

ADELPHI
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HEALTH = WEALTH



**Understanding How
Better Healthcare
Creates Stronger
Economies**



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HEALTH = WEALTH

In the years since a uniquely global health crisis rocked the world, the economy has also taken a wild roller-coaster ride. Never before has the pivotal intersection of health and financial well-being been more apparent, both on a personal level and across civilization.

A significant body of Adelphi University's faculty research across a variety of disciplines has made it clear: Our physical and mental health profoundly affect our financial stability, and vice versa. From the economic impact of chronic illness to the costs of not treating mental health, to how financial outlook is shaped by physical activity in our youth, the connection between health and finances is complex and increasingly intertwined.

This year's edition of Adelphi's *Academic and Creative Research Magazine* gathers faculty scholarship that adds important perspectives to these conversations and sheds light on ways we might improve both the health and wealth of society. We also feature the creative work of our arts faculty and research exploring a number of topics—from how machine learning can help us understand the impact of climate change on birdsong, to factors that are standing in the way of a broader adoption of electric vehicles—as well as features on our faculty's research that will especially resonate with those of you in higher education.

It's a critical time for colleges and universities to demonstrate the immeasurable value of academic inquiry and creative exploration. I see this magazine as a response to societal questions about the merit of higher education and the research we produce. Please enjoy learning about our faculty's extraordinary work and the many ways they're passing along the legacy of scholarship to the next generation of scholars—our students.

Sincerely,

Christopher Storm, PhD

Interim President

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HEALTH = WEALTH

From numbers to narratives, Adelphi faculty explore how health contributes to our collective bottom line



The World Health Organization recognizes health as a fundamental human right. But living a long, healthy life depends on access to economic resources that are beyond reach for millions of Americans. As our nation's income gap widens, so too does our health gap.

Recently, a number of Adelphi faculty members have undertaken important work on the economics of health. They've sought to understand the financial burden of health events like chronic disease, physical inactivity, mental illness and even religious fasting. Through data analysis, computational models and qualitative interviews, they estimated the financial gains and losses that result from both positive and negative health outcomes.

Their discoveries etched society's socioeconomic fractures in sharp relief. Perhaps the greatest toll on our healthcare system, they learned, is inequality itself.



ALL HEALTH OUTCOMES ARE NOT CREATED EQUAL

For **Alan Cooper**, PhD '95, MBA '03, clinical associate professor in the Adelphi University Robert B. Willumstad School of Business, who began his career in the healthcare industry, it's about time we reimagined the relationship between public health and economics.

Dr. Cooper co-authored "Risk Factors Affecting Life Expectancy Resulting in Premature Mortalities and the Accompanying Economic Losses" (*Current Journal of Applied Science and Technology*, July 2024),¹ which calculates the cost of preventable deaths in the United States, revealing the interdependency of people's well-being and their potential economic impact. Research like this, Dr. Cooper maintains, can be used to improve health outcomes while reducing economic losses.

The study examines modifiable risk factors (MRF) for chronic disease—including genetic, behavioral, lifestyle, socioeconomic and environmental—that lead to higher rates of morbidity and premature mortality. To detect potential disparities in outcomes among the population, Dr. Cooper and his team stratified the data by race and gender. Then they estimated overall economic loss over the lifespan for each crosscut of population.

The results were sobering. As the paper notes, "Premature mortality due to modifiable risk factors is not only a personal and family tragedy, but an economic one as well." Deaths due to MRF amounted to nearly 40 percent of the total

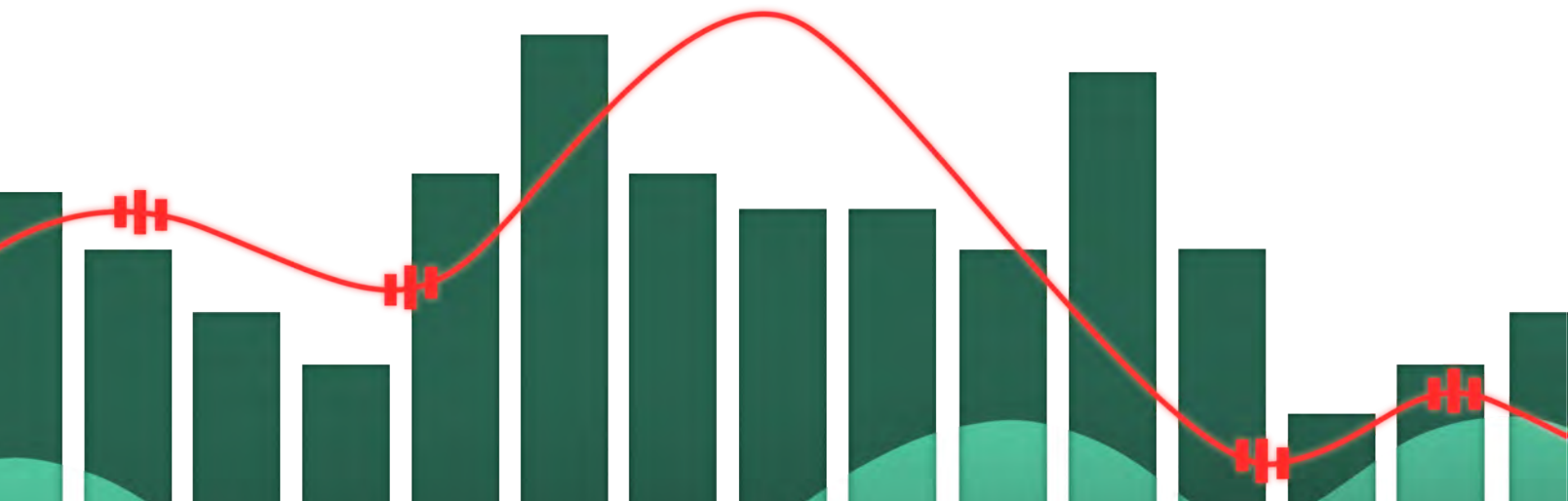
Deaths due to modifiable risk factors amounted to nearly 40 percent of the total deaths nationwide, but represented nearly 50 percent of the economic loss—totaling \$400 billion in just a single year.

deaths nationwide, but represented nearly 50 percent of the economic loss—totaling \$400 billion in just a single year.

When broken down by race and gender, the gap widened even further. Along both racial and gender lines, Native Americans and Alaskan Natives showed the highest proportion of deaths due to MRF as well as economic loss. The lowest proportions were seen in Asian and Pacific Islanders and whites.

Though the paper calls the total cost of these deaths "almost beyond comprehension," Dr. Cooper believes his work can begin to turn the tide. "Public health officials can target

¹ Putzer, G. J., Cooper, A., & Jaramillo, J. R. (2024). Risk factors affecting life expectancy resulting in premature mortalities and the accompanying economic losses. *Current Journal of Applied Science and Technology*, 43(7), 80–92. <https://doi.org/10.9734/cjast/2024/v43i74408>





awareness and treatment campaigns to those demographics that the study shows have higher mortality levels based on specific risk factors," he said. "By using this data strategically, they can make informed decisions that enhance the overall quality of life for their constituents."

Alan Cooper, PhD '95, MBA '03, is clinical associate professor of management in the Robert B. Willumstad School of Business. He is a nationally recognized speaker in the areas of process improvement, customer satisfaction, leadership development and corporate learning, and is published on the subjects of leadership development and corporate education.

FOR SOME CHILDREN, MAINTAINING A HEALTHY WEIGHT IS A PRIVILEGE

Every child's eating habits are influenced by the world around them. But for children from lower socioeconomic groups, making healthy choices—and maintaining a healthy weight—can be particularly difficult.

Paul Rukavina, PhD, professor in the Adelphi University Ruth S. Ammon College of Education and Health Sciences, has long studied how overweight and obese students can be better supported by their physical education teachers. But after years of research, "I came to understand that the problem is not just in the classroom," he explained. "It's a much larger structural problem. It's children's social interactions, it's the quality of their school's facilities, it's the safety of their neighborhood, it's their state's educational policies. It's a consequence of economic inequality."

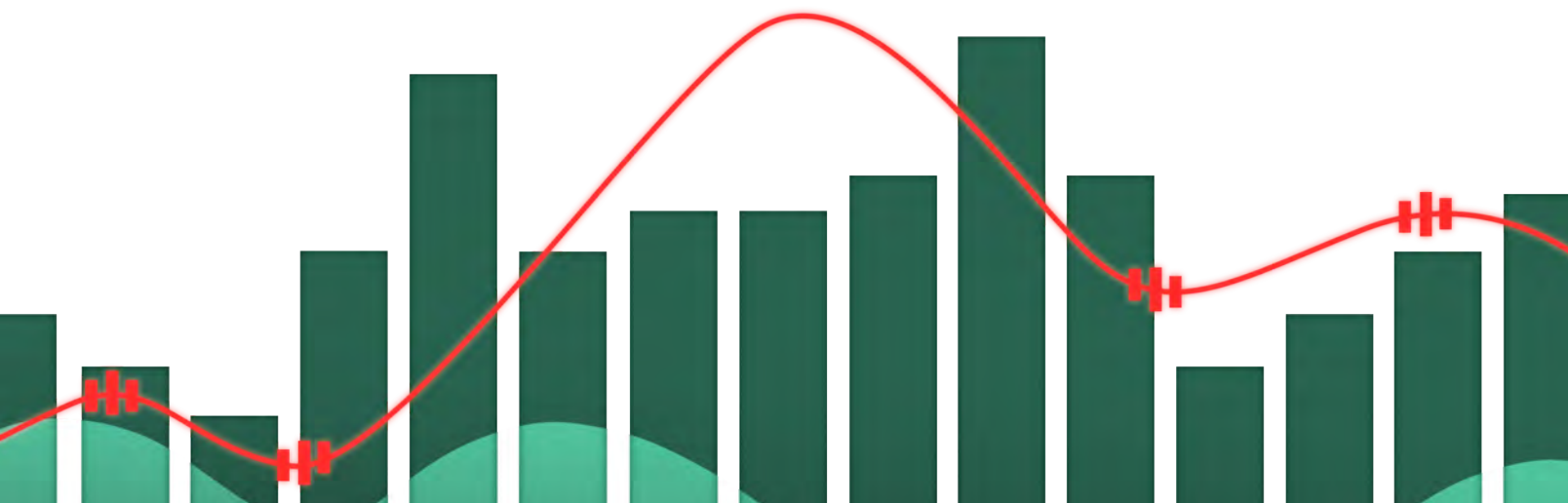
Dr. Rukavina turned his attention to the home, intent on bringing parents' voices into the conversation. He and two co-authors, Xiao Ma of the Shanghai University of Sport and Weidong Li, PhD, of The Ohio State University, interviewed 44 parents of overweight and obese children, all of whom belonged to lower social economic classes in an urban area, for the article "Challenges encountered by parents from urban, lower social economic class in changing lifestyle behaviors of their children who are overweight or obese" (*BMC Pediatrics*, 2023).² The team asked parents how they engaged with their child's lifestyle, including their expectations surrounding diet and exercise.

Parents with the best intentions were thwarted at every turn. "They lacked money and time to provide nutritious meals and physical activity opportunities, as well as the scientific knowledge to help their children lose weight," Dr. Rukavina said. Parents also struggled to find affordable healthy food in their neighborhood grocery stores.

Story continues on next page

Every child's eating habits are influenced by the world around them.

2 Ma, X., Li, W., & Rukavina, P. B. (2023). Challenges encountered by parents from urban, lower social economic class in changing lifestyle behaviors of their children who are overweight or obese. *BMC Pediatrics*, 23(1). <https://doi.org/10.1186/s12887-023-04295-5>



Faced with so many structural barriers, parents cannot be expected to go it alone. According to Dr. Rukavina, schools can provide bias-free learning environments, healthy food options, parent education initiatives and even urban agriculture programs, while cities can build safe spaces for children to congregate and increase access to fresh produce. “We can’t necessarily reverse economic inequality,” he said, “but when institutions are aligned, children and families will have a much easier time developing healthful living strategies that prevent—rather than react to—health disparities.”

Paul Rukavina, PhD, is a professor of health and sport sciences in the Ruth S. Ammon College of Education and Health Sciences. He focuses his energy on three research interests: anti-fat attitudes toward obesity, inclusion of overweight and obese individuals in physical activity contexts, and comprehensive school physical activity programs.

TO SAVE MONEY, THE UNITED STATES SHOULD INVEST IN YOUTH SPORTS

The amount of money our country could save by investing in youth sports might surprise you.

According to **Meredith Whitley, PhD**, professor of health and sport sciences at Adelphi University and research fellow at the Centre for Sport Leadership at Stellenbosch University, it’s in 11 figures.

Dr. Whitley recently co-authored several papers with members of PHICOR (Public Health Informatics, Computational, and Operations Research),³ based out of the CUNY Graduate School of Public Health & Health Policy, that calculate the economic benefits of a more active youth population. She

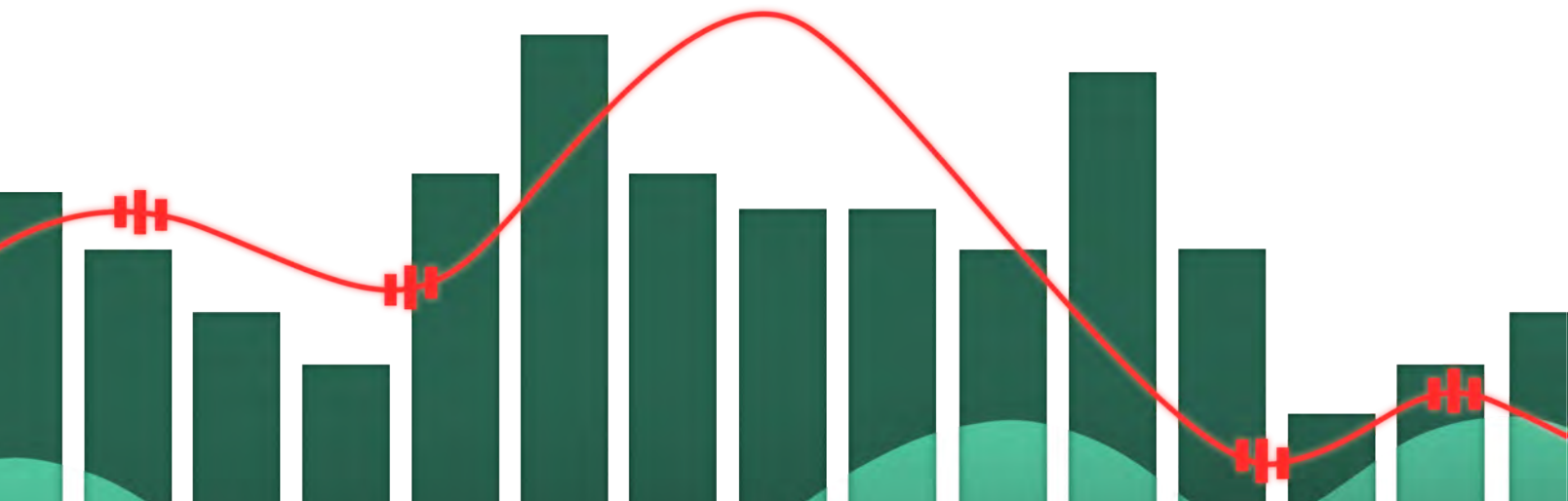


The value, they discovered, was immense: an increase of 1.8 million more quality years of life for Americans, along with an \$80 billion reduction in medical costs and productivity losses.

worked with PHICOR colleagues to simulate a future in which the United States meets the targets identified in Healthy People 2030, an initiative of the U.S. Department of Health and Human Services. The team built a computational model that could track a cohort of 6- to 17-year-olds over their lifetime, measuring the benefits of higher activity levels on each individual’s physical and mental health. “Our study is the first time we’ve been able to quantify the potential health and economic impacts of these changes across the country,” Dr. Whitley said.

In “Benefits of Meeting the Healthy People 2030 Youth Sports Participation Target” (*American Journal of Preventive*

3 Martinez, M. F., Weatherwax, C., Piercy, K., Whitley, M. A., et al. (2024). Benefits of meeting the healthy people 2030 youth sports participation target. *American Journal of Preventive Medicine*, 66(5), 760–769. <https://doi.org/10.1016/j.amepre.2023.12.018>





Medicine, May 2024),⁴ Dr. Whitley and colleagues used their model to predict what would happen if the nation's youth sports participation rate (currently 50.7 percent) reached Healthy People 2030's target of 63.3 percent. The value, they discovered, was immense: an increase of 1.8 million more quality years of life for Americans, along with an \$80 billion reduction in medical costs and productivity losses.

In March 2024, another paper was published by Dr. Whitley and colleagues—this time in *JAMA Health Forum*—entitled “Health and Economic Value of Eliminating Socioeconomic Disparities in US Youth Physical Activity” (*JAMA Health Forum*, March 2024).⁵ This paper addressed disproportionately low physical activity rates, both in school and in organized sports,

among youth of lower socioeconomic status. By eliminating or reducing these disparities, Americans could avert 383,000 overweight and obesity cases and 101,000 weight-related disease cases (such as strokes, type 2 diabetes or cancer), resulting in more than \$15.6 billion in cost savings over the model cohort's lifetime.

