

Department of English

Standards for Evaluation, Promotion, and Tenure

Date effective for use in Annual Evaluations: August 2022

Date effective for use in Pre-Tenure Review: August 2022

Date effective for use in Post-Tenure Review: August 2022

Date effective for use in the Tenure and Promotion process: August 2022

Introduction

CSU's Department of English's policies for promotion, tenure, and evaluations (i.e., Annual Evaluation, Third-Year/Pre-Tenure Review, and Post-Tenure Review) adhere to all relevant University and College of Letters and Sciences rules and procedures. This document expands on the University and COLS policies and contains regulations unique to the Department of English, including criteria that may exceed the minimum standards described in the University and COLS documents.

The three Areas of Review and evaluation criteria below are used in all evaluations and applications, although the expectations for performance differ based on the type of evaluation or application. The guidelines outlined here for Satisfactory and Excellent ratings represent minimum professional development expectations. Faculty should be aware that meeting the minimum expectations may not be sufficient for the award of tenure or promotion.

Areas of Review

1. Teaching effectiveness
2. Research, scholarly, or creative engagement
3. Service to the institution, profession and community

Teaching Effectiveness

As noted in the University tenure and promotion policy, Columbus State University is committed to the pursuit of excellence in teaching. As such, particular attention is paid to faculty teaching performance, and excellent performance in research and service cannot compensate for less-than-satisfactory performance in teaching. Faculty members who have been granted a reduced teaching load for any authorized reason (e.g., administrative responsibilities) will not have that fact used against them in evaluations of their teaching performance, although they will still have to demonstrate excellence in teaching to qualify for tenure and/or promotion.

Evaluations of teaching must include the following components: a faculty self-assessment statement, student evaluations of courses taught, peer or administrative evaluations when available, and evidence of student learning and success. To allow full

consideration of quality, creativity, and differences in disciplines or delivery methods and workload, faculty are encouraged to provide evidence of the following aspects of teaching performance.

- Pedagogy: Evidence of innovative course or updated content development, teaching materials, and instructional techniques; experiential learning opportunities; international education activities; direction of independent studies or student research/creative endeavors.
- Faculty Development Activities in Teaching: Teaching seminars and workshops; training or research related to alternative delivery methods; pedagogical enhancements; and maintaining currency in teaching field.
- Teaching Load: Number of preparations; new preparations; new course developments; new delivery methods; efforts to meet unusual student demand.
- Mentoring of Students: Mentorships, job referrals and internships; direction of research or creative endeavors.
- Peer Evaluations: Peer evaluations conducted by colleagues inside or outside the department are solicited by the faculty member. For pre-tenure/third-year review, faculty must include a minimum of two peer evaluations of their teaching. For tenure and promotion, faculty must include a minimum of three peer evaluations of their teaching.
- Student Evaluations: Student numeric evaluations and comments for all courses taught, and other forms of student feedback. (Faculty may choose to exclude courses with response rates less than 30% and with fewer than six students from the evaluation of teaching). For Annual Reviews, department chairs may make appropriate comparisons to departmental and historical evaluations and consider the relationship of student evaluations to grade distributions and differences based on course level, e.g., learning-support, lower division, upper division, graduate, required or elective courses.
- Other: Faculty members may provide other measures of teaching effectiveness such as teaching awards, evidence of handling diverse and challenging teaching assignments, and securing grants for curriculum development. Materials presented as evidence of teaching effectiveness will be most informative if they demonstrate professional growth and improvement over time.

* Reviewers should use their best professional judgment to consider unusual grade distributions, high attrition rates, class cancellations, and faculty availability to students and colleagues.

For the purposes of Annual Review, the department chair will evaluate the above areas of teaching effectiveness according to the table below, allowing for varying emphases on the components to reflect differences in teaching loads, disciplines, and circumstances. The areas are not necessarily equally weighted.

For the purposes of evaluations regarding third-year/pre-tenure review tenure, promotion, or post-tenure review, those colleagues and administrators involved in the evaluation process will consider the totality of the candidate's performance during the relevant time period when making their assessments. Using their best professional judgment, they will determine the appropriate weight to be given to each of the criteria above, and to all other documentation provided by the candidate. See note below for full promotion criteria.

For the purposes of promotion to Full Professor, the faculty member will need to demonstrate excellence in teaching as well as at least one of the following: (1) recognition as an accomplished, productive and respected scholar or creative artist, both within and outside the university, or (2) service as a leader in one or more areas of expertise, having made substantive service contributions, both within and beyond the institution.

