Experiences with the Faculty Activity System, Summer 2020

Office of Institutional Effectiveness

Loyola University Chicago

September 2, 2020

In summer 2020, the Loyola University Chicago Faculty Council requested that the Office of Institutional Effectiveness administer a survey to all Loyola faculty who use the Faculty Activity System. The Faculty Activity System or FAS is used by full-time faculty at Loyola University Chicago to document their work activities annually for use in reporting to academic units. The FAS system is described for the Loyola community at https://www.luc.edu/oie/academicevaluations/facultyactivitiessystem/ .

The survey was sent on August 11 and received by 1365 faculty who were on the list of FAS users. Two reminder emails were sent to faculty who did not immediately complete the survey. When the survey was closed on August 31, there were 480 surveys started and 389 completed. This was a 28.5% completion response rate. The distribution list to who the survey went was not completely reflective of only those who use FAS as some staff, research faculty, and others reported that they received the survey in error. The following report offers descriptions of how faculty answered each of the 11 questions on the survey:

1. What college/school do you work in?
2. How many years have you been a faculty member at Loyola?
3. How do you interact with FAS?
4. How much time do you spend completing FAS?
5. What section(s) of FAS do you spend the most time on?
6. Why do you spend more time on specific FAS sections?
7. How satisfied are you with how FAS reflects the work you do as a faculty member?
8. What recommendations do you have to improve how the system reflects faculty activities?
9. How much do you agree that your Dean/Supervisor takes your FAS into consideration when assessing your yearly performance?
10. How satisfied are you overall with FAS?
11. What are your additional comments or suggestions?

Q1 - What college/school do you work in?

An error in the survey was made and Arrupe, Pastoral Studies, and Continuing and Professional Studies were left off the question choices initially. The error was then corrected, but it impacted the distribution across the schools. Some faculty from those schools marked themselves in other schools in order to complete the survey.
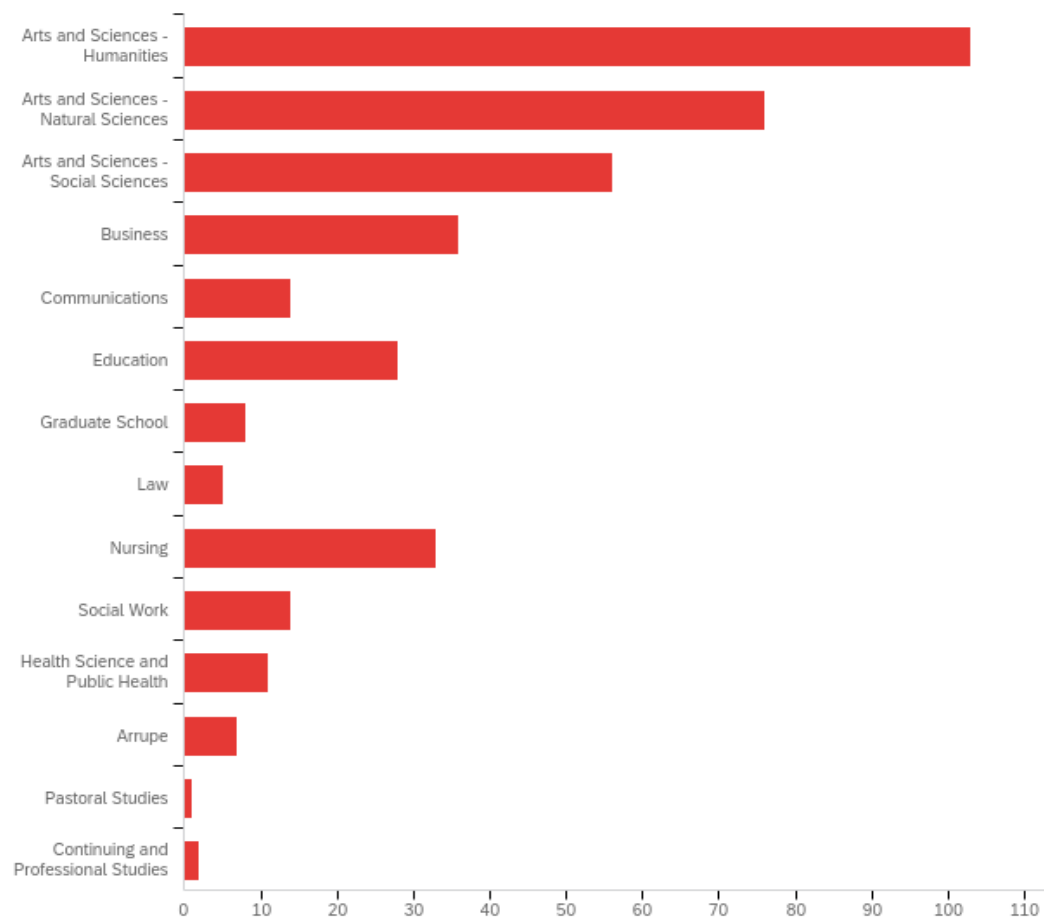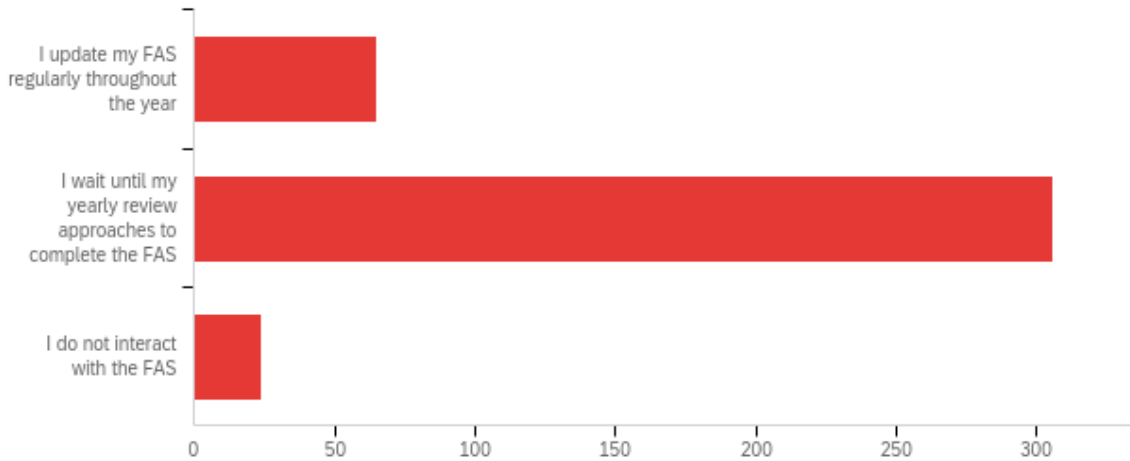

#	Answer	%	Count
1	Arts and Sciences - Humanities	26.14%	103
2	Arts and Sciences - Natural Sciences	19.29%	76
3	Arts and Sciences - Social Sciences	14.21%	56
4	Business	9.14%	36
5	Communications	3.55%	14
6	Education	7.11%	28
7	Graduate School	2.03%	8
8	Law	1.27%	5
9	Nursing	8.38%	33
10	Social Work	3.55%	14
11	Health Science and Public Health	2.79%	11
13	Arrupe	1.78%	7
14	Pastoral Studies	0.25%	1
15	Continuing and Professional Studies	0.51%	2
	Total	100%	394

Q2 - How many years have you been a faculty member at Loyola?
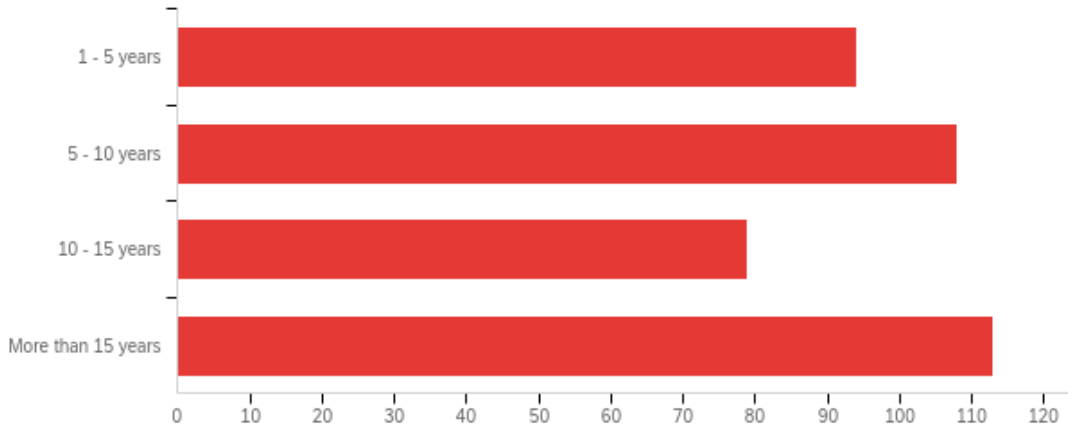
#	Answer	%	Count
1	1 - 5 years	23.86%	94
2	5 - 10 years	27.41%	108
3	10 - 15 years	20.05%	79
4	More than 15 years	28.68%	113
	Total	100%	394

Q3 - Select the response that is closest to how you interact with the FAS.
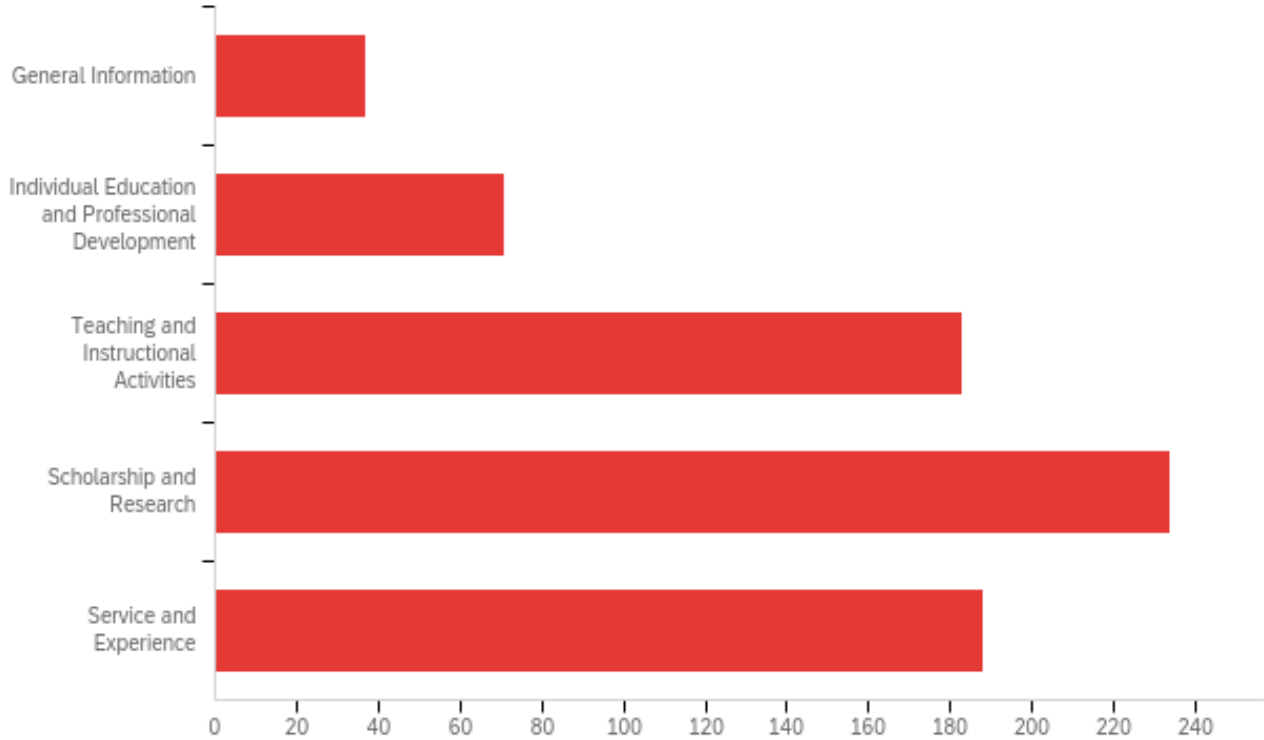

#	Answer	%	Count
1	I update my FAS regularly throughout the year	16.46%	65
2	I wait until my yearly review approaches to complete the FAS	77.47%	306
3	I do not interact with the FAS	6.08%	24
	Total	100%	395

Q4 - In a year, how much time do you spend completing the FAS?
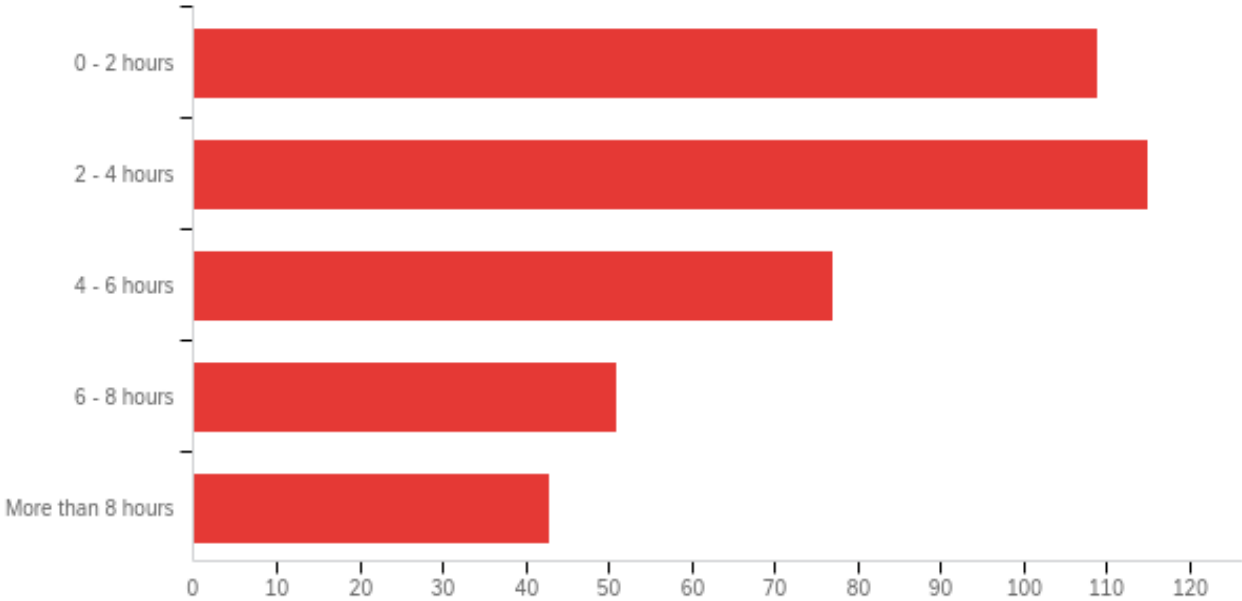
#	Answer	%	Count
1	0 - 2 hours	27.59%	109
2	2 - 4 hours	29.11%	115
3	4 - 6 hours	19.49%	77
4	6 - 8 hours	12.91%	51
5	More than 8 hours	10.89%	43
	Total	100%	395

Q5 - Identify the section(s) you spend the most time on (check your top two)

#	Answer	%	Count
1	General Information	5.19%	37
2	Individual Education and Professional Development	9.96%	71
3	Teaching and Instructional Activities	25.67%	183
4	Scholarship and Research	32.82%	234
5	Service and Experience	26.37%	188
	Total	100%	713

Q6 - Based on your response to the previous Question, why do you spend more time on the sections selected above? Feel free to reference specific content areas so that we can have a clear picture of how you engage with the system.

Based on your response to the previous Question, why do you spend more time on the sections selected above? Feel free to reference specific content areas so that we can have a clear picture of how you engage with the system.

1. Where the most changes and updates occur

2. I feel they affect my evaluation the most.

3. This is my first year in a multi-year NTT full-time position.

4. I am retired, and so have no immediate need for business

5. Having to comment on each class is time consuming.

6. Those are the areas that apply to me

7. i was required to answer the previous question

8. These are the areas that are most pertinent to my success at the university.

9. Teaching

10. It takes time to enter articles and make sure it is entered correctly. The import from pubmed is not quite right. Also, lots of journals aren't in the drop down. You also have to check students and other items.

11. The Scholarship and Research section needs more updates than other sections.

12. Update

13. X

14. I want to continue to improve on my methods and instruction.

15. Contributions to articles and research activities need to be hand entered

16. Those are the areas where I contribute the most to my college. I often also provide a lengthy narrative on my classes.

