

FACULTY HIGHLIGHTS



Dear Faculty,

As we come to the close of the semester, I would like to take a moment to reflect on an important milestone for our University and to express my sincere appreciation for all that you have accomplished this year.

We successfully completed our Middle States visit. This was a significant achievement for us and a testament to the strength of our academic community. The self-study process and the visit itself required careful preparation, thoughtful reflection and a truly collaborative effort across the University.

I am deeply grateful to our co-chairs, Kestrel Perez, Ph.D., and Konstantine Rountos, Ph.D., for their time, insights and expertise leading this process. I also thank all of you who contributed to the endeavor. Your engagement and professionalism helped demonstrate the quality of our academic programs and our commitment to student learning and institutional improvement.

In addition, I want to recognize the extraordinary dedication you bring to your work each day. Your commitment to teaching and mentoring our students is at the heart of the University's mission. Through your guidance, students are challenged to think critically, grow intellectually, and develop the skills and confidence they will carry with them long after graduation.

Your scholarly and creative work continues to advance knowledge within your disciplines and contributes to the broader academic community. At the same time, the many forms of service you provide — advising students, serving on committees and supporting institutional initiatives — help sustain the collaborative spirit that defines St. Joseph's University.

As the semester concludes, I hope you take pride in the impact you've made and allow yourself time to rest and recharge. Thank you for all that you do to strengthen our community and support the success of our students.

With gratitude,

Heather Barry, Ph.D.
Provost and Vice President for Academic Affairs
St. Joseph's University, New York



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Balancing the Scales

Jason Ostrowe, Ph.D., is advancing criminal justice one chapter at a time in a balancing act of responsibilities.

BY MALIK GAY

Now in his fourth year as an assistant professor at St. Joseph's University, Jason Ostrowe, Ph.D., spends his days educating students while utilizing his experiences and observations from the field of criminal justice and public policy. His journey has taken him from Ground Zero at the World Trade Center, to the flooded shores of Long Island during Hurricane Sandy, and most recently to the Academy of Criminal Justice Sciences (ACJS) annual meeting in Philadelphia.

It was there that Dr. Ostrowe and seven SJNY students accepted the award for National Criminal Justice Month Program of the Year — the honor being a first for the University.

The son of a police officer, Dr. Ostrowe's passion for the field was nurtured as an undergraduate at SUNY Oswego. There he double majored in public justice and psychology before joining the New York City Police Department.

Working for the NYPD lent Dr. Ostrowe a first-person perspective on what would become seminal events in America's history, most notably the tragedy of 9/11.

"I was a police officer on patrol in Manhattan at the time of the attacks, and was assigned to Ground Zero the day President Bush gave his famous speech in front of the wreckage," Dr. Ostrowe shared.

Reeling from the experience and inspired to pursue new goals, Dr. Ostrowe enrolled in a Police Graduate Studies Program at John Jay College of Criminal Justice.

In 2010, he graduated with a master's in public administration. His hard work, aptitude and experience would then result in John Jay offering Dr. Ostrowe a spot in its Ph.D. program in 2012.

World events would again confront him with challenges that tested his resolve.

"Hurricane Sandy created all this havoc and flooding, so we were being sent out for 15-16 hours at a time. I recall taking classes at the Ph.D. level and then waking up at 2:30 in the morning to be in the Rockaways by 4 a.m. and not be released until 6 p.m.," Dr. Ostrowe said.

The years that followed found Dr. Ostrowe engaged in a balancing act of professional, academic and family obligations — pursuing a full-time faculty position at Borough of Manhattan Community College (BMCC), finalizing his dissertation and welcoming the birth of his daughter.

After six years with BMCC, Dr. Ostrowe accepted a position at St. Joseph's University, New York in the Department of Criminal Justice in 2022.

"I felt St. Joe's had a lot to offer, and I had a lot to offer St. Joe's," he said. "I felt very much aligned with the philosophy and mission of the institution."

Since joining St. Joseph's, Dr. Ostrowe has helped to reinvigorate the Criminal Justice Department, working alongside his colleagues to offer more hybrid courses, help to implement a minor

requirement, add data analysis to research methods and restart the student-led SGA award-winning Law and Justice Society.

Dr. Ostrowe has published several works in journals related to criminal justice, including *Policing: A Journal of Policy and Practice*, *ACJS Today*, *Policing: An International Journal* and *The New York State Journal of Applied Research in Criminal Justice*, as well as work published by Routledge.

This past March, Dr. Ostrowe delivered three presentations at the ACJS annual conference in Philadelphia including one on artificial intelligence in research methods, and two on the inclusion of cybercrime in criminal justice coursework at the New York state and national levels.

As the recipient of the 2026 Summer Faculty Research Grant, Dr. Ostrowe will begin work on his book, "The Six Pillars of Criminal Justice Education for the Digital Age" with its publication anticipated for fall 2027.



