DURING THE 2018 CALENDAR YEAR, we engaged in a community-wide effort to develop a five-year Strategic Plan for the College. The resulting plan identifies initiatives designed to provide the best possible experience for our students while also ensuring the College enjoys a strong and vibrant future.

The strategic planning process afforded us an opportunity to step back and take a fresh look at the foundational underpinnings of the College – our mission, vision principles, and core values.

This was not some abstract academic exercise. But rather, we used this opportunity to ask ourselves fundamental questions at the heart of the institution: What is our identity? What are our core values and do we live them every day? Given our history, how do we work as a community to secure our future?

We took great care in answering such questions and engaged stakeholders from across the College community. Numerous town hall forums, online surveys, and meetings at the office and departmental levels were held throughout the planning process.

Getting an institution’s core values right is vitally important. In a Harvard Business Review article authored by consultant Patrick Lencioni titled “Make Your Values Mean Something,” Lencioni writes that when applied properly, “core values should guide all of an organization’s actions.”

Our community dialogues yielded five core values: collaboration, community, integrity, respect, and student centered. These “cultural cornerstones” not only informed the development of the Strategic Plan, but will continue to serve as compass points to be consulted in each decision we make. Part of this process will include “activating” the core values, ensuring they move from words on a page to a culture that we live.

To help understand what the core values mean to ACPHS, we subsequently defined the qualities and characteristics of each one. You can find these definitions in the infographic on pages 2-3 of this publication.

"THE INDIVIDUALS PROFILED HERE EMBODY THE IDEALS ASSOCIATED WITH OUR CORE VALUES. THEIR STORIES ARE OUR STORY.”

In this year’s President’s Report, we profile some of the many people who are putting our core values into action. These individuals serve as a source of inspiration by the way they embody the ideals associated with each core value.

Their stories are our story, and we are proud to share them with you.

Greg Dewey, Ph.D., President
STUDENT CENTERED
Mutual respect; positive and engaging interactions; efficient delivery of student and career services; quality mentoring and advising; accessible faculty and staff; co-curricular activities; support services for personal and academic growth; first-class living and learning environment; long connections and relationships.

RESPECT
Recognition; providing an environment with open channels for feedback; professional courtesy; demonstrating an appropriate level of behavior; exhibiting care, concern, and consideration of others.

INTEGRITY
Honesty; trust; principles; accountability; responsibility; doing the right thing even when no one is looking; understanding that wherever we are, we represent the College and should always behave in a way that reflects positively on ourselves and the Institution.

COLLABORATION
Removing silos; institutional goals come first; openness; working harmoniously to strengthen and advance the college; incorporating a student focus; placing the institution first; trust; encouraging teamwork.

COMMUNITY
Shared sense of belonging and purpose; inclusivity; alignment; acceptance; pride; affinity; identity; family; close-knit; spirit; care; compassion; empathy.

To read the complete 2019-2024 ACPHS Strategic Plan, please visit acphs.edu/strategic-plan
ASSOCIATE PROFESSOR RAY CHANDRASEKARA believes that some of the most impactful teaching and learning takes place outside the classroom. It’s why he tries to introduce students to experiences they might not otherwise seek out themselves such as scheduling a trip to the Norman Rockwell Museum in Stockbridge, MA, or visiting the Grafton Peace Pagoda in nearby Petersburg, NY.

These types of creative approaches to instruction have helped “Dr. Ray” – as he is known to most on campus – build stronger connections with students and gain respect as not only a faculty member but as a mentor. As a result, students will often turn to him for guidance if they have an issue and are not sure where to go.

“In my experiences, students are not necessarily expecting you to come up with solutions to their problems,” he says. “They are really just looking for someone who will listen, and that has become so much of what I do on campus.”

Beyond being a good listener, Ray does other things to help soften the rigid hierarchy that can often be associated with the faculty-student dynamic. For example, he holds office hours in the cafeteria so that students can talk in a more comfortable environment. And by the time they reach their third year, Ray asks students to call him by his first name. “It’s a very dignified way to interact with your professor. It also gives students the confidence to engage in conversations that they may not otherwise attempt.”

Ray, whose wife and son live in Japan, was once asked in class what it is like to be so far from his family. “I wasn’t going to insult them by saying it’s fine,” he said that it can be a struggle at times. I think many of the students could relate because they are also away from their families. Those types of honest exchanges help provide a sense of leveling between teacher and student that ultimately makes it easier for us to respect each other as human beings.”