17. That is where most of the significant changes occur

18. Greater commitment in those areas.

19. I haven't used FAS for quite some time, but I recall a good amount of material could have been appropriate for multiple categories

20. I am a research faculty, so student research projects and publications/ grants need to be updated

21. It made me pick two for the previous question. I don't know what this tool is and have spent 0 time updating any aspect.

22. I am not required to use it for my reviews (in University Libraries), but I interact with it to learn how it works.

23. I spend time reviewing and summarizing my teaching evaluations and this can be time consuming.

24. Biggest part of what I do at Loyola

25. I'm a clinical I structorso that when I prepare for evaluation I update my service activities both within and outside the school and my instructional updates regarding classes I've taught.

26. These are the areas that I have the most information to provide.

27. I find the entire system unfriendly and not built to reflect our work or our service To try and quantify what each of us does as if you can compare people with different jobs and goals is ridiculous.

28. I am a very active scholar and supervise many dissertations and serve on many PhD, MA, and integrative seminar committees for the First Studies Program

29. Professional development and service of various kinds do not slot easily into FAS's existing categories. Therefore more time is required to decide which section something belongs in and which option mostly closely describes it, and to write text that explains the activity.

30. Inputting the information- figuring out where it needs to go, making sure it gets saved, going to each "box" to put in specific parts of the same entry. Very time consuming and there is no "instruction guide" on where everything should go.

31. Because they are most directly related to my annual evaluation and that is basically what FAs was established to be, a system for determining value of personnel.

32. Service is a big part of my wirk

33. Those are the areas I have the most activity in

34. To update my activities

35. These are areas that I'm evaluated on during my performance review

36. I want to be sure I am capturing all the right information, I suppose if I did this in real-time instead of waiting to end of the year it would take less time

37. Not sure what is section appropriate

38. Retrieval of the data to include

39. These seem the most relevant

40. As a program director I engage in extensive recruitment, orientations, advising, public programming including complex community engagement, committee service, faculty mentoring, interdisciplinary initiatives and professional research

41. The most activity I've had during the year.

42. Description

43. b/c it's the areas where I do the most

44. Because I focus on issues related specifically to teaching courses.

45. I have a teaching position.

46. Required for yearly evaluation

47. Incredibly tedious, time-consuming entry of details, with full-page lists of options of roles and responsibilities, what type of presentation, etc. that attempt to cover every possible option or scenario from humanities to social sciences. For example of a scholarship entry of posters given by my

undergraduate and graduate students throughout a full year, I have to refer to my a Word doc list of details for each poster, enter in student presenters and co-authors one-at-a-time, and a separate form for each poster. For service, every committee is a separate page to fill out.

48. Because the teaching section is unnecessarily complicated and statistics are hard to decipher and I do so much service I forget it all

49. These are the sections that change most frequently. (and teaching is updated automatically)

50. More activity related to those sections.

51. New work

52. I go to a lot of meetings and am involved in program development. this seems to best fit under either Prof Dev or Service and Experience.

53. I do not believe the sections are well defined. I always attempt to log something but am certain the activity could be logged in multiple places. I am NTT, so this is especially true for service, external obligations on boards, etc.

54. It's not user friendly AT ALL and merely repeats info from the CV.

55. I am much more Teaching and Service oriented. Also FAS is obtuse and I have to deliberate about where activities need to be housed to be effectively represented in the 'report' which it generates for my annual review. I put information in, run the report, and depending how that turns out, I shuffle info around and run the report again until it represents my contribution effectively. I usually start by copying info from the previous year and edit it to fit.

56. They are the most relevant to the annual review.

57. I publish 10-15 peer-reviewed articles each year and supervise many graduate students' master's theses and dissertation projects each year. As a result, I have many research and instructional activities to report in the Faculty Activity System.

58. Takes more time to enter those

59. N/A

60. Usually I have more achievements to report in this sections.

61. The department emphasis is placed upon those sections

62. These are the areas where information isn't automatically populated on FAS (such as courses taught each year) and some of these require narrative to explain activities over the course of the year.

63. The problem with these areas are that you need to push square pegs in round holes. Many of the categories don't reflect the range of faculty activities and interactions in the teaching section and, in terms of the humanities, the scholarship section pays little attention to how best to present what has been done.

64. Those are areas noted to annual evaluations.

65. I spend time on the sections that apply most to my position. My position does not involve research.

66. It's where I have the most to update.

67. These are the areas that I have updates to provide. These are also the areas that seem complicated to update. What information goes where?

68. very hard to put in imput, change mistakes

69. It is difficult to add research items and also difficult to add independent study students, MA students etc.

70. I don't always have the information handy.

71. Research and publication

72. As an NTT, I am evaluated more heavily on my teaching and service.

73. in my discipline it's often difficult to distinguish between what qualifies as service and what qualifies as scholarship and research.

74. For the yearly evaluation

75. Those are my main responsibilities

76. System is not user friendly. Information for publications and grants can be pulled from the library and grants office staff.   I don't teach many UG classes, but even the classes taught and mean evaluation score could be pulled in from BI. People don't use it because it is not set up in a User Friendly way.

77. For scholarship and research, accounting for grant and publication related activity is related to meetings and presentations. Parsing that out in retrospect according to the narratives and categories prescribed by the system is an active process. For example, one cannot just cut and paste a citation for a publication, but rather go through dropdown menus where every component of that publication may have a pre-existing category, credential, or "other" for which a description is necessary, etc.

78. They are my most active areas.

79. These are the areas with the most change year to year.

80. that's where most of my energies go

81. These are the sections that I'm less accountable for throughout the year but nevertheless matter for my tenure and promotion

82. As a teacher in the DFPA my professional development does not translate well to the system. It takes an excessive amount of time to complete all of my FAS

83. At Arrupe College the main aspect of my job entails my teaching and advising and then my service.

84. I have more to add on these sections

85. Those sections represent my developing interests and research.

86. More important to career.

87. Constantly need updates to these sections

88. Because those are the areas that I am most active in.

89. I spend a lot of time trying to translate and figure out where my different types of activity should be submitted. The system doesn't seem to mesh well with the type of activities I complete as a humanities scholar. Also, the character limit is frustrating. As a faculty of color, it leaves little room to enumerate and elaborate upon all of my invisible labor and cultural taxation, specifically the mentoring and service that falls outside the "official."

90. Teaching take the most time to enter individual information, such as each student that I work with on doctoral committees, independent studies, mentoring on research teams, etc.

91. the more activities, the more time you spend on FAS.

92. These are the two areas in which I am most active and which change the most from year to year.

93. More writing is needed in those sections. I probably spend the most time on the faculty assessment document.

94. I do more in those areas every year. At first I spent more time and wrote more, but then I realized in my reviews that my chair wasn't reading them. How could she? We have a large department. And the Dean reads the chair's recommendation, not what I write. I'm not sure what would solve this problem or if it is a problem.

95. Those areas represent the most changes of activity since the following year

96. Updates on working with students and research.

97. I really have no idea what FAS is for or who uses it. I have never (ever!) seen any product from FAS. I've never seen a report from it, and no-one has ever shown me any data/report/product that came from their use of FAS. That said, I'm asked by my program (IES - wasn't available in the drop-down) to complete it. Scholarship and research seems like the thing that is most useful, so I spend most time on that.

98. Because I'm trying to provide a narrative of everything that I've been doing over the course of the year across the various dimensions of my job. Most of it seems to be a waste of time given that you can find it on an updated CV.

99. More content to add

100.   I don't have a useful answer to this unhelpful question

101.   Having to enter individual student names and the ways I've engaged with them is extremely time intensive. Having to put things in textboxes that would otherwise be on my CV is also extremely time intensive and seems like a waste of time.

102.   Entering/updating various details re articles, etc.

103.   These are the sections that are critical to the chairperson's assessment.

104.   That's all I do.

105.   Within the research section, there are too many options of where to put items, etc.

106.   I use the FAS for posting professional work and committee assignments primarily for purposes of the annual review.

107.   Too many items to fill out

108.   That's the part that needs the most updating.

109.   Need to supplement the teaching component a lot since all it includes is SmartEval scores. GPAs should also be included.

110.   Because I spend less on others.

111.   I am a Clinical and do not enter publications

112.   I have many continuing education courses/credits and scholarship/service to input which takes time

113.   Because they are the main sections I need to focus on for T&P

114.   Because I am an active scholar

115.   It involves updating information that is already on my CV, but in another format.

116.   More updates during the year

117.   Teaching four classes each semester requires much number entry and number crunching including the number of each of the grades per class, in order to total how many grades at each level have been given. Then averaging the gpa of each class, then overall. There are so many activities that are done

for each class, some of which are repetitive among classes due to the nature of the subject, that the entries become redundant.

118.	It takes an unfortunate amount of time to enter scholarship and service activities.
119.	It's tedious
120.	The system seems to be designed to capture numerical data better than qualitative data. However, in my experience it has been the inclusion of rich qualitative data that provides context to the numerical data that leads to the committee's ability to assess my performance each year.
121.	Scholarship is most important for annual reviews; service takes time to figure out how to enter appropriately since options are limited for what actually shows up on the report
122.	Accounting for and tracking research (whether published, grant proposals, conferences, papers, etc) is cumbersome. Every entry that isn't at completion needs to be updated. I spend hours checking and updating the information--- the majority of which is already on my CV (in a much more accessible form).
123.	Those are the 2 areas where I put in the most time during the year.
124.	To track activities that are easy to forget. I don't forget which classes I teach, because I teach them daily. I will forget one-off service projects.
125.	Aside from research and publications, everything else is similar year to year
126.	The selections are not well suited to what i actually do in my field
127.	Most of my work is evidenced in the way I innovate in the classroom, and I feel it is necessary to use narrative to show my excellence in teaching.
128.	Most of the frequent updates are associated with these categories.
129.	Difficult to work with, time-consuming, cumbersome. Anyone with administrative responsibilities has create extra sections.
130.	I'm not a fan of FAS- neither format nor templates are appealing. Most course data and evaluatiosn don't get automatically uploaded on time. There are times in which otehr faculty's work was found in my pages and I had to request deletion of data. I do prefer a departmental evaluation form that is more collegial and less repetitive. This format can't be conveniently used for other professional uses.. I still have to keep a separate CV and data records for all other professional communications.
131.	always takes me awhile to figure out the system and it is here that I do most of my work
132.	The part I spend the most time on is writing the narratives and bending the structure of the FAS to what actually matters at Arrupe
133.	Those areas change the most and need the updating
134.	I feel it is necessary to capture everything I have done accurately, so it takes a while to input all information and summarize the work done. Additionally, we complete a "cover page" with narratives about our notable work/accomplishments, which takes a long time to write.
135.	Professional development: this section takes a long time because it does not get populated into the yearly report. I instead have to cut-and-paste into other sections of FAS (e.g., "Professional Development Activities that Inform Scholarship") for any of my activities to show up. Service and Experience also takes a long time because what we do is not always reflected exactly by the system. I have to spend a lot of time trying to decide how to mark things so they show up correctly, e.g., if there wasn't a formal committee, but I did something that kind of was like committee work, what should I say? The individual sections do not take that long -- it is the double and triple checking against the yearly faculty review report to make sure things show up correctly (or at all) that takes the most time, and these two sections are the worst for that (I also spend a lot of time fixing up the scholarship and research sections, but at least Loyola actually recognizes those activities, so that seems more worth my time)

136.   That is where I have to most content to enter

137.   We spend a lot of time on these areas and it takes time to recall and record all of the information from the entire year.

138.   A lot of information to include in the system.

139.   Choices are not intuitive or reflective of what we do. It just takes way more time than updating my CV which I need to do anyway. it's not clear what activities fit in to which of the categories above.

140.   Most of my productivity is in research. But the main reason I have to spend so much time on this section is because I have to enter everything by hand (even though it is already in my CV)--for example, this year, I had to enter about 20 new papers and 15 new conference presentations. I kept wondering...why can't we just send in our CV?

141.   Reduplicating bibliographies. Re-entering data about service from CV

142.   These sections change every semester.

143.   The imputing of articles, conferences and service is tedious and sometimes the categories don't fit exactly

144.   Just more data to enter there

145.   There is more change involved with these topics annually. Most of the other information is pre-populated.

146.   Because the system does not automatically list things.

147.   Actually, there are no responses that represent how I interact with FAS, so I will explain narratively: I only interact once/year when I need to complete the annual faculty performance narrative . I recall that when LU obtained the FAS there were staff who entered initial data (from Faculty CV), but I never had this completed for me and never went back and entered all that data, it was too cumbersome and time consuming. Moreover, I do not use the system in an on-going way to document activities. I use my CV and own system for other accomplishments.   I do think the system has made the annual performance eval more streamlined and efficient, and I am aware that LUC queries fields to obtain/report summary data on faculty productivity...however this definitely results in incomplete data as some faculty (I have no idea how many) simply do not regularly update data in the system...it is an extra step for faculty who definitely update CVs. Additionally the data on credit taught for workload calculations is flawed, as it does not accurately reflect variable credit courses (like clinical)...defaults to the lowest credit of 1, rather than a minimum of 3 credits. (even if students taking 6 credits of clinical).

148.   A lot of my activities go under "other" and it takes a lot of time to enter them.

149.   It serves as a way of filling out the annual evaluation. and those are the pnes that require input. The teaching on self-populates.

150.   Am very active in these.

151.   I want to keep track of these things, as my teaching is already listed.

152.   I hate the system and find it to be very counter-intuitive. Of course, I want my activities recorded for rank, tenure, and promotion, but I craft my CV carefully and then struggle with how to add it to FAS. Also I checked "Graduate School" above even though I teach at the Institute of Pastoral Studies which was not an option on the drop down for my department or unit.

153.   I spend the most time in reflection on my teaching. I also spend a lot of time looking up when various activities (mostly service/professional development) occurred.

154.   it seems to me that a program could be written such that the numbers of students who received grades in a course, and for that matter, the course GPA could be pre-populated since this is static data

already on record with Registrar. Because some courses don't give credit for discussions, faculty would still have to deal with that but the others already done would cut the work down in half at least. We have a clever CS department that could write that interface. Or the software is already out there perhaps.

155.　　　As a lecturer, those are the activities that I spend the most time on each year.

156.　　　I have to enter in a lot of different kinds of information for the courses I teach, in addition to my narrative. Then there are a lot of different kinds of entries for scholarship. That said, Service also takes a lot of time because of all of the different categories.

157.　　　I am teaching intensive faculty so most of my activity is in teaching and service. I do use the research section but just not as heavily

158.　　　That is the currency that matters most! I have a couple of administrative roles that require a bit of work but that is a given.

159.　　　More challenging topic

160.　　　Both because I know that Scholarship/Research is the priority/category that I'm most clearly evaluated on, and because Scholarship/Research has the most distinct categories (e.g. publications, conferences, times serving as a reviewer, etc.)

161.　　　I leave the other areas blank

162.　　　I am NTT so research is not applicable.

163.　　　I am a clinical asst professor and work in the Greeley Center for Catholic Education, so most of my work is service and teaching/instructional activities.

164.　　　Quantity of items to enter with significant level of detail

165.　　　I really think I spend equal time on all areas but your question limited me to two. I find the whole process very tedious, repetitive, time consuming and not very user friendly.

166.　　　Not very intuitive interface.

167.　　　It takes a lot of time to get thru all of the graduate students I mentor and work with

168.　　　I spend time retyping things in my CV. We should be able to just upload the relevant sections. Also the class and student evaluation information is never correct and are unwieldly

169.　　　have more to input

170.　　　Those are the areas where I have the most to report. Also, the module for reporting publications is really clunky. Compare the data structures here: https://www.zotero.org/

171.　　　often times, many lectures, seminars and other instructional activities are missing

172.　　　Time

173.　　　(1) There is new data every year to enter in these sections. (2) The other sections are not as important in my evaluation. For example, SmartEvals is the more significant source for information on my teaching activities.

174.　　　These are the most important to me.

175.　　　The teaching part is the most time-consuming, but the service section also requires time.

176.　　　Have new activity in those sections

177.　　　I am 'research intensive' so that needs to be documented carefully. IDEA/Smart Eval automatically populates much of the teaching material, and 'service' is always the poor stepchild (to use my grandmother's expression). And, FAS tries to accommodate so many different kinds of research and

creative work in that section that it is not easy to navigate or fill out -- thus it takes a while and was initially quite confusing.

178.   Department seems to prioritize teaching

179.   That is the section that my Dept Head cares about

180.   I have the most information to enter in those areas.

181.   These are the areas where I need to upload most information that is not automatically fed into the system. Vey time-consuming

182.   I deliver multiple presentations each year that fall into various categories - teaching , professional development sessions, conferences, etc. and ensuring that all of this work is appropriately and comprehensively reflected in the FAS is time consuming. My work load is 25% teaching and 75% service - so itemizing my 75% service work is important.

