

Criterion IV – Resources

Criterion IV

The school shall have resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

Expected Documentation

1. A clearly formulated school budget statement showing sources of all available funds and expenditures by major categories since the last accreditation visit or for the last five years, whichever is longer.
2. A concise statement or chart concerning faculty resources, showing number and percent time of faculty by program area and computing a student faculty ratio for each and for the school as a whole. (FTE faculty and FTE student numbers should be used and these should be consistent with FTE faculty and student numbers presented in sections VIII and IX.)
3. A concise statement or chart concerning the availability of other personnel (administration and staff).
4. A concise statement or chart concerning amount of space available to the school by purpose (offices, classrooms, common space for student use, etc.) by program and location.
5. A concise statement or floor plan concerning laboratory space, including kind, quantity and special features or special equipment.
6. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.
7. A concise statement of library/information resources available for school use.
8. A concise statement identifying field experience sites used during the last three years.
9. A concise statement describing other community resources available for instruction, research and service, indicating those where formal agreements exist.
10. Identification of outcome measures by which the school may judge the adequacy of its resources, along with data regarding the school's performance against those measures over the last three years. As a minimum, the school must provide data on student-to-faculty ratio by program, institutional expenditures per full-time-equivalent student, and research dollars per full-time-equivalent faculty.
11. Assessment of the extent to which this criterion is met.

Criterion IV – Resources

1. Budget

Table IV.1.1 shows expenditures for fiscal years 1999 through 2005. The expenditures are grouped in the standard National Association of College and University Business Officers (NACUBO) classifications. Definitions are presented below.

- **Instruction:** Formally organized and/or separately budgeted activities that are part of the University's program to communicate educational content (instructional program), including general academic, vocational/technical, special session, community education and preparatory/remedial activity. Excludes academic program administration, except where instructional activities constitute an important role of the administrator.
- **Research:** Scientific, technical and humanistic investigation, including institutes and research centers as well as individual and/or project research.
- **Public Service:** Non-instructional services to individuals and groups external to the institution, including community service programs, cooperative extension services, and public broadcasting.
- **Academic Support:** General planning and administrative support of the University's primary missions, including provision of resources that assist the precious three primary missions, such as educational materials (libraries/museums), media and technology services, development of curricula, and development of academic personnel skills.
- **Student Services:** Includes admissions and records, student recruitment activities, student counseling, financial aid administration, health services, social and cultural activities (intramural athletics, student newspapers, student organizations), and related student program administrative activities.
- **Institutional:** Assistance and support for the administration and operation of the University or a given campus as a whole, as opposed to support of specific programs or units. This includes University or campus-wide executive management (governing board, planning, programming, legal functions), fiscal services (investment, financing, business, audit functions), general administrative and logistical services (human resources, space management, procurement, parking, communications, stores, printing/photographic, safety functions), administrative computing services, and constituency relations (community, alumni, governmental, fund raising relations).
- **O & M of Plant:** Includes plant administration, building and grounds maintenance, custodial services, utilities, exclusive of auxiliary enterprises, hospitals, and independent operations.
- **Scholarships and Fellowships:** Post-doctorate Fellowships, Scholarships, Fellowships, Prizes/Awards
- **Auxiliary Services:** An operation that provides goods or services to students, faculty, or staff and that charges a fee for those services, including intercollegiate athletics.
- **Stores & Services:** Includes operations providing goods and services directly to university units, and charge a fee to recover the cost of the goods or services.

Several trends are clear in these data. Total expenditures increased by approximately 88%

over this time period, with more than a 111% increase in grants and contracts expenditures and only a 26% increase in state funds. The proportion of total expenditures that is state dollars decreased from 28% in FY1999 to approximately 19% in FY2005. This reduction, which began after FY2002, is a trend across the nation for state institutions. UIC SPH has responded to this reduction by exceptional growth in public service and research grants and contracts (also highlighted in the responses to Criterion VI and VIII). Our faculty and staff are to be commended for their productivity.

