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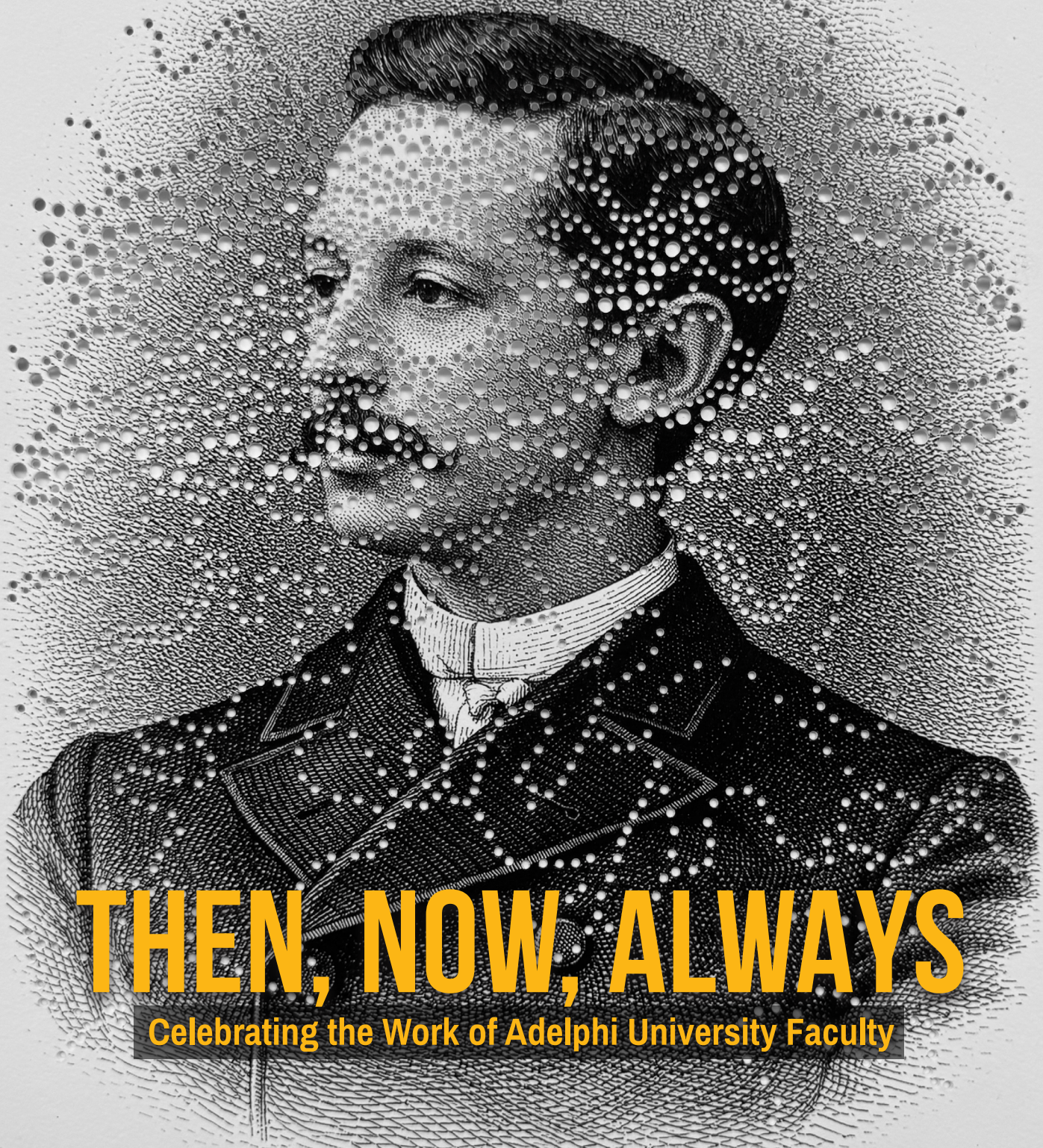

THEN, NOW, ALWAYS

Celebrating the Work of Adelphi University Faculty



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Then, Now, *Always*:
Celebrating Adelphi University Faculty Research

Dear Readers,

It's been 130 years since the man featured on our cover secured the charter for Adelphi College—one of the first granted to a coeducational college by the New York State Board of Regents. That same year, Charles Levermore, PhD, became the president of what is now Adelphi University, leading a mighty class of 57 students taught by 16 instructors.

When we decided for the first time ever to highlight Adelphi faculty art on the cover of the *Academic and Creative Research Magazine* and solicited proposals, Professor Carson Fox presented an extraordinary series of works grounded in historical portraits. The opportunity to build on this series with a portrait of former President Levermore felt exactly on point: How better to reflect on our faculty's profoundly impactful work than through the eyes of our founder?

In 1896, he could not have imagined the breadth of this research and creative work. From studies on the modern-day loneliness epidemic and how social media impacts the stock market, to explorations of the future of mRNA and the neuroscience of our decision-making, the work we feature in this issue is emblematic of how far we've come and the future that Adelphi is helping to create. We also dip into the past, exploring a digital archive to preserve records of Brooklyn's history of slavery, honoring the completion of a musical trilogy on the American struggle for equality, and illuminating research as a scaffold for works of historical fiction.

Adelphi's culture of scholarship is active and powerful in both our faculty and our student body. We're proud of the exponentially growing number of our students engaging in research at the University and beyond, and have devoted a section to showcasing the vibrancy of our Scholarship and Creative Works Conference and the amazing work of our SPARK Center, which supports undergraduate research and creativity. This passing of the torch of knowledge creation is a testament to the value and impact of higher education.

Thank you for reading and sharing in our spirit of curiosity and inquiry. Thank you to our faculty for sharing their groundbreaking work, and to our students, for bringing the importance of research into the next generation. And thank you to Charles Levermore, who started it all.

Onwards and upwards,



Christopher Storm, PhD
Provost and Senior Executive Vice President of Academic Affairs

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FEATURED FACULTY

FEATURED FACULTY WORKS

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About Our Cover Art

We asked Carson Fox, professor of art and art history, to riff on her Victorian portrait series using an archival photograph of Adelphi's founder and first president, Charles Levermore, PhD, who led the University from 1896 to 1912. A Yale and Johns Hopkins graduate, MIT professor and personal friend of President Woodrow Wilson, Dr. Levermore's legacy also includes winning the 1924 American Peace Award and serving as corresponding secretary of the World's Court League, secretary of the League of Nations Union and secretary of the New York Peace Society.

"While creating this portrait of Charles Levermore for the cover of Adelphi University's *Academic & Creative Research Magazine*, I kept thinking about how remarkable it is that one person's vision can continue to grow for generations. More than a century later, Dr. Levermore's legacy is still shaping Adelphi," said Fox. "As a Department of Art and Art History faculty member of 20 years, it is deeply satisfying to contribute to Adelphi's research magazine, and to present my artwork of Charles Levermore to our newest president, who now carries Levermore's vision forward."

Carson Fox has been a member of Adelphi's Department of Art and Art History faculty since 2006, teaching courses in drawing, printmaking and professional artist practices. She previously taught at Harvard University, New York University, Rutgers University and the Pennsylvania Academy of the Fine Arts, and lectures widely on printmaking and sculpture across the United States and abroad.

Fox's work relies heavily on the imprint that individual experience has on the artist, and centers on the production of sculpture, installation, printmaking and artist books. Her artwork can be seen in the permanent collections of the Museum of Arts and Design (New York City), Royal Museums of Fine Arts of Belgium, and the Pennsylvania Academy of the Fine Arts museum, among others. She has exhibited extensively both nationally and internationally—to date, she has been part of more than 35 solo and 120 group exhibitions, including shows at the Museum of Arts and Design, the New Britain Museum of American Art (New Britain, Connecticut), the Boulder Museum of Contemporary Art (Boulder, Colorado), and the Jersey City Museum (Jersey City, New Jersey). Fox has created permanent installations of artwork in public and corporate venues, including projects for the New York City Metropolitan Transportation Authority, the University of Arkansas and Boston University.

She earned an MFA from Mason Gross School of the Arts at Rutgers University, a BFA from the University of Pennsylvania and a four-year studio certificate from the Pennsylvania Academy of the Fine Arts. In 2025, she was invited to a six-week artist's residency at the Guanlan Original Printmaking Base, Shenzhen, China, where she created original prints and deepened her knowledge of Chinese printmaking.





Artist Statement

"This series of portraits originated as steel-cut engravings from the Victorian era. The original prints—which feature notables of the era from Union generals to opera singers—were highly stylized with prescribed textures of dots, dashes and cross-hatching to render the picture with striking realism. In my hands, they are enlarged, cropped and made more dramatic. Contemplating these elaborately wrought images compelled me to deeply consider both the printmaker and subject, once so current and timely, now passed into obscurity. My meditation on these objects is physically evidenced through the complex patterns of holes I remove from the surface, as I consider both history's imperfect rendering of the past and its willfulness to recede, while appreciating the irony that as I renew a dialogue with these antiquated images, time is working to erase me, too."

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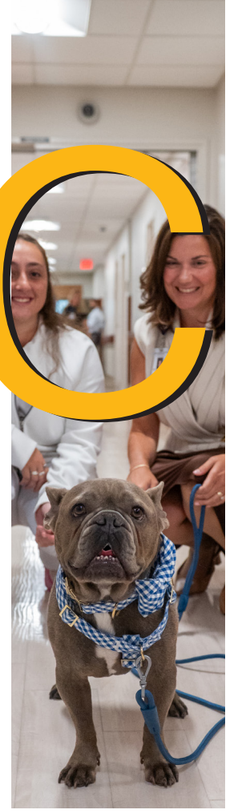

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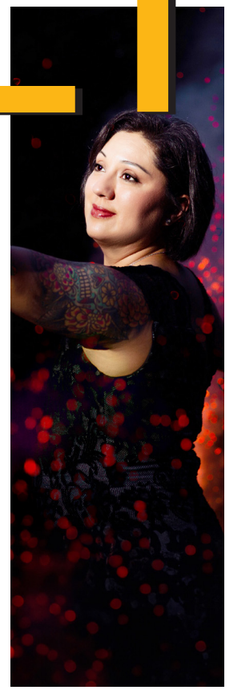

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“Fringeships”: Our Secret Weapon in the Fight Against Loneliness

Have you ever found yourself interacting with someone who isn’t quite a “friend,” but closer than a “colleague” and more present than an “acquaintance”? It’s not easy to categorize these relationships, even when they provide a sense of consistency and connection in our everyday lives.

Katherine L. Fiori, PhD, professor and associate dean for foundational psychology and faculty involvement in the Gordon F. Derner School of Psychology, has coined a new word for them: “fringeships.” Fringeships are a type of weak tie—a social science term for the “outer circle” of relationships in our lives—characterized by regular contact, shared camaraderie and limited obligation. As the so-called American loneliness epidemic escalates, Dr. Fiori believes fringeships can play a surprisingly vital role in improving our well-being.

According to Dr. Fiori’s new co-authored paper, “More than an Acquaintance less than a friend: Fringeships in Everyday Life” (*Review of General Psychology*, July 2025), fringeships stand out from other weak ties. “Fringeships make settings special,” the paper notes. “You may not always want to trudge to the exercise class, you may not be in the mood to discuss the boring book one of the members recommended for your monthly book club, and work (sometimes or always) is not a preferred activity. But when a fringeship has formed and there is mutual acknowledgment and communication, the whole experience feels more enjoyable.”

Since the 1970s, research has illustrated the advantages of weak ties in social networks. Weak ties can create stability, opportunities for engagement in diverse activities and access to otherwise unreachable information. But, as Dr. Fiori explained, “The focus of most social relations research has understandably been on close ties, such as good friends and family, since those offer us our strongest supports.”

When the *Review of General Psychology* issued a special call for the “next big idea” in psychology, Dr. Fiori and her colleagues wrote “More than an Acquaintance" in response. The article represents years of collaboration among the “big names” in weak tie research. “As researchers, we had talked for a while about what the field was lacking,” Dr. Fiori said, “and we really felt that the importance as well as the range of weak ties weren’t being represented.” She and her co-authors indexed a variety of weak ties (passing strangers, consequential strangers, familiars, Kevin Bacon ties and social media/online “friends”) before ultimately focusing on fringeships, the relationship they believe can offer up the greatest benefit.

Although fringeships lack the deep emotional commitment of close ties, they still make more of an impact than the strangers who flow through our day-to-day, or even the people we occasionally see at a mutual friend’s party. A fringeship can be the pottery class tablemate who commiserates about limited kiln space, the parent at the playground who also religiously watches *The Bachelor*, the colleague we eat lunch with but never see outside of work. Fringeships help us feel like we belong—and want to keep belonging—somewhere.

All relationships cost time and energy. Generally, close ties will require more time, and weak ties will require more energy, such as the need to present a socially acceptable version of ourselves to service professionals or co-workers. Fringeships, however, occupy a middle ground as low-cost, high-reward relationships. Social scientists have shown that weak ties can be a powerful antidote to loneliness, but the consistency, predictability and “in-group” sense of fringeships make them particularly beneficial to socially isolated people.

Barriers to fringeship do exist: natural introversion, a broad decline in “third spaces” and a fast-growing use of AI chatbots among lonely people. “Technology can certainly aid in connecting with people we already know or meeting new people online,” Dr. Fiori said, though she notes that AI-based supports cannot yield the same emotional benefits as either close or weak ties. “The basis of any relationship is mutual recognition, and if one of the ‘people’ is not real, there is no recognition. There is no relationship.”

> **“Fringeships don’t require as much time and energy from people already experiencing the negative consequences of loneliness.”**
>
> **— Katherine L. Fiori, PhD**

Dr. Fiori and her colleagues believe that increasing access to fringeship opportunities can be revolutionary for public health interventions. “Fringeships don’t require as much time and energy from people already experiencing the negative consequences of loneliness,” she said. The spaces where fringeships grow can take many forms. Clinicians, social workers, community organizers and ordinary people can foster “drop-in” social spaces, informal communities like running clubs or trivia nights, or culturally specific activities like calligraphy groups or folk dance classes.

In today’s fast-paced, high-pressure world, relationships that make minimal demands on our time, energy and resources—and evolve naturally from things we do every day—are more likely to last. That’s why fringeships may very well be, as Dr. Fiori’s paper remarks, “the ‘sweet spot’ in the fight against loneliness.”■



Katherine L. Fiori, PhD, is associate dean for foundational psychology and faculty involvement and professor in the Gordon F. Derner School of Psychology. She explores how social networks shape mental and physical health across the lifespan. Co-developer of the DIRe Model of social relations, her award-winning research spans joint romantic networks, weak ties and expressive behaviors like crying.



When Investors Get Sentimental on Social Media

Investors make money by being patient, disciplined and well informed. But, in the end, they're only human. Investor sentiment—whether positive or negative—can literally move markets, stirring herd behavior and sending stock prices spiraling.

Huajing Hu, PhD, professor of finance and economics at Adelphi, saw the consequences of investors' reactions to the dot-com bubble and the 2008 financial crisis, two of the biggest shocks to the global economy in our lifetimes. "In those episodes, investor sentiment played a very important role in the valuation of stock prices," she said.

While investor sentiment was once calculated through third-party studies, today we only have to consult social media for a real-time window into market impact. Research has shown that aggregate sentiment from social platforms can predict market-level returns more accurately than *The Wall Street Journal*.

Dr. Hu wondered whether social media sentiment could predict returns at the firm level—and not just same-day returns, as prior studies had examined, but over a longer period. Along with collaborators Karolina Krystyniak, PhD, associate professor at Ontario Tech University, and Hongqi Liu, PhD, of the Shenzhen Finance Institute and School of Management and Economics, The Chinese University of Hong Kong, in Shenzhen, China, Dr. Hu developed a study with the Bloomberg Twitter Sentiment Score (BTSS), which measures daily investor sentiment about individual stocks from publicly traded companies.

"When investors are reading news about their investments, it would be better to stay rational, to not be too optimistic or too pessimistic."

