The University of Arizona

FORMAT AND GUIDELINES FOR
NEW ORGANIZATIONAL UNIT(S) OR
REORGANIZATION OF EXITING UNIT(S)

Directions:
1. Provide information regarding the proposed organization creation of change in the format requested on the attached pages. Respond to each item individually. Indicate “not applicable” where appropriate.
2. Obtain signatures of the proposed unit administrator, department or committee head and college dean or Director of Graduate Interdisciplinary Programs. In some situations signatures of more than one dean or department head may be required. If the disestablished program had a commitment of resources from other than the initiating unit, the signature of the collaborating department/committee head and collaborating college dean is also required. If you have any questions, please contact Sandra Gonzales, CCIT 337, 621-1847.
3. Forward the original and one copy to the college office for the dean’s signature and retain a copy for departmental files.
4. The dean should forward the original to the Curriculum Office - Academic Programs, Attn: Sandra Gonzales, CCIT 337, and retain the remaining copy for college files. An electronic version of the documents with appropriate signatures is preferred but not required. For electronic submission, only the signature page should be submitted as a PDF.
5. Documents must be submitted in a timely manner to move through the campus/tri-university/Arizona Board of Regents approval process. UA campus protocols include review by appropriate subcommittee(s) of the Undergraduate/Graduate; full Undergraduate/Graduate/Graduate Interdisciplinary Programs Advisory Council review; Provost Management Group and Academic Council (deans) review; Instruction and Curriculum Policy Committee of the Faculty Senate and the Faculty Senate. Once through the UA campus protocols, proposals are sent for review by the Office of the Provost’s Office to the Chief Academic Officers at Arizona State University and Northern Arizona University as well as to the Board staff at the Arizona Board of Regents, for final review prior to submission to the Arizona Board of Regents for formal approval.

Complete proposal packet consists of:

1. Signature cover page with all appropriate signatures - Please include additional signature pages if needed. The proposal will not be forwarded for review without all appropriate signatures being present.

2. Proposal Document - Respond to each item individually. Indicate “not applicable” where appropriate.

Proposed Budget – Use the form referenced in of this packet. Instructions for completion are included with the form.

Executive Summary - Respond to each item individually. Indicate “not applicable where appropriate. Be as concise as possible while providing key points of the proposal. The Executive Summary is submitted to ABOR for inclusion in meeting documents.
The University of Arizona

FORMAT AND GUIDELINES FOR
NEW ORGANIZATIONAL UNIT(S) OR
REORGANIZATION OF EXITING UNIT(S)

SIGNATURE COVER PAGE

Initiating college, department, or committee: __Committee on Lesbian, Gay, Bisexual and Transgender (LGBT) Studies__________________________

Title of this Proposal: __University of Arizona Center for Lesbian, Gay, Bisexual, and Transgender Studies______________________________

Is this proposal for an academic or non-academic unit? __A non-academic unit ______________

Unit Administrator: (name and title) _Eithne Luibheid, Associate Professor of Women’s Studies & Director of the Committee on LGBT Studies____________________________________

Unit Administrator’s Signature: __________________________________ Date: __________________

College Dean’s Signature: __________________________________________ Date: __________________
FORMATT AND GUIDELINES
FOR NEW ACADEMIC ORGANIZATIONAL UNITS OR
REORGANIZATION OF EXISTING ACADEMIC UNITS

Please provide the following information:

I. Description of the Proposed Organizational Unit or Change

A. Identify the name of unit(s) affected by the change and its place in the organizational structure of the university.

We propose to rename the University of Arizona Committee on Lesbian, Gay, Bisexual, and Transgender Studies as the University of Arizona Center for Lesbian, Gay, Bisexual, and Transgender Studies. This non-academic unit will remain under the auspices of the Graduate College.

B. Explain the nature of the change; i.e., formation of a new unit or reorganization of an existing unit.

The Committee on LGBT Studies is a formally recognized unit that was approved by the Provost in 1993. By becoming a Center, the Committee and its resources will be able to extend their impact in the areas of research and outreach, and leverage increased external funding.

