

Graduate Faculty Membership Committee (GFMC)
10/18/2019 Meeting Agenda
10:00 – 12:00 PM, 404 Allyn Hall

Committee Members:

Hannah Chai (Chair)	CEHS	Present
Kim Lukaszewski (Vice-Chair)	RSCOB	Present
Charles Ciampaglio	LAKE	Absent
Adrian Corbett	BSOM	Arrived at 10:38 am
Barbara Fowler	CONH	Present
Lee Hannah	COLA	Present
Raghu Srinivasan	CECS	Absent
Dawn Wooley	COSM	Present - left at 10:54 am
TBA	SOPP	-
Barry Milligan (NV)	Graduate School Interim Dean	Present
Liz Kriesly (NV)	TED Graduate Assistant	Present

Meeting Started: 10:10 AM

Business:

1. Vote to Approve/Deny – Utilizing Recording Devices

- a) Chai proposed utilizing recording devices in GFMC meetings for the purpose of accurate minute taking.
 - *The committee unanimously voted; and all approved the use of recording devices for the purpose of minute taking at 10:13 am.*

2. Vote to Approve/Deny – September Meeting minutes

- *On a motion made by Corbett, seconded by Lukaszewski, the minutes were approved by all pending the amended changes the Interim Dean has requested at 11:47 am.*

3. Discussion Items

- a) Letter of Support by Nominator
 - Chai explained and discussed being explicit with what the letter of support should state:
 - State the assignment for the nominee – course(s), master's theses, doctoral theses/dissertation (on the nomination form) – but this needs to connect with the nominee's experiences and expertise.
 - Not to rehash what's already stated on the resume/CV but provide the direct connection to how the individual's experiences, education, positions, projects, etc. meet the course descriptions and title of the course.
- b) CV/Resume of the Nominee – *see handouts*
 - CBA – Appendix B: *Curriculum Vitae*
 - Chai suggested that programs and departments share the CBA – Appendix B: *Curriculum Vitae* with potential adjuncts and instructors. She suggested that this be added to the Graduate school website regarding graduate faculty membership.
 - Chai discussed and shared CV as example to GFMC, provided a template example.
 - Chai suggests each committee member, for each field/department, using their personal CV to better assist the membership.
 - https://policy.wright.edu/sites/policy.wright.edu/files/uploads/2019/FINAL%20AAUP%20CBA%2005%2030%202019%20SLN_0.pdf
 - Chai shared the Teacher Education Department HLC Tested Experience Requirements -*handout given as example*
 - GFMC ran an applicant from Organizational Leadership (Garman) through the Teacher Education Department HLC Tested Experience Requirements form as practice to see how the process would work and discussed possible issues.
 - Committee noted #3 on the form being of concern. Chai suggested changing the language “the criteria maybe amended” adding it under Additional Qualifications on the form.
 - *On a motion made by Corbett, Seconded by Fowler; the committee unanimously approved (Pending that #3 maybe amended) the TED HLC Tested Experience Requirements at 11:35 am.*

- *Follow-up: Chai will send Fowler the TED HLC Requirements Form, if anyone else is interested in the form – email Chai.*
- c) Adding courses to Approved faculty – *discussion of the process*
 - Chai asked what the process is and “how are you going to add the courses to the approved faculty?”
 - Interim Dean responded and explained the Graduate Faculty Membership Nomination Coversheet form’s purpose is to account for adding courses for approved faculty. There are four boxes on the recommendation table that need filled out prior to submission.
 - Chai asked “when you are approved TET faculty and teaching a new course, do you have to go through the whole process of submitting everything again?”
 - The Interim Dean said yes, you still would have to go through the whole process.
- d) Departmental questions/concerns about Policy 2160
 - Lukaszewski brought forth the question concerning the Business Department Masters 5000 level foundational courses and if the 5000 level courses needed to be treated as 6000 or 7000 level courses for faculty teaching requirements.
 - *GFMC responded by stating in the policy 5000 level and up coursework needs to be taught only by Graduate Faculty.*
 - Lukaszewski explained that in the Master of Business Administration (MBA) program and the Master of Supply Chain program the prefixes of all core classes are listed as MBA, not specific to the discipline. Lukaszewski asked the questions:
 - Would Supply Chain have to have their own criteria that approves someone to teach?
 - If Supply Chain is considered an MBA, because it’s labeled an MBA, would they have to have criteria approved by the MBA committee as well?
 - Are two sets of criteria needed? If so, does it have to go through that two - step process?
 - Lukaszewski asked the GFMC which committee would have domain over decisions for Supply Chain Management?
 - *Interim Dean responded by stating if it has an MBA prefix that program has ownership of those courses, and from his understanding it would only have to go through the MBA committee.*
 - Lukaszewski discussed the Department of Information Systems and Supply Chain Management Capstone/practicum. Because the courses are so vague in description, the question was asked which criteria would be most appropriate; broader based experience or specific narrow knowledge.
 - For example, if someone has been approved for a “generic named” Supply Chain course and the accompanied project, would they then need to be approved again for the practicum?
 - “How do you define who is qualified when the specific projects are so narrow in focus?”
 - *The Interim Dean stated that the department should be able to argue their case if ever audited.*

