



Board of Trustees
UNIVERSITY of WEST FLORIDA

Full Board Meeting
Thursday, December 11, 2025
UWF Conference Center
9:00 a.m. CST

[Zoom Webinar](#) | Passcode: 021448

Agenda

I. Call to Order

II. Roll Call

III. Greeting

IV. Public Comment

V. Approval of Minutes

- A. September 18, 2025 Board of Trustees Meeting
- B. November 13, 2025 Special Board of Trustees Meeting

VI. Reports

- A. Chairman's Report
- B. President's Report
- C. Provost's Report
- D. Faculty Report
- E. Student Report
- F. Program Report: Cybersecurity
- G. BOT Committee Reports
 - 1. Academic Affairs Committee
 - 2. Audit and Compliance Committee
 - 3. Finance, Facilities, & Operations Committee
 - 4. Student Affairs Committee
- H. 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: Request to Remove Exception to 120 Credit Hours
2. ACA-2: Degree Program Termination BS Interdisciplinary Sciences
3. AUD-1: Internal Audit Report: Athletics Budget Review and Athlete Degree Progress
4. AUD-2: Internal Audit Report: Purchasing Card Audit (Q4 2024-25)
5. AUD-3: Auditor General Audit Report: Operational Audit (Report No. 2026-18)
6. AUD-4: UWF Business Enterprises, Inc. – Audited Financial Statements 2025
7. AUD-5: West Florida Historic Preservation, Inc. – Audited Financial Statements June 30, 2025
8. AUD-6: UWF Foundation, Inc. Audited Financial Statements June 30, 2025
9. STU-1: Revisions to the UWF Reg. 3.010, Student Code of Conduct
10. STU-2: Endorsement of SUS Statement of Free Expression

VIII. New Business

A. Action Items

1. BOT-1: Resolutions for Trustees Hsu, Scott, and Baker in Recognition of Distinguished Service
2. BOT-2: Resolution 2025.11 in Recognition of Distinguished Service by Betsy Bowers
3. BOT-3: Recission of University Policy BOT-07
4. BOT-4: Amendment of University Policy BOT-5
5. BOT-5: Institutional Neutrality Statement
6. BOT-6: New Performance Based Funding Metric 10
7. BOT-7: Authorization for the Creation of the Academy of American Civic Republicanism Center
8. BOT-8: Election of Chair and Vice-Chair

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.*

**Full Board Meeting
September 18, 2025
UWF Conference Center
DRAFT Minutes**

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Board Meeting

9:02 a.m.

The public was provided with information on the UWF Board of Trustees website to join this public meeting in person in the UWF Conference Center or virtually through Zoom.

I. Call to Order

- A. The meeting of the UWF Board of Trustees was called to order at 9:02 a.m. by Chair Rebecca Matthews.

II. Roll Call

- A. Chair Matthews asked Anna Lochas to conduct roll call. Trustees Dick Baker, Trista Bennett, Paul Hsu, Adam Kissel, Rebecca Matthews, Rachel Moya, Heather Riddell, Zack Smith, and Chris Young were in attendance in person and Trustees Paul Bailey, Edward Fleming, and Ashley Ross were in attendance virtually. Trustee Alonzie Scott was absent.
- B. Others in attendance included:
 1. Manny Diaz, Jr., Interim President; Jaromy Kuhl, Senior Vice President and Provost; Howard Reddy, Vice President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Mary Anderson, Interim Vice President and Dean of Students for Academic Engagement and Student Affairs; Clifford Humphrey, Chief of Staff and Vice President of Strategic Initiatives; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Chief Human Resource Officer; Julie Sheppard, Interim General Counsel; Anamarie Mixson, Assistant Vice President for the Office of the President; Abigail Megginson, Director, Government Relations; Alex Smith, Director of External Affairs; David Bryant, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Dr. Ramie Gougeon, Chair of the Department of Anthropology; Nicole Grinnan, Assistant Director of the Archaeology Institute; Dr. Judy Bense, President Emeritus; Susan James, Professor in the School of Education; Jeffrey Djerlek, Senior Associate Vice President for Finance and University

Controller; Kristie Johnson, Board of Trustee Liaison; and Anna Lochas, Director of University Events.

III. Greeting

- A. Chair Matthews welcomed everyone to the meeting.

IV. Public Comment

- A. Chair Matthews opened the floor for public comment. There was none.

V. Approval of Minutes

- A. Chair Matthews reminded the trustees that they had been given the opportunity ahead of time to review the minutes of the August 14, 2025, Special Board of Trustees Meeting and the September 8, 2025, Special Board of Trustees Meeting. Chair Matthews asked for a motion to approve the minutes as presented, if there were no changes or corrections.
 1. Motion by: Trustee Baker
 2. Seconded by: Trustee Smith
 3. Motion passed unanimously.

VI. Reports

- A. President's Report
 1. Chair Matthews called on Interim President Manny Diaz, Jr. to give the President's Report. Mr. Diaz presented on the University Strategic Directions and recent University initiatives.
- B. Faculty Report
 1. Chair Matthews called on Trustee Heather Riddell to give the Faculty Report. Trustee Riddell presented the recent activities and accomplishments of UWF Faculty members.
- C. Student Report
 1. Chair Matthews called on Trustee Trista Bennett to give the Student Report. Trustee Bennett presented on the events and activities that took place during Argo Arrival and the first weeks of the Fall semester.
- D. Program Report
 1. Chair Matthews called on Dr. Ramie Gougeon, Chair of the Department of Anthropology, Nicole Grinnan, Assistant Director of the Archaeology Institute, and Dr. Judy Bense, President Emeritus to give the Program Report. They presented on the Archaeology and Anthropology academic programs, the Archaeology Institute, and the Florida Public Archaeology Network (FPAN) at UWF.

*Chair Matthews called for a brief recess at 10:22 a.m.
The board meeting resumed with all original attendees present at 10:27 a.m.*

E. Committee Reports

1. Academic Affairs Committee

- a. Chair Matthews called on Trustee Adam Kissel to give the Academic Affairs Committee Report. Trustee Kissel explained that the Academic Affairs Committee met on Thursday, August 14, 2025. The committee had five action items and one information item on their agenda.
 - i. The action items were as follows:
 - i. ACA-1: Tenure as a Condition of Employment, ACA-2: Academic Affairs Committee Charter Revision, and ACA-4: Institutes & Centers Annual Report presented by Dr. Jaromy Kuhl, Senior Vice President and Provost.
 - ii. ACA-3: General Education Course Offerings and ACA-5: Textbook & Instructional Materials Affordability Report presented by Dr. Dallas Snider, Vice Provost.
 - ii. The information item was as follows:
 - i. INFO-1: Summary of Program Changes presented by Dr. Dallas Snider
- b. Trustee Kissel explained that the Academic Affairs Committee recommended approval of all action items by the full Board of Trustees at the September 18, 2025, meeting.

2. Audit and Compliance Committee

- a. Chair Matthews called on Trustee Chris Young to give the Audit and Compliance Committee Report. Trustee Young explained that the Audit and Compliance Committee met on Thursday, August 14, 2025. The committee had five action items and two information items on their agenda.
 - i. The action items were as follows:
 - i. AUD-1: Internal Audit Report: Third Party Vendor Risk Management, AUD-2: Internal Audit Report: International Affairs Budget, AUD-3: Internal Audit Report: Foreign Travel and Screening, presented by David Bryant, Chief Audit Executive.
 - ii. AUD-4: Office of Compliance and Ethics Annual Report and AUD-5: Office of Compliance and Ethics Work Plan presented by Matt Packard, Chief Compliance Officer.
 - ii. The information items were as follows:
 - i. INFO-1: Annual Fraud Awareness Training, presented by Betsy Bowers, Vice President for the Division of Finance & Administration.
 - ii. INFO-2: Internal Auditing and Management Consulting Update presented by David Bryant.

- b. Trustee Young explained that the Audit and Compliance Committee recommended approval of all action items by the full Board of Trustees at the September 18, 2025, meeting.
 - 3. Finance, Facilities, and Operations Committee
 - a. Chair Matthews called on Trustee Rachel Moya to give the Finance, Facilities, and Operations Committee Report. Trustee Moya explained that the Finance, Facilities, and Operations Committee met on Thursday, August 14, 2025. The committee had five action items on their agenda.
 - i. The action items were as follows:
 - i. FFO-1: Revisions to UWF Reg. 4.0031 Tuition and Fee Refunds, FFO-2: Revisions to UWF Reg. 5.001 Parking and Registration, FFO-3: Revisions to UWF Reg. 5.020 Trespass Warning and Access to University Property, FFO-4: Revisions to UWF Reg. 5.030 Traffic Control presented by Betsy Bowers, Vice President of Finance and Administration.
 - ii. FFO-5: New UWF Reg. 6.006, Procurement Services and Repeal UWF Regs. 6.005 – 6.0058 presented by Cass Boatwright, Director of Procurement and Contracts.
 - b. Trustee Moya explained that the Finance, Facilities and Operations Committee recommended approval of all action items by the full Board of Trustees at the September 18, 2025, meeting.
- F. Direct Support Organization Reports
 - 1. UWF Business Enterprises, Inc.
 - a. Chair Matthews called on Trustee Dick Baker to give the Business Enterprises, Inc. Report. Trustee Baker provided an overview of BEL's finances, current activities, and plans for the organization.
 - 2. UWF Foundation, Inc.
 - a. Chair Matthews called on Trustee Rachel Moya to give the Foundation report. Trustee Moya provided updates from University Advancement and from the UWF Alumni Association. Trustee Moya reviewed recent gifts made to the University. Trustee Moya also reported on the Foundation Board and committee activities.
 - 3. UWF Historic Trust, Inc.
 - a. Chair Matthews gave the UWF Historic Trust report. Chair Matthews provided a summary of the most recent UWF Historic Trust board meeting and provided information on the organization's events and activities.

VII. Unfinished Business

A. Consent Agenda

1. Chair Matthews noted there were thirteen items on the consent agenda.
 - a. ACA-1: Tenure as a Condition of Employment
 - b. ACA-2: Academic Affairs Committee Charter Revision
 - c. ACA-4: Institutes & Centers Annual Report
 - d. ACA-5: Textbook & Instructional Materials Affordability Report
 - e. AUD-1: Internal Audit Report: Third Party Vendor Risk Management
 - f. AUD-2: Internal Audit Report: International Affairs Budget
 - g. AUD-3: Internal Audit Report: Foreign Travel and Screening
 - h. AUD-4: Office of Compliance and Ethics Annual Report
 - i. AUD-5: Office of Compliance and Ethics Work Plan
 - j. FFO-1: Revisions to UWF Reg. 4.0031 Tuition and Fee Refunds
 - k. FFO-3: Revisions to UWF Reg. 5.020 Trespass Warning and Access to University Property
 - l. FFO-4: Revisions to UWF Reg. 5.030 Traffic Control
 - m. FFO-5: New UWF Reg. 6.006, Procurement Services and Repeal UWF Regs. 6.005 – 6.0058
2. Chair Matthews informed the Trustees that they may pull any individual item from the consent agenda for further review, if needed. Chair Matthews explained that each item was fully discussed during the committee meetings and all of the recommendations of the committees reflect the proposed action provided within the agenda. Chair Matthews asked if there were any requests to pull any consent agenda items for further discussion. There were no requests.
3. Chair Matthews asked for a motion for the Board to approve and adopt the recommendations of the Academic Affairs; Audit and Compliance; and Finance, Facilities, and Operations Committees made during their meetings with respect to the matters set forth on the consent agenda.
 - a. Motion by: Trustee Baker
 - b. Seconded by: Trustee Kissel
 - c. Motion passed unanimously.

VIII. New Business

A. Action Items

1. BOT-1: Resolution 2025.7 in Recognition of Distinguished Service
 - a. Chair Matthews presented the first action item. Chair Matthews asked for Susan James to come to the podium. Chair Matthew explained that Susan James served as

President of the UWF Faculty Senate and as a member of the UWF Board of Trustees from August 2023, to August, 2025, and that the Board commends her service to UWF and the Board of Trustees with this resolution.

- b. Resolution 2025.7 – The University of West Florida Board of Trustees in Recognition and Profound Appreciation of Distinguished Service Trustee Susan James
 - i. Whereas, Trustee Susan James served with distinction on the University of West Florida Board of Trustees from August 2023 to August 2025; and
 - ii. Whereas, Trustee James served with distinction on the Board of Trustees Academic Affairs Committee and on the 2023 Officer Nominations Ad Hoc Committee; and
 - iii. Whereas, Trustee James represented the Faculty Senate, the principal governing body of the UWF faculty, during those years, serving as its President; and
 - iv. Whereas, Trustee James used her position as trustee to encourage discussion and interest in the issues affecting UWF faculty, students, and staff; and
 - v. Whereas, Trustee James is a valued Professor in the UWF Department of Teaching, Leadership, and Research, dedicated to her students, research, and service; and
 - vi. Whereas, Trustee James served with distinction as the founder and Director of the Emerald Coast National Writing Project at UWF; and
 - vii. Now, therefore be it resolved that The University of West Florida Board of Trustees, at its regular meeting on this 18th day of September, the year of 2025, does hereby recognize and commend Trustee Susan James for her many contributions to the University of West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks; and;
 - viii. Be it further resolved that this resolution will be included in the minutes of the September 18, 2025, Board of Trustees meeting.
- c. Chair Matthews asked for a motion to adopt Resolution 2025.7 in Recognition of Distinguished Service to the University of West Florida by Dr. Susan James.
 - i. Motion by: Trustee Riddell
 - ii. Seconded by: Trustee Baker
 - iii. Motion passed unanimously.

- d. Chair Matthews called on Dr. Susan James to say a few words.
2. BOT-2: FY 24-25 Carryforward Spending Plan & Fixed Capital Outlay
 - a. Jeffrey Djerlek, Senior Associate Vice President for Finance and University Controller, presented the next action item on the updated and final fiscal year 2024-2025 University Carryforward Spending Plan and the University Fixed Capital Outlay Budget.
 - b. Chair Matthews asked for a motion to approve the updated and final University Carryforward Spending Plan and University Fixed Capital Outlay Budget for Fiscal Year 2024-2025 reflecting results as of June 30, 2025.
 - i. Motion by: Trustee Moya
 - ii. Seconded by: Trustee Young
 - iii. Motion passed unanimously.
3. BOT-3: FY 2025-26 Carryforward Spending, Fixed Capital Outlay, & Delegated Authority
 - a. Jeffrey Djerlek presented the next action item on the approval of fiscal year 2025-26 Carryforward Spending Plan, Fixed Capital Outlay Plan, and the delegation of Authority for Budget Adjustments.
 - b. Chair Matthews asked for a motion to approve the estimated Fiscal Year 2025-26 University Carryforward Spending Plan; the Estimated Fiscal Year 2025-26 University Fixed Capital Outlay Plan; and the Certification Document for University Fixed Capital Outlay, Operating, and Carryforward Budgets; authorize the Interim President to serve as the Board of Trustee's designee to approve future adjustments to the Carryforward Spending Plan and/or the Fixed Capital Outlay Plan as institutional needs warrant, up to \$1,000,000 per E&G funded single adjustment item and up to \$2,000,000 per Carryforward funded single adjustment item, and report the changes back to the Board of Trustees; and authorize the Board of Trustees Chair, the Interim President and the Chief Financial Officer to sign the Operating Budget, Carryforward Budget and Fixed Capital Outlay Budget Certification.
 - i. Motion by: Trustee Hsu
 - ii. Seconded by: Trustee Riddell
 - iii. Motion passed unanimously.
4. BOT-4: 24-25 Annual Report of Self-Supporting & Market Tuition Rate Programs

- a. Jeffrey Djerlek presented the next action item on the 2024-2025 Annual Report of Self-Supporting and Market Tuition Rate Programs.
 - b. Chair Matthews asked for a motion to approve the Annual Report of Self-Supporting and Market Tuition Rate Programs for Fiscal Year 2024-2025.
 - i. Motion by: Trustee Young
 - ii. Seconded by: Trustee Riddell
 - iii. Motion passed unanimously.
5. BOT-5: Institutional Neutrality Statement
- a. Jaromy Kuhl, Senior Vice President and Provost, presented the next action item on the Institutional Neutrality Statement.
 - b. Chair Matthews explained that the Board is reviewing the language in the statement at today's meeting. If the statement is approved by the Board, Dr. Kuhl and the General Counsel's Office will create a draft policy that will go through the standard review process and public posting process. They will then bring the policy back to the Board for final approval.
 - c. Chair Matthews asked for a motion to approve the Institutional Neutrality Statement, as presented.
 - i. Motion by: Trustee Young
 - ii. Seconded by: Trustee Hsu
 - i. Chair Matthews asked if there was any discussion.
 - ii. Trustee Kissel moved to amend the motion to approve the Institutional Neutrality Statement, with an edit to the final paragraph. Trustee Kissel identified that the final paragraph would be changed to the following: "As a public university, UWF may advocate on issues directly related to its educational mission and operational capacity. The university reserves the right to take positions when its core functions of teaching, research, and service are directly threatened." Kissel explained that this is an edit suggested by faculty senate, however, he thinks the final paragraph should end at the word "threatened," excluding the remainder of the paragraph suggested by faculty senate.
 - iii. Seconded by: Trustee Moya
 - 1. Vote on motion to amend:
 - a. Trustee Paul Bailey: Aye

- b. Trustee Dick Baker: Aye
 - c. Trustee Trista Bennett: Aye
 - d. Trustee Edward Fleming: Aye
 - e. Trustee Paul Hsu: Aye
 - f. Trustee Adam Kissel: Aye
 - g. Trustee Rebecca Matthews: Aye
 - h. Trustee Rachel Moya: Aye
 - i. Trustee Heather Riddell: Nay
 - j. Trustee Ashley Ross: Aye
 - k. Trustee Zack Smith: Aye
 - l. Trustee Chris Young: Aye
 - 2. Motion to Amend passed.
 - iv. Vote on the amended motion:
 - 1. Trustee Paul Bailey: Aye
 - 2. Trustee Dick Baker: Aye
 - 3. Trustee Trista Bennett: Aye
 - 4. Trustee Edward Fleming: Aye
 - 5. Trustee Paul Hsu: Aye
 - 6. Trustee Adam Kissel: Aye
 - 7. Trustee Rebecca Matthews: Aye
 - 8. Trustee Rachel Moya: Aye
 - 9. Trustee Heather Riddell: Nay
 - 10. Trustee Ashley Ross: Aye
 - 11. Trustee Zack Smith: Aye
 - 12. Trustee Chris Young: Aye
 - v. Motion passed.
6. BOT-6: Rescission of University Policies BOT-03 and BOT-04
- a. Julie Sheppard, Interim General Counsel, presented the next action item on the rescission of University Policies BOT-03, National Student Exchange Waiver, and BOT-04, Distance Learning Waiver.
 - b. Chair Matthews asked for a motion to approve the rescission of University Policies BOT-03, National Student Exchange Waiver, and BOT-04, Distance Learning Waiver, as presented.
 - i. Motion by: Trustee Baker
 - ii. Seconded by: Trustee Hsu
 - iii. Motion passed unanimously.
7. BOT-7: Approval to Seek New Institutional Accreditor
- a. Dr. Dallas Snider, Vice Provost, presented the next action item on the request to seek accreditation with the Higher Learning Commission (HLC).