183.   I hate the system. It consists in me trying to figure out how to construe CV entries in ways that this system recognizes. A lot of things aren't entered, or are entered partially. I can't believe anyone would spend money on this garbage.

184.   Too many professional attributes spill over, it's hard to tell if something needs to be updated if ongoing, there are too many areas that need attention.

185.   I have more activities to document in those areas

186.   In a tenure track position

187.   These sections are the most dynamic and changing for me annually

188.   Scholarship and Research

189.   This area requires updating the most frequently

190.   Those are the areas which require the most updating.

191.   The form doesn't allow me to easily enter the work that I do with students. I run a program and the only way to show the work I do for the program and how work for one term spans into other parts of the year is to enter in the work I do for each student for each time period I work with them. For example, I teach students in fall, so enter all of these students in under fall, but the summer prior to fall, I am mentoring and working with the students, all of which needs to be entered separately.

192.   I have more updates for these areas than others.

193.   They're most relevant to my job duties.

194.   I am only expected to do teaching and service so that is where I spend time updating. I do update the other areas but I have less to put in there.

195.   The questions are not well-suited to capturing what I do. I have to spend extra time "explaining" the system what I do.

196.   They are not filled in automatically.

197.   As a research active faculty member, it takes more time to enter information about my research than my teaching or professional development activities. It also takes more time to input my service since these items can be unique and take more time to explain.

198.   It's cumbersome to understand and properly fill out all of the sections for new publications and grants. This part needs to be greatly simplified.

199.   Those two sections require the most updated information

200. Very difficult to just update, have to basically start new items. Interface is very clunky, does not easily communicate with for instance outlook to classify and easily transfer all of meetings into the system.. Much more complex than just updating a cv and burns through many faculty hours but I am sure it saves a lot of time on the other side of dashboard, and that is all that matters of course.

201. I often teach new courses, and there is simply more new information in these two areas.

202. Cumbersome nature of updating research

203. I update on publications and referee reports for journals.

204. Only ones that are relevant

205. I find it interesting to reflect on the relationship between my scholarship and my teaching. I also find it salutary to trace the line of my thinking year to year. Additionally, I think work in the humanities often calls out for contextualization. The line between service and scholarship is often a little blurry, too, and at times it seems necessary to clarify the scholarly nature of certain forms of service (e.g., editing a journal, for example, when you are trying to shape the discourse).

206. Each year we are required to showcase our work and then meet the chair for evaluation and feedback as per the criteria listed.

207. Service and Experience

208. Entering publications one by one in the FAS system is very cumbersome (you can't just paste in from your CV for example). It is also difficult to use the pre-existing boxes to enter service activities (there are too many, which makes it time consuming, but also not always reflective of the work done).

209. I spend the most time in my career on this section so it requires the most updating.

210. A lot of my work is teaching through mentorship, logging in students mentor for the vast number of projects we do in theatre is very cumbersome. Same as for research, inputing each project is so much more cumbersome than a CV. Also years in there still aren't all the requested options in drop down menus to describe my activities accurately.

211. Those are my focused area in my field. I use the others as well.

212. My basic biography does not change while research and service.

213. Super cumbersome

214. These sections seem directed towards our service to our students.

215. I am newer to this system, and have only begun to plan using it. On looking over the categories and requirements, I quickly navigated away from the page in frustration. I would be happier submitting a CV (which I keep updated already) instead of having to spend hours regularly translating my CV into whatever categories of information the FAS system demands. The endless duplication of information that admin wants is overmuch, is not really a good use of professor time. It takes away from research, from teaching, and from human interaction. I have been dreading needing to do this stuff and have avoided it. Again, it would be far easier simply to submit a CV.

216. Advising, service, and teaching are the most important duties for an Arrupe faculty member.

217. These are the areas where I have the greatest impact

218. research and service are key to tenure and promotion as well as raises.

219. More details are necessary to explain fullness and complexity of my teaching and publications.

220. That's where most of my productivity is.

221. I update the sections relevant to most of my activity during the previous year.

222. I do this because we are told that our evaluations will be based on this, even though we also fill out other forms for evaluations at the dept level. It is a total waste of time, as my publications editing activities etc are all visible on my CV. It is a tedious system, especially for those of us who are very active. We are penalized and lose more time filling out the FAS info. To what ends? It certainly has not had any use whatsoever for me.

223. I update only publications and grants because I believe that the university tallies these.

224. 1. I am an active researcher so there is plenty to put in the system and/or update. 2. I supervise a lot of undergraduate and graduate students which goes under teaching and mentoring.

225. That is where I am most involved in any year.

226. These are the two areas in which I have the most material. I only have 3-4 publications year, teaching & instructional activities don't change much from year-to-year, but I constantly attend professional development activities and engage in service activities which need frequent updating.

227. We must

228. This is where I've been instructed to enter information regarding my professional role.

229. The system is incredibly cumbersome and it takes too long to fill out each sections. The boxes in each section are also excessively detailed, which takes a long time too.

230. teaching is usually filled in automatically by Loyola. I have a lot of research, public speaking and and service activities that are not automatically added.

231. These sections are the most time-intensive because these areas of my work life require the most updating and because the FAS system asks for a lot of (in my opinion) extraneous information.

232. these sections require the most individual entries

233. Research is weighted more heavily in performance evaluation both within and outside the university. Also, performance in research is more measurable than other academic activities including teaching.

234. Inputting articles and presentations is very time consuming as things don't autopopulate

235. Narrative areas require thought

236. Because teaching data is fed automatically into the system, and my Dept. chair is typically familiar with my service work.

237. I haven't updated it in years as it is not used for my annual evaluation and haven't remembered how to log in to update anything for quite some time

238. These are the activities that change year to year and require the most documentation.

239. Too many details/boxes to fill out. Very confusing.

240. These address the areas the majority of my work falls under.

241. I don't know the sections well enough to determine where I spend the most time. I have found the system very difficult to navigate

242. Those are the areas where there is the most new information to add

243. Because the system is incomplete, inaccurate and very hard to read

244. They are most related to the parameters of my work.

245. In most years, that is the section that needs to most attention from me.

246. My reviews are based on the sections I focus on (NTT)

247. Research is the main one upon which my tenure evaluation depends, yet the service load in my School is extremely high, esp. for faculty of color.

248. How the system works is not very well structured. It's not because I have much info to plug in but because how the FAS system works. I spend one entire day to enter the needed info for annual evals. I feel this is a needless loss of faculty time.

249. I spend more time on the sections above as the system requires me to do so in order to adequately track my work as a teacher, scholar, and active academic citizen.

250. Required for evaluation

251. those are the areas I need to update

252. I tend to spend most of my time putting together a narrative of my activities from the year. I find this to be a helpful way to reflect on what I've done, and also a good way to prepare materials for my tenure portfolio.

253. Service and experience is where I spend the least time. I note that on my annual perf. report

254. The sections for research, scholarship, and professional development are redundant. It also takes a lot of time to complete the narrative sections about teaching and scholarship- but not sure if this is located in the General section or not.

255. Most of my new yearly activities are new research papers or conference presentations. Teaching activities are filled in automatically.

256. I updated my teaching and research activities in the first 6 years working for Loyola but did not do much later on as I feel that it is not really important and meaningful

257. Unfriendly user experience and interface.

258. Because the system is clunky, not intuitive at all, and doesn't even give the option to write in journals that aren't in the drop down list. The FAS is awful and I'm not quite sure why it's being used at Loyola.

259. I am in a non-tenure track position, and primarily hold an administrative responsibility with some teaching. The system does not do a good job of capturing all that I do that goes beyond teaching.

260. Because I am an active researcher, a faculty member and an administrator at Loyola.

261. several hours

262. The systems attempts to be a one-size-fits-all program, but that doesn't work across all disciplines making the system incredibly vague and frustrating as things need to get entered multiple times across multiple fields.

263. These are the sections that comprise our yearly evaluation

264. The platform is ill-adapted for single-authored articles and books, with too many options that simply don't apply. In addition, service activities like writing recommendations are not part of the platform.

265. I am engaged in more diverse activities in these areas.

266. Because it is a pain in the ass to find all the information I need to put in. I don't count my advising hours; I live them. All those damn forms. Waste of time.

267. I only update this section from time to time. Other sections are too labyrinthine and needlessly anti-user-friendly that after the first year I have not filled them out again.

268. Teaching is automatically populated, research and service are the other primary components we're evaluated on.

269. These are the areas where most of my activities at Loyola fall under

270. It takes forever to enter paper information, service information, etc.

271. I find the system difficult to nagivate

272. MY UNIT ISN'T EVEN LISTED HERE. This is the problem with FAS. If you're not publishing the basics - your work has no place here. What about research institutes? Centers? Libraries? There are a ton of faculty whose work has no place in FAS and it's really alienating to be almost purposefully excluded from the way the university is identifying productivity for faculty. This survey is inherently flawed - I chose a random department and top two experiences because those questions were force response without "other" or "NA" as an option. Please do not calculate those responses for my survey submission in your results.

273. Because they are the ones with most content for me.

274. It is an outlandishly clunky system that seems designed by someone when a greater understanding of Indiana Jones than what real academics do on a daily basis.

275. It is completely unclear how to classify many of the normal activities of any humanist. There are far too many categories, and sometimes it is not even clear whether to categorize something under scholarship, teaching, or service. I spend hours just trying to classify things.

276. Unfortunately, I have to spend a lot of time, especially when it comes to research, where much data has to be entered manually. I have often wondered why these systems don't interface/integrate with work the libraries is doing. We have the eCommons, where I upload every one of my publications. In addition, services like Google Scholar could be used to pick up the latest publication data and allow faculty to import from these sources. There also should be absolutely no reason to enter teaching data, except to provide one's own anecdotal input. Also, it is rather crazy that we still have a "green form" (a relic of prehistoric era...ok, I exaggerate). The FAS should BE the annual appraisal. You enter your data. Then it goes to the chair for his/her input. Then to deans. And so on. It's a workflow. Loyola needs to improve efficiency of this process overall, especially in a year where we might not be getting pay raises. This just adds to everyone's stress.

277. Most relevant to annual review.

278. Too repetitive . Every time I think I have it in the correct place when I go for my review it's not in the right place and I have to then migrated to a different area I think it's redundant and doesn't pull over the information

279. The system is tedious for entering information with many individual components (e.g., conference presentations, papers, student research projects).

280. Whichever sections those narratives are, I spend time writing those.

281. The system too cumbersome and nonintuitive.

282. Teaching and research are the two most important parts of my evaluation

283. It is a nightmare updating a system for a humanities scholar with an active scholarship, service, and public outreach agenda. The system is slow, cumbersome, hard to fill out for the type of work humanists do.

284. There is often a great deal of info on service/research to enter. Other sections are pre-populated and some rarely change (e.g., general information)

285. Writing the narratives (which I believe are in the General Information section?) takes hours for someone who cares about writing. Does anyone ever read those narratives, or could we just stick with the list of accomplishments (which is much easier to manage)?

286. I do a ton of service. It's tough to figure out how to best categorize and describe the service. With regards to scholarship, I have to enter and update details of each publication that I draft, submit, revise, and publish. Items with multiple authors are the WORST to enter. So much wasted time.

287. The system is very clunky and time intensive to enter information gmgir publications and presentations. It would be much faster and efficient if you could cut and paste info from your CV rather than having multiple drop down menus. It's very cumbersome to interact and enter information in FAS.

288. Those change more

289. It takes time to update scholarly productivity and the FAS isn't easy to use fir humanities faculty

290. Because that is what matters

291. Because the system is breathtakingly cumbersome and inefficient, bordering on painful.

292. Individual conferences seem to go in the development area. I have a number of service events that need to be logged.

293. These are the sections that require the most input.

294. Trying to find the appropriate metrics to input

295. These are the two areas where I am most active and each individual paper, conference presentation, student who worked in my lab needs to be added individually.

296. They are the categories that most of my annual activities fall into.

297. requests for dates of pre-publication activity are hard to specify

298. it is a waste of time! I spend more time editing the system then putting in new information. The system collects data but cannot provide a picture of what a faculty member engages in on a daily basis or the amount of time spent with students, service and research. I end up providing secondary documentation with detail. It is therefore a total waste of my time!

299. More to explain in those.

300. Teaching activities are pretty standard year to year, so the only substantive changes are in research-related and service.

301. I don't, but I had to click on something, as I feel it is a waste of time. I serve on a committee within the department that reviews faculty self-assessment forms each year, and I ignore FAS because it is such a mess. Some faculty clearly spend days on self-promotion, others like me spend minutes. In the long run, pay raise differences on merit are minimal, and the only major bumps come when someone realizes you've been underpaid for years (an then the process starts all over). The individual report of the faculty member and the chair/department review are enough in my opinion, without FAS.

302. The system is often confusing and difficult to deal with. Areas where something should go are not clear. This could be a much simplier and more streamlined system.

303. I have more activities to add to these sections

304. Interface for entering scholarship is awful. Way too many fields. Would be great if could just be imported through Google Scholar or something.

305. Those two areas require the most updating.

306. Because I am asked to do so much more of those activities (service and teaching) it leaves little time for research and professional development.

307.	Those are the areas that contain activities that change most from year-to-year.

308.	All sections require time but our evaluations focus mostly on scholarship and teaching.

309.	I have to correct information that was entered by someone else (publications).

310.	Because that is the most material that needs to be entered

311.	More information to supply

312.	Having to remember what I did for each section takes a long time and I tend to forget things I did.

313.	Transferred from another university.

314.	Scholarship and research matter the most in my review.

315.	I am very research active. Also the system is clunky so I have to keep going back and checking against the rapid report that items are showing up as they should. This wastes a lot of time.

316.	The content of the other areas change so little from year to year, or it is already populated by the larger university system.

317.	Because the sections highlighted are what my dept chair will look at when completing my evaluation

318.	It takes forever and is a huge waste of time

319.	Scholarship is easier to record than teaching and service components.

320.	These areas have the most flux..

321.	Because those are the sections that need updating, on account of regularly teaching and doing research.

322.	Because there are no quantifiable metrics to assess these areas

323.	We already have to upload a CV so why bother updating all this information twice.

324.	Most engaged with research and teaching

Q7 - How satisfied are you with how the FAS reflects the work you do as a faculty member at Loyola?
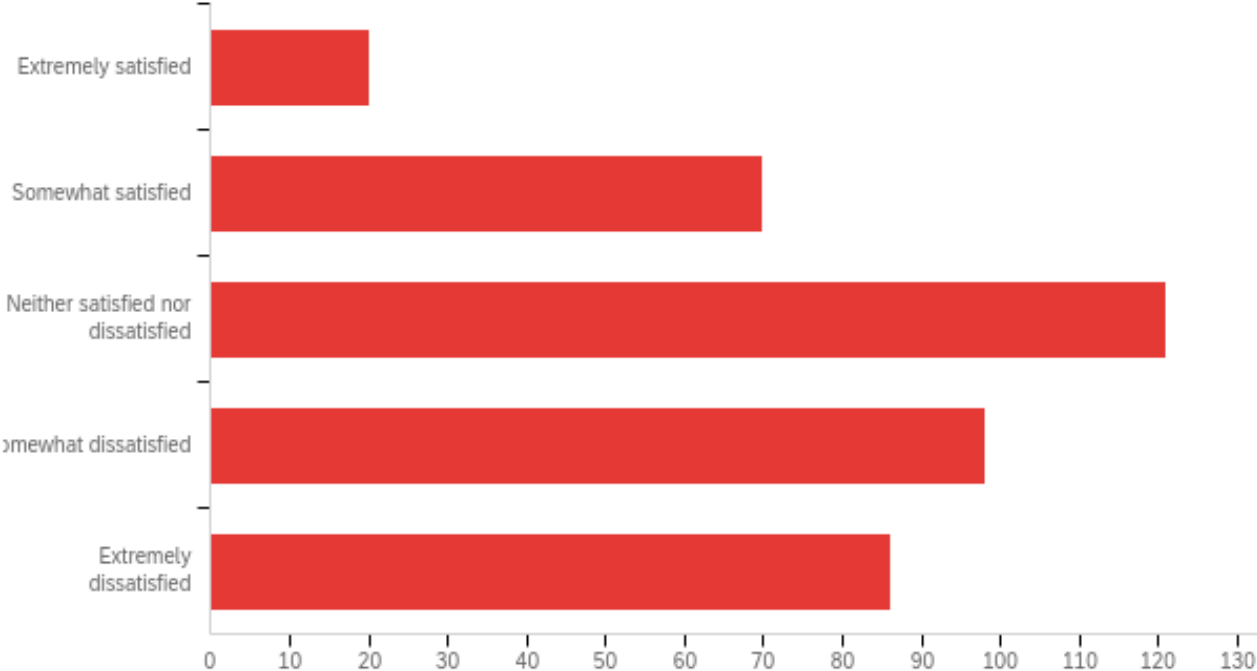
#	Answer	%	Count
1	Extremely satisfied	5.06%	20
2	Somewhat satisfied	17.72%	70
3	Neither satisfied nor dissatisfied	30.63%	121
4	Somewhat dissatisfied	24.81%	98
5	Extremely dissatisfied	21.77%	86
	Total	100%	395

Q8 - Based on your response to the previous Question, what recommendations do you have to improve how the system reflects faculty activities.

