

**The Fishlinger Center for Public Policy Research
Annual Report, 2021-2022 (FY 2022)**

Presented to the College

July 2022

Reviewed, updated and revised

November/December 2022

Version 4.1

Matthew Archibald, Director Fishlinger Center for Public Policy Research

Omar Nagi, Director, Undergraduate Research Program

Please do disseminate or cite without the Fishlinger Center's written consent

Table of Contents

Fishlinger Center: Introduction and Background	3
Fishlinger Strategic Plan FYs 2020- 2024.....	4
Priorities.....	4
Objectives	5
Table I. 2019-2024 Priorities and Objectives	Table I
Leadership.....	6
2021-2022 Program Activities: Overview.....	8
Fishlinger as Center for Faculty Research.....	9
Fishlinger as Center for Student Instruction.....	11
Fishlinger Center Sponsored Events.....	13
Table II. 2018- 2022 Budget Allocations	Table II
Appendix A – Fishlinger Center History, Mission and Board 2015-2020.....	15
Original Mission	15
Facilities.....	15
FY 2015-2020 Advisory Board	16
Appendix B – Scholarship abstracts	17

The Fishlinger Center for Public Policy Research:
Annual Report 2021-2022 (FY 2022)

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, with an emphasis on student learning and social justice, goals rooted in the College's mission. The mechanism for doing so was through public polling-based research, the outcomes of which were intended to shape public policy decision-making.

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 polling projects designed to serve the Center's academic, pedagogical and ethical mission. 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 original 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. Not incidentally, in shaping meaningful debate and dialogue, the Center would attract external resources and become self-sustaining.

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.¹

Now in its third year under new directorship, the Center has witnessed the transition from its aim to describe public attitudes on social and political issues to one in which the Center is responsible for the development of theoretically-informed, policy-relevant research surrounding social, economic and political problems; while serving as a resource for faculty, students and the community, and; promoting undergraduate learning in a variety of programs. To facilitate that transition, a new Center strategic plan was created and implemented with the help of affiliated faculty, students, community members and staff.

¹ See Appendix A for Fishlinger history, including original mission and advisory board; also, Fishlinger Annual Reports 2019-2020 and 2020-2021.

Fishlinger Strategic Plan FYs 2020- 2024

During the previous fiscal cycle, the Center's mission was revised and updated. A strategic plan was developed and implemented which more accurately reflects this newer mandate.

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, teaching and learning, and; 2) develop external funding streams. Faculty/student/partner relationships include not only faculty-student mentoring along the lines of independent study, internships and traditional research teams, but faculty and student project-affiliation with nonprofits, such as the University Neighborhood Housing Project and Just as I am (JAIA) youth empowerment, ² 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. A network of affiliated faculty, students and administrators, including Mount trustees and alumni, will be crucial for success of the second goal.

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

² JAIA is a 501(c)3 non-profit located in NYC. It emphasizes personal development leadership for teens and young adults 16-21 yrs. JAIA co-creates with youth to build healthier communities by promoting mindfulness, mental health literacy, and moral/ethical development

Objectives

Actionable goals and their objectives that will motivate faculty/student/partner scholarship, teaching and learning, and help develop external funding are described in Table I (below).

Table I. 2019-2024 Priorities and Objectives

Year	Priority Area	Objective	Organizing tasks	Goal benchmarks	Goal met / note on status
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
Yr1: 2019-2020	Scholarship/ Pedagogy	Formalize processes for students to do professional data reports.	Use of Fishlinger-generated resources (e.g., data); Sponsor student and faculty events	See example student climate survey report excerpt p. 24	Revised: third stream open to international affairs, and environment subsuming inequality
		Involve approximately 15% of CMSV students in Fishlinger related learning.		60 students * 3 semesters (spring 2019, fall 2020, spring 2020)	Ongoing: Soc 307, survey research, covers part of this goal.
		Establish system for storing Fishlinger data at the Center, rather than relying on external partners for storage.		Center data storage on CMSV Cloud	Fishlinger-sponsored events serve another part
	Funding	Identify funding sources	Interviews center directors	List of funders	June 2020
					Begun September 2019
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			Ongoing: Soc 307, survey research, covers part of this goal. Fishlinger-sponsored events serve another part

