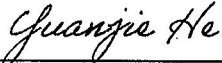


**DEPARTMENT RTP DOCUMENT  
APPROVAL TRACKING RECORD**

|  |                                      |
|--|--------------------------------------|
| <b>Department:</b>   | Technology and Operations Management |
| <b>Starting Year for Department RTP Document:</b>                            | 2020                                 |
| <b>Intended Length for use of Department RTP Document: (maximum 5 years)</b> | 2 years                              |

**DEPARTMENT**

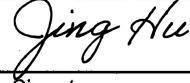
"This Department RTP Document has been approved by a majority vote of the probationary and tenured faculty in this department."

|              |                                   |  |                          |
|--------------|-----------------------------------|--|--------------------------|
| Dept. Chair: | <u>Yuanjie He</u><br>Printed Name | <u></u><br>Signature | <u>3/27/2020</u><br>Date |
| DRTPC Chair: | <u>Wenge Zhu</u><br>Printed Name  | <u>Wenge Zhu</u><br>Signature  | <u>3/27/2020</u><br>Date |

**COLLEGE RTP COMMITTEE**

"The CRTPC has reviewed this Department RTP Document and makes the following recommendation."

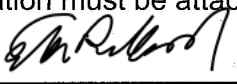
1.  Recommend Approval
2.  Recommend Approval, but concerns noted in attached memo.
3.  Recommend to DENY Approval (explanation must be attached.)

|              |                                |  |                          |
|--------------|--------------------------------|--|--------------------------|
| CRTPC Chair: | <u>Jing Hu</u><br>Printed Name | <u></u><br>Signature | <u>4/27/2020</u><br>Date |
|--------------|--------------------------------|--|--------------------------|

**COLLEGE/SCHOOL DEAN**


"I have reviewed this Department RTP Document and make the following recommendation."

1.  Recommend Approval
2.  Recommend Approval, but concerns noted in attached memo.
3.  Recommend to DENY Approval (explanation must be attached.)

|                |                                     |  |                          |
|----------------|-------------------------------------|--|--------------------------|
| Dean/Director: | <u>Erik Rolland</u><br>Printed Name | <u></u><br>Signature | <u>8/11/2020</u><br>Date |
|----------------|-------------------------------------|--|--------------------------|

**ACADEMIC AFFAIRS**

1.  Approved for the following years 2020/21 to 2024/25
2.  Not Approved (Explanation attached.)

|                          |   |  |                        |
|--------------------------|---|--|------------------------|
| AVP for Faculty Affairs: | <u>Martin Sancho-Madriz</u><br>Printed Name | <u></u><br>Signature | <u>9/01/20</u><br>Date |
|--------------------------|---|--|------------------------|

In cases where the Department RTP Document does not conform to the provisions of the Collective Bargaining Agreement or University Policy 1328 (formerly Appendix 16) or Policy 1329 (formerly Appendix 10), those documents take precedence.

**CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA**  
**COLLEGE OF BUSINESS ADMINISTRATION**  
**TECHNOLOGY AND OPERATIONS MANAGEMENT DEPARTMENT**

**Reappointment, Tenure, and Promotion Policies and Criteria**

**2020/21 AY to 2024/25 AY**

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## **I. Statement of Philosophy of the Department**

The mission of the Technology and Operations Management (TOM) Department is to deliver high quality contemporary education to students that would prepare them to immediately take supervisory and leadership roles in supply chain and operations management and progressively assume higher inter- and intra- organizational responsibilities and executive leadership in these areas.

The department maintains a quality curriculum that prepares students to be effective decision makers in a globally integrated and sustainable business environment with focus on development of competencies and skills in effective managerial communication, critical and analytical thinking, and integration of information technology to support fact-based business decision making.

The reappointment, tenure, and promotion of faculty members in the TOM Department are based on the candidate's contribution toward achieving the above stated mission of the TOM Department.

This document explicitly describes the TOM Department's reappointment, tenure and promotion (RTP) evaluation process, areas of evaluation, and the policies and criteria used in the evaluation process. It is intended that periodic evaluations of a faculty member's performance will be made upon pre-established and well-understood criteria and that the faculty member working towards reappointment, tenure, and promotion will be aware of the areas in which they will be evaluated as well as the Department criteria to be used in the evaluation.

## **II. Composition and Organization of the Department RTP Committee**

### **A. Eligibility for Department RTP Activities**

1. Full-time tenured faculty members are eligible for RTP Committee membership. Faculty participants in Early Retirement Program (FERP) are eligible for RTP Committee membership only if requested by the majority vote of the tenured and probationary faculty of the department and approved by the President.
2. For participation in all other RTP activities, those eligible shall be probationary and tenured faculty.
3. No tenured faculty member may serve on more than one RTP Committee level during any given RTP cycle.
4. Individuals on a temporary administrative assignment of 0.5 or more may choose to be excluded from service on an RTP Committee.

5. Individuals who know in advance that they will, during one semester or more, be unavailable or ineligible should not be nominees for college or university RTP committees.

