



**The Fishlinger Center for Public Policy Research
Annual Report 2020-2021**

**Presented to the College
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The Fishlinger Center for Public Policy Research:
Annual Report 2020-2021

Fishlinger Center: Introduction and Background

In February 2015, the College of Mount Saint Vincent announced the creation of the Fishlinger Center for Public Policy Research. With funds generously contributed by William Fishlinger, a trustee of the College, the Center was designed to study public policy issues.

In its first five years, under leadership of the advisory board chair, Provost Guy Lometti, and Director James Donius, the Center undertook a series of projects aimed at drawing attention to the College. It conducted ongoing nation-wide polling on topics such as human trafficking, health care, poverty, domestic violence, drug addiction, education and the environment.

These projects showcased the Fishlinger Center's mission: To illuminate public opinion on key public policy and social issues through independent empirical research, leading to meaningful debate and dialogue, and constructive action.

In 2019-2020, Fishlinger Center Director James Donius retired and Professor Matthew Archibald became the director. The Center was re-located to the sociology department, and its structure and mission were updated (see *The Fishlinger Annual Report 2019-2020*).

Now in its second year under a new directorship, the Center, in 2020-2021, has expanded its mandate from polling to research. The goal of this phase in the Center's mission is to conduct policy-relevant social, political and economic research; to serve as a resource for faculty scholarship; and to promote undergraduate learning. To facilitate that transition, a new strategic plan was created.

Mission Revisited: Formalization of a New Strategic Plan FYs 2021- 2024

In FY 2020-2021, the Center continued to build capacity as a research center. The mission was revisited and its fundamental tenets affirmed. By re-emphasizing the pedagogical importance of the Center, a new strategic plan was developed and its various programs activated.

Mission

The Fishlinger Center for Public Policy Research serves as a vehicle for dialogue and constructive action on public policy issues. The Center conducts policy-relevant research on social, political and economic problems confronting local, national and global communities. It is a resource for faculty, students and other institutions in the design, execution and translation of social science research underlying political decision-making. As a core resource within a liberal

arts institution, the Center aims to enhance the pedagogical relationship between the College, its students, faculty, administration, alumni, and the broader community with regard to matters of ongoing public concern, such as disparities in health and healthcare, inequality, and the environment. The Center promotes faculty-student research for a deeper understanding of our common humanity and moral commitments. The Center provides a mechanism through which the research capabilities of the College can be matched with external funding streams, combining expertise and capacities across disciplines and multiple institutions to address important social, political, and economic problems.

Priorities

The Fishlinger Center conducts research investigating policy-relevant social, political, and economic problems. During the next five years, the mission will be operationalized through two goals. These goals will: 1) promote faculty/student/partner scholarship, and 2) develop external funding streams. Faculty/student/partner relationships include not only faculty-student mentoring along the lines of traditional research teams, but faculty and student project-affiliation with nonprofits, such as the University Neighborhood Housing Project and Up to Us,¹ as well as other academic institutions. For the second goal, external funding streams include small targeted sources such as the American Sociological Associations' Community Action Research Initiative, and its Howery Teaching Grant, as well as broad initiatives, such as the National Institutes of Health Research Training and Career Development.

The following Center objectives outline the next five years' projects and programs which will promote faculty/ student/ partner scholarship and generate external funding.

Objectives

Actionable goals and their objectives which will motivate faculty/student/partner scholarship and help develop external funding are outlined in Table I (below).

¹ See <https://unhp.org/> and <https://www.itsuptous.org/>

Table I. 2019-2024 Priorities and Objectives

Year	Priority Area	Objective	Organizing tasks	Goal benchmarks	Goal met
Yr1: 2019-2020	Scholarship/ Pedagogy	Generate faculty and student commitment. Develop research streams.	Interview faculty/ students. Set up Undergraduate Research Program.	Participation in Center and/or URP	June 2020
		Formalize processes for undergraduate research to contribute to Fishlinger Center	Consensus for three focal areas: health/healthcare, education, (e.g., undergraduate/ graduate education, research methodologies) and social/ economic inequality (e.g., race/ethnicity, class, labor, immigration)	UG Center	June 2020
Formalize processes for students to do professional data reports.			See example student climate survey report excerpt p. 24	June 2020	
Involve approximately 15% of CMSV students in Fishlinger related learning.			60 students * 3 semesters (spring 2019, fall 2020, spring 2020)	Ongoing	
Establish system for storing Fishlinger data at the Center, rather than relying on external partners for storage.			Center data storage on CMSV Cloud	June 2020	
	Funding	Identify funding sources	Interviews center directors	List of funders	Ongoing
Yr2: 2020-2021	Scholarship/ Pedagogy	Reinforce faculty and student commitment through project development	Coordinate faculty/ student research papers and pedagogy. Update and implement Undergraduate Research Program	Accumulation of papers and talks thru Center and on URP website	September 2020-June 2021
		Increase to 25% CMSV students in Fishlinger related learning			Not met- ongoing
		Shift polling/survey focus to include three central research			September 2020-June 2021

	Funding	streams and related research objectives Identify/rank likeliest grant sources as well as long term funding grants and partners	Begin application process	Submit application(s)	Begin July 2021
Yr3: 2021-2022	Scholarship/ Pedagogy	Identify faculty and student leadership, as well as collaborators at other institutions for funding development Complete 3-year pipeline of student training and participation for student roles in Center operations	Work with faculty/ students on research papers and pedagogy aimed at higher profile dissemination Organize three workshops/ symposia for scholarship and pedagogy	Accumulation of papers and talks thru Center and on URP website. Integrate other data sources into Center Conduct workshops Fall 2021	
	Funding	Seek long term funding sources	Begin long term application process	Review application(s)	
Yr4: 2022-2023	Scholarship/ Pedagogy	Promote faculty-student-partner scholarship	Work with faculty/ students on research papers and pedagogy aimed at higher profile dissemination Initiate funding stream	Accumulation of papers and talks thru Center and on URP website. Integrate other data sources into Center	
	Funding	Begin tasks linked to funding		Submit application	
Yr5: 2023-2024	Scholarship/ Pedagogy	Continue to promote faculty-student-partner scholarship Develop next 5-year plan 2024-2029	Organize 2025 conference Review grant and continued funding	Edited volume and conference papers	
	Funding	Continue funding tasks	Initiate funding stream	Successful application	

Leadership and Advisory Board(s)

Director of the Fishlinger Center for Public Policy Research

The Director of the Fishlinger Center for Public Policy Research at the College of Mount Saint Vincent, Matthew E. Archibald, Ph.D. holds a faculty appointment as Assistant Professor of Sociology. He brings broad experience to the Fishlinger Center that spans academic, private, and public sectors. Prior academic appointments include Emory University, Bates and Colby Colleges, and Michigan State University. Private and public sector positions include the Massachusetts' Department of Education and the Office of the Commissioner of Probation, as well as, Hornby Zeller Associates and the Public Consulting Group.