Jason Ostrowe, Ph.D.



Where the Tides Take You

For Kestrel Perez, Ph.D., the ocean was always the destination — now she’s bringing students along.

BY BRIAN HARMON

Kestrel Perez, Ph.D., grew up in Watermill, spending her childhood close to the water. As long as she can remember, she knew she wanted to study the ocean. What she didn’t know until later was which part.

“I was interested in whales,” she said. “And then I became more interested in studying very small animals that are really at the bottom of the food chain.”

The pivot from the ocean’s most spectacular creatures to its most essential ones is central to everything Dr. Perez does.

An associate professor of biology at St. Joseph’s University, New York’s Brooklyn Campus, her research focuses on how environmental stressors affect the earliest life stages of marine fish: the larvae, the juveniles, the small forage species that invisibly hold the entire marine food web together.

“If we can really figure out what’s causing these little food fish problems,” she said, “then we can have a better understanding of what’s impacting larger fish.”

Dr. Perez earned a B.S. from Southampton College, where she was part of the last graduating class before Long Island University closed the campus. She received a Ph.D. from Stony Brook University, where she overlapped with a fellow Ph.D. student who would later become a close colleague: Konstantine Rountos, now a biology professor at the University’s Long Island Campus.

Following Stony Brook, she completed postdoc education at the University of Texas’s marine research station in South Texas before finding her way back to New York.

“I really loved the education I received at Southampton,” Dr. Perez said of what drew her to St. Joseph’s. “Undergraduate focused, small class sizes. I just wanted to get a job at a school like that.”

She has now taught at St. Joseph’s for just over a decade. In that time, she and Dr. Rountos collaborated on a multi-year NOAA-funded study examining how harmful algal species and ocean acidification affect local fish populations.

It was conducted at Stony Brook’s Southampton research station with St. Joseph’s undergraduates working alongside graduate students on-site. Manuscripts for publication from the research are now in progress.

Dr. Perez also co-authored a chapter in a textbook on One Health and the aquatic environment, and was co-author on a recent perspectives piece in *Fisheries*, the flagship journal of the American Fisheries Society.

Her Conservation Biology elective perhaps best captures her approach to teaching.

The upper-level course runs simultaneously on both campuses — Dr. Perez teaches in Brooklyn one day, travels to Patchogue another, with each section zooming into the other’s classroom in real time. By semester’s end, students who have never shared a physical space feel like classmates.



Kestrel Perez, Ph.D.

“There’s so much engagement,” she said. “The students really learn from each other.”

That kind of cross-campus spirit extended to the Middle States reaccreditation process, which Dr. Perez co-chaired alongside Dr. Rountos over the past two-plus years. More than 70 faculty, staff and administrators contributed across seven working groups. The site visit came in early March; official word from Middle States is expected in June.

“It was very much a team effort,” Dr. Perez said. “I was just one piece of the puzzle.”

It’s a characteristically modest framing from someone who stepped into, as she put it, “pretty big footsteps,” by following the example set by Dr. Heather Barry and Dr. Karen Russo, who had previously served as co-chairs of the last Middle States reaccreditation process.

SJNY’s motto — *Esse non videri*, “To be, not to seem” — resonates personally, she said, especially through undergraduate research. She takes great pride in watching students move from uncertainty to ownership, growing to be genuinely excited about what they’re discovering.

“Never expect your experiment to work the first time,” she tells them. “Don’t get discouraged if it fails. That’s a normal part of the process.”

This spring, Dr. Perez was promoted by the University to full professor, effective this September.



The Science of Doing It All

Konstantine Rountos, Ph.D., continues to go above and beyond.

BY BRIAN HARMON

For Konstantine Rountos, Ph.D., the St. Joseph's University, New York motto — *Esse non videri*, “To be, not to seem” — isn't just an institutional touchstone. It's a personal philosophy.

“They are biologists. They are published biologists,” he said of the undergraduate students who have co-authored peer-reviewed papers under his mentorship. “They're not just seeming to be biologists. Their projects actually contribute to global scientific knowledge.”

The distinction matters immensely to Dr. Rountos, who has spent the past decade at the Long Island Campus helping shape the next generation of environmental scientists. This, while also conducting his own research, heading the sustainability committee, co-chairing the institution's Middle States reaccreditation effort, and, in those hours that remain, hiking, tending a pollinator garden and crafting cheese from kefir cultures.

How does he fit it all in? Short answer: he just does.

For instance, when Middle States site visitors came to campus, Dr. Rountos recorded lectures rather than cancel class and kept students informed every step of the way.

“Never leave the students not knowing what to expect,” he said. “In academia, you learn how to thrive in a high-stress environment.”

The longer answer involves a genuine passion for his work.

Since joining SJNY's biology faculty in 2016, Dr. Rountos, who earned a Ph.D. at Stony Brook University, has built a research

program that runs seamlessly into the undergraduate experience.

