**Activity Reporting (ARS)**

The UIC Activity Reporting system is a secure, online system designed to collect information on the activities of faculty and academic staff at UIC in order to meet the requirements for state and federal reporting. Academic staff includes administrators, academic professionals, research staff, and graduate assistants. The system also includes individuals who are appointed in visiting or adjunct academic positions.

Information from the Activity Reporting System is used to complete the Cost Study for the Illinois Board of Higher Education and to satisfy the provisions of federal reporting guidelines. Data from the activity reporting system are also used for several other purposes at UIC including course assignment analysis; instructional workload reports; space analysis reports; and hospital finance reports, among others.

Access to this system is limited. To get access to the Activity Reporting System, a user must have an authorization form on file with the OIR office that is signed by your unit head. Please contact [dggilber@uic.edu](mailto:dggilber@uic.edu) or call Diane Gilbert at 3-3652.

Each department or unit has at least one authorized person who is responsible for data entry in the ARS system.

# ARS Activity Definitions

## ARS Activity Definitions

|  |
| --- |
| **Direct Instruction [Non-Master’s Thesis or Doctoral Dissertation]** |
| Direct Instruction includes all teaching activities associated with courses that are taught by the individual during the fall, spring and summer terms. For nine-month faculty members who have separate appointments to teach during the summer term, direct instruction effort must be shown on the summer appointment as well. Direct Instruction (teaching activities) includes all effort spent in direct contact with students in the classroom and in all effort associated with teaching preparation for all courses – whether courses are offered on campus, off campus or on-line. For most faculty members with teaching assignments, Direct Instruction will comprise a significant portion of their overall effort. Direct Instruction should be reported as a state-funded activity unless specifically designated otherwise.(See Note below.)  Direct contact with students includes: lectures, laboratories, independent study, conferences or seminars, and supervision of teaching and applied studies with the exception of thesis instruction.  The effort that is associated with teaching preparation includes: preparation of lectures or other classroom material; acquiring and preparing instructional media; meeting with students on course topics; and grading papers.  Note: Undergraduate Independent Study (399) activity should be reported as Direct Instruction.  Direct Instruction should not be funded by grants unless said grant(s) allows for it. |
| **Thesis Instruction [Master’s Thesis & Doctoral Dissertation]** |
| Thesis Instruction includes all direct-contact instructional activity associated with students enrolled in Master’s Thesis & PhD Dissertation Research courses (typically 598/599). Effort should be reported in Thesis Instruction for faculty who are overseeing Master’s Thesis & Doctoral Dissertation work and are listed as the instructor of a course (typically 598/599). |
| **Thesis Supervision [Master’s Thesis & Doctoral Dissertation]** |
| Thesis Supervision includes instructional activity associated with students enrolled in Master’s Thesis or Doctoral Dissertation Research and is required for each paid faculty or staff member when there is no corresponding course assigned to that faculty or staff member.  Note: This activity may be reported on any fund source; however, federal funds may be used for Thesis Supervision only if the effort expended on these activities is directly related to the sponsored research project. |
| **Indirect Instruction** |
| Indirect Instruction is the instructional-related activities that are not associated with the direct teaching of a course – i.e. the person does not have direct contact with students in a classroom environment. There is usually only very limited effort that is reported for Indirect Instruction. The most common activity in this category relates to appointments for teaching assistants who provide assistance in the department but who do not have a course assignment.  Indirect Instruction can include: supervision of multi-section courses; paper grading for an instructor’s course; preparation and maintenance for laboratory sections; and study help and tutoring associated with courses, preparing or revising manuals, creating instructional software and/or media.  Faculty who are provided release time to undertake major initiatives in the department might include some time in indirect instruction. This effort might include activity related to major revisions to the curriculum, or to the review of the academic programs in the department, or preparing for accreditation reviews by external groups.  Other Indirect Instruction activities can include: preparing outlines, content, and bibliographies for future courses; devising and developing new instructional techniques;  Note: Some units also have academic staff who might report indirect instruction activity for the coordination and supervision of TAs and other staff assisting in the classroom; the placement and monitoring of students in internships and practical study: and the coordination of study abroad programs. |