—Huajing Hu, PhD

Every day, investors on the social platform X encounter press releases, earnings announcements and other information that shapes their feelings about their investments. The BTSS algorithm tracks investors' responses to this news, identifying shifts in mood and tone and classifying each response as positive or negative. The BTSS then aggregates those signals into a daily sentiment score, which Dr. Hu and her colleagues averaged to a monthly score, hoping to test the algorithm's predictive power on longer-term returns.

The team's final dataset included nearly 4,000 firms over a period of just under three years. Their analysis showed that when investors became irrationally optimistic, stocks tended to become temporarily overvalued. This optimism was associated with higher contemporaneous returns, but those gains were later reversed as prices moved back toward their fundamental values. Conversely, pessimistic sentiment captured by the Bloomberg Twitter Sentiment Score often led to temporary undervaluation, followed by positive future returns.

A temporary misvaluation due to investor sentiment will correct itself, Dr. Hu's team learned, but it may take some time. Once investor sentiment had artificially driven prices up or down, they looked for evidence of price reversal over the following year. To do this, they utilized what the paper calls a "novel decomposition" of social media sentiment into fundamental versus pure sentiment—in other words, breaking down investor decision-making into rational assessments versus irrational beliefs. "If a company's earnings beat an analyst's forecast, then investors might get too optimistic. Instead of increasing by one dollar, which is what it's worth, the price of the stock might go up by five dollars. That's pure sentiment."

This lens allowed Dr. Hu's team to "isolate the behavioral effects of investor sentiment on returns," deepening the financial community's understanding of behavioral forces in asset pricing. Their work was published as "What's Trending? Stock-Level Investor Sentiment and Returns" (*International Journal of Financial Studies*, August 2025).



Huajing Hu, PhD, is a professor of finance and economics in the Robert B. Willumstad School of Business whose research explores empirical corporate finance, corporate governance, financial institutions, and economics and law. Her widely published work examines how market behavior and institutional lending shape corporate financial strategies.

In addition, Dr. Hu found that misvaluations were most pronounced among small or young firms. These firms release less information than large, public firms, which makes each piece of news disproportionately load-bearing. "Those investors are more likely to overreact to information," she said.

With investor sentiment increasingly disseminated across the digital realm, corporate decision-makers should treat social media discourse as a critical tool for market surveillance, Dr. Hu believes. It can also strengthen trading strategies. A shrewd investor can keep tabs on sentiment-driven pricing and buy or sell misvalued stocks at a favorable price, knowing they will eventually come back around. "When investors are reading news about their investments, it would be better to stay rational, to not be too optimistic or too pessimistic," Dr. Hu said. "But there are some investors who will realize it's a good time to invest."■



The Issue Affecting 500 Million Women That Nobody Talks About

For people who menstruate, periods can arrive with all kinds of headaches, literal and logistical. Stockpiling supplies while juggling work, school, family and social obligations takes planning and a surprising amount of money.

Binda Godlove Aka, PhD, assistant professor of political science and international relations, knows this all too well. "I'm a father and a husband, and I have sisters," he said. "I've seen people not just in my family, not just in my community, but around the world, going through the challenge of period poverty."

"Period poverty" refers to the social, economic, political and cultural barriers that prevent people from accessing menstrual products, education and sanitation. Dr. Aka sought to spotlight this long-neglected public health crisis through a large-scale analysis of existing secondary data. As he points out in the published study, "Period poverty in the United States of America: a socio-economic policy analysis" (*Journal of Global Health Economics and Policy*, May 2025), an estimated 500 million women worldwide are affected by period poverty.

"Thirty-three states that have tax exemptions on food do not exempt period products. Only five states have no tax on those products, and that's because those five states don't even have sales taxes."

— Binda Godlove Aka, PhD

While reviewing journal articles, textbooks, official government documents and other sources, Dr. Aka found that the average menstruator in the United States will spend $140 annually on pads, tampons and over-the-counter (OTC) medication to manage side effects. However, one in four will struggle to meet that cost. "It surprised me that, for as wealthy as this country is, we have a huge number of people dealing with period poverty," he said. "I thought, 'This is something we need to address.'"

Period poverty is driven by more than just a person's income. Dr. Aka's study notes that sociocultural views on sexual and menstrual health education, incomplete school curricula, and inconsistent state sales taxes also perpetuate this condition. "Thirty-three states that have tax exemptions on food do not exempt period products," he said. "Only five states have no tax on those products, and that's because those five states don't even have sales taxes."

At present, only a patchwork of legislation addressing period poverty exists nationwide. Dr. Aka attributes this to political apathy from policymakers, who consistently fail to back the many period product-related bills introduced across levels of government. In Congress alone, four separate bills are currently being considered, and 168 are in various federal, state and local legislative chambers. But Dr. Aka's research revealed that few of these bills have moved forward since being introduced.

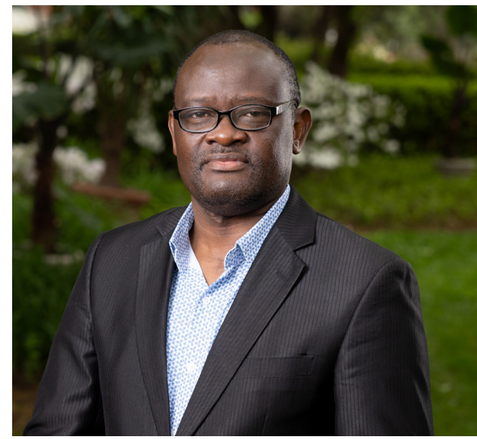
In general, he said, policymakers and scholars in the United States have devoted minimal attention to alleviating period poverty. Yet the social and economic impacts can be acute. "Say you have a low-income employee; when that employee's period starts and they can't afford period products, they stay home. The organization suffers, the employee suffers. The job market suffers, because candidates have missed school or even dropped out and can't get the best jobs, because of the embarrassment and stigma from period poverty."

This lack of equitable access has particular consequences for students. In his paper, Dr. Aka articulates a vicious cycle of school absenteeism that can begin due to period poverty. Students miss class because they feel ill or lack the necessary hygiene supplies. Poor grades follow, leading to lower graduation rates and a future of low-level jobs.

In fact, Dr. Aka describes a recent incident in which a student emailed him right before class, letting him know she would be late because her period had started unexpectedly, and she needed to find supplies off campus. "Whenever I think of the importance of this research, I think of that student's experience."

Dr. Aka is currently working on a study of period poverty in universities around New York City with two former Adelphi students (one presently in medical school and the other in law school). While his first article had been confined to secondary-source analysis, this collaboration involves gathering on-the-ground data. The outcome should provide policymakers with a clearer understanding of students' experience with period poverty—and the data they need to treat this condition as a true public health crisis.

Adelphi's Panther Pantry—which offers food, personal care items and household essentials to any Adelphi community member, free of charge—has been stepping up to provide menstrual products in the campus bathrooms. "My students and colleagues tell me we have these products from the food bank now, and that's wonderful," Dr. Aka said. "But we need more support on an institutional level."■



Binda Godlove Aka, PhD, assistant professor of political science and international relations in the College of Arts and Sciences, champions diversity and active Socratic learning. His research explores the intersection of political institutions and public policy, specifically focusing on low-income health initiatives, COVID-19 pandemic responses, and how U.S. political parties influence Congress and society.

A Nurse's Best Friend

Pet owners know that even the longest, most stressful day can turn around as soon as we come home to the unconditional love of an animal. For nurses, who regularly spend long, stressful days working in life-or-death settings, those creature comforts can carry even more meaning.

Joy Scharfman '78, PhD '23, assistant professor in Adelphi's College of Nursing and Public Health, and Valerie A. Esposito Kubanick '01, MS '05, PhD '23, assistant professor in the Nursing Department at CUNY York College, who both earned their nursing doctorates from Adelphi in 2023, have firsthand knowledge of the immense burdens that nurses shoulder—and the immediate relief that animals can offer. In their new paper, "Nurses' Best Friend? The Lived Experiences of Nurses Who Utilized Dog Therapy in the Workplace" (*Nursing Reports*, July 2025), Drs. Scharfman and Esposito Kubanick share results from a study that tested the effects of dog therapy on nurses' energy, self-care and stress management.

The idea for the study grew out of Dr. Esposito Kubanick's volunteer work, which involved bringing her own service dog to a local hospital for patient visits. "The patients loved it," she said, "but the nurses would also stop us in the hall and ask to pet the dog." When she noticed that nurses from more intensive care units were wanting more time with the dog, her researcher instincts kicked in.

Dr. Esposito Kubanick connected with Dr. Scharfman, proposing they dig deeper. They found few studies on the benefits of healthcare professionals working with emotional support animals (ESAs), and even fewer that focused specifically on nurses. Despite this gap in the scholarship, Dr. Esposito Kubanick says they could "see that the nurses really needed what a service animal could offer."

The two designed a study small enough to foreground qualitative observations and interviews. Every week for three months, 11 hospital nurses volunteered for several 10-minute-long, one-to-one visits with Rex, a certified service dog for anxiety, depression and PTSD and a registered ESA, during their shifts. Once the study ended, the nurses were asked to describe how they were feeling before, during and after their visits with Rex.



Joy Scharfman '78, PhD '23, is an assistant professor in the College of Nursing and Public Health. As a clinical specialist in psychiatric nursing, her academic and clinical work focuses on mental health, with a special emphasis on the practices of mindfulness and nursing presence in patient care.

It was clear that time with Rex was incredibly meaningful to all participants. "One nurse coming directly from the ER didn't even say hello, just walked in the room and got on the floor for the whole 10 minutes, crying with the dog," Dr. Esposito Kubanick recalled. "At the end, she stood up, straightened herself out and said to me, 'I can go back to work now. I have a patient who's about to die, and I need to take care of that.'"

The participants ended up voicing four major themes in their reports: the anxiety related to possible "unknowns" in each shift; the stress and exhaustion of doing the work during a shift; the necessity of "refueling and re-setting" throughout the day; and the healthcare system's neglect of stress and burnout among nurses.

Drs. Scharfman and Esposito Kubanick found that access to Rex—a supportive, loving companion—intersected with all four themes. "The nurses would tell us that seeing the dog, or even the thought of seeing him, could change their whole day and how they felt," Dr. Scharfman said. "If they had a patient who was very sick, or dying, it would help them get refocused and be able to go back to work with new energy after just 10 minutes, sometimes less."

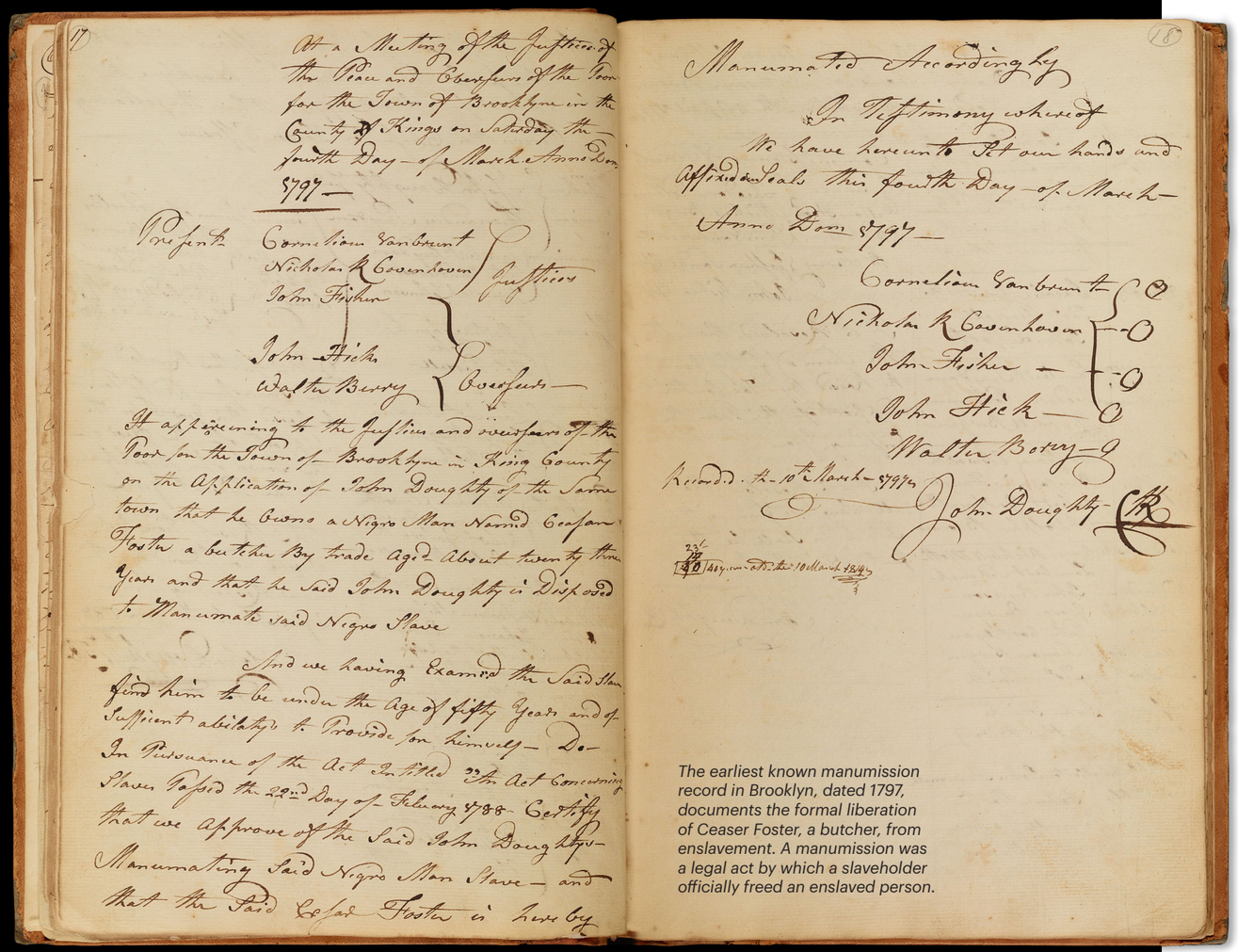
> **"Access to service animals during a shift could be part of the self-care which nurses need to stay in the field."**
>
> **— Joy Scharfman '78, PhD '23**

The two are already expanding on the foundational research of their paper. They now have nine service dogs registered for a new study, along with a dedicated hospital room where nurses (and any other workers) can drop in without an appointment to play with the dogs.

For today's nurses, high stress levels can have an impact on the quality and safety of care they provide. Burnout is a persistent problem in the field, one which the healthcare system is scrambling to deal with. Yet "access to service animals during a shift could be part of the self-care which nurses need to stay in the field," Dr. Scharfman said. And, as the paper notes, helping nurses cope with job stress is critical in preserving the health of the profession—and the entire world.



New Dataset Traces the Roots of Enslaved People in Brooklyn



The earliest known manumission record in Brooklyn, dated 1797, documents the formal liberation of Ceaser Foster, a butcher, from enslavement. A manumission was a legal act by which a slaveholder officially freed an enslaved person.

Courtesy of NYC Municipal Archives

Before Brooklyn had brownstones, a navy yard or high-rises, it had farms. "Picture Brooklyn in the 1700s as acre upon acre of completely flat farmland," said Christopher Barnes, PhD, assistant professor and digital publishing librarian in the University Libraries, who recently built a large dataset from records of the period. In the 18th century, the borough we now know as Brooklyn, at the time comprising six towns—Brooklyn, Bushwick, Flatbush, Flatlands, Gravesend and New Utrecht, all under the banner of Kings County—was home to fields of corn, wheat, rye, barley and other grain crops. Farming these crops depended on the labor of enslaved people, making the institution of slavery a key lever of Brooklyn's economy.

> **"My job is all about open access and digital scholarship, and I got to combine them with my passion for New York City history in this project."**
>
> **—Chris Barnes, PhD**

"We tend to think of New York and New Jersey as aligned with New England in the North-South slavery divide," said Dr. Barnes, "but those two states were some of the largest slaveholding areas in the country." In 1799, New York passed legislation that enshrined the practice of manumission, or legal emancipation from slavery through a formal contract. A number of enslaved people successfully attained their freedom in this way before New York outlawed slavery in 1827. These names survive in the Old Town Records collections, which have been freshly digitized by the New York City Municipal Archives.