Professor Archibald has served in leadership roles on the Colby College Health Committee and as an advisor to the Science, Technology, Society, and Global Studies programs. At Emory University, he helped coordinate the Center for Health, Culture, and Society in the Rollins School of Public Health, as well as its Graduate Fellowship Program. In the sociology department, he served as the director of the undergraduate Certification Program in Social Research and Data Analysis, the co-director of Emory Study Abroad Program, Comparative Health Care Systems, and as the director of the department's graduate seminar.

Professor Archibald's teaching and scholarly work addresses public policy, medical sociology, health, illness and healthcare, and organizations. One strand of his current work focuses on disparities in healthcare. In this area, he and his colleagues and students examine local characteristics of behavioral healthcare networks. Another area of scholarship investigates minority participation in HIV/AIDS vaccine trials.

Professor Archibald received his Ph.D. and M.A. in sociology from the University of Washington, Seattle. He received his B.A. in philosophy from the University of Massachusetts, Amherst.

Director of Undergraduate Research at the Fishlinger Center for Public Policy Research

The Director of Undergraduate Research at the Fishlinger Center for Public Policy Research, College of Mount Saint Vincent, Omar Nagi, Ph.D. holds a faculty appointment as Associate Professor of Sociology. The founder of the Undergraduate Research Directorate in 2010, which focused on undergraduate research interests in the social sciences, Professor Nagi brings more than a decade's worth of institutional experience and depth to the Fishlinger Center.

Prior leadership includes his role as the founding Director of the Master's Program in International Development and Service (IDS). He also led an assessment of the Orange County community health network, and, in the St. Louis area, a project focused on voting outcomes of school board ballot initiatives.

Professor Nagi's teaching and scholarly work addresses the sociology of political economy with emphasis on health care, social inequality, social change and human development. Another core area of expertise is social research methods and statistics.

He has won a number of awards including the Robert K Perry L Perry Award (2013) for Outstanding Mentorship of Faculty and Students (National Association of Ethnic Studies). In 2011, he was named Teacher of the Year. Professor Nagi also received a CMSV award for digital storytelling in collaboration with IPSL, St. Mary's and Western Oregon University.

Professor Nagi received his Ph.D. in sociology from the State University of New York - Albany and his M.A. in sociology from Southern Illinois University- Edwardsville. He received his B.A. in economics from the American University in Cairo.

* * * *

The Center is in the process of restructuring its advisory board. The former advisory board consisted of experts from academia, public service, and industry. Board member William Fishlinger and his wife Joan generously provided the Center's start-up funding.

FY 2015-2020 Advisory Board

Directors (Donius, Archibald)

Karen Chaplin, M.Ed. Educator, Community Activist, and Nonprofit Board Member

William J. Fishlinger Founder, Chairman and CEO, Gramercy Risk Holdings LLC

Alexandra Fishlinger-Calame President and Founder, Rack-It-Up

Vincent Fitzgerald, Ph.D. Associate Professor of Communication, College of Mount Saint Vincent

Charles L. Flynn, Jr. President, College of Mount Saint Vincent

Anthony Foleno Senior Vice President for Strategy and Evaluation, Ad Council

Howard Gershowitz Senior Vice President, Mktg., Inc.

Guy Lometti, Ph.D. (Advisory Board Chair) (Retired) Provost and Dean of the Faculty, College of Mount Saint Vincent

Donna A. Lopiano, Ph.D. President, Sports Management Resources

Joseph Russo COO, Omnicom Public Relations

David Schliecker Vice President, Food Network/Cooking Channel Brand Research (Scripps Networks Interactive)

FY 2021, FY 2022 (reconfiguring) Advisory Board

Director (Archibald)

Omar Nagi, Ph.D. (Director Undergraduate Research Program) Associate Professor of Sociology, College of Mount Saint Vincent

Susan R. Burns, President, College of Mount Saint Vincent

Lynne Bongiovanni, Provost and Dean of the College, College of Mount Saint Vincent

Emeritus: Charles L. Flynn, Jr. President, College of Mount Saint Vincent

2020-2021 Program Activities: Overview

During the 2019-2020 fiscal year, the Fishlinger Center transitioned from its role as a polling center under James Donius (see *The Fishlinger Center for Public Policy Research: The First Five Years; May 2019*), to its current function as a public-policy research center (see *Fishlinger Center Annual Report 2019-2020*). As noted by the outgoing director in his *First Five Years* report, the Center had been preparing to shift its reliance on polling as a data gathering mechanism to other approaches, including survey data, archival research and field studies, for several years.

In 2019-2020, faculty- and student- organized activities not only shifted its reliance on polling as a data gathering mechanism to other approaches, but transformed Center aims and goals. In 2020-2021 we continued those transformations with greater effectiveness, and, having learned from our initial interviews with faculty and students which strategic aims were feasible and which ones were not, expanded the Center's focus in three areas: health and healthcare, education and socioeconomic inequality (see Table 1, Yr1, column 3: Organizing tasks).

Those areas are illustrated below in the section on 2020-2021 Program Activities. They cover projects undertaken during this past year intended to: 1) Secure and execute an educational grant to develop statistical training modules that can be used in social science methods classes and for Center training of undergraduates who work as interns and research assistants; 2) Develop several research projects, which entailed re-organization of the Center – new budgets, new staff, new positions and trainings for staff, including methods for gathering and analyzing data, project write-up and journal submission; 3) Complete infrastructure for Undergraduate Research Program; 4) Sponsor policy-relevant student and faculty events that addressed current social problems.

Fishlinger as Center for Student Instruction

Integration of Coursework into Fishlinger-American Sociological Association Howery Grant

Carla B. Howery Teaching Enhancement Fund- American Sociological Association

Advancing Quantitative Reasoning among
First-Generation and Racial/ Ethnic Minority Sociology Students

Matthew Archibald and Omar Nagi
College of Mount Saint Vincent
Department of Sociology
and the Fishlinger Center for Public Policy Research

2020-2021

I. Summary/description

Briefly describe the project, including the immediate problem it addresses and the approach that will be used to address it.