| **Departmental Research** |
| Departmental Research includes all research and scholarly activity that is undertaken by the faculty member to support scholarly initiatives and professional development. Departmental Research is non-funded research that is conducted with the support of the department and that helps to meet the overall academic priorities of the unit. Departmental Research allows the faculty to pursue the development of scholarly activity within their disciplines.  Departmental Research is: usually supported by State funds, educational allowances, or gifts that are not assigned for organizational research. It is undertaken in general support of the instructional function of the institution and it is not an activity that is separately budgeted or accounted for with a separate account. It is not research that is conducted under funds from a research account and it is not performed for specific sponsored research agreements or contracts.  Note: Departmental Research contributes to the professional development of a faculty member and it may lead to publication. Scholarly development also includes any personal investigation into the professional literature; any writing of manuscripts or articles for publication; attendance and presentation of papers at professional meetings; and other efforts related to the development and maintenance of the scholarly competence of a faculty or professional staff member. |
| **Organized Research** |
| Organized Research includes all research and development activities that are budgeted and administered separately from instructional departmental activity and that are conducted for specific research projects.  Typical sources of support for Organized Research are: research grants/contracts funded by the U.S. Government, State of Illinois, and other external sponsors; research funds that are appropriated to the University of Illinois by the federal or state government; or ICR funds and other institutional funds specifically designed for organized research.  Organized Research can also be conducted with gifts assigned for organized research and with campus Research Board funds allocated for specific research projects. At times, organized research activities can be carried out on an individual or project basis if financed from centrally administered, competitive institutional grants to individual faculty members.  For all faculty and staff appointments that are paid from a separately budgeted source of funds where the express purpose of the fund is to support funded research, the entire distribution of the effort for that appointment should be Organized Research (100%).  Note: Faculty members who are paid by state funds (or institutional funds) and who provide direct effort in support of a specific research project should report that effort as organized research and then should also report cost sharing activity in the Grants and Contracts Effort Reporting System. |
| **Public Service Activities** |
| Public Service Activities are very limited in scope in effort reporting. The activities that are reported in this category must be officially assigned by a department head or higher administrator. Public Service Activities are NOT separately compensated consulting or volunteer work that is done by a faculty member. Most faculty and staff will not report any public service effort.  Public Service Activities refer to programs or services at the University that are established to make available to the public the resources of the institution for the purpose of responding to a community need or solving a community problem. This can include public service programs or it can include the in-kind departmental contributions to the cost of an externally funded community service project and to the time spent by a person with an administrative appointment in the administration of public service (as in a museum or outreach program). Most public service activities are associated with specific funds and accounts that have designated program codes that are defined for public service.  Note: The University of Illinois at Chicago designates patient care that is provided by health science faculty and staff to be Patient Service activities. Definitions for Patient Services are listed under Clinical Activities. This effort is also viewed by the state as a public service but it is separately captured on the ARS screen under the Clinical Activities group. |
| **General Administration** |
| General Administration is time spent by staff members who have an officially designated administrative function. Administration can include administering instruction, departmental research or public service activities. Academic professionals and administrators who are involved in the general operations of the unit usually report effort in the general administration category. This will include time and effort for heads and chairs; business managers; human resource staff; and other administrative staff. |
| **Student Support Services** |