	Funding	Shift polling/survey focus to include three central research 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)	September 2020-June 2021. Completed. Begun spring 2020
Yr3: 2021-2022	Scholarship/ Pedagogy	Identify faculty and student leadership, as well as collaborators at other institutions for research and funding development Pipeline of student training and participation for student roles in Center operations Recruitment of students/faculty	Work with faculty/ students on research papers and pedagogy aimed at higher profile dissemination Organize workshops/ symposia for scholarship and pedagogy Classes and sponsored events	Accumulation of papers and talks thru Center and on URP website. Integrate other data sources into Center Conduct workshops Fall 2021 Increase in numbers of collaborators	Selection of scholarship abstracts in Appendix B See also faculty affiliates (section below) Workshops not implemented. Classes and sponsored events more effective. See student affiliates (section below) Ongoing: Incomplete (need to network partners on grants)
	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	Accumulation of papers and talks thru Center and on URP website. Integrate other data sources into Center	
	Funding	Begin tasks linked to funding	Initiate funding stream	Submit application	

Table I

			Follow CMSV strategic plan recommendations ³		
Yr5: 2023-2024	Scholarship/ Pedagogy	Continue to promote faculty-student-partner scholarship	Organize 2025 conference	Edited volume and conference papers	
		Develop next 5-year plan 2024-2029	Review grant and continued funding		
	Funding	Continue funding tasks	Initiate funding stream	Successful application	

³ The June 2022 CMSV strategic plan urges the College to: “More fully integrate the Fishlinger Center for Public Policy research into the College and continue to emphasize, support, and market faculty and student collaboration on scholarship and service activities through these programs.” (See CMSV Strategic Plan, June 2022).

Leadership

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.

2021-2022 Program Activities: Overview

Summary: In 2019-2020, faculty- and student- organized activities at Fishlinger shifted from polling to three functional research/ teaching and learning streams: health/ healthcare, education and social and economic inequality (e.g., minority youth, immigration, unemployment). In 2020-2021, we continued this transformation with greater effectiveness, securing external funding to train students in quantitative methods in order integrate them into the Center as research assistants. In 2021-2022, the Center created research opportunities that extended our network of collaborators, and included training of students through work study, internships, and temporary apprenticeships. Fishlinger also sponsored student and faculty events relevant to the scholarly and pedagogical mission of the Center.⁴ The result of all this activity was the successful completion of a handful of research projects; initiation of several new projects; continued training students in research methods, and; organization of Center-sponsored events related to research/ teaching and learning and social justice.

These activities are illustrated below in the section on 2021-2022 Program Activities. They cover projects undertaken during this past year intended: 1) to solidify the Center's faculty research core by extending our collaborative network to conduct research projects in health/healthcare, education and socio-economic justice, which, as in previous fiscal cycles, entailed modifying Center budgets, training students for new positions, orienting faculty collaborators through meetings and discussions; 2) to foster greater student involvement in the Center's research programs by building on an educational grant developed for statistical training that has been used in social science methods classes and for Center training of undergraduates who work as interns and research assistants, and; 3) to sponsor policy-relevant student and faculty events that addressed current social problems.

⁴ For past events, see *Fishlinger Center Annual Reports 2019-2020, 2020-2021*.

Fishlinger as Center for Faculty Research

Because of the unique placement of the Fishlinger Center, there are multiple opportunities to create a rich and vibrant community of scholars working individually and collaboratively, linked to one another through Fishlinger affiliation and supports. In 2021-2022, Fishlinger brought nursing and psychology together on a number of papers that investigated the field of behavioral health. Fishlinger also extended its external network of collaborators to include advanced students as well as faculty from other institutions. The topic areas in these papers and conference presentations, racial/ethnic health and healthcare disparities, are salient to the Fishlinger and College missions to promote social justice.

Faculty Affiliates

CMSV Faculty Affiliates

Matthew Archibald, Assistant professor sociology, Director Fishlinger
Omar Nagi, Associate professor sociology, Director undergraduate research
Alanna Kavanagh, Assistant professor nursing, Director graduate nursing
Pamela Behrman, Adjunct professor psychology
John McCullagh, Assistant professor psychology
Aydasara Ortega Torres, Adjunct professor psychology

External Partners

Rachel N. Head, Assistant professor, University of Tulsa
Soohyun Park, PhD student Rockefeller College of Public Affairs and Policy,
University at Albany
Oliver Ponce, Masters Public Policy (June 2022) NYU
Jordan Yakoby, former assistant professor nursing and director
undergraduate nursing; current Touro University

Research Projects ⁵

Papers

Archibald, Matthew E., Pamela Behrman, and Jordan Yakoby, Forthcoming 2023. Racial-Ethnic Disparities Across Substance Use Disorder Treatment Settings: Sources of Treatment Insurance, Socioeconomic Correlates and Clinical Features, *Journal of Ethnicity in Substance Abuse*.

