



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Full Board Meeting

**Thursday, June 18, 2026
UWF Conference Center
9:00 a.m. CST**



Full Board Meeting
Thursday, June 18, 2026
UWF Conference Center
9:00 a.m. CST

Agenda

I. Call to Order

II. Roll Call

III. Greeting

IV. Public Comment

V. Approval of Minutes

- A. April 23, 2026 Board of Trustees Meeting

VI. Reports

- A. Chairman's Report
- B. President's Report
- C. 2026 Legislative Session Update
- D. Provost's Report
- E. Faculty Report
- F. Student Report
- G. Program Report: Haas Center
- H. Board of Trustees Committee Reports
 - 1. Academic Affairs Committee
 - 2. Audit and Compliance Committee
 - 3. Finance, Facilities, & Operations Committee
 - 4. Student Affairs Committee
- I. Direct Support Organization Reports
 - 1. UWF Business Enterprises, Inc.
 - 2. UWF Foundation, Inc.
 - 3. UWF Historic Trust, Inc.

VII. Unfinished Business

- A. Consent Agenda

1. ACA-1: Specialized Admissions Status Reaffirmation
2. ACA-2: Tenure as a Condition of Employment
3. AUD-1: Internal Audit Report – Purchasing Card Audit (Q1 2025-26)
4. AUD-2: Internal Audit Report – Purchasing Card Audit (Q2 2025-26)
5. AUD-3: Internal Audit Report – Student Hazing Prevention
6. AUD-4: Internal Audit Report – DAVID Internal Controls and Data Security
7. AUD-5: Internal Audit Report – IIA Cybersecurity Topical Requirement
8. AUD-6: BOT Audit and Compliance Committee Charter – Proposed Revisions
9. AUD-7: IAMC Charter – Proposed Revisions
10. AUD-8: Revised 2025/26 and 2026/27 IAMC Work Plans
11. AUD-9: 2025/26 and 2026/27 IAMC Resource Plan
12. AUD-10: Auditor General Audit Report – UWF Financial Statement Audit
June 30, 2025
13. FFO-1: Approval of FY2027/28 - 2031/32 Capital Improvement Plan
14. FFO-2: University Carryforward Spending Plan & Fixed Capital Outlay Budget
15. STU-1: Amendment to UWF Regulation-3.042, Admission of International
Students

VIII. New Business

A. Action Items

1. BOT-1: Historic Trust Board New Appointments and Reappointment
2. BOT-2: Foundation Board of Directors New Appointments
3. BOT-3: Resolution in Recognition of Distinguished Service
4. BOT-4: Tenure
5. BOT-5: DSO Operating Budgets for FY2026/27 and DSO Resources Utilized
6. BOT-6: Estimated FY 2026-2027 Consolidated Operating Budget
7. BOT-7: Revision of BOT-14 Presidential Evaluation Policy
8. BOT-8: Charter School Update and Approval

B. Information Items

1. INFO-1: Accreditation Update
2. INFO-2: 2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey

IX. Good of the Order

X. Adjournment

***Mission:** UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.*



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Public Comment





Board of Trustees
UNIVERSITY OF WEST FLORIDA

Approval of Minutes

Full Board Meeting
April 23, 2026

**Full Board Meeting
April 23, 2026
Minutes**

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Board Meeting**9:03 a.m.**

The public was provided with information on the UWF Board of Trustees website to attend this public meeting virtually through Zoom Webinar.

I. Call to Order

The meeting of the UWF Board of Trustees was called to order at 9:03 a.m. by Chair Rebecca Matthews.

II. Roll Call

Chair Matthews asked Kristie Johnson to conduct roll call. Trustees Paul Bailey, Ed Fleming, Janice Gilley, Kevin Mason, Rebecca Matthews, Rachel Moya, Kishane Patel, Heather Riddell, Ashley Ross, Eli Schatz, Zack Smith and Chris Young were in attendance.

Others in attendance included:

Manny Diaz, Jr., President; Jaromy Kuhl, Senior Vice President and Provost; Clifford Humphrey, Vice President of Strategic Initiatives; Tori Bennett, Vice President of University Advancement; Dan Lucas, Vice President of Finance and Administration; Mary Anderson, Vice President of Academic Engagement and Student Affairs; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; Alex Smith, Associate Vice President of Governmental and External Affairs; Julie Sheppard, Interim General Counsel; David Fugett, General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

Chair Matthews welcomed everyone to the special meeting and thanked them for their time. She welcomed new Trustees Kevin Mason and Eli Schatz and Ben Watkins, the Director of the Florida Division of Bond Finance.

IV. Public Comment

Chair Matthews opened the floor for public comment. Domani Turner-Ward and Alyssa-James Gray, both students at UWF, spoke on BOT-9: Amendment of University Policy 12.02. Alyssa-James Gray also spoke on BOT-3: United Faculty of Florida (UFF) University of West Florida Chapter Collective Bargaining Agreement.

V. Approval of Minutes

Chair Matthews reminded the committee members that they had been given the opportunity ahead of time to review the minutes of the February 12, 2026 and April 2, 2026 Special Full Board Meetings. Chair Matthews asked for a motion to approve the minutes as presented if there were no changes or corrections.

- i. Motion by: Trustee Fleming
- ii. Seconded by: Trustee Smith

iii. Motion passed unanimously.

VI. Reports

A. Chairman's Report

Chair Matthews gave an update to the Board on activities including those surrounding the D1 transition, the Women in Leadership Conference, and the Donor Dinner.

B. President's Report

President Diaz presented an update on University Strategic Directions and recent University initiatives including student and employee accomplishments, strategic employee hiring, academic programming and grants, fundraising, infrastructure, operations, the D1 transition, and media impressions and publicity.

C. Provost's Report

Dr. Kuhl briefed the board on our performance on Board of Governors Performance Based Funding Metrics.

D. Faculty Report

Trustee Riddell presented the recent activities and accomplishments of UWF Faculty members.

E. Student Report

Trustee Schatz provided the board members with goals and initiatives for his term as SGA president as it relates to the board activity and briefly on student activities since the last meeting.

F. External (State University System) Report: Efficiency Study

Mr. Ben Watkins presented the State University System Efficiency Study that was commissioned by Governor DeSantis. Mr. Watkins provided an overview of his findings on student performance, financial responsibility and efficiency. He also encouraged UWF to further analyze and evaluate efficiencies and to continue to make improvements in the areas he reviewed.

G. Committee Reports

1. Academic Affairs Committee

Trustee Riddell reported on two action items and one information item from the Academic Affairs Committee meeting held February 12, 2026.

2. Audit and Compliance Committee

Trustee Young reported that the Audit and Compliance Committee met on February 12, 2026 and recommended approval of two action items from that committee in the consent agenda later in the meeting.

3. Finance, Facilities, & Operations Committee

Trustee Moya reported that the Finance, Facilities, and Operations Committee met on Thursday, February 12, 2026. The committee had two action items and one information item on their agenda with the action items reflected on the consent agenda for the current full board meeting.

4. Student Affairs Committee

Trustee Smith explained that the Student Affairs Committee had not met since the last regular full board meeting and therefore, had no report.

H. Direct Support Organization Reports

1. UWF Business Enterprises, Inc.

Vice Chair Young reviewed the September 29, 2025 BEI board meeting with trustees as well as the performance status for contracts.

2. UWF Foundation, Inc.

Trustee Ross provided updates from University Advancement and from the UWF Alumni Association. She reviewed the financial standing and also reported on Foundation Board and committee activities.

3. UWF Historic Trust, Inc.

Chair Matthews gave the UWF Historic Trust report providing a summary of the most recent UWF Historic Trust board meeting and information on the organization's events and activities.

VII. Unfinished Business

Chair Matthews asked if anyone wished to pull an item for further discussion from the consent agenda. Seeing none, Chair Matthews asked for a motion to adopt the recommendations of the Academic Affairs, Audit and Compliance, and Finance, Facilities, and Operations Committees approving the New Material and Supply and Equipment Fees in Mechanical Engineering, the Internal Audit Report: UWF Athletics – Agreed-Upon Procedures, the University Carryforward Spending Plan & Fixed Capital Outlay Budget, and the amendment to BOT Regulation 4.008 Tuition and Fees, Fines and Penalties as reflected on the consent agenda.

Motion by: Trustee Young
 Seconded by: Trustee Mason
 Motion passed unanimously.

VIII. New Business

A. Action Items

1. BOT-1: Resolutions for Former Vice President of Finance, Facilities, and Operations Betsy Bowers, Trustee Trista Bennett and Julie Sheppard, Esq. in Recognition of Distinguished Service

Chair Matthews lauded the work of Betsy Bowers, Trista Bennett, and Julie Sheppard and asked for a motion to adopt Resolutions 2026.1 and .2 in Recognition of Distinguished Service to the University of West Florida.

Motion by: Trustee Fleming
 Seconded by: Trustee Riddell
 Motion passed unanimously

Ms. Bowers, Miss Bennett, and Ms. Sheppard each commented briefly on their service to the University.

2. BOT-2: Hire Vice President, Advancement

President Diaz reviewed the accomplishments of Interim VP of Advancement, Tori Bennett, and recommended making her position permanent. Chair Matthews asked for a motion to approve hiring Tori Bennett for the position of Vice President of the Division of Advancement, as presented.

Motion by: Trustee Fleming
 Seconded by: Trustee Riddell
 Motion passed unanimously.

3. BOT-3: United Faculty of Florida (UFF) University of West Florida Chapter Collective Bargaining Agreement

Provost Jaromy Kuhl presented an overview of the UFF agreement. Chair Matthews asked for a motion ratify the 2026-2029 UFF-UWF Collective Bargaining Agreement as presented.

Motion by: Trustee Riddell
 Seconded by: Trustee Smith
 Motion passed unanimously.

4. BOT-4: UWF Holiday Regulation 2.028

Chief Human Resources Officer, Jamie Sprague, presented the proposed updates to UWF Holiday Regulation 2.028. Chair Matthews asked for a motion to approve revisions to UWF/REG-2.028, University Holidays as presented.

Motion by: Trustee Schatz
 Seconded by: Trustee Riddell
 Motion passed unanimously.

5. BOT-5: UWF-PBA Sergeant Collective Bargaining Agreement

VP of Finance and Administration, Dan Lucas, asked for the board to ratify the PBA Sergeant's agreement providing, among other things, a pay increase. Chair Matthews asked for a motion to ratify the University of West Florida and the Police Benevolent Association Sergeant (UWF-PBA Sergeant Union) Collective Bargaining Agreement for 2026-2029.

Motion by: Trustee Gilley
 Seconded by: Trustee Fleming
 Motion passed unanimously.

6. BOT-6: Authorization to Sign Checks

Jeffrey Djerlek, Senior Associate Vice President for Finance & University Controller, presented a request to update the individuals authorized to sign checks on behalf of the University. Chair Matthews asked for a motion to adopt Resolution 2026.3 to authorize the specified officers and employees of the University of West Florida to sign checks effective April 27, 2026.

Motion by: Trustee Patel
 Seconded by: Trustee Mason
 Motion passed unanimously.

7. BOT-7: Name Change: Wright Family Institute for Global and Population Health

Tori Bennett, newly approved Vice President of the Division of University of Advancement, presented a request to change the name of the Wright Family Institute for Global Population Health to the Wright Family Research Institute for Health and Technology to better reflect the institution's focus. Chair Matthews asked for a motion to approve the recommended name change of the Wright Family Institute for Global Population Health to the Wright Family Research Institute for Health and Technology as presented.

Motion by: Trustee Riddell
 Seconded by: Trustee Patel
 Motion passed unanimously.

8. BOT-8: Proposed Increase to the Student Athletic Fee

Dr. Mary Anderson, Vice President of the Division of Academic Engagement and Student Affairs, presented a request to increase the student athletic fee by \$2 per credit hour in support of the move to Division I athletics. Chair Matthews asked for a motion to

approve the proposed \$2 per credit hour increase in the student athletic fee to support the transition to Division I athletics as presented.

Motion by: Trustee Gilley
Seconded by: Trustee Mason

Discussion: Trustee Schatz reported on a student poll conducted via social media. Trustee Riddell questioned resource allocation which Athletic Director Dave Scott answered that it would support scholarships and operating budgets. Trustee Smith mentioned that later in the agenda an item will be presented to help offset the increase in fees and Trustee Patel commented that the University was offsetting and lowering costs to students via parking fees.

Motion passed unanimously.

9. BOT-9: Amendment of University Policy 12.02

Julie Sheppard, Interim General Counsel, presented a request to amend the Public Comment Policy 12.02, citing it had not been amended for 10 years, to encourage public comment, clarify when comments would occur in meetings, and collecting commenter information. President Diaz added that the changes would bring our policy more in line with the Board of Governors, other University system policies, and other public boards. Chair Matthews asked for a motion to approve the amendment of University Policy BOT-12.02, Board of Trustees Public Comment Policy as presented.

Motion by: Trustee Schatz
Seconded by: Trustee Fleming

Discussion: Trustee Riddell requested an amendment to the motion to provide at least 30 minutes to the comment period referenced in section A.5. General Counsel suggested additional language that would allow for no less than 30 minutes for public comment. After further discussion, it was agreed to amend section A.5. as follows: "The total time allotted for public comment in any meeting, normally 30 minutes, may be extended if the Chair determines that a time limit extension is necessary due to the amount of registered speakers."

Amended Motion Seconded by: Trustee Smith
Motion passed unanimously.

10. BOT-10: 2026 Accountability Plan

Provost Kuhl reviewed the 2026 Accountability Plan, stating that the approval is to submit to the Board of Governors. He highlighted UWF strengths on the Performance Based Funding Metrics, the Key Performance Indicators, and enrollment outcomes. Chair Matthews asked for a motion to approve UWF 2026 Accountability Plan.

Motion by: Trustee Smith
Seconded by: Trustee Schatz
Motion passed unanimously.

11. BOT-11: Amendment to UWF Regulation 5.001 Parking and Registration

Mr. Dan Lucas explained that item BOT-11 was to rescind a parking tag fee established in fall of 2025 to allow back-in parking. The proposal is to require the parking tag to back into a space but making the hang tag free. Chair Matthews asked for a motion to approve revisions to UWF Regulation 5.001 Parking and Registration, as presented.

Motion by: Trustee Schatz

Seconded by: Trustee Riddell

Discussion: Trustee Schatz commented the students are excited about this change. President Diaz commented it amounts to an approximate \$25 per semester reduction in fees.

Motion passed unanimously.

12. BOT-12: Approval of BEI Board of Directors

Dan Lucas also presented BOT-12, approval of the appointment of three individuals to the Business Enterprises, Inc. board. Biographies of the new members were available in the agenda packet. Mr. Lucas explained that approval would be subject to the approval by the BEI which meets after this full board meeting. Chair Matthews asked for a motion to approve C. Ray Jones, Dick Baker, and Autumn Bek-Blackledge to the BEI Board of Directors, subject to approval at the next BEI board meeting.

Motion by: Trustee Gilley

Seconded by: Trustee Schatz

Motion passed unanimously.

B. Information Items

1. INFO-1: President's Self Evaluation

President Diaz presented his self-evaluation to the board. The report is attached to these minutes and incorporated by reference. Trustee Gilley commended President Diaz for his work and mentioned that she was working with the new General Counsel to bring a new policy to the board (as chair of the Presidential Performance Evaluation Committee) and looked forward to working with that committee.

2. INFO-2: University of West Florida Police Department Update (Boatwright)

Cass Boatwright, Chief Operating Officer, and Chief Jackson, Chief of the UWF Police Department, presented department initiatives and accomplishments.

IX. Good of the Order

Chair Matthews opened the floor for Trustee comments. Trustees Gilley and Fleming commended the police department. President Diaz mentioned that the house and senate agreed to top line allocations and would reconvene May 12th to start the negotiation process for the budget which could be approved before June. Chair Matthews identified that business had been concluded. She mentioned the committee meetings would be May 21st and the next in-person Board of Trustees meeting on campus is scheduled for June 18th. Chair Matthews asked if the board members had any additional business to discuss. No other business was discussed.

X. Adjournment

12:22p.m.

With no other business to discuss, Chair Matthews adjourned the meeting at 12:22 p.m.

Goal 1 - Capital Campaign



UNIVERSITY OF WEST FLORIDA

Oversee the achievement of expanding and meeting the goal of the “Here For Good” campaign to \$100 million.

The University of West Florida continues to make strong progress toward achieving and surpassing the expanded \$100 million goal of the “Here for Good” capital campaign, the most ambitious comprehensive fundraising effort in institutional history. Originally launched with a \$90 million target, the campaign goal was increased to \$100 million following significant philanthropic momentum and sustained donor engagement.

Campaign performance remains strong, with more than 10,000 donors contributing to date and continued growth across major giving, annual fund participation and corporate partnerships. In November 2025, the University surpassed \$95 million in total funds raised, prompting the official expansion of the campaign goal. UWF is now on track to meet, and potentially exceed, the \$100 million milestone by the campaign’s conclusion on June 30, 2026.

For the current fiscal year, UWF is projected to raise more than \$8 million in total philanthropic support, including more than \$1.8 million in annual fund gifts (cash, pledges, and planned gifts under \$10,000) and more than \$6.5 million in major gifts (cash, pledges, and planned gifts of \$10,000 or more).

Additional indicators of engagement underscore this momentum, including participation from more than 550 faculty and staff donors, over 450 Nautilus-level donors contributing \$1,000 or more, and the successful securing of more than 60 new major gifts during the fiscal year.

Alumni engagement continues to grow, with a current participation rate of 4% and clear opportunities for growth. These results reflect strong philanthropic momentum and continued investment in the University’s mission and future, further strengthened by the leadership of President Diaz as UWF’s seventh president.

As the campaign enters its final phase, efforts are focused on securing leadership-level gifts and maintaining engagement to ensure a successful conclusion.

Goal 2 - Brand Refresh



UNIVERSITY OF WEST FLORIDA

Oversee and implement a comprehensive University brand audit and refresh.

To strengthen its position in an increasingly competitive higher education landscape, the University of West Florida has completed a comprehensive brand audit and is now advancing into the implementation phase of a full brand refresh. This effort is designed to ensure the University's brand accurately reflects its mission, continued growth, and strategic direction, while improving clarity, consistency, and differentiation in the marketplace.

The recently completed audit included a thorough evaluation of institutional messaging, visual identity, and stakeholder perceptions, providing a strong foundation for the work ahead. Building on these insights, the University is now preparing for the rollout of a refreshed brand identity and logo, timed to align with the upcoming academic year.

At the core of this initiative is a focus on strengthening and refining the University's messaging and visual identity to better align with institutional priorities, including student success, workforce impact, research, and community engagement. By creating a more cohesive and compelling brand, UWF aims to enhance its effectiveness in student recruitment, fundraising, and broader community engagement.

Implementation efforts are already underway. The University has refined its institutional narrative to ensure consistency in messaging across all audiences and platforms. Updated visual identity elements, including a new logo and brand standards, are being finalized for deployment across digital, print, and campus environments. Equally important is internal alignment; comprehensive brand guidelines, tools, and training will be provided to ensure consistent adoption across all divisions and departments.

The rollout will occur in phases. Following the completion of the audit in 2025, the University is using the Spring of 2026 to finalize brand assets and prepare for launch. The official unveiling of the refreshed brand will coincide with the new fiscal year, launching July 1, 2026, supported by a coordinated marketing and communications strategy. Beyond launch, ongoing efforts will focus on campus-wide adoption and sustained brand governance to ensure long-term consistency and impact.

Through this initiative, the University of West Florida is positioning itself to achieve a stronger, more unified institutional identity. The refreshed brand is expected to improve the effectiveness of enrollment marketing, increase donor engagement and philanthropic alignment, and elevate the consistency and quality of University communications. Ultimately, this work will enhance UWF's visibility and reputation at both the regional and national levels.

Goal 3 - Talent Catalyst



UNIVERSITY OF WEST FLORIDA

Double the number of Talent Catalyst internship partners from 7 to 14.

The UWF Talent Catalyst program is a structured internship program that connects University of West Florida undergraduate students with Northwest Florida employers. Administered by the UWF Office of Workforce Development, the program integrates paid workforce experience/internships, professional development training, and employer mentorship to prepare students for successful careers.

Talent Catalyst has been designated by UWF as two High Impact Practices (HIPs) – Internships/Work Experience and a Living Learning Community – and all participating students receive transcript recognition.

Three Core Components:

1. Paid Internships/Workforce Experience

Students work in paid, part-time internships with regional employers (with pay ranges from \$16 to \$27 per hour), predominantly spanning multiple semesters (Fall, Spring, and Summer). Many students begin as juniors and gain two years of experience with the same employer before graduation, building skills and often transitioning into full-time roles with the company.

2. UWF Talent Catalyst Professional Development Course

All participating students take a free hybrid professional development course taught by Dr. Sherry Hartnett (1–2 hours per week) focused on communication, teamwork, professionalism, time management, problem-solving, and critical thinking. The course combines flexible online learning with monthly in-person sessions featuring guest speakers and practical training. The Canvas course is built with multiple levels of learning, so in their first semester they take Level 1, second semester Level 2, and so on.

3. Mentorship

Each student is paired with a mentor from their employer organization who provides guidance on workplace expectations, career development, and professional networking.

Talent Catalyst currently includes 21 employer partners with signed MOUs. In less than two years, more than 56 students will have participated – most for over a year – by the end of this academic year.

The program creates a strong talent pipeline for regional employers while ensuring UWF students graduate with meaningful internships/work experience, professional skills, and industry connections.



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Talent Catalyst Business Partners:

1. GE Vernova
2. Landrum
3. LifeView Group / GCE
4. BlueWind Technology
5. University of West Florida
6. American Magic
7. LocaliQ
8. Jupiter Bach
9. Engineered Cooling Services
10. Leonardo DRS
11. Birdon
12. American Heritage Financial
13. On-Point Defense Technology
14. Tocaro Blue
15. Guided Particle Systems
16. PenAir Credit Union
17. RescAlert
18. Viewpoint Systems
19. Catalyst (Healthcare Real Estate)
20. Levin, Papantonio, Proctor,
Buchanan, O'Brien, Barr, & Mougey
P.A.
21. St. Engineering North America

Goal 4 - Stadium Groundbreaking



UNIVERSITY OF WEST FLORIDA

Oversee and implement the groundbreaking and construction of the new football stadium to include general event space for the University.

On Feb. 11, 2026, UWF officially broke ground on the Darrell Gooden Stadium, a multi-use football and events facility that represents UWF's growth and a significant investment in the community.

Construction on the Darrell Gooden Stadium is underway and will continue while the Argos compete during the 2026 season. As part of the phased development, a new state-of-the-art LED video board – measuring 85 feet wide by 30 feet tall – will be installed in the end zone opposite the Darrell Gooden Center and will be in place for the 2026 season.

The first kickoff at Darrell Gooden Stadium is planned for Fall of 2027.

Goal 5 - Student Area Enhancement



UNIVERSITY OF WEST FLORIDA

Improve campus appearance and enhance student areas to include a new student union patio and refurbished Cannon Green.

The University of West Florida has made significant progress in enhancing campus appearance and elevating student-centered spaces through the completion of key improvements to the Cannon Green and a new Commons Patio. These efforts are part of a broader commitment to creating a more vibrant and engaging campus environment that supports student life.

The new Commons Patio was completed in January 2026 and officially introduced to campus with a “Party on the Patio” event in February 2026. Designed to encourage connection and engagement, the patio provides a central outdoor area for informal gatherings, eating space, and daily student use.

The University also completed a large-scale landscape enhancement project, transforming and expanding the Cannon Green in March 2026. The revitalized space significantly increases the usable green area, creating a more open and flexible environment for student activities and campus events. As part of this project, the University introduced “Greek Way,” a dedicated walkway recognizing Fraternity and Sorority Life. This walkway features custom benches for each FSL organization, many of which are now being personalized by the Chapters, fostering a sense of ownership, pride, and community among students.

Goal 6 - Housing / Retail Expansion Opportunities



UNIVERSITY OF WEST FLORIDA

Explore and propose P3 opportunities for the University to expand housing and new retail entertainment facilities.

The University of West Florida is actively exploring and advancing public-private partnership opportunities to expand on-campus housing and introduce new retail, entertainment and student-centered facilities. This effort reflects a strategic commitment to enhancing the campus experience, supporting enrollment growth and meeting evolving student expectations, while leveraging innovative funding and development models.

To support this initiative, UWF has released an ITN to solicit proposals and ideas from potential partners. Responses are expected in the coming quarter and will provide a range of concepts for consideration, including development along Argo Boulevard; expanded student housing, retail, and dining options; entertainment venues; and new student activity spaces. These concepts will be carefully evaluated and prioritized based on demonstrated student needs, institutional fit, and funding feasibility.

Student Housing

Significant progress has already been made in advancing housing expansion efforts. A comprehensive housing demand and feasibility study, completed in Summer 2024 in partnership with Brailsford & Dunlavey, confirmed sustained demand for additional housing and identified viable pathways for expansion. Building on this foundation, Housing and Residence Life has been actively engaged in design and construction planning, including schematic design reviews with housing architects throughout 2025.

HRL has developed and continues to refine standardized inventories for building materials, furnishings, and fixtures to ensure consistency, cost efficiency, and long-term maintenance sustainability across facilities. The team has also prioritized continuous improvement by evaluating emerging solutions and operational efficiencies, while benchmarking against peer institutions across the State University System to inform competitive positioning, design standards, and partnership models.

Retail, Entertainment, and Mixed-Use Development (Argo Boulevard) and New Student Union:

The University has made meaningful strides in conceptualizing retail, entertainment, and mixed-use development opportunities, particularly along Argo Boulevard, as well as planning for a potential new student union. These efforts have been heavily informed by student input. Engagement with Fraternity and Sorority Life leadership has helped assess interest in Greek housing and associated mixed-use developments, while structured feedback sessions through the Vice President's Student Advisory Council have provided valuable insight into student preferences.



UNIVERSITY OF WEST FLORIDA

Student-driven concepts for Argo Boulevard emphasize a vibrant, experiential environment that blends dining, retail and entertainment. Ideas include various dining options accommodating a range of tastes and dietary needs, destination-style retail, and amenities such as live music, outdoor gathering spaces, and late-night programming. Students have expressed a desire for an atmosphere that is both energetic and inviting, drawing inspiration from destinations like Disney Springs and walkable urban districts.

Similarly, concepts for a new student union reflect a strong desire for multifunctional, student-centered space. Proposed features include a mix of amenities such as food service, coffee shops, and recreation options, alongside expanded commuter resources, event and meeting spaces, and dedicated areas for student organizations. Design preferences emphasize openness, natural light, flexibility, and a modern, engaging aesthetic, informed by peer institutions and comparable campus environments.

Next Steps:

Looking ahead, the University has identified several key next steps for 2026. Efforts will include exploring potential partnerships for Greek housing, engaging interested alumni to assess feasibility, funding models, and potential P3 structures. Additionally, \$100,000 in FY27 CITF funding will support the conceptual design of a new student union, with renderings and materials used to build student enthusiasm, gather feedback, and align stakeholders. The University will also evaluate funding mechanisms, including potential adjustments to student fees, to support future development, while considering opportunities to repurpose existing campus spaces such as the University Commons.

Through these coordinated efforts, UWF is positioning itself to deliver a more dynamic, engaging, and student-focused campus environment, supported by strategic partnerships and sustainable development approaches.

Goal 7 - Civic Literacy and Discourse



UNIVERSITY OF WEST FLORIDA

Establish a center for civic literacy and increased civil discourse engagement.

UWF has made significant progress in establishing a comprehensive and impactful center dedicated to civic literacy and the promotion of civil discourse. This effort was kickstarted with the awarding of a \$1.5 million, three-year grant from the U.S. Department of Education, supporting the creation of the UWF Academy of American Civic Republicanism. Building on this foundation, the University formally established the Academy for American Civic Republicanism to serve as the hub for programming, education, and community engagement in this space.

To ensure strong leadership and effective implementation, the University has hired key personnel, including a program director and coordinator, as well as established an advisory board with the majority of invited members already confirmed. UWF has developed a robust network of local and regional partnerships to extend its reach and impact, including collaborations with Escambia, Santa Rosa, and Okaloosa County School Districts; the UWF Historic Trust; and the Florida Civics and Debate Initiative.

During 2025-26, UWF hosted four debates and six lectures supporting civic literacy and increased civil discourse engagement.

- Office of Public Policy Events
 - “Storm over the Constitution: Procedure or Prescription?” with Dr. Allen Mendenhall and Dr. Clifford Humphrey on 9/17/25
 - “What Caused the Change in the Youth Vote? A Bipartisan Dialogue” with UWF Interim President Manny Diaz Jr. and Steve Schale, CEO of Unite the Country on 11/17/2025
 - “Church, State and the First Amendment” with Dr. Mark David Hall and Dr. Steven K. Green on 1/22/26
 - “Private Vices, Public Prosperity: Can Self-Interest Sustain a Free Republic?” with Dr. Adam Cayton, Dr. Clifford Humphrey, Dr. Tom Barber, and Dr. Brian Rucker on 2/25/26
- America 250 Florida Events
 - “The President, the Bureaucracy, and the Fate of Government by Consent of the Governed after 250 Years” with Dr. Ronald Pestritto on 10/7/25
 - “Did America Have a Christian Founding?” with Dr. Mark David Hall on 1/23/26
 - “Duty Before Glory: Washington’s Enduring Legacy of Leadership” with Mr. Travis Souther, UWF Emerald Coast librarian, on 2/16/25 at the Emerald Coast campus and 4/14/26 at the Pensacola campus
 - “Rome in Philadelphia: Polybius and the Roman Republic at the American Founding” with Dr. Carl E. “Tripp” Young III on 3/5/26



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- “On Turning 250: How Americans Should Remember Their Founding” with Dr. Wilfred M. McClay on 4/16/26

Summer Institute session schedules have been finalized with a focus on “Using Primary Sources in Civics/History Instruction” for middle and high school teachers. The program will include two five-day seminars, supported by four selected guest lecturers, with 60 participants already registered. To expand access, a four-part summer webinar series has also been developed for K–12 educators in Escambia, Santa Rosa, and Okaloosa counties who are unable to attend the in-person sessions. The webinar series, themed “Foundations and Crises of the American Republic,” will cover topics including the foundations of republican government, slavery and its impact on the republic, ideological challenges to constitutional order, and the balance between security and liberty during the Cold War. Each session is expected to serve approximately 15 educators, reaching a total of 60 participants.

A pilot undergraduate course, The Founder’s Constitution, has been developed and launched, providing students with an in-depth analysis of the Constitutional Convention of 1787, including the debates over the structure of the national government, arguments for and against ratification, and the creation and adoption of the Bill of Rights in the First Congress. The course is currently enrolling 22 students. In addition, the Academy is hosting a course on statesmanship, scheduled to launch in Fall 2027 as a senior capstone class, with guest lectures by President Diaz.

Planning is underway for a conference in February 2027, with the theme, keynote speaker, and venue secured.

Goal 8 - Advocacy Program



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Expand and implement a state and federal advocacy program with emphasis on combined and expanded funding opportunities.

Over the past year, UWF has made significant progress in establishing a stronger presence at both the state and federal levels. Building on this momentum, the University will advance a more structured, proactive, and results-driven advocacy program focused on alignment, engagement, and execution.

Key Initiatives and Progress to Date:

- **Federal Representation and Strategy Development:** UWF has engaged federal representation to advocate on behalf of the University in Washington, D.C., and to provide strategic guidance on navigating federal processes, identifying funding opportunities, and positioning UWF competitively for federal resources.
- **Strategic Engagement with Federal Delegation:** The University has successfully hosted members of Congress in Pensacola, including visits to the UWF Center for Cybersecurity and the UWF Historic Trust. These engagements have highlighted UWF's impact, strengthened relationships with key decision-makers, and showcased nationally recognized programs.
- **National Presence and Relationship Building:** UWF leadership has conducted targeted visits to Washington, D.C., to build recognition for the University and its areas of excellence, including cybersecurity, artificial intelligence, workforce development, and community partnerships.
- **Development of an Internal Federal Advocacy Process:** The University has initiated the creation of a formalized internal process to coordinate federal advocacy efforts. This includes identifying priority projects, aligning institutional messaging, and ensuring timely pursuit of federal grants, congressionally directed spending (community funded projects), and other funding opportunities.
- **Submission of Community Funded Projects:** UWF has successfully submitted community funded project requests through members of Congress, positioning the University to secure direct federal investments that support critical infrastructure, academic programs, and regional economic development initiatives.

Next Steps and Strategic Focus:

To build on this foundation, UWF will:

- Fully implement a coordinated advocacy framework that integrates state and federal priorities across all divisions of the University.
- Expand strategic engagement with elected officials and agency leaders to increase visibility and influence.
- Strengthen internal capacity to identify, develop, and advance competitive funding proposals aligned with institutional priorities.



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- Enhance collaboration with regional partners to pursue joint funding opportunities that amplify UWF's impact across Northwest Florida.
- Establish clear metrics to track advocacy outcomes, funding secured, and relationship development.

Goal 9 - Office of Military Services



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Establish the Office of Military Services to better serve active military, veterans, and military families under the Office of the President.

In August 2025, UWF launched the Office of Military Services as a priority initiative to strengthen its commitment to those who serve, have served, or will serve, and their families. Housed within the Aylstock, Witkin, Kreis and Overholtz Center for Leadership, OMS unified the University's Army and Air Force ROTC programs and the Military and Veterans Resource Center into a centralized structure designed to enhance coordination, expand services, and elevate UWF's impact across the military-affiliated community.

In the months since its launch, OMS has made substantial progress across three key focus areas: (1) serving veterans and military-affiliated students, (2) supporting ROTC programs, and (3) strengthening partnerships with active-duty installations and military organizations.

Serving Those Who Have Served (Veteran and Military-Affiliated Students)

The University has significantly strengthened its support for veterans, their families and other military-affiliated students, earning national recognition for its efforts. During the 2025–2026 academic year, UWF achieved top rankings and distinctions, including recognition from U.S. News & World Report, Military Friendly and Military Times, underscoring its position as a leading institution for veteran education.

Programmatic expansion has been a central focus. In partnership with the Small Business Development Center, UWF successfully secured and launched the Veterans Florida Entrepreneurship Program, providing workforce and entrepreneurial training opportunities to veterans and their spouses across Northwest Florida. The University is also entering into a partnership with Home Base, a nationally recognized nonprofit organization, to deliver clinical care, wellness services, and research addressing the invisible wounds of war for veterans, service members, and their families.

To further strengthen community collaboration, OMS leads the Pensacola Veterans Support Organization Network, convening regional partners on a quarterly basis to improve coordination, reduce service gaps, and better support both student and community veterans.

In addition, OMS has begun pursuing funding for a dedicated facility that will centralize services, provide classroom and office space, and potentially house workforce training labs and resiliency-focused programming. Demonstrating its commitment to student success, UWF also provided financial support to cover tuition gaps for veterans impacted by the late 2025 government shutdown.



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Serving Those Who Will Serve (ROTC Programs)

OMS has enhanced support for ROTC programs through targeted investments in student success, leadership development, and program visibility. Through collaboration with local donors, the University established new scholarships to support both ROTC cadets and veteran students, helping to reduce financial barriers and attract high-quality candidates.

A key initiative has been the creation of the “Warrior Scholar” Living Learning Community, developed in partnership with academic and athletics units. This program brings ROTC cadets together in a shared residential environment alongside student-athletes, fostering leadership development, academic achievement, and a strong sense of community.

The University also launched its first annual Spring Review, a formal event recognizing graduating cadets and celebrating their transition into commissioned officers. This initiative reinforces longstanding military traditions while strengthening connections between cadets, the military community, and external stakeholders.

Looking ahead, UWF is actively exploring a partnership with the U.S. Coast Guard to establish a Lateral Entry Program. This initiative would create accelerated career pathways for graduates in technical fields, allowing them to enter service at advanced ranks while contributing critical expertise to national defense.

Serving Those Who Are Serving (Active Duty and Military Installation Partners)

OMS has expanded its engagement with active-duty service members and military installations across Northwest Florida, positioning UWF as a key partner in education, training, and workforce development. The University is currently finalizing an agreement with the Air Force’s 479th Flying Training Group at Naval Air Station Pensacola to deliver instruction in pedagogy and leadership for flight instructors and students, with programming expected to begin in Summer 2026.

Through coordination with the Pensacola Military Affairs Committee, UWF is hosting regular engagements with installation commanders, providing opportunities to showcase University resources, strengthen partnerships, and align academic offerings with military needs.

OMS has also played a key role in advancing UWF’s engagement with the defense and research sectors. This includes facilitating a strategic visit with DefenseWerx leadership to highlight the University’s capabilities in cybersecurity, engineering, and human-machine teaming, as well as supporting a cross-college effort to pursue research opportunities with the Air Force Research Laboratory. These



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initiatives position UWF as a contributor to national security innovation and expand opportunities for faculty and students.

Additionally, OMS is coordinating with leadership at the Center for Information Warfare Training at Corry Station to explore partnerships in cybersecurity, artificial intelligence, and workforce training. These efforts further strengthen UWF's role in supporting military readiness and advancing regional and national defense priorities.

Goal 10 - 90 on PBF



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Under the current Florida SUS Performance-Based Funding model, UWF's overall metric score for the 2025-2026 performance year is at least 90.

The University achieved a total Performance-Based Funding (PBF) metric score of 91 for the 2024-25 academic year and is projected to exceed a score of 90 again in 2025-26. Notably, the University has surpassed every PBF goal outlined in its 2026 Accountability Plan, reflecting sustained excellence across all measured areas. These results underscore the University's strong and consistent performance within the state's funding model. The final score will be officially announced at the June BOG meeting.

Goal 11 - Increase Research Expenditures



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Achieve an increase in overall research expenditures from FY 2024 to FY 2025, as reported by the NSF HERD Survey.

Total research expenditures reached \$43,503,000 in FY 2024. Based on the recently submitted Higher Education Research and Development survey to the National Science Foundation, FY 2025 expenditures are projected to increase to \$47,528,000, a 9% gain. This marks the highest level of research expenditures in recent years and continues a strong upward trajectory in research activity.

Notably, the University reported more than \$25,000,000 in external expenditures, including \$19,000,000 in federal funding. This sustained growth reflects expanding research capacity, increased competitiveness for external funding, and continued momentum in advancing the University's research enterprise.

Goal 12 - Student Enrollment



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Grow and sustain UWF's total fall semester student enrollment to more than 15,000 students.

UWF achieved a historic milestone in Fall 2025, surpassing 15,000 enrolled students for the first time in the University's 58-year history. Total enrollment reached 15,411, representing a 5% increase over the previous fall and exceeding the University's goal of 15,200 students. This achievement reflects strong, sustained growth and the University's increasing appeal to both undergraduate and graduate students.

Notably, Fall 2025 also marked the first time undergraduate enrollment exceeded 10,000 and graduate enrollment surpassed 5,000, demonstrating balanced growth across academic levels. This momentum continued into Spring 2026, with enrollment increasing by more than 2% compared to the previous spring semester. Together, these gains underscore the University's successful recruitment and retention strategies and position UWF for continued enrollment growth.



Board of Trustees
UNIVERSITY OF WEST FLORIDA

Reports

-
- ❖ **Chairman's Report**
 - ❖ **President's Report**
 - ❖ **2026 Legislative Update**
 - ❖ **Provost's Report**
 - ❖ **Faculty Report**
 - ❖ **Student Report**
 - ❖ **Program Report: Haas Center**
 - ❖ **BOT Committee Reports**
 - ❖ **Direct Support Organization Reports**



Consent Agenda

Consent Agenda Items:

1. ACA-1: Specialized Admissions Status Reaffirmation
2. ACA-2: Tenure as a Condition of Employment
3. AUD-1: Internal Audit Report – Purchasing Card Audit (Q1 2025-26)
4. AUD-2: Internal Audit Report – Purchasing Card Audit (Q2 2025-26)
5. AUD-3: Internal Audit Report – Student Hazing Prevention
6. AUD-4: Internal Audit Report – DAVID Internal Controls and Data Security
7. AUD-5: Internal Audit Report – IIA Cybersecurity Topical Requirement
8. AUD-6: BOT Audit and Compliance Committee Charter – Proposed Revisions
9. AUD-7: IAMC Charter – Proposed Revisions
10. AUD-8: Revised 2025/26 and 2026/27 IAMC Work Plans
11. AUD-9: 2025/26 and 2026/27 IAMC Resource Plan
12. AUD-10: Auditor General Audit Report – UWF Financial Statement Audit
June 30, 2025
13. FFO-1: Approval of FY2027/28 - 2031/32 Capital Improvement Plan
14. FFO-2: University Carryforward Spending Plan & Fixed Capital Outlay
Budget
15. STU-1: Amendment to UWF Regulation-3.042, Admission of International
Students

Trustees may pull any individual item from the consent agenda for further review as needed. Each item was fully discussed during the committee meetings and all recommendations of the committees reflect the proposed action provided on the agenda.



