University of Georgia School of Law
Clinical Faculty Appointment and Promotion Criteria

Introduction

Preparing students for the practice of law requires law schools to provide experiential learning opportunities. At the undergraduate level, the University of Georgia has set the standard for experiential learning, and the law school’s historical commitment to experiential learning for all of our students aligns with that emphasis on experiential learning. The law school’s commitment to experiential learning is particularly imperative because our accrediting agency, the American Bar Association (“ABA”), certainly has highlighted the importance of experiential learning. The ABA recently changed its standards to require that law students “take one or more experiential course(s) totaling at least six credit hours. An experiential course must be a simulation course, a law clinic, or a field placement. To satisfy this requirement, a course must be primarily experiential in nature . . . .” The Standards also now require that a “law school shall provide substantial opportunities to students for . . . law clinics or field placement(s).”

Teaching experiential learning courses requires a different set of skills—it requires teaching students to use everything they have learned in their doctrinal classes to practice law. Clinical faculty “maintain a balance between teaching, scholarship and service different from that of the tenure track faculty.” The clinical faculty that the law school will hire into the clinical track will bring their professional experience as lawyers (and, for at least some, their experience teaching experiential classes here at UGA) to the classroom as they teach students the practice of law. In addition, they will maintain active relations with their professions. These relationships are critical for our students as they look for employment.

Clinical faculty will teach and supervise students in settings in which lawyers practice law, including (but not limited to) clinical courses providing direct service to clients, externships in which students work under the supervision of lawyers in the field with classroom instruction by a professor, practicums, and other practical learning skills classes. They will also work to help students find jobs in their areas of expertise. Clinical faculty also may engage with the Bar in activities in their areas to enhance student learning and the professional status of the law school. Finally, clinical faculty may participate in state, regional or national meetings, professional and academic.

Eligible voting faculty members of the unit will vote on appointment recommendations and promotion of clinical faculty consistent with the UGA Guidelines for Appointment and Promotion of Clinical Faculty (“University Guidelines”). If any direct conflict with the University Guidelines is found in this document or if this document does not address a certain issue, the University Guidelines will govern on that issue.

Types of Clinical Ranks
Clinical faculty ranks in the School of Law have three levels: Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor.
CAPU Head
The Head of the Clinical Appointment and Promotion Unit (CAPU) will be the Dean or his designee.

Clinical Faculty Voting Privileges
Full-time clinical faculty will have full voting privileges in the law school in all matters, with the exception of search, appointment, promotion and tenure of tenure-track faculty and other tenure-related issues.

Eligible Voting Faculty
All tenured, tenure track and clinical faculty are eligible to vote on appointments of clinical faculty members. All Professors, Associate Professors, Clinical Associate Professors and Clinical Professors are eligible to vote on promotions to Clinical Associate Professor. Clinical Professors and Professors are eligible to vote on promotions to Clinical Professor. The School of Law plans to re-evaluate the eligible voting faculty after a critical mass of clinical faculty is appointed in the School. A critical mass is defined by the University Guidelines as five clinical faculty members with at least three at the rank of clinical professor.

Appointment and Promotions
Faculty members will have primary responsibility for insuring that the prospective clinical faculty member holds the appropriate degree and has the experiential background needed for the disciplinary setting in which the individual will work. Clinical faculty must have a JD, as well as be licensed to practice law in the relevant jurisdiction or obtain such licensure within a reasonable period after being hired. These are non-tenure track appointments.

The following guidelines should be followed for appointments and advancements: In accordance with University Guidelines, clinical faculty must meet professional standards to teach in the professional setting and maintain a balance between teaching, scholarship, and service different from that of tenure track faculty. Appointment and promotion is based upon promise or demonstrated excellence in instruction, along with professional leadership, professional practice, and/or service, and scholarly activities. The balance among the various categories should be clearly specified by the Dean upon the individual member’s appointment via the position offer letter.

The following requirements for appointment and promotion must be met:

Clinical Assistant Professor: Must hold a JD and have at least two years of full time experience, comparable training, and/or post-JD experience in the legal profession. Candidates should show evidence of a high level of competence in their area of specialty and demonstrate promise of moving toward excellence in instruction, scholarly activities, professional leadership, professional practice and/or service, as specified at appointment. A faculty member is expected to serve no more than seven years at the rank of full-time clinical assistant professor.

