

Diversity Plan

Department of Journalism and Media Communication

This document details the statements, structures, and goals of the Department of Journalism & Media Communication (JMC) diversity plan. This document will be updated bi-annually or more often as needed.

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Diversity Statements

The College of Liberal Arts and Colorado State University have diversity statements that identify their definitions, commitments, and role in supporting a diverse community. The JMC Diversity Plan is aligned with these statements.

<i>Colorado State University Diversity Statement</i>	<i>College of Liberal Arts Diversity Statement</i>
Colorado State University is committed to embracing diversity through the inclusion of individuals reflective of characteristics such as: age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, physical appearance, medical diagnosis, documentation status, and veteran status with special attention given to populations historically underrepresented or excluded from participation in higher education. The University’s commitment to diversity is a longstanding one that reflects our role and mission as a land-grant institution.	<p>Diversity, equity, and inclusion are fundamental to the disciplines of the liberal arts. Whether we’re studying philosophical arguments, reading literature, or analyzing the economic situation of specific regions, the liberal arts are always asking the questions: Who is not included? Whose story gets told? Why are there disparities amongst communities?</p> <p>The College of Liberal Arts uses CSU’s Principles of Community as our aspirational guide. We reinforce and strengthen our commitment to Inclusion, Respect, Social Justice, Integrity, and Service. These values inform our teaching, our learning, our scholarship, and our engagement. They are embedded in the college and in the work.</p>

Department of Journalism and Media Communication Diversity Statement

The Department of Journalism and Media Communication faculty and staff are committed to the standards of excellence of Colorado State University and the College of Liberal Arts in advancing diversity. We are dedicated to fostering a learning community that upholds and embraces the differences in experiences, perspectives and values that stem from cultural diversity. We actively seek the cultural riches that diversity can offer our students, faculty and staff, and we recognize the necessity of diversity and social justice in the pursuit of intellectual enlightenment. We further recognize our obligation to commit ourselves to the goal of creating an equitable environment and to serve the well-being of all members of the campus community.

We also recognize that as academics and professionals in journalism and public communication, we have a special ethical responsibility for diversity and inclusiveness in the service of accuracy, and to practice the same within our department, and in our learning objectives for our students.

We define diversity as the variety of characteristics that make individuals unique. These characteristics include, but are not limited to, age, culture, economic background, education, disability, ethnicity, gender identity, geographic origin, marital/partnered status, national origin or ancestry, physical appearance, political affiliation, race, religion, sex, sexual orientation, and veteran status, with special attention given to populations historically marginalized, underrepresented or excluded from participation in higher education.

College and Campus Coordination of Efforts

Strategic Plan Coordination

To align with the goals and values at the college- and university-level, the JMC Diversity Plan is coordinated with efforts across campus, especially CSU and CLA Student Success Initiatives, CSU Student Affairs, and CSU's Office of Inclusive Excellence (OIE; formerly Office of the Vice President for Diversity).

These activities represent areas of priority for the university in terms of resources and funding.

CSU diversity goals are 1) review and reform of university and unit policies, 2) intentional pursuit of inclusive culture, and 3) coordinated approaches to diversity efforts across campus. These follow the seven values stated in the 2021 CSU Courageous Strategic Transformation framework: collaboration; access and success; scholarly excellence; diversity, equity, inclusion, and justice; empathy and compassion; freedom of expression; and commitment to community, reflected in our five CSU Principles of Community: Inclusion, Integrity, Respect, Service, and Social Justice.

OIE focuses on the following areas:

1. Increase recruitment, retention, and promotion of **faculty and staff** from historically marginalized and excluded populations;
2. Increase retention and recruitment of **students** of color from historically marginalized and excluded populations;
3. Build an environment where students are more **culturally competent** and have skills to enter into a diverse global workplace;
4. Improve the campus **climate** of inclusion;
5. Enhance effectiveness of **curriculum**, educational programs, and research, with regard to diversity and inclusion; and
6. Increase **outreach and engagement** with external communities.

The JMC Diversity Plan develops and assesses its goals and strategies for the policies, practices, and procedures that impact these areas.