As a state university, the Illinois Legislature appropriation is considered the steady-state funding source. Funds generated from grant and contract activity (indirect cost recoveries) and gifts are stable additional sources. Therefore these three categories of available funds are included in Table IV.1.2 covering the period FY1999 through FY2005. State appropriations increased until 2002 when state budget cuts began to occur. FY2003 and FY2004 show the effects of the budget cuts. In FY2005, the university, in response to the likelihood of continued state budget cuts, began the practice of giving the monies from tuition increases to the units. All base tuition still goes to the General Revenue Fund, but now tuition increases are distributed to the units. As new policy every time an increase in tuition occurs, a permanent increase in our state budget will be made. Further, in FY2005, SPH initiated a tuition differential, something we have avoided for many years. These monies come directly to the school. These two changes resulted in an increase in state appropriations in FY2005 and began to help us recover some important lost revenue.

Indirect cost recoveries show a substantial increase, with the FY2005 ICR being 2.6 times greater than the FY1999 ICR. This is a clear demonstration of increased research productivity by our faculty as well as the change in funding of higher education. Campus policy has changed in the last two years on how ICR is distributed to the units. In the past, 70% of ICR went to the campus, with 30% coming to the colleges/schools. Of the 30% that came to the school, 18.5% went to the divisions/units where the research was conducted, 8.5% went to the Dean's Office, and 3.0% went to school priorities. Beginning in FY2005, the provost and campus administration began distributing 50% of the ICR back to the colleges/schools – thus allowing the colleges/schools to utilize these resources for start-up packages for new faculty among other resources and strategic research enterprise objectives, including funding the centralized SPH Office of Research Services.

Finally, gifts and other income funds vary over the time period illustrated below and represent a small portion of our total revenue. FY2005 data reflect our renewed focus on fund-raising activity.

Table IV.1.1- Expenditures by Function

Function	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
Instruction	4,542,586	4,535,714	5,428,645	5,406,679	5,189,922	5,396,947	5,801,470
Research	909,805	1,075,827	240,429	256,684	1,119,732	1,610,027	1,629,682
Public Service	0	0	0	0	0	0	0
Academic Support	1,328,131	1,619,368	2,837,558	3,030,085	2,098,895	1,365,013	1,128,367
Student Services	19,544	0	18,919	15,644	16,565	45,327	44,827
Institutional Support	0	0	0	0	0	0	0
O & M of Plant	0	0	0	0	0	0	0
Scholarships & Fellowship	0	0	0	0	0	0	0
Auxiliary	0	0	0	0	0	0	0
Stores & Services	0	0	0	0	0	0	0
State Funds	6,800,066	7,230,909	8,525,551	8,709,092	8,425,114	8,417,314	8,604,345
Instruction	1,570,110	1,796,798	1,448,696	3,684,731	4,100,834	2,198,588	1,664,999
Research	13,782,313	16,803,339	14,356,572	16,602,174	18,830,661	20,774,674	23,756,653
Public Service	1,834,089	2,473,889	3,839,155	4,787,037	4,282,493	7,599,734	11,557,579
Academic Support	548,245	778,584	1,319,505	1,302,539	1,314,589	381,760	365,470
Student Services	34	0	15,365	18,881	0	0	243
Institutional Support	87,167	27,678	34,870	10,500	46,045	300	3,373
O & M of Plant	0	0	1,123,609	1,021,678	92,375	706,122	14,623
Scholarships & Fellowship	24,793	32,884	46,594	20,777	48,875	54,238	26,791
Auxiliary	0	0	0	0	0	6	0
Stores & Services	(145,370)	(82,695)	24,687	605,443	(19,909)	0	0
Grants & Contracts	17,701,381	21,830,477	22,209,053	28,053,760	28,695,963	31,715,422	37,389,731
Instruction	6,112,696	6,332,512	6,877,341	9,091,410	9,290,756	7,595,535	7,466,469
Research	14,692,118	17,879,166	14,597,000	16,858,858	19,950,393	22,384,701	25,386,335
Public Service	1,834,089	2,473,889	3,839,155	4,787,037	4,282,493	7,599,734	11,557,579
Academic Support	1,876,376	2,397,952	4,157,064	4,332,624	3,413,484	381,760	1,493,837
Student Services	19,578	0	34,284	34,525	16,565	45,327	45,070
Institutional Support	87,167	27,678	34,870	10,500	46,045	300	3,373
O & M of Plant	0	0	1,123,609	1,021,678	92,375	706,122	14,623
Scholarships & Fellowship	24,793	32,884	46,594	20,777	48,875	54,238	26,791
Auxiliary	0	0	0	0	0	6	0
Stores & Services	(145,370)	(82,695)	24,687	605,443	(19,909)	0	0
Total Expenditures	24,501,447	29,061,386	30,734,604	36,762,852	37,121,077	40,132,736	45,994,076