| Student Support Services are activities specifically designed to support recruitment and retention of students. Staff who report activity in this category should have specifically assigned duties related to the support of students or student activities.  Student Support Services include: student academic advising and counseling; student organizations; orientation; and student support within the department or unit. |
| **Paid Leave** |
| Paid Leave includes administrative and sabbatical leaves for which the individual is paid by the University. It does not include disability leave or leave without pay. If the faculty member is on sabbatical full-time for the academic year, then 100% of the effort should be designated as Paid Leave. If the person is on leave for only a portion of the academic year, then the percentage effort assigned to the leave category should be adjusted.  Examples: For a nine-month faculty member who has a two-semester sabbatical with half or more pay, report 100% in Paid Leave. For a nine-month faculty with only one semester sabbatical leave with full pay, report 50% as Paid Leave. If the faculty member has only half pay for one semester, then the department should report 33% effort to Paid Leave. When the individual returns full-time for the second semester, the effort for the full pay in the second semester should be distributed across the remaining 67% of effort. |
| **Clinical Activities** |
| The Clinical Activities are listed on the ARS form for the health science programs at the University of Illinois. Clinical Activities are designed to collect effort by health science faculty who teach in a clinical setting; who provide instructional support to residents or interns in graduate medical education programs; who give some patient services in the course of clinical teaching; or who provide specific support service to a University of Illinois-affiliated hospital. Several reports to external agencies require the distribution of effort by faculty in clinical instruction that is associated with medical, dental or health care programs. Efforts in these Clinical Activities include the clinical portion of training for health science students (usually in a hospital or clinic setting); the training of students in the dental clinics; and the training of residents and interns in graduate medical education. The following categories are included under Clinical Activities: Clinical Instruction, Clinical Supervision, Resident Instruction, Resident Supervision, Patient Services, Hospital Administration. |
| **Clinical Instruction** |
| Clinical Instruction encompasses all of the direct instruction activities that are associated with teaching that is provided in a hospital or clinical setting. Clinical practice, internships and field work are all included in this category. Faculty who teach regular courses in a class or laboratory setting and who also oversee clinical practice courses can split their teaching efforts between Direct Instruction and Clinical Instruction on the ARS form. Faculty who only teach in a clinical setting can report all of the instructional effort under Clinical Instruction. Clinical Instruction is usually reported as a state fund activity but can also include effort that is associated with appointments on institutional funds or service plan funds. Faculty will have a section assigned to them.  The effort that is associated with Clinical Instruction includes: all activities associated with preparing the course; providing the instruction; meeting with students on course topics; providing evaluations; and grading course performance. |
| **Clinical Supervision** |
| Same as Clinical Instruction but the faculty will not have a Banner course/section assigned. The activity of Preceptors should be reported as Clinical Supervision. |
| **Resident Instruction** |
| Resident instruction is limited to the effort that is associated with the training of medical and dental residents or interns who are part of the graduate medical education programs. A course section is required.  Note: Faculty who provide instruction and supervision to those in GME programs should report some effort in this category. |
| **Resident Supervision** |
| Same as Resident Instruction but the faculty will not have a Banner course/section assigned. |
| **Patient Service** |
| Patient Services is defined as a separate category to complement the activities that are reported in clinical or resident instruction. It is recognized that sometimes a portion of time in that effort might also incorporate the care of patients. In past years, faculty in Medicine and Dentistry have reported 5% to 15% effort in Patient Services overall.  Note: The primary purpose of the activity is the education of the student, to the extent that some patient-care benefit is included. |
| **Hospital Administration** |
| Hospital Administration is defined as direct effort that is provided to a hospital, clinic or medical center and is part of the overall responsibilities of the staff member.  Note: The staff person should have an appointment in the hospital or have an officially designated function that incorporates service to the hospital (i.e., section chief) in order to report effort in this category |