On their own, digital images of records are difficult to work with, according to Dr. Barnes. He partnered with Enslaved.org—an open-source database on the trans-Atlantic slave trade—to turn a mass of primary source scans into a sophisticated, fully searchable dataset.

"Manumissions in the Brooklyn Old Town Records Collection, 1797-1825" (*Journal of Slavery and Data Preservation*, April 2025) documents Dr. Barnes' efforts to collect, organize and analyze the 134 manumissions on record with Kings County. For Dr. Barnes, each of these instances—and the names, dates and biographical details that accompany them—represents a crack in the "brick wall" of Black American genealogy. With every manumission now searchable through Enslaved.org, "the descendant of someone who had been manumitted in Brooklyn might finally be able to connect the dots," he explained.

Once an individual was manumitted, they could be counted in the census, opening up endless genealogical possibilities. The earliest manumission in the collection, from 1797, concerned a man named Cesar or Ceaser Foster, whose trade was listed as "butcher." Dr. Barnes' research revealed that a free Black man named Cesar Foster of roughly the same age lived and worked as a butcher in Albany in 1815. The 1820 national census also listed a Black man named Ceasar Foster living with a woman and child. More research is needed to prove the connection, but, Dr. Barnes said, "It's proof that the possibilities are there."

While this particular dataset is complete, Dr. Barnes' genealogical work is not. As the descendant of Long Island slaveholders, he has a personal investment in, as he puts it, using "white genealogy to help recover Black history." Currently, he is building his own digital humanities project, a website that centers on the lives of the 200-plus individuals once enslaved by his ancestors. Some descendants of those enslaved individuals have even reached out to him, and together they've been working to create a shared genealogical tree.



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

Dr. Barnes is eager to get the Adelphi community involved in the digital preservation of slavery records. For International Open Access Week 2025, he and the managing editor of Enslaved.org's *Journal of Slavery and Data Preservation*, Kristina Poznan, PhD, presented to students and faculty on the website's commitment to keeping its content free and machine readable. He has also been coordinating with Adelphi's Department of African, Black and Caribbean Studies to host a talk on the history of slavery in the area. Next, Dr. Barnes would like to get students working on a dataset that captures manumissions from local historical records, particularly those from a Quaker community in Jericho whose members were abolitionists and frequently manumitted their enslaved workers.

For now, however, he's content to imagine different ways to "cross-pollinate" as a librarian, scholar and educator. "My job is all about open access and digital scholarship, and I got to combine them with my passion for New York City history in this project," he said. "It was a perfect match for my position at Adelphi." ■

Dive deeper into the story



Building a Better Brainstorm

The concept of crowdsourcing—bringing together a group of unrelated individuals to collectively produce solutions to a problem—has existed for centuries. Now that crowdsourcing has become an increasingly common practice in digital realms, scholars have been continuously exploring its principles, applications and potential uses.

Yue Han, PhD, associate professor of decision sciences at Adelphi, has long been intrigued by how crowdsourcing can be harnessed to drive creativity and innovation. Dr. Han wrote her doctoral dissertation on the tools and strategies that can be used to encourage better collaboration among a crowd and, ultimately, produce better outcomes. Her latest study, co-authored with Pinar Ozturk, PhD, of Duquesne University and Jie Ren, PhD, of Fordham University, "Crowdsourcing creativity: Support architectures and task-knowledge intensity" (*Technovation*, February 2026), attempts to create a systematic theoretical framework for improving crowd creativity and performance.

Crowdsourcing is often employed for discrete tasks, such as identifying photos from space or cataloging genealogical records. But what if crowdsourcing could engage with much larger issues? Could "the crowd" actually create effective solutions to urgent global problems like climate change or financial governance?

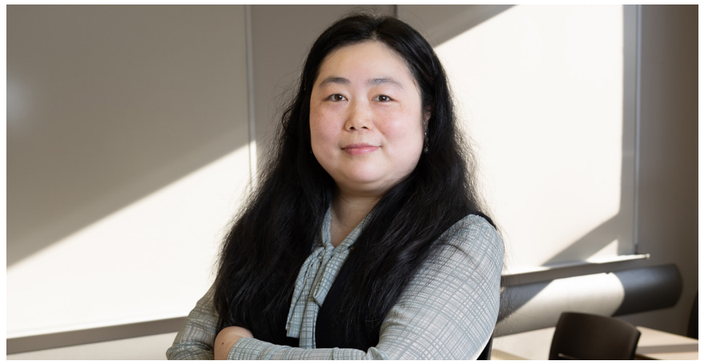
As Dr. Han writes in her paper, these problems are complex and diffuse. "There is no central authority to solve them; stakeholders do not even agree on what these problems really are." With organizations and institutions stifled by their own "inefficacies, delays, dictates of the market .... and political decision-making," crowdsourcing has emerged as a promising alternative. This practice can "harness collective creativity, exploit external resources to broaden the exploration of possible solutions and accelerate the discovery of novel ideas."

> **"There was a lack of discussion about how the components of the creativity process and their interplay affect crowdsourcing outcomes."**
>
> **— Yue Han, PhD**

Prior research on crowdsourcing mostly studied the impact of isolated factors—such as motivations, reward schemes and task design—on the crowd's creativity. This left a gap in the literature that Dr. Han believed she could close. "There was a lack of discussion about how the components of the creativity process and their interplay affect crowdsourcing outcomes," she said.

According to the componential theory of creativity, which is the paper's theoretical baseline, creativity depends on three different components: creativity-relevant processes, domain knowledge and motivations. Dr. Han's study focuses on the first two, which have a direct effect on crowdsourcing support architectures, defined in the paper as "design elements or creativity support tools that encourage and integrate ideas/contributions made by participants." Specifically, she sought to compare the efficacy of two types of support architectures—external stimuli (ideas given to the crowd) and remixing (the crowd iterating on each other's work)—on crowd creativity. She also wanted to see if the crowd's creativity would fluctuate based on the level of knowledge required for the task.

To find out, she and her colleagues ran an experiment through Amazon Mechanical Turk, an online crowdsourcing platform. They asked participants to self-report their own knowledge levels for various tasks, each of which involved a different societal challenge, then write down solutions. Next, they recruited new sets of participants, intermixing different conditions of support architectures with different levels of knowledge. Some new participants responded to the previous participants' ideas when generating their own, and some did not. Ideas from each phase were evaluated for novelty and practicality.



Yue Han, PhD, is an associate professor of decision sciences in the Robert B. Willumstad School of Business. Her research interests include crowdsourcing, collective intelligence, digital collaborations, social media, machine learning, artificial intelligence and business intelligence. Her work focuses on knowledge reuse and online open innovation to address complex societal challenges.

When comparing the output from each phase of the experiment, Dr. Han's team found that remixing inspired more creativity than external stimuli. Remixing was also more powerful when participants were working with problems that did not require a high, specialized level of knowledge. Tasks that required a lower level of knowledge, however, generated more creative solutions. But regardless of a task's knowledge level, Dr. Han's team observed, support architectures were indisputably helpful in getting the crowd to generate more creative ideas.

These insights advance the research community's understanding of crowd-based creativity. "Our findings underscore how structured support mechanisms can create environments conducive to creative ideation in crowdsourcing environments," the authors write. "By providing participants with tools and frameworks to guide their creative thinking, organizations can significantly boost the innovative potential of their crowd participants."

When people build on each other's work, the opportunities are endless—both in practice and in research. Dr. Han will continue to explore the crowd's relationship to support architectures in a range of contexts. In the future, she hopes organizations will look to her team's findings when crowdsourcing solutions. As she and her colleagues conclude in the paper, "Embracing the power of crowdsourced creativity can pave the way for transformative advancements and collaborative problem-solving on a global scale."

What's the Best Way to Detect Stroke? Train Kids to Do It.



As Professor Hariklia Proios, PhD, enters her fourth year as chair of Adelphi's Department of Communication Sciences and Disorders, she continues to stress the need for education about a particularly important health emergency: stroke. Strokes are one of the leading causes of long-term disability in America, affecting nearly 800,000 people every year. But rather than task older adults with the responsibility of detecting their own strokes, research has shown that stroke education and prevention should be a family affair—starting with children.

In 2018, along with her then colleagues at the University of Macedonia in Greece, in collaboration with the healthcare organization Angels Initiative and the Grand Heroes Foundation, Dr. Proios established FAST Heroes, an educational initiative that's since been deployed in 38 countries worldwide. FAST Heroes uses fun, cartoony campaigns to teach children lifesaving stroke knowledge that they can pass on to their families.

Stroke experts often say that "time is brain"—the longer you wait to seek treatment for a stroke, the more brain cells will die. With FAST Heroes, children are trained to act as soon as they spot common stroke symptoms. Although the program is taught primarily in classrooms, it's designed to enhance incidental, hands-on learning about strokes. "Children learn about stroke symptoms through everyday life experiences, such as stories, music or classroom activities, and relay that information home through conversation," Dr. Proios said. "In this way, they boost parental and grandparental awareness of stroke symptoms and encourage them to seek medical attention."

After joining Adelphi as a professor in 2023, Dr. Proios brought FAST Heroes to her new home terrain, convincing several schools in the New York area to come on board. A research partnership with a neurologist and Yale University has also expanded FAST Heroes' American reach to a public school district in Connecticut. "One million children around the world have been educated to date," she said, "and this number only continues to grow."

In September 2025, Dr. Proios and her FAST Heroes team published a reflection on their years of hard work: "The role of children in promoting stroke literacy across generations: A narrative review of the FAST Heroes initiative" (*Journal of Stroke and Cerebrovascular Diseases*, September 2025).

FAST Heroes has been implemented in so many settings that every published study has a different evidentiary angle. By completing a narrative review of these studies, Dr. Proios and her team would be able to paint a clear picture of what worked and what didn't—giving researchers, educators and practitioners "the means to translate complicated evidence into a simple, coherent story that will support their decisions about program design, implementation and practical use."

So how effective are children in disseminating stroke-related knowledge? According to the narrative review, exceptionally so. Baseline stroke knowledge improved in virtually all countries that implemented FAST Heroes, with Ukraine, Romania and Poland showing improvements of up to 35 percent. In another participant group, knowledge of the country's national emergency number shot up from 2.7 percent to 100 percent. But to understand why FAST Heroes works so well, Dr. Proios and her team examined the research along two main axes: knowledge acquisition and knowledge transfer/intergenerational learning.

FAST Heroes "has displayed noteworthy long-term knowledge retention among children," the authors write, which "can be attributed to a combination of design elements rooted in educational psychology and communication theories." In other words, age-appropriate educational tools, like animated videos, interactive games and mnemonic tools, were key to ensuring children would find stroke-related information both stimulating and memorable. Dr. Proios notes that children responded particularly well to FAST Heroes' superhero campaign, which gave them a point of personal connection—for instance, thinking of a grandparent as their "hero."



Hariklia Proios, PhD, is professor and chair of the Department of Communication Sciences and Disorders in the Ruth S. Ammon College of Education and Health Sciences. A global leader in stroke and aphasia rehabilitation, she serves as president of the Stroke Alliance for Europe, contributes to World Health Organization (WHO) initiatives, and developed the impactful FAST Heroes educational campaign reaching 16 countries.

In the FAST Heroes model, children act as active health messengers within the family unit, encouraging multidirectional collaboration between generations. In one study conducted with grandparents, only 25 percent of participants could recognize at least one major stroke symptom pre-FAST Heroes, compared to 70 percent after the program's end; two months later, that figure had increased to 83 percent. Grandparents also demonstrated "positive feelings about their grandchildren's involvement in a health education initiative that directly impacts their well-being," according to the authors.

That said, knowing the right number to call in a crisis is one thing, and calling it is another. Although Dr. Proios' study doesn't only measure action taken in cases of suspected stroke, that is the ultimate goal of FAST Heroes—one the program does appear to be meeting. "We believe crystallization of this lifesaving knowledge in young children's long-term memories is a good predictor of actual response," Dr. Proios said.■



Is Bad News Good News for Our Decision-Making?

Does feeling bad about the news have any effect on our decision-making? Research from an Adelphi undergraduate and faculty member introduces a new perspective on the topic—and it's one neither of them anticipated.

Luis Sebastian Garcia Campos '24, now a doctoral student in the Gordon F. Derner School of Psychology, worked with Karolina Lempert, PhD, assistant professor of psychology, to explore the relationship between negative news consumption and our willingness to make risky (where probabilities are known) or ambiguous (where probabilities are unknown) decisions.

While previous studies have found that negative emotions can increase our aversion to risk and ambiguity, many of these studies relied on static stimuli, like images, to influence participants' emotions. Dr. Lempert and Garcia Campos were curious to see how people would respond to a more dynamic form of stimulation: the news. Negative news consumption has been shown, in separate studies, to reliably induce negative affect.

Garcia Campos was the one to conceive of the project. A keen reader, he has translated his love of narrative into lines of scholarly inquiry, seeking to "explore how people interpret neutral events based on their own experiences and perceptions." His collaboration with Dr. Lempert was endowed by Adelphi's Emerging Scholars Program, which offers psychology majors the opportunity to conduct original research alongside a faculty mentor. "The program places the student in a leadership role with professional mentorship from an expert in the field," Garcia Campos said. "I always say that my favorite experience as an undergraduate at Adelphi was the Emerging Scholars Program, and I cannot recommend it enough."

Together, Garcia Campos and Dr. Lempert designed a study that would assess participants' affect after being shown short news videos. "He handled a lot of the legwork," Dr. Lempert remembered. In addition to building the experiment in Qualtrics, Garcia Campos recruited participants for the study, cleaned the data, performed the analysis and wrote the first draft of the now-published paper.

During the experiment, the "negative news" experimental group watched a video of a car crash, while the "neutral news" control group watched a video about a change in train schedules. All participants then completed two assignments: first, a questionnaire about their current levels of positive and negative affect; second, a risky decision-making task and an ambiguous decision-making task.

Garcia Campos and Dr. Lempert speculated that the participants who watched the car crash video would display more aversion to risk and ambiguity. But the results indicated otherwise, even when they repeated the study with a larger participant pool. Neither study revealed a difference in risk avoidance between the negative and neutral groups.

The two were surprised by the null results. Rather than treating the project as a failure, however, they saw it as an opportunity. "Our study reinforces that this is a complex question, and there are no easy answers when it comes to how emotions shape choice," Dr. Lempert noted. "It's possible that people were able to attribute their negative feelings entirely to the video, so they knew that those feelings weren't relevant to the decision-making task. It's also possible that different kinds of negative emotions have different effects on decision-making. For example, some people may have gotten angry after watching the video, while others got sad or scared, and these different specific emotions might have different consequences."

"Negative news exposure does not affect risk or ambiguity aversion" appeared in the June 2025 issue of *Frontiers in Psychology* after some resistance. Peer-reviewed journals can still be hesitant to publish null results, according to Dr. Lempert. She has a different opinion. "Null results challenge theories that many people just assume are true. I hope that more scientists will follow our example of publishing their null findings because that's the only way that we'll be able to build a full, nuanced picture of the relationship between emotion and decision-making."

For Garcia Campos, now in his second year of doctoral work at Adelphi, the experience was a study in grit—a trait Dr. Lempert calls "key to success in research." He refused to let the study go unfinished or unpublished just because the results were inconclusive. "I was so impressed by his perseverance that I strongly recommended him for our PhD program, and he was admitted," she said.