JMC Diversity Committee Structure and Procedures

Leadership & Membership: The JMC Diversity Committee consists of 4 to 7 members from tenure-track (TT) and contract, continuing and adjunct faculty (CCA) of varying levels, with a mix of senior and junior faculty and at least one TT and one CCA faculty aside from the chair. It is chaired by a TT faculty member.

Meetings: The Committee meets 2 to 5 times per semester, depending on current tasks and goals. Meeting frequency is determined by the members of the committee via discussion and vote if necessary.

Duties: The Committee is in charge of the following tasks along with other tasks as determined by the Committee and approved by Committee vote as needed.

- Maintain and share the JMC Diversity Plan (current document)
- Coordinate guest speakers, colloquia, or other events focused on equity and inclusion
- Pursue the goals listed in this document with support from the department and college

JMC Diversity Plan: This document details the goals and strategies for the Diversity Committee. It is updated regularly (bi-annually) and as needed. Updates are discussed by the full faculty and approved by vote (TT and CCA).

State of the Department

The Diversity Committee maintains a record of data on JMC students, faculty, and staff using CSU's Institutional Research records (<https://www.ir.colostate.edu/>). These include demographics by group (gender, Pell, 1st Generation, Racially Minoritized), as well as relevant intersections and are compared to CLA as a whole where available. Data from the National Survey for Student Engagement (NSSE) and other climate surveys conducted by the university are also assessed; these can be supplemented with data collected by JMC as available.

Undergraduate Student Demographics and Success

Undergraduate Enrollment by Year, JMC

	Sp 2018	Sp 2019	Sp 2020	Sp 2021	CLA Sp 2021
All JMC Students	372	352	412	436	4,225
% Women	60%	61%	59%	62%	57.4%
% Racially Minoritized	23%	26%	28%	28%	28%
% Pell Recipient	25%	24%	20%	23%	22%
% First Generation	20%	21%	24%	24%	xx
Intersections					
% Pell & Racially Minoritized	10%	11%	11%	11%	11%
% 1 st Generation & Racially Minoritized	9%	11%	13%	13%	13%
% 1 st Generation & Pell	11%	11%	10%	11%	11%
% 1 st Generation & Pell & Minoritized	6%	7%	8%	7%	7%

Junior Cohort Graduation rates reflect the number of students who graduated from CSU each academic year as a percentage of the original entering cohort who persisted to reach a junior (90 credits) class level, adjusted by removing deceased students. Cohort are listed by entering year (as first year students).

6-Year Junior Cohort Graduation Rates by Entering Cohort, JMC

	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	CLA 2015
All JMC students in Jr. cohort	112	119	80	93	994
Graduation rate	96.4%	93.3%	95.0%	94.6%	87.1%
Women in Jr. cohort	80	83	49	66	566
Graduation rate	97.5%	94.0%	98.0%	93.9%	88.2%
Racially Minoritized in Jr. cohort	19	23	16	18	210
Graduation rate	100.0%	91.3%	93.8%	88.9%	83.8%
Pell Recipients in Jr. cohort	34	22	16	27	234
Graduation rate	97.1%	95.5%	100.0%	88.9%	79.9%
1st Generation in Jr. cohort	33	26	21	25	277
Graduation rate	97.0%	96.2%	100.0%	92.0%	85.2%
Intersections					
Pell & Racially Minoritized	8	10	9	10	94
Graduation rate	100.0%	90.0%	100.0%	80.0%	79%
1 st Gen & Racially Minoritized	7	11	7	9	117
Graduation rate	100.0%	90.9%	100.0%	88.9%	80%
1 st Generation & Pell	20	8	8	12	133
Graduation rate	100.0%	87.5%	100.0%	83.3%	78%
1 st Gen & Pell & Minoritized	5	6	5	6	73
Graduation rate	100.0%	83.3%	100.0%	83.3%	75%

Junior year cohort graduation rates are used here because of the high number of students who transfer into the College of Liberal Arts and especially into JMC from elsewhere after their first year. **Standard graduation rates by entering cohort significantly undercount actual graduates** in the JMC program. In order to identify gaps in those who leave before their junior year, retention rates are used instead.