Based on your response to the previous Question, what recommendations do you have to improve how the system reflects faculty activities.

1. Not as intuitive to naviagate. That would help.

2. It's incredibly time consuming and duplicative to updates to my CV, which are also required for departmental activities. I honestly don't see it as valuable.

3. no idea not really sure what the point is

4. I don't have time to enter in everything. I feel like my time is better spent doing other things rather than data entry.

5. It is difficult to standardize and centralize assessment of faculty activities into one system. Each college or school already has its own annual assessment system currently in use for annual faculty records and merit raises.

6. I am retired, for five years now. I do not interact with FAS and don't remember interacting with it.

7. It would be faster if I could upload CSV-format data

8. I am not sure. Perhaps a bi-annual reminder to complete; or an automatized way to upload informatikon?

9. Needs to be more user friendly

10. I generate a list of activities and associated narrative for Teaching, Service and Research and submit that, along with an up-to-date CV to my Dean for evaluation. That is much less cumbersome than dealing with FAS

11. I find that the categories are counter-intuitive and so it is sometimes frustrating figuring out where to input information (like graduate student advising/mentoring).

12. It's nice to have all of my information laid out, but it seems like the types of categories that I lump research activities don't really serve me as a research associate.

13. I have no idea what the FAS is.

14. The system is not user friendly.

15. The system should be able to integrate with existing citation databases to track faculty research, and otherwise make it a lot faster to update and normalize data. Having seen the outcome of the data and trying to use it for highlighting faculty activities it's barely usable.

16. I DON'T KNOW IF THIS IS REALLY AN IMPROVEMENT ON LU's FORMER "GREEN FORM" EVALUATION SYSTEM.

17. There are many different headings. It is sometimes difficult to determine what information should go where. Sometimes information could go in multiple places.

18. I think an up to date cv and a narrative sublimated by a program chairs recommendation is plenty

19. Make additional distinctions between service on a PhD proposal Committee and service on a phD Defense Committee

20. Frankly I am not sure why a complete CV accompanied by narrative descriptions of the year is not sufficient. It is a waste of time to manually enter every iota of information when it is already on the CV... If for some reason the university must use this kind of database entry method, then more capacious

categories would help. I also think that the system does not allow for many of the research and writing steps that should count as progress prior to publication (for instance completing a book proposal or getting feedback from a press). Not every field has a yearly publication rhythm, yet work is still being done and progress is being made.

21. None. It just seems the system could be streamlined.

22. It is basically an information repository. FAS itself does not really help inform personnel evaluation process.

23. DK

24. It's hard to know where to put different activities, and whether some activities (letter writing) should be entered at all.

25. Nothing comes to mind

26. the system feels a little clunky sometimes

27. I really do not know what to say, my time is spent teaching and meeting with students, I do not publish much or speak outside of the classroom, but what I do is as valuable as what a researcher does, it not captured by just the name or sections of classes i teach, I am supporter, and advocate a counselor for my undergraduate nursing students and it takes time and energy that is not necessarily reflected in the FAS system.

28. Clean up language make it clear

29. It's not the easiest thing to navigate

30. In the service windows, I ran out of space to include activities

31. The system is cumbersome and hard to navigate. It includes too many categories, and most importantly it creates unnecessary busy work to enter items from my CV into the system. My impression is that the (familiar, organized, clearly formatted) CV is the document used for review purposes anyways.

32. nothing comes to mind

33. None

34. scrap it all together or tailor it so it makes sense for people from different fields

35. Less duplication. For example, how does the narrative about teaching relate to the sections on individual course? Seems that they narrative will cover what I would say in the individual sections. But that said, overall I am happy with the system. To me, the real problem is that neither of my chairs has ever made suggestions about what they would like to see us do in FAS or how we could better use it. I think more guidance would help us use the system more effectively.

36. Is there a better way as this is an additional time spent

37. "Extremely dissatisfied" does not quite capture my disgust with this tedious and time-consuming repository. The only reason I use it or any of my colleagues use it is because we are required to once per year. I update my C.V. and also a Word doc I regularly maintain of committees served, students mentored, presentations give on a regular basis in seconds with a new entry, but I would never never ever open FAS with its multiple levels and pages and forms and questions to answer to maintain a record of anything of importance. And then the poor chair of the department prints out the FAS record for each person in the department, and the reports are like 30 pages long with the valid information dispersed over those pages, and he/she has to comb through all of those pages to find the relevant information. At least the teaching evaluations are automatically dumped into FAS. The next question "My Dean/Supervisor takes into consideration my FAS when assessing my yearly performance" is a totally bogus question. That is where

we are required to enter in all of the relevant data of teaching/research/service, so OF COURSE they take it into consideration, but it is the DATA that is important, not FAS. They/we only use FAS because we are required to, and everyone in the departments curses it program because it is so unwieldy and generally useless, but we have to use it because LUC payed the big bucks a few years ago to commit to this monstrosity and now we are stuck with it, but the good Lord willing, not for long.

38. Get rid of it. There is no need for two forms! The old "green firms" and an updated CV was sufficient.

39. I find the interface extremely difficult to use, the way in which the data that is entered will b e reflected in the final report is not intuitive, and often a small error in a entering will mean the entire absence of a major portion of my accomplishments. The unnecessary complexity, huge array of options, etc make filling it out extremely onerous, and even when filled out it is extremely inaccurate/error-prone.

40. Further clarify where to enter activities... further clarify how dates are entered and stored

41. more flexibility in adding work such that it is not so hard to identify

42. Clear definition of what content goes where.

43. Just get rid of it. Can't Deans read a CV and a narrative?

44. Each Dept. and Division are different. Each specialization also has its quirks. FAS is a one size fits all. If the University wants to adopt a monolithic approach to teaching, FAS would be perfect, but in reality we all need a different instrument which can reflect the diversity of our practices. A tool which can be customized, one where categories are developed in consultation, and any section or category which is irrelevant to our contribution and assessment can be eliminated.

45. It is not user friendly, either for the individual or for an administrator. While it typically updates basic course information, it seems to be hit or miss when it comes to importing course evaluation data, for the individual or across a department. When I plug in a date range for a report, the date at the top of the report never corresponds; nor do I know whether any of the other data reflects that time frame. There are simply too many fields complicating the whole thing; and they often seem redundant. One size really doesn't fit all. And what we need is a reporting mechanism that reflects the way we are evaluated at Loyola--within the framework of the 3 principal areas of review (teaching, research, and service). If this actually worked the way it should, we might not need to have recourse (as we do know) to another form in CAS that actually becomes the basis of the meeting between a faculty member or staff person and the chair. The idea of having a database like this is good: something that once you enter into it you can update periodically. But the way it works now, people hate using it so much that it is the rare faculty member in my experience who uses it in the way it was intended.

46. The amount of work it takes to enter the data is not reflected in the results.

47. N/A

48. I would prefer less links and written responses in certain subsections, which can be summarized in the general information.

49. Increased flexibility in reporting.

50. I don't like the way FAS orders information and activities that is ongoing (e.g. dissertation directing; service that continues year after year).

51. Restructure the teaching section to actually reflect faculty interaction with students and the various roles faculty play. Alsowork with Humanities faculty to think about how best to restructure the scholarship section.

52. no idea - but not not want to change programs either.

53. I wish it worked with our Outlook calendar, so that I could connect the two. I end up spending time reviewing my calendar and then entering items onto FAS.

54. 1.) Include place for faculty to enter information on Student Advising (this is critical role for Arrupe faculty). 2.) Rather than just report--why not include reflective component allowing faculty to comment on growth and goals? 3.) Why not ask faculty to reflect on how they have supported/contributed to a.) social justice; and/or b.) diversity intiatives

55. another system??

56. A cut and past section for publications and presentations would be nice and maybe the ability to simply type in student names in different prescribed categories (e.g., MA students, 399 students, 397 students, etc.)

57. Take into account more outside activities and affiliations

58. More prose sections are needed.

59. It feels like it takes far longer to complete and is less intuitive than it should be.

60. Sometimes the system seems hard to navigate.

61. Locus sometimes crashes without reasons and it is hard to maintain everything we update in our summary

62. a. It is not user friendly. b. It does not link well with my teaching evaluation, especially the open ended narratives. c. In summer, the association with teaching happens just before faculty evaluation.

63. See previous comments

64. Mostly a quicker translation from activities to do with research, teaching, and service into the system according to categories that we know will matter to those doing assessments. Right now, there is a comprehensive approach to data collection, whereas a targeted approach seems like it would be a better use of work hours. I say this though, with the acknowledgment that I would need to see more of the process at work to have a more informed opinion.

65. The reports that are generated from the information that is updated are not organized well, and contain language and verbiage that is superfluous and distracts from the content.

66. N/A

67. I think the narrative that I write for my department does a much more comprehensive job of recording my accomplishments in a qualitative way. It's also not always clear to me that the data that is supposed to be auto-populated in the FAS is in fact reflected (ex: teaching eval comments from students)

68. Unfortunately I don't think a system that is set up for so many different areas/departments will ever work.

69. The FAS is not really geared for someone who spends most of their job teaching and advising.

70. I am satisfied with the access FAS maintains open for me at any time. Thanks to FAS I have been able to keep my CV updated. Mistakes in dates can be repaired easily.

71. It feels like a list, but the improvement would be ANY signal that anyone actually reviews the information AT ALL

72. Scrap it and find a program that is customizable to different disciplines. This is one of the most unpleasant experiences I have at LUC.

73. More menu options to capture the "invisible" labor of faculty from historically marginalized groups; a way to import citations directly from library database or world cat.

74. I know FAS imports teaching assignments and course evaluations, but it is not linked with other systems. For example, could publications be imported from other places? Could information tracked in the Graduate School, including committee membership, be imported? This requires extensive time doing

hand entry. Much of this information I also first update on my CV, so I am updating it in two places. Most problematic is that the reports are formatted horribly and numerous pages long. I also send time fixing and reentering information so that it shows up on the report appropriate. Even when I can get it to show up on the report, the reports include other information that is not necessary for reviews and/or is formatted in a way that is difficult to find and interpret.

75. I really don't know why this is necessary when we include our work in the annual assessment forms etc. - It is all a duplication

76. Clearer guidance on which sections of the report are actually used and relevant would be helpful. There are a lot of categories that seem unnecessary.

77. It is difficult to document investment and time spent. I'd rather spend less time documenting and more time doing, but I understand that is not an option.

78. Perhaps send out quarterly reminders for updates. I always forget to enter something because I wait until the end. I hear others in my department saying the same thing.

79. The system is clunky. There are always elements that I need to edit out. Why can't locus enter the grades for each class and the average GPA's if it can load the class.

80. Get rid of this policing by upper administration who do not know what goes on in departments or professional norms.

81. Again, I have no idea what it is used for. Who looks at my FAS information? What do they do with it? What are they interested in? It's hard to answer this question when I don't know what people are looking for. As an aside, I once went 3 years without updating FAS. No-one ever mentioned to me that I hadn't updated it, which further makes me wonder who (if anyone) is using the information.

82. The system really has no way of accounting for the time lag of projects or admin duties required by hybrid positions. It also tends to break many things up into separate but not exactly aligned categories, so it's difficult to tell where one should locate her contribution to the guild or community work or activities that bridge the university and community.

83. This is a waste of time. It takes forever to enter data from a well constructed CV which everyone in academia craftsas nd updates.

84. The one system fits all model is not effective. I spend too much time trying to figure out where various activities would fit best, how much I should be describing them, etc.

85. Let us submit our CVs for research.

86. More opportunities to enter "context" info per section, e.g., how my research has certain themes/streams.

87. The estimates of hours are never reliable. The questions about innovative teaching suggest that we must always reinvent even if some strategies work well.

88. Idk

89. A simpler version of system to demonstrate productivity.

90. The FAS should be scrapped and we should just submit a CV.

91. The service section makes everyone look like they do a lot when in fact service commitments and activities vary substantially across faculty.

92. Nothing specific

93. None

94. It is cumbersome and takes too much time to complete. There are areas of duplication as well.

95. Make it more plug and play and based on academic CV's that we already have to create for our own work. FAS is extra work and annoying.

96. Make the system more user friendly. It is extremely cumbersome!

97. I recommend having information from CVs be automatically uploaded to the individual FAS sections.

98. The one-size-fits-all aspect of the FAS is maddening and unnecessary.

99. Takes a long time to input everything in. What's wrong with the CV?

100.   The grades awarded students don't reflect what is being done in class. It is more a reflection of the generic state of our students and their abilities and commitment levels, assuming Loyola has done a comprehensive job in hiring each faculty member. So rid us of the task of computing grades. Ask general questions regarding teaching techniques, and don't disregard techniques that have been used successfully for a long time.

101.   Waste of time. I use it for nothing important. It would be great to be able to import scholarship using ORCID.

102.   (1) assist faculty with data input; (2) better automatic upload interface between teaching evaluations and system; (3) have the same system for the medical school as the rest of the university; (4) improve the formatting of the report that is generated by the FAS; and more.

103.   Currently, I am required to fill out an additional form to supplement the FAS report. It seems that a better use of my time would be to complete a single form that has the information that my department needs to evaluate my progress.

104.   I think that it would be great if there were a way for faculty to set goals for themselves in relation to teaching, research and service that they can work toward over the course of the year and get support with meeting those goals over the course of the year. Then those goals and how they had been achieved could be the basis for any review meetings in order to make it a growth process rather than a one dimensional rating process.

105.   Only certain information comes through in the reports that are run. So I can put in all the information for each professional development session that I facilitate, and one random thing will come up that makes no sense to readers. The School of Education now requires supplemental narratives since the FAS is so hard to access and show the needed data - double the work because FAS is not user-friendly or helpful.

106.   As a practicing clinician it would be great to have a section devoted to clinical practice. I also hold administrative positions and the FAS does not have a place to capture this work.

107.   I am satisfied with the system as a personal tracking system, though I'm not sure what value it provides to my superiors. I don't mind, as I use the system to generate my annual self-evaluation.

108.   none

109.   The system should be abandoned.

110.   Switch to interfolio. Use ORCID integrationl

111.   Get rid of it and replace it with a more appropriate tool

112.   The system is not very user friendly. The user has to jump around a lot, and it isn't always clear what information needs to be updated in order for it to appear on the Faculty Review report. Moreover, it isn't always clear how to get to the questions that will appear on that report.

113.   User friendly web-based model

114.   remove FAS and use a departmental system, simpler formats and less repetitive.