CORE VALUE: RESPECT

LEVEL BEST

“YOU EARN RESPECT ONE PERSON AT A TIME.”
“WHY DO PEOPLE LOOK FOR INFORMATION?” asks Director of Library Services Sue Iwanowicz. “Because they want to find the truth.”

With the volume of content now at our fingertips, some have questioned the need for libraries – institutions that once served as gatekeepers of the world’s knowledge. While the role of the library has unquestionably changed, the need for library services has never been greater.

“Anyone can find information today, but figuring out what is of value is the hard part,” says Sue. “Our librarians help teach students to evaluate the quality of the information they find by having them ask questions such as: Is this a reliable source? Is it useful to me? Can I use it to draw valid new conclusions? It’s all part of critical thinking.”

ACPHS values these skills so much that one of the goals of the General Education program at the College is the ability to “identify, retrieve, understand, apply, analyze, synthesize, and evaluate information needed to make informed, rational, responsible and ethical decisions.”

The support provided by the library staff in this regard is not limited to students. They also help faculty navigate the ever-expanding world of academic publishing.

“There are a number predatory journals that may appear credible, but in fact, are not. So even on the publishing side you need to be careful that you are working with reputable journals.”

Sue fills another important role at ACPHS, where she is currently serving for the second time as the co-chair of the College’s institution-wide accreditation review. “Our accreditor – the Middle States Commission on Higher Education – requires that our self-study report be based on evidence, not opinion. Which is exactly what we try to teach our students,” she says.

The 2½ year accreditation process will be time consuming, but it’s hard to imagine a better person for the job. “Accreditation is the demonstration of an institution’s integrity. As librarians, a major part of what we do is to help people find and use information they can trust.”
NATIVE VERMONTER BEAR BERENBACK considered moving away to pursue his Pharm.D., but concluded that “being close to family was important to me. I felt I knew the area well and had a good professional foundation in place that I could build on.”

That decision proved to be a good one for both Bear and the ACPHS Vermont Campus. The students, faculty, and staff of the College have all benefited from Bear’s local knowledge, whether it’s learning the best place to watch the sun set over Lake Champlain or discovering out-of-the-way swimming holes near Mt. Mansfield.

Bear’s sense of community-mindedness took root as a student at the University of Vermont, but it has blossomed during his time at ACPHS. “I wasn’t always the first person to seek out leadership positions,” he says, “but the close-knit community here has encouraged me to take on more of that role.”

In the same way he has benefitted from stepping out of his comfort zone, he is now encouraging others to do the same. As President of the campus’ Student Government Association (SGA), Bear requires each student group to partner with a student health care organization at another school on an interprofessional education event. “It’s a great way to foster new ideas and emphasize the importance of collaboration in patient-centered care.”

He’s now employing a similar approach within the broader ACPHS community, working with his SGA counterpart in Albany, Reid LaPlante, on the development of an “exchange program” where students from one campus will be able to spend a semester living and studying on the other campus.

With the new three-year Pharm.D. program set to launch in June 2019 in Vermont, Bear is now putting much of his energy into supporting this inaugural class of students. “I know firsthand many of the challenges they will encounter, and I want to do whatever I can to help ease their transition. It’s important that they know there is a bigger community here to support them.”

“HELPING THOSE IN NEED IS ESSENTIAL FOR A COMMUNITY TO FUNCTION EFFECTIVELY.”
COLLABORATION IS LIKE A RELAY RACE.
Each participant has a defined role, but success is ultimately determined by the collective performance of the team.

No one understands this concept better than Alison Buckley. The Director of Residence Life must often work across departments as she navigates the range of personal, social, and academic factors that can impact a student’s experience at the College.

“I get to go home at the end of the day. But for our resident students, the campus is their home,” she notes. “My number one job is to help create a space for them to be successful here.”

But collaboration can also be about finding common ground. When disputes among roommates or suitemates occur – and they are inevitable – she treats them as teachable moments. “More often than not, students will try to sidestep the problem. I explain that there will be times in their lives when they will have to talk to someone about something that’s uncomfortable. It’s better to start learning to work through that now.”