Garcia Campos wants to impart the same lesson to his younger counterparts. "If any undergraduates are reading this," he said, "don't give up on your research. I got rejected twice before getting published."■

> **"Our study reinforces that this is a complex question, and there are no easy answers when it comes to how emotions shape choice."**
>
> **—Karolina Lempert, PhD**

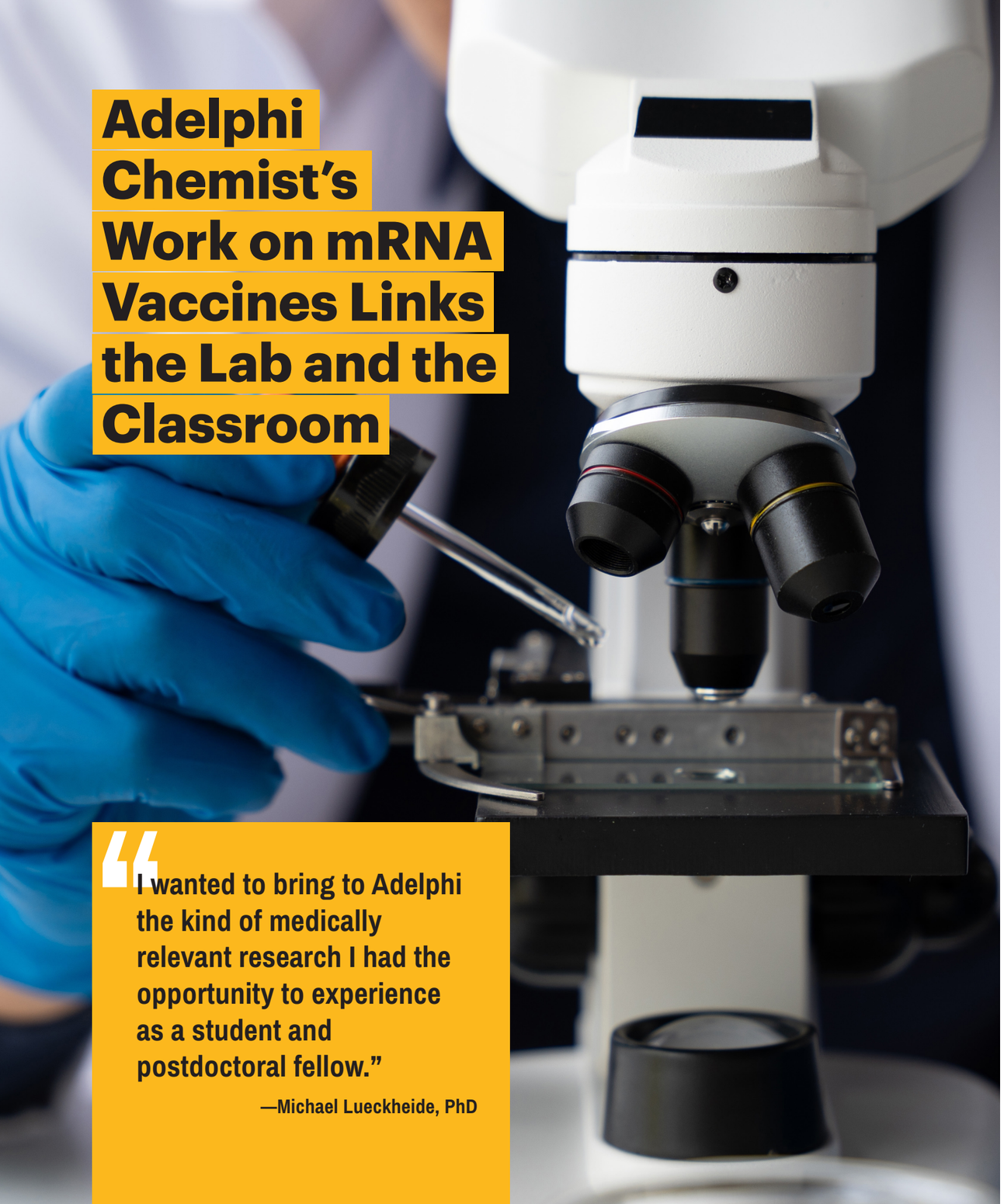


Karolina Lempert, PhD, assistant professor of psychology in the Gordon F. Derner School of Psychology, researches how memories and emotions shape short- and long-term decision-making. Supported by National Institutes of Health (NIH) and Brain & Behavior Research Foundation grants, her work utilizes neuroimaging and computational modeling to understand decision variability, aiming to improve psychiatric treatments and promote long-term well-being.



Undergraduate psychology student Luis Sebastian Garcia Campos '24—now a Derner doctoral student—co-authored the study.

Adelphi Chemist's Work on mRNA Vaccines Links the Lab and the Classroom



> **"I wanted to bring to Adelphi the kind of medically relevant research I had the opportunity to experience as a student and postdoctoral fellow."**
>
> **—Michael Lueckheide, PhD**

Development of the COVID-19 vaccine within a year of lockdown may have seemed like a miracle to many, but scientists already had a half-century of research on messenger RNA (mRNA) gene therapies at their disposal. Michael Lueckheide, PhD, assistant professor of chemistry, who himself has contributed to the study of breakthrough mRNA technology, knows all about the process of developing lifesaving biopharmaceutical knowledge—as well as preparing the next generation of scientists to explore the frontiers of medical research.

Prior to his appointment at Adelphi, Dr. Lueckheide collaborated with a long-standing research team led by renowned chemist Robert Waymouth, PhD, of Stanford University. For years, the Waymouth group has been working to understand the factors governing the self-assembly of mRNA with cationic polymer molecules, crucial components in the creation of effective mRNA vaccines. Their most recent findings, which include Dr. Lueckheide's contributions, are discussed in the paper "The Structure and Morphology of Single-Component Oligomeric RNA Delivery Vectors Derived from Amphiphilic Charge-Altering Releasable Transporters" (*ACS Nano*, November 2025).

Dr. Lueckheide joined the National Institute of Standards and Technology (NIST) in 2019 as a postdoctoral fellow in the Polymers and Complex Fluids group under the supervision of Vivek Prabhu, PhD. There, he collaborated with the Waymouth group to study biomolecules and polymers using the agency's nuclear reactor. He had been tasked with obtaining, through subatomic scattering, structural data about the RNA particles that the team had deemed most promising. When building an effective vaccine, "We have to know the shape, the size and the form of the particles, inside and out," he said. "Those features have direct connections to how a vaccine-particle will behave once it's in our bodies. It's not enough to mix mRNA with molecules in a plastic tube and say, 'Here, it's done.'"

The basic goal of any vaccine is to introduce an outside pathogen or blueprint to the body's natural defenses to promote immune response and memory. Historically, mRNA vaccines have worked by associating negatively charged mRNA molecules with positively charged lipids to make nanoparticles that will later release the mRNA to deliver its pathogen-mimicking lesson to our bodies.

But a fully lipid-based delivery system has major limitations. "Vaccine producers need to confirm that lipid particles are made reproducibly," Dr. Lueckheide said. "Will you get the same thing every time you try to make this vaccine? Can you ensure you're sending the same thing to every patient, every hospital?"

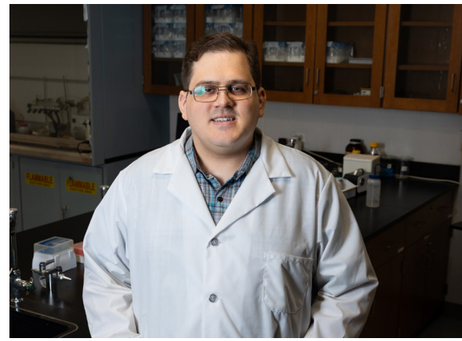
Controlling the possibility of lipid variations can drive up the cost of mRNA vaccines, so researchers began to develop synthetic alternatives, which provide greater dose-to-dose consistency. However, the process is a long one. The Waymouth group's work began nearly two decades ago, with new collaborators, like Dr. Lueckheide, regularly coming on board to lend their expertise.

This latest 2025 paper, "The Structure and Morphology …," builds on the group's successful history of developing polymer-based mRNA delivery systems. It describes the structure of a new system that can introduce mRNA into cells and then release the mRNA in response to subsequent pH changes. With this structural information in hand, pharmaceutical companies can improve the accuracy and efficiency of their therapeutic manufacturing.

Medical advancements rely on this kind of intergenerational research. For Dr. Lueckheide, imparting the value of teamwork and mentorship to his undergraduate students at Adelphi is critical. He also strives to help them get a foothold in the biopharmacology industry—and make a real-world impact—as early as possible. "I wanted to bring to Adelphi the kind of medically relevant research I had the opportunity to experience as a student and postdoctoral fellow," he said. Adelphi's chemistry labs contain the caliber of analysis equipment that students will see used by pharmaceutical companies (including nuclear magnetic resonance spectroscopy, light scattering and high-performance liquid chromatography), so Dr. Lueckheide conscientiously trains them to be fluent in industry techniques and technologies.

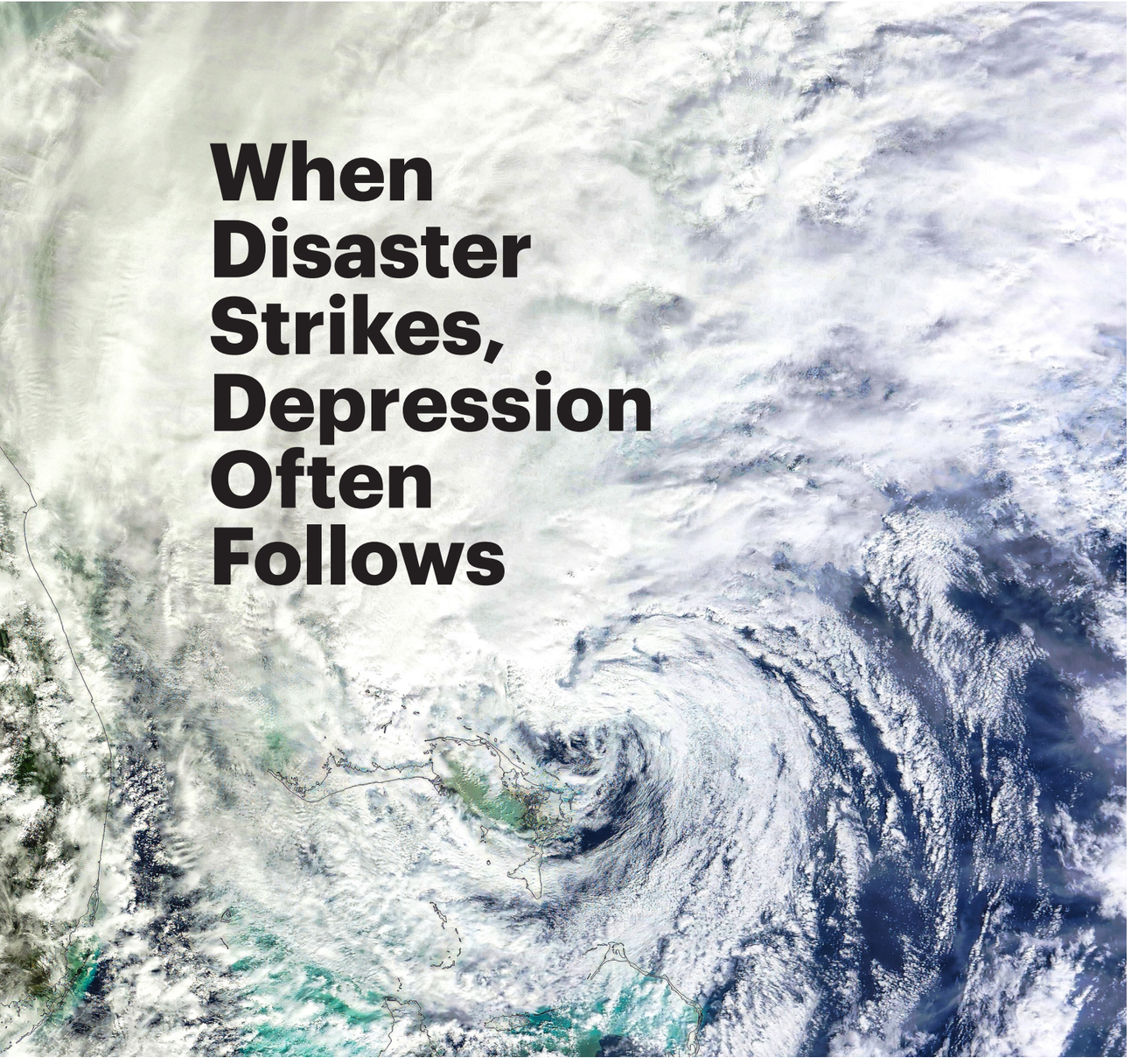
Currently, as part of an ongoing research manuscript, Dr. Lueckheide's students are learning how to study simpler assembling molecules and how to make and study more complex assembling polymers. "Once they've made those molecules," he said, "then they need to do quality control and use our lab equipment like any professional would. This particular manuscript may not be earth-shattering, but it's work that undergraduates figured out how to do, and now they'll be able to apply those same research methods to more complex systems."

And so, the cycle of innovation continues. ■



Michael Lueckheide, PhD, assistant professor of chemistry in the College of Arts and Sciences, researches polymer synthesis and surfactant self-assembly for drug encapsulation and environmental cleanup. Recipient of the 2024 Frederick Bettelheim Research Award, he actively connects Adelphi students with world-renowned research institutions such as Brookhaven National Laboratory to utilize advanced X-ray and neutron scattering techniques.

When Disaster Strikes, Depression Often Follows



For millions of students and teachers around the world, the COVID-19 pandemic was more than just a test of online learning skills. The initial lockdown caught institutions off guard, and subsequent months of conflicting information and shifting policies piled stress onto already struggling communities.

Renée Rawcliffe, social work PhD candidate, director of continuing education and professional development, and adjunct professor in the Adelphi University School of Social Work, and Beverly Araujo Dawson, PhD, professor of social work, could see how deeply their own students were impacted not only by COVID-19, but by other major disasters such as Hurricane Sandy. "We've watched students try to stay focused while dealing with uncertainty, fear and constant change," they said. "Those experiences made it clear how emotionally draining disasters can be, even when we don't always name them that way."

Along with co-authors from the Silberman School of Social Work at CUNY Hunter and the Department of Social Work at CUNY College of Staten Island, Dr. Araujo Dawson and Rawcliffe began studying the influence of cumulative disaster-related stressors on depression among college students and faculty. The ensuing article, "Investigating the Relationship Between Disaster Preparedness Knowledge, Disaster Related Stress, and Post-Disaster Depression Among Students and Faculty in Higher Education" (*Social Work in Public Health*, November 2025), strove to address the "one big question that kept coming up" in discussions with colleagues: Does feeling more prepared for disasters actually help people cope better afterward?

Research has shown that exposure to either acute or prolonged disaster can carry significantly elevated rates of mental health issues, including anxiety, depression and PTSD, even years after the initial event. It's also shown that disaster preparedness does mitigate some of these effects. But Dr. Araujo Dawson and Rawcliffe noticed that no work specifically explored the disaster-related experiences of students, faculty and staff in American higher education.

"Disasters are never experienced equally; they amplify existing inequalities," Dr. Araujo Dawson noted. "With this research, I was excited about the opportunity to look not just at overall stress and depression, but at how preparedness knowledge might serve as a protective factor, particularly for groups who are often overlooked in disaster planning."

For the study, she and Rawcliffe analyzed survey results from more than 1,500 students, faculty and staff, collected by their co-authors at CUNY during the spring and summer of 2020. Participants were assessed for stressors related to Hurricane Sandy and COVID-19. They also gave feedback on their knowledge of various COVID-19 preparedness measures, such as diagnosis, safety and treatment information; grocery and medication delivery; and access to mental health and legal services.

The team found that more than 65 percent of participants experienced stress from the cumulative impact of COVID-19 and Hurricane Sandy—and that this combined exposure produced a greater prevalence of depression than living through either disaster alone. "We expected stress and depressive symptoms to be related," they said, "but seeing how closely they were linked really drove home how much these events affect mental health."

The data also revealed that depressive symptoms were significantly higher for students than faculty. In addition, students were far less knowledgeable about preparedness measures than faculty or staff. Although participants who felt more informed did experience less stress, actually becoming informed isn't simply a matter of reading up, according to Dr. Araujo Dawson and Rawcliffe. "Preparedness knowledge can be a powerful buffer, but access to that knowledge is often a privilege," they said. "Systemic barriers like language access, economic stability and historical distrust of institutions often leave marginalized communities with less 'preparedness capital.'"