Archibald, Matthew E., Rachel N. Head, Jordan Yakoby and Pamela Behrman. Forthcoming 2023. An Examination of Exposure and Vulnerability to Stress from Chronic Illness and Its

⁵ Note, these projects are included, although published in the following fiscal year (fy23) because they were developed and submitted for publication and conferences during the fall of 2021 and spring 2022. See Appendix B for a selection of this research.

Impact on Mental Health and Long-Term Disability among Non-Hispanic White, African American, and Latinx Populations, *Research in the Sociology of Health Care*.

Archibald, Matthew E. 2022. Inequality, Intersectionality, and Medical Diagnoses: How Recent Theories of Social Categories Improve Our Understanding of Behavioral Health (Under review *Ethnic Studies Review*)

Conferences

Archibald, Matthew E., Pamela Behrman, Jordan Yakoby, John McCullagh and Aydasara Ortega Torres. 2022. "The impact of residential instability and serious psychological distress on substance use disorders: Testing exposure and vulnerability hypotheses for Non-Hispanic White, African American, and Latinx populations," Section on Drugs and Society, American Sociological Association Annual Meeting, Los Angeles, August 2022.

Archibald, Matthew E., Jordan Yakoby, Pamela Behrman, John McCullagh and Aydasara Ortega Torres "An examination of chronic illness, distress and long-term disability among Non-Hispanic White, African American, and Latinx populations." Conference on Social Stress Research Bi-Annual Meeting, Savannah Georgia, June 2022.

Archibald, Matthew E. "Racial-ethnic disparities in sources of substance abuse treatment, their socioeconomic correlates and clinical features." Section on Drugs and Society, American Sociological Association Annual Meeting, Online, August 2021.

Archibald, Matthew E. and Omar Nagi. Advancing Quantitative Reasoning among First-Generation and Racial/ Ethnic Minority Sociology Students. Section on Teaching and Learning, American Sociological Association Annual Meeting, Online, August 2021.

Archibald, Matthew E. and Omar Nagi. "Howery Grant Outcomes." American Sociological Association Annual Meeting, Online, August 2021.

In progress

Archibald, Matthew E., Soohyun Park, and Omar Nagi. 2022. "Small Businesses, Unemployment and Healthcare" (Manuscript in preparation)

Archibald, Matthew E. 2021. "Global Mental Health: Chapter Proposal for Global Agenda for Social Justice 2022." (Manuscript in preparation)

Archibald, Matthew E. 2019. "How Routines and Practices Structure Interorganizational Collaboration in Behavioral Healthcare Settings." (Under revision)

Fishlinger as Center for Student Instruction

The nexus of Fishlinger and other College departments, including sociology, psychology, education and nursing is aimed at the creation of a research-apprenticeship framework by which students learn skills in CMSV courses (e.g., social sciences, natural sciences, data analytics, math, healthcare management, education), develop internship and independent study projects through Fishlinger, become involved in work study, affiliate with our research team, transition to an external work or academic project (vis-à-vis entry-level post-BA jobs or graduate school), then return as collaborators to lead research projects connected to Fishlinger. Despite some of the obvious Covid-imposed constraints, Fishlinger has gradually built upon this framework. For example, recent Fishlinger-affiliated students gained important skills that helped them find work or matriculate in a graduate program in their area of interest (e.g., typically social work, public advocacy, sometimes data analytics). Later, they were invited to give presentations and lead discussions with CMSV students and other Fishlinger affiliates. In some cases, these students served as informal mentors for students interested in pursuing an area of interest.

CMSV Student Affiliates

Siobhan Hoffman, psychology and sociology

Jazmely Urena, sociology

Dhym Vixamar, liberal arts/ sociology

Lyneeth Navarro, sociology

Angelina Villa, sociology

Wantoe Wantoe, public policy

Malachi Kirk, business

Cameron Velasquez, business

Rakim Rotger, business

Pedagogy and Teaching Projects

Small Business Unit Project Tutorial, 2021, 2022: Lead- Soohyun Park, Research assistants - Oliver Ponce, Cameron Velasquez, Malachi Kirk, Rakim Rotger.