Board of Trustees
Full Board Meeting
June 18, 2026

Approval of UWF Historic Trust Board New Appointments and Reappointment

Recommended Action:

Approve new appointments and reappointment to the UWF Historic Trust Board of Directors beginning July 1, 2026.

Background Information:

To comply with Legislative Section 1004.28(3), Florida Statutes, BOG Regulation 9.011, and UWF Regulation 5.016, and UWF Historic Trust Bylaws, directors other than the UWF Board of Trustees Chair's appointment and the President or his designee must be approved by the UWF Board of Trustees. The UWF Historic Trust Board of Directors requests approval of the following new appointments and reappointment to the Board for the terms stated for each individual:

New Appointments -

- | | |
|---|---|
| 1. Dr. Nathan Smith
Presidential Appointment – Historian | 1 st 4-Year Term: 7/1/2026 – 6/30/2030 |
| 2. Aubrey Miller
SGA Representative | 1-Year Term: 7/1/2026 – 6/30/2027 |

Reappointment -

- | | |
|---|---|
| 3. Edward Tisdale
Presidential Appointment | 2 nd 4-Year Term: 7/1/2026 – 6/30/2030 |
|---|---|

Implementation Plan:

Effective July 1, 2026, upon UWF Board of Trustees' approval.

Fiscal Implications:

N/A

Relevant Authority:

Legislative Section 1004.28 (3) Florida Statutes; BOG Reg. 9.011; UWF Regulation 5.16; UWF Historic Trust Bylaws, Article II, approved by BOT on June 5, 2018.

Supports Strategic Direction(s):

Strategic Direction 4: Community and Economic Engagement

Documents:

1. UWF Historic Trust Bylaws
2. New Appointment and Reappointment Bios

Prepared by:

Sarah Schmuck, Executive Specialist, Office of the Vice President, Division of University Advancement, (850) 474-3306, sschmuck@uwf.edu

Presenter:

Tori Bennett, Vice President, Division of University Advancement; CEO UWF Historic Trust

**BYLAWS OF
THE UNIVERSITY OF WEST FLORIDA HISTORIC TRUST
A DIRECT SUPPORT ORGANIZATION OF THE UNIVERSITY OF WEST FLORIDA**

**ARTICLE I
MISSION**

The mission of the University of West Florida Historic Trust (the “Corporation”) is to collect, preserve, and interpret the history of Northwest Florida, and to support the historic preservation efforts and the historic preservation education programs and initiatives of the University of West Florida (“UWF” or the “University”) as delineated in §267.1732(1), Fla. Stat.

**ARTICLE II
BOARD OF DIRECTORS**

The governing body of the Corporation is the Board of Directors. The property, affairs, and business of the Corporation shall be managed and controlled, and all corporate powers shall be exercised by, or under the authority of the Board of Directors. All directors must have a demonstrated interest in the preservation of Florida’s historical and archaeological heritage. Membership on the Board must be representative of the area of West Florida served by the Corporation and the University in their preservation efforts as delineated in the Articles of Incorporation, Article VI and §267.1732(2), Fla. Stat.

Section 2.1. Mandated Directors.

The Board of Directors of the Corporation must consist of a minimum of **seven (7) directors**, known as Mandated Directors, to include:

- a. the president of the University or designee;
- b. a licensed architect who has expertise in historic preservation and architectural history;
- c. a professional historian in the field of American history;
- d. a professional archaeologist;
- e. a representative of the University of West Florida Student Government Association;
- f. a member of the University of West Florida Board of Trustees; and
- g. the Chair of the Board of Directors of the Pensacola Museum of Art

The **mandated director’s** positions shall be appointed by the University President in consultation with the Board of Directors. With the exception of (a) the president of the University or designee and (f) a member of the University of West Florida Board of Trustees, all appointments to mandated director positions must be approved by the University of West Florida Board of Trustees.

Section 2.2. Additional Directors.

The number of additional Directors must be at least one (1) and appointed by the University President in consultation with the Board of Directors. All additional Directors must be approved by the University Of West Florida Board Of Trustees.

Section 2.3. Terms of Office.

- a. *Terms:* The term of office of both mandated and additional Directors is four (4) years.
- b. *Term Limits:* Directors cannot serve more than two (2) consecutive terms. This restriction applies to both Mandated Directors and Additional Directors. After a break in service of two years, previously appointed or mandated Directors in good standing may serve another two (2) consecutive terms.
- c. *Serving an initial partial term:* Only full 4-year terms will be counted toward term limits. In the event a vacancy is filled before the expiration of the term, the remainder of that term does not count against the term limits imposed by these Bylaws.
- d. *Staggered Terms:* The terms of office of Directors are staggered so that approximately one fourth of the Directors are appointed each year. Exceptions may apply to the Mandated Directors.
- e. *Initial Board:* The initial Directors under these Bylaws shall be the Board in office as of July 1, 2011. Their terms shall be staggered according to the attached schedule [Attachment A].
- f. *Resignation:* A Director may resign at any time by submitting a written resignation to the Chair of the Board of Directors, with a copy to the Executive Director of the Corporation.

g. *Removal:* Any Director may be removed by a two-thirds vote of the Directors present at a duly noticed meeting at which there is a quorum (See Section 3.02), whenever in the Board's judgment, the interests of the Corporation would be best served. Any Director may be removed for cause by the University President, after consulting the Board.

Section 2.4. Vacancies.

When vacancies occur on the Board, the vacancy shall be filled by the Board for the unexpired term in the same manner as provided for in these Bylaws; that is, a recommendation to the President, who then appoints (see section 2.02). Unless the vacancy occurs in the Director position held by the member of the University of West Florida Board of Trustees or by the President of the University, every appointment to fill the vacancy of a Director is subject to approval by the University of West Florida Board of Trustees. Vacancies among Officers may be filled at any meeting of the Board of Directors by vote of the Directors (see section 5.1).

Section 2.5. Compensation.

While board members provide an invaluable service to the Corporation, University, and community, the Corporation shall not compensate Directors for service to the Corporation. However, reimbursement of out-of-pocket expenses evidenced by appropriate documentation is allowed.

Section 2.6. Bond.

Each officer and the Executive Director, if authorized to collect, hold, or disburse funds of the Corporation, shall be bonded for the faithful discharge of his or her duties, the adequacy of which shall be determined by the Board of Directors. The Corporation must pay for the bonds.

Section 2.7. Directors and Officers Liability Insurance.

The Corporation must maintain Directors and Officers Liability Insurance on behalf of the Board Directors.

Section 2.8. Document Retention.

The Corporation shall comply with all applicable Corporation, University, State of Florida, and federal laws, regulations, and policies regarding document retention and destruction. Documents shall never be destroyed or removed for illicit or unethical purposes.

Section 2.9. Approved Policies.

Board members will comply with all policies as may be adopted by the Board from time to time to remain in compliance with best practices, laws, or regulations.

**ARTICLE III
MEETINGS OF THE BOARD OF DIRECTORS**

Section 3.1. Meetings.

- a. *Regular meetings:* The Board of Directors will meet at least quarterly, barring any unforeseen circumstances, at a time and place as may be determined by the Board of Directors. In the event the Board determines that a Board meeting is not necessary, it may vote to cancel meetings as needed.
- b. *Special meetings:* Special meetings may be called by the Chair of the Corporation or by one-fourth of the Directors upon written notice in accordance with subsection (c) below.
- c. *Electronic Meetings:* The Board of Directors may choose to include electronic elements to facilitate meetings, including, but not limited to, phone conference calling, web or other internet based meeting protocols (such as Skype), or similar means, provided, however, that all meetings will be conducted in accordance with the Florida Sunshine Law.
- d. *Notice to Individual Directors:* Written notice of all meetings of the Board must be provided to Directors and include the date, time, place of the meeting, and purpose of the meeting, and must be provided to the address provided by each Director. Electronic delivery of notices to Directors can be utilized unless a Director requests another means of delivery of notice. Any such notice must be provided to Directors not less than three (3) days before the meeting to which the notice pertains. Public notice of all meetings shall be provided as required by Florida law.
- e. *Waiver of Notice:* The Directors may waive notice of any meeting or the purposes of the meeting. When a quorum is present at any meeting, a waiver of notice of the meeting for the purposes of the meeting can be authorized by a majority of all Directors present at the meeting, and the waiver shall be as effective and have the same force and effect as though all Directors had waived the notice requirements; provided, however, notice to the public must be adequate to satisfy the requirements of Florida law.

Section 3.2. Quorum.

A majority of Directors shall constitute a quorum at any meeting of the Board of Directors and all questions shall be determined by a majority vote of those present at a duly noticed meeting, unless otherwise provided in these Bylaws.

ARTICLE IV COMMITTEES

From time to time, the Chair of the Board of Directors may appoint committees for any purpose or purposes. These committees will have such powers as specified in a resolution of the Board and membership will be approved by the Board. The committee members may be Directors or members appointed by the Chair of the Board who have an interest, relevant experience, and a desire to serve on the committee. The Chair of all Committees must be a member of the Board of Directors. The Chair of the Committee shall provide a report to the Board for such action as the Board deems necessary. The Executive Director will serve as ex officio member of the committees.

ARTICLE V OFFICERS

Section 5.1. Selection of Officers.

The officers of the Board shall be at a minimum a Chair, Vice Chair, Secretary, and Treasurer. The Board may create other officer positions as necessary. The officers of the Corporation for the next fiscal year must be elected annually by the Board of Directors at the last meeting of the fiscal year. The officers must be elected from among the members of the Board of Directors. Vacancies may be filled at any meeting of the Board of Directors by vote of the Directors. Each officer holds office until a successor has been duly elected or appointed, unless the Officer dies, resigns, or is removed from office.

Section 5.2 Removal of Officers.

Any officer may be removed by vote of the Directors.

Section 5.3 Vacancies.

A vacancy in any office may be filled for the remaining portion of the term by a majority vote of the Board of Directors.

Section 5.4. Chair of the Board.

The Chair of the Board shall preside at all meetings of the Board of Directors. The Chair of the Board shall have and exercise general supervision and control of the affairs of the Corporation and shall perform all duties incident to the office of the Chair of the Board and such other duties as may from time to time be assigned by the Board of Directors.

Section 5.5. Vice Chair of the Board.

At the request of the Chair or in the absence of the Chair, the Vice Chair shall perform the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair of the Board. The Vice-Chair shall perform such other duties as from time to time may be assigned by the Board of Directors.

Section 5.6. Secretary.

The Secretary shall, in consultation with the executive director, make or cause to be made a record of all meetings of the Corporation and its committees. The Secretary shall in like manner provide for the timely mailing or delivery of all notices and minutes of meetings of the Board of Directors.

Section 5.7. Treasurer.

The Treasurer shall regularly review the fiscal affairs of the Corporation and review all disbursements made by the Corporation. The Treasurer shall, with the assistance of the Executive Director, render to the Board of Directors, at its regular meeting, or when the Board of Directors so requires, an account of transactions as Treasurer and of the financial condition of the Corporation.

Section 5.8. Absence or Incapacity of Officers.

In the event of absence, inability, or refusal to act of any officer of the Corporation, the Board of Directors may appoint another Director to perform the officer's respective duties.

ARTICLE VI AFFILIATES & DIVISIONS

Section 6.1. Board of Governors

The University of West Florida Historic Trust will maintain an honorary Board of Governors division to serve in an advisory and supportive role to the Board of Directors.

Section 6.2. Board of Governors Membership

There is no limit on the number of Governors allowed, but members must be senior community members in leadership position across a broad diversity of fields, including, but not limited to, business, education, politics, banking, etc.

Section 6.3. Emeritus Directors

An Emeritus Director is a former Director who is approved as such by majority vote of the Board of Directors, and who is a nonvoting member in an advisory capacity to the Board. This is an honorary title in recognition of the Director's active participation, financial contribution, or continuing strong interest in the organization. The Board of Directors may determine nominees and categories for Emeritus Status. Emeritus Directors automatically serve on the Board of Governors.

Section 6.4. Role of Board of Governors

The Board of Governors will support any and all fundraising activities as approved by the Board of Directors. The Board of Governors will provide advocacy support for the areas identified by the Board of Directors. The Board of Governors will serve as a resource from which future vacancies on the Board of Directors may be filled. The Board of Governors will serve in any and all other roles identified by the Board of Directors.

Section 6.5 Pensacola Museum of Art

A division of the Corporation is the Pensacola Museum of Art (the "PMA").

Section 6.6. Pensacola Museum of Art Board of Directors

The PMA may have its own Board of Directors. The Board of Directors may have its own Bylaws, which must be consistent with these Bylaws. Copies of any Bylaws for the PMA must be maintained in the offices of the Corporation with other official documents of the Corporation.

ARTICLE VII CHIEF EXECUTIVE OFFICER & EXECUTIVE DIRECTOR

CHIEF EXECUTIVE OFFICER

Section 7.1 Chief Executive Officer

The Chief Executive Officer, CEO, of the Corporation is the Vice President of University Advancement and reports directly to the President of the University.

Section 7.2. Duties

The Chief Executive Officer, CEO shall have executive supervision of the Executive Director. The CEO shall advise, inform, and serve as a key liaison to the Executive Director, especially with respect to business and fiduciary matters.

EXECUTIVE DIRECTOR

Section 7.3. Selection.

The Board of Directors shall have the authority to employ an Executive Director. The Executive Director shall be designated by the CEO in consultation with the Board of Directors.

Section 7.4. Duties.

The Executive Director shall have executive supervision of the business and affairs of the Corporation and shall receive reasonable compensation for performing such services. The Executive Director shall advise, inform, and serve as a key liaison to the Board of Directors, especially with respect to business and fiduciary matters. The Executive Director shall be responsible for implementing policies and actions taken by the CEO and the Board of Directors.

Section 7.5. Evaluation.

The CEO shall evaluate the Executive Director, in concert with the Board of Directors, in accordance with established University performance appraisal guidelines. Prior to the CEO's evaluation, the Board shall provide the CEO with its evaluation of the Executive Director's performance.

ARTICLE VIII CONTRACTS, LOANS, CHECKS, DRAFTS, BANK ACCOUNTS, ETC.

Section 8.1. Contracts.

Except as these Bylaws otherwise provide, the Board of Directors may authorize any officer or officers, or agent or agents, of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such authority may be general or confined to specific instances, and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it monetarily liable for any purpose or for any amount.

Section 8.2. Loans.

No loan shall be assumed or incurred on behalf of the Corporation, and no negotiable paper shall be issued in its name unless previously authorized by the Board of Directors and the CEO with approval of the President of

the University. When so authorized, any officer or agent of the Corporation may effect loans and advances at any time on behalf of the Corporation from any bank, trust company, or other institution, or from any firm, corporation or individual, and for purposes of giving effect to such loans and advances may make, execute and deliver promissory notes or other evidences of indebtedness of the Corporation, and when authorized as aforesaid, and as security for the payment of any and all loans, advances, indebtedness or liabilities of the Corporation, such officer or agent may mortgage, pledge, hypothecate or transfer any real or personal property at any time held by the Corporation, and to that end execute instruments of mortgage or pledge, or otherwise transfer said property. Such authority may be general or confined to specific instances.

Section 8.3. Payments.

All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors.

Section 8.4. Deposits.

All funds of the Corporation shall be deposited in the accounts of the Corporation under such conditions and in such banks, trust companies, or other depositories as the Board of Directors may designate, or as may be designated by any officer or officers, or agent or agents of the Corporation to whom such power may from time to time be delegated by the Board of Directors, and for the purposes of such deposit, any person or persons to whom such power is so delegated may endorse, assign and deliver checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation.

**ARTICLE IX
FISCAL YEAR**

The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

**ARTICLE X
SEAL**

The Board of Directors shall provide a suitable seal which shall be in the form of a circle with such design as the Board of Directors shall approve and shall bear words and figures as follows: THE UNIVERSITY OF WEST FLORIDA HISTORIC TRUST, A Florida Corporation Not for Profit - SEAL 1968- FLORIDA.

**ARTICLE XI
LIMITATION OF LIABILITY**

Section 11.1. Indemnity.

Each person (including here and hereinafter, the heirs, executors, administrators, or estate of such person) (1) who is or was a director, manager, trustee or officer of the Corporation, (2) who is or was an agent or employee of the Corporation other than an officer and as to whom the Corporation has agreed to grant such indemnity, or (3) who is or was serving at the request of the Corporation as its representative in the position of a director, manager, trustee, officer, agent or employee of another corporation, partnership, joint venture, trust or other enterprise and as to whom the Corporation has agreed to grant such indemnity shall be indemnified by the Corporation as of right to the fullest extent permitted or authorized by current or future legislation or by current or future judicial or administrative decision (but, in the case of any such future legislation or decision, only to the extent that it permits the Corporation to provide broader indemnification rights than permitted prior to such legislation or decision), against any fine, liability, cost or expense, including attorneys' fees, asserted against him/her or incurred by him/her in his capacity as such director, manager, trustee, officer, agent, employee, or representative, or arising out of his/her status as such director, officer, agent, employee or representative. The foregoing right of indemnification shall not be exclusive of other rights to which those seeking an indemnification may be entitled. The Corporation may maintain insurance, at its expense, to protect itself and any such person against any such fine, liability, cost or expense, whether or not the Corporation would have the legal power directly to indemnify him/her against such liability.

Section 11.2. Costs, charges and expenses incurred.

Costs, charges and expenses incurred by a person referred to in Section 11.1 of this Article in defending a civil or criminal suit, action or proceeding shall be paid by the Corporation in advance of the final disposition thereof upon receipt, in the case of an officer or director, of an undertaking to repay all amounts so advanced in the event it shall ultimately be determined that such person is not entitled to be indemnified by the Corporation as

authorized by this Article, and upon satisfaction of such other conditions as are required by current or future legislation, only to the extent that it provides conditions less burdensome than those previously provided. Such costs, charges and expenses incurred by other employees and agents may be so paid upon such terms and conditions, if any, as the Board of Directors may deem appropriate.

Section 11.3. Invalidation by courts.

If this Article or any portion hereof shall be invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each person described in Section 1 of this Article to the fullest extent permitted by any applicable portion of this Article that shall not have been invalidated and to the fullest extent permitted by law.

**ARTICLE XII
BYLAWS AMENDMENTS**

These Bylaws, or any of them, may be altered, amended or repealed, or new Bylaws be made, by the affirmative vote of a majority of the Board of Directors present at a regular or special meeting, at which a quorum of the Board of Directors is present.

Adopted by the Board of Directors the 15 day of October 2012.

Approved by the UWF Board of Trustees the 14 day of December 2012.

Adopted by the Board of Directors the 20 day of July 2015.

Approved by the UWF Board of Trustees the 24 day of March 2016.

Adopted by the Board of Directors the 25 day of July 2016.

Approved by the UWF Board of Trustees the 30th day of September, 2016.

Adopted by the Board of Directors the 21st day of May, 2018.

Approved by the UWF Board of Trustees the 5th day of June, 2018.



UNIVERSITY of WEST FLORIDA
HISTORIC TRUST

UWF Historic Trust Board of Directors

Bios for FY26-27 New Board Member Appointments & Reappointments



Dr. Nathan Smith – Presidential Appointment, Historian

Dr. Nathan Smith is an Instructor of History in the Department of History and Philosophy at UWF. He specializes in U.S. History, public history, labor history, and the history of the American South. Smith’s research focuses on labor unionization in the post-war American South. His dissertation, entitled, “Whistle While You Work: A Labor History of the Disney Parks from 1955-2005,” examines labor conditions at Disney World and the service economy of the Sunbelt region in the late twentieth century more generally. This project challenges ideas about the limitations of southern unionization, revealing a dynamic workforce striving to expand U.S. labor protections to all industries. Simultaneously, he situates the narratives performed by these cast members at the “happiest place on Earth” in the broader context of the changing social and political conditions wrought by deindustrialization. In doing so, his work shifts the focus away from the declining power of unions in industries like auto manufacturing. Instead, he argues that growing sectors of the economy, such as service work, more accurately demonstrate the successes and limitations of unions over the last third of the twentieth century.



Aubrey Miller – SGA Vice President, New Appointment

Aubrey Miller is a junior double majoring in Criminal Justice and Legal Studies Pre Law with a minor in Kugelman Honors. She is excited to serve her university as the SGA Vice President.



Edward Tisdale – Presidential Appointment, Reappointment

Edward Tisdale is a civic leader, community volunteer, and information technology professional based in Pensacola, Florida. He is most notably recognized for his extensive contributions to the arts, historic preservation, and community engagement in Northwest Florida.



**Board of Trustees
Full Board Meeting
June 18, 2026**

Approval of UWF Foundation, Inc. Board of Directors New Appointments

Recommended Action:

Approve new appointments to the UWF Foundation Board of Directors beginning July 1, 2026.

Background Information:

To comply with Legislative Section 1004.28(3), Florida Statutes, BOG Regulation 9.011, and UWF Regulation 5.016, and UWF Foundation, Inc. Bylaws, Sections 2.02, 2.03, and 2.05, directors other than the UWF Board of Trustees Chair’s appointment and the President or his designee must be approved by the UWF Board of Trustees. The UWF Foundation, Inc., Board of Directors requests approval of the following new appointments to the UWF Foundation Board of Directors beginning July 1, 2026:

New Appointments:

- | | | |
|-------------------|--------------------------|--|
| 1. Debbie Ritchie | Presidential Appointment | 1 st 4-Year Term: 7/1/2026 – 6/30/2030 |
| 2. Lane Harper | Alumni Appointment | 1 st 4-Year Term: 7/1/2026 – 6/30/2030 |
| 3. Jason Lombardo | Presidential Appointment | 1 st 4-Year Term: 7/1/2026 – 6/30/2030 |
| 4. Lewis Bear III | Presidential Appointment | 2-Year Partial Term: 7/1/2026 – 6/30/2028
1 st 4-Year Term: 7/1/2028 – 6/30/2032 |

New Ex-Officio Appointments:

- | | | |
|------------------|--------------------|-----------------------------------|
| 1. Aubrey Miller | SGA Vice President | 1-Year Term: 7/1/2026 – 6/30/2027 |
|------------------|--------------------|-----------------------------------|

Implementation Plan:

Effective 7/1/2026 upon UWF BOT approval.

Fiscal Implications:

N/A

Relevant Authority:

Legislative Section 1004.28 (3) Florida Statutes; BOG Reg. 9.011; UWF Regulation 5.016; UWF Foundation, Inc., Bylaws Sections 2.02, 2.03, and 2.05 – BOT Approved June 5, 2018.

Supports Strategic Direction(s):

Strategic Direction 4: Community and Economic Engagement

Documents:

1. UWF Foundation, Inc. Bylaws
2. New Appointment Bios

Prepared by:

Sarah Schmuck, Executive Specialist, Office of the Vice President, Division of University Advancement, (850) 474-3306, sschmuck@uwf.edu

Presenter:

Tori Bennett, Vice President, Division of University Advancement; President, UWF Foundation, Inc.

**BYLAWS OF
UNIVERSITY OF WEST FLORIDA FOUNDATION, INC.**

ARTICLE I

MISSION

The mission of the University of West Florida Foundation, Inc. (the “Foundation”) is to exclusively support and enhance the University of West Florida’s mission of teaching, research, and service as determined by the University of West Florida Board of Trustees, by encouraging alumni and friends to provide private funds and other resources for the University's benefit, managing those assets, providing volunteer leadership in support of the University’s objectives, and performing all business-related matters to accomplish these purposes.

ARTICLE II

BOARD OF DIRECTORS

The Articles of Incorporation refer to the governing body of the Foundation as the Board of Trustees. In order to distinguish the governing body of the Foundation from the University of West Florida Board of Trustees, the governing body of the Foundation is referred to herein as the Board of Directors and its members as Directors.

Section 2.01. Number of Directors.

The number of Elected Directors must be no fewer than five (5) or more than twenty- two (22), selected in the manner prescribed in these Bylaws. The total number of Directors, Elected and *Ex Officio*, shall not exceed 28.

Section 2.02. Elected Directors.

Ten of the Elected Directors shall be elected upon nomination of the President of the University of West Florida (“University”). Two of the Elected Directors shall be elected upon

nomination by the Alumni Association from its membership. Barring unforeseen circumstances, the remaining ten of the Elected Directors shall be elected by the Elected Directors at the last quarterly noticed meeting of the fiscal year of the Board of Directors. All Elected Directors must then be approved by the University of West Florida Board of Trustees.

Section 2.03. *Ex Officio* Directors.

Ex Officio Directors include the following: (i) one representative of the University of West Florida Board of Trustees (“BOT”), as designated by the BOT Chair; (ii) the President of the University; (iii) the Vice President of the Faculty Senate of the University; (iv) one student representative from the Student Government Association (“SGA”) of the University, as designated by the SGA President; (v) the Immediate Past Chair of the Foundation Board, and (vi) the President of the Alumni Association. *Ex Officio* Directors are entitled to a vote upon all matters, except the election of Elected Directors and officers of the corporation. With the exception of (i) the representative of the University of West Florida Board of Trustees and (ii) the President of the University, all *Ex Officio* Directors must be approved by the University of West Florida Board of Trustees.

Section 2.04. Terms of Office.

- (a) *Terms.* The term of office of Elected Directors is four (4) years.
- (b) *Term Limits.* Elected Directors cannot serve more than two (2) consecutive terms unless the Director is (1) serving as Chair or Vice Chair or (2) has served an initial partial term. *Serving as Chair or Vice Chair:* Then the Elected Director’s term of office is extended to include the time in which the Director serves as Chair or Vice Chair. *Serving an initial partial term:* Only full 4- year terms will be counted toward term limits. In the event a vacancy is filled before the expiration of the term, the

remainder of that term shall not count against the term limits imposed by these Bylaws.

- (c) *Staggered Terms.* The terms of office of Elected Directors shall be staggered so that approximately one fourth of the Directors terms are elected each year.
- (d) *Initial Board.* The initial Directors shall serve until the first election held under the provisions of the Articles of Incorporation and Bylaws of the Foundation. It shall be the duty of the Board of Directors to determine the class of Elected Directors into which each such Director shall be placed and to arrange for the election of additional Directors for each class as provided herein. As the terms of the present Directors expire, the terms of their successors shall be adjusted so as to permit the orderly rotation of Directors thereafter as provided in subsection (b) of this Section.
- (e) *Resignation.* A Director may resign at any time by submitting a written resignation to the Chair of the Board of Directors, with a copy to the President of the Foundation.
- (f) *Removal.* An Elected Director may be removed by a two-thirds vote of the Elected Directors present at a duly noticed meeting at which there is a quorum, whenever in the Board's judgment, the interests of the Foundation would be best served. Any Director may be removed for cause by the University President after consultation the Executive Committee of the Foundation.

Section 2.05. Vacancies.

- (a) *Filling Vacancies.* When vacancies occur on the Board or among the Officers, the vacancy shall be filled by the Board for the unexpired term in the same manner as provided for in Section 2.02 of these Bylaws, for the class of Directors in which the

vacancy occurs. Unless the vacancy occurs in the Director position held by the representative of the University of West Florida Board of Trustees or by the President of the University, every appointment to fill the vacancy of a Director is subject to approval by the University of West Florida Board of Trustees.

Section 2.06. Responsibilities of Directors.

The responsibilities of all Directors include the following duties:

- (i) Fulfill the primary duties of UWF Foundation Directors as described in the currently adopted UWF Foundation Board of Directors Position Description.
- (ii) Perform such other duties as may be required from time to time for the operation and governance of the Foundation.

Section 2.07. Compensation.

While board members provide an invaluable service to the Foundation, University, and community, there shall be no compensation for Board service of Elected Directors or *Ex Officio* Directors by the Foundation. However, reimbursement of out-of-pocket expenses and funding for supplemental compensation of the University President are allowed.

ARTICLE III

MEETINGS OF THE BOARD OF DIRECTORS

Section 3.01. Meetings.

- (a) *Regular meetings.* The Board of Directors shall meet quarterly, barring any unforeseen circumstances. At each meeting, the Board shall hear all committee reports, consider any committee action items, and conduct the general business of the Foundation, as needed. The time and place shall be determined by the Chair of the

Foundation Board of Directors in consultation with the President of the Foundation and Chief Financial Officer (CFO).

- (b) *Special meetings.* Special meetings may be called by the President of the Foundation or by one-fourth of the voting interests of the Elected Directors upon written notice in accordance with subsection (c) below.
- (c) *Notice to Individual Directors.* Written notice to all Directors and Foundation staff to the Board must state the date, time, place of the meeting, and purpose of the meeting, and must be provided to the address provided. Electronic delivery of notices to Directors can be utilized unless a Director requests another means of delivery of notice. Any such notice must be provided to Directors not less than fourteen (14) days if a regular meeting and not less than ten (10) days before the meeting to which the notice pertains. Public notice of all meetings shall be provided as required by Florida law.
- (d) *Waiver of Notice to Individual Directors.* The Directors may waive notice of any meeting or the purposes of the meeting. When a quorum is present at any meeting, a waiver of notice of the meeting or the purposes of the meeting can be authorized by a majority of all Directors present at the meeting, and the waiver shall be as effective and have the same force and effect as though all Directors had waived the notice requirements; provided, however, notice to the public must be adequate to satisfy the requirements of Florida law.

Section 3.02. Quorum.

One third of all Directors shall constitute a quorum at any meeting of the Board of Directors and all questions shall be determined by a majority vote of those present at a duly noticed meeting, unless otherwise provided in these Bylaws.

Section 3.03. Conduct of Meeting.

(a) *Order of Business.* The order of business at all meetings of the Board of Directors shall be as follows unless otherwise determined by the Chair or a majority of the Directors present:

University of West Florida Foundation, Inc.
Board of Directors Meeting
Location/Time

Agenda

Opening Remarks / Announcements	BOD Chair
Call to Order / Agenda	BOD Chair
Roll Call / Quorum / Approval of Minutes	BOD Secretary
Information Reports	
University Update	UWF President (or designee)
Development/ Campaign	VP Univ Adv/Pres, FND
Alumni	Alumni Association President
Foundation Business Operations	Chief Financial Officer, Foundation
Committee/Officers' Reports	
Executive Committee	BOD Chair
Investment Committee	Committee Chair
Audit/Budget Committee	BOD Treasurer
Nominating Committee	BOD Immediate Past Chair
Grant Committee	Committee Chair
Other Business	BOD Chair

(b) *Chair of Meetings.* The Chair of the Foundation Board of Directors, or in his or her absence, the Vice Chair of the Foundation Board of Directors, shall act as Chair of all meetings of the Board of Directors. In the absence of the Chair of the Foundation

Board of Directors and Vice Chair from any meeting, the Board may appoint any member to act as Chair. The Foundation Secretary shall act as secretary of all meetings of the Board of Directors, but in the event of his or her absence from any meeting, the presiding officer may appoint any person to act as Secretary of the meeting.

- (c) *Minutes.* Minutes must be kept of all meetings, and available for inspection by any person at reasonable times and in compliance with Florida law.

ARTICLE IV

COMMITTEES

All Committees shall be duly noticed and minutes shall be kept as provided in Article III of these Bylaws.

Section 4.01. Standing Committees Generally. The Executive Committee, the Audit/Budget Committee, the Investment Committee, the Nominating Committee, and the Grant Committee are the standing committees of the Foundation, with the duties and responsibilities as indicated by these Bylaws. Under no circumstances will a quorum consist of fewer than three Board members. The Board may override any decision made by a standing committee by a majority of votes at a duly noticed meeting of the Board of Directors, unless otherwise provided in these Bylaws. If needed, a Waiver of Notice to Individual Directors for committee meetings can be authorized in the same manner as provided for in Section 3.01(d) of these Bylaws. Committee meeting shall be held with the frequency necessary to fulfill their governance and fiduciary responsibility to the Board, typically, a minimum of two to four times per year. Special meetings may be called at the discretion of the committee chair in consultation with Foundation staff.

Section 4.02. Executive Committee.

- (a) *Membership.* The Executive Committee of the Board of Directors shall consist of the following eight (8) Directors: the Chair of the Foundation Board of Directors who shall be Chair of the Executive Committee; the Vice Chair of the Foundation Board of Directors; the President of the University or designee; a representative of the BOT, as designated by the BOT; the immediate Past Chair of the Foundation; the President of the UWF Alumni Association; the Foundation Secretary; and the Foundation Treasurer.
- (b) *Meetings.* The Executive Committee shall meet at the call of the Foundation Chair. The presence of three members shall constitute a quorum. The affirmative vote of three (3) members of the Executive Committee is necessary for the adoption of any resolution or the approval of any action. No revision or alteration by the Board of Directors of action taken at the Executive Committee shall affect the rights of third parties.
- (c) *Powers.* The Executive Committee shall have and may exercise all powers and authority of the Board of Directors when the Board is not in session, including: (i) filling all unexpired terms on the Board of Directors if not in conflict with the provisions of these Bylaws and subject to approval by the University of West Florida Board of Trustees; (ii) making funding decisions after reviewing the Board of Trustees' due diligence with respect to the President's compensation; (iii) follow a process in keeping with IRS regulations for determining compensation of the following persons to include a review and approval of comparability data and contemporaneous substantiation of the deliberation and decision for the Foundation's

President, CFO, CEO or top management official and other officers and key employees of the organization; and (iv) taking such other action as may be required from time to time for the expeditious operation of the Foundation. However, the Executive Committee shall have no authority to alter, amend or repeal the Foundation Articles of Incorporation or the Foundation Bylaws. The powers and authority of the Executive Committee are subject to the full Board of Directors being unable to meet in a timely manner to conduct business of the Foundation. The powers and authority granted to the Executive Committee is further subject to such restrictions or limitations as the Board of Directors may from time to time specify by Resolution. All actions of the Executive Committee shall be reported in writing to the Directors individually within thirty (30) days after such action is taken, or at a meeting of the Board of Directors if a meeting is held within thirty (30) days of such action. Minutes of the Executive Committee shall be included as an information item in the Executive Committee report at the next occurring regular meeting of the Board of Directors.

- (d) *Non-Cash Gifts.* The Executive Committee shall accept non-cash gifts in accordance with Foundation Gift Acceptance policy. The nature and acceptance of non-cash gifts with a value greater than \$10,000 or having a related cost to the Foundation shall be reported to the Board of Directors at its next meeting. The Executive Committee shall review and amend for approval by the full Board, as necessary, the Foundation Gift Acceptance Policy no less than every 3 years.
- (e) *BOG Regulations.* The Executive Committee shall periodically, review and ensure that the Foundation is in compliance with the requirements established under Board

of Governors Regulation 9.011, University Direct Support Organizations and Health Services Support Organizations and Rule 6C6-5.016, Florida Administrative Code; Section 1004.28, Florida Statutes; as these may be amended.

- (f) *Board Action.* The Board of Directors may override or negate any Executive Committee action by a majority vote of the Directors present at a duly noticed meeting of the Board of Directors, subject to subsection (b) above.

Section 4.03. Audit/Budget Committee.

The Audit/Budget Committee shall consist of no fewer than six (6) Directors with the Foundation Treasurer acting as Chair of the Committee. The Committee shall adhere to the Audit/Budget Committee Charter and all the requirements therein. The Committee shall prepare an annual Foundation budget for review and approval by the Board of Directors. The Committee shall conduct a process for the selection of the independent auditor for recommendation to the Board of Directors. The Committee will review the annual audit and, upon completion, recommend the audited financial statement for approval of by the Foundation Board. The Committee shall review spending proposals (except as specifically described elsewhere in these Bylaws) and review no less than every five years the Foundation Spending Policy and the Audit/Budget Committee Charter to make recommendations to the Board of Directors in this regard.

Section 4.04. Investment Committee.

The Investment Committee shall consist of no fewer than six (6) Directors with the Chair appointed by the Board Chair and meet no less than four (4) times per year. The Committee shall adhere to and act within the Board approved Investment Policy and all the requirements therein. The Committee shall conduct a process for the selection of the investment consultant for

recommendation to the Board of Directors. The Investment Committee in consultation with the investment advisor shall determine investment goals and objectives of the Foundation; review performance in relation to established goals; implement investment of all Foundation funds; and report in writing quarterly to the Board of Directors. The Investment Committee is authorized to act on behalf of the Foundation and the Board to undertake rebalancing of the portfolio within the approved investment targets and managers. The Investment Committee shall have the power to change investment managers on behalf of the Board of Directors within the approved Investment Policy guidelines, but only after performing required due diligence and consultation with the investment consultant. However, all changes undertaken to rebalance the portfolio and/or changes in investment managers will be reported to the Board of Directors within 30 days. All changes to the Investment Policy must be approved by the Board of Directors before being implemented. The Investment Committee shall fully explain any proposed new types of investments to the Board. If the Board of Directors approves the new types of investments, these investments shall be incorporated into the Investment Policy, including the percentage of the portfolio to be invested in the new types of investments, and mechanisms for quarterly performance monitoring by the Investment Committee.

Section 4.05. Nominating Committee.

The Nominating Committee shall consist of no fewer than six (6) Directors with the Foundation's Immediate Past Chair acting as its Chair. Through the efforts of the Nominating Committee, the Board has an obligation to build a competent board and articulate prerequisites for candidates, orient and mentor new members, and periodically and comprehensively evaluate their own performance. Recommendations for potential nominees shall be submitted to the Nominating Committee no later than the end of January or as stated by the board approved

policy. In keeping with the Board approved nominating process and Board of Director Position Description, the Nominating Committee shall meet and nominate Directors as well as the officers of the Foundation. All such nominations are to be advanced to the President of the Foundation of the Foundation thirty (30) days prior to the Board's June meeting. The Nominating Committee shall review and amend, as necessary, the nominating process and Board of Director Position Description no less than every 3 years.

Section 4.06. Grant Committee.

The Grant Committee shall consist of no fewer than six (6) Directors. The Grant Committee shall be chaired by a Director appointed by the Chair of the Board.

Section 4.07. Ad Hoc Committees.

Ad hoc committees may be created by the Board to perform a specific task that is not within the purview of a Standing Committee. Ad hoc committees may investigate or research a matter, or carry out an action adopted by the Board. The composition and duties of ad hoc committees shall be determined by the Board. Ad hoc committees may be comprised of as few as one Director working with Foundation staff.

ARTICLE V

EXECUTIVE ADMINISTRATION AND OFFICERS

Section 5.01. President

The President of the UWF Foundation is selected by the President of the University in accordance with Florida law and University policy. The Foundation President reports directly to the President of the University. The President of the University of West Florida Foundation is the chief executive officer of the UWF Foundation, Inc., and also serves as Vice President for University Advancement for the University of West Florida. The Foundation President sets the

vision and guides the Foundation strategically with oversight from the UWF Foundation Board of Directors and in alignment with the University's mission. Additionally, the President is responsible for overseeing Board development and orientation activities for Directors. The President works collaboratively with the Foundation Board of Directors and Chair of the Foundation Board of Directors, as well as the leaders throughout the University to ensure that all activities and resources are aligned with the University's priorities. The President of the Foundation leads, develops and oversees university-wide development/fundraising and secures private support for the benefit of the University and its mission. This person is responsible for activities constituting effective and trustworthy stewardship of UWF's assets, including effective governance of the investment portfolio.

Section 5.02. Chief Financial Officer.

- (a) *Selection.* The Chief Financial Officer of the Foundation is selected by the Vice President of University Advancement in accordance with Florida law and University policy. The Chief Financial Officer reports to the Vice President of University Advancement.
- (b) *Duties.* The Chief Financial Officer shall be responsible for the management of the affairs of the Foundation and is authorized to accept gifts pursuant to the Foundation Gift Acceptance policy, collect revenues, and make routine expenditures as may be delegated to him or her by the Vice President of University Advancement. The Chief Financial Officer shall advise, inform, and serve as a key liaison to the Board of Directors, especially with respect to business and fiduciary matters. The Chief Financial Officer, in concert with the Foundation President, shall be responsible for implementing Foundation policies and actions taken by the Board of Directors.

