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## Context and Nature of Review

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### Review Date

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10/19/2020

#### Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

#### Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

### Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)
  
- COVID-19 Response Form

## Institutional Context

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The October 2020 Comprehensive Review in the Open Pathway of the University of Denver (DU) was conducted under the extraordinary circumstances imposed by the COVID-19 pandemic. While one team member (LS) was able to visit the DU campus for part of one day, most of the Comprehensive Review occurred via remote technologies.

The team recognized the difficulties inherent in holding a site-visit at a distance via remote means. Both DU and the review team rose to the challenge. Team members utilized and polished their Zoom-conferencing skills both prior to and during the site visit; the technology supporting the remote review performed well. The review team was pleased that so many DU faculty, staff, and students participated fully in the site-visit meetings. Meeting participants were responsive and informative to the review team's questions. While nuances and impressions typically gleaned from in-person meetings are less noticeable via remote meetings, the review team still believes it has acquired good insights about DU, its culture and operations, and its community. In addition, the team utilized information on DU's strong response to managing health and safety concerns associated with the pandemic as a lens into how its internal processes position the institution to respond to any crisis.

## Interactions with Constituencies

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During the site visit, the review team interacted with approximately 230 members of the DU community. These included individuals with the following titles:

Academic Director and Teaching Associate Professor, UCOL,  
Analyst, Office of Institutional Research  
Analyst, Student Success  
Assistant Director of Healthcare Management, UCOL,  
Assistant Director, Admission  
Assistant Provost, Budget and Analysis  
Assistant Provost, Student Success  
Assistant Treasurer, Staff of Color Association Co-Chair  
Assistant Vice Chancellor, Enterprise Application Services, IT  
Associate Athletic Director, Athletics and Recreation  
Associate Dean for Academic Affairs, GSSW  
Associate Dean of Academic Affairs, Sturm College of Law  
Associate Dean of Undergraduate Students, RSECS  
Associate Dean, CAHSS  
Associate Dean, DCB  
Associate Dean, NSM  
Associate Dean, University College (Criterion 3)  
Associate Director of Budget, Research and Analysis, Office of FofAstHea ion 3)

Dean, Josef Korbel School of International Studies (JKSIS)  
Dean, Morgridge College of Education (MCE)  
Dean, University College (UCOL)  
Dean, University Libraries  
Deputy COVID Coordinator, Associate Professor, Media Film and Journalism Studies, Director, Center for Innovation in the Liberal and Creative Arts  
Deputy COVID Coordinator, Professor, Graduate School of Professional Psychology  
Deputy Title IX Coordinator  
Director of Marketing, Communication and Events, RSECS  
Director, Academic Assessment  
Director, Clinical PsyD, GSPP  
Director, Communication Program, UCOL  
Director, Cultural Center  
Director, Disability Services Program  
Director, Environmental Health and Safety  
Director, Environmental Policy and Management, UCOL  
Director, Inclusive Teaching  
Director, Internal Audit  
Director, International Student and Scholar Services  
Director, Latino Center for Community Engagement and Scholarship, Professor, Graduate School of Social Work  
Director, Office of Diversity, Equity and Inclusion (ODEI)  
Director, Office of Teaching and Learning (OTL)  
Director, Student Rights and Responsibilities  
Director, Veteran Services  
Director, Writing Center  
Executive Assistant to the Provost,  
Executive Director, Academic Advising  
Executive Director, Health and Counseling Center  
Executive Director, Internationalization  
HLC Project Manager, Former Director, Hea



# 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Rating

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Met

## Rationale

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The University of Denver (DU) mission and vision were developed through a collaborative process starting in 2001 by the University Planning Advisory Council. In 2007 the draft document was revised and ratified by the Faculty Senate, Staff Advisory Council, student government, Deans' Council and other bodies and then approved by the Board of Trustees. The institution is working towards approval of a new values statements by the end of the current academic year; the development of the new statements has been delayed by the COVID pandemic.