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# Streamline Internal Processes

## Personnel Reviews Have Never Been Easier

Evaluating your faculty's performance annually or reviewing information for reappointment or tenure is currently a cumbersome task. During annual review time, thick stacks of binders and paperwork accumulate on campus leaders' desks and are often shuttled around campus—it’s inconvenient for reviewers and a challenge for administration to track materials and keep the process on schedule. Adding to the inefficiency, the information requested at this time of year is typically information that has already been provided by faculty for other reporting purposes and will probably be requested again in the future.

**These processes place an undue burden on your faculty, staff and administration**

## Activity Insight changes all that. Your faculty activity data is all in one place, ready to pull into custom reports tailored to your unique reporting needs.

aculty can record their accomplishments in Activity Insight throughout the year, so when it comes time for faculty to submit personnel review reports, the hardest part of the task is already done.

What's best is that Activity Insight gives you review documents that are tailored specifically for each of your academic units.

**We build your actual, unique-to-you report templates right into Activity Insight—at no extra cost. Best of all, those reports can move directly into our new**[**Workflow Module**](https://www.digitalmeasures.com/activity-insight/workflow/)**for use in your digitized review process!**

Using Activity Insight saves your faculty the hassle of trying to find and gather information repetitively. Activity Insight puts all your faculty data at your fingertips, any and every time you need it—and even better, makes it available to feed right into your faculty review processes, which you can manage from start to finish in the new Workflow Module! [Learn how you can improve the faculty review experience with a digitized workflow >>](https://www.digitalmeasures.com/activity-insight/workflow/)

Share Your Story

**Promote Your University**

Sharing your university’s stories of achievement and impact has never been more important, and it all starts with faculty. Their teaching, research and service are the richest resource for demonstrating value to external stakeholders such as donors, funders, state legislators, industry organizations and the media.

Having current faculty information is a major strategic advantage, allowing you to share the right story with the right person at the right time. The result: funding and collaboration opportunities; recognition of your experts and institution in the media; and greater public understanding and trust.

Activity Insight gathers faculty’s accomplishments in one place. The information is consistent, accurate and timely, providing the reporting you need to share your university’s most current and compelling stories.

Activity Insight simplifies data collection and reporting—the new Workflow Module brings the same efficiency to faculty reviews and more. Your established processes, such as annual reviews and promotion and tenure, run predictably every time with the Workflow Module. Materials get into the right hands—and only the right hands—at the right time. Automated reminders ensure tasks are completed on schedule, and status updates allow faculty and administration to track progress, all in one secure system.

# Sail Through Accreditation

## Preparation has never been so easy

Accreditation is a high-stakes and often painful process requiring information from every corner of campus. Digging for faculty’s accomplishments and qualifications in departmental spreadsheets takes a substantial amount of time and energy—and relying on institutional memory may not satisfy reviewers. Accreditors look for comprehensive reporting that’s consistently gathered and calculated with a reliable methodology.

Activity Insight streamlines accreditation reporting by capturing relevant faculty activities so you can easily show specifics about their qualifications and productivity. Complete, accurate and reliable reporting ensures that you can satisfy regional and professional accreditors.

<http://www.digitalmeasures.com/activity-insight/benefits/accreditation.html>

The New Standard in Faculty Activity Reporting

Innovated by academics for academe, and boasting the most comprehensive feature-set in the category, Interfolio’s Faculty180 is an online platform for faculty activity reporting. It enables an academic institution of any size or type to make accurate faculty activity data available to authorized users located anywhere, and to produce reports on this data in custom formats for different scenarios, such as accreditation.

[REQUEST A DEMO](https://www.interfolio.com/contact-us/)

[PLANNING FOR ACCREDITATION?](https://www.interfolio.com/accreditation/)

**Why Interfolio Faculty180?**

**Improve Data Quality, Eliminate Data Redundancy**

Faculty180 is designed to maximize the quality and accessibility of faculty data, while eliminating outdated redundancies. With flexible tools for data-input and reporting-output, plus multiple levels of customization, your organization will create the datasets it needs while abolishing the database duplication it doesn’t.

**Step Up to the Efficiency of Software-as-a-Service**

Many educational institutions still suffer from data silos and the redundancies they create, both in data and staff resources. Thanks to Faculty180’s data-hub model, all your faculty databases will be centralized, secure, and always accessible, from a single interface in your web browser.

**Streamline Data Collection**

Faculty180 eliminates wasted time on data collection and reporting, and empowers users with built-in workflows. Combining user-friendly interface design, time-saving tools, event-triggered housekeeping prompts, administrative oversight, and more, it provides proven paths to faculty participation and more accurate and complete faculty data.