2. Old Business: Tabled Nominations

- 1) Candice Hatcher-Solis, CoSM, Biochemistry - Biochemistry & Molecular Biology
 - *Concerns:* What courses &/or level of thesis service (masters &/or doctoral) is being requested
 - *Discussion with Madhavi Kadakia* – Serve on master’s and Doctorate thesis and dissertation/projects in Biochemistry. Currently working on projects in Biochemistry for WPAFB- Air Force Research Laboratory.
 - *On a motion made by Corbett, seconded by Chai, the committee unanimously voted; pending Chai changing the wording mix up (Biomedical to Biochemistry) that Hatcher-Solis was approved by all to serve on master’s and Doctorate thesis and dissertation/projects in BIOCHEMISTRY at 11:41 am.*
- 2) Chris Martin, CoLA, Quantitative Analysis - SPIA/Urban Affairs/MF
 - *Concerns:* How do the courses fit within the knowledge and expertise of the nominee? Request for course syllabi.
 - *Discussions & emails with December Green* – Course Description and Statement received from Martin

URS 6290 - Project Management
 Course Description: This course introduces the student to the role of project management in the public and not-for-profit sectors. It highlights the functional role of the project manager and the basic tools of public management issue analysis and decision making. Students will explore policy concepts, implications, and courses of action in complex project management scenarios.

I have worked as a project and program manager professionally since 2010, with increasing responsibility in both scale of programs and scope of responsibility. I have previously served at a director level in a not-for-profit, responsible for program planning and execution. In my current role as a technical

adviser to the Air Force and other Intelligence Community agencies, I am responsible for providing oversight of multi-million dollar programs, including cost, schedule, and performance metrics, as well as serving as a senior mentor to junior and mid-career government and military project managers. I also provide subject matter expertise to support executive analysis for future-year program plans, policies, and budget strategic forecasting.

URS 7050 - Quantitative Analysis

Course Description: This course introduces the student to the role of quantitative analysis in the public and not-for-profit sectors. In this class, we will survey fundamental concepts of applied statistical analysis for public affairs research and problems of practice, focusing on the interpretation of common statistical procedures to inform ethical decision making and communicate findings to stakeholders. Emphasis is placed on applied performance analysis of public and nonprofit programs through statistical evaluation and diagnostic techniques, and monitoring of performance characteristics

In my experience as a technical intelligence analyst, I have used statistical and other quantitative techniques and methodologies to analyze data, beginning with my training and work as a cryptanalyst (code-breaker) for the National Security Agency from 2000 to 2006. Following this work, I transitioned to other roles within technical intelligence, where I used more advanced statistical analysis techniques to analyze large-volume datasets (commonly referred to as 'big data analytics') in both pure, i.e. R&D, and applied modes. Transitioning into management roles beginning in 2010, my focus shifted more to using quantitative analysis techniques in program performance analysis, both from financial and program effectiveness perspectives. Today, as a program technical advisor, I continue to use quantitative performance analysis measures to track and evaluate program effectiveness measures in order to inform executives and other decision-makers. In this role, I am also called on to provide analysis on complex academic quantitative research, primarily within the fields of public affairs, public policy, and public and non-profit budgeting.