Section 5.03. Chair.

The Foundation Board Chair shall preside at all meetings of the Board of Directors, including the Executive Committee, and shall do and perform such other duties as from time to time may be assigned to the Chair by the Board of Directors. The Chair's term of office shall be two years or until a successor is chosen and qualifies.

Section 5.04. Vice Chair.

The Foundation Board Vice Chair shall preside at all meetings and perform the duties of the Chair in the absence of the Chair. The Vice Chair shall have full authority to act for the Chair in the Chair's absence or incapacity. The Vice Chair's term of office is two years or until a successor is chosen and qualifies.

Section 5.05. Secretary.

The Foundation Board Secretary or designee shall keep the minutes of all meetings of the Board of Directors and the Executive Committee. As may be required, the Secretary may sign with the Chair all contracts authorized by the Board of Directors in the name of the Foundation, and if required, affix the seal of the Foundation. The Secretary shall be responsible for working with the President and Chief Financial Officer to maintain compliance with Florida law and regulations related to the retention and availability of Foundation records as may be required by Florida law. Within the limits of the term of their appointment, the Secretary's term of office is two years, or until a successor is chosen and qualifies.

Section 5.06. Treasurer.

The Foundation Board Treasurer shall review the fiscal affairs of the Foundation and serve as the Chair of the Audit/Budget Committee. The Treasurer shall review all disbursements made by the Foundation. The Treasurer shall, with the assistance of the Chief Financial Officer,

prepare financial reports to the Board of Directors for each regular meeting of the Board, or as may be required by the Board or Executive Committee. The Treasurer shall report the actions taken by the Audit/Budget Committee to the Board. Within the limits of the term of their appointment, the Treasurer's term of office is two years, or until a successor is chosen and qualifies.

Section 5.07. Absence or Incapacity of Officers.

In the event of absence, inability, or refusal to act of any officer of the Foundation, the Board of Directors may appoint another Director to perform the officer's respective duties.

Section 5.08. Bond.

Each officer, the President of the Foundation and Chief Financial Officer, if authorized to collect, hold, or disburse funds of the Foundation, shall be bonded for the faithful discharge of his or her duties, the adequacy of which shall be determined by the Executive Committee. The Foundation shall pay for the bonds.

Section 5.09. Directors and Officers Liability Insurance.

The Foundation shall maintain Directors and Officers Liability Insurance on behalf of the Board.

ARTICLE VI

DUTIES OF THE UNIVERSITY

Section 6.01. University of West Florida Resources.

The University President or designee shall have the following powers and duties related to University resources:

- (i) Monitor and control the use of University resources by the Foundation.

- (ii) Establish fundraising priorities that are consistent with the University's Mission and ensure coordination of all fundraising activities among all direct support organizations of the University.
- (iii) Control the use of the University name by the Foundation.
- (iv) Monitor compliance of the Foundation with federal and State laws and regulations.
- (v) The University Board of Trustees or designee shall review and approve the Foundation's annual operating budget prepared by the Foundation's Audit/Budget Committee and approved by the Foundation Board of Directors.
- (vi) Approve contributions of funds or supplements to support Intercollegiate Athletics.

ARTICLE VII

CHARTER DIRECTORS

Section 7.01. Original Charter Directors.

The Charter Directors of the University of West Florida Foundation, Inc. shall include all members of the Board of Directors as of December 20, 1972, and the original group elected by the Board to Charter membership. No additions may be made to this group which has distinguished itself for its leadership, financial support, and the demonstrated character and achievements of its membership.

Section 7.02. Eligibility for Service.

The Charter Directors shall be eligible to serve on committees established by the Board of Directors for the conduct of the affairs of the Foundation. They may be consulted individually or collectively by the President of the University, Chair of the Foundation Board of Directors, or the Board of Directors upon important matters or policy relating to the purposes of the

Foundation or the objectives of the University. They shall perform such other functions as the Board of Directors may from time to time designate.

ARTICLE VIII

UNIVERSITY OF WEST FLORIDA FOUNDATION FELLOWS

Section 8.01. Fellows

The persons constituting the University of West Florida Foundation Fellows shall be elected upon the nomination of the Board of Directors of the Foundation and confirmation by the President of The University of West Florida. Their number shall be limited only by the high standards to be used in their selection to assure that this honor be extended to persons of merit and distinction.

Section 8.02. Nomination Process

Board members wanting to recommend individuals for membership as a Foundation Fellows should contact the President of the Foundation. The Chair of the Foundation Board will identify the appropriate standing or ad hoc committee to review the nomination(s). Throughout the nomination process, the nominator retains responsibility for presenting a strong case for the nominee's induction.

Section 8.03. Nomination Criteria

When considering potential Foundation Fellows, those involved in the nomination and confirmation process should consider the following qualifications:

- Service on the Foundation Board (both quality and quantity)
- Service to the university (including, but not limited to, service on other university boards, employment at the university, etc.)

- Support of the university (including, but not limited to, contributions of time and financial resources)
- Other as deemed appropriate by the Foundation Board.

Section 8.04. Duties

The University of West Florida Foundation Fellows shall have no fixed duties but they may be consulted, individually or collectively, by the President of The University of West Florida, the Chair of the Foundation Board of Directors, or the Board of Directors on important matters of policy related to the purposes of the Foundation or the objectives of the University. Fellows may also be called upon to act as ambassadors for the Foundation at various university and community functions.

Section 8.05. Meetings

The Chair of the Foundation Board of Directors and the President of The University of West Florida may at any time jointly call a special meeting of the Foundation Fellows for the purpose of obtaining their advice and counsel, but it shall not be mandatory to call any such meeting. The agenda for such meetings shall be prepared jointly by the President of the Foundation and the President of the University.

Section 8.06. Nonbinding nature of advice

The University of West Florida Foundation Fellows may, subject to the Articles of Incorporation and these bylaws, communicate their suggestions, advice and counsel to the Board of Directors and to the President of The University of West Florida. While the advice of the Foundation Fellows is nonbinding on the Foundation Board and the University administration, any advice and counsel given by the Foundation Fellows shall be duly considered by the Board

of Directors and the President of the Foundation in determining any matters of policy or in the transaction of any business to which the advice and counsel pertains.

ARTICLE IX

SEAL

The seal of the Foundation shall be inscribed with the words “University of West Florida Foundation, Inc.,” the figures “1965,” and the words “Corporation Not For Profit.”

ARTICLE X

COMPLIANCE WITH FOUNDATION BOARD POLICIES

Section 10.01. Conflict of Interest Policy.

The purpose of a conflict of interest policy is to protect the Foundation's interests when entering into a transaction or arrangement that might benefit the private interests of an Officer, Director, Charter Director, or Foundation Fellow. All Board members are responsible for maintaining updated conflict of interest forms in compliance with the Foundation Board Conflict of Interest Policy. The Executive Committee will monitor overall Board compliance with the policy and state and federal regulations.

Section 10.02. Whistleblower Policy.

The Foundation strives to maintain the highest level of stewardship. Directors and employees are expected to observe the applicable provisions of the Code of Ethics for Public Officers and Employees, Part III of Chapter 112, Florida Statutes, and are herein advised that fraudulent and other wrongful acts will not be tolerated. In accordance with this goal the Foundation subscribes to all applicable University and State of Florida policies regarding the protection of whistleblowers. If any employee reasonably believes that some policy, practice, or

activity of the Foundation is in violation of law, a written complaint must be filed by that employee with the Chair, or Vice Chair, of the Foundation Board of Directors.

It is the intent of Foundation to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance. The support of all Directors and employees is necessary to achieving compliance with various laws and regulations. An employee or Director is protected from retaliation if the person brings the alleged unlawful activity, policy, or practice to the attention of the Chair, or Vice Chair, of the Foundation Board of Directors and provides the Foundation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is available to employees that comply with this requirement.

The Foundation will not retaliate against an employee or Director who in good faith has made a protest or raised a complaint against some practice of the Foundation, Director, or of another individual or entity with whom the Foundation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. The Foundation will not retaliate against persons who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Foundation or a Director thereof that the person reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, of the Foundation or the University.

If the Chair, or Vice Chair, of the Foundation Board of Directors receives a complaint in accordance with this policy, the Chair, or Vice Chair, of the Foundation Board of Directors has a duty to investigate the complaint and, if deemed legitimate or likely so, to rectify the situation or take appropriate and immediate steps to begin to rectify the situation.

Section 10.03. Document Retention.

The Foundation shall comply with all applicable Foundation, University, State of Florida, and federal laws, regulations, and policies regarding document retention and destruction.

Documents shall never be destroyed or removed for illicit or unethical purposes.

Section 10.04. Other Approved Policies.

Board members will comply with all other such policies as may be adopted by the Board from time to time to remain in compliance with best practices, laws, or regulations.

ARTICLE XI

CONFIDENTIALITY AND DISCLOSURE OF DOCUMENTS

As stated in Florida Statutes Section 1004.28, as it may be amended, certain Foundation records are confidential and exempt from Florida public records laws. Upon receipt of a request for records, the Foundation will provide financial information such as expenditures from Foundation funds, documentation regarding completed business transactions, information about the management of Foundation assets, and information required to be disclosed by the Internal Revenue Code or other applicable law. The Foundation will furnish this information in a format reasonably responsive to the request, at a reasonable cost to the requesting party. The Foundation will not, however, release any record or information that includes personal or financial information about a donor, prospective donor, alumnus, volunteer, or employee, unless otherwise required by law. All fundraising activities undertaken by University staff, faculty, or students, or by volunteers, are undertaken on behalf of the Foundation. All documents associated with such activities in possession of any University staff, faculty, or student, or any volunteer, are records of the Foundation and are confidential as provided by law.

ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended, rescinded, or repealed at any duly noticed regular or special meeting of the Board of Directors by the affirmative vote of a majority of the members of the Board present. Any amendments to these Bylaws shall be approved by the BOT as may be required by Florida law, regulation, or policy.

Revised: July, 2003

Adopted by UWF Foundation Board of Directors: September 26, 2003

Approved by UWF Trustees: May 21, 2004

Revised: June, 2005

Adopted by UWF Foundation Board of Directors: June 10, 2005

Approved by UWF Trustees: June 10, 2005

Revised and Adopted: December 8, 2005

Approved by UWF Board of Trustees: December 9, 2005

Revised and Adopted: December 10, 2009

Approved by UWF Board of Trustees: March 5, 2010

Revised and Adopted: June 12, 2014

Approved by UWF Board of Trustees: June 12, 2014

Revised and Adopted: June 4, 2018

Approved by UWF Board of Trustees: June 5, 2018



UWF Foundation, Inc.
UNIVERSITY of WEST FLORIDA

UWF Foundation, Inc. Board of Directors

Bios for FY26-27 New Board Member Appointments



Debbie Ritchie – New Appointment, Presidential

Debbie is a dynamic and inspirational leader with over 20 years of executive experience driving growth, cultural transformation, and performance excellence. Known for her ability to motivate teams, develop talent, and foster trusted relationships, Debbie consistently aligns strategy with execution to deliver measurable results.

As a former Managing Director at Huron Consulting Group, Debbie served on the Healthcare Practice Executive Operating Council and led the People and Culture Business Unit, championing initiatives that enhanced engagement, experience and organizational effectiveness. Prior to Huron, Debbie served as COO and then President of the Studer Group, where she played a pivotal role in two acquisitions, as well as helping to lead the company to national recognition through its designation of the Malcolm Baldrige National Quality Award, top-tier Net Promoter Scores, and designation as a Top 25 Best Places to Work organization for seven consecutive years.

Debbie's professional background also includes leadership roles in banking, publishing, and public service as an elected member of the Florida House of Representatives, District 120.

Deeply committed to community service, Debbie has served on the boards of numerous nonprofits, including current service with Ascension Sacred Heart Foundation and Covenant Care and prior service with Gulf Coast Kids House (chair and board emeritus), University of West Florida Foundation, among others. Debbie is the Founding President and President-Emeritus of IMPACT 100 Pensacola Bay Area, which has donated \$18.7M to date to support local organizations throughout Escambia and Santa Rosa counties in Florida. Debbie is passionate about mentoring and helping others reach their full potential—values that define her leadership and legacy.



Lane Harper – New Appointment, Alumni

Lane graduated from the University of West Florida in 1984 with a Bachelor of Science degree in Marketing. From 1997 to 2017, Lane served as Vice President of Gulf Coast Office Products until 2017 when Gulf Coast Office Products was acquired by Staples Business Advantage. Lane continued to work for Staples Business Advantage as an Area Manager until November 2023. In early 2024, Lane began a new chapter with CPC Office Technologies as Vice President of Community Affairs. By December 2024, Lane and the CPC Office Technologies leadership launched Southeast Office Products and Paper, where he is currently President of the company. This union leveraged Lane's 40 years of experience in the office products industry and CPC's 53-year legacy of business success across the Southeast, making it an ideal partnership.

Lane was President of the Pensacola State College Alumni Association from 2018 to 2024 and remains an active member. Additionally, Lane serves on the Pensacola State College Foundation Board. Lane is a Paul Harris Fellow with the Pensacola Rotary Club, engaged in Fiesta of Pensacola, and is a member of the Krewe of Rebellaires.

On a personal note, Lane is married to his college sweetheart, Jill, and together they have two sons, Stefan and Brandon.



Jason Lombardo – New Appointment, Presidential

Jason is determined to help his clients find clarity, education, and the confidence necessary to carry out their financial and personal goals. He loves what he does, and he's grateful for the families and individuals he helps with their financial journey. Prior to 2006, Jason served in the United States Air Force as an Intelligence Officer in Operations Enduring and Iraqi Freedom. He has been married to his wife Sheree for 29 years. They have two children, Cade and Sarah along with their dogs, Beau and Lady. Jason is a native of Pensacola, FL and loves everything the Florida panhandle has to offer. His interests include boating, travelling, exercise and spending time with his family and friends. He currently serves on the Manna Food Bank Board of Directors. He has volunteered extensively as a coach and supporter of his children's youth and high school sports programs. He also attends Upper Room Church on

Pensacola Beach. Jason started his career with A.G. Edwards in 2006, which eventually became what is now Wells Fargo Advisors. He is currently the Managing Director and an Owner of Premier Coast Advisors, part of the Wells Fargo Advisors Financial Network (WFAFN). His professional registrations include the Series 7, Series 24, Series 66 as well as the Health, Variable and Life insurance license. Jason and his team have been named by Forbes a Best-In-State Wealth Management Teams four consecutive years 2023-2026 (Florida).



Lewis Bear III – New Appointment, Presidential

Lewis Bear III began his professional journey early with roles as a runner for local firms, followed by accounting work at The Lewis Bear Company. After gaining additional experience in retail sales in Denver, he returned to Pensacola in 1996 to rejoin The Lewis Bear Company, where he has held a variety of management roles and now serves as Vice President. Lewis's leadership has contributed to the company's long-standing success and community presence. In addition, he demonstrated entrepreneurial initiative as the owner of Gulf Coast Beverage Equipment from 2003 to 2021.

Deeply invested in the Pensacola community, Lewis has maintained extensive involvement across numerous civic, nonprofit, and cultural organizations. His leadership contributions include roles with United Way, Big Brothers Big Sisters of Northwest Florida, Alzheimer's Family Services, Covenant Hospice, and Gulf Coast Kid's House, among many others. Lewis has chaired multiple capital campaigns, served as board chair for several organizations, and continues to support philanthropic initiatives through ongoing board service and foundation work.

Lewis's commitment to community celebration and heritage is evident through long-standing involvement with Fiesta Pensacola, including service on the Board of Governors, participation in Fiesta Forces, and recognition as a member of the Fiesta Court. Additional civic engagement includes contributions to the Pensacola Interstate Fair, Pensacola Opera Guild, Pensacola Museum of Art, and the Pensacola Beach Songwriters Festival, where he currently holds leadership roles in fundraising and event programming.

In recognition of his impact, Lewis was honored with the Spirit of Pensacola PACE Award in 2026.



Aubrey Miller – New SGA Vice President Appointment

Aubrey Miller is a junior double majoring in Criminal Justice and Legal Studies Pre Law with a minor in Kugelman Honors. She is excited to serve her university as the SGA Vice President.



**Board of Trustees
Full Board Meeting
June 18, 2026**

Resolution for Recognition of Distinguished Service

Recommended Action:

Adopt Resolution 2026.4 in recognition of distinguished service to the University of West Florida.

Background Information:

The UWF Board of Trustees recognizes the contributions former Trustee Paul Bailey has made to the University. This resolution serves as a token of the board's sincerest thanks.

Implementation Plan:

N/A

Fiscal Implications:

N/A

Relevant Authority:

N/A

Supports Strategic Direction(s):

N/A

Documents:

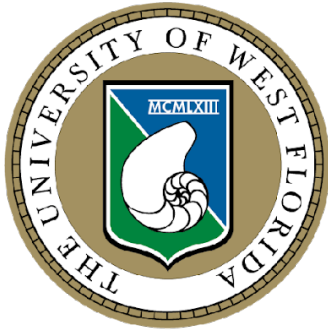
1. Resolution 2026.4

Prepared by:

Kristie Johnson, Board of Trustees Liaison, kjohnson8@uwf.edu

Presenter:

Rebecca Matthews, Board of Trustees Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

TRUSTEE PAUL BAILEY

WHEREAS,

Paul Bailey was appointed by Governor Ron DeSantis to serve on the University of West Florida Board of Trustees beginning January 6, 2025; and

WHEREAS,

Bailey loyally provided service to the University as a member of the Board of Trustees, representing the University and the Board in all his activities, including the selection and appointment of Manny Diaz, Jr. as the seventh President of the University of West Florida; and

WHEREAS,

As a seasoned general practice attorney and shareholder at the Welton Law Firm as well as an adjunct professor of criminal law at Pensacola Christian College, Bailey provided a steady and valuable perspective to the board; and

WHEREAS,

We celebrate his appointment to the First Judicial Circuit Court of Florida as Circuit Judge to serve the residents of Escambia, Santa Rosa, Okaloosa, and Walton counties.

NOW, THEREFORE BE IT RESOLVED that the University of West Florida Board of Trustees does hereby recognize and commend Paul Bailey for his many contributions to the University of West Florida; and

BE IT FURTHER RESOLVED that this resolution will be included in the minutes of the June 18, 2026 Board of Trustees meeting and a copy presented to Paul Bailey as a token of the Board's appreciation and sincerest thanks.

Rebecca Matthews
Board of Trustees Chair



**Board of Trustees
Full Board Meeting
June 18, 2026**

Tenure

Recommended Action:

Motion: Approve tenure for the nominees.

Background Information:

The University of West Florida Board of Trustees (BOT) tenure approval procedure contemplates that the Board of Trustees award tenure based on the President's recommendation. The UWF-UFF Collective Bargaining Agreement also requires that tenure be awarded by the Board following the specified process.

The Tenure approval process is as follows:

- The UWF BOT considers all recommendations for tenure at its June meeting. Tenure offered as a condition of employment will be considered as needed.
- The University President submits to the BOT a list of faculty recommended for tenure for approval by the BOT. The President's transmittal certifies that each nominee has met the requirements necessary to be granted tenure and will continue to contribute to the University.

Four faculty have been recommended for tenure having fulfilled all necessary requirements. These faculty were nominated for approval in accordance with the requirements of the tenure approval procedure. This recommendation constitutes the President's certification that these faculty have met the university, college, and department standards for tenure.

1. **Dr. Kristi Gilmore**, Communication
2. **Dr. Amrita Gautam**, Mechanical Engineering
3. **Dr. Ajay Lajmi**, Chemistry
4. **Dr. Tim Morse**, Teaching, Leadership, and Research

Implementation Plan:

Any grant of tenure will be effective as of August 8, 2026.

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement Article 16 Tenure

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success

Documents:

1. 2025-2026 Guidelines for Annual Evaluations, Tenure, and Promotion

Prepared by:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Senior Vice President and Provost



**UWF Guidelines for Annual Evaluations,
Tenure, and Promotion
2025-2026**

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I. FRAMEWORK FOR DECISIONS

A. DEFINITION OF TERMS

1. “Regional Comprehensive University”

Henderson (2007) elaborated the following unique features of the regional comprehensive university. Such institutions

- democratize education, making a college education broadly available to students with diverse preparation and motivation,
- focus specific attention on meeting the workforce needs of the region,
- emphasize the importance of effective teaching over research productivity,
- range from medium to large in size,
- concentrate on undergraduate education but offer selected graduate courses at the master’s level and a limited number of doctorates,
- are primarily supported through state funding and tuition.

The term “comprehensive” does not imply that the university will offer every conceivable university program, but instead connotes that the university is multi-purpose and selective in its goals. As such, faculty roles can be diverse in the regional comprehensive university, including those entirely committed to teaching and others whose primary focus is research. However, the majority of faculty will strive to balance commitments across teaching, scholarly and creative projects, and service in accordance with their departments’ mission.

2. Compliance Levels

When describing procedures and requirements, this policy document uses the verbs **must**, **should**, and **may**. The meanings follow:

- **Must** implies that the department must comply in all cases, without exception.
- **Should** implies a presumptive requirement, and the department is expected to comply in all cases. However, when “should” is used, the department may, in certain limited circumstances, deviate from the requirement. Deviations should be the exception, not the rule, and should be justified by the department during the review process.
- **May** indicates a polite suggestion that departments are encouraged to address, if appropriate.

3. Criteria and Performance Indicators

- “University tenure and promotion criteria” addresses expectations about aspects of performance for major personnel decisions that are common across departments and programs.
- “Department tenure and promotion criteria” refers to the expectations departments develop for purposes of tenure and promotion decisions.
- “Department annual evaluation performance indicators” describes how departments adapt university criteria to fit their disciplines. Performance indicators reflect activities that faculty **must** have actually accomplished so that personnel committees can fairly evaluate whether a Candidate satisfies the university and department expectations.

These indicators might also be viewed as outcome measures, as they capture the outcomes that are expected for achieving a given performance rating.

4. Categories of Performance

These adjectives are ordinal rankings of the department annual evaluation performance criteria: “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory.” Departments **must** use performance criteria that reflect the same ordinal scale and the same adjectives to depict that scale. These ordinal rankings are defined in the Florida Board of Governors’ Regulation 10.003.

- **Exceeds Expectations:** a clear and significant level of accomplishment beyond the average performance of faculty across the faculty member’s discipline and unit.
- **Meets Expectations:** expected level of accomplishment compared to faculty across the faculty member’s discipline and unit.
- **Does Not Meet Expectations:** performance falls below the normal range of annual variation in performance compared to faculty across the faculty member’s discipline and unit but is capable of improvement.
- **Unsatisfactory:** performance fails to meet expectations that reflect disregard, or failure to follow previous remediation efforts to provide correction or assistance, or performance involves incompetence or misconduct as defined in applicable university regulations and policies.

B. TENURE AND PROMOTION CRITERIA

1. University Criteria for Tenure and Promotion

The University extends the annual evaluation criteria defined in Department/Unit bylaws for a faculty member’s teaching, scholarly/creative projects, and service, to the evaluation of a faculty member’s teaching, scholarly/creative projects, and service for consideration of tenure and promotion. A faculty member’s eligibility for tenure or promotion in teaching, scholarly/creative projects, and service **shall** reflect the annual evaluation ratings (inclusive of both the Dean and Chair ratings) received by the faculty member in each category of teaching, scholarly/creative projects, and service over the evaluation window. To meet the University criteria’s minimum standard for tenure or promotion, a faculty member **should** demonstrate no less than a majority of “Meets Expectations”/“Excellent” annual evaluation ratings in teaching, scholarly/creative projects, and service over the pre-tenure/promotion window.

2. Departmental Criteria

In addition to the University Criteria for tenure and promotion, departments **may** adopt additional departmental criteria for tenure and promotion. Departments **should** strive to create tenure and promotion evaluation criteria that are as straightforward and transparent as possible. Department tenure and promotion criteria **must** clearly state how ordinal annual evaluation rankings (along with other factors the department determines are important) translate to the conclusions drawn in tenure and promotion decisions. Candidates for tenure and promotion are responsible for assembling portfolios in which the weight of evidence documents sustained performance at the appropriate levels required for favorable decisions. Departments **should** provide guidance to faculty on what constitutes acceptable sustained performance. For

example, departments **may** require a specific level of achievement for two or three years as evidence of readiness for tenure or promotion.

C. DEPARTMENT ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments **should** devise Annual Evaluation Performance Indicators that reflect the mission of the university and department. In each of the three areas (teaching, scholarly/creative projects, and service) departments **must** develop specific and measurable performance indicators that address the following:

- Quality criteria relevant to each activity
- The frequency of activities and outcomes expected within review period, where relevant.

Performance indicators **must** clearly distinguish the differences between and among performance criteria (ordinal rankings: “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory”). Appendix A provides university-level behavioral criteria for the four levels of performance that guide department discussions of their criteria.

1. Performance Indicators for Teaching

Because high-quality teaching is critical to the university’s regional comprehensive mission and vision, “Meets Expectations” performance is **required** for all tenure and promotion decisions. Teaching includes all teaching and learning activities in and out of the classroom that result in relevant, appropriate course learning outcomes, including the following:

- Face-to-face classroom teaching at Pensacola or branch campuses
- Online teaching
- Teaching in distance learning circumstances
- Research group and one-on-one supervision and mentoring
- Studio teaching in group or one-on-one formats
- Continuing education assignments
- Advising/Mentoring
- Community-engaged teaching with organizations/community partners to enhance student learning and community outcomes (Appendix D)

Department performance indicators for teaching **should** include student evaluations of teaching. Conclusions drawn about teaching performance **may** also be influenced by the following indicators:

- Teaching awards and other accomplishments related to teaching
- Pedagogical and quality enhancement activities that improve learning (e.g., active learning and student engagement techniques)
- Participation in professional development activities that improve teaching
- Respect for students and their rights
- Quality of teaching philosophy
- Quality of syllabi and course goals
- Effectiveness of assessment practices
- Evidence of student support practices
- Effectiveness of advising/mentoring and student supervision practices

- Quality of execution of special teaching assignments (e.g., honors, capstone, General Studies)
- Quality of supervision of thesis, dissertations, or field experiences
- Impact and outcomes of community-engaged projects and partnerships
- Internal or external recognition and awards for community-engaged teaching initiatives
- Other relevant performance indicators specified by the department

2. Performance Indicators for Scholarship and Creative Projects

Departments **must** adopt performance indicators for scholarship and creative projects, taking into consideration issues of both quality and frequency of production, where relevant, that are consistent with the university's mission, vision, and resources to support scholarly and creative work. Accordingly, departments **should** consider a broad range of activities that express their mission and vision as well as community-engaged scholarship, as appropriate. Moreover, departments **should** recognize that regional comprehensive universities have limited resources that **may** constrain scholarly expectations (e.g., relatively limited travel support diminishes the opportunity for international participation).

Scholarship and creative projects **must** be externally reviewed and publicly available. These projects include the following:

- Creation, production, exhibition, artistic performance, or publication of works by one or more individuals demonstrating originality in design or execution
- Discovery of new knowledge
- Development of new technologies, pedagogy, methods, materials, or uses
- Integration of knowledge leading to new understanding
- Application of knowledge to consequential problems including action-oriented research projects that address real-world issues and require stakeholder engagement and impact.
- Community-engaged scholarship that collaborates with local, regional, or global communities to address mutual interests and challenges (Appendix D).

Departments **should** consider and address a wide range of venues for disseminating scholarly and creative projects, including the following:

- Peer-reviewed publications
- Editorially reviewed publications
- Convention and conference contributions
- Grant activity
- Electronic outlets
- Broad performance venues for the creative and performing arts
- Other performance indicators for service deemed acceptable to the department

Conclusions drawn about the quality of scholarly and creative projects **may** be influenced by the following performance indicators:

- Recognition or awards earned
- Scholarly or creative projects agenda or creative plan

- Peer reviews or other evidence of quality
- Adherence to ethical standards
- Professional development activity (e.g., licensure, technology training, etc.)
- External grants or other support to facilitate scholarship or creative activities
- Time management skills
- Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)
- Impact and outcomes of community-engaged scholarship and creative projects. For community-engaged scholarship, departments should consider both quantifiable measures (e.g., increased community participation, improved public health outcomes, etc.) and qualitative measures (e.g., testimonials from community partners, media coverage, or documented changes in community practices).
- Other relevant performance indicators specified by the department

3. Performance Indicators for Service

Departments **must** adopt performance indicators for service, taking into consideration issues of both quality and frequency, which are consistent with the university's mission and vision. Moreover, departments **should** recognize that service is relatively more important in a regional comprehensive university than what might be expected at a research-intensive university.

Service activities **may** include the following:

- Service to university or college or department
- Discipline-related service to the community
- Service as Department Chair or Program Director
- Unremunerated consultancies
- Community engagement related to one's discipline including initiating, sustaining, and assessing community partners/partnerships in collaboration or with reciprocity (e.g., community outreach projects, public lectures and presentations, etc.) See Appendix D.
- Advising student organizations
- Service to academic or professional organizations (e.g., editorial review boards, organization leadership; conference organizer)
- Travel time to and from remote campuses locations

Although there is no specific requirement about the balance of service activities that the faculty should select, there is an expectation that the faculty member will function effectively as a department citizen, assisting in completing the work of the department's programs.

Faculty will vary in their execution of a service plan. For example, service **may** reasonably emphasize activity on the campus at the expense of the other options where that plan works with the university and department missions. In such a case, greater depth of service would be expected.

As faculty progress in their service commitments, the general trend is to move from less involved participation (e.g., "sitting" on a committee and being reactive to emerging plans) through more intense investment (e.g., exercising leadership and solving service problems proactively).

At the outset of employment, service activities are likely to be the relatively lowest priority of the three categories. As such, department Chairs and Program Directors should advise new faculty about the necessity of service in a regional comprehensive university and how these activities can be incorporated strategically into their work assignments. Service expectations should be somewhat lighter for new faculty who are establishing themselves as teachers and scholars/artists, but new faculty should ultimately be encouraged to render high quality service in their selected activities. Departments should provide equitable access to service opportunities for all members and be reasonable in making service assignments that fit with other faculty responsibilities.

Community service is more valuable when it is related to a faculty member's disciplinary background. For example, a biology professor serving as the director of a local church choir would not represent service contributions for the purpose of promotion and tenure evaluation. However, such a service for a music professor probably would. Departments' performance indicators **may** address how compensated service should be evaluated in the context of their discipline and department.

Conclusions drawn about quality of service **may** be influenced by the following performance indicators:

- A measure of the scope of service activities
- Quality of service leadership
- Service agenda well suited to regional comprehensive university mission
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
- Recognition for service inside or outside of the university or both
- Synergy between faculty member's area of expertise and service function
- Impact of mutually beneficial community partnerships- the extent to which the partnership addresses a community need, creates geographic impact, and fosters reciprocity from the community partner (e.g., contributions that benefit the university, faculty, or students).
- Other service activities defined by the department

II. ADMINISTRATIVE GUIDELINES

A. TENURE

1. Eligibility for Tenure

- a. Faculty beginning careers at UWF. Candidates for tenure **must** submit for tenure review no later than the fall of the 6th year of employment. Candidates for tenure with unusually strong performance records **may** submit for review no earlier than the fall of the 5th year.
- b. Faculty transferring to UWF. Faculty members **may** negotiate up to 2 years of credit toward tenure based on past performance. The initial appointment letter **must** clearly identify the number of years of credit toward tenure. When the Dean grants 2 years of credit toward tenure, regular consideration for tenure will transpire in the fall of the 4th year of employment. Early consideration for tenure, in cases where Candidates demonstrate unusually strong performance, will initiate tenure review in the fall of the 3rd year. In cases for which service outside UWF produced credit toward tenure, a copy of the initial

appointment letter documenting this credit **must** be included in the portfolio. Any subsequent changes to years of credit toward tenure also **must** be documented and included in the portfolio.

2. The Role of Chair's Annual Evaluation in Tenure Review

The Chair's annual evaluations provide systematic feedback to the faculty member over the course of employment. The Chair **shall** evaluate each faculty member annually in writing, assess progress toward tenure and promotion, give the faculty member a copy of the written evaluation, and discuss the written evaluation with the faculty member. If the evaluation reflects deficiencies in the faculty member's performance, the Chair **shall** make specific suggestions to give the faculty member an opportunity to improve performance, thereby enhancing the likelihood of successful tenure and/or promotion. The faculty member **may** submit a rebuttal to the annual evaluation that will become part of the official file.

The Chair's annual evaluations should carry some degree of weight in tenure and promotion decisions; however, this perspective represents just one component of the formal review process. At each level of review, the Candidate's accomplishments are subject to professional and peer evaluations of the dossier. Therefore, strong annual evaluations represent summative feedback about faculty performance but cannot be construed as a guarantee of either tenure or promotion.

3. The Department's Role in Preparation of Tenure-Track Faculty

Departments **must** have a procedure devoted to mentoring new faculty. Departments have the responsibility for designing and maintaining a mentoring program that facilitates new faculty members' professional growth and adaptation to the university.

It is also the responsibility of the department to conduct a review during the midpoint of the probationary period. The Dean **must** identify the approximate date of the mid-point review in the initial appointment letter. The Chair **shall** take responsibility for ensuring that the department completes the review, whether the Chair provides the evaluation or delegates the responsibility (e.g., mentoring committee). The procedure for the review **shall** be described in departmental bylaws.

The mid-point review is intended to provide formative feedback to optimize faculty success in the tenure decision. The review should corroborate success and encourage faculty who are making solid progress toward tenure, inform faculty who **may** need to improve in selected areas of performance, and warn faculty where lack of progress could jeopardize a favorable outcome. Faculty members **may** elect to include a copy of the mid-point review in the tenure portfolio; however, inclusion is not required.

All mid-point reviews should address the performance of annual assignments including teaching, scholarly and creative projects, and service occurring during the preceding tenure-earning years of employment. In addition, all reviews should assess overall performance and contributions critically in light of mid-point expectations. The mid-point review will not be as extensive as the formal tenure review that occurs toward the end of the probation period, but should be based on a set of documents, including a current vita; annual evaluations; student evaluation of teaching; selected examples of teaching materials and scholarship; and a self-evaluation by the faculty member. The Dean will review the department's written mid-point

review and respond to the department and the faculty member in writing. Further use of these materials is at the discretion of the faculty member.

4. The Role of the Department in Tenure Evaluation

All tenured faculty in the department or unit **shall** vote regarding the acceptability of tenure for the Candidate. The **unsigned** ballots will be electronically scanned and uploaded to the tenure case in Interfolio **without disclosure of how individual faculty voted in the decision**. (See Appendix B for the form on which to record the results of the secret ballot.)

In cases where there are fewer than three tenured faculty to assist in making the tenure evaluation decisions, the respective college council **shall** develop a procedure to provide an additional evaluation method. Chairs **shall** notify the college council at the start of the academic year when an alternative needs to be implemented.

B. PROMOTION

1. Eligibility for Promotion

The faculty member and the Chair **shall** confer about the readiness of the faculty member as a Candidate for promotion. The process of submitting a dossier for consideration for promotion **shall** be initiated upon request of the faculty member or upon agreement between the faculty member and Chair. The Chair will forward the request to the Dean.

Eligibility for promotion involves both quality of performance and time served in existing rank. Candidates will typically be considered worthy of promotion consideration when their annual evaluations demonstrate quality in performance consistent with the expected level of performance for the rank to which the Candidate aspires as indicated in departmental bylaws. Candidates will also have to achieve any specific targets for the production of scholarly and creative projects that are identified in department bylaws, criteria, or policies.

If Candidates do not succeed in their bid for promotion, they should refrain from immediate resubmission unless the intervening changes show substantial improvements. Results of all prior unsuccessful reviews **shall** be required in subsequent promotion reviews.

- a. **Promotion to Professor.** Candidates for Professor will typically complete at least 5 years of employment at the associate level, 3 of which should transpire at UWF. Candidates **may** submit for review after the completion of 4 years of employment at the associate level, at least 3 years of which have transpired at UWF, in exceptional cases where annual evaluations point to success in meeting performance expectations.
- b. **Promotion to Associate.** Candidates for Associate Professor will typically complete 5 years of employment at the assistant professor level before submitting a dossier for review in the fall of the 6th year. Candidates **may** submit for review after the completion of 4 years of employment in exceptional cases where annual evaluations point to success in meeting performance expectations.
- c. **Promotion to Senior Research Associate.** Candidates for Senior Research Associate will complete 5 years of employment at the research associate level before submitting a dossier for review in the fall of the 6th year.

2. The Role of the Chair's Annual Evaluation in Promotion Decisions

The Chair **shall** be responsible for keeping the faculty member informed about the Chair's assessment of the faculty member's accomplishments and progress towards promotion. Candidates and administrators should refer to relevant articles in the Collective Bargaining Agreement for guidance.

3. The Role of the Department in Promotion Evaluation

The department **shall** set their own policies and procedures for providing input on a Candidate's readiness for promotion. If an out-of-unit Associate Professor does not have a teaching obligation as part of the out-of-unit faculty member's work assignment, any enhanced criteria, whether created on the departmental or university level, shall be aligned with the performance expectations associated with the out-of-unit faculty member's work assignment.

C. GENERAL PRINCIPLES AND PROCESSES FOR TENURE AND PROMOTION

1. Confidentiality.

All evaluators, including faculty, Chairs, Deans, and committee members as well as staff members who assist in the process **shall** keep all recommendations and committee deliberations in strict confidence.

2. Securing colleague supporting materials.

In consultation with the Candidate, the Chair **must** secure 3 evaluation letters for personnel decisions (tenure and/or promotion) from knowledgeable peers outside the university who have expertise in the Candidate's discipline. For these letters, peers should be in a position to make independent judgments. The evaluators should specify how long and in what capacity they have known the Candidate and include an abbreviated curriculum vita. Prior to the consideration of the faculty member's candidacy, the Candidate should review the contents of the relevant file and **may** attach a brief response to any materials therein.

3. Preparing the dossier.

Faculty members are encouraged to consult with the Chair as a mentor to facilitate the smoothest preparation process possible; however, ultimately the Candidate **shall** be responsible for including all pertinent information in the dossier in the recommended order and meeting appropriate deadlines. The Chair **shall** assist the Candidate with preparation of the dossier and **shall** make available to the Candidate all necessary materials, information, and forms.

4. Levels of Review.

Before the President makes a final decision on the status of the application, the Candidate's dossier will undergo sequential review by the following entities:

- the department (in the case of tenure) and Chair
 - If the Candidate is the Chair of the unit, the dossier will be forwarded to the next level of review.
- the College Faculty Personnel Committee (CFPC)
- the Dean
- the University Faculty Personnel Committee (UFPC)
- the Provost.

Each review judgment should be regarded as independent and advisory.

A review by the UFPC will be required if there are any negative reviews from any prior reviewing bodies. Additionally, the Provost **may** request a UFPC review if they believe that further deliberation and input will facilitate the most defensible decision. Any Candidate **may** also request a review by the UFPC.

A review by the UFPC will not be required under the following conditions:

- a) The departmental faculty renders majority support, or tie vote, in favor of the Candidate in the case of tenure; and
- b) The Chair agrees with the majority (or breaks the tie) in favor of the Candidate; and
- c) The CFPC agrees in favor of the Candidate, with no negative opinions; and
- d) The Dean agrees in favor of the Candidate.

In summary, a Candidate whose dossier produces no negative feedback through the Dean's level of review should not expect to be reviewed by the UFPC unless extenuating circumstances prompt the Provost to ask for additional assistance from the UFPC.

The President **shall** recommend to the University Board of Trustees on all tenure matters, considering the recommendations of all groups or individuals described in this statement.

The President shall review the advisory committees' recommendations and shall make a final and binding determination regarding the success of the faculty member's application for promotion

5. Review Decisions.

All reviewers **shall** exercise independent judgment. Each decision, starting with the decision made by the Chair, **must** be accompanied by a rationale for the decision made. When a decision is unfavorable, the rationale should provide sufficient detail to enable the Candidate to address the concerns in a rebuttal. The conclusions of the CFPC and UFPC committee **must** reveal the vote tally; however, the decision **must** not disclose how individual committee members voted in the decision.