However, the two feel strongly encouraged by their results, which indicate that disaster preparedness is both a logistical necessity and a critical mental health intervention. "While universities typically prioritize physical safety procedures, our study suggests that the subjective sense of being 'informed' can significantly mitigate emotional distress."

As climate-related disasters increase, disaster-resilient campuses must be built with a justice-oriented framework in mind, the researchers argue. That means intentionally redistributing knowledge and resources to those who have been historically excluded. "There are concrete steps universities can take, but we can't just provide the information," Dr. Araujo Dawson and Rawcliffe said. "We have to ensure it reaches the most vulnerable populations, who are already carrying a higher burden of disaster-related stress."■



Beverly Araujo Dawson, PhD, professor in the School of Social Work, is dedicated to improving the well-being of Latino immigrants. Her research examines how psychosocial stressors, such as discrimination and language barriers, deeply impact mental health. She utilizes these vital insights to develop culturally competent interventions that support and empower Latino communities.



Renée Rawcliffe is a doctoral student and the director of continuing education and professional development for the School of Social Work. She spearheads innovative postgraduate certificate programs for behavioral health professionals and develops impactful workshops on vital topics such as environmental justice.

Bringing Long-Buried Stories to Life Through Creative Research





René Steinke is a professor of English in the College of Arts and Sciences and director of the MFA in Creative Writing program. An acclaimed novelist, her books include *Friendswood*, *The Fires* and *Holy Skirts*, which was a National Book Award finalist. Steinke is also the recipient of a 2016 John Simon Guggenheim Memorial Fellowship.

René Steinke, a novelist who brings her writer's sensibility to the role of professor in the Adelphi University Department of English and director of its Master of Fine Arts in Creative Writing program, views research as a critical part of fiction writing. "As writers, we don't codify research, but it comes into play with everything we do," she said.

For Steinke, creative research transcends the archives. Research is reading novels that share a form, style or structure to better understand the architecture of your own work. It's remembering an emotional truth or a physical place. It's "paying attention to your life, how the sun looks when you wake up in the morning."

Steinke's literary success reflects her skills as an observer and interpreter. She has written three novels, including *Friendswood* (Riverhead, 2015), which was named a "great read" by NPR, and *Holy Skirts* (William Morrow, 2005), a National Book Award finalist. Critics have called her work "masterfully observed" (*O, The Oprah Magazine*), "vividly imagined" (*Vogue*) and "a literary coup" (*Newsday*). In a review of *Holy Skirts*, *The Believer* magazine declared, "René Steinke refuses the strictures of the purely historical, bypassing a biographical treatment of the Baroness in favour of a more fluid fictional 'truth.'"

Holy Skirts is a reimagining of the Baroness Elsa von Freytag-Loringhoven, a German avant-garde artist and poet who figured prominently in the early 20th-century Greenwich Village arts scene. The book begins in Berlin's Wintergarten cabaret, then transports us across Europe before landing in New York City, where the Baroness becomes "the first performance artist, the first absurdist fashion designer and a poet whose poems force us, as poems should, to see and hear differently" (*The Chicago Tribune*). She befriends Dadaist artists and writers, composing incendiary poems and taking to the streets in eye-catching costumes.

To capture Berlin's seedy cabaret halls and the debauchery of downtown New York, Steinke researched these milieus, but also relied on her senses. Having lived in Greenwich Village while writing the novel, she said, "I was doing a lot of walking around the neighborhood, thinking about what had changed since 1917 and what hadn't. It was an experiential process." She also listened to the contemporary music of the time period, watched early silent films and read newspapers to "get a sense of the texture of daily life."

Though Steinke may consult the same primary sources as her academic colleagues, she's looking for different things: tone, story, character, even "knots," what she terms "unsolved histories." Often, these knots form the foundation of her work. "They invite me to come in and imagine what happened, to work within the available evidence of the historical record," she said. "I like stories that have been buried, parts of history that have holes."

Friendswood required research into another kind of history: Steinke's own memory. The book is set in her hometown of Friendswood, Texas, where toxic runoff from a nearby Superfund site allegedly triggered elevated cancer levels. Steinke told the *Houston Chronicle* that she was "more interested in creating the essence of the place than its actual, factual geography … the particular textures of Friendswood itself: the Quaker church in the center of town, the humidity and heat, the local Mexican restaurant, the country music I heard so often in the background."

Though the Brio Superfund site has received national media attention, "people don't really talk about it," according to Steinke. "It's still hidden." To write the book, she spoke to residents—neighbors as well as local reporters—who could bring that history back to life. She also conducted extensive technical research, seeking to understand the characteristics of Superfund sites, the scientific links between pollution and cancer, and official federal and local investigations into potential cancer clusters.

Now, Steinke is at work on a new historical novel, based on the life of Swedish artist Hilma af Klint. Last year, thanks to funding from a research grant from longtime Adelphi donor Bharat Bhisé, MBA '78, she traveled to Sweden "to retrace the steps where af Klint walked, to see her paintings and to visit the places where she lived and worked."

She's also preparing to inaugurate an exciting new era for the Creative Writing MFA, which has moved to Adelphi University's Manhattan Center. As part of the MFA program's low-residency structure, students and faculty will gather in person just before each semester for intensive, one-week residencies at the Manhattan Center. Students will then work within an individualized, remote curriculum during the semester. This format allows students to master their craft while benefiting from a flexible academic schedule—and the richness of New York City's literary life. "Because the city is home to so many publishers and literary nonprofits, we're able to introduce our students to many practical aspects of the writing world."

Steinke is inspired by her work with other writers pursuing their own paths in creative research. Two of her students are writing novels set in far-flung times and places—one in ancient Rome, another split between Uganda in the 1960s and New York City in the 1970s—and her fellow faculty members are each driven by the spirit of research-based inquiry. Associate Professor Katherine Hill investigates the inner life of a professional football player in the novel *A Short Move* (Ig Publishing, 2020). Assistant Professor Emily Lee Luan uses the classical tradition of the Chinese "reversible" poem to illuminate the Taiwanese diasporic experience in ⧈ / *Return* (Nightboat Books, 2023). Assistant Professor Jan-Henry Gray's poetry book, *Documents* (BOA Editions, 2019), repurposes legal material to explore the undocumented immigrant experience. Professor Igor Webb returns to his childhood during the Holocaust to meditate on writing and identity in *Christopher Smart's Cat* (Dos Madres Press, 2018).

Along with Steinke, these scholars and artists are producing new works that help us reimagine the stories of yesterday, today and tomorrow.■



Practice in the Nursing Lab Makes Perfect

In the healthcare system, cultural competence can mean the difference between life and death. Research has shown that LGBTQ+ patients will not seek care if they feel misunderstood by providers. Yet the curricula of many nursing schools do not incorporate content on gender identity and sexual orientation, leaving nursing graduates unprepared to meet the needs of their LGBTQ+ patients.

At Adelphi, a simulation-based learning program is closing that knowledge gap. The program is the brainchild of two faculty members in Adelphi's College of Nursing and Public Health (CNPH): Virginia Oates, DNP, clinical assistant professor, and Daniel McWeeney '07, DNP, clinical associate professor.

"Some people think LGBTQ+ education belongs at the graduate level for nurses, but we believe otherwise," Dr. Oates said. Dr. McWeeney, who works as a nurse practitioner in emergency medicine, agrees. "Our new graduates will need to be prepared to care for diverse populations. They must also feel ready to respond to unpredictable situations that they will likely see on a daily basis in their practice."

Preparing students for real-world nursing practice—in particular, the care of LGBTQ+ patients—means exposing them to those unpredictable situations up close. Drs. Oates and McWeeney partnered with Adelphi's Department of Theatre to create a special interdisciplinary educational intervention. The result, a semester-long Healthcare Theatre course, trained theatre students to take on the role of standardized patients (SPs), enabling nursing undergraduates to rehearse scenarios with living, breathing people. The team also enlisted a gender content expert to produce a culturally sensitive, medically accurate script. Findings from their collaboration were published as "Improving baccalaureate nursing students' cultural sensitivity with LGBTQIA+ patients using theater students as standardized patients" (*Clinical Simulation in Nursing*, October 2025).

When the semester began, Drs. Oates and McWeeney primed their nursing students on best practices in SP role-play simulation. Then the students headed into the lab to take sexual health histories of their SPs, played by theatre majors. Though the scenarios were fully scripted, SPs rated each interaction on the basis of clinical skills, communication and empathy.

The simulations were conducted in Adelphi's Clinical Education and Simulation Lab (CESiL), which recently earned accreditation from the Society for Simulation in Healthcare—making Adelphi the only school on Long Island to hold such a designation. CESiL contains seven clinical exam rooms, a delivery suite, a pediatric space and a home-care setting as part of its fully immersive simulation environment. It's also equipped with several high-fidelity manikins, a cutting-edge teaching tool that can replicate human physiology and respond organically to medical treatment. From behind a glass window, CESiL lab techs control the manikins' speech, heart rhythms, breathing sounds and eye movements. This allows students to encounter medical challenges in real time. "We can, for instance, imitate a stroke incident where the manikin's face will droop," Dr. Oates said. "The manikin can deteriorate. It can even die."

A negative outcome in CESiL is often a student's best learning experience. Simulation practice concludes with a staff-led debrief, which Dr. Oates said is "the most important part" of experiential activity. "Students can talk about what they could have done better, what they were uncomfortable with, how they felt. It lets them unravel what went wrong in a safe space."

During the LGBTQ+ simulation project, debriefs centered on students' knowledge—what they hadn't known before, what they'd learned—as well as mistakes they'd made in front of the patient. "If a student accidentally misgendered the SP, it doesn't hurt anyone. It's a learning space, and we talk about it," Dr. Oates said. "Then the student is aware of what they need to do better in a real patient interaction."

> **"Our new graduates will need to be prepared to care for diverse populations. They must also feel comfortable having sensitive conversations and be ready to respond to unpredictable situations that they will likely see on a daily basis in their practice."**
>
> **— Daniel McWeeney '07, DNP**

According to Dr. Oates, student response to the pilot program was incredibly positive. Students saw an improvement in their ability to meet patient needs and communicate effectively about LGBTQ+ health topics, especially sexual and reproductive health. They also practiced working with evidence-based tools, like mental health and substance use screenings that are employed every day in hospitals and clinics.

CNPH has accelerated its investment in simulation-based learning in recent years, responding to a statewide shortage of clinically prepared nurses. Dr. McWeeney calls simulations "a critical part of our curriculum" and a "powerful tool for students." "By engaging with trained SPs who portray the highest fidelity," he said, "our students are exposed to emotionally complex situations—such as asking very personal questions while taking a sexual history—and can practice communication strategies in a safe, supportive environment."

Dr. Oates added, "Simulations are a bridge between theory and the real world. Now students won't get thrown off the deep end after they've learned something in class. The lab gives them a place to practice meeting today's healthcare challenges."■



Daniel J. McWeeney '07, DNP, is a clinical associate professor in the College of Nursing and Public Health. A board-certified family nurse practitioner with extensive emergency medicine experience, he teaches advanced pharmacology and adult health nursing. His interests include critical care and using simulation to advance clinical judgment.



Virginia Oates, DNP, is a clinical assistant professor in the College of Nursing and Public Health. Dedicated to preparing the next generation of healthcare professionals, her teaching focuses on essential practices, including community health nursing, health assessment, professional nursing practice integration and nursing care of the older adult.



Capturing Breast Cancer Survivors as They Want to Be Seen

See more survivor photos by Keepers of the Flame Foundation

At Adelphi University, faculty scholarship doesn't always involve archival research, clinical trials or hands-on work in the field. Sometimes, it's about changing lives up close.

"It's not often in research that you get to really help people and make them feel better," said Beth Counselman Carpenter, PhD '14, associate professor and director of Adelphi's Doctor of Social Welfare (DSW) program, who oversaw an empowerment photography project for individuals undergoing breast cancer treatment.

"This wasn't about gathering data. Our goal was to give power back to the participants, who are going through a process that can be very disempowering."

For the past several years, Dr. Counselman Carpenter has partnered with Keepers of the Flame Foundation, a breast cancer research and advocacy group in Savannah, Georgia, on a variety of initiatives. (Their early work together focused on increasing access to wellness benefits, particularly psychotherapy, for people in treatment for breast cancer.) Keepers of the Flame was approached by the Savannah Arts Council with funding and an idea: organizing photo portrait sessions for people in treatment, then taking the portraits on the road as a traveling exhibition.

As Dr. Counselman Carpenter and Keepers of the Flame leadership developed the project, they knew they "wanted to take the burden off participants," she recalled. "They wouldn't have to frame the topic themselves. But they would be able to define and reclaim what beauty meant to them in the context of living with breast cancer." The project design borrowed from two qualitative research methods: Photovoice, which puts the camera in participants' hands and asks them to capture their daily lives, and empowerment photography, which celebrates people's strength, beauty and resilience.

Each of the eight participants worked with the photographer to create the world of their portraits, from theme to outfit, lighting and caption. Before the shoot, they received "glow-ups" from a hair stylist and makeup artist, continuing to co-create their physical representations. "Participants talked about how meaningful those relationships with the stylists were," Dr. Counselman Carpenter said. "The care and attention that was given to them, the ability to work with someone to design how you want to look and feel when you've lost so much power over your image."

The photos were curated for display at multiple community sites around Savannah, including a shopping mall, car dealership and even a fundraising gala. After the showings, participants completed a survey that asked them to reflect on their emotional and psychological responses to the project.

Along with Adelphi social work PhD student Sabrina Hathweh-Stellwag, MSW '15, Dr. Counselman Carpenter performed a content analysis of the survey, which was later published as "Enhancing Self-Worth and Patient Well-Being: The Influence of Participation in Empowerment Photography on the Psychological Well-Being of Breast Cancer Patients" (*Open Journal of Medical Psychology*, October 2025).

As the paper notes, the project had "overwhelmingly positive and life-enhancing" results. Participants were able to rediscover themselves using a new definition of beauty. One participant related, "I will never forget the feeling I had of hope, self-love, pride, humbling gratitude and inner peace." Another commented, "I feel better knowing that I am still beautiful even with my scars. Beauty is feeling amazing in one's own body."

Participants also reported feeling more connected to others through the project—a critical lifeline when so many breast cancer patients are proven to experience isolation, which contributes to cancer-related mortality. In fact, they expressed the belief that their participation could positively influence other people being treated for breast cancer.

As research on breast cancer patients has shown, regaining a sense of control over one's body, emotions and experiences can improve well-being and quality of life. That's why Dr. Counselman Carpenter is hopeful that this project—as Keepers of the Flame has planned since the start—will be replicated in other settings around the country. "It's a complicated project to get off the ground since it's really interdisciplinary. You need breast cancer patients, advocates, creative professionals and a research team to analyze the data," she said. "But that just makes the work so much richer."■



Beth Counselman Carpenter, PhD '14, is an associate professor in the School of Social Work. Her research and practice focus on post-traumatic growth, LGBTQ+ affirmative healthcare and decreasing barriers to service in medical settings. Dedicated to inclusive education, she emphasizes anti-oppressive, trauma-informed frameworks to advance collaborative behavioral healthcare.



Photo by Brian Hatton

Songs of Suffrage:

The History of American Voting Rights Takes Center Stage at Carnegie Hall

"When you have a chorus of 100 people onstage singing full blast, it's like the whole world is singing."

— Paul Moravec, DMA

University Professor Paul Moravec, DMA, is one of Adelphi's most decorated faculty members. He's won a Pulitzer Prize, received a Guggenheim Fellowship and been nominated for a Grammy Award. Now, he can add a completed trio of Carnegie Hall premieres to the list.

Last year, *All Shall Rise*, the third and final oratorio in his *American Voices Trilogy* (commissioned by the Oratorio Society of New York), premiered at Carnegie Hall. It follows the first two chapters of the trilogy, *Sanctuary Road* and *A Nation of Others*, which premiered at Carnegie Hall in 2018 and 2022. Together, these works chart 250 years of the American struggle for equality, celebrating the stories of our nation's unsung heroes.