Criteria	Satisfactory¹	Excellent²	Unsatisfactory
Pedagogy	<ul style="list-style-type: none"> ● Regular review of teaching materials and instructional techniques ● Documented efforts to assess student learning in courses ● Documented commitment to updating courses as needed or required ● Adherence to departmental or program regulations (e.g., FYC course designs, established learning outcomes for courses, open educational resources and learning platforms as required) ● Direction of student 	<ul style="list-style-type: none"> ● Criteria for a Satisfactory rating sufficiently met ● Documented innovation and high-impact practices in course delivery or development of course content ● Sustained focus on adapting course designs to promote student learning and success ● Completion of QM certification process for an online course 	Standards for Satisfactory rating are not sufficiently met

¹ With only minor exceptions, faculty are expected to meet all examples listed for a Satisfactory rating. If they do not, they will receive a rating of Unsatisfactory.

² Unlike the examples for a Satisfactory rating, all of the examples included for an Excellent rating are meant to show exemplary work and activities. To receive a rating of Excellent, faculty need to excel in a subset of these examples, the number of which depends on the type of review.

³ Consideration for promotion to both Associate Professor and Professor requires that faculty members meet the minimum performance criteria for Teaching Effectiveness, Scholarship and Professional Development, and Service as required by the Board of Regents.

	<p>research as appropriate for course assignments</p> <ul style="list-style-type: none">• Or, other performance judged by reviewers to be generally satisfactory	<ul style="list-style-type: none">• Direction or development of Honors, international education, or other study away or off-campus learning experiences• Sustained emphasis on student research and creative endeavors, including participation in Tower Day, having students share their work in public performances, or having students submit their work for publication• Documented evidence that experiences in the faculty member's course inspired students to major in the discipline or pursue related advanced studies or professional opportunities,• Documented evidence that the faculty member's course(s) have been instrumental in helping students gain	
--	--	---	--

		<p>employment</p> <ul style="list-style-type: none"> • Or, other performance judged by reviewers to be exemplary 	
Faculty Development Activities in Teaching	<ul style="list-style-type: none"> • Completion of all professional development activities and trainings required by the University, College, or Department • Or, other activities judged by reviewers to be generally satisfactory. 	<ul style="list-style-type: none"> • Criteria for a Satisfactory rating are sufficiently met • Conducting or participating in optional workshops or conferences that are directly related to teaching and/or curriculum development • Or, other activities judged by reviewers to be exemplary 	Standards for Satisfactory rating are not sufficiently met
Teaching Load	<ul style="list-style-type: none"> • Teaching load meets student and departmental needs (may include multiple preparations, learning-support courses, core courses, Area F courses, and upper division courses, as needed) • Preparation or development of new courses, as needed • Adoption of new delivery methods, as needed • Or, other performance judged by reviewers to be generally satisfactory 	<ul style="list-style-type: none"> • Criteria for a Satisfactory rating are met • Record of flexibility and willingness to teach a range of courses to meet student and departmental needs • Or, other performance judged by reviewers to be exemplary 	Standards for Satisfactory rating are not sufficiently met
Mentoring of Students	<ul style="list-style-type: none"> • Evidence of advising English majors, 	<ul style="list-style-type: none"> • Criteria for a Satisfactory 	Standards for Satisfactory

	<p>minors, and/or certificate students effectively and accurately, as directed by the department chair (if not applied to the Service section)</p> <ul style="list-style-type: none"> • Assistance with employment and internship referrals for current and former students • Writing of recommendations for current and former students • Participation in at least one orientation or visitation activity per academic year • Participation or attendance at a minimum of one Convocation-authorized event per academic semester • Or, other performance judged by reviewers to be generally satisfactory 	<p>rating are sufficiently met</p> <ul style="list-style-type: none"> • Advising accurately and effectively an unusually high number of students relative to other members of the department • Participation in multiple orientation or visitation activities per academic year • Participation or attendance at multiple Convocation-authorized events per academic semester • Multiple mentorships, job referrals, or internships • Serving on Honors or Creative Writing thesis committees or direction of student research or creative endeavors • Direction of independent studies • Substantive mentorship of students applying for graduate study or applying for 	<p>rating are not sufficiently met</p>
--	--	---	--