6. Department Procedures and/or Bylaws.

Departments **shall** ensure that relevant department procedures and/or bylaws are in accord with the principles outlined in this document.

7. Tenure and Promotion Review Calendar.

The following represents the schedule by which the various levels of decisions will be rendered for promotion and tenure.

2025

- | | |
|--------------|--|
| JUN 27 (Fri) | The Dean shall provide to each Department Chair a list of faculty members eligible to apply for tenure and promotion in the Chair's department. |
| AUG 29 (Fri) | Deadline for those faculty members with credit towards tenure to withdraw all or a portion of such credit (may only be withdrawn once). |

- SEP 2 (Tue) The Candidate provides an updated curriculum vitae (CV) and other materials as stated in Section II.E, Materials in Promotion and Tenure Dossiers.
- SEP 26 (Fri) The Department Chair receives external letters, adding them to the dossier, and confers with the Candidate. Electronic copies of the secret ballots for tenure cases **must** also be added.
- OCT 27 (Mon) The Department Chair adds their recommendation letter to the dossier and **must** ensure that a copy of their recommendation letter is accessible by the Candidate no later than this date.
- NOV 3 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- NOV 4 (Tue) The Department Chair forwards the dossier to the College Faculty Personnel Committee (CFPC).
- DEC 1 (Mon) The CFPC adds its recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. The CFPC also sends a copy of their recommendation letter to the Department Chair.
- DEC 8 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- DEC 9 (Tue) The CFPC Chair forwards the dossier to the Dean.

2026

- JAN 12 (Mon) The Dean adds their recommendation letter to the dossier and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. Dean also sends a copy of the recommendation letter to the Candidate's Department Chair and the CFPC.
- JAN 20 (Tue) The Candidate adds a rebuttal letter to the dossier (if they choose).
- JAN 21 (Wed) The Dean forwards the dossier to the Provost who forwards the dossier to the University Faculty Personnel Committee (UFPC), when necessary.
- FEB 9 (Mon) The UFPC adds its recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date. UFPC sends a copy to the Department Chair, Dean, and Chair of the CFPC.
- FEB 16 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- FEB 17 (Tue) The UFPC Chair returns the dossiers the UFPC reviewed to the Provost. All dossiers are available for the Provost to review.
- MAR 15 (Sun) A Faculty Member being considered for tenure prior to the sixth (6th) Year may withdraw from consideration on or before March 15 without prejudice. (CBA 16.2e)**
- MAR 16 (Mon) The Provost adds their recommendation letter and **must** ensure that a copy of the recommendation letter is accessible by the Candidate no later than this date, and sends a copy to the Department Chair, Dean, and Chair of the CFPC. A copy will only go to the Chair of UFPC if the UFPC wrote a recommendation.

- MAR 23 (Mon) The Candidate adds a rebuttal letter to the dossier (if they choose).
- MAR 24 (Tue) The Provost forwards all dossiers to the President.
- APR 20 (Mon) The President informs the Candidate of the promotion decision and/or tenure recommendation, in writing, with copies to the Department Chair, Dean, Provost, and the Chairs of the CFPC and UFPC.
- MAY 21 (Thu)* UWF Board of Trustees Academic Affairs Committee Meeting to discuss and vote on tenure.
- JUN 18 (Thu)* UWF Board of Trustees Full Board Meeting to discuss and vote on tenure.

* Dates subject to change

D. SPECIAL CONSIDERATIONS

1. Linkage of Tenure and Promotion

Many Candidates will go up for promotion to associate and tenure at the same time; however, that linkage is not a university requirement. Reviewers should recommend tenure, but not promotion, only when they have confidence that the Candidate is close to qualifying for promotion. Otherwise, departments **may** end up with the challenge of having made a career commitment to a faculty member who will be unable to realize the full range of faculty demands during their careers at the university, perhaps having an adverse long-range impact on the quality or scope of what the department can accomplish.

2. Enhanced Department Requirements

Departments can exercise more stringent performance requirements than the university standards as described in Part I, as long as they are consistent with the Collective Bargaining Agreement. Such enhancements **must** be clearly identified in department bylaws as enhancements beyond university standards so reviewers who do not share the department's disciplinary orientation can understand and support the department's standards.

3. Changing Department Standards

Changes in department standards **must** be consistent with the applicable provisions in the Collective Bargaining Agreement. Changes are considered finalized when posted to the Academic Affairs website.

4. Early Review Considerations

Some Candidates for tenure and/or promotion **may** be inclined to take advantage of the option to go up early for review for tenure or promotion. In general, Candidates should only go up early when the history of work supports a favorable and easy decision at all levels of review. If the Candidate is unsuccessful in an early bid for tenure and/or promotion, the results of the first review along with any recommendations made by the reviewing body will be included in any subsequent review.

5. Joint Appointment

If a faculty member is hired as a joint appointment, the Chairs of the respective departments will confer at the time of the appointment to determine which department will serve as the

primary for administrative purposes. The Chair of the primary department **shall** be responsible for personnel decision processes, but is obliged to confer with the Chair of the secondary department before rendering judgment. The relevant departments **shall** confer regarding how the faculty member's scholarly or creative agenda should relate to relevant evaluation criteria. If an existing faculty member's status is changed to a joint appointment, the administrative responsibilities between the departments should be determined at the point when the change in status transpires. In a joint appointment, the standard for scholarly production should be a hybrid of the two departments' expectations; the faculty in a shared appointment should not be expected to meet separate production targets for both departments.

6. The Candidate is the Chair

There will be cases where the faculty member being considered for tenure and/or promotion is the Chair of the department. In these cases, the Dean, or designee, will collect external letters of support, and secret ballots for tenure to add to the dossier. The Chair's dossier will be forwarded to the next level of review once these documents have been procured.

E. MATERIALS IN TENURE AND PROMOTION DOSSIERS

1. Format, Scope, and Custody of Dossier Materials

To facilitate the work of review committees and responsible University officials, Candidates applying for tenure and/or promotion should arrange their documentation and supporting material in the order listed below.

Candidates should restrict the inclusion of materials in their evaluation files to those that are germane to fair consideration of Candidate's contributions. Evaluation files that include irrelevant or redundant materials inhibit the work of committees and administrators and are inimical to the best interests of the faculty member and the institution.

Once the Candidate submits the dossier, the custody of the dossier moves from Chair to Dean to Provost, in accordance with the tenure and promotion schedule. Should the Candidate wish to include additional material after submitting the dossier, the custodian of the dossier will indicate date of receipt on the added materials. The custodian **must** notify the Candidate if materials (e.g., late-arriving evaluations) are added to the file after submission. A copy of the materials will be sent to the faculty member within 5 days. See the Collective Bargaining Agreement for additional detail. Materials added after submission **shall** not trigger reevaluation from reviewers who have already rendered judgment.

2. Dossier Materials

Faculty will upload their digital files into the Interfolio system (see Appendix C, UWF Interfolio)

a. A copy of the approved departmental promotion and tenure criteria.

- Changes to promotion criteria (CBA 15.3f) If a faculty member makes application for promotion within three (3) years following the effective date of changes in promotion criteria, such faculty member will be evaluated under the previous criteria unless they have notified the University in writing at least thirty (30) days prior to commencement of the promotion review process of a choice to be evaluated under the new criteria.

- Changes to tenure criteria (CBA 16.4e) If a faculty member has at least three (3) years of tenure-earning credit as of the date on which the tenure criteria are adopted (under CBA section 16.4(a) through (d)), the faculty member will be evaluated for tenure under the criteria as they existed prior to modification unless the faculty member has notified the University at least thirty (30) days prior to commencement of the tenure consideration that they have chosen to be evaluated under the newly-adopted criteria.
 - If the faculty member chooses to be evaluated under new criteria, a statement should be included indicating that choice.
- b. Statement of contributions justifying tenure and/or promotion. This statement should include the Candidate's self-evaluation concerning teaching, creative and scholarly activities, and service. The Candidate should address not only the quantity but the quality and significance of their work.
 - c. Curriculum Vitae (CV). The CV should clearly define publication headings, e.g., books and other monographs, journal articles, conference proceedings, and technical reports. Published items and items forthcoming should be clearly distinguished and separately listed. The CV should also distinguish work that is peer reviewed. Please ensure the CV included is current and up to date.
 - d. Letter of initial appointment.
 - e. Annual work assignments and annual evaluations of the Candidate's performance since joining UWF or since their last promotion. Annual evaluation documentation should include both the Chair and Dean's evaluations plus any rebuttal letters. Candidates **may** initially choose to redact the Chair's statements regarding progress toward tenure; however, the Candidate **must** honor a request from any reviewer to submit the statements of progress.
 - f. Student evaluation data. Candidates **must** submit numerical results of all student course evaluations that have been conducted during the 3 years preceding the review. Those who have been on sabbatical or leave during the preceding 3 years should submit all student course evaluations conducted over the 4 years preceding the review. Ideally, the 3 most recent years of student evaluation data should be considered. If any data are missing for any other reason, the Candidate **shall** offer an explanation.
 - g. External evaluation letters (3 letters).
 - h. Secret ballot results (in the case of tenure).
 - i. Documentation of special circumstances. Any situations that require a departure from the expected procedure should be documented in this section.

Examples include:

- If a Candidate has been unsuccessful in a prior application for tenure and/or promotion, the Candidate **must** include the judgments and recommendations (Chair, CFPC, Dean, UFPC, Provost, and President) from the prior deliberation in this section of the current dossier.

- If a Candidate or Chair has requested materials to be included after the dossier has been submitted, the cover letter making the request should be included in this section of the current dossier.
- j. List of supporting materials. Examples of Teaching and Advising/Mentoring, Scholarship and/or Creative Activity, and Professional Service should be included here.

During the course of review, the following documents will be added to the packet and shared with the Candidate.

- Recommendation of Chair (Any rebuttal letter.)
- Recommendation of CFPC (including the vote tally). (Any rebuttal letter.)
- Recommendation of Dean (Any rebuttal letter.)
- Recommendation of UFPC (including the vote tally). (Any rebuttal letter.)
- Recommendation of Provost. (Any rebuttal letter.)
- Recommendation of President. (Regarding Tenure)
- Decision of President. (Regarding Promotion)
- Confirmation of Tenure by the UWF Board of Trustees.

F. ANNUAL EVALUATION PROCEDURES

1. Evaluation Period

The evaluation period should correspond to the type of appointment. For example, 12-month faculty should be evaluated over the entire year whereas 9-month faculty should be evaluated only for those semesters included in the regular contract; summer teaching for 9-month faculty members should not be included.

Faculty retiring at the end of the fall or spring semesters are not required to undergo an annual evaluation for that academic year period. Faculty should confer with their department Chair and College Dean's Office to ensure that the appropriate paperwork has been filed to confirm the planned retirement date. A letter of intent to retire will not suffice.

Should a faculty member decide not to retire later as originally planned, the annual evaluation **must** be completed for that academic year.

2. Materials

a. Faculty Prepared Materials

For the evaluation period, the faculty member will prepare the following for submission to the Chair:

- Updated Curriculum Vitae (CV)
- ACRES forms or other indication of distribution of effort
- At least one exemplar of teaching quality in addition to the standard university teaching assessment material. Exemplars should be consistent with indicators identified in the Tenure and Promotion guidelines, such as outcome assessment data, peer review observations, syllabi, assessment samples, etc. Acceptable supplemental exemplars **may** also be outlined in department/unit bylaws. CBA 11.2(b)(2)d

- Statement of contribution. The purpose of the statement is to highlight the noteworthy achievements of the year. Any extenuating circumstances that should be considered in rendering judgment about unusual constraints should also be articulated in the statement. The contribution form **may** include a self-assessment of quality endorsed by the department or college. The statement of contribution should not merely repeat or list data provided in either the vita or ACRES form. Instead, the emphasis should be on quality of effort and scope of impact. Chairs, Deans, and the Provost **may** require specific forms or narrative formats for the statement of contribution. If ACRES information is not available at the time, please provide other documentation indicating distribution of effort.

Examples of appropriate contributions **may** include the following:

- indication of high quality of course-related student contacts, including advising/mentoring, counseling, student conferences, and thesis and/or intern supervision.
- high quality of course syllabi that provide appropriate and clear direction, including articulation of student learning outcomes.
- evidence of appropriately rigorous intellectual demands made upon students, including examples of high quality of test design or assignments.
- peer or Chair classroom evaluation.
- assessment data reflecting appropriate student progress in mastering course content and achieving course outcomes.
- description of substantial revision of established courses or development and teaching of new courses.
- description of professional growth that will enhance the faculty member's value as a teacher.
- peer evaluations that identify progress made toward achieving pedagogical goals.
- evidence of quality is derived from a peer reviewed process related to a creative or scholarly work.
- a formal note of appreciation for service that emphasizes scope of impact or significance of service.
- self-assessment that highlights how submitted material supports success in fulfilling course objectives and achievement at a particular performance level.
- evidence of sustained, impactful, and mutually beneficial community engagement initiatives that address community needs.
- feedback from community partners on the effectiveness and impact of collaborative projects.
- evidence of internal or external awards or public recognition for contributions to community engaged initiatives.

b. Student Evaluation Data

Student evaluations will be conducted on all courses and all sections for the contract period. The faculty member has access to the evaluations only after grades in the courses have been assigned. Candidates **must** submit numerical and narrative student comments on all courses conducted during the regular academic year. Candidates **may** choose to submit additional evaluation material from the summer session, but it is not required.

3. The Chair's Review

The Chair and faculty member discuss the evidence the faculty member has submitted. The Chair considers and weighs all evidence relevant to the decision and produces a defensible judgment that is subsequently reported to the faculty member. The Chair **may** propose that judgment as tentative and request further feedback and discussion from the faculty member. The Chair's judgment will include both quality of performance during the academic year as well as estimating progress, or lack thereof, toward relevant tenure and promotion decisions.

Both the Chair and the faculty member sign the evaluation. Faculty signature signifies that the discussion has been conducted. It does not connote agreement with the Chair's conclusions. The Chair submits to the Dean the total annual evaluation file on which the Chair's judgment was based.

4. Faculty Rebuttal to Chair's Review

A faculty member who is convinced that the Chair has rendered judgment that underestimates performance is encouraged to submit a written rebuttal to the Chair's evaluation, which becomes an official part of the annual evaluation file.

5. Dean's Review

The Dean's judgment about both annual performance and progress of tenure and promotion decisions **must** be rendered in writing. Any unresolved differences between Chair and Dean evaluations **shall** be discussed concurrently among the Chair, Dean, and faculty member. Either the Chair or Dean can initiate a meeting to address and resolve the difference in opinion.

6. Faculty Rebuttal to Dean's Review

A faculty member who is convinced that the Dean has rendered judgment that underestimates performance is encouraged to submit a written rebuttal to the Dean's evaluation, which becomes an official part of the annual evaluation file.

7. Provost's Review

Generally, only those annual evaluations for tenure-earning faculty will be forwarded to the Provost for review. This review is informational only and does not result in a response on the part of the Provost.

8. Calendar for Annual Evaluations

The calendar governing annual evaluations should be followed by all parties involved in the process and should reflect the general targets below:

2026

- MAY 29 (Fri) Faculty member provides evaluation file to Chair.
- JUN 22 (Mon) Chair shares their written evaluation with faculty member.
- JUN 29 (Mon) Faculty provides a rebuttal letter (if they choose) which is added to the evaluation file. The complete file is then forwarded to the Dean.
- JUL 27 (Mon) Dean provides their written evaluation to the faculty member.
- AUG 3 (Mon) Faculty provides a rebuttal letter (if they choose) which is added to the evaluation file. After this date, the annual evaluation process is complete. Evaluation files for tenure-earning faculty are shared with the Provost.

III. DOCUMENT HISTORY

- 2024-02-23 Revisions made for Florida Board of Governors' Regulation 10.003. SPE for Librarians moved to its own document.
- 2024-07-12 Revisions made for 2024-2025 Academic Year
- 2025-04-10 Revisions made for 2025-2026 Academic Year

APPENDIX A

GUIDELINES FOR DEPARTMENTAL ANNUAL EVALUATION PERFORMANCE INDICATORS

Departments **must** use scaled performance indicators that clearly delineate the differences between the performance levels of “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory.” Departments **must** not merely list the performance indicators without providing guidance about the relative importance of the indicators that are required for each performance level. Moreover, those indicator measures **must** both cohere with university criteria described in this document and fairly capture unique characteristics of their disciplinary and departmental cultures.

The following sections provide guidelines for departments on how to make appropriate judgments for tenure and promotion recommendations on quality of performance (i.e., “Exceeds Expectations,” “Meets Expectations,” “Does Not Meet Expectations,” and “Unsatisfactory”).

I. TEACHING PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates that the weight of evidence supports an unusually high degree of quality in teaching as shown by the following indicators that build upon performance indicators for excellence.

- Performance indicators that **may** be used to support “Exceeds Expectations” ratings:
- Numerical student evaluation data document clear statistical exceptionality
- Narrative statements emphasize powerful impact on learner or transformative learning experiences
- Teaching awards honor high caliber of performance
- Leadership evident in the promotion of high-quality teaching and curriculum development in the department
- Completion of an external course evaluation and certification through organizations such as Quality Matters
- Evidence of reciprocal benefits from community engagement activities for both students and community partners (Appendix D).

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance represents consistent high-quality teaching with positive outcomes for students as reflected by the performance indicators below.

Performance indicators that **may** be used to support “Meets Expectations” ratings:

- Student evaluations document consistently positive impact on learning (above average)
- Teaching philosophy provides foundation for coherent course planning and activities
- Syllabi outlines comprehensive, clear, and appropriate performance expectations
- Assessment practices enhance student learning and contribute to department needs

- Goals and course content routinely provide evidence of successful continuous improvement effort
- Pedagogical practices facilitate optimal learning conditions
- Student support practices facilitate optimal student development
- Advising/mentoring, and student supervision practices receive consistent favorable review
- Special teaching assignments (e.g., honors, capstone, General Studies) executed with expert skill
- Appropriate standards of academic integrity promoted, including respect for students and their rights
- Participates voluntarily in professional development activities to improve teaching quality and flexibility
- Implementation of high-impact practices defined by the American Association of Colleges and Universities (<https://www.aacu.org/trending-topics/high-impact>)
- The adaptation or creation of open educational resources to meet a course's needs.

C. "DOES NOT MEET EXPECTATIONS" PERFORMANCE

"Does Not Meet Expectations" performance demonstrates some positive teaching outcomes but produces major areas for concern for the department. The weight of evidence suggests that teaching performance in this performance category is below what is required for tenure and promotion decisions. Remediation is required.

Performance indicators that **may** be used to support "Does Not Meet Expectations" ratings:

- Student evaluations data document areas of moderate concern (ratings below the department average) or consistent and substantive problems (ratings well below the department average)
- Teaching philosophy **may** not be clearly expressed, missing, poorly articulated or poorly expressed in course planning and activities
- Syllabi need to provide clearer and more appropriate expectations or fail to establish clear and relevant expectations
- Assessment practices show some difficulty in supporting student learning and meeting department needs, or are inadequate to support student learning and department needs (e.g., learning outcomes are inadequate, inappropriate, or missing; testing strategies are not effective or fair)
- Goals and course content reflect limited or no continuous improvement effort
- Some pedagogical practices need attention or are unsound (e.g., disorganization; late, missing, unhelpful feedback; standards too lax or too challenging; routinely poor preparation; disengaging, chaotic, or hostile classroom environment)
- Some student support practices need improvement or are unsound (e.g., late or absent for class, not responding to email, not keeping keep office hours, showing favoritism)
- Advising/mentoring and student supervision practices need improvement, or consistent and very negative ratings in advising/mentoring
- Special teaching assignments (e.g., honors, capstone, General Studies) could be executed with greater competence, or special teaching assignments are avoided or poorly executed
- Occasional or chronic challenges related to academic integrity
- Evidence of disrespect for students and their rights

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

II. SCHOLARSHIP AND CREATIVE PROJECTS PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates unusually high degree of skill in design and execution of scholarly and creativity projects as shown by the performance indicators below that build upon the performance indicators for excellence. In general, the weight of evidence in this performance exceeds department criteria for excellence.

- Performance indicators that **may** be used to support “Exceeds Expectations” ratings:
- Both quantity and quality measures clearly exceed department expectations
- Wide national or international audience
- National or international recognition earned for quality
- Awards received for scholarly or creative projects
- Achievements in continuing professional training show unusual merit
- Strong record of grant pursuit, grant awards, successful completion, and dissemination of results
- Evidence of community-based research/scholarship leading to significant advancements in the field and/or positively impacting community policies or practices (Appendix D)

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance demonstrates satisfactory execution of scholarship or creative activity agenda as shown by the performance indicators below.

Performance indicators that **may** be used to support “Meets Expectations” ratings:

- Refined scholarly agenda or creative plan well suited to regional comprehensive university context
- Meets department production targets for both quantity and quality of scholarship
- Favorable review by and respect from majority of colleagues in the department for scholarly and creative works
- Potential for wide recognition of quality outside of the University
- Completes appropriate schedule of professional educational opportunities (e.g., licensure, technology training, etc.) in a timely fashion
- External support captured to facilitate scholarship or creative activities agenda
- Adheres to relevant ethics conventions for scholarly and creative projects
- Skilled time management facilitates success of scholarly agenda or creative plan

- Skilled use of collaboration as demonstrated by the commitments proposed, accepted, and fulfilled (e.g., group projects, creative activities, and grants)

C. “DOES NOT MEET EXPECTATIONS” PERFORMANCE

“Does Not Meet Expectations” performance demonstrates only minor tangible progress toward executing a scholarly and creative agenda. In general, the weight of evidence suggests that scholarly and creative projects are moderately below the department norms. This level of performance offers no immediate support for tenure or promotion decisions but provides evidence of some promise for future productivity. Remediation is required.

Performance indicators that **may** be used to support “Does Not Meet Expectations” ratings:

- General focus of interest identified, but falls short of the rate of production required for promotion and tenure decisions, or scholarly agenda or creative plan has not been identified (e.g., central focus of career interest has not materialized)
- Evidence of some completion of beginning stages of scholarly or artistic process, (e.g., data collection, manuscript outline, artistic plan), but falls short of the production required for tenure and promotion decisions
- Minimal pursuit of scholarly and creative projects
- Avoidance of professional organization involvement that could help disseminate or display faculty work
- Failure to pursue expected professional enhancement activities (e.g., licensure, continuing education, technology training)
- Judgment about ethical standards for scholarly and artistic production **may** be problematic or violated at times
- Questionable or poor time management strategies limit production
- Erratic, unreliable, or problematic performance in collaborative activities (e.g., grants, research collaborations, creative performance) negatively influences project quality or completion

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

III. SERVICE PERFORMANCE INDICATORS

A. “EXCEEDS EXPECTATIONS” PERFORMANCE

“Exceeds Expectations” performance demonstrates a high degree of skill in service contributions as shown by the performance indicators below that build upon performance indicators for excellence. In general, the weight of evidence in the faculty service contributions exceeds the

criteria for “Meets Expectations.” Performance indicators that **may** be used to support “Exceeds Expectations” ratings:

- Leadership demonstrated in targeted arenas of service (e.g., holds elected office)
- Collaboration is skillful and innovative
- Problems solved proactively through vigorous contributions
- Wide external recognition (local, national, or international audiences) or awards achieved for quality-of-service contributions
- Community engagement or service, if applicable, provided significant and measurable impact; engagement or service provides excellent synergy between the faculty member’s area of expertise and the service function (Appendix D)
- Leading program assessment activities

B. “MEETS EXPECTATIONS” PERFORMANCE

“Meets Expectations” performance demonstrates satisfactory execution of service contributions as shown by the performance indicators below.

- Performance indicators that **may** be used to support “Meets Expectations” ratings:
- Scope and effort level meet department criteria
- Colleagues view contributions to department as effective
- Service agenda well suited to regional comprehensive university mission
- Service contributions represent strategic decisions that balance demands from the discipline, department, campus, and community
- Potential shown for wide recognition inside and outside of the university
- The adaptation or creation of open educational resources to meet a department’s needs.
- Effective participation in program assessment activities

C. “DOES NOT MEET EXPECTATIONS” PERFORMANCE

“Does Not Meet Expectations” performance demonstrates only minor tangible progress in service contributions that can be the result of many factors, including limited pursuit of service, passive participation, or inability to manage obligations. In general, the weight of evidence suggests that service is moderately below department norms. Remediation is required to assist the faculty member to come to terms with the service obligations and appropriate behaviors to achieve positive outcomes in the regional comprehensive university context.

- Performance indicators that **may** be used to support “Does Not Meet Expectations” ratings:
- Service activity nonexistent or very poor in quality, producing a potentially adverse impact on the goals of the relevant organization
- Significance of the obligation of service in the faculty role in a regional comprehensive university not apparent (e.g., faculty seems resistant or oblivious to service needs)
- Community service, if applicable, does not in any way provide synergy between the faculty member’s area of expertise and the service function
- Over-commitment to service spreads faculty time and energy too thinly to facilitate effectiveness

D. “UNSATISFACTORY” PERFORMANCE

“Unsatisfactory” performance is demonstrated by

- Failure to meet expectations that reflect disregard or failure to follow previous remediation efforts to provide correction or assistance, including failure to make improvements for a rating of “Does Not Meet Expectations” as stated in Annual Evaluations or a Performance Improvement Plan
- Performance involving incompetence or misconduct as defined in applicable university regulations and policies.

APPENDIX B

**SECRET BALLOT BY *TENURED* MEMBERS OF DEPARTMENT FOR NOMINEES
BEING CONSIDERED FOR TENURE**

DEPARTMENT OF: Insert name

COLLEGE OF: Insert name

SECRET BALLOT FOR: Insert name

____ YES

____ NO

PLEASE DO NOT SIGN YOUR NAME ON THIS BALLOT

APPENDIX C

UWF INTERFOLIO

The Division of Academic Affairs utilizes Interfolio's Review, Promotion & Tenure (RPT) service to manage submission and review of packets for Tenure, Promotion, Post-Tenure Review, and Sustained Performance Evaluation. Faculty will upload their files into Interfolio.

Interfolio will be used for the following application and review processes:

- Tenure
- Promotion to Associate Professor
- Promotion to Professor
- Promotion for Library Faculty
- Promotion for Professional/Clinical Practice Positions
- Promotion for Lecturer, Instructor, and Research Associate Positions
- Post-Tenure Review
- Sustained Performance Evaluation for Library Faculty

Please visit the [UWF Interfolio](#) webpage for more details, including how to access this new system.

APPENDIX D

RECOGNITION OF COMMUNITY ENGAGEMENT

UWF is committed to collaborating with regional and state partners to improve the quality of life in the region. In 2015 and again in 2024, UWF received the Carnegie Elective Classification for Community Engagement. This classification is the leading framework for recognition of community-engaged work by higher education institutions. UWF has adopted the following Carnegie definition and purpose statement for community engagement.

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

carnegieclassifications.acenet.edu/elective-classifications/community-engagement/how-to-apply/

Community engagement is inherently collaborative, requiring active participation from the community in the design, implementation, and evaluation of various academic outcomes. These partnerships are mutually beneficial, ensuring that the community is not only involved but also directly contributes to and benefits from the academic work.

While community engagement often naturally occurs within the Service Performance Indicator, it can also be integrated into the Teaching and Scholarship and Creative Projects Indicators.

To be considered community engaged teaching, the community engagement must be designed to “enhance curriculum, teaching, and learning” in support of “preparing educated, engaged citizens” and “strengthening democratic values and civic responsibility.” UWF defines community engaged teaching as, a pedagogical approach that integrates academic learning with real-world community involvement, allowing students to apply their knowledge to address societal issues in collaboration with local, regional, or global partners. This may include activities such as service learning/community-based projects, community-based research projects, study abroad, collaborative creative projects, and internships.*

To be considered community engaged scholarship, the community engagement must “enrich scholarship, research, and creative activity” in support of “addressing critical societal issues” and “contributing to the public good.” UWF defines community engaged scholarship as, scholarly work that involves collaboration between academics and communities to address societal challenges, applying research, creative activities, and/or knowledge to generate mutual benefits and measurable impact beyond academia. This may include activities such as collaborative research projects, community-based participatory research, applied research, public scholarship, creative works and performances that involve community collaboration and/or reflect community themes, policy analysis and advocacy, service learning projects with scholarly output, and other relevant activities.

UWF defines community engaged service as, the collaboration between academic institutions and external partners to address public issues, applying university resources and knowledge to improve community well-being and create meaningful societal impact.

Acceptable evidence of community engaged teaching, scholarship, and service are detailed in their respective sections

*Practicum, clinicals/clinical placement, preceptorship, student teaching, co-op, and field experience/placement are terms used in various disciplines that are synonymous with “internship.”



Board of Trustees
Full Board Meeting
June 18, 2026

DSO Operating Budgets for FY2026/27 and DSO Resources Utilized

Recommended Action:

Motion: Approve the Direct Support Organizations' annual budgets and estimated university resources utilized for fiscal year 2026-2027.

Background Information:

Florida Board of Governors Regulation, 9.011 University Direct Support Organizations (DSOs) and Health Services Support Organizations, states in Section (4): "Operating budgets of support organizations shall be prepared at least annually and approved by the organization's governing board and the board of trustees."

Additionally, section 1004.28(2)(b), Florida Statutes, states: "...Such regulations shall provide for budget and audit review and oversight by the board of trustees, including thresholds for approval of purchases, acquisitions, projects, and issuance of debt. "

Finally, UWF's March 2020 Operational Audit, Report No. 2020-152, recommends in Finding No.2: "The University document the Trustees' consideration and approval of the DSO anticipated use of University resources, at least on an annual basis, before the use occurs. To enhance government transparency, Trustees-approved documentation should identify the positions of the employees who will provide personal services, the square footage of the areas in University buildings that will be used by the respective DSOs, and the value of such use."

UWF has three DSOs: UWF Foundation, Inc., UWF Historic Trust, Inc., and UWF Business Enterprises, Inc. Each has prepared their annual budgets and estimated university resource utilization for FY 2026/27. A UWF Trustee sits on each DSO Board of Directors and participates in the review and approval of the DSO budgets. The estimated budgets and estimated university resource utilizations are being presented for the UWF Board of Trustees review and approval.

Implementation Plan:

Once approved by the BOT, the DSOs would implement spending in accordance with their strategic priorities and approved budget.

Fiscal Implications:

Combined estimated revenue budget of \$37.1 million and \$3.5 million in estimated university resources utilized.

Relevant Authority:

Florida Statute 1004.28(2)(b), Florida Statutes - Direct-support organizations; use of property; board of directors; activities; audit; facilities.

BOG Regulation 9.011 University Direct Support Organizations and Health Services Support Organizations

Supports Strategic Direction(s):

Strategic Direction 5: Infrastructure

Documents:

1. DSO Estimated Budget & DSO Resources Utilized for 6.30.27
2. F.S. 1004.28 Direct-support organizations
3. BOG 9.011 University Direct Support Organizations

Prepared by:

Jeffrey A. Djerlek, Senior Associate Vice President for Finance and University Controller

Sharon Jordan, Associate Controller of Reporting, Budgets Office

Tony Templeton, Assistant Controller, Budgets Office

Sarah Bloxson, Coordinator I, Budgets Office

Daniel Lucas, Vice President, Finance & Administration, CFO, UWF Foundation

Giovanni Volpara, Associate Controller, UWF Foundation

Robert Overton, Executive Director, UWF Historic Trust

Amy Eve, Business Manager, UWF Historic Trust

Suzanna Daughtry, Assistant Controller, Business Enterprises, Inc.

Presenter:

Jeffrey A. Djerlek, Senior Associate Vice President for Finance and University Controller

DSO Estimated Budget FY 2026-2027
Board Talking Points

The University of West Florida Foundation, Inc.

Revenue:

- Rent Revenue: Revenues are projected to increase by approximately \$517,000 due to continued strong occupancy levels, additional programmed beds, and inflationary rental rate adjustments.
- Other Revenue: Investment-related revenues are projected to increase by approximately \$9.2 million, primarily reflecting improved investment market performance and related Foundation investment activity.

Expense:

- Expenses: Expenses are projected to increase by approximately \$1.9 million primarily due to additional Foundation support for University initiatives and major projects, including the Darrell Gooden Center and Stadium.

The UWF Historic Trust

Revenue:

- City, County & State Grants: Grant revenues are projected to decrease by approximately \$58,850 due primarily to reductions in state funding support. The decrease is partially offset by county funding support for cemetery operations and PMA Foo Foo programming.

Expense:

- Salaries & Benefits: Expenses are projected to increase modestly due to employee health, retirement, and merit increases.
- Operating Expenses: Operating expenses are expected to remain generally consistent with the prior year, with modest increases related to facility maintenance and contractor support.

UWF Business Enterprises, Inc.

Revenue:

- Sales of Goods & Services: Revenues are projected to increase due primarily to expanded GoLearn App activity and anticipated bookstore sales growth associated with enrollment increases and enhanced retail merchandising efforts.
- Miscellaneous Receipts: Revenue changes are primarily associated with deferred revenue amortization related to dining services capital investments, bookstore signing bonus amortization, and recent contract renewals.

- **Rent Revenue:** Rent revenues are projected to decrease modestly due to uncertainty surrounding tenant lease renewal activity within Argo Village and reductions in CAM rates.

Expense:

- **Donation Expense:** Donation-related expenses are projected to increase due to the anticipated transfer and expensing of the Drop renovation asset value upon transfer to the University.

University of West Florida
Consolidated DSOs Estimated Operating Budget Summary
For the Fiscal Year Ending June 30, 2027

	University of West Florida Foundation, Inc.	UWF Historic Trust	UWF Business Enterprises, Inc.	Total
Revenues & Transfers In:				
1. State Appropriated Funds	\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$417,000	\$884,200	\$1,301,200
7. Fees	\$0	\$0	\$0	\$0
8. Miscellaneous Receipts	\$469,066	\$315,500	\$464,010	\$1,248,576
9. Other Grants & Donations	\$7,574,431	\$7,725	\$32,287	\$7,614,443
10. Rent	\$11,695,555	\$430,000	\$288,500	\$12,414,055
11. U.S. Grants	\$0	\$0	\$0	\$0
12. City, County & State Grants	\$0	\$365,550	\$0	\$365,550
13. Other Revenue	\$14,099,393	\$500	\$30,600	\$14,130,493
14. Total Additions to Fund Balance	\$33,838,445	\$1,536,275	\$1,699,597	\$37,074,317
15. Total Resources Available	<u>\$33,838,445</u>	<u>\$1,536,275</u>	<u>\$1,699,597</u>	<u>\$37,074,317</u>
Expenditures & Transfers Out:				
16. Salaries & Benefits	\$3,132,739	\$115,000	\$164,600	\$3,412,339
17. Other Personal Services (OPS)	\$1,402,197	\$54,000	\$0	\$1,456,197
18. Expenses	\$21,645,163	\$1,330,275	\$1,128,610	\$24,104,048
19. Other Capital Outlay (OCO)	\$481,000	\$10,000	\$0	\$491,000
20. Library Resources	\$0	\$0	\$0	\$0
21. Risk Management	\$261,200	\$27,000	\$23,000	\$311,200
22. Financial Aid	\$0	\$0	\$0	\$0
23. Debt Service	\$781,952	\$0	\$2,025	\$783,977
24. Expenditures From Carry Forward	\$0	\$0	\$0	\$0
25. Donation Expense	\$0	\$0	\$425,000	\$425,000
26. Fixed Capital Outlay (FCO)	\$0	\$0	\$0	\$0
27. Total Resources Used	<u>\$27,704,251</u>	<u>\$1,536,275</u>	<u>\$1,743,235</u>	<u>\$30,983,761</u>
Net Change	<u>\$6,134,194</u>	<u>\$0</u>	<u>(\$43,638)</u>	<u>\$6,090,556</u>

University of West Florida
Consolidated DSOs Estimated Operating Budget Summary
For the Fiscal Year Ending June 30, 2027

	University of West Florida Foundation, Inc.			UWF Historic Trust			UWF Business Enterprises, Inc.		
	6/30/2026	6/30/2027	Change	6/30/2026	6/30/2027	Change	6/30/2026	6/30/2027	Change
Revenues & Transfers In:									
1. State Appropriated Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$0	\$0	\$400,000	\$417,000	\$17,000	\$842,783	\$884,200	\$41,417
7. Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Miscellaneous Receipts	\$483,158	\$469,066	(\$14,092)	\$275,500	\$315,500	\$40,000	\$426,502	\$464,010	\$37,508
9. Other Grants & Donations	\$7,675,941	\$7,574,431	(\$101,510)	\$7,725	\$7,725	\$0	\$32,287	\$32,287	\$0
10. Rent	\$11,178,998	\$11,695,555	\$516,557	\$404,000	\$430,000	\$26,000	\$325,700	\$288,500	(\$37,200)
11. U.S. Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12. City, County & State Grants	\$0	\$0	\$0	\$424,400	\$365,550	(\$58,850)	\$0	\$0	\$0
13. Other Revenue	\$4,916,916	\$14,099,393	\$9,182,477	\$500	\$500	\$0	\$52,100	\$30,600	(\$21,500)
14. Total Additions to Fund Balance	\$24,255,013	\$33,838,445	\$9,583,432	\$1,512,125	\$1,536,275	\$24,150	\$1,679,372	\$1,699,597	\$20,225
15. Total Resources Available	\$24,255,013	\$33,838,445	\$9,583,432	\$1,512,125	\$1,536,275	\$24,150	\$1,679,372	\$1,699,597	\$20,225
Expenditures & Transfers Out:									
16. Salaries & Benefits	\$3,136,045	\$3,132,739	(\$3,306)	\$100,000	\$115,000	\$15,000	\$215,301	\$164,600	(\$50,701)
17. Other Personal Services (OPS)	\$1,298,827	\$1,402,197	\$103,370	\$50,000	\$54,000	\$4,000	\$0	\$0	\$0
18. Expenses	\$19,777,818	\$21,645,163	\$1,867,345	\$1,320,125	\$1,330,275	\$10,150	\$905,748	\$1,128,610	\$222,862
19. Other Capital Outlay (OCO)	\$502,000	\$481,000	(\$21,000)	\$15,000	\$10,000	(\$5,000)	\$0	\$0	\$0
20. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21. Risk Management	\$225,200	\$261,200	\$36,000	\$27,000	\$27,000	\$0	\$28,000	\$23,000	(\$5,000)
22. Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23. Debt Service	\$913,267	\$781,952	(\$131,315)	\$0	\$0	\$0	\$2,000	\$2,025	\$25
24. Expenditures From Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Donation Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$425,000	\$425,000
26. Fixed Capital Outlay (FCO)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27. Total Resources Used	\$25,853,157	\$27,704,251	\$1,851,094	\$1,512,125	\$1,536,275	\$24,150	\$1,151,049	\$1,743,235	\$592,186
Net Change	(\$1,598,144)	\$6,134,194	\$7,732,338	\$0	\$0	\$0	\$528,323	(\$43,638)	(\$571,961)

DSO Estimated Resources Utilized FY 2026-2027 Board Talking Points

The University of West Florida Foundation, Inc.

- The Foundation is estimated to utilize approximately 20 University-supported positions within Advancement-related functions. The estimated value of personnel services, inclusive of benefits and allocated effort, is approximately \$1.46 million, reflecting increases associated primarily with merit and benefit cost adjustments.
- The Foundation is also estimated to utilize approximately 1,939 square feet of campus office and storage space with an estimated annual value of approximately \$27,000.

The UWF Historic Trust

- The Historic Trust is estimated to utilize approximately 19 positions and OPS support personnel associated with historic preservation, educational programming, and operational activities. The estimated value of personnel services is approximately \$1.68 million.
- Unlike other DSOs, the Trust receives recurring support through Educational & General appropriations associated with the legislative transfer of historic preservation responsibilities to the University pursuant to the 2001 transfer legislation.
- The Trust is also estimated to utilize approximately 9,626 square feet of University space with an estimated annual value of approximately \$133,600.

UWF Business Enterprises, Inc.