115.   should be more intuitive

| 116. | I'm not sure why a system is necessary - in what cases would a CV and narrative not be sufficient? |

| 117. | I think it reflects ok, its just an additional task I tend not to think about |

| 118. | I think the system reflects faculty activities, but is overly cumbersome. You have to enter everything individually, piece by piece, which takes a long time. A more advanced software program with a focus on the user interface could facilitate the same information much more quickly. |

| 119. | (1) I have to use "other" for too many of my activities, e.g, archaeological fieldwork. I wonder if a faculty survey of what specific things people do that they can't currently fit in except as "other" would help broaden options? (2) I hate the section "fundamental professional responsibilities" -- this implies these things don't really "count" because we all do them. But we know that's not true! If Loyola really deems these to be "fundamental"/required, then they need to incentivize them (or make consequences for those who don't). The assessment should reflect the true expectations. (3) The number-crunching of course calculations does not accurately reflect work. If I teach a small class as an overload or run an independent study, I can end up with data that suggests I teach an average of 5 students per class. Meanwhile, if you teach in the honors program, you are listed as teaching about 300 students. Although there are opportunities to clarify these things in the narrative, this does not help. As chair, I waste a lot of time in reviews with the dean's office justifying and clarifying numbers. One could argue that this is a dean's office issue rather than a FAS issue, but people like numbers, and those numbers need to be meaningful. We all know FAS data is used for all kinds of things at higher administration levels, especially number crunching. |

| 120. | It is fine. I was fine with just creating and updating my own CV once a year and sending it where/when needed. |

| 121. | Maybe have a section that allows you to say whether or not you were involved in University activities (that everyone can be involved in) like commencement, convocation etc... This can just be a yes or no type of action button. |

| 122. | We have to upload all of the information from our CV to FAS and then we are asked to send along a copy of our CV. Why can't we just scan our CV? |

| 123. | Allow to skip all of this and just send in our CV |

| 124. | Accept a cv |

| 125. | There isn't much difference. |

| 126. | Filling in the FAS data is a tiresome process, especially when it repeats what is already on my CV. I dread doing it every year. |

| 127. | Some of the categories make no sense for academia. For example, it is not clear how to note that one was a chair/commentator or local arrangements chair at a conference. |

| 128. | Remove teaching evaluations as they show extreme racial bias or control for known bias areas-- immediately. |

| 129. | only reflects faculty activity if faculty routinely update the system. The School of Nursing convened a workload task force last Spring and we developed a comprehensive survey detailing faculty workload...due to COVID we did not deploy the survey as planned, but hope to once semester resumes in the Fall. |

| 130. | The interface is terrible. It should be easier to copy and paste. |

| 131. | The system needs change for its interactivity. If it was a part of email program then updating presentation, projects etc would be a weekly/monthly thing. Also if it did not require formatting but could be a data saving place. then formatting could happen later or be automated. |

| 132. | It's hard to figure where to report activities, how it shows up in the report is awkward |

133.   A simplified home page with fewer sections would be helpful.

134.   I don't know if there are other systems or platforms that do similar things but I find this one clunky, toilsome, and about the furthest thing from user-friendly as imaginable. I am constantly trying to shoehorn service, publication dates and styles, extra-campus activities, direction of graduate integration projects and contextual ed immersive experiences, coordination of our JFRC Rome program, etc. into a template in which they simply don't fit.

135.   There seem to be a lot of extraneous information categories that aren't used (e.g., grades given for classes, no streamlining for multiple sections on a given course). The report is rather bulky. Also, I basically have to put the same information in two places (the online system and the short form), since the report is too bulky to be practical for department chairs.

136.   I understand the need to check capricious grading and unfair advantage. But I will (1) always disagree with the premise that the patient knows how the surgery should proceed or how much this process or that process should hurt (unless the patient is already a doctor). (2) Asking for faculty to maintain high standards but yoking their merit and pay-raise to those who may not appreciate those high standards is a singular and constantly uncomfortable posture. I should add that I generally get good scores, (so far...) but I still hate the process and the tension/retaliation/bias it might inadvertently sanction. (3) I have also read that instructors from other countries and women are categorically "graded" a little lower. This seems to be at odds with the University's drive to be more diversified. This is an aspect of a faculty member's "profile" that should not be overlooked as it impacts promoting and retaining diverse faculty.

137.   The system is overly complicated, with too many categories. This makes figuring out what needs to be reported and where confusing.

138.   It would be nice to have fewer categories. There always seems to be 2 different places where I can put information on editing and committee work.

139.   I think that the system is very clunky to use. We need a more streamline system that is more interactive.

140.   I think it is an excellent idea to have this resource, however, I wish I had the discipline to update it regularly. As it is now I just work on it near my annual review.

141.   easier to input/amend

142.   Not all accomplishments fit neatly into categories. The faculty assessment form, used by department chairs, when annotated, allows me to more clearly convey to my supervisor, in bullet points, the primary accomplishments that I want to stand out (all entries in FAS seem as important as any other, including funded vs. unfunded grant submissions).

143.   The system does not comprehensively and systematically account for "invisible labor" that women and faculty of color disproportionately perform. For example, mentoring students. In terms of fit in FAS system, this is recorded under teaching. However, this is really more of a service activity that some faculty disproportionately perform. So at least two issue emerge: 1) it is recorded under the wrong "percentage" of our time split (e.g., 50% research, 30% teaching, 20% service for research intensive faculty), and 2) the type of information recorded (number of students mentored, time spent mentoring, type of mentoring) is not recorded systematically by faculty to allow for meaningful comparisons of who is doing what type of work, as very little information is required upon entry in FAS. This is just one of the many examples of how this information could be gathered more systematically and comprehensively.

144.   We need to jettison this entire system

145.   More opportunity to document non traditional achievements

146.   It is not well aligned to the specific duties and responsibilities of my position at Arrupe College- it is designed for a very narrow band of tenure-track faculty. I would like to see a more flexible and less time-consuming system.

147. Unfortunately I don't think any system designed for higher ed will fit my work since what I do is somewhat unique in higher ed. I do lots of work out in schools plus administrative work planning and holding conferences and professional learning for teachers so any system designed for higher ed isn't likely to capture or value that type of work.

148. Each department should set specific ratings for Exceptional, Good and Unsatisfactory performance for research and teaching. What is an A research/teaching performance? What is a B research/teaching performance? What is a C research/teaching performance? The performance management performance should should like more like the business community. If you want to attract more business folks, then you need to differentiate the performance standards from research performance expectations.

149. I'm not sure I have a recommendation for an improved system.

150. The system should allow for entering faculty goals for the next academic year, and provide a streamlined evaluation route.

151. Get rid of a centralized system for evaluating faculty. The old system, which enabled each dept to do it their own way, was far better .

152. Find a system that is CV based; follows promotion guidelines so faculty don't have to continue to reformat materials.

153. Learn from open source bibliographic software. Stop using custom proprietary software designed by people who do not have a strong grasp of scholarly publication.

154. Other than our department chair, many feel that none of the information or time spent entering this information, is ever read by anyone "higher up."

155. The system does not omit or exclude faculty activities, but it produces a cluttered and overlong report that makes the significant information hard to identify at a glance.

156. Is all of the extra effort adding to the bottom line? It feels like the effort just evaporates into the ether of the bureaucracy.

157. N/A

158. College-specific, or division-specific systems (e.g., social science, humanities) could be much more easily tailored to what we actually do -- more closely approximate a c.v.

159. Not user friendly, hard to get a full picture of the document, tedious

160. The systems at Loyola are numerous, unintegrated and cumbersome (Sakai, LOCUS, LUMEN, KRONOS, the Portal etc etc) How many of these are we supposed to keep updated and monitor? Why can't the systems integrate with each other, or synchronize with Google Scholar or ORCID?

161. The way it is laid out makes it quite tedious to find and enter information.

162. The system should allow faculty to feed information from related sources (Academia, Researchgate, CV, etc.) directly. It should also be more user-friendly.

163. I would appreciate having more flexibility in how I categorize my work, as often things are black or white. It doesn't always fit neatly into the FAS sections. I make it work - but it can be challenging.

164. Just cancel the subscription and have us send an email and a CV to our chairs. We ALL KNOW what belongs on a CV. This is what we do for a living. Forcing faculty to report on the FAS is an insult to us as professionals and communicates that our time and expertise is not valued by the university. We will be better able to communicate our progress directly to our chairs, with a CV with new or updated items highlighted. I update my CV regularly throughout the year. We *do not* need a system like this to "track" our activities. Save some money, save *thousands* of hours of anger and frustration per year, and cancel the subscription.

165. Simplify the structure and access expectations

166. It would be nice to keep updating it on a regular basis, but I am too busy working on other things

167. Sometimes it is hard to complete all the fields. For example, the authorship fields do not allow for authorship outside of LUC.

168. We should stop using FAS. It is poorly designed. It is impossible to design a one-size-fits-all system for faculty from disparate disciplines (e.g. humanities vs natural sciences).

169. The categories are not the most intuitive. I often have to search through it to find where I placed something.

170. More flexibility in entering information for less traditional faculty roles.

171. It's such a sprawling system because it seems like it needs to be everything for everybody. As a result, it's ill-suited to the unique aspects of our work at Arrupe and we have to shoehorn our experience into categories where they don't quite fit.

172. I wish the system was more integrated with the student evaluation platform and that I could pull in qualitative feedback.

173. Dean's should organize appropriate evaluation systems for their units, with the approval of the Provost.

174. Why do we need this system? It seems somewhat redundant to me.

175. There are too many irrelevant fields to fill in.

176. I'm not sure of the purpose of the FAS. All of the information I enter on there is also on my CV, and my department chair always asks for my CV before my annual evaluation. Why can't my CV be used for evaluation rather than the FAS system?

177. Simplify filling out items for new publications and new or continuing grants.

178. There is an add combination of too much detail in some areas, and not enough detail in others (sometimes that info is already applied)

179. Since we have almost no idea how are activities matter to the university it is hard to evaluate the value of the massive amount of time spent on this activity. It concretizes a fairly nuanced process and puts faculty under a lot of stress, I think it discourages investing in teaching and student services and focuses on business deliverables.. I know that loyola has gotten itself into a situation where it is desperate for money due to mismanagement but destroying quality of life for faculty just encourages us to warn off younger faculty, as we see the exodus from the medical center, many faculty jumping desperately for retirement etc....it comes down to management incompetence. I hope you improve, get really solid people into management positions who can lead rather than tell etc...

180. It is not user-friendly, and therefore it often happens that the categories become jumbled, and you have to re-enter data, for example. It also doesn't carry information over from one year to another, which is very unhelpful. It would be great to have a system that is simpler to use and provides more explicit categories.

181. Something faster that can involve copy and pasting from cv

182. I write more than 10 referee reports per year, but when I generate a report from FAS, I do not see them. It is even hard for myself to see when I wrote the reports except by clicking into each journal separately. There are way too many options to populate under publication, even though each publication is a simple line in the CV. The rigid form format causes more unintended errors than provides information. I think uploading a simple CV, which everyone maintains anyway, is less time consuming and more informative.

183. None. Basically irrelevant

184. The system add to additional work.We have to create CV as the CV generated by the FAS is not accepted by school for promotion/tenure.We spend additional time doing both.School has different

outline.There must be all in 'one approach"integrating online promotion materials,CV,and FAS Evaluation. That being said,please do not add more work because switching from one platform from another add to huge layers of work.

185.   I think FAS covers important areas of faculty activity, but it is very time consuming to update and not very user friendly.

186.   why not bring in the teaching evals automatically

187.   Much of the information that must be entered is repetitive and unclear on the level of detail. The amount of clicking fill in the form seems unnecessarily cumbersome.

188.   When I see the reports pulled they do not reflect all the data entered. It feels like a waste of time and unclear what is being done with the data.

189.   It is time consuming to free text information and is repetitive if a resume is maintained as well.

190.   The system is very byzantine. The same information is needed repeatedly as sections overlap on what information is requested or where that information belongs. Simple forms like the publication form. A simp[ler input method would be a great help.

191.   Get rid of it. Let faculty write up a brief summary of their activities in a document.

192.   Allow faculty to use already existing CVs instead of having to translate CVs into boxes on forms on websites. The endless reduplication of effort is ...just that, endless reduplication of effort.

193.   The system is incredibly confusing and redundant. Many of the questions are not applicable to Arrupe professors or downplay the importance of service and teaching.

194.   Get rid of little boxes. Too bitty.

195.   It takes into account quantitative productivity but not really the quality of that productivity. Also does not really take collegiality into account.

196.   Why can't an updated CV each year suffice?

197.   Get rid of it. It is a waste of money at a time when there are no raises, anyway. It also replicates forms that most departments use for evaluating their faculty annually. I've been involved in annual reviews of my dept colleagues, and the FAS forms are the LEAST useful of all the materials--I find the CVs and short essays from the old Lurigio forms (which we still use) far more useful!

198.   The system is just not intuitive to navigate and figure out where to best document your activities.

199.   FAS is cumbersome and duplicative. We already maintain CVs and compile detailed summaries of our activities in documentation for our annual performance reviews. We then have to enter the exact same information again in FAS -- a cumbersome and time-consuming interface -- and it's unclear who uses the information and for what purpose, if it is used at all. The one year that my unit used FAS for annual performance reviews, it was unwieldy and produced lengthy reports from which it was difficult for the reader to discern key accomplishments. Our present performance review system in my unit (a summary provided in Word) is much preferable. My recommendation is to eliminate FAS and identify a different way for the university to tally faculty accomplishments. Perhaps each unit tallies that information and then sends it up the chain?

200.   It requires multiple entries of the same stuff, and it has only been over the years that I have learned the exact way to enter activities so as to get credit (e.g., "journal article" instead of "manuscript"). It was also a HUGE PAIN to enter all past information in the system, particularly research entries, when we started using FAS. With that said, I would hate to have to enter everything again in a new system (that would take days) and learn all the tips and tricks again.

201.   I don't see why the system cannot simply store a CV and all ow that CV to be periodically updated. In fact, this is what I do on my university webpage.

202. Many external reporting systems require data on faculty research. We need to make this information available to those internally who are collecting the data and we need to customize the FAS research data input to be compatible with the external reporting requirements (Sustainability Tracking, Assessment, & Reporting System (STARS), Times Higher Education, Principles of Responsible Management Education (PRME), etc.).

203. Bigger font

204. As clinical faculty and administrator, FAS largely focuses on traditional faculty activities (e.g., teaching, research, etc.) and not field and clinical work (e.g., evaluations, unit research, committee research and work, etc.)

205. Either a much simpler list system, or shorter, less detailed narrative boxes which achieve similar results without wasting excess faculty time best used in other endeavors during the summer, when time is most valuable for conducting research and organizing the year's teaching.

206. I don't understand the purpose of the system at all. Why is it a more accurate reflection of a year's work than, say, an updated CV?

207. the narrative I provide to my department every year together with my updated CV give a MUCH clearer (and easier) picture than FAS

208. I recommend benchmarking other universities.

209. should link to our CV;

210. It's a waste of time. Cv with short paragraphs and and verbal discussion works just as well.

211. Get rid of it altogether. It is (1) completely redundant (2); involves valuable time to update; and (3) unnecessarily expensive.

212. If I could just upload an updated CV rather then repetitively enter the same info into this system

213. Filling out an extensive number of individual boxes for each activity is needlessly tedious and time consuming, especially when all that information must be supplemented by narrative statements. The narratives should suffice for an accounting of faculty's yearly activities. Alternately, the narratives should no longer be expected. The process of data input should be extensively streamlined so that drop down menus for each item like location, dates, duration, etc. are not entered separately.

214. It would be extremely helpful if the system is more intuitive and streamlined between the different sections.

215. Make the platform more user friendly and intuitive.

216. There are too many places to put the same information. I have always found the system confusing

217. Updating the information is fairly tedious, and sometimes the drop down menus don't include the most appropriate categories for the item I'm adding. It would help if there were an "other--specify" option for all situations. Maybe any such system would be equally time consuming and tedious. But maybe there's something out there that's more user friendly. In addition, when I look at the printout of the data, it seems like it's not visually easy to work with. I imagine that it must not be tedious for department chairs and deans to work with this material in this format. I've heard that they give more attention to the Lurigio form.

218. Get rid of it

219. There are many activities, especially for underrepresented faculty (women and people of color), that are "invisible work." They don't fall under specifically articulated categories listed on the FAS, yet coaching, mentoring, helping recruit, leading activities that aren't formal "committees," supporting students, spreading Loyola's messages on social media to help recruit and engage and build the university's reputation, doing spur-of-the-moment interviews with media that don't rise to the level of a

presentation, speech or publication, helping onboard new colleagues, assisting fellow faculty when they needed to quickly get up to speed in online learning and further adapt it to synchronous, asynchronous or hybrid models - they are all valuable. So much of this work is essential to addressing the future of higher ed, but especially in the short-term as we struggle with equity, relevance and economics all at once at Loyola.

220.   I think if the system was a little more integrative and conducive to working with throughout the year, I would be more apt to use it

221.   the current system seems designed for TT faculty.   Litte emphasis on professional development for NTTs, which could stimulate departments/CAS to fund (after the crisis of course) such activity beyond the development fund arising from the CBA. Other sorts of incentives could be included in a revamped FAS.

222.   I wish FAS was more directly tied to our faculty web pages.

223.   I want the system to be much simpler and can be completed within 1-2 hours for annual reports.

224.   It would good to actually know where this information goes and how it is used. Within the school, it's never been clear how this information is used and/or what it informs. I spend a fair amount of time keeping my CV up to date. Using FAS is duplicative of that work and not a good use of faculty time. It's akin to narrating my CV, which I'm happy to do if it serves some kind of purpose. Without a clear purpose, it annually feels like a waste of time.

225.   It does not connect to the Library so publications can be recognized. It also does not connect to faculty webpages.

226.   I think Dean/supervisor knows our work and does not relies completely in the report

227.   This is too time-consuming. While you can create a CV, the CV is not in the school's required format so we are doing double work. Also, if you attend a conference, or present at a conference, you have to enter the information twice. This is too time-consuming.