Persistence in 2nd Spring by Entering Cohort, JMC

	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	CLA 2015
All JMC students in cohort	70	80	46	55	731
2nd spring persistence	82.9%	82.5%	87.0%	80.0%	83.4%
Women in cohort	49	58	33	42	437
2nd spring persistence	91.8%	82.8%	87.9%	76.2%	82.8%
Racially Minoritized in cohort	11	18	5	13	140
2nd spring persistence	81.8%	77.8%	100.0%	61.5%	79.3%
Pell Recipients in cohort	21	17	9	17	174
2nd spring persistence	85.7%	94.1%	77.8%	76.5%	84.7%
1st Generation in cohort	18	19	16	14	211
2nd spring persistence	94.4%	63.2%	81.2%	71.4%	79.6%
Intersections					
Pell & Racially Minoritized	5	8	2	6	60
2nd spring persistence	80.0%	87.5%	100.0%	83.3%	78%
1 st Gen & Racially Minoritized	3	9	2	4	70
2nd spring persistence	100.0%	66.7%	100.0%	50.0%	81%
1 st Generation & Pell	12	7	5	7	97
2nd spring persistence	91.7%	85.7%	80.0%	57.1%	77%
1 st Gen & Pell & Minoritized	3	5	2	2	42
2nd spring persistence	100.0%	80.0%	100.0%	50.0%	81%

Graduate Student Demographics and Success

Graduate student demographics are more limited than undergraduate; no income (Pell eligibility) or First Generation status are collected. Graduation rates are also not collected by CSU for graduate students; degrees conferred is listed here instead.

Graduate Enrollment by Year, JMC

	Sp 2018	Sp 2019	Sp 2020	Sp 2021	CLA Sp 2021
All JMC Grad Students	68	73	70	74	521
% Women	78%	75%	66%	61%	58.9%
% Racially Minoritized	22%	21%	21%	22%	29.3%

Graduate Degrees Conferred by Year, JMC

	2017-2018	2018-2019	2019-2020	2020-2021	CLA 20-21
All JMC Grad Degrees	14	17	22	16	192
% Women	86%	65%	95%	81%	68%
% Racially Minoritized	7%	18%	32%	25%	26%

Faculty Demographics and Salary

Demographic information for faculty are requested but not required, and include only gender and racially minoritized status reported with institutional data. Non-binary gender, age, sexual orientation, disability, first generation status, and veteran status are not available.

Faculty Headcount by Year, JMC

	2016-17	2017-18	2018-19	2019-20	2020-21	CLA 20-21
All Ranks	38	38	41	45	45	539
Instructor	23	23	23	22	21	186
% women	52%	61%	65%	50%	62%	59%
% racially minoritized	17%	17%	17%	14%	19%	15%
Senior Instructor	.	.	.	5	6	69
% women	.	.	.	60%	67%	70%
% racially minoritized	.	.	.	20%	17%	12%
Assistant Professor	4	6	7	7	7	85
% women	75%	83%	71%	71%	57%	55%
% racially minoritized	25%	33%	43%	14%	14%	18%
Associate Professor	5	5	6	6	7	100
% women	60%	60%	50%	50%	57%	44%
% racially minoritized	0%	0%	17%	17%	14%	17%
Professor	6	4	5	5	4	99
% women	17%	25%	40%	40%	50%	43%
% racially minoritized	0%	0%	0%	0%	0%	17%

Salary information is publicly available and median levels are provided by Institutional Research. Here we present media salaries for the past 5 years by rank and gender, and by range and racially minoritized status for JMC 9-month faculty.

