

Department of Communication

School of Social Sciences, University of California, San Diego

AP Review Criteria Table – Ladder-Rank Faculty (Professor series)

Rank/Step	Research	Teaching	Service	Accelerations
Appointment as Assistant Professor	Well-developed research focus, as evidenced by completed PhD dissertation or MFA thesis. For appointment above Step I, publication(s) in peer-reviewed venues required.	Teaching experience not required at time of appointment, but candidate should have well-developed teaching plans evidenced by statement of teaching philosophy and draft course syllabi.	University service not required at time of appointment.	N/A.
Assistant Professor, Steps I-VI	Established research focus and evidence of productivity, which may include publications, draft articles or book chapters, conference presentations, grant proposals, and similar materials. Candidate should be moving toward independence from graduate/postgraduate mentors.	With each review cycle, candidate should be developing an established teaching role within the department curriculum, including courses within and beyond candidate's research area.	Evidence of minor service on departmental committees.	3 or more articles or book chapters in a single review period.
Assistant Professor, Fourth-Year Appraisal	Evidence of substantial progress and near-completion of major research project as appropriate to the candidate's field (see narrative below for more detailed information).	As above, with evidence of teaching proficiency in the form of holistic valuations (including student feedback).	As above.	As above.
Promotion to Associate Professor	Completion of major research project as	As above, with evidence of teaching proficiency in	As above. If the candidate has provided substantial	For a promotion with acceleration/recalibration, 4

	appropriate to the candidate's field. Book files require "in press" confirmation plus at least 2 in-press journal articles/book chapters. Article files require at least 7 published essays/book chapters. Indication of progress on new research project(s).	courses beyond the candidate's specific research area.	University service beyond the department level, or extensive disciplinary or community service, this may provide partial justification for a BOS or acceleration.	or more journal articles/book chapters beyond the completion of a major research project, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Associate Professor, Steps I-III	Progress on post-tenure research and/or creative projects. These may include draft articles or book chapters, conference presentations, invited talks, invited participation in symposia/workshops, grant proposals, field notes from ethnographic research, preproduction materials for creative projects, and similar materials.	As above, with evidence of participation in graduate mentorship.	Evidence of Increasing participation in University service. Evidence of increasing participation in disciplinary and/or community service.	3 or more articles or book chapters in a single review period, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Associate Professor, Steps IV-V	Generally, 2 articles or book chapters per review cycle. Other evidence of research progress may also be considered in lieu of completed publications: draft articles or book chapters, conference presentations, grant proposals, and similar materials.	As above, with evidence of increasing participation in graduate mentorship.	As above.	4 or more articles or book chapters in a single review period, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Promotion to Professor	Completion of additional major research project as appropriate to the	Evidence of continued teaching proficiency and graduate mentorship.	Evidence of significant University service (for example, serving in roles	For a promotion with acceleration/recalibration, 4+ journal articles/book

	candidate's field. Book files require "in press" confirmation; article files require 7 published essays/book chapters.		such as chairing individual committees, serving as Director of Graduate or Undergraduate Studies, et al.). Evidence of continuing participation in disciplinary and/or community service.	chapters beyond the completion of a major research project and since promotion to Associate, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Professor, Steps I-V	2 articles or book chapters per review cycle. Other evidence of research progress may also be considered in lieu of completed publications: draft articles or book chapters, conference presentations, grant proposals, and similar materials.	As above.	As above, with evidence of increasing participation in University-wide and/or system-wide roles as the candidate approaches Step VI.	4 or more articles or book chapters in a single review period, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Advancement to Professor Step VI	Completion of additional major research project as appropriate to the candidate's field. Book files require "in press" confirmation; article files require 7 published essays/book chapters. Evidence of national and/or international reputation.	As above.	As above, with evidence of University-wide and/or system-wide service.	For advancement with acceleration/recalibration, 4+ journal articles/book chapters beyond the completion of a major research project and since the promotion to Full, and/or publications/projects with demonstrated major impact on the relevant field, and/or receipt of a major fellowship, prize, or award.
Professor, Steps VI-IX	2 articles or book chapters per review cycle. Other evidence of research progress may also be considered in lieu of completed publications:	As above.	Evidence of significant University-wide and/or system-wide service in every review period.	4 or more articles or book chapters in a single review period, and/or publications/projects with demonstrated major impact on the relevant field, and/or