II. Purpose and Activities of the Unit

A. Explain the rationale for the change and the relationship to the Mission and Scope Statements adopted by the Board.

LGBT people comprise a significant portion of Arizona’s population and are integral to the regional economy. In March 2007, the Advocate named Tucson as one of the top locations in the nation for LGBT people to live. Census 2000 data confirms that the LGBT population of Arizona is growing significantly; e.g. there was a 428% increase in the number of same-sex couples in Arizona when compared to 1990. The importance of LGBT people to regional development and the economy is evident in many ways: e.g. major private employers including Raytheon, Honeywell, and Wells Fargo, offer domestic partner benefits and anti-discrimination policies to attract and retain LGBT workers. The City of Tucson and Pima County have implemented similar policies. The Tucson GLBT Chamber of Commerce has registered 155 member companies. City planners are actively seeking to attract LGBT tourist and conference revenues, and their efforts are paying off. Tucson was recently selected over Austin, TX and Philadelphia, PA, to host the national “Transgender 2008” conference, including because of supportive local government policies and the presence of a strong regional LGBT infrastructure.

Yet, researchers nonetheless document that LGBT populations continue to face distinct challenges, barriers, and forms of exclusion in areas such as education, employment, healthcare and housing. Specific sub-groups within the larger LGBT population—including immigrants, people of color, youth, low-income people, and transgender people—remain particularly disadvantaged and at risk. This ultimately impacts on regional development, quality of life—and UA’s ability to attract and retain outstanding faculty and students.

To address these issues, the Committee on LGBT Studies, which has been existence since 1993, proposes to establish the UA Center for LGBT Studies. By formalizing the work of this cross-campus interdisciplinary group of faculty as a research Center, we will be better able to
leverage our resources, expand our impact and activities, and attract external funding from granting agencies and private donors. The Center for LGBT Studies will serve the missions of UA and ABOR, as described in President Shelton’s memo of 4/27/07, by promoting (1) academic excellence through its support of research and teaching, (2) student access and success through its contributions to creating a positive campus climate for all students, and curriculum enrichment, and (3) enhancing the quality of life for the people of Arizona through its collaborations with community based organizations, its public programs, and its policy-related research. The mechanisms through which we will do this are:

- Building cross-disciplinary networks of UA faculty who address critical LGBT issues in areas such as education, youth, health-care, history, immigration, borders and citizenship. These networks will foster faculty success and retention; link faculty research to community needs, policy development, and regional economic agendas; and contribute to training and skill-building among local educators, health care providers, youth workers, and others.

- Initiating and sponsoring public lectures and programs about LGBT issues, histories, cultures, and arts (locally, regionally, nationally, and globally). These events will be open to UA faculty, students, staff, and to local community business, cultural and social organizations. They will contribute to creating a welcoming campus climate; enhancing curriculum across the disciplines; enriching faculty, students, staff and the local community; and fostering faculty/student interaction, as well as university/community/business collaboration.

- Providing assistance and support to departments across campus that offer LGBT Studies-related courses.

The current financial environment has been identified by UA and ABOR as “perhaps the greatest challenge facing Arizona’s system of higher education.” Indicators suggest that by becoming the official UA Center for LGBT Studies, rather than remaining as a Committee, we will substantially enhance our capacity to attract funding from UA alumni, private donors, and private foundation. (See section E2 below.)

B. Identify the basic goals and objectives of the new reorganized units.

- Serve as a hub that connects UA faculty and students across the disciplines around critical areas of inquiry related to LGBT policies, histories, cultures, and arts;

- Foster high-quality, multi-disciplinary LGBT scholarship, which is reflected by faculty publications, conferences, grant-writing, and other discipline-appropriate measures;

- Generate innovative public programming involving nationally-known scholars and cultural workers, which is open to the campus and the community, and contributes to scholarly inquiry, student success, enhanced campus climate, curriculum enrichment, and university-community collaborations;

- In keeping with the University’s land-grant mission, link UA’s LGBT scholarly and research resources to regional development efforts, policy-making, and training;
Through these efforts, the Center will contribute to fostering academic excellence, access and success, and enhanced quality of life and economic development in the region.

C. Describe the activities, projects, and programs that will be conducted by the new or reorganized unit. Identify the curricular implications of the activities, projects, and programs.

1) Sponsor 2-3 Research Clusters per year. These will bring together scholars from across the disciplines to address critical research/scholarly questions related to LGBT peoples, histories, and cultures. Where appropriate, the Research Clusters will include UA graduate, professional, or undergraduate students, and/or representatives from local, regional or national groups. The Research Clusters are expected to generate original research, scholarly networks, grant-writing initiatives, faculty publications, university-community collaborations, public programming, educational activities for UA students, and other valuable outcomes.

For AY 2007-2008, the research clusters that we will sponsor reflect our disciplinary breadth. These are: (a) Transgender Youth and Health; (b) Fostering Oral History Projects in Southern Arizona; and (c) Subjectivity, Sexuality, and Political Culture (which examines subjectivity and sexuality under contemporary neo-liberal economic and political regimes).