Alison’s ability to remain impartial while helping resolve difficult situations has also served her well as the person tasked with overseeing the Student Code of Conduct. In this capacity, she works with a committee made up of students, faculty, and staff to ensure that all decisions made about reported violations are fair and equitable.

Her big-picture perspective on the role of the Code of Conduct is part of the reason she is so well respected by those associated with this process. “Students are going to make mistakes. We understand that,” she says. “It’s our job to educate them and help them learn from those mistakes.”

In addition to these responsibilities, Alison serves as an advisor to Colleges Against Cancer, one of the largest student clubs on campus. After informally assisting club members for several years, she accepted the offer to become an official advisor in 2016. Perhaps it’s no coincidence that the club’s signature fundraising event is called Relay for Life.
WHILE MUCH OF EDUCATION TODAY IS FOCUSED on how students learn best, Lizz Higdon, an Assistant Professor on the Vermont Campus, is also mindful of when they learn best. “When I first started teaching, I would be concerned when I received an email from a student in the middle of the night.”

She would invariably find herself judging the student for being up at such a late hour, which is not the type of educator or person she wanted to be. “It motivated me to learn more about our students and why they do the things they do.”

She found that, for some students, two o’clock in the morning may be the only time their home is quiet and they are able to study. Others explained that certain times of day were when they retained information the best.

“Office hours and review sessions are great, but they don’t work for every student’s schedule. Sometimes what’s going on in a student’s personal life means they can only focus on schoolwork at odd hours.”

With this in mind, Lizz has tried to provide more opportunities for students to learn on their own schedule. “I realize that when you are a practicing professional you have to adapt to a given schedule. But while students are still in school, we should support them when they feel they learn best.”

One of the ways she has tried to do this is by recording step-by-step videos showing how to solve math problems assigned in Pharmacy Skills. The videos are posted online where they can be accessed any time of day.

Lizz is also interested in exploring new approaches inside the classroom such as the time she was asked by instructor Megan Veselov to help create a final exam inspired by the popular Escape Room motif.

“We knew it was unconventional, but we believed the format of the exam provided an effective way to test the knowledge of students in our Advanced ID&C course. After all, when does a patient ever ask a multiple choice question?”
IF DARREN GRABE WAS SELFISHLY MOTIVATED, he almost certainly would not have applied for, and accepted, the role of Chair of the Department of Pharmacy Practice.

It is, after all, a position that requires one to oversee more than 40 faculty members, maintain relationships with both internal and external stakeholders, and manage a range of other demands that inevitably infringe upon one’s research, teaching, and even home life. And yet he took it anyway. Why?

“When the previous chair left, there was a void that needed to be filled,” he says. “I just felt a responsibility to do whatever I could to help the College and be an advocate for my fellow faculty members.”

Being mindful of others and their needs is something that comes naturally to Darren. “I come from a big family. I’m one of five kids. I have six kids of my own. You always have to think about the other person. It’s the same mentality as a pharmacist who has to place the patient’s needs ahead of their own.”

Darren’s background also means he is adept at working through potentially thorny issues, a skill that comes in handy as department chair where his responsibilities are divided between those of a faculty member and an administrator. “With every phone call, every e-mail, and every meeting, achieving a fair balance between both of those roles is foremost in my mind. It’s not something I take lightly.”

He, however, remains a faculty member at heart, continuing to teach, taking students on rotations, and when time allows, pursuing research projects related to his expertise in nephrology. “Staying involved helps me understand what the students and faculty members are experiencing and how I can help them.”

As it turns out, his leading-by-doing approach is not only the best way to demonstrate integrity, it’s also the best way to teach it. “You have to model the behavior you expect from others. If you are not acting with integrity, then why would a student?”

“INTEGRITY IS NOT SOMETHING THAT CAN LIVE IN ONE PART OF YOUR EXISTENCE. IT MUST BE PART OF EVERYTHING YOU DO.”

DARREN GRABE
ASSOCIATE PROFESSOR AND CHAIR
DEPARTMENT OF PHARMACY PRACTICE
STARTED AT ACPHS: 2000

MODEL TEACHER
RESPECT HAS AN ELLIPTICAL QUALITY TO IT.
In order to earn respect, you must first give it.

For Clayton English, an Associate Professor on the ACPHS Vermont Campus, respect begins with putting yourself in the other person’s shoes and viewing the world from their perspective.

