

Publications

2017

Evaluating the State of the Adjunct Faculty Relationship to the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide

Narcrisha Norman

Embry-Riddle Aeronautical University, normann@erau.edu

Federica Robinson-Bryant

Embry-Riddle Aeronautical University, robinsof@erau.edu

Follow this and additional works at: <https://commons.erau.edu/publication>



Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Commons](#)

Scholarly Commons Citation

Norman, N., & Robinson-Bryant, F. (2017). Evaluating the State of the Adjunct Faculty Relationship to the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide. , (). Retrieved from <https://commons.erau.edu/publication/1392>

This Report is brought to you for free and open access by Scholarly Commons. It has been accepted for inclusion in Publications by an authorized administrator of Scholarly Commons. For more information, please contact commons@erau.edu.

**Evaluating the State of the Adjunct Faculty Relationship to the College of
Aeronautics, Embry-Riddle Aeronautical University – Worldwide**



PI: Dr. Narcrisha Norman, Assistant Professor
Program Chair, Associate of Science in Engineering Fundamentals

Co-PI: Dr. Federica Robinson-Bryant, EIT, Assistant Professor
Program Chair, Master of Systems Engineering

Dept. of Engineering & Technology
College of Aeronautics
Embry-Riddle Aeronautical University – Worldwide



Acknowledgements

We would like to thank Patti Clark, Ph.D., PMP, CM, Assistant Professor, College of Aeronautics, ERAU – Worldwide for her contribution to the research outlined in this document. Dr. Clark played an intricate role in setting the foundation of this research project. Her efforts and ability supported the initiation of the research data gathered.

We would also like to thank Gayle L. Larson, College Administrator & Budget Manager, College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide. Gayle provided the support and direction needed to ensure that the research continued the right track.

Additionally, we would like to thank Dean Kenneth Witcher, Ph.D., FRAeS, College of Aeronautics, Embry-Riddle, Worldwide. Dr. Withcher ensured that this research endeavor was allotted sufficient time and resources to facilitate the efforts herein.



This Page is Left Intentionally Blank



Table of Contents

Tables and Figures	5
Introduction	6
Research Purpose	6
Goal 1: Understanding COA Challenges	7
Adjunct Faculty Survey	9
Administration Questionnaire	10
Who are the Adjunct Faculty?	11
Example Analysis Associate of Science in Engineering Fundamentals (ASEF)	15
ASEF Demographics	19
Goal 2: Analysis of Current Practices, Universal Challenges, and Best Practices	21
ERAU Internal Adjunct Faculty Research	21
New Adjunct Faculty Outreach Study	21
Community of Practice for Globally Dispersed Online Adjunct Faculty	21
External Adjunct Faculty Research	22
Adjunct Faculty in Higher Education	22
Rise to a Majority	23
Profiling Adjunct Faculty	25
Adjunct Faculty Role	27
Operational Context	28
The Quality of Education	29
Mitigation Strategies	30
Literature Review Summary	33
Goal 3: Tailored Solutions	33
Research Summary	35
Potential Future Research	36
References	37
Appendix A. Complete Adjunct Faculty Survey	40
Appendix B: Adjuncts Cleared to Teach Each COA Course	50
Appendix C: Complete Dataset of Faculty Who Have Taught a WW Course	52
Appendix D: Mitigation Strategies	67



Tables and Figures

Table 1: Courses Each Adjunct Faculty is Approved to Teach..... 11

Table 2: Number of Courses Each Adjunct Faculty is Approved to Teach 12

Table 3: Adjunct Faculty FACD Qualifications 13

Table 4: Adjuncts Who Have Taught and Their Rank Dates 14

Table 5: Adjuncts Who Have Taught - Have Not Been Evaluated/Taken FACD Courses 15

Table 6: Adjuncts Approved to Teach ASEF Courses Versus How Often They Are Taught 16

Table 7: ASEF Adjuncts Who Have Not Taught a Course - Rank and FACD Data..... 17

Table 8: ASEF Adjunct Faculty who have taught a course as of 10/22/2015..... 17

Table 9: ASEF faculty capable of teaching FACD courses 19

Table 10: Number of Male/Female/Undecided ASEF Adjunct Faculty 20

Table 11: Number of ASEF Adjunct Faculty Listed by State 20

Table 12: Taxonomies for Classifying Adjunct Faculty 26

Figure 1: Actual Response % Compared to Expect Response % for the Total Surveys Sent 7

Figure 2: Actual Response % Without Nonexistent Email Addresses 8

Figure 3: Survey Statistics 8

Figure 4: Number Worldwide Courses Taught by Each Adjunct..... 13

Figure 5: ASEF Adjuncts ASEF Courses Versus Total Worldwide Courses They Can Teach ... 16

Figure 6: ASEF Adjunct Faculty age demographics..... 20

Figure 7: Historical Trend of Full-Time/Adjunct Faculty Proportion (1975-2011)..... 24

Figure 8: Faculty employment status by institutional category, 2011 25

Figure 9: Faculty roles in 2013 27

Figure 10: Impact of Relative Deprivation on Adjunct Faculty 29

Figure 11: Mitigation Strategies 31



Introduction

More than half of all faculty in the United States are adjunct faculty (Edmonds, 2015). As of 10/22/2015, the College of Aeronautics (COA) at Embry-Riddle Aeronautical University – Worldwide (ERAU-WW) included 684 adjunct faculty. This fact creates a necessity to conduct comprehensive research into the value of these faculty, the quality of the adjuncts who are teaching ERAU-WW courses, their affinity for the College, etc. Additionally, it is imperative to evaluate adjunct faculty performance, effectively communicate with adjuncts, at some level predict the commitment of adjunct faculty to the University and communicate the University's commitment to the adjunct faculty.

The College of Aeronautics at Embry-Riddle Aeronautical University – Worldwide has a unique perspective and an increasing interest in ensuring that adjunct faculty concerns and challenges are understood and discussed, fair evaluations are conducted, prompt communication is fostered and the standards and expectations of the University, the College and his/her perspective academic department are clear.

Worldwide's collective adjunct faculty pool of both former and current adjunct faculty totals more than 3000, which raises the question, "Why is there such a large pool?" (ERAU-WW Workshop, 2015). The research outlined in this report seeks to clarify the current state of adjunct faculty within COA and to outline solutions to the unique challenges posed by supporting such a large pool of adjunct faculty whom are located at various places around the world.

Results of recent research, as discussed in this document, demonstrate that communication between the College's adjunct faculty and the college itself is virtually nonexistent leading the way for weakened commitments and a low sense of community (Gordon, 2009). Additionally, the data itself contains erroneous adjunct faculty members essentially making any communication between the College and the adjunct faculty population, as listed in the provided database, inefficient. More over the data begs the question of whether each adjunct faculty has received all the necessary training and if the total number of adjunct faculty outweigh the College's need.

Research Purpose

The research outlined in this report evaluated the current state of adjunct faculty within the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide as of 10/22/2015. The approach was to streamline complex challenges as they relate to adjunct faculty population through three strategic goals:

- Goal 1 – Clearly state and understand COA challenges
- Goal 2 – Consider current practices, universal challenges, and best practices
- Goal 3 – Create tailored strategies for those challenges unique to Worldwide



This research will demonstrate five specific steps outlined in Goal 3 to ensure that the college hires and retains quality adjunct faculty as part of its team. These steps were formulated based on the needs discovered in the research outlined in Goal 1 and literature captured in Goal 2.

Goal 1: Understanding COA Challenges

An understanding of COA challenges (Goal 1) was achieved via data gained from a survey sent to the target stakeholder groups, adjunct faculty, and current administrators. Two comprehensive surveys were created. One was emailed to adjunct faculty and the other was given to an administrator within the College who has direct contact with adjunct faculty. The information gained from each survey is discussed within this document with anonymity in mind. It was not clear to the researchers nor the adjuncts (as noted in their responses) who the main contacts were with respect to adjunct-university communication.

The survey was sent to 16% of the total adjunct faculty population (684) within the College of Aeronautics on 09/02/2016. Nineteen percent of faculty who were sent the survey responded and 11% of emails sent were returned because of invalid email addresses acquired from the adjunct faculty database provided on 10/22/2015.

According to SurveyGizmo, internal surveys (i.e. employees) usually get a 30-40% response rate while external surveys (i.e. customers) usually see a 10 - 15% response rate. Surveys that are distributed internally generally have a much higher response rate than those distributed to external audiences (Fryrear, 2015). Employees generally feel that the business is making decisions based on these surveys so they complete them in that spirit. However, surveys are less likely to be answered by individuals who do not feel a direct connection to the results of the survey.

Figure 1 demonstrates the adjunct faculty response to the survey compared to what is expected from internal and external surveys. It also notes the percent of adjuncts who did not respond and the percent of emails returned.

Landrum (2009) found that adjunct faculty seem to accomplish the same outcomes with less resources.

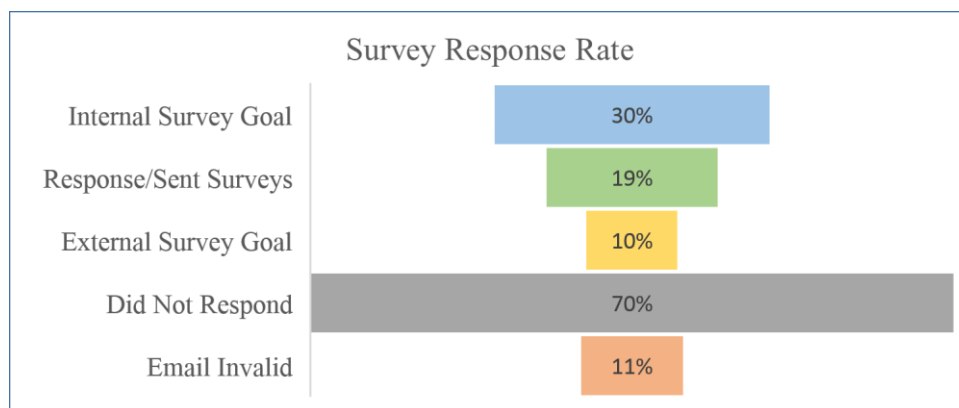


Figure 1: Actual Response % Compared to Expect Response % for the Total Surveys Sent

Figure 2 addresses how the actual response would compare to the expected response if the number of returned emails were excluded. Here the response rate of the sent surveys improves by 3%. This percent is small but important in reducing the margin of error as seen in Figure 3.

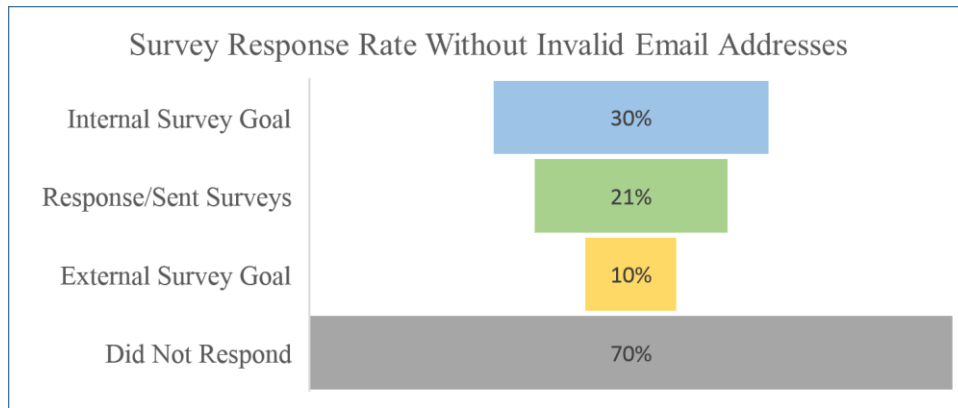


Figure 2: Actual Response % Without Nonexistent Email Addresses

Figure 3 provides the associated statistics related to the sample size (The total number of emails sent 107/684) (Survey Monkey, 2016).

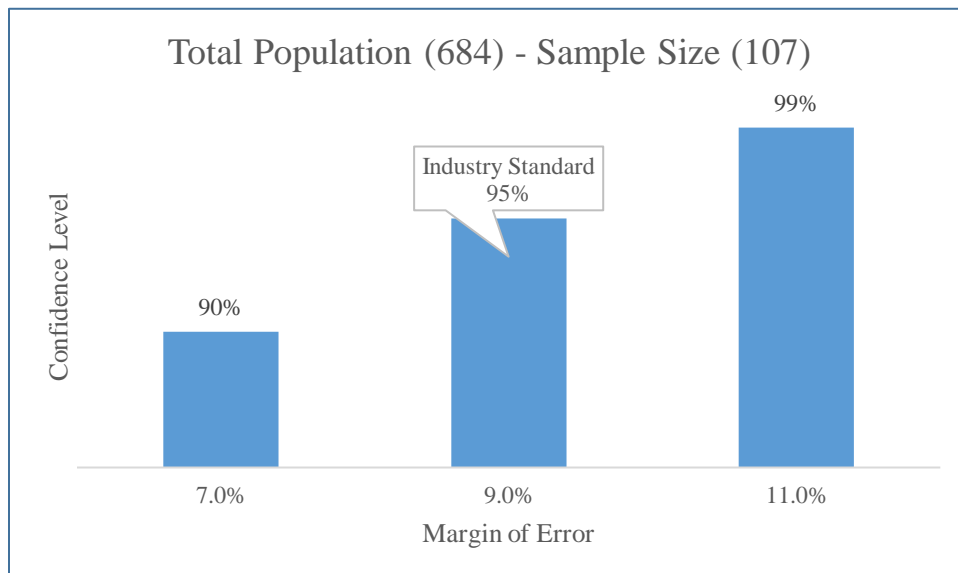


Figure 3: Survey Statistics

The small sample size was chosen with the idea of additional surveys being sent to the remainder of the adjuncts once the initial data was analyzed. This plan to send out additional survey is on hold as a consequence of the realization that 11% of the email addresses were invalid. This fact revealed that there were errors in the adjunct faculty data provided. The industry standard is a 95% confidence interval and a 3% margin of error. This means 418/684 is the desired response rate. Given the demonstrated pattern approximately 609 email addresses would be valid and approximately 70% or 479 adjunct faculty would not answer. This makes the goal of meeting



industry standards with respect to margin of error improbable in this situation. However, the 95% confidence interval and 9% margin of error is promising given the first round of surveys.

Adjunct Faculty Survey

A survey containing 22 questions was distributed to 107 adjunct faculty. The survey requests were sent one to four times to each adjunct faculty but not resent to faculty after they answered the survey. Each respondent felt that email was the best form of contact with some concern mentioned of using the ERAU email (as required per University policy) versus personal email or phone. It is of concern that 50% of respondents didn't have or know of their point of contact (POC). Yet, 15% of respondents reported having more than one. Other points include,

- Sixty-five percent are satisfied with the frequency in which they are contacted by their POC.
- Fifteen percent are not satisfied with the frequency in which they are contacted by their POC, adding comments like it "would be nice" to have at least one POC. Contact was reported as usually concerning a course and being more frequent in the beginning of the term.
- Seventy-five percent are satisfied with how often they are contacted by the university (e.g. newsletters, etc.).
- Forty percent are contacted once a term to teach a course and there are years between contact for teaching for 5% of the respondents.
- Thirty-five percent had not been notified of their next teaching assignment while 55% had been notified and 10% were on standby or currently teaching.
- All but one of the respondents had a favorable experience teaching the last course they taught.

Additionally, the respondents were asked if they would like to be cleared to teach more courses and which modes they were now cleared to teach. Fifteen percent would like to be cleared to teach face-to-face, 15% blended, and 35% online. Thirty-five percent are satisfied with the current modes they teach in but 30% would like to be cleared to teach in all modes. Forty-five percent are cleared to teach in all modes, 10% blended, 25% face-to-face and 55% are cleared to teach online. Then, 75% of the respondents would like to be cleared to teach more courses with most listing what courses that would be.

One key question was asked concerning what the university could do to help the respondents better prepare to teach a course. Few said nothing while others commented that they would like the following:

- More feedback
- An online syllabus
- Increased lead time on courses they will teach
- Process improvement for teacher/course selections
- Post courses visibility (e.g. send an email to that effect)



- Offered more courses
- Increased lead time with the syllabus and required textbooks
- For the university to, “Stop cancelling courses at the last minute.”

Yet, 90% reported that they received feedback concerning how well they performed but some noted that this was a result of student surveys. When asked about university feedback concerning job performance 75% said they received it, 10% said they rarely received any, 10% did not receive any feedback from the university and 5% said that they sometimes received feedback from the university concerning job performance. Thirty percent would like to receive additional feedback.

When asked what additional questions should be asked in future efforts, the respondents gave the following as questions the survey “should have asked”. Here the respondents answered the question he/she felt should be asked.

Question: “Are you satisfied with the grading rubrics for the discussions in the online classes?” Answer: No

Question: Do you think the writing examples for APA format and thesis examples are adequate and correctly present an optimum example?

Answer: Sometimes but not usually

The complete survey/results are in Appendix A.

Administration Questionnaire

The administrator survey was meant to get a better understanding of how adjunct faculty are selected, rated, and assigned courses from an administrator’s standpoint. The following questions were asked with the administrator answer provided. Note that two adjunct faculty members tagged this administrator as his/her POC. Future analysis of the details concerning the resources noted by this administrator should be considered.

1. Who hires the adjunct faculty? Do they go through a traditional process or does Human Resources solely make the decision based on apparent qualifications?
 - a. ERAU Fac-03/Fac-05 Procedures and Operations Manual (POM) defines this process- <http://pom.erau.edu/faculty/fac-03.html> and <http://pom.erau.edu/faculty/fac-05.html>.
 - b. Information is also listed in the Faculty Handbook.
2. Who decides which courses they will teach and which specific adjunct faculty to designate to which specific course?
 - a. Clearances are based on faculty qualifications through the Faculty Course Clearance Application (FCCA). Once a prospective faculty has been identified, the college or the online faculty director works directly with them to gather the necessary documentation to ensure they meet the qualifications listed on the FCCA.



- b. Link to FCCA information posted in ERNIE - <https://ernie.erau.edu/Departments/academic-affairs-worldwide/electronic-fcca-worldwide/Pages/Default.aspx>
- 3. Are adjunct faculty rated? If so by whom?
 - a. There is a rating system in place, assigned by the Department Chairs. New faculty are not rated.
 - b. Do students do an end-of-course survey? Is this survey standard, if so can we see a copy of one?
 - i. There is a standardized survey available to the students.
 - ii. ACD-06 POM Policy further defines this process - <http://pom.erau.edu/academics/acd-06.html>
- 4. Who are the individuals tasked with letting adjunct faculty know which courses they are going to teach?
 - a. Once the faculty is approved for a course, they are added to a list of available faculty for that course. Centralized scheduling contacts them if their services are needed based on student need. Adjunct faculty are contracted on a term-by-term basis.
 - b. POM Policy further defines this process - <http://pom.erau.edu/>

It is clear from the administrator survey that processes are in place for adjunct faculty selection and designation to teach each course. Though the POM is available, there does not seem to be one centralized location that has both the maintenance of the faculty database to the standard operating procedure for selection, rating, and course assignments. Additionally, further questions concerning adjunct faculty communication need to be addressed to bring the understanding of communication practices from an administrator’s standpoint to the forefront.

Who are the Adjunct Faculty?

To understand who the adjunct faculty are, whether they have been rated and whether the list of 684 faculty (as of 10/22/2015) is a valid amount of faculty, the database concerning said faculty was analyzed. It was first noticed that 5.7% of the 684 faculty on the list were not or should not have been assigned as COA faculty. These faculty members teach core education classes (e.g. PHYS, MATH, ENGL) or business courses (e.g. MGMT, BSAB, PGMT) that belong to the COAS or COB. At the time the database was provided at least one course, ASCI 185 should not have had faculty assigned to it because it was removed from the university catalog years ago. This further shows the need for routine evaluation of the adjunct faculty database.

Moreover, some courses are specialty courses and it is a challenge to have more than one faculty member who can teach it. As seen in Table 1, the provided database showed that 31% (111) of the courses can only be taught by one adjunct faculty.

Table 1: Courses Each Adjunct Faculty is Approved to Teach

Number of Courses	Qualified Adjuncts
1	111
2	42
3	31
4	24



5	12
6 <= x <= 10	56
10 < x <= 20	36
20 < x <= 30	16
30 < x <= 40	13
40 < x <= 50	8
50 < x <= 60	3
60 < x <= 70	3
70 < x <= 80	0
80 < x <= 90	2
90 < x <= 100	1
>100	3

The data shows that some adjuncts are approved to teach more courses than others. Table 2 shows that as of 10/22/2015 one adjunct was approved to teach more than 500 courses. Additional research should concern the value of continuing to employ adjuncts who are only approved to teach one course.

Table 2: Number of Courses Each Adjunct Faculty is Approved to Teach

Number of Courses Approved to Teach per Adjunct	
Number of Courses Approved to Teach	Number of Adjuncts
> 500	1
400 < # < 500	1
300 < # < 400	2
200 < # < 300	2
100 < # < 200	4
20 < # < 100	7
10 < # < 20	2
1 < # < 10	8
One	20

Table 3 lists the adjunct faculty’s faculty development (FACD) qualifications. FACD qualifications are important concerning the range of courses that faculty can teach. Only 87 adjunct faculty members listed have taken all the FACD courses. In this research, it would be important to divulge how many of these are Worldwide courses within the College of Aeronautics.

Table 3: Adjunct Faculty FACD Qualifications

Adjunct Faculty FACD Qualifications	
FACD 101/701	622
FACD 300/700	609
FACD 302/702	517
FACD 400	619
FACD 801	386
FACD 802	263
All 6	87
Five out of 6	146
Four out of 6	25
Three out of 6	4
Two out of 6	1
One out of 6	0

The next concern arose when it was noted that 98 adjunct faculty listed in the database, had never taught worldwide courses (as of 10/22/2015). Many adjuncts (212) have already taught between 10 and 50 courses, with one adjunct teaching greater than 500 courses.

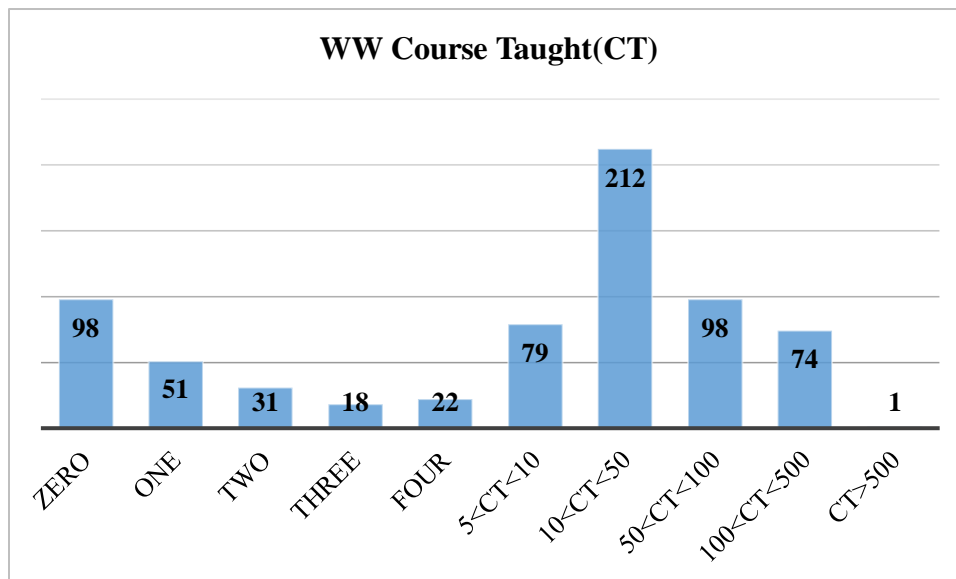


Figure 4: Number Worldwide Courses Taught by Each Adjunct

The data also showed that 95 adjuncts had never taught a course at all, nor were they scheduled to teach. Additionally, 423 had never been evaluated, removing those who have never taught still leaves 328 (48%) of faculty who have taught a course and had never been evaluated. It should be noted that at least 3 of the adjuncts who have never taught were recent members of the adjunct faculty pool with one hired as recently as October 2015.



Table 4: Adjuncts Who Have Taught and Their Rank Dates

Never Taught Rank date	# of Adjuncts	Never Taught Rank date	# of Adjuncts	Never Taught Rank date	# of Adjuncts	
9/25/2015	6	7/28/2009		1/22/2015		
2/12/2015	4	1/31/2012		1/23/2015		
8/26/2015		3/12/2012		2/27/2015		
6/19/2013		4/20/2012		3/9/2015		
11/13/2014	3	3/11/2013		5/5/2015		
6/23/2015		3/29/2013		5/26/2015		
7/7/2015		4/5/2013		6/25/2015	1	
8/6/2015		7/10/2013		7/22/2015		
9/11/2015		7/17/2013		7/28/2015		
2/7/2013	2	7/24/2013	1	8/18/2015		
5/22/2013		2/26/2014			8/24/2015	
5/19/2014		5/1/2014			8/28/2015	
7/22/2014		5/20/2014			9/2/2015	
11/5/2014		5/28/2014			10/22/2015	
4/14/2015		7/9/2014				
4/28/2015		7/30/2014				
5/13/2015		8/11/2014				
5/28/2015		10/15/2014				
7/30/2015		11/3/2014				
9/21/2015	12/10/2014					
9/22/2015	12/18/2014					
10/14/2015	12/19/2014					
10/15/2015						

Table 4 shows that 6 faculty whose rank date was 9/25/2015 had never taught a course and faculty whose rank date goes back to 7/28/2009 have never taught a course. This shows that many of the adjuncts listed in the database should be evaluated for removal from the database or further analysis should be done to facilitate assignments.

A more in-depth analysis of the data concerning faculty that have taught a course can be seen in Appendix C. It is interesting to note that 45 of these faculty members have never taken a FACD course. Twenty-five of these 45 have never been evaluated. Table 5 offers more information about these 25 adjunct faculty members. As shown, BZ (generic faculty ID) has taught 254 Worldwide course. BZ's rank date is 12/16/2003 and his/her last term was in 2010, 6 years and 0 months from the time of rank. Five years and 9 months lapsed between the last time BZ taught a course and 10/22/2015.



Table 5: Adjuncts Who Have Taught - Have Not Been Evaluated/Taken FACD Courses

Generic Employee ID	Rank Date	Last Taught	Last Taught - Rank Date	10/22/15 - Last Taught	# WW Course Taught
BZ	12/16/03	1/1/10	6 yrs, 0 mnths	5 yrs, 9 mnths	254
CM	11/15/04	3/1/16	11 yrs, 3 mnths	0 yrs, 4 mnths	35
ET	12/4/06	8/1/15	8 yrs, 7 mnths	0 yrs, 2 mnths	46
GG	7/15/08	8/1/13	5 yrs, 0 mnths	2 yrs, 2 mnths	4
HA	3/17/09	5/1/15	6 yrs, 1 mnths	0 yrs, 5 mnths	72
IC	3/8/10	10/1/15	5 yrs, 6 mnths	0 yrs, 0 mnths	98
JL	11/18/10	2/1/16	5 yrs, 2 mnths	0 yrs, 3 mnths	8
JU	3/1/11	5/1/16	5 yrs, 2 mnths	0 yrs, 6 mnths	17
KA	4/11/11	3/1/13	1 yrs, 10 mnths	2 yrs, 7 mnths	12
OP	7/10/13	10/1/13	0 yrs, 2 mnths	2 yrs, 0 mnths	1
OQ	8/1/13	8/1/13	0 yrs, 0 mnths	2 yrs, 2 mnths	1
PY	11/20/13	10/1/15	1 yrs, 10 mnths	0 yrs, 0 mnths	12
QA	11/20/13	10/1/13	0 yrs, 1 mnths	2 yrs, 0 mnths	51
QB	11/20/13	8/1/15	1 yrs, 8 mnths	0 yrs, 2 mnths	29
QF	11/20/13	10/1/15	1 yrs, 10 mnths	0 yrs, 0 mnths	13
QM	12/2/13	1/1/16	2 yrs, 0 mnths	0 yrs, 2 mnths	10
QV	12/2/13	1/1/15	1 yrs, 0 mnths	0 yrs, 9 mnths	10
RU	12/16/13	1/1/15	1 yrs, 0 mnths	0 yrs, 9 mnths	40
SJ	12/17/13	1/1/14	0 yrs, 0 mnths	1 yrs, 9 mnths	26
TB	3/7/14	10/1/14	0 yrs, 6 mnths	1 yrs, 0 mnths	3
TN	6/18/14	3/1/16	1 yrs, 8 mnths	0 yrs, 4 mnths	4
TZ	7/28/14	1/1/14	0 yrs, 6 mnths	1 yrs, 9 mnths	26
UP	7/28/14	5/1/13	1 yrs, 2 mnths	2 yrs, 5 mnths	21
UZ	9/12/14	11/1/15	1 yrs, 1 mnths	0 yrs, 0 mnths	2
WM	12/10/14	1/1/16	1 yrs, 0 mnths	0 yrs, 2 mnths	2

Each of the faculty listed in Table 5 have rank dates before December 2014. Faculty that has been evaluated have rank dates of 1/22/2014 or earlier (See Appendix C). There is no direct correlation between the rank and whether the faculty was evaluated.