As national rates of sports participation and physical activity continue to plummet, even a relatively modest investment in policies and interventions could get us back in shape. “We are hopeful that the economic impact of low sports participation and physical activity rates might motivate policymakers, health officials and local stakeholders to increase access and support for youth sports and physical activity,” Dr. Whitley said. “These investments would pay for themselves.”

Approximately 19 percent of Americans experience anxiety ... costing the American healthcare system nearly \$100 billion annually.

Meredith Whitley, PhD, professor of health and sport sciences, explores the complex and multifaceted roles of sport and sport for development programs in the lives of youth from under-resourced communities in her research, along with the interrelated systems impacting youth and community development.

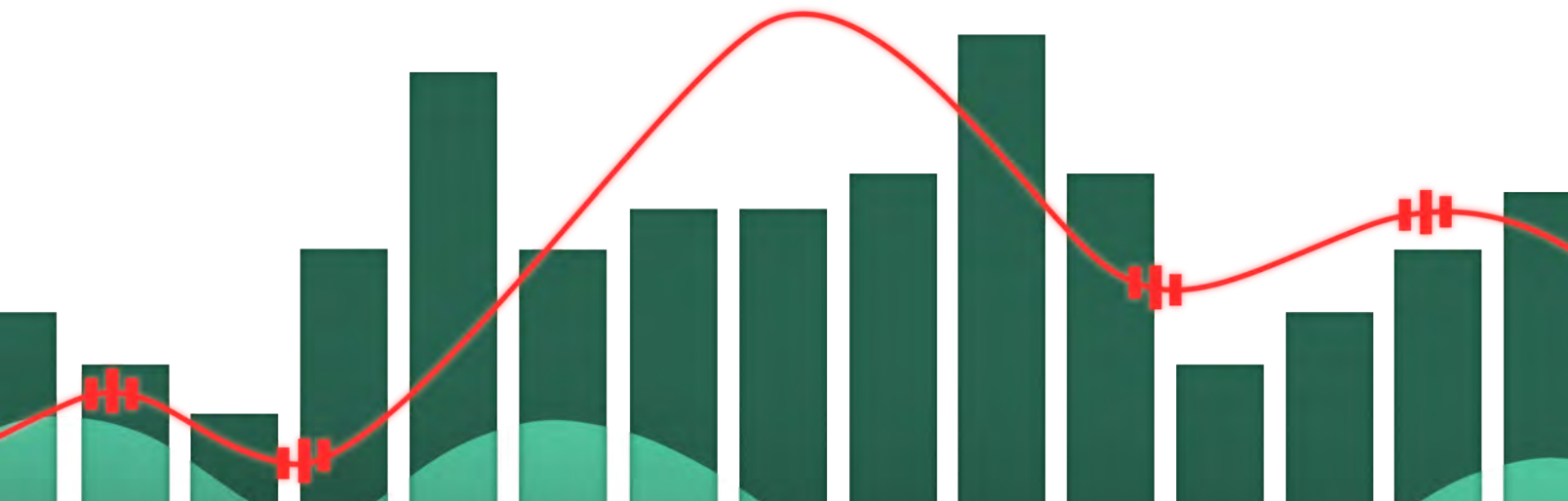
THE COST OF UNTREATED ANXIETY

Approximately 19 percent of Americans experience anxiety, per the Anxiety and Depression Association of America, costing the American healthcare system nearly \$100 billion annually. Yet anxiety often goes unrecognized by the system's first line of service: primary care providers (PCPs). Many

Story continues on next page

⁴ Martinez, M. F., Weatherwax, C., Piercy, K., Whitley, M. A., et al. (2024). Benefits of meeting the healthy people 2030 youth sports participation target. *American Journal of Preventive Medicine*, 66(5), 760–769. <https://doi.org/10.1016/j.amepre.2023.12.018>

⁵ Powell-Wiley, T. M., Martinez, M. F., Heneghan, J., Weatherwax, C., Osei Baah, F., Velmurugan, K., Chin, K. L., Ayers, C., Cintron, M. A., Ortiz-Whittingham, L. R., Sandler, D., Sharda, S., Whitley, M., et al. (2024). Health and economic value of eliminating socioeconomic disparities in US youth physical activity. *JAMA Health Forum*, 5(3). <https://doi.org/10.1001/jamahealthforum.2024.0088>



anxiety symptoms can masquerade as unrelated somatic symptoms, which can lead a PCP to order unnecessary, expensive tests and treatments.

The more patients can be screened and treated in settings they trust, the more patients, providers and organizations alike will benefit.

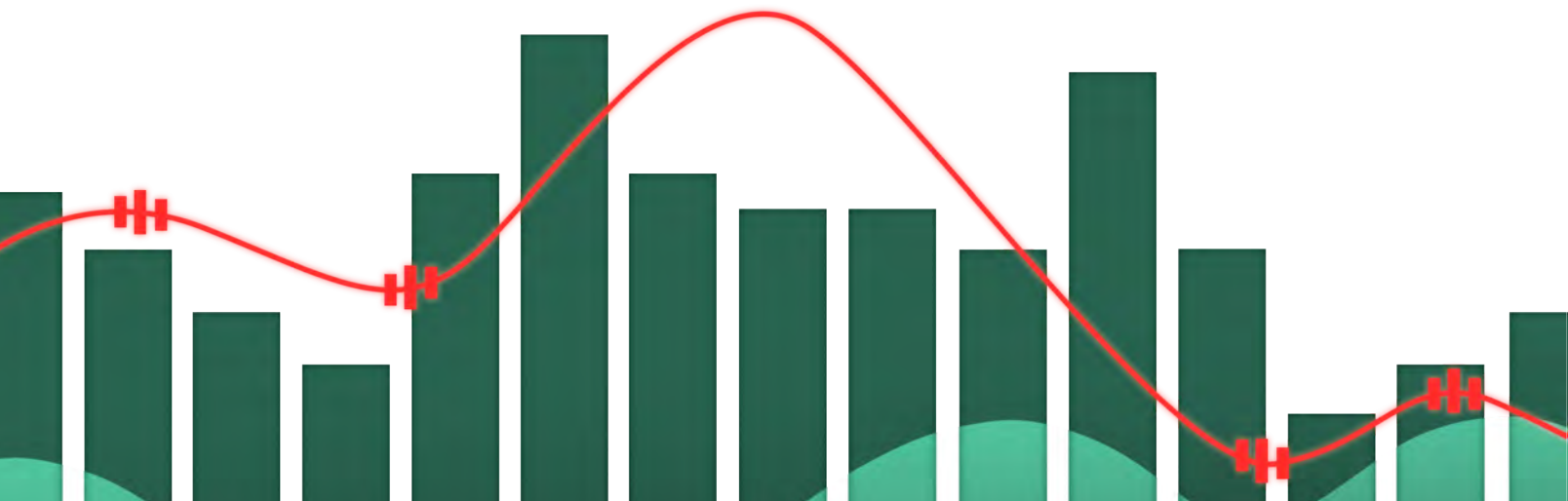
Roni Berger, PhD, professor in Adelphi's School of Social Work, is calling for a new model. "There's a growing recognition in medicine that our bodies, minds and souls are interconnected," she said. "We need to develop holistic approaches to understand what's going on and help."

Dr. Berger and School of Social Work adjunct faculty Alissa Mallow, MSW '83, DSW '00, collaborated with colleagues Lindsay Standeven, MD; Virna Little, PsyD; and Jian Joyner in a new study on anxiety with Concert Health, a behavioral health medical group. They reviewed data collected by Concert Health to assess the efficacy of collaborative care, an evidence-based healthcare model that treats behavioral health issues in, as Dr. Berger puts it, "the settings people most often use." Their findings were published as "Not screening for anxiety? Costs and solutions" (*Medical Economics*, April 2023).⁶

So how can healthcare providers help patients manage their anxiety while reducing costs? Dr. Berger says it starts with simply paying attention. "PCPs need to know what they're looking for. If they are screening specifically for anxiety, there's a lot they can do without referring someone to a specialist." The more patients can be screened and treated in settings they trust, the more patients, providers and organizations alike will benefit.

Roni Berger, PhD, is a professor in the School of Social Work and a licensed clinical social worker. Her primary areas of research are trauma and posttraumatic growth in cross-cultural context; immigrants and refugees; qualitative and combined research methods; remarriage and stepfamilies; and law guardianship. Dr. Berger is the editor of *The Routledge International Handbook of Posttraumatic Growth*.

⁶ Little, V., Mallow, A., Standeven, L., Berger, R., & Joyner, J. (April 28, 2023). Not screening for anxiety? Costs and solutions. *Medical Economics*. <https://www.medicaleconomics.com/view/not-screening-for-anxiety-costs-and-solutions>





HOW DOES OUR PHYSICAL STATE IMPACT OUR FINANCIAL DECISIONS?

Cem Karatas, DBA, clinical associate professor in the Adelphi University Robert B. Willumstad School of Business, was curious about the relationship between people's well-being and their economic decisions.

He relied on data gathered during Ramadan, the Muslim holy month, to find out. Ramadan observers must fast from dawn to sunset, which leads to acute physiological changes, such as low blood sugar, dehydration and sleep deprivation. The psychological effects can be equally potent: upticks in mood, communal solidarity and sense of belonging.

Alongside Senay Acikgoz, PhD, a scholar from Turkey's Ankara Hacı Bayram Veli University, Dr. Karatas published "Do psychological factors exert greater influence on investment decisions than physiological factors? Evidence from Borsa Istanbul" (*Borsa Istanbul Review*, December 2023),⁷ which analyzed earnings announcements made by Turkish companies during Ramadan.

While many behavioral finance studies have investigated the impact of psychology on investments, far fewer have looked at physiological factors. Dr. Karatas' paper is the first to explore the complex relationship between psychology and physiology—and, furthermore, integrate them into one unified model. "Separate models are insufficient, given the intricate interplay between human psychology and

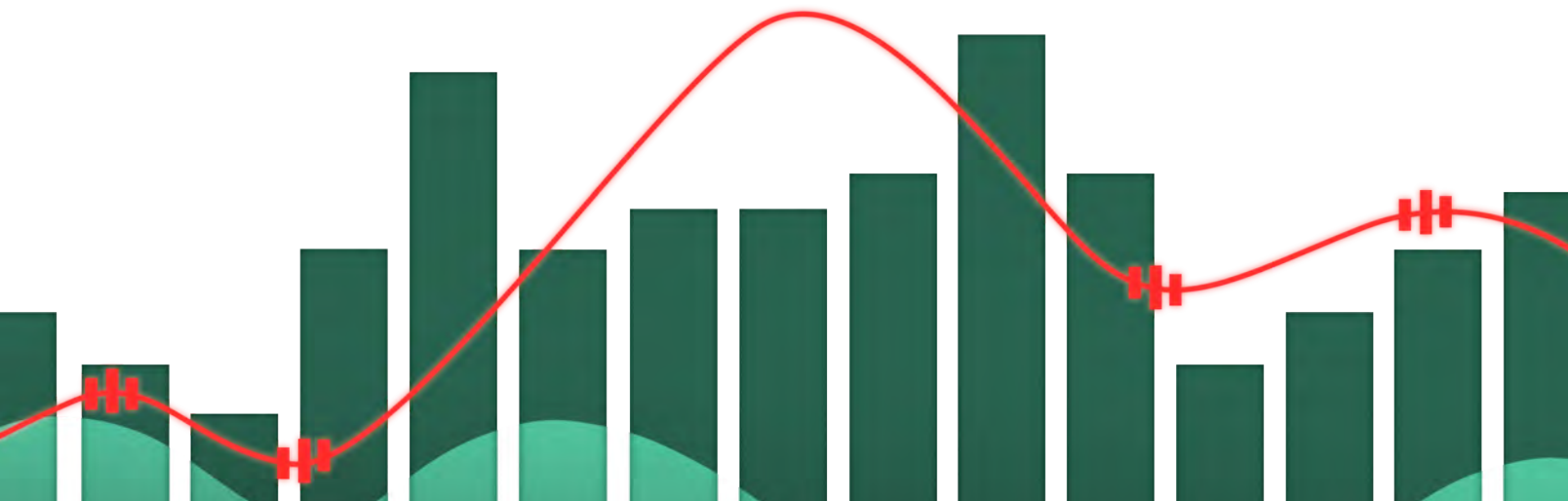
physiology," he said. "The effects of sleep deprivation due to work should differ from those resulting from, for instance, sleep deprivation due to late-night game enjoyment."

Despite a physiologically strenuous period of fasting, Dr. Karatas found that Turkish investors' decisions were more heavily influenced by psychological factors during Ramadan. A collectively buoyant mood led investors to buy additional shares in companies that announced surprisingly strong earnings.

Those making financial moves like investments can use this knowledge to make informed—and more profitable—decisions. "Investors adopting a strategy of buying shares one or two days after positive surprises and selling after three months should take into account the Ramadan period," Dr. Karatas and his colleague note in the paper. "While this strategy generally yields a positive abnormal return outside of Ramadan, ... if the earnings announcement occurs during Ramadan, the strategy, on average, results in a negative abnormal return." ■

Cem Karatas, DBA, is a clinical associate professor in the Department of Finance and Economics. He serves as the director of AACSB Accreditation and the chair of the Continuous Improvement Committee. Before joining Adelphi University, Dr. Karatas worked at several other universities across the U.S. as well as for a reserve bank, the military and a National Science Foundation-affiliated research center. His finance literature contributions focus on behavioral finance, climate finance and initial public offerings.

⁷ Acikgoz, S., & Karatas, C. O. (2023). Do psychological factors exert greater influence on investment decisions than physiological factors? Evidence from Borsa Istanbul. *Borsa Istanbul Review*, 23. <https://doi.org/10.1016/j.bir.2023.12.002>





ADELPHI FACULTY

ARTS GALLERY





"My recent *Money to Burn* series features blue circular portholes that peer out into the deep sea or sky. Each cerulean window reveals a procession of plastic water bottles, floating in an undefined expanse," said **Christopher Saucedo**, professor of art and art history. "These omnipresent bottles are not painted or drawn, but scorched in the wooden surface." The paper label on each bottle is a real one-dollar bill, also burned into place.

Fire and water—eternal opposites—continue to fascinate Saucedo, who says that capturing the tension between these elemental forces remains his goal, both aesthetically and conceptually. Capturing the tension between these elemental forces remains my goal, both aesthetically and conceptually.

Christopher Saucedo, professor in the Department of Art and Art History, works in sculpture, public sculpture, drawing and mixed media visual art studio production. His works have been presented in more than 100 solo and group exhibitions throughout the United States and abroad. Saucedo has presented lectures and workshops at universities and other institutions throughout the United States and has curated many exhibitions, mostly in New Orleans at the Good Children Gallery, of which he is a founding member.

What does home mean to you? When **Sidney M. Boquiren**, PhD, professor of music, was commissioned to write a piece for the 2024 Duke University Chorale Reunion, he asked chorale members to share their thoughts on home. Dr. Boquiren ran the responses through a word cloud generator, then used the results to create a lyric poem. *Home is...* premiered in April 2024 at Duke University in Durham, North Carolina.

scan to listen



Sidney Boquiren, PhD, professor in the Department of Music, focuses his research on three areas: the conveyance, perception and reception of religious and ethnic identity and practices in music; multidisciplinary and collaborative performance projects; and the study, promotion, performance and advocacy of works by living composers.



Acting Out: Gender, Performance, and Aging, a solo exhibition by **Hannah Smith Allen**, associate professor of art and art history, on view at Adelphi's Adele and Herbert J. Klapper Art Gallery in late 2024, brought together works from two of Allen's ongoing projects—projections stills from a theater production of *Hedwig and the Angry Inch* and *Becoming Circus*, a multichannel video installation and series of stills that explore Allen's relationship to the circus her family ran a century ago. The exhibition "records the struggle in finding the past inside the present, discovering the imaginative potential in the everyday, and tapping into one's own desire to continue to transform and become—even in midlife—when everything can feel fixed."

Hannah Allen, associate professor of art and art history and co-director of the Museum Studies Program, focuses on ideas of history and nationhood in her artwork. Allen's studio practice includes photography, text, printmaking, book arts and moving images. Her book *Borderlands* can be found in artist book collections across the country, including collections maintained by Columbia University, UCLA, Houston Museum of Art, Bainbridge Island Museum of Art and The Center for Book Arts (New York).



scan to watch

For *where my body ends and yours begins*, **Adelheid B. Strelick**, associate professor of dance, began by thinking about belonging—in particular, how Adelpi students can feel a sense of belonging, even when they're thousands of miles away from their families and communities. So, Strelick wondered, "How do we at Adelpi make them feel like they belong?" As performed at Fall Dance Adelpi 2024, the piece is dedicated to "those who have and continue to provide us with spaces of belonging," and was made possible by a Faculty Research Grant from the Bhisé Center for Global Understanding.