“When I first began teaching, I would get frustrated if someone didn’t see the situation through my lens,” he admits. “Now I work much harder to understand where students are coming from, and I try to incorporate their ideas wherever possible – as long as we are still able to reach the same end point.”

He takes a similar approach when working with patients at the University of Vermont Medical Center where Clayton is a psychiatric pharmacist. “I have certain targets in mind when treating patients, but I also recognize that each person comes in with their own goals and expectations. If they envision a different path, I need to adjust accordingly.”

The importance of earning the respect of others was impressed upon Clayton as a first year resident at Nova Southeastern University in Florida. As part of the responsibilities for his residency, he was required to teach in a post-baccalaureate program for licensed pharmacists seeking their Pharm.D.

Clayton was just one year removed from pharmacy school, so it was essential that he establish his credibility among these seasoned professionals. “The preparation for those classes was intense because there was so much information to cover, and I wanted to prove I was a capable instructor. Before each class I would assess where the gaps in my knowledge might be and then review that information. I think they respected the work I put into it.”

With more traditional aged students, the need to earn respect doesn’t change, though the mechanisms may be different. “I have found that students appreciate when you poke fun of yourself or engage them in casual conversation,” he says. “As much as anything, they want to see that you are human.”
PHARMACY STUDENT YOUSSEF BESSADA GREW up in a tight-knit family that emphasized the importance of community. “In the Egyptian culture, a lot of time is spent with your extended family. I found it reassuring to know they always had my back,” he says.

It was Youssef’s family that also produced an influential role model in his life – his grandfather. “My grandfather was a pharmacist in Egypt. For him, it wasn’t as much a job as a way to give back. I want to serve others in a similar way.”

Following his graduation from high school, Youssef enrolled at Ryerson University in his hometown of Toronto but decided to transfer to ACPHS after one year.

Interestingly, it was the support of a new community that helped ease his transition to the College. “I was placed in a suite with six other students who had already been here a year. They really took me in and showed me the ropes.”

Since then, Youssef has made it a point to help nurture or build other communities on campus. One of the ways he has done this is as a Resident Advisor. “Whether it’s food or some type of activity, I’m always looking for ways to pull students out of their rooms and get them talking. I want them to feel like they are part of something bigger.”

It should come as no surprise that one of Youssef’s favorite activities is the annual Community Health Day event. Organized by the ACPHS student chapter of the American Pharmacists Association – of which Youssef is now the president – this one-day event brings a range of health services and information to medically underserved neighborhoods in Albany’s South End.

The sum of these experiences has taught Youssef an important lesson – communities are not mass produced, they are built by hand. “People can get discouraged if they are unable to help everyone. I say, ‘Just focus on doing something that positively impacts the person in front of you. You never know where it will lead.’”

YOUSSEF BESSADA
CLASS OF 2020
HOMETOWN: TORONTO, ONTARIO
(BORN IN CAIRO, EGYPT)

“IT'S ALWAYS BECAUSE I ENJOY IT.”

CORE VALUE: COMMUNITY

“I DON’T DO ANYTHING FOR THE SAKE OF DOING IT. IT’S ALWAYS BECAUSE I ENJOY IT.”

SERVICE WITH A SMILE
WHILE MANY PEOPLE ARE QUICK TO PRAISE the value of collaboration, far fewer are willing – and able – to do it well. That’s because being an effective collaborator isn’t easy. It requires someone who is willing to set aside their personal goals in pursuit of a shared objective, even if the path to that objective may not align with their own vision.

Assistant Professor See-Won Seo has been fortunate to collaborate with a range of faculty, staff, clinicians, and students during her time at ACPHS, and she has made the most of these opportunities.

At Hometown Health Centers in Schenectady, NY, site of one of the two ACPHS-owned pharmacies, See-Won has partnered with Assistant Professor Jacqueline Cleary and the Asthma Coalition of the Capital Region (ACCR) to help launch a grant-funded asthma clinic service. The clinic is staffed by students (working under the supervision of See-Won and Jacqueline) and offers services ranging from asthma assessments to device education.

The success of that program – approximately 56% of clinic patients have noted improvements in their asthma control tests – helped lead to See-Won being nominated for and accepting a position as Co-Chair of the ACCR’s Work Group for Community Education and Advocacy. That’s in addition to her role as co-chair of the Collaboration and Communication Committee for the Global Pharmacy Education Special Interest Group of the American Association of Colleges of Pharmacy (AACP).

