AGENDA

UNIVERSITY OF SOUTHERN INDIANA
BOARD OF TRUSTEES

November 5, 2026

SECTION I – GENERAL AND ACADEMIC MATTERS

A. APPROVAL OF MINUTES OF SEPTEMBER 3, 2026, MEETING

B. ESTABLISHMENT OF NEXT MEETING DATE AND LOCATION

C. REPORT OF THE ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT COMMITTEE

The Academic Affairs and Enrollment Management Committee will meet prior to the Board of Trustees meeting on November 5, 2026. A report will be presented.

D. PRESIDENT'S REPORT

E. APPROVAL OF CANDIDATES FOR DEGREES AND CERTIFICATES

Candidates for doctoral, master's, baccalaureate, associate degrees, and certificates to be conferred on December 12, 2026, are listed in Exhibit I-A.

Approval to award the degrees and certificates presented in Exhibit I-A, subject to the completion of all requirements, is recommended.

F. APPROVAL OF NEW CERTIFICATES AND MICROCREDENTIALS

Approval of the certificates and microcredentials in Exhibit I-B is recommended.

G. DELEGATION OF APPROVAL AUTHORITY

Approval of the delegation of approval authority is recommended.

Article V, Section 2(a), of the Trustee bylaws prescribes the responsibilities of the Academic Affairs and Enrollment Management Committee, including "reviewing and making recommendations to the Board of Trustees regarding the institution's academic mission, as well as policies and resources needed to realize that mission, and to ensure the quality and integrity of each of the University of Southern Indiana's academic programs."… "The Committee shall provide governance oversight on such matters as academic program development, review, accreditation and discontinuance; faculty tenure; major academic initiatives; maintain an appropriate balance among teaching, research/scholarship and service; and recruitment and retention programs and plans."

In the committee's prescription to provide governance oversight for academic program development, while ensuring the quality and integrity of certificate and microcredential programs and timely development and implementation of certificate and microcredential programs, delegation of authority for approval of certificate and microcredential programs to the Provost's Office is recommended.

SECTION II – FINANCIAL MATTERS

A. REPORT OF THE FINANCE/AUDIT COMMITTEE

The Finance/Audit Committee will meet prior to the Board of Trustees meeting on November 5, 2026. A report will be presented.

B. ANNUAL REPORT OF STUDENT FINANCIAL ASSISTANCE

A report will be presented on the student financial assistance administered by the University during 2025-2026 (Exhibit II-A).

C. REPORT ON INSURANCE RENEWALS

A report will be presented on insurance changes and renewals effective January 1, 2027.

D. APPROVAL OF RECOMMENDATION TO AUTHORIZE SALE OF UNIVERSITY PROPERTY

A resolution authorizing the sale of three New Harmony properties and the appointment of two appraisers is presented in Exhibit II-B.

Approval of the resolution for authorization to sell University property and the appointment of two appraisers is recommended.

E. APPROVAL OF SUMMER 2028 HOUSING RATES

SUMMER HOUSING RATES	CURRENT RATE	PROPOSED RATE	EFFECTIVE DATE
Residence Halls:			
Two students per bedroom	$1,285	$1,260	5-01-28
One student per bedroom	1,390	1,365	5-01-28
Apartments:			
Two students per bedroom	$2,545	$2,520	5-01-28
One student per bedroom	2,765	2,730	5-01-28

Approval of the Summer 2028 Housing Rates is recommended.

F. REPORT OF CONSTRUCTION CHANGE ORDERS AUTHORIZED BY THE VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

The construction change orders authorized by the Vice President for Finance and Administration (Exhibit II-C) will be reviewed.

G. REPORT ON CURRENT CONSTRUCTION PROJECTS

A report on the status of current construction projects will be presented. Exhibit II-D includes a summary of the costs and funding sources for each project.

SECTION III - PERSONNEL MATTERS

A. REPORT ON LEAVES OF ABSENCE FOR 2027-2028

The following leaves of absence will be reviewed.