Example Analysis Associate of Science in Engineering Fundamentals (ASEF)

If the results outlined in this research were delineated by program a unique analysis would prevail. Therefore, additional analysis is necessary to ensure that programs have the proper amount of adjunct faculty, that they are sufficiently trained to teach courses and engaged with the University as an intricate member of the team. Note: ENGR120 data is not included in this section.

Currently, there are a total of 29 adjunct faculty who can teach ASEF courses. Six of which are only approved to teach 1 course (5 for ENGR 101 and 1 for ENGR 115) and 4 of which are only approved to teach 2 courses (ENGR_101 and ENGR_120, SFTY_410, ETEC_310 or ESCI_105). Figure 4 shows the faculty who can teach 2 or more ASEF courses. It compares the total number of Worldwide courses each faculty member can teach compared to the number of ASEF courses he/she can teach and the percent of his/her total courses that are specifically for ASEF. Note that E – A2 are generic adjunct faculty identification codes (GI).

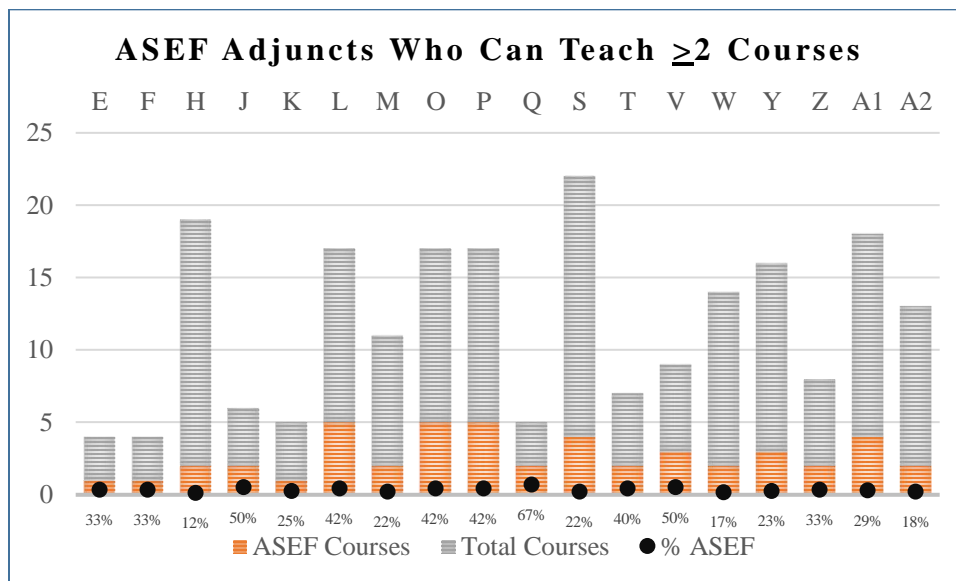


Figure 5: ASEF Adjuncts ASEF Courses Versus Total Worldwide Courses They Can Teach

Table 6: Adjuncts Approved to Teach ASEF Courses Versus How Often They Are Taught

ASEF Courses	Number of Adjuncts Approved for Course	How often are courses taught? (2016-2018)
ENGR_101	18	16
ENGR_115	7	23
ESCI_201	9	11
ESCI_202	7	14
ESCI_204	5	9
ESCI_206	8	8

Table 6 reveals that 18 adjuncts are approved to teach ENGR_101 but from 2016-2018 the course is only taught 16 times. The data reveals that 5 faculty have been approved to teach



ENGR_101 and no other course. The decision to continue to keep these faculty in the adjunct faculty pool should be evaluated.

Additionally, 21% (or 6) of total adjunct faculty approved to teach ASEF courses have never taught as shown in Table 7. Areas of need should be identified or these faculty should be removed from the list. *Note: From this point forward adjunct faculty, “M” seen in the full set of data in Appendix C, is removed from the analysis because of his/her, undefined DEFA 2015 status.* Of the ASEF faculty that have not taught a course the one factor that they all have in common is that they have not taken FACD 400 (Blended Instruction). Each have taken FACD 101/701, FACD 300/700, FACD 302/702 and FACD 801. Only half have taken FACD 802 (Igniting Research in Your Course). Without additional analysis, the evaluation of at least 5 faculty should be discussed.

Table 7: ASEF Adjuncts Who Have Not Taught a Course - Rank and FACD Data

GI	Rank	10/22/2015 - Rank	Last FACD Date	10/22/2015 - Last FACD	FACD 802
C	5/26/2015	0 years, 4 months	2/11/2015	0 years, 8 months	N
D	4/28/2015	0 years, 5 months	7/12/2011	4 years, 3 months	N
E	10/15/2014	1 years, 0 months	2/11/2014	1 years, 8 months	Y
J	7/10/2013	2 years, 3 months	6/11/2012	3 years, 4 months	Y
U	6/23/2015	0 years, 3 months	6/11/2013	2 years, 4 months	Y
X	11/13/2014	0 years, 11 months	8/11/2012	3 years, 2 months	N

Table 7 shows all faculty who have not taught a course as of 10/22/2015. This table reveals that some of these faculty have not taken FACD courses. These courses are necessary for successful participation in all ASEF courses and it would benefit the program to have faculty who are capable of teaching in all formats. A complete table with more statistics can be found in Appendix C of this document. It would be beneficial to have a set date to purge adjunct faculty who have not taught from the role or a date which sets a goal for finding a hired adjunct faculty a teaching assignment.

Table 8: ASEF Adjunct Faculty who have taught a course as of 10/22/2015

GI	Rank	Last Term Taught	Last term taught - rank date	Eval Date	Eval - Last term taught	10/22/15 - Date Last Taught	#WW Courses	Last FACD Date	Last FACD - last term taught
A	8/1/15	8/1/15	0 yrs, 0 mths,	-	-	0 yrs, 2 mths,	1	10/11/13	1 yrs, 9 mths,
B	7/13/15	3/1/16	0 yrs, 7 mths,	-	-	0 yrs, 4 mths,	1	8/11/13	2 yrs, 6 mths,
F	9/12/14	11/1/15	1 yrs, 1 mths,	-	-	0 yrs, 0 mths,	2	-	-



G	8/1/14	8/1/14	0 yrs, 0 mths,	-	-	1 yrs, 2 mths,	1	8/1/11	3 yrs, 0 mths,
H	5/19/14	1/1/16	1 yrs, 7 mths,	-	-	0 yrs, 2 mths,	6	12/12/13	2 yrs, 0 mths,
I	10/28/14	3/1/15	0 yrs, 4 mths,	-	-	0 yrs, 7 mths,	1	4/11/13	1 yrs, 10 mths,
K	6/19/13	11/1/15	2 yrs, 4 mths,	11/29/14	0 yrs, 11 mths,	0 yrs, 0 mths,	7	12/12/10	4 yrs, 10 mths,
L	6/18/13	10/1/15	2 yrs, 3 mths,	4/19/15	0 yrs, 5 mths,	0 yrs, 0 mths,	11	6/11/13	2 yrs, 3 mths,
N	6/21/12	2/1/16	3 yrs, 7 mths,	12/11/14	1 yrs, 1 mths,	0 yrs, 3 mths,	5	10/11/13	2 yrs, 3 mths,
O	3/6/12	3/1/16	3 yrs, 11 mths,	3/10/14	1 yrs, 11 mths,	0 yrs, 4 mths,	26	9/1/09	6 yrs, 6 mths,
P	2/7/12	5/1/16	4 yrs, 2 mths,	2/25/15	1 yrs, 2 mths,	0 yrs, 6 mths,	14	10/12/15	0 yrs, 6 mths,
Q	1/24/12	3/1/14	2 yrs, 1 mths,	-	-	1 yrs, 7 mths,	2	10/11/13	0 yrs, 4 mths,
R	1/22/15	9/1/15	0 yrs, 7 mths,	-	-	0 yrs, 1 mths,	1	3/31/07	8 yrs, 5 mths,
S	6/3/09	5/1/16	6 yrs, 10 mths,	2/19/14	2 yrs, 2 mths,	0 yrs, 6 mths,	105	5/12/13	2 yrs, 11 mths,
T	3/18/05	5/1/15	10 yrs, 1 mths,	-	-	0 yrs, 5 mths,	24	2/11/15	0 yrs, 2 mths,
V	6/21/12	5/1/15	2 yrs, 10 mths,	7/2/15	0 yrs, 2 mths,	0 yrs, 5 mths,	3	12/2/08	6 yrs, 4 mths,
W	10/6/03	10/1/15	11 yrs, 11 mths,	-	-	0 yrs, 0 mths,	97	3/14/14	1 yrs, 6 mths,
Y	11/5/08	3/1/15	6 yrs, 3 mths,	-	-	0 yrs, 7 mths,	69	8/11/14	0 yrs, 6 mths,
Z	8/2/05	11/1/15	10 yrs, 2 mths,	-	-	0 yrs, 0 mths,	140	1/9/10	5 yrs, 9 mths,
A 1	9/29/03	5/1/16	12 yrs, 7 mths,	7/11/15	0 yrs, 9 mths,	0 yrs, 6 mths,	326	9/11/11	4 yrs, 7 mths,
A 2	5/15/07	1/1/16	8 yrs, 7 mths,	-	-	0 yrs, 2 mths,	204	4/11/13	2 yrs, 8 mths,

Table 8 contains from left to right:

- (GI): A generic adjunct faculty identifier to ensure that the data is anonymous
- (Rank): Date the adjunct faculty received his/her rank
- (Last Term Taught): date of the last term that each adjunct faculty taught
- (Last term taught - rank date): time between the last term taught and the adjuncts rank date
 - This reflects how long it took for the faculty to teach a course after their rank date
- (Eval Date): date each adjunct faculty was evaluated
- (Eval - Last term taught): difference between the evaluation and the last term taught
 - This tells how long it took for the adjunct faculty to get evaluated after they last taught or in some cases how long they have been teaching after they were evaluated



- (10/22/15 - Date Last Taught): difference between the date the data was received and the last time the adjunct faculty taught
 - This is how long the adjunct faculty has been on the rolls and haven't taught a course
- (# WW Courses): number of worldwide courses each adjunct faculty has taught
- (Last FACD Date): last time the adjunct faculty took an FACD course
- (Last FACD - last term taught): difference between the date the adjunct faculty last took an FACD course and the last term they taught
 - This shows how long it took for the adjunct faculty to teach after being trained

These data points reflect the turnaround time between rank, training, evaluation and teaching a course.

Table 9: ASEF faculty capable of teaching FACD courses

FACD	101/701	300/700	302/702	400	801	802	All	None
# Who have taken	19	19	18	4	13	11	4	2
% Who have taken	86%	86%	82%	18%	59%	50%	18%	9%

Table 9 shows all the ASEF adjuncts who have taught and it notes if they have taken FACD courses. Further analysis should be completed to understand which courses these faculty teach and how the ones who have not taken any FACD courses qualify to teach. Additionally, some analysis should be done to assess the need for adjunct faculty take the FACD courses. Have they taken the ones they need? Should they take them all so that their prepared to teach more courses? According to the data there is one ASEF adjunct faculty who has taught a course but never taken any FACD courses. How does this affect the quality of the program and are there others who lack all the necessary qualifications to teach?

ASEF Demographics

Knowing the demographics of the adjunct faculty within a program could predict a wide variety of things. Though research can only give a speculative analysis as to an individual's comfort and intention, it is beneficial to understand the probability that the population may not be able to meet the Colleges need.

One factor of interest is if this population is beginning their career or approaching retirement. Figure 6 shows that ASEF faculty have an age range of 33 – 71. Predicting that there is a distribution of those who may be just starting their careers and those in the retirement stage of their lives.

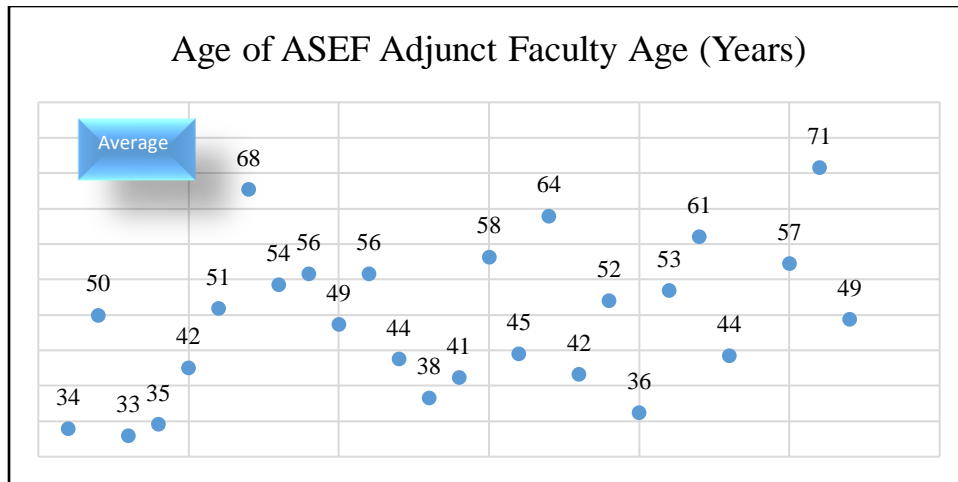


Figure 6: ASEF Adjunct Faculty Age Demographics

Additional demographic research of ASEF adjunct faculty showed that 82% of ASEF adjunct faculty are males and as shown in Table 10, most faculty are from either Florida or Virginia.

Table 10: Number of Male/Female/Undecided ASEF Adjunct Faculty

	# of Adjuncts	% of Total
Males	23	82%
Females	3	11%
Undecided	2	7%

Table 11: Number of ASEF Adjunct Faculty Listed by State

# of Adjunct Faculty	State
5	FL
4	VA
2	AL - CO - GA - IN - SC
1	CA - HI - MD - MO - NC - OH - PA - TX

At a minimum, evaluation of ASEF faculty who have never taught a course, have never been evaluated, have never taken an FACD course, can only teach one ASEF course and who have not taken all the FACD courses should take place.

The demographics data shown in tables 10 and 11, promote an understanding of what might be important to the adjunct faculty community associated with the ASEF programs- e.g. bad weather in Florida could affect the internet connections of the 5 adjuncts in the program. Another example, as discussed in detail in Goal 2, is that age could affect their reactions to work situations. Younger faculty tend to experience more relative withdrawal/deprivation (Feldman, 2004).



Goal 2: Analysis of Current Practices, Universal Challenges, and Best Practices

There is a reasonable amount of data concerning adjunct faculty relationships. This research discusses two internal ERAU projects and an extensive review of external research on adjuncts and their relationships to the institutions that they support.

ERAU Internal Adjunct Faculty Research

New Adjunct Faculty Outreach Study

Cottom, Ombres, Atwell and Martin (2016) conducted a causal-comparative study to figure out if an increase in communication through emails and phone calls by the ERAU-W Rothwell Center for Teaching and Learning (CTLE-W) to first time Worldwide adjunct faculty during their first term teaching would increase the group's use of CTLE-W resources. The researchers originally noted that faculty participation and use of these resources fluctuated and there was no data on how many first-time faculty members used CTLE-W resources during their first teaching term prior to her research.

This study found a statistical difference between first-time ERAU-W adjunct faculty participation in CTLE-W monthly webinars, monthly discussions, monthly office hours, outreach to the CTLE-W team (email and/or phone), and use of the CTLE-W resource site because of increased communication from the CTLE-W team. She compared this data to first-time ERAU-WW adjunct faculty who did not receive increased communication from the CTLE-W team. The research outlined adjunct faculty needs e.g. they need to know who to contact/when, course requirements refreshers, what's next for professional development, information concerning evaluations and aid with student issues.

Cottom et al. (2016) showed that there was a significant difference in the amount of phone calls and emails received and a significant difference in the number of visits to the CTLE-W Resource Site from the "Increased Communication Group". However, there was not a statistically significant difference in all categories (e.g. discussion, office hour and webinar attendance).

The research shows adjunct faculty's increased comfort with communication between faculty and the CTLE-W team because of the teams increased efforts to communicate with the faculty. It also showed that the increased communication gave the faculty increased knowledge of and interest in the information CTLE-W provides.

Community of Practice for Globally Dispersed Online Adjunct Faculty

Ombres, Cottom, Martino, Atwell and Wuest (2017) research study sought to figure out if participation in a virtual community of practice (VCoP) would increase online adjunct faculty's sense of belonging within the university. This 8-week study, involved online adjunct faculty in several online asynchronous activities, as well as a survey at the beginning and end of their VCoP experience. The studies purpose was to find and characterize the key elements and characteristics of a VCoP that would increase the communities sense of belonging. Two pilot implementations, an implementation framework for other programs to execute similar initiatives was used in conjunction with the university Learning Management System (LMS). Through the LMS the



adjunct faculty could improve their online instruction by incorporating research-based pedagogical techniques and strategies through peer review and collaborative efforts. The program will be evaluated by analyzing common themes within the artifacts created through the VCoP LMS course site, pre/post reflective questionnaires, and analyzing documents were created by the participants (Ombres et al., 2017).

As of 4-6-2017 this research has yet to be completed but promise to clarify whether establishing it is beneficial and to what extent.

External Adjunct Faculty Research

Adjunct Faculty in Higher Education

The use of part-time faculty in higher education in the United States dates back as early as the 1960s (Duncan, 1996) when student enrollments began to increase and the future of the nation was shifting to embrace the progress of its people (e.g. the Higher Education Act, President Lyndon Johnson's Job Bill). A myriad of labels have been used to describe this subset of faculty throughout the years- special lecturers, lecturers, acting faculty, wage-section faculty, hourly faculty, short-term faculty, emergency faculty, temporary faculty (Duncan, 1996), freeway fliers (Smith, 2003), freeway gypsies, invisible faculty (Behm, 2008), casual faculty, sessional faculty (Mueller, Mandernach & Sanderson, 2013), contingent faculty, gypsy scholars, road scholars (Greenberg, 2014) , freeway scholars, contract faculty, substitute teachers, part-time faculty (Fagan-Wilen, Springer, Ambrosino & White, 2006), second class citizens (Strom-Grottfried & Dunlap, 2004), virtual adjuncts, cyber faculty (Puzziferro-Schnitzer, 2005) and ultimately, adjunct faculty.

Some notions seem to illuminate the marginalization and isolation of the group often discussed in the literature, though the term adjunct faculty appear to be the most commonly used reference today. Countering many initiatives to dispel the tensions surrounding this group and to improve the integration of adjunct faculty in an institution's broader community, the term adjunct is defined as "something joined or added to another thing but not essentially a part of it" (Merriam-Webster). Have we outgrown the intended purpose of adjunct faculty? Has the increasing and often dominant use of adjunct faculty in higher education prompted a need for a paradigm shift in expectations, infrastructure requirements, and even nomenclature? Surely, market conditions including the populace of distance learning and the dominance of the "Internet of Things" support claims that the need for more flexibility, agility and less physical resources will drive the growing disparity among full-time and part-time faculty.

The external research outlined in this section seeks to understand the challenges associated with the large number of adjunct faculty within the College of Aeronautics- Worldwide. Namely, this dynamic affects university funding such as costs associated with training resources and necessary administration costs, quality of instruction, student and faculty retention and University reputation among many other factors (Smith, 2003). A literature review by Fagan-Wilen et al., (2006) revealed 7 primary areas focused on adjunct faculty teaching in higher education- 1) university funding considerations; 2) quality of instruction; 3) grade inflation; 4) adjunct faculty



training, support, and development; 5) salary, job security, and benefit inequities; 6) distance learning and technology; and 7) implications for the future. Yet, the authors suggest that these areas are not disparate factors but interrelated conditions with ordered effects that may call for consideration in unison. It tries to recognize the systemic implication of discourse while highlighting the national and international shift to a majority adjunct faculty presence in higher education faculty (Fagen-Wilen et al., 2006). It further clarifies the adjunct faculty identity by recognizing diversity in individual motivation, institutional expectations, and its influence on roles, while also illuminating the operational context of the adjunct faculty function including inequities and limitations. The review culminates to dispel myths of individual responsibility in probable effects of adjunct faculty use in higher education and builds a bridge to systematic opportunities to facilitate optimal conditions and progress in higher education as the dynamics continue to change.

Rise to a Majority

Shrinking budgets and the rapid and exponential growth of online education has stimulated an increase in adjunct faculty in higher education. Data collected by the Sloan Consortium revealed that between 2002 and 2009 the number of students that enrolled in at least one online course increased from 1.6 million to 5.6 million (Puzziferro, 2004). That was more than a decade ago and before many schools shifted towards online education. Disparities in available full-time faculty and other resources has resulted in controversial scenarios where adjunct faculty can make up an entire department's faculty (Rogers, McIntyre & Jazzar, 2010).

Certainly, the adjunct faculty population has outpaced that of full-time faculty despite both populations experiencing growth. In less than four decades, the adjunct faculty population has more than tripled while the full-time faculty population has failed to double according to data from the National Center for Education Statistics (NCES). Similar organizations have reported the number and proportion of adjunct faculty in higher education over the years albeit slight variance in their findings (i.e. American Association of University Professors (AAUP), National Education Association, American Council of Education). Figures 7 & 8 depict the number and proportion of full-time and adjunct faculty from year 1975/96 (68.6%: 31.4%) to 2011 (48.6%: 51.4%).

Though adjunct faculty (and more so contingent faculty) have been the majority in community colleges for some time, adjunct faculty assumed the majority position in undergraduate and graduate level institutions collectively between 2005 and 2007, pointing to a "structural shift toward contingent labor" previously predicted by Smith (2003).

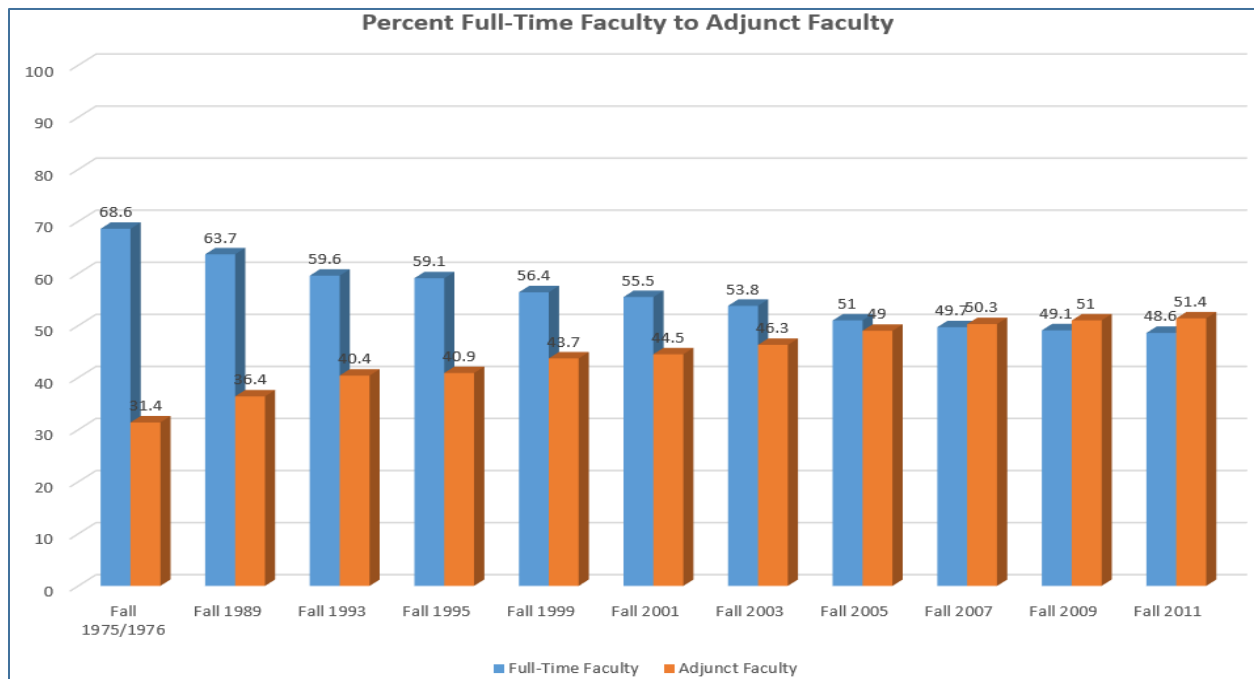


Figure 7: Historical Trend of Full-Time/Adjunct Faculty Proportion (1975-2011)

* Data based on information collected from NCES IPEDS system and captured in a document published by the AAUP.

Although Meixner, Kruck & Madden’s (2010) position is that adjunct faculty use is likely to increase, several authors caution that this pattern is less than ideal. Some of these critics view this shift as a purely fiscal opportunity (Forbes, Hickey & White, 2010) and warn that while short-term gain may be recognized, there are “costly long term consequences for higher education when reliance on part-time faculty becomes commonplace” (Arnold et al., 2011). Brannagan and Oriol (2014) continue this reasoning citing the long-term expense of inadequately prepared adjunct faculty and their impact on student and faculty satisfaction, engagement, and retention.

However, Puzziferro (2004) advocates that national recruitment of adjunct faculty for online courses allows colleges to attract “a fascinating and diverse group of faculty, who are not only diverse geographically, but bring a variety of backgrounds, motivations for teaching and experience.” Others admit to the significant appeal of cost savings of up to 67% compared to the cost of a full-time faculty member (Forbes et al., 2010) in the decision-making process. Much of the cost difference has been attributed to benefits differentials which are threatened by the requirements of the Affordable Care Act and has often resulted in the redistribution of adjunct faculty work hours and appointments to sustain the benefit gap.

Additionally, Puzziferro (2004) cited a statistic from a study more than 25 years ago that showed that adjunct faculty were teaching as much as 30-50% of all credit courses nationally. Assuming a similar linear pattern like that of the aggregate faculty count and the portions of FT to PT faculty, this figure has likely increased quite significantly. Figure 8 shows the adjunct faculty population relative to full-time faculty based on NCES data from 2011 for several types of institutions.