Adelheid B. Strelick, associate professor of dance, was a soloist for 14 years with the ballet company of the Theater Ulm, Germany, where she performed in classical/contemporary ballets choreographed by former members of William Forsythe's Ballet Frankfurt, among others, and choreographed for its ballet, opera and acting companies. Strelick is a member of the National Dance Educators Association, CORPS de Ballet International and the Dance Studies Association.



Christopher Lyndon-Gee, professor of music, conducted the Lithuanian National Symphony Orchestra for the second volume in his suite of Ukrainian postmodernist composer Valentin Silvestrov's works. The recording, released by Naxos, features *Symphony for Violin and Orchestra "Widmung"* ["Dedication"], and the "concertante" work for piano and orchestra *Postludium*.



scan to listen

Christopher Lyndon-Gee, professor in the Department of Music, is an internationally renowned conductor known worldwide for his catalogue of many dozens of recordings and notable recognitions, including the Sydney Critics Best Conductor award for his work with the Australian Opera (now Opera Australia) and five Grammy Award nominations.

For **Carson Fox**, professor of art and art history, "having so much fun is hard work." Her solo sabbatical exhibition, *Let's Have Fun for Once*, on view at Adelphi in Fall 2024, featured a series of whimsical, candy-colored sculptures that "romance absurdity." Though the sculptures began as improvisations, they came into their colors and forms over several months of work.

Carson Fox, professor in the Department of Art and Art History, works across media, producing prints, installations and sculptures that have been exhibited widely both nationally and internationally. Her work can be found in a number of permanent collections, among them the Museum of Arts and Design in New York City, the Royal Museum of Belgium in Brussels, Belgium, and the Novosibirsk State Art Museum in Novosibirsk, Russia. Fox has lectured widely on printmaking and sculpture across the United States and abroad.





Kellyann Monaghan, professor of art and art history, has long used landscape painting to reckon with climate change. In her latest pieces, classical elements of the natural world—earth, fire, water and air—are transformed through beauty and destruction alike. Several were shown as part of the exhibition *Elemental* at Cerulean Arts in Philadelphia, Pennsylvania.

Kellyann Monaghan, professor and chair of the Department of Art and Art History, uses landscapes to explore the drama of light, air and movement. She is intrigued by the way the play of light and atmosphere energizes a landscape, adding otherworldly qualities to structured forms. The stormy weather and powerful climate conditions permeating the landscape have become a natural and more recent trajectory in her painting.

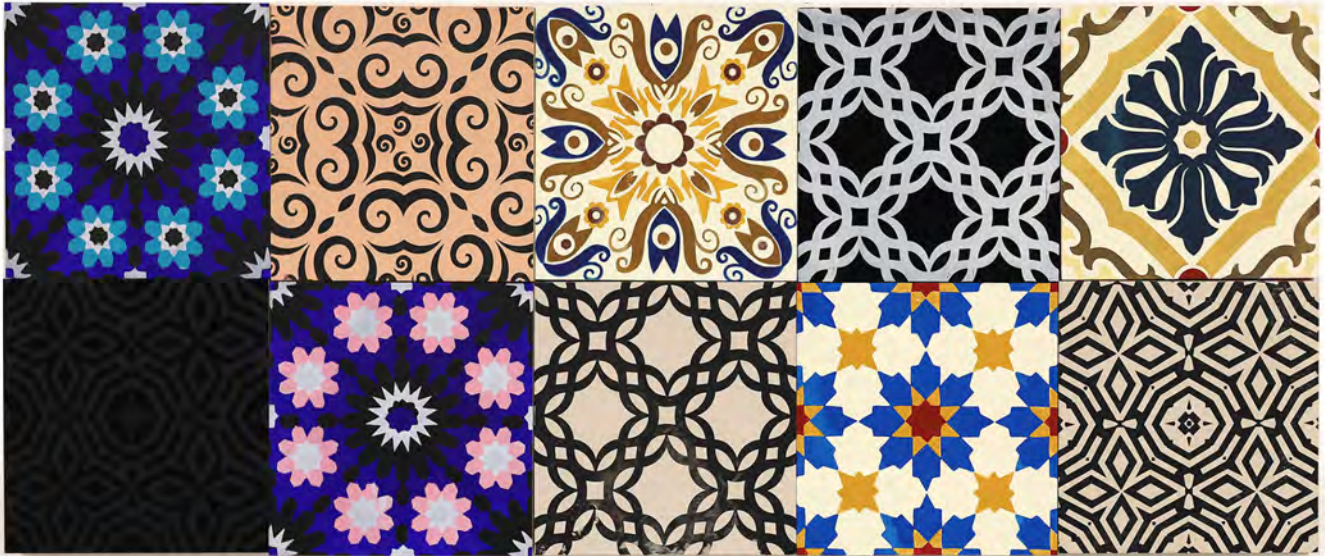
Everyday

by Maya Marshall, assistant professor of English

Today's nothing fancy: my mother lives,
a simple pleasure. My cat made biscuits
on my knee. A woman I desire
giggled with me, invited me to touch
a whale. I fell for a man I barely know,
his delicious disdain, his persistent smile,
flaking skin and mane.
He said "chartreuse." I said, "lime, lime, lime."
Cheshire. Enough.
Everyone I love is enough today.

Me and you, we're at a precipice.
The rain is falling down, each drop
turning, plummeting, down
like balloons and splaying.
Pow. Pow. Pow.
My beloved tells me that in 1 to 300 days
two black holes will collide.
The astronomers are aiming their scopes,
readying their tools for this first
glimpse of what, unseen,
may well have happened before,
somewhere in the infinitude
of space and time. Today is nothing short
of extraordinary. My mother lives.
I fall in love each separate way only once
in all this space and time.

Maya Marshall, assistant professor of English, is a poet, essayist and editor. Winner of the 2024 Holmes National Poetry Prize awarded by the Lewis Center for the Arts' Program in Creative Writing at Princeton University, Marshall is the author of the poetry collection *All the Blood Involved in Love* and the chapbook *Secondhand*. She is the recipient of grants and fellowships from MacDowell, Cave Canem, Sewanee's Writers' Conference, Bread Loaf Environmental Writers' Conference, Vermont Studio Center and Emory University, among others.



David Pierce, assistant professor of art and art history, was recently tapped to lead a visual rebrand of the Vietnam National Fine Arts Museum. During his time there, Pierce photographed French colonial tiles in Hanoi and Ho Chi Minh City. He replicated the tiles in acrylic and ink in a series called *Surface We Stand On*, honoring objects that “tell the tale of the relics of colonialism and a nation taking control of its visual history.”

David Pierce, assistant professor of art and art history, is a designer, painter, filmmaker and animator. His work explores society and politics through the lens of absurdity, with his animation focusing on integrating intricate hand-rendered techniques into digital realms such as animation, digitally informed printmaking and design.



Pulitzer Prize winner and University Professor **Paul Moravec**, DMA, a powerhouse in the classical music world, premiered a new composition, *Songs of Nature*, a concerto for alto saxophone and chamber choir, at the Basilica of St. Patrick's Old Cathedral in New York City.

Audiences in more than 60 markets nationwide also tuned in to public radio to hear Dr. Moravec's electrifying score for *The Shining*, his opera based on Stephen King's famed horror novel. The recording was nominated for a 2025 Grammy Award for Best Opera Recording.

scan to listen



Paul Moravec, DMA, is the recipient of the 2004 Pulitzer Prize for Music, a Grammy Award nominee and one of only three faculty members at Adelphi honored as a University Professor. He has composed more than 200 orchestral, opera, chamber, choral and lyric compositions.

Ten minutes is all it takes for **Megan Lohne** '04, adjunct professor in the Department of Theatre, to make an impression on the stage. Lohne's short play, *Just Right*, was published in *The Best Ten-Minute Plays 2024* and showcased in the Samuel French Off Off Broadway Short Play Festival at The Vineyard's Dimson Theatre in New York City. *Just Right* tracks a complicated reunion between Goldilocks and Baby Bear after they cross paths on a dating app.

Megan Lohne '04, adjunct professor of theatre, is a playwright, screenwriter and talent manager who has been commissioned to write plays and screenplays for television, film, theater and universities. Her plays have been produced in New York City and across the country. She is vice chair of the New Play Program for the American College Theatre Festival Region II and owner of Lohne/Graham Management.



April 1984

by Jan-Henry Gray, assistant professor of English

The young mother born
with the wrong name
boards a plane.
Flanked by
her second and third child,
she squeezes the last
of the honey from the plastic packet
and stirs
her tea
not with the flimsy stick
handed to her by the pink stewardess
but with her own stubborn finger
ignorant of etiquette or the gossip
gathering in the rows behind her.

The young mother does not check
her watch
during any of the 19 hours
her first flight her first time
over the Pacific Ocean—
that blue expanse on the map from
Manila to Milkenhoney, California.

She watches white
cartoons clouds
out of the oval window
practices her English
wiggles in the heat of
her cloth corset to hide her size
and keeps a flat hand
on her belly
as if to say
soon enough soon enough.

In three weeks, her last child,
small-eyed his skin lighter than the others
will be born:
he will hear the clatter of two languages
stories about home from the others and
cry for his mother's milk.

Jan-Henry Gray, assistant professor of English, is the author of *Documents*, winner of the Poulin Poetry Prize, and the chapbook *Selected Emails*. Born in the Philippines, Gray grew up in California and worked as a chef in San Francisco for more than 12 years. He lived undocumented in the United States for more than 32 years and received the inaugural Undocupoets Fellowship and awards from the Jack Kent Cooke Foundation and the Academy of American Poets.

The warble of melting snow is the river

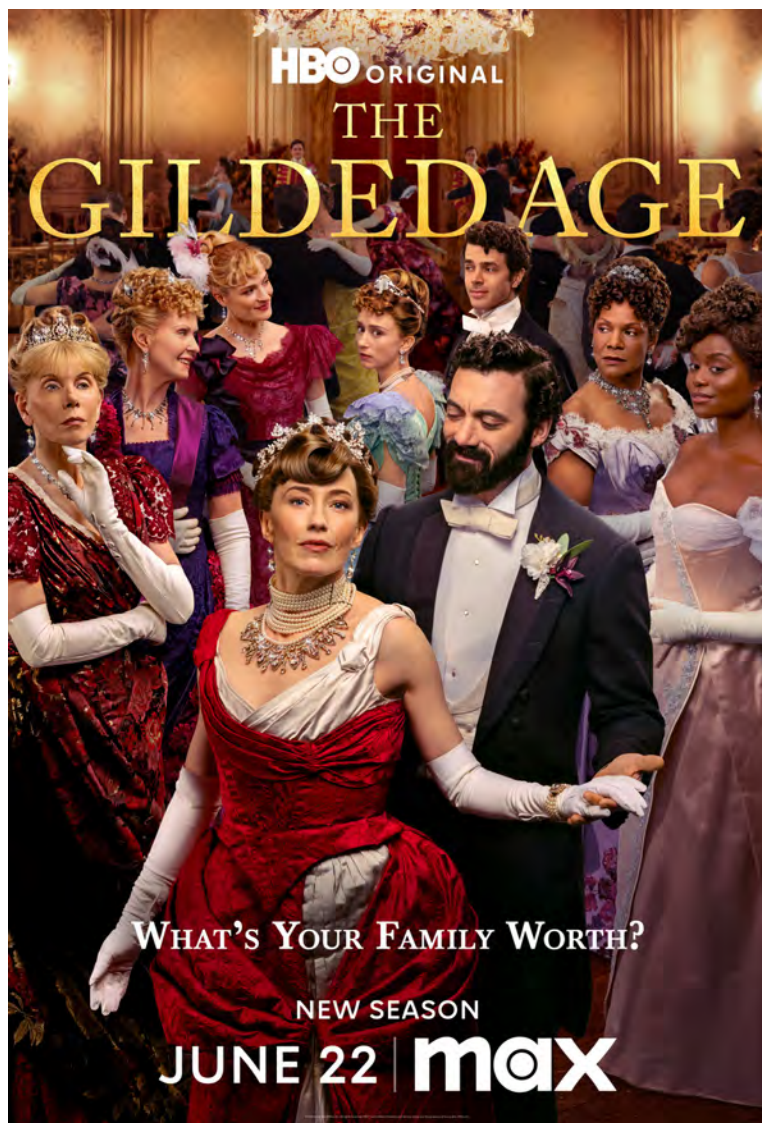
by Emily Lee Luan, visiting assistant
professor of English

is the bleat of the sandhill crane
is the hush of the autonomous mind
of the flame above the canyon
is the cow drinking water from mud
is the cow and the word cow
is the deckled face in the overhang of stone
is the bone weathered into wood
is the wood weathered to stone
is the sentence
is the moment that longs to be the sentence
hidden in a sentence
is the legislated road is the grass is the grass
is the nerve that runs from socket to wrist
is the common knowledge of aperture and
speed
is the hole to be yawned into its origin
the stone that says
the impulse of water is the moss against
is the growing in spite of

scan for reading



Emily Lee Luan, visiting assistant professor of English, is the author of *Return*, a winner of the Nightboat Poetry Prize, and *I Watch the Boughs*, selected for a Poetry Society of America Chapbook Fellowship. A 2025 National Endowment for the Arts Creative Writing Fellow, 2023 NYSCA/NYFA Artist Fellow in Poetry and a former Margins Fellow at the Asian American Writers' Workshop, Luan is the recipient of a Pushcart Prize. Her work has appeared in *The Best American Poetry 2021*, *Best New Poets 2019*, *American Poetry Review*, *LitHub*, and elsewhere.



Photograph Courtesy of HBO

Tommy Schrider, assistant professor of theatre, guest starred in an episode of HBO's historical drama *The Gilded Age*. His character, Mr. Eldridge, offers to buy out the inventors of an alarm clock. Schrider also performed off-Broadway in *The Judge and His Daughter* at Urban Stages Theater, playing a fictional Supreme Court justice who retreats to the Adirondack wilderness with his radical teen daughter to work on their relationship.

Tommy Schrider, assistant professor of theatre, is a professional actor and educator who is passionate about working with the next generation of actors. He was the recipient of the 2022 Ron Van Lieu TDP Fellowship from the National Alliance of Acting Teachers and the Charles Bowdan Acting Award from New Dramatists.



John McDermott, associate professor of theatre, designed the set for Adelphi's student production of *The Moors*, by Jen Silverman. In the play, an unexpected arrival upends the lives of two sisters who live alone on the bleak English moors. McDermott was inspired by the giant—and terrifying—spider sculptures of Louise Bourgeois, which are up to 20 feet tall and overpower humans in scale. His design was equally influenced by the gothic whimsy of the house known as Strawberry Hill in Twickenham, England.

John McDermott, associate professor in the Department of Theatre, is a freelance theater designer with more than 30 years of experience designing all over the United States. He was nominated for a Drama Desk Award in 2023 for his set design for *Chains* at the Mint Theater in New York City.



When art and science join forces at Adelphi, magic happens. For Fall Dance Adelphi 2024, **Orion Duckstein**, associate professor and chair of the Department of Dance, and Lee Stemkoski, PhD, professor and associate chair of the Department of Mathematics and Computer Science, collaborated on *It Happens This Way Once*, a performance in which the dancers' movements generated musical accompaniment in real time.



scan to watch

Orion Duckstein, associate professor, has been a Department of Dance faculty member since 2010 and chair since 2019. He choreographs for Adelphi's dancers and has staged works of his own and by Paul Taylor on several New York-based companies and across the United States. Duckstein performed with the Paul Taylor Dance Company and Taylor 2 from 1995 through 2010, in addition to numerous projects with Takehiro Ueyama, Sungsoo Ahn, Annmaria Mazzini and Amy Marshall.



Same Birds, Different Song

Machine learning uncovers the impact of climate and geography on birdsong

“This one species of bird is probably the single most well-studied bird in terms of how it sounds, but we don’t know how or why its song changes through time and space.”

— Kaiya Provost, PhD

Language changes all the time: splitting into new dialects, morphing into slang and spreading ways of speaking from one place to another. This phenomenon holds true for animals as well as humans, as Kaiya Provost, PhD, assistant professor of biology at Adelphi, knows well from her research into the evolutionary biology of birds.

Birdsong is an incredibly complex mode of communication. In scientific terms, the song of the White-crowned Sparrow includes whistles, trills, buzzes and a category for “other” sounds known as “special notes.” Individual songs help birds find mates and signal their location to other birds.

Two closely related subspecies of the White-crowned Sparrow—a bird that Dr. Provost calls “incredibly cool”—have retained distinct dialects of their own despite living side by side in the Pacific Northwest. “This one species of bird is probably the single most well-studied bird in terms of how it sounds,” she said. “But we don’t know how or why its song changes through time and space.”