Table IV.1.2
Institutional Budget

State Funds	FY1999	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
State Appropriations	7,121,336	7,693,737	8,218,996	8,970,584	8,127,384	7,555,798	7,873,709
Indirect Cost Recoveries	2,906,926	3,151,248	3,459,815	4,004,848	4,339,131	6,244,568	7,701,088
Gifts & Other Income	403,348	539,891	198,815	252,587	176,278	77,789	346,878
Total Revenue	10,431,610	11,384,876	11,877,626	13,228,019	12,642,793	13,878,155	15,921,675

2. Faculty

The school has organized its faculty into four groupings. Group A (74 headcount, 56.6 FTE) is the faculty who have state lines, are tenured or tenure track or have sponsored dollars for teaching. Group B (11 headcount, 7.3 FTE) is the faculty who have regular salaried appointments in the school other than those described in Group A above (clinical, research, retire-rehire, etc.). Group C (47 headcount, 5.1 FTE) faculty is other faculty who are involved regularly with academic or research programs within the school and/or are occasionally salaried. Group D (151 headcount, 2.8 FTE) includes nonsalaried faculty with an occasional role in academic or research programs, and emerti faculty. For purposes of calculating student faculty ratios, only Group A faculty is included.

As of fall 2005, there were 56.6 FTE faculty and a faculty headcount of 74 (Table IV.3). By area of concentration, the greatest number of faculty is in health policy and administration (HPA) (21 headcount). By division, the greatest number of faculty is in the Epidemiology and Biostatistics division (24 headcount). Detailed information on faculty can be seen in the response to Criterion VIII. Over the last three academic years, the headcount of faculty has increased steadily. However, the FTE faculty, as a proportion of headcount faculty, has declined from 91% in 2003 to 76% in 2005. This reflects the move away from fully state-funded faculty to new positions being less than fully funded by the state. This movement has benefits for both the faculty member and the school. The faculty member can have an appointment that reflects both a state dollar commitment and an externally funded research line, the latter of which can be funded at a higher salary level than the former. The school benefits by being able to parlay the decreasing state dollars into more individuals using partially funded lines. Student headcount did not vary much in the first two years shown in Table IV.3, however, in fall 2005 the student headcount increased due in part to the new MHA program and the unusually high number of students in our credit nondegree program.

The student-faculty ratio for the school as a whole and by area of concentration, seen in Table IV.2, is presented in two ways: 1) headcount students to headcount faculty and 2) FTE students to FTE faculty. The student data reflect those students registered as of the 10th day of class in the fall semester, and full-time status is based on registration for 12 or more credit hours. Currently, the 8.2 ratio of student headcount to faculty headcount and the 7.5 ratio of FTE student to FTE faculty are quite reasonable. This student-faculty ratio has increased somewhat since our last self-study (7.02 and 5.67, respectively), due primarily to an increase of more than 30% in our student body. As can be seen, there is considerable variability in

the student-faculty ratios across academic programs. The largest ratio is in HPA, where in fall 2003 the ratio was a bit too high at 11.5. A substantial increase in the number of faculty in that division has resulted in a more appropriate student-faculty ratio. Our EOHS program has worked hard in student recruitment efforts, and this is reflected in their increased student-faculty ratio. Our biostatistics program also has seen an increase in headcount of students, but at the same time they have increased their faculty headcount. This has resulted in a slight decrease in the student-faculty ratio but this may, in fact, reflect some difficulties that international students have been having in enrolling (a great preponderance of students in biostatistics are international students).

