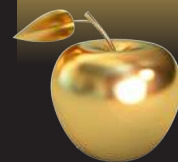


ADELPHI UNIVERSITY COLLEGE OF ARTS AND SCIENCES

the catalyst

SPRING 2015





THE POWER OF A TEACHER

We all remember our favorite teachers, right?

I am still amazed at how easily my kindergarten teacher, Miss Meyers, could draw a detailed landscape with our oversized crayons. My attempts to imitate were just embarrassing. Mrs. Fowler, second grade, wore all kinds of jangly jewelry, so she could never sneak up on us, yet she knew our indiscretions before we made them. And the third grade teacher, Mrs. McCabe, took no mercy on those who couldn't recite the multiplication tables—never have I forgotten.

They all had their styles and each found a way to move us along in those basics of writing, reading and arithmetic. Moving to the upper grades and shifting between classrooms and teachers on an hourly basis—my memory begins to get much more selective. And in the college years, there are fewer standouts. But we all have one great teacher—sometimes more than one—who made a critical difference, but one can be just enough.

World literature was the course—a general education elective I had to finish up to graduate. It was taught by a new assistant professor who found out that I had this thing for movies. Movies had been my parallel education system since I could sit still on my grandma's lap at the local movie theatre. The stories were the insights into the values, beliefs, nightmares and dreams that we all shared through and out of the Cold War, into the crazy '60s and '70s and beyond.

So when it came to reading *Don Quixote*, this teacher called me out in class with a simple request: "Mr. Grogg, maybe you could make a little movie about Cervantes' story." Not so simple—we didn't have video-taking mobile phones or camcorders. We were talking 8mm home-movie gear, real film, and editing with a razor blade. But I jumped at it. The result was a 10-minute, very abbreviated telling of a contemporary Don Quixote who refused to give up his dreams. There was a screening, applause and a grade, and the film went into a box as I moved out of the dorm the following week.

Twenty years later I had made a motion picture, *The Trip to Bountiful*, that was nominated for two Academy Awards, garnering a Best Actress win for Geraldine Page. That taste of making a movie led to a never-guessed-at career in motion pictures. That teacher—Gary Luckert was his name—sparked something that I never had a clue was in me or in my future.

In this issue of *The Catalyst*, we celebrate excellence in teaching within the College of Arts and Sciences. This past fall I challenged all of us in the College to redouble our efforts to ensure continuing excellence in the classroom and in all the connections between faculty and students that create the learning experience. Many of the results of these efforts are chronicled in the pages that follow.

There really is nothing but opportunity in the teacher-student relationship. And there is, likewise, real danger. A great teacher can inspire a student to never-expected heights. A poor teacher can push a student out of the game and leave an indelible mark that can have lifelong consequences.

Our faculty members are reaching out each and every day. And students are connecting with them to amazing results. New research is being generated through collaborations between faculty and students. Interpretations of music, insights into poetry, explorations of historical documents and all manner of study and investigation are propelled by this faculty-student engagement. This issue of *The Catalyst* chronicles one example after another of teaching excellence and, more important, inspired learning.

Sincerely,

Sam L. Grogg, Ph.D.
Dean, College of Arts and Sciences

COVER PHOTO: Professor Andreas Karpf and
attendees on Observatory Night

Photo credit: Francesco Adriatico, junior,
graphic design major



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the focus 9

DEEP INTO RESEARCH

10

ARMED WITH JOURNALISTIC EXPERTISE

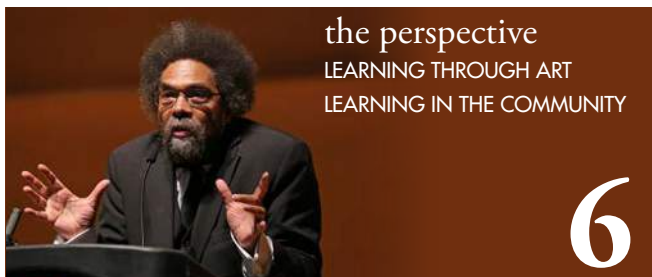
12

A MISSION OF CHANGE:
SOCIAL INEQUALITY

13

AN ACCIDENTAL SET DESIGNER

14



the perspective
LEARNING THROUGH ART
LEARNING IN THE COMMUNITY

6



the collaboration
TAKEN UNDER A WING

16

the photo diary
THE PEOPLE'S CLIMATE MARCH



4

the interaction
ADELPHI ON SOCIAL MEDIA



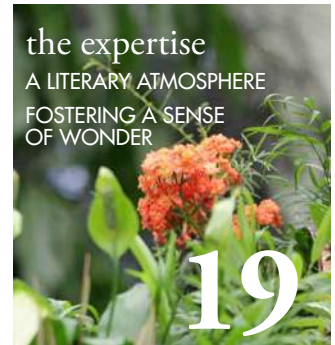
8

the innovation
IN A FINCH



18

the expertise
A LITERARY ATMOSPHERE
FOSTERING A SENSE
OF WONDER



19

the tradition 15
the connections 20
the inspiration 22
buzz around campus 23

the performing arts 24
the legacy 26
the donor 27
the outcome 28

the faculty 29
the accolades 30
the vision 31



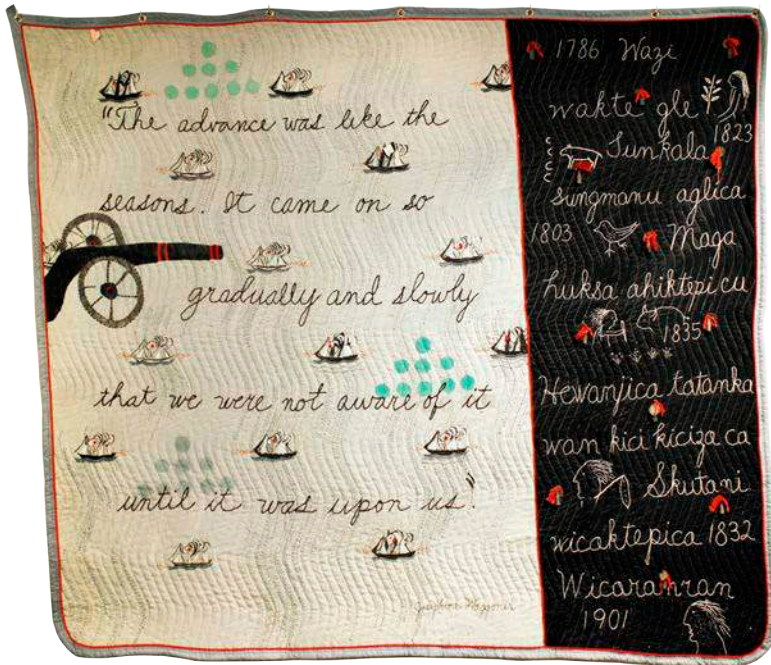
THE PEOPLE'S CLIMATE MARCH

By Ian Hnizdo, excerpted from *The Delphian*

Over 130 Adelphi students, faculty and staff joined more than 300,000 in a rally in New York City on September 21, 2014, in what has been called the greatest climate change march in history. The People's Climate March was intended as a wake-up call to the United States and the world about the threat of man-made climate change and its impact on everyone's future. Adelphi was among numerous colleges and universities that participated. The highlight of the event was at 1:00 p.m., when, with the signal of a whistle, the crowds let loose a chant that symbolized the people of the world speaking and demanding action on the environmental crisis. A







LEARNING THROUGH ART

UNRAVELING HISTORY

By Jordan Chapman

Ephemeral art is, by definition, fleeting, but Associate Professor Carson Fox has made it something lasting, bringing the opportunity to explore the nature of the ephemeral to the Department of Art and Art History in the process. Fox was the force behind *Ephemeral*, a Fall 2013 exhibit that showcased works not made of fixed materials. Participation spread across the campus, resulting in this becoming an annual event.

"History is something that's constantly changing," Fox said, as "new voices are being added to the dialogue."

For 2014, Fox presented *Ephemeral: Unraveling History*, examining how narratives change when told from the vantage of unheard perspectives. *Unraveling History* was a dramatic shift from the exhibition in its first year, bringing in works from Kara Walker, William Kentridge, Duke Riley, Lynne Allen, Ken Gonzales-Day, Skylar Fein, Sarah Peters, Patricia Olynky, Maureen Cummins and Monica Chulewicz, while bringing back last year's immensely popular Chalk Up! community drawings on campus sidewalks.

"History is something that's constantly changing," Fox said, as "new voices are being added to the dialogue." A



The above works were pieces featured in the 2014 project, *Ephemeral: Unraveling History*. Work was contributed by William Kentridge (top), Lynne Allen (middle) and Ken Gonzales-Day (two bottom).

LEARNING IN THE COMMUNITY

TALKING SOCIAL ISSUES

By Valerie Mikell

Society is constantly under scrutiny. Climate change; unrest in Ferguson, Missouri, and New York City; white privilege: Such events are more than just household conversations. They impact campuses throughout the country, including Adelphi.

The conversation on race and society continued throughout the 2014–2015 school year. In September acclaimed public speaker, activist and author Cornel West, Ph.D., headlined a two-day event titled *The Art of Protest and Celebration of Peace*. Dr. West acknowledged Adelphi's legacy of notable alumni, including Chuck D '84, '13 (Hon.) and Rebecca Tobey '72, then launched into a seamless, hour-long definition of the art of protest. Through a historical, economic, social and political lens, he examined the pursuit of freedom, peace and justice across the globe, stressing that no matter our origins or beliefs, injustice is "a spiritual issue, a moral issue and a political issue."