Three peer-reviewed journal articles have emerged from student thesis projects he oversaw. A fourth is in review. More are in the pipeline.

A 2023 study published in “Marine Pollution Bulletin” was the first in New York to examine microplastics in oysters and hard clams sold at fish markets. The research with students Isabella Colombo and Mackenzie Minder earned him a call from The New York Times; he was quoted extensively in an article titled, “Are Shellfish Good for You?”

“This wasn't Stony Brook, it wasn't Cornell, it wasn't NYU, it wasn't Columbia — it was St. Joe's,” he beamed.

A 2025 study with student Afifah Khan found that non-selective suspension feeders — organisms that cannot filter what they ingest — carry significantly higher microplastic loads than selective feeders, such as oysters. The implication: Organisms researchers typically use as environmental indicators may give a systematic underestimate of microplastic contamination in our waterways.

Beyond the lab, Dr. Rountos heads SJNY's sustainability committee, overseeing student environmental clubs, native pollinator garden installations, lake cleanups and numerous academic events.

He also designed BIO 210: Science Without Borders. The study abroad course brings students to Greece, weaving hiking, snorkeling and river surveys with cultural immersion.

Influenced by his own Fulbright Fellowship conducting research at the University of Crete in Greece, the class' fifth trip is in June.

Then came Middle States. Over the past two years, Dr. Rountos and colleague Kestrel Perez, Ph.D., co-chaired SJNY's self-study steering committee, leading an institution-wide process necessary for reaccreditation.

Weekly steering meetings, office hours for working group members, open sessions at University-wide meeting days, and coordinating faculty, staff and administrators at both campuses. He took it all on, alongside a full teaching load and ongoing research.

This spring, Dr. Rountos received a promotion to full professor, effective this September.



Konstantine Rountos, Ph.D.



APPEARANCES AND PUBLICATIONS

María Isabel Alfonso, Ph.D., chairperson of the modern languages department and professor of Spanish, has published “Antagonías de una exclusión: Ediciones El Punte y los vacíos del canon literario cubano,” a critical study examining how Cuba’s revolutionary cultural politics of the 1960s shaped the nation’s literary canon. At its center is Ediciones El Punte, a collective of young writers and artists founded in Havana in 1961 that was ultimately silenced and erased from official literary history.

Dr. Alfonso’s work argues that El Punte’s exclusion was not an isolated act of censorship but part of a broader state mechanism through which Cuba constructed its cultural identity — building the canon as much on deliberate omission as on inclusion. The book engages questions of power, politics and collective memory, exploring how dissenting and nonconforming voices were systematically marginalized.

Seth Armus, Ph.D., professor and associate chair of the history department, delivered a paper in Paris on July 17, 2025, at the Global Consortium on French History, a combined conference drawing historical organizations from the United States, Canada, Great Britain, Australia and New Zealand, and France. His paper, “Mapping Resistance in the Novels of Michel Houellebecq,” is part of an ongoing book project exploring the role of history in Houellebecq’s fiction.



Sarah Birch, Ph.D.

Sarah Birch, Ph.D., director of the special education master’s program, together with colleague Karena S. Rush of Millersville University, completed a

chapter on “Communication Skills Training” for the “Encyclopedia of Psychotherapy,” edited by David Reitman and Brian Marx.

Yvonne Borkowski, Ed.D., director of the Educational Leadership Program, presented at the LEAD LI Conference, which draws hundreds of school administrators from across Long Island. Her breakout session, “Do You ‘Shake It Off’ or Lead Like a ‘VIP’? Lessons in Transformational Leadership from Taylor Swift and Bad Bunny,” explored how the influence of global cultural icons can inspire educational leaders to embrace authenticity, innovation and genuine connection in their relationships with teachers, students and families.



Michael Burke, Ph.D.

Michael Burke, Ph.D., professor of philosophy and associate dean of student success, has had a productive year in publication and scholarship. His article “Rewound Repression, Freaky

Metamorphoses, and Downward Spirals: On the Rise of the SF Slasher” appeared in the *Journal of Film & Video* (77.4, Winter 2025), and his article “Weird Noir: The Transformation of the Femme Fatale in Fatale” was published in the *Journal of Graphic Novels and Comics*. Dr. Burke has also submitted the first draft of his book manuscript, “Cthulhu Phenomenology: The Weird Philosophy of H.P. Lovecraft,” to McFarland Press and is awaiting reviewers’ feedback.

On the conference circuit, Dr. Burke presented “Unending Drive: Uzumaki (Spiral) as Existential Koan” at the International Society for Contemplative Research Conference in November 2025; “Giving All the Gifts: The Weird Zombie in EcoHorror” at the 2025 Virtual Symposium of the Mid-Atlantic Popular & American Culture Association; and “Deconstructive Dissemination & Apocalyptic Palimpsests in John Carpenter’s Apocalypse Trilogy” at the 2025 National Popular Culture Association Conference in New Orleans.