#### B. Selection of Department RTP Committee

1. The Department RTP Committee shall consist of full-time, tenured and FERP faculty members elected by probationary and tenured faculty. The size for a Department RTP Committee shall be: three (3) to seven (7) for departments with ten (10) or fewer full-time faculty eligible to serve, five (5) to nine (9) for departments with eleven (11) to seventeen (17) full-time faculty eligible to serve, seven (7) to fifteen (15) for departments with eighteen (18) or more full-time faculty eligible to serve. The Department RTP Committee shall always have an odd number of members.
2. The structure, size, and procedures of the Department RTP Committee shall be determined by the probationary and tenured faculty in the department within limits stipulated in this document.
3. Annual elections by secret ballot will be conducted by March 1st of the school year preceding the given RTP cycle, and election shall be by a majority vote of the probationary and tenured faculty members of the department. The DRTPC's term of service shall not end until all matters pertaining to the DRTPC's recommendations have been concluded.
4. The department chair shall either be a member of the DRTPC or write a separate statement. Non-tenured department chairs, or chairs who are candidates for an RTP action, are not eligible to be members of the Department RTP Committee or to write separate recommendations.
5. The department chair shall notify the college dean and the office of Faculty Affairs of the composition of the Department RTP Committee immediately after its election.
6. In promotion considerations, RTP committee members must have a higher rank/classification than those being considered for promotion.
7. A department is not precluded from having an RTP committee with a changing membership for the purpose of dealing with different aspects of reappointment, tenure, and promotion, as long as the provisions of Policy Number 1328 (former Appendix 16) of the University Manual are satisfied by the committee acting at any given time.
8. In the case of inability to serve or procedural difficulties, the University RTP Committee (URTPC) shall recommend, after consultation with the Department RTP Committee, a course of action to the Provost.
9. The Department RTP Committee chair shall be responsible for ensuring that the provisions of the Department RTP Document and Policy Number 1328 (former Appendix 16) of the University Manual are carried out. The Department RTP Committee chair will be the official custodian of the RTP package for the period between the submission of the package to the Department RTP Committee by the candidate and the forwarding of the package to the dean's office. In this period, the Department RTP Committee chair and only the Department RTP Committee chair shall

be responsible for additions to the package or any changes in the content of the package and notification of the appropriate parties of any additions or changes.

### C. Operation of the Department RTP Committee

The Associate Vice President of Faculty Affairs will initiate the RTP process at the beginning of the Fall semester each year. Upon receiving official notification, the Department RTP Committee will confirm the RTP actions to be taken (whether reappointment, tenure, promotion, or some combination of these) and inform through campus e-mail to the Associate Vice President of Faculty Affairs, and the Dean of the College of Business Administration.

The elected RTP committee(s) will establish the department timetable for the evaluation period, notify all tenured and probationary faculty members of the RTP actions to be taken, and provide them with a copy of the timetable.

## III. Department RTP Procedures

### Procedures for Evaluation

- A. Each evaluation will include a statement of “Self-Evaluation of Performance” prepared by the faculty member being evaluated. The statement will be considered as a primary document for the faculty member's evaluation, and should summarize contributions, strengths, and opportunities for improvement in the areas of:
  1. Teaching Excellence,
  2. Scholarly Activities, and
  3. Department, College, and University Service.
  
- B. All faculty members shall be evaluated in all classes they teach by their students in accordance with Policy Number 1329 (former Appendix 10) of the University Manual and the Collective Bargaining Agreement. No student evaluation shall be conducted for classes with enrollment of five students or fewer unless specifically requested by the faculty member teaching the class. Student evaluation responses will be recorded on the Instructional Assessment form that shall not provide for written student comments.
  1. A numerical summary of the student responses on the Instructional Assessment form will be produced for each class that is evaluated. The summary report will include a frequency distribution of the responses to each question by rating category.
  2. A computer printout of the tabulated results shall be produced and reported to the faculty member and the department chair only after grades have been assigned.
    - a. The chair's copy of the analysis of the results of the evaluations shall be forwarded

to the Dean of College of Business Administration for inclusion in the faculty member's Personnel Action File (PAF).

- b. The original copies of the questionnaires and a copy of the numerical summary report are given to the faculty member being evaluated.
- C. The teaching performance of each faculty member being considered for RTP action shall also be evaluated by at least two classroom visits every year, each conducted by a different tenured faculty member in different semesters of the academic year if possible. The scheduling of these evaluations is the responsibility of the Department RTP Committee and should reflect the breadth of the courses taught.

During the probationary period, every effort shall be made to have the probationary faculty member visited by different tenured faculty members, so that different viewpoints of the faculty member's performance will be available to the Department RTP Committee. A candidate may request additional peer evaluations beyond those initiated by the Department RTP Committee. Such requests are to be directed to the chair of the Department RTP Committee.

A "Classroom Evaluation Report" form will be completed within 2 weeks of the classroom visit. A copy of this form will be submitted to the candidate under review and to the chair of the Department RTP Committee.

- D. The faculty member being evaluated should provide, as necessary, supplementary materials that demonstrate performance and evidence that supports continuous improvement in the areas of evaluation. The faculty member shall provide and respond to the previous year's evaluation suggestions and comments.
- E. Tables A, B, and C provide the departmental criteria and standards for the three major performance areas of each RTP action.
- F. The Department RTP Committee will solicit or accept input from other sources that seem pertinent, but will ensure that the faculty member being evaluated has complete knowledge of all such input. No input to an evaluation will be considered unless it is signed and dated. The faculty member being evaluated will be encouraged to append any comments appropriate to any input received.
- G. The Department RTP Committee shall also consider signed and dated evaluation material, commentary, and substantiating documentation initiated by students.
1. Early in the RTP cycle, the Department RTP Committee shall publicize, using official department physical and electronic information venues, the names of committee members, names of RTP candidates, a committee calendar, and documentation directions and procedures. An announcement will be made in all TOM classes