- BEI is estimated to utilize personnel support across multiple administrative and operational areas within the Division of Finance & Administration. The estimated value of personnel services is approximately \$394,000, offset by approximately \$166,000 reimbursed by BEI to the University, resulting in an estimated net institutional support value of approximately \$227,000.
- BEI is projected to directly fund approximately \$166K associated with the BEI CEO and Executive Director positions.
- BEI is also estimated to utilize approximately 1,340 square feet of University office space with an estimated annual value of approximately \$6,200.

Estimated Resources To Be Provided to UWF DSOs

UWF Foundation, Inc.

FY26-27 Budget Year

EST. FY26-27 Personnel Services Provided

<u>Position #'s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
10022000	Executive Specialist	\$110,335	0.50	\$55,168
10041000	Coordinator II	\$79,210	1.00	\$79,210
10175000	Associate Director	\$116,074	0.50	\$58,037
10380000	Assistant Vice President	\$145,222	1.00	\$145,222
10385000	Senior Coordinator	\$93,014	0.50	\$46,507
10574000	Director	\$128,451	0.50	\$64,226
10597000	Director	\$126,617	0.50	\$63,309
10729000	Executive Director	\$246,624	0.50	\$123,312
10903000	Assistant Director	\$104,028	0.50	\$52,014
11367000	Senior Coordinator	\$94,889	1.00	\$94,889
11823000	Vice President Univ. Adv	\$228,638	0.50	\$114,319
11863000	Assistant Vice President	\$184,627	1.00	\$184,627
11946000	Coordinator II	\$74,701	0.50	\$37,351
12025000	Program Specialist	\$59,473	0.50	\$29,737
12063000	Administrative Specialist	\$87,390	0.50	\$43,695
12102000	Coordinator I	\$64,296	0.50	\$32,148
12144000	Director	\$109,677	0.50	\$54,839
12598000	Director	\$114,595	0.30	\$34,379
12990000	Coordinator I	\$68,272	0.50	\$34,136
13017000	Senior Coordinator	\$114,186	1.00	\$114,186

\$2,350,319

\$1,461,308 *

**-Estimate of University Support to DSO in the form of personnel services*

EST. FY26-27 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
12	113	File Room Storage	137 \$	13.88	1.00 \$	1,902
12	124	Office EQP/Storage	63 \$	13.88	1.00 \$	874
12	127	Acc. Payable-Foundation	136 \$	13.88	1.00 \$	1,888
12	128	Controller-Foundation	230 \$	13.88	1.00 \$	3,192
12	129	Ass. Controller-Foundation	136 \$	13.88	1.00 \$	1,888
12	138	Accountant-Foundation	113 \$	13.88	1.00 \$	1,568
12	136	Adm Specialist	104 \$	13.88	1.00 \$	1,444
12	134	Storage	81 \$	13.88	1.00 \$	1,124
12	135	Gift Data Analyst	194 \$	13.88	1.00 \$	2,693
12	137	Gift Coordinator	122 \$	13.88	1.00 \$	1,693
12	139	Coordinator	122 \$	13.88	1.00 \$	1,693
12	140	Executive Specialist	104 \$	13.88	1.00 \$	1,444
12	144	CFO - Foundation	188 \$	13.88	1.00 \$	2,609
12	145	VP Adv	209 \$	13.88	1.00 \$	2,901
			1,939		\$	26,913

The University also provides centralized payroll processing, IT support, facilities support, and other services that the Foundation and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

Estimated Resources To Be Provided to UWF DSOs

UWF Historic Trust

FY26-27 Budget Year

EST. FY26-27 Personnel Services Provided

<u>Position #'s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
11201000	Business Manager	\$110,357	1.00	\$110,357
11203000	Director	\$105,035	1.00	\$105,035
11204000	Coordinator-Curator	\$83,150	1.00	\$83,150
11205000	Maintenance-Technician	\$56,387	1.00	\$56,387
11208000	Coordinator-Educator	\$70,090	1.00	\$70,090
11209000	Coordinator-Events	\$83,150	1.00	\$83,150
11210000	Coordinator-Educator	\$87,645	1.00	\$87,645
11211000	Maintenance-Technician	\$69,256	1.00	\$69,256
11218000	Environmental Svcs Tech.	\$44,468	1.00	\$44,468
11227000	Coordinator-Exhibits	\$77,260	1.00	\$77,260
11229000	Executive Director	\$178,917	1.00	\$178,917
11390000	Maintenance-Technician	\$46,965	1.00	\$46,965
11701000	Coordinator-Curator	\$77,260	1.00	\$77,260
11858000	Coordinator-Educator	\$70,573	1.00	\$70,573
11945000	Research Associate	\$138,029	1.00	\$138,029
11953000	Coordinator-Visitors	\$90,834	1.00	\$90,834
12586000	Coordinator-Curator	\$74,701	1.00	\$74,701
11200000	Administrative Specialist	\$66,730	1.00	\$66,730
95200000	Office Assistant	\$37,484	1.00	\$37,484
OPS**	OPS Information Aids	\$7,000	16.00	\$112,000
		\$1,575,291		\$1,680,291 *

*-Estimate of University Support to DSO in the form of personnel services

In 2001, the Florida legislature transferred the historic preservation responsibilities of Pensacola to the University of West Florida. That transfer also included appropriations for preservation activities that became part of UWF's E&G appropriations via the 2001 House Bill 1419. Additionally, the Trust sought and secured PO&M funding to operate the historic properties, those secured funds also became part of UWF's E&G base appropriations. Unlike other Direct Support Organizations (DSOs), the Trust has had funds specifically appropriated to UWF in E&G resources to directly support the DSO. Accordingly, the majority of the salary expense above are paid from those appropriations.

UWF Historic Trust
FY26-27 Budget Year

EST. FY26-27 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
716	211	Director	355	\$ 13.88	1.00	\$ 4,927
716	213	Preservationist	168	\$ 13.88	1.00	\$ 2,332
716	214	Business Mgr.	174	\$ 13.88	1.00	\$ 2,415
716	215	Living History Cord.	178	\$ 13.88	1.00	\$ 2,471
716	216	Director Of Education	175	\$ 13.88	1.00	\$ 2,429
716	210	Reception	318	\$ 13.88	1.00	\$ 4,414
716	217	Event Coordinator	139	\$ 13.88	1.00	\$ 1,929
716	218	Visitor Services	133	\$ 13.88	1.00	\$ 1,846
716	206	Conference Room	247	\$ 13.88	1.00	\$ 3,428
716	207	Conference Room	586	\$ 13.88	1.00	\$ 8,134
716	212	Storage	188	\$ 13.88	1.00	\$ 2,609
716	219	Breakroom	286	\$ 13.88	1.00	\$ 3,970
716	220	OPS Office	154	\$ 13.88	1.00	\$ 2,138
716	221	Public History office	135	\$ 13.88	1.00	\$ 1,874
716	222	Server Room	93	\$ 13.88	1.00	\$ 1,291
716	223	Copy Room	103	\$ 13.88	1.00	\$ 1,430
716	208	File Storage	294	\$ 13.88	1.00	\$ 4,081
716	101	Conference Room	1,000	\$ 13.88	1.00	\$ 13,880
716	102	Conference Room	1,400	\$ 13.88	1.00	\$ 19,432
716	103	Collection Storage	2,400	\$ 13.88	1.00	\$ 33,312
716	104	Exhibit Hall	1,100	\$ 13.88	1.00	\$ 15,268
			9,626			\$ 133,609

The University also provides centralized payroll processing, IT support, facilities support, and other services that the Foundation and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

Estimated Additional Services Provided to UWF DSO'S
UWF Business Enterprises, Inc.
FY26-27 Budget Year

EST. FY26-27 Personnel Services Provided

<u>Position #'s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
10001000	University President	\$944,654	0.02	\$18,893
10003000	VP, Finance & Admin CFO	\$354,740	0.11	\$37,851
10236000	Executive Asst. to the VP	\$129,962	0.02	\$1,949
11830000	Director- BEI Operations	\$141,006	0.50	\$70,503
12153000	Assistant Controller	\$114,847	0.85	\$97,620
10050000	Sr Assoc. Vice President-Controller	\$304,996	0.20	\$60,999
10831000	Chief Audit Executive	\$223,698	0.00	\$447
12079000	Associate General Counsel	\$183,464	0.06	\$11,008
11274000	Assistant General Counsel	\$146,425	0.02	\$2,929
10141000	General Counsel	\$282,795	0.08	\$22,624
10370000	Executive Director-Auxiliary Svs	\$181,518	0.30	\$54,455
10261000	Accountant-Auxiliary Svs	\$81,845	0.03	\$2,455
10242000	Associate Director-Auxiliary Svs	\$130,238	0.02	\$2,605
11246000	Chief Operating Officer	\$194,743	0.03	\$5,842
11221000	Assistant Director-Facilities	\$132,810	0.02	\$2,656
10536000	Program Manager-Facilities	\$76,242	0.01	\$762
		\$3,623,983		\$393,599
Less amount paid by BEI to UWF for CEO and Executive Director				(\$166,453)
				\$227,146 *

**-Estimate of University Support to DSO in the form of personnel services*

EST. FY26-27 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
76A	235	Director/CEO- BEI Operations	136	13.88	0.50	944
10	118	VP, Finance & Admin CFO	268	13.88	0.11	397
20E	108E	Assistant Controller	136	13.88	0.85	1,605
10	125	Records Room	94	13.88	1.00	1,305
10	117	VP Finance Support Staff	108	13.88	0.02	22
10	122	General Counsel	179	13.88	0.16	398
20W	159A	Director-Auxiliary Svs	247	13.88	0.30	1,029
20E	103D	Assoc. Vice President-Controller	172	13.88	0.20	477
			1,340			6,176

The University also provides centralized payroll processing, IT support, facilities support, and other services that UWF BEI and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

Select Year:

The 2025 Florida Statutes

[Title XLVIII](#)[Chapter 1004](#)[View Entire Chapter](#)

EARLY LEARNING-20 EDUCATION CODE PUBLIC POSTSECONDARY EDUCATION

1004.28 Direct-support organizations; use of property; board of directors; activities; audit; facilities.—

(1) DEFINITIONS.—For the purposes of this section:

(a) “University direct-support organization” means an organization which is:

1. A Florida corporation not for profit incorporated under the provisions of chapter 617 and approved by the Department of State.
2. Organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to or for the benefit of a state university in Florida or for the benefit of a research and development park or research and development authority affiliated with a state university and organized under part V of chapter 159.
3. An organization that a state university board of trustees, after review, has certified to be operating in a manner consistent with the goals of the university and in the best interest of the state. Any organization that is denied certification by the board of trustees shall not use the name of the university that it serves.

(b) “Personal services” includes full-time or part-time personnel as well as payroll processing.

(c) “Property” does not include student fee revenues collected pursuant to s. [1009.24](#).

(2) USE OF PROPERTY.—

- (a) Each state university board of trustees is authorized to permit the use of property, facilities, and personal services at any state university by any university direct-support organization, and, subject to the provisions of this section, direct-support organizations may establish accounts with the State Board of Administration for investment of funds pursuant to part IV of chapter 218.
- (b) The board of trustees, in accordance with regulations and guidelines of the Board of Governors, shall prescribe by regulation conditions with which a university direct-support organization must comply in order to use property, facilities, or personal services at any state university, including that personal services must comply with s. [1012.976](#). Such regulations shall provide for budget and audit review and oversight by the board of trustees, including thresholds for approval of purchases, acquisitions, projects, and issuance of debt. No later than July 1, 2019, the transfer of a state appropriation by the board of trustees to any direct-support organization may only include funds pledged for capital projects. Beginning July 1, 2019, and annually thereafter, each university board of trustees shall report to the Legislature the amount of state appropriations transferred to any direct-support organization during the previous fiscal year, the purpose for which the funds were transferred, and the remaining balance of any funds transferred.
- (c) The board of trustees may not transfer any funds to and shall not permit the use of property, facilities, or personal services at any state university by any university direct-support organization that does not provide equal employment opportunities to all persons regardless of race, color, religion, gender, age, or national origin.
- (d) The board of trustees may not permit the use of state funds for travel expenses by any university direct-support organization.

(3) BOARD OF DIRECTORS.—The chair of the university board of trustees shall appoint at least one representative to the board of directors and the executive committee of any direct-support organization established under this section. The president of the university for which the direct-support organization is established, or his or her designee, shall also serve on the board of directors and the executive committee of any

direct-support organization established to benefit that university. The university board of trustees shall approve all appointments to any direct-support organization not authorized by this subsection.

(4) **ACTIVITIES; RESTRICTION.**—A university direct-support organization is prohibited from giving, either directly or indirectly, any gift to a political committee as defined in s. [106.011](#) for any purpose.

(5) **ANNUAL AUDIT; PUBLIC RECORDS EXEMPTION; PUBLIC MEETINGS EXEMPTION.**—

(a) Each direct-support organization shall provide for an annual financial audit of its accounts and records to be conducted by an independent certified public accountant in accordance with rules adopted by the Auditor General pursuant to s. [11.45\(8\)](#) and by the university board of trustees. The annual audit report shall be submitted, within 9 months after the end of the fiscal year, to the Auditor General and the Board of Governors for review. The Board of Governors, the university board of trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall have the authority to require and receive from the organization or from its independent auditor any records relative to the operation of the organization. The identity of donors who desire to remain anonymous shall be protected, and that anonymity shall be maintained in the auditor's report.

(b) Other than the auditor's report, management letter, any records related to the expenditure of state funds, and any financial records related to the expenditure of private funds for travel, all records of the organization and any supplemental data requested by the Board of Governors, the university board of trustees, the Auditor General, and the Office of Program Policy Analysis and Government Accountability shall be confidential and exempt from s. [119.07\(1\)](#).

(c) Any portion of a meeting of the board of directors of the organization, or of the executive committee or other committees of such board, at which any proposal seeking research funding from the organization or a plan or program for either initiating or supporting research is discussed is exempt from s. [286.011](#) and s. 24(b), Art. I of the State Constitution.

(6) **FACILITIES.**—Each direct-support organization is authorized to enter into agreements to finance, design and construct, lease, lease-purchase, purchase, or operate facilities necessary and desirable to serve the needs and purposes of the university, as determined by the systemwide strategic plan adopted by the Board of Governors. Such agreements are subject to the provisions of ss. [1010.62](#) and [1013.171](#).

(7) **ANNUAL BUDGETS AND REPORTS.**—Each direct-support organization shall submit to the university president and the Board of Governors its federal Internal Revenue Service Application for Recognition of Exemption form (Form 1023) and its federal Internal Revenue Service Return of Organization Exempt from Income Tax form (Form 990).

History.—s. 172, ch. 2002-387; s. 173, ch. 2007-5; s. 89, ch. 2007-217; s. 31, ch. 2013-37; s. 1, ch. 2014-27; s. 7, ch. 2018-4; s. 1, ch. 2019-26.

9.011 University Direct Support Organizations and Health Services Support Organizations

(1) University boards of trustees may establish direct support organizations (“DSO”) and health services support organizations and certify them to use university property, facilities and personal services. Such support organizations shall be organized and operated to serve the best interests or missions of the university, including a university’s research, education and service missions, and may receive, hold, invest, and administer property and make expenditures to or for the benefit of the university or for the benefit of a research and development park or research and development authority affiliated with a university.

(2) Each board of trustees shall establish by regulation conditions with which a support organization must comply in order to use university property, facilities, or personal services and such additional conditions, controls, and requirements for support organizations as each board deems appropriate to provide for budget and audit review and oversight. In addition, the regulation must include the following conditions:

- (a) The establishment of appropriate thresholds that delineate when approval by the board of trustees is required for the purchase of goods and services by a DSO.
- (b) All debt issued by a DSO is subject to the State University System Debt Management Guidelines and all public-private partnership transactions involving a DSO are subject to the State University System Public-Private Partnership Guidelines.
- (c) The establishment of appropriate thresholds that delineate when approval is required by the board of trustees for the acquisition of real property and the construction or renovation of facilities by a DSO.
- (d) University personal services used by a DSO are subject to the remuneration requirements set forth in section 1012.976, Florida Statutes.
- (e) A DSO is prohibited from using state funds for travel expenses incurred by the DSO.
- (f) A DSO is prohibited from giving, either directly, or indirectly, any gift to a political committee as defined in section 106.011, Florida Statutes, for any purpose.

(3) The Director or Chief Executive Officer of the support organization shall report to the University President or designee.

(4) Operating budgets of support organizations shall be prepared at least annually, and approved by the organization’s governing board and the university board of trustees. Significant changes in planned expenditures in the approved budget must be reported to the university board of trustees as soon as practicable but no later than the deadline established by a board of trustees.

(5) Support organizations shall provide for an annual audit conducted pursuant to university regulations or policies. The annual audit report shall be submitted to the university board of trustees for review. The audit report shall be submitted to the Board of Governors, and the Auditor General. The university board of trustees or designee, the Board of Governors, the Auditor General, and the Office of Program and Policy Analysis and Government Accountability may require and receive any records relative to the operation of a support organization from the organization or its independent auditors.

(6) Each support organization shall submit its federal Internal Revenue Service application for Recognition of Exemption form (Form 1023) and its federal Internal Revenue Service Return of Organization Exempt from Income Tax form (Form 990) to the university board of trustees or designee at the times required by the applicable regulation or policy of the board of trustees. Copies of such forms shall be provided by each university to the Board of Governors.

(7) As of July 1, 2019, any transfer of a state appropriation to a DSO is limited to funds pledged for capital projects.

- (a) This regulation does not prohibit the transfer of non-state funds between university DSOs, or the transfer of non-state funds to the DSO, as long as the original source of funding was not a state appropriation.
- (b) A DSO may transfer funds and provide the use of DSO property, facilities or personal services without any charge to the university.
- (c) Effective for fiscal 2018-2019, and annually thereafter, each university will report to the Legislature and the Board of Governors all transfers of state funds to each university DSO, using the format and instructions specified by the Chancellor.

(8) A support organization shall provide equal employment opportunities to all persons, regardless of race, color, national origin, sex, religion, age, disability, marital status, veteran status, or any other basis protected by law.

(9) The chair of the university board of trustees shall appoint at least one representative to each DSO board of directors and executive committee (if any). The university president or designee shall also serve on the board of directors and executive committee of each DSO. The university board of trustees shall approve all appointments to any DSO board other than the chair's representative(s) or the president or president's designee. The chair's designee may not be the university president; nor may the chair and president appoint the same person to represent both the chair and the president on any one DSO board.

(10) University boards of trustees shall decertify a support organization if the university board of trustees or designee determines that the organization is no longer serving the best interest or mission of the university and decertification is appropriate. In

decertifying a support organization, the board of trustees shall require an accounting of the organization's assets and liabilities and take such reasonable action as necessary to secure the return of all university property and facilities as requested by the university.

Authority: Section 7(d), Art. IX, Fla. Const., History – Formerly 6C-3.12, 11-18-70, Amended and Renumber 12-17-74, Amended 4-14-76, 6-25-80, 8-11-85, Formerly 6C-9.11, Amended 9-28-86, 2-13-89, 4-10-90, 12-9-91, 8-1-94, 4-16-96, Amended and Renumbered 8-6-09, Amended 11-8-18.



Board of Trustees
Full Board Meeting
June 18, 2026

Estimated FY 2026-2027 Consolidated Operating Budget

Recommended Action:

1. Approve the estimated FY 2026-2027 Consolidated Operating Budget for the fiscal year ending June 30, 2027, including both appropriated and non-appropriated funds.
2. Authorize the President, or designee, to make subsequent technical and operational adjustments to the budget as necessary, including adjustments between the estimated budget and the final budget submitted to the Florida Board of Governors, as well as other amendments during the fiscal year.

Background Information:

The FY 2026-2027 Consolidated Preliminary Operating Budget for the University of West Florida is due to the Florida Board of Governors on June 24, 2026, in accordance with Florida Board of Governors Regulation 9.007, State University Operating Budgets and Requests. The UWF budget incorporates state appropriations and local revenue sources and reflects the strategic priorities and operational plans of the University. It includes the following fund groups: Education and General, Carryforward, Auxiliary Enterprises, Contracts and Grants, Athletics, Student Activities, Financial Aid, Concessions, and Technology.

As a member institution of the State University System of Florida, UWF operates in accordance with the policies and regulations established by the Florida Legislature, the Florida Board of Governors, and the UWF Board of Trustees. The budget and associated allocations within the UWF FY 2026-2027 Consolidated Operating Budget are authorized pursuant to the General Appropriations Act and applicable Florida Statutes.

This estimated budget for the upcoming fiscal year does not include any gubernatorial vetoes that may occur. As final appropriations and related adjustments are identified, the University's operating budget will be updated and presented to the Board of Trustees, as appropriate, throughout fiscal year 2026-2027.

Implementation Plan:

N/A

Fiscal Implications:

Estimated revenue budget of \$379.6 million and expenditure budget of \$451.3 million.

Relevant Authority:

Florida Board of Governors Regulation 9.007, State University Operating Budgets and Requests

Supports Strategic Direction(s):

This action item supports all University Strategic Directions.

Documents:

1. Estimated FY 2026-27 Consolidated Operating Budget
2. Estimated FY2027 Budget Talking Points
3. 9.007 State University Operating Budgets and Requests

Prepared by:

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Presenter:

Jeffrey A. Djerlek, Senior Associate Vice President for Finance & University Controller

University of West Florida
 Estimated Consolidated Operating Budget Summary
 For the Fiscal Year Ending June 30, 2027

	Education & General	Carry Forward	Auxiliaries	Athletics	Student Activity	Contracts & Grants	Financial Aid	Concessions	Technology	Total All Funds
Beginning Balance	-	61,184,940	69,050,111	830,260	1,026,115	8,729,292	2,646,681	383,440	3,124,289	146,975,128
Revenues & Transfers In:										
1. State Appropriated Funds	\$114,551,196	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$114,551,196
2. Enhancement Trust Fund (Lottery)	\$18,865,269	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$18,865,269
3. Student Fee Trust Fund (Tuition)	\$49,952,325	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$49,952,325
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$0	\$2,001,200	\$280,000	\$0	\$21,500	\$0	\$0	\$0	\$2,302,700
7. Fees	\$0	\$0	\$38,960,000	\$6,629,000	\$3,956,000	\$189,300	\$2,120,000	\$0	\$1,685,000	\$53,539,300
8. Miscellaneous Receipts	\$0	\$0	\$9,680,300	\$1,312,000	\$0	\$1,075,200	\$48,839,514	\$265,400	\$0	\$61,172,414
9. Other Grants & Donations	\$0	\$0	\$80,000	\$0	\$0	\$8,103,500	\$0	\$0	\$0	\$8,183,500
10. Rent	\$0	\$0	\$413,900	\$8,000	\$0	\$0	\$0	\$0	\$0	\$421,900
11. U.S. Grants	\$0	\$0	\$0	\$0	\$0	\$16,065,000	\$50,811,000	\$0	\$0	\$66,876,000
12. City, County & State Grants	\$0	\$0	\$0	\$0	\$0	\$1,631,500	\$0	\$0	\$0	\$1,631,500
13. Other Revenue	\$0	\$0	\$4,337,100	\$0	\$0	\$394,700	\$410,600	\$0	\$154,400	\$5,296,800
14. Total Additions to Fund Balance	\$183,368,790	\$0	\$55,472,500	\$8,229,000	\$3,956,000	\$27,480,700	\$102,181,114	\$265,400	\$1,839,400	\$382,792,904
15. Total Resources Available	\$183,368,790	\$61,184,940	\$124,522,611	\$9,059,260	\$4,982,115	\$36,209,992	\$104,827,795	\$648,840	\$4,963,689	\$529,768,032
Expenditures & Transfers Out:										
16. Salaries & Benefits	\$138,898,900	\$1,263,900	\$17,977,000	\$3,621,300	\$2,135,100	\$10,959,300	\$0	\$0	\$158,500	\$175,014,000
17. Other Personal Services (OPS)	\$8,788,500	\$465,100	\$6,729,000	\$690,500	\$1,149,500	\$1,982,000	\$0	\$0	\$0	\$19,804,600
18. Expenses	\$31,115,890	\$38,376,725	\$19,464,300	\$5,545,200	\$1,102,600	\$21,730,000	\$103,971,000	\$153,400	\$904,900	\$222,364,015
19. Other Capital Outlay (OCO)	\$1,777,100	\$1,529,100	\$45,000	\$72,000	\$0	\$1,411,000	\$0	\$0	\$869,100	\$5,703,300
20. Library Resources	\$1,463,900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,463,900
21. Risk Management	\$604,600	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$604,600
22. Financial Aid	\$719,900	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$719,900
23. Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24. Expenditures from Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Transfers	\$0	\$0	\$1,986,600	(\$1,700,000)	\$593,300	(\$499,500)	(\$492,400)	\$112,000	\$0	\$0
26. Fixed Capital Outlay (FCO)	\$0	\$6,714,300	\$43,908,400	\$0	\$0	\$0	\$0	\$0	\$0	\$50,622,700
27. Total Resources Used	\$183,368,790	\$48,349,125	\$90,110,300	\$8,229,000	\$4,980,500	\$35,582,800	\$103,478,600	\$265,400	\$1,932,500	\$476,297,015
Net Change	\$0	(\$48,349,125)	(\$34,637,800)	\$0	(\$1,024,500)	(\$8,102,100)	(\$1,297,486)	\$0	(\$93,100)	(\$93,504,111)
Statutory Carryforward Cash Reserve	\$0	(\$12,835,815)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$12,835,815)
Ending Balance	\$0	\$0	\$34,412,311	\$830,260	\$1,615	\$627,192	\$1,349,195	\$383,440	\$3,031,189	\$40,635,202

University of West Florida
 Estimated Consolidated Operating Budget Summary
 For the Fiscal Year Ending June 30, 2027

	Est FY 27	Current Modified 3Q 2026	Change	Est FY 27	Current Modified 3Q 2026	Change	Est FY 27	Current Modified 3Q 2026	Change
	Auxiliaries			Athletics			Student Activity		
Beginning Balance	\$69,050,111	\$65,639,411	\$3,410,700	\$830,260	\$96,060	\$734,200	\$1,026,115	\$1,549,615	(\$523,500)
Revenues & Transfers In:									
1. State Appropriated Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$2,001,200	\$1,976,400	\$24,800	\$280,000	\$280,000	\$0	\$0	\$0	\$0
7. Fees	\$38,960,000	\$40,726,000	(\$1,766,000)	\$6,629,000	\$5,610,000	\$1,019,000	\$3,956,000	\$3,711,500	\$244,500
8. Miscellaneous Receipts	\$9,680,300	\$5,771,843	\$3,908,457	\$1,312,000	\$908,000	\$404,000	\$0	\$0	\$0
9. Other Grants & Donations	\$80,000	\$80,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0
10. Rent	\$413,900	\$371,701	\$42,199	\$8,000	\$8,000	\$0	\$0	\$0	\$0
11. U.S. Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12. City, County & State Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13. Other Revenue	\$4,337,100	\$5,325,800	(\$988,700)	\$0	\$0	\$0	\$0	\$0	\$0
14. Total Additions to Fund Balance	\$55,472,500	\$54,251,744	\$1,220,756	\$8,229,000	\$6,806,000	\$1,423,000	\$3,956,000	\$3,711,500	\$244,500
15. Total Resources Available	\$124,522,611	\$119,891,155	\$4,631,456	\$9,059,260	\$6,902,060	\$2,157,200	\$4,982,115	\$5,261,115	(\$279,000)
Expenditures & Transfers Out:									
16. Salaries & Benefits	\$17,977,000	\$18,816,640	(\$839,640)	\$3,621,300	\$3,121,932	\$499,368	\$2,135,100	\$2,191,260	(\$56,160)
17. Other Personal Services (OPS)	\$6,729,000	\$7,121,208	(\$392,208)	\$690,500	\$524,923	\$165,577	\$1,149,500	\$1,355,227	(\$205,727)
18. Expenses	\$19,464,300	\$22,560,790	(\$3,096,490)	\$5,545,200	\$4,076,468	\$1,468,732	\$1,102,600	\$1,146,078	(\$43,478)
19. Other Capital Outlay (OCO)	\$45,000	\$420,091	(\$375,091)	\$72,000	\$27,150	\$44,850	\$0	\$0	\$0
20. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21. Risk Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22. Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23. Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24. Expenditures from Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Transfers	\$1,986,600	\$1,136,600	\$850,000	(\$1,700,000)	(\$693,500)	(\$1,006,500)	\$593,300	\$650,000	(\$56,700)
26. Fixed Capital Outlay (FCO)	\$43,908,400	\$11,473,902	\$32,434,498	\$0	\$0	\$0	\$0	\$0	\$0
27. Total Resources Used	\$90,110,300	\$61,529,231	\$28,581,069	\$8,229,000	\$7,056,973	\$1,172,027	\$4,980,500	\$5,342,565	(\$362,065)
Net Change	(\$34,637,800)	(\$7,277,487)	(\$27,360,313)	\$0	(\$250,973)	\$250,973	(\$1,024,500)	(\$1,631,065)	\$606,565
Statutory Carryforward Cash Reserve									
Ending Balance	\$34,412,311	\$58,361,924	(\$23,949,613)	\$830,260	(\$154,913)	\$985,173	\$1,615	(\$81,450)	\$83,065

Estimated FY 2026/27 Budget – Board Presentation Talking Points

Overview – Consolidated Budget

- The first five columns represent the University’s primary operating funds and reflect key Board and administrative budget decisions.
- The remaining shaded funds, including Contracts & Grants and Financial Aid, primarily represent restricted or pass-through activity with limited institutional discretion.

Education & General (E&G)

- The Estimated FY27 E&G Budget reflects an overall increase of approximately \$1.0M compared to the FY26 current modified budget.
- State appropriations are currently estimated at FY26 recurring levels pending final legislative action, less non-recurring items like Nursing Pipeline and the top three money, consistent with Board of Governors guidance at \$2.8M less.
- Student Fee Trust Fund revenue is projected to increase by approximately \$3.9M due to continued enrollment growth, particularly during the summer term.
- Salaries & Benefits are projected to increase by \$8.6M due to benefit cost increases, merit raises, and additional instructional faculty positions.
- Operating expenses were strategically reallocated to support salary and benefit priorities.

Carry Forward Funds

- Beginning balances are projected to increase by approximately \$0.9M, largely related to nonrecurring Civil Engineering program funding.
- Expense and Fixed Capital Outlay estimates remain preliminary and will be refined following submission of divisional Carry Forward Spending Plans.

Auxiliaries

- Auxiliary beginning balances are projected to increase by \$3.4M due to budget realignment/reduction with actual operating activity FY26.
- Although fee revenue is projected to decline compared to the FY26 modified budget, the FY26 projections reflected more aggressive anticipated growth in market-rate programs. While these programs continue to outperform prior-year actual activity, current trends indicate performance below the original FY26 estimates. Accordingly, the FY27 budget reflects a more moderate and sustainable growth projection.
- The increase of \$3.9M in Miscellaneous Receipts is related to dollars from the Foundation towards the stadium.
- Operating expenses are projected to decrease by approximately \$3.1M to better align with historical spending patterns.

- Fixed Capital Outlay is projected to increase significantly due to ongoing work related to the Darrell Gooden Stadium.

Athletics

- Athletics revenues are projected to increase due to enrollment growth and an increase in the Athletic Fee rate.
- Operating expenses are expected to increase as the University continues preparations associated with the transition to Division I.
- The Athletics spending plan has been reviewed through the Intercollegiate Athletics Advisory Committee for reasonableness and NCAA compliance.

Student Activity

- Student Activity beginning balances are projected to decrease as the University continues efforts to utilize existing cash balances.
- OPS budgets have been adjusted downward to better align with projected operating activity.

Contracts & Grants

- Contracts & Grants activity is primarily externally funded and managed through Research Administration and Engagement.
- Although expenditures are projected to exceed revenues during the year, the fund is expected to maintain a positive ending cash balance.

Financial Aid

- Financial Aid activity is primarily pass-through in nature and does not materially impact the University's overall financial position.

Concessions & Technology

- Both funds remain generally consistent with prior year operations and maintain sufficient reserves to absorb projected net changes.

Closing Message

- The Estimated FY2026/27 Budget reflects a balanced and conservative planning approach while continuing to prioritize enrollment growth, instructional support, strategic capital investments, and long-term financial stability.

9.007 State University Operating Budgets and Requests

(1) Each university president shall prepare an operating budget, including an Education & General (E&G) Carryforward Spending Plan, for approval by the university board of trustees in accordance with instructions, guidelines and standard formats provided by the Board of Governors.

(2) Each university board of trustees shall adopt an operating budget, including an E&G Carryforward Spending Plan, for the general operation of the university as prescribed by the regulations of the Board of Governors. The university board of trustees-ratified operating budget and E&G Carryforward Spending Plan must be presented to the Board of Governors for approval by a date established by the Chancellor. Each university president shall implement the operating budget and E&G Carryforward Spending Plan of the university as prescribed by Florida Statutes, regulations of the Board of Governors, policies of the university board of trustees, provisions of the General Appropriations Act, and data reflected within the State University System Allocation Summary and Workpapers publication.

(3) The operating budgets of each state university shall consist of the following budget entities:

(a) Education and General (E&G)- reports actual and estimated fiscal year operating revenues and expenditures for all E&G funds, including: General Revenue, Student and Other Fees Trust Fund, Educational Enhancement Trust Fund (Lottery), and the Phosphate Research Trust Fund. In addition, expenditures from university E&G carryforward funds (unexpended balances from all prior-period E&G appropriations) shall be included in the actual history fiscal year reporting. University budgeted E&G carryforward funds shall be reported in the E&G Carryforward Spending Plan Report.

1. Otherwise by law, E&G funds are to be used for E&G activities only, such as, but not limited to, general instruction, research, public service, plant operations and maintenance as defined in Board of Governors guidelines, furniture, fixtures, and equipment, student services, libraries, administrative support, minor capital projects not to exceed \$1 million per individual project, and other enrollment-related and stand-alone operations of the universities.
2. Universities shall accumulate ending E&G fund balances for activities such as those outlined in paragraph (3)(a)(4)4. If at any time, the unencumbered available balance in the E&G fund of the university board of trustees approved operating budget falls below seven (7) percent of the approved total, the university shall provide a written

notification and plan to the Board of Governors to attain a seven (7) percent balance of state operating funds within the next fiscal year.

3. Each university that retains a state operating fund carryforward balance in excess of the seven (7) percent minimum shall submit an E&G Carryforward Spending Plan for its excess carryforward balance. The Carryforward Spending Plan shall be submitted to the university's board of trustees for review, approval, or if necessary, amendment by September 30, 2020, and each September 30 thereafter. The Board of Governors shall review, approve, and amend, if necessary, each university's E&G Carryforward Spending Plan by November 15, 2020, and each November 15 thereafter.
4. A university's E&G Carryforward Spending Plan shall include the estimated cost per planned expenditure and a projected timeline for completion of the expenditure. Authorized expenditures in an E&G Carryforward Spending Plan may include:
 - a. Commitment of funds to a public education capital outlay project for which an appropriation has previously been provided that requires additional funds for completion and which is included in the list required by section 1001.706(12)(d), Florida Statutes;
 - b. Completion of a renovation, repair, or maintenance project (as defined in Board Regulation 14.001) that is consistent with section 1013.64(1), Florida Statutes, or replacement of a minor facility;
 - c. Completion of a remodeling or infrastructure project (as defined in Board Regulation 14.001), including a project for a developmental research school, if such project is survey-recommended pursuant to section 1013.31, Florida Statutes;
 - d. Completion of a repair or replacement project necessary due to damage caused by a natural disaster for buildings included in the inventory required pursuant to section 1013.31, Florida Statutes;
 - e. Operating expenditures that support the university's mission;
 - f. Any purpose specified by the university board of trustees, including funding dedicated to maintenance reserve escrow accounts pursuant to Board Regulation 14.002 and section 1001.706(12)(c)1., Florida Statutes, or in the General Appropriations Act; and
 - g. A commitment of funds to a contingency reserve for expenses incurred as a result of a state of emergency declared by the Governor pursuant to section 252.36, Florida Statutes.
5. Annually, by September 30, the chief financial officer of each university shall certify the unexpended amount of funds appropriated to the university from the General Revenue Fund, the Educational Enhancement Trust Fund, and the Student and Other Fees Trust Fund as of June 30 of the previous fiscal year.

6. A University may spend the minimum carryforward balance of seven (7) percent if a demonstrated emergency exists and the plan is approved by the university's board of trustees and the Board of Governors.
 7. Expenditures from any source of funds by any university shall not exceed the funds available. No expenditure of funds, contract, or agreement of any nature shall be made that requires additional appropriation of state funds by the Legislature unless specifically authorized in advance by law or the General Appropriations Act.
 8. The following units are required to report under this budget entity:
 - State Universities
 - UF - Institute of Food and Agricultural Sciences
 - UF Health Science Center
 - USF Medical Center
 - FSU Medical School
 - UCF Medical School
 - FIU Medical School
 - FAU Medical School
 - FAMU-FSU College of Engineering
 - Florida Postsecondary Comprehensive Transition Program (UCF)
 - Enterprise Cybersecurity Resiliency (USF and FSU)
 - Community School Grant Program (UCF)
 - Lastinger Center for Learning (UF)
 - Florida Center for Autism (UF)
- (b) Contracts and Grants - reports actual and estimated year revenues, expenditures, and positions for university functions that are supported by foundations, various state and federal agencies, local units of governments, businesses, and industries. Universities shall comply with all applicable federal, state, local, and university regulations and guidelines as they relate to grants, contracts, and sponsored research programs.
- (c) Auxiliary Enterprises - reports actual and estimated year revenues, expenditures, and positions for self-supporting functions such as, but not limited to, parking services, housing, bookstore operations, and food services.
- (d) Local Funds - reports actual and estimated year revenues, expenditures, and positions for the following specific areas:
1. Student Activities - revenues generated primarily from the activity and service fee each university is authorized to charge its students as a component of the mandatory fee schedule. Activities commonly supported by these revenues include student government, cultural events, student organizations, and intramural/club events.

2. Intercollegiate Athletics – revenues generated from the student athletic fee that each university is authorized to collect as a component of the mandatory fee schedule, and from other sources, including ticket sales, radio/TV, bowl games, and tournament revenues.
 3. Concession Fund – revenues generated from various vending activities located around the campuses. The university’s budget must reflect the various departments/activities on each campus that benefit from receipt of these funds.
 4. Student Financial Aid – revenues received by the university for loans, grants, scholarships, and other student financial aid. Expenditures of these funds must be reported by activities such as externally funded loans, student scholarships, need-based financial aid, academic-based financial aid, and athletic grants/scholarships.
 5. Technology Fee – revenues generated from the technology fee that a university is authorized to charge its students as a component of the mandatory fee schedule. Proceeds from this fee shall be used to enhance instructional technology resources for students and faculty.
 6. Board-Approved Fees – student fees presented to the Board of Governors for approval by a university board of trustees that are intended to address a student need not currently being met through existing university services, operations, or another fee.
 7. Self-Insurance Programs – revenues received by the university from entities and individuals protected by the self-insurance programs. This budget must reflect expenditures related to the administration of the self-insurance programs and the judgments or claims arising out of activities for which the self-insurance program was created.
- (e) Faculty Practice Plan – related to the activities for the state universities’ medical schools and health centers. This budget must be designed to report the monetary level of clinical activity regarding the training of students, post-graduate health professionals, and medical faculty.
- (4) The operating budgets of each university shall represent the following:
- (a) The university’s plan for utilizing the resources available through direct or continuing appropriations by the Legislature, allocation amendments, or from local sources, including student tuition and fees. The provisions of the General Appropriations Act and the State University System Allocation Summary and Workpapers publication will be taken into consideration in the development and preparation of the E&G data.
 - (b) Actual prior-year revenues, expenditures (including E&G carryforward amounts expended), and positions, as well as current-year estimated revenues, expenditures, and positions. University E&G carryforward funds shall be budgeted in the E&G Carryforward Spending Plan.

(c) Assurance that the universities are in compliance with general legislative intent for expenditure of the appropriated state funds and with the Board of Governors' regulations, guidelines, and priorities for all funding sources.

(5) Any earnings (interest, investment, or other) resulting from the investment of current-year E&G appropriations are considered to be of the same nature as the original appropriations and are subject to the same expenditure regulations as the original appropriations. E&G earnings are not to be utilized for non-E&G-related activities or for fixed capital outlay activities except as provided by law. Earnings resulting from invested E&G carryforward funds are considered to be additions to the university's E&G carryforward balance and shall be expended in accordance with section (3)(a) of this regulation.