Dr. Provost’s enthusiasm for the White-crowned Sparrow rubbed off on Jiaying Yang, an undergraduate from The Ohio State University, now a PhD student at Vanderbilt University, with an interest in bioacoustics. Together, the two developed a project that applied machine learning technologies to vast datasets of White-crowned Sparrow recordings, hoping to prove a theory: that changes in birdsong are the products of a changing environment.

Their findings, which used recordings held by The Ohio State University’s Borror Laboratory of Bioacoustics Database, were published as a paper in the April 2024 issue of *Ornithology*: “Machine learning reveals that climate,

geography, and cultural drift all predict bird song variation in coastal *Zonotrichia leucophrys*.¹

White-crowned Sparrows can be found all over North America, with some variants breeding in the Arctic and wintering in Mexico. Other variants, like some of the Pacific Northwest subspecies explored in Dr. Provost’s paper, stay roughly where they are year-round. While most subspecies keep to their own territory, two subspecies in this particular part of the Pacific Northwest frequently overlap. This overlap, which occurs in what is called a “hybrid zone,” allowed Dr. Provost to pinpoint the causes behind changing birdsong.

Though previous methods of collecting and cataloguing birdsong worked well, they were laborious, requiring researchers to manually check and label data. This meant that immense amounts of data stored in databases like the Borror Lab too often went underutilized. But with machine learning tools that can be given detailed instructions about what to find and learn, smaller teams can be far more efficient. “Now we can process these things much faster and in much bigger batches than we used to,” Dr. Provost said.

Out of a dataset of 20,000 syllables of whistles, trills, buzzes and special notes of White-crowned Sparrow, Dr. Provost and Yang manually annotated 2,000, then had the machine learning model run the rest. Once the songs were tagged, separating out the syllables, the two could cross-reference that data with information about climate, geography and time. Their conclusion, as the paper notes, indicates a correlation between changes in song and “[cultural drift], geographic distance, and climatic differences, but the response is subspecies- and season-specific.”

One subspecies of White-crowned Sparrow, *Z. l. nuttalli*, which lives in Southern California and does not migrate, showed a limited influence from climate-related factors on its birdsong. However, the other subspecies, *Z. l. pugetensis*, which is migratory, showed a much larger influence. “And when you group the two together, the impact of climate goes through the roof,” Dr. Provost added. Varying climate up the West Coast likely plays a major role in the relationship between the two subspecies—which, Dr. Provost says, might explain why they have held on to their identities as separate groups over time, even though they interbreed in the hybrid zone between their habitats.

Dr. Provost is looking forward to using the same machine learning tools on a much larger scale. Her current project deals with 137 species of sparrows, instead of just one. “Machine learning gives us a powerful way to get a lot of data very accurately and very quickly,” she said. “Doing it by hand would probably be more accurate in the end, but it would take us 20 years.” ■



Kaiya Provost, PhD, is an assistant professor of biology in the College of Arts and Sciences. Her primary specialties are evolutionary biology of birds, with a particular focus on phylogenomics, singing behavior and bioinformatics.

1 Yang, J., Carstens, B. C., & Provost, K. L. (2023). Machine learning reveals that climate, geography, and cultural drift all predict bird song variation in coastal *Zonotrichia leucophrys*. *Ornithology*, 141(2). <https://doi.org/10.1093/ornithology/ukad062>

TURNING FOOTBALL ON ITS HEAD

Can practicing without helmets
make the sport safer?



Erik Swartz, PhD, is vice dean and professor in the Ruth S. Ammon College of Education and Health Sciences. For more than 20 years, his research has focused on the prevention and acute care of head and neck injuries in football. Dr. Swartz has been published in over 30 scholarly journals, received grants from organizations including the National Athletic Trainers' Association Foundation and NFL Charities, and served on the NFL Head Neck and Spine Committee's Subcommittee on Safety Equipment and Rules.

Football is the most popular sport in the United States, and Americans are unlikely to ever give it up, despite its well-documented dangers—so it’s down to educators and researchers to improve safety efforts and reduce the risk of injury, particularly for youth players.

Erik Swartz, PhD, vice dean and professor in the Adelphi University Ruth S. Ammon College of Education and Health Sciences, is leading the charge to tackle this issue. Using data from a long-term study conducted among high school football players in Hawaii, Dr. Swartz has once again demonstrated the efficacy of a training program that decreases the number of head impacts a player will experience during a game of tackle football.

He and his research team recently published two papers on the topic: “Helmetless Tackling Training Intervention and Preseason Self-efficacy Effects on Head Impacts in Hawai’i High School Football” (*Clinical Journal of Sport Medicine*, July 2024)¹ and “Head Impact Exposure in Hawaiian High School Football: Influence of Adherence Rates on a Helmetless Tackling and Blocking Training Intervention” (*Journal of Athletic Training*, April 2024).²

Research on helmetless tackling training (HuTT®) programs has been Dr. Swartz’s main focus for a decade. “HuTT® is a bonafide intervention to try and control a medical or health problem, such as concussions or head injuries,” he said. Training that teaches players how to tackle and block without a helmet on, Dr. Swartz and his collaborators have found, ensures players are far more prepared when the helmet goes on at game time. The idea may seem counterintuitive, but

Dr. Swartz’s research has shown over and over again that it works. “When players do this specific type of tackling training program during the season,” he explained, “they get better at keeping their head out of the way when they’re going into tackling and blocking in football.”

In Hawaii, a prominent attorney named Gary Galiher, JD, became passionate about the danger posed by CTE (chronic traumatic encephalopathy) when he represented the case of a football player diagnosed after his death with CTE. Galiher’s foundation, which supports research into making football safer and reducing the frequency of traumatic head injuries in the sport, provided the means for Dr. Swartz and his colleagues to design a longitudinal study measuring the impact of HuTT® programs at Hawaiian schools.

At five different high schools, among multiple different levels of play, from freshman to varsity, Dr. Swartz’s team helped coaches implement helmetless drills. They then assessed the impact of the drills using sensors embedded in the lining of players’ helmets during games.

Despite an interruption to their data collection process during the COVID-19 pandemic, Dr. Swartz’s team was able to gather data from nearly 500 players. They analyzed the number and intensity of head impacts, as well

as reported data from self-efficacy surveys conducted before and after the training intervention. “We also wanted to understand whether or not the participants were gaining in confidence in their ability to safely tackle and block,” Dr. Swartz said.

The results from the study were striking. Dr. Swartz’s team saw a significant reduction in the number of head impacts throughout the season for players who adhered to the training intervention on at least a 60 percent level. They also found a correlation between increased uptake of the intervention and increased confidence among players in their ability to tackle and block safely.

Although the study only measured physical impacts, and not medical outcomes like concussions, Dr. Swartz believes HuTT® could one day meaningfully contribute to a reduction in head injuries among professional players.

By showing that coaches can train players out of receiving unnecessary impacts, Dr. Swartz’s research promises to support high school and amateur teams who cannot afford expensive equipment upgrades. “The NFL has gotten a lot of press around adding protective layers to helmets, which actually makes the work that we’re doing that much more important,” he said. “We’re getting the word out about other solutions.” ■

1 Lloansi Rodriguez, I., Freemyer, B., Hashida, K., Tamura, K., Murata, N., Furutani, T., Gioia, G., Myers, J., & Swartz, E. (2024). Helmetless tackling training intervention and preseason self-efficacy effects on head impacts in Hawai’i High School football. *Clinical Journal of Sport Medicine*. <https://doi.org/10.1097/jsm.0000000000001246>

2 Swartz, E., et al. (2024). Head impact exposure in Hawaiian high school football: Influence of adherence rates on a helmetless tackling and blocking training intervention. *Journal of Athletic Training*. <https://doi.org/10.4085/1062-6050-0014.24>



You're Getting Very Sleepy ...

Demystifying the cognitive processes involved in hypnosis

When most people hear the term “hypnosis,” they think of stage magicians, swinging watches and B-movie twists. Not so for Joel Weinberger, PhD, professor in the Gordon F. Derner School of Psychology, and doctoral student of psychology Gavriel Knafo. Together, with Knafo as senior author, they published “Exploring the Role of Conscious and Unconscious Processes in Hypnosis: A Theoretical Review” (*Brain Sciences*, April 2024).¹

Hypnosis is a “controversial, long-studied phenomenon,” according to Dr. Weinberger, an expert in the field of unconscious processes. But rather than “some kind of mystical state of consciousness, or connection to an ineffable higher order,” hypnosis is actually a manifestation of the brain’s regular unconscious processes.

One of the “mystical” draws of hypnosis is the assumption of a “unitary

experience” during our waking lives, which hypnosis is seemingly able to split into two. One part of the participant’s mind is “listening” to the hypnotist, while the rest is unaware of what’s happening. “The reality is that the mind is not unitary,” Dr. Weinberger said. “We’re doing a million things at the same time, which is called parallel processing, and most of that is unconscious. Hypnosis is just another way of demonstrating those parallel processes that happen all the time.”

He cites the example of a conversation. “You speak to another person consciously and presume they’re conscious of you speaking to them. But where did your understanding come from? Where did the words you just verbalized come from? You have no idea, and yet it’s happening. We have no conscious access to the parts of our brains that are creating words or understanding what others say.”

Dr. Weinberger and Knafo wanted to demystify the cognitive processes involved in hypnosis through a comprehensive review of various explanatory theories. Their article covers the practice’s Western origins; related psychoanalytic and neurocognitive theories; and theories centered on conscious cognition, social factors and the interplay of conscious and unconscious attributions. “Due to the number of neurological theories around hypnosis, both modern and from the last two centuries, we thought the review would be helpful in teasing out what is really the role of the unconscious in hypnosis,” Knafo said.

It was clear to both that hypnosis involves a genuine unconscious aspect. Knafo explained that “people under stage hypnosis don’t do things they would in their everyday lives, and it would be hard to self-hypnotize without training for that.” Their analysis draws

1 Knafo, G., & Weinberger, J. (2024). Exploring the role of conscious and unconscious processes in hypnosis: A theoretical review. *Brain Sciences*, 14(4), 374. <https://doi.org/10.3390/brainsci14040374>



“We’re doing a million things at the same time, which is called parallel processing, and most of that is unconscious.”

—Joel Weinberger, PhD



First author Gavriel Knafo is a doctoral student in the Gordon F. Derner School of Psychology.

on Sigmund Freud’s conception of the unconscious, which contains both the unconscious itself and the preconscious (on the verge of becoming conscious).

Throughout the literature, “relaxed states”—such as hypnosis, dreaming and the moments before sleep—were seen to allow preconscious processes to open their proverbial gates, allowing freer access to unconscious processes. To help describe this recurring idea, Knafo and Dr. Weinberger coined the term “gatekeeper.”

Under hypnosis, the gatekeeper mechanism guides and modulates between nonconscious and conscious information, determining which elements of experience are brought to full awareness and which remain unconscious. “Understanding this dynamic interplay is crucial for comprehending the complex nature of hypnosis,” Dr. Weinberger and Knafo note in the paper. Their review found

that the gatekeeper’s selective nature profoundly influences not only how hypnosis participants process the cues that shape hypnotic experiences, but also their interpretation of the experience afterward.

Much like Dr. Weinberger’s example of conversational parallel processes, hypnosis illuminates the degree to which the unconscious and conscious parts of our minds are in constant interaction. “Nothing is purely conscious or purely unconscious,” the paper maintains. “Moreover, there is no firm line that differentiates the two.”

Through their review, Dr. Weinberger and Knafo reframe hypnosis as an extension of standard mental functioning—and, ultimately, an aspect of cognitive science that can sustain further study. Or, as Dr. Weinberger said, “We just tried to make sense out of something most people see as mysterious.” ■



Joel Weinberger, PhD, is a professor in the Gordon F. Derner School of Psychology. His primary research interest over the past 20 years has been unconscious processes, which is the subject of a book he co-authored, titled *The Unconscious: Theory, Research, and Clinical Implications*.



Feeding Families Through Freedom

In Afghanistan, educated women are more likely to lead food-secure households

A

As human rights in Afghanistan began to suffer immense setbacks after the Taliban's return to power in 2021, Yiqi Zhu, PhD, assistant professor in the Adelphi University School of Social Work, found her research on food security becoming more important than ever. In the first year of the Taliban regime, according to the World Food Programme, 24 million Afghans lacked sufficient food, while malnourishment affected more than 7 million children and mothers.

Food security measures a family's ability to afford quality food. For rural Afghan families, a family on the high end of the food security scale might be able to dine on meat once or twice a week, along with foods like eggs, milk and butter. A family experiencing food insecurity might be reliant solely on staple crops like bread and rice.

Before the Taliban takeover, Dr. Zhu had been collaborating with her mentor, Jean-Francois Trani, PhD, and a team in Afghanistan on several projects. Using data collected from a 2017 survey of Afghan families in rural areas, they looked at how levels of education affected a family's food security.

Collecting the necessary data was a dangerous business, even before 2021. Most of the economic studies on Afghanistan are based on national-level data, but these projects relied on surveys brought to individual Afghan homes by field workers, which offered a far more detailed view of rural Afghan socioeconomic conditions. Dr. Zhu's team was forced to contend not only with the country's precarious political situation, but also with the need to protect field workers from potential harm.

The team's initial paper was written in the middle of the 2021 Taliban offensive. Suddenly, the data Dr. Zhu was analyzing became a preview of how life in Afghanistan might deteriorate under



Yiqi Zhu, PhD, is an assistant professor in the School of Social Work. Her primary research goal is to develop and implement community-based interventions to improve the health outcomes of children from vulnerable families, especially programs and strategies to enhance food security, form healthy dietary behaviors and prevent malnutrition. Working with partners around the globe, she conducts policy and program comparisons that bring the global experience to the local community and advance social justice in both arenas.

the Taliban regime—and, specifically, its mounting campaign against women's rights. "The most important message we wanted to deliver through this paper is that women's education is very important for the health of Afghanistan," Dr. Zhu said, pointing out that economists commonly overlook women's role in economic development. "Women are the backbone both of the family and of the country."

Prior to 2021, many educated women in Afghanistan worked in government jobs or nonprofits, bringing additional income, stability and dietary diversity to their families. Their presence in the dataset allowed Dr. Zhu's team to compare women's impact on household food security by education level—which led to their publication of "The Association Between Women's Education and Employment and Household Food Security in Afghanistan" in *The European Journal of Development Research*.¹

Through a cross-sectional analysis, the team found a distinct correlation between the education level of the woman in a household and the level of food security her family enjoyed. Notably, families with a formally

educated woman had a 67 percent higher chance of being food secure. Yet families where both the man and woman were formally educated only experienced a 52 percent increase in food security. This meant that, by and large, the woman's level of education is the most significant factor in household food security.

As Dr. Zhu explains, a formally educated woman will bring more than food to her home. Thanks to her knowledge base and ability to allocate sufficient nutritional resources to her children, the impact on her family will be systemic and long-lasting.

Since the Taliban takeover, no further active fieldwork has taken place. But even without additional data, Dr. Zhu is confident in her work's continued resonance. If the Taliban continue to suppress women's education, employment and presence in public life, the consequence will be hungrier families nationwide—and catastrophic effects on the population's long-term well-being. "It's not just about women," she said. "It's about the health of the next generations, too." ■

1 Zhu, Y., et al. (2024). *The Association Between Women's Education and Employment and Household Food Security in Afghanistan*. *The European Journal of Development Research*, 36(4), 841-867. <https://doi.org/10.1057/s41287-023-00614-9>



Does Facial Recognition Infringe Upon Civil Liberties?

Adelphi scholar makes the case for federal legislation

The technology we use every day—to communicate, work, play games or even check out at the grocery store—is gathering more and more of our personal information, often without our knowledge or consent. Winston Waters, JD, MBA '15, professor of accounting and law in the Robert B. Willumstad School of Business, believes the growth of artificial intelligence (AI) will only escalate the trend.

"I had the perception that AI was going to become huge," Waters said, "so I thought, 'Let me take a closer look at

this.'" His subsequent article, "The need for comprehensive federal legislation to regulate facial recognition technology," published in the *Southern Law Journal*, explores the collection of biometric data through a legal lens.¹ Without uniform state laws or a comprehensive federal law to regulate artificial intelligence, Waters argues, our basic civil liberties are currently and will continue to be violated, particularly among underrepresented groups.

Biometrics are the distinguishing traits that allow an individual to be

automatically identified. They encompass physical characteristics like retinas, voices and fingerprints, how we walk or what we smell like, even our unique typing patterns. Thanks to automated processes, any traits that can be captured and measured by sensors can also be "matched" within seconds to existing identification databases.

"In the beginning, there were a number of online services that made images available to these identification databases. Facebook had over 250 billion images alone, in addition to LinkedIn,

¹ Waters, W. (2022). The need for comprehensive federal legislation to regulate facial recognition technology. *Southern Law Journal*, 31(1), 112-152.

“AI has so much potential, but the question is, how do we teach it so it can learn and be applied accurately?”

— Winston Waters, JD, MBA '15

Amazon and various organizational rosters,” Waters noted. Police databases correlated these countless points of information with the FBI’s fingerprint database, which supposedly contains more than 156 million fingerprints.