The College of Mount Saint Vincent (CMSV) is a minority-serving institution that ranks as one of the ten most diverse schools in the nation, with a high proportion of first- generation college students. This proposal is a joint effort of the Sociology Department and Fishlinger Center to improve below-average quantitative skills and reasoning for students in Sociology and Public Policy at CMSV. To meet this goal, we propose the Advancing Quantitative Reasoning project (AQR). The project will be conducted in 2020-2021 through our Social Science Research Methods 315/ Public Policy Applied Statistics 300 course. Based in the pedagogical literature,² we have designed a five-module tutorial program which augments the course material. To establish its efficacy, we propose an experimental design, randomizing students from the course some of whom will take the tutorial and others who will receive a simple introduction to the course. To assure voluntary participation in the experiment, students will receive a financial incentive (detailed below). We provide a pre-course tutorial for the experimental group with this set of five online tutorials (the control group receives no tutorial). We analyze group differences using quizzes, exams and written work at key junctures (pre-tutorial baseline, during the tutorial, post-tutorial, then, throughout the semester). Given the likely contamination effect when students meet in class, students in the experimental group will be remunerated to provide peer leadership and tutoring to the control groups during the course. Short-term goals are enhanced student mastery of quantitative skills through the tutorial, as well as improvement in departmental student-learning benchmarks. Moreover, a successful project will serve as the cornerstone for

² See e.g., Bridges, G. S., Gillmore, G. M., Pershing, J. L., & Bates, K. A. 1998. Teaching quantitative research methods: A quasi-experimental analysis. *Teaching Sociology*, 26(1), 14.

expanding the mission and goals of the Fishlinger Center, including development of sustained funding for AQR project.

Background and problem statement

Social science undergraduates, and sociology majors in particular, find quantitative methods courses both challenging and burdensome. Reasons vary but frequently arise from debilitating fear and anxiety about their putative inability to master numerical concepts.^{3 4} In some cases, this anxiety is reinforced by evidence from low SAT/PSAT/ACT scores in quantitative sections of those exams, and below average grades in classes that require numerical literacy.

First-generation and racial/ethnic minority undergraduates are no exception. Difficulties in acquiring numerical skills are compounded by their disadvantaged socioeconomic and culture status. Beginning with disparities in access, research shows that Black and Hispanic high schoolers are less likely to go to college than other students and, when they do, have lower completion rates than other students.⁵ Since SAT/PSAT scores for Black and Hispanic students tend to be lower than for other students, especially in the mathematics sections,⁶ it is not surprising that Black and Hispanic who do go on to graduate are significantly underrepresented in the STEM fields such as engineering, mathematics, statistics and the sciences.

For these students, barriers to skill acquisition and educational advancement are hampered by a differential opportunity structure which translates into norms of lowered educational expectations, and experienced, in some cases, as so-called stereotype threat.^{7 8} Lowered expectations become internalized messages of inadequacy and pessimism which result in underperformance, again, especially in STEM disciplines where traditionally fewer non-white (non-male) students are enrolled.

³ Sloomaeckers, K., B. Kerremans, and J. Adriaensen. 2014. "Too afraid to learn: attitudes towards statistics as a barrier to learning statistics and to acquiring quantitative skills." *Politics* 34 (2): 191–200

⁴ Bridges, G. S., Gillmore, G. M., Pershing, J. L., & Bates, K. A. 1998. Teaching quantitative research methods: A quasi-experimental analysis. *Teaching Sociology*, 26(1), 14.

⁵ Shapiro, D., Dunder, A., Huie, F., Wakhungu, P., Yuan, X., Nathan, A & Hwang, Y., A. 2017. A National View of Student Attainment Rates by Race and Ethnicity – Fall 2010 Cohort (Signature Report No. 12b). Herndon, VA: National Student Clearinghouse Research Center.

⁶ <https://reports.collegeboard.org/pdf/2019-total-group-sat-suite-assessments-annual-report.pdf>

⁷ Steele CM, Aronson J. 1995. "Stereotype threat and the intellectual test performance of African Americans". *Journal of Personality and Social Psychology*. 69 (5): 797–811.

⁸ Steele CM, Spencer SJ, Aronson J. 2002. Contending with group image: the psychology of stereotype and social identity threat. *Advances in Experimental Social Psychology*. 34. pp. 379–440

To overcome these barriers, one useful approach for sociology students, has been to promote numerical literacy through skills-building on specific sociology research projects or through intensive exposure in subject-oriented courses across the curriculum.^{9 10} While the underlying theoretical frameworks for proposing these solutions vary, a common element is numerical practice in students' postsecondary education. In short, learning by doing.

AQR follows a similar logic. The AQR project will pre-empt students' fear and anxiety of quantitative methods, and the related coursework, through an incentivized low-stakes online tutorial practice course conducted one month prior to the actual course offering. The selected course is a statistics course cross-listed as Sociology 315/Public Policy 300. Our tutorial prototype yields the expectation that the students in the experimental group, who have been exposed to course content during five half-hour modules will master course material (measured by exams and quizzes at several timepoints) to a significantly greater extent than the control group who have not been exposed to the material. The details of randomization and outcome measurement will be blinded to one of the researchers (teaching the class). Students can opt out of participation without any consequences. Incentives consist of financial remuneration for participation by students during their winter break (first-generation and minority students who would otherwise devote themselves to their jobs). Financial remuneration will also go to peer-tutors during the semester as a method to preclude contamination effects (see discussion below). The course begins Spring 2020-2021 and the preparatory course will take place during Intersession Winter 2020-2021. The tutorial prototype will be sustained by sociology department and Fishlinger Center funds. We plan to develop this tutorial as a training model for advancing students more effectively into courses, internships, work study and research positions that require numerical literacy.

II. Value/impact to discipline

Describe the value of the project. What will the impact of this project be on your department, institution or the discipline as a whole presently and over time?

The social sciences attract a sizeable portion of students from racial and ethnic backgrounds. As noted, for these students, barriers to skill acquisition and educational advancement are hampered by a differential opportunity structure which translates into norms of lowered educational expectations. Developing courses and an integrated curriculum aimed at skill-building in quantitative reasoning provides an excellent opportunity to reverse these trends. It provides the potential to reposition students to succeed in STEM or STEM-adjacent areas in graduate and professional school, and career. The importance of reversing stratification in these areas cannot

⁹ Carla B Howery Teaching Enhancement Fund 2016/2017, American Sociological Association (PI: Silvia Bartolic); Teaching and Learning Enhancement Fund 2016/2017 for the project "Quantitative Arts: Scientists by Nurture."