- b. Chair Matthews asked for a motion to approve the request to seek accreditation with the Higher Learning Commission (HLC).
 - i. Motion by: Trustee Kissel
 - ii. Seconded by: Trustee Smith
 - iii. Motion passed unanimously.
- 8. BOT-8: Revisions to UWF Regulation 5.001 Parking & Registration
 - a. Betsy Bowers, Vice President of the Division of Finance and Administration, presented the next action item on the revisions to UWF Regulation 5.001 Parking and Registration.
 - b. Chair Matthews asked for a motion to approve the revisions to UWF Regulation 5.001 Parking and Registration contingent upon no substantive changes following the conclusion of the posting period.
 - i. Motion by: Trustee Young
 - ii. Seconded by: Trustee Riddell
 - iii. Motion passed unanimously.

Interim President Manny Diaz, Jr. left the meeting.

- 9. BOT-9: Presidential Search: Position Criteria
 - a. Zack Smith, UWF Presidential Search Committee Chair, presented the next action item on the Presidential position criteria.
 - b. Chair Matthews asked for a motion to approve the Presidential position criteria, as presented.
 - i. Motion by: Trustee Fleming
 - ii. Seconded by: Trustee Moya
 - i. Chair Matthews asked if there was any discussion.
 - ii. Trustee Riddell moved to amend the motion to approve the Presidential Positions Criteria, with the edits that a terminal degree is preferred, but not required, and a relevant graduate degree is required.
 - iii. Seconded by: Trustee Bennett
 - 1. Vote on motion to amend:
 - a. Trustee Paul Bailey: Nay
 - b. Trustee Dick Baker: Nay
 - c. Trustee Trista Bennett: Aye
 - d. Trustee Edward Fleming: Nay
 - e. Trustee Paul Hsu: Nay
 - f. Trustee Adam Kissel: Nay
 - g. Trustee Rebecca Matthews: Nay
 - h. Trustee Rachel Moya: Nay

- i. Trustee Heather Riddell: Aye
 - j. Trustee Ashley Ross: Nay
 - k. Trustee Zack Smith: Nay
 - l. Trustee Chris Young: Nay
 - 2. Motion to amend fails.
- iv. Vote on the original motion without the amendment:
 - 1. Trustee Paul Bailey: Aye
 - 2. Trustee Dick Baker: Aye
 - 3. Trustee Trista Bennett: Aye
 - 4. Trustee Edward Fleming: Aye
 - 5. Trustee Paul Hsu: Aye
 - 6. Trustee Adam Kissel: Aye
 - 7. Trustee Rebecca Matthews: Aye
 - 8. Trustee Rachel Moya: Aye
 - 9. Trustee Heather Riddell: Nay
 - 10. Trustee Ashley Ross: Aye
 - 11. Trustee Zack Smith: Aye
 - 12. Trustee Chris Young: Aye
- v. Motion passed.

10. BOT-10: Presidential Search: Compensation

- a. Zack Smith, UWF Presidential Search Committee Chair, presented the next action item on the Presidential compensation.
- b. Chair Matthews asked for a motion to approve recommended compensation range of \$800,000 to \$1.2 million and to delegate authority to the UWF Board of Trustees Chair to negotiate the employment contract with the final presidential candidate.
 - i. Motion by: Trustee Smith
 - ii. Seconded by: Trustee Baker
 - iii. Motion passed unanimously.

B. Information Items

- 1. INFO-1: Presidential Search Committee Marketing Plan
 - a. Chair Matthews called on Zack Smith, UWF Presidential Search Committee Chair, to present the first information item on the Presidential Search Marketing Plan.

Interim President Manny Diaz, Jr. returned to the meeting.

- 2. INFO-2: 2025 UWF Bonus Report
 - a. Chair Matthews called on Jamie Sprague, Senior Associate Vice President of Human Resources, to present the next information item on the bonuses given at UWF for the 2024-

2025 fiscal year.

3. INFO-3: FY 24-25 Final Operating Budget Summary Performance
 - a. Chair Matthews called on Jeffrey Djerlek to present the next information item on the fiscal year 2024-2025 Final Operating Budget Summary Performance.
4. INFO-4: FY 24-25 DSO Operating Budgets, Resources, & Certifications
 - a. Chair Matthews called on Jeffrey Djerlek to present the final information item on the Direct Support Organizations (DSO) Operating Budgets and Resources for fiscal year 2024-2025 and the certifications.

IX. Good of the Order

- A. Chair Matthews identified that all agenda items had been discussed. Chair Matthews asked if the board members had any additional business to discuss.
- B. Trustee Hsu stated that he was honored to serve on the UWF Board of Trustees for the past five year. He identified that his term ends in January 2026 and he will not be seeking reappointment.
- C. Chair Matthews identified that the Board of Trustees has their Committee Meetings on Thursday, November 13, 2025, which will be virtual. The full Board of Trustee will meet in person on Thursday, December 11, 2025.
- D. Chair Matthews identified that work will be done on the UWF Strategic Plan soon to align UWF's plan with the new Board of Governors Strategic Plan. Chair Matthews explained that more information will be shared with the Trustees soon.
- E. Trustee Kissel gave an update on programmatic accreditation and the recent announcement from the Council on Social Work Education.
- F. Trustee Smith thanked Betsy Bowers and Chip Chism for their help is resolving an issue RTOC Faculty were experiencing with parking on campus.
- G. No other business was discussed.

X. Adjournment

11:48 a.m.

- A. Chair Matthews thanked those in attendance for their participation. With no other business to discuss, Chair Matthews adjourned the meeting at 11:48 a.m.

**Special Full Board Meeting
November 13, 2025
Zoom
DRAFT Minutes**

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Board Meeting

10:17 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

- A. The meeting of the UWF Board of Trustees was called to order at 10:17 a.m. by Chair Rebecca Matthews.

II. Roll Call

- A. Chair Matthews asked Anna Lochas to conduct roll call. Trustees Paul Bailey, Dick Baker, Trista Bennett, Edward Fleming, Adam Kissel, Rebecca Matthews, Rachel Moya, Heather Riddell, Ashley Ross, Alonzie Scott, Zack Smith, and Chris Young were in attendance virtually.
- B. Others in attendance included:
 - 1. Manny Diaz, Jr., Interim President; Jaromy Kuhl, Senior Vice President and Provost; Clifford Humphrey, Chief of Staff and Vice President of Strategic Initiatives; Tori Bennett, Interim Vice

President of University Advancement; Betsy Bowers, Vice President of Finance and Administration; Dan Lucas, Interim Vice President of Finance and Administration; Mary Anderson, Interim Vice President and Dean of Students for Academic Engagement and Student Affairs; Dave Scott, Associate Vice President for Athletics; Jamie Sprague, Senior Associate VP, Human Resources; Julie Sheppard, Interim General Counsel; Cass Boatwright, Assistant Vice President and Chief Operating Officer; Anamarie Mixson, Assistant Vice President for the Office of the President; Alex Smith, Director of External Affairs; David Bryant, Chief Audit Executive; Matt Packard, Chief Compliance Officer; Dallas Snider, Vice Provost; Jeffrey Djerlek, Senior Associate Vice President and Controller; James Adams, Executive Director, Business & Auxiliary Services; Patrice Moorer, Assistant Vice President, Office of Academic Advocacy and Graduation Success; Angela Bryan, Director of Institutional Effectiveness; Katie Condon, Assistant Vice President, Enrollment Affairs; Mohamed Khabou, Dean of Hal Marcus College of Science and Engineering; Anna Lochas, Director of Events; and Kristie Johnson, Board of Trustees Liaison.

III. Greeting

- A. Chair Matthews welcomed everyone to the meeting and noted that there were two action items and one information item on agenda. She mentioned UWF student and softball player Cloey Criggall's passing and recognized Interim President Diaz who provided information on the University's response as well as the candlelight vigil planned in Cloey's honor.

IV. Public Comment

- A. Chair Matthews opened the floor for public comment. There was none.

V. New Business

- A. Action and Information Items

1. BOT-1: PBA CBA

- a. Jamie Sprague, Senior Associate VP, Human Resources, presented the first action item on the UWF PBA Collective Bargaining Agreement 2025 Reopener.
- b. Trustee Scott made a motion to ratify the 2024-2027 UWF-PBA Collective Bargaining Agreement 2025 Reopener.
 - i. Seconded by: Trustee Bennett
 - ii. Motion passed unanimously.

2. BOT-2: Hire VP, Finance and Administration, CFO

- a. Interim President Diaz presented the action to hire Dan Lucas as VP of Finance and Administration and CFO.
 - b. Trustee Fleming moved to approve hiring Dan Lucas for the position of Vice President of Finance and Administration/Chief Financial Officer.
 - i. Seconded by: Trustee Ross
 - ii. Motion passed unanimously.
3. INFO-2: Performance Ratings on Employees Who Annually Make \$200,000 or More
- a. Jamie Sprague, Senior Associate VP, Human Resources, presented a report which included performance evaluations and associated annual salaries for all evaluated academic and administrative personnel at UWF who make \$200,000 or more annually as required by Florida Statute 1001.741.

VI. Good of the Order

- A. Chair Matthews identified that all agenda items had been discussed. Chair Matthews asked if the board members had any additional business to discuss. Trustee Fleming commented that he enjoyed attending the Board of Governors Meeting and getting to know fellow Trustees, Trustee Scott agreed and Trustee Baker thanked Trustee Scott.

VII. Adjournment

10:38 a.m.

- A. Chair Matthews thanked those in attendance for their participation. With no other business to discuss, Chair Matthews adjourned the meeting at 10:38 a.m.

Consent Agenda

Consent Agenda Items:

1. ACA-1: Request to Remove Exception to 120 Credit Hours
2. ACA-2: Degree Program Termination BS Interdisciplinary Sciences
3. AUD-1: Internal Audit Report: Athletics Budget Review and Athlete Degree Progress
4. AUD-2: Internal Audit Report: Purchasing Card Audit (Q4 2024-25)
5. AUD-3: Auditor General Audit Report: Operational Audit (Report No. 2026-18)
6. AUD-4: UWF Business Enterprises, Inc. – Audited Financial Statements 2025
7. AUD-5: West Florida Historic Preservation, Inc. – Audited Financial Statements June 30, 2025
8. AUD-6: UWF Foundation, Inc. Audited Financial Statements June 30, 2025
9. STU-1: Revisions to the UWF Reg. 3.010, Student Code of Conduct
10. STU-2: Endorsement of SUS Statement of Free Expression

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
December 11, 2025**

Resolutions for Recognition of Distinguished Service

Recommended Action:

Adopt Resolutions 2025.8, 2025.9, 2025.10 in Recognition of Distinguished Service to the University of West Florida.

Background Information:

The UWF Board of Trustees recognizes the contributions Trustees Paul Hsu, Alonzie Scott, and Dick Baker have made to the University. These resolutions serve 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

Supporting Documents:

1. Resolution 2025.8
2. Resolution 2025.9
3. Resolution 2025.10

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 HSU

WHEREAS,

Trustee Paul Hsu was appointed to serve on the University of West Florida Board of Trustees by Governor Ron DeSantis of the State of Florida from March 2021 to January 6, 2026; and

WHEREAS,

Dr. Hsu has been instrumental advocating for public-private partnerships at the board level helping to shape university policy, academic priorities, and partnerships that tie the University's mission to economic and workforce objectives; and

WHEREAS,

Through his own path as an immigrant, Trustee Hsu developed a profound appreciation for our system of government and became a passionate supporter of local and state initiatives serving as a powerful example of responsible, engaged citizenship; and

WHEREAS,

Through unwavering commitment to STEM education, entrepreneurial innovation, and community development, Paul has inspired generations to dream bigger, learn deeper, and serve with purpose; and

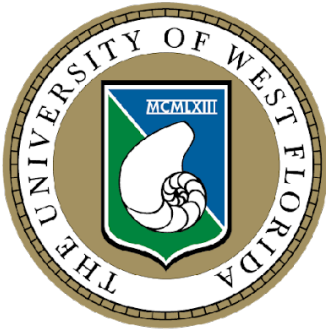
WHEREAS,

The ripple effect of this lifelong dedication can be seen in the students who became scientists, the small businesses that became employers, and the neighborhoods that became stronger because of his vision; and

NOW, THEREFORE IT BE RESOLVED that the University of West Florida Board of Trustees does hereby recognize and commend Trustee Paul Hsu 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 December 11, 2025 Board of Trustees meeting and a copy presented to Trustee Paul Hsu as a token of the Board's appreciation and sincerest thanks.

Rebecca Matthews
Board of Trustees Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

TRUSTEE ALONZIE SCOTT

WHEREAS,

Trustee Alonzie Scott was appointed to serve on the University of West Florida Board of Trustees beginning February 9, 2018 first by the Governor and then reappointed by the Florida State University System Board of Governors with a term ending January 6, 2026; and

WHEREAS,

Trustee Scott used his position as trustee to encourage discussion and interest in the issues affecting UWF students, faculty, and staff, serving on numerous committees such as Academic Affairs; Audit and Compliance; Finance, Facilities, and Operations; Student Affairs; and Presidential Performance Evaluation and Metrics; and

WHEREAS,

Trustee Scott has demonstrated unwavering dedication as a loyal and avid supporter of Argo Athletics traveling to numerous away games, no matter the location while proudly displaying his Argo pride for his alma mater; and

WHEREAS,

Trustee Scott's leadership strengthened programs that support service members, veterans, and defense-affiliated students, reflecting his long-standing dedication to those who serve; and

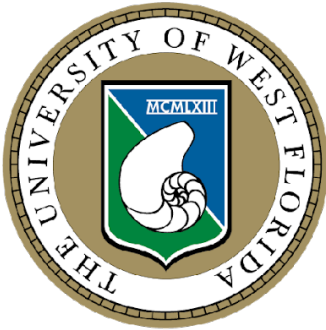
WHEREAS,

Trustee Scott is recognized as a man of impeccable character whose words uplift others and whose resounding passion for the University of West Florida is expressed through his fervent support; and

NOW, THEREFORE IT BE RESOLVED that the University of West Florida Board of Trustees does hereby recognize and commend Trustee Alonzie Scott 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 December 11, 2025 Board of Trustees meeting and a copy presented to Trustee Alonzie Scott as a token of the Board's appreciation and sincerest thanks.

Rebecca Matthews
Board of Trustees Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

TRUSTEE DICK BAKER

WHEREAS,

Trustee Dick Baker was appointed to serve on the University of West Florida Board of Trustees beginning January 21, 2016 by the Florida Board of Governors for two successive terms ending January 6, 2026; and

WHEREAS,

As a seasoned regional business leader, Trustee Baker served with distinction for decades in governance, advancement, and enterprise, anchoring the university's regional mission, driving growth, and forging connections between business, community and academic priorities; and

WHEREAS,

Drawing on his expertise in real estate, banking, and regional economic development, Trustee Baker has strengthened the university's ties to the community while guiding major capital campaigns, facility expansions, and public-private partnerships; and

WHEREAS,

Trustee Baker's dual role as Trustee and Business Enterprises, Inc. (BEI) board member has given UWF a unique advantage enhancing governance while enabling seamless integration between our revenue-generating enterprise and the core academic mission; and

WHEREAS,

We remain grateful for Trustee Baker's insight, leadership, humor, and the kind and thoughtful manner he has approached his responsibilities; and

NOW, THEREFORE IT BE RESOLVED that the University of West Florida Board of Trustees does hereby recognize and commend Trustee Dick Baker 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 December 11, 2025 Board of Trustees meeting and a copy presented to Trustee Dick Baker as a token of the Board's appreciation and sincerest thanks.

Rebecca Matthews
Board of Trustees Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

Rebecca Matthews
Board of Trustees Chair

Martha D. Saunders
President

**Board of Trustees
Full Board Meeting
December 11, 2025**

Resolution 2025.11 in Recognition of Distinguished Service

Recommended Action:

Adopt Resolution 2025.11 in Recognition of Distinguished Service to the University of West Florida by Betsy Bowers, Vice President of Finance and Administration.

Background Information:

The UWF Board of Trustees recognizes the contributions Vice President Bowers has made to the University and 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

Supporting Documents:

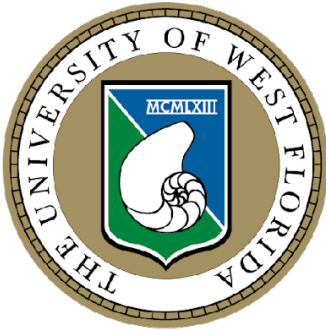
1. Resolution 2025.11

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

VICE PRESIDENT BETSY BOWERS

WHEREAS,

Vice President Betsy Bowers was hired as the Chief Audit Executive for the University of West Florida in 1993 during which time she earned certifications including: Certified Fraud Examiner, Certified Inspector General, Certified Internal Controls Auditor, Certified Government Financial Manager, and a certificate in Risk Management Assurance; and

WHEREAS,

Vice President Bowers accepted opportunities of increasing responsibility and accountability over the next three decades including serving four years as Interim Vice President of Finance and Administration and appointed permanently as Vice President in September of 2018; and

WHEREAS,

Vice President Bowers loyally served in each of these administrative roles with great distinction and commitment, earning the Marion Vickers award in 2014; and

WHEREAS,

Vice President Bowers has championed many high-profile projects for the University including leading the funding and timeline for the new grand entrance, securing resources to decommission 16 South Side Residence Halls, and over \$25 million in deferred maintenance renovations; and

NOW, THEREFORE IT BE RESOLVED that the University of West Florida Board of Trustees does hereby recognize and commend Vice President Betsy Bowers on the occasion of her retirement for her many contributions to the University of West Florida; and

BE IT FURTHER RESOLVED that this resolution will be included in the minutes of the December 11, 2025 Board of Trustees meeting and a copy presented to Vice President Betsy Bowers as a token of the Board's appreciation and sincerest thanks.

Rebecca Matthews
Board of Trustees Chair

**Board of Trustees
Full Board Meeting
December 11, 2025**

Rescission of University Policy BOT-07

Recommended Action:

Approve the rescission of University Policy BOT-07, Code of Conduct Relating to Student Loan Practices, as presented.

Background Information:

At the request of Chair Matthews, all of the Board of Trustees policies that have not been updated in the past five years are being reviewed. Obsolete policies have been identified for rescission, and each policy was posted for thirty days notifying the UWF community that the policy was being considered for rescission. The following Board of Trustees policy is recommended for rescission for the reasons indicated:

The BOG student loan code of conduct says, "the Board has formalized the following guiding principles that shall be effective immediately and must be adopted by each University's Board of Trustees as soon as practicable." UWF "adopted" this by creating BOT-07 in 2008 which is simply a copy and paste of the BOG language available on the UWF website.