The benefits of an instantly accessible cache of biometrics—particularly in fast-moving spaces with large crowds, such as airports, casinos and concert venues—were immediately apparent to public safety and national security officials. Police now use facial recognition to aid in criminal investigations, which, according to Waters, has created significant concerns about constitutional infringement, such as the gathering of personal information without consent or without a warrant.

Due to imperfections in AI facial recognition technology in capturing darker-skinned persons, there are biases in its application. Biometric recognition is based in part on preexisting material: casual photographs, videos, mug shots and driver’s licenses. This information is used to create a “faceprint” that allows someone to be classified by race, gender and age. Any flaws in these systems—such as traditional cameras’ difficulty capturing darker skin tones—automatically become baked into the AI learning models, generating algorithmic bias and perpetuating larger inequalities in criminal justice. As Waters points out, these systems often deliver false positive rates, particularly for darker-skinned individuals. “AI has so much potential, but the question is, how do we teach it so it can learn and be applied accurately?” he said. “Moreover, how do we remove the inherent biases of the person inputting information into AI databases?”

All AI systems are based on algorithms. Algorithms are regularly used in the criminal justice system to predict future

crimes, conduct risk assessments and calculate sentencing. In particular, algorithms that predict the likelihood that a defendant will commit an offense have been heavily criticized for their perceived bias against certain underrepresented groups, as well as the opacity of their operation. “If police use facial recognition technology that is deficient in this way, not only will it be ineffective, but it will also result in the inadvertent targeting of innocents—and particularly innocents within minority communities,” Waters said. And because these algorithms are programmed by people, and people have implicit biases, those biases appear in the technology, adversely affecting populations of color.

Similar data-driven analytical techniques are used in predictive policing, which describes any system that analyzes available data to identify where crime is likely to occur and who is likely to commit crime. Law enforcement agencies are increasingly relying on these techniques for crime control and forecasting. Yet few predictive policing vendors are fully transparent about how their systems operate, what specific data is used in each jurisdiction that deploys the technology, or what accountability measures the vendor employs in each jurisdiction to address potential inaccuracy, bias or evidence of misconduct.

Despite these concerns—and with our civil liberties increasingly on the line—regulations surrounding facial recognition technology have appeared piecemeal, on a state-by-state basis. Though Congress has discussed legislation that would govern the collection, use and sharing of personal data across industries and states, national privacy standards have yet to be established. “Most of these systems are developed by private companies,

and there’s a lot of corporate secrecy around biometrics technology,” Waters said. “But there needs to be some level of accountability.” As more and more privacy cases are brought against private businesses, public entities and law enforcement, the U.S. Supreme Court will also likely play a role in the future of surveillance and data-gathering regulation. For its part, the American Civil Liberties Union (ACLU) has articulated a clear opposition to the use of facial recognition technology due to inherent biases.

But Waters cautions that under the current federal administration, which has close ties to private tech companies, unregulated biometric data collection will continue to infringe on our privacy and constitutional rights. “It’ll be worse before it gets better.” ■



Winston Waters, JD, MBA '15, is a professor of accounting and law in the Robert B. Willumstad School of Business. He is former dean ad interim of the School and has authored articles on artificial intelligence, the court system, Medicaid trusts and corporations. Waters has successfully argued appellate cases in the area of guardianships and trusts.

Treating Mental Illness in the ER

Identifying traits that impact care for patients with mental illness



In the American healthcare system, no one transcends the potential for holding preconceived attitudes—not even those who provide the healthcare.

Jennifer McIntosh, PhD '21, MS '24, adjunct professor in the Adelphi University College of Nursing and Public Health, is particularly concerned about the stigma experienced by patients with mental illness. As a nurse, educator and community advocate herself, Dr. McIntosh knows firsthand that emergency room care is some of the most demanding work available to healthcare professionals. And while emergency nurses are well prepared to care for patients with medical crises, Dr. McIntosh notes that the interventions used for patients with mental health emergencies are far less safe, thorough and empathetic.

“The reality is, with one in five people living with a diagnosis of mental illness nationwide, regardless of where a nurse chooses to work, they will encounter a patient, caregiver or co-worker living with a mental health disorder,” she said. “Therefore, it is critical for nurses to receive training in approaches to delivering person-centered care to individuals with mental illness, as the emergency department is often the entry point to healthcare.”

Along with her colleague and dissertation adviser, William Jacobowitz, EdD, professor in the College of Nursing and Public Health, Dr. McIntosh co-authored “Attitudes of Emergency Nurses Toward Clients With Mental Illness: A Descriptive Correlational Study in a Nationwide U.S. Sample” (*Issues in Mental Health Nursing*, January 2024).¹ The study, which pulls from extensive national data, was the first of its kind to compare emergency nurses’ characteristics with their negative perceptions of mental illness.

Drs. McIntosh and Jacobowitz considered multiple factors in an effort to identify personal and professional attributes

that were linked to lower levels of stigma, including attributes related to education and on-the-job support. Their data analysis revealed that nurses with previous training and work experience with psychiatric service, as well as those who had continuing access to in-service training for communication skills, sensitivity, empathy and suicide assessment, were far less likely to express stigma about people with mental illness. Additionally, participants with associate degrees in nursing reported significantly lower stigmatizing attitudes than those with other degrees, including a bachelor’s degree.

These findings have important implications for nursing education. Integrating more mental health content throughout a program’s curricula, instead of offering a single course, could significantly improve how patients with mental illness are treated by frontline nursing staff.

In their study, Drs. McIntosh and Jacobowitz also considered participants’ “nonmodifiables,” such as age, gender, race/ethnicity, marital status and shifts worked. They found that certain attributes of emergency room nurses were significantly associated with lower levels of stigma. Three demographics generally held lower rates of stigma toward mental illnesses: married female nurses, night shift nurses and nurses who identified as non-Hispanic.

While there are certainly deeper, more complex reasons for these results, the authors suggest that emergency departments can begin tackling the problem of stigmatization simply by fostering cultures of acknowledgment. In other words, nurses’ varying attributes and backgrounds will impact their feelings on mental illness and should be addressed accordingly. Emergency department leaders should look to implement educational and training interventions that target the specific needs of their staff. These efforts will

not only cut down on bias, but ultimately improve the health outcomes of individuals with mental illness.

In Dr. McIntosh’s view, the nursing profession can best reduce stigma by recognizing mental illness as an illness like any other—and “by treating people, all people, including people with mental illness, with care, compassion and respect.” ■



Jennifer McIntosh, PhD '21, MS '24, is an adjunct professor in the College of Nursing and Public Health as well as a senior lecturer at Yale School of Nursing. A former emergency nurse, Dr. McIntosh's recent research has focused on emergency nurses' perceptions of attribution and individualized care toward people with mental illness and on "VIP care": providing enhanced care to people deemed more important than others, and the clinical and ethical implications of that for nurses and care recipients.



William Jacobowitz, EdD, is a professor in the College of Nursing and Public Health whose research interests include mental health nursing and post-traumatic stress disorder. He has more than 25 years' experience in senior leadership positions at psychiatric facilities throughout New York.

1 McIntosh, J. T., & Jacobowitz, W. (2024). Attitudes of emergency nurses toward clients with mental illness: A descriptive correlational study in a nationwide U.S. sample. *Issues in Mental Health Nursing*, 45(1), 105–113. <https://doi.org/10.1080/01612840.2023.2278773>



Watch "Carl
the Collector"

Stephen Shore, EdD, is a clinical associate professor in the School of Education. Dr. Shore is on the board of directors of Autism Speaks, is a frequent speaker on the topic of autism, and the author of *College for Students With Disabilities* and *Understanding Autism for Dummies*. His work focuses on helping persons with autism and other conditions lead fulfilling and productive lives to their greatest potential.

Bringing Authenticity to *Carl the Collector*

Faculty member advises the first PBS Kids show headlined by a character with autism

Carl, the hero of the PBS Kids show *Carl the Collector*, is a young raccoon who loves collecting objects and playing with his animal friends. Carl also has autism, making him the network's first-ever lead on the spectrum. The show follows Carl as he plans sleepovers, tries to keep his room clean and hashes out disagreements with friends, providing viewers with an up-close look at how people with autism navigate everyday life. "The show did it right from the very beginning," said Stephen Shore, EdD, clinical associate professor at Adelphi, who served as an autism adviser on *Carl*. "Its creators worked hard to meaningfully involve the autism community and commit to authentic representation."

Dr. Shore, who is autistic, has traveled the world as a researcher, educator and speaker, appearing before audiences across more than 50 countries. With Carl, he added creative consultant to his résumé. "I had never consulted on a show before," he said, "but the creators reached out to me out of the blue." Initially, Dr. Shore was asked to share his thoughts on a promo reel. "At first, I thought the creators had taken inspiration from me, because in the reel, the character of Carl was wearing the same kind of clothing I wear, and like me, he was interested in watches and bicycles. But I found out they'd never heard of me when they were putting the character together. They'd just done their research."

Dr. Shore was involved throughout the entire creative process for each episode, from the initial premise to the final rough cut. At each stage of development, he let the creators know if the actions,

gestures, speech patterns or reactions of a character with autism did not ring true. Sometimes, he found, even the tiniest adjustment could make all the difference. "For instance, they would have Carl saying, 'The ice cream social is going to happen in four days.' I told them an autistic person might actually say, 'Four days, 11 hours and 56 minutes.' A lot of people with autism are very exacting."

Dr. Shore's expertise—and personal experience—shaped a number of storytelling decisions. When Carl decides to tell a friend why he's behaving in a certain way, Dr. Shore looked to his own "four-step autism disclosure protocol" for inspiration, which he notes the team put to "good use." He also advocated for Carl to stim—repetitive behaviors, movements or sounds used to manage emotions or self-soothe—with his fingers in response to specific triggers.

Other stims, such as pacing and jumping on a trampoline, help map out Carl's thought processes for an audience who may not be familiar with autistic cognition. In one scene in which Carl must make a decision, the show takes viewers inside his brain, dramatizing its inner workings. "Even if people watching can't immediately relate to Carl, they might gain some insight into how a person with autism thinks through something," Dr. Shore said. "Then they can generalize that information to better support the people in their life who are on the spectrum."

Carl isn't the only autistic character in *Carl the Collector*. When the show introduced a second character who has autism, a fox named Lotta, who is hypersensitive

to loud sounds and strong smells, Dr. Shore "adopted" her, too. There's also Paolo, a panda with autism, who is nonspeaking and communicates with a tablet. Together, these three characters challenge the misconception that not all autistic people can talk—and that those who don't talk don't still have something to say—or that all individuals with autism tend to behave in one single way.

It's work that Dr. Shore is proud to have a hand in, especially on television screens nationwide. "I often say that when you've met one autistic person, you've met one autistic person," he said. "That doesn't mean we're fundamentally different from neurotypical people, either. We're all more similar than we are different." ■

"At first I thought the creators had taken inspiration from me, because in the reel, the character of Carl was wearing the same kind of clothing I wear, and like me, he was interested in watches and bicycles. But I found out they'd never heard of me when they were putting the character together. They'd just done their research."

— Stephen Shore, EdD



When Teen Romance Turns Violent

Leading intimate partner violence expert shares eye-opening data—and a call to action

Romance between teenagers isn't always puppy love. In fact, 24 percent of adolescent girls have already experienced intimate partner violence (IPV) by the ages of 15 to 19. Yet, as new research by Bernadine Waller, MA '10, PhD '21, senior adjunct professor in the Adelphi University School of Social Work, demonstrates, little has been done to target patterns of violence that begin in adolescence.

Dr. Waller has dedicated her career to studying—and seeking to change—the way we respond to IPV. Her dissertation, which includes her groundbreaking theory “Constructed Agency,” and her subsequent article, “Racial inequities in homicide rates and homicide methods among Black and White women aged 25–44 years in the USA, 1999–2020: a cross-sectional time series study” (*The Lancet*, February 2024),¹ illuminates

the disproportionate rates of homicide among Black women in America, including IPV-related deaths.

For Dr. Waller, prior scholarship and clinical expertise “laid the groundwork” for her most recent publication, “A global call for adolescent intimate partner violence prevention” (*The Lancet*, April 2024),² co-authored with an international team of scholars.

1 Bernadine Y Waller, Victoria A Joseph, Katherine M Keyes (2024), *Racial inequities in homicide rates and homicide methods among Black and White women aged 25–44 years in the USA, 1999–2020: a cross-sectional time series study*, *The Lancet*, 403, Issue 10430, 935–945, [https://doi.org/10.1016/S0140-6736\(23\)02279-1](https://doi.org/10.1016/S0140-6736(23)02279-1)

2 Johnson, Savannah L et al., *A global call for adolescent intimate partner violence prevention*, *The Lancet Psychiatry*, Volume 11, Issue 4, 238–239

The article lays out a sequence of IPV prevention strategies that can be implemented during adolescence, the “ideal time for prevention efforts as a period of ‘transformative change,’” creating a long-term chain reaction. “IPV prevention at this stage can solidify healthy relationship patterns that have benefits beyond the individual, with the potential for healthy intergenerational relationships over time,” the authors write.

These strategies are not designed solely for adolescent girls, either. Although limited data exists on IPV survivorship in boys, girls of color, and gender and sexual minorities, Dr. Waller and her co-authors flag the risks of overlooking violence suffered by these populations. Instead, they maintain, prevention strategies must “account for the nuance of gender, sexual orientation, and the complex dynamic of victimization and perpetration outcomes.”

With this article, Dr. Waller strives to direct more research attention toward an adolescent population that is not only huge and vulnerable, but global. “Much of the existing evidence—both for IPV prevention implementation and effectiveness—is drawn from high-income countries (HICs). In low-income and middle-income countries (LMICs), where prevalence is high and resources are often scarce, evidence is sparse or non-existent,” she and her co-authors write.

In Dr. Waller’s eyes, this constitutes a serious oversight by the global research community. The experiences of millions of young people are going unnoticed, and potentially valuable IPV intervention methods, opportunities and strategies from LMICs are being understudied. As the paper notes, “More evidence on how prevention occurs in LMICs would strengthen cultural and developmental adaptations of existing interventions as well as inform the design of novel approaches.” Considering solutions from LMICs would allow community leaders to think beyond the individual level of care practiced in the United States, instead targeting school- and community-based delivery in their intervention models.



Bernadine Waller, MS '10, PhD '21, is a senior adjunct professor in the School of Social Work. Her international award-winning, groundbreaking research, including developing the first theories that identify U.S. Black women’s help-seeking process, has transformed the landscape of domestic violence service provision. Her TEDx Talk, “Hindered Help,” illuminates the barriers that prevent Black women from securing crisis assistance during their IPV help-seeking process and is part of the required curriculum at several universities.

Dr. Waller also urges local leaders to leverage the preexisting infrastructure of community health workers, or “lay providers.” “There’s a need to train nonspecialists to deliver interventions,” she said, particularly when it comes to the adverse mental health connections strongly associated with IPV, such as depression, anxiety and suicidality. “If you have an administrative assistant who’s interested in learning how to deliver a brief intervention for depression, let’s train them to deliver it.”

Ultimately, the authors hope their work will result in increased adolescent IPV prevention and intervention efforts among both individual providers and community institutions, including religious congregations, primary care clinics and youth centers. And for Dr. Waller, it’s never too early to start modeling positive relationships and discussing healthy self-perception. “When young people have a healthier sense of self, they’re less likely to get involved in relationships that can dismantle that,” she said. ■

When institutions hurt, rather than help, IPV survivors

After experiencing a traumatic event, most would like to believe they can depend on the supports around them: friends and family, as well as social infrastructure such as doctors, police and the courts. However, as Emma Freetly Porter, PhD, assistant professor in the Gordon F. Derner School of Psychology, articulates in a recent article, “Institutional Betrayal and Race in the Civil Legal System: A Latent Class Analysis with Survivors of Intimate Partner Violence” (*Race and Justice*, September 2024), Black and Hispanic survivors of intimate partner violence (IPV) report disproportionately negative experiences with the civil legal system, leaving them feeling betrayed by and distrustful of the institution.

“There has been an increasing recognition of the ways in which institutions fail to respond adequately to violence and thereby risk exacerbating survivors’ traumatic experiences,” noted Dr. Freetly Porter. Her article reveals that, among a pool of 199 Black and Hispanic survivors of IPV, many reported experiences of racist discrimination within the civil legal system, which proved to be more impactful than any other experience.

In the future, Dr. Freetly Porter hopes to see more studies exploring how these intersecting experiences impact survivors’ trust in other institutions, and whether they seek additional support, such as follow-up with mental health services. “My goal is to improve our understanding of these phenomena from an empirical lens in order to effect change within institutions,” she said.

Emma Freetly Porter, PhD, is an assistant professor in the Gordon F. Derner School of Psychology. Her research focuses on cultural ruptures, cultural humility, and reducing disparities in psychotherapy, as well as gender-based violence and institutional violence prevention.