	draft articles or book chapters, conference presentations, grant proposals, and similar materials.			receipt of a major fellowship, prize, or award.
Advancement to Distinguished Professor (Above Scale)	Continuing exemplary research productivity, and evidence of national and international reputation.	As above.	As above, with expectation for leadership in service roles.	For accelerated advancement to Distinguished Professor (Above Scale), or advancement with an additional Further Above Scale component, exceptional research productivity within the review period (above expectations for Accelerations at lower steps), and/or receipt of a major fellowship, prize, or award.
Further Above Scale (FAS) Advancement (50% or 100%)	Continuing exemplary research productivity.	Evidence of continuing exemplary classroom performance and mentorship.	Evidence of continuing exemplary performance in service at all levels.	For advancements beyond 100% Further Above Scale, exceptional research productivity within the review period (above expectations for Accelerations at lower steps), and/or receipt of major fellowship, prize, or award, and/or election to a National Academy or similar, and/or receipt of an Honorary Degree.

Communication Department Benchmarks for Merit Advancement and Promotion (revised June 2024)

Ladder Rank Faculty (Professor series)

Overview

Communication is an interdisciplinary field, drawing from a wide range of other disciplines in the arts, humanities, information sciences, and social sciences. Faculty appointed in the LRF and LSOE series hold training and expertise in many different fields. As such, faculty research within Communication covers a broad spectrum of forms, including journal and book publication, media production, and community-based initiatives (among others). This document aims to summarize the standards for productivity and benchmarks for promotion used by the Department of Communication in evaluating our faculty. Expectations will vary depending upon the field(s) in which the research and/or creative production is primarily situated, and the type of file (book-centered, article-based, media production, or hybrid) under consideration.

Generally speaking, at each merit advancement, faculty are expected to provide evidence of research progress during the review period. For faculty at the Assistant rank, the department generally expects 1-2 peer-reviewed journal articles/book chapters per 2-year cycle; but progress may also be demonstrated by providing drafts of manuscripts-in-progress; transcripts of lectures or conference presentations; field notes from ethnographic research-in-progress; storyboards, scripts, or other notations for artistic projects; book proposals; grant proposals; et al.

For the Fourth-Year Appraisal, faculty must include documentation of progress toward the completion of a major research project: for scholars whose research will result in the publication of a book, for example, this may include a draft manuscript, reader reports from anonymous reviewers on a book manuscript, pre-published articles and/or book chapters that will be included in the published book, et al. For scholars who primarily publish journal articles, this should include at least 4-5 published peer-reviewed articles and/or book chapters that partially represent what will later be used for the promotion review, in addition to drafts of in-process journal articles/book chapters. For faculty who primarily work in media production, the Appraisal file should include material that clearly documents progress towards the completion of a major project *or* a cluster of significant shorter projects; this may include advanced storyboards, treatments/scripts, and/or unedited media with a clear description of post-production plans and progress.

For promotion to Associate Professor with tenure: a **book-based trajectory** requires a book published with a press with a rigorous peer review process, along with 2 peer reviewed journal articles or book chapters (at least one of these should be an article published in an appropriate disciplinary journal). The department recognizes that in the humanities and social sciences, it is common practice for these publications to be early versions of chapters in the book. An **article-based trajectory** requires at least 7 in-press peer-reviewed journal articles or book chapters (at least 2 of these should be articles published in appropriate disciplinary journals). A **creative media production-based trajectory** requires a set of significant completed and exhibited short works or a major feature-length work exhibited in notable festivals or venues and/or under contract for distribution (and ideally reviewed). **All files** should include evidence of progress on a new research/creative project in their dossiers. Although such evidence sometimes includes additional publications, more often it is documented with drafts of manuscripts-in-progress, transcripts of lectures or conference presentations, field notes from ethnographic research-in-progress, book proposals, grant proposals, et al.