- regarding the above information at that time. Students must be told that this is entirely voluntary on their part.
2. Signed and dated letters and like material shall be considered as documentation. Such a letter must be addressed either to the chair of the appropriate department or to the chair of the appropriate departmental evaluation committee. The signature must include the Student's Bronco Number.
  3. The completed documentation shall be submitted to the TOM Department office and forwarded to the Department RTP Committee. The department chair must provide the faculty member with copies of such letters and allow the faculty member at least 10 days to provide any rebuttal if they are placed in the Personnel Action File (PAF). Letters may be collected and presented as a group to the faculty member.
- H. Should the Department RTP Committee note deficiencies regarding a faculty member's performance, they shall be specific in their recommendation to the faculty member regarding the manner in which performance should be improved so that it would meet the criteria specified in this document.
- I. Criteria for reappointment decisions shall be the criteria that were in effect during the candidate's first academic year of probationary service on this campus. Each candidate for tenure (including early tenure) may use either the departmental RTP criteria in effect during the candidate's first academic year of probationary service on this campus or the departmental RTP criteria in effect in the year the candidate requests action. Each candidate for promotion (including early promotion) may use either the departmental RTP criteria in effect during the candidate's first academic year of service on this campus or the departmental RTP criteria in effect in the year the candidate requests action. If a candidate requests simultaneous consideration for both promotion and tenure, the candidate must select a single set of criteria.
- J. Each faculty member eligible for an RTP action shall notify the DRTPC chair in writing of intent to request an RTP action(s) or that no action will be requested. This notification shall take place during the first week of the fall semester. The notification will be non-binding.
- K. The Associate Vice President for Faculty Affairs or designee will notify all those eligible for RTP consideration (both regular and early actions) no later than the first day of the fall semester.
- L. Each candidate for consideration shall submit to the Department RTP Committee a personal data sheet using the standard university-wide form. He/she will supplement it with other evidence to demonstrate that department criteria have been met. In particular, candidates for reappointment must discuss their progress toward meeting department

requirements for tenure. All candidates must discuss progress made on any recommendations for improvement given in the previous RTP cycle. A request for an external review of materials submitted by the candidate may be initiated at any level of review by any party to the review. Such a request shall document (1) the special circumstances which necessitate an external reviewer, and (2) the nature of the materials needing the evaluation of an external reviewer. The request must be approved by the President with the concurrence of candidate.

- M. The Department RTP Committee, after thorough deliberation, shall make its recommendations for or against reappointment, tenure, or promotion. The committee members shall commit their reasons to writing on the standard university form covering both strengths and deficiencies, citing specific sections of the departmental RTP criteria and a summary of the evidence on which the recommendation is based. The Department RTP Committee must also include a discussion of progress made on any recommendations for improvement given in the previous RTP cycle.
- N. Before forwarding its recommendations, the Department RTP Committee shall notify each candidate of its recommendation in her/his case. Such notification shall consist of a copy of the committee's written statements and all minority reports, which the candidate shall be asked to sign. If the candidate is off campus, notification must be made by registered mail, return receipt requested. If the candidate refuses to sign, the department chair shall document the fact that the candidate was apprised of the RTP committee's evaluation and recommendation and minority reports and refused to sign. When the candidate is notified, he/she shall indicate his/her reaction to the committee's evaluation and recommendations by checking the appropriate box, and by signing on the appropriate page of the performance review form.
- O. If the candidate elects to respond without appealing, he/she has ten (10) working days from the date of notification by the Department RTP Committee to submit a response or rebuttal statement to be included in her/his RTP package. The candidate has ten (10) working days following receipt of the committee's final recommendation to appeal the Department RTP Committee action to the College RTP Committee in accordance with the provisions of Policy Number 1328 (former Appendix 16 of the University Manual).
- P. The Department RTP Committee shall forward to the College RTP Committee the files of only those candidates who have requested an appeal to the College RTP Committee. All other recommendations for action are to be forwarded to the dean, along with the written reasons for these actions in accordance with Policy Number 1328 (former Appendix 16 of the University Manual).
- Q. Any member of the Department RTP Committee may file a minority report. Minority reports, if submitted, must accompany the recommendation in question and must have been made available to all members of the committee and to the candidate. The chair of the



Department RTP Committee shall include all minority reports in the candidate's RTP package prior to forwarding it to the next level of review. The separate recommendation of the department chair, if any, is not a minority report as provided above. If such a separate recommendation is made, it goes directly to the dean with copies to the candidate and the Department RTP Committee.

#### Savings Clause

If any provision of this document is held to be contrary to University Policies or the Unit 3 Collective Bargaining Agreement in effect, such provision will not be deemed valid and subsisting except to the extent permitted by the governing documents, but all other provisions of this document will continue in full force and effect.

#### Definitions

See Appendix 1.

### **IV. Criteria for Retention/Reappointment**

- A. Reappointment will be based on past performance while at Cal Poly Pomona and on the evidence of continuous improvement and contribution that the faculty member will make as related to the performance standards.
- B. Recommendations for reappointment shall be considered an affirmation that the candidate is presenting evidence in their RTP document that indicates achievements that may ultimately result in the granting of tenure. Candidates must discuss their progress towards satisfying the tenure criteria as part of their "Self-Evaluation of Performance." This self-evaluation must discuss the issue of continuous improvement towards satisfying the tenure criteria in each of the three areas of Teaching Excellence, Scholarly Activities, and Department, College, and University Service.
- C. The candidate is reminded that the following criteria for reappointment apply only to the annual reappointment decision, which are also the **minimum** requirements to maintain professional qualification and active involvement with the university. Satisfying the minimum performance required for reappointment each year will not result in tenure being awarded at the conclusion of the probationary period. Criteria for tenure apply to a longer time-frame, require a higher level of performance, and must satisfy the department standards for Scholarly Activities.

