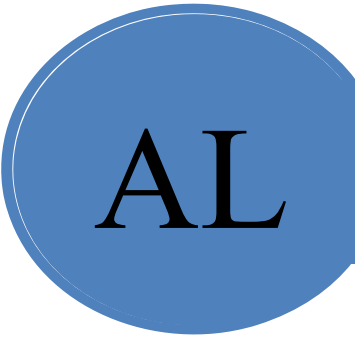




AL

ADINA LUNDY

OBJECTIVE

A research appointment that promotes and supports college persistence and career opportunities for diverse populations.

SKILLS

Student Recruitment and Retention, Community Engagement Curriculum Development, Public Speaking
MS Excel, Starfish, Banner, Certified in online teaching, Student advising
Research Design and Data Analysis, Workshop Development

FACULTY APPOINTMENTS

University of Rhode Island, Kingston, RI | June 2021 to Present

RI Carnegie designation, Enrollment exceeds 17,000

Associate Director, Program in Undergraduate Psychology & Assistant Teaching Professor Department of Psychology

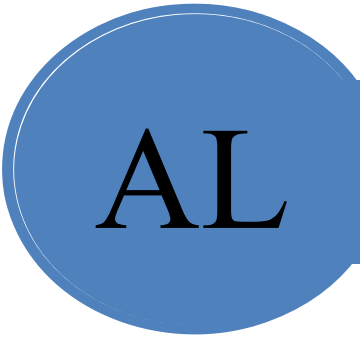
(May 2024 - Present)

- Leading all facets of the undergraduate program to include \ supervising doctoral and master's candidates
- Onboard and train and supervise 100 undergraduate TAs, graduate TAs and peer Advisors yearly
- Faculty Advisor, Psychology Honor Society, Psychology Club, and National Society of Collegiate Scholars (serving 1200 undergraduate majors)
- Serve on IRB Committee and Curriculum Committee
- Develop and deliver career workshops
- Member undergraduate awards ceremony committee
- Collaborate with clerical staff to support the graduation efforts of students
- Dissertation committee member
- Member Faculty Senate

Co-director, Program in Undergraduate Psychology & Assistant Teaching Professor Department of Psychology

(August 2023 to May 2024)

- Deliver Baccalaureate-level Psychology courses to sections of 150 students: Multicultural Psychology, Historical Systems of Psychology, Women and Psychology, Human Development.
- Faculty Search Committee Member Department of Psychology; Behavioral Sciences (April 2023 to June 2023)
- Reported to Chair of Graduate Psychology Collaborated on candidate strengths.
- Conducted interviews as part of the team.
- Extrapolated fitness of each candidate to university culture
- Co-directed all facets of administrative support for the program in undergraduate psychology



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Assistant Teaching Professor, Department of Psychology
(June 2021 to May 2024)

- Deliver Baccalaureate-level Psychology courses to sections of 150 students: Multicultural Psychology, Historical Systems of Psychology, Women and Psychology, Human Development
- Conducted interviews as part of the team
- Extrapolated fitness of each candidate to university culture

Essex County College, Newark, New Jersey | May 2018 to May 2025

Post-Doctoral Fellowship in College Leadership, The President's Office (August 2024 to May 2025)

- Utilized my prior research on college completion best practices to build programs within the community college.
- Attended presidential meetings to gain understanding of the president's multifaceted role.

Lecturer in Psychology, College of Social Sciences (September 2019 to December 2021)

- Deliver Associate-level Psychology courses

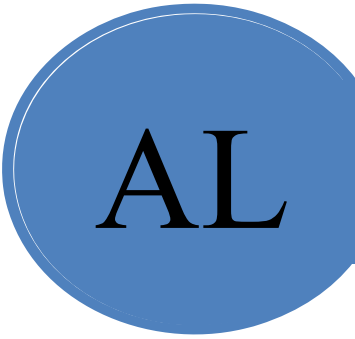
Academic Advisor, Education Opportunity Fund (May 2018 to September 2019)

- Created access and educational equity within the community college space by students at a college Intervention program on effective academic persistence and career planning
- Promoted belonging while building identity through student workshops, career fairs, and information sessions
- Provided outreach that reduced attrition by enhancing student development, improved quality of learning environment, served individuals with unique needs which lead to retention of high-risk students.
- Referred students for evaluative tests, recommended appropriate programming to promote retention
- Served as liaison between the Advisory Center and the broader college community.
- Audited and analyzed student records to determine progress toward academic requirements and baccalaureate degree completion
- Interpreted and enforced college rules and regulations. Worked with other university offices and schools to ensure consistent judgments on academic requirements, program transfer, student probation, dismissal, as well as best practices that promote retention.
- Reduced attrition by 18%

PROFESSIONAL APPOINTMENTS

Office of the Public Defender, Family Court New Jersey | Expert Witness
(April 2024 to Present)

- Perform comprehensive psychological assessments of individuals involved in family law cases including interviews, observations, and review of relevant documents.
- Wrote detailed reports summarizing findings including opinions and recommendations to reunify families and stem generational poverty and generational foster care
- Utilize my scholarship on poverty, opportunity, and oppression to humanize families, stop the criminalization of poverty and stem family separation



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ADINA LUNDY

EDUCATION

University of Hartford | EdD, Higher Education Leadership| dissertation | "An Examination of Education Advocates for Foster Youth Regarding Foster Parents" Social Capital as Related to College Access."