Other SUS universities have also adopted the code by creating a webpage which copies the BOG student loan code of conduct. This method provides the information directly to interested parties directly from the Financial Aid website rather than having to "find" the policy.

Implementation Plan:

The policy will be rescinded immediately upon approval of the Board.

Fiscal Implications:

None

Relevant Authority:

Florida BOG Regulation 1.001, University Board of Trustees Powers and Duties

Supports Strategic Direction(s):

Strategic Direction 6, Operational Excellence

Supporting Documents:

1. BOT-07, Code of Conduct Relating to Student Loan Practices - rescind

Prepared by:

Office of the General Counsel

Presenter:

Julie Sheppard, Interim General Counsel



Policy

Board of Trustees Policy BOT-07.01-03/08

TO: The University of West Florida Community

FROM: The University of West Florida Board of Trustees

SUBJECT: Code of Conduct Relating to Student Loan Practices

CODE OF CONDUCT

The Board of Governors of the State University System recognizes that ensuring the integrity of the student financial aid process is critical to providing fair and affordable access to higher education in Florida. Therefore, the Board has formalized the following guiding principles that shall be effective immediately and must be adopted by each University's Board of Trustees as soon as practicable. These guidelines are designed to avoid any potential for a conflict of interest between the University, its students or their parents in the student financial aid process. Accordingly, each University shall take all reasonable steps to adhere to the following principles in the University's financial aid operations:

1. University employees should receive no personal benefit.

No officer, trustee or employee of the University shall accept anything of more than nominal value on his or her behalf or on behalf of another person or entity from any Lending Institution.¹ For example, cash, stocks, gifts, entertainment, expense-paid trips, etc. should never be accepted from a Lending Institution. Likewise, an individual should never receive payment or reimbursement from a Lending Institution for lodging, meals or travel to conferences or training seminars. However, an officer, trustee or employee of the University may: (a) conduct non-University business with any Lending Institution and, subject to state law, receive value in connection with such non-University business, so long as such value is not intended to influence the officer, trustee or employee in conducting University business; (b) conduct University business and, subject to state law, receive value on behalf of the University that is unrelated to the student loan activities of the Lending Institution; (c) attend conferences and meetings of tax-exempt organizations that are funded or sponsored by more than one entity and, subject to state law, receive materials, refreshments, and other things of like value provided at such professional conferences and meetings; and, (d) hold membership in, serve on the board of or participate in the activities of any tax-exempt organization and, subject to state law, receive travel

reimbursements and other things of like value from the tax-exempt organization for such activities.

2. University employees should not serve on lender advisory boards for remuneration.

No officer, trustee or employee of the University who makes financial aid decisions for the University or who is employed in, supervises or otherwise has responsibility or authority over the University's financial aid office shall receive any remuneration for serving as a member or participant of an student loan advisory board of a Lending Institution or any reimbursement of expenses for such service. Any officer, trustee or employee of the University who serves as a member or participant of a Lending Institution board shall recuse himself or herself from any board discussions regarding the University's financial aid operations.

3. The University should not provide any advantage to a Lending Institution.

The University shall not accept anything of value from any Lending Institution in exchange for any advantage or consideration provided to the Lending Institution related to its student loan activities, including but not limited to revenue-sharing, printing costs or below-cost computer hardware or software.² Likewise, the University shall not allow any Lending Institution to: (a) staff the University's financial aid office at any time; or (b) communicate with the University's students or their parents in such a manner as to create the impression that the Lending Institution is an employee or agent of the University in connection with the University's student financial aid operations, including through the use of mascots, logos, etc. Finally, the University shall not enter into any agreement with a Lending Institution to provide alternative (*i.e.*, non-federal or "opportunity") student loan programs if the provision of such alternative loan programs prejudices other students or parents.³

4. The University should make appropriate use of any Preferred Lender Lists.

If the University decides to promulgate a list or lists of preferred or recommended lenders for student loans or similar ranking or designation ("Preferred Lender List"), the selection of Lending Institutions for inclusion on the Preferred Lender List shall be based on the best interests of the University's students and their parents without regard to the financial interests of the University.⁴ In addition, any Preferred Lender List shall clearly explain:

² The University may accept any assistance that is authorized by 34 C.F.R. 682.200(b)(5)(i) (definition of "Lender").

³ The University may offer loans to its international students, at fair market rates, when such students would otherwise be unable to secure a domestic loan.

⁴ The University also shall not place a Lending Institution on a Preferred Lender List for a particular type of student loan in exchange for benefits provided to the University, its students or their parents in connection with a different type of student loan.

- Students and their parents are free to select the Lending Institution of their choice and will suffer no penalty imposed by the University from using a Lending Institution that is not a “preferred lender”;
- Students and their parents are not required to use any of the “preferred lenders;”
- Where to find information on other Lending Institutions for student loans;
- The University will promptly certify any loan from any Lending Institution selected by a borrower, in accordance with U.S. Department of Education regulations;
- The process the University utilized to select “preferred lenders,” including but not limited to the criteria used and the relative importance of such criteria;
- Where to find information on the competitive interest rates, terms, and conditions of federal loans;
- Where to find information on the interest rate, loan servicing or other benefits offered by “preferred lenders;” and
- Where to find information on any agreements by “preferred lenders” to sell their loans to other Lending Institutions.

Adopted by University of West Florida Board of Trustees March 11, 2008

**Board of Trustees
Full Board Meeting
December 11, 2025**

Amendment of University Policy BOT-05

Recommended Action:

Approved the amendment of University Policy BOT-05, Continuity of Leadership Plan, as presented.

Background Information:

At the request of Chair Matthews, all of the Board of Trustees policies that have not been updated in the past five years are being reviewed. Obsolete policies have been identified for rescission, and each policy was posted for thirty days notifying the UWF community that the policy was being considered for rescission. The following Board of Trustees policies are recommended for rescission for the reasons indicated:

Per conversation with the BOG this proposal is to allow the Board maximum flexibility and ensure leadership is in place that has intimate knowledge and understanding of the University's business interworkings.

Implementation Plan:

The policy will be amended immediately upon approval of the Board.

Fiscal Implications:

None

Relevant Authority:

Florida BOG Regulation 1.001, University Board of Trustees Powers and Duties

Supports Strategic Direction(s):

Strategic Direction 6, Operational Excellence

Supporting Documents:

1. BOT-05, Continuity of Leadership Plan - Amendment

Prepared by:

Office of the General Counsel

Presenter:

Julie Sheppard, Interim General Counsel



Policy

UNIVERSITY POLICY BOT-05.00-12/061-[date]

TO: The University of West Florida Community

FROM: Mr. Manny Diaz, Jr., Interim President

SUBJECT: Continuity of Leadership Plan

RESPONSIBLE OFFICE: President's Office

I. Purpose:

~~In order to ensure continuity of operations and leadership at the University of West Florida ("University"), it is critical to have a plan in place in case the President, including an Interim President, dies or becomes incapacitated or permanently unavailable for any reason. This Policy provides a process for continuity for an Acting President to step in until an Interim President or permanent President can be selected in accordance with the Board of Governors ("BOG") Regulations 1.001 and 1.002.~~

II. Definitions:

~~Acting President—a person serving as president on an emergency basis following the death, incapacity, resignation, or removal of the President until an Interim President or permanent President is takes office, whichever occurs first.~~

~~Interim President—a person serving as president on an interim basis as described in BOG Regulation 1.001. Where the term "President" is used in the Policy, the term "Interim President" also applies if context warrants such.~~

~~Incapacity or Incapacitated—for purposes of this Policy only, the term means that the President is unable, due to physical or mental impairment, to discharge the powers and duties of the office for a period of two calendar weeks or longer.~~

III. Policy:

~~A. By this Policy, the Board of Trustees authorizes the following successor positions to act as described:~~

- ~~1. In the event of the inability of the President of the University to discharge the powers and duties of the office of the President due to incapacity, or in the event of the~~

~~President's death, resignation, or removal from office, the Chair of the Board of Trustees will select an individual to serve as Acting President.~~

~~2. In the event that the Board Chair is not available, then authority, based upon availability, goes next to the Vice Chair, then to the Chair of the Audit and Compliance Committee, then to the Chair of the Academic Affairs Committee, and then to any available member of the Executive Committee.~~

~~B. The Acting President will serve until an Interim President or permanent President is approved by the BOG in accordance with BOG Regulations 1.001 and 1.002.~~

~~C. If the President is incapacitated, then the process of selecting an Interim President or permanent President will start no later than 180 days after the start of the incapacity.~~

In order to ensure continuity of operations and leadership at the University of West Florida ("University"), it is critical to have a plan in place in case the President, including an Interim President, dies or becomes incapacitated or permanently unavailable for any reason. This Policy provides a process for continuity for an Acting President to step in until an Interim President or permanent President can be selected in accordance with the Board of Governors ("BOG") Regulations 1.001 and 1.002.

II. Definitions:

Acting President – a person serving as president on an emergency basis following the death, incapacity, resignation, or removal of the President until an Interim President or permanent President is takes office, whichever occurs first.

Interim President – a person serving as president on an interim basis as described in BOG Regulation 1.001. Where the term "President" is used in the Policy, the term "Interim President" also applies if context warrants such.

III. Policy:

By this Policy, the Board of Trustees authorizes the following successor positions to act as described:

A. In the event of the inability of the President of the University to discharge the powers and duties of the office of the President due to incapacity, or in the event of the President's death, resignation, or removal from office, the Provost shall serve as Acting President. In the event that the Provost is not available then the Vice President of Finance and Administration shall serve as Acting President. In the event that neither the Provost nor the Vice President of Finance and Administration is available, then the Vice President of Academic Engagement and Student Affairs shall serve as Acting President.

B. The person serving as Acting President shall serve until formal provisions are made by the Board of Trustees and, as may be required, the Board of Governors.

Approved by the University of West Florida Board of Trustees on [date].

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

Authority: Florida BOG Regulation 1.001, University Board of Trustees Powers and Duties

Cross Ref.: None

History: Approved December 2006; revised [date]

Last Review: [date]

**Board of Trustees
Full Board Meeting
December 11, 2025**

Institutional Neutrality Statement

Recommended Action:

Adoption of the Institutional Neutrality Statement as Board Policy.

Background Information:

Institutional Neutrality is the principle that colleges and universities should not take official positions on social or political issues unless those issues directly threaten the institution's core mission and its value of free inquiry. The University of West Florida's developed its own Institutional Neutrality Statement, which was approved at the September 18, 2025, Board of Trustees meeting. That approved statement is now ready to be adopted.

Implementation Plan:

Effective upon approval by the Board of Trustees.

Fiscal Implications:

None

Relevant Authority:

BOG 1.001, University Board of Trustees Powers and Duties

Supports Strategic Direction(s):

Strategic Direction 7: Culture of Respect and Civility

Supporting Documents:

1. Institutional Neutrality Statement

Prepared by:

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

Presenter:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs



Policy

UNIVERSITY POLICY BOT 16.00-[Month/Year]

TO: The University of West Florida Community

FROM: Interim President Manny Diaz, Jr.

SUBJECT: University Neutrality

RESPONSIBLE OFFICE: Board of Trustees

I. Purpose:

The purpose of this policy is to affirm the university's commitment to institutional neutrality on matters that are unrelated to its core educational mission. By doing so, the university fosters an academic environment where free inquiry, diverse perspectives, and the open exchange of ideas are protected and supported.

II. Policy:

The [mission](#) of the University of West Florida requires institutional neutrality. Universities play a unique social and cultural role by cultivating, hosting, and teaching both established wisdom and leading thought. In this role, UWF facilitates freedom of academic inquiry and of expression on any subject, which may challenge prevailing social norms, public policies, and institutional practices; however, as an institution devoted to the intellectual pursuit and communication of truth, the university itself takes no official position on public controversies outside its regular activities so as not to undermine the freedom of thought and expression necessary for that endeavor.

Alongside this commitment to free expression and viewpoint diversity, UWF adheres strictly to the free speech and academic freedom requirements of the state and federal constitutions. UWF also reaffirms the right of individual faculty, staff, and students to engage in political discourse and social action as private citizens.

At UWF, dissent and critique belong to the individual faculty member or the individual student. While the university and its academic and administrative units are the settings in which these critiques can flourish, neither the university nor any of its component parts speaks with a single voice or requires one on public controversies. Our common academic purpose is to foster teaching, research, and expression in an environment of open dialogue, free inquiry, individual rights, individual prerogatives, and respect for each individual.

As a public university, UWF may advocate on issues directly related to its educational mission and operational capacity. The university reserves the right to take positions when its core functions of teaching, research, and service are directly threatened.

Approved by: _____
Interim President Manny Diaz, Jr.

Date: _____

Authority: Florida BOG Regulation 1.001, University Board of Trustees Powers and Duties

Cross Ref.:

History:

Last Review:

**Board of Trustees
Full Board Meeting
December 11, 2025****New Performance Based Funding Metric 10**

Recommended Action:

Adoption of a new Performance Based Funding Metric 10

Background Information:

The Board of Governors is requiring all SUS Institutions to select a new Performance Based Funding Metric 10. This Metric is selected by each Institution's Board of Trustees. The University of West Florida's current Metric 10 is 'Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices.'

Implementation Plan:

Effective upon approval by the Board of Trustees and Florida Board of Governors.

Fiscal Implications:

None

Relevant Authority:

BOG 5.001, Performance-Based Funding

Supports Strategic Direction(s):

Strategic Direction 1: Student Centered and Focused

Strategic Direction 3.1, Ensure excellent academic programs in areas of strategic importance to the University, region, and state.

Supporting Documents:

None

Prepared by:

Jaromy Kuhl, Senior Vice President and Provost, Division of Academic Affairs, 850.474.2035,
jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Senior Vice President and Provost



UNIVERSITY *of*
WEST FLORIDA

Metric 10

Dr. Jaromy Kuhl

Senior Vice President and Provost

December 11, 2025



Office of the Provost
UNIVERSITY *of* WEST FLORIDA

Board of Trustees Choice Metric

Metrics Common to all Institutions:

Nine metrics apply to all twelve institutions. There are two exceptions: Metric 8b for New College and FL Poly and Metric 9b.1 for FL Poly.

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed (Earning \$40,000+) or Continuing their Education	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis
2. Median Wages of Bachelor's Graduates Employed Full-time	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Average Cost to the Student (Net Tuition per 120 Credit Hours)	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis 8b. Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher- for NCF only
4. Four Year Graduation Rate (Full-time FTIC)	9a. Three-Year Graduation Rate for FCS Associate in Arts Transfer Student 9b. Six-Year Graduation Rate for Students who are Awarded a Pell Grant in their First Year
5. Academic Progress Rate (2 nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board of Trustees Choice Metric – Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

Current UWF Metric 10 Choice

Percent of Baccalaureate Graduate Completing 2+ Types of High-Impact Practices

- Choice adopted in 2018-2019.
- The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) e Portfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice).

Academic Year	Excellence	Improvement
2018-2019	6	6
2019-2020	8	9
2020-2021	9	6
2021-2022	10	10
2022-2023	10	4
2023-2024	10	10

Current SUS Metric 10 Scores

PBF 10 BOT Choice



Univ.	Choice Metric	2025 Score
FAMU	Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS	10
FAU	Total Research Expenditures (in Millions)	10
FGCU	Number of Bachelor's Degrees Awarded to Hispanic & African-Americans	10
FIU	Number of Post-Doctoral Appointees	10
FL Poly	Percent of Bachelor Degree Graduates with 2+ Workforce Experiences	10
FSU	Number of Bachelor's Graduates who passed an Entrepreneurship Class	10
NCF	Percent of FTIC Graduates Completing 3+ High-Impact Practices	10
UCF	Percent of Bachelor's Degrees Awarded to African-American and Hispanic Students	10
UF	Endowment Size (in Millions)	10
UNF	Percent of Undergraduate FTE in Online Courses	10
USF	6-Year Graduation Rates	10
UWF	Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices	10

Changes to Metric 10

Proposed Changes to PBF 10



Require University BOTs to choose from a menu of options, including:

Faculty Excellence

Undergraduate Internships

Private Giving

Research

Aligned with the
priorities of



Delay changes to next year & Board set the benchmarks for new #10

Metric 10 Options

Undergraduate Internships: percentage of degree completers annually with an internship

Academic Year	Interns	Degrees Awarded	Rate	Notes
2020-2021	736	2393	30.8%	
2021-2022	706	2241	31.5%	
2022-2023	639	2175	29.4%	
2023-2024	735	2200	33.4%	
2024-2025	653	2227	29.3%	
2025-2026**	658	1795	36.7%	1795 is only including current grads plus apps to graduate Fall and Spring
2025-2026**	658	2200	29.9%	Assuming 2200 as a denominator

***Preliminary data only includes internships completed prior to Fall 2025 and Spring 2026.*

**Board of Trustees
Full Board Meeting
December 11, 2025**

Academy of American Civic Republicanism Center

Recommended Action:

Approve new program – Academy of American Civic Republicanism Center

Background Information:

The purpose of the Academy of American Civic Republicanism Center is to be an independent, innovative American history, civics, and government academic center that educates students in the principles and practice of civic republicanism, the American founding, and in statesmanship. Through a wide variety of programming—funded initially for the first three years by a USED grant—the Academy will serve both the university and the larger community, especially in the efforts increase civic knowledge in the Northwest Florida region and to celebrate and honor of the 250th anniversary of America’s founding. The Academy will pursue the possibility of offering an undergraduate degree by the end of three years. The grant will provide also for the Academy to help train k-12 teachers in civics

Implementation Plan:

January 2026 – program development, summer 2026 – launch Summer Institutes and webinars, fall 2026 – host conference and virtual public events – continuing programming through grant cycle ending 9/30/2028.

Fiscal Implications:

Grant award - \$1,555,318 over three years

Relevant Authority:

US Department of Education Grant Award Number S422C250039

Supports Strategic Direction(s):

Strategic Direction 1: Student Centered and Focused

Supporting Documents:

1. Federal Register American History and Civics Education
2. Application for Federal Assistance (excerpts)
 - a. Abstract
 - b. Narrative
 - c. Logic Model
3. Grant Award Notification (excerpt)

Prepared by:

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Presenter:

Dr. Clifford Humphrey, Chief of Staff, VP of Strategic Initiatives

LEGAL STATUS

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LEGAL STATUS

Applications for New Awards; American History and Civics Education National Activities-Seminars for America's Semiquincentennial

A Notice by the [Education Department](#) on 06/23/2025

PUBLISHED CONTENT - DOCUMENT DETAILS

Agency: Department of Education

Document Citation: 90 FR 26563

Document Number: 2025-11479

Document Type: Notice

Pages: 26563-26567 (5 pages)

Publication Date: 06/23/2025

PUBLISHED DOCUMENT: 2025-11479 (90 FR 26563)

DOCUMENT HEADINGS

Department of Education

AGENCY:

Office of Elementary and Secondary Education, Department of Education.

ACTION:

Notice.

