

Graduate Council Meeting
Wednesday, February 9, 2022
3:30 p.m., via Zoom
(The Bylaws prohibit representation by proxy.)

AGENDA

- I. Reading, Correction and Approval of Minutes** (November 17, 2021)
 - A. Confirmation of Andrew “Andy” Grundstein as replacement for Jennifer Samp.
- II. Graduate Council Committee Reports**
 - A. Appeals Committee
Committee Report (Shavannor Smith)
 - B. Program Committee
Committee Report (Seth Wenger)
 - *Action Item*: From the Mary Frances Early College of Education, a proposal to create an online Ed.S. in Learning, Design, and Technology emphasis in Instructional Technology.
 - *Action Item*: From the School of Law, a proposal to create a new Graduate Certificate in Alternative Dispute Resolution in Athens, Buckhead, and online.
 - *Action Item*: From the College of Public Health, a proposal to create a new Graduate Certificate in Social Determinants of Health.
 - C. Policy and Planning Committee
Committee Report (Kaori Sakamoto)
 - *Action Item*: Change to bylaws on Graduate Council representation.
 - *Action Item*: Change to bylaws on nomination and election procedures.
- III. New Business**
 - A. GradFIRST: First-year Research and Scholarship Training Seminar Series.
 - B. Graduate Student Resolution
- IV. Information Items**
 - A. Curriculum Report: The Graduate School has approved 89 new courses, 128 course revisions, and 6 deletions.
 - B. Next meeting: Wednesday, March 2, 3:30pm, via Zoom
- V. Adjourn**

PROPOSAL FOR AN ONLINE PROGRAM

Date: July 23, 2021

College/School: Mary Frances Early College of Education

Department/Division: Career and Information Studies

Program (Major and Degree): EDS, in Learning Design and Technology

Will any approved areas of emphasis be offered under this major? Instructional Technology

Proposed Effective Date: Fall 2022

The proposal for an online program must include a brief narrative that addresses the following points:

1. Assessment

Program Background. The Instructional Technology emphasis area of the Educational Specialist (EDS) degree in Learning, Design, and Technology (LDT) prepares adults to serve as professional instructional designers, and instructional technology experts in P-12 Education. Typical job titles for our graduates include instruction designer, distance learning coordinator, instructional technology specialist, instructional systems specialist, school librarian, and others. Our alumni can be found in P-12 classrooms and libraries serving children across the state.

Online instruction is not new to the LDT program. We began delivering fully online courses in 1998. Since that time the number of courses offered online steadily increased until, by 2008, our overall curriculum consisted of approximately half fully online courses and half on-campus or blended delivery courses. To this blended approach was added a cohort model, based at UGA Gwinnett (first the Gwinnett University Center and then UGA Gwinnett Campus), beginning with the 2001-2002 AY for School Library Media (SLM) and the 2009-2010 AY for Instructional Design and Development (IDD). The blended cohort approach offered a balance that many students praised in the reflective portions of their portfolios at the end of the program. In particular, students of the same cohort would take a combination of an on-campus class and an online class each semester, allowing the face-to-face experience to give support and cohesion to students' online experience.

The faculty of the LDT program at UGA is known around the world for leadership and innovation. For example, among the instructional design focused programs in our field, we were the first to adopt a name change (adopted by faculty vote in 2008) from Instructional Technology to Learning, Design, and Technology. Our name change and its rationale were presented at national conferences (e.g., Rieber, 2008), and since this time programs in our field in at least two other universities have changed their program name to Learning, Design, and Technology (Purdue and Penn State). Career and Information Studies (CIS) department head Rob Branch, an LDT faculty member, is past president of our flagship national organization, the Association for Educational Communications and Technology (AECT). Other LDT teaching faculty members have received multiple Outstanding Practice Awards from the Design and Development Division of AECT (Ikseon Choi, 2

awards, Lloyd Rieber, 2 awards). LDT faculty members have served as invited keynote presenters in various countries, including South Korea, Brazil, Botswana, South Africa, Saudi Arabia, and former Soviet Georgia. Finally, LDT faculty have spearheaded the creation of the new Department of Career and Information Studies in the College of Education, whose mission includes an emphasis on the rapidly growing information science field that is impacting all sectors of education and training through innovations such as virtual schools, mobile devices, and online and blended learning.

Demand for the EDS. A search of online Specialist in Education: Instructional Technology degrees reveals several options within the state of Georgia. This includes: Valdosta State, Georgia Southern, and Kennesaw. Costs range, respectively, from \$8550 (not including fees) to \$14,000; the latter is slightly less but comparable to the cost of UGA's degree. Our focus here is on in-state competitors because the Ed S. primarily appeals to teachers and P-12 employees within the State of Georgia. Few if any out-of-state students would seek our degree at this time.

Note that beginning with the 2013-2014 academic year and moving forward, Instructional Technology is new area of emphasis for teachers approved by the Georgia Performance Standards Commission (PSC). The LDT program has aligned its EDS curriculum with the requirements for this emphasis such that it leads to an add-on certification from the state.

The job outlook for instructional coordinators is bright, with a job growth rate of 6% projected through 2028, which is about the same as most jobs. What is unique about the EDS is that it offers an option for teachers in the state of Georgia to continue their professional education beyond a Master's degree that is far less intense than a doctoral degree program. This improves the demand for our EDS – teachers can receive a bump in salary by completing the EDS which, unlike doctoral studies, does not require them to leave their current employment for full-time study.

Past enrollment and future prospects for IT. Past enrollments for the EDS in Learning, Design, and Technology are: 8 (FY2018), 14 (FY2019), and 6 (FY2020). These students engage in coursework with our Master's degree students. This arrangement is advantageous in that we do not need to offer coursework that is solely dedicated to the EDS. This has consistently resulted in courses that 'make' each semester in our program.

Future prospects for the EDS are positive - moving the program online would open access to students who might not normally have access to our program. LDT typically draws students from the Athens area, as well as the area surrounding our Gwinnett location. Going online means teachers from across Georgia can apply and attend; we expect to see enrollments rise once the EDS. is approved for online.

2. Admission Requirements

1. TOEFL scores (international applicants only);
3. Statement of purpose;
4. Résumé or curriculum vitae;
5. Three letters of recommendation.

3. Program Content

The basic curriculum of the program will be equivalent to the authorized unit's approved

program. The criteria for electives or substitutions for specific requirements will be equivalent online.

The curriculum aligns with the Georgia Professional Standards Commission (GaPSC) and follows the GaPSC/International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). The IT emphasis prepares practicing Georgia teachers for add-on certification in instructional technology for the classroom.

Course	Course Title
EDIT 6150E	Introduction to Digital Learning
EDIT 7500E	Problem, Project, and Place-based learning
EDIT 6170E	Design and Dev. Tools
EDIT 6320E	Tech. Planning
EDIT 7350E	ELearning Evaluation
EDIT 7200E	Professional Learning through Tech.
EDIT 6900E	Research in Instr. Tech.
EDIT 6600E	Diversity, Technology, and Learning
EDIT 7520E	Online Teaching and Learning
EDIT 7650E	Capstone (repeatable for 6 credits)

***NOTE:** EDS students who have already had our coursework in the MED do not repeat those courses. Instead, they take an upper-level version of either 7200E, 6900E, and 6320E and/or (b) take other LDT coursework from our IDD emphasis area. This is determined on a case-by-case basis as it happens infrequently. Upper-level versions use different projects than the lower-level version that challenge students to apply literature/research to more complex project work. EDS students also take 7650E: Capstone a second time, engaging in a new field experience and project that brings together their new skills and abilities in the EDS. In this way, we differentiate the content of the EDS from the MED despite EDS and MED students taking similar coursework.

4. Student Support Services

Student advising for LDT will continue to be conducted by the current emphasis area coordinator (Theodore J Kopcha - IT) until such time as enrollment numbers constrain a different solution. Increased enrollment will generate funding that can be allocated for a program co coordinator or faculty advisor who will handle admissions support and enrolled student support.

5. Resident Requirements

There will be no residence requirements; all new students beginning in Summer 2022 will pay the applicable fees associated with online learning. However, students will be urged to follow the cohort course schedule consisting of two classes per semester; also, ongoing participation in the program will be governed by the UGA Graduate School's continuous enrollment policy.

6. Program Management

Program Contact: Theodore J (TJ) Kopcha, Program Coordinator for Learning, Design, and Technology; tjkopcha@uga.edu.

Timetable: The EDS in LDT (Instructional Technology Emphasis Area) has been moving to an all-online format over the past five years. LDT had submitted a proposal for an all-online EDS back in 2017 and began converting courses at that time. The program is now ready for all-online delivery and students expect this delivery format. Thus, the first cohort of students who attend the online version of the EDS will matriculate in Summer 2022 and Fall 2022.

Recruiting will take place in various ways. Our primary mechanism is a pay-to-use list of email addresses; those email addresses are generated by the largest instructional technology conference in the state. This allows us to reach many people in a very short period of time. We additionally will use social media and other communication mechanisms (e.g., alumni listserv) to recruit new students.

Application Review: All incoming students must complete a UGA application. The application will be reviewed by at least one faculty member whose expertise is in the use of technology in P-12 settings. In cases where an application is not exemplary, two additional faculty members review the application to determine whether the student will be admitted. The decision to admit is made based on agreement between at least two of the three reviewers.

Evaluation of applications includes review of resume (for experience in P-12 education), review of letters of recommendation (for strong recommendations), and review of the letter of intent (for quality of writing and alignment with the curriculum). In addition, prior transcripts are reviewed for evidence that an incoming student has exhibited academic excellence in the past. Submission of GREs / MATs is optional; when submitted, we look for scores that are consistent with the Graduate School expectations (e.g., 300 combined on GREs)

Duration of the Program: Students in the program will complete coursework in 5-6 semesters. This equates to 1 ½ - 2 years of study. Courses are taken part-time (2 courses per semester, including summers), which is typical of programs whose primary audience is teachers.

Program Review: For each student, four key assessments are generated: (1) a mid-program evaluation of student success, (2) an end-of-program evaluation of success, (3) employer feedback (at the end of the program), and (4) scores on the state test of educator knowledge (a.k.a. GACE) in the area of Instructional Technology. Note that the end-of-program evaluation takes the form of a portfolio of student performance that is presented both orally and in written form; this portfolio satisfies the graduate school requirements for graduation from the EDS.

These assessments are used to review the program annually, in the form of Student Learning Outcomes (SLOs), as well as every three years to ensure that it satisfies the state requirements set forth by the Georgia Professional Standards Commission (PSC).

Changes are made based on student performance on the key assessments – individual course activities are modified and / or improved to address any issues with student performance. Additionally, multiple faculty members in LDT conduct research in local P-12 schools. Their input is used to make sure that the course activities are addressing

current and relevant issues in today’s classrooms. Likewise, each faculty member uses end-of-course evaluations to improve on the way they offer coursework.

7. Library and Laboratory Resources

On-line UGA library resources already exist that are adequate to support this program. No laboratory is needed.

