



**University of Florida
Ph.D. in History of Ideas
CIP 24.0101**

Proposal document included:

Abbreviated Degree Proposal*

Documents available upon request:

Course Descriptions and Curriculum Pathways
Consultants' Reports and Institutional Response
Faculty Curriculum Vitae
Letters of Support from Other Academic Units
Student Learning Outcomes

*Complete degree proposal is available in the resources section in Onboard



Request to Offer a New Degree Program

In accordance with Board of Governors Regulation 8.011,
Academic Degree Program Coordination and Approval

University of Florida
Institution Submitting Proposal

**The Hamilton School for Classical
and Civic Education**
Name of College(s) or School(s)

Interdisciplinary Social Sciences
Academic Specialty or Field

**24.0101- Liberal Arts and Sciences/
Liberal Studies**
Proposed CIP Code (2020 CIP)

Fall 2026
Proposed Implementation Term

**The Hamilton School for Classical
and Civic Education**
Name of Department(s)/Division(s)

**Master of Arts (M.A.) and Doctor of
Philosophy (Ph.D.) Degrees with
majors in History of Ideas**
Complete Name of Degree

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

June 5, 2025
**Date Approved by the University
Board of Trustees**

**Board of Trustees Chair's
Signature**

President's Signature **5/17/25**
Date

Provost's Signature **5/24/25**
Date

I. Overview

A. Briefly describe the proposed program in the following table.

Purpose	The Hamilton Center proposes a multidisciplinary graduate program in History of Ideas. The program's core, reflecting the Center's legislative mandate and its faculty's expertise, will be the Western intellectual tradition, broadly construed, but plans of study may adopt comparative approaches ranging further afield. Historical context will be a component— but not an exclusive focus—of the training of all students. The study of ideas emerging from philosophy, ethics, political theory, literature, political economy, or social theory will be approached according to the interpretive techniques of those particular fields. Course instruction and research supervision would be undertaken by Hamilton Center faculty. The degree's interdisciplinarity will open up avenues for cooperation with existing single-discipline UF departments. This multidisciplinary graduate program falls under CIP code 24.0101: Liberal Studies, a natural extension of our already approved B.A. in Great Books and Ideas under the same CIP code. The multidisciplinary graduate program in History of Ideas will be distinctive in offering “a structured combination” of training in humanities and social science fields, emphasizing breadth of study.” Among existing American programs, the University of Chicago Committee on Social Thought provides a model. Our graduate program will support the mission articulated for UF by the state legislature to “educate students in core texts and great debates of Western Civilization and the Great Books” [SB266 4099(1)]. It will achieve this directly at a graduate level, but also by training scholars to advance this mission at all levels of the state and national educational system. The program is distinct within the State University System (SUS).
Degree Level(s): B, M, D, M+D, P	M+D
Majors, Concentrations, Tracks, or Specializations	M.A. with a major in History of Ideas and Ph.D. with a major in History of Ideas
Total Number of Credit Hours	90

Program Type	☒ E&G Program ☐ Market Tuition Rate Program* ☐ Self-Supporting Program* *Refer to Board Regulation 8.002 , Self-Supporting and Market Tuition Rate Program and Course Offerings, for additional details.
Possible Career Outcomes	The Ph.D./ M.A. in History of Ideas will equip graduates to be instructors in public and private universities, as well as in secondary schools (classical, private, and public schools which offer classical curriculum). Ph.D. graduates would be qualified to seek academic jobs at the university level in the major disciplines that are covered by this proposed multidisciplinary program (history, politics, philosophy, literature, for instance). Ph.D. graduates would be particularly well equipped to seek positions in centers of civic and classical education being established at many of UF's peer institutions, or in core Western Civilization programs. Graduates might also seek to enter careers in law, business, library science, museums, government, and non-governmental organizations.

B. Does the proposed program qualify as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan?

[Programs of Strategic Emphasis List](#)

- ☐ Yes, it does qualify as a Program of Strategic Emphasis.
☒ No, it does not qualify as a Program of Strategic Emphasis.

C. Is the infrastructure in place to meet the new degree program requirements, such as hiring faculty and staff, curriculum development, facilities, and funding, prior to enrollment of students to the program?

- ☒ Yes
☐ No. If not, is there a plan to establish the infrastructure to support the program?
 Please describe.