**Empower with Self-Service Reporting & Analytics**

Give your school real-time and on-demand access to the latest knowledge. Faculty180’s highly-interactive, dynamic, custom reporting and analytics tools give your administrators access to the answers they need, whenever they need them, which means they can get back to doing what they do best.

**Inspire Networking, Collaboration, & Outreach**

Not only does Faculty180 connect faculty and administrators to shared databases; it also enables permission-based access for internal and external users. Designed to foster academic partnerships, the system will promote networking among your faculty and will inspire your school’s collaborative endeavors with businesses, government, and the community-at-large.

**Features**

**Innovation Inspired by Real-World Academic Challenges**

A culmination of more than a decade of innovation, customer collaboration, and proven deployments—all with a relentless focus on everyday academic rigors—Faculty180 contains more features than any comparable solution.

**Flexible Customization**

* Customize the system by building and managing input structures (sections and fields) from the user interface, or have us build the input templates
* Build custom forms and use them in built-in workflow processes
* Modify the system within minutes at any time

**Data-Hub Approach**

* Integrate citation data and other analytics from bibliographic databases and reference management software
* Import faculty data from campus ERP systems
* Transfer data from other software applications (e.g. course evaluation systems and grant databases)
* Migrate data from other in-house and competitor faculty reporting systems

**Faculty Input Workflows & Evaluation**

* Schedule and notify faculty of formal input periods (e.g. each semester or each year)
* Document which faculty members have completed the work and send reminders to those who have not
* Review and approve faculty input
* Use time-saving input features, such as importing scholarly works and copying ongoing activities forward
* Select faculty members to be evaluated (e.g. for annual review, promotion, sabbatical, tenure), select evaluators (e.g. administrators, committee members, other faculty) and define documents to be reviewed and the time period of activities therein

**Search and Collaboration Features**

* Perform searches on the database to identify collaborators for grant writing and research projects
* Enhance opportunities for outreach and external partnerships with external searching of the database

**Reporting Functionality**

* Edit incorrect or missing data from report screens
* Drill-down from aggregated levels to the details in a few clicks
* Export reports to Excel, Word, or PDF
* Access supporting documents from within reports
* Create agile and interactive visual analytics
* Filter results by activity tags and faculty tags
* Bookmark configured reports for quick access, and share these bookmarks with others

**Report Types**

* Generate CVs, faculty evaluation reports, and biosketches
* Create ad hoc reports
* Access pre-built accreditation reports [(Read more about how Interfolio supports accreditation reporting here.](https://www.interfolio.com/accreditation/))
* Use custom reports built for specific needs
* Generate search results to enhance collaboration and networking
* Use web services to utilize data in other campus systems

## Case Study: The University of Missouri System

The University of Missouri System (UM; composed of four campuses) knew the time had come for a better way to collect comprehensive information about faculty contributions to the academy as well as collaborations with outside entities such as industry, the local community, and state agencies.

### A system fit for a System

To that end, UM went looking for an all-inclusive, coordinated solution to the activity data of over 8,000 faculty members. The solution had to be customized to support the variety of needs over the System, as well as those of all four campuses and the academic units therein (colleges, schools, departments, disciplines, and extension).

More specifically, the solution needed to support the collection of validated CV-based data related to teaching, research, scholarship, creative works, service, and all other types of professional activity in which the faculty engaged. Once collected, the field-based activities and supporting documents would be used and reused to generate any number of outputs for CVs, annual reviews, decision support, collaborator searches, and more.

In 2013, after a rigorous vetting process, UM adopted the Faculty180 faculty activity reporting platform (then operated by DATA180; now part of the [Interfolio Faculty Information System](https://www.interfolio.com/products/fullsuite/)) in order to address such needs. After implementation and launch, the product team and strategic-level sponsors realized the solution provided significant benefits for validating and using the data collected.

Here, we’ll consider two such benefits: cleaning up a significant dollar amount in grants data, and fostering networking and collaboration between scholars within the UM System.