8. Budget

The EDS in LDT is an existing degree program in the College of Education. As such, the program will rely on current faculty in the LDT program to teach the courses in Fall and Spring semesters; summer has been factored into the budget for the program, which is displayed below. Note that the budget reflects the costs currently associated with the EDS in LDT – no additional costs will be required to move the program to an online format.

Note that:

1. Costs associated with faculty salary are only included for summers because faculty are paid outside their 9-month contract to teach in summer. Thus, total revenue reflects support for faculty salary for the academic year.
2. There are additional funds to support faculty salaries during the academic year; these come from our MED students who are grouped with EDS students in their courses.
3. Revenue is calculated as the # of students x 18 credit hours per year x \$370 / credit hour.
4. Revenue reflects growth from 8 (Year 1) to 12 (Years 3-4).

COSTS

	Year 1	Year 2	Year 3	Year 4
Marketing	\$1,500	\$1,500	\$1,500	\$1,500
Faculty (summer only)	\$40,000	\$40,000	\$40,000	\$40,000
Program Director	\$0	\$0	\$0	\$0
Program Coordinator	\$0	\$0	\$0	\$0
Student Support	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0
Total Cost	\$41,500	\$41,500	\$41,500	\$41,500

REVENUE

Revenue	\$ 53,280.00	\$ 66,600.00	\$ 79,920.00	\$ 79,920.00
Costs	\$ 41,500.00	\$ 41,500.00	\$ 41,500.00	\$ 41,500.00
Total	\$ 11,780.00	\$ 25,100.00	\$ 38,420.00	\$ 38,420.00

9. Program Costs Assessed to Students

No additional costs will be associated with this program

10. E-Rate

This program will not fall under an e-Rate.

PROPOSAL FOR AN AREA OF EMPHASIS

Date: 11/18/2021

School/College: Mary Frances Early College of Education

Department/Division: Career and Information Studies

Program (Major and Degree): EDS, in Learning Design and Technology

Which campus(es) will offer this program? Online

Proposed Effective Date: Fall 2022

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

1. Area of Emphasis Title: Instructional Technology

2. Area of Emphasis Description:

Include prefixes, numbers, and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

The curriculum aligns with the Georgia Professional Standards Commission (GaPSC) and follows the GaPSC/International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS). The IT emphasis prepares practicing Georgia teachers for add-on certification in instructional technology for the classroom.

<i>Course</i>	<i>Course Title</i>
<i>EDIT 6150E</i>	<i>Introduction to Digital Learning</i>
<i>EDIT 7500E</i>	<i>Problem, Project, and Place-based learning</i>
<i>EDIT 6170E</i>	<i>Design and Dev. Tools</i>
<i>EDIT 6320E</i>	<i>Tech. Planning</i>
<i>EDIT 7350E</i>	<i>ELearning Evaluation</i>
<i>EDIT 7200E</i>	<i>Professional Learning through Tech.</i>
<i>EDIT 6900E</i>	<i>Research in Instr. Tech.</i>
<i>EDIT 6600E</i>	<i>Diversity, Technology, and Learning</i>
<i>EDIT 7520E</i>	<i>Online Teaching and Learning</i>
<i>EDIT 7650E</i>	<i>Capstone (repeatable for 6 credits)</i>

Total Hours for the Instructional Technology Area of Emphasis: 33

3. Major Requirements:

Attach a list of requirements for the major. For undergraduate programs, attach a copy of the


major requirements from the Bulletin. For graduate programs, provide a list of general requirements for the major.

- a. **GRE or MAT scores** (optional): Candidates may submit scores but they are not required at this time.
- b. **Statement of purpose:** Candidates submit a brief summary of their purpose for seeking the degree. The statement clarifies the candidate's relevant background, interests, and goals in relation to the program.
- c. **Letters of recommendation:** Three letters are typically required from individuals who can evaluate the applicant's scholarly ability and potential for success in a graduate program.
- d. **Resume/CV:** We require prior experiences in K-12 settings for our EDS; we desire three years of experience but fewer years are acceptable when the *types of experiences* that are reflected in the CV are strongly aligned with the focus of the degree (e.g., technology coaching, eLearning design, Instructional Technology Specialists).

4. Approvals:

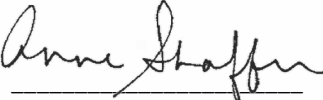


Department Head



Dean of School/College

Dean of Graduate School



Dr. Anne Shaffer

Associate Dean, Graduate School

Approved January 13, 2022

January 19, 2022

Dr. Ron Walcott
Dean of the Graduate School
Via email to graddean@uga.edu

Dear Dean Walcott,

Attached please find a proposal for a new online graduate program that we hope to offer at the law school, the Certificate in Alternative Dispute Resolution. I have also attached a market analysis by Hanover Research that recommends the program. Finally, I have attached a proposal for an online program, which has been sent to director of online learning, Dr. Steve Balfour.

We look forward to sharing our hopes for the program with the graduate school and the curriculum committee. Please let us know if we can provide additional information. Thank you for considering this proposal.

Sincerely,

s/ Hillel Y. Levin

Hillel Y. Levin

Alex W. Smith Professor
of Law and UGA Law in
Atlanta Director

s/ Carol Morgan

Carol Morgan

Clinical Professor &
Business Law and Ethics
Program Director

s/ Rob McNiff

Rob McNiff

Clinical Assistant
Professor &
Director of the
Mediation Clinic

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: January 19, 2022

Certificate Title: Certificate in Alternative Dispute Resolution

Effective Term: Fall 2022

Which campus(es) will offer this certificate? Athens, Atlanta (Buckhead),
Online

Level:

- Undergraduate
- Post-Baccalaureate
- Graduate

Program Abstract: A four course, 12-hour certificate program focusing on alternative dispute resolution and designed for working professionals and law students. Courses include ADR in the 21st Century, Negotiations, Mediation and ADR in the Workplace. Courses will integrate theoretical understandings of dispute resolution principles with practical, experiential skills training. The curriculum incorporates Georgia Office of Dispute Resolution training requirements, qualifying students to register with GODR as neutrals in the categories of mediation and arbitration.

Certificates Offered By One Academic Unit

School/College/Unit: School of Law

Department/Division: _____

1. Purpose and Educational Objectives

Competency in dispute resolution has become an integral part of legal education. Law students demand dispute resolution classes. Employers in law firms, businesses, and government value familiarity with dispute resolution processes and skills. Market analysis commissioned by the University indicates that demand for freestanding dispute resolution certificate programs is growing among working professionals in fields such as human resources, management, government and health care.

This certificate program affords law students and professionals in various fields and industries a course of study concentrating on theoretical and practical aspects of dispute resolution. Experiential training will impart working knowledge of various dispute resolution models and processes, and will instill skills that are utilized in workplaces, communities, civic organizations, courts and elsewhere. In order to offer this certificate as a freestanding program to working professionals not already enrolled in University degree programs, a waiver of Academic Affairs Policy Statement No.2 (specifically, paragraph 2.c.) is requested.

2. Need for the Program

The program serves the needs of two communities. First, the program serves working professionals who increasingly find that “many occupations require dispute resolution skills on top of other formal education”.¹ Second, it gives law students an opportunity to acquire proficiency in the knowledge, art and practice of dispute resolution, and allows them to demonstrate to employers a focused interest in and commitment to creative problem solving and alternative settlement of conflicts.

¹ Hanover Research, “Market analysis: certificate in dispute resolution.” P.3. Prepared for the University of Georgia, April 2021.

Additional program information:

- a. Semester/Year of Program Initiation: Fall 2022
- b. Semester/Year of Full Implementation of Program: Fall 2022
- c. Semester/Year First Certificates will be awarded: Spring 2023
- d. Annual Number of Graduates expected (once the program is established):
Initially, the program will serve 20+ students, but aims to grow in subsequent years.
- e. Projected Future Trends for number of students enrolled in the program:
Demand for dispute resolution certificate programs is growing along with occupations in dispute resolution. Completion of alternative dispute resolution (ADR) certificate programs grew at an adjusted, annualized rate of 13.2% from 2014 to 2019.² Employment growth in dispute resolution occupations is projected at 10% between 2020 and 2030³

3. Student Demand

a. Student demand

Please see the attached market analysis, cited herein. As noted in the analysis, demand for dispute resolution certificate programs is growing. Of particular import, unmet demand for this program exists in this state and region, as there are few programs offered in the region and few online programs offered nationally.⁴ Growing demand for such programs is also reflected in student demand for ADR courses at UGA's law school. More ADR classes are offered than ever before at the law school, yet they are routinely oversubscribed due to student demand.

b. Sustainable enrollment

Growth in utilization of dispute resolution processes is long-term. For over forty years, the civil justice system has encouraged settlement of legal disputes through recourse to various ADR processes. Innovations have included formal changes to rules of procedure and court sponsored ADR programs, as well as changes to law school curricula, the establishment of ADR sections in fraternal bar associations

² Id., 4-5.

³ U.S. Bureau of Labor Statistics, Employment Projections program, <https://www.bls.gov/ooh/legal/arbitrators-mediators-and-conciliators.htm#tab-6>.

⁴ Hanover, "Market analysis" 4, 10.

(like the ABA), and the introduction of ADR trade publications and academic journals.

“Jobs that specialize in dispute resolution are expected to grow faster than average in the United States.”⁵ Employment in dispute resolution positions (arbitrators, mediators, conciliators) is expected to grow by 10% nationally⁶ and by 13% in Georgia⁷ over the next decade. Outside of law, “many other occupations require dispute resolution skills . . . and the certificate is likely to be attractive in these sectors as a means of professional development and career advancement.”⁸ Since the middle of the 20th century, businesses have increasingly looked to internal mechanisms for dispute resolution (e.g., arbitration, shop stewards, ombudspersons, customer / patient advocates, USPS mediation program), especially as the cost of litigation has risen.

c. Minority student enrollment

Previous online courses offered by the law school have attracted greater minority enrollment relative to the proportion of minority students in the student body. Minority student enrollment will not be diminished, and may be enhanced, by the proposed program.

4. Program of Study

(Please note that the following “4000” level classes are taught to JD, MSL and LLM students. These are graduate level classes.)

a. Course prefixes, numbers, and titles

JURI 5735, Alternative Dispute Resolution in the 21st Century

JURI 5975, Mediation Practicum

JURI 4211, Business Negotiations

JURI 4213, Legal Negotiation and Settlement

b. New courses created for this program

⁵ Id., 4.

⁶ U.S. BLS, Employment Projections, <https://www.bls.gov/ooh/legal/arbitrators-mediators-and-conciliators.htm#tab-6>

⁷ Career One Stop, “Arbitrators, Mediators, and Conciliators”, <https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Arbitrators,%20Mediators,%20and%20Conciliators&onetcode=23102200&location=georgia>.

⁸ Hanover, “Market analysis” 4.

