

FACULTY OF PHARMACY

PROGRESS REPORT No. 2 ON RECOMMENDATIONS FROM PHASE TWO

Please complete the relevant sections of this form

Recommendation 1	The Review Team recommends that the Faculty pursue the establishment of a Pharmacy Education Unit to assist the Faculty to raise the quality and consistency of Faculty teaching and learning. (Section 3.4.3)
Action taken by the Faculty	<p>The Pharmacy Education Unit (PEU) has been operational for 12 months and consists of:</p> <ul style="list-style-type: none"> • A/Prof Greg Ryan, Director • Mr Jim Woulfe, Educational Designer (appointed in March 2006) • Ms Kathryn Afflick, Associate Lecturer (appointed P/T in August 2006 and F/T from December 2006) <p>A review involving both Faculty staff and students, was undertaken during late 2005/early 2006 by A/Prof Greg Ryan to prioritise the key issues related to learning and teaching. The most prominent issue identified was the need to undertake a comprehensive review of the Bachelor of Pharmacy Curriculum.</p> <p>The Curriculum review commenced in March 2006 with the establishment of a Curriculum Review Planning group, consisting of 2 members (plus one reserve) from each of the 3 disciplines, the Associate Dean (UG) and chaired by the Director of the PEU. Additional short-term working parties were established as needed to focus on particular aspects of the curriculum. Further information regarding the curriculum review is detailed under Recommendation 5.</p> <p>In addition to the curriculum review, the staff of the PEU have played an active role in the development a number of projects in the Faculty including:</p> <ul style="list-style-type: none"> • Trial of Online PBL sessions using WebCT for the BPharm(Rural) • Recording and videotaping of lectures • Development of an Evaluation and Quality Assurance Program
Further action planned but not yet implemented (if appropriate)	The PEU is actively involved in the planning and submission of a number of small and large TIES grants, and also reports to the PEU Steering Committee twice a year, to outline achievements to date and future plans.
Faculty's evaluation of the success of action taken	A comprehensive report of PEU achievements and plans were submitted to the Steering Committee in August 2006. The report was unanimously endorsed by the Steering Committee with commendation from PVC (Learning and Teaching).

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Recommendation 2	The Review Team recommends the Faculty monitor research performance in the light of new research directions in an environment of extensive growth in student numbers. (Section 3.4.7)
Action taken by the Faculty	The Research Committee has been closely monitoring research performance in the Faculty of Pharmacy. This is an on-going process. The Committee is encouraged by the fact that research performance has been maintained in the environment of extensive growth in student numbers and the Faculty hopes to enhance its productivity through the activities outlined under recommendation 2. Efficiencies in teaching continue to be sought at every opportunity and it should be noted that the administrative support positions for the disciplines have taken some pressure off academic staff in relation to teaching duties and teaching administration, and record keeping for units of study. This affords academic staff additional time to devote to research.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	The Research Committee will monitor research publications, post-graduate student completions and research income.

