

To: Faculty Senate

Re: Response to Faculty Evaluation Concerns

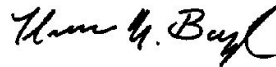
Dear Faculty Senators,

Please find below detailed responses to the evaluation queries you provided me in your communication of January 14, 2017. I would be more than happy to discuss these further if you so desire. Also, please feel free to distribute this communication as you see appropriate.

Below, in bold, I list the Senate's evaluation questions verbatim followed by my responses. These responses have been informed by input from the Deans.

Thanks...

Sincerely,



Thomas M. Boyd
Interim Provost

As with many things on campus, the requirement for, and broad outlines of our faculty evaluation process are defined in the Faculty Handbook. Section 7.1.1, defines the "General Outline" of the process. I believe it is worth repeating verbatim this section of the Handbook as part of this response.

7.1.1 General Outline of the Evaluation Process for Academic Faculty

The following is a general outline of the academic faculty evaluation process at CSM. Complete details concerning the process, such as applicable time schedules and due dates, may be found in the *Academic Affairs Procedures Manual*, which is available on CSM's website.

A. Goal Setting

1. During the spring semester of each year, the department head shall confer with department faculty to develop department goals. These shall be conveyed to and discussed with the Provost except when the department exists in a college. In this instance, the department head will convey to and discuss with the college Dean the departmental goals. The Dean will discuss proposed college goals with the Provost.
2. The department head shall meet with each faculty member in a timely manner each calendar year to discuss individual goals and assignments for the upcoming evaluation period. At this meeting, the distribution of effort among the three evaluation categories (see paragraphs 6.1.1 and 6.1.2) shall be discussed to determine whether any change in this distribution is appropriate. In the case of research faculty who are supported over a multi-year period on continuing and new grants, the annual meeting should address the faculty member's goals for research directions and grant procurement in the upcoming year. The meeting should include the department head and research supervisor, if appropriate. This meeting is not required for research faculty having short-term or intermittent contract appointments such that year-to-year

goal setting is unrealistic.

3. Goals and effort distribution should be placed in writing and can be revised with the mutual consent of the faculty member and the department head, and research supervisor as appropriate.
- B. Evaluation
1. At the end of the evaluation period, the faculty member shall complete a Faculty Data Report and submit it to the department head.
 2. The department head shall review the Faculty Data Report and assemble student ratings, peer evaluations, external evaluations, and other appropriate data. Based on the Faculty Data Report and the assembled data, the department head shall conduct an evaluative analysis and a formative analysis using the Faculty Evaluation Form.
 3. For the evaluative analysis, the department head shall assign a performance rating of "exemplary," "exceeds expectations," "satisfactory," "needs improvement," or "unsatisfactory" for the applicable categories, teaching, scholarship, and service.
 4. The formative analysis shall consist of an overall performance rating and a narrative summary of the evaluation, including a summary of progress toward tenure (if applicable), a summary of progress toward promotion, and areas for improvement, as appropriate. In cases where performance of a tenured faculty member is deemed unsatisfactory, a Performance Improvement Plan is mandated as outlined in Section 7.3 below.
 5. The department head shall meet with the faculty member to discuss the evaluation. Both shall sign the Faculty Evaluation form. The faculty member's signature acknowledges the discussion, but it does not necessarily indicate his or her agreement with the evaluation. The faculty member may also attach a rebuttal statement to the evaluation.
 6. The Faculty Data Report and the Faculty Evaluation Form shall be submitted to Academic Affairs for review and acknowledgement by the Associate Provost. A signed copy shall be returned to the faculty member. If the Associate Provost has questions about the evaluation, it shall be returned to the department head for discussion and further review. The Associate Provost will alert the Provost to any especially noteworthy faculty evaluations during each evaluation cycle. The Office of the Associate Provost shall annually provide the Provost with a report summarizing the faculty evaluation ratings from each department/division.

There are several points I would like to make with regard to Handbook definitions and requirements:

1. Although not clear from the quoted text, the Handbook does set a requirement for annual goal setting and evaluation of faculty. The time period over which a particular evaluation applies, however, is undefined. We currently tie the evaluation process to a calendar year, but this is not required by Handbook language.
2. The evaluations themselves are tied directly to the "Faculty Data Report" (FDR). Handbook explicitly states that "Based on the Faculty Data Report and the assembled data, the department head shall conduct an evaluative analysis and formative analysis." Beyond this, however, the FDR is undefined by Handbook.
3. Evaluation ratings are explicitly limited to specific categories and specific rating levels.
4. Broadly, I would argue that review and submission requirements defined in the Handbook are out of

date and need to be reviewed and updated. For example, they do not recognize the existence of Colleges nor the role of the Deans, they explicitly do not consider anything beyond the FDR, etc.