II. Institutional and State-Level Accountability

A. Describe how the proposed program directly or indirectly supports the following.

1. The State University System's Strategic Plan goals.

The Hamilton Center's multidisciplinary Ph.D./M.A. in History of Ideas (HOI) aligns directly with the goals outlined in the Board of Governors' SUS 30 Extraordinary Impact, particularly regarding Elevating Student Success and World-Class Talent. The Hamilton Center's Ph.D./MA in HOI is particularly well-aligned with the Florida Board of Governor's mission "[t]o serve the needs of our state and society by providing high-quality higher education, innovation and public service through a coordinated system of institutions, each with distinct missions, collectively advancing civic principles, fostering world-class talent and propelling Florida's economic prosperity."

WORLD -CLASS TALENT . As part of the State University System's commitment to attract "top-tier faculty who relentlessly pursue knowledge and produce world-class graduates who secure positions at iconic companies around the globe," the Hamilton Center, through its hiring standards, will continue to build a faculty of top scholars in their fields. In recruiting nationally and internationally renowned professors, the program will be a standout unit among humanities departments at UF, elevating the quality and reputation of scholarship at the university. Graduates who pursue a Ph.D./M.A. in HOI will benefit from our faculty's expertise and productivity, so that our major will, as stated in the Strategic Plan, "deliver nationally recognized academic programs."

2. The institution's strategic plan and goals the program will directly advance.

The Hamilton Center's multidisciplinary Ph.D./M.A. in History of Ideas (HOI) is developed in direct response to the institution's strategic plan, which endorses the legislature's Senate Bill 266 authorizing the University of Florida to "establish and fund" the Hamilton Center for Classical and Civic Education. The center's legislative and academic purpose is "to support teaching and research concerning the ideas, traditions, and texts that form the foundations of Western and American civilization." The proposed multidisciplinary Ph.D./M.A. in HOI fulfills the legislative mandate to "educate university students in the principles, ideals, and institutions of the American political order."

3. The university's mission.

The University of Florida's mission is to enable our students to lead and influence the next generation and beyond for economic, cultural, and societal benefit. The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.” The university pursues this mission by way of teaching, research & scholarship, and service. The Hamilton Center’s faculty have excelled in teaching, consistently having a faculty teaching averages well above the university mean: in research and scholarship, publishing in top-tier peer-reviewed venues and winning national research awards; and in service, building up an academic center from the ground up in record time.

The University of Florida is also committed to fulfilling the state’s educational legislative mandates, including supporting the creation and growth of the Hamilton Center for Classical and Civic Education. The multidisciplinary Ph.D./M.A. in History of Ideas is integral to the center’s curricular growth.

4. The benefit to the university, the local community, and the state.

The University of Florida's mission states that “The University of Florida must create the broadly diverse environment necessary to foster multicultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century. These three interlocking elements— teaching, research and scholarship, and service — span all the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation, and the world by pursuing and disseminating new knowledge while building upon the experiences of the past. The university aspires to advance by strengthening the human condition and improving the quality of life. The Hamilton Center’s new multidisciplinary Ph.D./M.A. in History of Ideas (HOI) benefits the university, local community, and the state of Florida by offering a multidisciplinary degree that will produce critically-minded, civically-attuned, and vocationally-prepared graduates who will thrive in a competitive economy and who will contribute meaningfully to the civic life of their community and state. The Hamilton Center’s critical mass of research-intensive faculty will continue to pursue and disseminate knowledge through scholarly publications. Finally, the Hamilton Center has, in concert with UF Research Computing, established an AI Civilization Lab, which will provide instruction and research opportunities for students interested in AI and the humanities and social sciences: this will be integrated into the HOI courses and will provide graduates from the program with valuable workplace skills.

- B. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each has been addressed in this proposal or will be addressed before the proposed program is implemented.

The Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG) considered this pre-proposal on 5 February 2025. No objections were raised.

III. Student and Workforce Demand

If the proposed program is a baccalaureate or master's degree on the Programs of Strategic Emphasis list, skip III-A.

- A. Describe the Florida and national workforce demand for the proposed program. The response should, at a minimum, include the current state workforce data from Florida's Department of Commerce and national workforce data from the U.S. Department of Labor's Bureau of Labor Statistics. Additional documentation for workforce needs may include letters of program support by employers and job postings for program graduates, as well as a description of any specific needs for research and service that the program would fulfill. Complete the table below using data from the Search by CIP or SOC Employment Projections Data Tool in the Academic Review Tracking System.