Workplace ADR: This course will cover skills and systems for conflict management in the workplace and will prepare participants to use dispute resolution skills and design dispute resolution systems within the workplace. It will teach participants how to prevent conflict when appropriate, manage conflict when it arises, empower stakeholders, and channel interpersonal interactions in constructive directions. Recognizing that conflict arises in different kinds of workplaces and industries, it would include material focused on medicine, education, religious life, and other fields. It will also explore how organizations, individuals, professions, and industries can develop partnerships with the field of ADR and introduce participants to co-mediation models.

Negotiations: The law school offers practical skills courses in Business Negotiations (JURI 4211) and Legal Negotiation and Settlement (JURI 4213). These courses would be adapted for online instruction in the proposed program. Through in-class simulations and through the study of negotiation theory, participants in the Negotiations course will develop negotiation skills for use in counseling parties in deals and disputes. Participants will compare collaborative and competitive techniques, considering the risks and rewards of each in various contexts. Topics may include game theory, strategy, persuasion, conflict coaching, cognitive bias, behavioral economics, active listening, and professional responsibility.

5. Model Program and Accreditation

a. Identify any model programs, accepted disciplinary standards, and accepted curricular practices against which the proposed program could be judged. Evaluate the extent to which the proposed curriculum is consistent with these external points of reference and provide a rationale for significant inconsistencies and differences that may exist.

We have identified dispute resolution programs offered at 39 law schools. Eleven of those programs open enrollment to persons not already enrolled in law school degree programs. Reviewing these programs has guided the structure of our program, particularly with respect to the number of courses, the credit hours required and the content of the curriculum. The curriculum we propose is

consistent with offerings in analogous programs⁹ and the recommendations of the market analysis.¹⁰

b. Specialized accreditation

Accreditation is not available for this program. Some courses, however, incorporate certified training requirements promulgated by the Georgia Office of Dispute Resolution. For example, the mediation course meets the requirements for registration with GODR as a neutral in the general, civil mediation category. The law school has offered the mediation course in various formats (face-to-face, online, hybrid), and in each format has delivered content as approved by GODR, thereby enabling students to register.

6. Student Learning Outcomes

Students will be able to:

- Identify and understand the defining features of various ADR processes, and the advantages and limitations each;
- Match the appropriate ADR process to particular conflicts and the contexts in which those conflicts arise;
- Demonstrate familiarity with theoretical frameworks that aid understanding of negotiation behaviors and undergird processes such as mediation and arbitration;
- Employ the tools, skills and strategies of negotiators and mediators in resolving disputes;
- Identify ethical issues in dispute resolution and apply appropriate ethical guidelines;
- Improve their practice through use of self-assessment and self-reflection;
- Register as a neutrals with the Georgia Office of Dispute Resolution in the categories of mediation and arbitration.

7. Assessment and Admissions

The primary means of assessment will be direct observation of student performance as they utilize various skills and implement various dispute resolution

⁹ See “ADR Certificate Program” attached.

¹⁰ Hanover, “Market analysis” 3, 11-14.

processes and techniques. Also, students will be required to reflect thoughtfully and intelligently on their performance. The experiential courses entail classroom exercises and discussion of case studies that allow for embedded assessment. Finally, some assessment may involve objective measures such as tests.

Admissions will be managed on a rolling basis. Prospective students seeking a freestanding certificate will submit an application to the law school admissions office. Students enrolled in degree programs (JD, MSL, LLM) will submit an application to the Director of the program. The Director will work with the Admissions office to review applications and application procedures.

Admissions requirements for JD, MSL, and LLM students seeking the certificate will be the same as those requirements for all JD, MSL, and LLM students. For individuals seeking a freestanding certificate, admission requires (1) completion of a bachelor's degree from an accredited institution AND (2) a score from a standardized test, such as GRE, LSAT, GMAT, MCAT, demonstrating ability to perform graduate level work OR relevant work experience. These requirements are similar or identical to the admissions requirements for MSL students. No prerequisite courses are required.

Approval:

Peter B. Rutledge

(signed electronically by Hillel Levin at direction of Peter B. ("Bo") Rutledge)

Peter B. ("Bo") Rutledge
Dean and Herman E. Talmadge Chair of Law
University of Georgia School of Law



MARKET ANALYSIS

Certificate in Alternative
Dispute Resolution

Prepared for University of Georgia

April 2020

In the following report, Hanover assesses demand for a certificate in alternative dispute resolution, highlighting demand trends within Georgia and the nation. This report includes an examination of student and labor market demand and an overview of national competitors.



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EXECUTIVE SUMMARY

RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors:

THE UNIVERSITY OF GEORGIA (UGA) SHOULD OFFER AN ONLINE CERTIFICATE IN ALTERNATIVE DISPUTE RESOLUTION.

Based on trends in student demand, labor market demand, and educational attainment, the program is viable. Student demand has increased for related certificates, as shown by the 3.3 percent annualized growth in *Dispute Resolution* certificates between 2015 and 2019. The largest program in 2015, offered by the University of Phoenix actually closed in 2016 (likely due to restructuring at Phoenix) and growth at other institutions was faster. Meanwhile, the Bureau of Labor Statistics projects faster than average growth for *Mediators, Arbitrators, and Conciliators* (the occupation most directly related to the certificate), suggesting increased demand for dispute resolution skills in the labor market. Additionally, many occupations require dispute resolution skills on top of other formal education; this type of environment is usually conducive to success for a certificate program. Examples include human resources, labor relations, community organization, lawyers, and a variety of management and executive roles. Finally, only three regional programs report offering a relevant program, one of which (Brenau University) has not reported any completions. Some of the other more notable programs are either on-campus only (USC Gould, UMass) or are geographically remote enough to provide an opening for UGA (Syracuse, Colorado State).

TO BE MOST COMPETITIVE, UGA SHOULD CONSIDER TUITION OF \$12,000 OR LESS FOR THE CERTIFICATE.

Among examined institutions the average cost is around \$12,000 (with USC Gould and Syracuse costing much more) and at public institutions the average is around \$8,000. UGA's primary regional competitor is likely to be Nova Southeastern, which charges around \$12,000. In general, these certificates include 3-4 courses for a total of 9-12 credits (although some require more). Most courses are available online or in the evening.

EXECUTIVE SUMMARY

KEY FINDINGS

Student demand for dispute resolution certificates grew between 2015 and 2019, indicating a positive student demand trend.

Overall, the number of relevant certificates awarded each year in the United States grew at an annualized rate of 3.3 percent, indicating moderately positive student interest. Existing programs suggest that the growth is due to an increased interest in mediation and dispute resolution across a wide variety of sectors and career paths. Most programs target working professionals and advertise career advancement as a benefit.

Occupational projections and labor market data indicate that graduates of the proposed program will see a favorable job market.

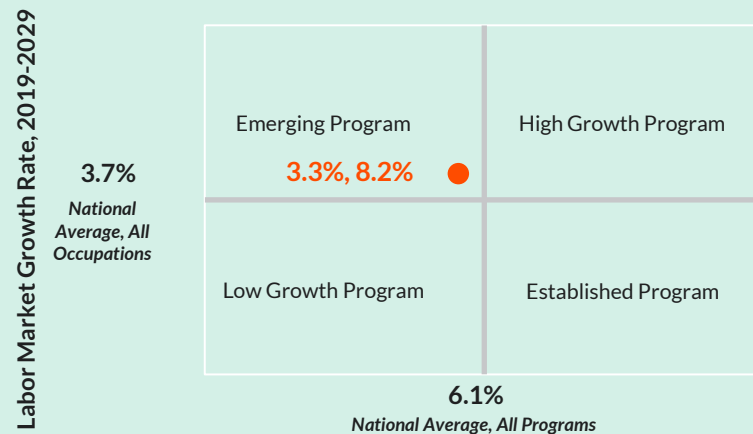
Jobs that specialize in dispute resolution are expected to grow faster than average in the United States. These jobs do not require a specific credential beyond the standard for the sector or occupation (for example, a lawyer focused on dispute resolution would need a JD and license); in this environment a certificate can help candidates stand out and certify their skill in dispute resolution. Additionally, many other occupations require dispute resolution skills (e.g., HR managers, labor relations specialists, lawyers) and the certificate is likely to be attractive in these sectors as a means of professional development and career advancement.

Competitive conditions suggest there is room in the market for an additional dispute resolution certificate program.

The growth in student demand, combined with the number of programs indicates room in the market for UGA to create a new program. As of 2019, 10 programs in the United States reported having online components, including Colorado State University and Syracuse University. However, only one program appears in Georgia and few in the region. University of Georgia would be positioned well to stand out in the regional market.

NATIONAL BENCHMARK ANALYSIS

Comparison of certificate in dispute resolution completions and relevant labor market to all completions and all occupations in the country



Annualized Degree Completions Growth Rate, 2015-2019

FAST FACTS



3

Number of competitors in the Southeastern United States. Only Nova Southeastern University reports completions each year.



8.2%

Projected employment growth for dispute resolution occupations in the United States.



\$12K

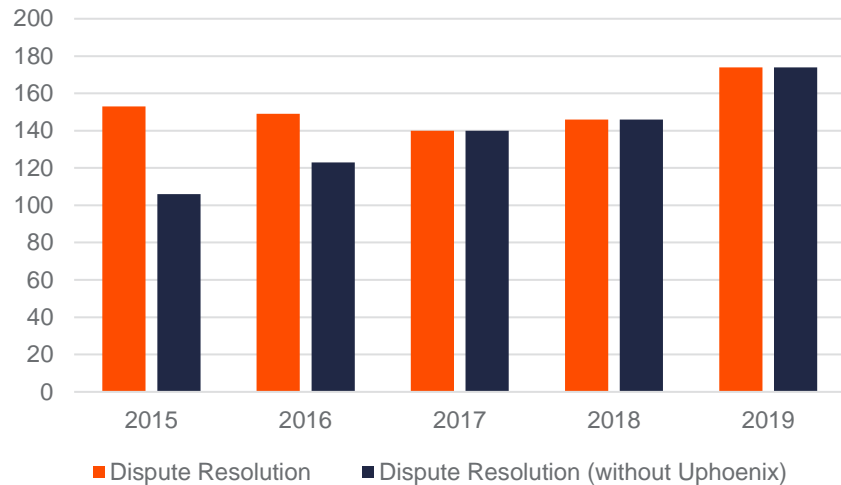
Approximate average cost of a certificate in dispute resolution or similar program offered by a competitor institution.



STUDENT DEMAND ANALYSIS

NATIONAL DEGREE COMPLETIONS

National distribution of degree completions from 2014 to 2018



TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2018)

	State	Regional	National
Total Completions, Dispute Resolution	0	16	174
Growth Rate, Observed Fields	n/a	3.4%	3.3%
Growth Rate, All Fields	12.2%	8.7%	6.1%

Source: [IPEDS](#)

ANALYSIS

Student demand has grown for certificates in dispute resolution since 2015, indicate a moderately positive market for the proposed program.