Table IV.2
Student/Faculty Ratios

Program Name	Faculty		Students		Ratios	
					HC	FTE
Fall 2005						
Biostatistics	11	7.82	41	33.92	3.9	4.3
Community Health Sciences	18	15.0	130	98.75	7.2	6.6
Environmental & Occupational Hlth. Sciences	11	9.90	70	60.25	6.4	6.1
Epidemiology	13	10.71	93	70.67	7.2	6.6
Health Policy & Administration	21	13.13	172	115.83	8.2	8.8
DrPH Public Health			4	2.17		
Credit Nondegree			97	41.17		
Total	74	56.56	607	422.76	8.2	7.5
Fall 2004						
Biostatistics	9	7.47	41	32.00	4.6	4.3
Community Health Sciences	18	18.00	146	106.25	8.1	5.9
Environmental & Occupational Hlth. Sciences	11	9.90	76	56.92	6.9	5.7
Epidemiology	14	12.46	91	65.67	6.5	5.3
Health Policy & Administration	20	15.43	160	106.33	8.0	6.9
Credit Nondegree			51	20.00		
Total	72	63.26	565	387.17	7.8	6.1
Fall 2003						
Biostatistics	7	5.72	33	26.33	4.7	4.6
Community Health Sciences	18	18.00	164	106.42	9.1	5.9
Environmental & Occupational Hlth. Sciences	12	10.90	43	33.08	3.6	3.0
Epidemiology	12	11.22	98	77.58	8.2	6.9
Health Policy & Administration	14	11.40	161	111.42	11.5	9.8
Credit Nondegree			81	50.50		
Total	63	57.24	580	405.33	9.2	7.1

3. Other Personnel

Academic program, sponsored program and administrative staff are vital to the ability of the school to achieve its mission. Table IV.3 presents data on staff and administration resources available in each academic division and the Dean's Office. This number of staff is relatively stable. Sponsored program staff, however, fluctuates due to variations in the number and staffing needs of research and service projects. The number of sponsored program staff for Fall semester 2005 was 436 (with an additional 164 graduate assistants hired from within SPH and across the campus).

Table IV.3
Other Personnel –(Staff and Administration Resources–State Funded FY2005)

	FTE	FTE	Head Count	Head Count
	Staff	Administration	Staff	Administration
Community Health Sciences	3.85	0.50	3	1
Environmental & Occupational Health Sciences	3.00	0.50	4	1
Epidemiology & Biostatistics	6.50	0.50	4	1
Health Policy and Administration	2.00	0.50	4	1
Dean's Office				
Executive Affairs	6.00	1.50	6	2
Academic Affairs	2.00	1.00	2	1
Community, Government and Alumni Affairs	2.50	0.20	3	1
Student Affairs	4.00	1.00	4	1
Administration	<u>11.50</u>	<u>1.00</u>	<u>12</u>	<u>1</u>
Dean's Office Total	26.00	4.70	27.00	6.00
Grand Total	41.35	6.70	42.00	10.00

4. Space

The School functions out of eight buildings and approximately 200,022 net assignable square feet (NASF). The School of Public Health and Psychiatry Institute (SPHPI) and the School of Public Health West (SPHW) buildings total 134,357 NASF are the two primary facilities as they house the four academic divisions, four major research and service centers, classrooms, most laboratories and the administrative functions of the school. The Institute for Health Research and Policy is housed in an additional 55,126 NASF just west of the SPHPI building. The Center for Population Genetics laboratory functions in an additional 1,073 NASF in the campus' Molecular Biology Research Building. Another 9,467 NASF of space is leased throughout the Chicagoland area to accommodate community-based research and service projects. A distribution of the SPHPI and SPHW building space (in net assignable square feet) by function follows. The "Other" category includes such space types as public toilets, electrical equipment rooms, custodial areas, public circulation areas (passageways and aisles), storage areas, kitchen/pantry areas, etc. A full listing of UIC Room Use Definitions will be available in the Resource file.