Name	Time Period	University Unit
Dr. Urska Dobersek	Fall 2027	College of Liberal Arts
Dr. Melissa Stacer	Fall 2027	College of Liberal Arts
Dr. Kyong-Hee Lee	Fall 2027	Pott College of Science, Engineering, and Education
Dr. William Elliott	Spring 2028	Pott College of Science, Engineering, and Education

B. REPORT ON FACULTY, ADMINISTRATIVE AND STAFF RETIREMENTS

Senior Instructor in Accounting Jeanette C. Maier-Lytle, in accordance with the Early Retirement Policy, will retire effective January 1, 2028, after 30 years of service, including leave with pay from August 1, 2027, to December 23, 2027.

Director of Field Education in Social Work and Clinical Assistant Professor of Social Work Bonitta E. Rinks, in accordance with the regular retirement policy, will retire effective June 1, 2027, after 12 years of service.

C. APPROVAL OF EMERITUS STATUS

Approval of the following emeritus titles is recommended.

Senior Instructor Emerita in Accounting Jeanette C. Maier-Lytle

Director Emerita of Field Education in Social Work and Clinical Assistant Professor Emerita of Social Work Bonitta E. Rinks

CANDIDATES FOR DEGREES
UNIVERSITY OF SOUTHERN INDIANA
December 12, 2026

DOCTOR OF EDUCATION
Danielle T. Davis
Cara Dunn
Corrine Hurt
Dakota Jackson
Becca Neel
Heather R. Odom
Britney Orth
Rodney L. Simpson
Carrie L. Wright

POSTMASTER'S CERTIFICATES
Corey Lay
Erica D. Sincroft
Charles Taylor
Rose N. Wasike

MASTER OF ARTS IN CRIMINAL JUSTICE
Ryan E. Jones
Zoe M. Lowrance
Amanda Williams

MASTER OF ARTS IN ENGLISH
Mariah Webb

MASTER OF ARTS IN SECOND LANGUAGE ACQUISITION, POLICY AND CULTURE
Olivia J. Korte

MASTER OF ARTS IN STRATEGIC AND ORGANIZATIONAL COMMUNICATION
Elizabeth Bowman
Salma Daadoush
Olivia K. Money
Alaisha Y. Reeves
Daniela Tenorio Onofre