Since 2015, the number of relevant certificates has increased at an annualized rate of 3.3 percent, which is slightly lower than the national growth rate for certificates (6.1 percent). Although there were few completions in the region, the growth rate was similar (positive growth, but a little slower than the overall growth in the region).

However, as shown in the chart to the left, after 2016 the University of Phoenix closed; because *Dispute Resolution* is a relatively small field and Phoenix had the largest program, this has an outsized effect on the data. In other words, if excluding the Phoenix program, *Dispute Resolution* appears even more promising, with annualized growth of 13.2 percent from 106 certificates awarded in 2015 to 174 in 2019.

Existing programs advertise the certificates as relevant to individuals working in a variety of professions that require dispute resolution, conflict negotiation, or mediation skills.

For example, [USC Gould](#) promotes the certificate particular to lawyers, legal scholars, and other professionals who work in fields that require dispute resolution skills. The [University of Wisconsin](#) mentions organized labor and community organizations as a relevant sector. [Temple University](#) mentions conflict specialists and leaders/managers as their audience.

Regardless of the particular audience, most programs advertise career benefits and are designed to allow workers to formally credential their knowledge of dispute resolution and similar skills. The careers mentioned above and on other program pages generally mirror the types of occupations that the Bureau of Labor Statistics lists as frequently requiring dispute resolution skills (see p. 7).

STUDENT DEMAND ANALYSIS

STATE DEGREE COMPLETIONS

CIP Code	2015	2016	2017	2018	2019	CAGR	AAC	Avg per Program
No completions reported								

REGIONAL DEGREE COMPLETIONS

CIP Code	2015	2016	2017	2018	2019	CAGR	AAC	Avg per Program
30.2801 Dispute Resolution	14	2	16	13	16	3.4%	1	5.3

NATIONAL DEGREE COMPLETIONS

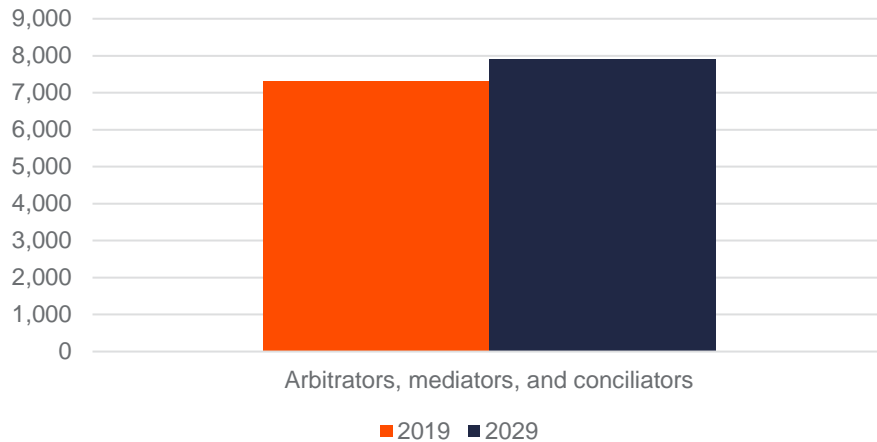
CIP Code	2015	2016	2017	2018	2019	CAGR	AAC	Avg per Program
30.2801 Dispute Resolution	153	149	140	146	174	3.3%	5	8.7

Source: [IPEDS](#)

LABOR MARKET ANALYSIS

CURRENT AND PROJECTED EMPLOYMENT

Dispute resolution positions as of 2019 and 2029 (projected)



TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

	State	Regional	National
Estimated Employment (2018/2019)	150	999	7,300
Projected Employment (2028/2029)	170	1,125	7,900
Employment Growth, Observed Occupations	14.3%	12.6%	8.2%
Total Annual Openings, Observed Occupations	10	49	400
Employment Growth, All Occupations	11.8%	8.0%	3.7%

Source: [Projections Central](#)

Note: Due to data update schedules, national data refer to the period 2019 to 2029

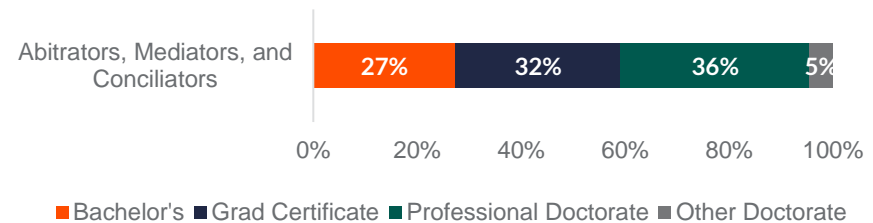
ANALYSIS

Employment projections and educational attainment specific to dispute resolution roles suggest a strong market for the proposed certificate.

Individuals whose occupation is [specifically focused on dispute resolution](#) are a good fit for the proposed certificate. The occupation is growing faster than average nationally and regionally, and 32 percent hold a graduate certificate as their highest level of education. Additionally, the 36 percent who hold a professional doctorate (likely lawyers for the most part) are also a promising target market. According to [BLS](#) this occupation rarely requires a specific degree or license; instead, individuals usually hold a degree and/or license in their own industry. This type of market is usually promising for a certificate program, where a certificate is used for professional development and to demonstrate expertise beyond a degree.

Additionally, several other occupations require skills and tasks related to dispute resolution, even though this is not the primary or sole focus of the job. Examples include (but are not limited to) [Human Resources Managers](#), [Lawyers](#), and [Labor Relations Specialists](#). The positive trajectory of the *Arbitrator* occupation combined with the larger market through these occupations indicates a positive outlook for a new certificate program.

Educational Attainment for Relevant Occupations



Source: [O*Net](#)

LABOR MARKET ANALYSIS

NATIONAL LONG-TERM PROJECTIONS

SOC Code	Employment		Change, 2019-2029		Annual Job Openings
	2019	2029	Number	Percent	
23-1022 - Arbitrators, mediators, and conciliators	7,300	7,900	600	8.2%	400

Source: [Projections Central](#)

GEORGIA LONG-TERM PROJECTIONS

SOC Code	Employment		Change, 2018-2028		Annual Job Openings
	2018	2028	Number	Percent	
23-1022 - Arbitrators, mediators, and conciliators	150	170	20	14.3%	10

Source: [Georgia Department of Labor](#)

GEORGIA LOCATION QUOTIENT (MAY 2018)

SOC Code	Location Quotient	Employment Per 1,000	Total Employment	Annual Mean Wage
23-1022 - Arbitrators, mediators, and conciliators	0.58	0.024	110	\$72,240

Source: [BLS](#) "A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average."

GEORGIA SHORT-TERM PROJECTIONS

SOC Code	Employment		Change, 2020-2021		Annual Job Openings
	2020	2022	Number	Percent	
23-1022 - Arbitrators, mediators, and conciliators	180	180	0	n/a	0

Source: [Georgia Department of Labor](#)

REAL-TIME JOB POSTINGS INTELLIGENCE

REAL-TIME JOB POSTINGS

Number of relevant job postings over the past year as of April 2021

SOC Code	National	State
23-1022 - Arbitrators, mediators, and conciliators	1,441	36

TOP EDUCATION LEVELS

Based on relevant job postings over the past year as of April 2021

National	Posts	State	Posts
Bachelor's degree	209	Bachelor's degree	5
Associate's degree	46	Master's degree	1
Master's degree	34	Most postings do not specify education	
Doctoral degree	21		

TOP EMPLOYERS

Based on relevant job postings over the past year as of April 2021

National	Posts	State	Posts
Western Land Services	21	State of Georgia	2
Koniag, Inc.	15	CDC	2
KAR Global	13	HHS, Western Land Services, Koniag, Inc.	1
Alaska USA Federal Credit Union	9		1
American Arbitration Association	9		1

TOP JOB TITLES

Based on relevant job postings over the past year as of April 2021

National	Posts	State	Posts
Mediator	34	Conflict Resolution Specialist	9
Arbitrator	16	Alternative Dispute Resolution Specialist	2
Dispute Resolution Specialist	16	Arbitrator	1
Arbitration Specialist	11	Education Program Specialist (Dispute Resolution)	1
Dispute Specialist	11	Mediator	1

TOP SKILLS REQUESTED

Based on relevant job postings over the past year as of April 2021

National	Posts	State	Posts
Dispute Resolution/Conflict Resolution	308	Negotiation	15
Negotiation	169	Report Writing/Report Preparation	14
Report Writing/Report Preparation	66	Dispute Resolution/Conflict Resolution	5
Teaching/Training	48		
Legal Research	21		

Source: To analyze trends in job posting data, Hanover uses Chmura JobsEQ, a proprietary tool that compiles online job postings from hundreds of job boards. The Real Time Intelligence tool allows users to examine the volume of job postings over a period of time as well as top employers, popular job titles, and in-demand skills and education levels.

COMPETITOR ANALYSIS

ANALYSIS

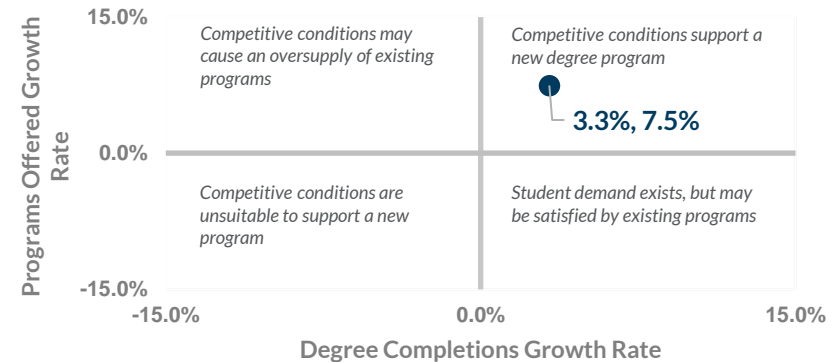
Competitive conditions support UGA's proposed new program.

Student demand has grown steadily for certificates in *Dispute Resolution*, and programs have been opening to meet this demand. For the most part, programs are offered by relatively smaller institutions and the programs are correspondingly small. By contrast, two large and prominent institutions offer the two largest programs – the [University of Southern California](#) and [Syracuse University](#). Additionally, [Missouri State University](#) offers the fastest-growing program, although as of 2019 it was somewhat smaller than that of Syracuse.

[Brenau University](#) is the only institution in Georgia to report offering a *Dispute Resolution* program but has not yet reported awarding any certificates. Elsewhere in the region, [University of Central Florida](#) lists a program on its website but has not reported it under the *Dispute Resolution* classification. Finally, [Nova Southeastern University](#) offers a Certificate in Advanced Conflict Resolution Practice, which typically awards 12-14 certificates each year.

NATIONAL MARKET SATURATION

In the United States, do competitive conditions support an additional dispute resolution certificate program?



NUMBER OF PROGRAMS IN 2018

01.0901) Animal Sciences, General	Available Programs	Available Online
National	20	10
Regional	3	1
State	1	1

PROGRAM TRENDS: STRUCTURE AND COST

CREDIT REQUIREMENTS

13

On average, benchmarked certificate programs in dispute resolution involve 13 credits of coursework. Missouri State University's (MSU) [Graduate Certificate in Conflict and Dispute Resolution](#) program requires the most credits at 18, whereas Colorado State University's (CSU) [Graduate Certificate in Conflict Resolution and Mediation](#) program involves only nine credits.