At the Associate rank and above, the department has set general guidelines for productivity during each review cycle (1-2 peer-reviewed articles/chapters for 2-year cycles, 2 peer-reviewed articles/chapters for 3-year cycles for scholars working in book or article fields). However, the department does not treat these guidelines as absolute: we recognize that during some review periods, faculty may be engaged in longer-duration and/or inductive research that may not result in publication until the research is complete (for example, ethnographic field work, large-scale data collection, archival research, durational artistic/performance development, et al.). In such cases, the faculty member should provide a narrative describing the research's progression, and should provide supplementary material (for example, grant proposals, manuscript drafts, conference presentations, field notes, partial data sets, et al.) to demonstrate research activity.

For each later promotion (to Professor and to Step VI) faculty are expected to provide evidence of the completion of an additional major peer-reviewed research project. For **book-based trajectories**, this means that a book manuscript has, at minimum, received final approval (post-revision) for publication by the editorial/faculty board of a press, after having received thorough peer-review. (This approval must be documented with formal, explicit correspondence from a representative of the press.) For **article-based trajectories**, this means that a cluster of articles or chapters have undergone peer-review, and have been published in disciplinary journals or edited anthologies. For each promotion, the department would generally expect around 7 full-length articles/book chapters to demonstrate the completion of a major research project. However, the department understands this number as a general guideline rather than as an absolute: in some cases, where a single publication has had a demonstrably major impact on the field of research, a smaller number of articles/chapters may be acceptable. For **creative media production-based trajectories**, this may mean, for example, the screening of a feature-length film at a juried festival or the completion of a cluster of shorter works that demonstrate a cohesive *corpus* of work; the completion of a curated and juried (or reviewed) exhibition at a gallery or museum; the fully staged, professional production of an original performance or play at a professional theatre venue; the performance (at a large-scale venue) or professional recording (by a label appropriate to the genre) of a major composition; et al. In such fields, external reviewers who are expert practitioners in that particular genre of production will be solicited to evaluate the work.

Given the interdisciplinary nature of our faculty's primary fields and research, the Department acknowledges that published work may appear in many different genres/forms that bridge academic disciplines and that may be accessible to a broader readership including and beyond academia. Also, the Department acknowledges that new forms of work, and new kinds of media (including digital formats), continue to emerge within scholarship and creative production. In cases that do not fit neatly within the previous categories, the Department will clarify parameters for reviewing and making recommendations on a given file; the Department will also rely heavily on the reviews of external experts in the field/genre of research being considered.

Primary scholarship for faculty in Communication often appears in edited anthologies and special thematic issues of academic journals. These publication formats are equal to standard journal articles in impact; and the work performed by editors of such books and special issues represents a significant curatorial function that exceeds other kinds of editorial work (for example, serving as an anonymous reader of manuscripts). The department acknowledges that edited books or special issues are not equivalent to authored (or co-authored) books; but when a faculty member has published an edited book or has edited a special issue of an academic journal, the department will consider these publications as evidence of research progress. When edited books or special issues include (1) a full-length introduction written by the editor(s) and including significant commentary (beyond a description of contents), and/or (2) a full-length chapter or essay written by the editor(s) on the topic of their own research, such materials will also be counted as

stand-alone articles/chapters. Shorter contributions (including section introductions or commentaries, et al.) will be considered part of the overall editorial work for the book or special issue rather than as stand-alone publications.

Hybrid Trajectories

As briefly described above, the field of Communication includes scholarship and creative activity in many forms. Department faculty may produce work during periods of their careers in one form (for example, a book, a collection of essays and book chapters, and/or other published material) and then, in other periods, conduct research that results in other forms of publication (for example, a digital project, a curated exhibition, or an artistic production). The department encourages and values such multi-modal research and multi-format trajectories. In such cases, for each review, faculty should indicate the review model (e.g. “book model,” “article model,” “creative production model”) most appropriate for assessing their work. In such cases, for career reviews, the department will solicit letters from external reviewers who are expert practitioners in the relevant genre of production.