5. Goal setting within the context of broad departmental goals, but as applied to individual faculty is explicitly defined as part of the evaluation process. Numerous departments undoubtedly use annual departmental retreats to discuss and define broad departmental goals for the year. In addition, Department Heads undoubtedly discuss individual faculty goals as part of a faculty member's annual evaluation. As of late, however, the results of either of these activities are not generally conveyed to the Provost.

More broadly, I note two additional points as relates to current Handbook language:

1. The Faculty Handbook defines an evaluation process that shall be used for all faculty. As part of our commitment to shared governance, I firmly believe that inclusion of these expectations within the Handbook are appropriate, helpful, and ultimately advance the institution by providing clear and consistent guidelines that are applied across all departments and colleges.
2. As these are defined in the Faculty Handbook, we can and should review and evaluate our compliance with these requirements, and ask questions regarding the overall effectiveness of the process. As I have in the past argued that activities such as: defining P&T guidelines; defining the process by which P&T cases are reviewed; determining how teaching effectiveness should be evaluated, etc., are fundamental to the faculty experience, I would also argue that the annual evaluation process is fundamental to the faculty experience. As such, given the information provided below, I would encourage the Faculty Senate to work with the administration and Department Heads to actively review our current evaluation process, and proactively recommend changes to this process that will improve its transparency and its overall effectiveness.

1. In some units, annual reviews have not been done in recent years, and in other units annual reviews are delayed until the summer. This suggests that some DHs, DDs, and Deans are not taking faculty evaluations seriously, or do not have adequate time built into their workloads to do this job effectively. Deans should set and enforce an evaluation schedule. The evaluation cycle might be more effective if it were moved from a calendar year review to an academic year review.

As part of its management of the evaluation process, Academic Affairs through the AA website publishes a detailed calendar of academic deadlines. These include deadlines for the annual faculty performance evaluations. For reference, the deadlines related to faculty evaluation for the current year are as follows:

Faculty Data Report (FDR) completed and signed by faculty members in time to meet evaluation schedule of department head/division director (DHDD) (FDR form is available at http://inside.mines.edu/Faculty-Forms)	January 27, 2017
Review of Evaluations by the College Dean prior to the DHDD meeting with each of the faculty members (evaluation forms are available at http://inside.mines.edu/Faculty-Forms)	February 9, 2017 (aP) February 23, (TP/TAP/TaP) March 10, (AP) March 22, (P)
DHDDs discuss evaluations with faculty members after meeting with the College Dean.	After February 9, 2017
DHDD submits signed Faculty Data Report and faculty evaluation forms for each faculty member to the College Dean	No later than March 29

Deans create a summary memo to send to the Associate Provost along with all the original signed FDR's and evaluations.	April 13, 2017
Faculty members who wish to appeal evaluations do so within 10 working days from the date that the evaluation was given to the faculty member by the DHDD.	

Within Academic Affairs, however, we only monitor the final date of submission of materials to AA by the College Deans (i.e., the April 13 date in the table above). When materials are not submitted by this deadline, AA proactively reaches out to Deans and Department Heads to remind them of the overall evaluation deadline.

To monitor the timeliness and effectiveness of this overall deadline, AA logs evaluation summaries that include faculty performance ratings in each evaluation category, the overall performance rating, and the date that the Dean signed the evaluation. This signature date could be viewed as a good proxy for the submission date upon which Deans submit materials to AA, as AA does not log the date evaluations actually come to our office. In reviewing signature dates from last year, it is clear that many departments submitted their evaluations in a timely manner – before or closely (i.e., within a month) after the published deadline – while others were delayed into the first few weeks of the summer. I do note, however, that one department failed to submit any evaluations.