All aspects of the institution's vision, values, mission and goals are clearly embodied in DU IMPACT 2025, the institution's current strategic plan as verified in discussions with faculty, staff and students. DU's commitment to the public good is well understood in numerous conversations. The university mission, vision and values are clearly embedded in the DU IMPACT 2025 strategic plan that includes plans for Student Learning, Engagement, Discovery and Inclusiveness. As documented in the Assurance Argument, in 2019 the Chancellor began working with the BOT and senior leadership to develop "Five Strategic Imperatives" with the goal of continuing to move the Strategic Plan forward.

The academic offerings for DU are consistent with the mission, vision and values of the institution providing both on ground and online coursework and degree programs with a total 78 undergraduate

and 124 graduate degree programs supporting over 13,000 students. The Writing Center, Math Center, advising support, the Veterans Services Office and the Health and Counseling Center are some of the structures which provide an appropriate range of student services. Discussion with faculty and staff during the site visit provided further evidence of the effectiveness of student services.

The mission, vision and values statement are easily found on the DU website and can also be found in the Employee Handbook. The university's strategic plan can be found on the university website and academic unit strategic plans describe how the institutional vision and values are reflected in the plans for various academic units.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

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*No Interim Monitoring Recommended.*







## **2 - Integrity: Ethical and Responsible Conduct**

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The institution acts with integrity; its conduct is ethical and responsible.

### **2.A - Core Component 2.A**

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

#### **Rating**

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Met

#### **Rational al al a**

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DU has the appropriate university procedures in place to safeguard its human resources. In 2019, the University conducted a salary equity study to ensure compensation equity and conducted a Salary Compensation Study in 2016, highlighting its effort to pay its faculty and staff fairly and at market value. The organization also maintains policies under Title VII and Title IX to safeguard against discrimination and investigate alleged sexual assault violations. Examination of logs produced during the site visit confirm that DU is implementing these policies appropriately. Processes used to recruit faculty and staff have explicit guidelines on conducting effective searches. Faculty and staff searches undergo implicit bias training to reflect their commitment to equal employment opportunities and diversity commitment. Although these hiring protocols are in place, the site visit highlighted that VII a | nypsi

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## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Rating

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Met

### Rationale

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DU ensures data accuracy for internal decision-making and external communications by maintaining transparency and working with shared governance bodies. Several key data stewards are responsible for data to include the Office of the Registrar, Human Resources, Controller's Office, Office of Admission, Office of Financial Aid, Student Financial Services, Office of University Advancement, and Office of Research and Sponsored Programs. Units are responsible for the accuracy of and maintaining data and undergo training and audits to ensure data integrity and collaboration occurs across departments to maintain data consistency, appropriate usage, and accuracy. During the site visit, staff, administrators, and faculty verified the collaborative and consultative process. Input is sought from campus stakeholders several times with various groups to include Faculty Senate, affinity groups, academic departments, deans, and budget directors. Furthermore, participants during the site visit commented that in recent months, Zoom enabled the engagement of the community allowing more individuals to participate in the decision-making process.

DU presents its data clearly and consistently across the digital footprint. Academic units and the Office of Graduate Education publish policies, program requirements, handbooks, and coursework plans on their respective websites. The Office of the Registrar monitors degree requirements through an online audit system. Graduate programs use a similar tool for degree completions and graduation requirement clearance.

DU enriches the students' educational experience through research, community engagement, experiential learning, and spiritual exploration. The University maintains multiple data dashboards open to the campus community to mark progress toward strategic objectives and university benchmarks. Data included in the dashboards highlight graduation rates, financial aid, international programs, and other related data. Additionally, DU provides information to the university community through *Data Insights* to monitor its strategic planning efforts. Additional student resources include communityt clearanceluse arUnia









# 2.D - Core Componen

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# 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acqu

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Students are assigned a faculty member to provide guidance and expertise, help students develop research skills, and learn how to conduct ethical research. There is a proposal vetting process to ensure learning outcomes, research impact, and the merits of methods and the final presentation. Student research standards are augmented with several existing policies and offices to include the Student Code of Conduct policies and procedures, Academic Integrity and Academic Misconduct, University's Student Rights and Responsibilities, and the policies and procedures found in the Student Honor Code. DU utilizes the Research Center and the University Library to assist students with ethical research practices. Librarians conduct workshops and provide instruction to introduce students to properly source information based on the Framework for Information Literacy in Higher Education.