Substance Abuse and Recovery project: Siobhan Hoffman

Gender and Body Image project: Lyneeth Navarro

Criminology and Racial Injustice: Jazmely Urena.

Minorities and Mental Health: Angelina Villa

Dissertation tutorial 2022: Lead- Matthew Archibald, Jonathan Rosenburg, CMSV business department

See also, above, conference presentations:

Archibald, Matthew E. and Omar Nagi. Advancing Quantitative Reasoning among First-Generation and Racial/ Ethnic Minority Sociology Students. Section on Teaching and Learning, American Sociological Association Annual Meeting, Online, August 2021.

Archibald, Matthew E. and Omar Nagi. “Howery Grant Outcomes.” American Sociological Association Annual Meeting, Online, August 2021.

Fishlinger Center Sponsored Events

The Fishlinger Center sponsors a variety of campus events aimed at enhancing our communal purpose. Events generate ongoing interest in the Center and Center activities, which helps us to develop projects that will benefit the College and community. These activities are strategic offering opportunities for individual and group accomplishment. They are solidaristic in that sponsorships link individuals and groups, and larger collectives of people, on a continuing basis.

For example, last year (2020-2021), the Fishlinger Center, along with SGA, sponsored a virtual panel titled: Intergenerational Conversation with Women in Leadership which included twenty to thirty student attendees and participants ranging from CMSV President Susan Burns to Senator Alessandra Biaggi, Democratic New York State Senator (Bronx/Westchester). This year (2021-2022), Fishlinger sponsored a number of events, including a panel of faculty and students who led a dialogue based on their experience as participants in the global movement of people migrating to western countries in the late twentieth and early twenty-first century. Apropos of which, a former minister of education in the Ukraine, met with CMSV faculty, students and administrators to discuss the challenges of life in societies that experience socio-political and economic upheaval.

Panels, Events, Workshops, Conferences

Fishlinger-sponsored events

Fishlinger: Immigration Narratives, Personal Stories about the Movement of People Worldwide
March 2022

Fishlinger and the Departments of education and sociology planning discussion with Ana Novosad, Minister Education, Ukraine November 2021

Fishlinger and CMSV ISA- Special Homecoming Panel on Diversity, Equality and Inclusion at CMSV October 2021

Fishlinger and CMSV ISA- Understanding Multiculturalism and Diversity at CMSV October 2021

Participant in events sponsored by other groups

CMSV International Student Association- Global Cultural Heritage Dinner. November 2021

The Interdisciplinary Association for Population Health Science: Making Research Actionable for State & Local Policymakers- March 31, 2022,

The Interdisciplinary Association for Population Health Science - Small Discussion Group – Writing a Policy Brief April 7, 2022

CMSV promotion of Montclair State University post-B.A. training programs in data analytics, March 2022. ⁶

⁶ As in years gone by these sessions provided panels of faculty and graduate and undergraduate students detailing the benefits of programs in Master of Arts in Social Research & Analysis, and, Graduate Certificate in Data Collection & Management.

Table II. 2018- 2022 Budget Allocations

Organizational/ Departmental Operating Expense Budget, 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

Table II

Appendix A – Fishlinger Center History, Mission and Board 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.

FY 2015-2020 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.

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)

Appendix B – Scholarship abstracts

The following section includes abstracts of select publications and conference presentations produced by the Center in 2021-2022.

**Racial-ethnic disparities across substance use disorder treatment settings:
sources of treatment insurance, socioeconomic correlates and clinical features**

Matthew E. Archibald, PhD⁷

Department of Sociology/ Fishlinger Center for Public Policy Research

College of Mount Saint Vincent

6301 Riverdale Ave., Riverdale NY 10471, USA

Matthew.archibald@mountsaintvincent.edu

Pamela Behrman, PhD

Department of Psychology/ School of Nursing

College of Mount Saint Vincent

6301 Riverdale Ave., Riverdale NY 10471, USA

Jordan Yakoby, PhD

School of Nursing

College of Mount Saint Vincent

6301 Riverdale Ave., Riverdale NY 10471, USA

Journal of Ethnicity in Substance Abuse

Running head: Racial-ethnic disparities in SUD treatment

Keywords: racial-ethnic disparities, treatment utilization, SUD treatment settings, sources of treatment insurance, criminal justice system, inpatient/outpatient rehabilitation