Hartford, CT

Harvard University | M.A. Psychology | master's thesis | "The Community Change Project: An Early Intervention for Getting the Foster Child Through College." Cambridge, MA

St. John's University | BA, Political Science baccalaureate thesis

"Land Theft and Resource Appropriations by the Multinational Corporation: Chile, Salvador Allende, Dole, and Pinochet." New York, NY

PHILANTHROPY

Court Appointed Special Advocates Office, Family Court, Newark, NJ | Oct 2015 to Jan 2017

Academic Liaison

- Provide academic support while creating access to the higher education space for children in foster care by coordinating standardized test resources, culling financial records, coordinating class registration, processing housing, book, and transportation resources.
- Facilitate equity through learning and development by teaching and promoting effective organization, time management, studying, note-taking, and test-taking skills for children in foster care.
- Liaise with Family Court administrators, Federal Student Aid, and college admissions administrators on behalf of populations facing poverty, housing instability, family separation, and first-generation issues.

RESEARCH INTERESTS

My research intersects the long-term implications of systemic inequity and poverty vis a vis Bourdieu's frameworks of Social and Cultural Capital. Utilizing a phenomenological and mixed methods approach I seek etiology concerning college access, equity in k-12 settings, college persistence, and college degree completion for the child raised in poverty. That end I am also interested in Geronimus' weathering hypothesis which I apply to case studies obtained through community outreach; because experience is difficult to quantify. When phenomenological experience is commingled with statistical data, a level of clarity emerges around social problems of interest to me. Large scale statistical data sets are obtained from colleges, juvenile and adult prisons. When researching inequity, bias, and the over policing of families and children in the k-12 space as well as people of color on college campuses, I rely on the office of data records within the state of interest.

ACCEPTED 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,” The New Jersey Children in Court and Race Equity Education Conference, Newark, NJ | 2024

PUBLIC SPEAKING

“Hope From the Edge,” TEDx URI, A Recipe for Hope in the Spirit of Ideas Worth Spreading, Kinston, RI | 2022.
<https://www.youtube.com/watch?v=M9AIcz8mHU0&t=5s>

JOURNAL PUBLICATIONS

Lundy, A. (2025). *Faculty, Yet Unrecognized: Black Women, Pedagogical Authority, and Everyday Surveillance in Higher Education*

Lundy, A. (2022). *An Historical Narrative of the Educational Trajectory of the Child Raised in State Care*. Scientific Research Publishing, Special Issue on Education and Skills Development in the Child

Lundy, A., & Shifman, D. (2024). *The Long-Term Implications of Transracial Adoption and its Effects on Identity Development and Social Adaptation*. SSRN: <https://ssrn.com/abstract=4877304>

Op Ed

Frazier, J., Lundy, A., Trimm, R (2025, May, 24) *Academic freedom is vital to ensure America's democracy* | Opinion. The Providence Journal. <https://tinyurl.com/Academic-freedom-is-vital>

BOOKS

Lundy, A. (2026). *Human Development for the Real World: Applying Research to Everyday Life*. Kendall Hunt Textbooks

Lundy, A. (2025). *So, You're on Your Own: Guided Self Help for Adults With Foster Care Experience*. Kendall Hunt Imprint

Lundy, A., Boatright, S (2025). *Developing Understanding of Psychological Concepts*. Kendall Hunt Textbooks

Lundy, A. (2024). *Broadening Our Multicultural Lens*. Cognella Textbooks

Lundy, A. (2024). *The Psychological Perspectives of Chicano and LatinX Populations*. Cognella Textbooks

Works in Progress

Lundy, A. et al. (in progress). *Alcohol Expectancies in Young Adults at the Intersection of Race/Ethnicity and Gender*

Lundy, A & Saint-Eloi Cadely, Hans. (in progress). *Disentangling the Risks: Foster Care Experience as a*

Precursor to Criminal Justice Involvement, A Phenomenological Study
Lundy, A. (In progress). The Effects of School Policing and Surveillance on Student Mental Health and Achievement
Lundy, A. (In progress). The Long-Term Impact of Culturally Sustaining Pedagogy
Lundy, A. (In progress). Teacher Well-Being, Retention, and the Emotional Labor of Education

WORKSHOPS

‘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
<https://duke.zoom.us/rec/share/>

PROFESSIONAL ORGANIZATION MEMBERSHIPS

American Psychological Association | 2021 to Present.
Harvard University Alumni Association | 2019 to Present.
Kappa Delta Pi Honor Society | 2018 to 2022
National Center for Faculty Development & Diversity | 2022 to Present.
Psi Chi International Honor Society in Psychology | 2022 to Present.

BOARD MEMBERSHIPS

Roots & Wings New Jersey; A Nonprofit in Support of the Adult with Foster Care Experience | 2023- Present.