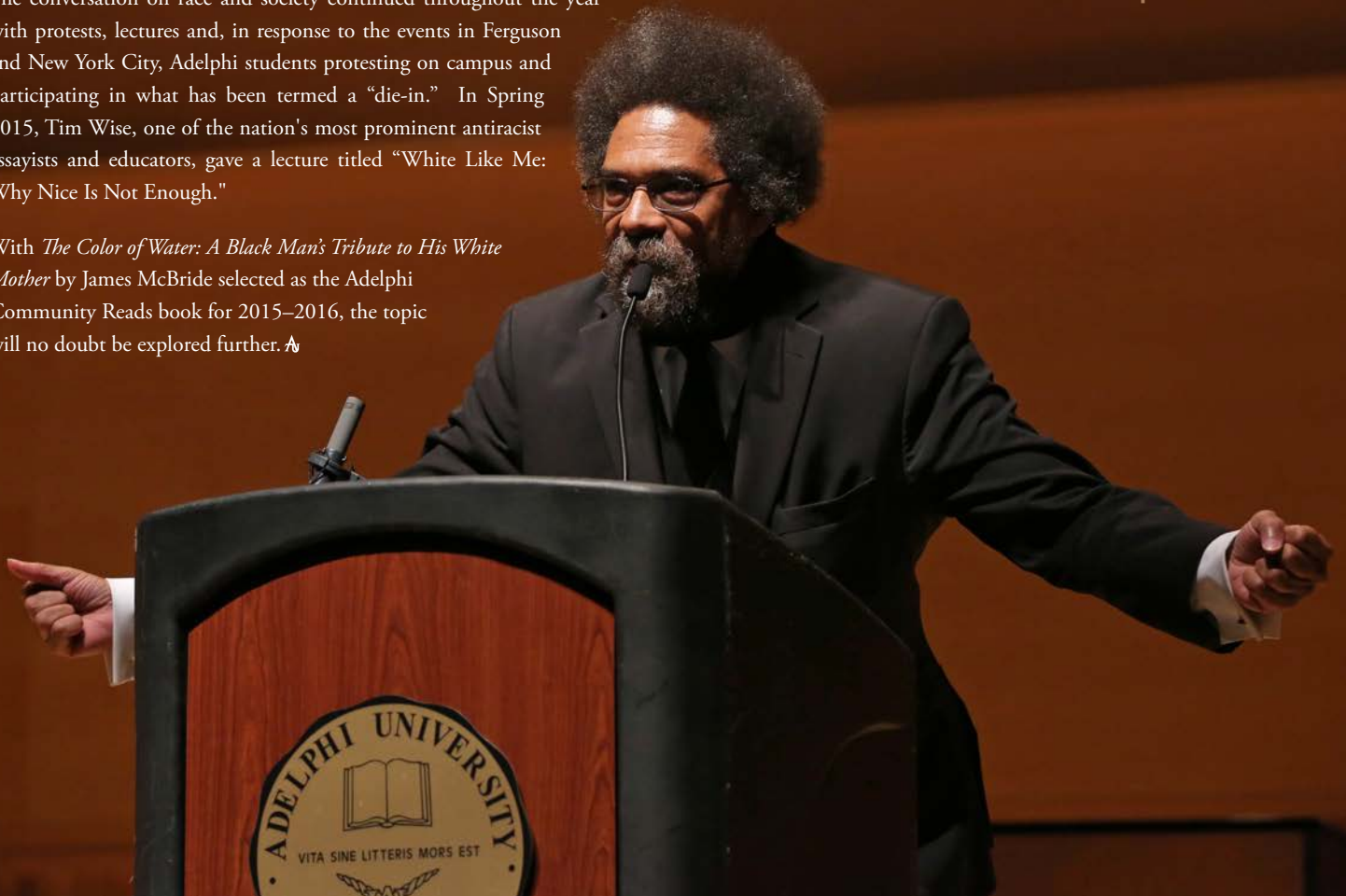
Dr. West's lecture was followed the next day with a concert featuring the socially conscious rapper Talib Kweli. The two events were the signature moments of *The Changing Nature of War and Peace*, a yearlong series of events that focus on historical, present and future areas of war, conflict and peace, both nationally and internationally.

The conversation on race and society continued throughout the year with protests, lectures and, in response to the events in Ferguson and New York City, Adelphi students protesting on campus and participating in what has been termed a "die-in." In Spring 2015, Tim Wise, one of the nation's most prominent antiracist essayists and educators, gave a lecture titled "White Like Me: Why Nice Is Not Enough."

With *The Color of Water: A Black Man's Tribute to His White Mother* by James McBride selected as the Adelphi Community Reads book for 2015–2016, the topic will no doubt be explored further. ♫

"[Injustice is] a spiritual issue, a moral issue and a political issue."

—CORNEL WEST, PH.D.



the interaction

The College of Arts and Sciences community stays active on social media, from sharing snippets of AU life to networking within our large community to engaging with the world on a variety of issues. Here's just a sample of what's buzzing on social media at AU.



IT'S ON US

Adelphi University joined It's On Us, the national movement to stop sexual assault. Members of the Student Government Association and Levermore Global Scholars were featured in a powerful video shared online at events.adelphi.edu/newsevent/its-on-us.



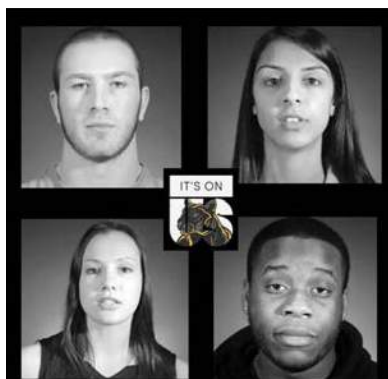
AMC'S HIT DRAMA MAD MEN—HEARD OF IT?

Adelphi alumna Randee (Antzis) Heller '69 played the incomparable Miss Ida Blankenship.



STUDENTS CELEBRATED PI DAY

(3/14/15) by showing Adelphi faculty their appreciation during Pi a Professor Day.



THUMBS-UP!

We welcomed Adelphi's president-elect, Christine Riordan, Ph.D., with Adelphi swag.



NOT JUST A MOVIE STAR

Actor and civil servant Kal Penn visited campus to talk about his work in politics. He was the associate director at the White House Office of Public Engagement from 2009–2011.



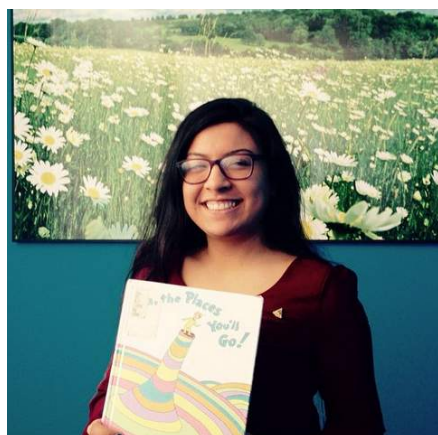
BUNNY RABBITS ARE A COMMON SIGHT ON CAMPUS LAWNS,

and they haven't gone unnoticed by the Adelphi student body. The AU bunny has even retained a small following on Twitter and Instagram.



Adelphi University
@AdelphiU

Bunnies love the #AdelphiFreshAir



"TODAY IS YOUR DAY! YOUR MOUNTAIN IS WAITING, SO...GET ON YOUR WAY!"
—Oh, the Places You'll Go!, Dr. Seuss

KARLA HERNANDEZ, JUNIOR, ENGLISH MAJOR,

Scholar Teacher Education Program and Levermore Global Scholar, was an #Adelphilife Instagram contributor during the Spring 2015 semester.

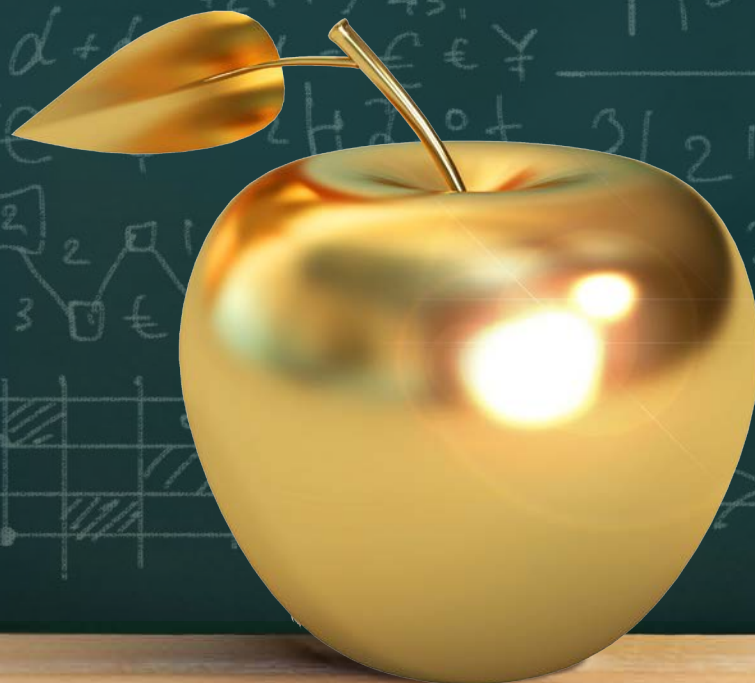


ENGAGE WITH US
@ADELPHIU

At Adelphi, faculty members have mastered the difficult balance between inspiring and engaging students and conducting innovative research. Our professors bring their love for teaching to the classroom, finding new methods to teach complicated topics. They are there to help students deal with worries and anxiety, understanding that GPAs are only a part of their success. They bring compelling speakers, exhibits and guest artists to campus, participate in student clubs and collaborate on projects such as the Changing Nature of War and Peace.

Off campus you'll find our faculty members at work on-site across the globe. They publish their findings, present at conferences and utilize their professional connections to find opportunities for our students and alumni network, which is more than 90,000 strong and growing.

The culmination? Excellence in teaching.