SUMMARY:

The Department of Education (Department) is issuing a notice inviting applications for new awards for fiscal year (FY) 2025 for the American History and Civics Education National Activities-Seminars for America's Semiquincentennial (AHC-Seminars) program.

DATES:

Applications Available: June 23, 2025.

Deadline for Notice of Intent To Apply: July 8, 2025.

Deadline for Transmittal of Applications: July 23, 2025.

Deadline for Intergovernmental Review: August 22, 2025.

Pre-Application Webinar Information: The Office of Elementary and Secondary Education intends to conduct informational webinars designed to provide technical assistance to interested applicants for grants under the AHC-Seminars program. These informational webinars will occur approximately two weeks after this notice is published in the **Federal Register**, with information available at <https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/american-history-and-civics-national-activities-grants> (<https://www.ed.gov/grants-and-programs/grants-birth-grade-12/well-rounded-education-grants/american-history-and-civics-national-activities-grants>).

Note: For new potential grantees unfamiliar with grantmaking at the Department, please consult our “Getting Started with Discretionary Grant Applications” web page at www.ed.gov/grants-and-programs/apply-grant/getting-started-discretionary-grant-applications (<http://www.ed.gov/grants-and-programs/apply-grant/getting-started-discretionary-grant-applications>).

ADDRESSES:

For the addresses for obtaining and submitting an application, please refer to our Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 23, 2024 (89 FR 104528 (/citation/89-FR-104528)) and available at www.federalregister.gov/documents/2024/12/23/2024-30488/

common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs
(<http://www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>).

FOR FURTHER INFORMATION CONTACT:

Orman Feres, U.S. Department of Education, 400 Maryland Avenue SW, Room 4B114, Washington, DC 20202. Telephone: (202) 453-6921. Email: Orman.Feres@ed.gov (<mailto:Orman.Feres@ed.gov>).

If you are deaf, hard of hearing, or have a speech disability and wish to access telecommunications relay services, please dial 7-1-1.

SUPPLEMENTARY INFORMATION:

Full Text of Announcement

I. Funding Opportunity Description

Assistance Listing Number: 84.422C.

OMB Control Number: 1894-0006.

Purpose of Program: The purpose of the AHC-Seminars program is to promote new and existing evidence-based strategies to encourage innovative American history, civics and government, and geography instruction.

Background: As the Semiquincentennial of the American experiment in self-government approaches, it provides an exceptional opportunity to reflect on the principles that have shaped the nation's foundation. This program will support seminars for educators or students in honor of the 250th anniversary of America's founding.

The success of the American experiment in self-government requires the cultivation of both citizen competency and informed patriotism among the American People. Citizens must understand why our free-market democracy is a highly evolved system of cooperation made robust by our constitutional republic, and how it functions to secure the blessings of liberty for all Americans. This understanding can only be acquired and prove to be lasting when rooted in a recognition of the nobility of America's foundational principles, and an accurate

and honest account of American history that shows how the United States has worked through profound challenges to its ideals, including the evils of slavery and segregation, in its ongoing battle to live up to them.

The upcoming Semiquincentennial of America's founding is more than a commemorative milestone—it is a call to reinvest in the education and cultivation of a citizenry capable of sustaining the American experiment in self-government. By supporting seminars that encourage a deeper understanding of our constitutional republic, this new program aims to equip educators or students with the knowledge and character needed to uphold the freedoms we enjoy. Through an honest engagement with our history and an appreciation of the institutions that make our civil society flourish, we can prepare the next generation to carry forward the principles of liberty, limited government, and dedication to the doctrine of equality that define our nation.

Priorities: This notice contains one absolute priority and one competitive preference priority. We are establishing these priorities for the FY 2025 grant competition in which we make awards from the list of unfunded applications from this competition in accordance with section 437(d)(1) of the General Education Provisions Act (GEPA), 20 U.S.C. 1232(d)(1) (<https://www.govinfo.gov/link/uscode/20/1232>).

Absolute Priority: For FY 2025 in which we make awards from the list of unfunded applications from this competition, this priority is an absolute priority. Under 34 CFR 75.105(c)(3) ([https://www.ecfr.gov/current/title-34/section-75.105#p-75.105\(c\)\(3\)](https://www.ecfr.gov/current/title-34/section-75.105#p-75.105(c)(3))), we consider only applications that meet this priority.

This priority is:

Seminars for educators or students on American History and Civics in honor of the Semiquincentennial of the United States of America.

Applicants must design and implement innovative or new and existing evidence-based approaches to seminars for educators or students specifically focused on American history and civics that directly commemorate the 250th anniversary of the founding of the United States. Seminars must study the American political tradition (ideas, traditions, institutions, and texts essential to American constitutional government and the American heritage) with a focus on the first principles of the Founding, their inclusion in the Declaration of Independence, Constitution, and the Bill of Rights, and their development over time.

Competitive Preference Priority: For FY 2025 in which we make awards from the list of unfunded applications from this competition, this priority is a competitive preference priority. Under 34 CFR 75.105(c)(2)(i) ([https://www.ecfr.gov/current/title-34/section-75.105#p-75.105\(c\)\(2\)\(i\)](https://www.ecfr.gov/current/title-34/section-75.105#p-75.105(c)(2)(i))), we award up to an additional 10 points to an application, depending on how well the application meets this priority.

Competitive Preference Priority: Civic Institutes at Institutions of Higher Education (0 or 10 points). (□ printed page 26564)

Priority will be given to applicants from institutions of higher education that have established independent academic units dedicated to civic thought, constitutional studies, American history, leadership, and economic liberty. These institutes should demonstrate a sustained commitment to robust civil discourse, the liberal arts, and the study of American history and politics through primary documents.

Waiver of Proposed Rulemaking: Under the Administrative Procedure Act (5 U.S.C. 553 (<https://www.govinfo.gov/link/uscode/5/553>)), the Department generally offers interested parties the opportunity to comment on proposed priorities. Section 437(d)(1) of GEPA, however, allows the Secretary to exempt from rulemaking requirements regulations governing the first grant competition under a new or substantially revised program authority.

This is the first grant competition for this specific program (AHC-Seminars) under section 2233 of the Elementary and Secondary Education Act, as amended (ESEA), and, therefore, this competition qualifies for this exemption. In order to ensure timely grant awards, the Secretary has decided to forgo public comment on the priorities in accordance with section 437(d)(1) of GEPA. These priorities will apply to grants awarded under this competition in FY 2025.

Program Requirements: These program requirements are from section 2233(b)(1) of the ESEA (20 U.S.C. 6663 (<https://www.govinfo.gov/link/uscode/20/6663>)). For FY 2025 in which we make awards from the list of unfunded applications, the following program requirements apply:

A grantee must operate a project for the purposes of expanding, developing, implementing, evaluating, and disseminating for voluntary use, innovative, evidence-based approaches or professional development programs in American history, civics and government, and geography, which shall:

(a) Demonstrate the potential to improve the quality of student achievement in, and teaching of, American history, civics and government, or geography, in elementary and secondary schools; and

(b) Demonstrate innovation, scalability, accountability, and a focus on underserved populations.

Note: An applicant may consider how to meet these requirements by (a) the pre- and post-assessment of participants, and (b) how participants will share their knowledge from attendance at the seminars with elementary and secondary schools.

Definitions: For FY 2025 and any subsequent year in which we make awards from the list of unfunded applications from this competition, the following definitions apply to this competition. The definition of “evidence-based” is from section 8101 of the ESEA. The definitions of “demonstrates a rationale,” “logic model,” “project component,” and “relevant outcome,” are from 34 CFR 77.1 (<https://www.ecfr.gov/current/title-34/section-77.1>).

Demonstrates a rationale means that there is a key project component included in the project's logic model that is supported by citations of high-quality research or evaluation findings that suggest that the project component is likely to significantly improve relevant outcomes.

Evidence-based means an activity, strategy, or intervention that demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Logic model (also referred to as a theory of action) means a framework that identifies key project components of the proposed project (*i.e.*, the active “ingredients” that are hypothesized to be critical to achieving the relevant outcomes) and describes the theoretical and operational relationships among the key project components and relevant outcomes.

Project component means an activity, strategy, intervention, process, product, practice, or policy included in a project. Evidence may pertain to an individual project component or to a combination of project components (*e.g.*, training teachers on instructional practices for English learners and follow-on coaching for these teachers).

Relevant outcome means the student outcome(s) or other outcome(s) the key project component is designed to improve, consistent with the specific goals of the program.

Program Authority: Section 2233 of the ESEA, 20 U.S.C. 6663
(<https://www.govinfo.gov/link/uscode/20/6663>).

Note: Projects awarded must comply with the nondiscrimination requirements contained in Federal civil rights laws.

Applicable Regulations: (a) The Education Department General Administrative Regulations in 34 CFR parts 75 (<https://www.ecfr.gov/current/title-34/part-75>), 77 (<https://www.ecfr.gov/current/title-34/part-77>), 79 (<https://www.ecfr.gov/current/title-34/part-79>), 81 (<https://www.ecfr.gov/current/title-34/part-81>), 82 (<https://www.ecfr.gov/current/title-34/part-82>), 84 (<https://www.ecfr.gov/current/title-34/part-84>), 86 (<https://www.ecfr.gov/current/title-34/part-86>), 97 (<https://www.ecfr.gov/current/title-34/part-97>), 98 (<https://www.ecfr.gov/current/title-34/part-98>), and 99 (<https://www.ecfr.gov/current/title-34/part-99>). (b) The Office of Management and Budget (OMB) Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180 (<https://www.ecfr.gov/current/title-2/part-180>), as adopted and amended as regulations of the Department in 2 CFR part 3485 (<https://www.ecfr.gov/current/title-2/part-3485>). (c) The Guidance for Federal Financial Assistance in 2 CFR part 200 (<https://www.ecfr.gov/current/title-2/part-200>), as adopted and amended as regulations of the Department in 2 CFR part 3474 (<https://www.ecfr.gov/current/title-2/part-3474>).

Note: The regulations in 34 CFR part 86 (<https://www.ecfr.gov/current/title-34/part-86>) apply to IHEs only.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: \$14,200,000.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2026 from the list of unfunded applications from this competition.

Estimated Range of Awards: \$500,000-\$1,000,000 per year.

Estimated Average Size of Awards: \$650,000 per year.

Maximum Award: We will not make an award exceeding \$1,000,000 to any applicant per 12-month budget period. The Department plans to fully fund awards made under this notice with FY 2025 funds.

Estimated Number of Awards: 5-10.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. *Eligible Applicants:* An institution of higher education or other nonprofit or for-profit organization with demonstrated expertise in the development of evidence-based approaches with the potential to improve the quality of American history, civics and government, or geography learning and teaching.

Note: If multiple eligible entities wish to form a consortium and jointly submit a single application, they must follow the procedures for group applications described in 34 CFR 75.127 (<https://www.ecfr.gov/current/title-34/section-75.127>) through 34 CFR 75.129 (<https://www.ecfr.gov/current/title-34/section-75.129>).

2. a. *Cost Sharing or Matching:* This competition does not require cost sharing or matching.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements. In accordance with section 2301 of the ESEA, funds made available under this program must be used to supplement, and not supplant, other non-Federal funds that would otherwise be expended to carry out activities under this program.

c. *Indirect Cost Rate Information:* This program uses a training indirect cost rate. This limits indirect cost reimbursement to an entity's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total (□ printed page 26565) direct cost base, whichever amount is less. For more information regarding training indirect cost rates, see 34 CFR 75.562 (<https://www.ecfr.gov/current/title-34/section-75.562>). For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www.ed.gov/about/ed-offices/fo#Indirect-Cost-Division (<http://www.ed.gov/about/ed-offices/fo#Indirect-Cost-Division>).

d. *Administrative Cost Limitation:* This program does not include any program-specific limitation on administrative expenses. This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E (<https://www.ecfr.gov/current/title-2/part-200/subpart-E>) of the Uniform Guidance.

3. *Subgrantees:* A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

IV. Application and Submission Information

1. *Application Submission Instructions:* Applicants are required to follow the Common Instructions for Applicants to Department of Education Discretionary Grant Programs, published in the **Federal Register** on December 23, 2024 (89 FR 104528 (/citation/89-FR-104528)) and available at www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs (<http://www.federalregister.gov/documents/2024/12/23/2024-30488/common-instructions-for-applicants-to-department-of-education-discretionary-grant-programs>), which contain requirements and information on how to submit an application.

2. *Submission of Proprietary Information:* Given the types of projects that may be proposed in applications for the AHC-Seminars program, your application may include business information that you consider proprietary. In 34 CFR 5.11 (<https://www.ecfr.gov/current/title-34/section-5.11>), we define “business information” and describe the process we use in determining whether any of that information is proprietary and, thus, protected from disclosure under Exemption 4 of the Freedom of Information Act (5 U.S.C. 552 (<https://www.govinfo.gov/link/uscode/5/552>), as amended).

Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information.

Consistent with Executive Order 12600 (/executive-order/12600), please designate in your application any information that you believe is exempt from disclosure under Exemption 4. In the appropriate Appendix section of your application, under “Other Attachments Form,” please list the page number or numbers on which we can find this information. For additional information please see 34 CFR 5.11(c) ([https://www.ecfr.gov/current/title-34/section-5.11#p-5.11\(c\)](https://www.ecfr.gov/current/title-34/section-5.11#p-5.11(c))).

3. *Intergovernmental Review*: This competition is subject to Executive Order 12372 (/executive-order/12372) and the regulations in 34 CFR part 79 (<https://www.ecfr.gov/current/title-34/part-79>). Information about Intergovernmental Review of Federal Programs under Executive Order 12372 (/executive-order/12372) is in the application package for this competition. Please note that, under 34 CFR 79.8(a) ([https://www.ecfr.gov/current/title-34/section-79.8#p-79.8\(a\)](https://www.ecfr.gov/current/title-34/section-79.8#p-79.8(a))), we have shortened the standard 60-day intergovernmental review period in order to make an awards by the end of FY 2025.

4. *Funding Restrictions*: We reference regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

5. *Recommended Page Limit*: The application narrative is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. We recommend that you (1) limit the application narrative to no more than 50 pages and (2) use the following standards:

- A “page” is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double-space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, footnotes, quotations, reference citations, and captions, as well as all text in charts, tables, figures, graphs, and screen shots.
- Use a font that is 12 point or larger.
- Use one of the following fonts: Times New Roman, Courier, Courier New, or Arial.

The recommended page limit does not apply to the cover sheet; the budget section, including the narrative budget justification; the assurances and certifications; or the abstract (follow the guidance provided in the application package for completing the abstract), the table of contents, the list of priority requirements, the resumes, the reference list, the letters of support, or the appendices. However, the recommended page limit does apply to all of the application narrative, including all text in charts, tables, figures, graphs, and screen shots.

Furthermore, applicants are strongly encouraged to include a table of contents that specifies where each required part of the application is located.

6. *Notice of Intent to Apply*: The Department will be able to develop a more efficient process for reviewing grant applications if it has a better understanding of the number of entities that intend to apply for funding under this competition. Therefore, the Secretary strongly

encourages each potential applicant to notify the Department of its intent to submit an application. To do so, please email the program contact person listed under **FOR FURTHER INFORMATION CONTACT** with the subject line “Intent to Apply,” and include the applicant's name and a contact person's name and email address.

V. Application Review Information

1. *Selection Criteria:* The selection criteria for this competition are from 34 CFR 75.210 (<https://www.ecfr.gov/current/title-34/section-75.210>) and are listed below:

(a) *Quality of the project design.* (30 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed project demonstrates a rationale that is aligned with the purposes of the grant program. (10 points)

(ii) The likely benefit to the intended recipients, as indicated by the logic model or other conceptual framework, of the services to be provided. (10 points)

(iii) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge and an evidence-based project component. (10 points)

(b) *Significance.* (20 points)

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially contributions toward improving teaching practice and student learning and achievement. (10 points)

(ii) The likelihood that the services to be provided by the proposed project will lead to meaningful improvements in the achievement of students as measured against rigorous and relevant standards. (10 points)

(c) *Quality of the Management Plan.* (Up to 20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and ambitious yet achievable within the project period, and aligned with the purposes of the grant program. (10 points)
- (ii) The feasibility of the management plan to achieve project objectives and goals on time and within budget, including clearly defined (□ printed page 26566) responsibilities, timelines, and milestones for accomplishing project tasks. (10 points)
- (d) *Adequacy of resources*. (30 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources, the Secretary considers the following factors:

- (i) The adequacy of support for the project, including facilities, equipment, supplies, and other resources, from the applicant or the lead applicant organization. (10 points)
- (ii) The extent to which the costs are reasonable in relation to the number of persons to be served, the depth and intensity of services, and the anticipated results and benefits. (10 points)
- (iii) The extent to which there is a plan to incorporate the project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the project period. (10 points)

2. *Review and Selection Process*: We remind potential applicants that in reviewing applications in any discretionary grant competition, the Secretary may consider, under 34 CFR 75.217(d)(3) ([https://www.ecfr.gov/current/title-34/section-75.217#p-75.217\(d\)\(3\)](https://www.ecfr.gov/current/title-34/section-75.217#p-75.217(d)(3))), the past performance of the applicant in carrying out a previous award, such as the applicant's use of funds, achievement of project objectives, and compliance with grant conditions. The Secretary may also consider whether the applicant failed to submit a timely performance report or submitted a report of unacceptable quality.

In awarding grants under this section, the Secretary shall ensure that, to the extent practicable, grants are distributed among eligible entities that will serve geographically diverse areas, including urban, suburban, and rural areas.

In addition, in making a competitive grant award, the Secretary requires various assurances, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4 (<https://www.ecfr.gov/current/title-34/section-100.4>), 104.5 (<https://www.ecfr.gov/current/title-34/section-104.5>), 106.4 (<https://www.ecfr.gov/current/title-34/section-106.4>), 108.8 (<https://www.ecfr.gov/current/title-34/section-108.8>), and 110.23 (<https://www.ecfr.gov/current/title-34/section-110.23>)).

3. Risk Assessment and Specific Conditions: Consistent with 2 CFR 200.206 (<https://www.ecfr.gov/current/title-2/section-200.206>), before awarding grants under this competition the Department conducts a review of the risks posed by applicants. Under 2 CFR 200.208 (<https://www.ecfr.gov/current/title-2/section-200.208>), the Secretary may impose specific conditions, and under 2 CFR 3474.10 (<https://www.ecfr.gov/current/title-2/section-3474.10>), in appropriate circumstances, high-risk conditions on a grant if the applicant or grantee is not financially stable; has a history of unsatisfactory performance; has a financial or other management system that does not meet the standards in 2 CFR part 200, subpart D (<https://www.ecfr.gov/current/title-2/part-200/subpart-D>); has not fulfilled the conditions of a prior grant; or is otherwise not responsible.

4. Integrity and Performance System: If you are selected under this competition to receive an award that over the course of the project period may exceed the simplified acquisition threshold (currently \$250,000), we must make a judgment about your integrity, business ethics, and record of performance under Federal awards—that is, the risk posed by you as an applicant—before we make an award. In doing so, we must consider any information about you that is in the System for Award Management's (SAM) Responsibility/Qualification reports (formerly referred to as the Federal Awardee Performance and Integrity Information System (FAPIS)). You may review and comment on any information about yourself that a Federal agency previously entered and that is currently in the Responsibility/Qualification reports in SAM.