Faculty Median Annual Salaries by Rank and Gender (9-month employees only), JMC

		2016-17	2017-18	2018-19	2019-20	2020-21	CLA 20-21
Instructor	Female	\$40,120	\$40,983	\$41,990	\$45,000	\$46,000	\$48,000
	Male	\$40,120	\$41,106	\$42,148	\$42,371	\$45,000	\$48,000
	Minoritized	\$40,000	\$40,921	\$41,990	\$45,000	\$47,000	\$48,000
	Non-Minoritized	\$40,120	\$41,044	\$42,116	\$43,857	\$46,000	\$48,000
Senior Instructor	Female	.	.	.	\$51,035	\$50,630	\$49,900
	Male	.	.	.	\$49,602	\$49,500	\$50,723
	Minoritized	.	.	.	\$51,035	\$51,035	\$50,050
	Non-Minoritized	.	.	.	\$50,224	\$49,862	\$49,986
Assistant Professor	Female	\$64,260	\$65,267	\$66,698	\$67,790	\$69,408	\$75,250
	Male	\$63,500	\$64,958	\$65,069	\$67,805	\$70,720	\$81,120
	Minoritized	\$65,140	\$65,068	\$65,142	\$67,790	\$72,080	\$79,240
	Non-Minoritized	\$63,802	\$65,134	\$66,668	\$67,769	\$69,408	\$79,021
Associate Professor	Female	\$72,668	\$74,336	\$76,259	\$76,958	\$85,418	\$90,488
	Male	\$77,025	\$78,793	\$79,834	\$83,080	\$91,280	\$94,701
	Minoritized	.	.	\$68,632	\$71,050	\$77,950	\$94,829
	Non-Minoritized	\$76,074	\$77,821	\$79,834	\$79,359	\$89,170	\$92,436
Professor	Female	\$96,747	\$98,968	\$92,881	\$96,657	\$103,407	\$111,950
	Male	\$92,932	\$96,186	\$98,343	\$102,058	\$111,606	\$130,730
	Minoritized	\$130,236
	Non-Minoritized	\$96,747	\$98,968	\$98,343	\$102,058	\$111,606	\$121,387

Student Climate Data

Every three years, CSU conducts a climate and engagement survey among first-year and senior undergraduate students. The full survey was last conducted in 2019; the next round will be in 2022. Response numbers are low (N = 275 for CLA; and less than 20 for JMC); therefore CLA, not JMC, results are presented. Responses from seniors are presented here because these are better indicators of CLA climate than new students. Percentages for *Supportive Environment* items reflect those who answered *quite a bit* (3) or *very much* (4); for *Quality of Interaction* items it reflects those who answered 5, 6, or 7 on a numbered scale from 1 = *poor* to 7 = *excellent*.

Campus Environment 2019 - Undergraduate CLA Students

	All	Racially minoritized		Gender		Pell Eligible		1 st Generation	
		Yes	No	W	M	Yes	No	Yes	No
Supportive Environment (3 or 4)									
<i>Group n</i>	275	65	210	188	88	96	179	82	193
Providing support to help students succeed academically	75%	71%	77%	78%	69%	74%	76%	78%	74%
Using learning support services tutoring services, writing center, etc.	70%	67%	71%	70%	70%	76%	67%	76%	68%
Encouraging contact among students from different backgrounds social, racial/ethnic, religious, etc.	57%	47%	60%	57%	58%	58%	57%	63%	54%
Providing opportunities to be involved socially	68%	69%	67%	69%	66%	62%	71%	73%	65%
Providing support for your overall well-being recreation, health care, counseling, etc.	71%	69%	72%	74%	66%	71%	71%	73%	71%
Helping you manage your non-academic responsibilities work, family, etc.	36%	29%	39%	36%	38%	33%	38%	33%	37%
Attending campus activities and events performing arts, athletic events, etc.	55%	51%	57%	54%	60%	52%	57%	54%	56%
Attending events that address important social, economic, or political issues	45%	35%	48%	43%	48%	42%	48%	48%	45%
Quality of Interactions (5, 6 or 7)									
... with students	83%	84%	83%	85%	80%	84%	83%	85%	83%
... with academic advisors	75%	74%	75%	74%	77%	78%	73%	78%	74%
... with faculty	83%	80%	85%	85%	80%	80%	85%	89%	81%
... with student services staff	68%	71%	67%	69%	66%	73%	66%	71%	67%
... with other administrative staff and offices	64%	71%	62%	65%	61%	75%	58%	73%	60%

In fall 2017, a Graduate Student Satisfaction survey was conducted with some items relevant to DEI goals. 133 CLA students responded (total enrollment = 685). Data are not available by department.

