>
<td>3 Asian 2 chose not to respond</td>
<td>4 Asian 2 Black 2 chose not to respond</td>
</tr>
</tbody>
</table>

To improve representation of racial and ethnic minorities, IBS can build on some impressive developments. We note that considering all categories of personnel at IBS, the Institute representation of Asian Americans and Native Americans exceeds proportions of these groups in the Colorado population. Also, a significant proportion of Population Faculty Associates are minorities; 44% of assistant professors and 25% of associate professors are people of color. One Faculty Associate in this program is from Kenya and three are Hispanic. In Health and Society, one member of the core rostered faculty is a woman of color.

12.3.b. Research Personnel (Research Professors, Ph.D. Research Associates, PRAs and Post-Doctoral Fellows) As shown in Table 12.1, women are strongly represented among IBS research personnel, comprising 58 percent of the total. American ethnic and racial minorities are less well represented.

12.3.c. Graduate Students As shown in the Diversity Table, women are strongly represented among IBS-associated graduate students, and racial and ethnic minorities have a
strong presence as well. Women graduate students are 61 percent of the total, while racial and ethnic minorities are roughly 20 percent. The graduate students working with Environment and Society represent a very diverse community. A recent visiting graduate student, Huiling Guo from Beijing University, taught staff and students about university life in China. Research fellows from Latin America and Europe have also enriched the program. The Natural Hazards Center places special emphasis on the mentoring and training of graduate students who are under-represented in the STEM disciplines, including women and students of color, who in particular are under-represented in disciplines that focus on hazards, disasters, and risk. For the academic year 2012-2013, one NHC student received the highly competitive Dissertation Fellowship awarded by the American Sociological Association’s Minority Fellowship Program and another was awarded one of only eight American Evaluation Association Graduate Education Diversity Internships. The graduate students working with Institutions members represent a diverse community from countries around the world, including students from Asia, Europe, and Latin America. Graduate students, including those from the United States, are working on issues in all these regions, as well as in Africa.

12.3.d. Subject matter of research/research subjects Every program has faculty, faculty associates, researchers, and graduate students engaged in research projects that address issues and problems of diverse subpopulations, looking at differences in social and economic process outcomes and public policies that differentially affect diverse subpopulations in the United States and abroad, including differences by age, sex, race/ethnicity, and sexual orientation. These various studies are too numerous to describe here but are available in the program descriptions in Appendix 1.1 and on the IBS website. Here we highlight a few of the most notable. Health and Society studies disparities in health by gender, socio-economic status, and race/ethnicity. The orientation toward inequality informs the work of each member of that program. For example, one study examines the effects of adult household transitions on racial disparities in cognitive development among young children. Another examines the impact of cash transfer payments on infant mortality in a context of disparities in life chances among the American population. An important stream of research in Population addresses the effects of gender inequality on health, factors that encourage or mitigate the spread of HIV/AIDS in Africa. Another analyzes cross-national patterns of behavioral sources of premature mortality such as tobacco use, excess alcohol use, and obesity. A major research initiative in Problem Behavior focuses on self-harming behavior among sexual minority incarcerated women. In Environment and Society, one study looks at the gender dimensions of climate change and migration.

12.3.e. International collaborations Population’s African Population Studies Research and Training Program (APS) is a model of activities that serves Institute and university diversity goals. The APS Program is building in collaboration with African institutions and includes advanced international-level graduate training and strong collaborative research linkages with select African institutions that involve senior and junior researchers and students. This program includes a postdoctoral fellow program, an intensive training program, an annual colloquium with partner institutions, and extensive faculty, postdoctoral fellows, and graduate student exchanges between CU Boulder and the participating African universities and centers.

Environment and Society members work throughout the world with academic institutions and diverse local communities. Research is being conducted, for example, in Africa, Latin America, China, and Europe. The program stresses collaborative relationships with researchers throughout the world, and we are developing research networks in Brazil and Germany (which will include African Universities).
Institutions members also work throughout the world with academic institutions and diverse local communities. Research is being conducted in the U.S., Latin America, China, and the European Union. The program stresses collaborative relationships with researchers throughout the world, with exciting new research networks being developed in Brazil and Germany.