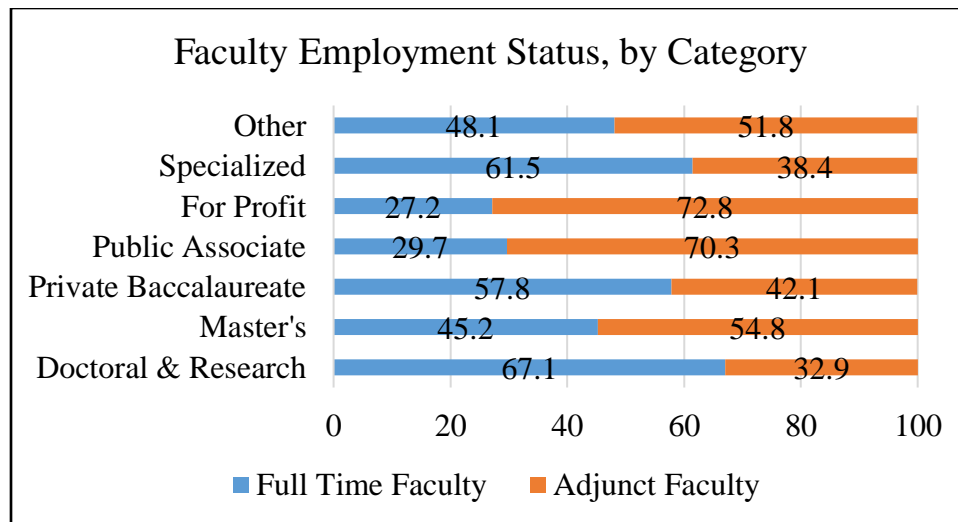


Figure 8: Faculty employment status by institutional category, 2011

Notes: Title IV degree-granting institutions only. Categories are mutually exclusive. "Other" institutions includes public baccalaureate, private associate's, and tribal colleges, as well as uncategorized institutions.

Source: US Department of Education, IPEDS Fall Staff Survey

Profiling Adjunct Faculty

Geiss and Lenius (2016) defines adjunct faculty as a “part-time professor who teaches or supervises specific classes under a contract rather than holding a tenured and permanent position” but several authors caution the discourse caused by this limited understanding of the adjunct faculty identity. In addition, many unconsciously accept the common notion that adjunct faculty are industrial experts and bring practical experience to the classroom despite findings that more than 35-38% of adjunct faculty hope to become full-time faculty members and instead have similar credentials as full-time faculty (Duncan, 1999; Garii and Petersen, 2005; Gosink and Streveler, 2009; Monks, 2009).

Ironically, the rhetoric of adjunct faculty being practical experts best placed in clinical and more practical courses conflicts with the credentials of many types of adjuncts. While it may be common for some professional fields like medicine and law to employ more experienced adjunct faculty, it is common for adjunct faculty to be recent graduates from an academic program with absolutely no practical experience. Similarly, it is common for an adjunct faculty member or full-time faculty member to end an academic career with limited-to-no practical experience. Recognition of the many factors that make an instructor valuable to the learning experience of students and to the operations of the University is necessary to ensure the best use of those factors.

It is critical to be aware of the many reasons individuals pursue part-time faculty roles and further research could discuss this, enabling the college to decide if applicants want a long-term relationship with the college. Several authors offer a distinction among adjunct faculty groups that help to understand the variance in motivation and thus variance in individual needs, including support and inclusion requirements. Table 12 captures these taxonomies.



Table 12: Taxonomies for Classifying Adjunct Faculty

Adjunct faculty Classification Taxonomies	
*Schnitzer & Crosby, 2003 Six Types (Online-specific)	<ul style="list-style-type: none"> a. Philosopher- not likely professionally employed in the field where degree was earned; opportunity to use advanced degree b. Moonlighter- employed full-time at an academic secondary or post-secondary setting; opportunity to expand online instructional experience c. Full-time, Part-timer- Online adjunct faculty working at multiple institutions like a freelancer d. Seeker- Looking for full-time work and views position as a stepping stone e. Graduate- Graduate student or a recent graduate of an advanced degree program and views position as a stepping stone f. Retiree- Retired
Duncan, 1999 Four Types	<ul style="list-style-type: none"> a. Full-mooners- have full-time jobs elsewhere; bring practical ability b. Part-mooners- have at least two part-time adjunct faculty jobs; often seeking full-time employment; often have similar credentials to FT faculty; often have similar responsibilities as FT c. Students- teaching assistants d. Sunlighters- working only part-time for personal reasons such as, but not limited to, being able to be home for the family, pursuing personal interests, or because they are retirees
Gaillard-Kenney's Reuse of Lyon work - Four other classifications 2003 Four Types	<ul style="list-style-type: none"> a. Expert- employed full-time outside of academia b. Career enders- retiring or reducing hours while approaching retirement c. Freelancers- combine work with several different institutions d. Aspiring academics- trying to get tenured positions
Meixner et al., 2010 Two Types	<ul style="list-style-type: none"> a. Involuntary- those that accept part-time status but would like FT faculty status b. Voluntary- those that are there on a part-time basis but do not seek FT employment
Mueller et al., 2013 Two Types	<ul style="list-style-type: none"> a. Highly skilled scholars employed full time outside of academe with close ties to the private sector

	b. Less-skilled scholars with traditional academic backgrounds and aspirations who seek full-time faculty appointments
--	--

Personal characteristics often compound the motivations and attributes such as demographics and competing responsibilities. It is imperative that institutions recognize that much variance exists and the implementation of a “one-size-fits-all” effort without an understanding the local adjunct faculty population may be counterintuitive (Arnold et al., (2011); Mueller et al., 2013). A deliberate inquiry at institutions is recommended to “carefully examine differences in these factors within their own institutional practices, requirements, and expectations to address these unique challenges” (Mueller et al., 2013). Ultimately, Feldman & Turnley’s (2004) study found that an individual’s motivation for accepting contingent employment was an important determinant of their reactions to these types of jobs and their needs.

Adjunct Faculty Role

Tensions are present in higher education as the role of adjunct faculty continues to evolve. The varied conditions of pay, contract term and benefits across institutions persist but the primary role of adjunct faculty is almost always the same- teaching. Meixner et al. (2010) reported that 91% of an adjunct faculty’s time is spent teaching while full-time faculty spends about 60% teaching. This gap tends to allow full-time faculty to fulfill other service and research responsibilities as applicable. Moreover, Figure 9 supports the overall pattern and shows that adjunct faculty are the majority faculty population for primarily teaching roles, however it is noteworthy that about 11% of those performing teaching, service and research roles are adjunct faculty.

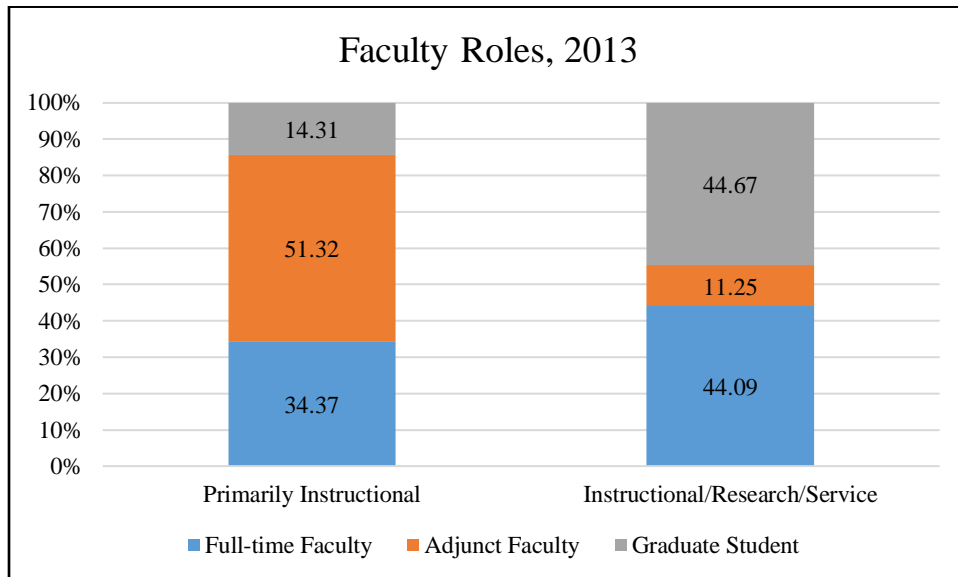


Figure 9: Faculty roles in 2013

This pivot from traditional use strategies has led many to suggest that adjunct faculty should be included in administrative and programmatic functions like course development and



faculty senate (Arnold et al., 2011). Others counter this notion with the position that it is outside of the adjunct faculty's intended role and that they lack the bigger picture understanding of curricular and institutional processes to be effective in these functions (Arnold et al., 2011). However, many studies have reported adjunct faculty having very similar backgrounds as full-time faculty as well as long-term relationships with the institutions they serve.

Either theory lends itself to the need to have a proper, organized system so that the university knows its adjuncts well enough to ensure a successful, productive, and sustainable relationship.

Critical to progress is the need to challenge inherent assumptions about what adjunct faculty do, can do, should do, and want to do by understanding that this is likely correlated to their intent in assuming that role. For example, some adjunct faculty may wish to be very active in activities outside of teaching, while others may only want to teach a course. Some adjunct faculty may want to collaborate with other faculty, including their full-time peers, while others may not have that desire. One participant in Arnold et al. (2011) posed that the more ethical approach may be to explicitly ask adjunct faculty "how they would define themselves and what role they want to play" at the institution. Understanding their definitions could be a topic for future research.

Operational Context

There is a divide in the literature that influences the perception of an adjunct faculty's working conditions with a stark disregard to the relativity of motivation, demographics, discipline, and other potentially significant factors. Few discuss the conditions from a positive lens although many people enjoy the benefits of the part-time faculty role (Feldman & Turnley, 2004). Flexibility is an acclaimed benefit as assignment is often short-term and needs voluntary commitment as desired. Individuals can continue their daily routines and fulfill other responsibilities while satisfying the terms of their short-term contract. Many have observed that this flexibility often results in adjunct faculty teaching at multiple institutions simultaneously and at as many as four at a time (Duncan, 1999). This could collude their ability to balance the differentials in institutional policies, infrastructure, pedagogy, and vision.

Puzziferro (2004) recounted that 65% of adjunct faculty under study reported teaching at least one other institution giving rise to the development of course templates that minimize the variation from one course section to another or one modality to another. This is a workable quality control approach but is met with yet another divide. Some faculty highly regard the ability to show their diversity, experience and autonomy when teaching a course. In addition, the study also mentions that courses that are continuously cancelled due to enrollments could weaken an adjunct faculty's commitment and morale towards the institution.

Another benefit experienced by adjunct faculty is that they gain an audience. Students offer intellectual stimuli and demands relevant knowledge (Geiss & Lenius, 2016) giving some types of adjuncts the perfect setting to transfer knowledge and renew their skills. Brannagan and Oriol (2014) admit that adjunct faculty commitment to students and the university can be diminished by the lack of job security, advancement opportunities, professional educational

development, and adequate support for teaching, scholarship, and service they often endure. This concern is compounded by inconsistent outreach at different levels of the institution and feelings of disconnect among faculty peers and the institution (Meixner et al., 2010).

Yet Fagan-Wilen et al. (2006) asserts that adjunct faculty cannot and should not be expected to endure the same conditions as tenure track faculty. However, earlier sections highlight calls to increase the participation of adjunct faculty in institutional affairs, decision making and planning despite the contractual terms of their relationship to the institution. This could create an opportunity to perpetuate feelings of overuse and abuse. One participant in Arnold et al. (2011) advocates that people should be paid for their work so the question remains: at what point does these “opportunities” become free labor?

Feldman & Turnley (2004) introduced an input-output model of relative deprivation (RD) to examine adjunct faculty reactions to work situations by their perceptions of how the outcomes they receive compare to the outcomes received by their referent others. Study results showed that the demographic variables most strongly related to relative deprivation in this study are age and education; gender was not significant. Figure 10 shows the supported conclusions from the study.

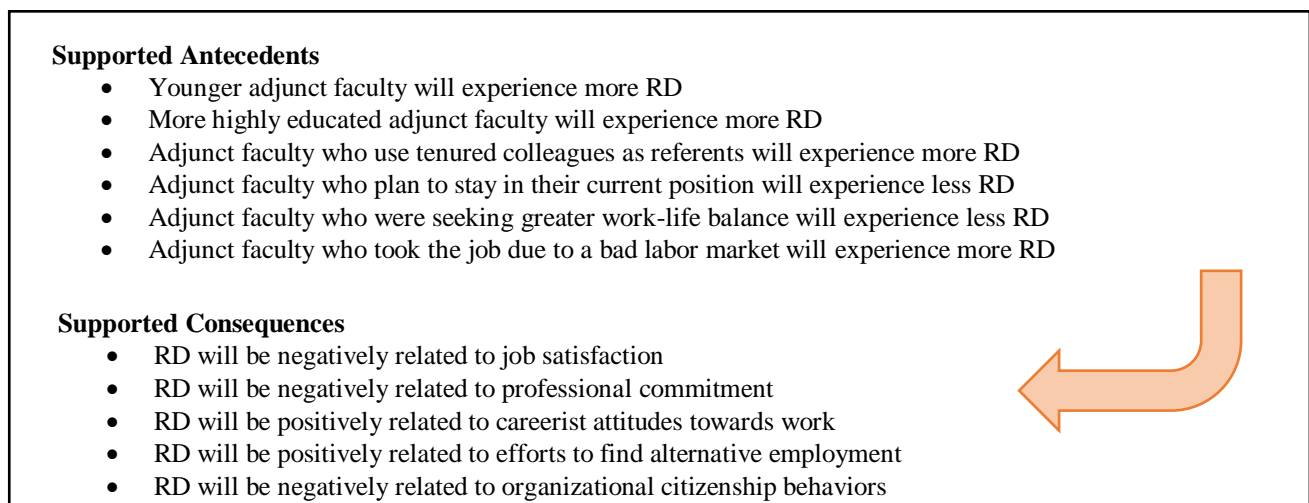


Figure 10: Impact of Relative Deprivation on Adjunct Faculty

The researchers suggest that it is possible that the relative advantages and disadvantages of adjunct faculty working conditions shift across the life cycle and that some sense of entitlement seem prevalent. Consequently, there is a significant challenge ahead to heed the discourse that embodies the issue of working conditions, and mitigation strategies must be available to ease the integration and support of adjunct faculty who have other responsibilities and have only been contracted for a specific task.

The Quality of Education

Robinson-Bryant (2013) suggests that quality in higher education is a non-linear and highly interrelated function and helps diffuse critics’ claim that the use of adjunct faculty directly disrupts the quality of education.



Complaints of inconsistencies, teaching ineffectiveness, grade inflation and more (Forbes et al., 2010) have been waged against the adjunct faculty population and a few studies have found evidence to support these claims (Mueller et al., 2013). Mueller et al. (2013) found significant differences in student outcomes in favor of full-time faculty. Meixner et al. (2010) also mentioned Roneo and Cahill's study of more than 3700 students that found some evidence that instructor type had an impact on student outcomes. Jaeger and Hinz (2009) concluded that as the odds of student retention decreases as exposure to part-time faculty instruction increases.

However, Landrum (2009) found no significant differences in student evaluations of instruction or in course grade distributions. Puzziferro (2004) concluded that instructional quality is a function of the institutional commitment to adjunct faculty capacity. Mueller et al. (2013) advances this position with claims that differential student outcomes are not a function of the individual faculty members, but exist as a by-product of the working conditions unique to adjunct faculty caused by naturally occurring differences between an adjunct faculty member and a full-time faculty member. These relationships are inherent to Robinson-Bryant's (2013) assertion that quality is an [institution's] ability to efficiently reach, allocate and use infrastructure, technology, fiscal and human resource inputs to maximize positive output and effectiveness in the novelty of research conducted, the delivery of sound teaching practices and the creation of valuable knowledge among its diverse and competing stakeholders. Hence, adjunct faculty members need optimal support along a spectrum of factors to fuel the quality students receive (Arnold et al., 2011; Puzziferro-Schnitzer, 2005).

Mitigation Strategies

Literary findings that capture recommendations to mitigate the discourse related to adjunct faculty has been organized and categorized using 6 tenants- (1) Foster Inclusion, (2) Understand Stakeholder Needs, (3) Promote Professional Development, (4) Create an Enabling Institutional Infrastructure, (5) Exhibit Effective Communication, and (6) Practice Accountability and Feedback.

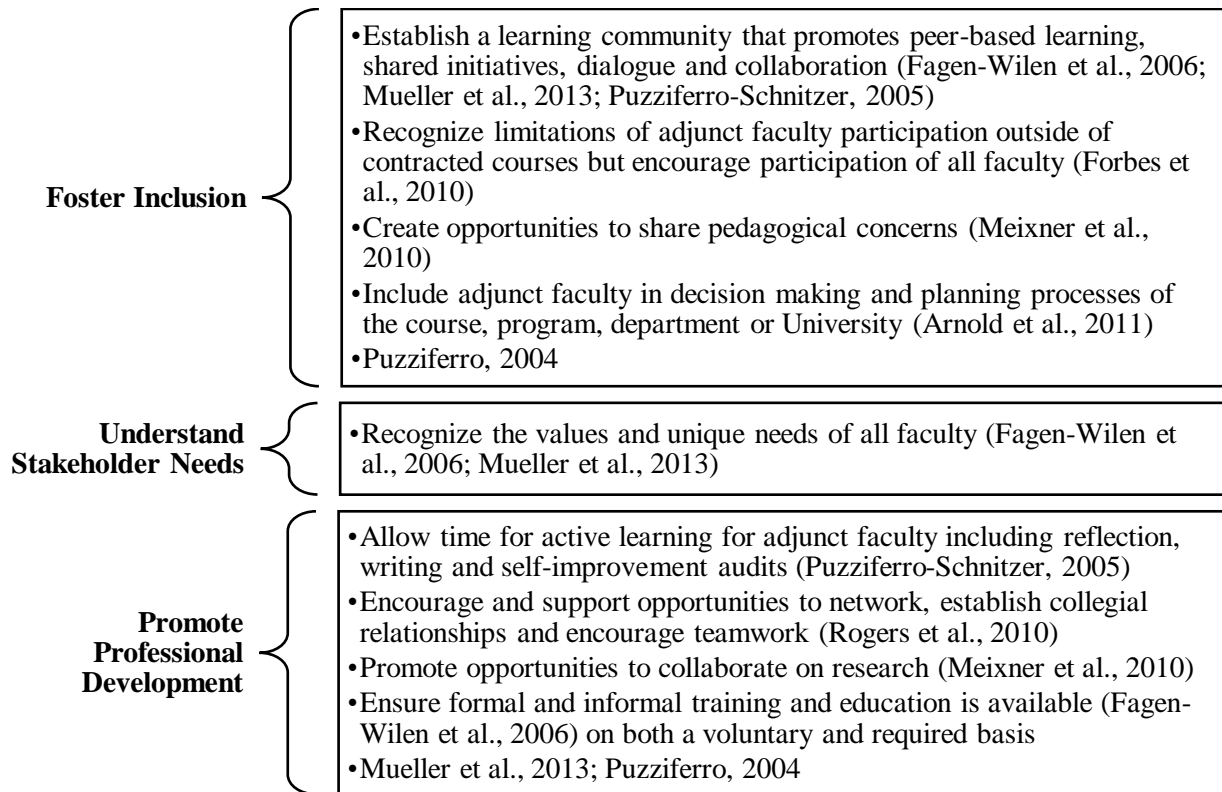


Figure 11: Mitigation Strategies

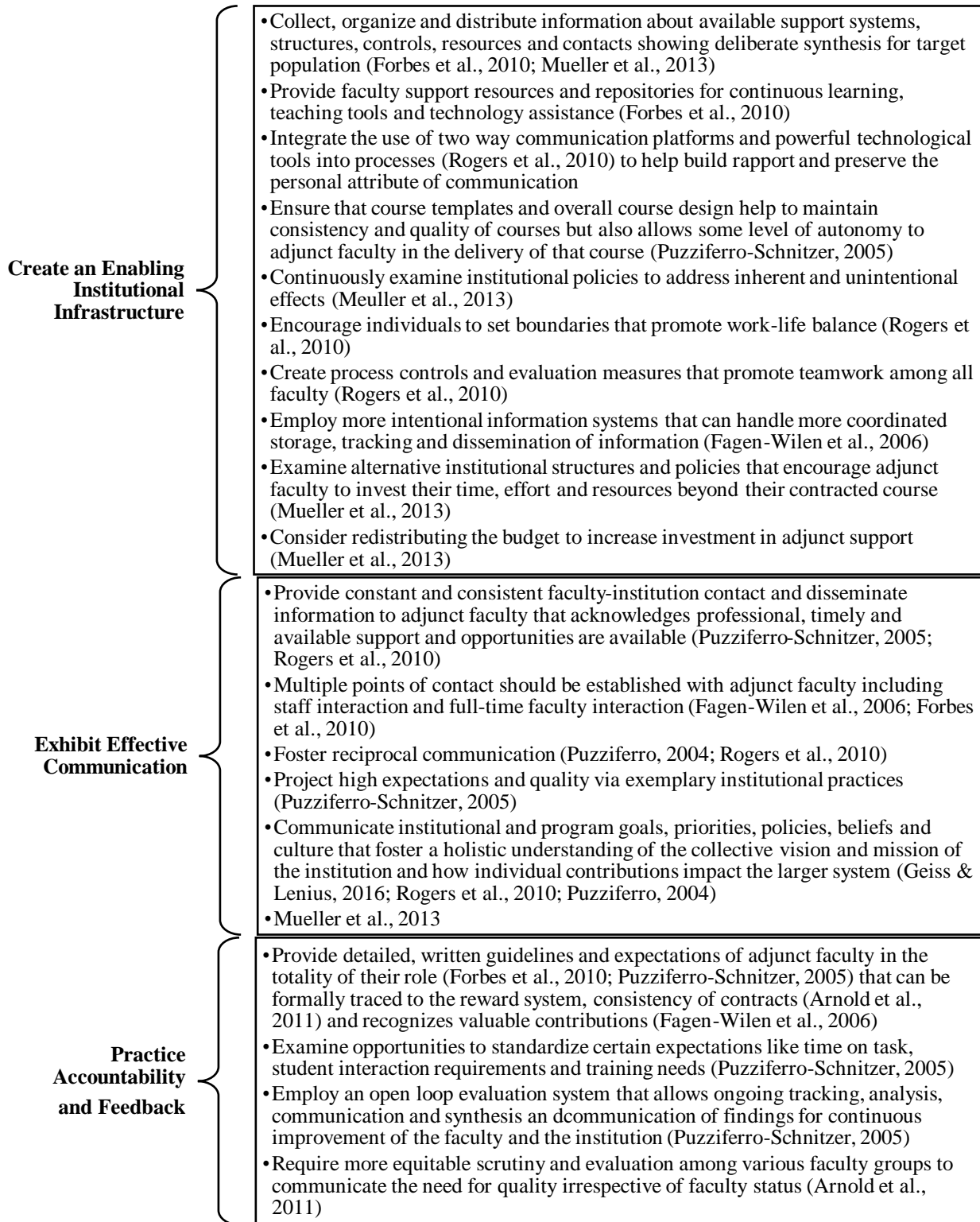


Figure 11: Mitigation Strategies Cont.



Literature Review Summary

Considering these strategies in no particular order, the research outlined in this section addresses fostering inclusion through understanding adjunct faculty perspectives in an effort to show effective communication, practice accountability and feedback. Nurturing these strategies will lead to the creation of an enabling institutional adjunct/college infrastructure. Once the path is derived for these five strategies, ways of promoting professional development can be realized.

In addition to these tenants, a list of specific initiatives offered in the literature is in Appendix D. Many of these efforts have been implemented at an institution but the results are beyond the scope of this research.

This literature review sheds a light on a topic that many institutions must face as the nature and delivery of higher education continues to evolve. Data trends and other indicators prove that adjunct faculty has become “the new normal” in higher education institutions of varying demographics. Multiple classification schema was introduced to highlight the fallacies centric to public understanding of the adjunct faculty identity. Potentially conflicting relationships between individual motivation and institutional expectations were also highlighted as we discussed the operational context, inequities and limitations that exist. A brief discussion of the quality as a function of several factors is followed by a synthesis of mitigation strategies using six basic tenants. The goal here, is to create a systemic understanding of the current state of adjunct faculty discourse so that progress can be made to dispel the discourse.

Goal 3: Tailored Solutions

The research as outlined in this document shows the challenges of adjunct faculty commitment, evaluation and misunderstanding of ERAU-Worldwide standards through timed and proper communication with the college. Each academic institution that uses the services of adjunct faculty must take an approach to address the unique challenges that this collective resource poses. ERAU recognizes the importance of outlining a streamlined strategy to meet current and future needs of adjunct faculty, this research seeks to build bridges that ensures a stable foundation for a strong, efficient, and sustainable relationship between the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide and its critical adjunct faculty.

Data revealed and analyzed in Goal 1 of this research project show that the data distributed on 10/22/2015 consisted of courses, and faculty that should not have been a part of the database. Therefore, the first phase of a solution tailored for the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide would begin with the correction of the database. The following steps should be taken to ensure that the associated database is correct and communications are improved between the adjunct faculty and the university.

1. Each program needs to be evaluated for its individual need for adjunct faculty. This will lead the way for an understanding of the college’s specific need for adjunct faculty.



2. The database of adjunct faculty should be updated quarterly and a report produced for each program. This will ensure that the list of adjunct faculty is complete and correct which fosters efficiency when identifying individuals to meet specific needs.
 - Who is teaching what course?
 - When is the last time they taught the course?
 - What courses are they approved to teach?
 - What teaching modalities are they approved to teach in?
 - When were they trained and in what?
 - When do they need to be retrained?
 - How do they feel they are functioning within the college?
3. A centralized POC(s) between adjunct faculty and the college needs to be named. Having a designated POC for adjunct faculty would give a greater sense of community and assurance that they know where to go as questions and input arise. Additionally, it will give the College a go to person to better understand adjunct faculty availability.
 - Traditionally – Department Chair manage adjunct faculty within his/her department
 - Alternative 1 – Program Chairs within the department split the responsibility and manage adjuncts according to the courses they teach
 - Alternative 2 – Create an adjunct faculty co-chair that manages all adjuncts within each department that collaborates with an COA appointed adjunct faculty chair
 - Alternative 3 – Create a COA appointed adjunct faculty liaison that produces reports for each department
4. Create an SOP for strategic adjunct faculty contact. Routine contact that is documented ensures that the adjuncts are not given repetitive or conflicting information and builds greater confidence between them and the college. It would also ensure that they have important information and verify that they have received it.
 - Include phone calls, emails, and ground mail
 - Depending on the frequency of contact, it could be better to contact adjunct faculty at their preferred email address. Though it is easier to include a recipient when his/her ERAU email is used (they are automatically removed from the list serve when they are no longer part of the team), if the list of adjunct faculty is periodically revised, faculty will be periodically removed from the list serve
 - Consider the List of Mitigation Strategies in Appendix D.
5. Create an SOP for strategic adjunct faculty evaluation. Adjunct faculty must be properly evaluated. Routine evaluations ensure that the college keeps the right talent and knows who they are.
 - New adjuncts should be evaluated at the end of their first three courses. A rating system using a predetermined scale (e.g. A, B, C – Excellent, Good, Need Improvement) could be devised:
 - i. All A's – evaluations conducted Bi-yearly
 - ii. Any B's – evaluations conducted quarterly
 - iii. Any C's – evaluations conducted after each course
 - iv. Anything below C remedial training
 - v. Anything below C after remedial training resulting in polite termination



Research Summary

Adjunct faculty have become an essential part of our education system. These educators have a direct impact on the quality of the education that their students receive. Whether these faculty have an affinity for the University, are qualified for the positions they hold, are properly trained to use the tools necessary to teach, feel connected to the university, etc., is essential. The way we communicate with current, new, and potential adjunct faculty is extremely important. Their comfort and dedication to the University could depend on the frequency and quality of the communication between them and the College.

Current shortcomings in communication between the University and its adjunct faculty are often overlooked and met with limited prioritization. In fact, the last thing that a potential adjunct faculty member may ever see after they have submitted their application might be a generic response e.g., “Thank you for your interest in teaching for Embry-Riddle. I look forward to adding you to our schedule once you are approved to teach! Faculty hiring and placement is based on the needs of the College of Aeronautics. Please contact wwAdjFac@erau.edu to start the application process. Let me know if you have any questions during the process. Thank you.”

This is standard correspondence does set the stage for future communication, however, it’s extremely generic and lacks a personal touch that might make the potential applicant feel they’re not only an important to the College but also a specific department. They might also like to know what the estimated time is for a follow-up to their application. If they are not hired and this is the last thing that they hear we could be losing or alienating some highly-qualified candidates.