228.   I don't think it is necessary.

229.   It should be compatible with the Microsoft office.

230.   The FAS does not accurately reflect faculty activity and in fact feels like an attempt at surveilling faculty rather than helping "track" activities. Faculty maintain their own academic CVs and having an additional step (and the interface is awful) feels pointless and is a massive waste of time. Rather, faculty evaluation should be done based on their CVs and not a separate "system".

231.   It's too long of a process to feel anything but dread.

232.   The teaching data should be filled in based on grades and ratings

233.   Ditch it entirely and have the departments come up with field-specific one-page summaries characterizing the strengths of the faculty member. As fas as I'm aware, no one bothers to look at anything other than a one-page summary in FAS anyway.

234.   it takes a long time to add items because the system "reloads" after every entry. If items could be entered with only one save needed at the end of a section that would save a lot of time

235.   Despite it's weaknesses, to learn an entirely new system would be worse. I required several years of figuring out FAS, and to have to do that all over again would be worse than keeping the current imperfect system.

236.   The categories for "scholarship" do not reflect the range of public-facing and civically-engaged work I do as a public historian (I was hired to teach in my department's graduate program in public history). It is frustrating and diminishing to have to assign major projects to the category of "other."

237.   Make it simpler to navigate. There are too many areas for redundancy.

238. The only useful piece is writing the reflective narratives, which are an SOE add-on.

239. The input system is the worst in the world and if there was a form based system that would be much better.

240. Way too dense, such that it is hard to pull out the key pieces of information. Thus, major developments are lost in the mix.

241. This system should be scrapped. It adds no value. It merely duplicates the work required to keep one's CV up to date, and in the clumsiest possible manner.

242. no

243. No one ever responded to questions I posed about the system which were sent to the person listed as in charge

244. Tutorial for those of us who is the first time using a system like this.

245. The system needs much clearer definitions and prompts about what goes where

246. There should be way more options for how to track productivity - academia has modernized over the last 200 years and this system does not recognize that.

247. Burn it to the ground. It's nothing but a glorified long-form CV with a narrative section.

248. Simply use curriculum vitae plus a faculty narrative. It may not generate the nice data charts, but will be a much more accurate reflection of faculty activity.

249. Unfortunately, I have to spend a lot of time, especially when it comes to research, where much data has to be entered manually. I have often wondered why these systems don't interface/integrate with work the libraries is doing. We have the eCommons, where I upload every one of my publications. In addition, services like Google Scholar could be used to pick up the latest publication data and allow faculty to import from these sources. There also should be absolutely no reason to enter teaching data, except to provide one's own anecdotal input. Also, it is rather crazy that we still have a "green form" (a relic of prehistoric era...ok, I exaggerate). The FAS should BE the annual appraisal. You enter your data. Then it goes to the chair for his/her input. Then to deans. And so on. It's a workflow. Loyola needs to improve efficiency of this process overall, especially in a year where we might not be getting pay raises. This just adds to everyone's stress.

250. Discard it. It's too bulky, and doesn't seem to be used in any significant way beyond our pro forma completion of it every year.

251. Provide better directions . I never received good directions from either of my committee chairs. one chair actually sat with me and asked me how to do it several years ago! and the other chair said I did it all wrong and then wanted to me to redo it several times.   I'm not sure how I could document all my work "wrongly".   I think we should just need to fill out the sections with our activities scholarship service teaching instruction and forget about the narratives the narrative is redundant to all the sections that we checked off and already described.

252. The FAS system is bulky, confusing, tedious, and not much use for anything outside of the requirement that it be filled in prior to review. I am not convinced that my chair reads. Instead, we fill out a summary of our activity for the year in a word document. The FAS system is a good deal of extra busy work with little benefit for my professional development.

253. I wish you could see a preview of how what you just entered would appear on the Rapid Reports. Because I usually enter things, run the report, it looks strange or information is omitted that should be there, and I have to go back to all the items again.

254. It is very complicated and awkward to use and demands a great deal of my time but the content is only internally used. It does not seem to help me but helps the university to gather statistics.

255. It would be far better for us to turn in our updated CVs with a narrative explanation of the work done.

256. Since we routinely update our CVs with the same information, if would be much easier to simply upload our CV as part of our annual review. Moreover, the FAS seems set up to merely count things rather than reflect the quality or diversity of the work we do.

257. There are way too many questions, most of them irrelevant, for each item. And asking us to count our hours spent on work is ridiculous.   My research and my teaching are always on my mind, I'm on email all day, and academic activities blend together.

258. The system is accurate- it's just poorly designed.

259. I think FAS is a poor assessment tool for humanities scholars. It takes 6-10 years to write a book and it is hard to show ongoing work fully with this system. But I'm not sure any assessment system will fully evaluate the work that humanities school do to complete research and writing of a long term project.

260. Something that allows for more commentary, and documentary (uploads) for all categories -- not just some

261. That's the wrong question; the correct question, what is the best way to collect data on faculty contributions? The answer: review everyone's CV, once per year.

262. Some of the logging is less than intuitive.

263. The system is unwieldy and hard to use. An easier-to-use and more organic system that allows greater faculty control would be preferable.

264. Get rid of it. It is useless, full of redundancies and unclear categories. Perhaps the least clear and least useful tool I've ever used as an academic.

265. Get rid of it. Just possibly have a data system with courses taught, the number of students and the student evaluations. Let faculty provide their CV and a narrative of the year's activities. We have to supplement the system with this information any way.

266. Having to complete the individual sections as well as a narrative statement in different areas feels extremely redundant. It also could never capture the extreme complexities of our jobs. Assigning a numerical value in three areas that is supposed to rate how well we do our jobs seems absurd.

267. No suggestions. Given the breadth of faculty activities, FAS is pretty broad so appropriate.

268. Go back to "green forms" and departmental review to send to Dean.

269. Do not renew the contract. Get a much simpler system. Just as the new evaluation product is better than the old IDEA form, upgrade to something that will encourage us to enter as we go along rather than dreading entry once a year.

270. More user friendly, less time intensive to add activities, more intuitive to fill out, more room for description

271. The problem isn't that it can't be used to "reflect my scholarship" it's that the interface is unwieldy.

272. The evaluation of teaching section has a lot of information that does not seem relevant, such as the distribution of grades in the course. I find there is some lack of clarity on items that belong in certain sections. When we then run reports for administrative or evaluation purposes, the data need to be cleaned substantially, or just not used at all

273. The interface is extraordinarily clunky. It makes updating tedious. There are so many automated fields, to account for all possible outcomes, that it makes the process less streamlined. Rather than accounting of work over time, you feel yourself filling in a database so your work may be tallied and judged according to pre-set values and quotas that fit a database. It makes me feel like the university is more interested in the generation of a report than the value of it's faculty contributions to knowledge and education.

274. I am always able to find a place to record each of my activities.

275. eliminate it and let us do it the way we did it before which worked just as well.

276. Information for publications should be accurate and automatically uploaded to system. Many co-authors submit information that is often not correct. System is cumbersome.

277. It duplicates what I need to submit in Anyway with another form To my department. So just added burden since I don't know if it is used anyway.

278. System needs to be much easier to use (better integration with other University systems, infinitely better signposted in the system and more clearly explained in supporting materials, more transparent, less mindlessly "one-size-fits-all" about what information it asks for

279. Maybe regular notifications to update FAS

280. Get rid of it.

281. The system is not user friendly at all. It is too time consuming to navigate.

282. It should not have so many different boxes and selections where things can go wrong.

283. Couldn't be worse.

284. FAS strikes me as a necessary burden; for what it does, it works fine. I don't quite see how it could be made more "enjoyable" or "satisfactory." It's a data collection device, and it works.

285. Eliminate it. We all have CVs.

286. Work in progress is not reflected clearly in the yearly report.

287. Get rid of the system entirely

Q9 - How much do you agree with the statement: "My Dean/Supervisor takes into consideration my FAS when assessing my yearly performance?"
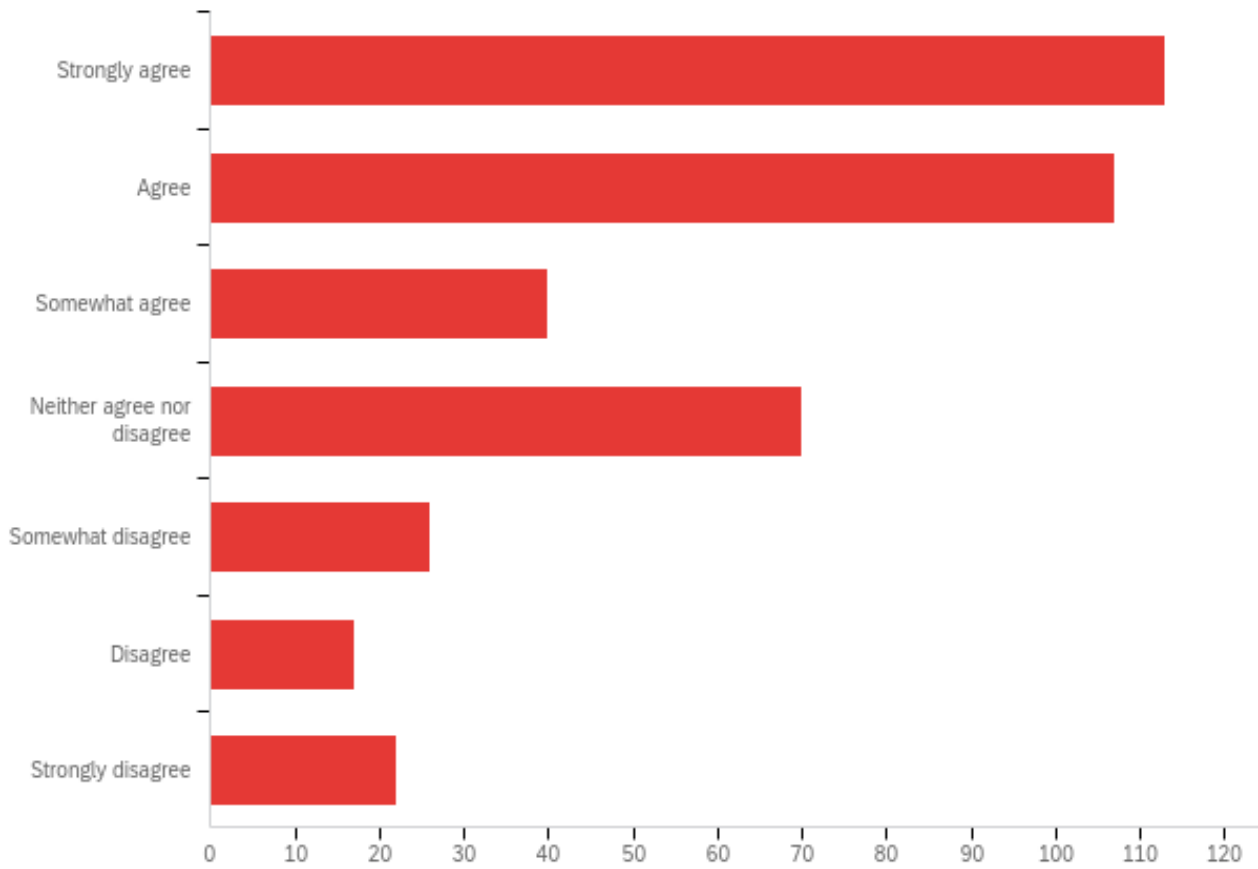
#	Answer	%	Count
1	Strongly agree	28.61%	113
2	Agree	27.09%	107
3	Somewhat agree	10.13%	40
4	Neither agree nor disagree	17.72%	70
5	Somewhat disagree	6.58%	26
6	Disagree	4.30%	17
7	Strongly disagree	5.57%	22
	Total	100%	395

Q10 - How satisfied are you overall with FAS?
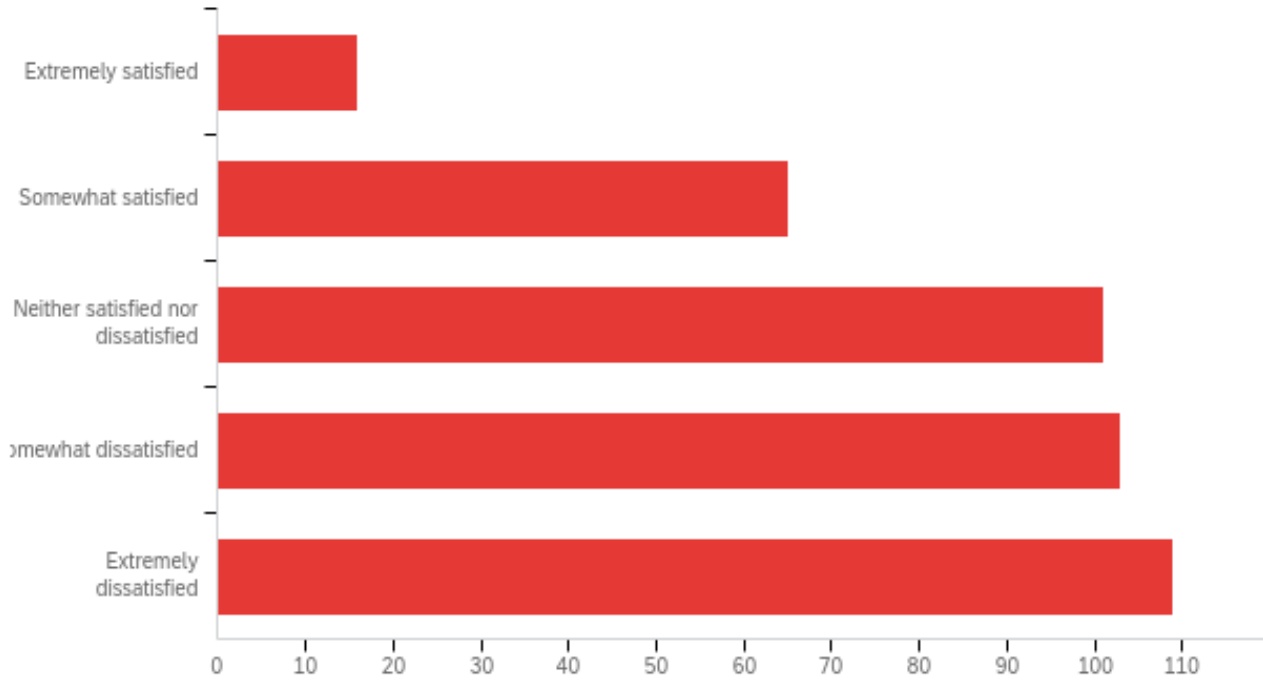
#	Answer	%	Count
20	Extremely satisfied	4.06%	16
21	Somewhat satisfied	16.50%	65
22	Neither satisfied nor dissatisfied	25.63%	101
23	Somewhat dissatisfied	26.14%	103
24	Extremely dissatisfied	27.66%	109
	Total	100%	394

Q11 - Please share any additional comments on the FAS tool, and any suggestions for items the university administration should consider when adopting a faculty assessment tool.

Please share any additional comments on the FAS tool, and any suggestions for items the university administration should consider when adopting a faculty assessment tool.

1. Unable to provide a quality assessment of the the FAS tool because I my previous contract status.

2. It would be great to have someone enter in data for us. After all, it's all in our CVs which one must keep up to date as this format - not FAS - is needed for grants, etc.

3. To repeat, I retired five years ago. I do not interact with FAS and I don't remember interacting with it before I retired.

4. My dean is new, so I don't know how much he considers FAS...

5. The Institute of Environmental Sustainability is not on your drop down list. Since 'Arrupe' is there, it's not as if this is an old list that hasn't been updated.   'I don't know' should have been included in the responses for "My Dean/Supervisor takes into consideration my FAS when assessing my yearly performance?" FAS is cumbersome to use and it is not always clear where activities/accomplishments should be cataloged. It is also unnecessarily time consuming... I could generate an end-of-year report in Word in much less time than sticking everything into FAS.

6. I'd be more happy with a resume or cv builder

7. Whatever system is chosen should be able to leverage existing data without faculty needing to manually enter data that is available through other sources. The University Libraries and Office of Research Services would be able to help create a workflow that will allow faculty to spend less time updating information that can be gathered in some other way, and help with ensuring that work is highlighted and recognized in addition to its use in reviews.