Entering Adelphi,
Melina Giakoumis '11
was wild about wildlife.
She wanted to be in the field
and combine research with
her love for animals.



Study abroad in Australia whetted Giakoumis' appetite for scuba diving. Here she has an unexpected encounter with sharks in the Bahamas.



Deep into research

BY 2015, GIAKOURIS WAS LIVING HER DREAM, working as a research technician at the American Museum of Natural History in Manhattan. Her position allowed her to study Pallas's cats and work with DNA barcoding, a project that evolved into a wildlife trade resource for the government.

Her passion was put into practice under the guidance of the dedicated faculty members in Adelphi's College of Arts and Sciences and Honors College. Giakouris, who majored in anthropology and environmental studies, chose Adelphi for its location, small class size and scholarships. Her instincts proved sound, and she quickly found herself forging strong bonds with faculty mentors.

Under the guidance of Anagnostis Agelarakis, Ph.D., professor and chair of the Department of Anthropology, Giakouris worked in the forensic anthropology lab at Adelphi, then traveled to the island of Crete to do fieldwork at a major archaeological site with the Adelphi in Greece program. She traveled with Adelphi in Australia the next year, with professors Beth Christensen, Ph.D., Aaren Freeman, Ph.D., Andrea Ward, Ph.D., and Matthias Foellmer, Ph.D. She went on to be a mammal husbandry intern at the Long Island Aquarium, teach middle and high school students through the American Museum of Natural History and Columbia University and create new courses of study at the School of Visual Arts.

"That was life changing for me," she said. "I hadn't realized how much I liked wildlife and conservation. Even though I had already chosen it as my career path, it confirmed that this was the right thing for me."



ARMED WITH JOURNALISTIC EXPERTISE

By James Forkan

Students learn best when faculty members use their experiences to illustrate concepts taught in the classroom. The College of Arts and Sciences Department of Communications is armed with award-winning journalists and professionals who made an impact in the field.

Heather Salerno, for example, was a prolific and award-winning writer for *The Washington Post*. She has written for major publications, such as *USA Today*, *People*, *Glamour* and *The Journal News*. In Fall 2014 the adjunct professor taught Arts and Entertainment Reporting.

The course allowed Salerno's students to write about anything in the arts, entertainment and pop culture (some covered Comic-Con). Her knowledge and experiences, especially covering politics—such as when she trailed former President Bill Clinton in his move from Washington, D.C., to Westchester, New York—proved to be of great value.

"I try to share my personal experiences as a reporter and writer with my students so they get a real sense of what the life of a journalist is like," Salerno said. "I recently told them about how I once interviewed the late, great comedian Joan Rivers at her incredible Manhattan apartment. She was one of the most professional, gracious celebrities I've ever encountered—not to mention a complete riot!"

While Salerno has recently focused on arts and entertainment, Assistant Professor John Drew brought stories from the U.S.–Mexican border to his classroom. In 2008, Drew received a \$25,000 grant to produce a multimedia project along the border in an effort to help humanize relations with our southern neighbors and portray the human face of this politically and emotionally charged region.

Drew traveled all 2,000 miles of the border in search of subjects. The result was *Border Stories*, two dozen short videos documenting his experience. The Online News Association nominated it for the best in online video journalism.

"The fact that four independent journalists built a website on the fly and

produced video content that ultimately put us in the same awards room as some of the most powerful media companies of our time [including award winners like *The New York Times* and *The Washington Post*] makes for a very exciting proposition among students looking to enter the world of digital media," said Drew, who hopes to take students to Cuba to report on climate change. "I am constantly trying to inspire my students to become as digitally literate as possible and to start producing their own content that they can later market as evidence of their abilities."

Inspiration can also come from experience. Mark Grabowski, J.D., uses his legal experience to teach his students how the law affects journalists. He also encourages his students to have their work published in local

"I try to share my personal experiences as a reporter and writer with my students, so they get a real sense of what the life of a journalist is like."

—Heather Salerno, adjunct professor

news media, such as *Garden City Life*, *Newsday* or on patch.com. One student wrote an op-ed that ran in his hometown newspaper in Alabama and another student wrote a front-page story for the Minneapolis *Star Tribune*.

"Being a professor is great because I get to combine my journalism and law skills, do what I like and make a difference," Grabowski said. "Journalism is essential to having a great society."

Assistant Professor John Drew at work on the U.S.–Mexican border.



A MISSION OF CHANGE: SOCIAL INEQUALITY

By Jordan Chapman

Is there a greater number of homicides in racially segregated areas than more integrated neighborhoods? Do social inequality, location, income and addiction factor into the illegal marketing of products such as cigarettes? These are the questions posed by Department of Sociology Assistant Professor Giovanni Burgos, Ph.D., and Associate Professor Jacqueline Johnson, Ph.D.

Dr. Burgos is currently working with colleagues from Adelphi and faculty from the University of Florida, Northeastern University, Harvard and Duke to measure the rates of homicide in New York City over the last 10 years along ethnic and geographic lines. He's also researching whether police brutality is more likely to occur in segregated areas.

He wants his students to see what he sees in the numbers, to understand the harsh realities of segregation in today's society. "I see jaws drop when I talk about percentages of segregation," he said. He gets them involved via classroom assignments, and those who continue to work with him as he begins to write and publish his findings also receive research recognition and letters of recommendation. "Working with students—that's what I really like," he said.

For three years Dr. Johnson has participated in a study with three other sociologists. They scour the streets of the South Bronx collecting empty and discarded cigarette boxes. Cigarette packs and cartons with the cellophane wrappers still intact will have a tax stamp, which shows where the cigarettes were purchased.

"We take them to the sheriff's office and we can use the ultraviolet light to see if the pack has the cigarette tax stamp on it and if it's a legitimate or fake stamp," Dr. Johnson said. They're finding a lot of Newport cartons coming mostly from Virginia, where cigarette taxes are a mere 30 cents per pack.

"What happens when the neighborhoods become more patrolled in certain areas and suddenly this low-level crime becomes more serious for some groups of people rather than others?" she asked. It's a question she will sometimes pose to her students. She'll get them to relate by mentioning other low-risk crimes. She'll remind them that downloading music and movies off the Internet is illegal. She'll mention speeding and the knockoff Coach and Gucci bags sold in Manhattan's Chinatown district. Although students will reluctantly acknowledge they're performing illegal activities, she often hears, "Well, there's nothing I can do."

"I'm on a mission to change that," Dr. Johnson said.



"What happens when...
this low level crime
becomes more serious
for some groups of
people than others?"

—Jacqueline Johnson, Ph.D., associate professor



AN ACCIDENTAL SET DESIGNER

By Ela Schwartz

According to John McDermott, assistant professor in the Department of Theatre, “Set design is about space and sculpture, and what the environment says about the characters.” The same can be said of our personal environments. Step into his office, with props and detailed models of sets on display, and you can tell it's the domain of a set designer at work. But there are echoes of careers past: food made of plaster from his initial choice to become a chef and vintage furnishings from his days as an antique dealer. “Set design is a profession where everything you know can come into play,” he noted.

McDermott decided to return to school, this time to study art history to restore paintings. But a funny thing happened on the way to the art museum. A theatre professor asked him to design costumes for a show. McDermott enjoyed the experience so much that he dropped the art history idea, returned to theatre and finally found his way to set design.

McDermott's designs vary from lushly furnished interiors to minimalist less-is-more abstractions that merely convey a mood. His sets have appeared in numerous Off-Broadway shows as well as productions across the country. His most recent work was Jesse Eisenberg's *The Revisionist*, produced by Rattlestick Playwrights Theater at the Cherry Lane Theatre. While *The Revisionist* marked the second time he has worked with Eisenberg (who is most known for *The Social Network*, aka the Facebook movie), he has also worked with luminaries Vanessa Redgrave and Karen Allen.

While immersed in set design, McDermott was also fielding phone calls from Sean Sullivan, Department of Theatre associate professor, coaxing him to come on board as a visiting professor. In 2013 McDermott took Sullivan up on the offer, then joined Adelphi full time in Fall 2014. In addition to teaching, McDermott designs at least one show per semester (*Twelfth Night* in 2014), and he also mentors students and keeps an eye out for opportunities for them to break into the field. Recently, Joshua Shane '14 was able to experience being an Off-Broadway production manager.

Drawing on his own past, McDermott often tells his students: “Follow what you're curious about and try everything. Teaching is a whole new profession I'd never experienced before, and I'm very excited.” *A*

“Set design is about space and sculpture and what the environment says about the characters.”

—John McDermott, assistant professor

MEMORABLE PROFESSORS

By Andrea Maneri

Alumni Robert Hartmann '54, Lois Schnakenberg '56, M.A. '68, and Alan Anderson, M.S. '63, pursued very different majors during their years at Adelphi. What they all have in common is that they found professors at the University who made profound impacts on their lives.

SHE WAS EXTRAORDINARY

When Robert Hartmann '54 was looking at colleges, he did not have the money to pay for tuition. "I had decided on Spanish as my major, and Adelphi was kind enough to give me a scholarship to pursue Spanish," he said.

Hartmann first met Spanish Professor Ruth Richardson the day he interviewed at Adelphi. He described her in just one word: extraordinary. "Adelphi's Spanish department was a very small department at that time," he said. "She took each of us under her wing."

Dr. Richardson, who had established contacts across the country, helped arrange fellowships for many of her students to pursue graduate studies. "I chose to complete a master's degree in Spanish in New Mexico. It was a great experience, and had it not been for Dr. Richardson, I would have never even thought to go out there."

Hartmann went on to a career in international trade, which gave him the opportunity to travel globally and utilize his language skills in a variety of fields. Mr. Hartmann established a scholarship at Adelphi and is also a member of the Ruth S. Harley Planned Giving Society. "I feel I owe a debt to the institution as a result of the education I received at Adelphi," he said. "I think supporting future generations is extremely important and creating a scholarship to benefit Spanish majors at Adelphi is a way for me to do that."