Anticipated earnings for the estimated year from invested E&G funds should not be included when building the detailed operating budget schedules. Estimated-year E&G earnings and planned expenditures of these funds should only be reported on the manually prepared E&G Schedule I and Summary Schedule I reports.

(6) Any unexpended E&G appropriation carried forward to the fund balance in a new fiscal year shall be utilized in support of E&G activities only unless otherwise provided by law.

(7) Any amendments to the approved E&G Carryforward Spending Plan during the fiscal year shall be reported to the Board of Governors for a time period and in a format as prescribed by the Chancellor. The approved or amended E&G Carryforward Spending Plan should be used to track actual E&G Carryforward expenditures during the fiscal year to ensure compliance with the spending plan.

(8) Each university board of trustees may submit to the Chancellor's Office annually a Legislative Budget Request for operations. Such requests shall be made in accordance with the fiscal policy guidelines, formats, instructions, and schedule provided by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const., History: New 12-6-07, Amended 11-21-13, 9-22-16, 10-30-19, 9-16-20, 8-26-22, 5-10-23, 9-8-23, 12-12-25.

Board of Trustees
Full Board Meeting
June 18, 2026

Revision of BOT-14 Presidential Evaluation Policy

Recommended Action:

Approve revisions to BOT-14 Presidential Evaluation Policy.

Background Information:

The current Presidential Evaluation Policy was adopted in June of 2017 and has never been revised. The proposed policy aligns the Presidential Evaluation Policy with current state law, regulations from the Board of Governors, and the President's employment agreement.

Implementation Plan:

If approved, the policy will be implemented for the current evaluation period.

Fiscal Implications:

This evaluation process may be used by the Board of Trustees to assist in determining the President's annual performance compensation bonus.

Relevant Authority:

University Policy BOT-14.01-06/17
BOG Regulation 1.001(5)(f) and (g)

Supports Strategic Direction(s):

Strategic Direction 2: Employee Success
Strategic Direction 5: Operational Excellence

Documents:

1. University Policy BOT-14.02-06.26 Redlined
2. University Policy BOT-14.02-06.26 clean
3. BOG Regulation 1.001

Prepared by:

David A. Fugett, General Counsel

Presenter:

David A. Fugett, General Counsel



Policy

~~UNIVERSITY POLICY BOT 14.01-06/17~~

~~**POLICY TITLE: PRESIDENTIAL EVALUATION POLICY**~~

~~**EFFECTIVE DATE: JUNE 30, 2017**~~

~~**POLICY/PURPOSE: PRESIDENTIAL EVALUATION**~~

~~To establish a policy concerning the annual evaluation of the University President.~~

~~**RESPONSIBLE OFFICE: BOARD OF TRUSTEES**~~

~~**I. Purpose**~~

~~This policy supplements Florida Board of Governors (“BOG”) regulations and provides guidelines for conducting the annual review and assessment of the President’s performance, goals, and compensation by the University of West Florida Board of Trustees (“Board”).~~

~~**II. Responsibility**~~

~~The Board is responsible for assessing the President’s performance, goals and compensation. The Board’s Presidential Performance Evaluation & Metrics Ad Hoc Committee (“Committee”), as its members shall mutually decide and within the parameters of this policy, is delegated the responsibility for organizing and conducting the annual review process with the President and making recommendations related to the outcome of the annual review, the annual goals and the President’s compensation to the full Board.~~

~~**III. Principles**~~

~~a. The following principles will guide and inform the Presidential evaluation process:~~

- ~~1. The review should derive from explicit values of the University;~~
- ~~2. Clarify the Board’s expectations of the President and confirm specific annual goals for the President;~~
- ~~3. The evaluation of the President is a non-delegable responsibility of the Board; while other viewpoints will be considered, specifically those of the faculty at the University, the Board will take direct responsibility for the evaluation;~~
- ~~4. The evaluation process should be a reciprocal process that includes a self-evaluation from the President;~~
- ~~5. The evaluation should focus on the how well the President advances the major institutional objectives of the University;~~
- ~~6. A formal review should be conducted annually, immediately following the academic year. Informal evaluations should occur more frequently, in the form of informal~~

- ~~conversations between the President and the Board Chair;~~
- ~~7. The evaluation should facilitate the creation of goals for the coming year by the President in consultation with the Board.~~

~~IV. Evaluative Criteria~~

- ~~a. **Recurring Criteria.** The Board shall evaluate the President based on certain criteria on an annual basis. This list of recurring criteria are meant to reflect core competencies of the Office of the President, including:~~
 - ~~1. The BOG's Performance Based Funding Metrics/Strategic Plan;~~
 - ~~2. Responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations;~~
 - ~~3. The President's self-evaluation report;~~
 - ~~4. The University's then-current strategic plan, university work plan, and accountability report;~~
 - ~~5. President's then-current goals.~~
 - ~~6. Responsible fiscal management of the university;~~
 - ~~7. Responsible supervision of key personnel;~~
 - ~~8. Positive governmental and community relations;~~
 - ~~9. Promotion of academic excellence and student success at the University;~~
 - ~~10. Promotion of ethical conduct at the University;~~
 - ~~11. Promotion of the reputation of the University;~~
 - ~~12. Promotion of advantageous relationship with University-affiliated entities;~~
 - ~~13. University Advancement & Fundraising;~~
 - ~~14. KPI's in the Presidential Scorecard.~~
- ~~b. **Non-recurring criteria.** The evaluation may also include criteria, mutually agreed upon by the Board and the current President, that are designed to address the current needs and goals of the University. (For example, the Board and the current President could identify "increasing enrollment for university campuses by 1%" or "development of a portal for online resources" as non-recurring evaluation criteria).~~
- ~~e. **Board Assessment.** Each Trustee is required to evaluate the President annually, by completing a Trustee Survey distributed during each evaluation period~~
- ~~d. **BOG Assessment.** The Board Chair shall request input from the Chair of the BOG, who may involve the Chancellor, during the annual evaluation process as set forth in BOG Regulation 1.001(5)(f).~~
- ~~e. **Campus community assessment.** On a periodic basis, the input from current faculty, staff, students, and other constituents of the University may be sought for consideration.~~

~~V. Measurement~~

- ~~a. **Using Criteria:** The Board will measure the President's performance during the evaluation period against each recurring and non-recurring criteria to determine whether the President's performance:~~

- ~~1. Exceeded Expectations: Characterized by consistently superior achievement in the criteria area being evaluated. Performance at this level clearly demonstrates the President of the University of West Florida exceeded the Board's expectations regarding the evaluative criteria;~~
 - ~~2. Met Expectations: Characterized as consistent achievement and reliable performance, demonstrating a high level of competency in the criteria being evaluated that has met the expectations of the Board.~~
 - ~~3. Below Expectations: Characterized as performance in the criteria being evaluated that has not met the expectations of the Board.~~
- ~~b. Overall: The Board shall also evaluate the President's performance, as a whole, as Exceeding Expectations, Meeting Expectations, or Below Expectations.~~

~~VI. Evaluation Period/Goal Setting/Timeline~~

- ~~a. Evaluation Period. The Board shall review the performance of the President on an annual basis. The evaluation period will be July 1 through June 30.~~
- ~~b. Goal Setting~~
- ~~1. On or before May 1 of each year, the President will submit his or her proposed goals and objectives for the upcoming evaluation period to include targets to meet state accountability measures and the University's strategic plan to the Board Chair and the Committee.~~
 - ~~2. The Committee will discuss the goals for the upcoming year with the President and present the proposed goals at next full Board meeting for discussion and approval.~~
 - ~~3. The Board Chair will conduct a mid-year review of the proposed goals with the President on or before January 30; if any of the goals require adjustment, they will be addressed with the Committee and then presented at the next full Board meeting.~~
- ~~e. Annual Performance Evaluation Timeline. For purposes of performance evaluation, the board shall use the following timeline as recommended target dates:~~
- ~~1. On or before May 1 each year, the President shall initiate the annual review process for the fiscal year ending on June 30 of such year by preparing a self-appraisal of performance as President for submission to the Board Chair and evaluation by the Committee, and then for submission to the Board.~~
 - ~~2. Once the President has submitted the self-evaluation to the Board Chair, the Board Chair shall request the Chair of the BOG's input in the annual evaluation in accordance with IV.d.~~
 - ~~3. Staff will distribute the Trustee Survey for each Trustee to complete and submit, and Staff will subsequently complete and present a summary compilation report to the Committee by August 15th of each year.~~
 - ~~4. The Committee will evaluate the President's performance using the evaluative criteria and prepare an evaluation report containing an applicable compensation~~

- ~~recommendation for the Board by September 1;~~
- ~~5. Prior to the next Board meeting, the Board Chair shall meet with the President to discuss the Committee's report;~~
 - ~~6. Prior to the next Board meeting, the Board Chair shall send to the President and all members of the Board the self-evaluation and any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.~~
 - ~~7. The Board shall complete the annual review and make any compensation award and/or adjustment for the contemplated under the President's Employment Agreement no later than September 30 of each year, commencing September 2017.~~

~~**VII. Outcomes.** After the Board's deliberation and action, minutes shall be published to document the review of the President's performance, goals and any adjustments to the President's compensation.~~

~~**Adopted by the University Board of Trustees Presidential Performance Evaluation Metrics Ad hoc Committee on June 27, 2017; ratified by the University of West Florida Board of Trustees on June 29, 2017.**~~

~~**APPROVED:** Dr. Martha D. Saunders, President~~

~~**Date:** 12/7/17~~

Date of Activity	For FY 1	For FY 2
May 1 FY 1	President's Self-appraisal of year 1	President's goals for FY 2
After May 1		Discussion of goals for FY 2 with President and Committee, present goals at next BOT meeting
After May 1	Input from BOG on FY 1 evaluation	
June 30 FY 1	End of evaluation period for FY 1	
July 1 FY 2		Start of FY 2 evaluation period
Approximately January 30 FY 2		Board Chair will conduct mid-year review of FY 2 goals, adjust goals, presented to full BOT
Approximately June 15 FY 2	Committee will evaluate President's performance for FY 1	
By Sept 1 FY 2	Committee prepares evaluation report with compensation recommendation	
Approximately Sept 10 FY 2	Chair and President discuss Committee Report	
Approximately Sept 20 FY 2	Chair sends self-evaluation and supplemental information to President and BOT	
By Sept 30 FY 2	BOT makes compensation award	

On or before May 1 each year

President initiates the annual review process by preparing a self-appraisal of performance as President for submission to the Board Chair and evaluation by the Committee, and then for submission to the Board.



After May 1st

Chair Seeks BOG Chair Input

Once the President has submitted the self-evaluation and proposed goals to the Chair, the Chair requests input from the BOG Chair



After June 1st

Committee Evaluation

The Committee evaluates the President's performance using the evaluative criteria and prepare an evaluation report containing an applicable compensation recommendation for the Board



Prior to next Board Meeting

Chair meets with President to discuss Committee Evaluation Report



After September 1st

Prior to next Board Meeting

The Chair sends the President and all members of the Board the self-evaluation and any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.



No later than September 30

The Board completes the annual review and makes any compensation award and/or adjustment no later than September 30 of each year, commencing September 2017.



Policy

UNIVERSITY POLICY BOT-14.02-06/26

TO: The University of West Florida Community

FROM: President Manny Diaz, Jr.

SUBJECT: Presidential Evaluation

RESPONSIBLE OFFICE: Board of Trustees

I. Purpose:

The purpose of the annual review process is to enable the President to strengthen his or her performance, to enable the President and the Board to set mutually agreeable goals, and to inform the Board's decisions on compensation adjustments and other terms of the President's employment

II. Responsibility:

The board has a non-delegable responsibility to assess the President's performance, goals and objectives, and compensation. The Board's Presidential Performance Evaluation & Metrics Ad Hoc Committee ("Committee") is delegated, within the parameters of this policy, the responsibility for organizing and conducting the annual review process.

III. Process:

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. The Committee shall review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President to assist the Board in its review.
- D. The Committee may prepare an evaluation instrument to obtain feedback from each Trustee as a part of the President's annual evaluation process. The evaluation instrument will be modeled after the President's proposed goals and objectives of the previous year.

The committee may, at its discretion, add additional criteria to the evaluation instrument. Additional criteria may include, among other things:

1. Responsiveness to the BOG's strategic goals and priorities;
2. Responsible fiscal management of the university;
3. Responsible supervision of key personnel;
4. Positive governmental and community relations;
5. Key metrics as may be set by the BOT and/or BOG; and
6. Efficient use of university resources, such as operating expenses per student and cost per student degree.

Upon review and approval of the Board Chair, the evaluation instrument shall be provided to each Trustee for completion.

- E. Prior to the Board meeting at which the President's review will be acted upon, the Board Chair shall send to the President and all members of the Board the results gathered from the evaluation instrument, any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

IV. Annual Performance Evaluation Timeline

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. By July 1 of each year, the Committee will meet to review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President to assist the Board in its review.
- D. Should the Committee prepare an evaluation instrument, the evaluation instrument will be completed for review by the Board Chair no later than August 1 of each year.
- E. Each Trustee should complete the evaluation instrument no later than September 1 of each year.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

After the Board's deliberation and action, minutes shall be published to document the review of the President's performance, goals, and any adjustments to the President's compensation.

Approved by the Board of Trustees: June 2026

Approved by: _____ **Date:** _____
President Manny Diaz, Jr.

Authority: Florida BOG Regulation 1.001(5)(f) and (g), University Board of Trustees Powers and Duties

History: Created June 2017; Amended June 2026

Last Review: June 2026



Policy

UNIVERSITY POLICY BOT-14.02-06/26

TO: The University of West Florida Community

FROM: President Manny Diaz, Jr.

SUBJECT: Presidential Evaluation

RESPONSIBLE OFFICE: Board of Trustees

I. Purpose:

The purpose of the annual review process is to enable the President to strengthen his or her performance, to enable the President and the Board to set mutually agreeable goals, and to inform the Board's decisions on compensation adjustments and other terms of the President's employment

II. Responsibility:

The board has a non-delegable responsibility to assess the President's performance, goals and objectives, and compensation. The Board's Presidential Performance Evaluation & Metrics Ad Hoc Committee ("Committee") is delegated, within the parameters of this policy, the responsibility for organizing and conducting the annual review process.

III. Process:

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. The Committee shall review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President and from the campus community to assist the Board in its review.
- D. The Committee may prepare an evaluation instrument to obtain feedback from each Trustee as a part of the President's annual evaluation process. The evaluation instrument will be modeled after the President's proposed goals and objectives of the previous year.

The committee may, at its discretion, add additional criteria to the evaluation instrument. Additional criteria may include, among other things:

1. Responsiveness to the BOG's strategic goals and priorities;
2. Responsible fiscal management of the university;
3. Responsible supervision of key personnel;
4. Positive governmental and community relations;
5. Key metrics as may be set by the BOT and/or BOG;
6. Efficient use of university resources, such as operating expenses per student and cost per student degree;
7. Promotion of academic excellence and student success at the University;
8. Promotion of ethical conduct at the University; and
9. Promotion of the reputation of the University.

Upon review and approval of the Board Chair, the evaluation instrument shall be provided to each Trustee for completion.

- E. Prior to the Board meeting at which the President's review will be acted upon, the Board Chair shall send to the President and all members of the Board the results gathered from the evaluation instrument, any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

IV. Annual Performance Evaluation Timeline

- A. On or before June 1 of each year, the President shall initiate the annual review process by preparing and submitting his or her self-evaluation for the prior one year period, and proposed goals and objectives for the upcoming year, to the Board.
- B. Once the President has submitted the self-evaluation and proposed goals and objectives to the Board, the Board Chair shall provide copies of the same to the chair of the Board of Governors ("BOG") and request the chair of the BOG's participation in the annual evaluation; the chair of the BOG may involve the chancellor in the review process. Such participation will include a review of the President's responsiveness to the BOG's strategic goals and priorities and compliance with system-wide regulations.
- C. By July 1 of each year, the Committee will meet to review the self-evaluation, and proposed goals and objectives, and may request any additional information from the President to assist the Board in its review.
- D. Should the Committee prepare an evaluation instrument, the evaluation instrument will be completed for review by the Board Chair no later than August 1 of each year.
- E. Each Trustee should complete the evaluation instrument no later than September 1 of each year.
- F. The Board shall complete the annual review and make any compensation award contemplated under the President's Employment Agreement no later than October 1 of each year.

After the Board's deliberation and action, minutes shall be published to document the review of the President's performance, goals, and any adjustments to the President's compensation.

Approved by the Board of Trustees: June 2026

Approved by: _____ **Date:** _____
President Manny Diaz, Jr.

Authority: Florida BOG Regulation 1.001(5)(f) and (g), University Board of Trustees Powers and Duties

History: Created June 2017; Amended June 2026

Last Review: June 2026

1.001 University Board of Trustees Powers and Duties

- (1) Pursuant to Article IX, section 7(c), Florida Constitution, the Board of Governors shall establish the powers and duties of the board of trustees as set forth herein and as may be established in Board of Governors' regulations. This regulation supersedes the delegation of authority to the boards of trustees contained in the Board of Governors' Resolution dated January 7, 2003. The intent of this regulation is to delegate powers and duties to the university boards of trustees so that the university boards have all of the powers and duties necessary and appropriate for the direction, operation, management, and accountability of each state university.
- (2) Composition of Boards; Membership and Organization.
 - (a) Each university shall be administered by a board of trustees, consisting of thirteen members dedicated to the purposes of the State University System. Each university board of trustees includes six members appointed by the Governor and five members appointed by the Board of Governors, all of whom must be confirmed by the Senate. All trustees are required to attend a Board of Governors orientation session, preferably prior to service on the university board. The chair of the faculty senate, or the equivalent, and the president of Student Government, or the equivalent, are also members. Board of trustee members shall serve staggered terms of five years and may be reappointed for subsequent terms, except for the faculty and student representatives who shall serve for the duration of the term of their respective elected offices. All members are public officers subject to the requirements of the Florida Code of Ethics.
 - (b) Each board of trustees shall select its chair and vice chair from the appointed members. Each chair shall serve for two years and may be reselected for one additional consecutive two-year term. Any exception to this term of office must be approved by a two-thirds vote of the board of trustees.
 - (c) The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, attesting to actions of the board of trustees, and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal as provided in section 1001.71, Florida Statutes.
 - (d) The university president shall serve as the chief executive officer to the board of trustees and shall be responsible to the board of trustees for all operations of the university and for setting the agenda for meetings of the board of trustees in consultation with the chair.
 - (e) Members of the boards of trustees shall receive no compensation but may be reimbursed for travel and per diem expenses as provided in section 112.061, Florida Statutes.
 - (f) Each board of trustees shall establish the powers and duties of the university president.

- (g) Each board of trustees shall be a public body corporate with all the powers of a body corporate, including the power to adopt a corporate seal, to contract and be contracted with, to sue and be sued, to plead and be impleaded in all courts of law and equity, and to give and receive donations. In all suits against the board of trustees, service of process shall be made on the chair of the board of trustees or on a university designee.
- (h) Each board of trustees shall be primarily acting as an instrumentality of the state pursuant to section 768.28, Florida Statutes, for purposes of sovereign immunity.
- (i) Each board of trustees is subject to the public records and open meetings requirements set forth in Article I, section 24 of the Florida Constitution and laws implementing that section.
- (j) Each board of trustees shall keep and, within two weeks after a board meeting, post prominently on the university's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee, as provided in section 1001.71, Florida Statutes.

(3) University Administration and Oversight.

- (a) Each board of trustees shall be responsible for the administration of its university in a manner that is dedicated to, and consistent with the university's mission which shall be otherwise consistent with the mission and purposes of the State University System as defined by the Board of Governors.
- (b) Each board of trustees may establish committees of the board to address matters including, but not limited to, academic and student affairs, strategic planning, finance, audit, property acquisition and construction, personnel, and budgets.
- (c) Each board of trustees shall adopt a strategic plan in alignment with the Board of Governors' systemwide strategic plan and regulations, and the university's mission. University strategic plans shall be submitted to the Board of Governors for approval.
- (d) Each board of trustees shall prepare an accountability plan and submit updates on an annual basis for consideration by the Board of Governors. The accountability plan shall outline the university's top priorities, strategic directions, and specific actions for achieving those priorities, as well as progress towards previously approved institutional and System-wide goals.
- (e) Each board of trustees shall have a policy addressing conflicts of interest for its members.
- (f) Each board of trustees shall maintain an effective information system to provide accurate, timely, and cost-effective information about the university, and shall require that all data and reporting requirements of the Board of Governors are met.

- (g) Each board of trustees may promulgate regulations and procedures related to data and technology, including information systems, communications systems, computer hardware and software, and networks.
- (h) Each board of trustees is authorized to secure comprehensive general liability insurance.
- (i) Each board of trustees may provide for payment of the cost of civil actions against officers, employees, or agents of its board.
- (j) Each board of trustees is authorized to promulgate university regulations in accordance with the Regulation Development Procedure adopted by the Board of Governors.
- (k) Each board of trustees may govern traffic on the grounds of the university and in other areas in accordance with law and any mutual aid agreements entered into with other law enforcement agencies.
- (l) Each board of trustees shall be responsible for campus safety and emergency preparedness, to include safety and security measures for university personnel, students, and campus visitors.
- (m) Each board of trustees is authorized to create divisions of sponsored research and establish policies regulating the administration and operation of the divisions of sponsored research.

(4) Academic Programs and Student Affairs.

- (a) Each board of trustees shall adopt university regulations or policies, as appropriate, in areas including, but not limited to:
 - 1. authorization and discontinuance of degree programs;
 - 2. articulation and access;
 - 3. admission and enrollment of students;
 - 4. minimum academic performance standards for the award of a degree;
 - 5. student financial assistance;
 - 6. student activities and organizations;
 - 7. student records and reports;
 - 8. anti-hazing, related penalties, and program for enforcement;
 - 9. reasonable accommodation of religious observances; and
 - 10. uniform student code of conduct and related penalties. Such regulations or policies shall be consistent with any applicable Board of Governors' regulations.
- (b) Each board of trustees shall establish a committee to periodically review and evaluate the student judicial system. At least one-half of the members of the committee shall be students appointed by the student body president.

- (c) Each board of trustees shall approve the internal procedures of student government organizations.
- (d) Each board of trustees of an institution with an intercollegiate athletics program, shall require that institutional control and oversight of its intercollegiate athletics program is in compliance with the rules and regulations of their respective athletic conference or association. The university president is responsible for the administration of all aspects of the intercollegiate athletics program.

(5) Personnel.

- (a) Each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including the president, which may include but is not limited to: compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure, and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment. To the extent allowed by law, university employees shall continue to be able to participate in the state group insurance programs and the state retirement systems.
- (b) Each board of trustees must ensure that its personnel program and the university's implementation of the program comply with section 1001.7415, Florida Statutes. Failure to comply with section 1001.7415, Florida Statutes, may subject the board of trustees and the university to the enforcement mechanisms in section 1008.322, Florida Statutes.
- (c) Each board of trustees shall act as the sole public employer with regard to all public employees of its university for the purposes of collective bargaining and shall serve as the legislative body for the resolution of impasses with regard to collective bargaining matters.
- (d) Each board of trustees shall select its university president subject to confirmation of the candidate by the Board of Governors and in accordance with the requirements of Regulation 1.002.
 - 1. A presidential search committee shall be appointed to make recommendations to the full board of trustees. The board of trustees shall select a candidate for confirmation by the Board of Governors. Prior to confirmation, the board of trustees shall submit a written description of the selection process and criteria, the qualifications of the selected candidate, and a copy of the proposed employment contract to the Board of Governors for its consideration in confirming the candidate. The candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation of the candidate will be

considered. Such meeting will be held as soon as practicable to ensure a timely transition.

2. The board of trustees may renew or extend a presidential employment contract up to three years, provided that the university, for the majority of the president's tenure at the university, had a score of 70 points or higher as described in Board of Governors Regulation 5.001. If the university did not have a score of 70 points or higher for the majority of the president's tenure, the board of trustees may renew or extend the contract for up to one year. Renewals and extensions of presidential employment contracts shall be subject to confirmation by the Board of Governors.

- (e) In the event that a board of trustees selects an interim president, such selection is subject to confirmation of the candidate by the Board of Governors. If it is determined by the board of trustees to be in the best interests of the university, the interim president selected by the board may be delegated full authority to serve as the interim president during the period prior to confirmation by the Board of Governors. Continued service as interim president requires confirmation by the Board of Governors, and the candidate selected by the board of trustees shall be required to appear before the Board of Governors at the meeting where confirmation will be considered. Such meeting will be held as soon as practicable to ensure a timely transition.
- (f) Each board of trustees shall develop guidelines for the annual evaluation of the president.
- (g) Each board of trustees shall conduct an annual evaluation of the president. The chair of the board of trustees shall request input from the Chair of the Board of Governors, who may involve the Chancellor, during the annual evaluation process pertaining to responsiveness to the Board of Governors' strategic goals and priorities, and compliance with systemwide regulations.
- (h) Each board of trustees shall not utilize the H-1B program in its personnel program to hire any new employees through January 5, 2027.
- (i) Each board of trustees' personnel program must not discriminate on the basis of race, color, religion, national origin, or sex.

(6) Financial Management.

- (a) Each board of trustees shall be responsible for the financial management of its university and shall submit an institutional budget request, including a request for fixed capital outlay, and an operating budget to the Board of Governors for approval in accordance with the guidelines established by the Board of Governors.
- (b) Each board of trustees shall establish tuition and fees in accordance with regulations established by the Board of Governors.
- (c) Each board of trustees shall establish waivers for tuition and fees pursuant to regulations established by the Board of Governors.
- (d) Each board of trustees shall engage in sound debt management practices for the

issuance of debt by the university and its direct support organizations and shall comply with the guidelines established by the Board of Governors in connection with the authorization, issuance and sale of university and direct support organization debt.

- (e) Each board of trustees shall account for expenditures of all state, local, federal, and other funds in accordance with guidelines or regulations established by the Board of Governors, and as provided by state or federal law.
- (f) Each board of trustees may enter into agreements for, and accept, credit card payments as compensation for goods, services, tuition, and fees.
- (g) Each board of trustees shall establish policies and procedures for the performance of annual internal audits of university finances and operations. All reports generated from such audits must be submitted to the Board of Governors after review and acceptance by the board of trustees, or its designee.
- (h) Each board of trustees and each direct support organization shall submit annual financial statements to the Board of Governors.

(7) Property and Purchasing.

- (a) Each board of trustees and university direct support organization must obtain prior approval from the Board of Governors before entering into a binding contractual obligation to improve real property that will result in the board or the direct support organization seeking a commitment of state funds for the development, construction, operation, or maintenance of an educational or research facility.
- (b) Each board of trustees shall have the authority to acquire real and personal property and contract for the sale and disposal of same, and approve and execute contracts for purchase, sale, lease, license, or acquisition of commodities, goods, equipment, and contractual services, leases of real and personal property, and construction. The acquisition may include purchase by installment or lease-purchase. Such contracts may provide for payment of interest on the unpaid portion of the purchase price.
- (c) With respect to state-funded real property acquisitions, each board of trustees may, with the consent of the Board of Trustees of the Internal Improvement Trust Fund, sell, convey, transfer, exchange, trade, or purchase real property and related improvements necessary and desirable to serve the needs and purposes of the university.
 1. The board of trustees may secure appraisals and surveys in accordance with the policies and procedures of the Board of Trustees of the Internal Improvement Trust Fund. Whenever the board of trustees finds it necessary for timely property acquisition, it may contract, without the need for competitive selection, with one or more appraisers whose names are contained on the list of approved appraisers maintained by the Division of State Lands in the Department of Environmental Protection.

2. The board of trustees may negotiate and enter into an option contract before an appraisal is obtained. The option contract must state that the final purchase price may not exceed the maximum value allowed by law. The consideration for such an option contract may not exceed 10 percent of the estimate obtained by the board of trustees or 10 percent of the value of the parcel, whichever is greater, unless otherwise authorized by the board of trustees.
 3. Title to property acquired by a university board of trustees prior to January 7, 2003, and to property acquired thereafter with state funds shall vest in the Board of Trustees of the Internal Improvement Trust Fund. With respect to all other real property acquired by a university, such property shall be titled in the name of the university board of trustees, or as the trustees of the university may deem appropriate.
- (d) Each board of trustees shall submit to the Board of Governors, for approval, plans for all new campuses and instructional centers.
 - (e) Each board of trustees shall administer a program for the maintenance and construction of facilities.
 - (f) Each board of trustees may exercise the right of eminent domain pursuant to the provisions of chapter 1013, Florida Statutes.
 - (g) Each board of trustees shall be responsible for the use, maintenance, protection, and control of, and the imposition of charges for, university-owned or university-controlled buildings and grounds, property and equipment, name trademarks and other proprietary marks, and the financial and other resources of the university.
 - (h) With respect to any funds or real or personal property designated by will, deed, agreement, or court appointment to be held in trust for the benefit of the university, or its students, faculty members, officers, or employees, or otherwise, or for any educational purpose, a university board of trustees is authorized to act as trustee with full legal capacity as trustee to administer such trust property and, in such event, the title thereto shall vest in the board of trustees as trustee. In all such cases, the university board of trustees shall have the power and capacity to do and perform all things as fully as any individual trustee or other competent trustee might do or perform, and with the same rights, privileges, and duties including the power, capacity, and authority to convey, transfer, mortgage, or pledge such property held in trust and to contract and execute all other documents relating to said trust property which may be required for or appropriate to the administration of such trust or to accomplish the purposes of any such trust. Nothing herein shall be construed to authorize a board of trustees to contract a debt on behalf of, or in any way to obligate, the state; and the satisfaction of any debt or obligation incurred by the board as trustee under the provisions of this section shall be exclusively from the trust property, mortgaged or encumbered.
 - (i) Each board of trustees shall prepare and adopt a campus master plan pursuant to section 1013.30, Florida Statutes.

- (j) Each board of trustees shall prepare, adopt, and execute a campus development agreement pursuant to section 1013.30, Florida Statutes.
- (k) Each board of trustees may authorize the rent or lease of parking facilities, provided that such facilities are funded through parking fees or parking fines imposed by a university. A board of trustees may authorize a university to charge fees for parking at such rented or leased parking facilities and parking fines.
- (l) Each board of trustees shall promulgate regulations that establish basic criteria related to the procurement of commodities and contractual services.
- (m) Each board of trustees shall be responsible for the fire safety and sanitation of public educational and ancillary plants.

(8) Miscellaneous Powers and Duties.

- (a) Each board of trustees is authorized to form such corporate entities as are necessary to establish and maintain faculty practice plans for the collection, distribution, and regulation of fees generated by faculty members engaged in the provision of healthcare services to patients as an integral part of their academic activities and employment as faculty. Each such faculty practice plan must be adopted by the board of trustees in accordance with regulations of the Board of Governors and approved by the Board of Governors.
- (b) Each board of trustees is authorized to establish direct support organizations and university health services support organizations and certify them to use university property, facilities, and services.
- (c) Each board of trustees may establish educational research centers for child development.
- (d) Each board of trustees is authorized to protect, develop, and transfer the work products of university personnel and other university agents and contractors, which authority shall include but not be limited to licensing, assigning, selling, leasing, or otherwise allowing the use of or conveying such work products and securing and enforcing patents, copyrights, and trademarks on such products. Each board of trustees shall have policies and procedures concerning the work products of university personnel that facilitate technology development and transfer for the public benefit. Such policies must include, without limitation, provisions that take into account the contributions of university personnel in the development of work products and that require any proceeds from such work products be used to support the research and sponsored training programs of the university.
- (e) Each board of trustees is responsible for compliance with all applicable laws, rules, regulations, and requirements.
- (f) Each board of trustees shall perform such other duties as provided by the Board of Governors, or as each board of trustees may determine are necessary or appropriate for the administration of the university so long as the trustees comply

with any applicable laws and Board of Governors' regulations and policies.

Authority: Section 7(c), Art. IX, Fla. Const., Section 1001.7415, Florida Statutes;
History: Resolution 1-07-03, New 3- 26-09, Amended 09-16-10, Amended 08-31-17,
Amended 11-09-22; Amended 11-09-23; Amended 03-27-24, Amended 01-29-2026,
Amended 03-02-2026.

Board of Trustees
Full Board Meeting
June 18, 2026

Charter School Update and Approval

Recommended Action:

Approve Charter School Application

Background Information:

The On-Campus Charter School has relocated to an easily accessible area behind the East Campus retail complex. The existing parking lot and roundabout provide an ideal drop-off location for the modular K–3 facility, which will offer valuable support to university students, staff, and faculty. The application for our inaugural Charter authorization has been received and is currently under review. Additionally, Business Enterprises, Inc. (BEI) has entered into a license agreement with Somerset Academy to provide the space necessary for this initiative. Modular units are scheduled for installation by the end of July, fully on track for the fall semester opening.

Implementation Plan:

Weekly oversight calls for installation and final reviews.

Fiscal Implications:

None expected

Relevant Authority:

UWF Real Property Policy BOT-10.02-06/18

UWF Regulation 6.002 Facilities Leasing

Supports Strategic Direction(s):

This item supports all seven Strategic Directions.

Documents:

1. Charter School Application
2. UWF Real Property Policy BOT-10.02-06/18
3. UWF Regulation 6.002 Facilities Leasing

Prepared by:

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Presenter:

Dan Lucas, Vice President, Finance and Administration / CFO



Florida Charter
Institute

Powered by Miami Dade College

Charter School Application Review: Somerset Academy Escambia

Prepared by the Florida Charter Institute on behalf of the University of West Florida

Board of Trustees Meeting: June 18, 2026



**Florida Charter
Institute**

Somerset Academy Escambia

Recommendation

The Florida Charter Institute review team recommends approval of the Somerset Academy Escambia charter application for authorization by the University of West Florida.

Overview

Somerset Academy, Inc., a Florida not-for-profit organization and Commissioner-designated High-Performing Charter School System, proposes to establish Somerset Academy Escambia, a public charter school serving students in Kindergarten through Grade 5, subject to authorization by the University of West Florida.

The proposed school will replicate the instructional, operational, and governance model of Somerset Academy Boca, a Commissioner-designated High-Performing Charter School, and is designed to expand access to Somerset’s proven elementary program within Escambia County. The school is projected to open serving grades K–2 and grow to a full capacity of approximately 580 students by Year 5, reflecting community demand and demographic alignment with surrounding public schools.

The proposed Somerset Academy Escambia will be co-located on the University of West Florida campus, creating a unique partnership between a high-performing charter school operator and a public university authorizer. This collaboration reflects Florida’s continued expansion of innovative charter school authorization models and strengthens the connection between K–12 and higher education. The campus-based setting has the potential to foster a college-going culture from an early age while providing students and families access to an educational environment closely connected to the university community.

The proposed Somerset Academy Escambia will replicate the mission, vision, curriculum

framework, instructional practices, assessment systems, and student support structures that have consistently produced strong academic outcomes across the Somerset network. The program is grounded in a research-based instructional framework centered on high expectations, data-driven differentiated instruction, and a neighborhood school culture aligned to the Florida B.E.S.T. Standards. The school is designed to serve a diverse student population, including students with disabilities, English Language Learners, and economically disadvantaged students, through inclusive practices and a systematic Multi-Tiered System of Supports.

School operations will be supported through an established partnership with Academica, an experienced education service provider, to deliver instructional support, professional development, compliance oversight, financial management, and operational services. This governance and support structure positions the school to open successfully and sustain high-quality operations consistent with Somerset's established track record.

Educational Program

Somerset Academy Escambia will implement a rigorous, research-based educational program designed to support high levels of academic achievement for students in Kindergarten through fifth grade. The school's instructional model is grounded in the established Somerset Academy replication framework, which promotes academic excellence while developing responsible, self-directed learners. Central to this approach is a neighborhood school culture characterized by high expectations, individual accountability, and strong family engagement. The school's location on a university campus further enhances this model by providing students and families with access to higher education resources and opportunities. This setting also creates a unique opportunity for collaboration between the school and its higher education authorizer, supporting innovation and the development of a seamless pathway to postsecondary success. Collectively, these elements establish a strong foundation for student achievement and meaningful community impact.

The school's curriculum will be fully aligned to the Florida B.E.S.T. Standards and delivered through standards-based, research-supported instructional materials such as McGraw-Hill Wonders for ELA, enVision Mathematics, and Inspire Science. Core instruction will feature a 90-minute daily reading block founded in the Science of Reading and a structured STEAM framework across all grade levels using the 5E Instructional Model and Project Lead the Way.

Instructional practices will be data-driven and responsive to individual student needs. Teachers will use FAST Progress Monitoring and i-Ready diagnostics to guide lesson planning, differentiation, and instructional pacing. A systematic MTSS framework will be embedded to provide early identification and targeted interventions for students with academic or behavioral needs. Students with disabilities and English Language Learners will be served within the general education setting to the greatest extent appropriate, supported by accommodations, ESOL strategies, and specialized personnel.

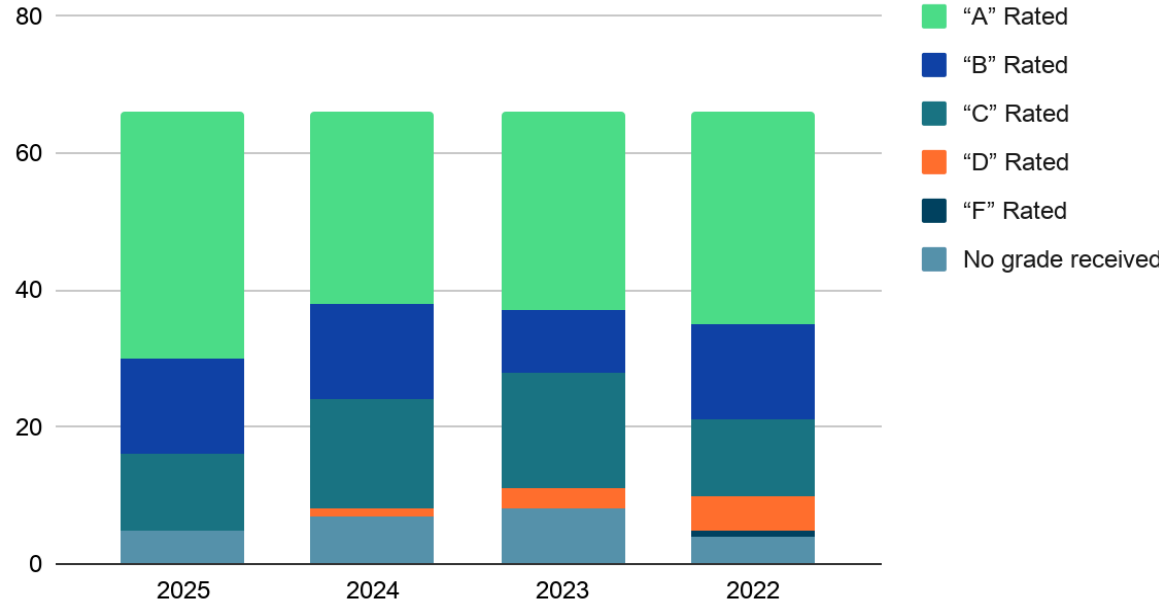
Instructional staff will participate in Professional Learning Communities and receive ongoing professional development aligned with the Somerset model. This collaborative structure, supported by mentorship from the principal of the replicated high-performing school, ensures consistent implementation and fidelity to the proven model.

Network Academic & Demographic Data

The following table provides a summary of the school grade distribution for the 66 schools in the Somerset network:

School Grade	2025	2024	2023	2022
"A" Rated	36	28	29	31
"B" Rated	14	14	9	14
"C" Rated	11	16	17	11
"D" Rated	0	1	3	5
"F" Rated	0	0	0	1
No grade received	5	7	8	4

School Grades



* Specific School Grade Data can be found in Appendix A

Percent of Economically Disadvantaged Students (Average)			
2025	2024	2023	2022
63.9%	64.9%	64.3	62.9

Operational and Fiscal Performance

Somerset Academy, Inc. demonstrates strong organizational capacity and financial stability to successfully operate and replicate a high-quality charter school. As a Commissioner-designated High-Performing Charter School System, it oversees over 75 schools in Florida with a consistent record of compliant operations and sound fiscal management. The systems and practices supporting performance at existing schools will be extended to Somerset Academy Escambia.