To me, these data indicate that we are indeed having difficulties in many departments in meeting the AA defined submission deadlines. I do not believe, however, that this indicates Department Heads as a whole are not taking seriously their obligations to provide faculty timely and meaningful evaluations. On the contrary, I suspect these data indicate that Department Heads are struggling to find time to complete meaningful reviews of faculty performance, and are delaying some of these activities until after the close of the Spring semester, so that they can dedicate the time and effort needed to do this job in a meaningful way. I also note that we have had significant DH turnover in some departments, which has led to delays in the evaluation process. Finally, we are doing our best to deal administratively with the department in which no evaluations were submitted last year.

With regard to the time period over which a review is done (i.e., calendar versus academic year), I don't have a strong preference either way. Data included as part of the evaluation process (i.e., classes taught, advisees, grants awarded) could be parsed either way without difficulty. One would have to consider, however, how the timing of an academic year evaluation process matches other activities on campus to determine whether or not a change in the timing of the evaluations would in-and-of itself positively impact the timeliness of completion of faculty evaluations.

2. Many faculty believe that DHs, DDs, and Deans do not fully integrate FDR content into their annual review. A holistic annual review requires more than just raw data from an FDR. The outcomes should include a thoughtful evaluation, constructive criticism, and recognition to deserving faculty. DHs, DDs, and Deans could benefit from instruction and mentoring in these areas.

I note above, that given the current language in the Handbook, anything beyond consideration of the FDR is not required. This being said, however, there is no disagreement on my part as to the importance of a holistic approach to providing effective faculty evaluations. And, I believe many DHs do this. Handbook language needs to be updated to not only encourage this, but to require it. In addition, these evaluations – as alluded to in the Handbook – must be couched in terms of a meaningful and effective planning process. That is, DHs and faculty must be engaged in defining explicit expectations for the upcoming year on which evaluations will be framed, in order for the evaluations themselves to be meaningful.

Given this context, I note that these components are explicitly included in the evaluation processes pioneered by our Dean of CECS. As part of the service provided by all of the Colleges, I believe the Colleges now provide each faculty member many of the usual metrics included in the FDR (e.g., classes taught, enrollment, student evaluations, research grants submitted and funded, student advisees, etc.) that in the past faculty would have to gather themselves. The process of vetting these numbers with faculty is iterative – so both the college and the faculty agree on the appropriate metrics before the submission of the evaluation. Once these metrics are finalized, faculty members provide to her/his DHs the standard metrics (i.e., a version of the FDR), and a written narrative of their activities of the past year. This narrative allows faculty to provide commentary on the usual evaluation areas (i.e., teaching, scholarship, and service), as well as commentary on their progress toward P&T, and their aspirations for planning for the upcoming year. DHs then use both the college provided metrics and the faculty provided narratives as part of their evaluation. The DH's formal evaluation is documented using the usual Faculty Evaluation Form.

Templates for the Faculty Narrative and the Faculty Evaluation Form are provided to campus through the AA Procedures Manual. I encourage the Senate to review these documents, and consider the individual components of this evaluation process as a baseline for moving our overall process forward.

3. Many faculty do not understand how their evaluations are scored. For example, how do DHs and DDs distinguish between “Satisfactory” and “Exceeds Expectations”? Guidelines should be developed that DHs and DDs use to better inform their faculty. Additionally, the Administration should be transparent as to how Faculty Evaluations and Performance Reviews impact salaries, the raise pool, and merit increases.

Broadly speaking, there are no agreed upon performance measures that distinguish “Satisfactory” from “Exceeds Expectations” performance levels for academic faculty. I note, however, three separate examples of attempts to define performance evaluation criteria:

1. As part of the classified evaluation system, supervisors are required to explicitly define those activities/performance metrics that would trigger different levels of performance rating – much like a grading rubric used in a classroom environment.
2. Definitions of performance expectations are provided through HR for Administrative, Athletic, and Research faculty. I have attached a copy of the instructions provided by HR that include these definitions. I know of at least one academic department that provides these definitions to its faculty as the basis for its performance reviews.
3. Lastly, starting with Engineering Division Director and continuing through the current Dean of CECS, the Dean has provided faculty overall guidance on the meaning of each evaluation level. Attached to this document is a 2011 memorandum from Dean Moore codifying the meaning associated with the various performance levels.

So, while it is correct that there are no institution-wide definitions of the performance metrics applied to academic faculty, there are various definitions for performance that could, or have been applied to various subgroups of faculty. In addition, Deans do review all performance evaluations within their colleges and do proactively manage these ratings across departments to ensure consistency at the college level. This process, however, is not particularly transparent to faculty, nor does it ensure consistency across colleges.