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Recommendation 3	The Review Team recommends that Faculty Committees develop annual Operational Plans of fully costed and managed projects designed to contribute to the achievement of Faculty Goals and Actions. (Section 3.5.5)
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<p>Action taken by the Faculty</p>	<p>In 2006, following a Faculty retreat in March, each committee in consultation with the Dean identified a set of priorities and implementation strategies for the year. Funding is made available on negotiation with the Dean.</p> <p>The Programs Committee oversees activities that address the following Goals:</p> <ul style="list-style-type: none"> • excellence in pharmacy education • diversification and internationalisation of the student experience • student satisfaction • optimisation of relationships with stakeholders <p>Ongoing actions include:</p> <ul style="list-style-type: none"> • Staff –student liaison program. Meetings have been held each semester. These meetings continue to foster communication regarding student perspectives of the courses. Students represent their views on the BPharm, BPharm (Rural) and MPharm programs. • Support for international exchange programs, for example with the Danish School of Pharmacy through the International Office; additionally, faculty support for visiting international research students. • Annual in-house training for demonstrators, to support high quality laboratory supervision and teaching. <p>In collaboration with the Learning and Teaching Committee, the Programs Committee has:</p> <ul style="list-style-type: none"> • reviewed the teaching awards program within the faculty in 2006. • assisted in staff development in teaching. There is faculty support and encouragement for academics to undertake the Graduate certificate in Higher Education. Those who have undertaken this qualification are encouraged to provide mentoring for junior staff. • continued liaison with the Koori Centre regarding indigenous student recruitment and support <p>Priorities for the Postgraduate Research Student Subcommittee:</p> <ul style="list-style-type: none"> • Review of research maintenance funds Maintenance funds were reviewed and compared to 2 other Pharmacy schools. As a result the maintenance funds were increased in 2006 with a further increase in 2007. Funding will be limited to 1.5 and 3.5 yrs for MPhil and PhD respectively to encourage timely completions. • Strategy to promote top-up scholarships Top-up scholarships were linked to applicants applying for APA or NH&MRC scholarships • Seminar review program Students were encouraged to attend seminars by providing lunch prior to the presentation. This was to allow for increased student interactions. • Enhancement of research culture 2005 SREQ results indicated issues of isolation and as a result a student social committee was formed for organising social events, student conferences and workshops <p>Learning and Teaching Committee Priorities - 2006</p> <ul style="list-style-type: none"> • Develop and Implement Talented Students Program • Develop and Implement “At Risk” Students Program • Develop an Evaluation and Quality Assurance Program for the Faculty that is effective and sustainable. • Identify students in 1st/2nd year of the BPharm and BPharm (Rural) interested in research but who do not have the appropriate WAM • Develop posters to advertise to future research higher degree candidates from national and international Pharmacy Schools.
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<p>Action taken by Faculty</p>	<p>Research Committee The goals of the Research Committee are to enhance research productivity and to optimise the quality of research undertaken in the Faculty. Goals will be achieved by including the following activities:</p> <p><i>* Attract and retain internationally recognized researchers:</i></p> <ul style="list-style-type: none"> • Continue to appoint research-active academics and support them in their endeavours • Enhance the level of collegiality within the Faculty. By pooling knowledge and resources of academic staff, this will hopefully lead to more joint high-impact publications and research grant applications. • Continuation of a safety-net scheme for short-term salary support of research-only research leaders (who may have temporarily lost their external grant funding support) • Promote Faculty of Pharmacy research with an Annual Research Report, Web-site and annual Research Exposure Day <p><i>* Develop and maintain state-of-the-art Research Facilities:</i></p> <ul style="list-style-type: none"> • Develop effective shared laboratory space and joint facilities (e.g. PC2 lab, NMR, darkroom, autoclave, X-ray crystallography facility) to promote cross-disciplinary research and pooling of resources (i.e. Stage 2 Pharmacy building works) • Encourage external applications for equipment while supporting smaller items of equipment through internal equipment applications with matching funds from researchers • Improve research infrastructure through a commitment to maintenance of equipment and facilities (such as using streamlined systems for payment and delivery of deionised water, gas, research software licences and other maintenance costs) <p><i>* Help Faculty of Pharmacy Researchers enhance their chance of grant funding success:</i></p> <ul style="list-style-type: none"> • Combine expertise within the Faculty for greater success/collaboration by holding workshops within the Faculty and link with those programmes also offered by the Research Office on NH&MRC and ARC • Increase awareness of impact factors and encourage researchers to establish a competitive track record • Disseminate information on upcoming grants, encourage researchers to apply and offer support in terms of critical review and ongoing support • Track all submitted/successful grants and make such information available to all staff
<p>Further action planned but not yet implemented (if appropriate)</p>	<p>Learning and Teaching Committee</p> <ul style="list-style-type: none"> • Talented Students Program implemented during 2006 • “At Risk” students Program implemented during 2006 and Faculty of Pharmacy undertaking a trial of the University’s “At Risk” Program during 2007. • A comprehensive Evaluation and Quality Assurance Program is being established in the Faculty, baseline data was established in 2006 with all UoS undergoing USE.
<p>Faculty’s evaluation of the success of action taken</p>	<p>Postgraduate Research Student Subcommittee A number of the priorities have been achieved during 2006, and the priorities from 2006 will be reviewed and revised in early 2007 followed by an ongoing annual review of goals, priorities and actions. RHD student focus groups and the 2006 SREQ results.</p>