Labor Market Demand, CIP Code 24.0101

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2024-32	U.S. 2023-33	FL 2024-32	U.S. 2023-33	FL 2024-32	U.S. 2023-33	
25-1199 Postsecondary Teachers	0.7%	3.2%	569	15,900	54	6,500	Doctoral or Professional Degree
25-4012 Curator	-2.1%	12.2%	72	1,800	-13	1,700	Master's Degree
25-4022 Librarian	4.1%	1.7%	31	13.5	281	2.4	Master's Degree
19-3094 Political Scientists	6.5%	2.6%	4	500	3	200	Master's Degree
25-4011 Archivist	0%	8%	14	1,100	0	700	Master's Degree

Sources:

U.S. Bureau of Labor Statistics – <https://www.bls.gov/ooh>

Florida Department of Commerce- <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

- B. If the occupations do not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided by Board staff, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided to students in the proposed program in the table below. Contact the institutional representative working with you on the degree proposal for more information about possible occupations.

Occupational Linkages for the Proposed Program

SOC Code (24.0101)	Occupation Title	Source / Reason for Inclusion
25–2022	Middle school teachers	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered by Russell Group (UK) universities.</i>
25–2031	Secondary school teachers	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered by Russell Group (UK) universities.</i>
25–1199	Postsecondary Teachers, All Other	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered by Group (UK) universities.</i>
25–1123, 25–1081, 25–1125, 25–1126, 25–1065, 25–1063, 25–1112, 25–1082,	Postsecondary teachers (English, Education, History, Philosophy, Political Science, Economics, Law, Library)	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered by Group (UK) and AAU universities.</i>
13–1111	Management Analysis	<i>The top occupation upon graduation for the University of Notre Dame’s Program in Liberal Studies majors.</i>
13–1161	Marketing Specialist	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered other AAU universities</i>
25–4012	Curator	<i>Among the top occupations upon graduation For graduates of Liberal Studies programs offered by Group (UK) and AAU universities.</i>
25–4022	Librarian	<i>Among the top occupations upon graduation for graduates of Liberal Studies programs offered by Group (UK) and AAU universities.</i>

C. Describe the student demand for the proposed program. The response should, at a minimum, include the following.

1. Projected headcount for Year 1 through Year 5.
2. Data that supports student interest or demand for the proposed program. Include questions asked, results, and other communications with prospective students.
 - Year 1– 10
 - Year 5– 40

Our estimates of student enrollment are based on the experience of involved faculty during their time teaching in peer programs; the size of current graduate programs in the humanities and social sciences at the University of Florida; and inquiries from interested students both inside and outside the University of Florida. Our estimates are on the conservative side at this point.

IV. Duplication of Existing Programs

A. If the program duplicates another degree program at a private or public state university in Florida with a substantially similar curriculum, provide evidence that the university has investigated the potential impact on the existing program, has discussed opportunities for collaboration with the affected university, and can justify the need for duplication. Additionally, summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at the affected institutions regarding the potential impact on enrollment and any opportunities for collaboration in the areas of instruction and research.

There are no Liberal Arts Ph.D. programs in SUS. The University of South Florida offers an M.A. in Liberal Arts, but with entirely different areas of concentration (Africana Studies, American Studies, Film Studies, Florida Studies, Humanities).

We have contacted the department chairs of UF's History, Political Science, English, Classics, and Philosophy departments for consultation. Responses will be included in Appendix B as received.

B. If the proposed program curriculum substantially duplicates an existing program at Florida Agricultural and Mechanical University, provide evidence that the proposed program would not affect enrollment in Florida Agricultural and Mechanical University's program.

The proposed program does not duplicate any existing program at Florida Agricultural and Mechanical University.

V. Curriculum

A. Describe the admissions criteria and graduation requirements for the program.

Students will be admitted to the M.A. program based on their undergraduate transcript, a writing sample, a statement of interest, and two letters of reference. Students will be admitted to the PhD program on the basis of their successful completion of an MA degree in the HOI program at the Hamilton Center, plus their undergraduate and graduate transcripts, a writing sample, a statement of interest, and two letters of reference. In the case of admissions to the PhD program, relevant capacity in a foreign language may be considered as an admission criteria on a case-by-case basis. Admission to the PhD program will be contingent on the successful identification of a qualified graduate supervisor on the faculty. The Graduate Record Examinations (GRE) is **not** required for admission to either graduate program.