¹⁰ Root, Robert. 2019. The ultimatum game: an introduction to quantitative literacy in a Social Justice Context Numeracy. 12(2)

be emphasized enough, not only here at CMSV, an HSI and one of the 10 most diverse smaller colleges/universities in the nation, but across the discipline.

In addition to enhancing student achievement and raising the standards of the department, the AQR project is aimed at providing grounds for expanding the mission and goals of the Fishlinger Center. The Center is mandated to provide student education, yet has few resources for doing so. This project, if successful, will become the cornerstone for updating the strategic plan of the Center to include (among other resources), funding for carrying the AQR project forward 4 years beyond ASA funding (2021-2025).

On a larger scale, the Advancing Quantitative Reasoning project is part of a larger movement across higher education known as the Quantitative Literacy movement or QL, in brief.¹¹ Its goal is to enhance social science students' numerical literacy; to provide them with skills to meet their personal career objectives; and to provide a more equitable opportunity structure for all students, a goal of education in a democratic polity;¹²

III. Scholarship of teaching and learning (literature review)

Briefly locate the project in the Scholarship of Teaching and Learning literature as well as other relevant literature.

This study addresses a central problem in quantitative learning among social science majors and especially among first-generation and minority students who experience disparities in access to accelerated programs aimed at promoting skills to compete for more marketable academic training in STEM subjects.

It also addresses a central problem in the SoTL literature, which is not unrelated to the problem of quantitative learning in sociology. That problem is one of validity in assessing teaching and learning outcomes. Direct assessment of student mastery of numerical material is key to the QL movement and AQR project at CMSV.¹³

Our direct measures of success, scores at baseline, post-tutorial, and during classroom instruction will demonstrate whether or not the program was effective, overall, and with respect to individual student improvement and mastery of course material. Note that one of the researchers

¹¹ Wallace, Dorothy. 2019. Three formative questions in the quantitative literacy movement, *Numeracy*. 12(1):13

¹² As Schneider argues “to remove barriers to ... opportunity and to redress inequities.” Schneider, Carol G. 2006. Diversity, democracy, and goals for student learning. *Liberal Education* (periodical) Winter, Vol. 92, No. 1

¹³ See e.g., Paino, M. C, Blankenship, L. Grauerholz, J. Chin. 2012. The scholarship of teaching and learning in teaching sociology: 1973-2009. *Teaching Sociology*; Beverly Hills Vol. 40, Iss. 2, : 93-106.

has been teaching this course for 24 years and has used analysis of course content, questions on quizzes and exams, to extensively refine the course. An assessment of the tutorial uses this prior information as one measure among many to rank the success of the pedagogy. That is, for example, do experimental groups students rank in the top 1% of all students over time, or the top 5%?

Note that we will also explore the extent to which this tutorial prototype can be used for other similar classes by other instructors. Over time and across disciplines, we will be able to determine the generalizability and reliability of the tutorial prototype.

Following the suggestion of Paino et al. 2012, over the course of the extended project (years 2-5), we will seek to incorporate best practices into the tutorial from other disciplines, primarily mathematics and economics. As these authors note, SoTL may be largely discipline specific, “but increasingly, the conversation has moved to ways to cross disciplinary boundaries, where insights and findings from different disciplines can be shared... Sociology has long been recognized as a leader in the SoTL field and will remain so only if we join in this wider conversation.”¹⁴

IV. Methodology

Provide a detailed description of the project methods and/or activities.

Based on prior studies students will be divided into two groups: experimental, and controls. The experimental group will be provided five half-hour modules of material drawn from Sociology 315/Public Policy 300 course content, such as construction and interpretation of central tendency, measures of dispersion, and so on. The experimental group will work through enhanced practice exercises designed to promote the skill-set relevant to the topic while the control group will receive only a cursory introduction to conventional methods pedagogy but not practice exercises. Assessment of learning outcomes will be short-term (immediately following the module) and long-range (throughout the course itself).

Several outcomes will be observed. It is expected that preparatory practice will reduce anxiety, worry and concern of all students enrolled in the course (measured from baseline prior to undertaking the modules). Importantly, the experimental group should demonstrate greater facility with the materials (assessed through quizzes, exams and summary scores) than the control group.

Since there is a likely contamination effect (the 25 students in both groups will all be in class together) we plan to let students in the experimental group serve as peer-tutors for the control

¹⁴ Paino, M. C, Blankenship, L. Grauerholz, J. Chin. 2012. The scholarship of teaching and learning in teaching sociology: 1973-2009. Teaching Sociology; Beverly Hills Vol. 40, Iss. 2, : 93-106.

group. We estimate half (6) of that experimental group will serve as peer tutors. Learning theory consistently demonstrates that enhanced motivation to master a topic motivated by pressure to teach or present material. Therefore, the experimental group's mastery relative to the control group should remain stable (i.e., consistently higher) throughout the semester. Naturally, we believe that serving as peer-tutors will have a salutary effect on those who are doing so. Through our direct measures, we can determine whether this is so or not and to what degree. With data gathered across future cohorts (2021-2025) the sample size will increase and make our assessment of the effect of AQR more reliable.

V. Budget

How will the grant funds be used?

The Carla B. Howery Fund's \$2500 will be used to incentivize 25 students enrolled in Sociology 315/ Public Policy 300 to participate in the preparatory course (during their winter break) and for peer-tutors to devote time to working with other students to improve their skill-set. Because both the sociology department and the Fishlinger Center do not (yet) have budget lines to fund this kind of project, external funding for this experiment are therefore essential to the success of the project. There are several reasons we plan to use the grant to serve as an incentive to participate rather than attempt to induce students to volunteer in exchange for other kinds of remuneration (e.g., gift cards, extra credit and so on). First, the College is an HSI with a large proportion of both Hispanic and African-American students, including many first-generation college students. Consequently, most students work during the semester and all of them work during the winter break. Participating in an experiment is itself a burden that can be alleviated through an incentive structure paying out \$15 per completed module per student. Both experimental and controls will receive an incentive amounting to \$1875 ($\$15 * 5 \text{ modules} * 25 \text{ students}$). The remainder of \$625 will be used to motivate 6 experimental group members to tutor their peers for approximately 7 hours during the semester ($\$625 / \$15 / 6$).