MASTER OF BUSINESS ADMINISTRATION
Idriss Abdul-Razak
Mark B. Abell
Safa'a A. Abu Hmaidan
Lana Abu Lughod
Jose O. Aguilera-Galvan
Waleed K. Alahmadi
Reham Alhushaybari
Jeannie M. Ambler
Ralph Christian S. Angeles
Nwanneka Sophia Anyigor
Salma Bah
David Baker
Hamid Bangura
Markeisha Bates
Saima Batool
Rachel J. Beier
Dominick Beine
Kaitlyn Belcher
Karina Benson
Bralyn R. Boehm
Jennifer D. Bostick
Hassan Boukhlil
Paul J. Bowlds
Penny Brandt
Steven Buehler
Yulieth A. Buitrago
Jennifer A. Burkhardt
Caleb J. Campbell
Fabian Carrasquillo
Tristan Cavallaro
Hunter Chadwick
Caroline K. Cochonour
Essence Cook
Karsten Cook
Madeline E. Cottrell
Adrianne Crawford
Cameron Cross
Grant Cunningham
Jillian M. Davis
Kimberly Davis
Tiffany M. Davis
Jennifer Dean
Tara Dinkelman
Rashana Dudley
Lester B. Dugas
Amber Ellis
Lydia S. Emmons
Emily Eng
Lauren Esposito
Alelyn M. Estacio
Dulardis Estrella
Alyssa Evanoff
Nicole Ferguson
Antonio J. Filippone
Claire E. Finn
Anthony J. Ford
Katelyn A. Foreman
Kathleen Freeman
Johnny Garcia
Holly Gardner
David Gonzalez Wong
Jesse L. Green
Grace M. Greubel
Kierra S. Griffin
Andrew Hall
Melissa E. Hancock
Douglas E. Handley
Max A. Hanen
Fahad Herzalla
Kayleigh A. Hight
Edward Hoang
Ashley M. Holland
Rebecca K. Howard
Kyle C. Iacona
Nicholas K. Iori
Louisa C. Isibor
Heather A. Jackson
Cooper Jarvis
Devin A. Jett
Kelsea Johnson
Trenton M. Johnson
Jennifer Jones
Trena R. Jones
Joshua H. Jonkman
Sudhakar Kaliyamurthy
Ryan Kalmey
Alexander J. Kane
Sara Kasprzewski
Michael Kelch
Kanon Kelley
Dray Kemp
Monroe Lagerstedt
Emily Lanier
Mark Lewis
Eric Liebert
Jennifer Lindley
Jordan Link
Emily J. Malmo
Denese Manley
Antoinette M. Marengo-Barbick
Genesis Martell
Lauren Masterson
Molly E. Maxedon
Andrew Mayer
Alyssa G. McClain
Tracy Metzger
Taran J. Mistry
Cael P. Moore
Mostafa Mougharbel
Jack T. Mykytiuk
Nora A. Naranjo
Johny Nguyen
Grace E. Nicholas
Maheen Noorullah
Elnaz Nourollahimoghadam
Anthony Novella
Kenneth Ochieng
Christopher Park
Logan Patten
Pamela S. Patterson
Emma J. Peerman
Isaac Perez
Samuel T. Petros
Makayla Philpott
Christopher Piekos
Justin Polk
Emilio Rangel Marin
Jack Rathmell
Daniel T. Ravichandran-Cupp
Evan C. Reff
Giancarlo Reveron
Mary Rickey
Mark H. Riffel
Joseph Roccia
Jennifer Rolfs-Knepper
Jacqueline Rubio
Linda Ruffenach
Karivette Rullan-Semidey

Cathy Sandoval
Brittney R. Satterfield
David J. Scott
Derek Selge
Abdul-Razak Shaibu Ballah
Tyler Smart
Matthew B. Smith
Natayja Smith
Aaron Snider
Shane Sommers
Darrien Starling
Quentin Stephens
Mary K. Stephenson
Mark Summers
Narinder Suniar
Celeste K. Tabor
Yaliang Tang
Erica Thurman
Lacey L. Tidwell
Joseph Torres
Madalyn Turnwald
Sydney E. Tuttle
Kristian M. Tyler
Amber N. Ungethiem
Sarah J. Vanderhorst
Timothy Varughese
Pazhanimathavan Veerasamy
Jelena Vidovic
Quentin Werking
Kenneth Whereatt
Jeffrey Wiggington
Kyle H. Wilkinson
Chad A. Will
Derrick H. Williams
Dreama S. Williams
Leah Willis
Kayla Wingler
Kou Xiong

MASTER OF HEALTH ADMINISTRATION
Sura Alaa
Robyn K. Baehl
James D. Barker
Nadjet N. Boughris
Brandon M. Dalewalker
Nicholas A. Gardner
Kate Hansberger-Larson
Tiffany Heaton
Genevieve Henderson
Eva Hubbard
Monique Jones
Joseph H. Kidwell
Amee Lancaster
Emily G. Myers
Riley S. O'Boyle

MASTER OF PUBLIC ADMINISTRATION
Tina M. McCalment
Saibo Ndlovu-Rose
Charly Warlow

MASTER OF SCIENCE IN EDUCATION
Emily Ahlfeld
Allison Boudreau
Emma A. Brown
Megan E. DeVault
Victoria Dobrowski
Haven M. Doll
Wendy L. Gable-Phelps
Agustina Harvey
Bryant T. Keen
Andrew M. Lawrence
Daisey J. Lowe
Matthew Payne
Ashley A. Seib
Dylan J. Weaver
Stacia D. Young