I would argue, however, that the stage is now set to more proactively define a broad, institution wide, understanding of what different performance ratings mean in each category. Two factors have converged to make this possible: 1) last year the Senate created a comprehensive document that defines our institutional expectations for promotion and tenure, and 2) this year we are working toward more consistently defining

broad measures of faculty expectations through our productivity exercise. Given these two activities, I believe we could pull together a group – much like the Senate did for the P&T expectations – to create a document that provides guidance as to what it means to perform at the various levels. I think this would be of great service to both faculty and to our Department Heads.

With regard to compensation, unlike our promotion and tenure raises, we have not explicitly and transparently tied merit raises to specific evaluation criteria. Again, this is unlike the classified system where merit raises are explicitly tied to overall performance rating. To be fair, however, Department Heads and Deans do use performance evaluations in awarding merit increases. I would agree, however, that this is not done in a way that is transparent to faculty.

4. The Faculty Handbook lists five performance ratings. Some DHs and DDs use additional descriptors such as “Satisfactory +” and “Satisfactory –”. All units should use the same performance ratings.

I agree with the general concern raised by this comment, namely, that all departments use ratings consistently across all faculty.

As defined in the preamble to this response, the Faculty Handbook explicitly defines the ratings that can be used in the evaluation process as "exemplary," "exceeds expectations," "satisfactory," "needs improvement," or "unsatisfactory" for the applicable categories, teaching, scholarship, and service. In my review of evaluation summaries for the past couple of years, it does indeed appear that numerous Department Heads (i.e., at least six over the past two years) have used a rating system that extends that defined by the Faculty Handbook defined performance ratings with pluses and minuses.

I would encourage the Senate to engage in a broader campus discussion on the evaluation rating scale, particularly in those departments that have been using “+/-” ratings to better understand the rationale and potential usefulness of these more finely discretized rating indications.

5. Faculty Evaluations should be based on merit and performance outcomes set by individual DHs and DDs in conjunction with their respective Deans. Deans should inform and motivate their DHs and DDs to set appropriate goals for their units and faculty. These targets should be defined each year in a timely manner for each faculty member.

I agree. This is one of our primary motivations for advancing our faculty productivity discussion. Within the context of this discussion, I will be defining productivity expectations for each of our colleges. Within these expectations, Deans will work with DHs to define broad performance expectations for each of the departments. DHs will then need to manage their individual faculty in a proactive fashion in order to meet the Deans’ performance expectations for the department, recognizing the strengths brought to the institution by individual faculty.

a. Faculty should be assessed throughout the year based on their progress towards their goals.

While I agree, we would need to better understand how to do this effectively. For example, there is a formal midyear review process required for classified staff. I would argue: 1) that for most of our staff, this formal requirement is not particularly effective, and 2) given 1, and the number of direct reports a DH has, adding an additional formal evaluation requirement to a DH’s list of duties will potentially dilute the process rather than strengthen it.

This being said, we should ask whether or not there are additional feedback opportunities we could provide faculty? For example, a couple of years ago the Faculty Senate argued that Departmental P&T Committees should be formally charged with providing P&T guidance to faculty on an annual basis. Should we reconsider this? There has been discussion, and we’ve experimented with some locally

grown efforts to provide mentorship opportunities to faculty. None have been followed/required/supported institutionally. I will note, however, that in this vein, I included on the faculty evaluation narrative template under the “Service” category a note for tenured faculty to include some indication of their mentoring and leadership activities for the year. This was done to encourage/require/recognize the importance of faculty-led activities in this area.

b. Faculty should be evaluated on their outcomes as each evaluation period concludes.

Agreed. The only additional point I would make is that the outcomes should be measured against the goals/expectations actively defined by the Department Head and the faculty member at the beginning of the evaluation period.

Faculty Data Report Narrative Form

Calendar Year _____

NAME:

RANK:

DEPARTMENT:

TENURE STATUS: (Tenured, Tenure-Track/Tenure Review Date, Teaching Faculty)

INSTRUCTIONS:

1. Faculty data reports are due by rank as follows:
 - a. Assistant Professors – TBA
 - b. Teaching Professors – TBA
 - c. Associate Professors – TBA
 - d. Full Professors – TBA
 2. Please provide the information requested below on Teaching, Scholarship, and Service. Other information shown at the bottom of page 2 will be provided to you by the middle of January.
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TEACHING

Please provide a narrative description of your teaching contributions during the calendar year, including, but not limited to: course development and improvement efforts, delivery innovation efforts, funding sought and/or acquired for educational development, senior design involvement, MS and PhD committee membership (in a non-advisor role), undergraduate advising, etc.