"HE MADE ME AN ARTIST"

Lois Schnakenberg '56, M.A. '68, quit her job

as a secretary to come to Adelphi. "It was my dream to go to college," she said.

An art major, she remembered classes with Albert S. Kelly, the head of the department, vividly. "He made me an artist," said Schnakenberg, who described Kelly as nurturing and encouraging.

"He would grab ahold of his student's brush and show you what was wrong with the picture," she said. "He was never negative about your art. You were graded on how hard you tried. That was what mattered to him."

Schnakenberg had such a good experience at Adelphi as an undergraduate that she returned to the University to pursue her master's degree in art education in 1968.

The passion Kelly infused in her continues to flourish today. She has been a member of a number of professional art organizations, including the Woodstock Artists Association and Museum and the National League of American Pen Women. Schnakenberg, who continues to paint in her home studio, credits Professor Kelly with shaping her into the artist she is.

A TREMENDOUS IMPACT

Alan Anderson, M.S. '63, transferred to Adelphi from the University of Buffalo to complete a master's degree in biology. He first met Biology Professor Richard Lacey when he became the graduate assistant in Lacey's laboratory.

When family hardship left Anderson, in his words, "without a place to eat or sleep or a way to get to Adelphi," Professor Lacey, although he never admitted it, went to see a University dean about a job for Anderson as the assistant director of the men's residence hall.

"That job kept me alive," Anderson said. "I can't believe what Dick Lacey did for me... he didn't know me...I was just a graduate assistant in the biology labs." Anderson kept that job until he graduated and taught biology at Adelphi during the summer. He went on to the University of Rhode Island for doctoral work in the area of parasitology before teaching for 14 years at Westerly High School.

Lacey, who also served as Anderson's thesis adviser, made such a tremendous impact on him that he decided to establish a scholarship in his professor's honor at Adelphi. "I have a photo of Dick Lacey and my wife that I look at every day," he said. "I don't know where I'd be if it weren't for Professor Lacey. That's the reason why the scholarship is in his name." *A*

Did you have a professor at Adelphi who changed your life?

Share your story at adelphi.edu/classnotes.

Brian Wygal, Ph.D.,
and Katelynn Kelly
at work in the
anthropology lab



"We're a small department with an amazing group of professors who love what they do. I couldn't ask for more, and I know that the other students feel the same way."

—Katelynn Kelly, senior

TAKEN UNDER A WING

By Ela Schwartz

Drop in on students in the labs at Adelphi or at a poster presentation, and you can't help but pick up on the excitement. What led to the disappearance of Neandertals? What can we learn from ancient civilizations that applies to climate change? Can we lay the groundwork that could result in a drug that would benefit millions of people in the developing world?

Why would these Adelphi students prefer to spend hours doing research in the lab or the field rather than attend football games and pep rallies? Students point to professors who take them under their wings, eager to act as mentors and provide individualized guidance and support, helping students through the early stages of their research to the point where they're ready to present at professional conferences or to publish. Another plus is small departments where students and faculty are like family and undergraduates take the spotlight.

Many students reap the rewards of graduate school scholarships, fellowships and the sense of accomplishment that comes from knowing their work has added to the research in that field.

UNEARTHING HISTORY

Brian Wygal, Ph.D., assistant professor in the Department of Anthropology, has students who have analyzed colonial artifacts at Leeds Pond or researched the disappearance of Neandertals in Europe. But most come to him intrigued by his own specialty, archaeology in Alaska.



Kimberly Rieger studied
anthropology in Crête.

He puts them to work in the anthropology lab, cataloging artifacts and analyzing data. In the summer they attend his archaeological field school in Alaska. And that's when the magic happens.

"You're excavating places people were using

12-16,000 years ago,” he said. Every student finds something, he explained, perhaps a spear point or remnants of a hearth. Artifacts are then examined and analyzed for what they can tell archaeologists about the bigger picture: what life was like among this group of people from so very long ago.

Senior Katelynn Kelly can relate to Dr. Wygal’s fascination with his chosen subject. She describes how, during her first summer at the Alaska field school, she and her fellow attendees walked through the woods looking for a site with signs of cultural activity. “I found myself surrounded by the Alaskan wilderness and prehistory, and I knew I never wanted to leave that. I was hooked.”

Archaeology is Kelly’s way of “re-creating and understanding our past...one of the greatest mysteries,” she said. Kelly researched wild bird fauna in Alaska and what these remains can tell us about early Alaskan hunters.

“Professor Wygal encouraged me 110 percent,” Kelly said. “We’re a small department with an amazing group of professors who love what they do. I couldn’t ask for more, and I know that the other students feel the same way.”

Her goal is to work in Alaskan cultural resource management, which she describes as educating the public of the significance of archaeology and maintaining and preserving sites. “With climate change, layers of the ground that used to remain frozen year-round are starting to thaw. The landscape is changing, and prehistoric evidence can be disrupted in the process. I would love to be a part of protecting it.”

Kimberly Rieger found her inspiration in a classroom, not the field—namely, in Dr. Wygal’s Rise of and Fall of Civilizations class, where she became fascinated with Neandertals.

According to Rieger, “I approached Dr. Wygal and said, ‘I’m really into this, what can I do?’ He said, ‘You can do some research.’ He let me go for it. His own research is important, but he’d never push it on me.

“Neandertals are seen as cavemen who weren’t smart,” she said. “But they were incredibly

intelligent. I became an advocate for them, if you will.”

Rieger tested her own genome as part of her research and found she has 2.5 percent Neandertal and 3.2 percent Denisovan (a recently discovered hominid) DNA.

After thoroughly researching the arguments of whether humans have these alleles because of interbreeding or through retention through a common ancestor, Rieger found stronger evidence for the latter. In 2014 she presented her research at the meetings of the Alaska Anthropological Association and the Northeastern Anthropological Association. In Fall 2015 she will enter the Ph.D. program in evolutionary anthropology at Washington State University.



CHEMISTRY FOR THE GREATER GOOD

If you happen to be reading *Bioorganic & Medicinal Chemistry Letters*, check out “Identification of proton-pump inhibitor drugs that inhibit *Trichomonas vaginalis* uridine nucleoside ribohydrolase.” The paper sets forth how the researchers found a compound that blocks one of the enzymes the trichomonas parasite needs to survive. The paper is credited to seven authors. The first author listed is Tara A. Shea, a senior in the Department of Chemistry, and the final name is that of Brian Stockman, Ph.D., assistant professor.

Dr. Stockman explains that trichomoniasis is a sexually transmitted disease in which some strains are becoming resistant to drug therapies. The trichomonas parasite is more prevalent

in developing nations but is also becoming a concern in the United States.

Dr. Stockman worked in the pharmaceutical industry for more than a decade before joining academia. He said his students’ research could lead to “a type of therapy that is of no interest to big pharma because there’s no market for it...yet. But it’s a large unmet medical need worldwide. I’m trying to teach my students that there’s a definite connection between what they do and improving the human condition, which is what I’m interested in doing now.”

The students work in two groups, each of which targets a different enzyme. Shea has been joined in Dr. Stockman’s lab by Sierra Beck, a junior and 2015 McDonell Summer Research Fellow, and Samantha Muellers, a sophomore.



Tara Shea (left), Sierra Beck (center) and Samantha Muellers working in Dr. Stockman’s lab

The three students all agreed that they wouldn’t be having the same experience at a larger school, where, Shea noted, students may be slotted into a 15-minute block to work on the NMR (nuclear magnetic resonance spectrometer). “Here, I can run [results] overnight,” she said. “Everyone knows your name, even the professors I haven’t had for a class.”

Shea presented at Adelphi Research Day in 2014 and at the 2014 and 2015 American Chemical Society meetings.

“My role is to teach them how to think about the project, then stand back and take a very hands-off approach,” Dr. Stockman said. “It’s like a little Pfizer here...except the people are younger.” **A**

IN A FINCH

By Mattia Ciurlino

WRITING ALGORITHMS AND CODE are the most essential tasks in computer science and in developing and maintaining software. It's adventurous work but learning it can be tedious.

So how do you keep students engaged?

Just bring in a robot.

That's what Kristin Pepper, a visiting assistant professor, did last fall when she introduced Finch—a robot the size of your hand that looks like a stingray—to her Introduction to Computer Programming course. Her innovative approach promoted interactive learning, where students write code and algorithms that instruct Finch, which then performs tasks based on the students' work.

"If you can get students to play with their work and turn it into something fun, they will spend more time doing it," Pepper said. "They will become better coders.

"Finch can speak, buzz and make a few sounds," she explained. "His little nose and eyes have a sensor of position so that he sees whether he is about to hit something, even though he is not so good at it. He can see on the right and

on the left, identify the temperature, and he knows his orientation, thanks to a three-axis accelerometer, which works pretty much the same way as a Wii remote controller."

The product of a four-year study at Carnegie Mellon's CREATE lab, Finch avoids obstacles, reacts to lights and turns on a dime. Pepper purchased the first robot on her own and seeing how it energized her students has made it a staple in the classroom. The department is now the proud owner of 10 Finch robots making regular appearances in classes and at meetings of the Robotics Club, which Pepper started in Fall 2014.

"I do think computer scientists needing to work with robotics is becoming more prevalent in the workplace," she said. "Robotics will be helpful to the students to visualize how their programs work with moving hardware." A

"If you can get students to play with their work and turn it into something fun, they will spend more time doing it."

—Kristin Pepper, visiting assistant professor



Students (far left) contemplate Finch under the tutelage of Kristin Pepper (center and far right).



A LITERARY ATMOSPHERE

By Catherine Chung, assistant professor, M.F.A. in Creative Writing program

THE 2013–2014 ACADEMIC YEAR MARKED MY ENTRY as an English department faculty member in the creative writing program at Adelphi University. It was an amazing and pivotal year.