Graduate requirements for the MA program will fall into two categories: the thesis and non-thesis or “course” options. Both require 30 credits over two years of enrollment. Both require 4 courses in the Great Books of the four major chronological periods (ancient, medieval, early modern, modern), a research seminar, one topics course (rotating) in both “political and historical traditions” and “philosophical and literary traditions”. Students in the non-thesis option will additionally take both a pedagogy course and a practicum course in the teaching of the liberal arts. Students in the thesis option will have six credits dedicated to the research and writing of their MA thesis.

Graduate requirements of the PhD program include successful completion of the MA degree (30 credits), plus 60 additional credit hours. The program is designed to take five years, inclusive of the two MA years. Coursework in years 3–5 will include directed readings, research for the dissertation prospectus, dissertation research, and dissertation writing seminars. Students in the PhD program qualify by passing general examinations in their two major fields by August 15 in the year after their MA coursework, and by passing an oral examination of the dissertation prospectus by December 15 of that same year. After qualification, PhD candidates must research, write, and defend a doctoral dissertation.

B. Does an industry or employer advisory council exist to provide input regarding curriculum development, student assessment, and academic workforce alignment?

☒ No. Describe any plans to develop one or other plans to ensure academic workforce alignment.

The Hamilton Center's Academic Advisory Board already includes figures like James Hankins, Philip Munoz, and Mary Ann Glendon, all leading humanities scholars. As the Advisory Board's membership grows, we will focus on adding more figures with relevant scholarly experience and expertise.



No industry advisory council exists in the fields relevant to our History of Ideas graduate degree program. Many of our senior faculty have been heavily involved in graduate training and in securing employment for their graduate students, and that experience will be brought to bear through the auspices of the graduate committee of the Hamilton Center. The Hamilton Center will run professional development events relevant to the employment prospects of our graduates (prospects both inside and outside of higher education). The Hamilton Center will closely track the employment success of its graduates and adjust its curriculum as seems advisable.

The Hamilton Center currently employs staff whose job is to fulfill those aspects of our legislative mandate related to the promotion of classical and civil education in secondary schools.

Benjamin Boyce, our current Director of Civic Outreach and Strategic Partnerships, is leading initiatives such as teacher training, curriculum development, and fellowship and mentorship programs. Hamilton faculty will be involved in these efforts. There are thus important points of contact between our graduate program and one of the major industries (secondary education) that we anticipate will constitute a major employer of our graduates.

- C. Explain how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Has a strategy been established for assessing student learning and reviewing academic workforce alignment to modify the curriculum as needed?

Employer-driven competencies are identified in large measure by the faculty, who themselves are deeply involved in the hiring processes of higher education in relevant fields. (This is not least the case because the faculty has, as a group, hired several dozen faculty for the Hamilton Center from a pool of nearly two thousand applicants in relevant fields of study.) The senior members of the Center's faculty are also experienced in training and placing graduate students from their prior departments and university positions. As with most humanities and social science fields, our knowledge of the higher educational hiring landscape is based on our status as well-connected practitioners.

Further guidance is provided by the Center's advisory board, which is constituted by prominent members of the academic profession.

The Hamilton Center's Director of Civic Outreach and Strategic Initiatives maintains close contact with secondary educational institutions in the state of Florida. The needs of possible employers (particularly in classical schools or public schools deploying classical curriculum) are monitored through these points of contact.

Based on this expertise, the curriculum of our graduate program has been developed to fill particular needs in secondary and higher education. The boom in classical schooling is of importance in this regard. Also worth mentioning are the new centers of civic and classical education being established at several of our peer institutions, and smaller curricular initiatives along the same lines at many other institutions. What all these developments require are graduate students with core competency in the canonical texts of the Western tradition and some interdisciplinary training. We have shaped the



required courses of the program to fit these needs. For the purposes of training secondary school teachers, we have also introduced the required courses in the theory and practice of teaching in the liberal arts.

D. Does the proposed curriculum align with Section 1001.706 (5)(a), Florida Statutes?

☒ Yes

1. No

E. Select the anticipated mode of delivery for the proposed program.

☒ Face-to-Face

1. Hybrid

2. Distance Learning

If the method(s) of delivery will require specialized services or additional financial support, describe the projected costs below.

This method of delivery will not require any specialized services or additional financial support.

F. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the proposed academic program. If the proposed program is a collaborative effort with another academic department(s), college(s), or school(s) within the institution, provide a letter(s) of support or MOU(s) from each department, college, or school in Appendix B.