		<p>jobs</p> <ul style="list-style-type: none"> • Or, other performance judged by reviewers to be exemplary. 	
Peer Evaluations	<ul style="list-style-type: none"> • Peer evaluation/observation suggests course goals and outcomes were met during observed class period(s) or activities • Information included in peer observation reveals no patterns of serious concern • Or, other information included in peer observation is judged by reviewers to be generally satisfactory 	<ul style="list-style-type: none"> • Criteria for a Satisfactory rating are sufficiently met • Information included in peer observation documents implementation of high-impact practices or is judged by reviewers to be exemplary • Nominations during the review period for teaching awards • Or, other information included in peer observation is judged by reviewers to be generally exemplary 	Standards for Satisfactory rating are not sufficiently met
Student Evaluations	<ul style="list-style-type: none"> • Numeric evaluations and student comments for all courses taught suggest course goals and outcomes have been met • Numeric evaluations and student comments reveal no patterns of serious concern • Faculty teaching statement demonstrates attention 	<ul style="list-style-type: none"> • All criteria for a Satisfactory rating are sufficiently met • Faculty teaching statement demonstrates responsiveness to student feedback and/or pedagogic rationales that are notably 	Standards for Satisfactory rating are not sufficiently met

	and responsiveness to student feedback and/or pedagogic rationales, which are judged by reviewers to be satisfactory	detailed, insightful, and focused on improvement, and are judged by reviewers to be exemplary	
Other	<ul style="list-style-type: none"> Or, other activities judged by reviewers to be generally satisfactory. 	<ul style="list-style-type: none"> Or, other activities judged by reviewers to be exemplary 	

For the annual review process, the department chair will evaluate each faculty member's performance as satisfactory, excellent, or unsatisfactory based on the department's Standards of Excellence for Teaching and the objectives established and approved by the faculty member and the department chair in the previous year's annual review. *An excellent rating in Teaching requires substantive evidence of excellent performance for at least two criteria listed above.*

For the pre-tenure/third-year and post-tenure reviews, and for the applications for tenure, promotion to Associate Professor, and promotion to Full Professor, the relevant reviewers will evaluate the faculty member's performance as satisfactory, excellent, or unsatisfactory based on the department's Standards of Excellence for Teaching. *An excellent rating in Teaching requires substantive evidence of excellent performance for at least three criteria listed above.*

Evaluation of Research and Creative Activity

Productivity standards may vary by workload and area of primary teaching responsibility. At a minimum, departmental standards must require evidence that a faculty member's work includes some externally validated research, scholarly, and/or creative work. All scholarly or creative activities may be included and will be considered within the context of the university's mission. Greater weight will be placed on peer-reviewed publications (or the equivalent—see below).

It is incumbent upon the faculty member to demonstrate the value and validity of scholarly work. Candidates for tenure and promotion are also encouraged to include a minimum of one outside letter of support from a colleague in his or her field from another institution who can attest to the scholarly contributions of the candidate. Candidates will solicit these letters.

For the purposes of Annual Review, the department chair will evaluate the faculty member's research, scholarship and/or creative production according to the table below, allowing for varying emphases on the components to reflect differences in teaching loads, disciplines, and circumstances.

For the purposes of evaluations regarding third-year/pre-tenure review tenure, promotion, or post-tenure review, those colleagues and administrators involved in the evaluation process will consider the totality of the candidate's performance during the relevant time period when making their assessments. Using their best professional judgment, they will determine the appropriate weight to the documentation provided by the candidate.

Review Type	Satisfactory	Excellent	Unsatisfactory
Annual Review	<ul style="list-style-type: none"> Documented evidence of efforts to remain active in the area of research and creative activity, including presentations or papers at conferences, manuscripts submitted for review, invited research presentations, substantive research and drafting of longer work, or other performance judged by the department chair to be generally satisfactory 	<ul style="list-style-type: none"> Documented evidence of one or more of the following: submission of completed manuscript for review; publication of peer-reviewed scholarship (or the equivalent—see below); receipt of a significant competitive external grant; or other performance judged by the chair and/or Dean to be exemplary. 	Standards for Satisfactory rating are not sufficiently met
Tenure and/or Promotion to Associate Professor	<ul style="list-style-type: none"> Typically includes a minimum of two single- or co-authored articles (published or forthcoming), at least one of which should be peer-reviewed (or the equivalent—see appendix) In cases where the faculty has at least one peer reviewed article, a satisfactory 	<ul style="list-style-type: none"> Typically includes a minimum of three single- or co-authored articles (published or forthcoming), two of which should be peer-reviewed (or the equivalent—see appendix) A monograph published or 	Standards for Satisfactory rating are not sufficiently met