What Will It Take to Electrify the Auto Industry?

Why government subsidies may fail to get more electric vehicles on the road

The future of the auto industry may be electric, but for auto manufacturers, it's no longer a race to the finish. Despite the increasing popularity of hybrids and electric vehicles (EVs) with consumers, the auto business in the United States still sells millions of traditional, gasoline-powered vehicles (GVs) each year. Top manufacturers, such as Mazda, Mercedes-Benz and Audi, have

announced their plans to fully shift to electrified vehicle production over the next decade. But according to the Institute for Energy Research, as of 2023, fewer than 4 percent of operational vehicles in the United States are either fully electric or hybrid.

What will it take to get manufacturers to transition to EVs? This is the vital

question being researched by Zhimin Huang, PhD, professor and chair of Adelphi's Department of Decision Sciences and Marketing.

In his latest paper, "Transitioning from gasoline to electric vehicles: Electrification decision of automakers under purchase and station subsidies" (*Transportation Research Part E*:

“Automakers may still be reluctant to abandon GV production, even when their EV production costs are low and the efficiency of charging infrastructure construction is high.”

— Zhimin Huang, PhD

Logistics and Transportation Review, August 2024),¹ Dr. Huang and his colleagues examine some of the many factors affecting producers’ decisions to switch partially or entirely from GVs to EVs.

The team speculated that government subsidies for the purchase of EVs and the construction of charging stations—two notoriously costly barriers for manufacturers—would encourage the transition. They created a hypothetical model to understand how the introduction of those subsidies could lead to certain production strategies on the part of traditional GV manufacturers: deciding to directly enter the EV market and simultaneously exit the GV market, deciding to enter the EV market and then exit the GV market, or deciding to enter the EV market while continuing to produce and sell GVs.

The model’s output confirmed the correlation. “The results show that EV production costs, charging infrastructure efficiency and the intensity of product competition are key factors influencing the automaker’s production decisions,” Dr. Huang said.

Fierce product competition between GVs and EVs stems, in part, from an economic concept called “substitutability.” Essentially, how similar are EV products to GV ones on the market? “The higher the degree of substitutability, the more intense the competition,” Dr. Huang said. More intense competition, in turn, means lower profit margins, since manufacturers are competing for the same customers and therefore incentivized to lower prices.



Zhimin Huang, PhD, is professor and chair of decision sciences and marketing. His research interests include supply chain management and distribution channels, productivity benchmark analysis, data envelopment and financial portfolio analyses, multi-criteria decision-making and game theory.

When it comes to producing EVs, substitutability can be a roadblock for traditional car manufacturers. Without high profits to offset the costs of building expensive charging stations, the model predicts these manufacturers will be less likely to enter the EV market.

The hypothetical model developed by Dr. Huang’s team does not use real-world data. Instead, it extrapolates from existing economic theorems and derivations to produce its predictions. This allows researchers to distill infinitely complex consumer behaviors into data that can actually be leveraged by industry leaders, who can anticipate the consequences of business decisions before they’re implemented.

In this case, the decision to go fully electric may not be an economically

sound one, even when the government is helping foot the bill. “Under certain conditions, both types of subsidies [purchase and station] may fail to effectively drive, or could even hinder, full electrification,” Dr. Huang said. “Automakers may still be reluctant to abandon GV production, even when their EV production costs are low and the efficiency of charging infrastructure construction is high.”

Dr. Huang points to his findings as proof that new strategies are needed to encourage the transition to full electrification among manufacturers. Innovative governmental policies, he said, in addition to traditional ones like subsidies, could begin to effectively move the needle for both consumers and manufacturers—and electrify an industry that’s struggling to keep up. ■

¹ Pi, Z., Wang, K., Wei, Y.-M., & Huang, Z. (2024). Transitioning from gasoline to electric vehicles: Electrification decision of automakers under purchase and station subsidies. *Transportation Research Part E: Logistics and Transportation Review*, 188, 103640. <https://doi.org/10.1016/j.tre.2024.103640>

I Feel Your Pain—And Worry About It, Too

Examining the connection between empathy and anxiety



Expressing empathy toward others—over hardships, joys and everything in between—is a vital part of interpersonal interactions. When our loved ones are suffering, we experience many reactions, from concern to sympathy to upset.

But what happens if we experience too much? For some people, the best-intended empathy can end up spiraling into anxiety.

A group of Adelphi researchers wondered about the relationship between empathy and anxiety. Travis Nair '21, Stephanie Waslin, PhD '24, and Gabriela Rodrigues, PhD '24, doctoral students and adjunct professors in the Gordon F. Derner School of Psychology; Derner doctoral student Saumya Datta, MA '23; Michael Moore, PhD, associate professor and director of Derner's PhD Program in Clinical Psychology; and Laura E. Brumariu, PhD, professor and associate dean for professional programs and student advancement at Derner, conducted meta-analyses of existing data, hoping to synthesize an answer. The results of their work were published in the article "A meta-analytic review of the relations between anxiety and empathy" (*Journal of Anxiety Disorders*, January 2024).¹

Theory suggests that when people excessively engage in empathy, they may put themselves at risk for greater levels of anxiety. "We were curious how individuals who are more anxious experience empathy and vice versa," the researchers write, as well as "whether people who experience more anxiety tend to be more sensitive or concerned with others' emotions and, in turn, more empathic, or if individuals high in empathy tend to have more or less clinical anxiety."

When designing their study, the research team encountered a challenge: how to understand empathy itself. The definition of empathy is the capacity to understand and share others' emotions. But for the purposes of their work, the team made an additional distinction between "general empathy" and separate

"cognitive" and "affective" components. Affective empathy is the capacity to share others' emotions, while cognitive empathy is the capacity to understand another's emotions or adopt their perspective. By differentiating between these three types of empathy, they would be able to more accurately review and collate the results of previous studies.

All told, the team included 115 articles and one dissertation in their study, representing multiple forms of anxiety as well as clinical measurement mechanisms. With thousands of data points considered across three meta-analyses, they came to a clear conclusion. Participants with higher anxiety experienced greater general empathy and, in particular, affective empathy. Furthermore, individuals who tend to react to others' negative emotions with "self-focused" feelings of fear or distress appeared to be at greater risk for clinical anxiety.

Certain manifestations of affective empathy, such as sorrow for others' emotional states, allowed participants to preserve some distance from excessive and potentially detrimental empathetic connection. This might be a manifestation of sympathy, the team posits, which involves concern for someone else without necessarily feeling a similar emotion.

Surprisingly, cognitive empathy was shown to not have a meaningful relationship to clinical anxiety. However, this may present its own opportunity for further research and practice, the team suggests. People with anxiety disorders, who often have higher rates of affective empathy, could be trained to modulate their empathic responses. Clinical interventions could support them "in maintaining appropriate boundaries with others and using coping strategies when faced with others' negative emotions," as the paper notes.

To the researchers, these findings feel more like a beginning than a definitive conclusion. In the future, the research



Laura E. Brumariu, PhD, is associate dean for professional programs and student advancement in the Gordon F. Derner School of Psychology and professor of psychology. Her research interests reflect a developmental psychopathology perspective and explore how and why children's relationships with attachment figures influence their social and emotional development.



Michael Moore, PhD, is associate professor and director of the PhD program in clinical psychology in the Gordon F. Derner School of Psychology. Dr. Moore's research involves examining how people think and how it affects their mood, and how people attribute causes to events in their lives and how this may place them at risk for depression or anxiety.

labs of Drs. Brumariu and Moore are interested in evaluating circumstances in which empathy may be adaptive or present a possible risk for anxiety and other mental health concerns. They also suspect that anxiety could interfere with people's ability to accurately read others' emotions, especially based on facial expressions. With these questions in mind, the Derner labs are continuing their collaborations on further meta-analyses. As the team expresses in their paper, "Our results only underscore the need to assess how and under what conditions empathy may relate to psychopathology." ■

1 Nair, T. K., Waslin, S. M., Rodrigues, G. A., Datta, S., Moore, M. T., & Brumariu, L. E. (2024). A meta-analytic review of the relations between anxiety and empathy. *Journal of Anxiety Disorders*, 101, 102795. <https://doi.org/10.1016/j.janxdis.2023.102795>

Research in Higher Ed



Supporting student success by curbing textbook costs

As part of the COVID-19 “digital revolution” in higher education, many faculty replaced the print textbooks they once assigned with e-books and open educational resources (OER). But today, according to a study published by Chris Barnes, PhD, assistant professor and digital publishing librarian at Adelphi University Libraries, first-year students are still paying excessively for their course materials.

Dr. Barnes calls it an “alarming” finding for student retention. “If students can’t afford the materials they need for their class, that really sours the whole learning experience. They might end up failing the class, switching their major or even dropping out of school entirely.”

“Assessing textbook affordability before and after the COVID-19 pandemic:

Results of student and faculty surveys” (*The Journal of Academic Librarianship*, March 2024)¹ compares two surveys conducted in 2019 and 2023 at Franklin & Marshall College in Pennsylvania. Dr. Barnes and his collaborators, Scott Vine and Ryan Nadeau of Franklin & Marshall, identified several key themes among the data. Faculty became far more cost conscious during the pandemic, which tracked with a corresponding increase in the use of OER materials. Somehow, though, first-year students still spent as much in 2023 as they did in 2019.

While many students become savvier with age—whether buying textbooks secondhand or finding them online—it’s clear that textbook affordability remains an equity issue. Students from lower-income groups already face acute financial stress, while, as Dr. Barnes puts it, first-generation students “don’t have

that hidden curriculum of knowing how to work the system passed down to them.”

As a longtime champion of open access initiatives, Dr. Barnes is doing his best to keep costs down on his home turf. He runs faculty workshops on how to adopt OER and lower the cost of course materials to zero by combining them with library-licensed resources. “Adelphi librarians work hard to make sure what we’re licensing will support the University’s teaching and learning,” he said.

Christopher A. Barnes, PhD, is assistant professor and digital publishing librarian at the Adelphi University Libraries. Dr. Barnes runs the library’s publishing program, manages the institutional repository, and supports faculty in all things related to open access.

1 Barnes, C. A., et al. (2024). Assessing textbook affordability before and after the COVID-19 pandemic: Results of student and faculty surveys. *The Journal of Academic Librarianship*, 50(2), 102864. <https://doi.org/10.1016/j.acalib.2024.102864>

What does a decolonized math classroom look like?

Decolonization is not a new concept, but in recent years it’s taken the higher education field by storm. Across disciplines, students and faculty are making strides to challenge colonialist ideologies, reclaim overlooked histories and empower learners of

all backgrounds. In the advanced mathematics field, however, things are a little trickier.

Because high-level math is taught through a set of established theorems and proofs, its curriculum is far less

adaptable than, say, a history course. “When you get to college, much of what we teach was developed from the 17th century on by white men in Europe,” said Joshua Hiller, PhD, associate professor of mathematics and computer science at Adelphi. “So if you try to

‘decolonize’ math by looking at who actually created this knowledge, you’re just reinforcing the idea that math belongs to white men.”

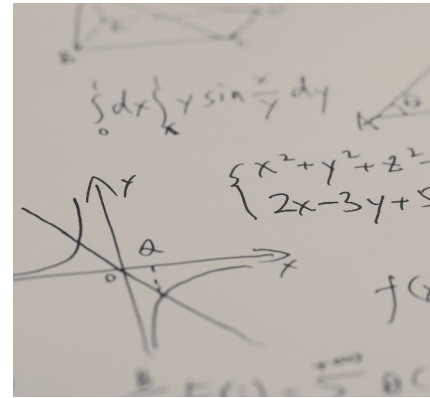
If content cannot necessarily be decolonized, then what can? According to Dr. Hiller, virtually everything else. “There are so many different ways to bring people into math and then support them so they stay.”

Dr. Hiller laid out his approach in a letter to the editor of *The Mathematical Intelligencer* titled “‘Decolonization’ of the Curricula: Beyond Historical Enrichment.”¹ “A more useful definition [of decolonization] might be creating a mathematics curriculum that takes steps to actively dispel the myth of white, intellectual, male and Eurocentric

superiority and is welcoming and inclusive of all our students, regardless of their demographic background,” he writes.

At Adelphi, Dr. Hiller’s students regularly hear from “new and exciting voices” in the field, including “diverse guest speakers and practitioners.” He also mentors students from underrepresented backgrounds, particularly those who express an interest in doctoral study, and raises external funds for their research.

As Dr. Hiller explains in his letter, this kind of high-impact practice is the best way to build a sense of belonging and prove to all students “beyond any doubt, that they can be successful mathematicians.”



Josh Hiller, PhD, is an associate professor of mathematics and computer science. His research focuses on stochastic processes, mathematical biology (including mathematical epidemiology, models of deforestation and carcinogenesis), algebraic combinatorics and graph theory.

1 Hiller, J. (2023). “Decolonization” of the Curricula: Beyond Historical Enrichment. *The Mathematical Intelligencer*, 45(4), 295–295. <https://doi.org/10.1007/s00283-023-10293-3>

Too many small colleges are barely surviving—here’s how they can thrive

The theories, discoveries and technologies that come out of higher education have driven innovation worldwide. Still, the institution itself has “somehow maintained a nearly static, inefficient infrastructure,” said Matthew Wright, PhD, associate professor and chair of the Department of Physics at Adelphi.

In response to astronomical operating costs, low enrollment and increasing competition from online schools, more and more small colleges have opted to close their doors. Dr. Wright’s new book, *Sustaining Colleges and Universities through Community* (Cambridge Scholars Publishing, 2024),¹ sets a challenge for these small colleges, to “do away with [their] single-minded focus on abstract research ... and weave deeper into communities in which they reside.” By bridging the gap between “what higher education does and what



society needs it to do,” schools can revitalize their influence while breathing new life into their communities.

One such effort Dr. Wright highlights was undertaken by Paul Quinn College, a private, historically Black college in south Dallas, Texas, to transform its image—and its impact.

After years of dire financial straits, Paul Quinn began to integrate socially conscious work experience into its academic curriculum. Located in the heart of a longtime food desert, the

college even converted its football field into an urban farm run entirely by students. The farm program, which sells and donates produce to nearby residents, is a radically effective learning tool, Dr. Wright noted. “Students are taking responsibility and building professional experience, but they’re also fighting food insecurity and serving the needs of their community.”

Dr. Wright hopes the community-focused model will inspire other small colleges. “There are so many opportunities to evolve, but they need to have the courage to try things they haven’t done before,” he said. “It’s time for new ideas.”

Matthew Wright, PhD, is associate professor and chair of the Department of Physics. Dr. Wright’s blog (cosmicpathways.org) shares vibrant updates on his teaching and research.

1 Wright, M. (2024). *Sustaining Colleges and Universities Through Community*. Cambridge Scholars Publishing.

The super-powered faculty network that's transforming STEM education

While many schools have worked hard to make STEM education more accessible, these efforts are often implemented at the program level, leaving the larger status quo intact. Lawrence Hobbie, PhD, professor of biology, and Eugenia Villa-Cuesta, PhD, associate dean for faculty affairs and academic advancement, thought it was time to break down silos that hold back true systemic change.

They worked with fellow scholars in biology, chemistry and math from four neighboring schools on Long Island to develop a systems approach to STEM higher education. The result, called the (STEM)² Network, is a fully adaptable model that can bridge gaps between programs, disciplines and institutions to catalyze change. Funded by a five-year, \$500,000 National Science Foundation grant, the (STEM)² Network employs three foundational frameworks designed to facilitate cross-departmental collaboration.

Once the (STEM)² Network was up and running, the project's leadership team reflected on their experience. "The Nuts and Bolts of Developing a Sustainable, Collaborative Network for STEM Transformation" (*Innovative Higher Education*, July 2024)¹ recounts a number of significant wins for participating STEM faculty in all five schools. "The (STEM)² Network has increased the extent to which participants feel empowered to be change agents for STEM higher education reform," the team writes.

Faculty members also crossed disciplinary lines more frequently—and, for the first time, partnered with colleagues from institutions that are traditionally viewed as competitors. This helps the network "leverage each institution's strengths to advance our projects, creating connections and addressing the fragmented nature of higher education," Drs. Hobbie and Villa-Cuesta said.



Lawrence Hobbie, PhD, is a professor of biology whose current research interests focus on science education. His recent projects explore topics such as whether exam correction assignments are effective in promoting student learning and approaches to improve student understanding.

Eugenia Villa-Cuesta, PhD, is associate dean for faculty affairs and academic advancement in the College of Arts and Sciences. Her research focuses on how genes and environment influence aging and disease, and the molecular mechanisms by which nutrition influences life span and health span.

1 Santangelo, J. R., Hyslop, A., Hobbie, L., Lee, J., Novick, P., Pullin, M., & Villa-Cuesta, E. (2024). The Nuts and Bolts of Developing a Sustainable, Collaborative Network for STEM Transformation. *Innovative Higher Education*, 49(5), 909–925. <https://doi.org/10.1007/s10755-024-09720-w>

Statistical modeling reveals the strongest predictors of nursing exam success

For aspiring nurses, passing the notoriously rigorous NCLEX-RN exam is no small feat. Though exam policy allows for up to eight retakes a year, a failing grade can delay becoming a licensed registered nurse (RN).