VI. Goals/Evaluation/Assessment

Provide a detailed description of the specific goal(s) and measurable objectives for this project. Discuss how the outcome of this project will be evaluated, qualitatively or quantitatively, and how you will define and demonstrate project success.

The goal of the preparatory course is to improve student mastery of quantitative data analysis. The primary strategies to achieve this are a) advanced training in basic content; b) learning by doing; and c) scaffolding and peer leadership. The current version of the course itself tests student mastery by establishing a baseline of knowledge (through an evaluative pre-test given on the first day of class), benchmarks for each set of skills mastered (through summaries, quizzes and exams), followed by a post-test on the last day of class, a final exam and written summary (where quantitative understanding is applied). This pedagogy will be carried forward and enhanced by the tutorial prototype.

Importantly, peer leadership not only benefits the peers, but also the other students, through role modeling of peers, the ability to relate, and the de-facto shrinking of instructor/student ratio.

Specific objectives:

(1) develop rudimentary statistical skills (2) link theoretical problems to hypothesis testing and statistical inference (3) explore major types of empirical research and their implications for problem solving (e.g., experiments, surveys, participant observation) (4) apply and refine knowledge of sociological methods through diverse readings in both the sociological literature (e.g., *American Sociological Review*, *American Journal of Sociology*, *Social Forces*, *Sociological Methodology*) and in non-academic publications (e.g., *The New York Times*).

Project success will be demonstrated: initially by differences on measures (see e.g., section III paragraph III, above) between experimental-group students and controls, along the lines of, one half to two-thirds of a standard deviation in mid-term scores (ballpark estimate); then by a slight reduction in the size of the deviation as peer tutors assist the controls in learning but never a large enough reduction to eliminate the significant difference between experimental group and controls. However, since that might occur, we will seek funding from the department and Fishlinger Center for 4 additional years' worth of data.

VII. Timeline

Provide a specific and realistic timeline for this project, including project evaluation.

March—August 2020 - develop online tutorial prototype including 5 modules for course content; submit IRB

September—November 2020 - refine, test and revised tutorial prototype

December 2020— January 2021 - institute preparatory course

December 2020— January 2021 - concurrent assessment with real-time feedback to students

January 2021 – May 2021 - conduct seminar including concurrent assessment with real-time feedback; train peer tutors, initiate peer tutoring and monitor and assess tutoring process

May 2021—June 2021 - analyze results of tutorial prototype

June 2021 – August 2021 - write up results for dissemination; develop Soc. Dept and Fishlinger Center proposal to initiate funding stream beginning with replication of tutorial prototype (given revisions to the model).

August 2021— August 2025 - accumulate data from this particular seminar; increase interdisciplinary involvement with mathematics and economics departments. Develop new incentive schemes and apply alongside streams funding participation (e.g., course credit, testing-out schemes).

2025 + initiate model under varying conditions: same seminar content/ different instructors; different content/ same instructors; different content/ different instructors; analyze outcomes.

VIII. IRB

The results of the College of Mount Saint Vincent's AQR project will be disseminated. Therefore, an IRB approval along with the necessary consent forms will be sought (see accompanying IRB documentation). Yet, we anticipate this research project will meet federal exemption category 1, with some qualification. It should also align with exemptions 2 and 3, without any qualifications

IX. Analyses and write-up

Project documentation and analyses of results will take place post-term, June-July 2021. Having used Howery funds, additional support for faculty and staff will be drawn from the Fishlinger Center Budget.

Presentation of two papers related to the project will take place at ASA's annual conference (virtual this year), in August 2021.

In addition, the Fishlinger budget for FY 2022, includes \$2500 dedicated to replication of this QL project for Soc 350 in the spring of 2022.

Integration of Fishlinger Data into Coursework (FY 2020 and FY 2021)

In relocating the Fishlinger Center and public policy major to sociology, the immediate aim was to involve students more intensively in Fishlinger operations and research, as well as securing a forum for utilizing Fishlinger data as a learning tool in classes.

Initiatives for the past two years included;

- Use of Fishlinger Center data in classroom settings.
- Training students to assume professional support roles needed for Center operations, including organizing and analyzing data, preparing reports for online publication, etc.
- Inviting student researchers to affiliate with Fishlinger, and develop project work with the assistance of Fishlinger Center faculty advisors. This capitalizes on a current strength of the college, that had been largely disconnected from the Fishlinger Center.
- Utilizing the Fishlinger Center as an anchor for a more robust and focused Public Policy major.

These initiatives are ongoing.

Several courses were offered 2020-2021, as in the previous year, that were explicitly built around utilization of Fishlinger data as a learning tool, as well as having the goal of training students to take larger professional roles in Fishlinger in subsequent semesters. These courses reached about fifteen percent of the UG student population, and began to raise the profile of the Center within the college community.

In the course of completing requirements for classes, students continued to construct simple data reports from Fishlinger data, including qualitative coding reports, as well as write-ups of quantitative data. The culmination of these efforts came during the final week of the academic year, and we are finalizing edits and formatting for online posting of student reports (see *Fishlinger Center Annual Report 2019-2020*).

These efforts provided students with both practical and conceptual training, as well as opportunities for credentialing (through internal publications for students who performed particularly well on these assignments). In this way, the Fishlinger Center and its association with the public policy major is in the beginning stages of realizing its purpose as a Signature Program of CMSV. The commitment made by the college to the Center will yield increasing returns in student learning. It also incentivizes learning by awarding scholarly distinction to top-performing students. Increasingly, Fishlinger Center will be a valuable recruiting tool for students interested in undergraduate achievements that go beyond class work.