Before Adelphi, I'd taught creative writing at Cornell University, Ohio State University and the University of Leipzig, but this was my first opportunity to teach and advise graduate students. What an exciting and humbling experience it is to meet writers on the brink who are already serious about their craft and beginning significant and lengthy projects of their own. They were driven and passionate, and they charmed me, as they charmed other writers at the AWP Conference in Seattle, Washington, and the inaugural reading of the Literary Encounters reading series that we organized for their benefit. *Guernica* magazine and The Sackett Street Writers' Workshop partnered with us to host and publicize the event, which featured Lauren K. Alleyne and Jamaica Kincaid, and was well attended by Adelphi faculty and students. The sense of community and the conversation that reading fostered was paramount, with our own students asking questions and engaging the authors. I was impressed by the initiative they showed, and proud when they told me of their plans to start their own online journal, which launched this year.

My undergraduate students are also talented writers who work hard, volunteer for literary organizations, work as interns for agents and publishers, and who are supportive to each other. I have loved watching them break new ground to become, ultimately, better thinkers and writers. In the years to come, I am looking forward to seeing how they continue to grow and what mark they make in the world. *A*



FOSTERING A SENSE OF WONDER

By George K. Russell, Ph.D., professor and director of graduate studies, biology

EACH OF US CAN PROBABLY COUNT ON THE FINGERS OF ONE HAND

those exemplary teachers whose influence has helped to shape our lives and instill in us some of the basic values we hold. I look back on a 10th grade teacher of geometry, a lecturer in freshman biology and a senior thesis adviser in college with genuine affection and profound thanks. These exceptional teachers helped me understand that a fundamental part of any academic course must be to see what is truly real through direct personal experience.

Perhaps what I have tried to do in my years at Adelphi is to keep firmly in mind that the study of human disease processes must take some account of individuals with the disease, the study of the laws of heredity must include a hands-on experience of the plants and animals that are under consideration and that any study of biology must remember that it is the study of life—that is, living creatures, natural environments and the wealth of living phenomena that we, as students of biology, try to understand.

Just as important as a study of life's mechanics is the fostering of what Rachel Carson has called a "sense of wonder." I have come to understand that an experience of life's enchantments will last far beyond any one academic course and can lead to lifelong interest and involvement. I am genuinely grateful to those many students who found their way into my courses and have given me an opportunity to work through these ideas with them. I hope that my approach has lived on with them and will continue to do so in the future. *A*



Working on-on-one with students is a hallmark of Daniel Rosenberg, Ph.D.'s teaching style.

ADELPHI'S GENERAL STUDIES PROGRAM: ICONOCLASTIC YET INNOVATIVE

By Cecil Harris

"A college student is not a test score," said Daniel Rosenberg, Ph.D. As director of General Studies at Adelphi University, he makes sure every student in the program understands that from the first day.

"What is innovative about the program is the program itself," Dr. Rosenberg said. "General Studies is the only academic program on campus where students can say, 'I don't want my SAT score considered.' Many of them have been traumatized by standardized tests. Many have been bored to death in classrooms by teachers who don't engage them."

Offered in the College of Arts and Sciences, General Studies is a one-year intensive program for freshmen whose potential for academic achievement has been identified by the University through interviews with faculty, administrators and counselors but whose high school grades and standardized test scores may not meet Adelphi's usual admissions requirements. The program combines liberal arts courses, presentations and off-campus learning with individual counseling and tutoring. Students who complete the program are absorbed into Adelphi's other undergraduate programs as sophomores.

"I guess you could say this program is iconoclastic," said Dr. Rosenberg, who has taught Western Civilization at Adelphi since 1985. "We avoid

the straight lecture. We use spontaneity as a teaching method. Not uncontrolled spontaneity, but as a way of reacting to current events, as part of a question-and-answer form of teaching—asking students 'What do you think?'—to give them information that will be retained better."

Dr. Rosenberg, the 2013 recipient of Adelphi's Professional Excellence in Teaching Award, is writing a book about the General Studies program to emphasize its viability for freshmen.

Adelphi senior Justin Long-Moton and junior Kedene McLeod—both General Studies alumni—were winners in the annual New York Knicks Poetry Slam contest.

Hundreds of graduates have achieved success in numerous professions. The list includes Carla Williams-Deazle '01, M.A. '02, an alumna of the General Studies program and the Scholar Teacher Education Program (STEP) in the Ruth S. Ammon School of Education. Today she's a General Studies professor, the assistant director of the program and a doctoral candidate.

Williams-Deazle and John Rizzi, Ph.D. '14, occasionally team-teach a General Studies course. Each already teaches an innovative Expository Writing course that draws upon mass media to motivate students to




think, read and write critically. Dr. Rizzi, who earned his doctorate in the School of Social Work, makes mental illness the theme of his course; students watch episodes of *Homeland*, a TV series with a character with bipolar disorder. Williams-Deazle incorporates a serial killer theme into her teaching; students watch films such as *The Talented Mr. Ripley* and episodes of the TV series *Dexter*.

The General Studies program combines liberal arts courses, presentations and off-campus learning with individual counseling and tutoring.

"Some students don't realize the value of the General Studies program when they're in it, but a lot of students come back after they're out of the program for the counseling and tutoring," said Williams-Deazle, who is pursuing a Ph.D. in Higher Education Administration.

Karen Sandoval '12, M.S.W. '13, is another General Studies alumna who teaches in the program. Other Adelphi alumni who are General Studies professors are Dr. Rizzi, Eileen Kline, M.A. '77, and Deseree Wiltshire '04, M.A. '05—a member of Adelphi's 10 Under 10 alumni for 2014.

"One thing the General Studies professors do is talk regularly about what works and what may have to be updated," Dr. Rosenberg said. "Next semester I think students may be falling all over themselves trying to decide whether to take Expository Writing with the serial killer or mental illness theme." 

ONSY ELSHAMY JR., B.S. '05, M.A. '06: HELPING STUDENTS OVERCOME ACADEMIC ANXIETY

By Kurt Gottschalk

Onsy Elshamy was teaching a precalculus session in Spring 2014 when a student approached him and asked if she could step out of the room due to anxiety.

He readily agreed, and the brief exchange sparked an idea. Can students be taught to deal with anxiety and other problems that inhibit academic performance?

"What if I taught kids how to get good grades rather than just this idea that only smart kids get good grades?" he asked.

The current adjunct professor thought about his time in college and what made it difficult for him. He talked to his wife, who had recently completed her degree, about what made her anxious at school. Then he devised a syllabus and took it to Department of Mathematics and Computer Science Chair Robert Bradley, Ph.D., then to Associate Dean Susan Briziarelli, Ph.D., where he got approval to incorporate *Getting the Grade: Mastering the Skills of Being a Good Student* into the Fall 2014 freshman seminar lineup.


"The class is designed to open students up to their abilities," he said. "It teaches them how to be good students, how to learn and learn their own way and not think they have to learn in a specific way."

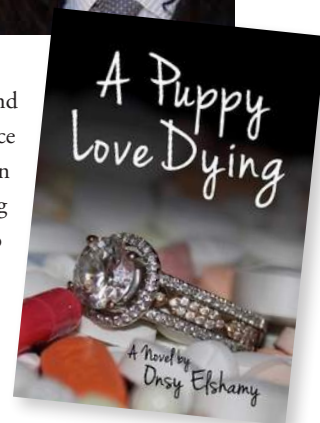
Elshamy worked with two classes of students to help them develop a variety of skills: conquering anxiety, taking notes effectively, managing time, thinking critically and retaining information from assigned texts. He had students track their study time and asked them if the time spent reflected the grades they wanted. He broke down tuition, student loans and other college expenses to encourage them to think in terms of cost and efficiency, then worked with them to research scholarships and helped them apply. They talked about diet, staying hydrated and getting enough sleep.

The class is more than just a pep talk. Students are assigned homework and research projects and given tests.

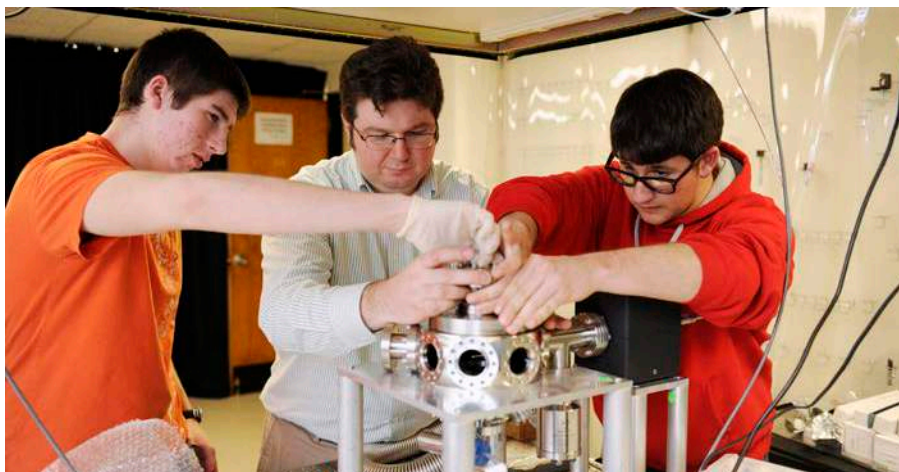
The freshman seminar will be offered again in Fall 2015, and student performance will be compared to students who didn't take the class to see if they are picking up skills they can apply.

"I never got straight A's and it's because I never learned how to be a good student," Elshamy said. "I suffered from test-taking anxiety and it was hard to admit to. It's frustrating when you go in there knowing the material and you choke.

"You don't have to be smart to get good grades," he added. "It's a matter of finding the tools." 