The specific reappointment criteria for each of the three areas are as follows:

#### Teaching Excellence

Data from in-class student evaluations will be used to calculate an overall summary measure of teaching performance. The calculation utilizes the numerical summary reports of the scanned responses to the questions on the Instructional Assessment form for all classes that were evaluated. See Appendix 3 for a calculation example of the overall percent of positive student responses.

- 1) For those probationary faculty members with no prior service credit, for the first two years only:

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **50%**.

- 2) For those probationary faculty members with two years of prior service credit, or following the first two years of service to the department, the following standards apply for the final four years of the tenure process:

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **60%**.

The grade distributions and rigor of the courses taught should be also judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA. The grade distribution requirement allows the review committee to provide timely feedback to the faculty under review, which serves more of an advisory purpose rather than a hurdle to pass in the evaluation of teaching effectiveness.

In addition to the grade distributions, the candidate shall provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be “**satisfactory**” or better for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **satisfactory**.

A comprehensive analysis will be made to produce an overall evaluation of the candidate's teaching performance for the period under review. The Department RTP Committee's evaluation of the candidate's teaching performance will take into account the four criteria described above as an aggregate. (See Appendix 2: Table A.)

#### Scholarly Activities:

A minimum of **45** points per year for the period under review (see Appendix 2: Tables B-1 and C-1). In addition to the point requirement:

- a. Faculty with no initial service credit shall produce at least one peer-reviewed journal publication in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) by the date of application for reappointment to the fourth probationary year and two peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) by the date of application for reappointment to the sixth probationary year.
- b. Faculty with one year or two years of initial service credit shall produce at least one peer-reviewed journal publication in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) by the date of application for reappointment to the fifth probationary year and two peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) by the date of application for reappointment to the sixth probationary year.

In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1.

Failure to meet these standards shall result in the denial of the reappointment action requested.

#### Department, College, and University Service:

A minimum of **25** points per year acquired by participating in a minimum of two activities annually for the period under review (see Appendix 2: Tables B-1 and C-2).

### **V. Criteria for Tenure**

- A. Tenure is normally earned with sustained, progressively more demanding, successful performance over the probationary period. Faculty shall normally serve in a probationary status for a period of six years before being recommended for tenure. Up to two years of credit toward the six-year probation status may be granted at the time of initial appointment.
- B. Tenure shall be solely based on past performance **while at Cal Poly Pomona** and on

evidence that indicates the continuing contribution that the faculty member will make as related to the performance standards.

- C. Activities, accomplishments, and evidence of both sustained performance and development shall be considered. The candidate must demonstrate a record of consistent achievement over the period of time being evaluated.
- D. Candidates for tenure will be expected to have met all requirements for reappointment and tenure. When the probationary faculty member requests a tenure decision, the tenure criteria listed below shall be applied to the entire probationary period, not just the final year of service.

Specific tenure criteria for each of the three performance areas are as follows:

Teaching Excellence:

Data from in-class student evaluations will be used to calculate an overall summary measure of teaching performance. The calculation utilizes the numerical summary reports of the scanned responses to the questions on the Instructional Assessment form for all classes that were evaluated. See Appendix 3 for a calculation example of the overall percent of positive student responses.

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **60%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be "**good**" or better for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student

advising/mentoring for the period under review. The overall quality of student advising and mentoring shall be **satisfactory**.

A comprehensive analysis will be made to produce an overall evaluation of the candidate's teaching performance for the period under review. The Department RTP Committee's evaluation of the candidate's teaching performance will take into account the four criteria described above as an aggregate.

#### Scholarly Activities:

A minimum average of **50** points per year for the period under review (see Appendix 2: Tables B-1 and C-1). In addition to the points requirement, each faculty shall produce at least three peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) within the review period. In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1.

Failure to meet these standards shall result in the denial of the tenure action requested.

#### Department, College, and University Service:

A minimum average of **25** points per year acquired by participating in a minimum of two activities annually for the period under review (see Appendix 2: Tables B-1 and C-2).

### **VI. Criteria for Promotion to Associate Professor**

- A. Candidates for promotion to Associate Professor will be expected to have met all requirements for promotion to this rank as well as those for reappointment.
- B. See Appendix 2: Tables A and B for specific criteria with respect to performance standards. See Appendix 2: Tables C-1 and C-2 for point values of scholarly and service activities. In addition to the points requirement for Scholarly Activities, each faculty shall produce at least three peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2). In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1. Failure to meet these standards shall result in the denial of the promotion action requested.

### **VII. Criteria for Promotion to Professor**

- A. Candidates for promotion to Professor will be expected to achieve a higher level of overall performance than that of candidates requesting promotion to Associate Professor.

- B. Promotion to Professor requires that the faculty member has continued to meet or exceed the required levels of performance for Associate Professor in the areas enumerated for promotion to that rank. In addition to these requirements, the Department RTP Committee will evaluate the candidate in the following areas based on their accomplishments as documented in the RTP package.
1. The degree to which the faculty member indicates an outstanding background and breadth in the field of her/his academic discipline.
  2. The degree to which the faculty member has demonstrated a high level of ability to teach from his/her background.
  3. The degree to which the candidate has demonstrated leadership qualities that should be recognized.
  4. The degree to which the candidate can demonstrate a consistent record of professional growth and its relevance to the needs of the department and the college.
- C. To be recommended for promotion to Professor, the candidate must have been recommended for or granted tenure.