So what is the secret to being a good collaborator? “It starts by treating your team members the way you want to be treated,” she says. “And when you come across challenges, you need to push yourself to do better and become the best person you can be for that team.”

See-Won encourages collaboration among her rotation students by creating projects requiring them to work together. She believes the skills they develop in these team-based assignments will pay big dividends in the future.

“Pharmacists have made great inroads in expanding their scope of practice, but there is still much more to be done. Collaboration is going to be necessary if we want to move deeper into areas where we are not well represented.”

SEE-WON SEO
ASSISTANT PROFESSOR, DEPARTMENT OF PHARMACY PRACTICE
STARTED AT ACPHS: 2013
IF THERE IS A STUDENT FOCUSED EVENT ON campus, the odds are pretty good that Dan Smith will be there. Move-in Day? Check. Relay for Life? Check. Multicultural Festival? Check.

“As faculty members, we want students to be interested in what we are teaching them,” says the instructor in the Department of Humanities and Communication, “so it’s important that we show interest in what they are doing too.”

Prior to joining ACPHS, Dan served as an adjunct faculty member at several regional colleges including SUNY Adirondack, The Culinary Institute of America, and Marist College. At one point, he was averaging 1,000 miles of driving per week, but the traveling was not the worst part for him. “I wanted to get more involved in the campus communities, but my schedule rarely allowed it. As soon as my classes were done, I would have to leave to teach somewhere else. ACPHS has invested in me, and now I want to invest in the college.”

Part of his investment includes exploring different ways to improve the teaching and learning process. One of the more innovative approaches he has employed involves a strategy called “jigsaw learning” in which he divides students into small groups and assigns each one a different reading on the same subject. Dan will then ask the group a question related to the topic but not specific to any one passage. In order to find the answer, students must share what they have learned and work together as a team.

Dan continues to seek out additional skills and strategies to become a more effective instructor. He completed a certificate in Online Learning and Teaching from the University at Albany and is currently pursuing a master’s degree in Curriculum Development and Instructional Technology.

It’s all part of a broader effort to give back and honor those who helped him along the way. “As a first-generation college student, there were faculty and staff members who not only made an impact on my education, but on my life. I want to return the favor.”
SUMMARY OF SCHOLARLY ACTIVITIES

JANUARY 1–DECEMBER 31, 2018

- **Number of Faculty Publications**: 97
- **Total of 9 New NIH Grants Awarded in 2018**: $5,106,822
- **Number of Professional Presentations by Faculty**: 203
- **Percentage of Faculty Who Published a Paper or Presented at a Conference**: 71.9%
- **Number of States/Countries Where Faculty Presented**: 20
- **Number of Students Who Participated in the ACPHS High School Summer Research Program Since 1998**: 121
- **Number of Students Who Listed as Co-authors in Faculty Research**: 23
- **Number of Times Shaker Mousa Was a Keynote Speaker**: 9
- **Professional Organizations Where a Faculty Member Served as President**:
  - American Society for Cytotechnology
  - New York African Studies Association
  - Northeast Association of Advisors for the Health Professions
  - Northeast Chapter of the NYS Council of Health-system Pharmacists
  - NYS Chapter of the American College of Clinical Pharmacy

For a complete report of scholarly activity from the 2018 calendar year, please visit acphs.edu/scholarly-activity-report-2018
2018: THE YEAR IN REVIEW

The process kicks off for developing the College’s new Strategic Plan
Assistant Professor Chris Coffi named Co-Principal Investigator on a $1.45 million NIH grant to explore new treatments for eye disease
Assistant Professor Yana Cen honored as ACPHS Researcher of the Year at the College’s annual Research Forum

The annual Relay for Life event hosted by the student chapter of Colleges Against Cancer raises more than $25,000 for the American Cancer Society
The Women in Pharmacy Leadership Forum brings more than a dozen successful alumni back to the College

The College celebrates Black History Month with several new programs and events in addition to its annual Africana Film Series
Women’s basketball player Dannie Griffin becomes the first person in school history to post 1,000 points and 1,000 rebounds for a career
S&P raises the long-term rating on its ACPHS-issued bonds from ‘BBB’ to ‘BBB+’