Outside of tradition, program chairs are not officially notified of new adjunct faculty capable of teaching courses within his/her program. This leads the way for a disconnection between the new/potential faculty and the Departments that they could potentially work in. Surveys reveal that adjunct faculty often feel disconnected from the university and the programs they work within. Data shows that this could be mitigated if there were a specific POC tasked with understanding adjunct faculty needs and working to ensure that no program or college had more adjuncts than needed. Other strategies include offering well-trained, adjuncts more opportunities to teach.

The research outlined in this project evaluated the current state of adjunct faculty within the College of Aeronautics, Embry-Riddle Aeronautical University – Worldwide. The approach to streamlining the complex challenges related to adjunct faculty within the College was approached with three strategic goals: Goal 1 – State and understand COA challenges, Goal 2 – Consider current practices, universal challenges, and best practices, and Goal 3 – Create tailored strategies for those challenges unique to Worldwide. There were 5 specific steps outlined in Goal 3 to ensure that the college hires and keeps dedicated, qualified adjunct faculty as part of its team. These steps were formulated based on both the needs discovered in Goal 1 and the literary findings discussed in Goal 2.



Potential Future Research

There are various directions that this research could go in to form a complete understanding of the position of the adjuncts within the College, how committed they are to the College, if it is uneconomical to keep the current number of adjuncts, etc.... Some ideas to expand the current research include:

- Understanding adjunct faculty motivation to predict the potential of his/her long-term relationship with the university
- Understand how adjunct faculty define themselves and what role they want to play within the university to understand their level of willingness to go beyond teaching
- The probability of creating an effective central location that holds both a complete adjunct faculty database and the documents associated with the standard operating procedure for selection, rating, course assignments, etc.....
- Consider distributing other administrator surveys that directly address questions concerning adjunct faculty communication to bring the understanding of communication practices from an administrator's standpoint to the forefront.
- Complete an in-depth analysis of reliable resources mentioned by the administrator to ensure that all necessary documentation needed to support a correct and quality adjunct faculty pool is available.
- Considering the economic disadvantage of employing adjuncts who are only approved to teach one course, who haven't had all the FACD training, giving training or administrative support to adjunct faculty who have not contributed within a certain amount of time, offer any resources to those who have had a significant lag time between the date they were hired and the courses they have taught, etc....
- One challenge to the accuracy of the research outlined in this report was that the surveys were sent to adjunct faculty close to a year (09/2016) after the database was given to the researchers. A comparison of the 10/22/2015 database to one created not later than September 2016 would support the notion that 11% of the population as shown in the data remains in the College's database without merit.



References

- American Academic (2010). A National Survey of Part-time/Adjunct Faculty. Volume 2. http://www.aft.org/sites/default/files/aa_parttimefaculty0310.pdf
- Arnold, L., Brady, L., Christensen, M., Giordano, J., Hassel, H., Nagelhout, E., Singh-Corcoran, J., Staggers, S. and Palmquist, M. (2011). Forum on the Profession. *College English*, 73(4), 409-427. Retrieved from <http://www.jstor.org/stable/23052349>
- Behm, N. (2008). A Brief Comparison of Teaching Assistantship and Adjunct Faculty Positions. NEWSLETTER FOR ISSUES ABOUT PART-TIME AND CONTINGENT FACULTY CONFERENCE ON COLLEGE COMPOSITION AND COMMUNICATION (p. 5).
- Bettinger, E. L. (2004). Do College Instructors Matter? The Effects of Adjuncts and Graduate Assistants on Students Interests and Success. Massachusetts: NATIONAL BUREAU OF ECONOMIC RESEARCH.
- Brannagan, K. B., & Oriol, M. (2014). A model for orientation and mentoring of online adjunct faculty in nursing. *Nursing education perspectives*, 35(2), 128-130.
- Cottom, C. O. (2016, 03 16). New Adjunct Outreach Study. Retrieved from Research@Embry-Riddle: <http://research.erau.edu/initiatives/projects/index.html?p=new-adjunct-outreach-study&s=adjunct&a=>
- Cottom, C., Ombres, S., Atwell, A. and Martin, L. (2016, 03 16). New Adjunct Outreach Study. Retrieved from Research@Embry-Riddle: <http://research.erau.edu/initiatives/projects/index.html?p=new-adjunct-outreach-study&s=adjunct&a=>
- Curtis, J. W., & Thornton, S. (2013). Here's the News: THE ANNUAL REPORT ON THE ECONOMIC STATUS OF THE PROFESSION 2012-13. *Academe*, 99(2), 4.
- Cutting Edge Series. (2011). Engaging Adjunct & Full-time Faculty in Student Success Innovation. Retrieved from www.publicagenda.org/files/pdf/ATD_engaging_faculty_in_student_success.pdf
- Duncan, J. (1999). The Indentured Servants of Academia: The Adjunct Faculty Dilemma and Their Limited Legal Remedies. *Indiana Law Journal*.
- Edmonds, D. (2015, 05 28). Education. Retrieved from Forbes.com: <https://www.forbes.com/sites/noodleeducation/2015/05/28/more-than-half-of-college-faculty-are-adjuncts-should-you-care/#77682f841600>
- ERAU-WW Workshop, C. (2015, September 29). Embry-Riddle Aeronautical University – Worldwide (COA Workshop). Daytona Beach, Florida.
- Fagan-Wilen, R., Springer, D., Ambrosino, B. & White, B. (2006). The Support of Adjunct Faculty: An Academic Imperative, *Social Work Education*, (25)1, 39-51.
- Feldman, D. C., & Turnley, W. H. (2004). Contingent employment in academic careers: Relative deprivation among adjunct faculty. *Journal of Vocational Behavior*, 64(2), 284-307.



- Forbes, M. O., Hickey, M. T., & White, J. (2010). Adjunct faculty development: Reported needs and innovative solutions. *Journal of Professional Nursing*, 26(2), 116-124.
- Fryrear, A. (2015, 07 27). Survey Response Rates. Retrieved from SurveyGizmo: <https://www.surveymzmo.com/survey-blog/survey-response-rates/>
- Gaillard-Kenney, S. (2006). Adjunct Faculty in Distance Education: What Program Managers Should Know. *Distance Learning*, (3)1, 9-16.
- Garii, B. and Petersen, N. (2005). Adjuncts Happen: Strong Faculty; Weak system. *Academic Exchange*, 285-289.
- Giess, S. and Lenius, K. (2016). The Life of an Adjunct, *ASHA Leader*; Sep; 21, 9; ProQuest Central. pg. 36-37
- Gordon, J. &. (2009). Affinity-seeking strategies and open communication in peer workplace relationships. *Atlantic Journal of Communication*, 17(3), 115-125.
- Gosink, J. and Streveler, R. (2009) Bringing adjunct engineering faculty into the learning community. *Journal of Engineering Education*, (89)1, 47- 51.
- Greenberg, I. (2014). Impossible Unity: Adjunct and Tenure-track Faculty. *New Labor Forum*, 23(1), 11-13.
- Hart Research Associates. (2010). A national survey of part-time/adjunct faculty. Washington, DC: American Federation of Teachers.
- Jaeger, A.J., & Eagan, M.K. (2009). Unintended Consequences: Examining the effect of part-time faculty members on associate's degree completion. *Community College Review*, 36(3), 167-194.
- Landrum, R. E. (2009) Are there instructional differences between fulltime and part-time faculty? *College Teaching*, (57)1, 23-26.
- Meixner, C., Kruck, S. and Madden, L. (2010). Inclusion of Part-Time Faculty for the Benefit of Faculty and Students. *College Teaching*, (58)4, 141-147.
- Monks, J. (2009). Who Are the Part-Time Faculty? There's no such thing as a typical part-timer, American Association of University Professors, <https://www.aaup.org/article/who-are-part-time-faculty#.WNGJ1zsrI2w>
- National adjunct walkout day. (2015). <https://www.youtube.com/watch?v=jHOcrHW4Yvg>
- National Council of Professors of Educational Administration. Mentoring & Tutoring: Partnership in Learning. Taylor & Francis. (18)1, February 2010, 53-59.
- Nickelhoff, L. & Nyatepe- Coo, E. (2011). Adjunct Faculty Orientation and Professional Development. University Leadership Council- Education Advisory Board, Washington, D.C.
- Ombres, S., Cottom, C., Martino, L., Atwell, A. and Wuest, A. (2017, 09 30). Virtual Community of Practice for Globally Dispersed Online Adjunct Faculty.
- Paver, J., Walker, D.A. & Hung, W.C. (2014). Factors that Predict the Integration of Technology for Instruction by Community College Adjunct Faculty. *Community College Journal of Research*



and Practice, 38(1), 68-85. Puzziferro, M. (2004). Online adjunct faculty: issues & opportunities. *Academic Exchange Quarterly*, 8(3), 125-130.

Puzziferro-Schnitzer, M. (2005). Managing virtual adjunct faculty: Applying the seven principles of good practice. *Online Journal of Distance Learning Administration*, 8(2), 1-6.

Rogers, C.B., McIntyre, M., & Jazzar, M. (2010). Mentoring adjunct faculty using the cornerstones of effective communication and practice. *Mentoring & Tutoring: Partnership in Learning*, 18(1), 53-59.

Smith, C. (2003) Working Systemically to Improve the Conditions of Part-Time/Adjunct Faculty; A Case Study of the Washington Federation of Teachers' Public and Legislative Campaign, *Working USA*; Armonk 6.4 (Apr 30, 2003): 23.

Smith, J. A., & Zsohar, H. (2007). Essentials of neophyte mentorship in relationship to the faculty shortage. *Journal of Nursing Education*, 46(4), 184-186.

Strom-Gottfried, K. and Dunlap, K. (2004). Assimilating adjuncts: strategies for orienting contract faculty. *Journal of Social Work Education*, (40) 3, 445-452.

Survey Monkey. (2016). Sample Size Calculator. Retrieved from Survey Monkey: <https://www.surveymonkey.com/mp/sample-size-calculator/>



Appendix A. Complete Adjunct Faculty Survey

1. How does the Department of Aeronautics usually contact you?
 - 100% Email
 - 90%, Yes
 - If "Other" please explain_1
2. Is this the best way to contact you?
 - You send emails/offers to teach to my ERAU address. I've repeatedly asked that they be sent to my home address as I don't check my ERAU email every day. When I have months between teaching assignments, why would I?
 - I also respond to phone calls
 - 50% Didn't have one
 - First/last name, Email and Phone Number
 - Gayle Larson (x 2), Robert Hanies, Brian Crose (x 2), Kathleen Quigley, Orin Godsey, Ilze Zarina, Susan Barnhart, J. R. Hanamean
 - 15% Do
 - If "Yes" or "Other" please detail
 - Susan Barnhart, Online Faculty Quality Manager
3. Who is your point of contact at ERAU?
 - It would be great to have a point of contact at the university where I could inquire on potential adjunct classes to teach
 - 1. For the course I instruct: Orin Godsey, CoA Course Monitor 2. For Online Course Scheduling: Joanne Nelson 3. For EV Blended Course Scheduling: Mary Payne 4. For EUR Military Course Scheduling: Ilze Zarina 5. For College of Aeronautics matters: Gayle Larson
 - For academic issues, I contact a full time C o A member, usually Orin Godsey
 - 20% Once a Month, 45% As needed (class), 25% Once a month, 5% Everyday, 5% 2/3 times week
 - If "Other" please explain
4. Do you have more than one point of contact at the University?
 - We exchange email more frequently weeks before the classes starts and at two weeks after the classes end. Hence can't find a correct option from above.
 - I receive e-mails about upcoming events and other information but, I am not personally contacted. Exception: I was asked to teach a summer class; however not enough students enrolled so, the class was canceled.
5. How often are you contacted?
 - We exchange email more frequently weeks before the classes starts and at two weeks after the classes end. Hence can't find a correct option from above.
 - I receive e-mails about upcoming events and other information but, I am not personally contacted. Exception: I was asked to teach a summer class; however not enough students enrolled so, the class was canceled.



6. Are you satisfied with the frequency of contact?

- Contact depends on the needs and topics of each specific office or contact.
- At the beginning of the course and near the end of the course.
- On an as needed basis.
- I receive daily University e-mails, but have no designated POC.
- 65% Yes, 15% No, 20% Other
- If "Other" please explain
- ERAU wants us to act as members of the team, but treats us like contract labor.
- It would be great if the university did stay in-touch with me personally with up-to-date adjunct teaching positions.
- All contacts are responsive with helpful informative replies.
- Now that you have asked, I am not sure. It would be nice to have one person who is the go-to person, or at least one person in each of the subject matter areas that could be contacted. I am not sure if the quality person is the same for each subject area or even if they are the same for class.
- would be nice to have a point of contact
- Sometimes
- Concerning teaching a course
- Course teaching invitations and College of Aeronautics Faculty meetings.

7. What is the context of your contact with ERAU? (e.g. the contact is usually concerning teaching a course, the contact is usually a newsletter, etc....)

- Teaching the course.
- I teach a course once or twice a year. Contract items, and course specific items.
- Ian McAndrew.
- My contact is usually for a potential opportunity to teach a course.
- operational processes
- About teaching offers
- The context of contact is for upcoming events, newsletter, and similar communication.
- Syllabus Approval
- In addition to my contacts listed in Question four, I receive a large volume of emails from ERAU and ERAU-W. Information about the University from all three Campuses (Daytona, Prescott, Worldwide), and information for the College of Aeronautics and for all Faculty (Adjunct and Full time) plus staff is available to me.



- *Course information and instructor contract guidance Both routine and important information from both the C o A and the WW campus concerning faculty meetings, classes and schedules, and continuing education. I have had and still have issues with the writing examples and with the grading rubrics. That may be the subject of another survey though. Teaching a course.*
 - *Various. Sometimes it is about teaching a course, sometimes it is about being "qualified" to teach a course*
 - *Teaching a course.*
 - *teaching a course; Rothwell announcements; newsletters;*
 - *Only contact during technical difficulties*
 - *5% Other, 20% No, 75% Yes*
 - **If "Other" please explain**
 - *I like receiving the upcoming events, newsletters, and similar; however, it would be nice to know when the on-line adjuncts will be teaching.*
 - *I do not have any feeling that I am left out of the information networks.*
 - *25% Other, 30% Once year, 40% Once a quarter, 5% Years between contact*
 - **If "Other" please explain**
 - *Random*
 - *Varies, but I'd like it to be more frequent if possible!*
 - *I have been contacted 1X about an on-line adjunct teaching position (after a couple of years); however, due to the student summer enrollment, the class was canceled.*
 - *Because I enjoy sharing and helping our students thrive in their academic process, I reach out to my primary instructing contacts to seek opportunities. Joanne Nelson (OL), Mary Payne (EV Blended) and Ilze Zarina (EUR Military) are always helpful and responsive and seem to appreciate my outreach. They deserve the praise for their professionalism.*
 - *Once to twice a semester*
 - *Around once a quarter*
 - *80% Yes, 5% No, 15% Other*
 - **If "Other" please explain**
 - *the current contact frequency is more than adequate*
 - *Most definitely! I completed all the BlackBoard training classes then, the Canvas training classes. However, due to not having the opportunity to teach on-line courses, I will have to re-train again if ever asked to teach.*
8. Are you satisfied with the frequency of contact?
9. How often are you contacted to teach a course?
10. Would you like to be asked to teach courses more often?



11. What was the last course you for ERAU and when?

- *Instructing is fun and rewarding for me. MOre that instructing the topics of my course, ASCI 202, is my background goal to prepare and equip our students for following academic and career challenges.*
- *About right, but would like to have a contact when I desire and have time to be more active.*
- **Briefly describe that experience**
- *Poor*
- *Wonderful!! Love Adobe Connect.*
- *Excellent. Although the Canvas course layout had numerous errors.*
- *It was fine. I taught full time at Dayton in 2000, but had to leave FL due to my wife's allergies. I've been teaching for ERAU for a couple years now, but getting to the point that I don't feel ERAU has any interest in my remaining. I'm just part-time, contract labor. Oh, but be a professional when you (meaning "I") do it.*
- *Great experience, one issue with a student plagiarizing. Most of the students in my course are in their last year of their bachelors degree. I feel that some students are not aware of plagiarism rules adequately or have not been caught plagiarizing in prior courses.*
- *The students were awesome and the support from ERAU is superb. They have all the support to make my teaching easy.*
- *My first and only course taught at ERAU is Engineering 101. It is a great course and I enjoyed it.*
- *good experience*
- *I liked teaching it because it involved research techniques.*
- *I have not taught any on-line courses.*
- *Very good class.*
- *We're just beginning and I'm enjoying meeting the students and helping them get started in the course. My last Term was ASCI 202 Online in May 2016. Each course offers its unique challenges and rewards as a function of the unique nature of each student.*
- *Great course and terrific students---no issues*
- *No problems, one was EV home,. one Hybrid classroom sending to two other classrooms*
- *Good well rounded students*
- *Online, canvas.*
- *Experience was good overall*
- *Very Good.*
- *Online course. OK experience, but I much prefer actually teaching in person or via EagleVision.*



• All of my classes have been a joy. There have been access and technical issues lately (more this year than others), but the 1-800 number support technicians have been extremely helpful.

- 10% Other(on Stand by or currently teaching a course),
- 35% No, 55% Yes
- If "Yes" how were you notified and when
- via e-mail last month- SFTY 462 and ASCI 611 via EV Home
- By ERAU email. I was out of town and didn't check my ERAU email, so I missed the opportunity. And, seeing the pattern, I won't be offered another class until 2017.

12. Have you been notified of your next teaching experience?

- Through email.
- e mail....90 days before the Oct term
- e-mail Mary Payne has me listed as tentative for an EV course in January 2017 dependent on course enrollment.
- email
- e-mail contract offering for Oct-Dec (accepted) offered in June I believe.
- Email
- e-mail, last month
- E-mail last month
- If "Other" please explain
- I am teaching a course now.
- On "standby" if course needs additional section

13. Which additional modes would you like to be cleared to teach in?

- 15% Face to Face
- 15% Blended
- 35% Online
- 35% Are satisfied with the current modes they teach in.

14. Which modes are you cleared to teach (Check all that apply)?

- 30% Would like to be cleared to teach in all modes
- 45% Are cleared to teach in all modes
- 10% Are cleared to teach in blended
- 25% Are cleared to teach Face to Face

15. What course are you cleared to teach? //This

- 55% Are cleared to teach online
- Basic ground school, Aerodynamics, Into to Aviation
- ASCI 603, ASCI 604, ASCI 611, ASCI 612, ASCI 634, ASCI 643, SFTY 311, SFTY 440, SFTY 345, ASCI 490, ASCI 202, SFTY 462, SFTY 320, SFTY 409
- ASCI- 602, 609, 641, 644, 254. Safety 335, 409, AMNT Series.



question was asked to find out what departments had the most responsive adjuncts//

- *I teach Safety & Health classes for ERAU. I did what was asked to teach Training & Development...but that was over a year ago with no contact. I teach Accounting & Finance for several other schools, but ERAU has never asked me. It is like Safety & Health keep me from teaching other disciplines, but only want to call me 1 or 2 times a year for a small class, one that doesn't seem to exceed 10.*

- *Cleared to teach ASCI 401, Airport Development and Operations*
- *SFTY335, Mechanical and Structural Factors in Aviation Safety*
- *Engr101*
- *Too many to list in this block*
- *RSCH 670 Research Methods and BIOL 107 Elements of Biological Science*
- *For my original submittal to the university, I was cleared to teach program management, six sigam (I think), and Manufacturing Engineering. Since I am not contacted or kept up-to-date on classes I can teach, I do not know if more are available. I could teach other courses if the opportunity was given.*

- *Numerous*
- *ASCI 202*
- *14-16 Ungrad/Grad courses*
- *ASCI 618, 615, 611, 617, 254, 604. SFTY 345, 350, 440, 409, 330. Still on records is ASCI 690 and 690C.*
- *RSCH 670, BUSW 500, ASCI 700A, ASCI 700B*
- *AMNT 240 and 271*
- *Approximately 6 in SAF and Human Factors*
- *Phys 102 and Multiple Math classes*
- *ASCI 309, 310, 515, 516*
- *ASCI 315, 315, 601*
- *25% Would not*
- *75% Would*

16. Are there any additional course you would like to be cleared to teach?

- *If "Yes" please describe*
- *Safety related courses UAS Courses and Human Factor Graduate Courses*
- *Any other ASCI courses.*
- *See 15. I have a MS in Safety, which is what I teach. I have a MBA-HR, MBA-Finance, and MS in Accounting. I also have an EdD (Training & Development).*
- *Any courses that fit my areas of knowledge.*
- *ASCI 310, Aircraft Performance and SFTY 409, Aviation Safety*



- *Human Factors, Technology and Information Systems*
- *Statistics*
- *Quality, Business Administration, Industrial Engineering, Lean Production/Six Sigma, Operations Management, and SAP/ERP.*
- *It would be very much appreciated if ERAU-W would reach out to me for a copy of my resume and transcripts (which are probably already on file somewhere). ERAU-W would evaluate my qualifications and my teaching history and performance and offer me another course to teach. Since ERAU-W knows its needs, it and knows my proven performance, it seems the outreach might best come from ERAU-W. It would be a bit like searching for a small item in a forest for me to try to imagine where ERAU-W might best employ my qualifications, skills and abilities. I'm also open considering a full time opportunity at Prescott.*
- *MAVM 605 Global Maintenance Resource Management*
- *Aviation Maintenance Management, Airport Management, Aviation Safety*
- *Several*
- *Safety I submitted for four classes to be reviewed; I have not received word if I am cleared and if so, when.*
- *Feedback before problems*
- *Implement the On-Line Syllabus and allow for more courses via FCCA in the newer programs.*
- *Nothing I need at this point.*
- *Other than actually give me more than one or maybe two small classes a year, no.*
- *Perhaps let instructors know when they are up next to be offered a course.*
- *Provide the teaching materials at least 3 months ahead of class so that instructor have the time to read through and plan his course ahead. Especially for the first time teaching that subject. We can be an SME in that field but we still have to understand what is been covered by ERAU for the subject.*
- *Changes in progress should improve course selections to teach.*
- *when a course has been released for instructor course annotations and inputs, please post that course in a visible manner in the "courses section" and send an e mail to that effect. The old "course postings" were prominently displayed in the course section for the instructor, not listed on a separate page. An e mail to that effect..."Your course ASCIxxx is now posted for your preterm annotations and syllabus construction". Thank you..that would be very helpful.*

17. What, if anything, could the University do to help you better prepare to teach a course?



18. Were you made aware of how well the students/course observer felt you performed after you taught your last course?

- *I believe I should be offered courses at least every quarter to better prepare myself for teaching.*
- *Provide more opportunity for on-line adjunct teaching positions.*
- *Contact with course monitors has been difficult.*
- *Sara Ombres and her teams have done a fine job of reaching out to me. For that reason, I just completed FACD 801/802. Praise to the CTLE Teams.*
- *N/A*
- *Continuing education courses are excellent and prepare me well for teaching.*
- *I think ERAU has an excellent preparation course in the FACD series.*
- *Course material availability is fine as is. thanks.*
- *More lead time with the syllabus and required text books*
- *Nothing*
- *Stop cancelling courses at the last minute. Try to get more than a handful of students in a class (current online term is a rare exception that I have a large class) \$1200 for well over 100 hours of work is hardly worth it.*
- *Nothing.*
- *90% Yes, 5% No, 5% Other*
- *If "Other" please explain*
- *I was scheduled to teach a summer course but, the enrollment was too low and the class was canceled. This is the only course I have ever been asked to teach.*
- *We have an opportunity here to improve the End of Course Survey (EoCS) process. In ASCI 202 Online, in Module 8, the students are directed to the Course Menu to find the link for their EOCS. Instead, the link to the survey should be on the Activity page in the Module. "Please take the survey by following this hyperlink XXXXX." Students repeatedly report they cannot find the EoCS link. ERAU-W sends routine emails in week 8 to Online instructors asking them to publish an Announcement in their course about the EoCS. The lack of student participation is not an instructor issue. It's Canvas issue that ERAU-W should address with Canvas. It is currently left to the Canvas Community Forum. ERAU-W as contract holder has more influence to change the process than individual faculty inputs to a forum blog. The link to the EoCS belongs on the same Module page where we announce the survey and ask the student to participate. If you had a good experience at Daytona, would you walk all the way across campus to the Registrar's Office to find the Survey Mailbox? Or, would you be more likely to comment if you could leave your comment conveniently at the point of the experience?*
- *Student evals*



19. Do you receive any feedback from the University concerning job performance?

- Student yes, via course surveys
- 75% Yes, 10% Rarely, 10% No, 5% Sometimes
- If "Yes", "Sometimes" or "Rarely", Detail how often, the type of feedback and how you receive it
- Only when things went wrong.
- Annually reviewed by full time faculty member. Feedback via e-mail and performance form.
- Once a year.
- The course evaluation person...can't remember her name.
- Every couple of semesters.
- Once or twice during the semester and through email.
- I have only taught one class and received the results of the student survey.

- email
- I received just once.
- Not Applicable - have not had the opportunity to teach.
- Annual evaluations.
- An email is sent to me when my course will be audited or monitored and the comment sheet is always sent to me for my review and comment. I'm content.
- During and after each course
- Annual evaluations and syllabus that are submitted for approval.
- The student evaluations
- one time, online via email. 2015, was very professional.
- I have had no formal "review". Sometimes during a course, a reviewer will contact me.
- Student Evaluations in Ernie
- Annually. Received via e-mail after the observer watched on of my EagleVision playbacks.
- I receive an e-mail each course letting me know how my class looks and my participation level. This usually comes from a TA review.

20. Would you like to receive additional feedback concerning your performance?

- 30% Yes, 70% No
- If "Yes" please specify/Comment
- Phone
- Always room for additional feedback, although I think that that current evaluations provide adequate feedback.
- Constructive feedback is always with ways to improve teaching performance.



21. Additional questions you feel are missing from the survey

- *Not Applicable - have not had the opportunity to teach.*
- *I also frequently receive personal email comments from my students at the end of each course.*
- *It continues to be a privilege to instruct for my Alma Mata. ERAU is one of the finest institutions of higher learning in the Country and I continually promote this with my GR and UG students. Superior quality aeronautical education stressing quality of instruction and superior standards.*
- *Question: Are you satisfied with the grading rubrics for the discussions in the online classes? Answer: No Question: Do you think the writing examples for APA format and thesis examples are adequate and correctly present an optimum example? Answer: Sometimes but not usually.*
- *I have been teaching at ERAU, my alma mater, for over 10 years. One class a semester (5 per year) would be ideal. I understand level loading is not always an option. I am happy to help online.*
- *Professor Ken Chirkis*
- *Again, I completed BlackBoard and Canvas Training, I am in the system and have been for a couple of years; however, opportunity to teach at the university is very limited. I am not sure why the university promotes having PhD's but, does not provide any opportunities to teach.*
- *Please pass along my praise and thanks to all those contacts I have cited in this survey. Each is professional in every way. Let's make it an ERAU-W responsibility and priority to link the End of Course Survey on the Module Activity page where we announce it in each online course MMT. It is an ERAU-W issue. It is not specific to any instructor or any course. Then, watch and see the participation rates rise. Finally, thanks to Alex Rister, for inviting me to collaborate with her on our combined freshly new initiative for EAGLET. She has honored me, a non-doctorate Adjunct, by offering me an opportunity that I would have thought might be reserved for full time faculty. Praise and thanks for her professionalism.*

22. Additional comments including your name if you would like it included

- *I was a Campus DA when that position was eliminated. I felt that I was the main POC linking the WW Campus with the instructors in the classroom. I felt there was personal contact needed to oversee, motivate, encourage, and evaluate the instructors for our campus to ensure quality classes. This was one of my most important functions. I believed when the position was eliminated that there would be a void that would affect quality instruction in local classrooms in the years to come until the process could smooth out. I am not convinced the process has completely smoothed out yet. There are more EV classes broadcast into the classrooms which used to be fact to face, but many of our students (based on their comments to me) would prefer face to face classes. I feel the C o A is working hard to*



ensure and improve quality and I realize it is a big task. Regards, Charles Baumann, San Antonio Texas.