But where *Sanctuary Road* and *A Nation of Others* explore particular moments in American history—the Civil War and a single day on Ellis Island in 1921, respectively—*All Shall Rise* traces the evolution of voting rights from 1789 to today. The piece's breadth "suggests the history of the widening circle of enfranchisement, beginning with the founding of the country," Moravec said. So does the title. "Enfranchisement eventually expands to involve everybody, to elevate them. It's a kind of rising—all shall rise."

Moravec worked with librettist Mark Campbell, his writing partner for the *American Voices Trilogy*, to pair real-life history with fictional representations of American voters. *All Shall Rise* interpolates excerpts of writings and speeches from figures like Benjamin Franklin, Frederick Douglass and German-American suffragist Mathilde Franziska Anneke. Alongside these are the stories of imaginary lives that were shaped by them. Campbell and Moravec invented several characters who could narrate their own relationships to enfranchisement through the years: "ordinary people caught up in extraordinary circumstances," as Moravec once put it.

For Moravec, the heart of *All Shall Rise* beats in the character of Lily, a Black woman voting for the first time in her life after the passage of the 1965 Voting Rights Act. As Lily tries to enter an Alabama courthouse to cast her vote, facing threats from a white objector, she sings the aria "I Continue On." "I think it's the most inspiring and moving story in the piece," Moravec said. Although Lily's story is one of many woven throughout the libretto, she returns in the final scene to remind the audience of her resilience—and how we all must "continue on" in holding the line of enfranchisement.

Music director of the Oratorio Society of New York Kent Tritle, who conducted the premieres of each work in the trilogy, told Broadwayworld.com that Moravec's use of the oratorio—defined as a large-scale concert piece for orchestra and voices—puts him in conversation with some of history's greatest composers. "What's wonderful about these pieces is that they bring a new perspective to a form that's been around for hundreds of years, including notable works by Bach, Handel, Haydn and Mendelssohn," Tritle said.

"Oratorios are great for big stories, big ideas, big emotions held by lots of people," Moravec explained. "When you have a chorus of one hundred people onstage singing full blast, it's like the whole world is singing." But behind this intensity of sound lies clarity. Moravec believes an oratorio has to "work" on the first listen, which means his musical voice must speak as clearly and directly as possible to the audience. At the same time, however, the score is musically complex, a challenge to perform. It's these qualities, he believes, that "hold the piece together. It's the tension that keeps you listening."

No matter where Moravec seeks out the next honor for his mantle, he knows he'll always have a home at Adelphi. Since joining the faculty in 2004, he has helped elevate the reputation of the University's music program, working one-to-one with students to help them define their creative voices and shepherd their compositions to completion. "I'm very grateful to Adelphi for having given me so much support and so many opportunities to create music," he said. "I, too, continue on."



Paul Moravec, DMA, University Professor of Music in the College of Arts and Sciences, 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 works.

My teaching is deeply informed by my cultural background and personal experiences. Growing up, I was inspired by my mother's storytelling and the social dances of my heritage, which taught me the power of movement to build meaningful connections. These experiences shaped my belief in the importance of honoring the past while staying relevant in the present, preparing students for the future as resilient and socially engaged artists. As a dance educator, I am committed to creating learning environments that nurture student growth and artistry, supporting their journeys as they develop into thoughtful and reflective citizen-artists."



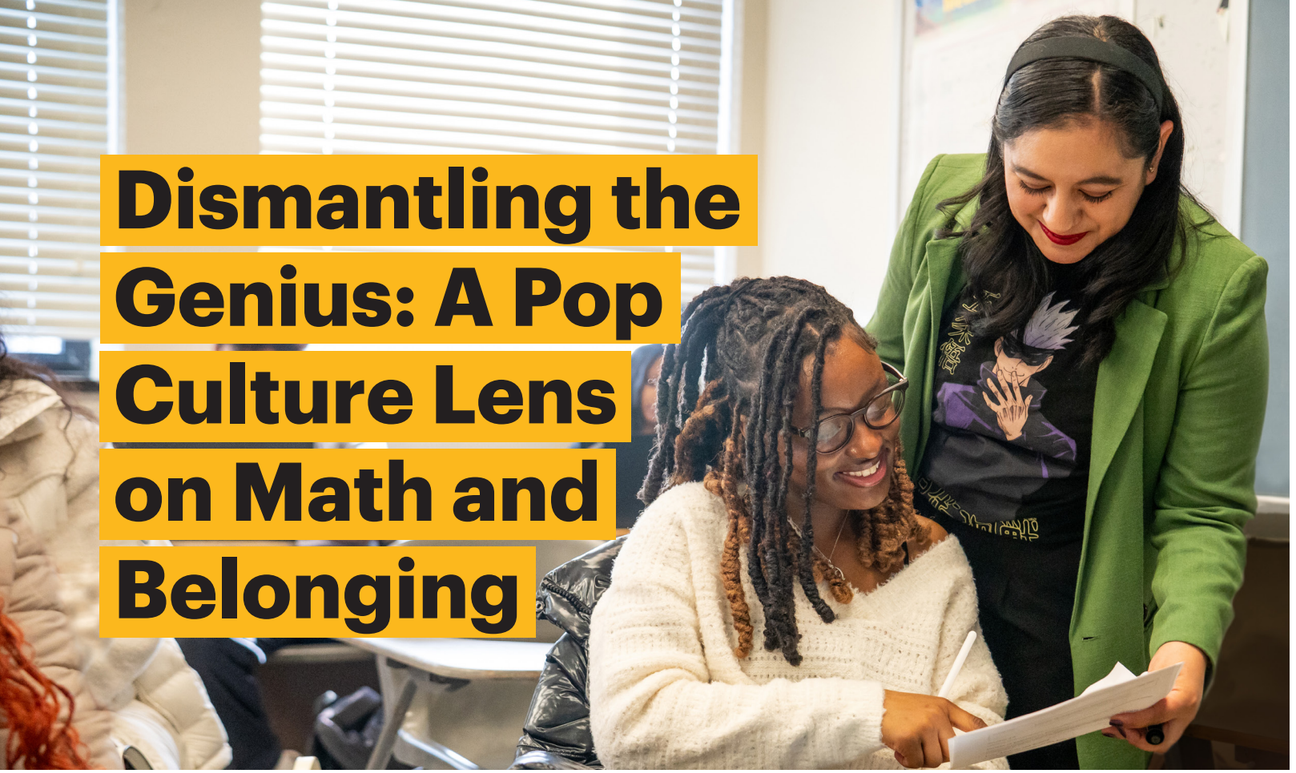
—Daniel Padierna, assistant professor of dance

Students of Adelphi's conservatory-style BFA in Dance program performed Padierna's *Treasured Spirits* for the Fall 2025 Dance Adelphi, and subsequently at the NYC Dance Alliance Foundation's *Destiny Rising* at The Joyce Theater in New York City and Earl Mosley's Diversity of Dance, *Dancing Beyond 2026*, at the National Dance Institute. This work is a testament to the artistic spirit to rise above adversity, to find beauty in the midst of challenges and to radiate a golden energy that glows even in the darkest of moments.

Watch Treasured Spirits



Practice and Purpose: Adelphi Faculty Perspectives



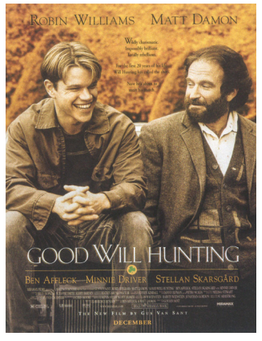
Dismantling the Genius: A Pop Culture Lens on Math and Belonging

By Monica Morales-Hernandez

Pop culture plays a significant role in shaping societal perceptions of who belongs in mathematics and other STEM fields (science, technology and engineering). Media representations, whether in movies, television, literature or social media, can either reinforce or challenge stereotypes about mathematicians and scientists. Historically, English-language pop culture has often depicted mathematicians as white, male geniuses, reinforcing the myth that brilliance in mathematics is innate and exclusive to a select few. This narrow portrayal contributes to a lack of representation for women, people of color and other marginalized groups in STEM.

As professors, how can we address this issue? The first step is to acknowledge the so-called "genius complex" and make students aware of it. We must challenge the misconception that mathematical ability is a rare, innate gift rather than a discipline that flourishes through curiosity, exploration and intellectual persistence. Fostering an inquisitive nature, where students are encouraged to ask questions, follow their wonder and embrace the unknown, can transform the way they see themselves as learners and as mathematicians.





Too often, students believe that being good at math is something you either are or aren't, rather than a skill honed by inquiry and engagement. This belief can discourage those who struggle early on or who come from backgrounds where they haven't had strong math support. It also often fosters math anxiety, making students hesitant to engage with the subject. By encouraging students to cultivate curiosity and approach mathematics as a space for questioning rather than a test of intelligence, we open the door to more inclusive and meaningful engagement.

Morales-Hernandez encourages looking beyond the misconception that mathematical ability is a rare, innate gift, as depicted in blockbuster movies like *Good Will Hunting* and *A Beautiful Mind*.

Here are some key strategies that can be implemented in the classroom or in research mentoring groups:

- Include a short statement in the syllabus addressing the "genius complex." This can help reframe mathematics as a field accessible through questioning and exploration rather than reserved for the innately talented. Such a statement not only benefits students, particularly those grappling with self-doubt or imposter syndrome, but also encourages faculty to reflect on their own messaging. Affirming that mathematics is a space for the curious, the persistent and the collaborative sets the tone for a classroom where students feel invited to participate and explore. Pop culture has long perpetuated the idea that mathematical brilliance is the domain of isolated geniuses, as seen in *Good Will Hunting* or *A Beautiful Mind*, where protagonists are portrayed as exceptional minds with little need for guidance, community or process.

- Use and acknowledge pop culture as a gateway to inquiry. Present clips or discuss portrayals of mathematicians in films and series such as *Hidden Figures* (a counter-stereotypical example), *Good Will Hunting*, *A Beautiful Mind* and *The Imitation Game*. Analyze their impact on public perception of mathematicians and mathematical talent. Activities like displaying a collage of math-related media posters and asking "What do these mathematicians have in common?" invite students to reflect on representation, stereotypes and cultural narratives. These conversations ground abstract ideas of identity and belonging in tangible, familiar contexts, aligning with the core practices of inquiry-based learning.

- Incorporate biographies of mathematicians from underrepresented backgrounds. Projects such as the playing cards game EvenQuads and the book *Testimonios: Stories of Latinx and Hispanic Mathematicians* (MAA Press, 2021) offer valuable resources. When students research mathematicians from their own cultural backgrounds, they engage in a meaningful act of academic inquiry that connects personal identity with mathematical history. These activities not only challenge stereotypes but also encourage students to see themselves as part of the mathematical community.

- Foster collaborative and exploratory problem-solving. Use group discussions and team-based problem sets to emphasize that mathematics is not a solitary endeavor. Like literature, history or philosophy, mathematics is enriched by dialogue, debate and collaborative sense-making. Encouraging students to approach problems together helps demystify the process and supports inquiry-based learning, where the journey toward a solution is as important as the answer itself.

- Encourage peer mentoring and shared discovery. Building a classroom culture where students support one another allows them to learn not only the content but also how to approach challenges with curiosity and confidence. Assigning problems that require multiple perspectives and cooperative effort ensures that all students contribute actively and are positioned as valuable thinkers in the mathematical process. Pop culture often portrays mathematicians as lone geniuses solving problems in isolation; think of Catherine in *Proof* working through her father's notebooks alone; Alan in *The Imitation Game* building his machine in secret; or of Charlie in *Numb3rs*, solving crimes with equations scribbled across chalkboards late at night. These narratives, though compelling, obscure the reality that mathematical progress is often the result of discussion, revision and teamwork. In contrast, *Hidden Figures* provides a powerful counter-narrative by showcasing a collaborative community of Black women mathematicians whose teamwork was vital to NASA's success.

The impact of pop culture on mathematics and STEM representation is profound. When students are constantly exposed to the trope of the isolated genius, they may struggle to see themselves as capable mathematicians. However, when educators use pop culture to prompt inquiry, inviting students to question, connect and critique, they create a space where belonging becomes possible. Mathematics, in this environment, becomes a field of wonder rather than exclusion. By centering students' inquisitive nature and connecting mathematics to the things that already excite them, such as media, identity and storytelling, we help redefine who gets to be seen as a mathematician.



Monica Morales-Hernandez is an associate teaching professor of mathematics and computer science in the College of Arts and Sciences. An applied mathematician, her dynamic research spans numerical analysis, mathematical sociology, data science and mathematics education. A dedicated advocate for diversity and equity in STEM, she fosters compassionate learning environments to combat math anxiety and empower underrepresented students.



> **“When considering a national museum in Vietnam, the branding project was approached with the idea that the brand must capture the essence of the nation while communicating its broad historical focus.”**
>
> **— David Pierce**

Redesigning a Visual Identity for the Vietnam National Fine Arts Museum

By David Pierce

Crafting visual identities for museums is a unique challenge. As elevated cultural institutions, conspicuous branding could be perceived as inappropriate or overtly commercial. However, a museum still needs to accomplish the goals of any branding efforts, most importantly, establishing recognition, differentiation and emotional connection in order to remain solvent and relevant. Other design-led solutions at museums can enhance visitor experiences, such as wayfinding and visitor guides.

Over the last three years, I have had the great opportunity to collaborate with and conduct design research at the Vietnam National Fine Arts Museum in Hanoi on every aspect of its branding and design-led solutions. The majority of the collaboration has revolved around updating the museum’s visual identity, wayfinding and exterior signage. Located in Hanoi’s Ba Dinh district (home to government buildings and the President Ho Chi Minh Mausoleum), the museum is housed in a French colonial building originally built in 1937 as a boarding school for the daughters of French colonial government officials. After the expulsion of French colonizing forces, the museum was established in 1962 with a mission to protect and promote Vietnam’s visual cultural heritage. The collection of the museum is a vast overview of Vietnamese history and ranges from antiquity to contemporary works by local artists. For a graphic designer, fundamental research for a museum involves an understanding of its collection and mission. As a local example, The Museum of Modern Art is focused on modernism, The Metropolitan Museum of Art is an encyclopedic museum and the New Museum focuses on contemporary work. As a result, the Met’s visual identity feels academic and elegant. MOMA captures the expressiveness and experimentation of modernism. The New Museum is challenging and fluid. When considering a national museum in Vietnam, the branding project was approached with the idea that the brand must capture the essence of the nation while communicating its broad historical focus.

David Pierce, assistant professor of art and art history in the College of Arts and Sciences, is a designer, painter, filmmaker and animator. His work focuses on branding and wayfinding for cultural centers and, in particular, adaptive-reuse exhibition spaces. His animations focus on integrating intricate hand-rendered techniques into digital realms such as animation, digitally informed printmaking and design.

The starting point for updating the visual identity integrated the building and its architectural details, to which the museum has, over the years, added careful Vietnamese touches in elements such as the doors, interiors and tiles. Hand-carved wooden elements, such as patterns from the Pho Minh Pagoda, inspired doors that I recreated digitally and added to recurring elements in the visuals, such as signage and stationery. The logo itself took an existing mark and simplified the visual of the building to conform to mobile platforms and was adapted for dynamic identities in motion, signage and websites. The museum’s color palette was updated for a more vibrant public-facing branding identity, while retaining red as its primary color, which is the most iconic and auspicious color for the Vietnamese.

The branding launch was adapted for signage and maps and to set the building apart from neighboring embassies housed in similar buildings. Previously, visitors who were unaware of the museum assumed, due to the neighboring buildings, that it was inaccessible to the public. Signage was given a vibrant color palette visible from street level. As a result, visitors can now discern that the museum’s campus is open to the public and an art space.