DELIVERY FORMAT



Seven examined programs are available online, primarily in an asynchronous format. Only Syracuse University (Syracuse) delivers its [Certificate of Advanced Study in Conflict and Collaboration](#) program in a live format. Although most benchmarked programs are fully online, the programs at [Creighton University \(Creighton\)](#) and [Nova Southeastern University \(NSU\)](#) have campus residencies, and [MSU's program](#) has an in-person internship component.



All five analyzed institutions with on-campus programs offer courses in the evening. Additionally, the University of Wisconsin-Milwaukee (UWM) delivers some of the courses required of its [Graduate Certificate in Mediation and Negotiation](#) program in the late afternoon.

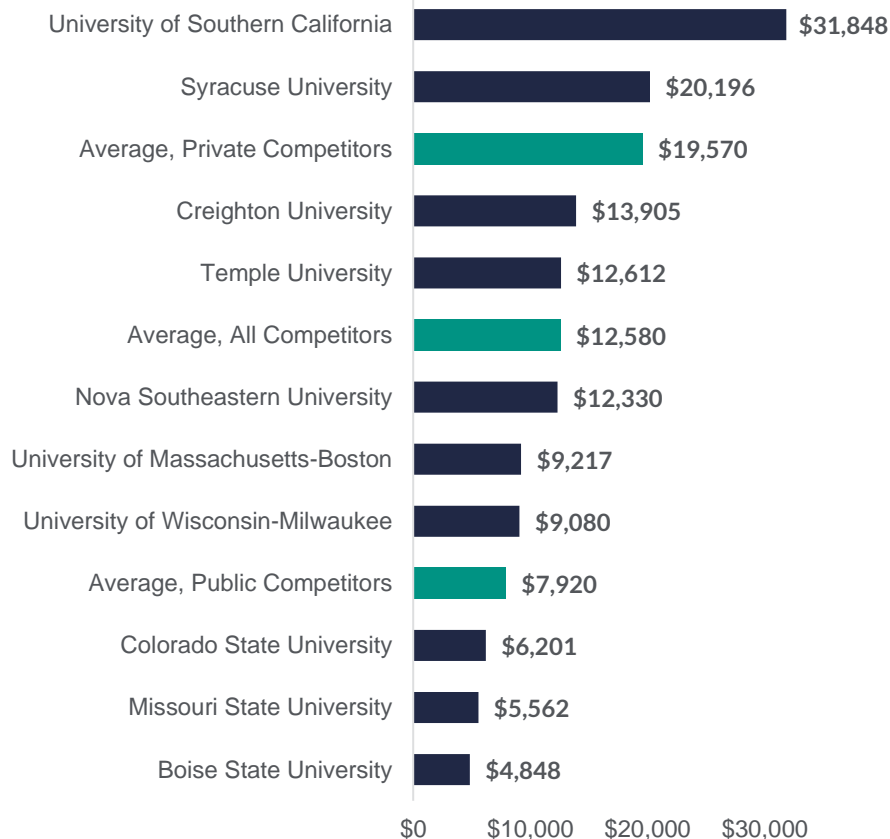
COHORT SIZE



Based on 2019 completions, benchmarked programs tend to graduate less than 20 students per cohort. The University of Southern California's (USC) [Certificate in Alternative Dispute Resolution](#) program is significantly larger than average, with 60 reported completions in 2019. The large size of USC's cohort is likely attributable to the fact that [Juris Doctor \(JD\)](#) and [Master of Laws \(LLM\)](#) students may earn the certificate concurrently with their degree.

TOTAL TUITION

Total tuition ranges from \$4,848 at Boise State University (BSU) to \$31,848 at USC. Based on the tuition charged by public competitors, UGA's proposed certificate program in dispute resolution should have a total cost of no more than \$8,000.



Note: Where applicable, total tuition reflects the cost for in-state residents.

PROGRAM TRENDS: CURRICULUM

REQUIRED COURSEWORK

Benchmarked certificate programs in conflict management tend to feature courses covering the fundamentals of conflict, communication, mediation, and negotiation. Unique course offerings include:

<p>Conflict Management: Health and Elder Care Colorado State University</p>	<p>Divorce and Family Mediation Colorado State University</p>
<p>Culture, Gender, and Power Difference in Conflict Creighton University</p>	<p>Leadership in Crisis and Conflict Management Temple University</p>
<p>ADR Ethics University of Southern California</p>	<p>Collective Bargaining University of Wisconsin-Milwaukee</p>

ELECTIVE COURSEWORK

Five competitors enable students in their certificate programs to take between three and nine credits of elective courses. For example, students in UWM's program pursue [three credits](#) of elective courses. Elective course options at UWM, each worth three credits, include *Theory and Practice of Mediation*, *Workplace Dispute Resolution*, and *Managerial Decisions and Negotiations*.

SAMPLE CURRICULUM: MISSOURI STATE UNIVERSITY

Core Courses	
COM 611 (3 credits)	<i>Conflict and Communication</i> "Equips students to understand the dynamics of interpersonal conflict and its resolution in a variety of community settings"
COM 621 (3 credits)	<i>Communication, Mediation and Negotiation</i> "Explores the communicative foundation for understanding the processes of mediation and negotiation as methods for resolving conflict, with an emphasis on interpersonal and organizational conflict."
COM 623 (3 credits)	<i>Contemporary Topics in Conflict</i> "An in-depth exploration of a specific topic in conflict"
Internship Experience	
COM 794 (3 credits)	<i>Conflict Internship</i> "Allows students an applied opportunity to integrate theoretical material on conflict and dispute resolution in a variety of contexts and settings in which conflict occurs."
Elective Courses	
6 credits of elective courses	

Source: [MSU](#)

MSU's online Graduate Certificate in Conflict and Dispute Resolution program features nine credits of core courses, a three-credit internship experience, and six credits of elective courses. For the [internship experience](#), students "have the option to secure [their] own internship, or [they] may choose an internship option offered through the Center for Dispute Resolutions (CDR)." For the [elective component](#), students may choose from courses "in nearly every department," and students pursuing a master's degree at MSU may "double-count" elective credits.

BENCHMARKING SUMMARY

Hanover collected information on the largest graduate certificate programs in dispute resolution by 2019 completions volume. Hanover only considered active programs (i.e., those with up-to-date websites and/or listed in current academic catalogs) among public and private not-for-profit institutions nationwide.

Institution	Location	Program	Delivery Format	Credits	Total Tuition	2019 Completions	Courses
Boise State University	Boise, ID	Graduate Certificate in Conflict Management	Online (asynchronous)	12	\$4,848*	8	<ul style="list-style-type: none"> Conflict Management (3 credits) Mediation & Negotiation (3 credits) Conflict Coaching & Facilitation (3 credits) Conflict & Culture (3 credits)
Colorado State University	Fort Collins, CO	Graduate Certificate in Conflict Resolution & Mediation	Online (asynchronous)	9	\$6,201*	6	<ul style="list-style-type: none"> Fundamentals of Mediation (3 credits) Health/Elder Care Conflict Management (3 credits) Multi-Party Conflict Resolution (3 credits) Conflict Resolution in the Workplace (3 credits) Divorce & Family Mediation (3 credits)
Creighton University	Omaha, NE	Graduate Certificate in Negotiation & Conflict Resolution	Online (asynchronous) with one five-day campus residency	15	\$13,905*	6	<ul style="list-style-type: none"> Negotiation & Conflict Engagement (3 credits) Dynamics of Resolution & Engagement (3 credits) Negotiation (3 credits) Culture, Gender, & Power in Conflict (3 credits) Facilitative Conflict Engagement (3 credits)
Missouri State University	Springfield, MO	Graduate Certificate in Conflict & Dispute Resolution	Online (asynchronous) with in-person internship	18	\$5,562*	16	<ul style="list-style-type: none"> Conflict & Communication (3 credits) Communication, Mediation & Negotiation (3 credits) Contemporary Topics in Conflict (3 credits) Conflict Internship (3 credits) 6 credits of elective courses
Nova Southeastern University	Fort Lauderdale, FL	Graduate Certificate in Advanced Conflict Resolution Practice	On-campus (evening) & online (asynchronous) with two campus residencies	15	\$12,330*	13	<ul style="list-style-type: none"> Communication Dynamics in Dispute Resolution: The Human Factor (3 credits) Mediation Theory & Practice (3 credits) Negotiation Theory & Practice (3 credits) Organizational Conflict (3 credits) Facilitation Theory & Practice (3 credits)

Sources: Institutional websites (see embedded hyperlinks) and [IPEDS](#)

*Estimated by multiplying the advertised per-credit tuition rate by the number of required credits.



BENCHMARKING SUMMARY

Hanover collected information on the largest graduate certificate programs in dispute resolution by 2019 completions volume. Hanover only considered active programs (i.e., those with up-to-date websites and/or listed in current academic catalogs) among public and private not-for-profit institutions nationwide.

Institution	Location	Program	Delivery Format	Credits	Total Tuition	2019 Completions	Courses
Syracuse University	Syracuse, NY	Certificate of Advanced Study in Conflict & Collaboration	On-campus (evening), online (synchronous), or hybrid	<u>12</u>	<u>\$20,196</u>	21	<ul style="list-style-type: none"> Fundamentals of Conflict Studies (3 credits) On-campus students have electives, online requires: <ul style="list-style-type: none"> Collaborative & Participatory Governance: Developing Collaborative Competencies for Managers (3 credits) Negotiation: Theory & Practices (3 credits) Mediation: Theory & Practice (3 credits)
Temple University	Philadelphia, PA	Graduate Certificate in Conflict Management & Dispute Resolution	Online (synchronous & asynchronous)	<u>12</u>	<u>\$12,612</u> (PA resident) or <u>\$16,872</u> (non-resident)*	7	<ul style="list-style-type: none"> Designing Workplace Dispute Systems (3 credits) Conflict Management in the Workplace (3 credits) Leadership & Conflict Management (3 credits) Communicating Organizational Leadership (3 credits)
University of Massachusetts-Boston	Boston, MA	Graduate Certificate in Conflict Resolution	On-campus (evening)	<u>12</u>	<u>\$9,217.20</u> (MA resident) or <u>\$17,990.40</u> (non-resident)*	7	<ul style="list-style-type: none"> Negotiation (3 credits) Introductory Theory (3 credits) 6 credits of elective courses
University of Southern California	Los Angeles, CA	Certificate in Alternative Dispute Resolution	On-campus (evening)	<u>12</u>	<u>\$31,848</u> *	60	<ul style="list-style-type: none"> Law & Policy: Arbitration & Mediation (2-4 credits) Ethics (1-2 credits) International Arbitration (3 credits) Clause Drafting (1 credit) Cross-Cultural Dispute Resolution (2 credits)
University of Wisconsin-Milwaukee	Milwaukee, WI	Graduate Certificate in Mediation & Negotiation	On-campus (late afternoon & evening)	<u>12</u>	<u>\$9,079.54</u> (WI resident) or <u>\$19,152.82</u> (non-resident)†	4	<ul style="list-style-type: none"> Introduction to Mediation (3 credits) Collective Bargaining (3 credits) 3 credits of elective courses 3 credits of field work or research

Sources: Institutional websites (see embedded hyperlinks) and [IPEDS](#)

*Estimated by multiplying the advertised per-credit tuition rate by the number of required credits

†Assumes that students pursue six credits of coursework per semester; estimated by doubling the advertised tuition rate for six credits of coursework.