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
Shelby R. Caldwell

MASTER OF SCIENCE IN SPORT MANAGEMENT
Garrett R. Barnes
Allyson R. Beckort

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BACHELOR OF ARTS
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Jeraldi Barrientos
Kylea J. DeVoy
Hailey B. Dilger
Jaci M. Dorris
Jonethan Earnst
Katharine R. Flener
Ava J. Floyd
Darien R. Fullington-Arteaga
Allison G. Hale
Cora M. Mason
Madison G. Payne
Anthony S. Perkins
Morgan T. Ray
Angelina K. Redd
Jake F. Sands
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Brandon Glaze
Bryan E. Grimes
Season J. Hagan
Ganaya E. Hassell
Elizabeth A. Huck
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Ellie G. Larkins
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Mathias E. Duncan
Jay C. Flener
Makana L. Gabrel
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Brooklyn M. Goedde
Jenna E. Grauer
Jackson A. Gray
Jorge A. Guerra
Betty G. Haller
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Cherish F. Hassebrock
Sincere D. Howard
Bill D. Jarrett
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Bethany R. Kuhs
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Ava G. Lamey
Theresa M. Lattus
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Logan W. Love
Morgan S. Lynch
Zachary B. McDonald
William M. McDowell
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Colin A. Millsap
Michael J. Natoli
Rhiannon B. Nesler
Andrew T. Perkins
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Ethan P. Reherman
Bryleigh P. Rice
Collin T. Short
Kaylee R. Small
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Chrislynn E. Holland
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Emily B. James
Samantha K. Kimble
Rachel Merrell
Avery D. Mullins
Reem N. Osman
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Josie L. Russelburg

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Rachida Seydou Diori Maiga
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Wesley W. Wolfe

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Chris R. Reffett
Savannah M. Siebers
Alicia Staples

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PROGRAM SUMMARIES
Certificates and Microcredentials to be offered
by the University of Southern Indiana

Graduate Certificate in Artificial Intelligence

Program Award Level: Graduate
CIP Code: 11.0102
Mode of Delivery: Fully Online
Academic Units: Master of Business Administration, Romain College of Business
Credit Hours: 9
Proposed Implementation Term: Fall 2027

Program Description

The USI Graduate Artificial Intelligence Certificate equips business leaders to harness the transformative potential of AI in strategy, decision-making, and organizational innovation. Through coursework in AI-driven business transformation, applied generative AI, and business analytics, students will develop the expertise to leverage advanced technologies for growth, efficiency, and competitive advantage. Graduates of the concentration will be prepared to integrate AI into core business functions—optimizing marketing, streamlining operations, driving product innovation, and enhancing customer experiences—while navigating the ethical and strategic challenges of responsible AI deployment. This concentration empowers leaders to not only adopt AI solutions but to strategically guide organizations through an era of rapid technological disruption

Coursework

- **BAN 601 – Applied Business Analytics** (3 Credit Hours)
- **MBA 601 – AI-driven Business Transformation: Strategies, Solutions, and Implications** (3 Credit Hours)
- **MBA 606 – Generative AI in Applied Business Contexts** (3 Credit Hours)

Program Objectives

Upon completion of the graduate certificate in Artificial Intelligence, students will be able to:

1. Evaluate AI opportunities and recommend applications that align with organizational goals and create business value.
2. Develop and evaluate AI-enabled business solutions using generative AI, predictive models, and AI agents.
3. Design responsible AI implementation plans that address governance, risk, and human oversight.

Rationale for the Program

The proposed certificates align with USI's mission to provide affordable, flexible, and high-quality graduate education that supports regional workforce and economic development. By creating short-term, stackable credentials from existing MBA concentrations, USI strengthens its responsiveness to professional learners who may not be ready to commit to a full MBA but want targeted skills for career advancement. The certificate programs offer accelerated, affordable pathways for working professionals in southern Indiana and beyond to enhance management and leadership skills in high-demand fields, contributing to regional competitiveness.

Instructional Resources and Program Needs

This microcredential will be supported by existing faculty and staff within the Romain College of Business. As such, no additional faculty, facilities, or resources are required to implement the program.