What can nursing schools do to help their graduates pass the NCLEX the first time around?

Karen Mancini, PhD '16, assistant professor and chair of the Department of Nursing Specialties, and Debra Swenson, PhD, clinical associate

professor and chair of the Department of Foundations in Adult Nursing Practice, routinely review factors of academic success among their students: overall GPAs, science course grades, nursing course grades and clinical performance. When the two examined postgraduation NCLEX scores, they noticed that some students had failed despite having performed well academically. They wondered if other variables might be acting as barriers to success, such as test anxiety, prep time, caretaker responsibilities or even native proficiency in English.

Along with William Jacobowitz, EdD, professor of nursing, and Patricia Donohue-Porter, MS '78, PhD '87, Vera Bender Professor and director of the PhD in Nursing program, they set up a task force at Adelphi: "a coordinated effort for continuous improvement in NCLEX scores, based on methods drawn from improvement and implementation science," as Dr. Donohue-Porter noted.

In the subsequent published study, "An NCLEX-RN Improvement Project: A Study of Student Attributes Associated With Test Success" (*Journal of Nursing*

Education, February 2024),¹ the task force analyzed data from an anonymous survey of Adelphi nursing program alumni. Their findings were divided into two categories: pre- and postgraduation predictors of NCLEX success. The most statistically significant predictor, surprisingly, was GPA, and not any of the

postgraduation preparatory strategies that were measured.

With this information in mind, the task force members took action. They held meetings with University administration to reconsider GPA-related admission requirements, proposed early

remediation efforts for academically struggling students and implemented a coaching program for graduates with low GPAs. Their work to improve Adelphi's NCLEX success paid off: In the first quarter of 2024, more than 93 percent of Adelphi students passed their exam and became registered nurses.

Karen Mancini, PhD '16, assistant professor and chair of the Department of Nursing Specialties in the College of Nursing and Public Health, focuses her research on maternal and child health. She teaches Nursing Care of Childbearing Women and Nursing Care of Children.

Debra Swenson, PhD, is associate clinical professor and chair of the Department of Foundations in Adult Nursing Practice. She is an experienced nurse, educator and leader, committed to lifelong learning and excellence through mentorship and support for nursing students, RNs and nursing faculty.

Patricia Donohue-Porter, MS '78, PhD '87, is Vera Bender Professor and director of the PhD in Nursing program in the College of Nursing and Public Health. Her research interests range from the role of courage in patients experiencing complications of diabetes and the role of nurses in courage development to caring science in nursing.

1 Jacobowitz, W., Mancini, K., Swenson, D., & Donohue-Porter, P. (2024). An NCLEX-RN Improvement Project: A Study of Student Attributes Associated With Test Success. *Journal of Nursing Education*, 63(2), 102–107. <https://doi.org/10.3928/01484834-20231205-01>

Do genetics and genomics have a place in undergraduate nursing education?

Two decades ago, Lawrence Hobbie, PhD, professor of biology, was approached by Adelphi's nursing program to develop a required genetics course. "At the time, there was a nationwide movement to teach genetics and genomics in nursing school," Dr. Hobbie recalled. Years later, once the course had become a requirement for the Bachelor of Science in Nursing at Adelphi, he began to wonder if other nursing schools in the country had followed suit.

Dr. Hobbie enlisted the expertise of Ani Jacob, DNP, clinical associate professor in the College of Nursing and Public Health, and the help of several undergraduate students with a thirst for research: Isabelle Joffe '24, Paulina Karagianes '23, Francis Slezinger '22 and Milly Tenenbaum '23. The students gathered information from more than 700 nationally accredited nursing programs, reviewing course descriptions and requirements of each.

Although 57 percent of programs broadly included genetics and genomics in their

curriculum, they found, fewer than 6 percent required a stand-alone course such as the one at Adelphi.

The subsequent published article, "Inclusion of Genetics and Genomics in Baccalaureate Nursing Programs in the United States" (*Journal of Nursing Education*, September 2024),¹ cites the "growing importance of genetics and genomics in healthcare." Drs. Hobbie and Jacob are quick to differentiate "healthcare" from "nursing education," however.

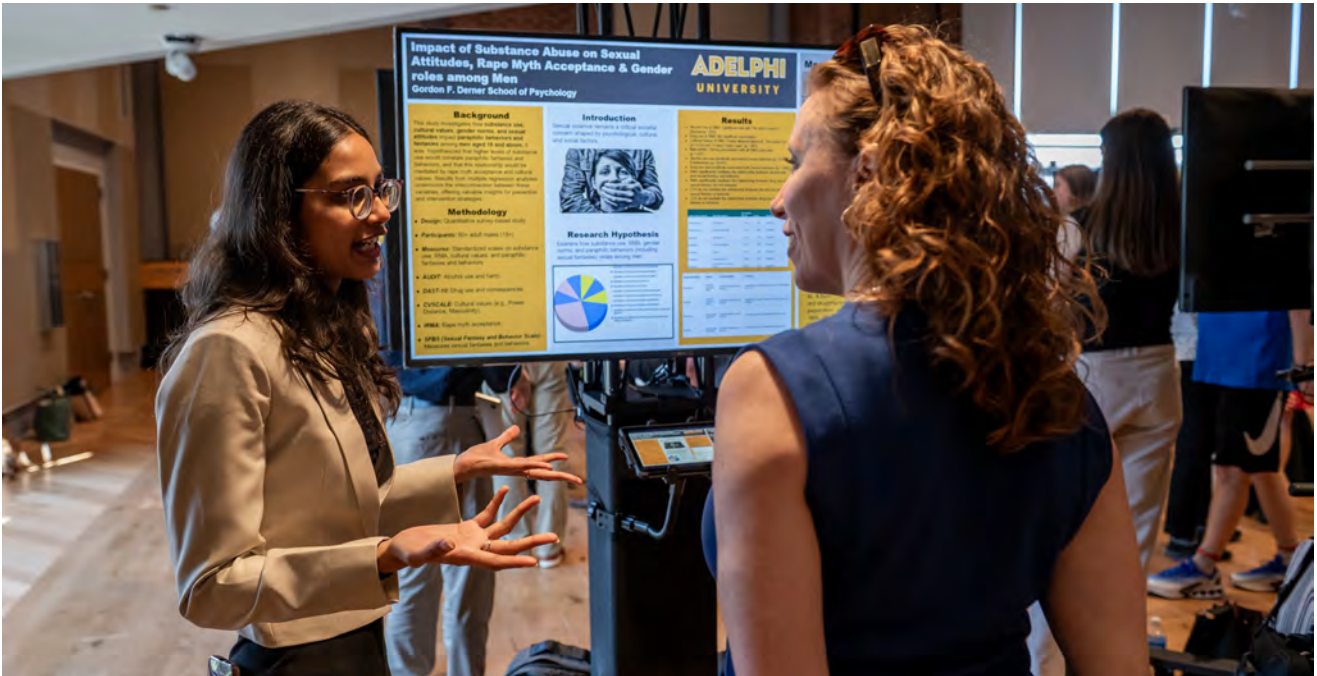
"BSN nurses in adult healthcare don't typically use knowledge of genetics or genomics," Dr. Jacob explained. "It's mostly utilized in specialty fields like neonatal and pediatric patient populations and maternity nursing." According to Dr. Hobbie, no research evidence exists to support the investment in a required course, either. "Evidence-based medicine can offer a strong incentive in these cases, but there's no data to say a required genetics and genomics course makes nurses better."

Instead, they recommend a more effective way of teaching genetics and genomics to tomorrow's nurses: connecting it with clinical practice. "Right now, students are studying this topic before they've started learning actual nursing," Dr. Jacob said. "If this is a big trend in healthcare, we have to make sure students understand how it will apply on the job."



Ani Jacob, DNP, clinical associate professor in the College of Nursing and Public Health, is board certified in Nursing Professional Development and an RN certified in neonatal intensive care nursing.

1 Joffe, I., Karagianes, P., Slezinger, F., Tenenbaum, M., Jacob, A., & Hobbie, L. J. (2024). Inclusion of Genetics and Genomics in Baccalaureate Nursing Programs in the United States. *Journal of Nursing Education*, 63(9), 613–618. <https://doi.org/10.3928/01484834-20240523-01>



“The conference is such a nice reminder that the work that we do in our own labs and classrooms is just a small slice of the rich and diverse scholarly and creative activity that is happening across the University.”

—Karolina Lempert, PhD, assistant professor of psychology and faculty co-chair for the conference



An Annual Adelphi Tradition

Celebrating Student Scholarship and Creativity

The Ruth S. Harley University Center on Adelphi's Garden City campus was alive with the celebration of knowledge and creativity on April 24, 2025, as the campus gathered for the 22nd annual Adelphi University Scholarship and Creative Works Conference. A record number of students—nearly 250, both undergraduate and graduate—seized the opportunity to present their research, perform their creative work and demonstrate their technological creations.

Students' research covered an amazing breadth of topics across all academic disciplines, from explorations of American cultural touchstones like football—"The AI Playbook: Enhancing Football Strategy With Machine Learning"—and the music of Bob Dylan—"Frontier Fathers in Crisis: Bob Dylan's *Ballad of Hollis Brown* and the Legacy of Familial Struggle in Rural America"—to important social examinations—"Why Do People Recidivate?"—and healthcare ideas—"Creating a Diagnostic Tool for Parkinson's Disease Using a kNN Algorithm."

"I was so impressed by the quality of the work presented at the conference, and it was such a joy to see the passion in students' eyes as they spoke about it," said Karolina Lempert, PhD, assistant professor of psychology and faculty co-chair for the conference. "The conference is such a nice reminder that the work that we do in our own labs and classrooms is just a small slice of the rich and diverse scholarly and creative activity that is happening across the University."

Dr. Lempert added, "I also really appreciate all of the faculty who took the time not just to mentor students through their projects, but also to engage with the students on the day of the conference."

Kicking off the event, Hanna Kim, PhD, professor and chair of the Department of Anthropology, was moderator for a fascinating panel exploring research projects funded by the

Bhisé Center for Global Understanding Faculty Research Grants for 2024–2025. Novelist René Steinke, professor and director of the MFA in Creative Writing program, shared her research on the life of Swedish artist and mystic Hilma af Klint—whose paintings are considered among the first major abstract works in Western art history—which will inform her next novel. Adelheid B. Strellick, associate professor of dance, delved into her examination of classical Indian dance, which influenced her development of the dance piece *where my body ends and yours begins*. And Damian Stanley, PhD, assistant professor of psychology, discussed his research into implicit bias in the justice system, particularly how it is impacted by gender and race.

Development economist Jayati Ghosh, PhD, joined the conference live from India with her keynote address, streamed on the ballroom's large screen: "Critical Thinking and Research in the Social Sciences: Is Empathy Important?" Dr. Ghosh provided insights into her far-reaching scholarship on issues such as women, gender and work; poverty and human development; her critiques of neoliberalism; and her perspectives on equitable and sustainable development. The session included a virtual dialogue with Gita Surie, PhD, professor of management, and an in-person Q&A moderated from the stage that ensured a dynamic and engaging experience for all attendees.

"As faculty co-chair of the conference, I am inspired by the deep level of engagement from students, faculty and administration to make this a successful event every year," said Wei Liu, PhD, associate professor in the College of Nursing and Public Health. "At the conference, I often see many familiar faces, as well as our alumni and prospective students, which conveys the message that the Scholarship and Creative Research Conference is deeply valued and recognized by the Adelphi community." ■

A SPARK of Inspiration

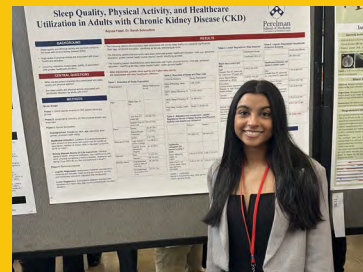
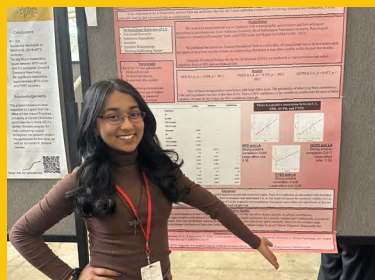
In 2025, Adelphi's Office of Undergraduate Research and Creative Works became the SPARK Center—an acronym for Scholars Pursuing Arts, Research and Knowledge. This office offers a vast number of initiatives and activities that promote and support academic and creative research by undergraduate students at Adelphi.

Students can take advantage of seminars on developing research abstracts and presentations, and salon opportunities to hear about the inspiring research of others, apply for sponsorship for outside conference participation, and more, while tracking their progress with the new Scholar Passport, a program that recognizes students for their involvement in research and creative work.

Students Attend National Conference on Undergraduate Research, Funded by the SPARK Center

Six Adelphi undergraduate students traveled to present their research at the 2025 National Conference on Undergraduate Research (NCUR), held in April in Pittsburgh, Pennsylvania. This conference is dedicated to promoting undergraduate research, scholarship and creative activity in all fields of study.

The SPARK Center funded travel expenses for Adelphi undergraduate students Alysse Fazal, Katelyn Schwab, Joseph D'Andrea, Keara Malazarte, Vaishnavi Dixit and Aani Mehta to attend the NCUR Conference. Their faculty mentors were Chana Etengoff, PhD, associate professor of psychology; Joshua Hiller, PhD, associate professor of mathematics and computer science; Michael LaCombe, PhD, associate professor of history; Shana M. Caro, PhD, assistant professor of biology; and Karolina M. Lempert, PhD, assistant professor of psychology.





Students Learn to Communicate About Their Research—Then Practice Their Skills on Capitol Hill

Being able to explain your research is an important piece of the work of a scholar. That's why Justyna Widera-Kalinowska, PhD, professor of chemistry and director of the SPARK Center, was thrilled that she and three students—Vincent Calvagno, Brienna Conner and Ashley Kreth—were selected for the 2024–2025 cohort of Scholars Transforming Through Research (STR), the Council on Undergraduate Research Advocacy Program.

Through STR, students learn to translate their research into understandable language while communicating its potential impact and opportunities beyond the classroom—with

media contacts, community members, funding agencies and government representatives. After several months of participation in an online program aimed at developing their communication and advocacy skills, the program concludes with in-person visits with stakeholders and governmental leadership in Washington, D.C.

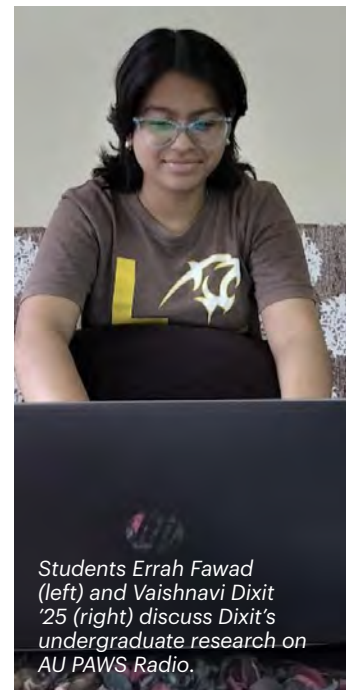
The Adelphi STR team traveled to Washington, D.C., in March 2025, participated in interactive workshops and met with a representative of Kirsten Gillibrand, U.S. senator from New York, to discuss their research.

Voices of Undergraduate Research

AU PAWS Web Radio—Adelphi's podcasting platform, which can be found on Spotify—was relaunched by student Errah Fawad in 2024, reviving Adelphi's rich history of student broadcasting. In this podcast, Fawad interviews Vaishnavi Dixit '25, an Honors College graduate who majored in statistics with a minor in computer science, about her research on machine learning and the support she received from the SPARK Center for her work.



Listen here!



Students Errah Fawad (left) and Vaishnavi Dixit '25 (right) discuss Dixit's undergraduate research on AU PAWS Radio.



Inspiring a Legacy of Scholarship

SPARK Summer Research Fellowships: A Summer Well Spent

For the second year, the SPARK Center issued a call for students of all disciplines to apply for fellowships to fund their summer research. SPARK provides each fellow with a stipend for eight weeks of full-time research and/or creative work over the summer months, including laboratory and fieldwork, as well as the support of a faculty mentor. Sponsored projects culminate with a written report and presentation at the following year's Adelphi University Scholarship and Creative Works Conference.



Fellow: Vira Bangaru

Major: Business-Management

Project: "AI-Driven vs. Traditional Retention Strategies: Employee Perceptions and Their Impact on Engagement, Career Growth, and Turnover"

Faculty mentor: Raghida Abdallah Yassine, PhD, assistant professor of management



"In my thesis, I examine employee perceptions of AI-driven retention strategies in comparison to traditional approaches, focusing on three key areas: engagement, career development and turnover intention. My goal is to evaluate whether AI tools—such as predictive analytics, career pathing algorithms and AI-generated feedback—are perceived as more effective than established methods like mentorship programs, structured career progression and financial incentives."