The DU Writing Program develops students' skills in the ethical use of information resources, and the Writing Center provides individual and group consultations to explain proper citation and the importance of sourcing. Academic programs also offer training that includes federal and state compliance regulations such as FERPA and Title IX. In addition, Ph.D. students are given the *APA Ethical Principles of Psychologists and Code of Conduct*.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## **3 - Teaching and Learning: Quality, Resources and Support**

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The institution provides quality education, wherever and however its offerings are delivered.

### **3.A - Core Component 3.A**

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
  2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-bacudosr
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## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Rating

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Met

### Rationale

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The Common Curriculum has been in existence since 2010; it is comprehensive in scope and connects to the stated University mission of a commitment to the public good. Its development involved engagement with a wide group of stakeholders and has generally been implemented seamlessly into the institution. It is posted publicly on the DU website, in the Undergraduate Bulletin, and was confirmed in site-visit meetings with Department Chairs and administrators from Academic Affairs.

The First-Year and Advanced Seminars, along with the writing program are essential aspects of the Common Curriculum, as it maps to DU's undergraduate learning outcomes. The Undergraduate Common Curriculum Assessment Report provided a summary of the findings.

In line with DU IMPACT 2025, the general education program is being re-examined and revised. The General Education and Review Inquiry (GERI) committee engaged in a comprehensive process with a wide group of stakeholders. GERI recommendations were brought forward and are now being deliberated through the Faculty Senate. This transition was indicated through Faculty Senate's meeting minutes and confirmed on the site visit during meetings with administration and several members of the "reconciliation committee" from the Faculty Senate.

Human and cultural diversity is represented in the core curriculum and co-curricular opportunities. DU has made a considerable investment in recent years in Diversity, Equity and Inclusion through the development of mandatory trainings for faculty related inclusive pedagogy. The Office of



## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, h and st

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strength. Hiring policies and financial support allow DU to remain competitive in recruiting and retaining high quality faculty. This is evidenced through hiring policies and in meetings with deans, department chairs, and faculty on the site visit.

Faculty development is a strength of the institution. DU's Office of Teaching and Learning (OTL) provides comprehensive resources for the development of teaching. The Faculty Senate has engaged in several programs to engage and support faculty development. DU has provided resources with faculty development grants, support programs for early faculty and engagement with

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## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
  2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
  3. The institution provides academic advising suited to its offerings and the needs of its students.
  4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate) appropriate to
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repurposing the office with a focus on professional development and stakeholder engagement. In addition, DU has participated in the HLC Persistence and Completion Academy, convened a Faculty Engagement Group, and implemented online undergraduate advisor training. These efforts have provided synergy between faculty and advisers creating a more seamless advising experience for students.

DU provides instructional resources and infrastructure which create unique and effective learning spaces for students and faculty. Libraries, classrooms, labs and other facilities are equitably equipped with necessary technological supports. DU also provides other unique spaces for creative and clinical learning such as in the arts and in professional programs. A comprehensive space inventory and refresh strategy has been included in the DU Master Plan.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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The institution provides quality education, wherever and however its offerings are delivered.

### **Rationale**

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DU provides a rigorous and comprehensive learning environment that is true to its mission of commitment to the public good. The Common Curriculum connects across academic units and is supported by numerous and diverse academic and student support services. There is a culture of collegiality among the faculty and staff a it







## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*







The institution has several tools to use information on student retention, persistence and completion to make improvements. The institution has sound methods for collecting and analyzing information on student retention, persistence and completion. There is strong evidence in the Assurance Argument of the institution looking for disparities by disaggregating data across student groups.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Rationale

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DU demonstrates responsibility for the quality of its educational programs through regular program review processes coupled with the assessments of academic programs and co-curricular services. The institution demonstrates integrity in the evaluation and transcription of credits along with maintaining authority over courses. DU also has appropriate processes and methodologies for collecting and analyzing information related to student retention, persistence, and completion, incorporating adequate tools to assist in these efforts.