8. I think the tool could be simplified down to remove redundant categories.

9. I am a data driven person but the design and entry of anything into the system makes it less reflective of what i do. If additions or changes have to be made it is cumbersome. It is not a system that reflects a real understanding of the work that we do and is put in place to meet multiple needs and not really reflect the contributions of faculty to the mission and goals of an academic center. For example, new are required to rate our students on disposition, but there are many faculty that are promoted etc., whose disposition does not reflect the minimum we require of our students,

10. Because of relatively little departmental capacity for merit increases, it seems like a waste of time.

11. Please see above responses on the time it takes to enter data and find the appropriate place in which to place it.

12. It's my first year. I don't have an answer for: "My Dean/Supervisor takes into consideration my FAS when assessing my yearly performance?" So, my neutral answer should really have been NA

13. I just wish it was easier to add I formation all in one place.

14. As I said above, I think the chairs and/or the Dean should provide more guidance on how they would like us to use the system.

15. Only use for evaluation

16. I have been candid above that the only reason anyone in the department uses FAS is because we are forced to use it by the university, and we would never voluntarily use it to store valuable information

about our scholarship, teaching or service, either for our own reference or for our annual evaluations if there were a choice.

17. It takes forever!

18. A simpler and more efficient system would be preferable. In terms of assessment, the FAS is not a good fit especially for faculty in the humanities. At the very least, the way in which the FAS report is used to evalute faculty should reflect this bias inherent in FAS (bias against humanities, for sciences.)

19. Easier interface and clearer expectations about how sections should be filled out (e.g., model answers or examples). It would also be helpful to have easily accessible definitions for terms used in the long lists of drop-down choices, since there are many ways of phrasing things and sometimes it gets confusing to know which term to use.

20. Its a necessary evil. If I could better comprehend why and how 'upper administration' (the Dean? The Provost? Admissions?) utilize FAS, I might have an opinion about what to replace it with. What do they want to see? What do they need to see? In what format? Generally speaking, I don't need or use FAS. I have other ways to document, record, and share my experiences and contributions with my peers and my students.   We need a flexible system which can be customized. My Chair could develop a recommended format for each Division within the department, based on conversations they have with the Dean and Division Directors. Together they can determine what is required (from both sides), and what would be the simplest and most effective format for the Department.   If such a system could be made up of auto generated teaching stats, with a space to upload (and archive) an updated C.V. and a letter outlining our contributions to Teaching Service and Research for that year, that would be good.   Currently we still spend a lot of time translating teaching stats manually into our FAS reports, and I bet we pay a premium for this 'privilege'. They can be accessed through 'Smart Evals' should anyone need to refer to them. Optimal would be separating out the stats and just providing the C.V. and letter.   The letter which outlines our contributions could also be formatted by our Chair in conversation with whomever needs to review the info, so that each letter follows the same pattern. Narratives are the most important element for faculty, but the least important to 'upper admin'. FAS can arguably be customized, but the categories don't all comfortably align with my experience and its hard to interpret where activities should be recorded. For example in what category do Student Employees live? Yes they are a service component, part of my job (Ex Officio), I train and manage them, but they are also my students, and I am teaching, mentoring and advising them throughout the process.

21. Isn't there anything better than available to the university?

22. The interface is terribly difficult to navigate and not at all intuitive. Items appear in multiple locations. There are frequently entries that appear as "Other" because there are no built in categories.

23. N/A

24. It gets the job done.

25. Simplicity of use and playing well with existing systems would be my priorities. Everyone is too busy to use a separate system with only one function.

26. The tool could be easier to use. The user interface is not user friendly.

27. You enter data, then out comes a cv that makes no sense. Another software???

28. I used to just submit my vita for my yearly evaluation - now I have to add a whole bunch of stuff to FAS - seems sort of a waste of my time.

29. I've wondered if these even get read. Would like a tool with more flexibility for including unusual/untypical items.

30. The Faculty is being mainly judged based on the students evaluations which are not necessarily constructive and fair. I demand to be accessed based on demoing my materials before teaching them

because my director is not fair to me when believing the students and not trusting my Own words which is discriminatory. She is threatening me all the times and putting me down Rather than helping me succeed . I demand a fair assessment way. The fact that I can record what I teach through online teaching can somehow proves how hard I work.

31. Everyone in almost every unit would get the 2.0-2.5% raise. It makes no differene how hard or little you do. After many, many years at LU, that's how it has always been. I know when I got an NIH grant for 3 million, I got an extra $500. We all get the same raises and some of us work 60+ hours a week mentoring students, doing research and service while and others just do their job (40 hours) of teaching which is fine, I am not complaining. But salary raises do not really exist unless seeking a University promotion through the R and T system.

32. The challenge is with one size fits all, and collecting ALL the data. A way to be clearer what the emphasis (as well as incentives) are, would help all parties target and prioritize input and data various outfits will use. For example, grant data perhaps feeding into the ORS in a more explicit way, or field/discipline specific questions. Guided narratives. Again, hard to weigh in with greater specifics in this format with limited time. I realize this is the start of a consultation process.

33. I'm sorry I have never worked with an FAS before so I'm not familiar with alternative software for the system, but I do think that it might be worth considering other options.

34. I spend days working on the FAS. I've grown to resent it. I don't feel as though it's worth my time nor the small increase in salary I get every year. I'd rather answer a few questions, in depth, then fill out all of the FAS. And don't think the rend results would be any different for me or my supervisor. If anything they would get a better grasp of what I actual accomplish and focus on while teaching at Loyola.

35. I think FAS information is not well used in yearly evaluations. I never got any comments from my Chair on my FAS. Maybe chairs should get more training on how to use FAS to compare one year's work with a previous year, for example, to give a sense of progress or needed improvements.

36. While I understand the desire for the administration to have a way to summarize actives within the college, FAS is one of the worst programs I have interacted with in academia. Items sometimes need to be entered in multiple places. Many of the fields, some that are required, make little sense for the actives that are being reported. I suggest creating a simply form that emphasizes Research, Teaching, and Service. FAS should be scrapped.

37. I spend a lot of time trying to translate and figure out where my different types of activity should be submitted. The system doesn't seem to mesh well with the type of activities I complete as a humanities scholar. Also, the character limit is frustrating. As a faculty of color, it leaves little room to enumerate and elaborate upon all of my invisible labor and cultural taxation, specifically the mentoring and service that falls outside the "official."

38. The School of Education has gone to creating supplemental forms to track information key to annual evaluations and orient the reader to key information in the FAS report, in addition to FAS. This is just creating more work for everyone.

39. At Loyola, I am evaluated more than anywhere else I have ever worked. In my view, it has gotten out of hand. I wished there were a simpler assessment tool.

40. I would like some nudges throughout the year no matter what the system.

41. I respond to this from the perspective of a chair. We are asked to load the FAS forms in a particular order that is not how it appears when we call the whole department. Why does the system default to every faculty member who has worked at Loyola? I have taken to asking my faculty to copy their FAS form after they have cleaned it up, getting rid of redundancies and then I merge them together in the order requested by our dean.

42. FAS is not used in IES annual reviews. I think of it as a 'black hole' for my time. It is a clunky system to enter data into, and I have never gotten anything back from my use of it. I have no idea who can access my information of what they do with it.

43. It seems like a large waste of time to fill this out for the amount of time given to it in review or when considering merit pay. Also, in the past my dean disregarded my entire FAS and sought to retaliate against me by giving me a low ranking and there was nothing I could do, apparently. Even an EthicsLine report that I filed went ignored and eventually dismissed without even a basic discussion with me. So I really see no point in these. At LUC the dean seems to be able to whatever they want regardless of the data.

44. Ask the department chair who knows what's expected in a particular discipline to ask faculty to make sure that their CVs have the information that they want to look at.

45. For the range of my activities, FAS is poor constructed

46. I update during the Fall and then become way to busy to update. I then forget many of the service activities or teaching updates. There is so conversation about future plans or goals.

47. If LUC decides not to continue contract with FAS, it is my hope to keep the data and transfer it to a new system. I spent so much time and energy to build FAS for the past years and I do not want to lose data.

48. I spend a few hours just converting my CV into an FAS usable format. I should just be able to submit my CV and be done with it.

49. I don't see any problem with the system.

50. It could be streamlined and made easier to use

51. I recommend having information from CVs be automatically uploaded to the individual FAS sections.

52. Is there any reason to have FAS? CVs usually capture everything. Maybe provide a template for CVs instead? This could be a cost-cutting opportunity

53. The system/platform is cumbersome, difficult to navigate, even for those who are savvy with technology. I have never heard a faculty member say anything positive about the FAFSA or the process. Is it an accurate measure? I don't think so. Rather difficult to assess with numbers what is going on in peoples' heads, hearts, and souls.

54. If the university moves to a new system and faculty have to REINPUT all their information all over again, that will not be a step forward. Please figure out a way to transfer the current information from the FAS system to whatever system is adopted.

55. It is unclear whether the annual evaluations are intended to be formative or summative. It seems to me that the intention should be made clear to all -- faculty and evaluators - and then be matched to the assessment tool.

56. I really wouldn't know whether the current dean takes into account my FAS report since he didn't seem to have read it prior to my annual review meeting with him last fall and the comments he made were the same as what he wrote to other faculty members. I also never received the final signed copy from him as i have in previous years from other deans. In terms of other possible tools, it's hard for me to say since I've no first hand experience with other faculty assessment tools. This one is somewhat inflexible seeming, but they. might all be that way and while the tool and format of it does matter, I do think that the process matters more than the given tool.

57. We have to write extensive narratives that detail our accomplishments because the FAS is so hard to maneuver. Last year, it became readily apparent that our Dean didn't read anything on our FAS, as we all got the same feedback that had nothing attached to our accomplishments. In sum, why waste everyone's time and money?

58. Chairs and Deans, I believe, place greater emphasis on faculty CVs and the Lurigio forms... means of communicating productivity in a clear and evaluative manner.

59. It would be nice to have a system that 'pulled' publications and presentations. For those of us at the HSC, we are asked to update our scholarship in the SSOM FIS system. This is in addition to the university required FAS system. This is time consuming.

60. I'm not sure what the cost is, but with most faculty members likely using LinkedIn to track their activities, and self-reporting activities during the annual self-evaluation, the FAS may be redundant.

61. I trust my Chairperson and my Dean to be able to evaluate a discipline-specific CV and, if needed, a brief summary of teaching, research, and service activities in a given academic year. The one size fits all FAS system tries to accommodate a research-active professor of political science, a teaching-intensive lecturer of biology, and an instructor of sculpting, which results in an unnecessarily large set of sections and rubrics that are mostly pointless for most. To add insult to injury, the final printed product --- which sometimes is what our chairs and deans have to look at --- is rather ugly and hard to read.   PS. I still vividly recall one of the major reasons the administration provided when pushing FAS towards us years ago: now that you'll have FAS, you won't need to rewrite all your CV every year, and FAS will do this for you! This was a rather ridiculous reason then, and so it remains.

62. The FAS tool has some redundancy between sections. It would be better to have a stripped down version where we don't have to decide where to enter each detail.

63. The tool is cumbersome to use and does not fit well with what we in the humanities actually do.

64. Personally, I think that the FAS tool is a waste of money. A faculty member could easily complete a form for their annual review that covers all the information produced through the FAS platform. The FAS seems like an unnecessary step in the process.

65. The primary concerns should be flexibility for the wide variety of faculty roles being assessed, transparency in evaluation, and ease of use.

66. I think the system is pretty good, it's the issue of remembering to access it and update it that is the problem. It always "falls off my radar" until evaluation time.

67. I would like them to adopt a system that is user friendly and quick! I don't think we should have to spend so much time completing this each year, when we already have CVs that document so much of our work. I imagine a CV plus a brief statement about our work in each of the areas: teaching, research, service, would give the same information as the FAS does, with much less effort/extra work for faculty.

68. It is SO much better to have access to a system year-round instead of those old last-minute "green forms." I know FAS is pretty common at other universities, and I'm not sure there's anything better. It is just a tool -- the way it is USED is what really needs to be rethought. The population of certain fields is done at the university level, which means that CAS titles for NTT faculty are never right. Similarly, there has been difference in the automated time frame for the review. I basically "lost" 6 months because sometimes we are told to run our reports based on the College review clock, and other times on what is put into FAS. And being told that doesn't matter makes it even worse -- I try to be very conscientious about inputting this data and the laissez-faire attitude about its accuracy makes it pretty clear this is all just assessment theater.

69. Need fewer categories, more intuitive. Update for this year only. No need for narrative.

70. Again, why can't we just send in our CV? Every time you enter a citation, there are about 20 other fields to fill in, most of which I skip. I wouldn't use any faculty assessment tool. But, then again, I would base this on the judgment of the Chairs--I have no idea if they find it useful.

71. Again, I find it tiresome and somewhat unnecessary. I would hope a better system can be found so that I am not just repeating things already on my CV.

72. Ask some faculty in a variety of areas - Humanities, Social Science, Science - about what the categories should be.

73. Some system that could/would align with a faculty CV would be good, although not all elements of faculty performance are represented on a CV, obviously.

74. It is confusing and hard to know where things belong.

75. I'd recommend simply submitting the "Lurigio form" every year with an updated CV.

76. Flow is a task based program and the compilation of tasks into completed projects is smoother, Something integrated would be better.

77. Double work completing it and other reports.

78. I know my deans (we have had more than one in my time at Loyola) look over the FAS, and of course I realize that I need to be held accountable for how I am engaging in all of the dimensions of my contract, but my cv and narrative submissions that accompany the FAS reports tell the story of my activities much more robustly and accurately. The time I spend struggling with FAS is to my mind wasted. Perhaps it is a necessary evil, but all of this seems incredibly disproportionate to the obligation -- which I obviously fully acknowledge -- to give an account to the university of what I am actually contributing. I am of the strong opinion that there MUST be a better way of doing so.

79. I do appreciate having the space to write my own account/reflection on my work. Something less time-consuming/cumbersome would be appreciated.

80. It's a necessary, but not fun process, whatever pre-population of static Registrar data and Smart Eval results can be implemented would benefit the process.

81. I understand that it's important for TT faculty to update regularly so that admin has current information about publishing and grant activity. As a lecturer, I don't think updating my information regularly makes any difference.

82. I find the FAS tool to be extremely time consuming and sometimes confusing (the categories aren't always clear).

83. None

84. Repeating from above: The system does not comprehensively and systematically account for "invisible labor" that women and faculty of color disproportionately perform. For example, mentoring students. In terms of fit in FAS system, this is recorded under teaching. However, this is really more of a service activity that some faculty disproportionately perform. So at least two issue emerge: 1) it is recorded under the wrong "percentage" of our time split (e.g., 50% research, 30% teaching, 20% service for research intensive faculty), and 2) the type of information recorded (number of students mentored, time spent mentoring, type of mentoring) is not recorded systematically by faculty to allow for meaningful comparisons of who is doing what type of work, as very little information is required upon entry in FAS. This is just one of the many examples of how this information could be gathered more systematically and comprehensively.

85. This system is a disaster from the perspective of annual review committees. I have chaired the SOE P&T committee and the FAS reports are worse than useless -- our school has had to create a cover-sheet work-around. FAS reports are a time-waste at the school-level and at the individual faculty-level and I have yet to have been presented with any evidence that the centralized collection of these data is leading to any kinds of analysis.

86. I would like Loyola to consider that not every faculty member spends equal amounts of time with research, teaching, and service. It feels like FAS is designed for tenured and tenure-track faculty and the number of nontenure track/clinical faculty is consistently increasing. In the School of Ed the number of tenured/tenure track and nontenure track/clinical faculty is almost equal, and the NTT/clinical faculty also tend to have another "job" like Center Director, edTPA Director, community partner lead, etc. which includes administrative and supervisory tasks that aren't captured well in FAS.

87. I really don't like the system but I don't know of another system or another process to recommend. It is just a painful process.

88. A Faculty Assessment Tool should facilitate intuitive data entering, a space for narrative and comments for each of the evaluation rubrics, and an integrated assessment process. Namely, it should allow for the supervisor to enter comments, and make recommendations, and for the faculty to add any final comments. It should be entirely digital, easily searchable, and archivable.

89. FAS is a waste of Luc money. Looking for a Covid expense reduction? Dump FAS , total waste of money

90. I prefer tools where faculty can provide summaries of their activities. relevance to the role is also highly important.   I think the current FAS is a micromanagement approach.

91. There appears to be no place to report contributions non-proprietary open source software development. Patents and copyright are business-thinking. Universities do that and more. Options in the drop-down menus need a thorough audit throughout the site.

92. Navigating the FAS system is needlessly cumbersome, and it produces is a needlessly long and complicated report. The important thing is that the deans receive clear, easy-to-read information on each faculty member, and FAS does not give them that. Yet using it takes up more faculty time than necessary-- an inevitable result of its being a single system that needs to accommodate faculty in widely disparate disciplines. The benefit of having a single system that records the activities of all faculty across the University is not obvious to me, and I hope Loyola will reconsider it. Does having such a system really make faculty evaluation either fairer or more efficient?