Career Relevance

The Graduate Certificate in Artificial Intelligence prepares professionals to apply AI strategically and responsibly within their organizations. Through coursework in AI-driven business transformation, generative AI applications, predictive modeling, and AI agent management, students develop practical skills to improve decision-making, automate workflows, enhance customer experiences, and support innovation. These capabilities are relevant to professionals across industries who are responsible for leading organizational improvement. Applied projects provide opportunities to demonstrate the ability to develop AI solutions, evaluate their performance and risks, and communicate their business value. The certificate supports expanded responsibilities in AI adoption and business transformation to develop technology-enabled leaders.

Graduate Certificate in Data Analytics

Program Award Level: Graduate
CIP Code: 30.7102
Mode of Delivery: Fully Online
Academic Units: Master of Business Administration, Romain College of Business
Credit Hours: 9
Proposed Implementation Term: Fall 2027

Program Description

The USI Graduate Data Analytics Certificate develops vital quantitative problem-solving skills for business operations. Open doors to rewarding career opportunities with in-demand skills in collecting, processing, and displaying actionable data to drive informed decisions in innovative ways.

Coursework

- **BAN 601 – Applied Business Analytics** (3 Credit Hours)
- **BAN 602 – Data-Driven Decision Making** (3 Credit Hours)
- **BAN 603 – Information Visualization & Dashboarding** (3 Credit Hours)

Program Objectives

Upon completion of the Graduate Certificate in Data Analytics, students will be able to:

1. Apply quantitative analytical methods to examine business data and address organizational problems.
2. Interpret analytical results to recommend and justify business decisions.
3. Communicate data-driven insights through effective reports, visualizations, and dashboards.

Rationale for the Program

The proposed certificates align with USI's mission to provide affordable, flexible, and high-quality graduate education that supports regional workforce and economic development. By creating short-term, stackable credentials from existing MBA concentrations, USI strengthens its responsiveness to professional learners who may not be ready to commit to a full MBA but want targeted skills for career advancement.

The certificate programs offer accelerated, affordable pathways for working professionals in southern Indiana and beyond to enhance management and leadership skills in high-demand fields, contributing to regional competitiveness.

Instructional Resources and Program Needs

This microcredential will be supported by existing faculty and staff within the Romain College of Business. As such, no additional faculty, facilities, or resources are required to implement the program.

Career Relevance

The Graduate Certificate in Data Analytics prepares professionals to transform business data into insights that support organizational decision-making. Through coursework in applied business analytics, data-driven decision-making, and information visualization and dashboarding, students gain applied experience with tools at the leading edge of business practice that strengthen their ability to examine business questions, communicate findings to diverse audiences, and recommend informed actions. The certificate complements existing professional expertise and supports expanded responsibilities in analytical and managerial work.

Graduate Certificate in Early Childhood Leadership

Program Award Level: Graduate
CIP Code: 13.0414 Early Childhood Program Administration
Mode of Delivery: Fully Online
Academic Units: Teacher Education, Pott College of Science, Engineering, and Education
Credit Hours: 9
Proposed Implementation Term: Fall 2027

Program Description

Tailored for professionals in early childhood settings aspiring to leadership roles, this 3-course, 9-credit graduate certificate combines coursework in early childhood program leadership, program administration, and quality improvement. Embedded AIM4Excellence modules lead to the AIM4Excellence National Director Credential, preparing graduates to lead and sustain high-quality early childhood programs.

Coursework

- **EDUC 625 – AIM4Excellence 1-3** (3 Credit Hours)
- **EDUC 626 – AIM4Excellence 4-6** (3 Credit Hours)
- **EDUC 627 – AIM4Excellence 7-9** (3 Credit Hours)

Program Objectives

Graduates of the Early Childhood Leadership Graduate Certificate will:

1. Apply effective leadership and personnel management practices to guide early childhood programs and support the professional growth and performance of staff.
2. Apply strategic, operational, and financial management practices to support effective, ethical, and sustainable early childhood programs.
3. Design and support high-quality early childhood environments, curriculum, and instructional practices that promote children's development and learning.
4. Develop collaborative partnerships with families and communities that support children, families, and early childhood programs.
5. Use data, reflection, and continuous quality improvement processes to evaluate and strengthen early childhood program effectiveness.