Clinical Associate Professor: Shall meet all criteria noted previously and shall be widely recognized at the regional level by leaders in the field as a leading authority within their disciplinary practice specialty. Candidates for Clinical Associate Professor should have held
the rank of Clinical Assistant Professor for at least 5 years and/or have comparable training, background and experience.

Clinical Professor: Shall meet all criteria noted previously and shall be widely recognized at the national level by leaders in that field as a leading authority within their practice specialty. Candidates for Clinical Professor should have held the rank of Clinical Associate Professor for at least 5 years and/or have comparable training, background and experience.

Criteria to be Applied during the Promotion Process
As non-tenure track faculty, all clinical faculty must be reappointed each year, dependent upon satisfactory performance. Criteria for consideration for annual contract renewal at all three ranks will be consistent with UGA policy and procedures and the attached annual clinical evaluation criteria. Annual compliance with these criteria may be considered in determining whether the faculty member is on track to meet the promotion criteria.

In order to be promoted, a clinical faculty member must meet the criteria specified for appointment to the higher rank. For promotion from Clinical Assistant to Clinical Associate Professor, a clinical faculty member must be widely recognized at the regional level by leaders in the field as a leading authority within their disciplinary practice specialty.

For promotion from Clinical Associate Professor to Clinical Full Professor, a clinical faculty member must have attained a national or international reputation among leaders in the field as a leading authority within their disciplinary practice specialty. These are appropriately rigorous standards as to which clinical faculty may propose more detailed definition (as was done with the annual evaluation criteria attached as Exhibit A). The presumption is that clinical faculty must be able to demonstrate leading-edge professional skills.

Standards for Teaching, Service, and Scholarship
Clinical faculty members’ annual evaluations, along with assessments by outside evaluators and any other relevant material, may be considered in assessing whether they have met the standards set forth above. The non-tenure track clinical faculty evaluation metrics are attached as Exhibit A.

Reappointment, Review, Promotion and Appeals Processes. These will follow the University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty.

Approved by the School of Law faculty on 4/28/16.
Approved by the School of Law Dean on 4/30/16.
Approved by the Senior Vice President of Academic Affairs and Provost on 4/30/16.
Annual Evaluation Criteria
Non-Tenure Track Clinical Faculty
University of Georgia School of Law

General Principles
The policy set forth below applies to annual evaluations of non-tenure track clinical faculty (those with substantial teaching obligations in clinics, externships, or practicums) beginning in 2015. The three major categories for evaluation of non-tenure track clinical faculty will be Teaching, Service, and Scholarly Activities.

Absent alternative arrangements between the faculty member and the Dean or Associate Dean, non-tenure track clinical faculty should dedicate at least 65% of their effort towards teaching, and the remainder to their service and scholarly obligations. An example of an alternative arrangement would be a faculty member who asks to dedicate 80% of effort to teaching, 10% to service and 10% to scholarship. Upon such request, the Dean or Associate Dean may make appropriate adjustments to the weighting of each category depending upon a clinical faculty member’s overall teaching load, significant service roles, or other factors that affect the balance between teaching, service, and scholarly activities. Beginning with 2016 annual evaluations, a faculty member seeking to deviate from this default presumption should meet with the Dean or the Associate Dean no later than the beginning of the fall term. The final decision the annual allocation of effort formula resides with the Dean.

Factors to be considered in the evaluation of clinical faculty in each category include the factors listed below, but not all factors are relevant or required for each clinical faculty member. These criteria are subject to change by the Dean.