SCHOLARSHIP

A. Publications and Presentations – please list citation information (for the calendar year):

1. Refereed, archival journal publications
2. Refereed articles in conference proceedings
3. Other Refereed publications (books, book chapters, guest editorship of special issues, etc.)
4. Non-refereed publications
5. Patents and patent applications
6. Manuscripts prepared and currently under review
7. Invited presentations

B. Please provide a narrative discussion of your scholarship contributions during the calendar year, such as descriptions of notable achievements, unfunded projects, promising collaborations, etc.

SERVICE

- A. Departmental committees and other departmental service (e.g., assessment activities, accreditation activities, administrative activities, student group advising, special assignments, etc.) during the calendar year

- B. Institutional committees and other institutional service (e.g., student group activities such as theme housing advising, faculty advisor to athletic groups, student group mentoring/advising, WISEM, SWE, participation in CASA activities, accreditation activities, partnering in other activities with Student Life, special projects)
- C. External professional engagement and service during the calendar year, including, but not limited to: regional and national committees and other professional leadership, reviews and panels (indicate number of papers and proposals reviewed), editorial work for journal and book publishers, external examinations and reviews of promotion and tenure dossiers, letters of recommendation written, community and K-12 outreach, etc.
- D. Mentoring and Institutional Leadership Activities (tenured faculty only)

HONORS AND AWARDS (Include only honors and awards received during the calendar year)

START-UP FUNDS

If applicable, describe how start-up funds were used during the calendar year (e.g., summer salary, graduate student support, conference travel, equipment, etc.). Include a projection of how and when remaining funds will be used.

PROGRESS TOWARD PROMOTION (AND TENURE) (Assistant and Associate Professors Only)

This section should provide a brief summary of the progress the candidate has made toward promotion, and if appropriate tenure over the past year.

GOALS AND OBJECTIVES: ASSESSMENT AND PLANS

This section should be well thought out, in particular, if you are tenure-track or coming up for promotion. Please provide a short self-assessment of the progress you made towards last year's goals and objectives. Indicate your goals for the coming year. You could address teaching plans/desires, research projects, papers to be submitted, proposals to write, students to graduate, anticipated service at CSM and beyond, conferences to attend, etc.

Faculty Member

Date

ANNUAL CERTIFICATION OF CONFLICT-OF-INTEREST AND CONFLICT-OF-COMMITMENT DISCLOSURES

I hereby certify that all conflict-of interest disclosures, consulting notifications, and external commitment notifications provided to CSM are accurate and fully reflect my activities over the past calendar year.

Faculty Member

Date

THE FOLLOWING DATA WILL BE PROVIDED TO YOU AND SHOULD BE ATTACHED TO YOUR NARRATIVE

Teaching

- Sections taught, credit hours delivered, number of students taught, student credit hours generated by course level (100 to 700), student evaluations in each course

Graduate Students

- Number and names of PhD students graduated
- Number and names of MS-thesis students graduated
- Number and names of PhD students advised
- Number and names of MS-thesis students advised
- Names and FTE months of support of students supported on grants/contracts¹

Research Funding

- Number and list of active grants/contracts, with associated research expenditures¹
- Number and list of proposals written, with associated dollar amounts¹
- Number and list of new awards received or announced (might overlap with the list of active grants/contracts)¹

¹ Covers all grants/contracts for which the faculty member is a PI, co-PI, or Senior Investigator. The percent allocation of an expenditure, request, or award amount to individual faculty members will be as defined in ORA's records for any given grant/contract.



2015-16 Administrative / Athletics / Research Faculty Performance Evaluation Instructions

The evaluation form contains “fill in” fields. You can type only in the “fill in” fields. Use the “tab” key on your keyboard to move forward to the next field. “Shift-Tab” allows you to move back to the previous field.

The “F1” key is the “help” key. To activate the help box, “tab” to the “fill in” field you want, then press the “F1” key and the field help will display.