The Governing Board provides active oversight of academic and financial matters, retaining ultimate authority over budget approval and compliance. Day-to-day functions are supported by Academica, providing back-office services including accounting, HR, and regulatory compliance. The network has a history of clean independent audits and positive fund balances. The budget for Somerset Academy Escambia reflects realistic enrollment projections and expenditures aligned to the staffing plan. Financial planning includes a contingency budget and access to network resources or a line of credit from Building Hope to mitigate start-up risks.

Historical Total Net Data

	2025	2024	2023	2022
Schools Reporting Audit Data	0	25	25	25
Total Value of Net Balance (SUM)	n/a	\$96,717,455	\$43,110,299	\$22,444,694
Average Net Balance	n/a	\$3,868,698	\$1,724,412	\$897,788
Schools With Negative Net Balance	n/a	0	2	1
Schools above 0 and below the average	n/a	16	13	12
Schools above the average	n/a	9	10	12

Evaluation Materials

The Florida Charter Institute Review Team utilizes the Florida Department of Education's Model Florida Charter School Application and the corresponding Florida Charter Institute evaluation instruments to review charter school applications. This application was reviewed by a team of experts at the Florida Charter Institute on behalf of the University of West Florida.

The evaluation of the Somerset Academy Escambia application is based on a comprehensive review of the written application materials, including the educational, operational, and financial plans; required attachments; and statutory assurances. The review also considered documentation identifying Somerset Academy Boca as the high-performing school proposed for replication and evidence supporting the replication model described in the application. Reviewers assess each section of the application against established criteria to determine whether the proposed school demonstrates the capacity to open, operate, and sustain a high-quality public charter school.

Following the initial review of the written application, the Florida Charter Institute conducts a capacity interview with applicants whose submissions meet the basic statutory and programmatic requirements. The capacity interview provides Somerset Academy, Inc. the opportunity to present its proposed school model as a pitch, clarify application components, and demonstrate organizational, academic, and financial capacity to replicate a high-performing elementary school program. Information obtained during the capacity interview is used to confirm readiness for implementation, fidelity to the replication model, and the alignment between the written application and actual operational plans.

The final evaluation materials reflect the full body of evidence reviewed, including the original application, supporting documentation, and clarifications provided during the capacity interview. These materials collectively inform the overall assessment of Somerset Academy Escambia's readiness, coherence, and alignment with Florida charter school statutes and best practices. The evaluation process ensures that the proposed school meets

applicable standards and demonstrates a clear plan to deliver a rigorous, inclusive, and sustainable K to 5th educational program consistent with the proven Somerset Academy model.

Charter Application Review Summary

Proposed Charter School Name		
Somerset Academy Escambia		
Date Received	Board Meeting Date	Proposed Opening Date
May 11, 2026	June 18, 2026	August 2026
Authorizer		
University of West Florida		

The Florida Charter Institute has completed a review of the charter application for the proposed charter school and recommends this application be **approved**.

Proposed Charter School Name				
Somerset Academy Escambia				
Year 1 Enrollment	Year 2 Enrollment	Year 3 Enrollment	Year 4 Enrollment	Year 5 Enrollment
180	270	360	470	580
Schools Mission Statement				
Empowering students to explore global learning opportunities to promote and enrich their communities.				
Brief summary of the instructional approach of the proposed charter school				
Somerset Academy Escambia will implement a rigorous, student-centered approach grounded in high expectations and data-driven differentiated instruction. The curriculum is aligned to Florida B.E.S.T. Standards and features a 90-minute daily reading block and a structured STEAM framework. Teaching is supported by a comprehensive MTSS framework to ensure interventions and enrichment meet all learner needs.				

Primary Application Strengths

The application for Somerset Academy Escambia presents a comprehensive and well-developed plan to establish and operate a high-quality Kindergarten through Grade 5 public charter school through the replication of a proven, high-performing model. The proposed school leverages the demonstrated success, experience, and established systems of Somerset Academy, Inc., including the replication of a Commissioner-designated High-Performing Charter School, and reflects clear readiness to open and sustain operations with fidelity.

A significant strength of the application is the replication of Somerset Academy Boca, a Commissioner-designated High-Performing Charter School. The proposed school demonstrates substantial alignment with the replicated school in mission, curriculum, instructional practices, assessment systems, governance, and student support services. The application outlines a structured replication strategy that includes direct mentorship from the replicated school's principal, ensuring continuity of implementation and reducing start-up risk through the transfer of proven operational and instructional systems.

The educational program is rigorous, coherent, and aligned to Florida's B.E.S.T. Standards across all core content areas. The curriculum is grounded in the Science of Reading and incorporates a comprehensive STEAM framework utilizing the 5E Instructional Model and Project Lead the Way resources. Instruction is supported through data-driven decision-making, and ongoing progress monitoring.

The application demonstrates a strong commitment to serving all students through inclusive instructional practices and comprehensive support systems. Detailed plans are provided for the identification, evaluation, and service delivery of Exceptional Student Education students and English Language Learners. Services are designed to be delivered primarily within inclusive classroom settings, ensuring access to the general education curriculum while meeting individual student needs in compliance with applicable federal and state requirements.

The application also reflects careful attention to school safety and security requirements. Comprehensive plans are provided to ensure compliance with the Marjory Stoneman Douglas High School Public Safety Act, including procedures for Safe-School Officer coverage, emergency preparedness, threat assessment protocols, and staff training. The inclusion of C.R.A.S.E. training and detailed operational procedures demonstrates a proactive approach to maintaining a safe learning environment.

Primary Application Deficiencies

While the application for Somerset Academy Escambia is comprehensive and demonstrates substantial capacity to replicate a high-performing charter school model, several areas require additional clarification or further development to ensure successful implementation and alignment with local community needs. These concerns do not preclude approval of the application but warrant attention during the start-up period and ongoing oversight.

The application does not identify the specific evidence-based curricula that will be utilized for Tier 3 intensive interventions in reading and mathematics. While the MTSS framework is well developed, additional detail regarding the intervention programs, implementation procedures, and methods for monitoring fidelity of intensive interventions would strengthen confidence in the effectiveness of the proposed intervention system.

The proposed governing board does not currently include members residing in Escambia County or individuals demonstrating direct ties to the local community. Although the board possesses substantial professional expertise, the absence of local representation may limit the board's ability to fully understand and respond to community-specific needs, stakeholder expectations, and local educational priorities.

The application presents inconsistent information regarding the proposed facility. While the written application indicates that a specific site had not yet been identified, information provided during the capacity interview suggested that the school is expected to be located on the University of West Florida campus. Additional transparency and documentation regarding facility planning would strengthen the application and provide greater clarity

regarding implementation timelines and readiness.

The financial plan is based on an initial enrollment projection of 180 students, a target that may be difficult to achieve given the compressed pre-opening timeline. While the applicant provided contingency budgets for lower enrollment scenarios, those plans rely on significant staffing reductions, including the elimination of the ESE teacher position. This raises substantial concerns regarding the school's ability to adequately serve students with disabilities and maintain compliance with its proposed educational program. As presented, the lower-enrollment budget scenarios would materially compromise the school's capacity to implement the academic program, student support services, and specialized interventions described in the application that replicates a high performing school design that benefits from a much more robust budget. It will be challenging to implement a high performing program for students under a lower enrollment budget scenario.

Finally, while the application acknowledges that modifications may be necessary to meet the needs of the Escambia County student population, the discussion of local adaptation remains largely generalized. Additional demographic analysis and site-specific programmatic strategies would provide stronger evidence that the replicated model has been thoughtfully adapted to address the unique characteristics and needs of the local community.

Overall Assessment Summary

The summary below provides an overall summary of the FCI review of the charter application.

Name of Charter School	Somerset Academy Escambia
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Evaluation Criteria

	Meets	Partially Meets	Does Not Meet
Sec. 1 – Mission / Vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 2 – Target Population and Student Body	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 3 – Education Program Design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 4 – Curriculum Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 5 – Student Performance, Assessment and Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 6 – Exceptional Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 7 – English Language Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 8 – School Culture and Discipline	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 9 – Supplemental Programming	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 10 – Governance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 11 – Management and Staffing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 12 – Human Resources and Employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 13 – Professional Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 14 – Student Recruitment and Enrollment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 15 – Parent and Community Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 16 – Facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 17 – Transportation Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 18 – Food Service Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 19 – School Safety and Security	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 20 – Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sec. 21 – Financial Management and Oversight	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sec. 22 – Start-Up Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum A – Replications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum A1 – High-Performing Replications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addendum B – Education Service Providers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

■

OVERALL ASSESSMENT – COMPLETE THIS SECTION LAST

Would you recommend approval of this application for a public charter school? Explain your recommendation in the Summary Comments section.

DENY	APPROVE
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Person Completing Assessment: Susie Miller Carello

Date: 6/3/2026

Title: Executive Director, Florida Charter Institute

Signature: _____

Rule 6A-6.0786
Form IEPC-V2
Effective December 2019

alignment with Florida’s charter guiding principles, as evidenced by articulated accountability structures, a focus on academic rigor, and transparent performance expectations. Collectively, these elements establish a solid foundation for programmatic decision-making and long-term student success.	
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Concerns and Additional Questions	Reference
None	

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the students the charter school intends to serve including any target populations in accordance with Florida law.
- Alignment of the targeted student body with the overall mission of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides a clear and appropriate description of the intended target population, identifying students in grades K–5 within Escambia County as the primary student body. The enrollment plan is consistent with the school’s mission to serve families seeking a structured, academically rigorous instructional program supported by strong systems and a positive school culture.	11

<p>The application demonstrates compliance with Florida statutory requirements by clearly outlining an open-admissions policy and a lottery-based enrollment process to be implemented when applications exceed available capacity. The enrollment procedures reflect adherence to equitable access principles required under state law.</p>	<p>11</p>
<p>The application identifies enrollment preferences consistent with s. 1002.33(10)(d), F.S., including siblings of currently enrolled students and children of school employees and governing board members. These preferences are clearly stated and appropriately aligned with statutory requirements.</p>	<p>12</p>
<p>The application outlines outreach and recruitment strategies intended to support equitable access and community representation. These efforts include community-based engagement, multilingual outreach strategies, and multiple enrollment access points designed to reduce barriers for families.</p>	<p>11-12</p>
<p>The enrollment growth plan and projections are grounded in local contextual factors, including district enrollment trends and facility capacity constraints within the surrounding geographic area. These assumptions provide a reasonable basis for phased school expansion.</p>	<p>13</p>

<p>Concerns and Additional Questions</p>	<p>Reference</p>
<p>The application does not clearly demonstrate how the specific demographic characteristics of the Escambia County community have been used to meaningfully inform the design of instructional programs, student supports, or school-based services beyond general references to the Somerset network model.</p>	<p>11</p>
<p>While the application emphasizes that high-quality instruction is universally applicable across student populations, it does not sufficiently explain how the replication model will be intentionally adapted to address potential differences in student needs, context, or demographic composition relative to those typically served by the Somerset network.</p>	<p>11</p>

<p>While the application includes district-level demographic data, it does not provide a detailed analysis of how specific characteristics of the local student population, including the proportion of students with disabilities and economically disadvantaged students, have directly informed instructional design decisions or support structures for this school site.</p> <p>While the application's year one targets are reasonable and within what is typically seen by first year charter schools, the fact that this application has not yet been approved, and school starts less than two months after the scheduled date for approval, the reviewers find it highly unlikely that they would be able to meet the enrollment targets during year one. To be able to recruit 188 students within just the kindergarten and first grades is unlikely in the proposed time frame. In addition, the applicant indicated during the capacity interview that the current facilities plans will likely not support an enrollment level as high as presented in the application. Another school in Florida opened in a very similar situation in the 2025-26 school year, having been approved on a college campus with only 2 months remaining, and they opened the school with only 25 students (students were grades 6-8).</p>	<p>Addendum A1</p>
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3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)2.

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- An educational program design that:
 - Is clear and coherent;
 - Is based on effective, experience or research-based educational practices and teaching methods, and high standards for student learning;
 - Aligns with the school's mission and responds to the needs of the school's target population, and
 - Is likely lead to improved student performance for the school's target population.

- A proposed daily school schedule and annual calendar that complies with statutory requirements for annual number of instructional minutes/days and aligns with priorities and practices described in the educational program design.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a generally coherent educational program that aligns with the school’s mission of promoting academic achievement and developing responsible, self-directed learners. The proposed instructional model is grounded in the established Somerset Academy replication framework and incorporates research-based practices, including data-driven instruction, differentiated supports, structured literacy, STEM integration, experiential learning, and a Multi-Tiered System of Supports / MTSS.</p>	<p>14</p> <p>14, 15</p> <p>15, 21, 22</p>
<p>The educational design reflects a commitment to high academic expectations and continuous progress monitoring through the use of assessment data, intervention planning, and collaborative instructional practices. The application describes a standards-based curriculum aligned to the Florida B.E.S.T. Standards and identifies core instructional programs utilized within the Somerset network. The proposed program also includes supports for diverse learners through varied instructional strategies, tutoring, accommodations, enrichment opportunities, and acceleration options.</p>	<p>15</p> <p>22, 23</p>
<p>The application provides a daily instructional schedule that generally aligns with statutory instructional minute requirements and the priorities described within the educational program. Dedicated instructional blocks for reading, mathematics, science, social studies, writing, intervention, enrichment, and electives demonstrate an intentional focus on core academic instruction and student engagement.</p>	<p>15, 16</p> <p>Attachment B</p>

Concerns and Additional Questions	Reference

<p>Additional clarification is needed regarding how promotion, retention, remediation, acceleration, and parent notification requirements will be operationalized at the school level in alignment with the Sponsor’s Student Progression Plan, especially considering the university has not adopted a student progression plan.</p>	<p>14, 18</p>
<p>The application projects approximately 17.5 percent enrollment of students with disabilities and requires additional clarification regarding anticipated ESE staffing, related service providers, and the proposed service delivery model for students with disabilities to ensure appropriate instructional support and access to core instruction.</p>	<p>51</p>
<p>While the application references MTSS, intervention, remediation, and reading deficiency supports, additional information is needed regarding the reading and mathematics intervention programs that will be utilized for students requiring intensive intervention, the evidence supporting their selection, and fidelity monitoring procedures.</p>	<p>21, 22</p>
<p>Additional information is needed regarding how ESE services, related services, intervention services, and progress monitoring activities will be scheduled and delivered throughout the instructional day while maintaining student access to core instruction and ensuring implementation of IEP requirements.</p>	<p>63</p>
<p>While the application outlines a Multi-Tiered System of Supports (MTSS) framework, additional clarification is needed regarding movement between tiers, decision-making criteria, frequency of progress monitoring, and how MTSS data will inform instructional decisions. The application should clearly demonstrate that the MTSS framework is designed to support improved student performance for the school’s target population.</p>	<p>21, 22</p>

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)2.; s. 1002.33(6)(a)4.; s. 1002.33(7)(a)2.; s.1002.33(7)(a)4.

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is well-aligned with the school’s mission and educational philosophy;
- Provides an emphasis on reading;
- Will enable students to attain Florida standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for students below, at, and above grade level.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a curriculum that is fully aligned with Florida’s B.E.S.T. Standards across English Language Arts, Mathematics, Science, and Social Studies. This alignment establishes a clear standards-based instructional foundation intended to support consistent expectations for student learning across all grade levels.	24
The instructional program is grounded in research-based curricula, including McGraw-Hill Wonders for English Language Arts, enVision Mathematics, and Inspire Science. These selections demonstrate reliance on widely used instructional materials that support structured delivery of core academic content.	24, 32-33
The application establishes a strong emphasis on literacy instruction as a foundational priority. A minimum of 90 consecutive minutes of daily reading instruction is required, with instruction grounded in the Science of Reading and designed to build foundational literacy skills through explicit, systematic instruction.	16, 24
The instructional model incorporates a structured STEAM framework across all grade levels using the 5E Instructional Model and Project Lead the Way. This approach is designed to promote interdisciplinary learning, inquiry-based instruction, and the development of critical thinking and problem-solving skills.	17, 29, 30

<p>The application emphasizes differentiated instructional strategies across all content areas, including the use of Universal Design for Learning, CRISS strategies, and flexible grouping structures. These approaches are intended to support diverse learning needs and promote access to grade-level content.</p>	<p>25, 31</p>
<p>The application provides a clear rationale for its selected curricular programs, noting that they are based on successful implementation within a high-performing Somerset Academy replication model. This rationale supports the consistency of instructional practices across the network.</p>	<p>17, 32</p>

<p>Concerns and Additional Questions</p>	<p>Reference</p>
<p>The application does not identify the specific Tier 3 intervention curricula that will be used for students requiring intensive support in reading and mathematics. References to MTSS and remediation are included, but the instructional materials for intensive intervention are not clearly defined.</p>	<p>22</p>
<p>The application does not provide clear criteria for selecting evidence-based intervention programs in reading and mathematics. The basis for program selection and alignment to statutory requirements is not sufficiently detailed.</p>	<p>26</p>
<p>The application does not describe procedures for monitoring fidelity of implementation for intensive interventions. Expectations for ensuring interventions are delivered as designed are not clearly articulated.</p> <p>The mathematics intervention plan does not clearly define a separate, structured curriculum for students performing below grade level.</p> <p>Below-grade-level supports are described generally but lack specificity in instructional design and materials.</p>	<p>30</p>
<p>The application does not fully demonstrate how the intervention system aligns with Florida statutory requirements for students with substantial reading and mathematics deficiencies.</p>	<p>28, 36</p>

5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)3.; s.1002.33(7)(a)3.; s.1002.33(7)(a)4.; s.1002.33(7)(a)5.

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of academic accountability provisions and goals mandated by the state.
- An indication that the applicant will hold high expectations for student academic performance.
- Measurable goals for student academic growth and improvement.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- A proposed assessment plan that is sufficient to determine whether students are making adequate progress.
- Evidence of a comprehensive and effective plan to use student achievement data to inform decisions about and adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.
- Acknowledgement of and general plan to meet FERPA requirements.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a comprehensive and well-structured assessment system that integrates state-required assessments, interim diagnostics, and ongoing internal progress monitoring. The inclusion of FAST Progress Monitoring 1–3, i-Ready administered three times per year, and targeted science progress monitoring in Grade 5 demonstrates a coherent multi-tiered assessment approach designed to inform instruction throughout the year.	43 37, 38, 43
The application reflects a strong data-driven instructional model with clearly defined roles and responsibilities for data analysis and	44-45

<p>instructional decision-making. Leadership, including the Principal, Grade-Level Chairs, and instructional coaches, are responsible for facilitating data use, with classroom teachers actively engaging in ongoing analysis to adjust instruction. This structure supports consistent use of student performance data to guide instructional planning. The school design incorporates structured continuous improvement processes through Professional Learning Communities and MTSS meetings. These systems are intended to support regular review of student performance data and promote collaborative instructional problem-solving. The inclusion of student-facing data discussions further reflects an effort to build student awareness of academic progress and ownership of learning.</p>	<p>45-46</p> <p>45-46</p>
<p>The application includes measurable mission-aligned goals beyond state accountability requirements, including targets for parent satisfaction and assessment preparation. These additional indicators demonstrate attention to stakeholder engagement and school-wide academic readiness expectations.</p>	<p>39</p>
<p>The application also reflects an understanding of student privacy requirements and outlines adherence to FERPA and applicable Florida statutes, demonstrating awareness of data protection obligations in handling student information.</p>	<p>50</p>

Concerns and Additional Questions	Reference
<p>The academic performance targets presented are generally aligned with current district baseline proficiency levels. While these goals are measurable, they do not clearly demonstrate accelerated growth expectations consistent with a high-performing “gap-buster” replication model. As written, the targets appear to reflect maintenance of existing performance levels rather than ambitious improvement or rapid gap closure.</p>	<p>37</p>
<p>The application references alignment with the Sponsor’s Student Progression Plan; however, it does not clearly describe how procedures for promotion, retention, remediation, and acceleration will be</p>	<p>39</p>

<p>operationalized at the school level. Additional clarification is needed regarding the specific processes used to ensure consistent implementation and communication with families.</p>	
<p>The rationale for establishing conservative performance benchmarks during the initial year is noted; however, it is unclear how the school will ensure that early-year data will be used to promptly recalibrate expectations if student performance indicates significantly different baseline levels than projected. Clarification is needed regarding the process and authority for adjusting performance targets while maintaining high expectations.</p>	38
<p>It is unclear how the school will ensure that students entering below grade level achieve the accelerated academic growth necessary to close achievement gaps within a defined timeframe, including the specific instructional strategies and interventions that will be used to support this outcome.</p>	47-48
<p>The application does not clearly describe how the school will operationalize Grade 3 retention requirements to ensure that retained students receive instruction that is meaningfully differentiated from prior exposure while continuing to meet statutory reading expectations.</p>	41

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)3.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of the programs, strategies and supports the school will provide to students with disabilities that will ensure appropriate access for students with disabilities and that the school will not discriminate based on disability.
- A clear description of how the school will ensure students with disabilities will have an equal opportunity of being selected for enrollment.
- A comprehensive and compelling plan for appropriate identification of students with special needs to ensure they are served in the least restrictive environment possible, have appropriate access to the general education curriculum and schoolwide educational, extra-curricular, and culture-building activities in the same manner as non-disabled students, receive required and appropriate support services as outlined in their Individual Education Plans and 504 plans, and participate in standardized testing.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student's unique needs through the IEP process.
- An appropriate plan for evaluating the school's effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application outlines a comprehensive continuum of services for exceptional student education, with a clear emphasis on inclusion within the general education setting. The service delivery model includes support facilitation and consultation, and it provides examples of environmental, instructional, and behavioral accommodations that will be implemented to support student access to grade-level content.</p>	60-61
<p>The application describes a structured identification and support process grounded in the Multi-Tiered System of Supports / MTSS and Response to Intervention framework. It defines a tiered approach for moving students through increasing levels of intervention, with clear expectations that lack of progress through intensive supports will prompt consideration for formal evaluation.</p>	57-58

<p>The plan for identifying and serving gifted students is well developed and includes defined identification criteria such as cognitive assessment thresholds and behavioral characteristics checklists. The application also demonstrates an effort to expand access for underrepresented populations and outlines multiple service delivery models, including self-contained instruction, pull-out services, and support facilitation.</p>	67-68
<p>The application reflects strong alignment with federal and state requirements, including IDEA, ADA, and Section 504. It demonstrates a commitment to implementing the Sponsor’s ESE policies and procedures and incorporates compliance with the Marjory Stoneman Douglas Public Safety Act, including systems for mental health identification and referral.</p>	53-59
<p>The staffing model is supported by both school-based personnel and access to network-level expertise through centralized special education leadership support. This structure provides additional technical assistance and compliance guidance to support implementation of ESE and gifted services.</p>	65

Concerns and Additional Questions	Reference
<p>The application does not clearly identify the specific evidence-based curricula that will be used to deliver Tier 3 intensive interventions in reading and mathematics for students requiring intensive support. The service delivery model does not clearly describe how ESE services, related services, and intervention blocks will be scheduled to ensure students maintain consistent access to core instruction while receiving all required supports outlined in their IEPs.</p>	22
<p>The application does not provide sufficient specificity regarding anticipated ESE caseloads or the allocation of responsibilities for service delivery, case management, and compliance monitoring relative to the projected population of students with disabilities. While the proposed ESE program generally describes the supports and services that will be available, the staffing plan raises concerns about the school’s capacity to</p>	63 51, 65

<p>implement those services consistently across varying enrollment scenarios. In particular, the contingency staffing model eliminates the dedicated ESE teacher position, creating uncertainty regarding how the school would ensure timely implementation of IEPs, delivery of specialized instruction and related services, progress monitoring, and compliance with federal and state requirements. Additional clarification is needed regarding how the school would maintain appropriate supports and ensure students with disabilities continue to receive services in the least restrictive environment if enrollment falls below projections. The application would be strengthened by demonstrating that ESE staffing and service delivery can be sustained and remain aligned to student needs across a range of enrollment levels.</p> <p>The MTSS framework does not clearly define decision-making criteria for movement between tiers, including exit criteria, progress monitoring frequency, or referral thresholds for formal evaluation to ensure timely identification of students needing additional support.</p>	<p>Attachment X</p> <p>57, 58</p>
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7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)(f)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of legal obligations regarding the education of English Language Learners.
- A comprehensive and compelling plan for educating English Language Learner students that reflect the full range of programs and services required to provide all students with a high-quality education.
- A clear plan for monitoring and evaluating the progress of ELL students, including exiting students from ELL services.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English Language Learners.
- A realistic enrollment projection (ELL) and a staffing plan that aligns with the projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates strong compliance with federal and state requirements governing English Language Learner services, including the Consent Decree. It outlines a clear and timely identification process using Home Language Surveys and state-approved English language proficiency assessments administered within the first 20 days of enrollment, ensuring early and consistent identification of eligible students.	72
The instructional model includes appropriate service delivery options such as Mainstream-Inclusion and Curriculum Content in Home Language to support access to grade-level instruction while addressing language acquisition needs. The application also establishes a structured monitoring system through individualized Student ELL Plans and an ELL	74

<p>Committee to guide instructional decisions and review student progress. In addition, it includes a two-year post-exit monitoring process to track former ELL students after reclassification, and it identifies staffing requirements that include ESOL-endorsed instructional personnel and a designated coordinator to oversee program implementation.</p>	<p>76-77</p> <p>78-79</p>
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Concerns and Additional Questions	Reference
<p>The application limits bilingual paraprofessional support to situations where at least 15 students share the same home language, which may restrict access to linguistic support for students in smaller language groups.</p> <p>The application references the Sponsor’s ESOL Procedures Manual as a guiding document for the implementation of services and compliance requirements for English Language Learners. However, the Sponsor does not currently maintain an ESOL Procedures Manual. As a result, it is unclear what specific procedures, guidance, or requirements the school intends to follow in this area.</p>	<p>76, 79</p>

8. School Culture and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A planned school culture that is consistent with the school’s mission and congruent with the student discipline policy.
- An approach to classroom management and student discipline that is consistent with the overall school culture and philosophy.
- Recognition of legal obligations and children’s rights related to enforcing student discipline, suspension, and recommended expulsion, including the school’s code of conduct, if available.

- Consideration of how the code of conduct will apply to students with special needs.
- Appropriate and clear roles of school administrators, teachers, staff, and the governing board regarding discipline policy implementation.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application describes a school culture that is aligned with the school’s mission of promoting student achievement within a safe and supportive learning environment. It integrates character education into the broader instructional program to reinforce student responsibility, respect, and continuous improvement.</p> <p>The school culture framework emphasizes a balanced approach that combines academic rigor with character development and community engagement.</p>	80, 81

Concerns and Additional Questions	Reference
<p>The application does not provide a clear classroom management or discipline model beyond general alignment with the Sponsor’s Code of Student Conduct, and it does not explain how discipline will be consistently implemented across classrooms.</p> <p>The section does not address how disciplinary procedures will be applied to students with disabilities or demonstrate compliance with required legal protections and procedural safeguards.</p> <p>The application does not define the specific roles of administrators, teachers, staff, or the governing board in implementing and overseeing discipline policies.</p>	<p>80</p> <p>80</p> <p>Attachment N</p>

9. Supplemental Programming

The Supplemental Programming section should describe extra and co-curricular activities offered by the school. This section is optional.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of extra- and co-curricular activities that support, and do not detract from, the educational program.
- Evidence of an adequate funding source for extra- and co-curricular activities.
- Lack of supplemental programming may not be a basis for denial.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a diverse range of supplemental programming that includes athletics, academic clubs, and performing arts. Offerings such as golf, Robotics Club, Chess Club, Student Council, Singing Sensations, and school-wide performances provide students with multiple avenues for enrichment and engagement beyond the core academic program.</p>	80, 81
<p>The supplemental programs are aligned with and reinforce the academic curriculum. Activities such as the STEAM showcase, Robotics Club, and Battle of the Books extend classroom learning and support the development of critical thinking, collaboration, and content mastery. The programming incorporates opportunities to build student teamwork, responsibility, and engagement, contributing to a positive school environment and supporting student well-being through structured extracurricular participation.</p>	80, 81

Concerns and Additional Questions	Reference
None	

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

10. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)15.; s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A governing board that is legally structured, or has a plan to organize in conformity with the laws of Florida.
- A clear description of the governing board’s roles, powers, and duties that are consistent with overseeing the academic, organizational, and financial success of the school.
- Appropriate delineation between governance and school management roles.
- At least the core of the Governing Board is identified that has a wide range of knowledge and skills needed to oversee a charter school.
- A board structure (e.g. bylaws and policies concerning member selection, committees, meeting frequency) that supports sustainable and effective school governance.
- Evidence that applicant understands and intends to implement open meeting and records laws.
- Clear policy and plan for dealing with conflicts of interest.
- Appropriate and clear role for any advisory bodies or councils if included.
- An outline of a grievance process (or policy) that will simultaneously address parent or student concerns and preserve appropriate governance and management roles.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
Board members collectively possess a diverse range of professional expertise, including experience in education, finance, real estate, legislative affairs, and organizational leadership, providing a strong	84, 85

<p>foundation for charter school oversight. The application also demonstrates a sustainable governance structure through established bylaws, member selection procedures, term limits, committee structures, conflict-of-interest policies, and compliance with Florida’s open meetings and public records requirements.</p>	<p>Attachments H, I, J, K</p>
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Concerns and Additional Questions	Reference
<p>A significant concern exists regarding the composition of the Governing Board. None of the identified board members reside in Escambia County or appear to have direct ties to the local community.</p>	<p>Attachment L</p>
<p>While the board members possess substantial professional expertise, the application provides limited evidence that the board has firsthand knowledge of the unique educational needs, demographic characteristics, community priorities, workforce demands, and stakeholder expectations within Escambia County.</p>	<p>84, 85</p>
<p>Effective charter school governance requires not only professional expertise but also an understanding of the local context in which the school will operate. The absence of local representation may limit the board’s ability to make informed decisions that reflect community needs, engage meaningfully with local stakeholders, and provide responsive oversight of school performance and operations. Although advisory bodies are proposed, their role does not substitute for local representation and community knowledge at the governing board level, where ultimate responsibility for the academic, organizational, and financial success of the school resides.</p>	<p>88, 89</p>

11. Management and Staffing

The Management and Staffing section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)9.; s. 1002.33(7)(a)14.

Evaluation Criteria:

A response that meets the standard will present:

- An organizational chart or charts that clearly and appropriately delineate lines of authority and reporting.
- A management structure that includes clear delineation of roles and responsibilities for administering the day-to-day activities of the school.
- Identification of a highly-qualified school leader or a sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan.
- A sound plan for recruiting and retaining highly-qualified and appropriately-certified instructional staff.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides clear organizational charts for the pre-operational year, first year of operation, and full enrollment, demonstrating defined reporting lines among the governing board, school leadership, and staff. These structures establish clear lines of authority and responsibility. The management model identifies the principal as the primary instructional and operational leader responsible for staff hiring, evaluation, curriculum oversight, classroom management, and reporting to the governing board. The governing board establishes clear qualifications for the school leader, including a master’s degree, Florida Educational Leadership certification, and demonstrated alignment with Florida Principal Leadership Standards.	90-93

Concerns and Additional Questions	Reference
The application does not identify a specific qualified school leader candidate at the time of submission, although one was identified during the capacity interview.	Addressed in Capacity Interview

12. Human Resources and Employment

The Human Resources and Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)14.; s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A clear explanation of the relationship between employees and the school.
- Description of the school leader and teacher evaluation plans, or outline of such plans, which align with the Student Success Act as defined by state law.
- A compensation and benefits plan or outline of such a plan that is aligned with Florida’s Student Success Act, and will attract and retain quality staff.
- Procedures that are likely to result in the hiring of highly-effective personnel.
- Policies and procedures that hold staff to high professional standards or a plan to develop such policies and procedures.
- An effective plan to address any leadership or staff turnover.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application establishes a clear at-will employment framework consistent with Florida law, including defined probationary and annual contract structures and a progressive discipline process. This provides a structured approach to employment expectations and personnel management. The evaluation systems for both teachers and administrators align with the Student Success Act and s. 1012.34, F.S. The models incorporate required components, including student performance, instructional practice, and professional responsibilities, with appropriate weighting. The compensation plan is performance-based and aligned with statutory requirements, linking salary progression to effectiveness ratings. The benefits package is comprehensive and includes multiple health plan options, immediate vesting in employer-supported retirement contributions, and professional development support intended to strengthen retention.</p>	<p>94-98</p>
<p>The hiring process includes multi-step screening procedures, background checks, and drug testing requirements. Staff are held to professional standards through adherence to the Florida Educator Code of Ethics and ongoing performance monitoring through instructional walkthroughs.</p>	<p>100</p>

Concerns and Additional Questions	Reference
The performance-based compensation structure includes salary adjustments that are dependent on available budget resources, which may create variability in the implementation of incentive-based pay increases.	98

13. Professional Development

The Professional Development section should clearly describe the proposed expectations and opportunities for administrators, teachers, and other relevant personnel.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- Professional development activities for administrators and instructional staff that align with the educational program and support continual professional growth as well as growth in responsibilities related to specific job descriptions.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application establishes a clear professional development structure led by a principal-appointed PD Facilitator and supported by a Professional Learning Community of administrators and department heads. This structure provides coordinated oversight of training and implementation.	102
The PD plan aligns with key instructional priorities, including the Science of Reading, B.E.S.T. Standards, data-driven instruction, and STEAM integration. These focus areas directly support the academic program.	103-104
A structured two-phase induction program is provided through the Somerset Academy New Educator Support System, offering pre-opening	

<p>training in instructional expectations, classroom management, and network procedures.</p> <p>Ongoing professional development is differentiated by role, with instructional staff receiving curriculum and student support training and administrators receiving targeted training in operational areas such as scheduling, evaluation, and budgeting.</p>	102-104
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Concerns and Additional Questions	Reference
None	

14. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)7.; s. 1002.33.(7)(a)8.; s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.
- A plan and process that will likely result in the school meeting its enrollment projections.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
<p>The application presents a comprehensive recruitment strategy using multiple channels, including digital and social media platforms, direct mail, and community-based outreach to churches and Pre-K programs. This multi-modal approach supports broad community awareness and engagement. The recruitment plan includes targeted outreach to underrepresented student populations, including economically</p>	106-108

disadvantaged students, Students with Disabilities, and English Language Learners. Materials are designed to be accessible in multiple languages and partnerships with community organizations support broader outreach. The admissions process is open and non-discriminatory, with a clear lottery system used when applications exceed capacity. The process ensures equitable access regardless of student background. The plan complies with controlled open enrollment requirements under Florida law.	
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Concerns and Additional Questions	Reference
Projected enrollment may fall short of the levels needed to fully utilize capacity given the time constraints.	Addressed in capacity interview

15. Parent and Community Involvement

The Parent and Community Involvement section should provide a broad overview of the school's plans to encourage and support parental and community involvement.

Statutory Reference(s):

NA

Evaluation Criteria:

A response that meets the standard will present:

- A general conception of how parents will be involved with the school that aligns with the school's mission and provisions of the educational program. A detailed plan may be developed following approval.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a well-developed framework for parent and community involvement through established structures such as the Parent/Teacher/Student Organization / PTSO and School Advisory	109-111

<p>Council (SAC). The school demonstrates a commitment to maintaining strong communication with families through multiple channels, including parent-teacher conferences, newsletters, a school website, event calendars, and the Parent-Link broadcast system. The inclusion of defined parent leadership roles, such as Room Parents, and the provision of dedicated meeting space for parent organizations further support meaningful family engagement. Additionally, the plan aligns with the school's mission by encouraging parents to serve as active participants in the educational program and includes a board-representative parent liaison to facilitate communication, access to information, and dispute resolution in accordance with Florida Statutes.</p>	
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Concerns and Additional Questions	Reference
None	

III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school's finances. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports effective implementation of the educational program.

16. Facilities

The Facilities section should provide an understanding of the school's anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)13.; s. 1002.33(18)

Evaluation Criteria:

If a facility is acquired, reviewers will look for:

- Evidence that the proposed facility complies with all applicable laws, regulations, and policies and can be ready for the school's opening OR a timeline to ensure the facility will be in compliance and ready by school's opening.

- A facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has the necessary resources to fund the facilities plan.
- A reasonable back-up plan should the proposed facility plan fall through.

If a facility is not yet acquired, reviewers will look for:

- A realistic sense of facility needs.
- A plan and timeline for securing a facility that is appropriate and adequate for the school’s program and targeted population.
- Reasonable projections of facility requirements.
- Evidence that the school has the necessary resources to fund the facilities plan.
- Adequate facilities budget based on demonstrated understanding of fair market costs.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides a thorough and realistic description of the facility needs required to support the proposed educational program, including traditional classrooms, specialized instructional spaces, multimedia areas, and indoor and outdoor activity facilities. The applicant demonstrates an understanding of statutory and safety requirements by committing to compliance with the Florida Building Code, the Florida Fire Prevention Code, and all required health and safety inspections. The facilities budget is supported by an established methodology based on historical lease costs from comparable charter schools and uses a per-student station cost that is consistent with similar schools. The application also demonstrates access to financial resources through its charter school network and an identified lender capable of providing facility financing or a line of credit if needed. In addition, the applicant presents a reasonable contingency plan for securing an alternative educationally zoned facility should the proposed site become unavailable.	112-114

Concerns and Additional Questions	Reference
Additional clarity regarding the proposed facility location would strengthen the application. While the written application indicates that a specific site has not yet been identified, information provided during the capacity interview suggests that the school may be located on the	112-114 Capacity Interview

University of West Florida campus. Confirmation of the proposed location and its status would provide greater transparency regarding the facility plan.	
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17. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- An outline of a reasonable transportation plan that serves all eligible students and will not be a barrier to access for students residing within a reasonable distance of the school.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a commitment to compliance with Florida statutes governing charter school transportation and student access. The transportation plan includes provisions to ensure that transportation is not a barrier to enrollment by offering support to students whose families experience financial or logistical hardships. The school proposes to utilize Sponsor-approved transportation providers and maintain oversight through required contractor documentation. The plan also addresses the transportation needs of students with disabilities by providing specialized services when required by an Individual Education Plan. Additionally, the use of parent transportation agreements promotes family engagement while supporting student transportation needs.	115

Concerns and Additional Questions	Reference

The plan relies on parents notifying the school of transportation hardships before services are considered, which may reduce awareness of available transportation assistance for some families.	115
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18. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)1.

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students and makes particular provisions for those students who may qualify for free or reduced price lunch.
- A food service plan that places an emphasis on quality, healthy foods.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a commitment to providing nutritious meals that comply with the USDA Dietary Guidelines, and applicable federal regulations. The school plans to participate in the National School Lunch Program and provide free or reduced-price meals to eligible students. The application outlines clear procedures for determining meal eligibility, including direct certification for qualifying student populations and the use of the Florida Automated Nutrition System for program administration and accountability. The proposed food service model provides flexibility through either on-site meal preparation or contracted services with qualified vendors. The school also commits to maintaining health and safety standards through regular inspections by the State Department of Health.	116-117

Concerns and Additional Questions	Reference

None	
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19. School Safety and Security

The School Safety and Security section should provide a description of the school’s plan to ensure the safety and security of its students and faculty.

Statutory Reference(s):

s. 1002.33(7)(a)11; s. 1002.33(16)(b)8, 12, and 14

Evaluation Criteria:

A response that meets the standard will present:

- A plan that reasonably ensures the safety of students and staff and the protection of the school facility and property. Note that a fully-developed plan will be completed after approval of the application.
- A description of how the school plans to comply with the requirement that at least one safe-school officer is present while school is in session.
- Procedures that clearly demonstrate a plan to respond to active assailant incidents.
- A description of how the school plans to train school staff to respond to active assailant incidents.
- A description of how the school will establish a team to coordinate resources, assess and intervene with students whose behavior may pose a threat to the safety of the school, school staff or students.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates a strong commitment to school safety through alignment with the requirements of the Marjory Stoneman Douglas High School Public Safety Act, the Jessica Lunsford Act, and Alyssa’s Law. The proposed safety framework includes a School-Based Safety Team supported by network-level safety leadership and the use of established assessment tools to identify and address site-specific security needs. The application outlines comprehensive procedures to ensure the continuous presence of a Safe-School Officer and includes clear protocols for monitoring officer coverage. The school also commits to implementing an active assailant response plan, providing C.R.A.S.E. training for staff, and establishing a School-Based Threat Management	118-125

Team composed of key stakeholders to assess and respond to potential threats. Additional strengths include plans for emergency preparedness, AED deployment and maintenance, and staff certification in first aid and CPR.	
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Concerns and Additional Questions	Reference
The application provides limited detail regarding the internal procedures that will be used to receive, investigate, document, and respond to reports submitted through the Fortify FL reporting system.	119

20. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(6)(b)2.