Subhasish Chatterjee, Ph.D., an assistant professor of chemistry and

physical sciences, co-authored a peer-reviewed education research article published in CourseSource in 2025, titled “Venom and Voltage: An OER-Based Activity for Deep Reading of the Voltage-Gated Sodium Channel Research Literature.” The article advances student-centered pedagogy through open educational resources and supports students in developing skills for deeply engaging with primary scientific literature.

Kerry Ann Conde, Ph.D., assistant teaching professor of child study and director and program coordinator of the Applied Behavior Analysis Graduate Programs, received approval for a patent on which she

serves as innovator and principal investigator: “AI-Assisted Treatment Optimization Leveraging Treatment Fidelity



Kerry Ann Conde, Ph.D.

Data.” The technology applies advances in artificial intelligence to generate new analyses from comprehensive data sets — including treatment fidelity data — with the goal of improving clinician feedback and enabling better customization of treatment plans for patients.

Conde also co-authored a peer-reviewed article published in the *Journal of Organizational Behavior Management: “Exploring the Relationship Between Evaluation Frequency and Monthly Fidelity Score on Provider Retention: A Longitudinal Study.”* She was additionally invited to lead a staff training webinar for Blue Water Behavior Consulting on “Parent Training and Coaching: How to Support the Whole Family.”

Phillip Dehne, Ph.D., Brooklyn Campus executive dean and professor of history, presented “The Globalization of Economic War During the First World War” at the 2025 Symposium “Beyond the Trenches” at the National World War I

APPEARANCES AND PUBLICATIONS

Museum and Memorial in Kansas City. The paper is a spinoff of a chapter he published in “The Routledge Economic History of War.” Dr. Dehne also recently published book reviews in the *Journal of First World War Studies*, the *Journal of British Studies*, and *H-Albion*.

Corinne Donovan, Ph.D., associate professor of psychology, together with her colleagues has been conducting mixed-methods research on the challenges and experiences of managers navigating the post-pandemic workplace. Using focus groups, followed by a survey of more than 350 managers across industries and management levels, the study examined how stressors and organizational change affect managerial retention and team engagement. Findings indicate that trust in leadership helps reduce managers’ intentions to leave, while team cohesion enhances overall engagement.



Corinne Donovan, Ph.D.

Her paper, “The Path from Stressors to Engagement for Managers in Changing Work Environments,” was accepted as a poster presentation at the 41st Annual Conference of the Society for Industrial and Organizational Psychology (SIOP) in New Orleans and was selected as one of the conference’s top posters in the Leadership/Leader Development Content Area Theme Track.

Jo Anne Durovich, Ph.D., associate professor and chairperson of social work and human services and director of the MS in Human Service Leadership and MSW programs, contributed a chapter to the recently published volume “Narratives of Upheaval in Higher Education.” Her contribution examines the challenges of developing SJNY’s MSW program during the COVID-19 pandemic — a period marked



Jo Anne Durovich, Ph.D.

by deep social and institutional uncertainty — and reflects on the adaptive leadership required to sustain graduate social work education through crisis.

Tess Dussling, Ph.D., assistant professor of child study and director of the M.A. in Literacy and Cognition program, has had an active year in scholarship and professional presentation. She published in *Education Sciences* (“Exploring Asynchronous Implementation of the Gradual Release of Responsibility Framework to Support Graduate Students’ Metacognition when Reading Digital Academic Texts”) and in the *Journal of Education and Learning Environments*. She also accepted conference presentations at three major venues: the Literacy Research Association Annual Conference, the Association of Literacy Educators and Researchers and the American Reading Forum.

Anna Rita Egbert, Ph.D., assistant professor of psychology and principal investigator of the BRAID Lab, recently published a peer-reviewed article that she co-authored with undergraduate student Isa-Marie Kreuzinger in the *Journal of Psychiatric Research*: “Comparison of Depressive Symptoms and Sociodemographic, Economic, and Modifiable Lifestyle Correlates Across Age Groups in the U.S. Population Before vs. After COVID-19 Pandemic.” In February 2026, BRAID Lab research assistants — Kreuzinger, Kaylee Finch and Julia Wojcik (an intern from the University of Warsaw’s Psychology Department) — presented their independent research at the International Neuropsychological Society annual meeting in Philadelphia, a testament to the program’s commitment to meaningful student research engagement.

Christina Galasso, an accounting instructor, was honored by *Forbes* in October 2025 as one of America’s Top 200 CPAs for 2025, a national recognition of excellence in the accounting profession.

Jerry Grossman, assistant teaching professor and director of graduate management studies (Long Island Campus and online), was honored with the International

Photographic Council’s Distinguished Service Award at a ceremony at the United Nations in May 2025. The award recognized 38 years of service to the photographic industry, a remarkable career of sustained contribution to the field.