### Cleaning up $3 billion in grants data

After migrating funding data from its grants offices into Faculty180, UM administrators identified an issue with the accuracy of its inactive grants—those over three years old. Due to recurring communication gaps between the grants offices and faculty members, a significant portion of the funding data was inaccurate. These pervasive inaccuracies contaminated the data normally drawn on for key institutional decisions, and reduced the trust in the information by both faculty and administrators.

As Jana Moore, Senior Project Support Coordinator with the University of Missouri System, summarized the issue: “Faculty thought the grants offices would contact faculty members with updates, and the grants offices thought faculty would contact the grants offices with updates. In reality, nobody was doing either.”

Once the problem was identified, UM committed to a standardized clean-up process for faculty members to access, review, and correct their grant data. The new ability to communicate the affected data between faculty and the grants offices—brought by the System’s adoption of the Faculty180 module—significantly expedited this clean-up process. “This validation process,” Moore noted, “wouldn’t have been possible without making the information available to faculty through our Faculty180 system.”

One UM administrator noted the grants-data clean-up for the 250+ faculty in his division would have taken two years, using normal operating procedures and personnel. However, once the data was in the Faculty180 system, UM was able to clean up the large set of inaccuracies in their grants data within 48 hours. Another key factor in the success of the clean- up, of course, was the swift and coordinated effort by UM administrators.

In the end, UM was able to correct existing data and to improve its grants-data business processes going forward. Significant results included:

1. Grant data corrected and coordinated between systems: $3.0 billion in inactive grant dollars, representing 5,063 grants and including $1.9 billion at the University of Missouri Columbia, were corrected.
2. Clean-up time was reduced significantly due to using Faculty180 instead of manual options.
3. Usability of faculty data enhanced through:
   * Improved business communications and processes
   * Improved data transparency and trust in the quality of faculty accomplishments
   * Strengthened faculty and administrative buy-in in the System’s faculty data systems

**Fostering collaboration and networking**

Like every university system, the four institutions making up the UM System represent an enormous reservoir of knowledge, expertise, and potential. However, a consolidated set of data about these assets was simply not accessible or shareable within UM’s academic community. As a result, faculty members possessed limited avenues for finding colleagues with similar or complementary interests for networking opportunities, and for collaborating on grant, research, and creative projects.

Using Faculty180, UM began collecting fielded data that would provide significant benefits for faculty (and their institutions), allowing them to connect, network, and collaborate with colleagues within and between the four UM institutions. Rebecca Edmundson, Faculty Affairs Specialist in the Provost and Academic Affairs Office at University of Missouri-Kansas City (and Faculty180 trainer on campus), noted some key benefits of giving faculty members the ability to search validated faculty data to find colleagues. Here is what she said:

*“The first activity I have faculty do is enter their areas of interest, then ask them to search for faculty collaborators on all the campuses using their own keywords. So, one of the faculty members shouts out, “Hey, come look at this!” It seems he had found several faculty on other UM campuses who do computational queuing the- ory (lots of people tag their research as ‘queuing theory’ because they conduct research utilizing queuing theory models, but our faculty were looking for the researchers who develop the actual queuing theory models), and collaborators in this field are extremely difficult to find, so much so that the small group he works with on campus meets every month in an effort to grow their research field and locate new collaborators. He immediately emailed the “Queuing Theory” search matches from the other campuses to invite them to participate in their monthly research meetings! He made more contacts in 5 minutes than the entire group had in several years.*

*That’s just one story—it happens every time I do a training. Faculty find collabora- tors, chairs find teachers for last minute course stand-ins, etc. It’s amazing!”*

UM is finding that such moments, in directly benefiting the faculty members who drive the institution’s mission, go a long way to create faculty buy-in for Faculty180. And the positive impact from such networking and collaboration—on teaching, grant applications, research and publication, and creative works—extends to students, the institution, and society.

Going forward, UM and Interfolio will continue to work together to improve the accuracy and completeness of data collected, and to expand the ability to repurpose the data for new and improved use by all stakeholders.