In the spring and winter of 2025, I interviewed pedestrians on the adjacent street with two questions. ‘‘Do you know this building? And if not, what does it appear to be?’’ While not an empirical analysis, I was able to discern that the signage was broadly successful with a majority of the respondents, who did not know of the museum, assumed it was a museum or art campus. Last summer, a new initiative began with designing a cohesive wayfinding system primarily focused on a map that will be placed in the visitor guide. (I had designed the original visitor guide during COVID travel restrictions, while I was not in Vietnam. The map did not include the details and nuance that designing from a site visit could include.)

No detailed floor map of the building could be found in the museum’s archives. What maps were created were broad overlays. In June, a comprehensive map was created for all three floors of the museum and the two floors of its temporary exhibition space. The new initiative also included updates based on exhibition design initiatives I collaborated with the museum team on, including new placements of several of the national treasures in the collection. Over the course of the project, I walked through every room and created detailed drawings and notes on scale and measurements. What that work resulted in was a detailed axonometric 2.5D map, which is a rotated view from a slight angle that allows users to orient themselves more easily, while allowing for a quick understanding of the layout of each floor. In addition, I integrated highlights of the museum’s collections and included new additions to the museum’s exhibition halls in the new map.

Another highlight was including Adelphi graphic design students as interns and student assistants. The inclusion of students in the project aligns with Adelphi’s global mission and my teaching philosophy of a globally focused design classroom. As the museum approaches its 60th anniversary, I look forward to continued collaboration with Adelphi students and the Vietnam National Fine Arts Museum.■

Hear Professor Pierce talk about his project





Bringing 1913 Greenwich Village to Today's Garden City

By Lauren Rosenblum, PhD

This past April, students fought for women's right to vote in New York City and labor rights for silk factory workers in Paterson, New Jersey.

This might seem a little out of context today. But while it was 21st-century Garden City immediately outside the classroom, inside the classroom students were enmeshed in the New York City of 1913. Students left their identities at the door and took up historical roles, such as labor activist William "Big Bill" Haywood, anarchist Emma Goldman, suffragist Crystal Eastman, and publisher and labor activist Max Eastman. They arrived with protest signs and newspapers, buttons and hats; they wrote protest songs and performed poetry.

The experience is based on the book *Greenwich Village 1913* (University of North Carolina Press, 2023), part of the *Reacting to the Past* series of role-playing learning games set in historical time periods. While the goal seems easy to understand—students literally play a role in their own learning about a historical time period by taking up a character from the past—the game is structured in such a way that students don't just imagine living in the time period. They bring the time period to life—at least for the 75-minute class time. Each day, suffragists, labor activists and bohemians—the three factions that students were assigned to—interact in a historical place recreated on our campus, such as famous Greenwich Village haunts Polly's Cafe and socialite Mabel Dodge Luhan's living room.

My interest in introducing the game to students as a learning tool stems from my experience seeing students get excited by interacting with the world around them. In the past, students joined me at museums and met characters from the past at historical sites like the Tenement Museum in New York City. I realized I could bring these experiences to my classroom to make them more accessible.

As a humanities professor who is committed to social action, I was also drawn to this experience for students because it demonstrates that creativity and activism are intricately linked. For example, suffragists organized protest parades, made and hung posters, wrote novels and manifestos, all with one goal in mind: to get women the right to vote. Labor activists likewise staged strikes, wrote songs, lobbied politicians and published magazines in order to get support for causes related to safety and compensation for industrial workers. In the game, students learn about the social imperatives that created the need for change, and they learn that there are many means to foster change.

It generally takes a day or two for students to feel comfortable in 1913; it's a big change and there are often big shoes to fill. But one refrain I hear again and again is that students wished they had more time to learn. They don't regret committing to the role. They regret not committing to the role the moment we opened the doors to 1913.

In our game this semester, labor was more successful gaining supporters than suffrage. One suffragist told me, when they didn't get the right to vote, that she imagined she was as upset as she would have been in 1913. I like to believe, as 1913 faded away, the fact that, in her case, she did indeed have the right to vote offered some comfort.

> **"I realized I could bring these experiences to my classroom to make them more accessible."**
>
> **— Lauren Rosenblum, PhD**



Lauren Rosenblum, PhD, is an associate teaching professor and director of interdisciplinary studies in the College of Arts and Sciences. Her dynamic teaching focuses on inclusive pedagogy and social justice.

Building a Legacy of Research & Innovation

One of the things I love most about creating large-scale public projects is that the work depends on the labor of many individuals. Because of this need, each installation creates a temporary community that I find really exciting and inspiring. I want to create a positive experience for participants and I see this as a critical part of my public practice.

My Adelphi community has been an incredible resource. I love working with recent graduates and current students—as an educator, I believe these projects offer an interesting, paid, professional experience in the art world that might inform their own work or practice. My work would not be possible without their time and talent."

—Cara Lynch '12, adjunct professor of art and art history

As Above, So Below is a 3,000-square-foot asphalt mural created by Cara Lynch '12, adjunct professor of art and art history, commissioned by the Hudson Square Business Improvement District and located in Hudson Square in New York City. Rooted in the ancient Hermetic idea that the visible world is an expression of the invisible one, this mural connects the visible energy of Hudson Square with its hidden systems beneath. The patterns reference underground utilities, the long-buried Minetta Creek and the network of streets and buildings. Through vibrant color and modular motifs, the ground plane is transformed into a playful landscape that mirrors the neighborhood's creativity and the natural and engineered forces that continue to shape our city.

Adelphi alumni Rebecca Yakel, Nia Samuel '25, Moira Tuohy '07, Brenda Amaya '25, Olivia Nicholson '25, Bridgette Thompson '22 and Alisha Horne '23, and students Deanna Jovino, Colby Roe, Megan Riggers, Arianna Patterson-Alexander and Emily Nori were instrumental in creating this dynamic work of public art.

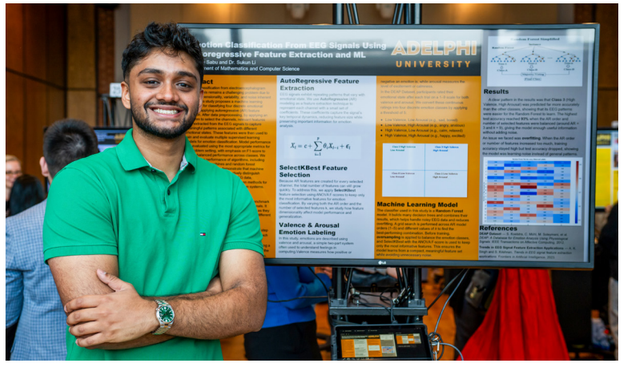
Hear Cara Lynch talk about this project





“I hope the conference empowers students to do research of their own and to engage in their own creative work. I also hope it brings students closer together and helps them see that research is for everyone.”

—Karolina Lempert, PhD, assistant professor of psychology and Scholarship and Creative Works Conference faculty co-chair







Where Ideas Take the Stage

Adelphi University’s 23rd Annual Scholarship & Creative Works Conference brought hundreds of student scholars and artists together on April 28, 2026—proving that curiosity knows no disciplinary boundaries.

Every spring, the Ruth S. Harley University Center transforms into a place where a biochemistry student gives an oral presentation on drug photodegradation shoulder to shoulder with a senior presenting their graphic design thesis, and a psychology undergrad’s poster on therapy dropout is presented next door to a dancer’s performance onstage. This convergence of research, creativity, ideas and excitement is the Scholarship & Creative Works Conference.

This year’s 23rd edition was the most expansive and well-attended yet, introducing four brand-new features while drawing the full Adelphi community—undergraduates, graduate students, faculty, friends, family and neighbors—into a daylong celebration of student scholarship and creativity.

“I really want students and faculty to take away the message that Adelphi promotes a strong community, and we encourage collaboration and inclusiveness. When we gather post-conference feedback from our presenters, we always hear that they appreciate people outside their own disciplines coming to see their posters or listen to their presentations. It’s just really encouraging, this knowledge-sharing among students and faculty across disciplines,” said Wei Liu, PhD, associate professor and Scholarship and Creative Works Conference faculty co-chair.



A Nobel Laureate Keynotes the Event

The midday address by William G. Kaelin, Jr., MD—Sidney Farber Professor of Medicine at Harvard Medical School and Dana-Farber Cancer Institute, senior physician-scientist at Brigham and Women’s Hospital, Howard Hughes Medical Institute investigator and recipient of the 2019 Nobel Prize in Physiology or Medicine—shared his own experience as a researcher whose curiosity reshaped how medicine treats kidney cancer, anemia and stroke. On a more personal note, Dr. Kaelin talked about the mathematical skills and inspiration given to him by his mother, Nancy (Horn) Kaelin ‘54, in whose honor he endowed an annual mathematics scholarship.

What Was New in 2026

24-Hour Play Festival
Theater students were handed random roles and themes—with prompts drawn directly from fellow students’ conference abstracts—and challenged to produce original short plays in a single day. The result was a live performance that literally grew out of the research being presented just next door.

Art Gallery Presentations
Students with thesis work on display in the University Center Gallery stepped forward to discuss their pieces directly, from their influences to their processes and intentions.

Inaugural High School Research Competition
For the first time, high school juniors were invited to present original research at the conference, competing for a top prize of a full-tuition scholarship to Adelphi University. Projects ranged from gender perception in women’s basketball to the sciences—a sign of the research potential of the next generation of scholars.

Museum of Mundanes
Anthropology students created an exhibition grounded in a simple question: What stories do ordinary objects tell? Colorful poster boards lined the walls, each one turning a mundane item—food packaging, clothing, an accessibility device—into a portal to culture.

Check our website to see what will be new for next year’s conference!

Sparking Curiosity: Discoveries Beyond the Classroom

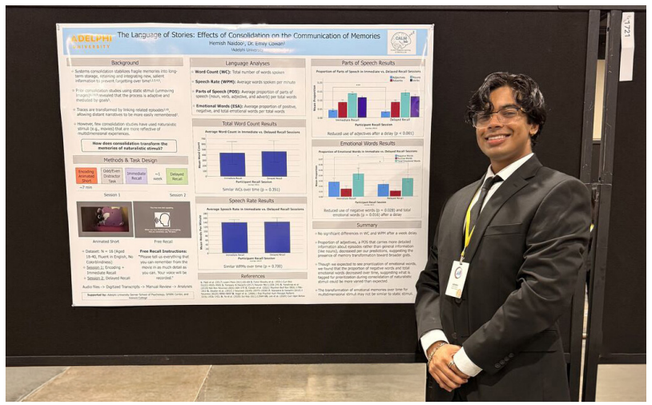
Adelphi University's SPARK Center (Scholars Pursuing Arts, Research and Knowledge) is redefining undergraduate research as an inclusive pursuit for every major. By embedding research and creative work across all disciplines, SPARK connects students to summer research fellowships, seminars and workshops, and national conferences. Plus, its new Scholar Passport program rewards this active engagement with graduation recognition.

NCUR26 @Richmond

Adelphi's Rising Research Stars Present at National Conference

Adelphi sponsored 10 students from SPARK and the Honors College to attend the National Conference on Undergraduate Research 2026 in Richmond, Virginia. Ahead of their travel to this conference, students presented their research at the inaugural SPARK Students Research Salon.





WATCH: How Dance Becomes Research

Department of Dance BFA graduate Sarah Marino '25 shared how her faculty mentor, Orion Duckstein, associate professor and chair of the Department of Dance, and the SPARK Center supported her research in "A Study in Movement."

Watch here





Students Explore Cutting-Edge Science at Brookhaven National Laboratory

The SPARK Center brought students on an inspiring tour of Brookhaven National Laboratory in April, where they explored the Center for Functional Nanomaterials, the National Synchrotron Light Source II and the Department of Biology, and connected classroom theory with real-world research, in addition to meeting with Adelphi computer science alumna and Brookhaven employee Jennefer Maldonado '20, MS '22. The hands-on experience sparked future career ambitions. "I learned about so many directions of interdisciplinary research," shared student Nadirah Peakes. Classmate Mahrukh Ansari agreed, adding, "This experience has inspired me to consider applying for a summer research program at Brookhaven."



Careers in Chemistry Panel Discussion

The SPARK Center gathered an exclusive panel featuring chemistry professionals—many of them Adelphi alumni—from industries spanning cosmetics, fashion, medicine, dentistry and academia to offer students real answers about building a career in chemistry and what life looks like beyond the classroom.



2025–2026
Summer Research Fellows

Student: Errah Fawad (Neuroscience)
Mentor: Brian Wygal, PhD, professor of anthropology and environmental studies and sciences
Topic: "How to Mourn and Wed Glaciers in the Himalayas"

Student: Qianyi Jiang (Statistics and Interdisciplinary Studies)
Mentor: Jacqueline Olvera, PhD, associate professor and chair of the Department of Sociology
Topic: "How digital access mediates pension policy and individual decision-making"

Student: Areesha Riaz (Molecular Neuroscience)
Mentor: Karolina Lempert, PhD, assistant professor of psychology
Topic: "Can Social Media Increase Impulsive Financial Decisions by Inducing a Scarcity Mindset?"

Student: Isabella Matura (Nursing)
Mentor: Denisha Dodd '09, adjunct professor, College of Nursing and Public Health
Topic: "Redefining Hospital Navigation: A Digital Wayfinding System for Hospital Visitors"

Student: Annmarie Schurr (Art History)
Mentor: Eva Zak, PhD, assistant professor of art and art history
Topic: "The Evolving Role of Provenance Research Across Northeastern American Museums"

Student: Ryan Moritz (Physics)
Mentor: Neda Naseri, PhD, assistant professor of physics
Topic: "From Shocks to Cosmic Rays: Investigating Particle Acceleration in Extreme Astrophysical Environments"

Thank You for Supporting Student Research and Creativity @ Adelphi!

On Adelphi's 2026 Giving Day, donors generously gave more than $15,000 to support the SPARK Center. These gifts help fund:

- Guided research
- Artistic creations
- Fellowships to support student scholarly work
- Presentations at professional conferences
- Fieldwork and clinical placements

Scan here to make your gift in any amount.

The Summer I Found My SPARK



The Summer I Found My Spark is a student-run podcast on Adelphi's PAWS Radio. Students Errah Fawad and Maci Bell interview Adelphi's brightest minds to learn about their summer research experiences—how they discovered their topics and reached out to mentors, the setbacks they faced and their advice for future student researchers. They also talk with faculty and alumni researchers who discuss the paths they've traveled.

Listen here!

[EP. 1] A Summer of Vignettes (featuring Candice Garwood)

[EP. 2] A Summer of Neural Reconnections (featuring Hemish Naidoo)

[EP. 3] A Summer of Pączki's (featuring Emilia Karpiel, Aleeza Khurram and Lily Harutyunyan)

[EP. 4] A Summer of Invasive Ants (featuring Shana Caro, DPhil, assistant professor of biology, and Keara Malazarte)

[EP. 5] A Summer of Contemporary Choreographies (featuring Sophia Minich)

[EP. 6] A Summer of Sex Hormones (featuring Carol Banka, MS '73, PhD)

[EP. 7] A Summer of Young Poland Artists (featuring Joanna Karpiel)

[EP. 8] A Summer of Musical Notations (featuring SJ Tapogna)

[EP. 9] A Summer of Medical Labs & Bike Rides (featuring Joseph Lombardo '75, MD, PhD)

[EP. 10] A Summer of Archaeological Excavations (featuring Carmen Llican, Maureen Khan and Kathryn Krasinski, PhD, associate professor of anthropology)

Adelphi Scholars in the Spotlight



Physics major Carolina Guekjian was selected to receive the national **Nadine Barlow Undergraduate Research Support Award from the Council on Undergraduate Research**, which recognizes promising researchers in physics and astronomy.



Environmental studies and sciences major Allyson Hollywood '26 is a recipient of the **2026 GeoCUR Award for Excellence in Student Research from the Council on Undergraduate Research Geosciences Division.**

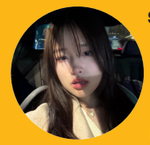


Anagnostis Agelarakis, PhD, professor of history, received the **2025–2026 Social Sciences Legacy of Excellence in Undergraduate Mentorship Award from the Council on Undergraduate Research Social Sciences Division.**

This annual honor recognizes faculty members who have demonstrated long-standing, transformative mentoring that shapes generations of students and exemplifies sustained commitment to undergraduate success in the social sciences.