2) Foster public programs and events that reflect the rich LGBT cultures and histories of the region and the nation. These include co-sponsoring the annual Lesbian Looks Film and Video Festival, and co-sponsoring campus visits by nationally and internationally distinguished LGBT Studies scholars and cultural workers. When opportunities arise, we will also sponsor a short-term Scholar-in-Residence who will be expected to provide a public lecture, or a short-term Writer-in-Residence who will provide a public reading. All of these events will be open to UA faculty, students, staff and the local community, and will contribute to intellectual enrichment, networking, and university-community exchange.

The Center will not offer a formal curriculum, either initially or in the future. Our activities as a research Center, however, will enrich curricular offerings across the campus in several ways. First, we will continue to sponsor INDV 102, Introduction to LGBT Studies, which the LGBT Studies Committee developed, and which is taught within existing departments across campus including Women’s Studies, English, and Media Arts. Our sponsorship of this General Education Course entails funding 1 quarter time TA who is assigned to the course, each fall and spring, and encouraging Committee members’ home departments to teach the course using regular faculty. Through our efforts, the course has been offered every fall and spring for five years, and remains extremely popular.

Second, we plan to coordinate and facilitate graduate-level courses that are offered by departments across the campus, in order to develop a graduate certificate in LGBT Studies. Based on demand, the certificate will focus on LGBT Studies as an intellectual area of inquiry within existing PhD disciplines, or else be targeted to preparing professional students to serve LGBT populations, or offer a combination of these options. Although Center for LGBT Studies will facilitate inter-departmental coordination for the Certificate, the actual coursework and all other instructional activities will be provided by participating departments.

Finally, we will continue to enrich curriculum in other ways: first, faculty may draw select graduate students into the work of the Research Clusters, thereby providing opportunities to students for research, scholarly networking, conference presentations, and publications.
Second, our public programming is intended to contribute to scholarly knowledge among faculty and students. Third, public programs are often structured to enrich specific courses that are offered on campus that semester (e.g. a lecture on LGBT immigration will be tied into WS 696, Sexuality and International Migration). Finally, the Research Clusters and public programs will enrich the curriculum by actively connecting faculty, students, and local community members in ways that mutually enrich one another (and lead to internships and other forms of public service and citizenship-building for students).

D. Identify the unit(s) that will assume the responsibilities of any units that are recommended for elimination.

N/A. No units are recommended for elimination.

E. For instructional units, project the number of majors for the next three years.

N/A. This is not an instructional unit.

III. Resources

A. Faculty and Staff

List the name, rank, highest degree, and estimate of the level of involvement of all current faculty and professional staff who will participate in the new or reorganized unit. Also, indicate the position each person will hold in the new unit.

A. Faculty and Professional Staff

Director

• Eithne Luibhéid, Ph.D., Director, Committee on LGBT Studies, Associate Professor, Women's Studies

Governing Executive Committee:

• Maribel Alvarez, Ph.D., Assistant Research Professor, English Department and Research Social Scientist, Southwest Center
• Laura Briggs, Ph.D., Associate Professor, Women's Studies, Acting Head of Women’s Studies
• Laura G. Gutiérrez, Ph.D., Assistant Professor, Spanish and Portuguese
• Fenton Johnson, M.F.A., Associate Professor, Creative Writing Program
• Miranda Joseph, Ph.D., Associate Professor, Women's Studies
• Elizabeth Lapovsky Kennedy, Ph.D., Professor, Women's Studies
• David Robinson, Ph.D., Associate Professor, English
• Stephen T. Russell, Ph.D., Professor, Family Studies and Human Development
• Beverly Seckinger, M.F.A., Director for Lesbian Looks Film Series, Associate Professor, Associate Department Head of Media Arts
• Sandra Soto, Ph.D., Assistant Professor, Women's Studies
• Jennifer Vanderleest, M.D., Clinical Assistant Professor, Family and Community Medicine

Research Cluster Faculty:

• This will vary from year to year. All will hold terminal degrees, and be selected from diverse departments across the campus.

2. List the clerical and support staff positions that will be included in the new unit.

• Caren Zimmerman, Administrative Assistant, LGBT Studies (100% time)
3. Indicate the number of graduate assistants who will be assigned to the new unit.

- One ¼ time Graduate Teaching Assistant will be assigned to the Center each fall and spring; the Center will reassign these GTAs to existing departments to support the teaching of INDV 102, Introduction to LGBT Studies.

4. Project the number and type of new faculty and staff positions that will be needed by the unit during each of the next three years.

- We do not anticipate hiring additional faculty or staff.