Wave Hill Collaboration

The school at Wave Hill has been working with the sociology department for the past few years. During the past year, the Fishlinger Center and Wave Hill met to discuss resources the Center can provide. Due to the imposition of the pandemic, goals discussed in 2019-2020 remain to be operationalized. These include:

- Wave Hill would like to add new questions to the Center's surveys about environmental, ecological, and public space issues.
- We will collaborate to provide robust internship and further research opportunities for CMSV students working with Wave Hill and other partners
- Fishlinger will teach Wave Hill interns statistics, data literacy and data visualization
- Wave Hill will include a member of the CMSV sociology department as a mentor for their high school students on a research project focused on parks. Wave Hill pays \$4100 for approx. 85 hours of time
- Longer-term collaborating entails local high school students taking GIS courses at CMSV
- Some of these activities will include faculty who work with other CMSV departments, such as education, communications, mathematics

Fishlinger as Center for Faculty Research

The following descriptions of faculty/ student research were at various stages of completion during FY 2021. For example, the first project (abstract below) is a paper addressing disparities in behavioral healthcare. Its author involved several students and staff in its production, some of whom are now working on a second paper project addressing methodological issues in behavioral healthcare (not shown). A third project proposal aimed at global mental health issues is under review, and the last project, Small Business Unemployment Rate project has just begun (June 2021).

Racial-ethnic disparities in sources of substance abuse treatment,
their socioeconomic correlates and clinical features

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Under review:

Addictive Behaviors, an international journal

Abstract

Objective: Racial-ethnic group differences in substance abuse treatment continue to puzzle researchers and policy-makers. In contrast to other areas of healthcare provision, national substance abuse treatment studies have shown racial-ethnic group parity. This study examines racial-ethnic sources of substance abuse treatment, their socioeconomic correlates and clinical features.

Methods: Sources of substance abuse treatment were examined for a nationally representative sample of adults with substance use disorder (SUD) from pooled National Survey of Drug Use and Health (NSDUH) data, 2002-2014 (N= 63,586) and 2015-2019 (N=19,893). Using Taylor-adjusted logistic regression, I examined racial-ethnic differences in sources of substance abuse treatment, their socioeconomic correlates and clinical features.

Results: Blacks and Latinos were more likely to receive treatment through the criminal justice system and whites more likely to receive treatment at a doctor's office. Blacks were also more likely than whites to receive treatment through inpatient/outpatient rehabilitation (in non-adjusted models), and Latinos were least likely to receive care in rehabilitation facilities. While socioeconomic and clinical mechanisms explaining these differences varied across sources of treatment, significant racial-ethnic differences remained, independent of these factors.

Conclusions: Racial-ethnic group differences in SUD treatment are actual healthcare disparities in that Blacks and Latinos were less likely to receive private medical treatment and more likely to be treated in jail or prison, a setting designed primarily for purposes of justice and not medical care. Questions about the conditions, efficacy, and therefore equity of substance abuse treatment for racial and ethnic minorities should be addressed.

KEYWORDS: racial-ethnic disparities, substance use disorder treatment, criminal justice system

Chapter Proposal for Global Agenda for Social Justice 2022

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Title: Global Mental Health

Section I.

Global mental health, ranging from depression and schizophrenia to substance abuse, is an area of research, policy and practice aimed at reduction of mental health-related morbidity and mortality, through improvement of healthcare, particularly in low- income and middle- income countries (Maldonado and Moreira, 2019).

Like other domains of evidence-based healthcare and policy-making, its problem-core centers on who gets to decide what constitutes priority intervention areas, which interventions/ policies to implement, and how to evaluate their impact. Since global mental health has only recently emerged as a strategic program among global health stakeholders, this problem-core is energetically contested (Lovell, Read and Lang, 2019).

For example, despite WHO/ World Bank/Gates Foundation leadership (or perhaps because of it), sociologists, anthropologists, transcultural psychiatry, social studies of science researchers, among others, raise concerns that although a global mental health paradigm aims at ameliorating morbidity and mortality, and their socioeconomic precursors, in low- and middle- income countries, it paradoxically re-establishes western hegemony by way of, for instance, universalist biomedical nosologies and metrics-driven implementation science, counteracting the benefits that otherwise accrue to global public health campaigns (Bemme 2019; Clark 2014; but cf. e.g., Kohrt and Jallah, 2016 in Lovell, Read and Lang, 2019:533).

Importantly, while critics such as these inveigh against hegemonic systems of metric -driven decision-making and evaluation, turning to anthropological studies of local practices and institutions to critique top-down global mental health, the extent and effectiveness (or lack thereof) of this so-called audit culture remains understudied.

As Lovell, Read and Lang (2019) note, the “degree to which global mental health policies and interventions are metric-driven [...] remains an empirical question” (p. 524). Similarly, WHO methodologists, the Reference Group on Global Health Statistics would agree: “In many countries, civil registration and administrative data systems are fragmented and inadequate to report meaningful and timely data” (<https://www.who.int/data/data-collection-tools/world-health-survey-plus> / retrieved 3/31/21).

Section II.

To assist stakeholders in policy formation, this study investigates the degree to which global mental health policies are metrics- oriented (e.g., WHO 2018 a/b, WHO 2017 a/b, and WHO 2011), and, more centrally, the extent to which western mental health classification and

intervention templates are adopted and effectively applied by member countries (see e.g., WHO's 2017 mhGAP intervention guide, and the World Health Survey Plus).

To assess adoption and effectiveness of metrics' templates, we conduct interviews with methodologists from the Reference Group, and combine these narratives with country-by-country analyses of actual metrics use and effectiveness (rather than rhetorical deployment). The data are culled from WHO's *Standards and Tools*' learning modules and templates which country/regional/local health officials use as the evidentiary basis for interventions (WHO 2019; Special Initiative for Mental Health, 2019-2023).

Section III.

These data address gaps in studies of global mental health policy by showing the extent of countries' adoption and use of metrics-oriented practices; compared to analyses of rhetorical deployment of policy-claims or critics' ethical qualms vis-à-vis top-down policy-making. Analyses of use and effectiveness directly impacts policy formation. For example, this study urges greater use of GATHER protocols (Stevens et al. 2016) and Theories of Change- ToC (Bemme 2019), which highlight strengths and weaknesses of regional/sub regional and local level administrative apparatuses and knowledge. While both GATHER and ToC approaches are already under consideration by WHO and other stakeholders, like many mental health policies, they lack the kind of focused empirical support the analyses in this study can provide.

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Proposal for Small Business Unemployment Rate Project and Budget Projections

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Background

Basic premise

- Historically, approximately half of national employment is in small establishments
- The SBU rate tracks whether local unemployment is higher or lower than the national average, and whether the employment contribution of small business moves with unemployment
- In brief: Is there an association between higher local unemployment, and lower contributions of small business to the local share of employment?

From this basic data relationship, a variety of research questions can be explored. The scholarly objectives of the project are two-fold.

