A Summit on Graduate and Professional Education at Tulane University – TENTATIVE AGENDA
January 20, 2018
LBC, Tulane Campus

Saturday, January 20

8:45  Welcome (TBD)

9:00  Plenary I   Qatar Ballroom (Michael Cunningham, Chair)
•  Teresa Mangum (U. Iowa)  “Publicly Engaged Teaching and Scholarship”
•  Casey Miller (RIT)  Holistic Admissions Review and Inclusion

10:30  Coffee Break   Foyer

10:45  Breakout Sessions I
•  Public Scholarship/Public Service  Teresa Mangum  (Qatar Ballroom)
•  Diversity and Inclusion in Graduate Admission  TBD  (202 LBC)

12:00  Lunch   1834 Club

1:30  Plenary II  Qatar Ballroom (Susann Lusnia, Chair)
•  Kenneth Gibbs (NIH)  “Catalyzing the Modernization of Graduate Education -- A Federal Perspective”
•  James Grossman (AHA)  Careers in History/Humanities

3:00  Break

3:15  Breakout Sessions II
-4:30
•  “Seek to become, not to acquire: Career planning during your academic or professional training”  1834 Club  Amruta Inamdar, Purdue University Center for Career Opportunities
•  “Partnering with your students to explore career options”  202 LBC  Briana Mohan, OGPS/Career Center
•  Panel Discussion:  “Choosing and Applying to Graduate or Professional School”  Pederson Lounge  Jennifer O’Brien, OGPS

3:30  Graduate and Professional School Fair Setup   Qatar Ballroom

4:00  Social Hour/Graduate and Professional School Fair   Qatar Ballroom
-6:00
Speaker Bios

**Casey Miller**

Casey Miller, Ph.D. is Associate Professor in the School of Chemistry and Materials Science and Associate Dean for Research and Faculty Affairs in the College of Science at Rochester Institute of Technology. In addition to his work on nanoscale magnetic materials and related devices for which he received both NSF-CAREER and AFOSR-Young Investigator awards, he is recognized for his diversity work on exploring methods for transforming recruitment, admissions, and retention to increase the access and inclusion in STEM for underrepresented groups. In addition to writing about the impact of the GRE on equity in physics graduate education, he co-facilitates admissions workshops on holistic review. He is PI on an NRT-IGE project that is developing measures of non-cognitive competencies that could be deployed in the graduate admissions process, and is Co-PI on an NSF INCLUDES project about graduate education. Dr. Miller earned his B.A. in physics, with summa cum laude, from Wittenberg University and his Ph.D. in physics from the University of Texas at Austin followed by a post-doctoral fellowship at the University of California, San Diego.
Kenneth Gibbs, Ph.D., is a program director in the Division of Training, Workforce Development, and Diversity, at the National Institutes of Health where he handles the Predoctoral MD/PhD or Other Dual-Doctoral Degree Fellowships for Students at Institutions Without NIH-Funded Institutional Predoctoral Dual-Degree Training Programs (F30), Postbaccalaureate Research Education Program (PREP) and oversees predoctoral T32 biostatistics grants. He also manages research grants in the area of developmental signaling in the Division of Genetics and Developmental Biology. Additionally, he interacts with trainees through the Postdoctoral Research Associate (PRAT) Program. Gibbs was previously a program analyst in the Institute’s Office of Program Planning, Analysis, and Evaluation. Before joining NIGMS, he was a cancer prevention fellow at the National Cancer Institute. Gibbs earned a B.S. in biochemistry and molecular biology from the University of Maryland, Baltimore County, a Master of Public Health from Johns Hopkins University and a Ph.D. in immunology from Stanford University, where he also conducted postdoctoral research.

Abstract

This presentation will focus on the evolving career landscape for Ph.D. scientists, and the changes that need to occur in graduate education to ensure students are adequately prepared for 21st Century careers. The talk will present national data on career development in the biomedical sciences, as well as how it compares across demographic groups. Moreover, this talk will address federal efforts to catalyze the modernization of graduate education, including the new NIGMS predoctoral T32 training program: https://grants.nih.gov/grants-guide/pa-files/PAR-17-341.html
Jim Grossman

James Grossman is Executive Director of the American Historical Association. Formerly Vice President for Research and Education at the Newberry Library, he has taught at the University of Chicago and the University of California, San Diego. He is the author of Land of Hope: Chicago, Black Southerners, and the Great Migration and A Chance to Make Good: African-Americans, 1900-1929, and project director and coeditor of The Encyclopedia of Chicago (2005; online edition, 2006). He serves on the boards of the Association of American Colleges and Universities, Center for Research Libraries, and National Humanities Alliance (Vice-President). His articles and short essays have focused on various aspects of American urban history, African American history, ethnicity, higher education, and the place of history in public culture. His essay “No More Plan B” with Anthony T. Grafton has appeared in The Chronicle of Higher Education, Inside Higher Ed, and AHA’s Perspectives on History, and provides new ways of thinking about careers for historians.
Teresa Mangum is a professor in the departments of Gender, Women’s, and Sexuality Studies and English at the University of Iowa. She directs the Obermann Center for Advanced Studies, which supports individual faculty, but also encourages creative collaborations that connect artists, scholars, and researchers in interdisciplinary areas such as health humanities and information design. Mangum’s research interests include best practices in publicly engaged scholarship and collaboration, 19th-century British literature, and the power of art and literature to negotiate social conflict and change, in particular regarding our experiences of aging and of human and animal relationships. In addition to articles on those topics, she edited A Cultural History of Women: Volume 5: The Age of Empire, 1800-1920 and authored Married, Middlebrow, and Militant: Sarah Grand and the New Woman Novel. Her guest-edited issues of journals include the forthcoming PUBLIC online issue, “Digital Engagements: When the Virtual Gets Real.” Mangum is a co-founder of the Obermann Graduate Institute on Engagement and the Academy and wrote the column “Career Confidential” for Inside Higher Ed from 2009-10. She co-edits a book series “Humanities and Public Life” for the University of Iowa Press with Anne Valk and serves on the board of directors of Imagining America: Artists and Scholars in Public Life and the National Humanities Alliance. Mangum is a founding fellow of ACES (Academy of Community Engagement Scholarship). She received the University of Iowa President and Provost Award for Teaching Excellence (2004) and Brody Award for Service to the University and State of Iowa (2008). Her service learning course in animal studies was awarded the Humane Society Award for Innovation (2005). In 2010 she received the British Women Writers Association Biennial Award for Contributions to the Study of British Women Writers. In 2014 she was awarded the University of Iowa May Brodbeck Distinguished Achievement Award for Excellence and Achievement Among Women. Mangum received a B.S. in English Education at Appalachian State University, an M.A. in English at North Carolina State University, and a PhD. in English at the University of Illinois at Urbana-Champaign.

Abstract

Faculty members often advise students—“just say no”—to opportunities that may be a distraction from completing coursework and dissertations expeditiously. But is that still good advice? Each January, the Obermann Graduate Institute on Engagement and the Academy encourages 15-18 competitively selected graduate students from across the University of Iowa to explore ways to build engaged practice into their teaching, creative work, and research. Students consider a range of engaged practices, develop skills necessary for collaboration, explore the challenges community partners face when they partner with universities, and develop projects of their own. After thirteen years and over 200 participants, our alumni are now teaching us when and why it’s wise to “just say yes” to publicly engaged arts, research, and scholarship.