- I enjoy teaching the classes online and of all the Universities I have had the privilege of teaching at, ERAU has the best system and platform for teaching. Dr. Philip Bos
- I have no affiliation with a resident center and would like to have a point of contact or some guidance on how and who to communicate with at the campus. thanks Richard Audette
- I have raised a question regarding the graduate level Industrial Hygiene course and the requirement to use a 3 volume, expensive text book in a quarter. I was told (in January) that I would be given an opportunity to discuss with the department head. I am still waiting on this opportunity, as there was no follow-up.

Appendix B: Adjuncts Cleared to Teach Each COA Course

How many faculty are slotted to teach each course															
AMNT_240	46	ASCI_509	16	BA_324	1	FIRE_304	2	MGMT_314	1	MGMT_671	1	SFTY_315	7	TRAN_371	2
AMNT_260	38	ASCI_511	7	BA_390	1	FIRE_305	1	MGMT_317	7	MGMT_672	1	SFTY_320	93	TRAN_401	5
AMNT_270	40	ASCI_512	10	BSAB_311	4	GCPP_605	3	MGMT_320	2	MGMT_673	1	SFTY_321	8	TRAN_411	1
AMNT_271	45	ASCI_513	5	BSAB_314	1	GNED_103	2	MGMT_321	4	MGMT_678	1	SFTY_326	2	TRAN_421	3
AMNT_280	41	ASCI_514	4	BSAB_317	7	GOVT_325	1	MGMT_322	4	MGMT_690	8	SFTY_330	92	TRAN_490	3
AMNT_281	38	ASCI_515	26	BSAB_320	1	GOVT_340	1	MGMT_324	6	MGMT_690C	6	SFTY_335	50	UNIV_101	1
AMNT_490	5	ASCI_516	36	BSAB_325	5	GOVT_401	3	MGMT_325	5	MSA_524	1	SFTY_341	8	UNSY_307	1
AS_120	1	ASCI_518	1	BSAB_335	1	HIST_110	1	MGMT_331	8	MSA_550	1	SFTY_345	10	UNSY_311	1
AS_142	1	ASCI_530	13	BSAB_371	5	HIST_130	5	MGMT_333	1	MSA_599	1	SFTY_350	60	UNSY_313	1
AS_199	1	ASCI_531	6	BSAB_390	3	HUMN_330	4	MGMT_335	1	MSA_606	1	SFTY_355	6	UNSY_405	3
AS_311	1	ASCI_550	6	BSAB_410	2	LGMT_536	1	MGMT_371	5	MSA_614	1	SFTY_360	5	UNSY_501	7
AS_357	1	ASCI_560	31	BSAB_412	9	LGMT_636	2	MGMT_385	1	MSA_691	1	SFTY_365	1	UNSY_601	9
AS_378	1	ASCI_601	6	BSAB_415	4	LGMT_682	1	MGMT_386	1	MSHF_624	2	SFTY_375	30	UNSY_605	9
AS_405	1	ASCI_602	64	BSAB_416	1	LGMT_683	1	MGMT_387	1	MSLD_500	1	SFTY_399	2	UNSY_610	7
AS_428	1	ASCI_603	31	BSAB_418	2	LGMT_685	1	MGMT_388	1	MSLD_511	2	SFTY_409	11	UNSY_615	7
AS_499	1	ASCI_604	67	BSAB_420	0	LGMT_691	1	MGMT_389	1	MSLD_520	1	SFTY_410	1	UNSY_691	2
ASCI_110	5	ASCI_605	16	BSAB_425	1	MATH_106	3	MGMT_390	3	MSLD_521	1	SFTY_420	1	WEAX_201	1
ASCI_185	21	ASCI_606	29	BSAB_426	5	MATH_111	3	MGMT_394	1	MSLD_641	1	SFTY_435	38		
ASCI_199	1	ASCI_608	39	BSAB_436	6	MATH_112	2	MGMT_399	1	PHYS_102	2	SFTY_440	45		
ASCI_202	12	ASCI_609	49	CESC_220	7	MATH_120	1	MGMT_402	1	PHYS_150	7	SFTY_450	1		



ASCI_2 21	1	ASCI_6 11	40	CESC_ 222	5	MATH_ 140	3	MGMT_4 03	1	PHYS_16 0	4	SFTY_4 62	16		
ASCI_2 54	64	ASCI_6 12	41	COIN_ 496	1	MATH_ 142	2	MGMT_4 04	1	PHYS_25 0	2	SFTY_4 70	2		
ASCI_2 60	6	ASCI_6 14	9	CSCI_1 09	1	MATH_ 143	2	MGMT_4 05	1	PMGT_5 01	2	SFTY_4 99	1		
ASCI_2 99	1	ASCI_6 15	41	ECON_ 210	1	MATH_ 145	2	MGMT_4 06	2	PMGT_5 02	3	SFTY_5 10	6		
ASCI_3 09	67	ASCI_6 16	6	ECON_ 211	1	MATH_ 211	1	MGMT_4 08	1	PMGT_6 11	2	SFTY_5 30	4		
ASCI_3 10	35	ASCI_6 17	34	ENGR_ 101	8	MATH_ 222	3	MGMT_4 11	9	PMGT_6 12	3	SFTY_5 40	3		
ASCI_3 15	24	ASCI_6 18	48	ENGR_ 115	7	MATH_ 241	1	MGMT_4 19	2	PMGT_6 13	3	SFTY_5 80	5		
ASCI_3 16	11	ASCI_6 20	28	ENGR_ 119	3	MATH_ 242	1	MGMT_4 20	0	PMGT_6 14	3	SFTY_5 90	6		
ASCI_3 17	26	ASCI_6 22	17	ENGR_ 120	4	MATH_ 243	1	MGMT_4 21	2	PMGT_6 90	3	SFTY_6 00	6		
ASCI_3 18	13	ASCI_6 23	3	ENGR_ 200	1	MATH_ 250	7	MGMT_4 22	6	PSYC_22 0	1	SFTY_6 19	1		
ASCI_3 20	3	ASCI_6 34	22	ESCI_1 05	3	MATH_ 251	6	MGMT_4 24	3	PSYC_32 0	1	SFTY_6 30	3		
ASCI_3 22	4	ASCI_6 36	1	ESCI_2 01	9	MATH_ 252	5	MGMT_4 27	4	RSCH_20 2	9	SFTY_6 91	1		
ASCI_3 27	2	ASCI_6 37	9	ESCI_2 02	7	MATH_ 253	5	MGMT_4 36	7	RSCH_66 5	2	SFTY_6 91C	1		
ASCI_3 57	13	ASCI_6 38	9	ESCI_2 04	5	MATH_ 320	5	MGMT_4 40	1	RSCH_67 0	3	SYSE_5 00	7		
ASCI_3 78	11	ASCI_6 41	20	ESCI_2 06	8	MATH_ 345	3	MGMT_5 00	2	SCTY_31 0	6	SYSE_5 30	3		
ASCI_3 88	13	ASCI_6 42	17	ESVS_ 301	2	MATH_ 412	2	MGMT_5 03A	1	SCTY_31 2	9	SYSE_5 60	3		
ASCI_3 99	1	ASCI_6 43	16	ESVS_ 402	1	MATH_ 5	2	MGMT_5 03D	1	SCTY_31 5	1	SYSE_6 10	2		
ASCI_4 01	20	ASCI_6 44	19	ESVS_ 403	1	MATH_ 6	2	MGMT_5 11	2	SCTY_38 5	6	SYSE_6 25	3		
ASCI_4 04	21	ASCI_6 45	24	ESVS_ 404	1	MBAA_ 520	3	MGMT_5 20	3	SCTY_40 0	7	SYSE_6 47	1		
ASCI_4 06	5	ASCI_6 46	5	ESVS_ 405	1	MBAA_ 521	1	MGMT_5 24	4	SCTY_41 0	4	SYSE_6 60	1		
ASCI_4 10	9	ASCI_6 54	12	ESVS_ 410	2	MBAA_ 522	2	MGMT_5 31	2	SCTY_41 5	8	SYSE_6 97	1		
ASCI_4 12	13	ASCI_6 60	9	ETEC_ 310	4	MBAA_ 523	1	MGMT_5 32	2	SCTY_42 0	1	TMGT_ 555	1		
ASCI_4 19	46	ASCI_6 63	12	ETEC_ 315	3	MBAA_ 604	1	MGMT_5 33	7	SCTY_43 0	9	TMGT_ 621	3		
ASCI_4 24	2	ASCI_6 90	0	ETEC_ 410	4	MBAA_ 641	1	MGMT_6 31	3	SCTY_48 5	2	TRAN_ 274	4		
ASCI_4 28	11	ASCI_6 90C	34	ETEC_ 415	2	MGMT_ 201	6	MGMT_6 43	3	SCTY_48 8	8	TRAN_ 301	3		
ASCI_4 29	2	ASCI_6 91	19	ETEC_ 420	3	MGMT_ 203	1	MGMT_6 51	1	SCTY_49 0	1	TRAN_ 321	9		
ASCI_4 33	3	ASCI_6 91C	19	ETEC_ 490	1	MGMT_ 221	2	MGMT_6 52	1	SFTY_20 1	3	TRAN_ 331	1		
ASCI_4 38	9	ASCI_6 99	1	FIRE_3 00	1	MGMT_ 299	1	MGMT_6 53	3	SFTY_21 5	1	TRAN_ 341	1		
ASCI_4 90	71	ASCI_7 00A	2	FIRE_3 02	1	MGMT_ 308	1	MGMT_6 61	4	SFTY_29 9	1	TRAN_ 351	1		
ASCI_4 99	1	ASCI_7 00B	2	FIRE_3 03	1	MGMT_ 311	4	MGMT_6 65	1	SFTY_31 1	7	TRAN_ 361	2		



Appendix C: Complete Dataset of Faculty Who Have Taught a WW Course

CS EMP LID	RANK DATE	LAST TERM TAUGHT	Last term taught - rank date	ADJ EVAL DT	Evaluation - Rank Date	Evaluation - Last term taught	Day List Obtained	Days Between Date List Obtained and last term taught	# WW COURSES	Last FACD Date	10/22/2015 - Last FACD	Last FACD - last term taught
AA	7/22/1986	1/1/2014	27 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	84	7/12/2011	4 years, 3 months	2 years, 5 months
AB	4/15/1987	7/1/2015	28 years, 2 months	7/12/2015	28 years, 2 months	0 years, 0 months	10/22/2015	0 years, 3 months	58	11/11/2011	3 years, 11 months	3 years, 7 months
AC	10/27/1987	8/1/2014	26 years, 9 months	9/21/2014	26 years, 10 months	0 years, 1 months	10/22/2015	1 years, 2 months	15	8/11/2012	3 years, 2 months	1 years, 11 months
AD	8/22/1990	4/1/2016	25 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	15	11/11/2015	0 years, 0 months	0 years, 4 months
AE	10/4/1990	1/1/2014	23 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	37	6/11/2013	2 years, 4 months	0 years, 6 months
AF	5/30/1991	5/1/2014	22 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	177	3/14/2013	2 years, 7 months	1 years, 1 months
AG	1/24/1992	8/1/2015	23 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	16	7/12/2011	4 years, 3 months	4 years, 0 months
AH	7/2/1992	8/1/2015	23 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	31	12/12/2014	0 years, 10 months	0 years, 7 months
AI	8/1/1992	3/1/2013	20 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	73	3/14/2015	0 years, 7 months	2 years, 0 months
AJ	9/11/1992	2/1/2016	23 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	108	6/11/2011	4 years, 4 months	4 years, 7 months
AK	1/1/1993	10/1/2015	22 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	98	10/12/2015	0 years, 0 months	0 years, 0 months
AL	3/27/1995	5/1/2014	19 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	52	4/11/2015	0 years, 6 months	0 years, 11 months
AM	3/13/1996	8/1/2015	19 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	10	10/11/2013	2 years, 0 months	1 years, 9 months
AN	4/13/1997	5/1/2016	19 years, 0 months	12/11/2014	17 years, 7 months	1 years, 4 months	10/22/2015	0 years, 6 months	112	7/12/2013	2 years, 3 months	2 years, 9 months
AO	5/14/1997	1/1/2016	18 years, 7 months	3/14/2014	16 years, 10 months	1 years, 9 months	10/22/2015	0 years, 2 months	138	10/12/2012	3 years, 0 months	3 years, 2 months
AP	12/3/1997	5/1/2013	15 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	50	3/13/2012	3 years, 7 months	1 years, 1 months
AQ	4/9/1998	10/1/2015	17 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	182	2/11/2013	2 years, 8 months	2 years, 7 months
AR	2/25/1999	1/1/2013	13 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 9 months	15	8/1/2011	4 years, 2 months	1 years, 5 months
AS	7/13/1999	10/1/2013	14 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	44	5/12/2015	0 years, 5 months	1 years, 7 months
AT	7/16/1999	10/1/2015	16 years, 2 months	6/19/2015	15 years, 11 months	0 years, 3 months	10/22/2015	0 years, 0 months	65	5/12/2015	0 years, 5 months	0 years, 4 months
AU	8/25/1999	1/1/2016	16 years, 4 months	3/2/2014	14 years, 6 months	1 years, 9 months	10/22/2015	0 years, 2 months	48	5/12/2013	2 years, 5 months	2 years, 7 months
AV	10/28/1999	8/1/2015	15 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	59	2/11/2011	4 years, 8 months	4 years, 5 months
AW	12/20/1999	8/1/2014	14 years, 7 months	10/6/2014	14 years, 9 months	0 years, 2 months	10/22/2015	1 years, 2 months	54	10/12/2015	0 years, 0 months	1 years, 2 months
AX	3/30/2000	8/1/2015	15 years, 4 months	7/21/2014	14 years, 3 months	1 years, 0 months	10/22/2015	0 years, 2 months	644	8/1/2011	4 years, 2 months	4 years, 0 months
AY	8/15/2000	4/1/2016	15 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	6	7/12/2011	4 years, 3 months	4 years, 8 months
AZ	11/3/2000	8/1/2015	14 years, 8 months	6/25/2015	14 years, 7 months	0 years, 1 months	10/22/2015	0 years, 2 months	39	12/12/2014	0 years, 10 months	0 years, 7 months
BA	2/20/2001	10/1/2015	14 years, 7 months	7/10/2014	13 years, 4 months	1 years, 2 months	10/22/2015	0 years, 0 months	145	2/11/2013	2 years, 8 months	2 years, 7 months
BB	5/7/2001	4/1/2016	14 years, 10 months	3/15/2014	12 years, 10 months	2 years, 0 months	10/22/2015	0 years, 5 months	144	3/14/2013	2 years, 7 months	3 years, 0 months
BC	5/9/2001	10/1/2015	14 years, 4 months	5/27/2014	13 years, 0 months	1 years, 4 months	10/22/2015	0 years, 0 months	95	3/14/2015	0 years, 7 months	0 years, 6 months
BD	5/25/2001	1/1/2016	14 years, 7 months	3/15/2015	13 years, 9 months	0 years, 9 months	10/22/2015	0 years, 2 months	73	3/14/2013	2 years, 7 months	2 years, 9 months
BE	5/25/2001	10/1/2015	14 years, 4 months	4/14/2014	12 years, 10 months	1 years, 5 months	10/22/2015	0 years, 0 months	132	2/11/2013	2 years, 8 months	2 years, 7 months
BF	1/4/2002	5/1/2016	14 years, 3 months	3/2/2014	12 years, 1 months	2 years, 1 months	10/22/2015	0 years, 6 months	113	10/12/2010	5 years, 0 months	5 years, 6 months
BG	3/7/2002	2/1/2016	13 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	71	3/14/2013	2 years, 7 months	2 years, 10 months
BH	3/18/2002	10/1/2015	13 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	52	3/14/2013	2 years, 7 months	2 years, 6 months



BI	4/2/2002	1/1/2015	12 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	53	9/11/2015	0 years, 1 months	0 years, 8 months
BJ	5/1/2002	2/1/2016	13 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	14	6/11/2013	2 years, 4 months	2 years, 7 months
BK	6/18/2002	10/1/2014	12 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 0 months	98	7/12/2011	4 years, 3 months	3 years, 2 months
BL	10/15/2002	3/1/2016	13 years, 4 months	2/26/2014	11 years, 4 months	2 years, 0 months	10/22/2015	0 years, 4 months	204	3/14/2013	2 years, 7 months	2 years, 11 months
BM	12/12/2002	10/1/2012	9 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 0 months	42	10/12/2011	4 years, 0 months	0 years, 11 months
BN	2/12/2003	10/1/2015	12 years, 7 months	9/13/2014	11 years, 7 months	1 years, 0 months	10/22/2015	0 years, 0 months	64	1/11/2013	2 years, 9 months	2 years, 8 months
BO	4/20/2003	1/1/2013	9 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 9 months	58	3/14/2015	0 years, 7 months	2 years, 2 months
BP	4/28/2003	1/1/2014	10 years, 8 months	2/24/2014	10 years, 9 months	0 years, 1 months	10/22/2015	1 years, 9 months	2	8/1/2011	4 years, 2 months	2 years, 5 months
BQ	5/16/2003	12/1/2015	12 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	50	2/11/2012	3 years, 8 months	3 years, 9 months
BR	5/27/2003	8/1/2013	10 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	62	6/11/2012	3 years, 4 months	1 years, 1 months
BS	7/25/2003	2/1/2016	12 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	56	6/11/2014	1 years, 4 months	1 years, 7 months
BT	7/25/2003	10/1/2014	11 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 0 months	26	5/12/2015	0 years, 5 months	0 years, 7 months
BU	8/16/2003	4/1/2016	12 years, 7 months	5/20/2014	10 years, 9 months	1 years, 10 months	10/22/2015	0 years, 5 months	93	4/11/2012	3 years, 6 months	3 years, 11 months
BV	9/22/2003	1/1/2016	12 years, 3 months	2/6/2015	11 years, 4 months	0 years, 10 months	10/22/2015	0 years, 2 months	29	5/12/2014	1 years, 5 months	1 years, 7 months
BW	9/29/2003	5/1/2016	12 years, 7 months	7/11/2015	11 years, 9 months	0 years, 9 months	10/22/2015	0 years, 6 months	326	9/11/2011	4 years, 1 months	4 years, 7 months
BX	10/6/2003	10/1/2015	11 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	97	3/14/2014	1 years, 7 months	1 years, 6 months
BY	11/17/2003	3/1/2014	10 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	26	2/11/2013	2 years, 8 months	1 years, 0 months
BZ	12/16/2003	1/1/2010	6 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	5 years, 9 months	254	Never	No FACD Listed	No FACD Listed
CA	4/15/2004	10/1/2013	9 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	19	4/11/2013	2 years, 6 months	0 years, 5 months
CB	5/21/2004	3/1/2016	11 years, 9 months	3/14/2014	9 years, 9 months	1 years, 11 months	10/22/2015	0 years, 4 months	93	6/11/2013	2 years, 4 months	2 years, 8 months
CC	5/25/2004	3/1/2016	11 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	88	1/11/2013	2 years, 9 months	3 years, 1 months
CD	6/3/2004	3/1/2014	9 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	52	9/11/2012	3 years, 1 months	1 years, 5 months
CE	6/7/2004	3/1/2015	10 years, 8 months	5/21/2015	10 years, 11 months	0 years, 2 months	10/22/2015	0 years, 7 months	194	7/12/2011	4 years, 3 months	3 years, 7 months
CF	6/7/2004	10/1/2015	11 years, 3 months	6/20/2014	10 years, 0 months	1 years, 3 months	10/22/2015	0 years, 0 months	132	10/11/2013	2 years, 0 months	1 years, 11 months
CG	10/4/2004	1/1/2016	11 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	33	5/12/2014	1 years, 5 months	1 years, 7 months
CH	10/6/2004	1/1/2016	11 years, 2 months	5/16/2014	9 years, 7 months	1 years, 7 months	10/22/2015	0 years, 2 months	49	9/11/2015	0 years, 1 months	0 years, 3 months
CI	10/11/2004	10/1/2015	10 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	87	8/11/2015	0 years, 2 months	0 years, 1 months
CJ	11/5/2004	1/1/2013	8 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 9 months	23	3/14/2015	0 years, 7 months	2 years, 2 months
CK	11/5/2004	10/1/2014	9 years, 10 months	11/19/2014	10 years, 0 months	0 years, 1 months	10/22/2015	1 years, 0 months	59	4/11/2013	2 years, 6 months	1 years, 5 months
CL	11/11/2004	7/1/2015	10 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	42	10/12/2015	0 years, 0 months	0 years, 3 months
CM	11/15/2004	3/1/2016	11 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	35	Never	No FACD Listed	No FACD Listed
CN	11/16/2004	1/1/2016	11 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	144	7/12/2013	2 years, 3 months	2 years, 5 months
CO	12/9/2004	8/1/2013	8 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	20	11/11/2011	3 years, 11 months	1 years, 8 months
CP	1/3/2005	1/1/2015	9 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	11	7/12/2011	4 years, 3 months	3 years, 5 months
CQ	1/6/2005	3/1/2014	9 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	39	7/12/2011	4 years, 3 months	2 years, 7 months
CR	2/17/2005	5/1/2016	11 years, 2 months	9/20/2014	9 years, 7 months	1 years, 7 months	10/22/2015	0 years, 6 months	23	2/11/2011	4 years, 8 months	5 years, 2 months
CS	3/18/2005	5/1/2015	10 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	24	2/11/2015	0 years, 8 months	0 years, 2 months
CT	4/15/2005	2/1/2016	10 years, 9 months	7/26/2014	9 years, 3 months	1 years, 6 months	10/22/2015	0 years, 3 months	57	Never	No FACD Listed	No FACD Listed



CU	4/19/2005	1/1/2016	10 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	100	6/11/2012	3 years, 4 months	3 years, 6 months
CV	6/2/2005	8/1/2015	10 years, 1 months	4/29/2014	8 years, 10 months	1 years, 3 months	10/22/2015	0 years, 2 months	20	6/11/2015	0 years, 4 months	0 years, 1 months
CW	6/8/2005	5/1/2013	7 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	14	6/11/2012	3 years, 4 months	0 years, 10 months
CX	6/21/2005	5/1/2013	7 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	4	3/14/2014	1 years, 7 months	0 years, 10 months
CY	6/21/2005	4/1/2016	10 years, 9 months	3/7/2014	8 years, 8 months	2 years, 0 months	10/22/2015	0 years, 5 months	67	5/12/2013	2 years, 5 months	2 years, 10 months
CZ	6/29/2005	1/1/2016	10 years, 6 months	7/14/2014	9 years, 0 months	1 years, 5 months	10/22/2015	0 years, 2 months	77	4/11/2015	0 years, 6 months	0 years, 8 months
DA	7/1/2005	2/1/2016	10 years, 7 months	6/27/2015	9 years, 11 months	0 years, 7 months	10/22/2015	0 years, 3 months	113	Never	No FACD Listed	No FACD Listed
DB	7/12/2005	5/1/2016	10 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	73	2/11/2014	1 years, 8 months	2 years, 2 months
DC	7/12/2005	3/1/2014	8 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	22	4/11/2013	2 years, 6 months	0 years, 10 months
DD	7/15/2005	1/1/2016	10 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	129	6/11/2014	1 years, 4 months	1 years, 6 months
DE	7/29/2005	8/1/2015	10 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	11	10/11/2013	2 years, 0 months	1 years, 9 months
DF	8/2/2005	5/1/2016	10 years, 8 months	6/25/2015	9 years, 10 months	0 years, 10 months	10/22/2015	0 years, 6 months	130	4/11/2014	1 years, 6 months	2 years, 0 months
DG	8/2/2005	2/1/2016	10 years, 5 months	2/27/2014	8 years, 6 months	1 years, 11 months	10/22/2015	0 years, 3 months	190	9/11/2014	1 years, 1 months	1 years, 4 months
DH	8/2/2005	11/1/2015	10 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	140	1/9/2010	5 years, 9 months	5 years, 9 months
DI	8/2/2005	5/1/2016	10 years, 8 months	6/26/2014	8 years, 10 months	1 years, 10 months	10/22/2015	0 years, 6 months	99	3/14/2013	2 years, 7 months	3 years, 1 months
DJ	8/2/2005	10/1/2015	10 years, 1 months	5/17/2014	8 years, 9 months	1 years, 4 months	10/22/2015	0 years, 0 months	173	2/11/2013	2 years, 8 months	2 years, 7 months
DK	8/2/2005	10/1/2014	9 years, 1 months	12/3/2014	9 years, 4 months	0 years, 2 months	10/22/2015	1 years, 0 months	104	8/1/2011	4 years, 2 months	3 years, 2 months
DL	8/2/2005	1/1/2016	10 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	236	8/1/2011	4 years, 2 months	4 years, 5 months
DM	8/2/2005	10/1/2015	10 years, 1 months	2/24/2014	8 years, 6 months	1 years, 7 months	10/22/2015	0 years, 0 months	112	10/12/2011	4 years, 0 months	3 years, 11 months
DN	8/2/2005	1/1/2014	8 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	49	3/13/2011	4 years, 7 months	2 years, 9 months
DO	8/3/2005	3/1/2015	9 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 7 months	123	2/11/2012	3 years, 8 months	3 years, 0 months
DP	8/3/2005	5/1/2013	7 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	161	6/11/2015	0 years, 4 months	2 years, 1 months
DQ	8/7/2005	3/1/2013	7 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	12	11/11/2013	1 years, 11 months	0 years, 8 months
DR	8/9/2005	1/1/2015	9 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	190	2/11/2015	0 years, 8 months	0 years, 1 months
DS	8/15/2005	3/1/2015	9 years, 6 months	6/23/2014	8 years, 10 months	0 years, 8 months	10/22/2015	0 years, 7 months	274	Never	No FACD Listed	No FACD Listed
DT	8/15/2005	3/1/2016	10 years, 6 months	6/26/2014	8 years, 10 months	1 years, 8 months	10/22/2015	0 years, 4 months	82	5/12/2013	2 years, 5 months	2 years, 9 months
DU	8/25/2005	9/1/2015	10 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	166	8/11/2013	2 years, 2 months	2 years, 0 months
DV	9/12/2005	1/1/2015	9 years, 3 months	5/16/2015	9 years, 8 months	0 years, 4 months	10/22/2015	0 years, 9 months	19	8/11/2014	1 years, 2 months	0 years, 4 months
DW	9/20/2005	1/1/2015	9 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	57	10/12/2010	5 years, 0 months	4 years, 2 months
DX	9/29/2005	3/1/2013	7 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	9	6/11/2015	0 years, 4 months	2 years, 3 months
DY	9/30/2005	8/1/2013	7 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	26	6/11/2013	2 years, 4 months	0 years, 1 months
DZ	10/31/2005	8/1/2013	7 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	13	12/31/2009	5 years, 9 months	3 years, 7 months
EA	11/21/2005	4/1/2016	10 years, 4 months	5/12/2014	8 years, 5 months	1 years, 10 months	10/22/2015	0 years, 5 months	30	Never	No FACD Listed	No FACD Listed
EB	11/21/2005	5/1/2014	8 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	57	3/14/2013	2 years, 7 months	1 years, 1 months
EC	11/28/2005	12/1/2015	10 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	10	10/12/2015	0 years, 0 months	0 years, 1 months
ED	12/6/2005	3/1/2013	7 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	30	10/12/2015	0 years, 0 months	2 years, 7 months
EE	1/19/2006	2/1/2016	10 years, 0 months	7/13/2014	8 years, 5 months	1 years, 6 months	10/22/2015	0 years, 3 months	45	3/14/2015	0 years, 7 months	0 years, 10 months
EF	4/12/2006	8/1/2013	7 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	7	10/12/2012	3 years, 0 months	0 years, 9 months