	<p>rating may still be earned through a mix of activities such as giving a presentation at significant professional meeting with a peer-review published abstract, serving as an editor or reviewer for a journal or book, or completing an advanced formal study in one's discipline such as residences, fellowships, certifications, etc.</p>	<p>forthcoming by a reputable publisher is also worthy of an excellent rating.</p>	
<p>Promotion to Full Professor</p>	<ul style="list-style-type: none"> • Typically includes a minimum of two single- or co-authored articles (published or forthcoming), one of which should be peer-reviewed (or the equivalent—see appendix) • In cases where the faculty has at least one peer reviewed article, a satisfactory rating may still be earned through a mix of activities such as giving a presentation at significant professional meeting with a peer-review published abstract, serving as an editor or reviewer for a journal of book, or completing an advanced formal study in one's 	<ul style="list-style-type: none"> • Materials document regional or national reputation as a scholar or creative writer. • Typically includes a minimum of three single- or co-authored articles (published or forthcoming) since promotion to Associate Professor; two of which should be peer-reviewed (or the equivalent—see appendix) • A monograph published or forthcoming by a reputable publisher is also worthy of an excellent rating. 	<p>Standards for Satisfactory rating are not sufficiently met</p>

	discipline such as residences, fellowships, certifications, etc.		
Post-Tenure Review	<ul style="list-style-type: none"> Documented evidence of efforts to remain active in the area of research and creative activity, including presentations or papers at conferences, manuscripts submitted for review, invited research presentations, substantive research and drafting of longer work, publication of single- or co-authored scholarly work (or the equivalent—see appendix), or other performance judged by reviewers to be generally satisfactory 	<ul style="list-style-type: none"> N/A 	Standards for Satisfactory rating are not sufficiently met

Evaluation of Service

Faculty are expected to be available to students and colleagues, accept appropriate committee assignments, and actively participate in departmental, college, university, and university system activities.

Service activities are designed to contribute to the professional development of the faculty member and to the enhancement of the department, college, university, and local communities. For each review type, service should be identified as service to the institution (department, college, university, or university system), profession, or community. Each entry should include how the faculty member contributed to the advancement of the college/university mission.

For the purposes of evaluations regarding tenure, promotion, or post-tenure review (as opposed to annual evaluations), those colleagues and administrators involved in the evaluation process will consider the totality of the candidate's performance during the

relevant time period when making their assessments. Using their best professional judgment, they will determine the appropriate weight to be given to each of the criteria below, and to all other documentation provided by the candidate.

For the purposes of Promotion to Full Professor, an excellent rating requires that the faculty member has served as a campus leader in one or more areas of expertise and has made substantive service contributions both within and beyond the institution.

Advising and Recruitment of Students: Advising logs; recruitment activity/success; orientation and visitation; mentorships, job referrals and internships, student research

Departmental Committee Service: Standing departmental committees, Personnel committee, Convocation committee, ad-hoc committees

Student Professionalization and Awards: Carson McCullers writing awards and festival, CSU Press, mentorship for Southern Literary Festival, SRACE grants, etc.

Institutional and College Service

Faculty members are expected to participate in the internal affairs and governance of the college, university, and university system. Such activities include committee work, administrative duties, special institutional projects and activities, and consultation with, and assistance to, college-related outreach units.

Evidence of satisfactory performance in this area will include regular participation on department, College, or University committees; successful completion of administrative duties; or other performance judged by the reviewers to be generally satisfactory.

Professional Service

Professional service activities may include serving as a reviewer, discussant, or chair in a national, regional, or local conference; serving as a member of an editorial review board; organizing a conference, and editing conference proceedings. Holding key leadership roles in national, regional, or local organizations is also evidence of professional service activity.

Community Service

Service to the local community forges and enhances partnerships between the community and Columbus State University. The application of faculty professional expertise to enhance the local community is encouraged. Community service includes active contributing memberships in area organizations, committee membership/chairperson, board of directors or equivalent, professional services such as speeches, continuing education programs presented, and consulting (both with and without remuneration).