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<p>Recommendation 4</p>	<p>The Review Team recommends that the Faculty establish clear goals and responsibility for its Herbal Medicine postgraduate coursework program. Within the context of clear goals, it is recommended that the program be reviewed. The review should consider the amount of industry contact provided to students. It is also recommended that the Faculty ensure that recruitment and marketing of the course accurately reflect these goals. (Section 3.6.4)</p>
<p>Action taken by the Faculty</p>	<p>The Master of Herbal Medicines was fully reviewed during 2004 and 2005 by a Committee comprised of staff, students and professional representatives. The following are the areas of modification according to the recommendations of the course Review Committee:</p> <ul style="list-style-type: none"> • Previous units of study are combined or increased to provide 6 credit point subjects, to be consistent with University policy. The workload has in some cases been adjusted in response to student feedback. • The course now provides flexibility for students to select appropriate units of study to meet their individual needs for career enhancement. A core component of 4 units of study provides 24 credit points. The remaining 6 units of study are electives, providing 36 credit points. • A Master of Herbal Medicines (Honours) stream has been introduced. This will facilitate a new career path for postgraduate research and academic study in herbal medicines. <p>Support from the Faculty includes creation of two new positions together with support from the University and industry: Sesquicentenary Lecturer of Herbal Medicines, Blackmores Lecturer in Clinical Complementary Medicine. Further supports are provided by the Postgraduate Coursework Sub-Committee, and Faculty administration in personnel and Flexsis administration. Staff have participated in training courses provided by ITL and three staff have completed the Graduate Certificate of Education Studies.</p> <p>Interviews have taken place with all local applicants to inform them of the objectives and structure of the course.</p> <p>Industry links have been enhanced by an annual visit to Sphere Pharmaceuticals.</p>
<p>Further action planned but not yet implemented (if appropriate)</p>	<ul style="list-style-type: none"> • To develop a new elective, <i>Fundamentals of Complementary Medicines</i> for Undergraduate Bachelor of Pharmacy, Graduate Medical Program, and Bachelor of Health Sciences, and healthcare practitioners. • To develop the new elective through distance education and e-Learning. • To develop a new elective, <i>Herbal Clinical Practice</i>, with support from the establishment of the Blackmores Lecturer in Clinical Complementary Medicine.
<p>Faculty's evaluation of the success of action taken</p>	<p>The new structure has been implemented in 2006 and well received by students and staff. The benefits of the course restructure: reduced work load of staff and students; increased flexibility in choice of subjects; more focused study for achieving students goals.</p> <p>The strength of the course is increasingly recognised by the community and industry in Australia as graduates have gained positions in industry and academic institutions locally and overseas. The course has contributed to the development of a research strength in Herbal Medicines in the Faculty.</p>