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections that are consistent with and support all key aspects of the application, including the school's mission, educational program, staffing plan, and facility.
- A realistic assessment of projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to adjust the budget should revenues not materialize as planned.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application presents a basic startup budget that demonstrates an initial effort to outline a financial plan for opening the school. The budget includes a standard per-pupil funding approach and provides both a full enrollment scenario and a contingency scenario intended to account for lower-than-projected student enrollment.	Attachment Y

<p>The applicant demonstrates experience operating within a larger charter network and references access to organizational-level support from the Somerset network, including centralized financial and operational resources. The application also references the potential availability of federal Charter School Program / CSP replication grant funding to support startup and early operational needs.</p>	<p>Attachment X</p>
<p>The organization has a documented history of successfully opening and operating charter schools and maintaining clean audits with positive fund balances. This track record provides contextual support for the applicant’s ability to manage school finances effectively once operational.</p>	<p>Attachment X</p>

<p>Concerns and Additional Questions</p>	<p>Reference</p>
<p>The budget is based on an enrollment projection of 180 students, which appears overly optimistic given the limited timeframe between approval and school opening. Capacity discussions indicate the likelihood of a smaller initial enrollment driven by facility constraints, with an estimated range of approximately 108 to 144 students based on available classroom space.</p>	<p>Attachment X</p>
<p>The contingency budget based on 135 students assumes significant reductions in staffing, including the complete elimination of the ESE teacher, reduction of the principal to part-time status, limited administrative support, and reduced custodial staffing. These reductions do not appear sufficient to support the instructional and operational demands of the proposed school model.</p>	<p>Attachment X 429-430</p>
<p>The budget narrative does not clearly explain how essential instructional and operational functions would be maintained under reduced staffing assumptions or how the school would ensure compliance with programmatic requirements under the contingency model.</p>	<p>427-428</p>
<p>The application does not clearly describe how external supports from the Somerset network or potential CSP replication grant funding would be systematically used to offset staffing or operational gaps within the</p>	<p>427-428</p>

<p>budget. These supports are referenced in discussion but are not fully integrated into the written financial model.</p> <p>The proposed budget, as written, does not fully demonstrate financial sufficiency to implement the educational program as described without significant reliance on external network-level support.</p> <p>The reviewing team acknowledges the applicant's historical track record of successful school openings and financial management, including clean audits and positive net positions, which provides some assurance of long-term financial stability when supported by the broader Somerset network structure.</p>	
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21. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)5.; s. 1002.33(7)(a)9.; s. 1002.33(7)(a)11.

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed, including who (or what contracted entity) will manage the finances. Such plan should contain strong internal controls to ensure appropriate fiscal management and ability to comply with all financial reporting requirements.
- A plan for the governing board to regularly exercise oversight over and take accountability for all financial operations of the school.
- Provisions for an annual financial audit.
- Appropriate public transparency of school financial health.
- Appropriate plan to securely store financial records.
- A plan to obtain appropriate and reasonable insurance coverage.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
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The application establishes a clear financial management structure in which the Governing Board retains oversight responsibility and is supported by an experienced Education Service Provider. The financial plan includes strong internal controls, segregation of duties, dual-signature requirements, and regular board review of financial statements. The school commits to annual independent audits, secure record retention practices, and comprehensive insurance coverage. The application also demonstrates a commitment to financial transparency through public budget reporting and regular submission of financial statements to the Sponsor.	127-133
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Concerns and Additional Questions	Reference
None	

22. Start-Up Plan

The Start-Up Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)16.

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application includes a comprehensive start-up plan that addresses the major operational components necessary for a successful school opening, including facilities, staffing, enrollment, curriculum implementation, technology, compliance, and governance. The plan	134-135

demonstrates thoughtful coordination of key activities and establishes clear benchmarks to guide implementation.	
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Concerns and Additional Questions	Reference
While the implementation timeline is comprehensive, several critical start-up activities are scheduled within a condensed pre-opening period. As a result, the timeline provides limited flexibility to address unforeseen delays and may create challenges in meeting enrollment targets, staffing goals, and other key start-up benchmarks during the inaugural year.	134-135

Addendum

Addendum A: Replications

The Replications section should identify the school to be replicated and provide evidence that the model has been successful in raising student achievement, while also describing the capacity of the organization to operate an additional school.

Statutory Reference(s):

s. 1002.33(6)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that school or model to be replicated demonstrates academic, organizational, and financial success.
- A clear, compelling vision for what is being replicated in terms of essential components of the educational program.
- A convincing rationale for how the school or model to be replicated will successfully serve the proposed target student population.
- A strong justification for changing key components of the original school or model in the proposed school. Such justification should include why the changes will better suit the targeted student population and whether the model is still similar enough to the existing model that comparable successful outcomes are likely.
- Evidence that the applicant group has a sound plan for developing the capacity to replicate an existing school including adequate financial and human resources.
- If applicable, evidence of successful past replications or lessons learned from unsuccessful attempts at replication that will increase the probability that this replication will be successful.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
N/A	

Concerns and Additional Questions	Reference
N/A	

Addendum A1: High-Performing Replications

The High-Performing Replications section should identify the school to be replicated and provide evidence that the proposed school meets the statutory requirements of being a substantially similar model of a school that has been designated as a High-Performing Charter School and is being established and operated by an organization or individuals that were significantly involved in the operation of the school being replicated.

Statutory Reference(s):

s. 1002.331

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Evidence that the applicant’s school and the school to be replicated (if different) are designated by the Commissioner of Education as a High-Performing Charter School.
- Evidence that the proposed school will be substantially similar to the high-performing school that is being replicated. Reviewers should base this determination on the response to this question as well applicant’s proposed educational, organization, and business plans as described throughout the application.
- Evidence that the organization or individuals involved in the establishment and operation of the proposed school are significantly involved in the operation of the high-performing school that is being replicated.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application provides evidence that the proposed school is replicating a school designated by the Commissioner of Education as a	137

High-Performing Charter School. The applicant demonstrates a commitment to substantial replication through the implementation of the model school's curriculum, instructional practices, scheduling structures, and operational systems. The plan includes direct support from leadership at the replicated school, including mentorship from the model school's principal to assist with implementation and planning.	137-139
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Concerns and Additional Questions	Reference
None	

Addendum B: Education Service Providers

The ESP section should provide a rationale for contracting with the ESP, evidence of ESP success in operating high-quality charter schools, the capacity of the ESP to successfully operate this school, and evidence that the governing board and ESP are able to operate free from conflicts of interest.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- A clear explanation of the reasons for contracting with an education service provider and how and why the ESP was selected and a description of the due diligence employed to assess the capacity of the ESP.
- Sufficient evidence of the ESP's previous academic, organizational, and financial success and capacity for future success that make it more likely than not that it will be successful with the proposed school.
- Evidence of the ESP's organizational capacity to manage an additional school or schools as determined by its growth plan.
- A comprehensive list (Form IEPC-MIA) of all schools affiliated with the ESP and ensuing performance data used to support the selection of the ESP (past and current).
- Evidence of success working with similar populations to the target population. If there are deficiencies or lack of experience working with the target populations, then reviewers will look for a sufficient explanation of programmatic adjustments that will be made to ensure success with any new school(s).
- A clear delineation of the roles and responsibilities and decision-making authority of the school's governing board and the ESP, structured to ensure a clearly defined arm's-length, performance-based relationship that is free from conflicts of interest. This includes evidence that the school's governing board has a clear plan for holding the ESP accountable for negotiated performance.

- A clear delineation of the term of the management agreement, the conditions, grounds and procedures by which the agreement may be renewed and terminated, and a plan for continued operation of the school in the event of termination.
- A draft of the proposed contract with all key terms included.

Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths	Reference
The application demonstrates that Academica has extensive experience supporting charter schools and a proven record of academic success, including support for numerous high-performing and National Blue Ribbon schools. The organization has significant capacity to support school operations through its work with a large network of charter schools, including the Somerset network. The application establishes an arm’s-length relationship between the Governing Board and the Education Service Provider, with the Board retaining ultimate authority over school operations and personnel decisions.	140-149

Concerns and Additional Questions	Reference
None	

Applicant History Worksheets (Form IEPC-M1A)

The Applicant History Worksheets should provide information regarding the track record of the applicant, the applicant’s governing board, and if applicable, the applicant’s ESP with regard to the operation of other charter schools. The sponsor should review the entire portfolio of charter schools of the foregoing entities when evaluating performance. The academic and financial performance of the portfolio should be considered in the decision to approve or deny the application.

Statutory Reference(s):

s. 1002.33(6)(a)

Evaluation Criteria:

A sponsor should review the portfolio of schools operated by the applicant group, governing board, or ESP to determine if the academic and financial performance demonstrates the capacity to operate a high-quality charter school.

Strengths	Reference
<p>The performance history demonstrates a strong record of academic and financial success across the applicant’s portfolio of schools. The majority of schools achieved school grades of "A" or "B" in the most recent reporting years, indicating sustained academic performance. The portfolio also includes numerous schools serving high percentages of economically disadvantaged students while maintaining strong academic outcomes, demonstrating experience serving diverse student populations. Financial data reflects generally sound fiscal management, with most schools reporting positive unassigned fund balances and healthy financial positions. In addition, the portfolio reflects a strong compliance history, with few reported audit findings or indicators of financial distress.</p>	<p>Attachment DD</p>

Concerns and Additional Questions	Reference
<p>Although the portfolio is predominantly high performing, several individual schools have recently received lower academic grades, including "D" and "F" ratings, indicating variability in performance across the network. Financial data also shows that a small number of schools have reported negative unassigned fund balances in prior years, suggesting isolated fiscal challenges. Therefore, the FCI team that analyzed this proposal recommends close oversight by the authorizer during the school’s charter term.</p>	<p>Attachment DD</p>

Appendix A - Specific School Grade Data (Source FL DOE) Pg. 1

District Name	School Name	Percent of Total Possible Points	Percent Tested	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Charter School	Title I	Percent of Economically Disadvantaged Students
BROWARD	SOMERSET ACADEMY VILLAGE CHARTER MIDDLE SCHOOL	68	100	A	A	C	B		YES	YES	91.4
BROWARD	SOMERSET PREPARATORY ACADEMY CHARTER SCHOOL AT NORTH LAUDERDALE	57	100	B	B	C	B		YES	YES	98.9
BROWARD	SOMERSET VILLAGE ACADEMY	72	100	A	B	B	B		YES	YES	93.7
BROWARD	SOMERSET PREPARATORY ACADEMY CHARTER HIGH AT NORTH LAUDERDALE	52	99	C	C	C	C		YES	NO	99.4
BROWARD	SOMERSET ACADEMY CHARTER HIGH SCHOOL MIRAMAR CAMPUS	59	100	B	B	B	B		YES	NO	59.6
BROWARD	SOMERSET NEIGHBORHOOD SCHOOL	64	100	A	A	B	A		YES	YES	69.6
BROWARD	SOMERSET PINES ACADEMY	59	100	B	B	C	C		YES	YES	83.3
BROWARD	SOMERSET ACADEMY MIRAMAR SOUTH	94	100	A	A	A	A		YES	YES	53.7
BROWARD	SOMERSET PARKLAND ACADEMY	73	100	A	A	A	A	B	YES	NO	24.1
BROWARD	SOMERSET ACADEMY	73	100	A	A	A	A	A	YES	NO	39.8
BROWARD	SOMERSET ACADEMY MIDDLE SCHOOL	71	100	A	A	A	A		YES	NO	33.7
BROWARD	SOMERSET ACADEMY DAVIE CHARTER SCHOOL	85	100	A	A	A	A	A	YES	YES	54
BROWARD	SOMERSET ACADEMY CHARTER HIGH	65	100	A	A	A	A		YES	NO	38.1
BROWARD	SOMERSET ACADEMY KEY CHARTER HIGH SCHOOL	46	100	C	C	C	C		YES	NO	62.4
BROWARD	SOMERSET ACADEMY ELEMENTARY SOUTH CAMPUS	70	100	A	A	A	A	A	YES	NO	37.3
BROWARD	SOMERSET ACADEMY RIVERSIDE	60	100	B	C	C	B	C	YES	YES	68.5
BROWARD	SOMERSET ACADEMY POMPA NO. (K-5)	44	100	C	B	D	B	C	YES	YES	94.7
BROWARD	SOMERSET ACADEMY EAST PREPARATORY	74	100	A	A	C	B		YES	YES	90.2
BROWARD	SOMERSET ARTS CONSERVATORY	76	100	A	A	A	A	A	YES	NO	29.3
BROWARD	SOMERSET ACADEMY ELEMENTARY (MIRAMAR CAMPUS)	78	100	A	A	A	A		YES	YES	64.4
BROWARD	SOMERSET ACADEMY MIDDLE (MIRAMAR CAMPUS)	75	100	A	A	A	A		YES	YES	62.5
BROWARD	SOMERSET ACADEMY KEY MIDDLE SCHOOL	48	97	C	C	D	C		YES	YES	71.4
BROWARD	SOMERSET ACADEMY RIVERSIDE CHARTER MIDDLE SCHOOL	64	99	A	C	C	B		YES	YES	62.9
BROWARD	SOMERSET PREPARATORY CHARTER MIDDLE SCHOOL	58	100	B	B	C	B		YES	YES	67.5
MIAMI-DADE	SOMERSET ACADEMY SILVER PALMS	76	100	A	A	A	A		YES	YES	86.9
MIAMI-DADE	SOMERSET ACADEMY CHARTER ELEMENTARY SCHOOL (SOUTH HOMESTEAD)	66	100	A	B	A	A		YES	YES	84.9
MIAMI-DADE	SOMERSET ACADEMY	69	100	A	A	A	A		YES	NO	68.7
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY (HOMESTEAD)	48	100	C	B	B	C		YES	YES	84.8
MIAMI-DADE	SOMERSET ACADEMY ELEMENTARY SCHOOL (SOUTH MIAMI CAMPUS)	82	100	A	A	A	A	A	YES	NO	18.9
MIAMI-DADE	SOMERSET ARTS ACADEMY	63	100	A	A	B	A		YES	YES	76.6
MIAMI-DADE	SOMERSET OAKS LEADERSHIP AND INNOVATION	64	100	A	B	B	B		YES	YES	87.4
MIAMI-DADE	SOMERSET ACADEMY SILVER PALMS AT PRINCETON	66	100	A	A	A	B		YES	YES	84
MIAMI-DADE	SOMERSET ACADEMY KENDALL	85	100	A	A	A	A		YES	NO	33.8
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY SUNSET	79	100	A	A	A	A	A	YES	NO	42.6
MIAMI-DADE	SOMERSET GABLES ACADEMY	88	100	A	A	A	A	A	YES	NO	22.3

Appendix A - Specific School Grade Data (Source FL DOE) Pg. 2

District Name	School Name	Percent of Total Possible Points	Percent Tested	Grade 2025	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Charter School	Title I	Percent of Economically Disadvantaged Students
MIAMI-DADE	SOMERSET PALMS ACADEMY	75	100	A	A	A	A	B	YES	NO	49.1
MIAMI-DADE	SOMERSET ACADEMY BAY	81	100	A	A	A	A	YES	YES	NO	19.4
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL	65	100	A	A	B	A	YES	YES	YES	78.7
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	88	99	B	C	C	B	YES	YES	YES	84.6
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY MIDDLE SCHOOL (HOMESTEAD)	57	100	B	C	C	B	YES	YES	YES	82.6
MIAMI-DADE	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH MIAMI CAMPUS)	86	100	A	A	A	A	A	YES	NO	20.7
MIAMI-DADE	SOMERSET ACADEMY BAY MIDDLE SCHOOL	82	100	A	A	A	A	A	YES	NO	22.3
MIAMI-DADE	SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD)	99	100	B	C	C	C	YES	YES	YES	84.9
MIAMI-DADE	SOMERSET ACADEMY CHARTER HIGH SCHOOL	73	100	A	A	A	A	YES	YES	YES	85.1
MIAMI-DADE	SOMERSET COLLEGE PREPARATORY ACADEMY SOUTH HIGH SCHOOL	62	100	B	C	C		YES	YES	YES	77.2
MIAMI-DADE	SOMERSET PREPARATORY ACADEMY HIGH SCHOOL HOMESTEAD	88	99	B	C	C	B	YES	YES	YES	83.6
DUVAL	SOMERSET ACADEMY-ELEMENTARY EAGLE CAMPUS	54	99	B	D	C	F	YES	YES	YES	85.2
DUVAL	SOMERSET ACADEMY-MIDDLE EAGLE CAMPUS	53	99	C	C	C	D	YES	YES	YES	77.3
MONROE	SOMERSET ISLAND PREP	61	94	B	A	B	B	YES	YES	NO	39.6
PALM BEACH	SOMERSET ACADEMY, THE DR. BERNARD KIMMEL CAMPUS	48	100	C	C	C	D	YES	YES	YES	100
PALM BEACH	SOMERSET ACADEMY BOCA EAST	68	100	A	A	A	A	YES	YES	NO	35.9
PALM BEACH	SOMERSET ACADEMY CANYONS MIDDLE SCHOOL	69	99	A	A	C	A	YES	YES	YES	72.8
PALM BEACH	SOMERSET ACADEMY CANYONS HIGH SCHOOL	62	99	B	A	A	A	YES	YES	YES	57.7
PALM BEACH	SOMERSET ACADEMY WELLINGTON K-8	61	98	B	C		C	YES	YES	YES	79.8
PALM BEACH	SOMERSET ACADEMY BOCA MIDDLE SCHOOL	78	100	A	A	A	A	A	YES	NO	29.5
PALM BEACH	SOMERSET ACADEMY LAKES	52	100	C	B	D	C	YES	YES	YES	100
PALM BEACH	SOMERSET ACADEMY WELLINGTON HIGH SCHOOL	53	94	C	D	B		YES	YES	YES	65.7
ST. LUCIE	SOMERSET CAREER ACADEMY	88	100	B				YES	YES	NO	47.6
ST. LUCIE	SOMERSET ACADEMY ST. LUCIE	50	100	C	B	C	C	YES	YES	YES	57.3
ST. LUCIE	SOMERSET COLLEGE PREPARATORY ACADEMY	71	100	A	A	A	A	A	YES	YES	52.2
ST. LUCIE	SOMERSET ACADEMY BETHANY	62	100	A	A	C	C	YES	YES	YES	66



Policy

UNIVERSITY OF WEST FLORIDA REAL PROPERTY POLICY

BOT -10.02-06/18

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Board of Trustees Policy BOT-10.02-06/18

TO: The University of West Florida Community
FROM: The University of West Florida Board of Trustees
SUBJECT: UWF Real Property Policy

1.0 DEFINITIONS

Words and terms used herein shall have the same meanings, for the purpose of this Real Property Policy, ascribed to them in Exhibit A attached hereto or elsewhere defined in this Real Property Policy unless the context or use clearly indicates a different meaning.

2.0 PURPOSE AND INTENT

The University of West Florida Board of Trustees is the public body corporate created by Article IX, Section 7 of the Constitution of the State of Florida and empowered to administer the University of West Florida (the “Trustees” or “Board of Trustees”). As the administering body corporate of the University of West Florida (the “University” or “UWF”), the Trustees hold the assets of the University in trust and are responsible for the efficient and effective use of its resources.

Direct Support Organizations are separately incorporated and operate exclusively for the benefit of the University. The Trustees, pursuant to Section 1004.28, Florida Statutes, are authorized to establish, decertify and provide oversight of the University’s Direct Support Organizations (“DSO”s) and they establish the conditions with which these entities must comply in order to use property of the University. This policy is intended to provide guidance to the University and its DSOs in in connection with these assets.

3.0 STATEMENT OF POLICY

3.1 This Policy is intended to permit the purchase, sale or leasing of improved or unimproved real property covered by this Policy in a manner that provides the best value.

3.2 This Policy is intended to ensure that the use of real property covered by this Policy (consisting of land, buildings, leaseholds, water rights, air rights and mineral rights) supports UWF’s mission, minimizes financial risk, and avoids inappropriate use.

3.3 The University Vice President of Business, Finance, and Facilities/CFO (“CFO”), on behalf of the Board of Trustees, is charged with primary responsibility for administering this Policy.

3.4 This Policy is intended to exclude real estate transactions entered into for investment purposes from this Policy, as they are covered by applicable investment policies.

3.5 This Policy is not intended to replace or amend the University's Debt Management Guidelines (the "Guidelines"). As set forth therein, debt of the University and its DSOs may only be incurred pursuant to the provisions of the Guidelines and applicable law. Conventional mortgages may be granted by the University's DSOs for real property acquisition without further approvals, provided that the University reserves the right to approve the grant of such mortgages in excess of \$1,000,000.

4.0 ENTITIES COVERED BY THIS POLICY

4.1 The Policy applies to all University centers, institutes, departments, and DSOs.

4.2 Real property activities covered by this Policy, require approval by the appropriate center, institute, department, or DSO Board of Directors and, in certain instances defined later in this Policy, review by the Board of Trustees.

5.0 ACQUIRING, LEASING AND DISPOSING OF REAL PROPERTY

5.1 The University's real property (land, buildings, leaseholds, air rights, water rights, and mineral rights) is held in trust by the State of Florida or other State entity, the University or DSO, and is managed, as appropriate, by the University Board of Trustee or the Board or the Boards of Directors of the DSOs.

5.2 The Board of Trustees reserves to itself the right to review and has an obligation to review, in a timely manner, material real property transactions covered by this Policy. Final approval of material real property transactions is the obligation of the Board of Trustees. Material real property transactions of UWF entities covered by this Policy are generally space leases for total cumulative rentals over the term of the lease exceeding \$500,000, ground leases with cumulative rentals in excess of \$100,000 or for property upon which improvements will be constructed with an estimated value exceeding \$2,000,000, privatized development projects exceeding \$2,000,000 in construction cost, and the gift, purchase or sale of real property having a value greater than \$1,000,000.

5.3 The Board of Trustees' review of material real property transactions will be conducted prior to the execution of agreements and follows a review by the University institute, center, department, DSO Board (if applicable), and the University CFO, to ensure that the use of the facilities supports the mission, minimizes insurance risk, clarifies legal responsibilities and avoids inappropriate use. Material real property transactions consisting of a gift or donation to the UWF Foundation are exempt from Section 5.3, if entered into, executed and conducted according to the "University of West Florida Foundation Gift Acceptance" policy for real estate and real property. Nothing herein shall be deemed to restrict the Board of Trustees' right to and obligation of final review and approval of material real property transactions to the UWF Foundation regardless of type, i.e. purchase, lease, privatized development project, gift or donation.

5.4 The University CFO is responsible for facilitating the Board of Trustees' prior review of material real property transactions in a timely manner. Upon submission for review, the

submitting entity will be notified of the anticipated Board of Trustees review date in a timely manner.

5.5 Acquisitions of real property covered by this Policy must support the educational, research or outreach mission. Dispositions of real property may occur when it is determined that the real property is not needed (nor will it be in the future) to fulfill the mission.

5.6 A privatized development project involving private sector owner/operators must serve a UWF institutional purpose, serve a demonstrated institutional need, and meet appropriate design and construction standards. The University CFO shall review and approve design and construction standards for all privatized development projects of UWF entities covered by this Policy prior to the execution of agreements and/or commencement of the selected solicitation process.

5.7 UWF entities covered by this Policy will minimize their exposure to legal and financial claims for damages under applicable laws, including those governing the environment and hazardous materials, by ensuring that all appropriate due diligence is conducted concerning the proposed real property asset, prior to acquisition.

5.8 UWF entities covered by this Policy will dispose of property expeditiously and in a manner that maximizes returns, considers public purposes and avoids conflicts of interest.

6.0 LEASING AND USING NON-UWF REAL PROPERTY

6.1 UWF entities covered by this Policy may lease (acting as lessee) non-UWF real property (land or building space) only for institutional purposes. Such leasing activities will comply with UWF's regulation and policy pertaining to leased property. (See UWF Reg. 6.002). UWF institutes, centers, departments, and DSOs are responsible for the proper use of leased property under their control.

7.0 UWF REAL PROPERTY TRANSACTIONS

7.1 Prior to the approval of real property transactions by UWF entities covered by this Policy, the following practices will be considered to ensure that the use of covered facilities supports the institutional mission, minimizes financial and insurance risks, clarifies the legal responsibilities and avoids inappropriate use.

7.2 Each real property transaction covered by this Policy shall be reviewed by University CFO to ensure compliance with the following:

- a. Consistency with the UWF Strategic Plan.
- b. Responsible decision-making and coordinating communications regarding the transaction at issue.
- c. A designated budget source or appropriate funding source for the transaction.

d. Compliance with Florida Statutes and Regulations, as applicable, and University Regulations and Policies.

e. Prior to acquisition of real property, the University shall obtain at least one appraisal by an appraiser with Members of Appraisal Institute (MAI) status, for each purchase in an amount greater than \$100,000 and not more than \$500,000. For each purchase in an amount in excess of \$500,000, the University shall obtain at least two appraisals. If the agreed to purchase price exceeds the average appraised value, the purchase must be approved by an affirmative vote of 2/3 or more of the members of the Board in attendance at the meeting at which the vote is taken. If the acquisition of real property is by the University, the appraisals described herein must be performed by an appraiser approved pursuant to Section 253.025(6)(b), Florida Statutes. If the acquisition of real property is by a DSO, prior to acquisition of real property, the DSO shall obtain at least one appraisal by an appraiser with Members of Appraisal Institute (MAI) status. If the agreed to purchase price exceeds the appraised value, the purchase must be approved by an affirmative vote of 2/3 or more of the members of the DSO Board in attendance at the meeting at which the vote is taken.

f. Prior to the acquisition of real property, a qualified consultant, acceptable to the CFO, shall perform an environmental review on each parcel of real property to determine if there are any environmental problems affecting the property and, if the environmental review indicates concerns, additional investigations will be performed as recommended.

g. Prior to sale or donation of real property, the University or DSO shall obtain at least one appraisal by an appraiser with Members of Appraisal Institute (MAI) status, for each sale or donation in an amount greater than \$500,000.

h. Prior to acquisition of real property, necessary documentation concerning the property should be provided by the seller, including but not limited to evidence of title, land survey, soil and other surveys and tests, and verification of legal access.

i. Prior to acquisition of real property, a determination will be made concerning availability of insurance for the facility and improvements, and arrangements will be made for appropriate insurance upon acquisition.

j. Following the real property closing, the Office of General Counsel or counsel to the DSO will file the Statement of Owner of Real Estate Claimed to be Exempt from Taxation with the appropriate city and county offices for properties acquired.

k. Prior to approval of a sublease of UWF property, proposals for sublease shall be received and evaluated in a manner consistent with Florida Statutes and competitive practices, including receipt of appropriate appraisal(s). In any event appraisals will be obtained in connection with subleases for space with cumulative rentals over \$500,000, ground leases with cumulative rentals in excess of \$100,000, and ground leases for land upon which improvements with an estimated value of \$2,000,000 or more will be constructed. Subleases will contain standard terms and conditions appropriate to subleases of State property, including provision for title to improvements to vest with the

state upon completion of construction or expiration/termination of the sublease.

8.0 EXCEPTIONS TO POLICY

8.1 Exceptions to some of the requirements specified in this Policy may occasionally occur. The University CFO and respective DSO Board, if applicable, shall be informed immediately of any potential exception.

8.2 Each proposal for exception shall be reviewed by the University CFO and other officials he/she deems appropriate. Exceptions may be temporary or more permanent; they may be self-correcting, require specific action or require no action. If specific action is required, the University's CFO will determine the course of action that will correct exceptions.

8.3 The Board of Trustees and the DSO Board, as appropriate, will review exceptions and the course of action to correct the exceptions. The Board of Trustees reserves to itself the exclusive right to revise or grant exceptions to this Policy.

Specific Authority: Florida Statute §§ 1001.706, 1001.72, 1001.73, Florida Board of Governors Regulation 1.001.

History – initially adopted by the by the University of West Florida Board of Trustees March 2013; amended June 2018.

EXHIBIT A - DEFINITIONS

“**Board**” of the University means the University of West Florida Board of Trustees. “Board” of the University shall include the Executive Committee, provided that the Board has delegated appropriate authority to an Executive Committee.

“**Board**” of the DSO means the governing body for such entity and shall include the Executive Committee, provided that the Board has delegated appropriate authority to an Executive Committee.

“**DSO**” means a direct support organization certified by the University Board of Trustees in accordance with the provisions of Section 1004.28, Florida Statutes.

“**Executive Committee**” means the Executive Committee of the University of West Florida Board of Trustees or DSO Board, provided that the Board has delegated appropriate authority to an Executive Committee.

“**Office of General Counsel**” means the University General Counsel, Office of the University General Counsel, outside counsel retained by the Office of General Counsel or counsel of the DSO.

“**Statutes**” mean the Federal and State of Florida laws and regulations, the State of Florida Administrative Code Rules of the Department of Education applicable to the University, the Board of Governors’ regulations/policies, and any Statutes and Rules applicable to DSOs, including Section 1004.28, Florida Statutes, and any applicable University regulations.

“**Trustees**” means the members of the University of West Florida Board of Trustees.



Regulations

Number: UWF/REG-6.002
Title: Facilities Leasing

(1) Purpose

The purpose of this regulation is to implement the delegated leasing authority from the Board of Governors to the University of West Florida (“UWF”) Board of Trustees in accordance with BOG Regulation 17.001 regarding the leasing of space.

(2) Authority

The UWF Board of Trustees or designee(s) may enter into leases for space in a building or any part of a building for use by the university or one of its direct-support organizations, including those leases in a research and development park with which the university is affiliated. Leases subject to § 1010.62 Florida Statutes must be approved by the Board of Governors, in accordance with the Board of Governors Debt Management Guidelines.

(3) Approval

Before leasing a building or any part thereof, prior approval of the need and lease terms shall be obtained from the Vice President for the Division of Finance and Administration or designee(s). Prior to execution, lease terms and conditions shall be reviewed for form and legality by the Office of General Counsel. All lease agreements in compliance with the criteria set forth herein may be executed by the Vice President for the Division of Finance and Administration or designee(s).

(4) State Owned Buildings

A lease agreement for space of 5,000 square feet or more in a privately owned building shall not be entered into when suitable space is available in a state-owned building located in the same geographic region unless it is determined to be in the best interest of the University. The term “state-owned building” as used in this section means any state-owned facility regardless of use or control.

(5) Escalation Clauses Prohibited

A lease entered into by UWF may not contain a rental escalation clause or an open rental rate that permits an adjustment in the amount paid by the university based on the happening of a future event, such as a change in the Consumer Price Index. Any such clause in a lease shall be null and void and unenforceable. The final cost to the University for the complete term of a lease, including the projected costs for all renewal periods, must be clearly set forth in the lease or calculable based on the terms of the lease.

(6) Right-to-Terminate Clause Required

A right-to-terminate clause shall be a part of any lease for a term exceeding one year and may not be omitted from any lease.

(7) Renewal of Leases

A UWF lease may contain an option to renew and any such renewal shall be made according to the terms and conditions of such agreement.

(8) Code Compliance in Leased Space

- (a) Any private sector building or part thereof to be leased by UWF must comply with those portions of Chapters 553 and 633, Florida Statutes applicable to University buildings, including but not limited to fire safety, life safety, and disabled access standards.
- (b) Before construction or renovation of any UWF leased building from a third party lessor is commenced, UWF shall require that the proposed construction or renovation plan complies with the applicable portions of Chapters 553 and 633, Florida Statutes.
- (c) Whenever it is determined that a construction or renovation plan is not in compliance with such safety and access standards, an order may be issued to cease all construction or renovation activities until compliance is obtained, except those activities required to achieve such compliance.
- (d) Approval of any proposed lease shall be withheld until the facility and/or construction or renovation plan complies with safety and access standards.
- (e) The cost of all modifications or renovations made for the purpose of bringing lease property into compliance with safety and access standards shall be borne by the lessor unless otherwise agreed in writing by UWF.

(9) Competitive Solicitation

The University of West Florida shall not enter into a lease for 5,000 square feet or more of space in a privately owned building except upon advertisement for and receipt of competitive bids and or proposals as determined by UWF in accordance with BOG Regulation 17.001. Leases that are not subject to the competitive solicitation process include those types of leases that are enumerated in BOG Regulation 17.001. Space shall not be divided for the purpose of avoiding the requirements of this regulation.

(10) Space Measurement

The measurement of leased space shall be based on the method of measurement used by the State University System for gross square feet as described in the current Physical Facilities Space File.

(11) Space Allocation

Space allocation shall be based on the State University System Space Generation Formula.

Specific Authority: BOG Regulations 1.001(3)(j), 1.001(7)(b), and 17.001.

History: New 6/30/81, Amended 4/12/84, Formerly 6C6-6.002--Converted to UWF/REG 6.002 7/21/05; Amended 1/5/07, 9/4/08, 9/9/14, Technical Change 11/8/2016; Technical Change 06/2019.



**Board of Trustees
Full Board Meeting
June 18, 2026**

Accreditation Update

Recommended Action:

Information only

Background Information:

Consistent with section 1008.47, Florida Statutes, each institution shall seek and take action to establish and maintain institutional accreditation with an agency or association recognized by the United States Department of Education. (BOG Regulation 3.006 Accreditation (2)(a))

September 18, 2025: The UWF Board of Trustees approved a request for the university to seek accreditation with the Higher Learning Commission (HLC). Following the approval of this request, UWF sought a Reasonable Cause to Change Accreditors determination from the US Department of Education.

September 30, 2025: UWF received notification that the US Department of Education determined that UWF had established reasonable cause to change its institutional accrediting agency to HLC.

December 7, 2025: The SACSCOC Board of Trustees voted to reaffirm accreditation for UWF. This reaffirmation of accreditation is valid through 2035.

January 2026: UWF submitted an application for the Accelerated Process for Initial Accreditation with HLC. HLC reviewed UWF's application and supporting documents and affirmed that UWF could proceed to the Preliminary Peer Review step of the process on January 16, 2026. The Accelerated Process for Initial Accreditation is a multi-step process that includes multiple submissions, peer reviews, and an on-site visit.

Spring 2026: The UWF Institutional Effectiveness team started collecting evidence and writing the narratives with assistance from stakeholders for Step 2, the Preliminary Peer Review.

UWF is expected to maintain a favorable accreditation status with SACSCOC through regular annual and substantive change reporting until UWF receives initial accreditation with HLC.

Implementation Plan:

1. UWF anticipates submission of Step 2 Preliminary Peer Review materials later in Fall 2026.
2. Upon approval of the Preliminary Peer Review, UWF anticipates submission of Step 3 Comprehensive Evaluation for Initial Accreditation materials in Spring 2027 with a site visit likely scheduled in Summer 2027 as part of this step.
3. Late 2027 or early 2028 is the anticipated timeframe for UWF to receive initial accreditation from HLC.
4. Once UWF receives initial accreditation by the HLC Board of Trustees, UWF must notify the US Department of Education of the new accreditor.

Fiscal Implications:

FY 2025-26 Estimates

\$5,000 Application fee paid to HLC in January 2026.

FY 2026-27 Estimates

\$10,000 Preliminary Peer Review fee due to HLC.

FY 2027-28 Estimates

\$14,550 in fees due to HLC + travel expenses.

Relevant Authority:

BOG Regulation 3.006 Accreditation

Florida Statutes 1008.47

Supports Strategic Direction(s):

- 1.1 Provide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.
 - 5.3 Establish UWF as a desirable destination for educational, cultural, recreational, and professional events in the community.
 - 6.3 Assure accountability of operations and outcomes to appropriate internal and external stakeholders.
-

Documents:

None.

Prepared by:

Dr. Angela Bryan, Asst. Vice President, Planning and Institutional Performance and Accreditation Liaison, Academic Affairs, abryan@uwf.edu

Presenter:

Dr. Dallas Snider, Vice Provost



Board of Trustees
Full Board Meeting
June 18, 2026

2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey

Recommended Action:

Information Item

Background Information:

As the body that holds in trust the fundamental autonomy and ultimate well-being of the institution, the governing board of an institution is a critical element in the success of the institution. The Higher Learning Commission (HLC) holds that Board of Trustees participation in self-evaluation is an important quality marker as part of the annual strategic planning and evaluation process.

Based on the areas of responsibility delegated to the Board of Trustees by the State University System of Florida Board of Governors, the Self-Evaluation Effectiveness Survey is administered so that Trustees might reflect on their progress toward these areas of responsibility and identify any potential area for improvement. The nine areas are:

1. Set Strategic Direction and Educational Mission
2. Appoint, Support, and Evaluate the University President
3. Academic Program Oversight
4. Resources/Fiscal Management
5. Sound Judgment
6. Community Relations/Advocacy
7. Legislative/Governmental Affairs
8. Board of Trustees Meeting Preparation and Attendance
9. Philanthropy

The UWF Board of Trustees administered this Self Evaluation Effectiveness Survey in 2020, 2022, and 2024. The 2026 administration is in keeping with the UWF Policy on Board Self-Evaluation.

Implementation Plan:

- June 18, 2026 - UWF Board of Trustees Self-Evaluation Effectiveness Survey will be sent to trustees via email. The survey will remain open for response through July 1, 2026.
- August 13, 2026 – The Board to discuss and approve Self-Evaluation Effectiveness Results for FY 2026.

Fiscal Implications:

None.

Relevant Authority:

UWF Policy 15.00-03/23 Board Self-Evaluation

Supports Strategic Direction(s):

3.1. Ensure excellent academic programs in areas of strategic importance to the University, region, and state.

6.1. Effective and timely business and operational services informed by best practices.

6.3. Assure accountability of operations and outcomes to appropriate internal and external stakeholders.

Documents:

1. 2026 UWF Board of Trustees Self-Evaluation Effectiveness Survey Questions

Prepared by:

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Presenter:

Dr. Angela Bryan, Asst. Vice President for Planning and Institutional Performance and Accreditation Liaison Officer

Area of Responsibility: Set Strategic Direction and Educational Mission

Area of Responsibility: Set Strategic Direction and Educational Mission

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board regularly reviews the mission, vision, and strategic goals of the university and the State University System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board committee structure is effective and appropriate to the work of the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board periodically reviews and evaluates policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Appoint, Support and Evaluate the University President

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	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board regularly evaluates the president of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board procedures for succession, selection, and evaluation of the president are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Academic Program Oversight

Area of Responsibility: Academic Program Oversight

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members are adequately informed on the educational programs of the university so as to provide effective oversight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Resources/Fiscal Management

Area of Responsibility: Resources/Fiscal Management

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members are adequately informed on the financial health of the university so as to provide effective oversight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Sound Judgment

Area of Responsibility: Sound Judgment

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board adheres to a comprehensive conflict of interest policy and addresses conflicts appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board maintains appropriate and effective administrative oversight of the activities of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Community Relations/Advocacy

Area of Responsibility: Community Relations/Advocacy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board ensures the institution plays a positive social and economic role in the communities it serves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Legislative/Governmental Affairs

Area of Responsibility: Legislative/Governmental Affairs

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board advocates State University System interests to state agencies and legislators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Board of Trustees Meeting Preparation & Attendance

Area of Responsibility: Board of Trustees Meeting Preparation & Attendance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board promotes an environment where members feel engaged, respected, and empowered to raise issues for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board productively explores ideas by engaging in robust discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Philanthropy

Area of Responsibility: Philanthropy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members actively engage and support philanthropic initiatives of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board monitors auxiliary organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly
Agree

Agree

Neutral

Disagree

Strongly
Disagree

(e.g. alumni,
foundations, institutes).

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Open-Ended Questions

What are the major accomplishments of the board in the past year?

What are the areas in which the board could improve?



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