Graduate Student Satisfaction Items, 2018

Selected Items	Agree/Str Agree
Faculty in my department are supportive of students from diverse backgrounds.	80%
I am comfortable with the environment in my department	63%
I feel welcome in my department.	74%
I feel comfortable raising concerns related to diversity and inclusion with department leaders.	59%
I have considered leaving this department because of an issue related to diversity, inclusion, appreciation of differences, etc.	22%
I can find resources related to discrimination, harassment policies, and other violations.	86%

JMC Diversity Plan Goals and Strategies

The following are the JMC diversity goals and strategies that aim to guide department-level efforts addressing *domestic* and *global* diversity and equity for students, faculty, and staff.

Note: “faculty” in this document refers to both tenure-track (TT) and contract, continuing, and adjunct faculty (CCA).

Metrics and Assessments

The following data types will be used for assessments of DEI-related activities and goals. Institutional Research data comes from the university, and consists of undergraduate success metrics as well as climate surveys conducted among students, faculty, and staff on a regular basis. In addition, JMC collects other types of data about courses and faculty/student activities.

Data Collected	Notes on Data/Collection Processes
CSU Institutional Research data	
<ul style="list-style-type: none"> • Undergraduate enrollment and success metrics (e.g. 6-year graduation rates) • Faculty headcount and median salaries • CSU Climate surveys <ul style="list-style-type: none"> ○ Undergraduate - National Survey for Student Engagement (NSSE) ○ Employee Climate surveys ○ Graduate student satisfaction surveys 	<p>CSU data collected every semester, publicly available in their Institutional Research</p> <p>Surveys conducted by CSU on a regular basis – approximately every 2 to 3 years; college- and department-level breakdowns available.</p>
JMC data collection	
<ul style="list-style-type: none"> • Faculty participation in DEI training and professional development courses/workshops • Course Diversity Reports (DEI course content) 	<p>Internal tracking and self-report; training unit records (TILT, OIE)</p> <p>Reports generated by faculty for every course, every semester indicating DEI content (guest speakers, assignments, examples, other activities).</p>
<ul style="list-style-type: none"> • Event tracking - DEI events held at JMC (speakers, workshops, etc.) • Mentorship participation (student and faculty) • Faculty participation in campus DEI organizations/event on campus; outside university 	<p>Internal tracking and self-report. The department will start creating a separate list of events, mentorship records, and participation in DEI events using an annual survey</p>
<ul style="list-style-type: none"> • DEI content promoted in department outlets • Recruitment activities, venues, advertising tracking <ul style="list-style-type: none"> ○ Undergraduate ○ Faculty/staff ○ Graduate student 	<p>Internal tracking by staff/chair</p> <p>Internal tracking by relevant department committees</p>
<ul style="list-style-type: none"> • Diversity Committee requests for resources/support 	<p>Internal tracking, Diversity Committee</p>
Other data	
<ul style="list-style-type: none"> • Internship hours, undergraduates • Engaged and service learning participants and classes 	<p>Internal tracking by Internship Coord.</p> <p>Included in Diversity Reports</p>

DEI Goals and Techniques

The following goals are designed to **foster a climate of inclusion** through fostering expertise in and implementation of inclusive practices. The table lists the main goals of JMC in relation to DEI and identifies the main techniques to be used to achieve them. Techniques are detailed in the full goal descriptions below.

Goals	Training	Events	Policy/ Practice	PR/ Comm.	Programs
More members of marginalized groups					
Broader recruitment outlets	x		x	x	
Equitable assessment and selection processes	x		x		
More support for those members					
Support JMC Diversity Committee		x	x		
Support mentoring programs	x	x			x
Enhance JMC discussions and events		x		x	
Enhance inclusive pedagogy practices	x	x			
Enhance redress mechanisms	x		x		
Equitable success rates for those members					
Engage CLA/CSU student success programs				x	x
Credit for DEI engagement			x	x	
Equitable salary levels			x		
Targeted policy assessments			x		