EG	5/1/2006	1/1/2014	7 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	29	6/11/2013	2 years, 4 months	0 years, 6 months
EH	5/8/2006	10/1/2015	9 years, 4 months	2/27/2014	7 years, 9 months	1 years, 7 months	10/22/2015	0 years, 0 months	62	7/12/2011	4 years, 3 months	4 years, 2 months
EI	5/18/2006	7/1/2015	9 years, 1 months	3/2/2014	7 years, 9 months	1 years, 3 months	10/22/2015	0 years, 3 months	124	4/11/2013	2 years, 6 months	2 years, 2 months
EJ	5/18/2006	3/1/2014	7 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	36	5/12/2013	2 years, 5 months	0 years, 9 months
EK	5/31/2006	10/1/2015	9 years, 4 months	2/25/2014	7 years, 8 months	1 years, 7 months	10/22/2015	0 years, 0 months	106	3/14/2015	0 years, 7 months	0 years, 6 months
EL	5/31/2006	10/1/2015	9 years, 4 months	5/4/2015	8 years, 11 months	0 years, 4 months	10/22/2015	0 years, 0 months	53	4/11/2013	2 years, 6 months	2 years, 5 months
EM	6/7/2006	10/1/2015	9 years, 3 months	3/5/2014	7 years, 8 months	1 years, 6 months	10/22/2015	0 years, 0 months	97	9/11/2013	2 years, 1 months	2 years, 0 months
EN	6/13/2006	10/1/2015	9 years, 3 months	7/3/2015	9 years, 0 months	0 years, 2 months	10/22/2015	0 years, 0 months	13	4/11/2013	2 years, 6 months	2 years, 5 months
EO	6/20/2006	8/1/2013	7 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	29	2/11/2012	3 years, 8 months	1 years, 5 months
EP	8/22/2006	9/1/2015	9 years, 0 months	5/12/2014	7 years, 8 months	1 years, 3 months	10/22/2015	0 years, 1 months	44	5/12/2014	1 years, 5 months	1 years, 3 months
EQ	9/5/2006	1/1/2016	9 years, 3 months	7/2/2014	7 years, 9 months	1 years, 5 months	10/22/2015	0 years, 2 months	157	12/12/2010	4 years, 10 months	5 years, 0 months
ER	9/12/2006	3/1/2013	6 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	19	5/12/2012	3 years, 5 months	0 years, 9 months
ES	11/3/2006	1/1/2016	9 years, 1 months	7/12/2015	8 years, 8 months	0 years, 5 months	10/22/2015	0 years, 2 months	9	8/1/2011	4 years, 2 months	4 years, 5 months
ET	12/4/2006	8/1/2015	8 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	46	Never	No FACD Listed	No FACD Listed
EU	1/18/2007	1/1/2012	4 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 9 months	11	11/11/2011	3 years, 11 months	0 years, 1 months
EV	1/29/2007	1/1/2016	8 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	21	3/31/2007	8 years, 6 months	8 years, 9 months
EW	1/30/2007	5/1/2014	7 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	77	10/6/2011	4 years, 0 months	2 years, 6 months
EX	1/30/2007	1/1/2016	8 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	62	6/11/2012	3 years, 4 months	3 years, 6 months
EY	1/31/2007	3/1/2016	9 years, 1 months	10/2/2014	7 years, 8 months	1 years, 4 months	10/22/2015	0 years, 4 months	76	11/2/2008	6 years, 11 months	7 years, 3 months
EZ	2/13/2007	5/1/2015	8 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	58	5/12/2014	1 years, 5 months	0 years, 11 months
FA	2/28/2007	10/1/2015	8 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	10	6/11/2013	2 years, 4 months	2 years, 3 months
FB	4/2/2007	10/1/2012	5 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 0 months	8	5/12/2013	2 years, 5 months	0 years, 7 months
FC	4/3/2007	3/1/2013	5 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	6	7/12/2011	4 years, 3 months	1 years, 7 months
FD	4/19/2007	1/1/2015	7 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	25	12/12/2014	0 years, 10 months	0 years, 0 months
FE	4/24/2007	1/1/2016	8 years, 8 months	6/20/2015	8 years, 1 months	0 years, 6 months	10/22/2015	0 years, 2 months	126	8/1/2011	4 years, 2 months	4 years, 5 months
FF	5/14/2007	3/1/2013	5 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	15	6/11/2015	0 years, 4 months	2 years, 3 months
FG	5/15/2007	1/1/2016	8 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	204	4/11/2013	2 years, 6 months	2 years, 8 months
FH	6/19/2007	5/1/2016	8 years, 10 months	2/6/2015	7 years, 7 months	1 years, 2 months	10/22/2015	0 years, 6 months	56	9/11/2013	2 years, 1 months	2 years, 7 months
FI	6/26/2007	1/1/2016	8 years, 6 months	7/9/2014	7 years, 0 months	1 years, 5 months	10/22/2015	0 years, 2 months	133	9/11/2015	0 years, 1 months	0 years, 3 months
FJ	7/9/2007	5/1/2016	8 years, 9 months	4/22/2015	7 years, 9 months	1 years, 0 months	10/22/2015	0 years, 6 months	130	12/12/2013	1 years, 10 months	2 years, 4 months
FK	7/9/2007	10/1/2015	8 years, 2 months	7/12/2015	8 years, 0 months	0 years, 2 months	10/22/2015	0 years, 0 months	120	Never	No FACD Listed	No FACD Listed
FL	7/18/2007	10/1/2015	8 years, 2 months	10/8/2014	7 years, 2 months	0 years, 11 months	10/22/2015	0 years, 0 months	29	10/6/2011	4 years, 0 months	3 years, 11 months
FM	8/17/2007	10/1/2015	8 years, 1 months	9/21/2014	7 years, 1 months	1 years, 0 months	10/22/2015	0 years, 0 months	91	7/12/2011	4 years, 3 months	4 years, 2 months
FN	9/20/2007	4/1/2016	8 years, 6 months	6/29/2015	7 years, 9 months	0 years, 9 months	10/22/2015	0 years, 5 months	100	7/12/2011	4 years, 3 months	4 years, 8 months
FO	9/28/2007	1/1/2016	8 years, 3 months	2/20/2015	7 years, 4 months	0 years, 10 months	10/22/2015	0 years, 2 months	25	12/12/2013	1 years, 10 months	2 years, 0 months
FP	11/8/2007	10/1/2015	7 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	11	6/11/2015	0 years, 4 months	0 years, 3 months
FQ	11/9/2007	3/1/2016	8 years, 3 months	11/13/2014	7 years, 0 months	1 years, 3 months	10/22/2015	0 years, 4 months	59	6/11/2013	2 years, 4 months	2 years, 8 months
FR	11/15/2007	1/1/2014	6 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	23	12/12/2012	2 years, 10 months	1 years, 0 months



FS	1/24/20 08	3/1/20 16	8 years, 1 months	5/20/20 14	6 years, 3 months	1 years, 9 months	10/22/2 015	0 years, 4 months	110	4/11/20 13	2 years, 6 months	2 years, 10 months
FT	2/25/20 08	4/1/20 16	8 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 5 months	30	8/11/20 13	2 years, 2 months	2 years, 7 months
FU	2/29/20 08	3/1/20 13	5 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 7 months	8	9/11/20 13	2 years, 1 months	0 years, 6 months
FV	3/3/200 8	10/1/2 015	7 years, 6 months	7/17/20 14	6 years, 4 months	1 years, 2 months	10/22/2 015	0 years, 0 months	102	6/11/20 13	2 years, 4 months	2 years, 3 months
FW	3/11/20 08	3/1/20 16	7 years, 11 months	5/5/201 4	6 years, 1 months	1 years, 9 months	10/22/2 015	0 years, 4 months	114	4/11/20 15	0 years, 6 months	0 years, 10 months
FX	4/16/20 08	10/1/2 013	5 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 0 months	12	8/11/20 13	2 years, 2 months	0 years, 1 months
FY	4/18/20 08	8/1/20 13	5 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	58	6/11/20 12	3 years, 4 months	1 years, 1 months
FZ	4/23/20 08	8/1/20 13	5 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	22	10/12/2 014	1 years, 0 months	1 years, 2 months
GA	5/12/20 08	11/1/2 015	7 years, 5 months	2/28/20 15	6 years, 9 months	0 years, 8 months	10/22/2 015	0 years, 0 months	50	8/11/20 14	1 years, 2 months	1 years, 2 months
GB	5/12/20 08	10/1/2 015	7 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	29	2/11/20 12	3 years, 8 months	3 years, 7 months
GC	5/21/20 08	3/1/20 16	7 years, 9 months	8/1/201 5	7 years, 2 months	0 years, 7 months	10/22/2 015	0 years, 4 months	330	8/2/200 8	7 years, 2 months	7 years, 6 months
GD	6/18/20 08	3/1/20 15	6 years, 8 months	10/7/20 14	6 years, 3 months	0 years, 4 months	10/22/2 015	0 years, 7 months	162	5/12/20 15	0 years, 5 months	0 years, 2 months
GE	6/23/20 08	3/1/20 13	4 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 7 months	11	10/12/2 015	0 years, 0 months	2 years, 7 months
GF	7/7/200 8	3/1/20 14	5 years, 7 months	2/10/20 14	5 years, 7 months	0 years, 0 months	10/22/2 015	1 years, 7 months	27	9/11/20 15	0 years, 1 months	1 years, 6 months
GG	7/15/20 08	8/1/20 13	5 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	4	Never	No FACD Listed	No FACD Listed
GH	7/23/20 08	9/1/20 13	5 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 1 months	118	10/6/20 11	4 years, 0 months	1 years, 10 months
GI	8/4/200 8	8/1/20 15	6 years, 11 months	7/15/20 14	5 years, 11 months	1 years, 0 months	10/22/2 015	0 years, 2 months	111	9/11/20 15	0 years, 1 months	0 years, 1 months
GJ	8/11/20 08	8/1/20 13	4 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	8	9/11/20 13	2 years, 1 months	0 years, 1 months
GK	8/11/20 08	8/1/20 14	5 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 2 months	14	6/11/20 13	2 years, 4 months	1 years, 1 months
GL	8/11/20 08	1/1/20 16	7 years, 4 months	10/6/20 14	6 years, 1 months	1 years, 2 months	10/22/2 015	0 years, 2 months	121	2/11/20 13	2 years, 8 months	2 years, 10 months
GM	8/15/20 08	10/1/2 012	4 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	3 years, 0 months	19	7/13/20 11	4 years, 3 months	1 years, 2 months
GN	11/3/20 08	8/1/20 15	6 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	12	8/11/20 13	2 years, 2 months	1 years, 11 months
GO	11/5/20 08	1/1/20 14	5 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 9 months	70	3/14/20 15	0 years, 7 months	1 years, 2 months
GP	11/5/20 08	3/1/20 15	6 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	69	8/11/20 14	1 years, 2 months	0 years, 6 months
GQ	12/3/20 08	3/1/20 13	4 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 7 months	37	3/14/20 13	2 years, 7 months	0 years, 0 months
GR	12/9/20 08	10/1/2 015	6 years, 9 months	7/12/20 14	5 years, 7 months	1 years, 2 months	10/22/2 015	0 years, 0 months	124	10/12/2 015	0 years, 0 months	0 years, 0 months
GS	12/9/20 08	3/1/20 13	4 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 7 months	7	12/12/2 014	0 years, 10 months	1 years, 9 months
GT	12/12/2 008	5/1/20 13	4 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 5 months	8	9/11/20 15	0 years, 1 months	2 years, 4 months
GU	1/14/20 09	10/1/2 015	6 years, 8 months	7/8/201 4	5 years, 5 months	1 years, 2 months	10/22/2 015	0 years, 0 months	118	2/11/20 13	2 years, 8 months	2 years, 7 months
GV	1/14/20 09	8/1/20 13	4 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	5	9/11/20 15	0 years, 1 months	2 years, 1 months
GW	2/26/20 09	5/1/20 15	6 years, 2 months	2/24/20 14	4 years, 11 months	1 years, 2 months	10/22/2 015	0 years, 5 months	56	10/12/2 015	0 years, 0 months	0 years, 5 months
GX	2/26/20 09	1/1/20 14	4 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 9 months	137	3/14/20 14	1 years, 7 months	0 years, 2 months
GY	3/10/20 09	8/1/20 15	6 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	22	2/11/20 13	2 years, 8 months	2 years, 5 months
GZ	3/13/20 09	10/1/2 015	6 years, 6 months	7/11/20 15	6 years, 3 months	0 years, 2 months	10/22/2 015	0 years, 0 months	97	2/11/20 14	1 years, 8 months	1 years, 7 months
HA	3/17/20 09	5/1/20 15	6 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 5 months	72	Never	No FACD Listed	No FACD Listed
HB	3/30/20 09	1/1/20 13	3 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 9 months	6	10/12/2 010	5 years, 0 months	2 years, 2 months
HC	6/1/200 9	5/1/20 13	3 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 5 months	73	11/11/2 013	1 years, 11 months	0 years, 6 months
HD	6/3/200 9	5/1/20 16	6 years, 10 months	2/19/20 14	4 years, 8 months	2 years, 2 months	10/22/2 015	0 years, 6 months	105	5/12/20 13	2 years, 5 months	2 years, 11 months



HE	6/4/2009	3/1/2013	3 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	64	9/11/2013	2 years, 1 months	0 years, 6 months
HF	7/1/2009	3/1/2016	6 years, 8 months	2/8/2015	5 years, 7 months	1 years, 0 months	10/22/2015	0 years, 4 months	66	8/1/2014	1 years, 2 months	1 years, 6 months
HG	7/22/2009	8/1/2015	6 years, 0 months	7/8/2014	4 years, 11 months	1 years, 0 months	10/22/2015	0 years, 2 months	155	7/12/2013	2 years, 3 months	2 years, 0 months
HH	7/22/2009	1/1/2016	6 years, 5 months	2/24/2014	4 years, 7 months	1 years, 10 months	10/22/2015	0 years, 2 months	126	9/11/2015	0 years, 1 months	0 years, 3 months
HI	8/17/2009	5/1/2014	4 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	158	3/14/2015	0 years, 7 months	0 years, 10 months
HJ	8/17/2009	12/1/2015	6 years, 3 months	5/27/2014	4 years, 9 months	1 years, 6 months	10/22/2015	0 years, 1 months	174	8/1/2011	4 years, 2 months	4 years, 4 months
HK	8/19/2009	11/1/2015	6 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	1	3/14/2015	0 years, 7 months	0 years, 7 months
HL	8/28/2009	10/1/2015	6 years, 1 months	3/6/2014	4 years, 6 months	1 years, 6 months	10/22/2015	0 years, 0 months	29	10/12/2015	0 years, 0 months	0 years, 0 months
HM	9/17/2009	5/1/2013	3 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	13	8/11/2013	2 years, 2 months	0 years, 3 months
HN	9/18/2009	10/1/2015	6 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	17	9/11/2013	2 years, 1 months	2 years, 0 months
HO	9/25/2009	3/1/2013	3 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	41	8/11/2012	3 years, 2 months	0 years, 6 months
HP	9/28/2009	10/1/2015	6 years, 0 months	10/6/2014	5 years, 0 months	0 years, 11 months	10/22/2015	0 years, 0 months	139	2/11/2014	1 years, 8 months	1 years, 7 months
HQ	10/5/2009	1/1/2016	6 years, 2 months	7/14/2015	5 years, 9 months	0 years, 5 months	10/22/2015	0 years, 2 months	65	6/11/2013	2 years, 4 months	2 years, 6 months
HR	10/29/2009	10/1/2015	5 years, 11 months	2/15/2015	5 years, 3 months	0 years, 7 months	10/22/2015	0 years, 0 months	56	10/11/2013	2 years, 0 months	1 years, 11 months
HS	11/2/2009	3/1/2016	6 years, 3 months	10/5/2014	4 years, 11 months	1 years, 4 months	10/22/2015	0 years, 4 months	23	Never	No FACD Listed	No FACD Listed
HT	11/10/2009	9/1/2014	4 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 1 months	12	2/11/2013	2 years, 8 months	1 years, 6 months
HU	11/19/2009	1/1/2016	6 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	40	12/12/2012	2 years, 10 months	3 years, 0 months
HV	12/7/2009	8/1/2013	3 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	10	9/11/2014	1 years, 1 months	1 years, 1 months
HW	12/18/2009	3/1/2013	3 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	5	3/31/2007	8 years, 6 months	5 years, 11 months
HX	1/20/2010	5/1/2013	3 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	20	10/12/2014	1 years, 0 months	1 years, 5 months
HY	1/27/2010	10/1/2015	5 years, 8 months	12/19/2014	4 years, 10 months	0 years, 9 months	10/22/2015	0 years, 0 months	181	6/11/2015	0 years, 4 months	0 years, 3 months
HZ	1/29/2010	1/1/2014	3 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	74	8/11/2013	2 years, 2 months	0 years, 4 months
IA	2/16/2010	8/1/2013	3 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	6	10/12/2012	3 years, 0 months	0 years, 9 months
IB	2/26/2010	8/1/2013	3 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	16	6/11/2012	3 years, 4 months	1 years, 1 months
IC	3/8/2010	10/1/2015	5 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	98	Never	No FACD Listed	No FACD Listed
ID	3/22/2010	3/1/2014	3 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	6	12/12/2010	4 years, 10 months	3 years, 2 months
IE	3/29/2010	8/1/2013	3 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	25	2/11/2013	2 years, 8 months	0 years, 5 months
IF	4/8/2010	10/1/2015	5 years, 5 months	5/17/2014	4 years, 1 months	1 years, 4 months	10/22/2015	0 years, 0 months	19	8/11/2013	2 years, 2 months	2 years, 1 months
IG	4/23/2010	10/1/2015	5 years, 5 months	10/4/2014	4 years, 5 months	0 years, 11 months	10/22/2015	0 years, 0 months	152	3/14/2015	0 years, 7 months	0 years, 6 months
IH	4/29/2010	10/1/2014	4 years, 5 months	12/4/2014	4 years, 7 months	0 years, 2 months	10/22/2015	1 years, 0 months	3	3/14/2015	0 years, 7 months	0 years, 5 months
II	5/4/2010	3/1/2014	3 years, 9 months	2/25/2014	3 years, 9 months	0 years, 0 months	10/22/2015	1 years, 7 months	43	5/12/2012	3 years, 5 months	1 years, 9 months
IJ	5/4/2010	5/1/2012	1 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 5 months	7	6/11/2013	2 years, 4 months	1 years, 1 months
IK	5/17/2010	10/1/2015	5 years, 4 months	6/30/2015	5 years, 1 months	0 years, 3 months	10/22/2015	0 years, 0 months	49	9/11/2013	2 years, 1 months	2 years, 0 months
IL	5/17/2010	11/1/2015	5 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	61	4/11/2013	2 years, 6 months	2 years, 6 months
IM	5/17/2010	3/1/2016	5 years, 9 months	9/9/2014	4 years, 3 months	1 years, 5 months	10/22/2015	0 years, 4 months	140	Never	No FACD Listed	No FACD Listed
IN	5/24/2010	2/1/2016	5 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	12	3/14/2013	2 years, 7 months	2 years, 10 months
IO	5/24/2010	3/1/2015	4 years, 9 months	7/7/2014	4 years, 1 months	0 years, 7 months	10/22/2015	0 years, 7 months	117	11/11/2015	0 years, 0 months	0 years, 8 months
IP	6/2/2010	1/1/2016	5 years, 6 months	5/17/2014	3 years, 11 months	1 years, 7 months	10/22/2015	0 years, 2 months	73	4/11/2012	3 years, 6 months	3 years, 8 months



IQ	6/2/2010	5/1/2014	3 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	44	10/12/2015	0 years, 0 months	1 years, 5 months
IR	6/14/2010	1/1/2016	5 years, 6 months	5/12/2014	3 years, 10 months	1 years, 7 months	10/22/2015	0 years, 2 months	57	7/13/2011	4 years, 3 months	4 years, 5 months
IS	7/15/2010	9/1/2015	5 years, 1 month	3/14/2014	3 years, 7 months	1 years, 5 months	10/22/2015	0 years, 1 month	57	4/4/2010	5 years, 6 months	5 years, 4 months
IT	7/20/2010	3/1/2016	5 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	13	4/11/2013	2 years, 6 months	2 years, 10 months
IU	7/21/2010	2/1/2016	5 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	24	10/6/2011	4 years, 0 months	4 years, 3 months
IV	8/1/2010	3/1/2015	4 years, 7 months	1/7/2014	3 years, 5 months	1 years, 1 month	10/22/2015	0 years, 7 months	24	7/12/2011	4 years, 3 months	3 years, 7 months
IW	8/19/2010	1/1/2014	3 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	27	11/11/2014	0 years, 11 months	0 years, 10 months
IX	8/19/2010	11/1/2015	5 years, 2 months	5/20/2014	3 years, 9 months	1 years, 5 months	10/22/2015	0 years, 0 months	208	8/11/2014	1 years, 2 months	1 years, 2 months
IY	8/30/2010	8/1/2015	4 years, 11 months	10/12/2014	4 years, 1 month	0 years, 9 months	10/22/2015	0 years, 2 months	31	9/11/2015	0 years, 1 month	0 years, 1 month
IZ	8/30/2010	2/1/2016	5 years, 5 months	6/20/2014	3 years, 9 months	1 years, 7 months	10/22/2015	0 years, 3 months	26	3/14/2013	2 years, 7 months	2 years, 10 months
JA	9/17/2010	5/1/2013	2 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	1	4/11/2014	1 years, 6 months	0 years, 11 months
JB	9/17/2010	1/1/2015	4 years, 3 months	5/5/2014	3 years, 7 months	0 years, 7 months	10/22/2015	0 years, 9 months	7	4/11/2014	1 years, 6 months	0 years, 8 months
JC	9/20/2010	3/1/2016	5 years, 5 months	6/25/2014	3 years, 9 months	1 years, 8 months	10/22/2015	0 years, 4 months	68	Never	No FACD Listed	No FACD Listed
JD	9/27/2010	6/1/2016	5 years, 8 months	4/15/2014	3 years, 6 months	2 years, 1 month	10/22/2015	0 years, 7 months	13	10/12/2015	0 years, 0 months	0 years, 7 months
JE	9/27/2010	9/1/2015	4 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 month	11	3/13/2012	3 years, 7 months	3 years, 5 months
JF	10/1/2010	10/1/2013	3 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	5	10/12/2012	3 years, 0 months	0 years, 11 months
JG	10/6/2010	10/1/2015	4 years, 11 months	12/3/2014	4 years, 1 month	0 years, 9 months	10/22/2015	0 years, 0 months	41	7/12/2015	0 years, 3 months	0 years, 2 months
JH	10/21/2010	3/1/2015	4 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 7 months	6	8/11/2013	2 years, 2 months	1 years, 6 months
JI	10/22/2010	8/1/2015	4 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	-	8/11/2014	1 years, 2 months	0 years, 11 months
JJ	11/12/2010	12/1/2015	5 years, 0 months	8/28/2014	3 years, 9 months	1 years, 3 months	10/22/2015	0 years, 1 month	80	11/11/2012	2 years, 11 months	3 years, 0 months
JK	11/15/2010	8/1/2013	2 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	5	10/11/2013	2 years, 0 months	0 years, 2 months
JL	11/18/2010	2/1/2016	5 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	8	Never	No FACD Listed	No FACD Listed
JM	11/23/2010	6/1/2015	4 years, 6 months	10/30/2014	3 years, 11 months	0 years, 7 months	10/22/2015	0 years, 4 months	333	9/11/2012	3 years, 1 month	2 years, 8 months
JN	11/30/2010	7/1/2014	3 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 3 months	110	6/11/2014	1 years, 4 months	0 years, 0 months
JO	12/6/2010	1/1/2016	5 years, 0 months	7/11/2014	3 years, 7 months	1 years, 5 months	10/22/2015	0 years, 2 months	72	9/11/2015	0 years, 1 month	0 years, 3 months
JP	1/26/2011	1/1/2015	3 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	71	8/1/2011	4 years, 2 months	3 years, 5 months
JQ	1/31/2011	5/1/2014	3 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	6	3/14/2015	0 years, 7 months	0 years, 10 months
JR	2/1/2011	8/1/2013	2 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	154	8/11/2013	2 years, 2 months	0 years, 0 months
JS	2/9/2011	5/1/2014	3 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	4	3/14/2013	2 years, 7 months	1 years, 1 month
JT	2/9/2011	1/1/2014	2 years, 10 months	3/5/2014	3 years, 0 months	0 years, 2 months	10/22/2015	1 years, 9 months	3	3/14/2013	2 years, 7 months	0 years, 9 months
JU	3/1/2011	5/1/2016	5 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	17	Never	No FACD Listed	No FACD Listed
JV	3/3/2011	10/1/2015	4 years, 6 months	5/13/2014	3 years, 2 months	1 years, 4 months	10/22/2015	0 years, 0 months	149	6/11/2014	1 years, 4 months	1 years, 3 months
JW	3/14/2011	8/1/2015	4 years, 4 months	2/19/2015	3 years, 11 months	0 years, 5 months	10/22/2015	0 years, 2 months	29	9/11/2014	1 years, 1 month	0 years, 10 months
JX	3/28/2011	3/1/2014	2 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	30	6/11/2015	0 years, 4 months	1 years, 3 months
JY	4/4/2011	1/1/2016	4 years, 8 months	1/26/2015	3 years, 9 months	0 years, 11 months	10/22/2015	0 years, 2 months	39	11/11/2012	2 years, 11 months	3 years, 1 month
JZ	4/5/2011	3/1/2016	4 years, 10 months	7/1/2014	3 years, 2 months	1 years, 8 months	10/22/2015	0 years, 4 months	51	9/11/2013	2 years, 1 month	2 years, 5 months
KA	4/11/2011	3/1/2013	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	12	Never	No FACD Listed	No FACD Listed
KB	5/17/2011	10/1/2015	4 years, 4 months	12/10/2014	3 years, 6 months	0 years, 9 months	10/22/2015	0 years, 0 months	13	3/14/2014	1 years, 7 months	1 years, 6 months