See Appendix 2: Tables A and B for specific criteria with respect to performance standards. See Appendix 2: Tables C-1 and C-2 for point values of Scholarly Activities and service activities. In addition to the point requirement for Scholarly Activities, each faculty shall produce at least three peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2). In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1. Failure to meet these standards shall result in the denial of the promotion action requested.

## **VIII. Criteria for Early Tenure and Early Promotion**

### **A. Early Tenure**

Requests for early tenure shall not be considered unless the individual will have completed two years of full-time service at Cal Poly, Pomona prior to the effective date of granting the early tenure.

Criteria for early actions place strong emphasis on teaching ability and require exceptional performance or extraordinary qualifications with regard to Scholarly Activities and Department, College, and University Service. The candidate must satisfy the criteria for tenure as specified in Section VI.

Specific early tenure criteria for each of the three performance standards are as follows:

Teaching Excellence:

Data from in-class student evaluations will be used to calculate an overall summary measure of teaching performance. The calculation utilizes the numerical summary reports of the scanned responses to the questions on the Instructional Assessment form for all classes that were evaluated. See Appendix 3 for a calculation example of the overall percent of positive student responses.

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **80%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be "**very good**" for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **better than average**.

A comprehensive analysis will be made to produce an overall rating of the candidate's teaching performance for the period under review. The Department RTP Committee's evaluation of the candidate's teaching performance will take into account the four criteria described above as an aggregate.

Scholarly Activities:

A minimum average of **100** points per year for the period under review (see Appendix 2: Tables B and C-1). In addition to the point requirement, the candidate shall produce at least

six peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal (Appendix 2 Table B-2) which are completed and accepted while the candidate is in employment of Cal Poly Pomona. In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1. Failure to meet these standards shall result in the denial of the tenure action requested.

Department, College, and University Service:

A minimum average of **40** points per year acquired by participating in a minimum of three activities annually for the period under review (see Appendix 2: Tables B-1 and C-2).

B. Early Promotion

Early promotion will be based on past performance while at Cal Poly Pomona and on the evidence of continuous improvement and contribution that the faculty member will make as related to the performance standards.

The criteria for early promotion places strong emphasis on teaching ability and require exceptional performance or extraordinary qualifications with regard to Scholarly Activities and Department, College, and University Service. Activities, accomplishments and evidence that support continuous improvement in the areas of evaluation shall be considered.

To be recommended for early promotion to Professor, the candidate must have been recommended for (or granted) tenure. In addition, early promotion to Professor requires that the faculty member has continued to meet or exceed the expected levels of performance for Associate Professor in the areas enumerated for promotion to that rank. In addition to these requirements, the Department RTP Committee will evaluate the candidate in the following areas based on their accomplishments as documented in the RTP package.

1. The degree to which the faculty member indicates an outstanding background and breadth in the field of his/her academic discipline.
2. The degree to which the faculty member has demonstrated a high level of ability to teach from his/her background.
3. The degree to which the candidate has demonstrated professional leadership qualities that should be recognized.
4. The degree to which the candidate can demonstrate a consistent record of professional growth and its relevance to the needs of the department and the college.



Requests for early promotion shall not be considered unless the individual will have completed two years of full-time service at Cal Poly Pomona prior to the effective date of granting the early promotion.

Early promotions may be considered when there is clear evidence of both performance and continuous improvement that are exceptionally above the normal high standards set for promotion to the rank concerned.

Specific early promotion criteria for each of the three performance standards are as follows:

Teaching Excellence:

Data from in-class student evaluations will be used to calculate an overall summary measure of teaching performance. The calculation utilizes the numerical summary reports of the scanned responses to the questions on the Instructional Assessment form for all classes that were evaluated. See Appendix 3 for a calculation example of the overall percent of positive student responses.

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **80%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be "**very good**" for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **better than average**.

A comprehensive analysis will be made to produce an overall rating of the candidate's teaching performance for the period under review. The Department RTP Committee's evaluation of the candidate's teaching performance will take into account the four criteria described above as an aggregate.

Scholarly Activities:

A minimum average of **100** points per year for the period under review (see Appendix 2: Tables B-1 and C-1). In addition to the points requirement, the candidate shall produce at least six peer-reviewed journal publications in journal(s) listed on the TOM Quality Journal List (Appendix 2 Table B-2) which are completed and accepted while the candidate is in employment of Cal Poly Pomona. In the years without journal publications, at least one other intellectual contribution should be produced each year. The list of approved intellectual contributions appears in Appendix C-1. Failure to meet these standards shall result in the denial of the promotion action requested.

Department, College, and University Service:

A minimum average of **40** points per year acquired by participating in a minimum of three activities annually for the period under review (see Appendix 2: Tables B-1 and C-2).

## **IX. Evaluation of Faculty Serving on Temporary Assignment**

### Probationary Faculty Serving in Administrative and/or Academic Governance Positions

The utmost fairness and impartiality must be given to probationary and tenured faculty serving in administrative and/or academic governance positions. The TOM Department RTP policies and criteria are not designed to evaluate probationary faculty serving in administrative and/or academic governance positions, especially those positions without teaching responsibilities. The work of the faculty serving in administrative and/or academic governance positions cannot be objectively judged by an RTP committee that is not familiar with the faculty member's performance and the administrative and/or academic governance positions' requirements. Therefore, probationary faculty members serving in administrative and/or academic governance positions are required to teach a minimum of one course per academic year in order to provide input on Teaching Excellence to the Department RTP Committee. Probationary and tenured faculty serving in administrative and/or academic governance positions shall meet the scholarly activity requirement for the RTP action requested to receive a positive recommendation from the Department RTP Committee.

issues.