Table IV.4
Space Distribution

	Office	Laboratory	Classrooms	Other	Total
CHS	8,500		525	2,455	11,480
CPVP	4,145			877	5,022
COIP	4,756	500		9,937	15,193
HPA	8,616		525	2,457	11,598
CADE	3,951			2,103	6,054
GLC	1,354				1,354
ICHLD	1,107			97	1,204
SPH Admin.	11,285		8182	15,106	34,573
EOHS	15,741	13,662	3,957	7,789	41,150
EPI-BIO	13,967	1,073		2,631	17,671
IHRP	51,045			3,678	54,723
Total	124,467	15,235	13,189	47,130	200,022

5. Laboratories

In our building at 2121 W. Taylor, the school has approximately 10,500 square feet of laboratory space for teaching and research. In this space we have instrumental capabilities including the following: biochemical and cellular analyses in the Molecular and Cellular Toxicology Laboratory; gas and liquid chromatography and mass spectrometry in the Environmental Chemistry Laboratory; particle and aerosol analyses in the Aerosol Laboratory; particulate, chemical and noise measurement in the Industrial Hygiene Laboratory; weather and air pollution monitoring in the Air Quality Laboratory; and water quality and trace metal analysis in the Water Quality Laboratory. Details about the distribution of this laboratory space are in Appendix IV.5.

Laboratory space for the Center for Population Genetics is available in the Molecular Biology Research Building of the UIC (across the street from the SPH-PI building). The laboratory is approximately 650 sf in dimension and an adjacent office of approximately 325 sf is available also. Additional laboratory facilities include a nearby tissue culture room (~200 sf.) that is equipped with a two-person laminar airflow hood, several large capacity CO₂ incubators, a bench top centrifuge and inverted microscopes. A small (25 sf) adjacent room houses an ABI 3730 DNA Genetic Analyzer. Our annual capacity for SNP genotyping production is over 3.6 million genotypes. Further, there is a shared equipment area adjacent to the principal investigator's laboratory with a beta scintillation counter, high-speed and ultra centrifuges, additional liquid nitrogen storage facility, gel dryer and semidry blotter, -80° freezer, lyophilizer and ELISA plate reader. Core facilities for custom synthesis of oligonucleotides, DNA sequencing and gene expression studies are operated by the university's combined resources center.

The Center for Population Genetics is fully equipped to perform high throughput genotyping as well as DNA sequencing and mutation analysis. The major laboratory equipment includes: an ABI 3730 DNA Genetic Analyzer with the capacity of analyzing 2112 samples/day (46,000 genotypes), two sets of MJ Research Tetrad DNA Engine TC1600 thermocyclers with 4-384 well blocks, four PE Gene Amp PCR system 9700s (96-well), one Eppendorf epMotion5075 automatic liquid handling system, two HP dHPLC systems, one CBS DGGE system, one Molecular Device SpectraMax 96 well UV/Vis spectrophotometer, six Bio-Rad Power Pac 3000 power supplies, six microcentrifuges, one Beckman GS-6R refrigerated centrifuge, two refrigerators, three -20°C freezers and one Revco upright -80°C freezer.

6. Computer Facilities and Resources

Campus Resources:

Academic Computing and Communications Center (ACCC)

ACCC supports the educational and research needs of the UIC community by providing a variety of computing, networking and telecommunication services. It manages the campus network and telephone system, and offers a number of services, including Internet access, public computer labs, electronic mail, computer consulting, instructional technology support,

teaching and learning servers, Web publishing, site-licensed software, micro-computer repair, LAN support, supercomputing support, network security and videoconferencing services. The ACCC also provides the following services for use by all UIC faculty, students and staff without charge:

- Public personal computer labs and instructional facilities, including both PCs and Macs, all connected to the Academic Data Network (ADN) and to the ACCC's local area network.
- Instructional support/consulting: weekly courses on computer topics and general consulting on issues related to the ACCC systems, the ADN network, micro computing and electronic mail. In addition, instructional support is provided to faculty who wish to integrate computers and computing into their courses.

The UIC Instructional Technology Laboratory (ITL)

The mission of the ITL is to help the faculty of UIC make use of instructional technology and Web-based solutions to enhance teaching and learning for both traditional on-campus courses and distance education.

The ITL is designed for use by UIC faculty and computer support staff to develop or evaluate the integration of computer technology in the curriculum. It also serves as a test bed for new technology applications in computing and education.

The ITL was created to help both novice and seasoned computer users: from creating a first home page, using PowerPoint, scanning a picture, or selecting the appropriate instructional system, to authoring sophisticated interactive hypermedia, incorporating digital video and audio in class materials, creating interactive CD-ROMs and DVDs, or exploring Internet 2 videoconferencing solutions.