Jason Steidl Jack, Ph.D.

Jason Steidl Jack, Ph.D., assistant teaching professor of religious studies, has had an exceptional year of scholarly output. His peer-reviewed publications include

“Trans Catholic Ministry: Vulnerability and Flourishing at the Grassroots” in the *College Theology Society Annual*, Volume 70; “Dignity, Dissent, and Dialogue: Agonistic Ecclesiological Practices for a Synodal Church” (co-authored with Adam Beyt) in *Louvain Studies*; “We’re All a Work in Progress’: DignityUSA and Transgender Catholic Ministry” in *QTR: A Journal of Trans and Queer Studies in Religion*; and “The Promise and Peril of Theological Vocations for LGBTQ Catholics,” accepted for publication in the *College Theology Society Annual*, Volume 71.

On the conference circuit, Dr. Jack presented at the American Catholic Historical Association in New York in January 2025, the College Theology Society in Dayton, Ohio in June 2025 and the American Academy of Religion in Boston in November 2025. His scholarship has also reached broader audiences through contributions to *New Ways Ministry Bondings 2.0* and *Outreach.faith*.

Lee Clay Johnson, director of SJNY’s Brooklyn Writers Foundry Low-Residency MFA, authored a novel “Bloodline.” Published by Panamerica Books, the novel has garnered significant national



Lee Clay Johnson

attention. The book was excerpted in *The Metropolitan Review* and *Country Highway* and received praise from *USA Today*, *The Wall Street Journal* and other media outlets.

Nadia Khan-Roopnarine, Ed.D., assistant professor of adolescence education, recently co-edited *“Love Letters to bell hooks: Narratives Celebrating the Influence of a Transgressive Educator,”* published as part of a five-member editorial team. The volume captures the voices of young people and scholars deeply shaped by bell hooks’ scholarship, including poetry and reflections from four public high school students Dr.



Nadia Khan-Roopnarine, Ed.D.

Khan-Roopnarine worked with directly through a scholar-activist club, as well as her own personal vignette. Contributors and editors are participating in a panel featuring the work at the National Women’s Studies Association Conference.

Dawn Lee, professor of art with primary disciplines in drawing and painting, received a significant institutional honor in December 2024 when the Long Island Museum acquired her painting “Resonance 1” for its permanent collection. The acrylic-on-canvas work (48” x 36”) depicts Long Island wetlands and reflects Lee’s ongoing engagement with the power and beauty of the natural world. The acquisition places her within the lineage of Long Island landscape painting — a tradition the museum actively collects and preserves. “Resonance 1” was on display in the exhibition “Giants and Gems: The Largest and Smallest from LIM’s Collection” in late 2025.

Eunah Lee, Ph.D., assistant professor of philosophy, received a grant to attend the 2025 MLA Summer Seminar on “National Trends and Local Solutions: Leading Change in the Humanities” at New York University last May. In October, she presented “Museum Activism for Peace and Reconciliation” at the Concerned Philosophers for Peace Annual



Dawn Lee

Conference at Texas State University. A revised version of that manuscript has been submitted to the edited volume, “Challenging and Sustaining Museum Narratives.”

Dr. Lee also presented in the panel “Motherhood at the End of the World” at the 57th Northeast Modern Language Association Conference in March with a paper titled “AI Motherhood,” demonstrating an ongoing commitment to emerging questions at the intersection of technology, culture and gender.

Peter Lin, Ph.D., associate chair and professor of psychology, as well as coordinator of the Mindfulness and Contemplative Living minor, co-presented a poster with Michael Burke, Ph.D., professor of philosophy and associate dean of Student Success at the Brooklyn Campus, “Unending Drive:



Peter Lin, Ph.D.

Uzumaki (Spiral) as Existential Koan,” at the 2025 International Society of Contemplative Research. The work used the Japanese manga *Uzumaki* as a symbolic framework to explore Lacan’s concept of the death drive alongside Zen approaches to confronting unhealthy, repetitive patterns in life.

Dr. Lin also co-authored “Designing for Rebirth: A Contemplative Framework for Identity Transformation in Emerging Adulthood,” a collaboration with Soul Seated Journey, a nonprofit supporting underserved young adults. The project integrates mindfulness, reflection, dialogue and service that is grounded in Buddhist humanitarian principles. Pilot results showed notable gains in resilience, optimism and goal achievement, with most participants describing the experience as deeply transformative.

Pamela Lovejoy, Ph.D., an assistant professor of biology, recently published a research paper with alumna Rachel Tejiram ’22 in the journal *microPublication Biology*, continuing a research partnership that extends beyond her students’ time at St. Joseph’s University, New York.