SPARK Best Research Mentor Award
Deborah Ambrosio-Mawhirter '81, MS '95, EdD, Clinical Associate Professor, College of Nursing and Public Health



SPARK Best Senior Thesis Award
Emily Noh '26, College of Nursing and Public Health, thesis title: "How Nurses' Assessment on Varying Levels of Sedation Impact Patient Outcomes in the ICU"



Where Discovery Leads

Adelphi's faculty and programs have been recognized with significant grants and fellowships totaling more than $3 million in external funding, reflecting our University's culture of advancing research, innovation and student mentorship across disciplines.

PSYCHOLOGY AND HEALTH

$83,742
National Science Foundation
Situational Learning and Decision-Making
Investigates how situational context shapes learning and decision-making processes—a collaborative effort that brings together expertise from three major universities to advance our understanding of human cognition. ***Dominic Fareri, PhD, associate professor and director of the neuroscience program***

$400,000
John Templeton Foundation
Training and Treatment Integration Research for Virtue and Flourishing in Mental Healthcare: A Team Science Project
Part of a $5.2 million multisite project examining how alliance-focused training develops relational virtues like humility and compassion in therapists, supervisors and patients—advancing both clinical excellence and human flourishing. ***Catherine Eubanks, PhD, professor of psychology; J. Christopher Muran, PhD, dean of the Gordon F. Derner School of Psychology; Emma Freetly Porter, PhD, assistant professor of psychology***

$70,000
Brain & Behavior Research Foundation
Multiple intertemporal decision systems in the human brain
This Young Investigator Award project uses neuroimaging to compare mechanisms underlying decisions about whether to pursue delayed rewards to decisions about when to quit pursuing them. ***Karolina Lempert, PhD, assistant professor of psychology***

$388,026
National Institutes of Health
Identifying Social Computational Phenotypes in Mental Health
Uses large-scale data-driven approaches and neuroimaging to identify how impaired social-cognitive abilities contribute to mental health disorders, with implications for new diagnostic and treatment pathways. ***Damian Stanley, PhD, associate professor of psychology***

$54,370
Aging in America, Inc.
Gerontology Education and Simulation Enhancement Project
This grant will expand our capacity to prepare students for the unique needs of older adults by developing simulation-based learning scenarios, embedding gerontology content across the curriculum, and offering targeted scholarships. ***Anthony Egan, director of the Clinical Education and Simulation Lab; Deborah Hunt, PhD '12, dean of the College of Nursing and Public Health (CNPH); Caitlin McElroy, executive director of strategic initiatives and special programs, CNPH; Donna Haynes, senior director of corporate and foundation relations***

NATURAL SCIENCES AND MATHEMATICS

$45,812
Hempstead Harbor Protection Committee
Science-Driven Solutions: Supporting Future Oyster Restoration Efforts
Builds on prior research to monitor juvenile oyster replenishment and refine hydrodynamic models that predict larval transport and settlement patterns, advancing ecological restoration of Hempstead Harbor. ***Ryan Wallace, PhD, assistant professor of environmental studies and sciences; Aaren Freeman, PhD, professor of biology and chair of environmental studies and sciences***

$45,000
One Innovation Labs
Antioxidant Mitigation of Pesticide Toxicity Using Liposomal Delivery
Explores how liposomal formulations of natural compounds can better deliver protective agents against pesticide-induced toxicity and engages undergraduate and graduate students in applied research on phytochemical interventions. ***Benjamin Weeks, PhD, professor of biology***

$242,300
National Science Foundation—Early-Career Academic Pathways in the Mathematical and Physical Sciences
Developing Novel Imaging Techniques and Quantum-Inspired Superresolution
Advances imaging technology by leveraging quantum mechanics principles to achieve unprecedented resolution—representing a significant investment in early-career faculty leadership in the mathematical and physical sciences. ***Kevin Liang, PhD, assistant professor of physics***

$69,552
SIAM-Simons Undergraduate Summer Research Program
Funded an on-site research project studying market-based deforestation prevention strategies, modeling how fluctuating commodity prices and industrial agriculture affect their effectiveness.
Josh Hiller, PhD, associate professor of mathematics and computer science

$3,500
American Chemical Society
Chemistry Professions: What Are the Careers in Chemistry?
Develops educational initiatives showcasing diverse career pathways in chemistry, helping students understand the breadth of professional opportunities beyond academia. ***Justyna Widera-Kalinowska, PhD, professor of chemistry and director of the SPARK Center***

$5,000
Mathematical Association of America
Adelphi Summer Institute in Mathematical Epidemiology (ASIME) Speaker Series
This Mathematical Association of America Dolciani Mathematics Enrichment Grants-funded initiative strengthens ASIME by expanding access to in-person speakers from across the country who reveal the critical role of mathematics in biology and medicine, while mentoring students about meaningful careers in the mathematical sciences. ***Josh Hiller, PhD, associate professor of mathematics and computer science***

ARTS AND HUMANITIES

$50,000
National Endowment for the Arts
NEA Creative Writing Fellowship
This program offers grants to published creative writers that enable recipients to set aside time for writing, research, travel and general career advancement. With this support, Luan will continue writing and research toward a second full-length poetry collection. ***Emily Lee Luan, assistant professor of English***

$12,000
New York State Canal Corporation and Erie Canal Museum
Erie Canal Artist-in-Residence
This grant funds research and development for a new project on the Erie Canal, which will be exhibited at the Everson Museum of Art in Syracuse in the spring of 2027. During the residency, Allen will create a series of site-responsive collages that examine the landscape as a political space. ***Hannah Smith Allen, associate professor of art and art history***

Ridgway Family Endowment Research Grant
U.S. Army Heritage and Education Center
Archival Research on Army History
This award funded on-site research at the U.S. Army Heritage and Education Center (USAHEC) in Carlisle, Pennsylvania, in 2025–2026. These archival materials will be used for the research and writing of a book on World War II, specifically about the Japanese military's use of colonial and Indigenous people across its empire to fight its wars. ***Kirsten L. Ziomek, PhD, associate professor of history***

EDUCATION

$884,599
New York State Education Department
CSTEP and STEP Programs Supporting Future Educators
Two complementary grants serve 408 students annually in accelerated teacher preparation programs. Both CSTEP ($545,587) and STEP ($339,012) enable talented students from underrepresented backgrounds to complete teaching degrees in five years. ***Ruth S. Ammon College of Education and Health Sciences; Sabita Nayak, MS '22, executive director, New York State Science and Technology Entry Program; Martha Giraldo-Riordan, CSTEP project director***

SOCIAL WORK AND PUBLIC HEALTH

$200,000
New York Community Trust
Supporting Students in Child Welfare Social Work
Provides comprehensive support for students from disadvantaged backgrounds pursuing social work degrees, with a focus on workforce development in the critical child welfare sector. ***Philip Rozario, PhD, professor of social work; CarolAnn Daniel, PhD, associate dean for academic affairs and MSW program director; Joanne Corbin, PhD, dean of the School of Social Work***

$599,961
U.S. Department of Health and Human Services/Health Resources and Services Administration
IDEATE Fellowship in Behavioral Healthcare
Funds stipends and comprehensive training to Master of Social Work and Psychiatric-Mental Health Nurse Practitioner program students, preparing them for integrated behavioral healthcare delivery to vulnerable youth and families in New York. Total award: $2.379 million over four years. ***Chrisann Newransky, PhD, associate professor of social work; Adrial Lobelo, DNP, clinical assistant professor, CNPH***

$100,000
Movember Foundation
Mental Health Guidelines for Youth Sport Across the United States
Developing the first-ever national mental health guidelines for youth sports, ensuring young athletes receive developmentally appropriate support and positive, enriching sporting experiences.
Meredith Whitley, PhD, professor of health and sport sciences

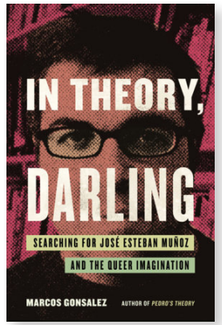
$75,000
Anonymous Donor
Adelphi Gerontological Social Work Fellowship
Supports specialized training in gerontological social work, addressing the growing need for professionals equipped to serve aging populations with dignity and expertise. ***Dan Kaplan, PhD, associate professor of social work—principal investigator***

$50,000
Dyson Foundation
Hudson Valley Nonprofit Leadership Program Scholarships
Part of the Adelphi Center for Nonprofit Leadership, this funding supports scholarships enabling emerging leaders to pursue advanced education and careers in the nonprofit sector.
Dan Kaplan, PhD, associate professor of social work—principal investigator

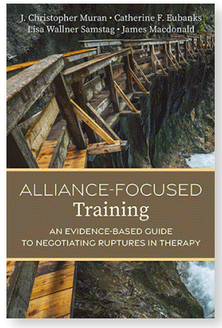
$15,000
Laureus Sport for Good
Hudson Valley Nonprofit Leadership Program Scholarships
Evaluation of a Queens community of practice and targeted capacity building in sport for development. ***Meredith Whitley, PhD, professor of health and sport sciences***

Faculty Bookshelf: Celebrating Published Scholarship at Adelphi

Books have the power to distill years of rigorous research and profound reflection into narratives that enlighten, instruct and inspire. Over the past year, the faculty at Adelphi University have demonstrated their commitment to global scholarship by publishing a remarkable array of new volumes spanning the humanities, sciences and professional studies —and highlighting the rich intellectual curiosity thriving across our campus.



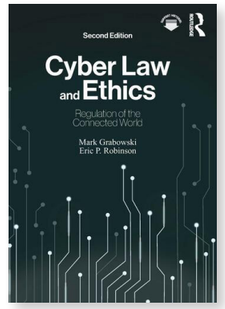
In Theory, Darling (Beacon, 2026) Rethinking academic conventions, **Marcos Gonsalez, PhD, assistant professor of English**, brings queer theory to life by grounding it in lived experience. In this memoir-in-essays, Dr. Gonsalez blends cultural critique with profoundly personal narrative, offering an elegant love letter to self-discovery, identity reclamation and the pursuit of liberation.



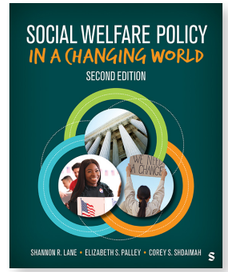
Alliance-Focused Training: An Evidence-Based Guide to Negotiating Ruptures in Therapy (American Psychological Association, 2025) Co-authored by **Gordon F. Derner School of Psychology Dean J. Christopher Muran, PhD**, and **Professor Catherine F. Eubanks, PhD**, this evidence-based guide addresses the essential "messiness" of the therapeutic relationship. As leading experts on the therapeutic alliance, Dr. Muran and Dr. Eubanks provide clinicians with practical, research-backed strategies to navigate and resolve relational ruptures. The book transforms clinical misfires into powerful opportunities for patient growth and therapeutic breakthroughs.



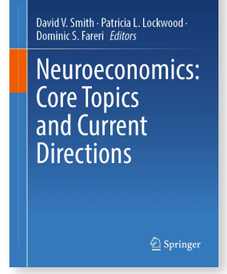
Realismo, fantasía y alegoría: viaje y espacio en la literatura del Siglo de Oro (Iberoamericana Editorial Vervuert, 2025) An insightful volume examining the dual dimensions of geography and imagination in Golden Age Spanish literature, this is an exploration of the pure joy of the literary journey. **Ignacio D. Arellano-Torres, PhD, assistant professor of languages, literatures and cultures**, traces how characters navigate realistic, allegorical and undiscovered spaces, inviting readers to lace up their boots and travel alongside the characters.



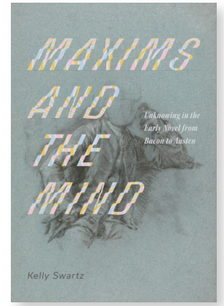
Cyber Law and Ethics: Regulation of the Connected World, 2nd Ed. (Routledge, 2026) **Mark Grabowski, JD, professor and chair of the Department of Communications**, co-authors a vital primer on the legal and ethical boundaries of our digital landscape. This updated edition addresses pressing modern dilemmas, including artificial intelligence, data privacy and cybercrime. Blending his background in journalism and law, Grabowski provides a highly accessible, practical guide for students navigating the intersection of technology and society.



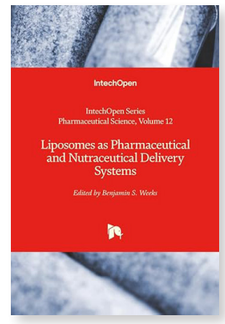
Social Welfare Policy in a Changing World, 2nd Ed. (Sage, 2024) In this textbook, designed to help students develop the Council on Social Work Education's nine core social work competencies, **Elizabeth Palley, JD, PhD, professor and director of the social work doctoral program**, and her co-authors examine how social welfare policies impact marginalized communities and equip students with critical analytic tools to navigate the political process and advocate for meaningful social change.



Neuroeconomics: Core Topics and Current Directions (Springer Nature, 2026) As co-editor of this foundational overview of neuroeconomics—an interdisciplinary field that combines neuroscience, psychology and economics to study how the brain makes decisions— **Dominic Fareri, PhD, associate professor of psychology and director of the neuroscience program**, bridges psychology, economics and neuroscience to explore the neural mechanisms driving human decision-making and reward processing, covering everything from risk and social choice to real-world consumer applications.



Maxims and the Mind: Unknowing in the Early Novel from Bacon to Austen (University of Virginia, 2025) Ever wonder why early novels are packed with maxims—those catchy, bite-sized truths like "necessity is the mother of invention"? **Kelly Swartz, PhD, associate professor of English**, reveals they aren't just old-school clichés. Bridging early science and fiction, Dr. Swartz's book argues that early novelists actually used them as scientific jumping-off points—tools of "unknowing" meant to highlight just how much about human nature and the world was still waiting to be discovered.



Liposomes as Pharmaceutical and Nutraceutical Delivery Systems (IntechOpen, 2024) This essential guide explores how liposomes revolutionize drug and nutrient delivery. Edited by **Benjamin Weeks, PhD, professor of biology**, the book highlights how these versatile lipid-based platforms fuse with cell membranes to maximize absorption, offering scientists a road map for targeted therapies across modern medicine, health and biotechnology.

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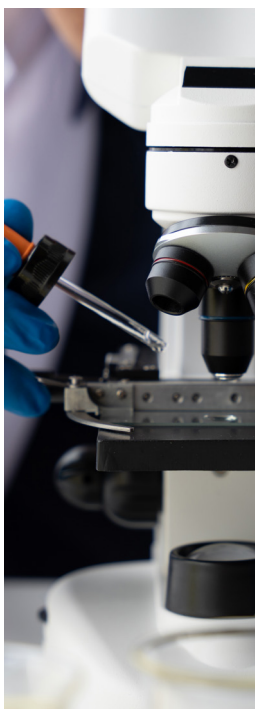

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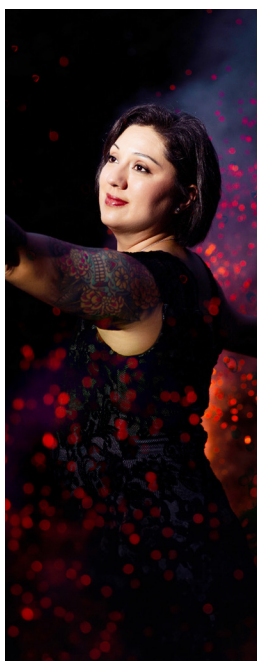



Adelphi's New Manhattan Center
is bringing our University's research, creativity and innovation to the heart of New York City.

Our beautifully high-tech and strategically located new center features doctoral programs including **Learning Sciences** and **Global Higher Education Leadership**, plus in-demand master's degree studies ranging from the **Creative Writing MFA**, **Master of Social Work**, and **Flex MBA**, to programs in **Artificial Intelligence and Machine Learning**, **General Psychology**, and **STEAM Education**.

Scan here to learn more.

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