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Recommendation 5	The Review Team recommends that the Faculty use the planned curriculum review to address assessment issues such as: variety of assessment methods; timing of assessment; student feedback on performance; and assessing graduate attributes. (Section 4.3.3)
Action taken by the Faculty	<p>The BPharm curriculum review is underway and on target and will provide extensive opportunity to address the assessment issues identified in Rec. 5. A comprehensive Statement of Learning Outcomes has been prepared comprising graduate attributes (that incorporate generic attributes); and learning outcomes for each attribute across each of the four years of the degree. The learning outcomes are clustered under four broad themes:</p> <ul style="list-style-type: none"> • Basic and Pharmaceutical Science • Professional Practice in Pharmacy • Personal and Professional Development • Society and Pharmacist <p>A proposed new Unit of Study framework to incorporate the learning outcomes has been prepared and is currently being discussed across the Faculty. This will establish the framework for extensive review and re-development of assessment methods across the curriculum, beginning with a new first year program to commence in 2008.</p> <p>All UoS underwent USE in 2006 as part of an ongoing program aimed at improving student satisfaction, and this data will be evaluated and used in the curriculum review process.</p>
Further action planned but not yet implemented (if appropriate)	<ul style="list-style-type: none"> • Endorsement of the new Unit of Study framework by December 2006 • Analysis of 2006 USE data • Development of Units of Study that demonstrate constructive alignment of learning outcomes with learning and teaching activities and assessment • Submission in 2007 of documents for course approval, consistent with Univ timetable • Data-basing of the new curriculum to enable comprehensive searching, encourage multiple pathways through materials, enable closer integration across Units of Study, encourage sharing of curriculum resources and discourage duplication • Roll-out of new Units of Study, beginning with first year in 2008
Faculty's evaluation of the success of action taken	Faculty endorsed the Statement of Learning Outcomes at its August 2006 retreat. Support has also been received from key external stakeholders across the profession.

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Recommendation 6	The Review Team recommends that the Faculty use the planned curriculum review to review the heavy use of pre requisites and co requisites by the Faculty; these were felt by the Review Team to affect detrimentally student progression and choice. (Section 4.3.5)
Action taken by the Faculty	A new Unit of Study structure, with increased flexibility of student choice in Year 4 is under development and planned for roll-out in 2008.
Further action planned but not yet implemented (if appropriate)	As a result of the new curriculum all pre-requisites and co-requisites will be reviewed as the curriculum review progresses.
Faculty's evaluation of the success of action taken	

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Recommendation 7	The Review Team recommends that in addition to existing training, mentoring schemes and feedback mechanisms aimed to raise teaching quality, the Faculty encourage staff to undertake graduate studies in higher education through the ITL. (Section 4.4.5)
Action taken by the Faculty	In collaboration with the Learning and Teaching Committee, the Programs Committee has: <ul style="list-style-type: none">• Reviewed the faculty teaching awards and initiated a new program in 2006.• There is Faculty support and encouragement for academics (particularly new staff) to undertake the Graduate Certificate in Higher Education, and receive a reduction in teaching load. Those who have undertaken this qualification are encouraged to provide mentoring for junior staff.
Further action planned but not yet implemented (if appropriate)	The Faculty will continue to encourage and support staff to undertake the Graduate Certificate.
Faculty's evaluation of the success of action taken	To date 13 (approx. 26%) members of academic staff in the Faculty of Pharmacy have completed the Graduate Certificate in Higher Education. A further 3 members of staff began the Grad. Cert. in 2006. Three staff hold higher degrees (Masters and PhD) in education/higher education, with three more currently enrolled in Masters or PhD.