- Develop a data set for Fishlinger researchers to pursue immediate research questions. For example;
 - Do rural counties have different patterns of small business unemployment?
 - Do urban counties have different patterns?
 - What has happened in the data since Covid 19 disruptions.
- Develop a data set for public use, that can be a resource for public policy scholars nationally.

The SBU should advance four strategic goals for Fishlinger;

- 1) Production of scholarship
- 2) Student development and achievement
- 3) Standing index for the Center
- 4) Basis to attract external resources

Proposed Timeline

The basic relationship needs to be initially tested before considering a standing index. If the basic research hypothesis is supported, we will then proceed to construct an index. The work will be done in four phases.

- 1) Test the basic hypotheses by June, 2021
- 2) Construct a longitudinal analysis by August, 2021
- 3) Construct a standing index by January, 2022
 - a. It will likely be an index requiring quarterly updates.
- 4) Complete training for student maintenance of the Index
 - a. We anticipate a team of 4-6 students in the maintenance of the index.
 - b. Student participation would be a combination of academic credits in public policy or sociology as well as work-study positions.

The Fishlinger Center for Public Policy was housed in the sociology department last year. A priority of the Center and the department is to fulfill the original mission of Fishlinger by building a center of scholarship that is heavily integrated with undergraduate student instruction and professional development. We will promote the Fishlinger mandate of combining professional scholarship with undergraduate student development.

A standing index is cost effective to maintain and can be a stable pillar for student instruction and professional credentialing. An index provides two distinct capacities for students. First: maintenance of the index will sustain a team of students on the project at all times. Second: specific research questions can flow from the index. In this way, the instructional value has capacity to expand as students utilize the resource for their own research.

Proposed Budget

- 1) Phase 1—Before June 30th, 2021—Testing the Basic Research Hypothesis
 - a. Statistical and Data Expertise—PhD student: Soohyun Park
 - i. \$4200 for 140 labor hours between May 15th and June 30th 2021 (i.e. current fiscal year).
 - ii. 7 weeks at 20 hours/week
 - b. Undergraduate Student Labor
 - i. \$3000 for up to 200 labor hours before June 30, 2021
 - ii. Coding, data entry and other project assistance.
 - c. Research Costs
 - i. \$1500 for research expenses in current fiscal year (before June, 30, 2021).
 - d. Total for Current Fiscal Year=\$8700
- 2) Phase 2—July 1, 2021 to August 31, 2021—Building a Longitudinal Data Set
 - a. Statistical and Data Expertise—PhD student
 - i. \$4800 for 160 labor hours in July and August. Next fiscal year.

- ii. 8 weeks at 20 hours/week
 - b. Undergraduate Student Labor
 - i. \$1000 for up to 65 labor hours over summer
 - c. \$1000 Research related expenses
 - d. Total for phase 2—next fiscal year=\$6800
- 3) Phase 3—September 1, 2021 to January 30th, 2022—Converting into Standing Index
 - a. Statistical and Data Expertise—PhD student
 - i. \$3000 for 100 labor hours.
 - ii. As we convert the research into a standing index, we will utilize a portion of the graduate student’s time for training a project team at CMSV to maintain the index.
 - b. Undergraduate Student Labor
 - i. \$3600 for up to 240 labor hours in Fall semester.
 - ii. As index is established, the goal is to shift the workload to undergraduate students.
 - iii. The UG portion of the budget is theoretically more flexible, as some of the work may be on the basis of academic credits instead of pay. However, it would be unwise to expect a reliable team to be built through credit hours alone.
 - c. Research costs--\$1000
 - d. Total for Phase 3 is \$7600 in Fall 2021.
- 4) Phase 4—Index Maintenance—Beginning February 2022 in perpetuity. Projected cost for 1 year maintenance of index.
 - a. Statistical and Data Expertise
 - i. \$3000 for qualified PhD student in Spring and/or Summer
 - 1. 100 hours/per year
 - ii. PhD student will do yearly scheduled work, and provide several main functions
 - 1. Perform an external “audit” on the index every summer.
 - 2. Provide technical assistance for upgrades and/or specific research questions linked to the index.
 - 3. Provide a link to an external partner, which may be a basis for further collaboration. It helps expand the Fishlinger Center’s profile and credibility among the academic community.
 - b. Undergraduate Labor
 - i. Up to \$3500 for a team of 4 students to manage the project over two semesters.
 - ii. Again, this may be reduced due to work being done for academic credit, but it would be unwise to rely on academic credits alone.
 - c. \$1000 research expenses
 - d. \$1500 for dissemination
 - i. Undergraduate conference funding
 - ii. Up to 1 faculty PI conference per year based on the index.

- e. Total per year maintenance, once established=\$9000
 - For the current year, the budget is \$8700
 - Likely to be lower with un-spent UG labor hours
 - The entire development into an index in 3 phases will be \$23,100
 - Also likely to be lower

After the \$23K outlay - \$9000/year to maintain.

Undergraduate Research Program

Institutionalization of Undergraduate Research Program

In 2020-2021 the Undergraduate Research Program was nearly completed with the formalization of its website and directorship under Professor Omar Nagi.

The Program helps students gain more than rudimentary knowledge about social and public policy; they actually participate in the formulation of independent research and in data analysis, immersing themselves in complex and controversial social, political and economic problems. By providing a forum for discourse that can stimulate intelligent dialogue about local, regional and global issues, the Program illustrates and enhances the relationship between students in the College and the common good.

Fishlinger Center Sponsored Events

Panels, Events and Discussions, 2020-2021.

In the Fall of 2020, the Fishlinger Center, along with SGA, sponsored a virtual panel on diversity and cultural awareness with Kentucky State Representative Attica Scott. Representative Scott has been instrumental in developing policy aimed at rectifying structural racism, discrimination, and prejudice. She sponsored Breonna's Law, an ordinance that limits the circumstances under which police can execute a so-called no-knock warrant. Nearly 50 participants were involved.

This panel was followed, a month later, by a symposium hosted by civil rights leader Reverend Al Sharpton focused on issues impacting civil rights, social justice, and criminal justice reform. While attendance was lower than the first panel (around 30), the debate and discussion were lively.

In the Spring of 2021, the Fishlinger Center, along with SGA, sponsored a virtual panel titled: Intergenerational Conversation with Women in Leadership. This event took place over the course of three days, with hours' long panels on topics related to women in leadership, their career trajectories, their experiences and observations.