Rationale for the Program

The Early Childhood Director Credential certificate is designed to meet a critical need for leadership preparation among current and aspiring early childhood professionals by equipping them with practical skills in program administration, staff development, operations, and family engagement to support high-quality early learning environments across diverse settings. USI already offers the courses, and most students take them as non-degree seeking students. At the institutional level, the program aligns with the University of Southern Indiana's mission and strategic priorities by strengthening program quality, enhancing community partnerships, elevating the university's role as a regional leader in early childhood education, and providing an accessible, workforce-focused credential that supports enrollment growth among working professionals. At the state level, the credential directly supports Indiana's priorities outlined in *Reaching Higher in a State of Change* by promoting timely completion through a flexible, streamlined structure and advancing workforce talent by preparing early childhood leaders who can improve program quality, stability, and outcomes for young children and families. The 3 courses in this certificate are included in the MSE Curriculum & Instruction: Early Childhood Leadership program, and

some students may continue with the coursework after this certificate to earn the full degree.

Instructional Resources and Program Needs

There are no additional needs for this program. The courses already exist and are a combination of modules from an outside organization and content from the USI instructor. They are just being organized into a certificate option.

Career Relevance

The proposed Early Childhood Education Certificate is well positioned within the competitive landscape by offering a targeted, low-credit, workforce-responsive pathway that complements existing degree programs. Unlike full degree options, this certificate provides immediate value for working professionals who must meet Indiana licensing and Paths to Quality (PTQ) requirements while balancing cost and time constraints. The Aim4Excellence National Director Credential, embedded within the proposed pathway, is recognized in Indiana as equivalent to nine early childhood credit hours for licensing and quality rating purposes and is eligible for T.E.A.C.H. Early Childhood Indiana scholarships, significantly reducing out-of-pocket costs for students. As of February 2026, we have a total of 15 graduate and 3 undergraduate students enrolled in the courses for this credential. Of those, all 18 are utilizing the TEACH scholarship that covers all of their costs, regardless of whether they are taking only the three Aim4Excellence courses (as non-degree) or the entire MSE Early Childhood Leadership program (Note: a full degree program is not an option at this time for the undergraduate students). Given that median annual earnings for early childhood administrators in Indiana ($49,655) slightly trail the national median ($55,148), this credentialed leadership preparation supports career advancement, program stability, and potential wage growth without incurring the debt burden associated with full graduate degrees. Collectively, the data indicate strong workforce demand, limited short-term credential competition, and a favorable return on investment for both students and regional early childhood employers.

Graduate Microcredential in Editing & Publishing

Program Award Level: Graduate
CIP Code: 23.1301
Mode of Delivery: Online Only
Academic Units: English, College of Liberal Arts
Credit Hours: 6
Proposed Implementation Term: Fall 2027

Program Description

The proposed six-credit-hour, online Micro-Certificate in Editing & Publishing will provide students with practical, career-focused training in editing, book production, publishing, marketing, and literary arts event management through hands-on practica with the University of Southern Indiana's *Southern Indiana Review* and SIR Press. Embedded in the existing Master of Arts in Applied English Studies program, the certificate will expand access to graduate-level credentials, strengthen enrollment, support workforce development and talent retention in Indiana, and offer a flexible pathway for students who may later pursue the master's degree, with minimal additional institutional costs.

Coursework

- **ENG 523 – Fundamentals of Publishing** (3 Credit Hours)
- **ENG 699 – Internship in Editing & Publishing** (3 Credit Hours)

Program Objectives

1. Apply principles and practices of professional editing and publishing to the evaluation, development, production, and distribution of print and digital publications.
2. Demonstrate professional competencies in publishing through the creation, marketing, promotion, and management of publications and literary arts events.
3. Demonstrate professional communication, project management, and collaborative skills necessary to navigate evolving roles and technologies in the publishing industry.