12.3.f. Outreach and community based research and technical assistance IBS is widely admired for its outreach and community-based research and technical assistance programs, most especially in Problem Behavior under the leadership of Del Elliott. The program has partnered, for example, with the Annie E. Casey Foundation in an initiative to identify and train a cadre of minority researchers interested in developing and evaluating prevention programs specifically targeting disadvantaged children and families. This partnership with Annie E. Casey is ongoing.

The program also has been involved in several major outreach efforts to schools and communities. The ACE project involves work engaging the Montbello community, a disadvantaged, predominantly minority (e.g., Hispanic and African American) community with high rates of violence and other high risk behaviors. This project is specifically designed to empower this community in a partnership between their community planning board, CU Boulder Center for the Study and Prevention of Violence (CSPV) and the CU medical school. The community board is given the responsibility for reviewing data on risk and protective factors collected by paid community volunteer interviewers and local school surveys and deciding on which evidence based programs they want to implement for the community. CSPV is bringing an understanding about science and research and data-based decision making to this disadvantaged community in an effort to help the community prevent problem behavior and promote positive behavior. This effort to engage the community has the potential for increasing intercultural understanding and significantly changing the quality of life for children and families living in Montbello.

Since Columbine, CSPV in Problem Behavior has been working with schools across the state, helping to create safer schools. The Safe Community-Safe Schools (SCSS) project offers assistance in safe school planning, data collection, evidence-based programming, training and technical assistance, and school violence prevention research and resources. For the most part, the schools needing this type of help are those serving more disadvantaged, high risk communities, but the services provided are available to all schools in the state. The Shakespeare’s Twelfth Night project engaged schoolchildren throughout the state in discussions about anti-bullying while exposing them to classical theatre. The 2011 tour visited 49 schools, performed for more than 11,500 Colorado students and conducted classroom workshops for more than 3,500 students.

12.3.g. Accessibility of the new IBS building Accessibility for those with physical disabilities was a major design feature of the new IBS building. Ramps, automatic inside and outside opening doors, and an elevator with Braille destination buttons, ensure that all parts of the building are available for people with disabilities who are associated with IBS research and training programs or who attend events at IBS sponsored by other units on campus.

12.4. Resources needed to enhance diversity, intellectual understanding and community engagement and barriers to these goals.

IBS has made strides in increasing the diversity among its faculty across a wide number of domains. IBS is substantially diverse in terms of rank, discipline (with the exception of
psychology), intellectual and methodological approaches, nationalities represented across the programs, but most especially with respect to gender. IBS intends to continue its momentum in these areas in each and every one of its recruitments to the faculty and research staff, in its graduate training and research collaborations in the U.S. and abroad, and in the subject matter of its problem-oriented research. To take one example, Problem Behavior has expressed dissatisfaction with the diversity of intellectual perspectives in its activities and has made broadening of intellectual perspectives a goal of its own strategic plan.

IBS has not done as well in achieving more ethnic and racial diversity among its faculty. This will become an important priority in the recruitments tied to retirements and new faculty positions, if the university agrees to the additions we have proposed in Question 7 on the strategic plan. These include the on-going search for the director of Problem Behavior and for the Director of the Institute in a few years’ time after Jane Menken retires. The same commitment to diversity will animate searches for new or expanded initiatives in the Population, Problem Behavior, Environment and Society, and Health and Society programs. In each of these recruitments, IBS will make sure that the position announcement is sent to professional associations, newsletters, job postings that reach minority applicants, and take a more proactive approach, contacting known potential candidates and inviting them to apply.

To aspire to achieve this result and to do whatever one can do to achieve it, however, does not mitigate the fact that it has been quite difficult to make significant improvement in ethnic and racial diversity among the IBS faculty. Well-qualified minority candidates are highly sought after and it will take exceptional offers to attract them to Colorado. Additionally, Boulder is not a diverse community and this is also a barrier to recruiting minority candidates not only to FTE positions in IBS but to positions in the social science departments which represent the pool from which the Institute recruits its Faculty Associates as well as those graduate students who are not directly funded on IBS faculty grants.
**Question 13: Mentoring**

**Task: Describe your mentoring process**

The Institute of Behavioral Science (IBS) does not grant tenure to individual researchers. Although some faculty members are ‘rostered’ in IBS through the Graduate School, tenure continues to reside in the home department. As such, the primary mentoring responsibilities continue to be within the department. That said, IBS has a number of formal and informal mentoring mechanisms to ensure that junior faculty members are receiving timely, useful, and relevant training to facilitate their transition to more advanced positions. These include:

- Regular information about RFPs and RFAs from the leading federal and non-federal funding agencies. This information is shared via a listserv for all faculty members.

- Grants management support as faculty members prepare and submit grants to federal agencies. In the past 5 years, junior faculty members in IBS have submitted 40 grants to federal agencies, 22 grants to non-federal sources; they have been successful in 14 and 16 of these efforts, respectively.

- Some of this involves collaborative efforts between IBS and the Institute for Behavioral Genetics (IBG). For example, IBS facilitated the submission of a K01 award for Jason Boardman so that he could study genetics from IBG researchers. This award began in 2005 and ended in 2010 and one of the key aims was to submit an R01 by the end of the award. As planned, Boardman was successful in receiving an R01 in the area of gene-environment interaction but most importantly, this grant was co-written by Matt McQueen (Assistant Professor of Integrated Physiology and Faculty Associate at IBG). The preparation, support, and submission of this complex grant involving several universities were made possible by IBS and IBG. Again, evidence for the critical role of IBS resources in the mentoring of junior faculty members.

- Finally, IBS faculty provide support for a number of post-doctoral researchers who are supported by external funding from federal and non-federal sources. We currently have a total of nine post-doctoral researchers across IBS. These positions typically last 2-5 years and we have great success with the placement of scholars after their positions at IBS. Examples of recent postdocs and their current positions include:
  - Michael Roettger: Research Associate, Penn State University
  - Enid Schatz: Associate Professor, University of Missouri
  - Samuel Clark: Associate Professor, University of Washington
  - Georges Reniers: Senior Lecturer, London School of Hygiene and Tropical Medicine (having just recently been Assistant Professor at Princeton)
  - Randall Kuhn: Associate Professor and Director, Global Health Affairs Program, University of Denver
  - Sangeetha Madhavan: Associate Professor, University of Maryland

- Post-doctoral researchers and graduate students in IBS can take part in the advanced statistical workshops and other forms of continuing education that IBS regularly provides (see Question 4).

- More senior faculty regularly coauthor with junior faculty to support them with the review process. Thus, collaborative activities provide helpful hands-on mentoring.
Senior faculty actively mentor a variety of junior investigators, including junior faculty, postdocs, predocs, and undergraduate students. Especially noteworthy here are the Salons in *Health and Society* where Dick Jessor has led an effort to engage younger faculty in an exploration of broad questions about the nature of social inquiry.
Question 14: Bylaws

Task: Attach a copy of your bylaws

The IBS Bylaws, last amended in 1983, are

UNDER REVIEW FOR AMENDATION

BYLAWS FOR THE INSTITUTE OF BEHAVIORAL SCIENCE
Adopted August 25, 1983

I. Preamble

II. Administrative Structure
   A. Director
   B. Board of Directors
   C. Program Directors
   D. Professional Staff
   E. Other Personnel
      1. Administrative Staff
      2. Research Project Staff
      3. Graduate Research Assistants
   F. Visiting Faculty
   G. Grievance Procedure
      1. Classified Staff
      2. Faculty

III. Scientific Advisory Committee

IV. FTE Appointments

V. Social Science Data Analysis Center

VI. Finances
    A. Administrative Budgets
    B. Research Project Budgets

VII. Facilities

VIII. Bylaws
    A. Adoption Procedure
    B. Amendment Procedure

IX. Appendix: Policies of the Institute of Behavioral Science
I. Preamble

The Institute of Behavioral Science (IBS) was founded in 1957 to promote interdisciplinary research by faculty in the social and behavioral sciences at the University of Colorado at Boulder. The Institute encourages the study of problems of scientific interest to the state and nation, holding as a priority the promotion of research which has societal as well as theoretical and scientific applicability. IBS attempts to strengthen interdisciplinary research activity by concentrating on a few, well defined problem areas formally designated as Research Programs, and by underwriting research time for selected faculty working on those problems. Only research projects conducted by University faculty members as principal or co-principal investigators are sponsored by IBS.

In addition to its role of fostering research in the behavioral and social sciences, the Institute also serves to disseminate information about research and research findings, as well as to facilitate graduate research training in the behavioral and social sciences. Resources such as office space and computer, bibliographic, and staff support services are offered to Institute researchers.

As a unit of the University of Colorado at Boulder, the Institute of Behavioral Science is subject to the Rules of the Regents, the policies of the University, and the IBS Bylaws. Through its Director, the Institute reports to the Associate Vice Chancellor for Research.

II. Administrative Structure

A. Director

As the principal executive officer, the Director is responsible for the overall administration and operation of the Institute. The Director serves as chair of the Board of Directors, sets the agenda for Board meetings, is a non-voting, ex officio member of standing and ad hoc committees, approves project proposals, handles questions of Institute and administrative personnel, hears grievances, and allocates IBS general fund clerical FTEs and office space on an annual basis. It is also the Director's responsibility, on behalf of the Institute, to foster communication and interaction with the various Boulder campus social science departments and to maintain mutually-productive relationships with them that will advance social science research and scholarship within the University.

The Director is a member of the Professional Staff of the Institute as well as a rostered member of an academic department of the University in which he or she holds tenure. The Director's appointment is made on recommendation of the Board of Directors to the Associate Vice Chancellor for Research. Term of office is four years and is renewable. Procedures for considering reappointment of the Director are initiated by the Associate Vice Chancellor and include consultation with the IBS Board, as well as with other University faculty and administrators and outside agencies as appropriate.

Should the Director have cause to be absent from the Institute for a prolonged period, an interim Acting Director shall be appointed on recommendation of the Director, in consultation with the Board of Directors, to the Associate Vice Chancellor for Research.

B. Board of Directors

The Board of Directors serves as the policy-making body of the Institute. It recommends the appointment of the IBS Director and Directors of the Research Programs, establishes and terminates Research Programs, allocates common funds, and approves the appointment of
Professional Staff. Policies previously enacted by the Board of Directors of the Institute may be found in Section IX of this document entitled Appendix.

The Board of Directors is composed of the Directors of the various Research Programs. The latter are appointed to the Board on recommendation of the Institute Director to the Associate Vice Chancellor for Research. Term of office coincides with the individual’s appointment as Research Program Director. The Director of the Institute serves as Chair of the Board.

Meetings of the Board are held several times each semester and are open to the Professional Staff unless personnel matters are to be discussed. Any member of the Professional Staff may submit items for the agenda which is drawn up by the Director and circulated to the Board in advance. A quorum consists of two-thirds of the members in residence, and a motion carries by a simple majority vote. A written ballot is held at the request of any member.

C. Program Directors
Research at the Institute is conducted under the auspices of a limited number of well-defined Programs of Research, each with a Director who oversees and promotes research activity by program members. Program Directors are responsible for their program's annual nominations of the Professional Staff which are then submitted to the Board for approval. Program Directors serve as members of the IBS Board of Directors throughout the tenure of their program directorship.

Program Directors are appointed by the Associate Vice Chancellor for Research on recommendation by the Director in consultation with the Board of Directors for a term of up to four years; appointments are renewable.

D. Professional Staff
The Professional Staff of the Institute consists of all Ph.D.-level personnel: the Director, Program Directors, holders of IBS FTEs, regular faculty, research faculty (senior research associates and research associates), emeritus faculty, and visiting faculty. The IBS Librarian and the Director of the Institute's Social Science Data Analysis Center hold special renewable appointments. Members of the Professional Staff are actively involved with one or more of the IBS Research Programs, are present on campus or in the community, and are generally salaried by a research project or as faculty in a campus department.

Appointments to the Professional Staff are generally made on an annual basis and are renewable by Board review. Nominations to membership on the Professional Staff are made by Program Directors and are voted upon by the Board of Directors. Appointments begin each year on September 1. Nominations to the Professional Staff unanticipated during the annual appointment process can be made at any time throughout the year by following the standard procedure of written recommendation by the appropriate Program Director and a vote by the Board.

E. Other Personnel
1. Administrative Staff
The Institute holds a number of general fund staff FTEs which are assigned to the administrative office, the Social Science Data Analysis Center, and Research Programs. Appointments to Research Programs are made annually by the Director. All classified staff members are subject to the Rules and Regulations of the Colorado State Personnel System.
2. Research Project Staff

Research project staff are appointed in accordance with State and University personnel procedures, as funds are available, and are subject to the Rules and Regulations of the Colorado State Personnel System or to the University of Colorado Faculty Handbook as appropriate.

3. Graduate Research Assistants

Graduate Research Assistants are appointed by individual Principal Investigators to their project in accordance with procedures of the Graduate School.

F. Visiting Faculty

The Institute welcomes visiting faculty from other universities who wish to spend time with a particular Research Program. Office space and work-related expenditures are arranged by the IBS project or program with which the individual is affiliated.

G. Grievances

1. Classified Staff

In the event that a grievance develops in relation to the Institute, the matter should be taken up with the staff member's immediate supervisor. Insofar as a satisfactory resolution is not achieved, the matter should then be referred to the Administrative Assistant of the Institute. Should a satisfactory outcome not result from this, then the normal University-wide procedures for classified staff grievances are followed as outlined in the April 1980 edition of the Rules and Regulations of the Colorado State Personnel System (1-1-1(N); 1-6-2(8); 2-1-10 8(1); Chapter 8, Article 7; and 10-1-3(0)).

2. Regular Faculty

Should a grievance develop in relation to the Institute, the matter is to be taken up with the Director of the Research Program with which the faculty member primary affiliation. Insofar as this does not lead to a satisfactory resolution, the matter should be brought to the Director of the Institute. In the absence of a satisfactory outcome, the matter should then be brought before the Board of Directors of the Institute. Should a satisfactory outcome still not be achieved, the normal University procedures for handling grievances will be followed as outlined in the 1982 edition of the University of Colorado Faculty Handbook (Part Five, No reappointment, Termination, Suspension, Dismissal, and Appointment Grievances, pp. 65-77; and Part Six, Academic and General Policies for Faculty, 7. Grievances, p. 89).


Should a grievance develop in relation to the Institute for a Senior Research Associate, Research Associate, Professional Research Assistant or Graduate Research Assistant, the same procedure will be followed as outlined above for faculty members, with the matter first handled within the Institute, and then in accordance with Faculty Handbook procedures. Decisions may be appealed to the Associate Vice Chancellor for Research.

III. Scientific Advisory Committee

The Scientific Advisory Committee is constituted of behavioral scientists from outside the University. In their capacity as advisors to the Institute and the Director, the Committee will make regular visits to campus to advise on progress of particular programs and to discuss future directions for IBS development. Members are appointed by the Associate Vice Chancellor
for Research on the recommendation of the Director and with the approval of the Board of Directors.

IV. FTE Appointments

Applications for the IBS FTE awards are solicited in the fall of each year through a general announcement distributed to faculty in the various social science departments. Applications will be generally for a .50 FTE award for one or more years, and will be reviewed by a specially-constituted FTE Awards Committee appointed by the Associate Vice Chancellor for Research. The Committee is composed of five Boulder campus faculty members, three of whom are not affiliated with IBS and two who are. The Institute Director serves as an ex officio committee member.

V. Social Science Data Analysis Center (SSDAC)

The SSDAC is a unit of IBS in a cooperative effort with Academic Computing Services. It provides general user assistance in social science research and statistical computing. Its personnel consists of a number of FTE, one of whom serves as full-time director. An SSDAC Advisory Committee comprised of IBS and non-IBS faculty, the Director of Academic Computing Services, and the IBS Director meets periodically and oversees the Center's operation.

VI. Finances

A. Administrative Budgets
   General fund budgets and allocations are prepared and administered by the Director. Allocation of Institute funds greater than $500 must receive prior Board approval.

B. Research Project Budgets
   Budgets for all research project proposals are reviewed by the Director prior to submission. Funded budgets are administered by individual project directors.

VII. Facilities

Office assignments for Professional Staff and research project needs are made annually at the beginning of the academic year by the Institute Director. Should space become vacant during the year, its assignment reverts to the Director.

VIII. Bylaws

A. Adoption Procedure
   Following full consideration by the Professional Staff, the Bylaws will become effective after approval by a two-thirds majority of the Board of Directors and by the Associate Vice Chancellor for Research.

B. Amendment Procedure
   Amendments to the Bylaws may be submitted by the Professional Staff at any time. A two-thirds majority vote of the Board of Directors is required for adoption, as well as approval by the Associate Vice Chancellor for Research.
IX. Appendix: Policies of the Institute of Behavioral Science

This section of the Bylaws of the Institute of Behavioral Science enumerates those policies and procedures that have been enacted in the past to govern the day-to-day operation of the Institute. Policies that have been reviewed and approved by the Board of Directors note the adoption date next to the policy title.

A. Personnel
   1. FTE Appointments
   2. Retirement
   3. Graduate Research Assistant Appointments
   4. Search Committee Procedures for Program Directors
   5. Visiting Scholars

B. Research Programs
   1. Selection Criteria
   2. Evaluation

C. Finances
   1. Program Development Fund Use

D. Facilities
   1. Conference Room Use
   2. Office Space

E. Miscellaneous
   1. Annual Report
   2. Signature Authority
   3. Research Grant Proposal
   4. Publications
   5. Newsletter

A. Personnel

1. FTE Appointments

   Adopted 8/82

   Applications for the IBS FTE awards are solicited in the fall of each year through a general announcement distributed to faculty in the various behavioral science departments. In addition, outreach efforts will be made by IBS Program Directors to encourage applications from promising faculty whose participation in their IBS program would be advantageous.

   All applications are expected to describe, in sufficient detail, the nature of the proposed work to be undertaken during the year, its relevance to the ongoing work in the program where it would be carried out, and the accomplishments to be expected by the end of the award period. Discussion of background, method, and analysis should be included in the description of the proposed research; previous work related to the proposal should also be elaborated.

   Applications should be discussed in advance with the Director of the Research Program in which the work will be done. The Director will be expected to review all proposals for FTE awards in his or her program and to prepare an evaluation that will become part of the application review.

   Applications in general will be for a .50 FTE award. A .50 award appears to be the minimum that would permit significant participation in program activities and substantive accomplishment during the award period. Only in exceptional cases will awards be made for a .25 FTE appointment.
Although the usual award period is for one year, applications may be made for a longer period of time. Multiple-year awards will ordinarily be for a two-year period but, in exceptional cases, may be for as long as—but no longer than three years.

Applications will be reviewed by a specially-constituted FTE Awards Committee appointed by the Associate Vice Chancellor for Research and composed of three Faculty from outside IBS, two from within IBS, and the IBS Director ex officio without vote.

2. Retirement

Adopted 1977, Revised 1983

Upon retirement from the University of Colorado and subject to their remaining active in research work, faculties who are members of the IBS Professional Staff are eligible for the following:

1) Appropriate office space, as available, for up to three years;
2) Secretarial support for one year, as may be available, but not to exceed 50 percent time.

Continuation beyond these times is subject to available resources and further review by the Board.

This policy would apply to All Professional Staff requests for IBS services, and space beyond the three-year period should be handled on a case to case basis.

3. Graduate Research Assistant Appointments

Adopted 1/2/79

Prior to giving signature approval to new (or renewed) Research Assistant appointments, the IBS main office will contact the academic department in which the student is enrolled to confirm the student's good standing.

4. Search Committee Procedures for Program Directors

Adopted 12/9/81

The procedure adopted by the Board for handling Search Committees' recommendations will be the following:

1) Each committee will recommend to the IBS Board of Directors three persons to be brought to campus for interviews.
2) The three must meet the qualifications that were established for the position.
3) Their names will not be placed in rank order.

The IBS Board will then review the recommendations and forward them to the Associate Vice Chancellor for Research for his approval to extend invitations to visit. Members of the search committees will continue to be involved in the recruiting process during the candidates' visits.

5. Visiting Scholars

Adopted 10/80

IBS is committed to encouraging Visiting Fellows to spend their leave time here as long as they are invited to do so by an active member of IBS who can provide or secure the necessary space and support services.

Visiting Fellows should be fully integrated into ongoing research programs and be given the opportunity to participate in and contribute to program and Institute activities.

In special cases, where a Visiting Fellow wishes to conduct a study during his tenure in IBS and where funds are not otherwise available, a request for a small amount of funds can be
made to the Institute Director. The Director may then allocate such funds, at his discretion, under the following conditions:

1) The request is endorsed by the sponsor of the Visiting Fellow
2) The sponsor certifies that other sources of funding have been explored.
3) No funds may be used for travel or secretarial services.
4) The total amount of funding support for any Visiting Fellow may not exceed the $200 to $300 range.