If the total value of your currently active grants, cooperative agreements, and procurement contracts from the Federal Government exceeds \$10,000,000, the reporting requirements in 2 CFR part 200, Appendix XII (<https://www.ecfr.gov/current/title-2/part-200/appendix-Appendix%20XII%20to%20Part%20200>), require you to report certain integrity information to SAM semiannually. Please review these requirements if this grant plus all the other Federal funds you receive exceed \$10,000,000.

VI. Award Administration Information

1. *Award Notices*: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); or we may send you an email containing a link to access an electronic version of your GAN. We also may notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

2. *Administrative and National Policy Requirements*: We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. *Open Licensing Requirements*: Unless an exception applies, if you are awarded a grant under this competition, you will be required to openly license to the public grant deliverables created in whole, or in part, with Department grant funds. When the deliverable consists of modifications to pre-existing works, the license extends only to those modifications that can be separately identified and only to the extent that open licensing is permitted under the terms of any licenses or other legal restrictions on the use of pre-existing works.

Additionally, a grantee that is awarded competitive grant funds must have a plan to disseminate these public grant deliverables. This dissemination plan can be developed and submitted after your application has been reviewed and selected for funding. For additional information on the open licensing requirements please refer to 2 CFR 3474.20 (<https://www.ecfr.gov/current/title-2/section-3474.20>).

4. *Reporting*: (a) If you apply for a grant under this competition, you must ensure that you have in place the necessary processes and systems to comply with the reporting requirements in 2 CFR part 170 (<https://www.ecfr.gov/current/title-2/part-170>) should you receive funding under the competition. See the standards in 2 CFR 170.105 (<https://www.ecfr.gov/current/title-2/section-170.105>) to determine whether you are covered by 2 CFR part 170 (<https://www.ecfr.gov/current/title-2/part-170>).

(b) At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multiyear award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118 (<https://www.ecfr.gov/current/title-34/section-75.118>). The Secretary may also require more frequent performance reports under 34 CFR 75.720(c) ([https://www.ecfr.gov/current/title-34/section-75.720#p-75.720\(c\)](https://www.ecfr.gov/current/title-34/section-75.720#p-75.720(c))). For specific requirements on reporting, please go to www.ed.gov/fund/grant/apply/appforms/appforms.html (<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>).

5. *Performance Measures*: For the purposes of Department reporting under 34 CFR 75.110 (<https://www.ecfr.gov/current/title-34/section-75.110>), the Department has established the following performance measure for the AHC-Seminars Program:

The percentage of participants who demonstrate through pre- and post-assessments an increased understanding of American history, civics and government, and geography.

6. *Continuation Awards*: In making a continuation award under 34 CFR 75.253 (<https://www.ecfr.gov/current/title-34/section-75.253>), the Secretary considers, among other things, whether a grantee has made substantial progress in achieving the goals and objectives of the project; whether the grantee has expended funds in a manner that is consistent with its approved application and budget; if the Secretary has established performance measurement requirements, whether the grantee has made substantial progress in achieving the performance targets in the grantee's approved application; and whether the continuation of the project (□ printed page 26567) is in the best interest of the Federal Government.

In making a continuation award, the Secretary also considers whether the grantee is operating in compliance with the assurances in its approved application, including those applicable to Federal civil rights laws that prohibit discrimination in programs or activities receiving Federal financial assistance from the Department (34 CFR 100.4 (<https://www.ecfr.gov/current/title-34/section-100.4>), 104.5 (<https://www.ecfr.gov/current/title-34/section-104.5>), 106.4 (<https://www.ecfr.gov/current/title-34/section-106.4>), 108.8 (<https://www.ecfr.gov/current/title-34/section-108.8>), and 110.23 (<https://www.ecfr.gov/current/title-34/section-110.23>)).

VII. Other Information

Accessible Format: On request to the program contact person listed under **FOR FURTHER INFORMATION CONTACT** , individuals with disabilities can obtain this document and a copy of the application package in an accessible format. The Department will provide the requestor with an accessible format that may include Rich Text Format (RTF) or text format (txt), a thumb drive, an MP3 file, braille, large print, audiotape, compact disc, or other accessible format.

Electronic Access to This Document: The official version of this document is the document published in the **Federal Register** . You may access the official edition of the **Federal Register** and the Code of Federal Regulations at www.govinfo.gov (<http://www.govinfo.gov>). At this site you can view this document, as well as all other Department documents published in the **Federal Register** , in text or Portable Document Format (PDF). To use PDF you must have Adobe Acrobat Reader, which is available free at the site.

You may also access Department documents published in the **Federal Register** by using the article search feature at www.federalregister.gov (<http://www.federalregister.gov>). Specifically, through the advanced search feature at this site, you can limit your search to documents published by the Department.

Hayley B. Sanon,

Principal Deputy Assistant Secretary and Acting Assistant Secretary, Office of Elementary and Secondary Education.

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APPLICATION FOR FEDERAL ASSISTANCE

Ex. A - ABSTRACT

Title: Academy of American Civic Republicanism

Goal: UWF aims to establish the Academy of American Civic Republicanism. The project will enhance the output and outcomes of civic education for K-12 educators and students, engage UWF students in the study of American Founding principles, foster public civic education, and establish a sustainable degree-granting program in American studies to prepare the next generation of leaders for US society. We will partner with the West Florida Historic Trust, the Florida Civics and Debate Initiative (FCDI), and Local Education Agencies (LEAs), including Escambia, Santa Rosa, and Okaloosa County School Districts, to achieve the project outcomes.

Project Reach: Each year, we will equip 60 K-12 educators with the tools and content to deliver an in-depth understanding of our constitutional republic to over 1,800 students in 30 Title I schools in Northwest Florida. Additionally, more than 100 UWF students and regional citizens will benefit from the program content through public events.

Primary Activities: (1) two 1-week summer institutes for 60 K-12 educators with FCDI debate training; (2) four virtual webinars for 60 educators; (3) four public guest lectures and debates for UWF students and the community; (4) an annual conference with an FCDI debate tournament for 150 participants; (5) two undergraduate courses on the American Founding for 50 UWF students; (6) a post-doctoral fellowship for teaching and research in American History and Civics Education; and (7) ten community projects on civic republicanism.

Competitive Preference Priority: The project builds on the success of our Summer Institute of Civics Educators to establish the UWF Academy focused on civic republicanism, American Founding principles, constitutional studies, and economic liberty.

Subrecipient Activities: The West Florida Historic Trust provides access to Pensacola's historical sites for location-based learning. FCDI and UWF deliver debate training and tournament support. The collaborative LEIs aid in educator recruitment

Outcomes: The project will enhance educator and student civic knowledge and practice, improve UWF student engagement, provide public civic education, and establish a sustainable Academy in celebration of the 250th anniversary of the American Founding.

Grant Proposal Narrative for American History and Civics-National Activities Grants (ALN 84.422B)

A. Quality of the Project Design

(i) Alignment with Grant Program Purposes

University of West Florida (UWF) proposes a multifaceted project aimed at enhancing civics education, encouraging and facilitating the celebration of the semiquincentennial of the United States, and creating momentum for growth for several dynamic institutions designed to continue beyond the grant period. This project aligns seamlessly with the purposes of the American History and Civics-National Activities Grants (ALN 84.422B), which aim to improve the quality of civics and history education, foster innovative teaching methods, and promote civic engagement through evidence-based strategies.

The project responds to the grant program's call to improve instruction in American history and civics by expanding professional development for educators, particularly those serving high-need students in Title I schools. By targeting these Florida educators and their students, who often lack access to high-quality, place-based civics education resources, the project will broaden participation and elevate the quality of American civics education for these students and regional populations.

As a key component of this initiative, UWF proposes to expand its successful Summer Institute for Civics Educators into the Academy of American Civic Republicanism, a full degree-granting academic center. The Academy will be dedicated to teaching civic educators, promoting civil discourse, fostering a deeper understanding of American founding principles, defending economic liberty, and advancing American civic republicanism, understood as American civic thought in action as self-governance in liberty. The Academy addresses these goals by enhancing professional development for K-12 educators in underserved Northwest Florida communities,

developing undergraduate courses for UWF students, fostering research that advances its mission, and providing robust civics education programming for the public, all grounded in the principles of American civic republicanism, the American founding, constitutional studies, and economic liberty.

The Academy will partner with the Florida Civics and Debate Initiative (FCDI) to foster a deeper understanding of and engagement with more civil political discourse among educators, students, and the public. By incorporating the FCDI and partnering with the UWF Speech and Debate Team, the Academy ensures that educators are equipped with evidence-based pedagogies, such as inquiry-based learning and primary source analysis, to foster healthy civic engagement among their students, especially in various forms of formal debate.

Furthermore, the project responds directly to the Competitive Preference Priority by enhancing the UWF Summer Institute for Civics Educators into the Academy as a sustainable, degree-granting entity at UWF that also hosts campus-wide programming and events open to the public, all of which foster an understanding and appreciation of American civic republicanism. The Academy will leverage Pensacola's rich colonial history—recognized as North America's oldest European settlement—and UWF's academic and community assets to deliver programming that emphasizes the principles of the American founding and civic republicanism. Activities such as guest lectures, public debates, an annual conference with an FCDI debate tournament, and undergraduate courses are designed to engage UWF students and the public, fostering a deeper understanding of civic responsibilities and constitutional principles. The project's semiquincentennial focus connects Pensacola's historical significance to the 250th anniversary of the American founding, reinforcing the grant's aim to promote national civic understanding.

By transitioning the Summer Institute into a degree-granting entity post-grant (e.g., offering a minor and BA in American Studies and/or Statesmanship and Republicanism), the Academy ensures long-term impact, aligning with the grant's goal of sustainable educational innovation. The inclusion of a post-doctoral fellowship further supports research and teaching in civic republicanism, ensuring that the Academy remains a regional and national leader in civics education.

(ii) Benefits to Intended Recipients

The Academy of American Civic Republicanism is designed to deliver significant benefits to three primary audiences: K-12 educators and their students in underserved Northwest Florida communities, UWF undergraduate students, and the general public. The project's logic model outlines clear inputs, activities, outputs, and outcomes to ensure measurable impact for each group.

Logic Model

A schematic of the proposed project's logic model is attached as Appendix A. The components of the logic model is described as follows.

Inputs:

- UWF's academic resources (Archaeology Institute, Reubin O'D. Askew Department of Government, College of Education).
- Partnerships with the West Florida Historic Trust, FCDI, and local school districts.
- Pensacola's historical sites (e.g., Historic Pensacola Village, Fort Pickens).
- Grant funding (\$1,996,667 for the 3-year project total).
- Post-doctoral fellow, program staff, and advisory board.

Activities:

- Enhanced Summer Institutes: Two one-week sessions for 60 underserved K-12 educators annually, incorporating primary source analysis, place-based learning, and FCDI debate training.
- Virtual Webinars: Four 90-minute webinars for 60 educators, focusing on digital primary source tools and civic engagement.
- Guest Lectures and Debates: Four public events annually, primarily for UWF students, open to the public, covering American founding principles and civic republicanism.
- Annual Conference with FCDI Debate Tournament: A regional event for 150 participants (UWF students, educators, public), including panels and a debate tournament.
- Undergraduate Courses: Two courses for 40 UWF students, piloting future degree programs.
- Community Research Program: Support for 5 teacher-led and 5 student-led research projects on civic republicanism and the American founding.
- Evaluation and Resource Dissemination: Mixed-methods evaluation and open-licensed resources shared via a dedicated website.

Outputs:

- 60 educators trained annually (180 over 3 years) through summer institutes and webinars, benefiting approximately 4,500 students (assuming 25 students per educator).
- 40 UWF students enrolled in new courses annually (120 over 3 years).
- 600 public attendees at guest lectures, debates, and conferences over 3 years.
- 10 research projects annually (30 over 3 years).
- Open-licensed resources (lesson plans, debate guides, syllabi) accessible nationally.

Short-Term Outcomes:

- Educators demonstrate increased knowledge of civic republicanism and evidence-based teaching methods (measured by pre/post-assessments).
- UWF students show improved understanding of American founding principles (measured by course evaluations).
- Public attendees report enhanced civic awareness (measured by feedback surveys).

Long-Term Outcomes:

- Improved civic engagement among underserved K-12 students, as evidenced by FCDI debate participation and classroom assessments.
- Establishment of a sustainable Academy with degree programs, offering a minor and BA in American Studies and/or Statesmanship and Republicanism.
- Increased regional and national recognition of Pensacola as a hub for civics education, tied to its colonial history and the semiquincentennial.

Benefits to Recipients

K-12 Educators and Students: The Summer Institutes and webinars target educators from Title I schools in Northwest Florida, where resources for civics education are limited. By training 60 educators annually, the project reaches approximately 4,500 students over a three-year period. Educators gain access to primary source-based curricula, place-based learning at historical sites, and FCDI debate training, enabling them to implement engaging, evidence-based instruction. Students benefit from improved classroom experiences and opportunities to participate in FCDI debate teams and tournaments, fostering content knowledge, critical thinking, public speaking experience, and civic participation.

UWF Students: The undergraduate courses (“Civic Republicanism in Colonial America” and “The American Founding”) provide 40 students annually with in-depth exposure to primary sources, place-based instruction, and insight into the principles of civic republicanism that inform the rights and duties inherent to American citizenship. These courses pilot a future minor and BA, equipping students with knowledge and skills for active citizenship. Guest lectures—including annual lectures on the American founding to recognize Constitution Day (September 17) and Presidents’ Day (February 16)—and debates further engage students, offering opportunities to interact with scholars and ideas.

General Public: Public events (lectures, debates, and the annual conference) provide civics education to approximately 600 attendees over three years. By streaming events and sharing open-licensed resources, the Academy extends its reach, promoting American civic republicanism and constitutional literacy. The FCDI debate tournament engages community members, particularly students, in civic discourse, demonstrating for the public a mature way to engage in debate on contentious political questions.

The project’s partnerships with the West Florida Historic Trust, FCDI, and local school districts ensure that programming is tailored to community needs, maximizing benefits for all recipients.

(iii) Evidence-Based Project Components

The Academy’s design incorporates up-to-date knowledge and evidence-based strategies aligned with Moderate Evidence standards, as defined by the U.S. Department of Education’s What Works Clearinghouse. Each component leverages research-supported pedagogies and is rigorously evaluated to ensure its impact.

Inquiry-Based Learning and Primary Source Analysis:

Research Basis: The National Assessment of Educational Progress (2018) shows that inquiry-based learning and primary source analysis enhance critical thinking and civic knowledge. The Summer Institutes and undergraduate courses use primary sources (e.g., Declaration of Independence, *The Federalist Papers*, Pensacola's colonial records) to engage learners in historical inquiry.

Implementation: Educators and students analyze primary sources through Socratic seminars and guided discussions, fostering analytical skills and civic understanding.

Place-Based Learning:

Research Basis: Place-based education increases student engagement and contextual understanding (Smith & Sobel, 2010). By leveraging Pensacola's historical sites, such as Historic Pensacola Village and Fort Pickens, the project connects local history to national civic narratives.

Implementation: Summer Institutes include field trips to historical sites, where educators develop place-based lesson plans. Public events highlight Pensacola's colonial history, tying it to the semiquincentennial.

Civic Debate and FCDI Frameworks:

Research Basis: Debate-based instruction improves critical thinking and civic engagement (Kennedy, 2007). The FCDI model, supported by UWF's Speech and Debate Team (state champions, Spring 2025), provides structured debate training that aligns with Florida's civics standards.

Implementation: Educators receive FCDI training during Summer Institutes, enabling them to coach student debate teams. The annual conference includes an FCDI tournament, engaging students and the public in civic discourse.

Open-Licensed Resources:

Research Basis: Open educational resources increase access to high-quality materials, particularly for underserved communities (Hilton, 2016). The Academy's lesson plans, debate guides, and syllabi are shared via a dedicated website, ensuring broad dissemination.

Implementation: Resources are developed by UWF faculty in collaboration with FCDI, and the West Florida Historic Trust, ensuring alignment with evidence-based practices.

Project Components

1. Summer Institutes: Two one-week sessions for 60 educators use inquiry-based learning, primary source analysis, and place-based pedagogies. FCDI training equips educators to foster student debate skills.
2. Virtual Webinars: Four webinars for 60 educators provide digital tools and resources, focusing on civic engagement.
3. Guest Lectures and Debates: Four public events use Socratic methods and debate frameworks to engage UWF students and the public.
4. Annual Conference with FCDI Tournament: Combines scholarly panels with a debate tournament, promoting civic discourse.
5. Undergraduate Courses: Two courses for 40 students use primary source analysis and inquiry-based learning, piloting future degree programs.

6. Community Research Program: Supports 10 research projects annually, fostering evidence-based scholarship.
7. Evaluation and Dissemination: Mixed-methods evaluation (pre/post-assessments, surveys, observations) ensures Moderate Evidence standards. Open-licensed resources are shared nationally.

Evaluation Plan

The evaluation, conducted with UWF's Office of Institutional Research, employs a quasi-experimental design to meet Moderate Evidence standards. Pre/post-assessments measure educator knowledge gains, while in-course direct measures and post-course surveys assess student outcomes. Public feedback surveys measure the impact of civics education. Observations of FCDI tournaments and classroom implementations provide qualitative data. Findings are disseminated at national conferences and through open-licensed resources, ensuring transparency and scalability.

Sustainability and Scalability

The project's sustainability is ensured through a strategic plan to establish the Academy as a degree-granting entity post-grant. A proposal for a minor and BA in American Studies and/or Statesmanship and Republicanism will be developed during the project period within UWF's academic infrastructure. The annual conference and FCDI tournament will become permanent fixtures, supported by UWF and community partnerships. Open-licensed resources and a dedicated website ensure scalability, allowing other institutions to adopt the Academy's model for a broader impact.

Conclusion

The Academy of American Civic Republicanism aligns with the ALN 84.422B grant's purposes by enhancing civics education for underserved educators and students, engaging UWF students, and providing public civics education. Its logic model ensures measurable benefits for all recipients, while evidence-based strategies—grounded in inquiry-based learning, place-based education, and civic debate—guarantee high-quality programming. By leveraging Pensacola's historical significance and UWF's academic assets, the project positions the Academy as a sustainable, nationally recognized leader in civics education, contributing to the semiquincentennial celebration and beyond.

B. Significance

(i) Importance or Magnitude of Results or Outcomes

The proposed Academy of American Civic Republicanism is designed to revolutionize civics education for K-12 educators, their students, UWF undergraduates, and the broader Northwest Florida community. The project has the potential to yield transformative outcomes that enhance teaching practice, elevate student learning and achievement, and foster a renewed commitment to American civic republicanism, constitutional studies, American founding principles, and economic liberty. Pensacola, with its rich historical context, is North America's oldest European settlement. Leveraging on UWF's robust academic and community partnerships and its campus location in downtown Pensacola, the Academy will deliver immediate results of national importance, particularly as the United States approaches its semiquincentennial in 2026.