B. Physical Facilities and Equipment

1. Identify the physical facilities that will be required for the new unit and indicate whether these facilities are currently available.

   We will remain housed in the Transitional Office Building, Rooms 201, 203, 204, 208 & 209, where we are currently located.

2. List all additional equipment that will be needed during the next five years and the estimated cost.

   N/A.

C. Library Resources, Materials, and Supplies

1. Identify any additional library acquisitions that will be needed during the next three years and the estimated cost.

   N/A. Existing Library resources are sufficient.

2. List any special materials or supplies, other than normal office supplies, that will be required by the new unit.

   N/A

D. Other Information

1. Identify any implications of the proposed change for regional or programmatic accreditation.

   N/A

2. Provide any relevant information, not requested above, that will assist reviewers in evaluating the proposed addition or change.

E. Financing

1. Explain the university’s plan for providing adequate financing for the unit.

   In accordance with the line items described in the budget below, (1) the 50% Director position is jointly funded by the VPR, the Provost’s Office, the College of Social and Behavioral Sciences, and the College of Humanities. (2) The 100% Administrative Assistant’s position is a permanent allocation under the Graduate College. (3) The funding for the Graduate Assistants, who will be assigned as TAs for a General Education course, is provided by the Office of the Vice Provost for Instruction. Note that this funding is currently allocated on a temporary, year-by-year basis. (4) Efforts are underway to secure an operating budget, with assistance from the Office of the VPR and/or the Provost. If funding is not available, we will take operating costs from the programming budget. (5) Our programming budget—which will pay for Research
Clusters, Lesbian Looks, and other activities—is jointly provided by the College of Humanities and the College of Social and Behavioral Science. (6) The physical space that we will continue to occupy was awarded to LGBT Studies by UA’s Space Committee (see Joel Valdez memo dated August 22, 2000).

Attached memos document these commitments, which are sufficient for financing the Center. The possible acquisition of additional permanent resources is being explored, with the support of the President’s office.

2. Identify potential sources for external funding for the unit.

In recent years, LGBT Studies activities have received external funding from the Rockefeller Foundation, the Gill Foundation, the Amazon Foundation, the Arizona Humanities Council, the Women’s Foundation of Southern Arizona, the Community Foundation, the Gay/Lesbian/Straight Educators Network, and the Girl’s Best Friend Foundation.

To support the Center’s efforts, we will continue to seek funding from these sources, while exploring new possibilities including the Herb Block Foundation, the Rainbow Endowment, the Astraea Fund, and the Stocker Foundation. We will also seek external funding for individual faculty projects; depending on the faculty’s area of specialty, potential funding sources include the Russell Sage Foundation, the NSF, the Ford Foundation, NIH, the National Institute of Child Health and Human Development, and others.

We are also working with the UA Foundation and Alumni Relations to develop and implement a plan to cultivate giving by alumni and private donors.

3. If state funds will be used, indicate whether new appropriations will be requested or existing appropriations will be reallocated.

The funding sources described above are existing appropriations that are dedicated to the Committee on LGBT Studies. Upon formation of the Center, the funding will then be reallocated to the Center.

4. Complete the New Organizational Unit Budget Projections sheet, projecting the operating budget for the proposed unit for the next three years.

Please see attached.

5. Estimate the amount of external funds that may be received by the unit during each of the first three years.

Using sources listed in #2 above, and based on our prior record, we anticipate receiving a minimum of $10,000 per year in external funding.

IV. Other Information – Important instructions for completion of Section IV-A are found on the following page. Please read carefully prior to completion of the section.

A. Describe the internal evaluative process for reviewing the proposed unit. (Important instructions for completion of Section IV-A are found on the following page. Please read carefully prior to completion of this section).

We will work with the Dean of the Graduate College to conduct a review every five years. The Center will be evaluated in terms of its success in:

- Promoting interdisciplinary collaboration and research
• Fostering faculty excellence, including as measured by presentations, publications, and external grants
• Providing public programs that enrich campus climate and curricular offerings
• Offering public programs that enrich the lives of the people of Arizona
• Connecting university resources to community needs