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PROPOSAL FOR AN ONLINE PROGRAM

Date: January 19, 2022

College/School: School of Law

Department/Divison: _____

Program (Major and Degree): Certificate in Alternative Dispute Resolution (non-degree)

Will any approved areas of emphasis be offered under this major? n/a

Proposed Effective Date: Fall 2022

1. Assessment

The program serves the needs of two communities. First, the program serves the needs of working professionals who increasingly find that “many occupations require dispute resolution skills on top of other formal education”. A market analysis commissioned by UGA recommends that the law school offer the program online.¹ Second, it gives law students an opportunity to acquire proficiency in the knowledge, art and practice of dispute resolution, and allows them to demonstrate to employers a focused interest in and commitment to creative problem solving and alternative settlement of conflicts. ADR offerings are routinely oversubscribed at the law school. The certificate program will afford JD, MSL, and LLM students more opportunities to enroll in ADR courses.

2. Admission Requirements

Admissions requirements for JD, MSL, and LLM students seeking the certificate will be the same as those requirements for all JD, MSL, and LLM students. For individuals seeking a freestanding certificate, admission require (1) completion of a bachelor’s degree from an accredited institution AND (2) a score from a standardized test, such as GRE, LSAT, GMAT, MCAT, demonstrating ability to perform graduate level work OR relevant work experience. These requirements are similar or identical to the admissions requirements for MSL students.

3. Program Content

This proposal is for a four course, 12-hour certificate program designed for working professionals and law students. Courses include an ADR in the 21st Century, Negotiations, Mediation and ADR in the Workplace. Courses will integrate theoretical understandings of dispute resolution principles with practical, experiential skills training. The curriculum incorporates Georgia Office of Dispute Resolution training requirements, qualifying students to register with GODR as neutrals in the categories of mediation and arbitration.

¹ Hanover Research, “Market analysis: certificate in dispute resolution.” P.3. Prepared for the University of Georgia, April 2021.

Curriculum, Certificate in Alternative Dispute Resolution.	
12 semester hours required	
Core courses (9 hours)	
JURI 5735	Alternative Dispute Resolution in the 21 st Century (3 hours)
JURI 5975	Mediation Practicum (3 hours)
New course	ADR in the Workplace (3 hours)
Negotiation elective (3 hours)	
JURI 4211	Business Negotiations (3 hours)
JURI 4213	Legal Negotiation and Settlement (3 hours)
New course	Negotiations (3 hours)

4. Student Support Services

JD, MSL, and LLM students will be advised by their regular law school advisor as well as the Director of the Certificate in Alternative Dispute Resolution program. Students seeking a freestanding certificate will be advised by the Director of the program. The Director will teach in the Program and will be available for meetings online and at the Atlanta campus. The director will identify and address any needs specific to distance education, but at present we anticipate that capacity already exists within the law school to meet those needs. Existing courses in the curriculum have been offered in online or hybrid formats.

5. Resident Requirements

Distance education students can participate in this program from anywhere and have no residence requirement. JD, MSL, and LLM students who participate in the program will have the same residency requirements applicable to these degree-seeking students.

6. Program Management

The program will be administered by the Director of the Certificate in Alternative Dispute Resolution Program. Admissions will be managed on a rolling basis. Two or more program courses will be open for enrollment in each semester of the academic year. Courses will be scheduled such that the program can be completed in two semesters, regardless of the semester in which the student enters the program. The program can be completed at the learner's pace, provided that it is completed within the graduate school's timeline requirements.

The courses can be successfully delivered online. Three courses in the certificate program are offered in online or hybrid formats, or were successfully delivered in an online or hybrid format during the 2020-2021 academic year. The Georgia Office of Dispute Resolution has approved online mediation training, the requirements of which are embedded in the certificate's mediation course.

The Director will have primary oversight of student enrollment and counseling, and will ensure quality instruction. The Director will ensure that Student Learning Objectives are being met. Learning objectives include:

- Identify and understand the defining features of various ADR processes, and the advantages and limitations of each;

- Match the appropriate ADR process to particular conflicts and the contexts in which those conflicts arise;
- Demonstrate familiarity with theoretical frameworks that aid understanding of negotiation behaviors and undergird processes such as mediation and arbitration;
- Employ the tools, skills and strategies of negotiators and mediators in resolving disputes;
- Identify ethical issues in dispute resolution and apply appropriate ethical guidelines;
- Improve their practice through use of self-assessment and self-reflection;
- Register as neutrals with the Georgia Office of Dispute Resolution in the categories of mediation and arbitration.

The curriculum will involve completion of JURI 5735 “ADR in the 21st Century”, “Workplace ADR” (new course, online only), JURI 5975 “Mediation Practicum” and one of the following courses in negotiation: “Negotiations” (new course, online only), JURI 4211 “Business Negotiations” or JURI 4213 “Legal Negotiation and Settlement”.

The curriculum is modeled on existing comparable programs. Thirty-nine ADR certificate programs were identified and assessed (see attached chart). Benchmarking conducted by Hanover Research (see attached Market Analysis) shows that the program does not duplicate programs. The analysis recommends that the law school offer this program. There is no duplication of University programming. Raye Rawls, who offers mediation training with the Fanning Institute, was apprised of the proposal and indicated that she saw “no conflict” between the proposal and offerings at Fanning. Alex Reed, Associate Director of the Legal Studies Program at the Terry College of Business, was contacted, as the business school offers negotiation courses. Concerning the proposal and the interests of the business school, he responded, “I do not foresee any conflicts”.

7. Library and Laboratory Resources

Admitted students will be required to possess the basic technology necessary to access eLC or other online resources, and to attend classes remotely, as instruction will be delivered in face-to-face, online or blended formats. All students in the program will have access to existing library resources. We do not anticipate that any additional resources will be necessary. Extensive library resources in alternative dispute resolution are available online and at the Athens campus.

8. Budget

Please see the attached budget projection.

Enrollment projections are based, in part, on a market study conducted by Hanover Research, which was commissioned by the University and recommended that the law school offer this program online. The market analysis (attached) measured projected job growth in ADR positions (arbitrators, mediators, facilitators). The proposed program also appeals to working professionals for whom ADR skills are desirable in their current jobs. A director is needed to run the program as the law school does not have sufficient resources among existing faculty to establish the program.

9. Program Costs Assessed to Students

The regular graduate tuition rate (currently \$370) will be assessed. There are no costs not normally associated with a comparable program on campus, other than the e-rate requested below (see #10).

10. E-Rate

An e-rate will be charged. The requested e-rate is \$400. An e-rate request form is submitted with this proposal.

Peter B. Rutledge

(signed electronically by Hillel Levin at direction of Peter B. ("Bo") Rutledge)

PROPOSAL FOR A CERTIFICATE PROGRAM

Date: January 8, 2022

School/College/Unit: College of Public Health

Department/Division: Office of Outreach, Engagement, & Equity

Certificate Title: Social Determinants of Health

Effective Term: Fall 2022

Which campus(es) will offer this certificate? Athens, GA Campus

Level (Undergraduate, Graduate, or Post-Baccalaureate): Graduate

Program Abstract: The purpose of the College of Public Health's Graduate Certificate in the Social Determinants of Health is to prepare students to address the challenges of an increasingly complex society, in which the environments where people are born, live, learn, work and play largely determine quality-of-life outcomes. The need for this program has increased with widespread recognition of society's health disparities and the role of public health in addressing those disparities. A graduate certificate in the Social Determinants of Health would allow us to reach an audience that is motivated to go into public health and work on the most salient challenges facing our profession--especially in the area of improving health equity. The certificate will be 12 credit hours, where all students will complete the core foundational course (HPAM 8340 Social Determinants of Health and Health Disparities or HPRB 7990 Diversity and Social Justice in Public Health (3 credits)) and then choose three additional 3 credit hour courses. The program will be housed in the College of Public Health's Office of Outreach, Engagement, and Equity.

Certificates Offered By One Academic Unit

1. Purpose and Educational Objectives

State the purpose and educational objectives of the program. How does this program complement the mission of the institution?

Social determinants of health (SDOH) are the conditions in the environments where people are “born, live, learn, work, play, worship, and age” that affect a wide range of health, functioning, and quality-of-life outcomes. The SDOH are grouped into five domains: economic stability, education access and quality, healthcare access and quality, neighborhood and built environment, and social and community context (Healthy People 2030). The Social Determinants of Health (SDOH) framework is now one of the foundational components of an education in public health. The purpose of the proposed graduate certificate program in SDOH is to prepare students to address the *public health* challenges where disparity and inequity in the five domains listed above are an important component. The need for this program has increased with the global SARS-CoV-2 pandemic, where communities of color have been disproportionately impacted and the root of this inequity are SDOH. The concurrent racial justice movement also brings the key role of structural racism and how it impacts mortality and morbidity in minority populations. This certificate would allow our college to meet the needs of the workforce, our students, and the communities we serve in working to improve the health of all Georgians.

In Spring 2021, the College of Public Health’s Office of Outreach, Engagement, and Equity launched a new *Health Equity Fellows* student initiative. The Health Equity Fellows program selects students through a competitive process and then connects each student with a city in the state of Georgia to work on a SDOH-related project for the municipality with which they are partnered. In the process of selecting both the first and second cohorts, student applicants were asked whether they would be interested in an SDOH certificate program. Of the 33 who have applied for the Health Equity Fellows program in the last two academic years, 100% indicated they would be interested in a SDOH certificate program and related coursework. Additional key findings on the demand for SDOH-related occupations are provided below in section 2.

The objectives of the Social Determinants of Health certificate are:

- Prepare graduate students with understanding of and skills in the Social Determinants of Health so that they may contribute to the public health workforce as a leader in promoting health equity
- Communicate data-based insights on how to address health disparities
- Discuss what the Social Determinants of Health are and the role of these factors in society on the public’s health
- Inspire discovery of graduate degree programs and careers in research on the

SDOH across public health and health services including health policy and management, epidemiology and biostatistics, environmental health, and health promotion and behavior

2. Need for the Program

There is considerable and increasing workforce need for people with training in public health, in health services provision, health promotion and behavior, and health policy and administration. There is meaningful, significant, and growing demand for public health professionals in the U.S. workforce in addition to healthcare providers who provide clinical services. These professionals are essential to meet the needs of our population, especially those in marginalized and underserved communities.