KC	5/23/2011	10/1/2015	4 years, 4 months	11/13/2014	3 years, 5 months	0 years, 10 months	10/22/2015	0 years, 0 months	78	2/11/2014	1 years, 8 months	1 years, 7 months
KD	5/31/2011	5/1/2014	2 years, 11 months	3/14/2014	2 years, 9 months	0 years, 1 months	10/22/2015	1 years, 5 months	34	Never	No FACD Listed	No FACD Listed
KE	6/15/2011	5/1/2013	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	5	8/11/2013	2 years, 2 months	0 years, 3 months
KF	6/15/2011	9/1/2015	4 years, 2 months	6/30/2015	4 years, 0 months	0 years, 2 months	10/22/2015	0 years, 1 months	7	3/14/2014	1 years, 7 months	1 years, 5 months
KG	7/5/2011	3/1/2016	4 years, 7 months	3/2/2014	2 years, 7 months	1 years, 11 months	10/22/2015	0 years, 4 months	140	6/11/2013	2 years, 4 months	2 years, 8 months
KH	7/5/2011	10/1/2015	4 years, 2 months	12/7/2014	3 years, 5 months	0 years, 9 months	10/22/2015	0 years, 0 months	140	7/12/2013	2 years, 3 months	2 years, 2 months
KI	7/5/2011	7/1/2015	3 years, 11 months	4/25/2015	3 years, 9 months	0 years, 2 months	10/22/2015	0 years, 3 months	113	3/14/2015	0 years, 7 months	0 years, 3 months
KJ	7/11/2011	3/1/2015	3 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 7 months	31	5/12/2013	2 years, 5 months	1 years, 9 months
KK	7/11/2011	9/1/2015	4 years, 1 months	9/12/2014	3 years, 2 months	0 years, 11 months	10/22/2015	0 years, 1 months	66	10/11/2013	2 years, 0 months	1 years, 10 months
KL	7/19/2011	3/1/2013	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	3	4/11/2015	0 years, 6 months	2 years, 1 months
KM	7/26/2011	3/1/2013	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	2	6/11/2014	1 years, 4 months	1 years, 3 months
KN	8/9/2011	11/1/2015	4 years, 2 months	10/3/2014	3 years, 1 months	1 years, 0 months	10/22/2015	0 years, 0 months	8	9/11/2013	2 years, 1 months	2 years, 1 months
KO	8/19/2011	5/1/2016	4 years, 8 months	7/10/2014	2 years, 10 months	1 years, 9 months	10/22/2015	0 years, 6 months	195	Never	No FACD Listed	No FACD Listed
KP	9/19/2011	1/1/2016	4 years, 3 months	4/15/2014	2 years, 6 months	1 years, 8 months	10/22/2015	0 years, 2 months	56	6/11/2014	1 years, 4 months	1 years, 6 months
KQ	10/4/2011	3/1/2016	4 years, 4 months	6/29/2015	3 years, 8 months	0 years, 8 months	10/22/2015	0 years, 4 months	8	7/12/2013	2 years, 3 months	2 years, 7 months
KR	10/5/2011	1/1/2014	2 years, 2 months	2/24/2014	2 years, 4 months	0 years, 1 months	10/22/2015	1 years, 9 months	89	6/11/2013	2 years, 4 months	0 years, 6 months
KS	10/7/2011	11/1/2015	4 years, 0 months	2/15/2015	3 years, 4 months	0 years, 8 months	10/22/2015	0 years, 0 months	7	11/11/2014	0 years, 11 months	0 years, 11 months
KT	10/18/2011	1/1/2016	4 years, 2 months	11/28/2014	3 years, 1 months	1 years, 1 months	10/22/2015	0 years, 2 months	128	9/11/2014	1 years, 1 months	1 years, 3 months
KU	10/18/2011	5/1/2016	4 years, 6 months	3/2/2015	3 years, 4 months	1 years, 1 months	10/22/2015	0 years, 6 months	62	2/11/2014	1 years, 8 months	2 years, 2 months
KV	11/2/2011	2/1/2016	4 years, 2 months	5/12/2015	3 years, 6 months	0 years, 8 months	10/22/2015	0 years, 3 months	43	Never	No FACD Listed	No FACD Listed
KW	11/9/2011	8/1/2014	2 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 2 months	46	3/14/2013	2 years, 7 months	1 years, 4 months
KX	11/15/2011	3/1/2015	3 years, 3 months	2/24/2014	2 years, 3 months	1 years, 0 months	10/22/2015	0 years, 7 months	25	4/11/2015	0 years, 6 months	0 years, 1 months
KY	11/17/2011	8/1/2015	3 years, 8 months	7/13/2014	2 years, 7 months	1 years, 0 months	10/22/2015	0 years, 2 months	4	5/12/2013	2 years, 5 months	2 years, 2 months
KZ	11/23/2011	3/1/2016	4 years, 3 months	9/19/2014	2 years, 9 months	1 years, 5 months	10/22/2015	0 years, 4 months	8	3/14/2013	2 years, 7 months	2 years, 11 months
LA	12/1/2011	8/1/2012	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 2 months	1	4/11/2013	2 years, 6 months	0 years, 8 months
LB	12/1/2011	12/1/2014	3 years, 0 months	3/11/2014	2 years, 3 months	0 years, 8 months	10/22/2015	0 years, 10 months	9	10/12/2015	0 years, 0 months	0 years, 10 months
LC	1/10/2012	2/1/2016	4 years, 0 months	3/19/2015	3 years, 2 months	0 years, 10 months	10/22/2015	0 years, 3 months	8	8/11/2012	3 years, 2 months	3 years, 5 months
LD	1/24/2012	10/1/2013	1 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	7	5/12/2014	1 years, 5 months	0 years, 7 months
LE	1/24/2012	3/1/2014	2 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	2	10/11/2013	2 years, 0 months	0 years, 4 months
LF	1/27/2012	5/1/2016	4 years, 3 months	7/13/2014	2 years, 5 months	1 years, 9 months	10/22/2015	0 years, 6 months	4	10/12/2014	1 years, 0 months	1 years, 6 months
LG	2/7/2012	5/1/2016	4 years, 2 months	2/25/2015	3 years, 0 months	1 years, 2 months	10/22/2015	0 years, 6 months	14	10/12/2015	0 years, 0 months	0 years, 6 months
LH	2/7/2012	3/1/2015	3 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 7 months	15	9/11/2012	3 years, 1 months	2 years, 5 months
LI	2/24/2012	5/1/2014	2 years, 2 months	7/13/2014	2 years, 4 months	0 years, 2 months	10/22/2015	1 years, 5 months	8	10/12/2010	5 years, 0 months	3 years, 6 months
LJ	2/24/2012	2/1/2016	3 years, 11 months	7/19/2014	2 years, 4 months	1 years, 6 months	10/22/2015	0 years, 3 months	6	3/14/2014	1 years, 7 months	1 years, 10 months
LK	2/24/2012	10/1/2014	2 years, 7 months	11/18/2014	2 years, 8 months	0 years, 1 months	10/22/2015	1 years, 0 months	3	7/12/2012	3 years, 3 months	2 years, 2 months
L	2/29/2012	10/1/2014	2 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 0 months	8	11/11/2014	0 years, 11 months	0 years, 1 months
LM	3/1/2012	11/1/2015	3 years, 8 months	10/2/2014	2 years, 7 months	1 years, 0 months	10/22/2015	0 years, 0 months	16	9/11/2014	1 years, 1 months	1 years, 1 months
LN	3/6/2012	3/1/2016	3 years, 11 months	3/10/2014	2 years, 0 months	1 years, 11 months	10/22/2015	0 years, 4 months	26	9/1/2009	6 years, 1 months	6 years, 6 months



LO	3/6/2012	8/1/2014	2 years, 4 months	10/9/2014	2 years, 7 months	0 years, 2 months	10/22/2015	1 years, 2 months	2	8/11/2015	0 years, 2 months	1 years, 0 months
LP	3/8/2012	5/1/2013	1 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	4	7/12/2012	3 years, 3 months	0 years, 9 months
LQ	3/12/2012	2/1/2015	2 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 8 months	5	2/11/2015	0 years, 8 months	0 years, 0 months
LR	3/15/2012	10/1/2015	3 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	6	5/12/2014	1 years, 5 months	1 years, 4 months
LS	3/30/2012	3/1/2014	1 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	2	3/14/2015	0 years, 7 months	1 years, 0 months
LT	4/10/2012	2/1/2016	3 years, 9 months	10/2/2014	2 years, 5 months	1 years, 3 months	10/22/2015	0 years, 3 months	22	10/12/2014	1 years, 0 months	1 years, 3 months
LU	4/24/2012	5/1/2016	4 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	42	7/12/2011	4 years, 3 months	4 years, 9 months
LV	4/26/2012	10/1/2015	3 years, 5 months	6/26/2014	2 years, 2 months	1 years, 3 months	10/22/2015	0 years, 0 months	34	8/1/2011	4 years, 2 months	4 years, 2 months
LW	4/26/2012	11/1/2015	3 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	12	10/12/2015	0 years, 0 months	0 years, 0 months
LX	5/9/2012	4/1/2016	3 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	9	6/11/2015	0 years, 4 months	0 years, 9 months
LY	5/16/2012	5/1/2016	3 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	5	11/11/2012	2 years, 11 months	3 years, 5 months
LZ	5/30/2012	1/1/2016	3 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	5	5/12/2012	3 years, 5 months	3 years, 7 months
MA	6/7/2012	10/1/2015	3 years, 3 months	3/10/2014	1 years, 9 months	1 years, 6 months	10/22/2015	0 years, 0 months	12	3/14/2014	1 years, 7 months	1 years, 6 months
MB	6/7/2012	5/1/2016	3 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	4	7/11/2014	1 years, 3 months	1 years, 9 months
MC	6/7/2012	2/1/2015	2 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 8 months	1	5/12/2013	2 years, 5 months	1 years, 8 months
MD	6/14/2012	5/1/2014	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	4	3/14/2015	0 years, 7 months	0 years, 10 months
ME	6/21/2012	5/1/2015	2 years, 10 months	7/2/2015	3 years, 0 months	0 years, 2 months	10/22/2015	0 years, 5 months	3	12/2/2008	6 years, 10 months	6 years, 4 months
MF	6/21/2012	2/1/2016	3 years, 7 months	12/11/2014	2 years, 5 months	1 years, 1 months	10/22/2015	0 years, 3 months	5	10/11/2013	2 years, 0 months	2 years, 3 months
MG	7/2/2012	3/1/2016	3 years, 7 months	7/28/2014	2 years, 0 months	1 years, 7 months	10/22/2015	0 years, 4 months	13	12/12/2014	0 years, 10 months	1 years, 2 months
MH	7/12/2012	5/1/2016	3 years, 9 months	3/15/2015	2 years, 8 months	1 years, 1 months	10/22/2015	0 years, 6 months	10	9/11/2015	0 years, 1 months	0 years, 7 months
MI	7/12/2012	3/1/2013	0 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	18	10/12/2015	0 years, 0 months	2 years, 7 months
MJ	7/31/2012	10/1/2013	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	4	8/11/2013	2 years, 2 months	0 years, 1 months
MK	8/15/2012	5/1/2016	3 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	4	4/11/2013	2 years, 6 months	3 years, 0 months
ML	8/15/2012	8/1/2013	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	1	9/11/2013	2 years, 1 months	0 years, 1 months
MM	8/16/2012	10/1/2014	2 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 0 months	1	3/14/2013	2 years, 7 months	1 years, 6 months
MN	8/20/2012	5/1/2015	2 years, 8 months	12/1/2014	2 years, 3 months	0 years, 5 months	10/22/2015	0 years, 5 months	5	10/11/2013	2 years, 0 months	1 years, 6 months
MO	8/30/2012	10/1/2013	1 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	1	6/11/2013	2 years, 4 months	0 years, 3 months
MP	9/12/2012	10/1/2014	2 years, 0 months	12/19/2014	2 years, 3 months	0 years, 2 months	10/22/2015	1 years, 0 months	12	9/11/2013	2 years, 1 months	1 years, 0 months
MQ	10/16/2012	11/1/2015	3 years, 0 months	7/14/2014	1 years, 8 months	1 years, 3 months	10/22/2015	0 years, 0 months	10	8/11/2013	2 years, 2 months	2 years, 2 months
MR	10/19/2012	3/1/2016	3 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	3	8/11/2015	0 years, 2 months	0 years, 6 months
MS	10/30/2012	1/1/2016	3 years, 2 months	9/19/2014	1 years, 10 months	1 years, 3 months	10/22/2015	0 years, 2 months	4	10/2/2008	7 years, 0 months	7 years, 2 months
MT	12/12/2012	5/1/2013	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	1	5/12/2013	2 years, 5 months	0 years, 0 months
MU	12/12/2012	5/1/2013	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	1	8/11/2013	2 years, 2 months	0 years, 3 months
MV	1/4/2013	3/1/2013	0 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	4	12/12/2013	1 years, 10 months	0 years, 9 months
MW	1/4/2013	6/1/2015	2 years, 4 months	7/1/2015	2 years, 5 months	0 years, 1 months	10/22/2015	0 years, 4 months	5	Never	No FACD Listed	No FACD Listed
MX	1/4/2013	10/1/2013	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	1	4/11/2013	2 years, 6 months	0 years, 5 months
MY	1/9/2013	1/1/2014	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	1	8/1/2011	4 years, 2 months	2 years, 5 months
MZ	1/11/2013	5/1/2013	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 5 months	1	10/11/2013	2 years, 0 months	0 years, 5 months



NA	1/11/20 13	5/1/20 16	3 years, 3 months	2/25/20 14	1 years, 1 months	2 years, 2 months	10/22/2 015	0 years, 6 months	404	7/12/20 13	2 years, 3 months	2 years, 9 months
NB	1/16/20 13	5/1/20 16	3 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 6 months	15	2/11/20 14	1 years, 8 months	2 years, 2 months
NC	1/31/20 13	8/1/20 15	2 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	5	6/11/20 13	2 years, 4 months	2 years, 1 months
ND	2/7/201 3	3/1/20 15	2 years, 0 months	5/6/201 5	2 years, 2 months	0 years, 2 months	10/22/2 015	0 years, 7 months	3	3/14/20 13	2 years, 7 months	1 years, 11 months
NE	2/7/201 3	8/1/20 14	1 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 2 months	2	2/11/20 13	2 years, 8 months	1 years, 5 months
NF	2/12/20 13	8/1/20 14	1 years, 5 months	8/14/20 14	1 years, 6 months	0 years, 0 months	10/22/2 015	1 years, 2 months	6	10/6/20 11	4 years, 0 months	2 years, 9 months
NG	2/12/20 13	1/1/20 14	0 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 9 months	1	8/1/201 1	4 years, 2 months	2 years, 5 months
NH	2/25/20 13	5/1/20 14	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 5 months	7	8/11/20 13	2 years, 2 months	0 years, 8 months
NI	2/28/20 13	8/1/20 15	2 years, 5 months	7/3/201 5	2 years, 4 months	0 years, 0 months	10/22/2 015	0 years, 2 months	9	9/11/20 15	0 years, 1 months	0 years, 1 months
NJ	3/6/201 3	11/1/2 015	2 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	4	6/11/20 13	2 years, 4 months	2 years, 4 months
NK	3/6/201 3	5/1/20 16	3 years, 1 months	11/22/2 014	1 years, 8 months	1 years, 5 months	10/22/2 015	0 years, 6 months	9	12/12/2 011	3 years, 10 months	4 years, 4 months
NL	3/6/201 3	9/1/20 15	2 years, 5 months	3/15/20 14	1 years, 0 months	1 years, 5 months	10/22/2 015	0 years, 1 months	3	3/31/20 07	8 years, 6 months	8 years, 5 months
NM	3/20/20 13	10/1/2 014	1 years, 6 months	12/13/2 014	1 years, 8 months	0 years, 2 months	10/22/2 015	1 years, 0 months	1	9/11/20 13	2 years, 1 months	1 years, 0 months
NN	3/20/20 13	5/1/20 16	3 years, 1 months	11/24/2 014	1 years, 8 months	1 years, 5 months	10/22/2 015	0 years, 6 months	6	6/11/20 15	0 years, 4 months	0 years, 10 months
NO	3/20/20 13	2/1/20 15	1 years, 10 months	7/14/20 14	1 years, 3 months	0 years, 6 months	10/22/2 015	0 years, 8 months	6	1/11/20 12	3 years, 9 months	3 years, 0 months
NP	3/20/20 13	10/1/2 015	2 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	2	10/12/2 011	4 years, 0 months	3 years, 11 months
NQ	4/4/201 3	8/1/20 13	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	1	7/12/20 15	0 years, 3 months	1 years, 11 months
NR	4/10/20 13	1/1/20 15	1 years, 8 months	2/16/20 15	1 years, 10 months	0 years, 1 months	10/22/2 015	0 years, 9 months	2	6/11/20 13	2 years, 4 months	1 years, 6 months
NS	4/15/20 13	8/1/20 15	2 years, 3 months	7/21/20 14	1 years, 3 months	1 years, 0 months	10/22/2 015	0 years, 2 months	88	9/11/20 12	3 years, 1 months	2 years, 10 months
NT	4/15/20 13	8/1/20 15	2 years, 3 months	3/14/20 14	0 years, 10 months	1 years, 4 months	10/22/2 015	0 years, 2 months	13	4/11/20 13	2 years, 6 months	2 years, 3 months
NU	4/15/20 13	8/1/20 14	1 years, 3 months	10/3/20 14	1 years, 5 months	0 years, 2 months	10/22/2 015	1 years, 2 months	25	12/12/2 013	1 years, 10 months	0 years, 7 months
NV	4/24/20 13	10/1/2 013	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 0 months	1	7/12/20 11	4 years, 3 months	2 years, 2 months
NW	5/22/20 13	8/1/20 15	2 years, 2 months	7/19/20 14	1 years, 1 months	1 years, 0 months	10/22/2 015	0 years, 2 months	54	4/11/20 13	2 years, 6 months	2 years, 3 months
NX	5/22/20 13	3/1/20 15	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	3	10/12/2 012	3 years, 0 months	2 years, 4 months
NY	5/30/20 13	3/1/20 16	2 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 4 months	15	6/11/20 11	4 years, 4 months	4 years, 8 months
NZ	6/11/20 13	5/1/20 16	2 years, 10 months	6/25/20 14	1 years, 0 months	1 years, 10 months	10/22/2 015	0 years, 6 months	71	10/12/2 014	1 years, 0 months	1 years, 6 months
OA	6/11/20 13	5/1/20 15	1 years, 10 months	12/1/20 14	1 years, 5 months	0 years, 5 months	10/22/2 015	0 years, 5 months	9	8/11/20 13	2 years, 2 months	1 years, 8 months
OB	6/11/20 13	1/1/20 16	2 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	18	3/14/20 15	0 years, 7 months	0 years, 9 months
OC	6/11/20 13	5/1/20 13	0 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 5 months	3	9/6/201 1	4 years, 1 months	1 years, 7 months
OD	6/18/20 13	10/1/2 015	2 years, 3 months	4/19/20 15	1 years, 10 months	0 years, 5 months	10/22/2 015	0 years, 0 months	11	6/11/20 13	2 years, 4 months	2 years, 3 months
OE	6/19/20 13	10/1/2 015	2 years, 3 months	7/15/20 14	1 years, 0 months	1 years, 2 months	10/22/2 015	0 years, 0 months	8	9/11/20 15	0 years, 1 months	0 years, 0 months
OF	6/19/20 13	5/1/20 15	1 years, 10 months	7/3/201 5	2 years, 0 months	0 years, 2 months	10/22/2 015	0 years, 5 months	1	5/12/20 13	2 years, 5 months	1 years, 11 months
OG	6/19/20 13	2/1/20 15	1 years, 7 months	11/25/2 014	1 years, 5 months	0 years, 2 months	10/22/2 015	0 years, 8 months	2	2/11/20 13	2 years, 8 months	1 years, 11 months
OH	6/19/20 13	10/1/2 015	2 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	2	9/11/20 13	2 years, 1 months	2 years, 0 months
OI	6/19/20 13	11/1/2 015	2 years, 4 months	11/29/2 014	1 years, 5 months	0 years, 11 months	10/22/2 015	0 years, 0 months	7	12/12/2 010	4 years, 10 months	4 years, 10 months
OJ	6/20/20 13	10/1/2 015	2 years, 3 months	3/14/20 14	0 years, 8 months	1 years, 6 months	10/22/2 015	0 years, 0 months	42	Never	No FACD Listed	No FACD Listed
OK	6/20/20 13	5/1/20 15	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 5 months	10	11/11/2 012	2 years, 11 months	2 years, 5 months
OL	6/20/20 13	3/1/20 14	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 7 months	8	11/11/2 012	2 years, 11 months	1 years, 3 months



OM	6/20/2013	5/1/2015	1 years, 10 months	3/5/2014	0 years, 8 months	1 years, 1 months	10/22/2015	0 years, 5 months	51	11/11/2013	1 years, 11 months	1 years, 5 months
ON	6/20/2013	9/1/2015	2 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	9	10/6/2011	4 years, 0 months	3 years, 10 months
OO	6/20/2013	10/1/2015	2 years, 3 months	6/30/2015	2 years, 0 months	0 years, 3 months	10/22/2015	0 years, 0 months	23	7/12/2013	2 years, 3 months	2 years, 2 months
OP	7/10/2013	10/1/2013	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	1	Never	No FACD Listed	No FACD Listed
OQ	8/1/2013	8/1/2013	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	1	Never	No FACD Listed	No FACD Listed
OR	8/1/2013	8/1/2013	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	1	7/12/2013	2 years, 3 months	0 years, 0 months
OS	8/23/2013	5/1/2016	2 years, 8 months	7/18/2014	0 years, 10 months	1 years, 9 months	10/22/2015	0 years, 6 months	58	Never	No FACD Listed	No FACD Listed
OT	9/24/2013	1/1/2014	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	2	10/12/2015	0 years, 0 months	1 years, 9 months
OU	10/9/2013	1/1/2016	2 years, 2 months	8/1/2015	1 years, 9 months	0 years, 5 months	10/22/2015	0 years, 2 months	59	12/12/2013	1 years, 10 months	2 years, 0 months
OV	10/24/2013	5/1/2014	0 years, 6 months	7/1/2014	0 years, 8 months	0 years, 2 months	10/22/2015	1 years, 5 months	49	7/12/2013	2 years, 3 months	0 years, 9 months
OW	10/24/2013	8/1/2013	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	28	3/13/2012	3 years, 7 months	1 years, 4 months
OX	10/24/2013	10/1/2015	1 years, 11 months	4/13/2015	1 years, 5 months	0 years, 5 months	10/22/2015	0 years, 0 months	61	Never	No FACD Listed	No FACD Listed
OY	10/24/2013	1/1/2016	2 years, 2 months	5/16/2014	0 years, 6 months	1 years, 7 months	10/22/2015	0 years, 2 months	79	12/12/2013	1 years, 10 months	2 years, 0 months
OZ	10/24/2013	2/1/2016	2 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	31	12/12/2012	2 years, 10 months	3 years, 1 months
PA	10/24/2013	5/1/2016	2 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	13	10/12/2012	3 years, 0 months	3 years, 6 months
PB	10/24/2013	8/1/2015	1 years, 9 months	5/4/2015	1 years, 6 months	0 years, 2 months	10/22/2015	0 years, 2 months	31	3/13/2012	3 years, 7 months	3 years, 4 months
PC	10/24/2013	3/1/2016	2 years, 4 months	11/22/2014	1 years, 0 months	1 years, 3 months	10/22/2015	0 years, 4 months	13	3/31/2007	8 years, 6 months	8 years, 11 months
PD	10/24/2013	4/1/2016	2 years, 5 months	2/16/2015	1 years, 3 months	1 years, 1 months	10/22/2015	0 years, 5 months	76	5/12/2013	2 years, 5 months	2 years, 10 months
PE	11/6/2013	5/1/2016	2 years, 5 months	9/13/2014	0 years, 10 months	1 years, 7 months	10/22/2015	0 years, 6 months	8	10/11/2013	2 years, 0 months	2 years, 6 months
PF	11/6/2013	11/1/2015	1 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	1	9/11/2014	1 years, 1 months	1 years, 1 months
PG	11/20/2013	5/1/2015	1 years, 5 months	7/1/2014	0 years, 7 months	0 years, 10 months	10/22/2015	0 years, 5 months	63	9/11/2015	0 years, 1 months	0 years, 4 months
PH	11/20/2013	4/1/2016	2 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	37	2/11/2013	2 years, 8 months	3 years, 1 months
PI	11/20/2013	10/1/2015	1 years, 10 months	5/20/2015	1 years, 6 months	0 years, 4 months	10/22/2015	0 years, 0 months	34	8/11/2013	2 years, 2 months	2 years, 1 months
PJ	11/20/2013	2/1/2016	2 years, 2 months	9/6/2014	0 years, 9 months	1 years, 4 months	10/22/2015	0 years, 3 months	20	10/11/2013	2 years, 0 months	2 years, 3 months
PK	11/20/2013	10/1/2015	1 years, 10 months	9/13/2014	0 years, 9 months	1 years, 0 months	10/22/2015	0 years, 0 months	24	6/11/2013	2 years, 4 months	2 years, 3 months
PL	11/20/2013	5/1/2016	2 years, 5 months	7/13/2014	0 years, 7 months	1 years, 9 months	10/22/2015	0 years, 6 months	57	7/12/2011	4 years, 3 months	4 years, 9 months
PM	11/20/2013	8/1/2014	0 years, 8 months	6/27/2014	0 years, 7 months	0 years, 1 months	10/22/2015	1 years, 2 months	12	9/11/2012	3 years, 1 months	1 years, 10 months
PN	11/20/2013	1/1/2016	2 years, 1 months	6/24/2014	0 years, 7 months	1 years, 6 months	10/22/2015	0 years, 2 months	41	5/2/2010	5 years, 5 months	5 years, 7 months
PO	11/20/2013	10/1/2015	1 years, 10 months	7/14/2014	0 years, 7 months	1 years, 2 months	10/22/2015	0 years, 0 months	78	Never	No FACD Listed	No FACD Listed
PP	11/20/2013	10/1/2015	1 years, 10 months	7/16/2014	0 years, 7 months	1 years, 2 months	10/22/2015	0 years, 0 months	10	Never	No FACD Listed	No FACD Listed
PQ	11/20/2013	1/1/2016	2 years, 1 months	7/3/2014	0 years, 7 months	1 years, 5 months	10/22/2015	0 years, 2 months	45	2/11/2011	4 years, 8 months	4 years, 10 months
PR	11/20/2013	1/1/2013	0 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 9 months	8	9/11/2013	2 years, 1 months	0 years, 8 months
PS	11/20/2013	3/1/2016	2 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	14	7/11/2014	1 years, 3 months	1 years, 7 months
PT	11/20/2013	7/1/2015	1 years, 7 months	7/11/2014	0 years, 7 months	0 years, 11 months	10/22/2015	0 years, 3 months	9	9/11/2014	1 years, 1 months	0 years, 9 months
PU	11/20/2013	12/1/2015	2 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	10	9/11/2013	2 years, 1 months	2 years, 2 months
PV	11/20/2013	5/1/2014	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	12	10/11/2013	2 years, 0 months	0 years, 6 months
PW	11/20/2013	5/1/2015	1 years, 5 months	5/17/2014	0 years, 5 months	0 years, 11 months	10/22/2015	0 years, 5 months	38	2/11/2012	3 years, 8 months	3 years, 2 months
PX	11/20/2013	3/1/2016	2 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	55	3/14/2015	0 years, 7 months	0 years, 11 months