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Recommendation 8	<p>The Review Team recommends that the Faculty undertake a pilot study to implement WebCT for active knowledge construction and flexible learning. It is further recommended that this pilot be fully evaluated, including the collection of student feedback. (Section 4.5.5)</p>
Action taken by the Faculty	<p>Active knowledge construction Trial of Online PBL sessions using WebCT: This was conducted in UoS PHAR4652 Pharmacotherapeutics in Rural Practice, Semester 2, 2006. PBL tutorials were conducted online, using the WebCT Discussion Board. After an initial phase where the PBL cases were presented and led by the tutor, each student presented and led discussion on a case which she or he had prepared. The design work and backup support were provided by the Pharmacy Education Unit.</p> <p>Flexible learning <u>Online PBL sessions:</u> PHAR4652 was a hybrid distance program. The tutor was in Sydney, and the students gathered in two groups in Broken Hill and Lismore for twice-weekly synchronous sessions. In addition they maintained asynchronous communication with each other and the tutor in the WebCT environment. <u>Recorded lectures:</u> the Pharmacy Education Unit has evaluated several methods of making recorded lectures available to students via WebCT, resulting in the choice of Techsmith Camtasia as the preferred method of capturing lectures for upload to WebCT. This software was subsequently chosen for a University-wide trial, in all of the University's lecture theatres. The Pharmacy Education Unit has conducted a controlled trial of recorded lectures in PHAR3631 Physical Pharmaceutics and Formulation B. In addition, the rural students in PHAR4652 were provided with recorded lectures via WebCT. All Units of Study in Master of Herbal Medicines have WebCT links to provide students with course outlines, University policies, a discussion forum, notice board and other relevant course resources. Typically powerpoint presentations are uploaded onto the WebCT site prior to the lecture/workshop which has been welcomed by students. For some major assignments, students are able to share their research progress online. Some aspects of assessment (including quizzes and examinations) are conducted through WebCT with direct supervision. In our experience communications with students have been significantly improved as notices and assessment results are frequently placed on WebCT. In SCEQ Evaluation, students (2005) ranked Faculty administration and resources highly.</p>
Further action planned but not yet implemented (if appropriate)	<p>Student use of blogs In Semester 2, 2007 it is proposed to replace a reflective diary assignment in two courses (one undergraduate, one postgraduate) with a student blog. The Pharmacy Education Unit plans to evaluate blog contributions, and compare these with student assessment outcomes.</p> <p>Student e-portfolio The Pharmacy Education Unit has purchased a server for the purpose of storing curriculum materials. In addition, it is proposed that this server will be used to trial the use of student e-portfolios. We are currently in the process of selecting the required software, and installing the server. The Herbal Medicines Research and Education Centre plans to develop a new elective, <i>Fundamentals of Complementary Medicines</i> which could be run through distance education supported by WebCT, and block face-to-face teaching. Virtual Placements are being developed to be used in conjunction with hospital placements to allow students to gain more experience in a hospital environment. A Large TIES grant is being planned for submission this year to prepare short videos of practical techniques which will be available to students through WebCT as part of an integrated practical program.</p>

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Faculty's evaluation of the success of action taken	<p>Data from the controlled trial of online lectures has been gathered, and is currently being evaluated.</p> <p>Permission has been obtained from the PHAR4652 students to analyse their contributions to the online PBL sessions. In addition, extensive questionnaire and interview data has been gathered, which is now being processed. We will be in a position to report formally on both these undertakings in the first half of 2007.</p> <p>The Pharmacy Education Unit will be participating in the University's evaluation of the trial of recorded lectures using Camtasia.</p> <p>Formal evaluations of all the measures internal to Pharmacy have been undertaken, and reports will be available in the first half of 2007.</p> <p>On the basis of initial feedback:</p> <ul style="list-style-type: none">• it is intended to continue with the Pharmacotherapeutics in Rural Practice Unit of Study as a hybrid distance program, following the model used this year• it is expected that the Faculty will continue to provide some lectures online, expanding this practice where possible• The Faculty will be expanding the use of interactive online tools, both within WebCT and on the Pharmacy Education Unit's server
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Recommendation 9	The Review Team recommends that the Faculty liaise with the Faculty of Nursing to explore common issues and the potential for common approaches, including the development of pathways, in order to encourage the recruitment of indigenous students. (Section 5.1.7)
Action taken by the Faculty	Prof Jo-anne Brien Associate Dean (Programs) and Dr Jane Hanrahan Associate Dean (UG) met with Michelle Blanchard (Acting Director of the Koori Centre) in October 2006 to discuss approaches that could be taken to encourage the recruitment of indigenous students to Pharmacy.
Further action planned but not yet implemented (if appropriate)	Further discussions including the possibility of information brochures for potential indigenous students, are planned for 2007. The opportunity to introduce young school students to future careers in pharmacy have been identified as a goal.
Faculty's evaluation of the success of action taken	One indigenous student commenced the BPharm (Rural) degree program in 2006. Follow up of future indigenous student recruitment with the Koori Centre.