## APPENDIX 1

### DEFINITION OF TERMS

Early Tenure - Tenure granted before completion of six years of full-time probationary service.

Faculty - A member of the collective bargaining unit (Unit 3) that is recognized to consist of two formal groups:

1. Temporary Faculty (Lecturers) - Faculty members whose appointments specify a definite ending date with no commitment for renewal and no possibility for tenure. Temporary faculty may teach a part-time or full-time load.
2. Probationary and Tenured Faculty - Faculty members whose appointments are in regular positions. A probationary faculty member is one who occupies a tenure-track position but who has not yet earned tenure; that is, one still on probation. Tenured faculty have earned permanent appointments.

Regular Promotion - A probationary faculty member shall not normally be promoted during probation. Probationary faculty members shall not be promoted beyond the rank of associate. A probationary member shall normally be considered for promotion at the same time he/she is considered for tenure. The promotion of tenured faculty unit employee shall normally be effective the beginning of the sixth (6<sup>th</sup>) year after appointment to his/her current academic rank. In such cases, the performance review for promotion shall take place during the year proceeding the effective date of the promotion. Promotion normally will be made only after the candidate has no remaining step increases (SSI) adjustments available within her/his rank. Persons on leave for the good of the university, as determined by the president, who have received the approved step increase to the highest step in their class during the leave period may be considered as regular candidates for promotion.

Early Promotion - Promotion of a candidate before they are eligible for regular promotion.

–Reappointment: a probationary faculty member in the Technology and Operations Management Department is issued a reappointment contract.

Tenure - The right of a tenured faculty member to continued permanent employment on the campus as a faculty member except when such employment is voluntarily terminated or terminated by the Employer pursuant to the Memorandum of Understanding for Unit Three (faculty Collective Bargaining Agreement) or law.

## APPENDIX 2

### PERFORMANCE CRITERIA AND STANDARDS

#### TABLE A

#### PERFORMANCE STANDARDS FOR TEACHING EXCELLENCE

##### *Reappointment:*

For those probationary faculty members with no prior service credit, for the first two years only:

1. The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **50%**.
2. For those probationary faculty members with two years prior service credit, or following the first two years of service to the department, the following standards apply for the final four years of the tenure process:

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **60%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be "**satisfactory**" or better for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **satisfactory**.

##### *Tenure and/or Promotion:*

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **60%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be “**good**” or better for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **satisfactory**.

***Early Tenure and/or Early Promotion:***

The overall percent of positive responses (i.e., rating was either one or two) for all questions across all classes that were evaluated for the period under review on the Instructional Assessment (student evaluation) form shall not be less than **80%**.

The grade distributions and rigor of the courses taught shall be judged appropriate for the level and subject of the course. The candidate should provide the grade distribution for each class taught during the period under review. The format of the information should be as follows: course identification and section, frequency distribution of letter grades, mean and median GPA.

In addition to the grade distributions, the candidate should provide documentation to demonstrate conformance to the TOM Department Expanded Course Outlines (ECO's) and the level of rigor for each course taught. Examples of appropriate documentation are: course syllabi, handouts, assignments, exams, and descriptions of the use of technology (e.g., PowerPoint, Blackboard, class websites, etc.).

The overall evaluation on the Classroom Evaluation Report (peer evaluation) form should be “**very good**” for the period under review.

Student advising and mentoring by the faculty is an important contribution to a student's intellectual development. Consequently, faculty members are to participate in student advising/mentoring for the period under review. The overall quality of student advising and mentoring should be **better than average**.

**TABLE B - 1**

**PERFORMANCE STANDARDS FOR SCHOLARLY ACTIVITIES  
AND FOR  
DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE**

The minimum performance standards for Department, College and University service, and Scholarly Activities, in points per year are listed below. Table C-1 lists point values for activities in the area of Scholarly Activities. Table C-2 lists point values for annual activities in the area of Department, College, and University Service. It is the department's and department chair's responsibility to provide the faculty member with sufficient opportunity to satisfy the following performance standard requirements. It is the faculty member's responsibility to provide the Department RTP Committee with the specific points earned for the chosen activities, together with justification for the points earned, for the period under review.

Note: The value of a point in the previous revision of the TOM RTP Document was approximately seven times greater than the value of a point in this revision. Faculty who were awarded points based on the criteria of a previous revision and select this revision for a tenure or promotion action, can convert their previously awarded points by multiplying by seven.

| <u>ACTION</u>                     | <u>MINIMUM PERFORMANCE STANDARDS</u> |  |
|-----------------------------------|--------------------------------------|--|
|                                   | Scholarly<br>Activities              | Department, College,<br>& University Service |
|                                   | <u>(Pts./Yr.)</u>                    | <u>(Pts./Yr.)</u>                            |
| Retention/Reappointment:          | 45                                   | 25   |
| Tenure:                           | 50                                   | 25   |
| Promotion to Associate Professor: | 45                                   | 25   |
| Promotion to Professor:           | 55                                   | 25   |
| Early Tenure:                     | 100                                  | 40   |
| Early Promotion:                  | 100                                  | 40   |