The project's outcomes address critical gaps in civics education, particularly in underserved communities in Northwest Florida. The enhanced Summer Institutes will train 60 K-

12 educators annually (180 over three years) from Title I schools, equipping them with evidence-based pedagogies, including inquiry-based learning, primary source analysis, and place-based education. These educators, who serve approximately 4,500 students (assuming 25 students per educator), will implement curricula grounded in primary sources, such as the Declaration of Independence, the Constitution, and Pensacola's colonial records. By incorporating training from the Florida Civics and Debate Initiative (FCDI), the Academy ensures that educators can foster enthusiasm for American history, critical thinking, and civic engagement through debate, directly improving classroom instruction. This professional development will empower teachers to create dynamic, student-centered learning environments, addressing the National Assessment of Educational Progress (2018) findings that only 13% of eighth graders achieve proficiency in civics.

The project develops two undergraduate courses—"Civic Republicanism in Colonial America" and "The American Founding"—serving 40 students annually (120 over three years). These courses, designed to pilot a future minor and BA in American Studies and/or Statesmanship and Republicanism, utilize primary sources and Socratic seminars to deepen students' understanding of American civic republicanism, which is understood as ordered liberty in self-governance. Guest lectures and debates, attended by approximately 600 community members over a three-year period, will further engage students and the public, fostering a culture of informed civic discourse. The annual conference, featuring an FCDI debate tournament, will attract 150 participants annually, including UWF students, educators, and the public, creating a regional hub for American civic republicanism tied to Pensacola's colonial history. These activities will position UWF as a leader in preparing students for active citizenship, addressing

the decline in civic knowledge documented by the Annenberg Public Policy Center (2023), which found that only 26% of Americans can name all three branches of government.

The project's magnitude extends beyond immediate recipients to the broader field of civics education. By developing open-licensed resources—lesson plans, FCDI debate guides, and course syllabi—the Academy will disseminate quality teaching resources nationally, enabling educators across the country to adopt primary source materials in their teaching through evidence-based strategies. The post-doctoral fellowship and community research program, supporting 10 research projects annually, will generate new scholarship on civic republicanism, the American founding, and economic liberty, contributing to academic and public discourse. These outcomes align with the grant's goal of improving teaching practice and student achievement, with a lasting impact as the Academy transitions into a degree-granting entity post-grant, ensuring sustainability through a proposed minor and BA program.

The project's connection to the semiquincentennial enhances its significance, framing Pensacola's colonial history as a lens for understanding the American founding. Partnerships with the West Florida Historic Trust, the Historic Pensacola Village, local school districts, and FCDI amplify the project's reach, ensuring that outcomes resonate locally and nationally. Through a multifaceted approach that addresses the needs of underserved communities, engages higher education students, and fosters public civic literacy, the Academy will produce results of substantial importance, redefining civics education in Northwest Florida and beyond.

(ii) Likelihood of Meaningful Improvements in Student Achievement

The Academy of American Civic Republicanism is designed to deliver meaningful improvements in student achievement, as measured against rigorous and relevant standards, including Florida's civics standards and national benchmarks, such as the NAEP civics framework. The project's multifaceted approach—combining professional development, undergraduate education, public programming, and rigorous evaluation—ensures that services directly translate into enhanced student outcomes across K-12 and higher education settings.

K-12 Student Achievement

The Summer Institutes and virtual webinars target 60 underserved Northwest Florida educators annually, who collectively serve approximately 4,500 K-12 students over three years. These educators, primarily from Title I schools, will receive training in evidence-based pedagogies, including:

- **Inquiry-Based Learning:** Barton & Levstik (2004) show that inquiry-based approaches improve students' critical thinking and historical understanding. Educators will use primary sources (e.g., *The Federalist Papers*, Pensacola's colonial records) to design lessons that align with Florida's Next Generation Sunshine State Standards for civics, fostering analytical skills.
- **Place-Based Learning:** By integrating Pensacola's historical sites like Historic Pensacola Village and Fort Pickens, educators will create engaging, contextually relevant lessons that enhance student interest and retention, strategies supported by Smith and Sobel (2010).

- **FCDI Debate Training:** The FCDI framework equips educators to coach student debate teams, improving oral communication and civic engagement skills. Kennedy (2007) highlights debate as a proven method for enhancing critical thinking, directly contributing to student achievement.

These strategies will be implemented in classrooms, where educators use open-licensed resource packets to deliver standards-aligned lessons. The FCDI debate tournament—held during the annual conference—will engage K-12 students directly, providing a platform to apply civic knowledge in competitive settings. Pre- and post-assessments of educator knowledge, as well as classroom observations, will measure the adoption of these strategies. Student performance data—aligned with Florida's civics end-of-course assessments—will evaluate improvements in civic knowledge and skills. Based on similar programs (e.g., National Endowment for the Humanities summer institutes), we anticipate a 15-20% increase in student civics proficiency scores, particularly for underserved students who often score below state averages (Florida Department of Education, 2023).

UWF Student Achievement

The two undergraduate courses will serve 40 UWF students annually, using primary source analysis and Socratic seminars to meet rigorous academic standards. These courses align with the Council of Chief State School Officers' C3 Framework for Social Studies, emphasizing inquiry and content mastery. Course evaluations and pre- and post-assessments will measure improvements in students' understanding of civic republicanism and the American founding, with expected gains in critical thinking and civic literacy comparable to those observed in similar programs (e.g., a 10-15% improvement in content knowledge, Wineburg et al., 2013). The guest lectures and debates will reinforce these outcomes, celebrating America's Constitution Day and

Presidents' Day, exposing students to various perspectives, and fostering skills in reasoned argumentation, as measured by rubric-based assessments of student participation.

Public Engagement and Civic Literacy

The project's public programming—comprising guest lectures, debates, and the annual conference—will reach approximately 600 community members over three years, thereby enhancing civic literacy among non-student audiences. Feedback surveys, aligned with the Annenberg Civic Knowledge Survey, will measure improvements in public understanding of constitutional principles and civic responsibilities. The FCDI debate tournament will engage community members, particularly students, in civic discourse, with judges' scores and participant feedback providing data on skill development.

Evaluation Plan

The evaluation, conducted with UWF's Office of Institutional Research, employs a quasi-experimental design to meet Moderate Evidence standards. Key measures include:

- **K-12 Students:** Pre- and post-assessments of educator knowledge, classroom observations, and student performance on Florida civics standards. FCDI tournament outcomes will provide additional data on student engagement.
- **UWF Students:** Course evaluations, pre/post-assessments, and rubric-based assessments of seminar participation.
- **Public:** Feedback surveys and attendance data from public events.
- **Data Collection:** Mixed methods (surveys, observations, interviews) ensure comprehensive analysis, with annual reports disseminated nationally.

This evaluation will confirm the likelihood of meaningful improvements, with preliminary data from the Summer Institute showing a 12% increase in educator confidence in teaching civics (UWF internal data, 2024). Given the expanded scope and evidence-based strategies, we project a 10-20% improvement in student achievement metrics across all groups.

Sustainability and Scalability

The project's design ensures a lasting impact. The Academy will transition into a degree-granting entity, with a proposed minor and BA in American Studies and/or Statesmanship and Republicanism, sustaining educational gains beyond the grant period. Open-licensed resources, disseminated via a dedicated website, will enable replication in other regions, amplifying the impact. Partnerships with the West Florida Historic Trust, FCDI, and local school districts ensure community buy-in, while the semiquincentennial focus ties the project to a national moment of civic reflection, enhancing its relevance.

Conclusion

The Academy of American Civic Republicanism will deliver significant outcomes by enhancing teaching practices and improving student achievement across K-12, higher education, and public audiences. Its evidence-based approach, rooted in inquiry-based learning, place-based education, and civic debate, ensures meaningful improvements against rigorous standards. By addressing underserved communities, engaging UWF students, and fostering public civic literacy, the project will create a lasting legacy in Northwest Florida and contribute to national civics education as a model for the semiquincentennial and beyond.

C. Quality of the Management Plan

(i) Clearly Specified, Measurable, and Ambitious yet Achievable Goals, Objectives, and Outcomes

The proposed project goals are ambitious and achievable. The planned program activities in the 36-month project period ensures clear, measurable progress toward enhancing professional development for K-12 educators, engaging UWF students, and providing public civics education, all while leveraging Pensacola's colonial history and UWF's academic assets.

Goal 1: Enhance Civics education for Underserved K-12 Students

- **Objective 1.1:** Train 60 underserved Northwest Florida K-12 educators annually (180 over three years) through Summer Institutes and virtual webinars. The training will focus on evidence-based pedagogies and Florida Civics and Debate Initiative (FCDI) training.
- **Outcome:** The 180 educators represent a 15% increase in civic knowledge and teaching confidence (measured by pre- and post-assessments). These educators will benefit more than 4,500 students (>25 students per educator) with improved civics proficiency, as measured by Florida's civics standards.
- **Objective 1.2:** Develop and disseminate open-licensed resources (e.g., lesson plans, FCDI debate guides) to 180 educators and nationally via a website.
- **Outcome:** Eighty percent of educators report using the developed content and resources in classrooms (measured through surveys), with resources accessed by 500 external users annually (measured using website analytics).

Goal 2: Deepen UWF Student Understanding in American Civic Republicanism

- **Objective 2.1:** Enroll 40 UWF students annually (120 over three years) in two undergraduate courses on the American Founding and Civic Republicanism in Colonial America, piloting a future minor and BA program.
- **Outcome:** Eighty-five percent of students show improved understanding of civic principles (measured by pre- and post-assessments and course evaluations), with a curriculum proposal for a minor/BA submitted by Year 3.
- **Objective 2.2:** Annually host two guest lectures designed to enhance Constitution Day and Presidents' Day celebrations on campus and two debates aimed at civil engagement with politically contentious issues for UWF students. These events will be open to the public.
- **Outcome:** Two hundred attendees annually (600 over three years), with 80% reporting increased civic knowledge (measured through surveys).

Goal 3: Foster Public Civics education

- **Objective 3.1:** Host an annual conference with an FCDI debate tournament, engaging 150 participants (UWF students, educators, public) each year.
- **Outcome:** ninety percent of participants report enhanced civic awareness (measured by surveys), with 50 students annually participating in FCDI tournaments (documented by tournament records).
- **Objective 3.2:** Support 10 research projects annually (5 teacher-led, 5 student-led) on civic republicanism and the American founding.

- **Outcome:** Thirty research projects completed, with 50% presented at conferences (tracked via dissemination records).

Alignment with Grant Purposes: These goals align with ALN 84.422B's focus on improving civics instruction, serving underserved populations, and promoting civic engagement. The emphasis on evidence-based pedagogies (e.g., inquiry-based learning, primary source analysis) and the attainment of Competitive Preference Priority (establishing an independent Academy) ensure relevance. Outcomes are ambitious—addressing low civics proficiency (13% of eighth graders proficient, NAEP 2018)—yet achievable, building on UWF's existing Summer Institute (12% educator confidence increase, UWF 2024 data) and partnerships with the West Florida Historic Trust and FCDI.

Measurability: The project outcomes are quantified through pre- and post-assessments, surveys, classroom observations, course evaluations, website analytics, and FCDI tournament records, ensuring alignment with Moderate Evidence standards. The semiquincentennial focus ties outcomes to Pensacola's historical significance, amplifying national impact.

(ii) Feasibility of the Management Plan

The management plan is structured to achieve objectives on time and within the proposed budget (Year 1: \$666,161; Year 2: \$661,119; Year 3: \$669,387; \$1,996,667 for the 3-year project), with clearly defined responsibilities, timelines, and milestones. The plan leverages UWF's institutional capacity, personnel, and community partnerships to ensure feasibility.

Management Structure and Responsibilities

- **Program Director (a Post-Doctoral Fellow, 1.0 FTE):** Oversees project implementation, curriculum development, and evaluation; reports to UWF's Reubin O. D. Askew Department of Government. Qualifications: PhD in history, political science, or related field with expertise related to American civic republicanism.
- **Program Coordinator (1.0 FTE):** Manages logistics, event coordination, and educator recruitment; liaises with partners (West Florida Historic Trust, FCDI). Qualifications: Bachelor's degree, experience in program administration.
- **Advisory Board (5 members):** Includes faculty from History, Government, and Education, plus community representatives; provides strategic guidance and ensures alignment with grant goals.
- **Evaluation Coordinator (0.5 FT):** Collaborates with UWF's Office of Institutional Research to design and implement mixed-methods evaluation (surveys, assessments, observations).
- **Faculty and Partners:** Faculty from the Reubin O. D. Askew Department of Government and College of Education develop curricula and deliver training. Partners (West Florida Historic Trust, FCDI, school districts) support place-based learning and debate training.

Timeline and Milestones

Year 1 (Months 1–12):

- **Months 1–3:** Recruit Program Director, Coordinator, and Advisory Board; finalize partnerships (letters of support from West Florida Historic Trust, FCDI, school districts); develop Academy charter emphasizing civic republicanism.
- **Months 4–6:** Design Summer Institute and webinar curricula, undergraduate courses, and conference format; create evaluation tools with UWF's Office of Institutional Research.
- **Months 7–9:** Host two Summer Institutes (60 educators), two guest lectures, and two webinars; launch website with initial resources.
- **Months 10–12:** Host the annual conference with FCDI tournament (150 participants); pilot undergraduate courses (40 students); award 10 research grants; complete Year 1 evaluation and report to OESE.
- **Budget Allocation:** \$666,161.

Year 2 (Months 13–24):

- **Months 13–15:** Refine curricula based on Year 1 feedback; recruit new educator cohort.
- **Months 16–18:** Host Summer Institutes, two guest lectures, and two webinars; update website with new resources.
- **Months 19–21:** Host conference with FCDI tournament; continue courses and research grants; draft minor/BA proposal.

- **Months 22–24:** Complete Year 2 evaluation; disseminate findings at national conferences; submit Year 2 report to OESE.
- **Budget Allocation:** \$661,119, adjusted based on Year 1 outcomes.

Year 3 (Months 25–36):

- **Months 25–27:** Finalize curricula and resources; recruit final educator cohort.
- **Months 28–30:** Host Summer Institutes, guest lectures, webinars, and conference with FCDI tournament; continue courses and research.
- **Months 31–33:** Finalize minor/BA proposal for UWF approval; complete resource dissemination.
- **Months 34–36:** Conduct final evaluation; submit final report to OESE; transition Academy to degree-granting status.
- **Budget Allocation:** \$669,387, ensuring sustainability planning.

Feasibility Measures

- **Personnel Expertise:** The Program Director will have a doctoral degree with the required content expertise in civics education. The selected candidate will ensure academic rigor, while the coordinator's administrative experience streamlines operations. Faculty from UWF's History, Government, and Education departments bring expertise in civics and pedagogy.

- **Partnerships:** Formal agreements with West Florida Historic Trust and school districts ensure resource access and community engagement. FCDI supports debate training and tournaments.
- **Budget Management:** The \$1,996,667 budget (\$1,882,766 direct, \$113,901 indirect at 8% rate) covers all components (e.g., \$904,766 personnel, \$519,000 for program development and activities, \$459,000 for participant support). UWF's Office of Research Administration and Engagement oversees financial compliance.
- **Evaluation and Adjustments:** Quarterly reviews by the Advisory Board and annual evaluations ensure timely adjustments. UWF's existing infrastructure (e.g., Center for Teaching, Learning, and Technology) supports webinar and resource development.
- **Risk Mitigation:** Contingency plans include virtual event options (e.g., streaming lectures) and reserve funds (10% of the budget) for unforeseen costs.

Conclusion

The management plan for the Academy of American Civic Republicanism is robust, with clearly defined, measurable, and ambitious goals that align with the grant's purposes. The structured timeline, experienced personnel, and strategic partnerships ensure feasibility, delivering objectives on time and within budget. By establishing a sustainable, degree-granting Academy, the project will create lasting improvements in civics education for underserved students, UWF students, and the public, contributing to the semiquincentennial and beyond.

D. Adequacy of Resources

The expenses of project funds, if selected for funding, will demonstrate robust institutional resources support the project, offer reasonable costs relative to its scope and impact, and include a clear plan for sustainability beyond the grant period.

(i) Adequacy of Support from the Applicant Organization

UWF provides a comprehensive suite of resources to ensure the success of the Academy of American Civic Republicanism and the programming described in this proposal. UWF's institutional support, including facilities, equipment, supplies, and personnel, is well-positioned to deliver the project's ambitious goals of improving civic education, fostering evidence-based teaching, and promoting civic engagement, aligning with ALN 84.422B's purposes.

Facilities:

- **UWF Campus Infrastructure:** The Academy will utilize UWF's state-of-the-art facilities, including lecture halls, seminar rooms, and the Center for Fine and Performing Arts, which seats 400 and is equipped for guest lectures, debates, and the annual conference. These venues, valued at \$5,000 per event for rental, are provided at no cost to the project, reducing expenses.
- **Historic Pensacola Village and Fort Pickens:** Through a partnership with the West Florida Historic Trust, the project accesses historic sites for place-based learning during Summer Institutes. These sites, integral to Pensacola's status as North America's oldest European settlement, provide a unique context for civics education, with in-kind access valued at \$10,000 annually.

- **UWF s Center for Teaching, Learning, and Technology (CTLT):** This center supports virtual webinars with advanced video conferencing systems and digital resource development platforms, valued at \$8,000 annually, included in-kind.

Equipment and Supplies:

- **Technology Resources:** UWF provides computers, projectors, and AV equipment for Summer Institutes, webinars, and public events, valued at \$15,000 annually. UWF's CTLT ensures webinar platforms (e.g., Zoom, Canvas) are accessible, with software licenses covered by UWF.
- **Instructional Materials:** The project leverages UWF s library resources, including digital access to primary sources (e.g., Declaration of Independence, *The Federalist Papers*) via JSTOR and UWF s Special Collections, which include Pensacola s colonial records. Physical supplies (e.g., handouts, resource packets for summer institutes, course materials, and annual conference materials) are budgeted at \$30,000 annually, supplemented by in-kind library access valued at \$5,000.
- **FCDI Debate Support:** The UWF Speech and Debate Team provides equipment (e.g., timers, scoring materials) for FCDI training and tournaments, valued at \$3,000 annually, included in partnership fees.

Personnel:

- **Program Director (Post-Doctoral Fellow, 1.0 FTE, \$70,000/year with 3% annual salary increase):** A PhD in history or political science with expertise in American civic republicanism oversees curriculum development, evaluation, and project coordination.

