

FALL 2024 AGORA SERIES SCHEDULE

The Agora Series provides an opportunity for faculty to share and discuss research and other scholarly projects that are in progress with the campus community. Each Agora session includes two presenters, each allotted 17 minutes for their presentation, and a shared Q&A session thereafter. See the Center for Student Research and Creative Activity (SRCA) website and Blackboard site for a listing of past presentations. This series is facilitated by the SRCA and is supported by the faculty, the Teaching and Learning Center,



September 18, Wednesday-- 12-12:50 pm (McDonough 213)

Andrew Jenkins, Pharmaceutical Sciences (SOPPAS)

Title: Consciousness Interrupted: A Brief History of Anesthesia from the Antebellum to the Present Day

Eileen M Gonzalez, Education (SASBE)

Susan Curilla, Physician Assistant Studies (SOPPAS)

Title: Exploring Biases - Education and Physician Assistant Studies Program

October 15, Tuesday-- 3-3:50 pm (McDonough 213)

Heath Hightower, Social Work and Equitable Community Practice (SIHS)

Title: Black Deaths Matter: Black Female Clinicians' Narratives about Suicide in Black Communities

Anthony De Jesus, Social Work and Equitable Community Practice (SIHS)

Title: Passing the torch through liberatory Afrocentric praxis: The Implementation of the manhood tree group on a university campus

November 13, Wednesday-- 12-12:50 pm (McDonough 213)

Asher Brandt, Chemistry (SASBE)

Title: Designing Precision-Targeted Ligands to Inhibit Epidermal Growth Factor Receptor for Treatment of Lung Cancer

Dalia Giedrimiene, Biology (SASBE)

Title: Cardiac Arrhythmias in Women. The Impact of Estrogen

December 3, Tuesday-- 3-3:50 pm (McDonough 213)

Madeline Perez De Jesus, Social Work and Equitable Community Practice (SIHS)

Latoya Hinds, Social Work and Equitable Community Practice (SIHS)

Title: Contemporary Classics Conversations: Using Theater to Teach Across the Social Work Curriculum

Sheila Garilli, Nursing (SIHS)

Title: Exploring Students' Perceptions and Experiences of Faculty Caring in the Undergraduate Classroom in a Traditional Baccalaureate Nursing Program: A Qualitative Descriptive Study