Elshamy channeled his knowledge of youth to write this romantic thriller featuring teens.



MATTHEW WRIGHT, PH.D.: GOING ALL-IN

By Cecil Harris

WHEN MATTHEW WRIGHT, PH.D., an assistant professor of physics in the College of Arts and Sciences, delivered a well-received presentation, “Being Successful at Adelphi,” to incoming freshmen at the 2014–2015 Orientation, he touched upon four central themes:

Go All-In. Collaborate. Think for Yourself. Embrace Failure.

Dr. Wright told the new students how he had gone all-in after reaching a career crossroads several years ago.

“I had a Ph.D. in Molecular and Atomic Physics from the University of Connecticut, and I was in a prestigious research position in Innsbruck, Austria,” he said. “But my wife and I wanted to move back to the U.S. We loved Austria. It’s a great country. But their primary language is German. We came back to the U.S.

“Wanting to change things up, I took a job as a management consultant/IT consultant at a company in the transportation industry. But after three years of that, I knew that I wanted to get back into academics and become a physics professor. I’d always known I wanted to teach, but it didn’t really hit home until I had left that possibility. It took three years of doing something else to realize, hey, I really want to be in a classroom. Sometimes you have to give up a lot to go after your dream.”

The consulting job was lucrative, but Dr. Wright said he has no regrets about leaving it. Today he derives satisfaction from helping students to master physics. Also, the years he spent as a consultant have helped him develop his teaching style.

“Where I worked, the boss and everybody else sat around a table and worked together to find solutions,” he said. “I do that now with my teaching. I bring groups of students together and talk with them about how to solve a physics problem rather than just tell them what to do. Every student has a voice. It’s important to hear all those voices.”

That example of collaboration is as clear as his description of going all-in. In his Orientation speech, Dr. Wright also urged students to think for themselves and embrace failure. Embrace failure?

“If you ask venture capitalists for one million dollars to start a business, they’ll ask you to tell them about a time you failed,” he said. “They want to know that if they give you the money, you’re not going to run for the hills. You’re going to use it and keep fighting until you succeed. You still may fail, but you’re going to fail gracefully and learn from it and grow. That’s true in physics and in life. Being successful can mean failing many times until you learn to do it right.”

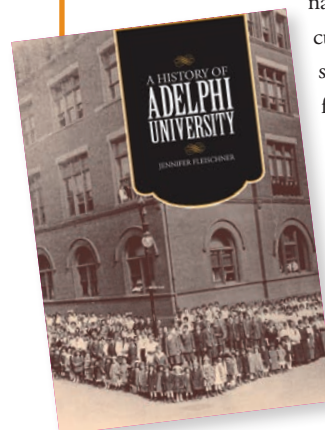
A PLACE IN HISTORY

In the mid-1930s, President Frank D. Blodgett, Adelphi’s second president, asked history professor Chester L. Barrows, Ph.D., to write a history of the college. The result, *Fifty Years of Adelphi College*, published in 1946, the 50th anniversary of Adelphi’s founding, looked back to the school’s beginnings in 1896 in Brooklyn, where it was the first college to offer a bachelor of arts degree and the first to admit women.

Now, nearly 120 years into its existence, Adelphi has a new entry: *A History of Adelphi University*, written by English Professor Jennifer Fleischner, Ph.D. Commissioned in 2012 by President Robert A. Scott, the new history narrates Adelphi’s story from its roots in Adelphi Academy, which was founded in 1863 in a brownstone on Brooklyn’s Adelphi Street as a progressive, nonsectarian, and—unlike its competitors—coeducational school.

Organized around the tenures of its nine presidents, the book traces Adelphi’s story through vivid portraits of the many people who helped create and build the College and University within the context of the events, places and ideas that shaped their worldviews. *A History of Adelphi University* records the story of how the changes at Adelphi over time reflect the broader history of American higher education and the

nation’s political, cultural and social evolution from the late 1800s through the present. **A**





the buzz around campus

"HOW CAN YOU NOT BE EXCITED ABOUT THE ENTERTAINMENT OF THE UNIVERSE? PEOPLE HAVE BEEN EXCITED ABOUT IT EVER SINCE BABYLONIANS STARTED TO LOOK UP AT THE SKY THOUSANDS OF YEARS AGO."

"WITH THE RIGHT KNOWLEDGE AND INSTRUMENTS, STUDENTS CAN ACTUALLY SEE AND OBSERVE THINGS, EVEN WHEN THE SKY ISN'T EXTREMELY CLEAR. HERE ON LONG ISLAND YOU HAVE TO LEARN AND TAKE WHAT NATURE GIVES YOU."

MARTIN GARRELL, PH.D., ASTRONOMY CLUB

Adelphi's clubs and organizations—more than 80 in total—can often provide life-changing experiences as well as add to a well-rounded liberal arts education. Most clubs are guided by dedicated faculty members who devote time outside of their busy class schedules.

Why? Check out what they had to say...

Compiled by Mattia Ciurlino

"BEING PART OF THE CRIMINAL JUSTICE CLUB HELPS ME BOND WITH STUDENTS IN AN INFORMAL SETTING, WHICH IS DIFFERENT FROM A CLASSROOM SETTING...AND I WOULDN'T TRADE THAT FOR ANYTHING."

STEPHANIE LAKE, PH.D., CRIMINAL JUSTICE CLUB

"WE RECENTLY LAUNCHED THE ROBOTICS CLUB HERE AT ADELPHI. AS SOON AS THE STUDENTS CAME TO ME, I GOT VERY INTERESTED. HOWEVER, THE CLUB IS STILL AT A VERY EARLY STAGE. BUT WE HAVE A PLAN! FIRST, WE BECOME A CLUB. WE LEARN THE BASICS, AND THEN, HOPEFULLY, WE START COMPETING WITH OTHER COLLEGES, EITHER THE NEXT YEAR OR THE YEAR AFTER."

KRISTIN PEPPER, ROBOTICS CLUB

"IF ANY OF THE STUDENTS ASK ME TO COME SEE A PERFORMANCE, I WILL BE THERE BECAUSE I ENJOY WATCHING AND LISTENING TO THEIR PERFORMANCES. I LEARNED A LOT SINCE I'VE COME HERE. I LEARN SOMETHING NEW EVERY DAY WITH THEM."

ROSANNE CLEMEN, MUSIC DEPARTMENT ADMINISTRATIVE ASSISTANT WHO ATTENDS MOST STUDENT PERFORMANCES AT AUPAC

"HELPING STUDENTS PRODUCE SOMETHING THAT THEY COULD USE FOR THEIR PORTFOLIOS IS REALLY IMPORTANT TO ME. IT IS JUST SO REWARDING FOR ME TO SEE STUDENTS WHO ARE PASSIONATE ABOUT WHAT THEY'RE DOING, AND THEY ARE THE ONES DOING IT. SO IT IS PERSONALLY REWARDING FOR ME TO BE ABLE TO WATCH THEM GROW AND DEVELOP INTO THEIR ROLES AS EDITORS."

"IT IS ALWAYS MY GREAT HOPE FOR THEM TO DO INVESTIGATIVE REPORTS BECAUSE THERE ARE SO MANY NATIONAL ISSUES THAT AFFECT COLLEGE CAMPUSES AND I WOULD LOVE FOR THEM TO BE ABLE TO COVER THESE FROM THE ADELPHI PERSPECTIVE."

LIZA BURBY, ADVISER, THE DELPHIAN



the performing arts

“Students get to work hands-on with people...who have professional careers.”

—Orion Duckstein, assistant professor

WATCH THE VIDEO @

[EVENTS.ADELPHI.EDU/NEWSEVENT/DANCING-FOR-THE-STARs](https://events.adelphi.edu/newsevent/dancing-for-the-stars).

DANCING FOR THE STARS

By Kurt Gottschalk

IT WAS THE SECOND-TO-LAST DAY of the Taylor 2 Dance Company's three-week residency at Adelphi University. After two weeks of course work and watching the visiting professionals in rehearsal, dance students had spent their final week in the Performing Arts Center getting a little taste of the big time.

Under the coaching of the Taylor 2 dancers, students practiced and mastered a performance to present in a “friends and family” concert the following day. (Taylor 2 is the junior troupe of the Paul Taylor Dance Company. Its founder, legendary choreographer Paul Taylor, taught dance at Adelphi in 1962 and was given an honorary doctorate by the school in 2008.)

Upstairs in Dance Studio 4, Kara Hauenstein, an Honors College senior earning a B.F.A. in Dance, was learning *Cloven Kingdom*, Taylor's choreography set to a Henry Cowell waltz. Scatterings of laughter bounced across the room as the dancers twirled to the triple beat, interrupted occasionally by rock drumming.

Amanda Stevenson, one of the Taylor 2 visiting instructors, was working with a few of the dancers on a particular turn they were having trouble with. “You want to try to get the audience to see two shoulder blades—really hang on to it as long as possible,” she explained, twisting her torso in illustration.

Downstairs, Marion Davidson, an Honors College junior also earning her B.F.A. in Dance, was working on *Dust*, a challenging and more serious piece set to music by Francis Poulenc. “It doesn't tell as much of a linear story; it gives

the audience a feeling,” she said. “It questions whether hope is still possible to people in times of plague.”

Both Hauenstein and Davidson emphasized what a great opportunity it was to get to work with the Taylor 2 dancers. “They can help us [not only with] dancing but also the transition from college into auditioning and joining a company,” Davidson said.

Orion Duckstein, assistant professor in the Department of Dance, was a member of Taylor 2 as well as the Paul Taylor Dance Company for five years before coming to teach at Adelphi. He was also instrumental in setting up the Taylor 2 residency in 2010.

“It's a really unique experience,” he said. “Students get to work hands-on with people who are just a couple of years older...who have professional careers.”