Goal 1: Recruit and retain members of marginalized groups

Activity	Description	Metrics
Broaden recruitment outlets	<p>Recruit students, faculty and staff from outlets likely to be accessed by individuals from historically marginalized groups, for example:</p> <ul style="list-style-type: none"> Local high schools and organizations serving secondary students from historically marginalized populations HBCUs, HACUs and other organizations serving undergraduate students from underrepresented groups who may not have graduate programs in journalism and media Scholarly and professional organizations for historically marginalized groups (e.g., National Assoc. of Black Journalists, Native American Journalists Assoc., Asian American Journalists Assoc., National Assoc. of Hispanic Journalists, Assoc. of LGBTQ Journalists) 	<p>Recruitment activities tracking</p> <p>Candidate pool demographics</p>
Equitable assessment and selection processes	<p>Examine search evaluation practices, forms, and procedures for faculty, staff, and graduate students for evaluating research, scholarship, and artistry to ensure they incorporate work from diverse perspectives, methods, and approaches (in cooperation with the Office of Equal Opportunity) at least bi-annually.</p> <ul style="list-style-type: none"> Require all search committee members to be trained in addressing equity and inclusion for evaluating, ranking, and selecting applicants from search pools 	<p>Training participation</p> <p>Faculty headcount</p> <p>Student Enrollment</p> <p>Employee Climate survey</p>

Goal 2: Increase support for members of marginalized groups

Activity	Description	Metrics
Actively pursue welcoming climate	Regularly assess university climate surveys and identify key areas for improvement. Monitor and track other climate indicators such as those listed below to develop clear reports on current climate and target areas.	Climate surveys (student & employee)
Support JMC Diversity Committee	Maintain an active departmental Diversity Committee that collects, synthesizes, and distributes key metrics and supports DEI-related activities.	Meeting records
Support mentoring programs	Support faculty, staff, and graduate student mentoring, especially for CCA and junior faculty, with a focus on the needs of those from historically marginalized groups, especially encouraging: <ul style="list-style-type: none"> • Involvement with campus groups/activities as faculty mentors and support • Training in mentorship skills and best practices 	Mentorship participation levels Climate surveys (student & employee)
Enhance DEI content in JMC discussions and events	Enhance issues of inclusion, equity, and diversity in department events and programs such as guest speakers, workshops, faculty meeting discussions, etc., especially: <ul style="list-style-type: none"> • Sponsor a guest lecturer on diversity each year • Devote one faculty meeting each academic year to a discussion of diversity, addressing a specific topic such as recruiting, hiring, curriculum, or department climate • Increase visibility of department member activities related to diversity by promoting them on department newsletters, bulletin boards, blogs, website, etc. 	Event and communication tracking Climate surveys (student & employee)
Enhance inclusive pedagogy practices	Encourage training, review, and assessment of DEI content in courses, especially: <ul style="list-style-type: none"> • Assess core classes for content and best practices in inclusive pedagogy • Distribute inclusive pedagogy best practices in regular newsletters to faculty • Increase participation in DEI professional development and training • Provide on-demand assistance to faculty seeking to incorporate more DEI content into teaching and advising 	Training participation Diversity Reports Committee requests Internship participation
Enhance redress mechanisms	Improve knowledge and use of redress tools and mechanisms at the department- and university-level, such as campus bias reporting tools, procedures used in JMC to address inequity/bias incidents, etc.	Climate Surveys (student & employee)

Goal 3: Close success gaps for members of marginalized groups

Activity	Description	Metrics
Engage CLA/CSU student success programs	Promote information and devote time in faculty and/or committee meetings to understand and leverage college- and campus-level programs of high-impact practices for student success, including: <ul style="list-style-type: none"> • First Four Weeks program 	Diversity Reports Event tracking Internship participation

Credit for DEI engagement	<ul style="list-style-type: none"> • First Generation program • Internship and career education programs <p>Explain how and encourage faculty and staff to include DEI-related activities on annual assessments and promotion packets and ensure demonstrable credit for these are given. Encourage activities such as:</p> <ul style="list-style-type: none"> • Participation in campus DEI groups, events, initiatives, conferences, etc. • Membership/participation in external diversity-oriented organizations • Diversity-related research projects and publication opportunities in their fields 	<p>Annual Evaluation documents</p> <p>DEI activity tracking</p>
Equitable salary levels	<p>Regularly assess faculty and staff salaries and other compensation for equity by rank and time in role, especially for gaps in gender and racial equity.</p>	<p>Faculty salary levels</p>
Targeted policy assessments	<p>Regularly review department policies for areas for improvement in the Faculty and the Graduate Manuals to identify and address issues or problems.</p>	<p>Climate surveys (student & employee)</p> <p>Student Success metrics</p>

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