Criteria	Satisfactory	Excellent³	Unsatisfactory
-----------------	---------------------	------------------------------	-----------------------

³ All of the examples included for an Excellent rating are meant to show exemplary work and activities. To

<p>Advising and Recruitment of Students (if not applied to the Teaching section)</p>	<ul style="list-style-type: none"> ● Evidence of advising English majors, minors, and certificate students effectively and accurately, as directed by the department chair ● Organizing or participating in at least one department recruitment effort per academic year ● Or, other performance judged by the reviewers to be generally satisfactory 	<ul style="list-style-type: none"> ● Criteria for a Satisfactory rating are sufficiently met ● Advising accurately and effectively an unusually high number of students relative to other members of the department ● Participation in multiple orientation or visitation activities per academic year ● Multiple mentorships, job referrals, or internships ● Serving on Honors or Creative Writing thesis committees or direction of student research or creative endeavors ● Direction of independent studies ● Substantive mentorship of students applying for graduate study or applying for jobs ● Or, other performance otherwise judged by reviewers to be 	<p>Standards for Satisfactory rating are not sufficiently met</p>
--	--	--	---

receive a rating of Excellent, faculty need to excel in a subset of these examples, the number of which depends on the type of review.

<p>Departmental Committee Service</p>	<ul style="list-style-type: none"> • Recurring participation in at least one standing departmental committee each academic year • Participation or attendance at a minimum of one Convocation-authorized event each semester • Or, other performance judged by the reviewers to be generally satisfactory 	<p>exemplary</p> <ul style="list-style-type: none"> • Criteria for a Satisfactory rating are sufficiently met • Recurring participation in more than one standing departmental committees each academic year • Recurring participation in other departmental committees such as Personnel, Convocation, job search, or Carson McCullers Literary Awards/Festival committees • Recurring participation in CSU Press work • Participation or attendance at multiple Convocation-authorized events per academic semester • Significantly enhancing the department's professional and educational mission • Finding, reporting, and proposing a solution and implementing a solution to fix a 	<p>Standards for Satisfactory rating are not sufficiently met</p>
---------------------------------------	--	--	---

		<p>problem in the department</p> <ul style="list-style-type: none"> • Or, other performance judged by the reviewers to be exemplary 	
<p>Institutional Service</p>	<ul style="list-style-type: none"> • Performance judged by the reviewers to be generally satisfactory 	<ul style="list-style-type: none"> • Regular participation or leadership in one or more standing college or institutional committees per academic year • Successful performance in assigned administrative duties, special projects and activities, or consultation with, and assistance to, college-related outreach units. • Successful performance of work-intensive administrative duties (such as department chair or director of First-Year Composition, the McCullers Center the Jordan endowment, or CSU Press) • Regular assistance in outreach efforts at the College or University level • Or, other performance judged by the 	<p>Standards for Satisfactory rating are not sufficiently met</p>

		reviewers to be exemplary	
Professional Service	<ul style="list-style-type: none"> • Serving as a reviewer or discussant for a national, regional, or local conference • Reviewing a manuscript for a journal or book publisher • Or, other performance judged by the reviewers to be satisfactory 	<ul style="list-style-type: none"> • Serving as chair for a national, regional, or local conference • Serving in leadership roles in national, regional, or local professional organizations • Editing conference proceedings • Serving as a member of an editorial board • Or, other performance judged by the reviewers to be exemplary 	Standards for Satisfactory rating are not sufficiently met
Community Service	<ul style="list-style-type: none"> • Performance judged by the reviewers to be generally satisfactory 	<ul style="list-style-type: none"> • Providing professional skills in a service setting (e.g., high school contests, community writing workshops, etc.) • Providing lectures, presentations, or guidance in areas of expertise for schools, groups, or organizations • Or, other performance judged by the reviewers to be generally exemplary 	Standards for Satisfactory rating are not sufficiently met

Full-time, non-tenure track faculty

Non-tenure track full-time Lecturers in the English department will be evaluated only on the Teaching criteria. Lecturers who have served for a period of at least six (6) years at CSU are eligible to apply for Senior Lecturer. Candidates will be evaluated based on the criteria for teaching excellence outlined above, and they should also have a strong record of faculty development.

Collegiality

Members of the Department of English will be productive, constructive, and professional in their relationships with other faculty members.

Appendix

Suggested Equivalencies:

(These equivalencies should serve as guidelines and not be considered absolute).

1 chapter in an edited volume of essays that is peer-reviewed and is published by a respected academic or university press is equivalent to 1 peer-reviewed journal article.

1 short story published in a respected journal (either print or online) with an internal screening process is equivalent to 1 peer-reviewed journal article.

1 creative nonfiction essay published in a respected journal (either print or online) with an internal screening process is equivalent to 1 peer-reviewed journal article.

3-5 poems published in a respected journal (either print or online) with an internal screening process are equivalent to 1 peer-reviewed journal article.