But the benefits go both ways, Duckstein said. “You get to stay three weeks in a place and get to know students and work really closely with them,” he said. “I think that's very different from showing up and giving a master class.”

In another studio, working with students on Taylor's *Sunset*, Duckstein ran, circled and fell into a slide across the floor while explaining each of the moves in the choreographed succession.

“They're working on depth of performance with them,” he said. “They're really taking them from the classroom to the stage in a very concentrated period of time.” **A**





TRIO SOLISTI: WORKSHOPPING TOMORROW'S MASTERS

By Kurt Gottschalk

THERE WAS A TREMOR IN Philip Lauto's voice as he addressed the members of Trio Solisti. Lauto, a senior in the Department of Music, had been through a couple of composition workshops before as a part of his course work, but that didn't make telling the visiting professionals how to play his piece any easier.

His *Break Through* imagined, he noted, a melody being suppressed and finally breaking through in the music. At the outset delicate piano melodies seemed to be blocked by bold, repeated chords in the lower register. The strings then entered with unexpectedly romantic lines. The short piece was steeped in variety.

Lauto was one of three music majors (all completing concentrations in composition) who heard their pieces played by Trio Solisti, marking a decade as Adelphi University's ensemble-in-residence. A handful of fellow

students and a couple of professors joined them in two rows of chairs set up on the Westermann Stage of the Performing Arts Center (AUPAC) Concert Hall for the February 18 session. Understandably apprehensive, Lauto told the musicians he wanted to hear more contrast between the sections.

"Overall, to be honest, I'd like it a little bit slower," he said, "a little more relaxed."

As they prepared to play the piece again, cellist Alexis Pia Gerlach told Lauto he could interrupt them with instructions if he wanted.

Lauto laughed nervously. "Oh, okay."

The young composer pronounced the second run-through "literally perfect" and then the ensemble began instructing him, giving him suggestions on how to better mark dynamics, bowing and intonation in the score to get what he's looking for.

Nerves aside, Lauto was all smiles after the session.

"It's really incredible," he said. "We have the playback [from the composition software] we use but nothing compares to live musicians playing it."

The other two student pieces put some challenges to the trio.

For You, written by junior Michael S. Gayle, was a jazzy, cinematic piece that called on the pianist to improvise in passages. "It doesn't have to be Herbie Hancock," Gayle said when Solisti member Adam Neiman explained he wasn't that sort of pianist.

"I've seen you guys several times," he added. "I thought of you when I wrote this. Not that this is what you really do, but I thought, 'It would be so dope if they could do this.'"

Daniyil Tchibirev's *Trio* featured lush instrumental passages occasionally interrupted with dense blocks of prerecorded electronic sound. The unusual piece required a little more work, but Tchibirev was happy with the results.

"I think it was true to what I wrote," said the junior on his first workshop experience. "It was a little surreal to hear it with real instruments rather than a computer."

Gayle concurred.

"It's refreshing," he said. "When we were composing, it's like the sonogram. But this is the birth. You're actually seeing life." *A*

"We have the playback [from the composition software] we use but nothing compares to live musicians playing it."

—Philip Lauto, senior



WHERE MEDICINE IS ALL IN THE FAMILY

By Andrea Maneri

John '04, Wilbur '06 and Jill '12 Asheld have more than just the same last name in common. They also share an *alma mater*, and it was at Adelphi that all three siblings set out on career paths in the medical field.

While their father was a physician whose work provided them with an intimate look into the field of medicine, all three siblings said their parents didn't pressure them to choose a particular career. "Our parents encouraged us to pursue what interested us and made us happy," John said.

John and Wilbur both enjoyed the sciences and working with people. Wilbur, who became involved in biomedical research as an Adelphi student, tutored his fellow students at the Learning Center.

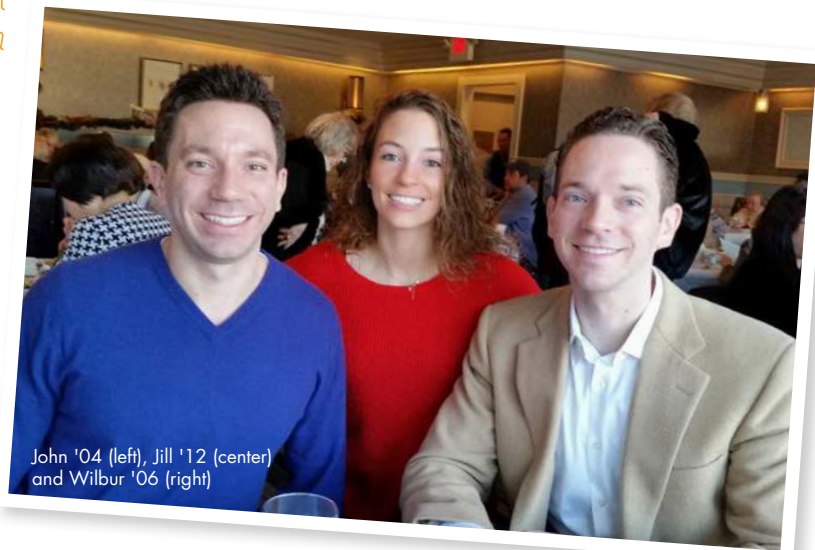
The brothers also worked at a local restaurant and catering hall throughout their undergraduate years. The academic scholarships they were awarded, supplemented by the money they earned, enabled them to fund their Adelphi educations.

Two years after Wilbur graduated, Jill enrolled at Adelphi. "Since my two brothers had attended, I was reluctant to apply. But once I visited campus, I knew Adelphi was where I wanted to be for the next four years," she said.

Jill's love of the critical thinking required by the sciences and the concrete nature of math steered her toward chemistry. As a student, several research projects she conducted and an internship she completed with Estée Lauder contributed to her decision to pursue dentistry. "Working as an associate researcher at Estée Lauder opened my eyes to the art and complexity of dentistry," she said.

The Ashelds agreed that Adelphi prepared them well for the rigors of medical and dental school. After graduating, John and Wilbur entered the New York College of Osteopathic Medicine (NYCOM) and Jill began pursuing a dental degree from New York University College of Dentistry (NYUCD).

"Adelphi gave me the educational resources I needed for my future endeavors," said John, who went on to present research internationally during his residency in internal medicine at Stony Brook University Medical Center. He was also asked to serve as chief resident for Stony Brook University's Department of Internal Medicine, a role that enabled him to teach students as a clinical associate professor.



John '04 (left), Jill '12 (center) and Wilbur '06 (right)

As a second-year internal medicine resident at Winthrop-University Hospital, Wilbur traveled to Venice, Italy, where he presented research to hundreds of physicians and scientists. "Adelphi has prepared me for the world and given me the foundation I need to continue my education on my own," said Wilbur, who also traveled to San Francisco in May 2014 to present research at the Heart Rhythm Society's Annual Scientific Sessions.

Jill, who conducts research in NYU's renowned biomaterials and implants lab, is a peer mentor for incoming NYUCD students, tutors students in biochemistry and histology and participates in outreach to provide underserved populations with access to dental care. "Adelphi gave me the confidence to take every opportunity and experience it to the fullest," she said.

Currently, John, board certified in internal medicine, is completing the second year of his cardiology fellowship at Stony Brook University Medical Center; Wilbur is board certified in internal medicine and enrolled in a cardiology fellowship at Winthrop University Hospital; and Jill is finishing her third year at NYUCD.

Where do the Ashelds see themselves in the next five to 10 years? Practicing cardiology and dentistry, but that's not all. "My siblings and I have always talked about opening our own restaurant together," John said. If their track record is any indicator of their future success in this endeavor, we can expect to see the Ashelds juggling the roles of doctors, dentist and restaurateurs in the near future. *A*



SCOTT JAMES '84 AND HUSBAND, JERRY CAIN:

FORWARD THINKERS

By Andrea Maneri

A VETERAN JOURNALIST AND FICTION

AUTHOR, James has always been on the cusp of innovation when it comes to getting his creative work noticed. In 2009, before people watched hundreds of millions of hours on YouTube every day—when YouTube was just in its infancy—James produced a series of videos to promote his debut novel, *SoMa* (published under the pseudonym Kemble Scott). His ingenuity paid off. The book became a *San Francisco Chronicle* best seller in spring 2007. When it came time to publish his second novel, *The Sower*, it was as a digital book, making it the very first novel sold by social publisher Scribd.com.

Cain, a technologist and educator who has been teaching at Stanford University for more than 17 years, is the engineer responsible for implementing the transformative Facebook “Like” button that has connected Facebook users with the entire Internet. “Mark Zuckerberg had conceived of the idea of building a ‘Like’ button that could be engineered and placed on people’s websites, like *The Huffington Post*, Adelphi.edu, or what have you,” he said. When Facebook decided to move ahead with this technology, Cain was the engineer in charge. “It was only three months into the implementation of it that I realized just how big it was going to be.” Fast-forward to 2015 and that “Like” button is rendered billions of times every day.

“Our professional and personal lives mix

writing, education, social media and technology,” said James. He and Cain decided to establish a fellowship at Adelphi that is as inventive as their own careers have been.

Thanks to a generous gift from James and Cain, an emerging literary professional enrolled in Adelphi’s M.F.A. program will receive \$20,000 toward tuition and a \$10,000 stipend to initiate and play a central role in the M.F.A. program’s social media projects for each of the two years the student is in the program. The Jerry Cain and Scott James Creative Writing and Social Media Fellowship will attract top writers to Adelphi, while teaching them how to engage in the social media landscape of 21st-century literature.

In an increasingly digital world, where anyone can publish on the Internet, James and Cain are interested in helping talented writers figure out how to make their stories heard. “It’s not enough anymore to be a terrific writer. You have to also be able to get people to read your stories,” said James. “I love the idea that we’re going to try new things with social media to help Adelphi’s talented writers break through the clutter.”