B. Provide any other information not requested above that may be useful in evaluating the proposal.
For new centers, institutes, laboratories, and bureaus not offering academic programs, it is the responsibility of the head of the proposed unit to describe the process and criteria by which the unit will be evaluated. The unit will be expected to provide annual reports in conformity with the University’s annual report process. The annual report will be compiled and submitted through the appropriate dean’s office to the Office of the Provost. Additionally, the proposing unit must describe the process it wishes to follow for a more comprehensive review, to take place every three to five years, and no later than every five years. When writing the proposal to create the unit, it will be the responsibility of both the proposing unit and the dean’s office to which the unit will report to articulate when the comprehensive review will take place and the evaluative criteria to be used in the comprehensive review. The proposing unit and the dean’s office will conduct the review and report to the Office of the Provost the outcomes of the review, including recommendations to continue, not continue, or refocus the unit. This change in Board policy applies to the establishment/disestablishment/name changes of units that are not offering academic courses and/or degree programs, that is, units that are established to facilitate research and/or outreach initiatives. Creating, changing, or disestablishing an academic unit that offers academic courses and/or degree programs uses the same template form but follows a separate process and requires formal Regental approval. As broad considerations, proposals will be reviewed internally on the basis of:

- Clearly stated mission, goals, and objectives of the unit
- Demonstrable partnerships and partnership support that arise from the creation of the unit (e.g., how does formal creation of this unit directly promote the fostering of collaborative and synergistic research and outreach beyond what is already happening on campus with existing entities?)
- Alignment of the proposed unit’s purpose to the reporting unit and the University’s strategic goals
- Documented support from affiliated faculty, department heads, and deans. At the college level, alignment of the proposed unit’s goals and objectives to the college’s recruitment plan and programmatic priorities
- Clear statement of the evaluative criteria to be used in the comprehensive review (How will the proposed unit demonstrate success?)
NEW ORGANIZATIONAL UNIT BUDGET PROJECTIONS

The attached document should be used for budget projections for proposed new or changed organizational units (departments, centers, institutes, etc.)

Instructions:

1. Please submit an original copy of the budget.

2. Project the unit budget by indicating the initial base budget in Column I and the incremental changes in each expenditure area for each of the following two years (columns 2-3). Each column should include only new costs for each year.

3. Do not include projections for inflationary or routine salary pay changes.

4. On the TOTALS lines, list separately the reallocated state appropriated funds from the new state-appropriated funds. All reallocated funds are assumed to be permanent reallocations unless otherwise indicated.

5. For local funds, attach a separate list showing the major sources of local funds and a brief explanation of each source.
Name of Proposed New Academic Unit: UA Center for LGBT Studies

<table>
<thead>
<tr>
<th>EXPENDITURE ITEMS</th>
<th>INITIAL BASE BUDGET</th>
<th>ANNUAL INCREMENTAL COSTS</th>
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<tr>
<td></td>
<td>COLUMN 1</td>
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***List major sources of local funds with a brief explanation of each source. ABOR #4, 11/8
The sources for these expenditures are described in section E1 above.

*As described in section E1 above, efforts are underway to secure a $5,000 operating budget. If operating funds are not available, these costs will be taken from the programming budget.

**Programming costs include for the Research Clusters, speakers, workshops, and other activities.

*** Local funds will pay for programming (and for operating, if we receive an allocation). The programming funds come from the College of Humanities and the College of Social and Behavioral Sciences non-state accounts.
Executive Summary
Request to Establish New Academic Unit or Reorganize an Existing Unit

Academic Unit Name
University of Arizona Center for Lesbian, Gay, Bisexual, and Transgender Studies

Requested by – Include the department and college
UA Committee for Lesbian, Gay, Bisexual and Transgender (LGBT) Studies, Graduate College

Description of Proposed New Unit or Unit Change
The Committee on LGBT Studies, which has been active at UA since 1993, proposes to establish the UA Center for LGBT Studies, which will be dedicated to LGBT Studies scholarship, public programming, and university-community collaborations.

Purpose and Activities of Unit
Purpose: to foster academic excellence, student access and success, and enhanced quality of life at UA and in the region.
Activities: sponsor interdisciplinary networks of researchers that address critical questions related to LGBT policies, histories, cultures, and that are linked to regional or local community concerns; generate innovative public programming for UA and the local community on LGBT issues, histories, cultures and arts; provide assistance and support to departments that offer LGBT Studies-related courses.

Resources Available for the Unit
Faculty and Staff
50% Director, 100% Administrative Assistant
Physical Facilities and Equipment
The Center will be located at the Transitional Office Building, rooms 201, 203, 204, 208 and 209
Necessary equipment has already been purchased
Library Resources, materials, Supplies
Existing library resources are adequate; office supplies will be purchased as needed.
Other Information

Sources of Funding
State and local funding has been committed.

Note: In order to ensure consistency, this format should be followed. Leave a one-inch margin at the top for pagination of documents at the ABOR Office. An electronic version of the documents with appropriate signatures is preferred but not required. For electronic submission, only the signature page should be submitted as a PDF.