

ADINA LUNDY, EdD

ACADEMIC PROGRAM DIRECTOR | FACULTY LEADER | PSYCHOLOGY & HIGHER EDUCATION SCHOLAR

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EXECUTIVE PROFILE

Academic program director, faculty member, higher education leader, and psychology scholar with experience spanning academic program management, curriculum leadership, course development, faculty affairs, academic affairs, student advising, student success coaching, online and blended learning, strategic planning, institutional data analysis, and interdisciplinary scholarship. Brings a collaborative, mission-centered leadership approach grounded in sound judgment, policy interpretation, clear communication, research and report writing, and continuous improvement. Experienced in leading undergraduate psychology programming, teaching across psychology and education leadership domains, mentoring students, supporting faculty, and partnering across university functions to strengthen academic quality, retention, degree progress, and student success.

EDUCATION

Doctor of Education (EdD), Higher Education Leadership

University of Hartford, Hartford, CT

Dissertation: "An Examination of Education Advocates for Foster Youth Regarding Foster Parents' Social Capital as Related to College Access."

Master of Arts (M.A.), Psychology

Harvard University, Cambridge, MA

Master's thesis: "The Community Change Project: An Early Intervention for Getting the Foster Child Through College."

Bachelor of Arts (B.A.), Political Science and Government

St. John's University, New York, NY

LEADERSHIP & ACADEMIC COMPETENCY PROFILE

STRATEGIC VISION, INNOVATION & CHANGE

Academic program development; strategic planning; mission and vision alignment; curriculum renewal; online and blended learning design; policy and process improvement; agility in changing academic environments.

PEOPLE, FACULTY & TEAM LEADERSHIP

Faculty affairs; team building and collaboration; mentoring and advising faculty/staff; constructive problem solving; inclusive leadership; clear written and verbal communication; independent judgment and accountability.

RESULTS, ACCOUNTABILITY & STUDENT SUCCESS

Student success coaching; academic and career advising; goal setting; learning strategy development; at-risk student identification; retention and enrollment analysis; assessment of program effectiveness; graduation-focused interventions.

PROGRAM, RESOURCE & INFORMATION STEWARDSHIP

Program administration; effective use of resources; institutional data analysis; research and report writing; policy, procedure, contract and regulatory interpretation; course and curriculum assessment; Canvas LMS and digital learning operations.

PARTNERSHIPS & INSTITUTIONAL ENGAGEMENT

Cross-functional collaboration with academic deans, registrar, admissions, career services and student support units; engagement with faculty, staff, administrators, students and alumni; interdisciplinary research; community outreach and professional associations.

PROFESSIONAL EXPERIENCE

Program Director & Faculty Member - Psychology

2021-Present

University of Rhode Island - Kingston / North

Kingstown, RI

Leadership and faculty appointments:

- Director, Program in Undergraduate Psychology & Assistant Teaching Professor | Jan 2024-May 2026
- Co-Director, Program in Undergraduate Psychology & Assistant Teaching Professor | Aug-Dec 2023
- Teaching Professor | Jun 2021-Present

Academic Program Leadership, Strategic Planning & Administration

- Provided leadership and oversight for undergraduate psychology program development, strategic planning, academic operations, and continuous improvement in alignment with school, college, and university mission and priorities.
- Reviewed applicable policies and procedures, researched academic and operational issues, analyzed institutional data, prepared reports, and developed recommendations to strengthen program processes, quality, and student outcomes.
- Planned, directed, administered, implemented, and monitored academic policies and programs; exercised independent judgment, sound decision-making, attention to detail, and strong organizational discipline in areas of responsibility.
- Managed program resources and priorities with an emphasis on responsible stewardship, transparency, collaboration, and effective execution.
- Led planning, development, implementation, and monitoring of online and blended learning initiatives and supported program-level use of digital learning technologies.

Curriculum Management, Course Development & Teaching Excellence

- Led and contributed to curriculum development, course review, program assessment, and academic course enhancement to maintain alignment with program goals, disciplinary standards, student learning outcomes, and current research.
- Developed and delivered lectures, seminars, and coursework across psychology, organizational leadership, education leadership, and higher education administration in onsite, online, and hybrid formats using the Canvas Learning Management System.
- Maintained an active and supportive instructional presence, responded to student inquiries within 24-48 hours, held office hours for consultation, provided timely constructive feedback, and submitted grades in accordance with academic deadlines.
- Evaluated student learning through examinations, papers, presentations, reflective assignments, and collaborative learning activities; refreshed course materials to incorporate current research, trends, and inclusive pedagogical practices.
- Collaborated with faculty colleagues to review, refine, and enhance course content, instructional approaches, and assessment practices in alignment with program goals and academic standards.