- **Program Coordinator (1.0 FTE, \$50,000/year with 3% annual salary increase):** A professional with program administration experience manages logistics, educator recruitment, and partnerships.
- **Faculty Expertise:** Faculty from the Reubin O D. Askew Department of Government, Department of History, and College of Education develop curricula and deliver training, supported by \$19,360 in annual stipends. Their expertise in civics, pedagogy, and American history ensures the delivery of high-quality programming.
- **Advisory Board:** Five members (UWF faculty/staff and community representatives) provide strategic guidance, compensated with \$5,000 in annual honoraria.
- **Evaluation Coordinator (0.5 FTE, \$30,000/year with 3% annual salary increase):** Works with UWF's Office of Institutional Research to conduct mixed-methods evaluations, ensuring alignment with Moderate Evidence standards.

Institutional Support:

- **UWF's Office of Research Administration and Engagement (RAE):** RAE provides grant management expertise, ensuring compliance with federal regulations, including facilitating the submission of project reports related to the grant in compliance with deadlines and the grant award.
- **Partnerships:** Formal agreements with the West Florida Historic Trust, FCDI, local school districts, and Naval Air Station Pensacola provide in-kind support (e.g., access to historical sites, debate training expertise), valued at \$20,000 annually.

- **UWF Archaeology Institute:** Contributes expertise in Pensacola's colonial history for place-based learning, valued at \$5,000 annually in-kind.

These resources, combined with UWF's commitment to the project, ensure robust support for all components, from educator training to public programming. The integration of UWF's academic infrastructure and community partnerships positions the Academy to deliver impactful, sustainable outcomes.

(ii) Reasonableness of Costs Relative to Scope and Impact

The project's approximately \$665,500 annual budget (\$1,996,667 over three years) is reasonable, given the number of persons served, the depth and intensity of services, the anticipated immediate results, as well as the momentum expected to sustain it beyond the grant timeline. The proposed budget supports 180 K-12 educators, 4,500 K-12 students, 120 UWF students, and 600 public attendees annually, delivering intensive, evidence-based programming with measurable benefits.

Number of Persons Served:

- **K-12 Educators and Students:** 60 educators annually (180 over three years) participate in two one-week Summer Institutes and four virtual webinars, impacting approximately 4,500 students (25 students per educator). These educators, primarily from Title I schools, receive stipends, lodging, meals, and travel support, totaling \$153,000 per year (\$459,000 for the project period) for Summer Institutes and webinars.
- **UWF Students:** 40 students annually (120 over three years) enroll in two undergraduate courses, with 200 additional attendees at guest lectures/debates.

- **Public:** The annual conference with FCDI debate tournament serves 200 participants, with 600 total attendees at public events over three years.

Depth and Intensity of Services:

- **Summer Institutes:** Two one-week sessions provide 40 hours of professional development per educator, including primary source analysis, place-based learning at historic sites, and FCDI debate training. This intensive training, supported by a partnership with the West Florida Historic Trust, ensures educators can implement evidence-based pedagogies.
- **Virtual Webinars:** Four 90-minute sessions offer flexible, digital training, with open-licensed resources enhancing accessibility.
- **Undergraduate Courses:** Two semester-long courses (3 credits each) deliver 45 hours of instruction per student, using Socratic seminars and primary sources to foster mastery of content related to the American Founding and Civic Republicanism in Colonial America.
- **Public Programming:** Four guest lectures/debates and the annual conference provide 10-12 hours of civics education annually, facilitating celebrations of Constitution Day and Presidents' Day, encouraging engagement with politically contentious issues.. The FCDI tournament provides an opportunity for competitive civic debates for students.
- **Research and Evaluation:** The program will support 10 research projects (\$15,000/year) and mixed-methods evaluation to ensure rigorous scholarship and impact assessment.

Anticipated Results and Benefits:

- **K-12 Students:** A projected 15-20% increase in civics proficiency (Florida civics standards), based on similar programs (NEH summer institutes). The participant support cost per educator (\$2,550/year, \$459,000/180) is reasonable, given the impact on 4,500 students (\$102/student).
- **UWF Students:** 85% show improved civic knowledge (pre/post-assessments), with 2 courses piloting a future degree program. Cost per student for the course development and instruction (\$453/student, \$54,425/120) is cost-effective for intensive instruction.
- **Public:** 80% of attendees report enhanced civic literacy (surveys), with resources accessed by 500 external users annually. Public programming costs (\$75,000/year) are justified by reaching 600 attendees and national dissemination.
- **Sustainability:** The Academy's transition to a degree-granting entity ensures long-term impact, with a minor/BA proposal drafted in Year 3.

Cost Efficiency:

- **In-Kind Contributions:** UWF's facilities, technology, and partnerships reduce costs by \$48,000 annually (e.g., \$10,000 for historic sites, \$38,000 for technology and academic support).
- **Shared Resources:** Leveraging existing UWF infrastructure (CTLT, library) minimizes expenses.
- **Economies of Scale:** Serving 5,400 total beneficiaries (180 educators, 4,500 students, 120 UWF students, 600 additional public attendees) at \$96 per person (total program cost

\$519,000/5,400) is cost-effective compared to similar programs (e.g., NEH institutes at \$200-\$300 per participant).

The proposed \$1,996,667 budget (\$1,882,766 direct cost, \$113,901 indirect cost at 8% rate) aligns with ALN 84.422B s range (\$500,000–\$1,000,000/year), ensuring fiscal responsibility. The project’s direct cost (\$904,766 personnel, \$519,000 for program development and activities, \$459,000 for participant support) benefits 5,400 educators, students, and public attendees.

(iii) Plan for Incorporation into Ongoing Work

The project includes a robust plan to incorporate its purposes, activities, and benefits into UWF s ongoing work beyond the 36-month grant period, ensuring sustainability as a degree-granting Academy. This aligns with ALN 84.422B s emphasis on lasting impact in civics education.

Sustainability Plan:

- **Degree-Granting Academy:** The UWF Summer Institute for Civics Educators is already dedicated to educating civics educators in American founding era primary sources such as *The Federalist Papers*. The proposed plan will build on the institute’s success as it transitions into the Academy for American Civic Republicanism. By Year 3 of the proposed project, UWF will draft and submit a proposal for a minor and BA in American Studies and/or Statesmanship and Republicanism, leveraging the piloted undergraduate courses, with approval targeted for Year 4.
- **Permanent Programming:** The annual conference with FCDI tournament will become a flagship event, funded post-grant through UWF s budget, alumni donations, and

community sponsorships (e.g., West Florida Historic Trust). Guest lectures for Constitution Day and Presidents' Day and issue-specific debates will continue as part of UWF's public engagement series, supported by the Center for Fine and Performing Arts.

- **Resource Dissemination:** Open-licensed resources (lesson plans, debate guides, syllabi) will remain accessible via the Academy's website, maintained by UWF's CTLT post-grant. These resources, developed in collaboration with FCDI and the West Florida Historic Trust, will support educators nationwide, with an estimated 1,500 annual downloads by Year 5.
- **Partnerships:** Formal agreements with the West Florida Historic Trust, FCDI, and local school districts will extend beyond the grant, ensuring continued access to historical sites and debate expertise. Leveraging the success of this program, UWF will expand the impact of these initiatives by building new relationships with similar organizations both regionally and nationally.

Integration into UWF's Mission:

- **Academic Alignment:** The Academy aligns with UWF's mission to provide high-quality education and community engagement, particularly in Northwest Florida. The minor/BA programs will integrate with existing offerings in the Reubin O. D. Askew Department of Government and College of Education, enhancing UWF's reputation as a regional leader in civics education.
- **Community Engagement:** Public programming will be incorporated into UWF's community outreach initiatives, with the Center for Fine and Performing Arts hosting

ongoing civic events. The semiquincentennial focus will strengthen UWF's role in Pensacola's historical narrative, fostering long-term community partnerships.

- **Research Continuity:** The community research program will transition to UWF's existing faculty and student research frameworks, with funding from internal grants and external partnerships (e.g., National Endowment for the Humanities).

Financial Sustainability:

- **UWF Budget:** Post-grant, UWF will allocate funds for the Academy's core operations (e.g., Program Director, facilities), estimated at \$200,000 annually, based on similar academic units.
- **Revenue Streams:** Tuition from the minor/BA programs, conference registration fees, and community sponsorships will supplement costs. UWF's Office of Advancement will seek alumni and corporate support, aiming to target \$50,000 annually by Year 5.
- **Grant Leverage:** The project will pursue additional federal and private grants (e.g., NEH, Institute of Museum and Library Services) to expand programming, with applications planned in Year 3.

Milestones for Sustainability:

- **Year 1:** Establish Advisory Board, draft Academy charter, and develop initial resources.
- **Year 2:** Pilot courses, refine programming based on evaluation, and begin minor/BA proposal.
- **Year 3:** Finalize proposal, secure UWF approval, and establish permanent conference funding; transition resources to CTLT for ongoing maintenance.

- **Post-Grant (Year 4+):** Launch degree programs, sustain conference and public events, and expand national resource dissemination.

Evaluation and Scalability: The evaluation plan, conducted with UWF's Office of Institutional Research, will track sustainability metrics (e.g., program enrollment, resource downloads), ensuring the Academy's impact endures. The project's model, rooted in evidence-based pedagogies and replicable resources, can be scaled to other institutions, with dissemination at national conferences (e.g., American Educational Research Association).

Conclusion

The Academy of American Civic Republicanism is supported by UWF's robust facilities, equipment, and partnerships, ensuring adequate resources for implementation. The \$1,996,667 project budget is reasonable, considering the 5,400 beneficiaries, the intensive services provided, and the projected outcomes (e.g., a 15-20% increase in student civics proficiency). The sustainability plan, integrating the Academy into UWF's academic and community mission, ensures a lasting impact through degree programs, permanent programming, and national resource dissemination, positioning UWF as a leader in civics education for the semiquincentennial and beyond.

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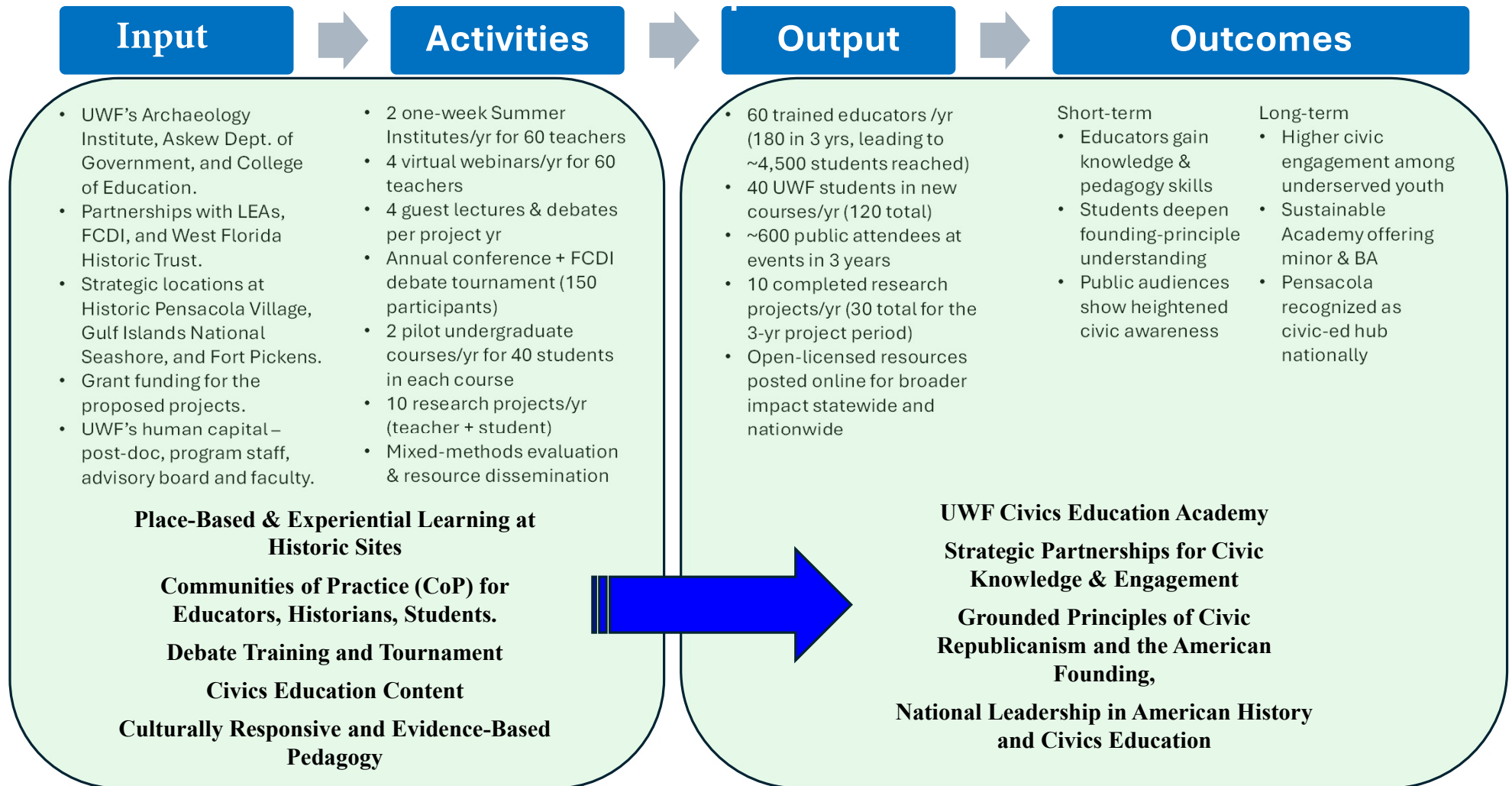
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Ex. C - Logic Model





US Department of Education
Washington, D.C. 20202

S422C250039

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME University of West Florida 11000 University Parkway Building 10 Pensacola, FL 32514	2	AWARD INFORMATION PR/AWARD NUMBER S422C250039 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary									
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR David Ramsey (850) 857-6116 dramsey1@uwf.edu EDUCATION PROGRAM CONTACT Orman Feres (202) 453-6921 orman.feres@ed.gov EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDISK 888-336-8930 obssed@servicenowservices.com	4	PROJECT TITLE 84.422C Academy of American Civic Republicanism									
5	KEY PERSONNEL <table><thead><tr><th>NAME</th><th>TITLE</th><th>LEVEL OF EFFORT</th></tr></thead><tbody><tr><td>David Ramsey</td><td>Project Director</td><td>38 %</td></tr></tbody></table>			NAME	TITLE	LEVEL OF EFFORT	David Ramsey	Project Director	38 %			
NAME	TITLE	LEVEL OF EFFORT										
David Ramsey	Project Director	38 %										
6	AWARD PERIODS BUDGET PERIOD 10/01/2025 - 09/30/2026 PERFORMANCE PERIOD 10/01/2025 - 09/30/2028 FUTURE BUDGET PERIODS <table><thead><tr><th>BUDGET PERIOD</th><th>DATE</th><th>AMOUNT</th></tr></thead><tbody><tr><td>2</td><td>10/01/2026 - 09/30/2027</td><td>\$514,044.00</td></tr><tr><td>3</td><td>10/01/2027 - 09/30/2028</td><td>\$522,235.00</td></tr></tbody></table>			BUDGET PERIOD	DATE	AMOUNT	2	10/01/2026 - 09/30/2027	\$514,044.00	3	10/01/2027 - 09/30/2028	\$522,235.00
BUDGET PERIOD	DATE	AMOUNT										
2	10/01/2026 - 09/30/2027	\$514,044.00										
3	10/01/2027 - 09/30/2028	\$522,235.00										
7	AUTHORIZED FUNDING <table><tbody><tr><td>THIS ACTION</td><td>\$519,039.00</td></tr><tr><td>BUDGET PERIOD</td><td>\$519,039.00</td></tr><tr><td>PERFORMANCE PERIOD</td><td>\$519,039.00</td></tr></tbody></table>			THIS ACTION	\$519,039.00	BUDGET PERIOD	\$519,039.00	PERFORMANCE PERIOD	\$519,039.00			
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8	ADMINISTRATIVE INFORMATION UEI WHXVFCB1F1E3 REGULATIONS EDGAR AS APPLICABLE 2 CFR AS APPLICABLE ATTACHMENTS 2 , 3 , 6 , 8 , 9 , 11 , 12 , 13 , 14 , 17D , 18D , GE1 , GE2 , GE3 , GE4											
9	LEGISLATIVE AND FISCAL DATA AUTHORITY: PL ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED (ESEA) SEC. 2233. [20 U.S.C. 6663] NATIONAL ACTIVITIES PROGRAM TITLE: PRESIDENTIAL AND CONGRESSIONAL ACADEMIES FOR AMERICAN HISTORY AND CIVICS CFDA/SUBPROGRAM NO: 84.422C											

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0204A	2025	2025	ES000000	B	U7C	000	422	4101C	\$519,039.00
10	PR/AWARD NUMBER:			S422C250039					
	RECIPIENT NAME:			University of West Florida					
	GRANTEE NAME:			UNIVERSITY OF WEST FLORIDA					
				1100 UNIVERSITY PKWY BLDG 20E 108,					
				PENSACOLA, FL 32514 - 5750					
	PROGRAM INDIRECT COST TYPE:			Training					
	PROJECT INDIRECT COST RATE:			8%					
	TERMS AND CONDITIONS								
	(1) THE FOLLOWING ITEMS ARE INCORPORATED IN THE GRANT AGREEMENT:								
	1) THE RECIPIENT'S APPLICATION (BLOCK 2);								
2) THE APPLICABLE EDUCATION DEPARTMENT REGULATIONS: 2 CFR PART 180; NONPROCUREMENT DEBARMENT AND SUSPENSION AS ADOPTED AT 2 CFR PART 3485; 2 CFR PART 200 AS ADOPTED AT 2 CFR 3474 (BLOCK 8), AND 34 CFR PARTS 75, 77, 79, 81, 82, 84, 86, 97, 98, 99; AND THE PROGRAM REGULATIONS SPECIFIED IN BLOCK 8; AND									
3) THE SPECIFIC CONDITIONS SHOWN AS ATTACHMENTS IN BLOCK 8 ON THE INITIAL AWARD APPLY UNTIL CHANGED.									
THIS AWARD SUPPORTS ONLY THE BUDGET PERIOD SHOWN IN BLOCK 6. IN ACCORDANCE WITH 34 CFR 75.253, A GRANTEE, IN ORDER TO RECEIVE A CONTINUATION AWARD FROM THE SECRETARY FOR A BUDGET PERIOD AFTER THE FIRST BUDGET PERIOD OF AN APPROVED MULTIYEAR PROJECT, MUST									
1) EITHER									
(I) DEMONSTRATE THAT IT HAS MADE SUBSTANTIAL PROGRESS IN ACHIEVING									
(A) THE GOALS AND OBJECTIVES OF THE PROJECT; AND									
(B) THE PERFORMANCE TARGETS IN THE GRANTEE'S APPROVED APPLICATION, IF THE SECRETARY ESTABLISHED PERFORMANCE MEASUREMENT REQUIREMENTS FOR THE GRANT IN THE APPLICATION NOTICE; OR									
(II) OBTAIN THE SECRETARY'S APPROVAL FOR CHANGES TO THE PROJECT THAT									
(A) DO NOT INCREASE THE AMOUNT OF FUNDS OBLIGATED TO THE PROJECT BY THE SECRETARY; AND									
(B) ENABLE THE GRANTEE TO ACHIEVE THE GOALS AND OBJECTIVES OF THE PROJECT AND MEET THE PERFORMANCE TARGETS OF THE PROJECT, IF ANY, WITHOUT CHANGING THE SCOPE OR OBJECTIVES OF THE PROJECT;									
2) SUBMIT ALL REPORTS AS REQUIRED BY 75.118;									
3) CONTINUE TO MEET ALL APPLICABLE ELIGIBILITY REQUIREMENTS OF THE GRANT PROGRAM;									
4) MAINTAIN FINANCIAL AND ADMINISTRATIVE MANAGEMENT SYSTEMS THAT MEET THE REQUIREMENTS IN 2 CFR 200.302 AND 200.303; AND									
5) RECEIVE A DETERMINATION FROM THE SECRETARY THAT CONTINUATION OF THE PROJECT IS IN THE BEST INTEREST OF THE FEDERAL GOVERNMENT.									
IN ACCORDANCE WITH 2 CFR 200.308(f)(2) CHANGES TO KEY PERSONNEL IDENTIFIED IN BLOCK 5 MUST RECEIVE PRIOR APPROVAL FROM THE DEPARTMENT.									
THE SECRETARY ANTICIPATES FUTURE FUNDING FOR THIS AWARD ACCORDING TO THE SCHEDULE IDENTIFIED IN BLOCK 6. THESE FIGURES ARE ESTIMATES ONLY AND DO NOT BIND THE SECRETARY TO FUNDING THE AWARD FOR THESE PERIODS OR FOR THE SPECIFIC AMOUNTS SHOWN. THE RECIPIENT WILL BE NOTIFIED OF SPECIFIC FUTURE FUNDING ACTIONS THAT THE SECRETARY TAKES FOR THIS AWARD.									