**TABLE B - 2**  
**TOM QUALITY JOURNAL LIST**

|   |   |
|---|---|
| Annals of Operations Research   | Journal of the Operational Research Society             |
| Computers & Industrial Engineering                                    | Management Science                                      |
| Computers & Operations Research                                       | Manufacturing and Service Operations Management         |
| Decision Analysis   | Mathematical Methods of Operations Research             |
| Decision Sciences   | Mathematics of Operations Research                      |
| Decision Support Systems  | Naval Research Logistics                                |
| European Journal of Operational Research                              | OMEGA - International Journal of Management Science     |
| Information Systems Research  | Operations Management Research                          |
| International Journal of Lean Six Sigma                               | Operations Research                                     |
| International Journal of Logistics Management                         | Operations Research Letters                             |
| International Journal of Operations & Production Management           | OR Spectrum   |
| International Journal of Physical Distribution & Logistics Management | Production and Operations Management                    |
| International Journal of Production Economics                         | Production Planning & Control                           |
| International Journal of Production Research                          | SIAM Journal on Optimization                            |
| International Journal of Project Management                           | SIAM review   |
| International Journal of Sustainable Transportation                   | Supply Chain Management: An International Journal       |
| Journal of Business Logistics   | Transportation Research Part A: Policy & Practice       |
| Journal of Cleaner Production   | Transportation Research Part B: Methodological          |
| Journal of Operations Management                                      | Transportation Research Part C: Emerging Technologies   |
| Journal of Purchasing and Supply Management                           | Transportation Research Part D: Transport & Environment |
| Journal of Scheduling   | Transportation Research Part E: Logistics               |
| Journal of Service Management   | Transportation Science                                  |
| Journal of Supply Chain Management                                    |   |



TABLE C-1

## POINT VALUE OF SCHOLARLY ACTIVITIES

The following list of Scholarly Activities and associated point values is not intended to be all-inclusive. Other activities will be assigned point values by the Department RTP Committee consistent with listed activities requiring similar quality and amount of time invested. It is the candidate's responsibility to provide documentation for the number of points claimed for each activity.

| <u>ACTIVITY</u>  | <u>POINTS</u>                       |
|--|-------------------------------------|
| <b><i>Research directed to Publication in Peer-Reviewed Journal (PRJ):<sup>1</sup></i></b>   |                                     |
| Published article in a PRJ <sup>1</sup>  | 50-100 <sup>1,2,3</sup>             |
| Starting/submitting/revising/resubmitting article in a PRJ <sup>1</sup>  | 25-50 <sup>1,2</sup>                |
| <b><i>Other Intellectual Contributions (OIC):<sup>2</sup></i></b>  |                                     |
| Applying for/receiving/reporting grants, contracts, and sponsored research   | 20-50                               |
| Textbooks, scholarly book(s) or chapter(s) within <sup>1</sup>   | 20-50 <sup>1</sup>                  |
| Papers published in proceedings and/or presented at academic, professional, conferences/meetings or faculty research seminars <sup>1</sup> | 20-50 <sup>1</sup>                  |
| Research monographs <sup>1</sup>   | 20-50 <sup>1</sup>                  |
| Publicly available research working papers <sup>1</sup>  | 20-50 <sup>1</sup>                  |
| Publications in trade journals or in-house journals <sup>1</sup>   | 20-50 <sup>1</sup>                  |
| Published book reviews <sup>1</sup>  | 20-50 <sup>1</sup>                  |
| Written cases with instructional materials <sup>1</sup>  | 20-50 <sup>1</sup>                  |
| Instructional software <sup>1</sup>  | 20-50 <sup>1</sup>                  |
| Other publicly available materials describing the design and implementation of new curricula or courses <sup>1</sup>                       | 20-50 <sup>1</sup>                  |
| <b><i>Service to Research Field:</i></b>   |                                     |
| Major editorial responsibilities for an academic or professional journal   | 20-50                               |
| Active participation in an approved academic organization  | 10-30                               |
| <b><i>Other Scholarly Activities:</i></b>  |                                     |
| Completing a class or workshop to maintain professional qualification  | 5-25                                |
| Passing a test to achieve or maintain professional certification   | 25-75                               |
| Other activities <sup>3</sup>  | Weighted Appropriately <sup>3</sup> |

<sup>1</sup>"Intellectual contributions will exist in a publicly written form and will be available for scrutiny by academic peers and professionals. Proprietary and confidential research and consulting reports do not qualify as intellectual contributions." – <sup>2</sup>For RTP purposes, the date of a PRJ may be either the date of the acceptance letter or the date of the actual publication, but not both (i.e., a single publication cannot be double counted by taking credit for it in two different time periods). <sup>3</sup>Prior approval by the Department RTP Committee Chair is recommended.

**TABLE C-2**

**POINT VALUE OF  
DEPARTMENT, COLLEGE, AND UNIVERSITY SERVICE ACTIVITIES**

The following list of Department, College, and University Service activities and associated point values is not intended to be all inclusive. Other activities will be assigned point values by the Department RTP Committee consistent with listed activities requiring similar quality and amount of time invested. It is the candidate's responsibility to provide documentation for the number of points claimed for each activity.

| <u>ACTIVITY</u>                  | <u>POINTS</u>           |
|----------------------------------|-------------------------|
| Department Chair                 | 5-50                    |
| Assistant Department Chair       | 5-40                    |
| College Curriculum Committee     | 5-40                    |
| Graduate Committee               | 1-30                    |
| College-Wide Committee           | 1-30                    |
| University-Wide Committee        | 1-30                    |
| Department RTP Committee         | 1-30                    |
| Department RTP Document Review   | 1-30                    |
| Subject Area Coordinator         | 1-30                    |
| Recruitment Committee            | 1-30                    |
| Faculty Senate                   | 1-30                    |
| Faculty Senate Committees        | 1-30                    |
| Committee Chairmanship           | 1-30                    |
| Department Webmaster             | 1-30                    |
| Student Organization Advisor     | 1-30                    |
| Student Orientation and Advising | 1-30                    |
| Student Recruiting               | 1-30                    |
| Other Department Committee       | 1-30                    |
| Curriculum Development           | 1-30                    |
| Other Activities*                | Weighted Appropriately* |

\*Prior approval by the Department RTP Committee chair is recommended.