Michael W. Magee, Ph.D., associate professor of psychology, published “Christians Have More Self-Compassion Than Atheists...but also More Grandiose (Not Fragile) Narcissism” in the journal *Pastoral Psychology*. The study found that Christians on average report higher levels of both self-compassion and grandiose narcissism compared to atheists, while both groups reported similar levels of fragile narcissism and shame — offering a nuanced portrait of how religious affiliation may relate to self-perception, emotional well-being and personality traits. The paper was also

APPEARANCES AND PUBLICATIONS

featured on PsyPost.org, extending its reach to broader public audiences.

Alexis McBride, Ph.D., assistant professor of child study, director of the M.A. in TESOL program and director of the Certificate in Bilingual Education, chaired a translanguing literacy research symposium at the Literacy Research Association's 75th Annual Conference in Las Vegas last December. The symposium, "Bridging Divides through Translanguaging Pedagogies: Creating Space for Translanguing Literacies," brought together researchers arguing in favor of learning environments that support linguistically minoritized learners through translanguaging pedagogies. Dr. McBride served both as chair and as discussant, offering expert commentary on the four presented papers.

Lauren Miller, Ed.D., presented her research on post-secondary, evidence-based practices for students with severe disabilities at the New York State Association of Teacher Educators (NYSATE) annual conference in Saratoga Springs, New York.

Barbara Morrell, Ph.D., professor of criminal justice, together with Fr. Francis Pizzarelli of Social Sciences, led a student study abroad program to Berlin and Hamburg, Germany. The trip introduced students entering the professions of corrections and social work to the German philosophy and practice of rehabilitation, a model grounded in the principles of normalization and human dignity that stands in marked contrast to the largely punishment-based American system. The experience was designed to shape the next generation of justice and social work professionals by exposing them to an alternative paradigm, one in which loss of liberty is considered punishment enough and rehabilitation is central. It is hoped the trip will inform students' values and practices as they assume leadership roles in their respective fields.



Barbara Morrell, Ph.D.

Jason Ostrowe, Ph.D., assistant professor of criminal justice, guided a senior independent study with student Julia Czubak that produced a peer-reviewed publication: "A Comparative Analysis of Cybercrime in Criminal Justice Education: Taking Stock of New York State and the Nation," which was accepted in the New York State Journal of Applied Research in Criminal Justice (Vol. 2, Fall 2025). Through a content analysis of 50 programs, the study found that 36% of New York programs and 28% of national programs offer or require cybercrime coursework — with New York's four-year institutions significantly outpacing national counterparts.

Joseph E. Pascarella, Ph.D., professor and chair of the Department of Criminal Justice, will lead a research panel on Artificial Intelligence and Cyber Security at the Academy of Criminal Justice Sciences conference in Philadelphia. The panel includes collaboration and original research from four St. Joseph's University faculty members drawn from both the Brooklyn and Long Island campuses — a cross-campus effort advancing scholarship at the intersection of emerging technology and criminal justice.



Joseph E. Pascarella, Ph.D.

Kestrel Perez, Ph.D., associate professor of biology, along with colleague Konstantine Rountos, Ph.D., and a co-author from the American Fisheries Society Estuaries Section, published a book chapter in the new textbook "One Health Concepts and the Aquatic Ecosystem." Titled "Toward a Sustainable One Ocean: Evaluating Life Below Water Through the Lens of One Health (Ecology Introduction)," the chapter contributes to an interdisciplinary framework connecting human, animal and environmental health.

Kimberly Poppiti, Ph.D., associate professor of communication studies, had a productive year in scholarship and academic service. Her article "Equestrian Drama: A Concise Overview and Introduction to the Form" was published in Cheiron: The International Journal of Equine and Equestrian History (Vol. 5, Issue February 2025). At the Northeast Popular Culture Association's 2025 Annual Hybrid Conference, she presented "Communicating with Horses: Learned



Kimberly Poppiti, Ph.D.

Horses, Training Methodologies, & Popular Practices,” chaired the “Animals and Culture” area of the conference and chaired or co-chaired two panels within the “Animals and Culture” portion.

In November, she presented “Communication and Learned Horses” at the St. Joseph’s University Faculty Center. A review of the documentary, “Joe Papp in Five Acts,” that she authored was published in the Educational Media Reviews Online database at Penn State University.

Stephen Rockwell, Ph.D., professor of political science, published “War and the Administrative State, 1776–1900” in the Fall 2025 issue of *Daedalus*, the journal of the American Academy of Arts and Sciences, which is among the nation’s most prestigious interdisciplinary publications. He also presented “The Best Empire: Indian Treaties and American Exceptionalism” to the Faculty Center for Teaching and Learning, sharing research supported by a 2025 Faculty Summer Research Grant.

Andrew Rogers, MBA, DBA, assistant teaching professor in business administration and accounting, co-authored and presented a paper at the 52nd Annual Northeast Business & Economics Association (NBEA) Conference in Galloway, New Jersey. The paper, “The Impact of Course Modalities and Student Demographics on Academic Performance and Retention — A Comparative Study of Graduate Business Students,” examines how course delivery format and student demographics influence academic outcomes and retention among graduate business students, and looked at how student preferences have shifted over time.