Rationale for the Program

The introduction of a graduate microcredential program in Editing & Publishing will strengthen the current Master of Arts in Applied English Studies (MAES) program by increasing enrollment. Micro-credentials offer a manageable, low-risk way to upgrade qualifications or test out graduate-level coursework before deciding to pursue a complete 30-hour master's degree.

Instructional Resources and Program Needs

There are minimal managerial and administrative costs associated with the program. The faculty and staff who will teach in and support the microcredential program are the same faculty who teach in and support the MAES program.

Career Relevance

This microcredential is consistent with job market trends. According to the US Bureau of Labor Statistics, the median annual salary for editors in the US was $75,020 in 2023, with the top 10 percent of earners surpassing $100,000 annually. https://www.bls.gov/ooh/media-and-communication/editors.htm . According to recent data from Zippia, copyeditor salaries have seen a significant 11 percent increase over the past five years, reflecting growing demand and evolving opportunities within the industry. https://www.zippia.com/copy-editor-jobs/trends/

Microcredential in Automation

Program Award Level: Undergraduate
CIP Code: 15.0613
Mode of Delivery: In-Person only
Academic Units: Engineering, Pott College of Science, Engineering, and Education
Credit Hours: 8
Proposed Implementation Term: Fall 2027

Program Description

The Microcredential in Automation prepares students with the hands-on experience and knowledge needed in industrial automation. Students will learn robust programming techniques for personal computers, single-board computers, programmable logic controllers (PLCs), and human-machine interfaces (HMIs). Various types of sensors and actuators are introduced and used in the labs along with industrial networking and the Industrial Internet of Things (IIoT).

Coursework

- **ENGR 131 – Programming for Automation** (2 Credit Hours)
- **ENGR 382 – SCADA Systems Design** (3 Credit Hours)
- **ENGR 383 – Advanced Automation** (3 Credit Hours)

Program Objectives

PO 1 — Understand Automation Technologies
Demonstrate foundational knowledge of industrial automation technologies, including sensors, actuators, PLCs, and automated control systems.

PO 2 — Operate and Program Automated Systems
Apply fundamental programming, configuration, and operational skills to perform basic tasks using industrial automation equipment and control systems.

PO 3 — Troubleshoot and Improve Processes
Use systematic troubleshooting, diagnostic tools, and process data to identify problems and support improvements in the performance, quality, and efficiency of automated systems.

PO 4 — Apply Safe and Professional Practices
Apply appropriate safety procedures, technical communication practices, and industry standards when operating, maintaining, and working with automated systems.

Rationale for the Program

Manufacturing Engineering and Manufacturing Engineering Technology's governing society, the Society of Manufacturing Engineering (SME), has identified automated systems as a major component of their revised Four Pillars of Manufacturing Knowledge. The Automation Micro credential would benefit students entering manufacturing as a means of identifying themselves as possessing this knowledge. Potential students outside of USI could complete the required courses if they already have a basic knowledge of electricity. This would allow individuals currently employed to get the microcredential without having to be in the engineering department.

Instructional Resources and Program Needs

This microcredential will be supported by existing faculty and staff within the Department of Engineering. As such, no additional faculty, facilities, or resources are required to implement the program.

Career Relevance

The proposed Automation Microcredential will address regional workforce needs by equipping students with practical, industry-relevant skills in automation, programmable logic controllers (PLCs), and automated systems troubleshooting. Given the strong manufacturing and industrial presence in southwestern Indiana, the microcredential will support employers' efforts to modernize operations, improve productivity, and address technical skills gaps. This will strengthen the institution's role in regional economic development by providing an accessible, flexible pathway that aligns educational offerings with current and emerging workforce demands.

2025-2026 Student Financial Aid Programs Final Report
University of Southern Indiana
November 5, 2026

Executive Summary

The final student financial aid activity report for 2025-2026 contains summary and program-specific data of all student aid programs administered by Student Financial Assistance. