1. State the proposed Institute/Center’s name and purpose.

The purpose of the Center for Health and Safety Culture is to understand and transform the cultural factors that threaten quality of life in terms of traffic safety, substance abuse, and domestic violence. This aligns with the university vision to “inspire people to engage with the university to improve the human prospect”.

[See Appendix for full narrative of center application]

2. A comprehensive statement of the Institute/Center’s mission and its relationship to the University mission.

A. State the Institute/Center’s mission.

The mission of the Center for Health and Safety Culture (CHSC) is to be an interdisciplinary center serving communities and organizations through research, training and guidance (e.g., support services) to cultivate healthy and safe cultures.

B. Identify the Institute/Center’s goals and objectives.

The Center’s core objectives can be summarized in its primary research questions:

- How does culture influence health and safety?
- How do we define, measure, and modify cultural influences?
- What are effective processes to guide cultural strategies at the national, state and local levels?
- How do we effectively build the capacity of practitioners to improve health and safety using cultural strategies?

C. What specific need is being responded to in developing the proposed Institute/Center?

Whereas there are psychological (e.g., personality), biological (e.g., genetic), and environmental determinants (e.g., access to resources) of health and safety behaviors, the unique purpose of the CHSC is to examine the cultural influences of our social environments on our decisions to engage in risky and protective behaviors. The influence of the social environment is a pervasive and inherent part of our decision-making process so that we feel accepted (rather than rejected) by our cultures. In many cases, our decision to engage in dangerous or unhealthy behaviors is predicated on our perception that such behaviors are “normal” and even rewarded in our cultures. Thus, understanding the cultural context of behavioral choices is critical to achieve our health and safety goals in society.

D. Describe how the Institute/Center benefits the department, college, or institution.

As per item E, the center benefits the departments and colleges involved by supporting the missions of discovery, learning and engagement. This center is housed in the Western Transportation Institute and supports this institute’s mission to research and improve traffic safety in rural areas.
E. Describe the Institute/Center’s relationship to the University mission.

The Center’s primary research focus is discovering how culture influences health and safety and, based on this understanding, what processes guide the effective deployment of cultural-based strategies to change these influences. This research involves developing a comprehensive understanding of culture, how culture influences behavior, and how to measure these cultural influences. Next, interventions must be designed and tested. Intervention design involves research in leadership and community-level change processes, experiment and evaluation design, and community-based research.

Clearly, the Center cannot influence cultural change directly. Authentic cultural change will always require the engagement of local stakeholders. Therefore, the Center must create opportunities for local stakeholders in health and safety to learn about these approaches, factors within their own cultures that influence health and safety, and how to modify these factors. Therefore, a critical role for the Center is to foster learning. Strategies to foster learning include conducting applied research that addresses the specific needs of stakeholders (as opposed to “laboratory research” addressing fictitious scenarios to test theories). This kind of research results in discovery that has very tangible and immediate application by stakeholders.

In addition, the Center recognizes a clear need to create learning opportunities in the classroom about its discoveries so that our future workforce learns about the cultural influences of health and safety and their role in creating these cultural influences. A new class in the Sociology Department was introduced this past year by a faculty member working with the Center (Steve Swinford), and graduate students have been engaged to work on Center projects. Thus, the Center works with teaching faculty in our research activities so that these discoveries are brought back to the classroom and MSU’s students.

The Center recognizes that, even with leading research efforts, the health and safety of our communities will not improve without active engagement by local leaders and change agents. Therefore, creating effective technology transfer is a major objective of the Center. We must explore the most cost-effective and time-effective methods for taking best practices out of academia and into the hands of those doing the work. It is important to recognize that even this aspect of the work – technology transfer – has a significant cultural component with many factors within organizations that may encourage or inhibit new learning. In this way, the exploration of culture becomes central to all aspects of the Center’s objectives.

3. Briefly describe the Institute/Center’s anticipated activities.

The Center engages in discovery activities by conducting specific research projects funded by a variety of stakeholders including national research entities (such as the National Cooperative Highway Research Program), states (such as the Oregon Health Authority and the Idaho Transportation Department) and community level organizations (TEAM For West Virginia Children, Drug-Free Action Alliance of Ohio). These funders ask the Center to address a particular issue such as impaired driving, underage drinking, or child maltreatment. Research projects may also include general synthesis of existing research and the development of resources for practitioners to use.

Activities addressing learning include publishing, presenting, training, and hosting conferences. We have published articles and contributed to several important academic journals.
Content-oriented activities include our active projects in three issue areas: traffic safety, substance abuse, and violence. However, while the Center recognizes that publishing is critical, we must go beyond just publishing – as scientific journals are often read by other researchers but rarely read by practitioners. Therefore, presenting at conferences, hosting conferences, hosting training, and providing on-going support for practitioners are critical activities. Since 2010, we have conducted over 38 trainings and three conferences involving more than 2,000 people.

Activities addressing engagement include web-based resources, community cohort projects, and on-going support services. Several of our projects involve multi-year efforts engaging a cohort of community-level change agents. In an effort to support their engagement and learning, we create private, online communities of practice. These private communities are designed for those we serve and are facilitated by Center staff. They provide a structure to share information, reports, tools and facilitate dialogue among individuals.

In addition, the Center provides on-going support to individual change-agents (e.g., community prevention coordinators) for a year at a time. This service includes monthly phone calls, intermittent emails, access to a private community of practice, and a summary report completed by a trained “Guide.” This guide has extensive knowledge of our research and practices and seeks to build the capacity of an individual through a sustained teaching / coaching relationship. Since 2010, we have served 82 communities with guide services.

A. Identify faculty expertise available for participation in the Institute/Center’s activities.

The follow table summarizes the faculty expertise involved in addressing the Center’s research questions. The center will be engaging faculty from multiple colleges and departments to help complement our knowledge and expertise.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Sociology</th>
<th>Anthropology</th>
<th>Psychology</th>
<th>Leadership</th>
<th>Communication</th>
<th>Nursing</th>
<th>Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does culture influence health and safety?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>How do we define, measure, and modify cultural influences?</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are effective processes to guide cultural strategies at the national, state and local levels?</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do we effectively build the capacity of practitioners to improve health and safety using cultural strategies?</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Which departments on campus will be involved and how will the Institute/Center contribute to the academic programs of the institution?
In addition to the director Nicholas Ward (Mechanical and Industrial Engineering), the Center has developed affiliations with faculty from multiple disciplines including Eric Austin (Political Science), William Schell (Mechanical and Industrial Engineering), Steve Swinford (Sociology), Kaylin Green (Sociology), Matt Vess (Psychology), Ian Handley (Psychology), Monica Skewes (Psychology), and Judge Vaughan (Art).

Affiliated faculty contributes specific expertise for Center projects that overlap with their research interests. In addition, the Center may collaborate with faculty on research proposals, and faculty may be supported to represent the Center at conferences.

Research with the center may also support graduate students within the participating documents and be integrated with department courses.

4. Identify the organizational structure of the Institute/Center within the institution.

The Center uses a traditional organization structure as shown here.

A. Identify all agencies, organizations and/or institutions that will be involved.

This center is housed in the Western Transportation Institute as part of the College of Engineering and Montana State University, Bozeman. In order for the Center to remain relevant to those communities and organizations it serves, we are proactive and strategic in collaboration with other agencies, organizations, and institutions. Whereas we do not have a standing arrangement with any single partner, we do make collaborative arrangements on a project basis to strengthen our proposals and grant applications. Typically, these partnerships are with other entities that provide community access or expertise in a health and safety domain. Most often, we are approached by other groups to partner because of our national reputation as a center of excellence for health and safety culture. For example, we recently partnered with the Montana Department of Transportation (MnDOT) to create a Pooled Fund Program to study traffic safety culture with nine other states. The Pooled Fund has
already raised $975,000 dedicated to research in traffic safety culture. In this partnership, we are the lead research organization and support MnDOT in the management of the program.¹

B. Identify advisory council information.

In addition, the CHSC has established an advisory council to provide input to our research, education, and engagement strategies. The members of the advisory council were also selected to assist us in accessing funding agencies that can support our activities in our primary content areas (traffic safety, substance abuse and violence):

- Barry Watson, Ph.D., Chief Executive Officer, Global Road Safety Partnership (http://www.grsroadsafety.org/)
- Maureen Sheeran, Chief Program Officer, Family Violence and Domestic Relations, National Council of Juvenile and Family Court Judges (www.ncjfcj.org)
- David Sleet, Ph.D., Associate Director for Science, Division of Unintentional Injury Prevention, National Center for Injury Prevention and Control, CDC.

5. Identify first year and continuing finances necessary to support the Center/Institute, including the sources of funding.

Annual expenses since fiscal year 2011 are shown in the table below.

<table>
<thead>
<tr>
<th>Fiscal Year (July 1 – June 30)</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>317,574</td>
<td>463,971</td>
<td>468,038</td>
<td>263,658</td>
<td>269,074</td>
<td>1,782,317</td>
</tr>
<tr>
<td>Benefits</td>
<td>98,377</td>
<td>140,065</td>
<td>147,787</td>
<td>84,969</td>
<td>87,793</td>
<td>558,991</td>
</tr>
<tr>
<td>Contracted Svs</td>
<td>144,428</td>
<td>212,078</td>
<td>72,660</td>
<td>90,641</td>
<td>88,400</td>
<td>608,206</td>
</tr>
<tr>
<td>Supplies</td>
<td>7,987</td>
<td>12,953</td>
<td>24,080</td>
<td>14,030</td>
<td>6,900</td>
<td>65,950</td>
</tr>
<tr>
<td>Travel</td>
<td>37,065</td>
<td>60,581</td>
<td>84,652</td>
<td>37,606</td>
<td>36,449</td>
<td>256,354</td>
</tr>
<tr>
<td>Communications</td>
<td>5,908</td>
<td>7,834</td>
<td>33,518</td>
<td>19,318</td>
<td>5,001</td>
<td>71,580</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>39,950</td>
<td>37,116</td>
<td>98,376</td>
<td>63,610</td>
<td>16,377</td>
<td>256,029</td>
</tr>
<tr>
<td>Indirect Costs</td>
<td>46,207</td>
<td>85,677</td>
<td>61,145</td>
<td>60,508</td>
<td>135,833</td>
<td>389,369</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>654,369</strong></td>
<td><strong>938,665</strong></td>
<td><strong>937,732</strong></td>
<td><strong>578,163</strong></td>
<td><strong>511,599</strong></td>
<td><strong>3,620,527</strong></td>
</tr>
</tbody>
</table>

*through 1/31/2015

These expenses have been covered by external research contract and other income generated by the center related to guidance services and training events (totaling more than $6 million since fiscal year

¹ [http://www.pooledfund.org/](http://www.pooledfund.org/)
Montana Board of Regents
RESEARCH CENTER AND INSTITUTE PROPOSAL FORM

2011) as summarized in the figure below.

![Pie chart with data](image)

A. Will additional faculty and other resources be required to implement this Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

No.

B. Are other, additional resources required to ensure the success of the proposed Center/Institute? If yes, please describe the need and indicate the plan for meeting this need.

No.

6. Describe other similar Centers/Institutes or research capacities in the state and surrounding region.

A review of university centers and institutes in the northwest region dedicated to “health and safety” identified several programs. However, these centers focus primarily on occupational safety and hazards in the physical environment. Thus, these programs are not similar to our center because they exclude the social environment that is the focus of our activities and exclude our health and safety domains of traffic safety, substance abuse, and domestic violence.

A. Describe the relationship between the proposed Center/Institute and any similar Centers/Institutes, programs, or research capacities within the Montana University System.

There are no programs at the University of Montana comparable to the CHSC in terms of cultural perspectives on traffic safety, substance abuse, and domestic violence.
B. In cases of substantial duplication, explain the differences between these and the need for the proposed Center/Institute at an additional institution. Describe any efforts that were made to collaborate with these Centers/Institutes, programs or research capacities. If no efforts were made explain why.

Na.

7. **Assessment: How will the success of the program be measured?**

Because this is primarily a research center, success will initially be assessed in terms of amount of research expenditure. However, because the mission for the center is to improve the human prospect in communities, success will also be assessed by the number of participating communities.

8. **State the internal campus review and approval process which has occurred prior to submission to the Commissioner's Office. Indicate, where appropriate, involvement by faculty, students, community members, professional constituencies, etc.**

This application has been reviewed and approved by the Dean of the College of Engineering, Vice President of Research, Provost, Dean’s Council and Faculty Senate.