

Department of Geography Clinical Faculty Appointment and Promotion Criteria

Department head approval May 2, 2025

Faculty approval May 5, 2025

Dean approval May 6, 2025

Provost approval May 16, 2025

Introduction

This document forms the Department of Geography's Clinical Appointment and Promotion Unit (CAPU) Criteria as defined by the *University of Georgia Guidelines for Appointment and Promotion of Clinical Faculty* (University Clinical Guidelines). It supplements the University Clinical Guidelines and provides standards, criteria, and procedures specific to the Department of Geography for the appointment and promotion of clinical faculty. In case of inconsistencies within this document, or discrepancies between this document and the University Clinical Guidelines, the University Clinical Guidelines will prevail. All "Eligible CAPU Voting Faculty" (as defined later in this document) are expected to be familiar with both this document and the University Clinical Guidelines.

Clinical faculty in the Franklin College of Arts and Sciences contribute to advancing experiential, applied, practice-based, and career-oriented instruction for our students. These educational opportunities are needed by students in all of Franklin's divisions and programs to prepare them to be workforce-ready and secure meaningful and impactful careers. Clinical faculty bring to Franklin industry, business, non-profit, or governmental sector expertise that enable them to prepare students for professionally applied contexts, bridging the gap between theory and practice. Clinical faculty also often engage in the scholarship of teaching and learning, as well as applied and community-oriented practice, research, and scholarship. These are recognized scholarly orientations with established promotional pathways for Clinical faculty across the university. Clinical faculty can also have administrative roles that align with their professional orientation.

Clinical faculty members in the Department of Geography are required to enhance the teaching, scholarship, professional practice, and service contributions of the program in which they are hired, through their knowledge, experience, and connections in applied professional contexts. Clinical faculty are expected to maintain a balance between teaching, scholarship, professional activities, and service that generally differ from that of tenure-track faculty and lecturers by maintaining closer ties to applied professional practice. Clinical faculty usually maintain active relations with their professions and may be budgeted for substantial engagement in outreach and service. Clinical faculty may also engage in teaching and research activities. The specific allocation of a clinical faculty member's effort between teaching, scholarship, professional activities, and other areas will vary on an individual basis and will be specified at the time of appointment. Likewise, clinical faculty's eligibility for graduate program faculty status may vary on an individual basis based on their experience and qualifications. Clinical faculty are not eligible for tenure.

Full-time clinical faculty will have full voting privileges in the Department of Geography in all matters with the exception of appointment, promotion, and tenure of tenure track faculty, and other tenure-related issues.

Clinical Faculty Ranks and Types of Appointments

The clinical track has four levels: Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor. In accord with terminology in our

discipline, faculty at these ranks will be referred to internally as Instructor of Practice, Assistant Professor of Practice, Associate Professor of Practice, and Professor of Practice consistent with their rank.

CAPU Head

The Head of the Department of Geography will serve as the head of the CAPU.

Eligible CAPU Voting Faculty

All tenure-track faculty and all clinical faculty in the Department of Geography are eligible to vote on clinical faculty appointments. All professors, associate professors, clinical professors and clinical associate professors vote on promotion to clinical associate professor, and on third-year review of clinical assistant professors. All full professors and clinical professors are eligible to vote on promotion to clinical professor.

Standards for Appointment or Promotion

The ranks of the Clinical track in the Department of Geography are as follows.

Clinical Instructor: This rank is reserved for individuals who have less than 2 years of relevant professional experience in fields related to Geography, and may be held by individuals with a Master's or PhD degree. Some examples of relevant professional experience include, but are not limited to, the following: employment in government agencies or non-profit organizations with a focus on planning, community development, policy analysis, environmental management and conservation, weather and climate, or other geographically relevant topics; active leadership in organizations advocating for positions on geographically relevant issues; or academic appointments in geography or a related field.

Clinical Assistant Professor: Individuals in this rank must hold an appropriate terminal degree, The candidate must have two years of full time (*or* equivalent alternative) relevant professional experience which can include time at the clinical instructor rank.

Clinical Associate Professor: Shall meet all criteria specified for Clinical Assistant Professor and shall be widely recognized at the regional level by leaders of relevant communities of practitioners as a leading authority within the practice of Geography or a closely related field. Evidence presented should demonstrate the regional standing of the candidate. Faculty members seeking promotion to Clinical Associate Professor should have met the criteria for promotion to tenure-track Associate Professor in the Department of Geography, adjusted in each area of effort, relative to typical tenure-track appointments, and should include at least three relevant and substantive accomplishments in professional activities per year since appointment or promotion to the rank of Clinical Assistant Professor.

Clinical Professor: Shall meet all criteria specified for Clinical Assistant and Clinical Associate Professor and shall be widely recognized at the national level by leaders of relevant communities of practitioners as a leading authority within Geography or a closely related field. Evidence presented should demonstrate the national standing of the candidate. Faculty members seeking promotion to Clinical Professor should have met the criteria for promotion to tenure-track Professor in the Department of Geography, adjusted in each area of effort, relative to typical tenure-track appointments, and three relevant and substantive accomplishments in professional activities per year since appointment at or promotion to the rank of Clinical Associate Professor.

Criteria for evaluation, appointment, and promotion

Professional activities. Clinical faculty are expected to contribute to professional activities, which help the unit's students identify and connect to applied professional opportunities. Evidence of this may include (but is not limited to) the following:

- Curricular program and project development. This may include developing or expanding existing internships, co-operative education opportunities, or partnerships with external partners. These can be oriented toward academic or community partners.
- Students supervised or mentored in sponsored external projects.
- Teaching materials developed such as textbooks, articles related to scholarship of teaching and learning, or similar conference proceedings, that contribute to career readiness or development in applied settings.
- Research or scholarship that creates new internships, co-operative education opportunities, or partnerships with external partners, that may be oriented toward academic or community partners.
- Grants received or applied for that are focused on the scholarship of teaching and learning that contribute to career readiness or development in applied settings.
- Training delivered to audiences in applied professional settings.
- Training manuals, resource guides, or assessment tools that are intended for audiences in applied professional or community settings.
- Development or dissemination of community-facing resources, or new courses for non-UGA populations, that utilize professional expertise.
- Honors, awards, and special recognition for public service activities that rely on applied professional expertise or activities.
- Consultation and technical assistance provided in applied or professional settings.
- The creation of public service products, including books, book chapters, articles, or digital products.
- Obtaining or maintaining continuing education, licensure, or certification that is recognized in the clinical faculty member's field of expertise.
- Attending major conferences where current issues of professional practice are discussed.
- Mentoring of junior faculty in areas of professional practice or preparing students for career readiness or development.
- Documented effectiveness as a faculty advisor for student organizations
- Serving on boards that rely on professional expertise
- Developing or implementing public policy related to the discipline
- Service in leadership positions of professional societies and organizations

Instruction, research, and service. In evaluation and promotion decisions, instruction, research, and service will be assessed in proportion to the allocation of effort the faculty member is assigned, based on criteria presented in the Geography Department Promotion and Tenure (PTU) guidelines for tenure-track faculty. Because professional activities that contribute to students' career readiness or development are required of clinical track faculty, other kinds of contributions in instruction, research, and service are expected to be less prominent in their records than they would be in the record of a tenure-track faculty member. It is expected that in most cases, Clinical faculty members' research will be applied, pedagogical, or community-oriented in nature, and their teaching will be relatively targeted to provide career readiness or development for students.