⁷ Corresponding author

Abstract

Aim: Contrary to expectations, studies of racial-ethnic disparities in substance use disorder (SUD) treatment frequently uncover minority-majority parity in access and utilization of services. What accounts for the anomaly? To answer the question, this study explores racial-ethnic differences in the odds of utilization of SUD treatment in varied settings (e.g., the criminal justice system, private doctor's office, etc.), adjusting for sources of treatment insurance, socioeconomic correlates of treatment (e.g., employment, income, education), as well as clients' clinical features (e.g., type of substance abuse/dependence, co-morbidities, health status).

Methods: Data were compiled from the National Survey of Drug Use and Health (NSDUH) dataset, 2002-2014. The sample consisted of respondents with a past year diagnosis of a substance use disorder, who also reported having received treatment (n=6,207). Data were pooled to maximize subgroup analyses. Weight- and design- adjusted logistic regressions were used to analyze factors predicting SUD treatment source. **Results:** Blacks were more likely than Whites to receive treatment through the criminal justice system and Whites more likely than Blacks and Latinx to receive treatment at a doctor's office. Blacks were also more likely than Whites to receive treatment through inpatient/outpatient rehabilitation, before adjustments but not afterwards. **Discussion:** In this study we show that even after adjusting for mechanisms expected to shape pathways from race-ethnicity to SUD treatment sites, significant racial-ethnic disparities persist. This fills an important gap in the literature in that disparities research has not explicitly modelled racial-ethnic variation across the full range of SUD treatment sites.

An examination of chronic illness, distress and long-term disability among Non-Hispanic
White, African American, and Latinx populations

An extended abstract presented
Conference on Social Stress Research
June 2021

Matthew E. Archibald, PhD⁸
College of Mount Saint Vincent
6301 Riverdale Ave., Riverdale NY 10471, USA
Matthew.archibald@mountsaintvincent.edu

Jordan Yakoby, PhD
College of Mount Saint Vincent
6301 Riverdale Ave., Riverdale NY 10471, USA

Pamela Behrman, PhD
College of Mount Saint Vincent
6301 Riverdale Ave., Riverdale NY 10471, USA

John McCullagh, PhD
College of Mount Saint Vincent
6301 Riverdale Ave., Riverdale NY 10471, USA

Aydasara Ortega Torres, MA
College of Mount Saint Vincent
6301 Riverdale Ave., Riverdale NY 10471, USA

Running Head: Minority stress model

⁸ Corresponding author

Keywords: Minority stress, multiple morbidities, long-term disability, generalized structural equation models

Extended abstract

Objectives/ Summary:

The aim of this study is to extend the social stress model, testing a simplified stress-related racial/ethnic disparities-in-medical-health outcomes framework with the National Survey of Drug Use and Health, a preeminent source of national behavioral health estimates. We examine two foundational hypotheses underlying the model: 1) that greater exposure to stressors (i.e., chronic medical illness) among racial/ethnic minority populations results in higher levels of serious psychological distress, which in turn increases the likelihood of medical disability; 2) that greater vulnerability among minority populations to stressors such as chronic medical illness exacerbates the impact of these conditions on mental health as well as the impact of mental health on medical disability. Using NSDUH population estimates of chronic medical illness, stress and disability, for selected sample years 2005-2014, we constructed and analyzed several models, the results of which provided mixed support for the vulnerability (moderator) hypothesis, but not for the exposure (mediation) hypothesis. For example, both Blacks and Latinx with chronic medical illness were more likely than whites to experience serious psychological distress, although whites with serious psychological distress were more likely than these groups to have a disability. Ongoing development of the paper will involve specifying and, if possible, analyzing reasons underpinning these results. The study's key contributions are: 1) extend the social stress framework by including medical conditions both as stressors and outcomes (Aneshensel and Mitchell, 2014), in order to: 2) test exposure and vulnerability hypotheses in minority populations (Wheaton, 2010); 3) develop and test the causal linkages in the hypothesized processes, based on innovations in general structural equation models which foster examination of the simultaneous nature of indirect and direct effects, and the dual role the mediator (stress) plays as both a cause for the health outcome (disability) and an effect of stressors (chronic medical illness) (See Figures 1 and 2, below), and lastly; 4) use national

population estimates of these conditions which are rarely, if ever, investigated in this kind of causal framework (see Swartz and Jantz, 2014)

Chapter Proposal for Global Agenda for Social Justice - 2022

Matthew Archibald, Director Fishlinger Center for Public Policy Research/

Assistant Professor, Sociology, College Mount Saint Vincent

matthew.archibald@mountsaintvincent.edu

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.