PY	11/20/2013	10/1/2015	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	12	Never	No FACD Listed	No FACD Listed
PZ	11/20/2013	5/1/2015	1 years, 5 months	4/13/2015	1 years, 4 months	0 years, 0 months	10/22/2015	0 years, 5 months	16	4/11/2013	2 years, 6 months	2 years, 0 months
QA	11/20/2013	10/1/2013	0 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	51	Never	No FACD Listed	No FACD Listed
QB	11/20/2013	8/1/2015	1 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	29	Never	No FACD Listed	No FACD Listed
QC	11/20/2013	4/1/2015	1 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	8	10/12/2014	1 years, 0 months	0 years, 5 months
QD	11/20/2013	10/1/2015	1 years, 10 months	10/5/2014	0 years, 10 months	0 years, 11 months	10/22/2015	0 years, 0 months	19	9/11/2013	2 years, 1 months	2 years, 0 months
QE	11/20/2013	8/1/2015	1 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	4	11/11/2013	1 years, 11 months	1 years, 8 months
QF	11/20/2013	10/1/2015	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	13	Never	No FACD Listed	No FACD Listed
QG	11/20/2013	8/1/2015	1 years, 8 months	6/22/2015	1 years, 7 months	0 years, 1 months	10/22/2015	0 years, 2 months	35	8/11/2013	2 years, 2 months	1 years, 11 months
QH	11/20/2013	3/1/2016	2 years, 3 months	7/8/2014	0 years, 7 months	1 years, 7 months	10/22/2015	0 years, 4 months	73	Never	No FACD Listed	No FACD Listed
QI	11/20/2013	8/1/2015	1 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	32	3/14/2015	0 years, 7 months	0 years, 4 months
QJ	12/2/2013	1/1/2016	2 years, 0 months	3/3/2015	1 years, 3 months	0 years, 9 months	10/22/2015	0 years, 2 months	47	8/11/2013	2 years, 2 months	2 years, 4 months
QK	12/2/2013	3/1/2014	0 years, 2 months	5/21/2014	0 years, 5 months	0 years, 2 months	10/22/2015	1 years, 7 months	4	7/12/2011	4 years, 3 months	2 years, 7 months
QL	12/2/2013	4/1/2016	2 years, 3 months	7/12/2014	0 years, 7 months	1 years, 8 months	10/22/2015	0 years, 5 months	137	7/11/2014	1 years, 3 months	1 years, 8 months
QM	12/2/2013	1/1/2016	2 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	10	Never	No FACD Listed	No FACD Listed
QN	12/2/2013	10/1/2015	1 years, 9 months	7/10/2014	0 years, 7 months	1 years, 2 months	10/22/2015	0 years, 0 months	13	6/11/2014	1 years, 4 months	1 years, 3 months
QO	12/2/2013	10/1/2012	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 0 months	4	5/12/2015	0 years, 5 months	2 years, 7 months
QP	12/2/2013	10/1/2012	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	3 years, 0 months	23	10/11/2013	2 years, 0 months	1 years, 0 months
QQ	12/2/2013	4/1/2016	2 years, 3 months	4/15/2014	0 years, 4 months	1 years, 11 months	10/22/2015	0 years, 5 months	7	5/12/2013	2 years, 5 months	2 years, 10 months
QR	12/2/2013	2/1/2014	0 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 8 months	25	10/12/2014	1 years, 0 months	0 years, 8 months
QS	12/2/2013	8/1/2014	0 years, 7 months	8/27/2014	0 years, 8 months	0 years, 0 months	10/22/2015	1 years, 2 months	24	12/12/2013	1 years, 10 months	0 years, 7 months
QT	12/2/2013	10/1/2015	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	7	3/14/2013	2 years, 7 months	2 years, 6 months
QU	12/2/2013	11/1/2015	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	32	9/11/2015	0 years, 1 months	0 years, 1 months
QV	12/2/2013	1/1/2015	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	10	Never	No FACD Listed	No FACD Listed
QW	12/2/2013	3/1/2013	0 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 7 months	39	6/11/2013	2 years, 4 months	0 years, 3 months
QX	12/2/2013	10/1/2015	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	4	9/11/2015	0 years, 1 months	0 years, 0 months
QY	12/2/2013	10/1/2015	1 years, 9 months	5/1/2014	0 years, 4 months	1 years, 5 months	10/22/2015	0 years, 0 months	27	7/12/2012	3 years, 3 months	3 years, 2 months
QZ	12/2/2013	3/1/2014	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 7 months	4	3/14/2013	2 years, 7 months	0 years, 11 months
RA	12/2/2013	9/1/2015	1 years, 8 months	8/4/2015	1 years, 8 months	0 years, 0 months	10/22/2015	0 years, 1 months	40	12/12/2012	2 years, 10 months	2 years, 8 months
RB	12/2/2013	8/1/2015	1 years, 7 months	11/6/2014	0 years, 11 months	0 years, 8 months	10/22/2015	0 years, 2 months	7	Never	No FACD Listed	No FACD Listed
RC	12/4/2013	8/1/2015	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	7	12/12/2013	1 years, 10 months	1 years, 7 months
RD	12/5/2013	10/1/2013	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	4	12/12/2011	3 years, 10 months	1 years, 9 months
RE	12/5/2013	10/1/2015	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	10	3/14/2013	2 years, 7 months	2 years, 6 months
RF	12/5/2013	10/1/2013	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	5	5/12/2014	1 years, 5 months	0 years, 7 months
RG	12/5/2013	8/1/2014	0 years, 7 months	9/18/2014	0 years, 9 months	0 years, 1 months	10/22/2015	1 years, 2 months	13	10/12/2014	1 years, 0 months	0 years, 2 months
RH	12/5/2013	1/1/2016	2 years, 0 months	2/24/2014	0 years, 2 months	1 years, 10 months	10/22/2015	0 years, 2 months	101	2/11/2013	2 years, 8 months	2 years, 10 months
RI	12/5/2013	1/1/2015	1 years, 0 months	2/19/2015	1 years, 2 months	0 years, 1 months	10/22/2015	0 years, 9 months	40	10/12/2015	0 years, 0 months	0 years, 9 months
RJ	12/6/2013	5/1/2016	2 years, 4 months	5/12/2014	0 years, 5 months	1 years, 11 months	10/22/2015	0 years, 6 months	5	9/11/2015	0 years, 1 months	0 years, 7 months



RK	12/6/2013	1/1/2016	2 years, 0 months	4/13/2014	0 years, 4 months	1 years, 8 months	10/22/2015	0 years, 2 months	9	9/11/2013	2 years, 1 months	2 years, 3 months
RL	12/10/2013	1/1/2016	2 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	114	12/12/2012	2 years, 10 months	3 years, 0 months
RM	12/16/2013	1/1/2014	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	13	7/12/2011	4 years, 3 months	2 years, 5 months
RN	12/16/2013	10/1/2015	1 years, 9 months	2/25/2015	1 years, 2 months	0 years, 7 months	10/22/2015	0 years, 0 months	29	4/11/2013	2 years, 6 months	2 years, 5 months
RO	12/16/2013	2/1/2016	2 years, 1 months	5/17/2014	0 years, 5 months	1 years, 8 months	10/22/2015	0 years, 3 months	9	6/11/2013	2 years, 4 months	2 years, 7 months
RP	12/16/2013	8/1/2013	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	18	7/12/2015	0 years, 3 months	1 years, 11 months
RQ	12/16/2013	8/1/2013	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 2 months	41	8/11/2014	1 years, 2 months	1 years, 0 months
RR	12/16/2013	2/1/2016	2 years, 1 months	7/21/2014	0 years, 7 months	1 years, 6 months	10/22/2015	0 years, 3 months	17	5/12/2015	0 years, 5 months	0 years, 8 months
RS	12/16/2013	3/1/2016	2 years, 2 months	4/17/2015	1 years, 4 months	0 years, 10 months	10/22/2015	0 years, 4 months	52	2/13/2011	4 years, 8 months	5 years, 0 months
RT	12/16/2013	1/1/2014	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	13	10/12/2015	0 years, 0 months	1 years, 9 months
RU	12/16/2013	3/1/2014	0 years, 2 months	5/17/2014	0 years, 5 months	0 years, 2 months	10/22/2015	1 years, 7 months	28	7/13/2011	4 years, 3 months	2 years, 7 months
RU	12/16/2013	1/1/2015	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 9 months	40	Never	No FACD Listed	No FACD Listed
RW	12/16/2013	10/1/2015	1 years, 9 months	6/30/2015	1 years, 6 months	0 years, 3 months	10/22/2015	0 years, 0 months	32	4/11/2013	2 years, 6 months	2 years, 5 months
RX	12/16/2013	8/1/2015	1 years, 7 months	3/14/2014	0 years, 2 months	1 years, 4 months	10/22/2015	0 years, 2 months	32	9/11/2012	3 years, 1 months	2 years, 10 months
RY	12/16/2013	10/1/2015	1 years, 9 months	5/12/2014	0 years, 4 months	1 years, 4 months	10/22/2015	0 years, 0 months	13	3/14/2013	2 years, 7 months	2 years, 6 months
RZ	12/16/2013	3/1/2015	1 years, 2 months	2/17/2014	0 years, 2 months	1 years, 0 months	10/22/2015	0 years, 7 months	54	4/11/2013	2 years, 6 months	1 years, 10 months
SA	12/16/2013	11/1/2015	1 years, 10 months	12/19/2014	1 years, 0 months	0 years, 10 months	10/22/2015	0 years, 0 months	11	12/12/2013	1 years, 10 months	1 years, 10 months
SB	12/16/2013	6/1/2015	1 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	8	11/11/2012	2 years, 11 months	2 years, 6 months
SC	12/16/2013	1/1/2014	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	25	4/11/2013	2 years, 6 months	0 years, 8 months
SD	12/16/2013	3/1/2015	1 years, 2 months	4/21/2014	0 years, 4 months	0 years, 10 months	10/22/2015	0 years, 7 months	81	8/11/2013	2 years, 2 months	1 years, 6 months
SE	12/16/2013	5/1/2016	2 years, 4 months	3/14/2014	0 years, 2 months	2 years, 1 months	10/22/2015	0 years, 6 months	25	11/11/2012	2 years, 11 months	3 years, 5 months
SF	12/16/2013	5/1/2015	1 years, 4 months	3/15/2014	0 years, 2 months	1 years, 1 months	10/22/2015	0 years, 5 months	21	8/11/2012	3 years, 2 months	2 years, 8 months
SG	12/16/2013	3/1/2016	2 years, 2 months	3/2/2015	1 years, 2 months	0 years, 11 months	10/22/2015	0 years, 4 months	19	8/11/2015	0 years, 2 months	0 years, 6 months
SH	12/16/2013	3/1/2015	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 7 months	17	8/1/2011	4 years, 2 months	3 years, 7 months
SI	12/16/2013	12/1/2015	1 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	63	7/12/2015	0 years, 3 months	0 years, 4 months
SJ	12/17/2013	1/1/2014	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 9 months	26	Never	No FACD Listed	No FACD Listed
SK	1/10/2014	3/1/2014	0 years, 1 months	4/16/2014	0 years, 3 months	0 years, 1 months	10/22/2015	1 years, 7 months	5	2/11/2014	1 years, 8 months	0 years, 0 months
SL	1/16/2014	10/1/2013	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	2 years, 0 months	10	5/12/2014	1 years, 5 months	0 years, 7 months
SM	1/22/2014	10/1/2015	1 years, 8 months	7/1/2015	1 years, 5 months	0 years, 3 months	10/22/2015	0 years, 0 months	10	4/11/2013	2 years, 6 months	2 years, 5 months
SN	1/22/2014	10/1/2014	0 years, 8 months	11/6/2014	0 years, 9 months	0 years, 1 months	10/22/2015	1 years, 0 months	11	5/12/2012	3 years, 5 months	2 years, 4 months
SO	1/22/2014	1/1/2016	1 years, 11 months	10/7/2014	0 years, 8 months	1 years, 2 months	10/22/2015	0 years, 2 months	41	11/11/2012	2 years, 11 months	3 years, 1 months
SP	1/22/2014	5/1/2014	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 5 months	28	4/11/2014	1 years, 6 months	0 years, 0 months
SQ	1/22/2014	8/1/2014	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	1 years, 2 months	5	6/11/2015	0 years, 4 months	0 years, 10 months
SR	1/22/2014	10/1/2015	1 years, 8 months	7/28/2014	0 years, 6 months	1 years, 2 months	10/22/2015	0 years, 0 months	13	Never	No FACD Listed	No FACD Listed
SS	1/24/2014	2/1/2016	2 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	2	5/12/2013	2 years, 5 months	2 years, 8 months
ST	2/11/2014	5/1/2016	2 years, 2 months	11/30/2014	0 years, 9 months	1 years, 5 months	10/22/2015	0 years, 6 months	5	5/12/2012	3 years, 5 months	3 years, 11 months
SU	2/11/2014	7/1/2015	1 years, 4 months	2/16/2015	1 years, 0 months	0 years, 4 months	10/22/2015	0 years, 3 months	2	6/11/2015	0 years, 4 months	0 years, 0 months
SV	2/24/2014	3/1/2015	1 years, 0 months	4/30/2015	1 years, 2 months	0 years, 1 months	10/22/2015	0 years, 7 months	4	7/2/2008	7 years, 3 months	6 years, 7 months



SW	2/24/20 14	3/1/20 15	1 years, 0 months	11/22/2 014	0 years, 8 months	0 years, 3 months	10/22/2 015	0 years, 7 months	23	5/12/20 13	2 years, 5 months	1 years, 9 months
SX	2/24/20 14	10/1/2 015	1 years, 7 months	6/23/20 15	1 years, 3 months	0 years, 3 months	10/22/2 015	0 years, 0 months	23	10/12/2 014	1 years, 0 months	0 years, 11 months
SY	2/26/20 14	8/1/20 14	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 2 months	1	10/11/2 013	2 years, 0 months	0 years, 9 months
SZ	3/5/201 4	1/1/20 15	0 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 9 months	1	12/12/2 014	0 years, 10 months	0 years, 0 months
TA	3/5/201 4	6/1/20 16	2 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	7	5/12/20 13	2 years, 5 months	3 years, 0 months
TB	3/7/201 4	10/1/2 014	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 0 months	3	Never	No FACD Listed	No FACD Listed
TC	4/1/201 4	3/1/20 03	11 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	12 years, 7 months	5	8/11/20 13	2 years, 2 months	10 years, 5 months
TD	4/29/20 14	1/1/20 15	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 9 months	1	2/11/20 14	1 years, 8 months	0 years, 10 months
TE	4/29/20 14	5/1/20 16	2 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 6 months	4	9/11/20 13	2 years, 1 months	2 years, 7 months
TF	5/1/201 4	8/1/20 15	1 years, 3 months	5/12/20 15	1 years, 0 months	0 years, 2 months	10/22/2 015	0 years, 2 months	2	11/11/2 013	1 years, 11 months	1 years, 8 months
TG	5/13/20 14	1/1/20 16	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	5/12/20 13	2 years, 5 months	2 years, 7 months
TH	5/19/20 14	4/1/20 16	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 5 months	6	9/11/20 15	0 years, 1 months	0 years, 6 months
TI	5/19/20 14	1/1/20 16	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	6	12/12/2 013	1 years, 10 months	2 years, 0 months
TJ	5/19/20 14	4/1/20 16	1 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 5 months	3	7/12/20 11	4 years, 3 months	4 years, 8 months
TK	5/28/20 14	8/1/20 15	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	8/11/20 12	3 years, 2 months	2 years, 11 months
TL	6/5/201 4	3/1/20 14	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 7 months	29	6/11/20 15	0 years, 4 months	1 years, 3 months
TM	6/11/20 14	3/1/20 15	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	1	2/19/20 10	5 years, 8 months	5 years, 0 months
TN	6/18/20 14	3/1/20 16	1 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 4 months	4	Never	No FACD Listed	No FACD Listed
TO	6/19/20 14	2/1/20 16	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 3 months	2	11/11/2 015	0 years, 0 months	0 years, 2 months
TP	6/23/20 14	10/1/2 015	1 years, 3 months	6/29/20 15	1 years, 0 months	0 years, 3 months	10/22/2 015	0 years, 0 months	2	7/12/20 12	3 years, 3 months	3 years, 2 months
TQ	7/9/201 4	3/1/20 16	1 years, 7 months	7/1/201 5	0 years, 11 months	0 years, 8 months	10/22/2 015	0 years, 4 months	8	7/12/20 11	4 years, 3 months	4 years, 7 months
TR	7/10/20 14	8/1/20 15	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	8/11/20 14	1 years, 2 months	0 years, 11 months
TS	7/24/20 14	10/1/2 012	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	3 years, 0 months	12	4/11/20 13	2 years, 6 months	0 years, 6 months
TT	7/28/20 14	10/1/2 012	1 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	3 years, 0 months	17	4/11/20 13	2 years, 6 months	0 years, 6 months
TU	7/28/20 14	10/1/2 015	1 years, 2 months	5/1/201 4	#NUM!	1 years, 5 months	10/22/2 015	0 years, 0 months	29	10/6/20 11	4 years, 0 months	3 years, 11 months
TV	7/28/20 14	5/1/20 16	1 years, 9 months	7/20/20 14	#NUM!	1 years, 9 months	10/22/2 015	0 years, 6 months	18	2/11/20 15	0 years, 8 months	1 years, 2 months
TW	7/28/20 14	10/1/2 015	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	20	7/12/20 15	0 years, 3 months	0 years, 2 months
TX	7/28/20 14	2/1/20 16	1 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 3 months	79	3/14/20 13	2 years, 7 months	2 years, 10 months
TY	7/28/20 14	1/1/20 15	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 9 months	18	8/1/201 1	4 years, 2 months	3 years, 5 months
TZ	7/28/20 14	1/1/20 14	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 9 months	26	Never	No FACD Listed	No FACD Listed
UA	7/28/20 14	10/1/2 014	0 years, 2 months	12/11/2 014	0 years, 4 months	0 years, 2 months	10/22/2 015	1 years, 0 months	6	9/11/20 13	2 years, 1 months	1 years, 0 months
UB	7/28/20 14	1/1/20 16	1 years, 5 months	10/5/20 14	0 years, 2 months	1 years, 2 months	10/22/2 015	0 years, 2 months	24	9/11/20 11	4 years, 1 months	4 years, 3 months
UC	7/28/20 14	3/1/20 12	2 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	3 years, 7 months	11	11/11/2 012	2 years, 11 months	0 years, 8 months
UD	7/28/20 14	9/1/20 13	0 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 1 months	3	9/11/20 15	0 years, 1 months	2 years, 0 months
UE	7/28/20 14	3/1/20 14	0 years, 4 months	5/25/20 14	#NUM!	0 years, 2 months	10/22/2 015	1 years, 7 months	11	2/18/20 10	5 years, 8 months	4 years, 0 months
UF	7/28/20 14	10/1/2 015	1 years, 2 months	7/3/201 5	0 years, 11 months	0 years, 2 months	10/22/2 015	0 years, 0 months	35	8/11/20 13	2 years, 2 months	2 years, 1 months
UG	7/28/20 14	10/1/2 015	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	11	4/11/20 13	2 years, 6 months	2 years, 5 months
UH	7/28/20 14	5/1/20 14	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 5 months	18	11/11/2 013	1 years, 11 months	0 years, 5 months



UI	7/28/20 14	10/1/2 015	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	79	9/11/20 13	2 years, 1 months	2 years, 0 months
UJ	7/28/20 14	8/1/20 13	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	13	2/11/20 13	2 years, 8 months	0 years, 5 months
UK	7/28/20 14	8/1/20 13	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	1	7/12/20 11	4 years, 3 months	2 years, 0 months
UL	7/28/20 14	2/1/20 13	1 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 8 months	1	3/14/20 13	2 years, 7 months	0 years, 1 months
UM	7/28/20 14	8/1/20 14	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 2 months	8	12/12/2 014	0 years, 10 months	0 years, 4 months
UN	7/28/20 14	1/1/20 14	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 9 months	3	1/11/20 13	2 years, 9 months	0 years, 11 months
UO	7/28/20 14	8/1/20 13	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 2 months	5	8/1/201 1	4 years, 2 months	2 years, 0 months
UP	7/28/20 14	5/1/20 13	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	2 years, 5 months	21	Never	No FACD Listed	No FACD Listed
UQ	7/30/20 14	10/1/2 015	1 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	2	3/14/20 13	2 years, 7 months	2 years, 6 months
UR	7/30/20 14	1/1/20 16	1 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	10/6/20 11	4 years, 0 months	4 years, 2 months
US	8/1/201 4	1/1/20 15	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 9 months	2	7/12/20 11	4 years, 3 months	3 years, 5 months
UT	8/1/201 4	1/1/20 15	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 9 months	2	3/14/20 13	2 years, 7 months	1 years, 9 months
UU	8/1/201 4	8/1/20 14	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	1 years, 2 months	1	8/1/201 1	4 years, 2 months	3 years, 0 months
UV	8/1/201 4	8/1/20 15	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	2	10/2/20 08	7 years, 0 months	6 years, 9 months
UW	9/3/201 4	5/1/20 16	1 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 6 months	2	10/11/2 013	2 years, 0 months	2 years, 6 months
UX	9/10/20 14	10/1/2 015	1 years, 0 months	4/24/20 15	0 years, 7 months	0 years, 5 months	10/22/2 015	0 years, 0 months	2	10/11/2 013	2 years, 0 months	1 years, 11 months
UY	9/12/20 14	5/1/20 16	1 years, 7 months	3/14/20 14	#NUM!	2 years, 1 months	10/22/2 015	0 years, 6 months	75	2/11/20 15	0 years, 8 months	1 years, 2 months
UZ	9/12/20 14	11/1/2 015	1 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	2	Never	No FACD Listed	No FACD Listed
WA	9/19/20 14	2/1/20 16	1 years, 4 months	5/20/20 15	0 years, 8 months	0 years, 8 months	10/22/2 015	0 years, 3 months	19	8/1/201 1	4 years, 2 months	4 years, 6 months
WB	10/8/20 14	3/1/20 15	0 years, 4 months	1/25/20 14	#NUM!	1 years, 1 months	10/22/2 015	0 years, 7 months	38	9/11/20 13	2 years, 1 months	1 years, 5 months
WC	10/16/2 014	5/1/20 16	1 years, 6 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 6 months	2	7/12/20 13	2 years, 3 months	2 years, 9 months
WD	10/28/2 014	3/1/20 15	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	1	4/11/20 13	2 years, 6 months	1 years, 10 months
WE	10/30/2 014	1/1/20 16	1 years, 2 months	7/12/20 14	#NUM!	1 years, 5 months	10/22/2 015	0 years, 2 months	10	8/11/20 14	1 years, 2 months	1 years, 4 months
WF	10/30/2 014	10/1/2 015	0 years, 11 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	20	7/12/20 11	4 years, 3 months	4 years, 2 months
WG	11/5/20 14	10/1/2 015	0 years, 10 months	7/29/20 15	0 years, 8 months	0 years, 2 months	10/22/2 015	0 years, 0 months	2	3/14/20 13	2 years, 7 months	2 years, 6 months
WH	11/5/20 14	8/1/20 15	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	10/12/2 015	0 years, 0 months	0 years, 2 months
WI	11/5/20 14	5/1/20 15	0 years, 5 months	6/22/20 15	0 years, 7 months	0 years, 1 months	10/22/2 015	0 years, 5 months	1	5/12/20 14	1 years, 5 months	0 years, 11 months
WJ	12/4/20 14	3/1/20 15	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 7 months	2	2/11/20 13	2 years, 8 months	2 years, 0 months
WK	12/10/2 014	10/1/2 015	0 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	3	5/12/20 14	1 years, 5 months	1 years, 4 months
WL	12/10/2 014	10/1/2 015	0 years, 9 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	1	8/11/20 15	0 years, 2 months	0 years, 1 months
WM	12/10/2 014	1/1/20 16	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	2	Never	No FACD Listed	No FACD Listed
WN	12/16/2 014	4/1/20 16	1 years, 3 months	7/12/20 15	0 years, 6 months	0 years, 8 months	10/22/2 015	0 years, 5 months	6	8/1/201 1	4 years, 2 months	4 years, 8 months
WO	1/22/20 15	9/1/20 15	0 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 1 months	1	3/31/20 07	8 years, 6 months	8 years, 5 months
WP	2/6/201 5	7/1/20 15	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 3 months	11	11/11/2 012	2 years, 11 months	2 years, 7 months
WQ	2/6/201 5	1/1/20 16	0 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	55	10/12/2 012	3 years, 0 months	3 years, 2 months
WR	2/12/20 15	1/1/20 16	0 years, 10 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 2 months	1	8/1/201 1	4 years, 2 months	4 years, 5 months
WS	2/12/20 15	10/1/2 015	0 years, 7 months		Never Evaluated	Never Evaluated	10/22/2 015	0 years, 0 months	2	11/11/2 013	1 years, 11 months	1 years, 10 months
WT	2/12/20 15	1/1/20 01	14 years, 1 months		Never Evaluated	Never Evaluated	10/22/2 015	14 years, 9 months	1	3/14/20 13	2 years, 7 months	12 years, 2 months



WU	3/4/2015	8/1/2015	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	1	4/11/2013	2 years, 6 months	2 years, 3 months
WV	3/17/2015	10/1/2015	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	2	2/11/2014	1 years, 8 months	1 years, 7 months
WW	4/6/2015	5/1/2016	1 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 6 months	3	10/12/2012	3 years, 0 months	3 years, 6 months
WX	4/14/2015	9/1/2015	0 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 1 months	1	11/11/2011	3 years, 11 months	3 years, 9 months
WY	5/4/2015	10/1/2015	0 years, 4 months	8/10/2014	#NUM!	1 years, 1 months	10/22/2015	0 years, 0 months	68	10/12/2011	4 years, 0 months	3 years, 11 months
WZ	5/12/2015	11/1/2015	0 years, 5 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	1	2/11/2014	1 years, 8 months	1 years, 8 months
XA	5/13/2015	2/1/2016	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 3 months	1	9/11/2015	0 years, 1 months	0 years, 4 months
XB	6/2/2015	5/1/2014	11 years, 1 months		Never Evaluated	Never Evaluated	10/22/2015	11 years, 5 months	3	4/11/2013	2 years, 6 months	8 years, 11 months
XC	6/3/2015	1/1/2016	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	1	4/11/2013	2 years, 6 months	2 years, 8 months
XD	6/9/2015	1/1/2016	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	1	9/11/2012	3 years, 1 months	3 years, 3 months
XE	6/9/2015	10/1/2015	0 years, 3 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	2	12/12/2013	1 years, 10 months	1 years, 9 months
XF	6/23/2015	1/1/2016	0 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	1	2/11/2015	0 years, 8 months	0 years, 10 months
XG	6/25/2015	8/1/2014	0 years, 10 months	10/8/2014	#NUM!	0 years, 2 months	10/22/2015	1 years, 2 months	2	9/11/2013	2 years, 1 months	0 years, 10 months
XH	7/7/2015	3/1/1995	20 years, 4 months		Never Evaluated	Never Evaluated	10/22/2015	20 years, 7 months	1	4/11/2013	2 years, 6 months	18 years, 1 months
XI	7/13/2015	3/1/2016	0 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	1	8/11/2013	2 years, 2 months	2 years, 6 months
XJ	7/20/2015	10/1/2015	0 years, 2 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 0 months	1	3/14/2013	2 years, 7 months	2 years, 6 months
XK	7/20/2015	4/1/2016	0 years, 8 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 5 months	3	5/12/2013	2 years, 5 months	2 years, 10 months
XL	7/22/2015	8/1/2016	8 years, 11 months		Never Evaluated	Never Evaluated	10/22/2015	9 years, 2 months	-	6/11/2013	2 years, 4 months	6 years, 10 months
XM	7/30/2015	3/1/2016	0 years, 7 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 4 months	1	10/12/2014	1 years, 0 months	1 years, 4 months
XN	8/1/2015	8/1/2015	0 years, 0 months		Never Evaluated	Never Evaluated	10/22/2015	0 years, 2 months	1	10/11/2013	2 years, 0 months	1 years, 9 months
XO	9/14/2015	3/1/2011	4 years, 6 months		Never Evaluated	Never Evaluated	10/22/2015	4 years, 7 months	10	8/11/2013	2 years, 2 months	2 years, 5 months

Appendix D: Mitigation Strategies

Initiatives to Meet Adjunct Faculty Needs

Centralizing hiring, assignments and evaluation	Give adjunct faculty preference for full-time positions
Consistent administrator for oversight and administrative assistant support	Send regular communications from administrators and colleagues that are both meaningful and relevant to their teaching
Expanding, formalizing, and making mandatory an orientation each semester	Establish a mentor-protégé program
Expanding and formalizing the role of consistent course coordinators	Appoint a liaison to serve as the voice of adjunct faculty
Providing resources such as texts, tests and help with technology on a more consistent basis	Send personalized thank you from leadership Hire adjunct faculty for longer-term contracts



Extending invitations to school functions, faculty meetings and workshops, including pinning ceremonies

A formal post-MS program specifically for adjunct faculty with some tuition remission

Extend invitation to participate in decision making bodies like faculty senate, department meetings and curriculum meetings

Set limits to the number of adjunct faculty an institution could hire or setting full-time/part-time faculty ratios

Consider consolidating more consistent adjunct needs into full-time positions

In-service teaching workshops with CTLE

Hire a part-time teaching assistant to be assigned to a group of adjunct faculty members. This person could help with grading, copying and research support

Develop a peer mentoring program where every person is mentored and provides mentoring

Develop a newsletter containing pedagogical strategies, teaching and general resources on campus and calendar items

Establish a coalition of part-time faculty

Reading circles, brown bag lunches, informal and formal sessions

Ensure department wide recognition of adjuncts

Schedule specific times for tenure-track and adjunct faculty to meet planning, resource sharing and discussion

Increasing the lead time for course assignment

Develop an incentive program that offers priority scheduling for adjunct faculty that demonstrate an ongoing commitment to professional growth through participation in faculty development initiatives

Consider diversity in the orientation format- i.e. an online orientation CD, a meet and greet, etc.