The ITL provides services such as the following:

- How to use: Web (HTML) authoring software, Blackboard CourseInfo course management system, various presentation software, online assessments (quizzes and surveys), Adobe Acrobat portable documents (PDFs), graphics and photo editing programs, digital video, audio and streaming media, multimedia authoring software, videoconferencing systems, group conferencing and collaborative systems, Microsoft Office, Macromedia and Adobe software, and both Windows and Macintosh.
- How to create: Web pages for classes, online slide presentations, RealVideo, QuickTime and other digital video, interactive multimedia CD-ROMs and DVDs, Web pages with HTML and Flash, and Flash animations for the Web.

Miscellaneous other services can be seen on it's Website at <http://www.uic.edu/depts/accc/itl/about.html>.

School of Public Health Resources

The School of Public Health (SPH) operates three personal computer labs, two of which are available for public use when not being used for classes. The third lab is not used for classes and

serves as a place where students can do their homework.

- LAB 1 (2121 W. Taylor-SPHWest) is equipped with 26 personal computers, laser printer, LCD display device, projection screen and white board. The computers are configured as follows:

- Intel Pentium III 3.2GHz
- 512MB RAM
- Western Digital Caviar 120GB HD
- Sony 16X IDE DVD-R/RW
- NEC 1.44MB 3.5" Floppy Drive
- 17" Flat Panel Display
- Microsoft Windows XP

- LAB 2 (1603 W. Taylor-SPHPI B34) is equipped with 31 personal computers, laser printer, LCD display device, projection screen and white board. The computers are configured as follows:

- Intel Pentium III 1.6GHz
- 256MB RAM
- Quantum 60GB HD
- Sony 16x DVD Platinum
- Sony Floppy Drive 1.44MB 3.5"
- Hitachi Superscan 17" Flat Panel Display
- Iomega ATAPI Zip 250MB IDE Drive
- Microsoft Windows XP

- LAB 3 (1603 W. Taylor-SPHPI 178) is equipped with 17 personal computers and laser printers. The computers are configured as in Lab 1.

All of the computers in the labs are connected to the UIC ACCC's local area network via high-speed ethernet connection. This connection provides access to the Internet, e-mail and a wide variety of software. In addition to the full range of university software (over 80 different packages), the following special software is available on machines in SPH labs.

Special Software

- Atlas.ti 4.2
- Cameo fm 1.1
- Centra 0.0
- Epi Info
- Neuroanatomy 1.0
- Review Manager 4.2

LAB 1 operates 24 hours a day, 7 days a week. A validated UIC identification card is needed to enter the SPHWest after normal business hours and on weekends. The SPHPI building is equipped to allow wireless access for connection to the ADN by students, faculty and staff using their university account and password.

During each academic year's orientation program, SPH offers introductory seminars on Campus Computing Resources, Basic Internet, Research on the Internet, Grateful Med and

Ovid.

All faculty in the school have a desktop personal computer. All staff has access to a desktop personal computer if not their own personal computer. All students, once they have obtained their UIC identification card and their computer account, have access to the SPH computer labs as well as the 15 ACCC computer labs across the campus.

Finally, wireless access is available to students, faculty and staff across the campus in select areas, see: <http://www.uic.edu/depts/accc/network/wireless/mapmenu.l>.

7. Library/Information Resources

University Library System

The University Library of the University of Illinois at Chicago (UIC), consisting of the Richard J. Daley Library, the Library of Health Sciences and the Science Library, provides collections for students in all curricular areas, for graduate programs, for faculty research and for health care. Library holdings number more than 6.7 million items, including 2.7 million books and bound periodicals, and over 4 million other items. The University Library currently receives 8,471 print serials and 24,793 electronic serials. Students and faculty have full access to books and other materials shelved on the open stacks, and both on-site and remote access to the library's rich collection of electronic databases, books and journals.

Library of the Health Sciences

The Library of the Health Sciences (LHS) serves the faculty, staff and students of the UIC as well as members of the general public seeking health information. The LHS collection of over 500,000 volumes and 5,100 journals supports education, research and clinical practice in the Colleges of Medicine, Dentistry, Nursing, Applied Health Sciences and Pharmacy, and the School of Public Health; the UIC Medical Center Hospital and Outpatient Care Center; and other affiliated health care institutions. LHS also serves as the Regional Medical Library for ten Midwestern states under a contract awarded by the National Library of Medicine.