This program imposes no impact on other academic departments. We have contacted the department chairs of History, Political Science, English, Classics, and Philosophy for consultation. Responses will be included in Appendix B as received.

G. Describe any currently available sites for internship and/or practicum experiences and any plans to seek additional sites in the next five years.

☒ Not applicable to this program because students are not expected to seek internship or practicum opportunities as a required curriculum component.

H. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

This program will only be offered on the main Gainesville campus at the University of Florida.

I. If the institution has conducted recent program reviews, received feedback from accreditation bodies, or received input from other entities that affect the proposed program, describe the institution's progress in implementing the recommendations.

If the proposed program is a doctoral-level program, include the external consultant's report and the institution's responses to the report as Appendix G.

The Hamilton Center has secured an agreement to write evaluations of this proposal from four external experts. These academics hold tenured positions in relevant disciplines at leading American universities. Their evaluations are pending, but those evaluations and our response will be included as Appendix G.

VI. Faculty

- A. Identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty in the table below. Additionally, provide the curriculum vitae (CV) for each identified faculty member in Appendix A.

Faculty Code*	Faculty Name or "New Hire" Highest Degree Held Academic Discipline	Rank	Contract Status	Initial Date for Participation in Program	FTE Year 1	FTE Year 5
A	Bailey, Jeremy (PhD) Social Sciences (Political Science)	Professor	Tenure	Fall 2026	0.25	0.20
A	Chandran, Amy (PhD) Social Sciences (Political Science)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Collins, Jeffrey (PhD) Humanities (History)	Professor	Tenure	Fall 2026	0.25	0.20
A	Crowcroft, Barnaby (PhD) Humanities (History)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Datchev, Lillian (PhD) Humanities (History)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Davies, Eloise (PhD) Humanities (History)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Dusenbury, David (PhD) Humanities (History)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Englert, Gianna (PhD) Social Sciences (Political Science)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Gassman, Mattias (PhD) Humanities (Classics)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Green, Alexander (PhD) Humanities (Religion)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Gunther, Karl (PhD) Humanities (History)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Ingram, Jill (PhD) Humanities (English)	Professor	Tenure	Fall 2026	0.25	0.20
A	Ingram, Robert (PhD) Humanities (History)	Professor	Tenure	Fall 2026	0.10	0.10
A	Keiser, Kennon (PhD) Humanities (History)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Kirsch, Geoffrey (PhD) Humanities (English)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20

A	Lebovitz, Adam (PhD) Social Sciences (Political Science)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Lim, Paul (PhD) Humanities (Religion)	Professor	Tenure	Fall 2026	0.25	0.20
A	McPherson, David (PhD) Humanities (Philosophy)	Professor	Tenure	Fall 2026	0.25	0.20
A	Rogachevsky, Neil (PhD) Social Sciences (Political Science)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Siljak, Ana (PhD) Humanities (History)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Skjonsberg, Max (PhD) Humanities (History)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Staloff, Darren (PhD) Humanities (History)	Professor	Tenure	Fall 2026	0.25	0.20
A	Stone, Robert(PhD) Humanities (Social Thought)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Taliaferro, Karen (PhD) Social Sciences (Political Science)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Vozar, Thomas (PhD) Humanities (English)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
A	Warmke, Brandon (PhD) Humanities (Philosophy)	Assoc Prof	Tenure	Fall 2026	0.25	0.20
A	Zubia, Aaron (PhD) Social Sciences (Political Science)	Asst Prof	Tenure-Track	Fall 2026	0.25	0.20
C	"New Hire" (PhD) Humanities	Professor	Tenure	Fall 2026	0.25	0.20

*Faculty Code	Code Description	Source of Funding
A	Existing faculty on a regular line	Current Education & General Revenue
B	New faculty to be hired on a vacant line	Current Education & General Revenue
C	New faculty to be hired on a new line	New Education & General Revenue
D	Existing faculty hired on contracts/grants	Contracts/Grants
E	New faculty to be hired on contracts/grants	Contracts/Grants
F	Existing faculty on endowed lines	Philanthropy & Endowments
G	New faculty on endowed lines	Philanthropy & Endowments
H	Existing or new faculty teaching overload in addition to assigned course load	Enterprise Auxiliary Funds

- B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student headcount in major or service courses, degrees granted, external funding attracted, and other indicators of excellence (e.g., thesis, dissertation, or research supervision).