The first panel. Moderated by Wantoe T. Wantoe, included: President Dr. Susan Burns, Dr. Lynne Bongiovanni, Senior Vice President for Academic Affairs/Dean of the College and Associate Professor of English and Madeleine Melkonian, Senior Vice President for Admission and External Relations. Nearly thirty students and faculty attended virtually.

The second panel included: Dr. Pamela Kerrigan, Director for the Division of Natural Sciences and Associate Professor of Chemistry; Dr. Nina Aversano, Chair of the Department of Accounting, Business, and Economics and Assistant Professor of Management; Dr. Kristin Lawler, Chair of the Department of Sociology and Associate Professor of Sociology; Dr. Suzanne Carr, Associate Professor of Nursing and Sr. Eileen M. Fagan, Associate Professor of Religious Studies. A smaller yet engaged group of students and faculty attended the second panel.

On the third day, Senator Alessandra Biaggi, Democratic New York State Senator (Bronx/Westchester)/ Chair of the revived Ethics and Internal Governance Committee; Naquetta Ricks Colorado House of Representatives District 40 and Attica Scott, Congressional State Representative of Kentucky, House District 41 were scheduled to speak. Because New York, Kentucky and Colorado congresses were in session, the event had greater fluidity than the first two panels. Between calls for votes on the floor of the various congresses, Biaggi and Ricks and Scott all began conversations with students and faculty in attendance.

In the Spring 2021, the Fishlinger Center help promote information sessions at Montclair State University in an effort to involve interested students in training programs beyond CMSV. Two panels were presented. The first Montclair State session provided panels of graduate and undergraduate students detailing the benefits of programs in Master of Arts in Social Research & Analysis, and, Graduate Certificate in Data Collection & Management. The second session was a Networking Conference with Montclair State University undergraduates and graduates, hiring managers from local nonprofits and businesses (e.g., Mathematica). Experts described skill sets and knowledge instrumental for launching a career in the area of social science research and policy, in both public and private spheres. Low attendance at the end of the spring semester was not surprising and indicated the need to schedule these sessions for mid-fall.

Table II. 2018- 2022 Budget Allocations

Organizational/ Departmental Operating Expense Budget For FY22
 Fishlinger Center for Public Policy

Orgn: 523
 Fund: 11001

		FY21 vs FY20 Approved Budget									
Acct	Account Description	FY18 Actual Expense	FY19 Actual Expense	YTD 12/19/19 Invoices Posted	FY20 Approved Budget	FY21 Proposed Budget	Inc (Dec) \$	Inc (Dec) %	FY 2021 Approved Budget	Inc (Dec) \$	FY 2022 Proposed Budget
7021	Photocopying	330.25	114.2	1.5	-	100	-				
7201	Conference Expenses	1,252.95	2,419.81	-80	-	1000	-				2000.00
7228	Prof Develop - Academic Admin/Staff	57.78	-	-	-	500	-				1000.00
7281	Memberships	198	-	-	-	-	-				
7309	Supplies	-	-	-	1,800.00	1000	-1,800.00	-100.00%			1000.00
7319	Miscellaneous Expense	73.23	-	-	-	-	-				
7329	Food Expenses	1,148.29	261.32	-	-	500	-				500.00
7333	Business Travel	224.14	358.5	-23	-	1000	-				500.00
7373	Recruitment - Students	-	60.24	-	-	-	-				2500.00
7412	Fishlinger Center Advisory Board	-	-	-	1,000.00	-	-1,000.00	-100.00%			
7413	Develop and Field Surveys	20,307.50	26,060.00	24,340.00	28,000.00	25,000.00	28,000.00	-100.00%	25,000.00	0.00	2500.00
7414	Training	2,500.00	-	-	2,000.00	2,000.00	-2,000.00	-100.00%			
7415	Sample	-	-	14,060.00	11,000.00	15,000.00	11,000.00	-100.00%			
7492	Contracted Services	23,315.00	2,331.00	100	10,000.00	10,000.00	10,000.00	-100.00%			15,000.00
7562	Telephone	960	200	-	1,000.00	200.00	-1,000.00	-100.00%			
Total		50,367.14	31,805.07	38,398.50	54800	56300	54,800.00	-100.00%			
					54,800.00	56,300.00			25,000.00	25,000.00	25,000.00

Appendix A – Fishlinger Center History 2015-2020

In February 2015, the College of Mount Saint Vincent announced the creation of the Fishlinger Center for Public Policy Research. With funds generously contributed by William Fishlinger, a trustee of the College, the Center was designed to study public policy issues through independent and objective research conducted by students, faculty, and other members of the academic community. A distinctive feature of this Center was the Polling Center.

In its early years, under leadership of the advisory board chair, Provost Guy Lometti, and Director James Donius, the Center undertook a series of projects aimed at drawing attention to the College, by conducting ongoing nation-wide polling on topics such as human trafficking, health care, poverty, domestic violence, drug addiction, education and the environment. These studies were intended to provide faculty and students hands-on experience with survey design, data collection, and research analysis.

After experimentation with different approaches to polling and analysis, the Polling Center coalesced around a continuous/annual public opinion poll investigating Americans' sociopolitical and economic attitudes, expectations, beliefs and values. The Fishlinger Optimism Index was developed as a key component of these annual surveys. The Fishlinger Optimism is a measure of public opinion centered on Americans' attitudes about current and future sociopolitical and economic issues. It is derived from nationally representative data about trust in public officials, social/political issues, beliefs about the United States' place in the world, and a series of value statements dealing with individuals' feelings of success and security, among other issues.

Original Mission

The Fishlinger Center's mission is to illuminate public opinion on key public policy and social issues through independent empirical research that will serve as a vehicle for meaningful dialogue and constructive action. The Center's research is intended to elevate and extend the College's recognition, by positioning it as a reliable, if not, premier, source of current public opinion research and analysis. These core goals will enhance the reciprocal relationship between the College, its students, faculty, administration, alumni and the broader regional community. Alongside the Center's contribution to scholarship and public discourse, it is uniquely mandated to be a resource for undergraduate education.

Facilities

The Center, located in Founders' Hall, is equipped with twenty-six work stations for both internet and telephone data collection. Software packages for analysis and data collection include Decipher and IBM SPSS. In addition, the Center is a member of the IBM academic initiative. This provides the Center with access to IBM's advanced analytic packages for modeling and

predictive analytics as well as Watson artificial analysis and machine learning. Facilities include a conference room designed for qualitative interviewing and focus groups.

End: 2020-2021 Annual Report