In October 2021, there were over 5,000 open positions posted on *LinkedIn* that were specifically seeking professionals trained and experienced in the Social Determinants of Health. The growth of such jobs is projected to continue in increasingly large increments. In a March 2021¹ article published in the *American Journal of Public Health*, Plepys and colleagues presented evidence on the first-destination employment outcomes for public health graduates from 2015 to 2018 and showed that 73% of public health graduates were employed immediately after graduation while an additional 15% went on to further their education. Of those entering the workforce, graduates took on roles in diverse sectors that included healthcare, private corporations, academic, nonprofits, and government jobs. The authors conclude that demand for such graduates would only grow and there would need to be significant growth in the public health workforce to keep pace with positions that are emerging to address the needs arising due to the pandemic.

Enrollment Information:

- a. Semester/Year of Program Initiation: Fall 2022
- b. Semester/Year of Full Implementation of Program: Fall 2022
- c. Semester/Year First Certificates will be awarded: Spring 2024
- d. Annual Number of Graduates expected (once the program is established): 15-20
- e. Projected Future Trends for number of students enrolled in the program: Please see above for workforce projections. Future trends for enrollment in the program of study for the graduate certificate are only expected to increase over time.

3. Student Demand

- a. Provide documentation of evidence of student demand for this program, which may include a student survey.

Over the last twenty years, there has been steady growth in degree conferrals in public health at the undergraduate and graduate levels. This has been documented in the literature, particularly for graduate education. In a 2018 study published in *Public Health*

¹ <https://ajph.aphapublications.org/doi/10.2105/AJPH.2020.306038>

Reports, authors used data from 1992 through 2016 to show longitudinal trends in graduate degree conferrals in public health among Master of Public Health and doctoral programs. During the study period, mean annual growth for both Master's and Doctoral degrees was 5 to 6%. Over the entire observation time frame, composite estimates showed a growth in degree conferral by 330% for MPH degrees and 302% for public health doctoral degrees. Data for this study came from the Association of Schools and Programs of Public Health (ASPPH) and the Council on Education for Public Health (CEPH).²

- b. Provide evidence that demand will be sufficient to sustain reasonable enrollment.

Please see the labor force statistics and degree conferral data in Section 2, Need for Program, above.

- c. To what extent will minority student enrollments be greater than, less than, or equivalent to the proportion of minority students in the total student body?

Over the last decade, and especially since the onset of the COVID19 pandemic, careers that are dedicated to addressing and intervening in the social determinants of health continue to emerge. Some examples of this kind of work include conducting community health needs assessments, planning and implementation for addressing community health needs, targeting interventions for addressing health disparities for underrepresented groups including Black and Indigenous People of Color and rural families, and policy advocacy and analysis of such interventions. We expect that minority student enrollment will be greater than the proportion of minority students in the total student body because of current interest and demand for courses in the Social Determinants of Health among our minority students in the College of Public Health.

4. Program of Study

The Graduate Certificate in Social Determinants of Health will be housed in the College of Public Health's Office of Outreach, Engagement, and Equity. The coursework for the certificate is already established and being offered, and the certificate draws on every department and institute in the college given its transdisciplinary nature and subject matter. This means faculty, administrative support, and technological capacity are already established and existing resources will be used to deliver content.

The certificate will be managed and continually evaluated by the program coordinator. Faculty from the College of Public Health will teach all SDOH courses. All SDOH courses are scheduled consistently for spring/fall semester, and course schedules are projected ahead by two years.

² <https://journals.sagepub.com/doi/full/10.1177/0033354918791542>

Faculty in the College of Public Health have developed all core courses required for the certificate, and the coursework has been approved and offered for many semesters. The foundational course (HPAM 8360) on health disparities has been approved and is being offered in Fall 2022. Enrollments in SDOH-related courses have steadily grown since the coursework has been made available. Students complete these courses on varying schedules, but the average enrollment range for these courses is between 10 and 25 students. Not all students enrolled in SDOH courses choose to complete the certificate, but it is expected that the option of a certificate will yield meaningful enrollment in the program, especially among our graduate students in Health Policy and Management and Health Promotion and Behavior.

Student Support Services

Each student will be advised one-on-one by the program coordinator. The program coordinator is the Assistant Dean for Outreach, Engagement, and Equity, and has experience advising students both as non-degree seeking students (certificate only), as well as students seeking other graduate degrees who choose to add the certificate to their studies. Advising can be done in person, via email, the phone, or online collaboration tools such as Zoom.

Provide a detailed program of study for the certificate program, including:

- a. Specific course prefixes, numbers, and titles

Program Content

All students will complete the core foundational course (HPAM 8340, Social Determinants of Health and Health Disparities (3 credits)) and must also select three additional 3 credit hour courses for a total of 12 credit hours. The credit hour total is in line with several current graduate certificates offered at UGA (e.g. Certificate in Nonprofit Management & Leadership, and Certificate in Gifted In-Field Endorsement, and the Certificate in Gerontology). The recommended courses below will meet the requirements, though appropriate substitutions may be made with permission of the graduate coordinator. All courses listed below have been approved in the UGA CAPA system, and by the end of the 2021-2022 academic year, all will have been taught at least once.

Program of Study Details:

All students must complete one of the following foundations courses (3 credit hours)

Course Number	Course title	Semester offered	Credit Hours

HPAM 8340	Social Determinants of Health and Health Disparities	Every Fall	3 hours
HPRB 7990	Diversity and Social Justice in Public Health	Every Spring	3 hours

Then students should choose 3 of the following courses (total of 9 credits). *Additional courses may be approved by the certificate coordinator.*

Department	Call Number	Course Name	Credit Hours
HPAM	7040/7040E	Health, Poverty, Economic Disparity and Socioeconomic Development	3
HPAM	7060	Policy Issues in Women's Health	3
HPAM	7650/7650E	Comparative Healthcare Systems	3
HPRB	7069/7069E	Human Sexuality in Public Health	3
HPRB	7170	Health Promotion and Aging	3
HPRB	7800	Social Inequities in Health	3
EPID	7600	Reproductive and Perinatal Epidemiology for Public Health Practice	3
EPID	8300	Epidemiology of Aging	3
EPID	8600	Social Epidemiology	3
GLOB	7100	Foundations of Global Health	3
GLOB	7400	Global Maternal and Child Health	3
GLOB	8820	Global Health Policy	3
GRNT	7700/7700E	Resilience and Health	3

Sample program of study:

Year 1	Fall	HPAM 8340 Social Determinants of Health and Health Disparities (3 hours)
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		HPAM 7060 Policy Issues in Women’s Health (3 hours)
	Spring	GLOB 7400 Global Maternal and Child Health (3 hours)
	Summer	HPAM 7650 Comparative Healthcare Systems (3 hours)
Year 2	Spring	HPRB 7990 Diversity and Social Justice in Public Health (3 hours)

b. Identify any new courses created for this program:

The Core Course, *Social Determinants of Health and Health Disparities*

HPAM 8340	Social Determinants of Health and Health Disparities	Every Fall	3 hours
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5. Model Program and Accreditation

The state of Georgia is currently home to only one other graduate certificate in the Social Determinants of Health (Emory University). However, UGA’s offering would be the only one available at a public university in the state. UGA should be able to market its program effectively to professional audiences by emphasizing the relative affordability and value of the graduate certificate’s education that will be provided by participating in the program.

Our certificate program aligns closely with Emory’s approach to offering a certificate in the SDOH, and is consistent with the course content and learning objectives for such programs. There are no significant inconsistencies or differences between the graduate certificate that the UGA College of Public Health will offer in the Social Determinants of Health in regards to the course offerings of core learning objectives.

6. Student Learning Outcomes

Upon completing the SDOH graduate certificate program, students will be able to: 1) work in teams to solve problems from a Social Determinants of Health perspective; 2) identify and quantify health disparities in communities using population health data across various demographic and socioeconomic areas of life; 3) plan health interventions and public health

approaches to improving wellbeing using a SDOH lens; 4) assess community needs in the areas of equity and inclusion across domains such as housing, transportation, health, and education.

7. Assessment and Admissions

Describe how the learning outcomes for the program will be assessed. Describe the process and criteria for how students will be admitted to and retained in the program.

All SDOH core courses will be reviewed each semester by the program coordinator against UGA-approved student learning outcomes, following UGA's Academic Affairs Policy No. 2.04-4. Per this policy, the College of Public Health has an assessment plan in place already and collects data on at least one of the student learning outcomes each semester.

The certificate is open to UGA graduate students in any program of study and non-degree students (*e.g.*, career-changers or those seeking deeper expertise in their profession) who matriculate through the UGA Graduate School's process for non-degree students. Students will apply as non-degree seeking graduate students through the Graduate School unless they are enrolled in a UGA graduate program. The Graduate School's admissions standards will be used for non-degree students. Note that in regards to resident requirements, this is a certificate program, not a degree program, so there are no residence requirements.

Online access to some library resources will be required, but no additional library resources will be necessary to offer the certificate. The current UGA online learning management system known as eLC will be used to offer these courses. Links to those resources are included in all syllabi. No laboratory resources will be necessary.

Representation on Grad Council -- Original formula was created in 1972:

<https://grad.uga.edu/index.php/faculty-and-staff/graduate-faculty-information/graduate-faculty-bylaws/article-ii-the-graduate-council/>

Proposed changes to Bylaws – Sections 2 and 5 (changes already GC approved in red):

Section 2. Membership

The Council consists of the dean of the Graduate School or a representative designated by the dean, who chairs the Council but votes only to break a tie; **three elected representatives of the UGA Graduate Student Association, one of whom is the president of the GSA (graduate student representatives are voting members and may serve up to three 1-year terms);** and the following elected members, one-third of whom are chosen each year:

- a. One graduate program faculty (GPF) member from each of the fifteen colleges and schools listed below, elected by the members of the Graduate Program Faculty in each respective College/School.
 - College of Agricultural & Environmental Sciences
 - College of Arts & Sciences
 - Terry College of Business
 - School of Ecology
 - College of Education
 - College of Engineering
 - College of Environment & Design
 - College of Family & Consumer Sciences
 - School of Forestry & Natural Resources
 - College of Journalism & Mass Communication
 - College of Pharmacy
 - School of Public & International Affairs
 - College of Public Health
 - School of Social Work
 - College of Veterinary Medicine
- b. One GPF member representing the following groups:
 - Institute of Bioinformatics
 - Institute of Higher Education
 - Biomedical and Translation Science Institute.
- c. The remaining eleven (11) Council positions will be assigned for a three-year term from each of the Colleges/ Schools listed above, recalculated each year according to the following formula:

Ratio 1: *number of GPF and graduate students within each group for Fall Semester*

total number of GPF and graduate students across all groups for Fall Semester

Allocation = 11 x Ratio 1

The allocation for each College/School will be rounded to the nearest whole number, with the provision that the total number of Council members sum to 30.