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- (2) The Office of Management and Budget requires all Federal agencies to assign a Federal Award Identifying Number (FAIN) to each of their financial assistance awards. The PR/AWARD NUMBER identified in Block 2 is your FAIN. If subawards are permitted under this grant, and you choose to make subawards, you must document the assigned PR/AWARD NUMBER (FAIN) identified in Block 2 of this Grant Award Notification on each subaward made to a subrecipient under this grant.
- The term subaward means:
- 1) An award provided by a pass-through entity to a subrecipient for the subrecipient to contribute to the goals and objectives of the project by carrying out part of a Federal award received by the pass-through entity. It does not include payments to a contractor [See 2 CFR 200.331(a)(5)], beneficiary, or participant. A subaward may be provided through any form of legal agreement consistent with criteria in with 200.331, including an agreement the pass-through entity considers a contract. See 2 CFR 200.1.
- In accordance with 2 CFR 200.331 (a), a subaward is made to a subrecipient for the purpose of carrying out a portion of the Federal award and creates a Federal financial assistance relationship with a subrecipient. Characteristics that support the classification of the entity as a subrecipient include, but are not limited to, when the entity:
- 1) Determines who is eligible to receive what Federal assistance;
 - 2) Has its performance measured in relation to whether the objectives of a Federal program were met;
 - 3) Has responsibility for programmatic decision-making;
 - 4) Is responsible for adherence to applicable Federal program requirements specified in the Federal award; and
 - 5) Implements a program for a public purpose specified in authorizing statute, as opposed to providing goods or services for the benefit of the pass-through entity.
- (3) Grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq. or 42 U.S.C. 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the Department intends to take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.
- (4) The U.S. Department of Education (Department) is frontloading the recommended Year 2 and Year 3 continuation funds for this grant. The grantee may not draw down the frontloaded funds until the start of the applicable budget period and their annual performance reports have been submitted and approved, indicating the grantee has made substantial progress in the current year of the grant.
- If you wish to request reconsideration of this specific condition, please send written notification describing why the condition should not be imposed on this grant to your Department program officer.
- (5) Reimbursement of indirect costs is subject to the availability of funds and statutory and regulatory restrictions (34 CFR 75.564(a) and 34 CFR 76.562(a)). The negotiated indirect cost rate agreement authorizes a recipient to draw down indirect costs from the grant awards (34 CFR 75.564(b) and 34 CFR 76.562(b)). The following conditions apply to the below entities.

A. All entities (other than Institutions of Higher Education (IHE))

The GAN for this grant award shows the indirect cost rate that applies on the date of the initial grant for this project. However, after the initial grant date, when a new indirect cost rate agreement is negotiated, the newly approved indirect cost rate supersedes the indirect cost rate shown on the GAN for the initial grant. This new indirect cost rate should be applied according to the period specified in the indirect cost rate agreement, unless expressly limited under statutes, departmental regulations (Education Department General Administrative Regulations (EDGAR)), or program regulations. Any grant award with an approved budget can amend the budget to account for a change in the indirect cost rate. However, for a discretionary grant award any material changes to the budget which may impact the scope or



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objectives of the grant must be discussed with the program officer at the Department. See 34 CFR 75.560 (d)(3) (ii) (part 75 of EDGAR).

B. Institutions of Higher Education (IHE)

Under 2 CFR part 200, Appendix III, Indirect (F&A) Costs Identification and Assignment, and Rate Determination for Institutions of Higher Education (IHEs), the Department must apply the negotiated indirect cost rate in effect on the date of the initial grant award to every budget period of the project, including all continuation grants made for this project. See 2 CFR Part 200, Appendix III, paragraph C.7. Therefore, the GAN for each continuation grant will show the original indirect cost rate and it applies to the entire period of performance of this project. If the indirect cost rate agreement that is applicable to this grant does not extend to the end of the grant project period, the indirect cost rate set at the start of the project period must still be applied to the end of project period regardless of the fact that the rate has otherwise expired.

PHYLLIS KNIGHT Digitally signed by PHYLLIS KNIGHT
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AUTHORIZING OFFICIAL

DATE

**Board of Trustees
Full Board Meeting
December 11, 2025**

Election of Officers for the Board of Trustees

Recommended Action:

Elect Chairman and Vice Chairman to serve regular term of January 1, 2026 – December 31, 2027.

Background Information:

The bylaws of the UWF Board of Trustees indicate that the Chair and Vice-Chair of the board are to be selected at the last regularly scheduled meeting of the calendar year for a two-year term beginning January 1.

Implementation Plan:

Upon election to serve beginning January 1, 2026.

Fiscal Implications:

None

Relevant Authority:

UWF Board of Trustees Bylaws Section 1.3

Supports Strategic Direction(s):

This item supports all seven Strategic Directions.

Supporting Documents:

1. UWF BOT Bylaws

Prepared by:

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

Presenter:

Julie Sheppard, Interim General Counsel

UNIVERSITY OF WEST FLORIDA BOARD OF TRUSTEES

BYLAWS

ARTICLE I ORGANIZATION

Section 1.1 The Corporation - The University of West Florida Board of Trustees ("Board of Trustees" or "Board") is established as a body corporate, with all powers of a body corporate as provided by Florida law. The Board of Trustees is a corporation primarily acting as an instrumentality or an agency of the state, pursuant to s. 768.28(2), Florida Statutes, for purposes of sovereign immunity. The Board shall perform all duties prescribed by the Board of Governors, applicable law and rules.

Section 1.2 Membership - The Board of Trustees is composed of thirteen persons, six members appointed by the governor of the State of Florida, five members appointed by the Board of Governors, the president of the University of West Florida Student Government Association ("UWF SGA"), and the president of the University of West Florida Faculty Senate.

Board of Trustees members who are appointed by the governor and the Board of Governors shall be appointed for staggered five-year terms. The president of the UWF SGA will serve for as long as he or she is president of the UWF SGA, and the president of the Faculty Senate usually shall serve for as long as he or she remains president.

Members of the Board shall serve without compensation but may be reimbursed for travel and per diem expenses in accordance with state law.

Section 1.3 Power and Duties of Officers - The officers of the Board of Trustees are the chair, vice-chair, executive officer and corporate secretary.

The chair and vice-chair shall be selected from the members appointed by the Governor or the Board of Governors by the Board of Trustees at the last regularly scheduled meeting of the calendar year for a two-year term to begin January 1. The chair and vice-chair may serve for one additional consecutive two-year term by majority vote, and for each additional consecutive term beyond two terms, may be reelected by a two-thirds vote.

The university president shall serve as executive officer and corporate secretary of the Board of Trustees, but is not a member of the Board.

Section 1.4 Chair - The chair shall preside at all meetings of the Board of Trustees, call special meetings of the Board when necessary, attest to actions of the Board and appoint trustees to standing and ad hoc committees.

The chair shall notify the Governor or the Board of Governors, 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 by the Governor or the Board of Governors, as applicable.

Section 1.5 Chair Vacancy During Term - A permanent vacancy of the chair shall be filled by the then-serving vice chair for the remainder of the term. A permanent vacancy of the vice chair shall be filled for the remainder of the term by election of a majority vote of the members of the Board. The completion of an unexpired term of the chair or vice-chair shall not apply towards the term limits of the chair and vice-chair described in Section 1.3.

Section 1.6 Vice Chair - The duty of the vice-chair is to act as chair during the absence or disability of the chair.

Section 1.7 Executive Officer/Corporate Secretary - The university president, as executive officer and corporate secretary, shall be responsible to the Board for all operations of the university and for setting the agenda for meetings of the Board in consultation with the chair.

As executive officer, the university president shall serve as the principle liaison officer and official contact between the Board and the faculty, staff and students of the university. The university president shall exercise such powers as are appropriate to his/her position in promoting, supporting and protecting the interests of the university and in managing and directing its affairs. The university president may issue directives and executive orders not in contravention of existing Board policies. The university president shall be responsible for all educational, financial, business and administrative functions of the university consistent with the policies established by the Board and shall exercise such other powers, duties and responsibilities as are delegated or assigned by the Board of Trustees, the Board of Governors and Florida statute.

As corporate secretary, the university president shall be responsible for noticing meetings of the Board and its committees, setting the agenda and compiling supporting documents for meetings of the Board, at the direction of the Board, recording and maintaining the minutes of any Board or meeting, including a record of attendance and votes cast, executing or attesting to all documents which have been executed by the Board, and shall be custodian of the corporate seal. The university president may designate an individual to serve as deputy corporate secretary to the Board.

ARTICLE II MEETINGS

Section 2.1 Regular Meetings - The Board will meet no fewer than four times per fiscal year, at a time and place designated by the chair. Meetings of the Board are open to the public and all official acts will be taken at public meetings, unless exempt from the open meetings law. The schedule of meetings is available on the University of West Florida website at <https://www.uwf.edu/trustees>.

Section 2.2 Special Meetings - The Board may meet in special meetings, including hearings and workshops, at a time and place designated by the chair.

Section 2.3 Emergency Meetings - An emergency meeting of the Board may be called by the chair of the Board upon no less than twenty-four (24) hours' notice whenever, in the opinion of the chair, an issue requires immediate Board action. Whenever such emergency meeting is called, the chair will notify the corporate secretary. The corporate secretary will immediately serve either verbal or written notice upon each member of the Board, stating the date, hour and place of the meeting and the purpose for which the meeting has been called. In addition, notice will be given to the public by posting a notice at the university library and at <https://www.uwf.edu/trustees> of the time, date, place, and purpose of the meeting. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of those Board members in attendance. The minutes of each emergency meeting will show the manner and method by which notice of such emergency meeting was given to each member of the Board and to the public.

Section 2.4 Notice of Meetings - All meetings of the Board and its committees shall be open to the public at all times, and no resolution, regulation, or other formal action shall be considered binding except as taken or made at such meeting in accordance with s. 286.011, Florida Statutes, unless the matter being discussed falls within the provisions of law allowing closed sessions. Whenever an emergency meeting is scheduled to be held, a notice will be posted at the university library and at <https://www.uwf.edu/trustees> of the time, date, place, and purpose of the meeting.

Section 2.5 Closed Sessions - As provided by law, the Board may conduct closed sessions when it meets to consider or discuss such matters as pending litigation with the Board attorney, collective bargaining, evaluations of claims filed with a risk management program, or challenges to the content of student records or reports. The minutes of attorney-client sessions and risk management meetings shall be exempt from public disclosure until termination of the litigation and settlement of all claims arising out of the same incident. All work products developed for the Board and the university in preparation for, and during, collective bargaining negotiations shall be exempt from disclosure.

Section 2.6 Meetings by Means of Telephone Conference Calls and Other Communications Media Technology -

- a. The Board may use telephone conference calls and other communications media technology to conduct Board business in the same manner as if the proceeding were held in person.
- b. The notice of any meeting conducted by means of communication media technology will state where and how members of the public may gain access to the meeting.

Section 2.7 Quorum – A majority of the duly appointed members of the Board must be in attendance to constitute a quorum for the transaction of business. However, in any event, the quorum shall consist of no fewer than five members.

Section 2.8 Voting - A majority vote of the prescribed members of the full Board is required for appointing and removing the president. On all other matters, unless otherwise required by law or regulation, a majority vote of all duly appointed members is required for approval; *provided, however*, that in any action a minimum of four members must vote to approve the action. All members of the Board shall vote on all matters coming before the Board for consideration in accordance with s. 286.012, Florida Statutes. A member is authorized, but not required, to abstain from voting because of a conflict of interest under chapter 112, Part III, Florida Statutes. Members of the Board shall disclose and resolve potential conflicts of interest and ethical concerns in accordance with Chapter 112, Part III, Florida Statutes and the Board policy on conflicts of interest. A trustee may abstain from voting only under those circumstances proscribed by law. Voting by proxy or by mail shall not be permitted.

Section 2.9 Parliamentary Rules - Roberts Rules of Order, newly revised, will be followed in conducting meetings of the Board, unless otherwise provided by the Board.

Section 2.10 Agenda - The agenda for each meeting of the Board shall be prepared by the university president or his/her designee. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the university president sufficiently far in advance of the meeting to permit a determination to be made by the university president with respect to the propriety and practicability of including that item on the agenda for the meeting. The university president will assemble the items received, with sufficient time to prepare the agenda in advance of each meeting and provide a copy of the agenda to each member of the Board at least seven days prior to the meeting. If additional items or supporting documentation become available, a supplemental agenda will be provided at least three days prior to the meeting.

Section 2.11 Minutes - The Board of Trustees shall keep, and within two weeks after a meeting, post prominently on the University's website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee. The corporate secretary or designee, shall cause the minutes to be printed and preserved and shall transmit copies to the members of the Board of Trustees and to other places where deemed appropriate. All lengthy reports shall be referred to in the minutes and shall be kept on file as part of the university records, but such reports need not be incorporated in the minutes except when so ordered by the Board of Trustees.

ARTICLE III COMMITTEES

Section 3.1 Appointments - Trustees appointed to committees shall serve at the pleasure of the Board chair.

Section 3.2 Executive Committee - The Executive Committee shall have a minimum of six (6) members, all of whom shall be voting trustees. The chair and vice chair of the Board of Trustees and the chairs of the standing committees of the Board shall serve as members. The Board chair may appoint one additional trustee to serve at-large on the Executive Committee.

The purpose of the Executive Committee is twofold: to conserve time, it shall serve at the pleasure of the Board as the Board's agent in helping the president to address routine business between regular Board meetings; and it shall assist the chair and the university president in their joint responsibility to help the Board to function effectively and efficiently by suggesting Board meeting agenda items and periodically assessing the quality of committee work. The Executive Committee shall have authority to act for the Board of Trustees on all matters except for the following, which shall be reserved for the Board: presidential selection and termination; trustee and Board officer selection; changes in institutional mission and purposes; changes to the bylaws; incurring of corporate indebtedness; and adoption of the annual budget. These bylaws or other Board policy may reserve other powers for the Board of Trustees.

The Executive Committee shall meet as often as necessary to conduct its business as determined by the chair and university president, and it shall ensure that minutes are taken and promptly distributed to all trustees for subsequent ratification by the Board of Trustees at its next regular meeting. The president or president designee shall attend all Executive Committee meetings.

Section 3.3 Other Committees - The Board of Trustees may establish such other committees as deemed necessary for the orderly conduct of the business of the Board and the Board may dissolve such committees. The chair may serve as an ex-officio member of any committee so established and may vote.

Section 3.4 Quorum for Committee Meetings - A majority of voting trustee committee members shall constitute a quorum.

ARTICLE IV AMENDMENT OR SUSPENSION OF BYLAWS

The Bylaws may be altered, amended or repealed by a majority vote of the prescribed members of the full Board at any regular or special meeting of the Board when notice of the proposed amendment or repeal is provided in the meeting notice. Any provision of these Bylaws may be suspended in connection with the consideration of a matter before the Board by an affirmative vote of not less than nine (9) members of the Board.

ARTICLE V APPEARANCES BEFORE THE BOARD

Section 5.1 Appearances - Individuals or group representatives who desire to appear before the Board to initiate a subject within the Board's jurisdiction may submit their requests to the university president, as corporate secretary, at 11000 University Parkway, Pensacola, Florida 32514, for the matter to be included in the agenda. The university president, in consultation with the chair, will determine whether the item will be heard and

when the item will be heard. The Board may place time limits on any presentation or decline to hear any matter.

Section 5.2 Chair's Role - The chair may recognize any individual or representative of groups to address the Board.

Section 5.3 Board Policy and Law - The Board will permit individuals to address the Board as required by Board policy and Florida law.

Section 5.4 Orderly Conduct - In order to proceed with the essential business of the Board in an orderly manner, any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

ARTICLE VI CODE OF ETHICS

Section 6.1 Code of Ethics - Conflict of Interest - Trustees stand in a fiduciary relationship to the University. Therefore, Trustees shall act in good faith with due regard for the interests of the University and shall be guided by the provisions set forth in Florida law for the conduct of public officers. The Board shall adopt a written ethics policy that will be reviewed periodically and revised as necessary.

ARTICLE VII MISCELLANEOUS PROVISIONS

Section 7.1 Indemnification - The Board shall, to the extent legally permissible, indemnify and defend each of its trustees, officers, employees, volunteers and other agents against all liabilities and expenses incurred in the connection with the disposition of defense of any action, suit or other proceeding, whether civil or criminal, in which such person may be involved by reason of university service, except with respect to any matter in which such person shall have been adjudicated in any proceeding not to have acted in good faith; and further provided that no settlement shall be entered into without the prior consultation and approval of the president or the president's designee.

Section 7.2 Fiscal Year - The fiscal year of the Board shall commence on July 1 of each year and end on June 30.

Section 7.3 Sunshine Laws - Public access to Board records is governed by the provisions of the Public Records Law in Chapter 119, Florida Statutes. Board meetings are governed by the provisions of the Open Meetings Law in Chapter 286, Florida Statutes.

Section 7.4 Corporate Seal - The corporation shall have a seal on which shall be inscribed "The University of West Florida Board of Trustees."

History: Revised 2/25/05, 9/18/09, 12/09/11, 6/15/16, 04/20, 4/29/21, 11/17/22, and 2/15/24.