James, who has also served as a contributing columnist covering the San Francisco Bay Area

for *The New York Times* and *The Bay Citizen*, got his start in writing as a student at Adelphi.

A communications major at the University, he thrived in small, intimate classes that allowed for feedback from “fantastic” professors, many of whom, he recalled, were adjuncts working for *The New York Times* as reporters and writers. Adelphi, just a train ride away from the media capital of the world, gave him access to great internships as well. In fact, he was the very first intern at NBC’s *Today* show.

On campus, working for *The Delphian*, he gained invaluable experience that prepared him for Columbia University’s Graduate School of Journalism and a career in television news, for which he earned three Emmy Awards before moving to San Francisco in 1997 and beginning a career in fiction writing.

James credits his experience at the University with helping him launch his career. “The switch

“It’s not enough anymore to be a terrific writer. You have to also be able to get people to read your stories. I love the idea that we’re going to try new things with social media to help Adelphi’s talented writers break through the clutter.”

—Scott James '84, journalist and author

was flipped for me at Adelphi,” he said. “While working on *The Delphian*, I wrote a story that was somewhat controversial. When my story became a part of the conversation...that was a turning point for me. It hit me that ‘Wow—writing can really effect change, it can really make a difference.’ It took that moment for me to see the power of the pen.”

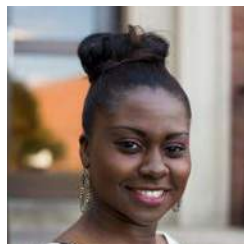


There is a common belief that it takes years to rise through the corporate ranks, establish a successful business or have an impact in one's chosen career. Our 10 Under 10 program disproves this notion and recognizes successful young alumni who have achieved their goals even before celebrating their 10-year reunions. The College of Arts and Sciences proudly presents our young alumni, already shaping the future.

To read their profiles and nominate a 10 Under 10 candidate for 2015, visit alumni.adelphi.edu/10under10.



MATT JOHANSEN '08
SENIOR MANAGER OF THE THREAT RESEARCH CENTER AT WHITEHAT SECURITY



DESEREE WILTSHIRE '04, M.A. '05
ASSISTANT DIRECTOR, YOUNG ADULT POPULATION, ACMH, INC.



VIDA (MANAVIZADEH) ERDMAN '04
INFUSION NURSE IN OUTPATIENT ONCOLOGY AT OREGON HEALTH & SCIENCE UNIVERSITY



FAYOLA L. WILLIAMS '04
ASSISTANT DISTRICT ATTORNEY, KINGS COUNTY DISTRICT ATTORNEY'S OFFICE



JOSEPH DILALLO '08
SOFTWARE ENGINEER AT GOOGLE

STAYING THE COURSE

By Chris Gasiewski

TRIUMPH THROUGH ADVERSITY is a common theme in Adaeze Udoji's life. The 2008 grad and current Adelphi University Board of Trustees member had more challenging tests than the College Board.



Udoji is grateful for the consistent support she received during her formative years and throughout college. Her family is from Nigeria, and even though she excelled at Bayside High School, they found it difficult to watch her adapt to American life and go off to college. To help, she found answers through Steve Prenner, Adelphi's director of high school recruiting, who assured Udoji that she wouldn't fall through the cracks.

"It was adamantly important to him," Udoji said, adding that Prenner even helped her figure out how to ride the Long Island Rail Road. "I didn't have that anywhere else. I didn't know what resources were available to me until I went to Adelphi. Adelphi was the light at the end of the tunnel."

Udoji blossomed as soon as she walked onto the Garden City campus. She ran track as a freshman. She said her "fire then became real," and she continued to immerse herself in Adelphi life as she prepared for law school, noting the guidance she received from Honors College and Department of Political Science faculty.

Their collective help, she noted, was critical to her success. Breaking in as an attorney, though, was just as difficult as becoming one.

When she graduated from Benjamin N. Cardozo School of Law at Yeshiva University in 2011, the market was dry.

"It can be very discouraging. I feel like I did everything right. You are being told you are overqualified for your work. What got me through was reminding myself that no condition is permanent. It would not be like this forever," and she said it wasn't.

She's currently an attorney at Shearman & Sterling LLP, where she is in a two-year program that allows her to rotate through different corporate law practice areas before deciding on her area of expertise in the third year. Each day, she says, brings excitement and diversity, from research to working with clients to drafting agreements—truly the culmination of her perseverance. *A*

NEW FACULTY

GIOVANI BURGOS, Ph.D.

ASSISTANT PROFESSOR
DEPARTMENT OF SOCIOLOGY

Dr. Burgos was previously a visiting assistant professor at Stony Brook University and an assistant professor at McGill University in Montreal. He holds a Ph.D. in Sociology from Indiana University-Bloomington. Dr. Burgos' research has covered such topics as criminology, medical sociology, mental health, public health and racial and ethnic stratification.



TUVAL FOGUEL, Ph.D.

ASSOCIATE DEAN
COLLEGE OF ARTS AND SCIENCES



Dr. Foguel has joined the dean's office as associate dean for academic operations and General Education. He earned a Ph.D.

in Mathematics from the University of Illinois at Urbana-Champaign. Before coming to Adelphi, he was department head and professor of mathematics in the Department of Mathematics and Computer Science at Western Carolina University in North Carolina.

JOHN MCDERMOTT

ASSISTANT PROFESSOR
DEPARTMENT OF THEATRE

John McDermott earned an M.F.A. from the University of Washington and has 20 years of experience as a freelance theatre designer. He teaches set design, properties construction and history and application of theatre technology, as well as designing shows for the Department of Theatre.



BRANDEN STONE, Ph.D.

ASSISTANT PROFESSOR
DEPARTMENT OF MATHEMATICS AND
COMPUTER SCIENCE

Dr. Stone comes to Adelphi from Bard College, where he was a visiting assistant professor of math. He holds a Ph.D. in Mathematics from the University of Kansas. His research interests include commutative algebra, maximal Cohen-Macaulay modules, resolutions, homological algebra and Hilbert functions.



JOHN DREW

ASSISTANT PROFESSOR
DEPARTMENT OF COMMUNICATIONS



John Drew earned an M.F.A. in Design and Technology from Parsons The New School for Design, with a concentration in multimedia web design and development. He has a wide range of expertise in new and emerging areas of interactive communication media.

curriculum and guiding students into their careers. He mentored biology students and made the subject understandable and enjoyable to non-science majors. He served as editor-in-chief and, later, as senior editor of *Orion Magazine*, a post he holds to this day. He serves on the board of trustees of the Waldorf School of Garden City. One of his proudest moments was arranging for Jane Goodall, the primatologist, author and advocate, to speak at Adelphi in 2013.

ROBERT DAVID JONES, Ph.D.


ASSOCIATE PROFESSOR
DEPARTMENT OF BIOLOGY

Robert David Jones, Ph.D., retired this year after 41 years at Adelphi. He received a Ph.D. in Biomedical Sciences in 1972 from the University of Texas. He was a lecturer and a postdoctoral fellow at the University of Texas Medical School. Dr. Jones' areas of expertise include biomedical subjects on aging, cardiovascular diseases, infectious diseases and autoimmunity.

Dr. Jones regularly taught several sections of Anatomy and Physiology. He was honored by the Tri-Beta Honor Society with the Outstanding Science Professor Award.

LAWRENCE R. SULLIVAN, Ph.D.

PROFESSOR, POLITICAL SCIENCE

Lawrence R. Sullivan earned a Ph.D. in Political Science at the University of Michigan in 1976. Before coming to Adelphi in 1981, he taught at Wellesley College and Miami University in Ohio. In addition to his classes within the political science department, he taught for the international studies program, the Honors College and the Levermore Global Scholars program. Dr. Sullivan is an expert on East Asia, Chinese politics and comparative politics and is an accomplished Chinese-English translator. 

RETIREMENTS

GEORGE K. RUSSELL, Ph.D.

PROFESSOR AND DIRECTOR OF GRADUATE
STUDIES, DEPARTMENT OF BIOLOGY

George K. Russell, Ph.D., leaves Adelphi after 48 years on the faculty of the Department of Biology. He earned a bachelor's degree from Princeton and a Ph.D. from Harvard. He was a National Science Foundation postdoctoral fellow at Cornell and Brandeis and an assistant professor at Princeton.

As director of graduate studies, Dr. Russell managed a growing program, overseeing

accolades

On April 16, 2015, the Dean's Student Circle held its annual event to celebrate students (and their families) who have maintained an overall GPA of 3.85 or above. This year the group included 37 students with a 4.0 GPA, including six seniors, who also received a special stole to wear at Commencement. Dean Sam Grogg hosted the event and Craig Carson, Ph.D., assistant professor, Department of English, and Dean's Student Circle alumna Jenna Cavuto '14 served as speakers.

Nicholas Petron, M.A. '70, professor and chair of Adelphi University's Department of Theatre, was named the 2014 Outstanding Alumnus of the Year by his undergraduate *alma mater*, Kansas-Wesleyan University. The award recognizes him as a leader in his field.



In 1988 the film *Da* was released to commercial success and critical acclaim. An adaptation of the Tony Award-winning play by Hugh Leonard, the film was executive produced and released by Sam L Grogg's company, FilmDallas Pictures, and starred actor Martin Sheen. Sheen and Dean Grogg reunited in April 2015 at the Popular Culture Association/ American Culture Association Annual Conference in New Orleans, where Grogg presented Sheen with the 2015 Ray and Pat Browne Award for Distinguished Contributions to the Popular Arts. *Da* was recently digitally remastered.



"The film was a labor of love for all who collaborated on its making," Dean Grogg said. "Those were busy times. Now supporting faculty and students who seek to make the arts of the future is my full-time job."



Photo by Brittany Bonasia, senior



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