The site-visit team makes the following recommendations:

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## **5 - Institutional Effectiveness, Resources and Planning**

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission,  
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for planning. The Campus Framework plan provides greater flexibility and adaptability than the previous Campus Master Plan. Facilities and Academics collaborate on facilities planning. Part of this plan, the Denver Advantage, project added three new buildings on campus to create a student and sustainability focused community hub to enhance the student experience. Student input was extensive in planning, design and review stages.

DU is in the exploratory/design phase of redeveloping the southern end of campus due to lack of clear boundaries with the city of Denver. Initial thoughts are to focus on promoting creativity and connections between STEM and Arts. Current steps are consulting with Provost and deans to define the project. Site visit indicated that conversations were happening with academics to plan and define the final project and that it was a dynamic process and iterative.

Within academic units, external advisory boards provide guidance to maintain relevance with industry experts. Per the Assurance Argument, the Daniels College of Business (DCB) Executive Advisory Board includes a spectrum of industry leaders who provide input and support for strategic activities; assist with recruiting prospective students and career opportunities for alumni; ai roc

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## 5.S - Criterion 5 - Summary

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### Rationale

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The DU IMPACT 2025, in addition to explaining the University's path towards the future, also includes an affirmation of DU's commitment to shared governance. DU has developed a complex structure of data informed decision making. The University's principal planning documents are the DU IMPACT 2025 and the Denver Advantage Campus Framework Plan. The Campus Framework plan provides greater flexibility and adaptability than the previous Campus Master Plan. Facilities and Academics collaborate on facilities planning. The budgeting process uses a modified RCM. The institution's response to the COVID 19 pandemic has been done through a strong, well defined and transparent, input based process involving all DU's constituents.

While DU is strongly positioned for handling the challenges facing higher education institutions, the review team makes the following recommendation for the purpose of strengthening DU's ability to respond to these challenges:

- To fully benefit from the availability of data and to strengthen data informed decision making, DU should make efforts to increase the knowledge of faculty, staff and decision-makers in reading and interpreting these data.
- While the modified RCM model seems to be working, there is concern that this model does not support a strong collaboration among units leading to a siloed campus culture. Efforts should be made to connect the silos not only for budgetary purposes, but also for coordinating the development and implementation of institutional processes and procedures in order to increase efficiency and effectiveness.

## FC - Federal Compliance

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### Rating ~~SS~~ **SS**

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Does not require monitoring

### Federal Compliance Filing Form

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- FedCompFiling\_2019\_FRM\_DU\_final

### Rationale

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### 1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

**Conclusion** (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

**Rationale:**

A review of the institutional policies validates that policies for assignment of credit hours are in place and are reasonable in light of the programs offered at the institution. However, a review of the institutionally selected syllabi showed that in only one or two cases were the actual credit hours assigned to the course shown on the syllabus. In some cases, the meeting times were not listed either making it difficult to determine if the institutional policies ing w







agencies. Institutional approval from the State of Colorado was verified along with HLC accreditation.

## Interim Monitoring (if applicable)

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The institution has policies and procedures for the assignment of credit hours that are reasonable and appear to be within appropriate standards of good practice in both face-to-face and online instruction. However, the course syllabi do not have credit hours or class meeting times listed in most cases making it difficult to determine whether the institution actually follows its policies. If the onsite team cannot validate that the policy is followed, then interim monitoring should be assigned. A sample of syllabi and the review of verifying that credit hours and/or class meeting sample



## Review Summary

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### Conclusion

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The review team affirms that DU has met all accreditation core components and has satisfied federal compliance requirements.

### Overall Recommendations

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#### Criteria For Accreditation

Met

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Eligible to choose

#### Federal Compliance

Does not require monitoring

*No Interim Monitoring Recommended.*

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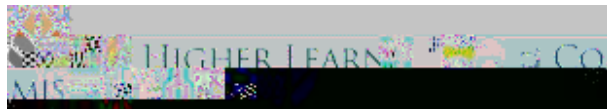
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