Faculty Affairs, Academic Affairs & Collaborative Leadership

- Supported faculty affairs and academic affairs through faculty consultation, course coordination, mentoring, policy interpretation, committee service, program planning, and collaborative problem solving.
- Monitored and advised faculty and staff within program responsibilities, emphasizing team building, communication, shared accountability, and constructive resolution of academic and operational issues.
- Interacted effectively with diverse university constituencies, including faculty, staff, administrators, students, and alumni, while building productive relationships across academic and administrative units.
- Partnered with academic deans, the registrar, admissions, career services, and student support functions to align degree planning, student progression, and institutional resources that support timely completion.

Student Success Coaching, Advising & Retention

- Shaped and supported advising and student-success frameworks designed to strengthen academic persistence, belonging, self-efficacy, degree progress, and graduation outcomes.
- Delivered personalized, collaborative student success coaching focused on goal setting, time management, learning strategies, self-advocacy, resilience, note-taking, exam preparation, and actionable academic planning.

- Connected students with tutoring, disability services, advising, and other campus resources; identified students at academic risk and referred them to appropriate institutional support services.
- Tracked retention, enrollment patterns, student progression, and program effectiveness using institutional data to identify trends, guide interventions, and inform program improvement.
- Advised students on academic and career matters and mentored learners at undergraduate and graduate levels, including supervision and support of student research projects.

Scholarship, Research Mentoring & Academic Service

- Conducted and published original interdisciplinary research in psychology, education, organizational behavior, equity, foster care, and related areas; collaborated with colleagues on interdisciplinary research projects.
- Supervised and mentored undergraduate and graduate student research; served on dissertation committees; participated in curriculum, assessment, and academic or administrative committee work.
- Presented scholarly work at academic and professional conferences and engaged in community outreach and professional associations.

ADDITIONAL ACADEMIC & PROFESSIONAL APPOINTMENTS

Adjunct Professor of Strategic Fiscal Leadership in EL/SEC Education, EdD Program Johnson & Wales University - Providence, RI	Dec 2025-Present
Expert Witness Office of the Public Defender, Family Court New Jersey - New Jersey	Apr 2024-Present
Post-Doctoral Fellowship in College Leadership, The President's Office Essex County College - Newark, NJ	Aug 2024-May 2025
Lecturer in Psychology, College of Social Sciences Essex County College - Newark, NJ	Sep 2019-Dec 2021
Academic Advisor, Education Opportunity Fund Essex County College - Newark, NJ	May 2018-Sep 2019
Academic Liaison Court Appointed Special Advocates Office, Family Court - Newark, NJ	Oct 2015-Jan 2017

TEACHING, CURRICULUM & LEARNING PORTFOLIO

Instructional scope includes undergraduate and doctoral teaching, onsite and online learning, hybrid/blended course delivery, curriculum development, course assessment, student engagement, academic support, and learning management through Canvas.

Doctoral Level

- EDUC 8017: Strategic Fiscal Leadership in Elementary and Secondary Education

Baccalaureate Level - Courses Listed in Source CV

- PSY 232: Human Development
- PSY 399: Multicultural Psychology
- PSY 324: Latinos and Psychology
- PSY 335: The Psychology of Social Behavior
- PSY 480: Women and Psychology

Additional Teaching & Course-Development Areas

- Introductory Psychology
- Adolescent Psychology
- Social Psychology
- Organizational Leadership
- Education Leadership
- Higher Education Administration

CERTIFICATION

2025 - Massachusetts Department of Elementary and Secondary Education: Administrator, Assistant Superintendent, Superintendent | All Levels, Provisional

RESEARCH INTERESTS

Research examines how systemic inequities shape educational, psychological, and life outcomes for marginalized populations, particularly children raised in poverty and foster care. Informed by Pierre Bourdieu's theories of social and cultural capital, this agenda uses phenomenological and mixed-methods approaches to study K-12 educational equity, college access, persistence, degree completion, structural inequality, racial injustice, institutional practice, belonging, and socioeconomic mobility, with the aim of informing policies and practices that advance educational equity and social justice.