Joseph Ross, Ph.D., associate professor of communication studies, led a four-part professional development series for the Dutchess County Workforce Investment Board titled “Conversations that Matter: Corporate Culture and Creating a Code of Ethics.” The DCWIB provides underserved residents with professional and communication skills, job search

tools and career planning support. Ross guided the organization’s newly revamped Career Center team in developing a Code of Ethics oriented around ethical, meaningful and person-centered practice.

Konstantine Rountos, Ph.D., associate professor of biology, contributed to two significant scholarly publications this year. He co-authored a book chapter with Kestrel Perez and a colleague from the American Fisheries Society Estuaries Section — “Toward a Sustainable One Ocean: Evaluating Life Below Water Through the Lens of One Health (Ecology Introduction)” — published in the textbook “One Health Concepts and the Aquatic Ecosystem.” He also has a new peer-reviewed publication in Fisheries, adding to a growing body of interdisciplinary scholarship at the intersection of marine science and environmental health.

Jessica Scher Lisa, Psy.D., associate professor of child study, and colleague Harry Voulgarakis, Ph.D., assistant professor of child study, presented their collaborative research, “Impact of the SDARI Program on Loneliness and Sense of Belonging for Autistic Youth,” at the American Psychological Association Convention in Denver in August 2025 and at the Association for Behavioral and Cognitive Therapies Annual Meeting in New Orleans. Their manuscript has since been accepted for publication in *Advances in Neurodevelopmental Disorders*.

The project — supported by multiple faculty development grants — provided



Joseph Ross, Ph.D.



Jessica Scher Lisa, Psy.D.

psychological and behavioral assessments to nearly 40 participants, advancing both community service and clinical research. Graduate student Marie Carpenter completed her capstone research through the study, reflecting the program’s commitment to integrating student development into meaningful scholarly work.

Eric Shyman, Ed.D., chair and professor of child study, is the author of two forthcoming articles. The first, set to be published in *Learning Disabilities: A Multidisciplinary Journal*, reports the results of a content analysis of published research on culturally and linguistically diverse students with learning disabilities. The second, an invited book review to be published in the *European Journal of Special Needs Education*, examines the forthcoming volume “Liberal Perspectives on Inclusion” by Professor Joseph Mintz.

Dave Siegel, Ph.D., assistant professor of social sciences and political science, has a forthcoming article, “Between Marx and Foucault: Blending Critical Epistemologies in the Study of Neoliberalism,” in the peer-reviewed journal *Critical Review*. He also presented an original research paper on the political theory of tyranny and constitutionalism in the work of Nietzsche and Dostoevsky at the Northeastern Political Science Association annual meeting in November 2025, where he was additionally invited to serve as chair and discussant on a panel addressing Russian authoritarianism and military conflict.

Joe Svec, Ph.D., assistant professor of sociology, has had an exceptionally productive year in collaborative scholarship, with multiple peer-reviewed articles published or accepted in leading journals on the intersections of aging, cognitive health and family caregiving. His publications include work in the *Journals of Gerontology* on how social activity and neighborhood perceptions relate to cognitive impairment; a study in *Research on Aging* on caregiving appraisals and emotional responses; research in the *Journal of Marriage and Family* on gender and housework in

APPEARANCES AND PUBLICATIONS

post-retirement life; and a forthcoming piece in the *Journal of Social and Personal Relationships* on the psychological impact of feeling unappreciated among caregivers. Additionally, he has published a study in *Aging & Mental Health* that examines how social networking sites affect loneliness among isolated older adults.

Dr. Svec conducts this work with an interdisciplinary team of faculty collaborators and graduate student mentees, reflecting a sustained commitment to mentored



Lisa Tafuro, Ph.D. U.S. Department of State's Bureau of Educational and Cultural Affairs, a prestigious distinction that will allow her to collaborate with institutions internationally on short-term projects in such areas as curriculum development, education

scholarship in the sociology of aging.

Lisa Tafuro, Ph.D., associate professor of communication studies, has been named a Fulbright Specialist Award recipient through the

research design and academic program development. Her selection strengthens St. Joseph's University's profile as a global academic contributor.

Following a sabbatical at the University of Cambridge, Dr. Tafuro has also become an official affiliate of Camtree, the Cambridge Teacher Research Exchange, for which she published an online teacher development course and handbook. She was invited back to present at the international conference, "Educational Dialogue: Moving Thinking Forward," in Cambridge in September 2025. She has several conference papers in progress as a result of that gathering.

Wendy Turgeon, Ph.D., professor and chair of philosophy, facilitated an online program sponsored by PLATO in October titled "Navigating the News: How to Parse Information." She also delivered a presentation on fairy tales as catalysts for philosophical reflection at the NAACI Conference in Montreal in August 2025.