If a reallocation changes the number of positions assigned to any of the groups, the currently elected members of the Council shall serve out their full three-year terms, and adjustments shall be made (allocations moved from one group to another) as terms of currently elected members expire. Thus, the reallocation shall be phased in over a period as long as two years.

Section 3. Eligibility for Membership

Members of the Graduate Program Faculty are eligible for membership on the Graduate Council. An elected member of the Council shall not serve immediately successive full terms.

Section 4. Term of Membership and Time of Elections

Each member shall serve a three-year term of office beginning the Fall Semester immediately after the Graduate Council election held each Spring Semester.

Section 5. Nomination and Election Procedures

- a. ~~Graduate Council positions that do not involve joint election by several colleges or schools shall have twice as many candidates as allotted positions. Council positions that involve joint election shall have one candidate from each college or school in the group. All ballots shall also provide space for write-in votes.~~
- b. Graduate Program Faculty members may nominate any Graduate Program Faculty member who does not hold an administrative appointment at the department head level or higher.
- c. Nominations of candidates shall consider the following principles of distribution, and nominations that do not conform to these distribution requirements are not valid:
 1. In colleges and schools with a departmental structure, no department shall have more than one member on the Council at a time.
 2. In the College of Arts and Sciences, which has a divisional structure, and in any other college or school with a similar divisional structure, each division shall have at least one member on the Council, and other Council members from the college or school shall be chosen at large. If, however, a college or school has more divisions than Council members allocated to it, a system of rotation among the divisions shall be devised.
 3. ~~If a member of the Council is elected by several colleges or schools as a group, under Section 2b (5,6), that member's successor shall come from another college or school in the group.~~

- d. Graduate Council members for each school/college/group shall be selected by each college/school/group. Each institute will be represented on a rotating basis with the representative being selected from their respective institute at the appropriate time. ~~The requisite number of candidates, as specified in Section 2 5a, shall be those nominees who receive the largest number of votes on the preliminary ballot. The names of those candidates shall then be sent to the dean of the Graduate School, who will supervise the final election.~~

Section 6. Vacancies During a Term

- a. If a position on the Graduate Council falls vacant during the term of an elected member, a replacement shall be nominated by the Administrative Committee of the Council and approved by a majority of those voting at a meeting of the Council. The replacement member shall be from the same academic unit that elected the former member and shall serve until the expiration of the term of the former member. The Administrative Committee shall determine when a position falls vacant.
- b. Members of the Council shall not designate or be represented by proxies if they are absent from a Council meeting.

Section 7. Meetings of the Graduate Council

- a. The dean of the Graduate School shall call meetings of the Graduate Council as often as required to transact the business of the Graduate School, but at least two times a year. The Dean shall call a meeting if requested to do so by written notice signed by at least five (5) members of the Council.
- b. A quorum for actions at a Council meeting shall be a majority of its elected members.
- c. The agenda for each meeting, along with pertinent information on items that the Council will discuss, shall normally be available and distributed to the Council members at least ten days prior to meetings. **The agenda will be set by the Administrative Committee of the Graduate Council. Additional** items may be placed on the agenda by the dean of the Graduate School, by the Administrative Committee, or by a two-thirds vote of members present and voting at the Council meeting. **Suggestions for agenda items can be submitted by members of the Graduate Council, members of the Graduate Program Faculty, and graduate students to the Administrative Committee for discussion and future inclusion on the Council meeting agenda.**

Section 8. Committees of the Graduate Council

- a. Standing committees of the Graduate Council shall be appointed annually by the dean of the Graduate School from the membership of the Council. The dean or a representative designated by the dean is an ex-officio member of all committees, but votes only to break a tie. The dean shall appoint a member of each committee to serve as chair. The following standing committees of the Council act on the matters indicated and on others, as charged by the dean:
 1. The Administrative Committee (a) reviews Graduate Council processes and recommends modifications as needed, (b) hear petitions for exceptions to Graduate School rules other than those relating to admission and retention, and (c) hear appeals from administrative decisions relating to any aspect of the graduate program other than admission and retention. The Committee shall make recommendations to the dean and report its activities to the Council.
 2. The Program Committee shall review (a) proposals for new degree programs and changes to existing programs, and (b) reports of committees evaluating existing programs. The committee shall make recommendations to the Council concerning the approval, revision, continuation, or termination of all graduate programs.
 3. The Policy & Planning Committee shall work with the dean to (a) develop strategic initiatives to enhance and re-envision graduate education at UGA and (b) recommend to the Council policy for the governance of graduate education. It shall include a graduate student member and report its activities to the Council.
 4. The Appeals Committee shall hear appeals from (a) applicants denied admission to graduate study, (b) students denied a change of degree objective by the Graduate School, (c) students dismissed by the academic unit and/or the Graduate School, (d) students denied an extension of time, (e) students who have violated the Continuous Enrollment Policy, (f) students contesting a course grade, and (g) faculty whose membership in the Graduate Faculty has been removed or revoked. The committee shall make recommendations to the dean and report its activities to the Council.
- b. The Council may select or the dean may appoint such other, ad hoc committees as they deem necessary to conduct the business of the Graduate School.

To the Equal Opportunity Office and the Graduate School of the University of Georgia,

As representative members of the Student Advocacy and Campus Issues Committee of the Graduate Student Association, University of Georgia, it is incumbent upon us to report on the concerns of the graduate student body and, where appropriate, to recommend or request changes toward the betterment of those we represent.

Pertinent to this, we have passed a resolution toward the effect of addressing and requesting remediation of two major issues of employment for graduate students at UGA:

- 1) The lack of specificity and efficacy of Graduate Program requirements and their descriptions for graduate students, per department.**
- 2) The presence of forms of abuse directed towards graduate students within their own departments, and the difficulty with which these abuses are arbitrated and rectified.**

On Transparency of Program Requirements

The role of graduate students in the University of Georgia is two-fold. While they are often paid to function as instructors, research assistants, etc., the primary function of the graduate student, and their main focus, is in fact the research that they conduct as student researchers, degree candidates, and future faculty.

As employees of the University, graduate students are given arbitrary guidelines about their roles, their workload, quality expectations, compensation, evaluation, etc. These are in majority (though not necessarily uniformly) well defined, which ensures the smoothness of the University employee and employment operations, which are supposed to be mandatory throughout the institution.

However, this organizational clarity within the university does not exist uniformly when it comes to departmental academic guidelines for graduate students. There is very little standardization across departments about what are the procedures for evaluation, advancement, etc. Part of this is due to the various specializations of departments, which require different methodological approaches to the issue: academic requirements for the advancement of a physicist are not the same as those for a linguist. Therefore, it is impractical to suggest a standardization of program requirements across departments. At the same time, attention must be paid to ensure that the quality of work produced by each graduate student of the University is, as much as possible, unhindered on account of neglect for proper organizational consideration of the position.

Therefore, what is recommended here is a standardization of quality and transparency. Today, many graduate students are forced to rely more on their classmates for information about their department's unique procedures for movement through their program than on their faculty,

because instructions are unclear or absent, and faculty may, in some cases, be slow to reply, delaying the progress of the student through their degree program unnecessarily.

It would behoove the University of Georgia to conceive a method for evaluation of transparency and efficacy of program requirement descriptions and accessibility for the graduate students under its employ and tutelage. This will greatly increase the quality of returns from its employees, the graduate students, and thereby increase its own future prestige as a research institution,

On Transparency and Safety in Instances of Abuse and Arbitration

As noted above, graduate students are an integral component of UGA's teaching and research mission. Graduate students of programs in both STEM and the Humanities contribute in diverse ways to the research done in the University, by themselves and in conjunction with or under the guidance or employ of their department faculty. Many graduate students who are not employed as instructors of record are working as TA's for their department faculty, and often contribute to the research of the faculty members as RA's. Most of these positions are dependent on department faculty for their retention by the holder.

Due to the power dynamics between faculty and graduate students, it is possible for faculty members to make unreasonable, potentially unethical, or illegal demands of graduate students who depend on them for their current and future employment, which could lead to the occurrence of various forms of abuse, bullying, and harassment.

Faculty members as potential and current committee members have the ability to hold a committee or dissertation/thesis hostage in return for "favors" from the student in question. Faculty members in special positions such as TA Supervisor are capable of altering the course of a graduate student's career, and have threatened to do so or done so, on the basis of personal disagreements with the student in question.

These occurrences are detrimental to the overall health of the University, in that they demoralize current graduate students, decreasing work ethic and departmental cohesion, which affect the potential quality and quantity of research. This problem would also deter future applications from prospective graduate students if not properly addressed.

In order to prevent these occurrences, it is imperative that all graduate students know what actions are prohibited by UGA's policies, what is the procedure for reporting violations, and where to access these reporting mechanisms. While the University has been relatively diligent about laying down rules and regulations regarding the conduct of employees toward their colleagues and their students and other dependents or "lower ranking" employees, it is often the case that graduate students are not directly informed about, or do not know where to find these regulations and/or where to access resources for their enforcement.

Furthermore, it is often the case that graduate students are reluctant to bring forth complaints about faculty for fear of retribution. In smaller departments especially, anonymity of the complainant can only go so far to ensure that the individual is actually unknown to the person for whom they work or the person unethically exercising influence of “rank” or power. It takes only a short deductive step to determine who among department members would be inclined to make a particular complaint.

To ensure that graduate students across campus are aware of this information from the beginning of their time at UGA, we request that UGA integrate or mandate this information into their graduate student orientation training programs. Specific pamphlets, flyers, orientation sections, or other university-wide presentations would also be useful towards these ends, as may be mandatory training for faculty and for graduate students about propriety and conduct in the workplace.

To ensure that graduate students are truly “safe” to report abuses within their own departments, it is important to examine processes for reporting and reprimanding offenders. It may be productive to enact department-wide sanctions for faculty members when a violation is reported within the department in question, so as to encourage department wide support for ethical behavior; to integrate into the reporting process the solicitation of another faculty member who will act as a complainant or witness against unethical conduct of a colleague, to strengthen anonymity for the true complainant; and/or to enact policy that prevents or prohibits action of a faculty member against whom a complaint has been upheld, in any context which may be determined effective or influential upon the academic or employment security and/or future of the complainant, while said complainant remains under “student” classificatory status at the University.

Finally, to ensure that EOO and HR employees are able to aid graduate students in the reporting process to the best of their ability, we request that UGA provide training that introduces them to the working dynamics encountered in graduate school (faculty/student, student/student, student/postdoc).

As academics, we ought to be, and indeed often consider ourselves, paragons and gatekeepers of virtue and knowledge among our communities. Accordingly, if we would justly maintain this presumption, it necessarily follows that we ought to conduct ourselves in a manner reflective as such. It does not befit us as members of the academic community or as members of our local and global communities to act out in an underhanded or vindictive fashion. If we desire to affect positive changes in the world, it is only natural that we should first start with ourselves.

Sincerely,
The Representatives of The Student Advocacy and Campus Issues Committee, GSA, University of Georgia