ACPHS is invited to join a new region-wide consortium called Prescription for Progress: United Against Opioid Addiction
Jennifer Mathews begins as Associate Dean for the Vermont Campus; later in the month, the campus hosts a 5-year reunion for its first graduating class

ACPHS celebrates the opening of The Collaboratory, a new community health resource for the medically underserved of Albany
A report published by The Wall Street Journal ranks ACPHS as the #1 value-added college in the country
Associate Professor Karen Glass awarded a 4-year, $1.9 million NIH grant to expand her research in the field of epigenetics

Christine Karawada wins her 100th game as head women’s soccer coach
Students host the 3rd annual Community Health Day for residents of Albany’s South End
Rocco F. Guzzetti, Jr. ’58 steps down after serving nearly 30 years as a trustee of the College

Thirty-one students listed as authors on research posters accepted for display at the ASHP Midyear Meeting
Shaker Mousa, Executive Director of the Pharmaceutical Research Institute at ACPHS, named a fellow of the National Academy of Inventors

The College’s Strategic Plan is approved at a full faculty meeting with 91% of attendees voting in support of the plan; the plan was approved two weeks prior by the Board of Trustees

ACPHS celebrates the accomplishments of the 300 members of the Class of 2018 at the College’s annual commencement ceremony; former Director of New York State’s Medicaid program Jason Helgerson is the Commencement speaker

Twenty-two members from the ACPHS Class of 1968 are among the alumni who return to the College for the annual Reunion Weekend festivities
The Cameroon Association of the Greater Capital District presents ACPHS with its Community Service Award
In fiscal year 2018 (July 1, 2017 – June 30, 2018), Albany College of Pharmacy and Health Sciences continued to strengthen its financial position as cash and investments grew to more than $86 million. Since 2014, these liquid assets have increased by 40% while the College has reduced its outstanding bond obligations by 20% over the same time period.

The result of the overall operations during the 2018 fiscal year was an increase in net assets of $5 million. This was primarily attributable to favorable economic conditions that positively affected markets and investment returns.

During the fiscal year, both Fitch Ratings, Inc. (Fitch) and Standard and Poor’s Financial Services, LLC (S&P) recognized the College’s improved balance sheet and history of positive operations. While the Fitch rating remained at A-, the rating outlook was revised from stable to positive. S&P raised its long-term rating from BBB to BBB+. Both agencies acknowledged the stabilization of the ACPHS’s demand profile and substantial and growing history of positive operations.

Michele Vien
Vice President, Finance

STATEMENT OF FINANCIAL POSITION

JULY 1, 2017 – JUNE 30, 2018

ASSETS
- Cash and cash equivalents $29,622,614
- Investments $57,621,328
- Other assets $119,968
- Accounts receivable - Students $936,987
- Receivables - Government entities $589,653
- Pledges receivable $1,232,796
- Student loan receivable $2,372,552
- Other receivables $513,693
- Agency funds $385,897
- Property, plant & equipment Net $40,986,637
TOTAL ASSETS $135,384,125

LIABILITIES
- Accounts payable and accrued liabilities $1,723,223
- Deferred income and deposits $7,020,020
- U.S. government grants refundable $2,403,398
- Bonds payable $21,645,440
- Capital lease obligation $372,680
- Expected post retirement benefit obligation $2,279,514
- Other liabilities $800,624
- Deposits held in custody for others $385,897
TOTAL LIABILITIES $36,630,996

NET ASSETS
- Unrestricted net assets $83,849,708
- Temporarily restricted assets $5,766,787
- Permanently restricted assets $9,136,634
TOTAL NET ASSETS $98,953,125

TOTAL LIABILITIES AND NET ASSETS $135,384,125

STATEMENT OF ACTIVITIES

REVENUES
- Student tuition and fees, net of financial aid 71.50%
- Auxiliary enterprises 7.32%
- Government contracts and grants 5.04%
- Gifts and pledges 2.47%
- Investment income 9.74%
- Other sources 3.78%
- Postgraduate education 0.65%
TOTAL 100%

EXPENSES
- Instruction/Student services 45.86%
- Physical plant 24.99%
- General administration 17.61%
- Research 2.56%
- Institutional advancement 2.56%
- Student financial aid 2.26%
- Postgraduate education 0.23%
TOTAL 100%