Teaching
Clinics and externships require varying levels of classroom teaching and supervisory responsibilities. Evaluation of this category will take into consideration the type of clinic or externship for which the clinical faculty member is responsible. At a minimum, a faculty member shall comply with the pedagogical requirements of the Law School’s accrediting agency, including providing learning objectives to students and developing appropriate methods of assessing student progress and achievement. Evaluation of teaching will be based upon student evaluations (either the Law School’s evaluation forms or forms used by individual clinical faculty members, or both) and faculty self-assessment. Evaluation of teaching also may include peer assessment. The following factors may be considered in evaluating teaching:

Classroom
- Demonstrates mastery of subject matter
- Demonstrates desire for continuous growth and development
- Conducts class in an organized manner
• Presents material with clarity, enthusiasm, and creativity
• Stimulates, motivates, and inspires students
• Encourages independent thinking by students
• Encourages significant participation by every student
• Selects or creates quality teaching materials and updates materials and methods as appropriate
• Incorporates ethics and professionalism into the course
• Provides regular and meaningful feedback to students
• Models professionalism and integrity

**Supervision**

• Effectively manages the selection process (if applicable) and organizational matters relating to the externship program or clinic
• Demonstrates accessibility to and interest in students
• Has sufficient interactions with students in externship or clinic to monitor student's progress and guide professional development
• Effectively manages case selection and law practice administration to assure the quality of the clinic experience for students (in clinics)
• Adequately and effectively supervises students' case work (in clinics)
• Ensures quality of the student experience at field placements, including the quality of supervision and the type and scope of work (in externships)
• Fosters external relationships to generate clinical work or externship opportunities

**Service**

Evaluation of the service role will be based primarily on self-assessments and any other external sources of information, including an assessment of service on committees. Service to the Law School and the University and unpaid service to the legal profession play a central role in the Service criteria. Evaluation of this category will take into consideration the clinical faculty member's level and quality of involvement in service activities. The following may be considered in evaluating service:

• Serves on law school or university committees
• Serves as an advisor or mentor to students on coursework or careers
• Supervises students doing supervised research, independent research, law review or journal notes, or other writing projects
• Serves as an advisor to or assists student organizations or co-curricular activities, including law reviews, journals, or advocacy teams (e.g., moot court, mock trial, and negotiation competition teams)
• Develops partnerships with alumni and practicing attorneys to enhance students' learning experience in the classroom or as part of co-curricular activities
• Serves on bar committees or commissions at the local, state, or national level
• Speaks at bar or law conferences or continuing education events or to community groups
• Serves as an unpaid expert, consultant, or advisor regarding legislation, litigation, administrative rule-making, or policy matters
• Organizes or assists in the organization of conferences or colloquia on educational or legal issues
• Assists or collaborates with government officials or community organizations or other lawyers engaged in work relevant to the clinical faculty member’s work
• Serves on state, regional, or national committees, boards, or other organizations that address legal education, including clinical legal education

Scholarly Activities
In light of the distinct characteristics of clinical teaching, non-tenure track clinical faculty are not expected to produce law review articles, and a broader range of writing and activities satisfies the scholarship requirement for clinical faculty than for tenure-track faculty. Evaluation of scholarly work will be based upon consideration of submissions of copies of scholarly works or works in progress. In evaluating scholarly activity in a given year, demonstrated progress toward a major project (such as a law review article or other similarly significant scholarly achievement) may satisfy this standard in a given year. Qualifying scholarly activities include:

• Publishes, submits for publication, or collaborates in written work regarding legal education, a substantive area of law, professional practice improvements, or advancement of teaching in the professional setting, including books and chapters in books, continuing legal education articles, conference papers, practice manuals, essays, or similar publications
• Publishes, submits for publication, or collaborates in preparing articles for newsletters, magazines, trade journals, on-line media, or other media regarding legal education, a substantive area of law, professional practice improvements, empirical work, or advancement of teaching in the professional setting
• Authors or edits published teaching materials or manuals
• Writes or collaborates in writing briefs or memoranda on significant legal issues as an amicus or in a similar role
• Prepares and submits written comments on, or drafts of, statutes or administrative rules or regulations
• Publishes, submits for publication, or collaborates in writing traditional law review or journal articles

Recommended Process for Evaluation:
• By January 31 of each year, each member of the non-tenure track clinical faculty will prepare a brief self-evaluation based on the examples of factors listed above and identify goals for the following year.
• Following evaluation by the Dean, the Associate Dean, or their designee, the faculty member and Dean, Associate Dean, or their designee will meet to discuss the evaluation and agree upon the appropriate goals for the faculty member for the following year.
• The faculty member and Dean, the Associate Dean, or their designee will meet at least once during the following year to review progress on the faculty member’s
goals and to provide guidance on how goals might be achieved, or to adjust goals, where appropriate.