References

Bemme, Dorte. (2019). Finding “What Works”: Theory of Change, Contingent Universals, and Virtuous Failure in Global Mental Health. *Culture, Medicine and Psychiatry*.

Clark J. (2014). Medicalization of global health 1: has the global health agenda become too medicalized? *Global Health Action* 7: 23998.

Kohrt, Brandon A., and Bill Jallah. (2016). People, Praxis, and Power in Global Mental Health. Anthropology and the Experience Gap. In *Global Mental Health: Anthropological Perspectives*, Vol. 2. E. Mendenhall, ed. London and New York: Routledge.

Lovell, Anne M., Ursula M. Read, Claudia Lang. (2019). Genealogies and Anthropologies of Global Mental Health in *Global Mental Health. Culture, Medicine and Psychiatry*.
<https://doi.org/10.1007/s11013-019-09637-6>.

Maldonado, O.J and Moreira, T. (2019). 'Metrics in global health : situated differences in the valuation of human life.', *Historical social research.*, 44 (2). pp. 202-224.

Stevens GA, Alkema L, Black RE, Boerma JT, Collins GS, Ezzati M, et al. (2016). Guidelines for Accurate and Transparent Health Estimates Reporting: the GATHER statement. *PLoS Med* 13(6)

World Health Organization. (2019). The WHO special initiative for mental health (2019-2023): universal health coverage for mental health. Geneva, Switzerland: WHO.

World Health Organization (2018a). Global Reference List of 100 Core Health Indicators (plus health-related SDGs). Geneva, Switzerland: WHO.

World Health Organization (2018b). Reference list for HMIS Indicator List (draft). Geneva, Switzerland: WHO

World Health Organization (2017a). mhGAP training manuals for the mhGAP Intervention Guide for mental, neurological and substance use disorders in non-specialized health settings-version 2.0 (for _eld testing). Geneva. Switzerland: WHO

World Health Organization (2017b). Data Quality Review (DQR) Toolkit. Geneva, Switzerland: WHO. Retrieved from http://www.who.int/healthinfo/tools_data_analysis/dqr_modules/en/
International Health Partnership + Related Initiatives (IPH+) and World Health Organization

World Health Organization. (2011). Monitoring, evaluation and review of national health strategies: A country-led platform for information and accountability. Geneva, Switzerland: WHO.

How Network Routines and Practices Structure Interorganizational
Collaboration in Behavioral Healthcare Settings

Matthew E. Archibald

Assistant Professor Department of Sociology/

Director Fishlinger Center for Public Policy Research

College of Mount Saint Vincent

Riverdale NY 10471

Matthew.archibald@mountsaintvincent.edu

2021-2022

Keywords: medical referrals, interorganizational relationships, networks

Draft- under revision – Please do not cite or distribute without the author’s written permission.

Abstract

What are the barriers and channels to interorganizational collaboration, and how do they influence collaborative processes? Using the case of a hospital psychiatric service, this three-year ethnography analyzes the multiple dimensions of interorganizational collaboration surrounding the practice of patient referral. Patient referrals depend on the inter- and intra- organizational networks and behavior of pluralistic actors (patient, provider, team and administrative system) who shape the process beginning with diagnosis/assessment and environmental scan (for provider collaborators), followed by contact with those providers, and ending with patient service utilization. This study extends work on multi-dimensional interorganizational collaboration by examining the barriers and channels shaping healthcare collaboration during the referral process. I show that at various levels, resources, relationships and rules (e.g., patient resources, interprofessional relationships, and administrative policy) structure the conditions under which collaboration takes place. Findings have implications for research devoted to the

question of how actors situated in diverse but interconnected environments create structures in the form of routines and practices that shape collaboration and impact organizational outcomes.

End: 2021-2022 Annual Report