DISSERTATION COMMITTEE APPOINTMENTS

- Mardoche Telusma, "Finding Black Joy" - Proposal Defense, April 2025
- Danira Vasquez, "You Belong at the Table" - Proposal Defense, May 2026
- Tara Mollo, "Restorative Practices in Action" - Proposal Defense, June 2026

CONFERENCE PRESENTATIONS

- "The Money is There but Services Fail to Meet and Serve the Foster Child," New England Educational Research Organization (NEERO) Conference, Trumbull, CT, 2021.
- "An Examination of the Educational Trajectory of Foster Care Survivors," New Jersey Children in Court and Race Equity Education Conference, Newark, NJ, 2024.
- "Hope From the Edge," TEDx URI, A Recipe for Hope in the Spirit of Ideas Worth Spreading, Kingston, RI, 2022.

PUBLICATIONS | BOOKS

- Lundy, A. (2025). *Broadening Our Multicultural Lens* (1st ed.). Cognella.
- Lundy, A. *The Psychological Perspectives of LatinX and Chicano Populations* (1st ed.). Cognella.
- Lundy, A., & Boatright, S. L. (2025). *Understanding Psychological Concepts* (1st ed.). Kendall Hunt.
- Lundy, A. *Human Development: Applications Across the Lifespan*.
- Lundy, A. *So You're On Your Own: A Love Letter to the Child Raised in State Care*.

PEER-REVIEWED PUBLICATIONS

- Burrell, D. N., Lundy, A., McLester, Q., Nobles, C., Harris, N., Eke, H., Thibodeau, S., Prunella, K., Reed, P., Manfreda-Foley, T., Hart, G., Perera, C. N., Mondala-Duncan, M. R., Burton, S. L., & Dawson, M. (2026). An industrial and organizational psychology (I-O) perspective of the discrimination risks of using AI in hiring. In D. N. Burrell (Ed.), *AI ethics, governance, equity, and safety for responsible organizations* (pp. 45-74). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1016-7.ch003>
- Burrell, D. N., Huff, A. J., Nobles, C., Burton, S. L., Lundy, A., Labidou-West, D., & Song, W. (2026). Creating organizational health education knowledge ecosystems that understand the nature of health psychology of military pilot fatigue. *Knowledge Economy and Lifelong Learning*, 2(2), 41-63. [https://doi.org/10.61093/kell.2\(2\).41-63.2026](https://doi.org/10.61093/kell.2(2).41-63.2026)
- Burrell, D. N., Lundy, A., Burton, S. L., Nobles, C., Dawson, M., Brown-Jackson, K. L., Reed, P., Parker, J., Smith, G. K., Conti, K. L., & DeFrance, J. (2026). Exploring the organizational psychological perspectives of management consulting interventions in healthcare cybersecurity. In D. N. Burrell (Ed.), *Risk, resilience, and cybersecurity in complex systems and public sectors* (pp. 237-274). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1021-1.ch009>
- Burton, S. L., Burrell, D. N., Lundy, A., Nobles, C., Dawson, M., Jones, L. A., Thibodeau, S., Perera, C. N., Reed, P., Smith, G. K., Conti, K. L., & DeFrance, J. (2026). Studying and researching the psychology dynamics of organizational cybercrime and cybersecurity. In D. N. Burrell (Ed.), *AI ethics, governance, equity, and safety for responsible organizations* (pp. 291-316). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1016-7.ch011>