REFERENCES

Dr. Augustine Boakye, President
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Phone: 973- 877-3000

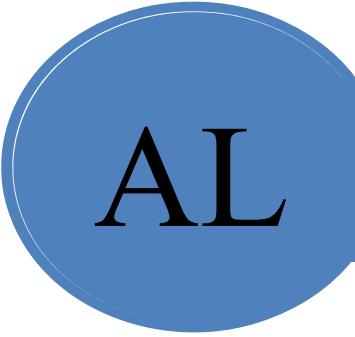
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Phone: 508 523 4288 Fax: 617 -726- 4078



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ADINA LUNDY

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Teaching Philosophy

I believe it is necessary to meet students where they are. I have found it germane to introduce historical figures that the class identifies with. It shows empathy for them as I have invested time in including aspects of history where they are represented. This method accomplishes two significant goals; a student may persist towards the baccalaureate as a consequence of feeling included - especially if the historical figure was a pioneer in their field of interest. It also serves as an opportunity to educate the class about the contributions of figures from different ethnic groups.

I have had the opportunity to liaise for The Division of Youth and Family Services in Newark, New Jersey. It is the agency that serves children removed from their biological home because the home was deemed unsafe. This population is often invisible. I learned a great deal and the experience fueled my desire to enact change in the lives of diverse populations. I introduce the foster care experience through the lens of Bowlby and Ainsworth. I deliver these lessons with empathy and understanding and encourage students to do the same. The foster child is a demographic that requires both inclusion and understanding as they suffer the shame of their status and typically lag behind academically as a consequence of frequent moves. Indeed, Abdul-Alim (2016) reported in his exposé on The Education Commission of the United States report on Strengthening Policies for Foster Youth Postsecondary Attainment, that despite several initiatives introduced to support foster alumni degree attainment, college administrators frequently do not know the rules for programs that fund the education of this demographic. Further, when administrators at the Education Commission of the United States were

questioned, they too, failed to convey thorough understanding about the financial aid vouchers that support foster youth college education. The lack of equitable educational opportunities is systemic, negatively correlates with generational poverty, and as such, is detrimental to the life trajectory of the child in poverty. The desired learning outcomes are that they graduate from a post-secondary institution and avoid poverty- unlike 50% of the students who grow up in Newark (Gypen, Vanderfaeillie, De Mayer, Belenger & Van Holen, 2017).

To this end, I employ Wiske (1998), which demonstrated the importance of connecting with a student's curiosity. This inquisitiveness will lead to larger more relevant concepts and challenges that the student may be facing. I want to reach the learner, and I must, if the paradigm of generational poverty is to be ameliorated. Furthermore, I utilize student feedback to ascertain which students are meeting the understanding goals. In this way I can scaffold lessons to meet the needs of students who struggle (Van de Pol, Volman, & Beishuizen, 2010). If a student, for example, has an IEP that illustrates difficulty understanding dense scholarly articles, I may assign a video on Albert Bandura explaining his theoretical framework of agency. Ultimately, I want every student to hold an understanding of the Bandura's Core Features of Agency, how we, together, achieve that understanding can be scaffolded.

The primary learning outcome is that underrepresented students become their own agent and that is achieved through connecting with them in ways that are meaningful. Bandura's developmental theories are instrumental in helping people take charge of their lives. These students by default, lack traditional streams of support, a hallmark of generational poverty. As a result, they are typically, fully responsible for their college journey. Consequently, they must develop empowerment and belief in their ability to make a life for themselves that is a positive consequence of their own actions if they are to survive. The amount of academic support, I, and members of the campus community provide, in and out of the classroom, correlates positively with college persistence. Research demonstrates that the college degree is the single most significant benchmark that improves lives. Experiential Learning, another pedagogy I have employed, is instrumental in reaching important educational benchmarks with the first-generation college

student because it presents an opportunity for them to learn from life experience and participate in the realities being studied.

They will utilize and implement the skills learned throughout their college journey.

Experiential learning provides in context action as the primary source of learning (Kolb, 2015). The typical role of academia, such as being lectured by a teacher at the front of a room, is abandoned in favor of classroom projects, role playing, and case study learning. Kolb (2015) describes these activities as similar in technique to service learning, problem-based learning, and action learning. It is my belief that the college journey requires immense agency as it is a lengthy endeavor that is anchored in the individual's belief systems. The methods and research mentioned have assisted me in reaching the foster child, students escaping poverty, and First-Generation students.

I have served as an academic advisor for the Education Opportunity Fund; a college intervention program in Newark. These skills have also assisted me when I endeavor to convince female scholars that they are capable of transferring to four-year institutions for dentistry or engineering rather than a trade school for dental hygiene when they are high achieving math or science majors.

It is important that educators create space for and understanding of diverse populations if they are to persist. Faculty must be tenacious. It is important to remain vigilant as we are conduits for ameliorating lives and creating pivotal moments. Research shows that students, and people in general, are more likely to connect with educators who show an interest in their experience, future, and an understanding of the issues they face.