The Hamilton Center is a new unit at the University of Florida with its first two undergraduate majors coming on line in Fall 2025. Additionally, the Center will be offering many sections of service courses in the Quest program, and in its bespoke course designed to meet the state's civic literacy requirement (AMS 2010). Combined, it is expected that the majors and service courses will bring a significant number of students into our classes. Already, in advance of these important watersheds, our enrollments are robust, and students declaring an interest in our majors are well ahead of our original projections.

The Hamilton Center has prioritized the research profile of its faculty hires. Tenured hires have been put through the university's rigorous process for granting or transferring tenure and thus have met or exceeded the standards of the university for status as an associate professor or full professor. All Hamilton faculty have been granted status as graduate faculty by the graduate school at the University of Florida. While assistant professors will have some role in graduate instruction, graduate supervision will be undertaken by the tenured faculty. Many of the tenured faculty have extensive experience supervising graduate students in their home disciplines.

The research profile of the faculty across all levels of seniority is very high at the Hamilton Center. Full professors (and many associate professors) have authored multiple books and a large number of peer-reviewed articles. A two-book minimum standard exists for promotion to full professor. Junior faculty are almost uniformly hired with multiple peer-reviewed articles and books in progress. Their research progress is closely monitored through an internal mentorship program and in the director's annual reports.

Members of the senior faculty, as a cohort, have an established record of winning major research grants, most all of which supply research funding and funding for the training of graduate students.

Given the status of the Hamilton Center as a newly founded institution here at the university, the service profile of the faculty is excellent. Faculty are undertaking very extensive service inside the unit, chiefly as part of the process of faculty recruitment and curricular development. In two years, four undergraduate majors have been proposed, and now two graduate programs.



Scores of new courses have been developed. By the start of Fall 2025, 50+ tenured/tenure-track new faculty will have been hired, requiring the hosting of scores of aspiring applicants for on- campus visits. The Hamilton faculty have also been active in university governance, with faculty members serving in the faculty senate, on the university curriculum committee, and on the general education committee. As a new part of the university, the Hamilton Center has carefully cultivated a culture of service to the unit and the university.

The Hamilton Center maintains an active effort at raising outside funds for its programs under the auspices of our executive director for advancement. Faculty are frequently involved in these efforts. We project substantial growth in our initial successful fundraising efforts and their fruits over the coming years. Support for graduate education has been one of the specific areas of focus for our fundraising efforts.

VII. Estimate of Investment

- A. Provide the tuition rate for the proposed program for resident and non-resident students.

Resident/Credit Hour	Non-Resident/Credit Hour
\$448.73	\$1,138.94

If the proposed program will operate as self-supporting, market tuition rate, or establish differentiated graduate-level tuition, per [Board of Governors Regulation 8.002](#), complete Appendix F, Self-Supporting & Market Rate Tuition.

- B. Complete the summary table below.

1. Provide projected costs and associated funding sources for Years 1 and 5 of program operation. Include all new costs that will be incurred as a direct result of the new program, such as new faculty and staff hires and graduate assistantships.
2. Provide headcount (HC) and full-time equivalent (FTE) estimates of student enrollment for Years 1 through 5.
3. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing the total E&G by FTE. Undergraduate FTE must be calculated based on 30 credit hours per year. Graduate FTE must be calculated based on 24 credit hours per year.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/ Philanthropy Funds	Total Cost
Year 1	10	7.5	\$122,883	\$921,626			\$921,626
Year 2	15	11.3					
Year 3	25	18.8					
Year 4	35	26.3					
Year 5	40	30.0	\$24,718	\$741,534			\$741,534

VIII. Institutional Resources

A. Describe any additional library resources needed to implement and/or sustain the program through Year 5.

☒ Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

B. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

The center has 58 faculty offices, 3 conference rooms, 1 study room, 4 graduate assistant bull pens, a break room, and access to the university's classrooms. There is no specialized equipment needed.

C. Describe any additional specialized equipment or space needed to implement and/or sustain the program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space. Costs for new construction should be provided in response to Section VIII.D. below.

☒ Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5.

D. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe, and estimate those expenses below. High enrollment programs, in particular, are expected to necessitate increased costs in non- I&R activities.

☒ Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.



E. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel.

☒ Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

F. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5.

The center is actively fundraising to provide meaningful fellowships and living stipends to graduate students in the HOI program.