B. Research Programs

1. Selection Criteria

The selection of a limited number of research problem areas is the responsibility of the Institute Board in consultation with the Scientific Advisory Committee. The chief criteria in making selections are the following:

1) The interdisciplinary character of the work;
2) The significance of the project to the development of theory and methodology;
3) The relevance of the research to solution of important public problems;
4) The prospect for marshaling competent personnel from both within and outside the University;
5) The likely success of the activity in attracting financial support from outside the University.

The Board approved the following set of criteria in no particular order of priority, that seemed to be invoked in discussions of the suitability of new Research Programs proposed for inclusion within IBS: the work is fundable; a base of relevant researchers already exists in IBS; the research is policy-relevant; it includes Social science areas previously not well represented in IBS; the work is at least partly empirical; it helps to strengthen the related CU social science departments; the program will attract national figures; its focus is distinct from that of other campus units; and its scope is realistic enough to permit the accomplishment of specific program objectives and to facilitate interdisciplinary interaction.

2. Evaluation

The following two major criteria for Research Program evaluation were approved by the Board:

1) The quality of the research
2) The interdisciplinary character of the research
   a) At the level of conceptualization
   b) At the level of methods
   c) At the level of disciplinary participation

C. Finances

1. Program Development Fund Use

Program Development Account funds are administered through the Office of the Director. Funds up to $500 are disbursed at the discretion of the Director to support the development of research within the Institute. Requests over $500 require Board action.
D. Facilities

1. Conference Room Use

Adopted 12/19/79

The primary function of IBS conference rooms is to serve research-related activities. Use of those rooms for academic classes is to be discouraged. Those rooms may be used for classes, but the instructor assumes the risk of having to move the class on short notice should the room be needed for research purposes. Any member of the IBS Professional Staff may reserve those rooms. Scheduling is to be on a first-come, first-served basis with a secretary in each building responsible for the calendar. Should a conflict arise concerning scheduling or use, it shall be referred to the Institute Director for settlement. Resolution of the conflict will be made in accord with the policy stated above.

2. Office Space

Adopted 3/71

After solicitation of space needs from Program Directors, the Institute Director makes office space assignments on an annual basis generally beginning with the fall term. All changes and requests for additional space must be approved by the Director.

E. Miscellaneous

1. Annual Report

A report of the Institute’s activities, Research Program accomplishments, and Faculty publications covering July 1 to June 30 is prepared annually.

2. Signature Authority

All research grant proposals listing the Institute of Behavioral Science as a responsible department must be signed by the Director or his designee.

All grant activity forms requiring the Director's signature, e.g., personnel, travel, financial reporting system, and key cards, may be signed by the Director's designee, the Institute's Administrative Assistant. Forms for activity on Institute administrative accounts requiring the Director's signature may be signed by the Administrative Assistant.

3. Research Grant Proposal

Adopted 2/10/82

A draft of the research grant application is due in the IBS Director's office one week prior to the final version of the proposal which requires the Director's signature. The Director assumes that the final version has been reviewed by and satisfactory to the principle investigator.

It is requested that, wherever feasible, a portion of the Faculty member's AY salary be written into the budget in order to assist IBS in reaching its annual salary savings quota.

4. Publications

The following policy governs publications by IBS Professional Staff members, and supersedes the previous policy of sequential numbering of Institute publications:

1) All publications emanating in any way from IBS support should acknowledge that support by a footnote: “The research (work) reported in this paper (book) was carried out in the Research Program on _________ in the Institute of Behavioral Sciences, University of Colorado, Boulder.”

2) All publications should be reported to the Director's office with full APA-style reference citation upon appearance of the publication.
3) Insofar as possible, a reprint of each publication should be deposited in the Director’s office.

5. *Newsletter*
The IBS Newsletter is published at least monthly and contains news of activities and publications of the IBS Professional Staff. It is circulated to members of the Professional Staff, academic departments, University administrators, and other persons.
Question 15: Assessment

Task: Describe your unit's undergraduate and graduate outcomes assessment procedures.

n/a for the Institute of Behavioral Science
Question 16: Centers

Task: Reauthorize affiliated centers.

n/a for the Institute of Behavioral Science