93. If the bosses can shown that FAS leads to improvements, then it is worth it. But from the grunt's point of view, FAS seems like a waste of precious time just as the fall term is commencing.

94. N/A

95. The former provost's drive for standardization and as much homogenization as necessary made it an unwieldy tool that is an attempt at one-size-fits-all. It is clumsy to use and as a result many faculty do not use it consistently or well.

96. Green forms were more straight forward, FAS not user friendly

97. The FAS should synchronize with my CV, Google Scholar or ORCID. Continuously inputting information about my degrees, training etc. is time consuming and inefficient.

98. I feel I put a ton of effort in attempting to make the FAS adequately reflect my work - for good or possible growth - but in 4 years have never had a conversation with the Dean that reflected that the FAS had even been read.   I always feel deflated afterward about my wasted effort on the FAS. My evaluations could all have been done without that tool.   I hope whatever tool is adopted, if I have to spend time working on it, then there should be evidence that my supervisor is responding directly to the contents in it as part of my evaluation.

99. Don't adopt a faculty assessment tool. We all have CVs and the capacity to type an email.

100.   Something that can be easily copied from my CV would be extremely helpful and less time consuming than FAS.

101.   Not all of the activities are intuitive. For example, when we serve on a comprehensive exam committee, it is difficult to classify this in FAS. I have asked a few people and we all seem to be recording this differently. That needs improvement.

102.   If another faculty member adds something to FAS that includes me as a collaborator, this information is automatically uploaded to my FAS file. I cannot edit it or remove it. The fact that someone else can enter information into my FAS file, which is used to evaluate my performance, which I cannot edit or remove is extremely frustrating. This feature should be elimnated.

103.   It appears that the Lurigio form and CV receive more attention than the FAS in the performance review process. This makes updating the FAS seem like unnecessary busywork. I hope the university will choose a system that will serve as the only information source for the annual review.

104.   If deans could remove irrelevant sections so there's not so much clutter it could be a more streamlined experience to fill out.

105.   I would appreciate something that wasn't so overwhelming to navigate. Since I am new to being evaluated in this way, I feel that all of the things I have to keep track of are overwhelming in addition to my regular responsibilities. Also, a system that maybe sends out reminders to update FAS would be helpful so I'm not waiting until it's evaluation time to update everything.

106.   Get rid of it. Expensive, and makes no sense to try to make everyone who does quite different things depending on school and program fit into a set of supposedly standard boxes. The FAS is good for some schools and terrible for others. Let the Deans and the Provost decide.

107.   Easy to find and update would be important features to have. Though, I am still not sure why we need such system in addition to actual faculty evaluations, and what is the contribution of it on top of a CV?

108.   I suggest the administration just use peoples CV when assessing faculty.

109.   I am never really sure whether I have updated every item that needs to be updated each year. I have to really work at it in order to make sure I am referencing all of my LUC activities.

110.   You are trying to distill a network of connections, history of service, alumni relations with faculty as the nodes etc. into a set of numbers, if you had better chairs, more faculty self determination, a real faculty senate and worked to remove the "us vs. them" attitude of the board toward faculty rather than fueling it to cover your own failures and to blame faculty for them, I doubt any system of evaluation that is legitimate can emerge from a system at a liberal arts college that is trying to move the university to R1 with no meaningful new money. so...you will take any stick available at hand to beat faculty since you can just point to the beaten for your own failure. The no confidence votes are coming folks....maybe building direct bridges from the board to faculty might help. I wish you the very best.

111.   The system does not help the process at all, quite the opposite. There must be alternatives that are more user-friendly, are organized around clearer categories, and carry information from one year to the next.

112.   The dean told me, current dean, that he did not have time to read ANY of the FAS data because it was overwhelming so why have a system that is not user friendly and is not even used by Dean for merit raise evaluations?

113.   I think people should just submit a CV (a detailed one if needed) to the university administration rather than keeping up various forms in the system. It is a better use of faculty's time.

114.   None

115.   It seems a little ridiculous that I have to submit at least 4 different documents -- many with repeating information -- to my Chair. The review could definitely be streamlined.

116.   None. Please see the comments mentioned above.

117.   It needs to be easier to enter publications (e.g., simple paste from CV) and service activities.

118.   Every change in software requires upstart costs to faculty. It's unnecessary to change softwares so often.

119.   I like the intent of the system to accumulate the yearly scholarly achievements of Loyola's faculty. The system interface and printed out yearly reports are clunky and awkward. Faculty are expected to share their CV and update FAS yearly. I have the sense that my CV is evaluated and FAS is ignored for the annual review. That said, there may be more back-end administrative usefulness that FAS offers. I may not be privy to this information. But, I actively avoid FAS until I reach the required annual review deadline. I opt to regularly update my CV and copy/paste information into FAS when required.

120.   tallying our own GPA averages and means into this system seems like a profound waste of faculty time. If that is important data the University wants then please find a system that automates it.

121.   It is cumbersome, time consuming, a janky website, and not helpful.

122.   Thank you for taking the time to consider each member of the faculty individually and reflect on his or her contributions and care.

123.   Again, paper CVs rather then reduplication of information. A much more streamlined and much less repetitive system would be a far better use of faculty time.

124.   Too bitty, annoying, and time-consuming.

125.   In general, the tool seems burdensome and redundant, since faculty need to submit updated CVs for each annual review. I have no idea how we're supposed to respond to the question above: "My Dean/Supervisor takes into consideration my FAS when assessing my yearly performance?" Again, with the redundancy of FAS, it would be hard to know if reviewers are looking at FAS or the updated CV.

126.   Get rid of it. It is a waste of money and a time-waster for faculty. Filling this out is busy-work that detracts from the time we have to devote to our students, teaching, and research. It replicates tried and true methods of tracking faculty activities (CVs, green/Lurigio forms).

127.   Again it is just difficult to navigate and most of the time I spend on it is figuring out where to document something.

128.   A tool should complement existing assessment processes and not create an additional reporting burden upon faculty.

129.   All information from FAS should be readily transferred into any new system without a lot of time and effort on the part of faculty. We don't need this type of headache and waste of time, nor should our staff or graduate assistants waste their time either. Frankly, the FAS entries seems a bit redundant with the other paperwork we complete, such as updating our vitas each year and filling in a department form.

130.   Customized data retrieval based upon external reporting requirements.

131.   FAS does not provide opportunity for all types of faculty to accurately represent activities and full swath and variability of roles.

132.   Please get rid of FAS and find a new, more streamlined and less cumbersome, system.

133.   I think FAS should be eliminated.

134.   I am in IES (which wasn't an option in the first question). I hate FAS. Again, my narrative and CV are much clearer and easier to use than FAS. FAS is a nightmare of fields, most of which are useless. Please get rid of FAS.

135.   It's unnecessary and Wastes valuable time. We could easily send cv, course eval reports and narratives to Provost office and Dean without having to repeat it all on FAS. It also seems like a waste of money that could be better spent on scholarships.

136.   Curriculum vitae; the older self-assessment form.

137.   I don't use it and find it to be repetitive. It feels like pointless busy work mostly because in 6 years at LUC I have never seen it used for anything.

138.   Too much is required of faculty regarding data input, especially for faculty on 4/4 teaching loads. In addition, overlapping categories are confusing and redundant.

139.   I would greatly appreciate it if the university administration consider adopting a faculty assessment tool that is easier to use, so that we can save time and be more efficient.

140.   I would like a tool that is more straight forward and easier to manage

141.   The fact that this system is so unwieldy and hard to update that CAS actually devised a second evaluation sheet, and has used that second sheet for several years, should have been all the warning needed that FAS should be dumped

142.   Re-think all the "buckets" of work to combine the best of traditional benchmarking in academia with the realities of a changing and challenging university environment. What you measure is what you value. Are we measuring and valuing the full range of faculty contributions?

143.   Plenty of room for improvement in the FAS, just as the faculty evaluation tool (student surveys) has improved since OIE was formed.

144.   Like above, I wish our faculty web pages were driven by what is in FAS

145.   I hope we have a tool that doesn't take this much time (one entire day) to complete.

146.   Rather than assessing the FAS tool and whether to consider a new tool, I'd ask the university to consider what it seeks to gain by assessing faculty performance in this way.

147.   I realize the system is meant to accommodate teachers and scholars from a variety of units. However, this leads to some features being unwieldy. I would appreciate a system in which it was easier to log simply the relevant information from my teaching, scholarship, and service, without all the distracting dropdowns, etc.

148.   It would be nice if we could just do the annual performance report online. However, because many activities repeat, it might be helpful if we could automatically populate categories such service and experience and then just modify it each year as conditions change.

149.   The CV that is created by the FAS should be in the format that is accepted by the school. This is too time-consuming to complete.

150.   The FAS is rigid, slow, and ineffective. I don't think the administration needs a faculty assessment tool when CVs exist. It feels like an unnecessary investment that just adds to the ridiculous bureaucracy that defines academic life.

151.   I don't even know what this is.

152.   The amount of work that goes into filling out the FAS is not worth my time. I don't spend hours working on it. I spend days! Loyola demands an incredible amount of work, administrative and otherwise, from NTT's. Doing the FAS is yet another project we have to deal with, and it is simply not worth my time or the very small increase in pay I get from it. Department Chairs should be able to asses my performance by requesting a list of committees I was part of, and an updated resume. The amount of service an NTT does is much more than what should be expected, considering the job description. That should be enough of an assessment.

153.   You aren't going to find one that works across disciplines, so you're going to have to trust the departments to figure out how to assess their faculty independently. Assuming Loyola pays a substantial amount of money for FAS licensure and support... ugh. Why?

154.   Use a system or create categories inclusive of the outcomes of faculty engaged in public humanities projects.

155.   Waste of time. Thinking about one's progress is useful; spending hours on drop down menus is not.

156.   There are a lot of bad tools in use at LUC, but FAS is undoubtedly the worst of the worst. I had heard last year that it was going to be retired soon. I hope this is true.

157.   Doesn't make sense to have two processes for review, FAS and an annual evaluation form. As noted above, FAS is much too onerous and misses the forest for the trees. Numerous faculty have difficulties filling out the form because it requires way too much information. Some use it extensively, some do the bare minimum (more of the latter). Not an effective system at all.

158.   This system should be scrapped. It adds no value. It merely duplicates the work required to keep one's CV up to date, and in the clumsiest possible manner.

159.   System unclear as to which activities go where causing duplications Hardly any law journals listed No tech support provided

160.   Use a cv or the yearly paperwork that we fill out every year because fas is just redundant.

161.   I would use more if I was given a tutorial

162.   You didn't include my department on the list.

163.   Having used FAS for a couple of years now, I find it a little clumsy, but once you get used to it, it is OK. I suppose there are better systems out there. However, if moving to a different system means that we will have manually to transfer all the information from FAS to the new system, I would stay with FAS.

164.   Take it out back, shot it, and leave it for dead.

165.   A much more streamlined, and likely much cheaper, faculty activity recording system is almost certainly available.

166.   I think many tools at Loyola suffer from the lack of involvement of key stakeholders. We also should care about faculty performance, but the current process doesn't really buy us much. A survey is a wonderful start. You need to have some sense of the business requirements. The problem I see with FAS: There is a missing, transformational process to get from FAS to the annual appraisal. The whole purpose of data entry should be to facilitate reporting. There should be no reason for having to re-enter/summarize information in FAS when writing our annual report. I teach software engineering, which possibly outs myself, but I think it is something that needs to be taken into consideration with ALL business systems at Loyola.

167.   Regardless of what system is adopted, it should be used more extensively for actual evaluations. I have often felt I'm filling in all the boxes, but that nobody is really reading it.

168.   I appreciate the opportunity to provide this feedback. I understand the appeal of a unified system to compare faculty among schools and over time. Because it seeks to be so broad, the system is unwieldy, not helpful, and a time sink.

169.   I don't love FAS but it's fine. What is irritating is having to enter items and then write the narratives, and then we do a 'short-version' for the Lurigio form. So time consuming to do 3 versions of the same thing. And I submit my CV!

170.   I hate this system! Just use our CVs or a small memo!

171.   Leave the assessment method to the individual departments to decide. A general tool that fits every discipline does not exist and it causes confusion. I cannot remember how many times I am confused by the wording in FAS.

172.   Other universities, like the entire UC system, use a bio-bib that has more flexibility for the range of disciplines in the modern university. Allowing faculty to submit an annotated cv and a written explanation would be a better use of our time and give us the chance to reflect on what we've done, what we've worked on, and what we'd like to pursue next.

173.   I would like to be able to use the system to search for collaborators. People who do research or teach on similar topics. People who engage in similar types of service across the university.

174.   Please find a system that allows faculty to cut and paste rather than having fill In fields for each authors first and last name, as an example. There had to be something better out there!

175.   I have no idea how the Dean assesses faculty. I can't believe the FAS is that helpful. The Dean needs an understanding of what humanities scholar actually do in order to assess their scholarship.

176.   don't try to turn us all into quantifiable square pegs

177.   The FAS tool/agitant is a completely unnecessary mechanism and process; it is an opportunity cost. Alternatively and wisely, simply collect a digital CV from each faculty-member, once per year; faculty can highlight the contributions during the frame of measure. If some synthesis/analysis of data in these docs is needed, then have some data analyst enter and analyze the data of interest.

178.   FAS is a poor tool. It is unclear, redundant, and a waste of time. When I talk about it with other faculty they feel the same way. I've never heard a faculty member indicate that they found it the least bit useful.

179.   It documents a wide range of faculty activities, but perhaps the level of detail discourages judgments about relative value of each.

180.   I have no idea if FAS is looked at by the administration. I do know that just looking at the tool without supplemental data and information would provide very little in terms of what faculty engagement is. So, what is the point? Just another time sink.

181.   The same feedback statement from our Dean was given to every faculty member last year. I have never received any information that helped to improve my teaching, service, or research as a result of the time I have to spend on FAS each year.

182.   FAS is the sole source of information that many supervisors use for annual evaluation and as such, it is basically a tally whacker, i.e., counter. It would be easier to just update your CV as that can be formatted and used for a variety of purposes. The "CV" generated by FAS is not acceptable for other purposes. People basically have to do things twice (on FAS and for grant or other needs).

183.   My chairperson doesn't bother with FAS; not sure how the Dean can review so much information for so many faculty in short period of time.

184.   Stop trying to make one tool that accounts for everyone. The university is made of many different kinds of faculty. Find a model that shows we value transformation, reflection, and other aspects of Jesuit education in our Faculty as well as in our students.

185.   It's nice having a tool that we can constantly update, so that I'm not forced to recall everything from the previous year before my annual review.

186.   FAS was adopted by the administration with absolutely no input from faculty, which has been typical for a long time at Loyola. And after adopted we were never informed as to why the university adopted this system. The system is much more time consuming than how we did things before and did not improve on that system. Here is what you should consider: discuss these things with faculty first before you adopt a system that affects faculty but seems to be designed to somehow fit the needs or cv of an upper administrator.

187.   Objectives and metrics for objectives should be evaluated each year (this information should be carried over year to year). Evaluation system should be closely integrated with Rank and Tenure system, web faculty profiles, and marketing (for publications, grants, and other work that should be disseminated).   Faculty should also be able to generate a CV from system that is consistent with rank and tenure guidelines.

188.   Something more streamlined

189.   Scrap it.

190.   An outdated albatross (with profuse apologies to albatrosses).   Moving into the 21st century would be prudent.

191.   I do not think that this tool is particularly useful. It takes too much time and has too many moving pieces. It is not validated any more than a CV would be. A simpler system indicating categories and an annual date range would be adequate. For active faculty this takes far too many hours for what it is worth.

192.   FAS should be replaced. It is absolutely lousy. It is my understanding that the chair and dean rely most on the evaluation form with written comments by the faculty member, chair and dean. FAS is a waste of time and money and should be replaced.

193.   FAS is a little clunky when you're first learning how to use it, but unless there is a cheaper/similar option or if those who use the system to evaluate faculty don't like it, I don't see a point in switching systems.

194.   FAS is the faculty productivity punishment tool. It is an awful, repetitive, time-consuming effort. There is not need to detail every little activity and gathering such information is bordering on insulting.

195.   Just stick with one system for a little while, please? I have zero appetite to reload a bunch of information into a new system or, if the import is done by the software, need to comb through and fix a whole bunch of mistakes. And then learn my way around a new system. If you want to update a system, please do the very antiquated LOCUS. Finally, stop sending surveys for a while.

196.   Because the CV is necessary for the annual review, it is a redundant process.

197.   We have enough oversight. We don't need yet another system to update regularly.

198.   It should be eliminated in any cost cutting policy.