Fellow: Sophia Minich

Major: Dance

Project: "Theme Development Through Choreographic Research"

Faculty mentor: Orion Duckstein, associate professor and chair of the Department of Dance



"In this project I am looking to research in-depth choreographic methods to bind research themes to my dances—my goals are to use the researched methods and skills I gain to either develop my earlier piece 'Code Adam' into a larger work or to create something new. I hope to reach tools that will enable me to tackle difficult topics properly by attending opportunities to work with artists from backgrounds not available at Adelphi and study different techniques in greater depth, such as Contact Improvisation, Counter Technique, Cunningham and other classical modern styles."



Fellow: Kelly Johnson

Major: Psychology

Project: "Role of solo games in maintaining older adults' cognition"

Faculty mentor: Nathan George, PhD, assistant teaching professor of psychology

"My research is focused on drawing up an extensive literature review in which I investigate the role of solo games in maintaining older adults' cognition, with the goal of identifying direction for a future research study in Fall 2025. I will examine different studies that look at cognitive performance when it comes to older adults playing solo games, both physical and online."

Make Undergraduate Research and Creativity Possible

Your support of the SPARK Center for Undergraduates enables Adelphi to provide funding for students' dynamic research and creative work.



Give today to provide opportunity for summer research fellowships, travel for conference presentations, campus events and more.

Scan here

Fellow: Candice Garwood

Major: African, Black and Caribbean Studies

Project: “*Milk Teeth (A Vignette Collection on Loss & Coming of Age)*”

Faculty mentor: Patricia Lespinasse, PhD, associate professor and director, African, Black and Caribbean Studies

“*Milk Teeth (A Vignette Collection on Loss & Coming of Age)* is a creative work which intersects with my academic interests. The loss of milk teeth, otherwise known as baby teeth, is often associated with a transition from childhood to adolescence. *Milk Teeth* is a coming of age novel-in-vignettes centered on the reflections of a young Jamaican girl, Ciara, as she traverses childhood and adolescence. The work explores complex themes such as family dynamics, loss, identity, socioeconomic disparities and migration.”

Fellow: Maheen Naqvi

Major: Computer Science

Project: “Interactive 3D Global Visualization Software”

Faculty mentor: Lee Stemkoski, PhD, professor and associate chair of mathematics and computer science and director, Innovation Center

“My project aims to explore how an interactive three-dimensional visualization software can enhance a user’s ability to understand and interpret data at a global scale. The methodology involves using programming and reputable data to ensure accuracy. The anticipated outcome should be a fully functional program which allows users to interactively explore and comprehend data in a three-dimensional environment.”

Fellow: Arianna Samaroo

Major: Neuroscience

Project: “Social computational phenotypes in psychopathology”

Faculty mentor: Damian Stanley, PhD, assistant professor of psychology

“My research project conducted with Professor Stanley aims to investigate how individual differences in mental health, measured across transdiagnostic spectra, relate to social learning and decision-making. By using computational tasks at three levels—nonsocial, trait-based and Theory-of-Mind learning—with varied feedback types, I seek to identify distinct social computational phenotypes linked to mental health profiles. This work bridges a gap in Computational Psychiatry by extending analysis from nonsocial to social domains, potentially revealing novel treatment targets and deepening understanding of psychopathology.”



A Place to Innovate

Adelphi’s Innovation Center is not just about one thing—it’s about seeking innovative ways to dive deeply into *all things* and across all disciplines, from art to virtual reality. It’s a space designed to inspire, support and showcase innovative and inspiring ideas.

Getting Hands-On With Accessibility

In March, the Adelphi Faculty Center for Professional Excellence teamed up with the organization Makers Making Change to bring together students, faculty, staff and local community members for a hands-on accessibility workshop in the Innovation Center. Participants spent the day adapting toys to be accessible by individuals with limited mobility—in this case by adding an assistive switch.

Exploring Scientific Illustration

The Innovation Center is all about bringing together different ideas and perspectives, so it was a natural place to host “Art Meets Science: A Scientific Illustration Workshop.” Students with majors from across Adelphi joined in this session, led by Argie Agelarakis, adjunct professor in the College of Arts and Sciences, and sponsored by the interdisciplinary studies program.

A Meeting of the Minds on AI

In Spring 2025, the Robert B. Willumstad School of Business and the Innovation Center co-sponsored “Shaping the Next Big Idea: How A.I. Affects Us in Work and Life,” an event that brought together industry professionals, advisory board members, faculty and students for an evening of thought-provoking presentations and discussions on the topic on everyone’s minds: artificial intelligence.

Collaboration = Innovation

The Innovation Center partners with departments and clubs across Adelphi to innovate with technology. Recent examples: The Psychology Club developed virtual reality applications for meditation and exposure therapy; the American Sign Language Club created video games for sign language education; nursing faculty created a realistic communications training application for students; and health and sport sciences faculty explored uses of technology in physical education.

Keep up with the Innovation Center’s happenings on Instagram @[innovation_adelphiu](#).



Thanks to grant funding, community-engaged faculty scholarship flourishes

When Adelphi faculty challenge their students to ask questions, solve problems and contemplate “what ifs,” it’s because they’ve already been leading by example. Their work hinges on critical inquiry in labs, studios, archives and field sites around the world. This year, funding from grants, fellowships and other sources has enabled our faculty to keep the spirit of discovery alive—anywhere a question might lead. Their advanced research projects topple barriers to access, build new bridges and provide indispensable support to their communities.

Highlights of grants funding faculty work and programs at Adelphi:

Using AI to identify the smallest signs of life

Brian Stockman, PhD, professor of chemistry, and a team of collaborators from Rutgers University were awarded \$311,035 from the National Science Foundation for “Prebiotic Origins of Biological Energy (PrOBE),” which uses artificial intelligence to explore the origin of biological energy generation. The project’s funding allows for a diverse group of Adelphi undergraduates and Long Island high school students to dive into hands-on, cutting-edge research alongside faculty.

Putting the oysters back in Oyster Bay

Ryan Wallace, PhD, assistant professor of environmental studies and sciences, and **Aaren Freeman, PhD**, professor and chair of environmental studies and sciences, received \$115,858 from the National Fish and Wildlife Foundation, Long Island Sound Futures Fund, to rejuvenate oyster populations in Oyster Bay and Cold Spring Harbor. Working with local partners, their efforts will focus on enhanced oyster recruitment, survivorship and growth, and establish a pathway to create shellfish reefs, an important coastal habitat of Long Island Sound.

Supporting Black IPV survivors on their own terms

Bernadine Waller, MA ’10, PhD ’21, senior adjunct professor in the School of Social Work, builds on her long history of groundbreaking research on Black intimate partner violence (IPV) survivors with a five-year, \$984,391, K23 Mentored Patient-Oriented Research Career Development Award from



the National Institute of Mental Health. Dr. Waller's project, "Increasing Access To Depression Care For Black Women Survivors Of Intimate Partner Violence," aims to develop and implement an evidence-based intervention for Black IPV survivors with depression, to be delivered by their church leaders in faith-based settings.

Maximizing the impact of youth sports programs

Meredith Whitley, PhD, professor of health and sport sciences, earned two separate grants: a five-year research grant for \$562,500 with the organization Good Sports for "Good Sports: The Impact of Strategic Partnerships on Youth Sport Access and Quality," and a \$100,000 grant by Movember to develop Mental Health Guidelines for Youth Sport across the United States.

Unpacking the relationship between social neurocognitive processes and mental health

Damian Stanley, PhD, assistant professor of psychology, received a National Institute of Mental Health grant in the amount of \$388,026 for "Identifying Social Computational Phenotypes in Mental Health." His project combines large-scale, data-driven computational approaches with behavioral and psychological assessment and neuroimaging (fMRI) to study the specific ways in which social processes can be impaired in mental disorders. The data collected from this project will be useful for informing and improving treatment across a broad range of mental health conditions.

Empowering the next generation of professionals

Emily Kang, PhD, associate dean for academic affairs (PI); **Matt Curinga, EdD**, associate professor; **Tracy Hogan, PhD**,

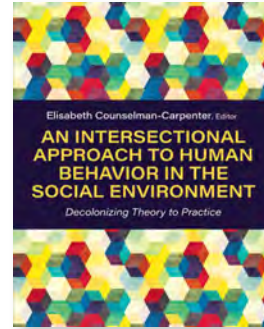
professor; and **Stephen Rubin, PhD**, associate professor, all of the School of Education, won a \$1,244,035 SUNY Teacher Workforce Investment Grant. Adelphi is the only institution of higher education on Long Island to be awarded this grant. The project, titled R²E²ADI (Recruiting and Retaining Educators for Equity, Diversity, and Inclusion), in partnership with the New York City Public Schools, will support early-career teachers by helping them acquire certification in math education, science education, computer science education or Students With Disabilities.

Joshua Hiller, PhD, associate professor of mathematics and computer science, was selected as a mentor for the 2025 SIAM (Society for Industrial and Applied Mathematics)-Simons Undergraduate Research Program, which brings together students and faculty mentors for an eight-week educational program in applied mathematics and computational science. Students learn how to conduct scientific research, effectively communicate basic principles and successfully pursue a career in the field. Dr. Hiller was also awarded \$42,000 in funding to support students conducting summer research with him.

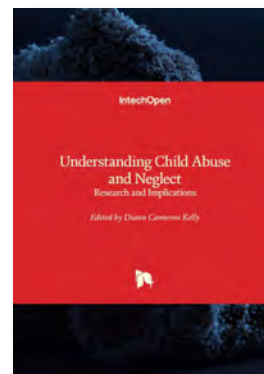
Deborah Hunt, PhD '12, dean of the College of Nursing and Public Health and project director of the Nurse Faculty Loan Program, and **Patricia Donohue-Porter, MS '78, PhD '87**, Vera Bender Professor of Nursing and director of the PhD program, secured a \$434,088 award for the College of Nursing and Public Health to continue Adelphi's Nursing Faculty Loan Program, which supports doctoral nursing students through loans that can be forgiven up to 85 percent.

Faculty books blaze new trails in research and education

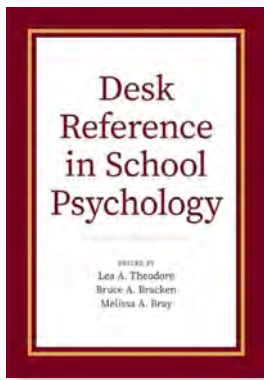
As world-class scholars, researchers and educators, Adelphi faculty regularly publish books that make waves. This year, their work covered everything from child development and disability studies to speech-language pathology, mental health, sociology, cultural studies and more. Though each book in this multidisciplinary collection speaks to its own unique audience, together they generate extraordinary impact—from equipping professionals with novel educational frameworks to rewriting narratives that open up new futures.



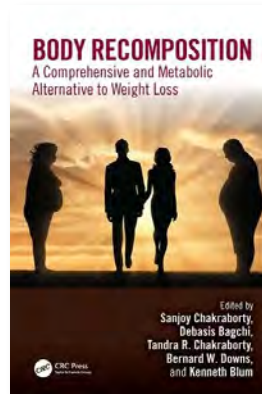
An Intersectional Approach to Human Behavior in the Social Environment: Decolonizing Theory to Practice (Cognella, 2025), edited by Beth Counselman-Carpenter, PhD '14, associate professor in the Adelphi University School of Social Work, provides a critical examination of human development through a decolonial, anti-oppressive and trauma-informed framework. The book examines established human development theories from multiple marginalized perspectives, helping students and professionals develop a socially just perspective on human development.



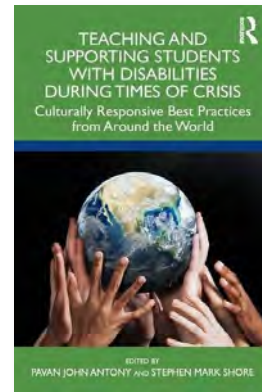
Understanding Child Abuse and Neglect - Research and Implications (IntechOpen, 2024), edited by Diann Cameron-Kelly, PhD, associate provost for student success, explains how child abuse and neglect can affect children's esteem, health and development, learning outcomes, and relationships with their parents. The book brings together a team of international authors to capture the nuances of child development and psychosocial well-being in cultures across the globe.



Desk Reference in School Psychology (Oxford University Press, 2024), co-edited by Lea Theodore, PhD, professor in the Gordon F. Derner School of Psychology, is a replacement for the venerable *Handbook of School Psychology*. Featuring state-of-the-art best practices in education and psychology, this compendium lays out evidence-based practices that can be implemented with diverse student populations immediately.



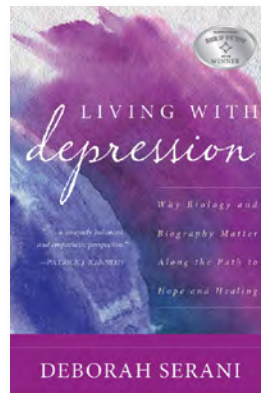
Body Recomposition: A Comprehensive and Metabolic Alternative to Weight Loss (CRC Press, 2024), co-edited by Tandra R. Chakraborty, PhD, professor and biology department chair, presents a sustainable alternative to commercial weight loss strategies: body recomposition, which focuses on losing fat while gaining muscle. Developed as a guide for dietitians, nutritionists, health practitioners, clinicians and scientists, the volume summarizes cutting-edge research on topics such as fat accumulation, weight management and healthy eating.



Teaching and Supporting Students with Disabilities During Times of Crisis: Culturally Responsive Best Practices from Around the World (Routledge, 2024), co-edited by Stephen Shore, EdD, clinical associate professor of special education, and Pawan Antony, EdD, professor in the School of Education, collects international perspectives on COVID-19's disproportionate impact on individuals with disabilities and their families. The book's practical, culturally responsive strategies will empower educators to support people with disabilities in their times of need, no matter where they are.



Loveland: A Memoir of Romance and Fiction (Blackwater Press, 2024), by Susan Ostrov Weisser, PhD, professor emerita and senior adjunct faculty in the Department of English, proposes a “different version of happily ever after” for the author—and for all of us. *Loveland* explores the cultural norms that govern sex and romance in today's America, particularly for people of a certain age. “We may all understand, intellectually, that happily ever after is a myth,” as one review noted, “but as Ostrov's book shows us, shaking loose the chokehold of that myth is harder than it seems.”

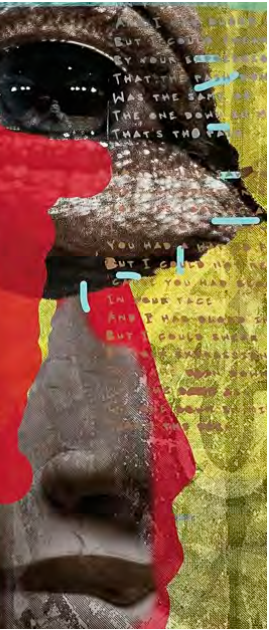


Living With Depression (Rowman & Littlefield, 2023), by Deborah Serani, PsyD, senior adjunct professor of psychology, responds to the changing landscape of depression diagnosis and treatment. Dr. Serani advises readers on how to choose a good therapist, negotiate the healthcare system, minimize stigma, discover tools of empowerment and more—all from the novel perspective of someone who has known depression as both patient and clinician.



Revolting Indolence: The Politics of Slacking, Lounging, and Daydreaming in Queer and Trans Latinx Culture (University of Texas Press, 2024), by Marcos Gonzalez, PhD, assistant professor of English, makes a case for laziness as a resistance tactic in the face of oppression. For queer and trans Latinx people, Dr. Gonzalez argues, slacking off, lounging, daydreaming and partying are liberatory practices, demonstrating their refusal to participate in “productivist” ethics and allied respectability politics.

INSIDE



24

The Quest
for Safer
Football



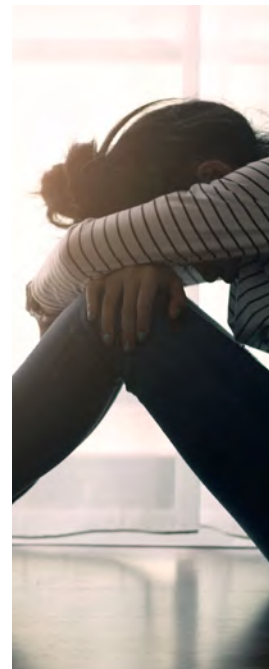
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Arts Across
Adelphi



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When Teen
Romance
Goes Wrong



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Facial
Recognition and
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MOMENTUM CAMPAIGN

EXTRAORDINARY IMPACT

Through 2027, **The Momentum Campaign: Extraordinary Impact** will raise \$100 million to advance the initiatives, vision and promise of Adelphi University's *Momentum 2* strategic plan and champion our commitment to academic excellence, intellectual rigor, and high-impact, personalized learning. Support for our University allows us—and inspires us—to build on our history of innovation and research.



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