Identification “fill in” fields: Just provide the information requested. If you reach the field size limit but need to add more information, please abbreviate.

Performance Objectives: No more than four goals or objectives are allowed on the form. If you have more in your performance plans, for the purposes of the performance evaluation summary, please condense these down to four, then complete the competency summaries (Leadership, Management, etc.) on the second page.

Overall Evaluation Summary: Summarize the overall performance for the past year.

Development Opportunities: Briefly identify development intentions here. Depending on how you state these, it can create an obligation on the department. Please consult with Human Resources if you have questions about how to construct a development plan.

Performance Concepts – The descriptions below are intended to convey a “sense” of the performance associated with the different performance ratings. Definitions/descriptions of performance appropriate to specific jobs should have been created by the evaluator when the performance plan standards were created.

Exceptional Performer – *Performance that is consistently far above expectations, clearly unique. This level of performance occurs only infrequently.*
Very often characterized as “outstanding” and demonstrates significant positive effects on people, departments, or the school. The effects are often obvious and can be seen easily by others – makes significant contributions well beyond base job responsibilities.

Exceeds Expectations – Performance that clearly and **consistently** is above expectations in major job responsibilities. It is representative of excellent work, often recognized by others or having substantial impact on work output beyond the individual – makes contributions outside of job responsibilities.

Meets Expectations – Performance that represents strong, solid work; it is synonymous with “good work.” Employee’s work is fully effective, reliable, and of good quality. The employee consistently meets obligations, produces work where its recipients’ and users’ needs are met.

Needs Improvement – Employee consistently does not meet some or many of the standards of performance. Improvement in performance is needed; likely requires more than expected supervision.

Unsatisfactory – Performance consistently fails to meet the job requirements.

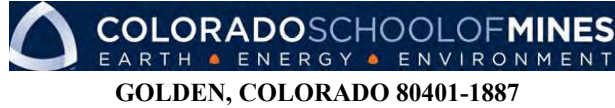
Evaluation Process: Each faculty member is to have an evaluation meeting with his or her manager. The meeting should provide a thorough review of the employee's performance over the past year. However, the evaluation form will contain only a summary of the meeting. **Once the evaluation is completed, the manager and employee must sign the form and forward the form to the Reviewer (President, Provost, Dean, or Vice President).** Provide the completed, signed form to the Reviewer.

Appeals: To appeal, the employee **must** give the Reviewer a written appeal within five business days of the evaluation meeting date. The Reviewer may uphold, revise, reverse, or remand the evaluation. The Reviewer may hold a meeting with employee and supervisor (but is not required to do so) prior to making a decision. The Reviewer's decision ends the appeal and is the final decision regarding the evaluation.

Send Completed Form to Human Resources: The original final, signed document (and any comments or appeals and decisions) must be sent to Human Resources.



Division of Engineering
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engineering.mines.edu



To: Engineering Faculty, Lecturers
From: Kevin Moore, Engineering Division Interim Director *K. L. Moore*
Date: 18 March 2011
RE: Faculty Evaluations

Your faculty evaluation is attached to this memo. Please review the evaluation and then come by to discuss it with me, at which time we can each sign.

The rating system used on the evaluations is shown below. Please note that a rating of “satisfactory” is not a “C” but rather is an indication of typically expected performance. Ratings above satisfactory indicate that an individual has distinguished themselves in some way.

We are all aware of the continuing state budget problems. Next year there will likely be continued pressure to do more with less. Please know that your efforts in an environment of increased workload and reduced resources are greatly appreciated.

Evaluation Key:

Unsatisfactory	Performance that is clearly substandard
Needs Improvement	Performance that is below a reasonable expectation for the faculty rank than an individual holds
Satisfactory-	Performance is basically sound and within reasonable expectations for the person’s job description. The minus indicates that an improvement in some area is strongly encouraged.
Satisfactory	Performance is basically sound and within reasonable expectations for the person’s job description.
Satisfactory+	Performance is basically sound and within reasonable expectations for the person’s job description. The individual has distinguished themselves in some way within the parameters for their job description.
Exceeds Expectations	Performance is basically sound and within reasonable expectations for the person’s job description. The individual has distinguished themselves in some way by performing at a level that is above a normal expectation for their faculty rank .
Exemplary	Performance is basically sound and within reasonable expectations for the person’s job description. The individual has truly done something that is outstanding and that is not present in the majority of the faculty.