- *On a motion made by Chai, seconded by Corbett, the committee unanimously voted; that Martin was approved for membership at 11:44 am.*

3. Applicants Recommended for Approval by the Dean of the Graduate School

- 1) Frank Ciarllo, CECS - teaching ISE and IHE courses at the graduate level in Biomedical, Industrial, Human Factors Engineering Department; serve & co-direct master's thesis; serve & co-direct doctoral dissertation/project
- 2) Dallas Trinkle, CECS - serve & co-direct doctoral dissertation/project
- 3) Christopher Woodward, CECS - serve & co-direct doctoral dissertation/project
- 4) Dusty Columbia-Embry, CEHS - teaching ED 6600, ED 6700, EDS 6510, EDS 6550, EDS 6610, EDS 6630, EDS 6650, EDS 6670, EDS 6690, and EDS 6990 at the graduate level in the Teacher Education Department; serve & co-direct master's thesis; serve & co-direct doctoral dissertation/project
- 5) Amy Elston, CEHS - teaching ED 6170, ED 6180, ED 6800, ED 6840, and ED 6890 at the graduate level in the College of Education and Human Services, Teacher Education Department
- 6) Lynn Landis, CEHS - teaching EDL courses at a graduate level; serve & co-direct master's thesis; serve & co-direct doctoral dissertation/project
- 7) Gluck, Kevin, CoSM - serve & co-direct master's thesis; serve & co-direct doctoral dissertation/project

4. Applicants to be Considered by the GFMC

- 1) Gary Dickstein, CEHS - Student Affairs in Leadership Education Department
 - The nominee has applied to teach HEA 9220 Law in Higher Education.
 - GFMC discussed the nominees' experience and education and found Dickstein competent to teach HEA 9220 Law in Higher Education.
 - *On a motion made by Wooly, seconded by Fowler, the committee unanimously voted; and Dickstein was approved to teach HEA 9220 at 10:18 am.*
- 2) Russell Garman, CEHS - Educational Leadership, Department of Leadership Studies in Education & Organizations
 - The nominee has applied to teach EDL 7730 Curriculum Analysis & Development, EDL 7710 School Leadership, EDL 8760 Supervising Instruction & Personnel (soon to be EDL 7950 Supervising Instruction & Personnel).
 - Chai and GFMC discussed the nominees' renewal and looked at the candidates' practical/hands on experience and agreed it covers the courses Garman would be teaching.
 - Although the nominee has no noted scholarship, Garman has experience as a Director of HR & Staff Services, Title 1 Coordinator, Curriculum Specialist, Principle, and Assistant Principle.
 - Exception for membership was made in this case due to the candidate's experience being the needed factor to meet the alternative criteria in order to teach: EDL 7730, EDL 7710, EDL 8760 (soon to be EDL7950).
 - *On a motion made by Wooley, seconded by Hannah, the committee unanimously voted; and Garman was approved by all to teach EDL 7730, EDL 7710, EDL 8760 (soon to be EDL 7950) at 10:31 am.*
- 3) Aaron Skira, CEHS - Ed. Program
 - The nominee has applied to teach DOS 9010 History & Theory of Organizational Studies, LDR 7090 Organizational Intentionality & Sustainability, and EDL 7510 Statistics and Research.
 - GFMC discussed the candidate's eligibility criteria to teach the asked courses.

- GFMC noted the candidate was teaching without membership in the past and noted to NOT consider past teaching as a criteria requirement.
- The candidate holds a Practitioner doctorate Degree (Ed.D.), has a publication in 2012, and has the experience needed to be granted membership.
- The GFMC noted that the candidate will have to work on scholarship in the future to have membership renewed.
 - *On a motion made by Wooley, seconded by Fowler, the committee unanimously voted; and Skira was approved by all to teach DOS 9010, LDR 7090, and EDL 7510 at 10:43 am.*

5. The meeting minutes will be emailed – discussion, vote, & approval at the next GFMC on 11/15/2019.

Meeting Adjournment: 11:48 AM