Susan Van Scoy, Ph.D., associate professor and chair of art, will guest-curate a photography exhibition featuring the works of Japanese photographer Kenji

Nakahashi at the Heckscher Museum of Art in Huntington, NY in fall 2027. In preparation, she will teach a Special Topics course in Museum Studies (Art 371) at St. Joseph's University, giving students the opportunity to craft wall label text and develop content for the Bloomberg Connects App for the exhibition. The experience will provide hands-on museum experience with a real-world outcome.

Harry Voulgarakis, Ph.D., assistant professor of child study, achieved board certification as a Diplomate of the American Board of School Neuropsychology (ABSNP), recognizing advanced competence in the application of neuropsychological principles within educational and developmental contexts, following successful completion of a two-part written and oral examination.

He co-authored and supervised a research poster presented at the 2025 National Academy of Neuropsychology



Harry Voulgarakis, Ph.D. Conference: "Neuropsychological and Developmental Profiles in Pediatric Chiari Malformation: A Mixed-Methods Examination of Functioning and Family Experience." The abstract was published in *Archives of Clinical Neuropsychology*. The study found that children with Chiari malformation frequently exhibit persistent executive functioning and behavioral challenges both before and after decompression surgery, and that families often struggle to access coordinated medical and educational support.

Dr. Voulgarakis also published a sole-authored, peer-reviewed article examining ethical and regulatory challenges within applied behavior analysis in *Behavior Analysis in Practice*. Additionally, he supervised a doctoral research project that will result in the first systematic review of pediatric Chiari malformation from a neuropsychological perspective, forthcoming in the *Journal of Pediatric Neuropsychology*.

TENURE AND PROMOTIONS

President Donald R. Boomgaarden, Ph.D., announced that the following faculty members have been awarded either tenure and/or a promotion. Their new status becomes effective in September 2026.

PROMOTION TO PROFESSOR:

Jo Anne Durovich, Ph.D., Social Work and Human Services

Kestrel Perez, Ph.D., Biology

Konstantine Rountos, Ph.D., Biology

TENURE AND PROMOTION TO ASSOCIATE PROFESSOR:

Eunah Lee, Ph.D., Philosophy

Harry Voulgarakis, Ph.D., Child Study

Tess Dussling, Ph.D., Child Study

PROMOTION TO ASSISTANT TEACHING PROFESSOR:

Bernadette Barron, M.S., R.N., N.P.P., Nursing

SENIOR TEACHING PROFESSOR:

Jason Steidl Jack, Ph.D., Religious Studies

Kerry Ann Conde, Ph.D., Child Study

Lee Clay Johnson, M.F.A., Creative Writing, Brooklyn Writers Foundry

PROFESSOR EMERITUS:

Gretchen Owens, Ph.D.

FACULTY SMALL GRANTS AWARDED 2025-2026

Congratulations to all faculty who were awarded small grants for the 2025-2026 academic year.

FALL 2025

Alexis McBride, Ph.D., Assistant Professor, Director of M.A. in TESOL and Director of Certificate in Bilingual Education, Child Study, Literacy and Cognition, TESOL

Amy Poland, Ph.D., Professor, Criminal Justice

Anna Egbert, Ph.D., Assistant Professor, Psychology

Corinne Donovan, Ph.D., Associate Professor, Psychology

Eleni Zamagias, Assistant Teaching Professor, Mathematics and Computer Science

Eunah Lee, Ph.D., Assistant Professor, Philosophy

Nadia Khan-Roopnarine, Ed.D., Assistant Professor, Education

Pamela Lovejoy, Ph.D., Assistant Professor, Biology

Tess Dussling, Ph.D., Assistant Professor and Director of the M.A. in Literacy and Cognition, Child Study

SPRING 2026

Eunah Lee, Ph.D., Assistant Professor, Philosophy

Thomas B. Grochowski, Ph.D., Professor and Chair, English

Susan Nakley, Ph.D., Professor and Associate Chair, English

Jessica Scher Lisa, Psy.D., Associate Professor, Child Study LI, Childhood or Adolescent Special Education

Anna Egbert, Ph.D., Assistant Professor, Psychology

Tetyana Delaney, Ph.D., Professor, Biology

Nadia Khan-Roopnarine, Ed.D., Assistant Professor, Education

Subhasish Chatterjee, Ph.D., Assistant Professor, Chemistry

Alexis McBride, Ph.D., Assistant Professor, Director of M.A. in TESOL and Director of Certificate in Bilingual Education
Child Study, Literacy and Cognition, TESOL

Peter Lin, Ph.D., Associate Chair, Professor of Psychology and Coordinator of Mindfulness and Contemplative Living Minor

Yvonne Borkowski, Ed.D., Assistant Professor of Child Study and Director of Educational Leadership program





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