- **Electronic Resources**

The UIC Library supports a large collection of electronic journals, databases and textbooks. Included are ILLINET, MEDLINE, ERIC, Psychological Abstracts Condensates and INFORM. MEDLINE access is free to faculty, staff and students. See the LHS Electronic Gateway for a direct link to health sciences topics: <http://www.uic.edu/depts/lib/reference/resources/electronicresources.shtml>.

- **Reference**

Reference includes a large collection of biomedical and general reference works.

- **Multimedia**

The media collection includes videotapes, audiocassettes, models and slides. Most are for in-library use only.

- Reserves

Reserves includes items requested by faculty for course use as well as high-use materials, such as atlases and textbooks.

- Special Collections

Special Collections houses rare books, archives and historical items. It includes the History of Nursing and Pharmacy Collection, the Kiefer Collection (urology), the Percival Bailey Library (neurology) and the Nyhus Collection (gastroenterology).

8. Field Experience Sites

Appendix IV.8 is a list of field experience sites used by students between fall 2000 and fall 2005. This list is presented by division and includes student and preceptor names.

9. Community Resources Available for Instruction, Research and Service

Resources available for instruction, research and service have expanded extensively during the past five years due to faculty/staff involvement in community boards, advisory councils and volunteer activities. Although a formal agreement only exists with some of the community resources, they are necessary only whenever there is a funded research activity or a commitment of stipend to be paid to students as part of their service while working with an agency or for a student's practicum. Appendix IV.9A is a list of sites available for instruction, research and service. Appendix IV.9B is a list of preceptors for our MHA program. The experience of working with an executive mentor is a key component of the Master of Healthcare Administration (MHA) curriculum at the SPH and represents one of the student's most important learning opportunities. Through the two-year preceptorship, students are expected to benefit from seeing firsthand the personal skills and attributes of successful health care leaders. The student will provide value through completing projects for the agency while enhancing his/her own management and leadership practice skills and building a portfolio of work product. Each preceptorship relationship will incorporate a project to be completed and submitted to the MHA program, culminating in a major project supporting the capstone paper, required for completion of these.

10. Outcome Measures

Outcome measures include FTE student to FTE faculty ratio, institutional expenditures per FTE student, research expenditures per FTE faculty and amount of indirect cost recoveries.

Data on the student faculty ratio are presented in Table IV.2.

Institutional expenditures (state dollars) per FTE students have averaged approximately \$20,500 for each of the past three years. In previous self studies this measure had increased each year, however, given the reduction in state support for the university, future increases in this measure are not expected, unless through continual increases in tuition rates, something we would find out difficult to accept (see Table IV.10.1).

Table IV.10.1
Institutional Expenditures per Full-Time-Equivalent Student

FY	Institutional Expenditures	FTE Students	Expenditures per FTE Student
2005	\$ 8,604,345	422.75	\$ 20,353
2004	8,417,314	387.17	21,741
2003	8,425,114	405.33	20,786

Research expenditures per full-time-equivalent faculty are shown in Table IV.10.2. Expenditures have increased steadily over the three years shown in the table reflecting the increased productivity of our faculty. Most noteworthy is the virtual doubling in this figure as compared with our last self-study (\$244,000).

Table IV.10.2
Research Expenditures per Full-Time-Equivalent Faculty

FY	Sponsored Projects*	FTE Faculty**	Expenditures per FTE Faculty
2005	\$ 37,344,702	68.2	\$ 547,576
2004	30,954,764	69.1	447,971
2003	27,213,988	61.3	443,948

*Includes only dollars for instruction, research & public service.

**Faculty groups A & B.

Indirect cost recovery dollars (ICR) are shown in Table IV.1.2; since FY1999, these funds have more than do.

11. Assessment

We believe our budget is adequate to run the school and that the school has adequate other resources to fulfill its mission and objectives. Thus this criterion is met. However, there is a growing concern over the lack of support from the State of Illinois, the decline in federal research dollars which may limit our ability to continue to increase our success in garnering resources from other sources, and our limited ability to solve some faculty salary inequities. We know that other public institutions face similar problems and we look to work with our colleagues to develop creative strategies for supporting our respective missions.