## APPENDIX 3

**EXAMPLE CALCULATION OF OVERALL PERCENT OF POSITIVE RESPONSES  
(I.E., RESPONSES THAT ARE ONE OR TWO)**

**Frequency Distributions from Summary of Instructional Assessment Provided by the  
University**

| Class One    |              |                      |   |   |   |                       | Class Two    |              |                      |    |   |   |                       |
|--------------|--------------|----------------------|---|---|---|-----------------------|--------------|--------------|----------------------|----|---|---|-----------------------|
| QUES<br>NMBR | SCTN<br>FREQ | STRONG<br>AGREE<br>1 | 2 | 3 | 4 | STRONG<br>DISAGR<br>5 | QUES<br>NMBR | SCTN<br>FREQ | STRONG<br>AGREE<br>1 | 2  | 3 | 4 | STRONG<br>DISAGR<br>5 |
| 1            | 19           | 5                    | 7 | 6 | 1 | 0                     | 1            | 28           | 10                   | 14 | 1 | 2 | 1                     |
| 2            | 19           | 9                    | 4 | 4 | 2 | 0                     | 2            | 28           | 15                   | 8  | 1 | 3 | 1                     |
| 3            | 19           | 11                   | 5 | 2 | 1 | 0                     | 3            | 28           | 16                   | 7  | 2 | 2 | 1                     |
| 4            | 19           | 9                    | 8 | 0 | 2 | 0                     | 4            | 28           | 12                   | 10 | 2 | 2 | 2                     |
| 5            | 19           | 13                   | 3 | 1 | 0 | 2                     | 5            | 27           | 18                   | 4  | 3 | 1 | 1                     |
| 6            | 19           | 7                    | 6 | 4 | 1 | 1                     | 6            | 28           | 11                   | 11 | 2 | 3 | 1                     |
| 7            | 19           | 11                   | 6 | 0 | 0 | 2                     | 7            | 28           | 17                   | 8  | 0 | 2 | 1                     |
| 8            | 19           | 10                   | 5 | 2 | 0 | 2                     | 8            | 28           | 13                   | 8  | 3 | 1 | 3                     |
| 9            | 18           | 8                    | 6 | 2 | 0 | 2                     | 9            | 26           | 12                   | 9  | 2 | 1 | 2                     |
| 10           | 16           | 10                   | 0 | 4 | 0 | 2                     | 10           | 25           | 10                   | 5  | 4 | 2 | 4                     |
| 11           | 18           | 5                    | 6 | 6 | 1 | 0                     | 11           | 27           | 10                   | 12 | 2 | 2 | 1                     |
| 12           | 19           | 14                   | 3 | 0 | 0 | 2                     | 12           | 28           | 17                   | 6  | 3 | 1 | 1                     |
| 13           | 19           | 12                   | 3 | 2 | 1 | 1                     | 13           | 28           | 11                   | 6  | 5 | 4 | 2                     |
| 14           | 19           | 12                   | 4 | 1 | 0 | 2                     | 14           | 28           | 12                   | 9  | 3 | 2 | 2                     |
| 15           | 19           | 12                   | 5 | 0 | 0 | 2                     | 15           | 27           | 12                   | 11 | 2 | 1 | 1                     |
| 16           | 19           | 9                    | 4 | 5 | 1 | 0                     | 16           | 28           | 10                   | 9  | 4 | 2 | 2                     |

**Summary Statistics Calculated by Candidate**

| Class One Response Summary |              |     |    |    |    |    | Class Two Response Summary |              |     |     |    |    |    |
|----------------------------|--------------|-----|----|----|----|----|----------------------------|--------------|-----|-----|----|----|----|
|                            | SCTN<br>FREQ | 1   | 2  | 3  | 4  | 5  |                            | SCTN<br>FREQ | 1   | 2   | 3  | 4  | 5  |
| Sums:                      | 299          | 157 | 75 | 39 | 10 | 18 | Sums:                      | 440          | 207 | 137 | 39 | 31 | 26 |

|                                       |       |                                       |       |
|---------------------------------------|-------|---------------------------------------|-------|
| Sum of responses that are 1 or 2:     | 232   | Sum of responses that are 1 or 2:     | 344   |
| Grand total of response sums:         | 299   | Grand total of response sums:         | 440   |
| Percent of responses that are 1 or 2: | 77.6% | Percent of responses that are 1 or 2: | 78.2% |

| Pooled Response Summary for All Classes |              |     |     |    |    |    |
|---|--------------|-----|-----|----|----|----|
|   | SCTN<br>FREQ | 1   | 2   | 3  | 4  | 5  |
| Overall sums:                           | 739          | 364 | 212 | 78 | 41 | 44 |

|   |              |
|---|--------------|
| Overall sum of responses that are 1 or 2:     | 576          |
| Overall grand total of response sums:         | 739          |
| Overall percent of responses that are 1 or 2: | <b>77.9%</b> |