- Duncan, T. D., Burrell, D. N., Lundy, A., Nobles, C., Manfreda-Foley, T., Thibodeau, S., Reed, P., Smith, G. K. K., Parker, J., Eke, H., Jones, L. A., Brown-Jackson, K. L., Song, W. K., Conti, K. L., & DeFrance, J. (2026). Exploring the risk management psychology of insider cybersecurity threats in complex organizations. In D. N. Burrell (Ed.), *Risk, resilience, and cybersecurity in complex systems and public sectors* (pp. 113-132). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1021-1.ch004>
- Huff, A. J., Burrell, D. N., Lundy, A., Harris, N., Prunella, K., & Eke, H. (2026). Organizational psychology dynamics facing female doctors in biomedicine: Seeking workplace psychological safety. In D. N. Burrell (Ed.), *Evolutions in technology, innovation, adaptation, and discovery* (pp. 63-84). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1026-6.ch003>
- Lundy, A., Burrell, D. N., & Huff, A. (2026). The cyberpsychological dimensions of healthcare cybersecurity crime risks. In C. Nobles, K. Richardson, Q. McLester, & D. N. Burrell (Eds.), *Cyber risk management and AI governance in the digital era* (pp. 253-280). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-9918-8.ch007>
- Lundy, A., McLester, Q., Burrell, D. N., Nobles, C., Burton, S. L., Ayodeji-Ogundiran, A. I., Brown-Jackson, K. L., Duncan, T. D., Daryousef, M., Stokes, J. W., & Song, W. K. (2026). Human factors: Organizational behavioral perspectives in healthcare cybersecurity for applied behavior analysis (ABA) therapists. In C. Nobles, K. Richardson, Q. McLester, & D. N. Burrell (Eds.), *Legal and ethical challenges in data privacy rights and cybersecurity* (pp. 75-98). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-3373-4967-1.ch003>
- Morin, S. L., Burrell, D. N., Harris, N., Hart, G., Lundy, A., Prunella, K., Thibodeau, S., Quisenberry, W., Bradford, A. D., West, J. D., Reed, P., Jones, L. A., Conti, K. L., & DeFrance, J. (2026). Ethical and psychological signals embedded within organizations where AI tools can address financial misconduct. In D. N. Burrell (Ed.), *AI ethics, governance, equity, and safety for responsible organizations* (pp. 129-152). IGI Global Scientific Publishing. <https://doi.org/10.4018/979-8-2600-1016-7.ch006>
- Burrell, D. N., Huff, A. J., & Lundy, A. (2025). Exploring adverse drug reactions and their social and psychological consequences. *RAIS Conference Proceedings* (pp. 354-367). Research Association for Interdisciplinary Studies. <https://doi.org/10.5281/zenodo.18076266>
- Burrell, D. N., & Lundy, A. (2025). Exploring the social psychological undercurrents of workplace racial battle fatigue (RBF) for minority faculty at predominantly White institutions (PWIs) in the U.S. *RAIS Conference Proceedings* (pp. 306-324). Research Association for Interdisciplinary Studies. <https://doi.org/10.5281/zenodo.18076197>
- Lundy, A. N. (2025). Faculty, yet unrecognized: Black women, pedagogical authority, and everyday surveillance in higher education. *Advances in Applied Sociology*, 15(11), 1191-1199. <https://doi.org/10.4236/aasoci.2025.1511068>
- Lundy, D., Burrell, D. N., McCargo, T., Lima, F. M., Harris, N., Eke, H., & Prunella, K. (2025). Understanding the psychology of pregnancy discrimination as a challenging woman's mental health workplace dynamic. *RAIS Conference Proceedings* (pp. 211-230). Research Association for Interdisciplinary Studies. <https://doi.org/10.5281/zenodo.18075939>
- Lundy, A. (2022). An historical narrative of the educational trajectory of the child raised in state care. *Creative Education*, 13(8), 2401-2416. <https://doi.org/10.4236/ce.2022.138152>

OTHER SCHOLARLY WORK

- Lundy, A., & Shifman, D. (2024). *The long-term implications of transracial adoption and its effect on identity development and social adaptation* [Preprint]. SSRN. <https://doi.org/10.2139/ssrn.4877304>

WORKS IN PROGRESS

- Alcohol Expectancies in Young Adults at the Intersection of Race/Ethnicity and Gender
- Disentangling the Risks: Foster Care Experience as a Precursor to Criminal Justice Involvement, A Phenomenological Study
- The Effects of School Policing and Surveillance on Student Mental Health and Achievement
- The Long-Term Impact of Culturally Sustaining Pedagogy
- Teacher Well-Being, Retention, and the Emotional Labor of Education
- The Psychological and Organizational Behavioral Challenges Facing Black Women Faculty and Administrators in U.S. Higher Education Workplaces

PROFESSIONAL ORGANIZATION MEMBERSHIPS

- American Psychological Association - 2021
- Harvard University Alumni Association - 2019
- Kappa Delta Pi Honor Society - 2018; 2022
- National Center for Faculty Development & Diversity - 2022
- Psi Chi International Honor Society in Psychology - 2022
- National Association for the Education of Young Children - 2025

WORKSHOPS DELIVERED

- “An Examination of the Educational Trajectory of Foster Care Survivors,” The 2024 Children in Court Race Equity Conference, March 11, 2024.
- “Building Bias Free Practices and Inclusive Communities,” Duke University Medical School Head and Neck Surgery, March 13, 2024.
- “Developmental Intergroup Theory: Understanding the Implications of Our In-Group Bias,” South Orange-Maplewood School District, November 17, 2022.

COMMUNITY SERVICE & OUTREACH

Court Appointed Special Advocates Office, Family Court, Newark, NJ - Academic Liaison, Oct 2015-Jan 2017. Ongoing scholarly and professional engagement reflects a strong commitment to educational equity, social justice, community outreach, and culturally responsive practice.