1 short play that receives a public performance in an academic or professional venue is equivalent to 1 peer-reviewed journal article.

1 short screenplay filmed by a professional filmmaker is equivalent to 1 peer-reviewed journal article.

3 or more book reviews in peer-reviewed journals are equivalent to 1 peer-reviewed journal article. Please note: book reviews, regardless of how many are written above the minimum number, will only ever serve as the equivalent of 1 article. They may not be counted as more than one publication.

3 articles of substantial length in a peer-reviewed encyclopedia are equivalent to 1 peer-reviewed journal article.

1 edited volume of essays that lists the candidate as a lead author, is peer-reviewed, and is published by a respected academic or university press is equivalent to 2 peer-reviewed journal articles.

1 edited volume of essays that lists the candidate as a lead author, includes an essay by the candidate, is peer-reviewed, and is published by a respected academic or university press is equivalent to 3 peer-reviewed journal articles.

1 full-length play that receives a public performance in an academic or professional venue is equivalent to 3 peer-reviewed journal articles.

1 full-length screenplay filmed by a professional filmmaker is equivalent to 3 peer-reviewed journal articles.

1 single- or co-authored pedagogical textbook that is peer-reviewed and is published by a respected academic press is equivalent to 3 peer-reviewed journal articles.

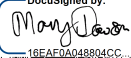
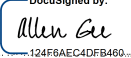
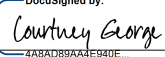



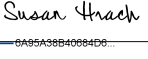



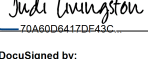
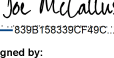
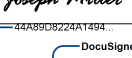
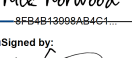
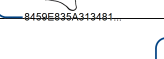
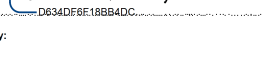

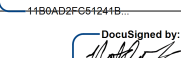
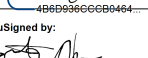
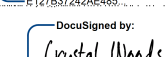
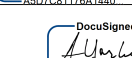

1 single- or co-authored book that is peer-reviewed and is published by a respected academic or university press is equivalent to 4 peer-reviewed journal articles.

1 novel or full-length collection of short stories that is published by a respected press with a detailed screening process is equivalent to 4 peer-reviewed journal articles.

1 full-length book of poetry that is published by a respected press with a detailed screening process is equivalent to 4 peer-reviewed journal articles.

1 book-length scholarly edition of a text that includes original material, is peer-reviewed, and is published by a respected academic or university press is equivalent to 4 peer-reviewed journal articles.

Signature Page

Mary Dawson	<p>DocuSigned by:  16FAF0A9A8804CC</p>
Allen Gee	<p>DocuSigned by:  124F6AEC4DFB460</p>
Courtney George	<p>DocuSigned by:  4ABAD89AA4E940E</p>
Rebecca Gerdes-McClain	<p>DocuSigned by:  D5B25FBB775A7</p>
Shannon Godlove	<p>DocuSigned by:  E7C4770CA448410</p>
Leslie Haines	<p>DocuSigned by:  1CABDD360BF4DC</p>
Susan Hrach	<p>DocuSigned by:  6A85A38B40684D6</p>
Patrick Jackson	<p>DocuSigned by:  D93BAD36E022450</p>
Dontreal Jackson-Ross	<p>DocuSigned by:  A64F29767FBC4B7</p>
Seon Jeon	<p>DocuSigned by:  DF824186887D40C</p>
Judith Livingston	<p>DocuSigned by:  70A60D6417DF43C</p>
Joe McCallus	<p>DocuSigned by:  839B158339CF49C</p>
Joe Miller	<p>DocuSigned by:  44A89DB224A1494</p>
Nick Norwood	<p>DocuSigned by:  8FB4B3998AB4C1</p>
Jim Owen	<p>DocuSigned by:  8450E835A313481</p>
Carolina Pelaez-Morales	<p>DocuSigned by:  D634DF6E18BB4DC</p>
Eliot Rendleman	<p>DocuSigned by:  B8BDC60B4DB84B0</p>
Sundi Rose	<p>DocuSigned by:  1160AD2FC61241B</p>
Natalia Temesgen	<p>DocuSigned by:  4B6D990CCB0464</p>
Scott Wilkerson	<p>DocuSigned by:  F127B37242AE485</p>
Crystal Woods	<p>DocuSigned by:  A5DZCR1176A1440</p>
Annicc Yarber-Allen	<p>DocuSigned by:  3849E2760CD4EE</p>