Collaborative Research

Collaborative research and co-authored publications are common in and encouraged by the Department of Communication. Faculty should document their role within such work: for example, as a PI or lead author, as an equal contributor, or as a contributing (i.e. minor) author. When contributions have been equal or greater within collaborative research for publications with a small number (generally 2-3) of co-authors, the department considers co-authored publications to be *equal to solo-authored work* in its assessment. (In other words, in such cases, the department does not attribute fractional credit to co-authors of a given collaborative work.) When a faculty member has made a *minor* contribution to a given publication, and/or when a faculty member publishes with a lab or consortium with a larger number of co-authors in any role other than lead author, the department will give fractional credit for such publications (generally, we would consider 3 of these publications equivalent to 1 single-authored publication).

Community-Based Research

The Department of Communication has a long legacy of community-engaged research in a variety of different fields. The Department welcomes documentation of such research in review files, especially when it does not directly result in publication. The Department will consider evidence of community-based research – including collaborative grants, local exhibitions, educational programs, white papers, workshops, media coverage, training exercises, and other modes of grassroots research – in its review of faculty members’ research/creative productivity. The Department will clarify how such work has been evaluated and measured alongside more traditional standards of productivity.

Peer Review

The department recognizes that peer review may take different forms in different fields (and especially with different forms of production/media). Generally speaking, the department expects scholars to publish work that receives pre-publication review from anonymous readers within that particular discipline. In some cases, when work has been published with a press or venue that does not provide this kind of pre-publication peer review, the department may accept post-publication reviews, commentaries, and/or other citations as indicative of assessment from colleagues within that particular field. Faculty members who submit such work as part of their dossiers should include evidence of this kind of assessment, as appropriate to their particular field/research format, in order for the work to be formally considered as part of a merit or promotion review. Similarly, for faculty in artistic fields, peer review may take the form of work included in juried film festivals or exhibitions, work produced as part of curated production or performance seasons at professional theatre venues, or composition work recorded by professional labels appropriate to the genre. However, the department recognizes that current trends in artistic fields have increased the visibility and

importance of venues, publishing houses, and recording studios that may not provide formal pre-performance assessment. In such cases, the department may accept post-performance reviews, commentaries, and/or other citations as indicative of assessment from colleagues within that particular field. In all fields, major grants, fellowships, and/or awards received for, or on the basis of, a completed project would serve as evidence of assessment equivalent to (and in some cases, greater than) traditional forms of pre-publication peer review.

Accelerations and Bonus Off-Scale Salary Components

As indicated within Academic Policy, accelerations in the Ladder Rank series require research/creative productivity that exceeds normative expectations for a given review period. In the enclosed table, the department has provided general guidelines for acceleration expectations. However, the department understands that in some cases, when a given publication or creative project has resulted in major impact upon a specific area of the field (and when that impact can be documented), an acceleration may be considered for files that do not necessarily include a simple doubling (for a one-step acceleration; or tripling, for a two-step acceleration; etc.) of the standard expectations. Similarly, when the research/creative productivity only slightly exceeds expectations, an acceleration may be considered for files that also include extraordinary accomplishments or contributions in teaching or service (as appropriate to rank), and/or when a faculty member has received a major fellowship or award. In such cases, the department will justify a proposed acceleration by providing a clear description of the impact of a given work and/or the significance of the extraordinary service, fellowship, or award. As required by Academic Policy, an acceleration may only be proposed for files that contain no weakness in any area of review.

Similarly, the department may propose a Bonus Off-Scale Salary Component (BOS) for faculty members whose files include any of the following (among others):

1. research/creative productivity that slightly exceeds expectations at rank but does not rise to the level of an acceleration;
2. research/creative productivity that would otherwise qualify for an acceleration, but that is accompanied by weakness in teaching or service;
3. receipt of a major fellowship or award in a period when research/creative activity, teaching, and service meet merit expectations;
4. university service or disciplinary service well above and beyond what is expected for rank;
5. carrying a higher uncompensated teaching load than is required, and/or the receipt of a teaching or mentorship award; or
6. extensive contributions to community/public service, and/or extraordinary contributions to the university's stated "Equity, Diversity, and Inclusion" mission.

Contributions to Diversity

Department evaluation of candidates takes into consideration their key contributions to supporting diversity, equity and inclusion on campus and in the profession. This can include research/creative practice, university service, teaching/pedagogy, mentorship, or contributions to the field.