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Recommendation 10	The Review Team recommends that the Faculty include an investigation of offering the BPharm (Rural) in block mode in its options for continuing to meet the needs for rural and indigenous students wishing to study Pharmacy. (Section 5.2.3)
Action taken by the Faculty	The BPharm (Rural) degree is now offered from the Sydney Campus; as such, block mode is not appropriate for this full time undergraduate degree.
Further action planned but not yet implemented (if appropriate)	No further action to be taken
Faculty's evaluation of the success of action taken	

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Recommendation 11	The Review Team recommends that given the youthful nature of staff in the Faculty that existing mentoring processes be broadened to include greater opportunities for career mentoring. (Section 5.3.4)
Action taken by the Faculty	<ul style="list-style-type: none">• The PM&D process is recognised as an opportunity for mentoring.• Discipline heads are also responsible for junior and new staff mentoring.• Mentoring in teaching (involving those staff who have already completed the Graduate Certificate in Higher education) has been encouraged by the Faculty. <p>Mentoring in research is provided by the Research Committee both at an individual and Faculty-wide basis. Particular attention is paid to supporting early-career researchers achieve success in both research and teaching.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Promotion rates and international recognition of research. So far all staff encouraged to apply for promotion have been successful.

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Recommendation 12	The Review Team recommends that the Faculty develop mechanisms to increase communication between staff and RHD students. (Section 6.1.7)
Action taken by the Faculty	<p>The Faculty has 2 mechanisms by which it communicates and monitors progress of Research Higher Degree (RHD) students. These include (1) interviews associated with the Annual Progress Reports; and (2) workshops, student conferences, seminar programs, email, social events and Faculty morning teas.</p> <p>In 2006, a number of priorities were set to improve the (1) 2005 SREQ results; (2) number of students enrolling in RHDs; and (3) average completion rate for the Faculty. In addition, results from the 2005 RHD interviews indicated that research maintenance funds for students needed to be reviewed.</p> <p>The main issues with the 2005 SREQ results were supervision due to untimely feedback of thesis drafts and climate (isolation). In order to address these, the Postgraduate Research Student Subcommittee (PGRSS) presented the results of the SREQ to staff and developed the supervisor's guide to complement the student survival kit (developed 2002), which is now accessible from the Faculty of Pharmacy web site. In order to address the issue of climate, the PGRSS encouraged the formation of a student social committee, which organized lunches before seminars and the occasional sporting event. This was seen as a way to get the RHD students to mingle, network and not feel isolated. Workshops in Careers and CV writing were also organized for the RHD students.</p> <p>In order to address the priorities (2) and (3) above, the PGRSS analyzed the RHD student statistics for the last 5 years and presented the information to staff in a Faculty forum. The forum was to disseminate the information and to make a number of recommendations including (1) increasing research maintenance funds for RHD students but limiting it to 1.5 and 3.5yrs for Masters and PhD, respectively and (2) developing an award for the best PhD thesis that is completed within 4 yrs.</p>
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	Focus groups with RHD students to monitor the success of the initiatives and 2006 SREQ results.

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Recommendation 13	The Review Team recommends that the Dean and senior Faculty staff maintain clear communication with all Faculty staff about the impending extensive growth period. (Section 9.2.3)
Action taken by the Faculty	The Dean meets with the Dean's Advisory Committee on a monthly basis. All staff are aware of the growth in student numbers via six-monthly retreats organised for all staff. In 2006, administrative/technical staff also held their own retreat to discuss all matters including growth in student numbers.
Further action planned but not yet implemented (if appropriate)	
Faculty's evaluation of the success of action taken	There is a high level of co-operation between academic/administrative/technical staff in managing the growth in student numbers in the Faculty.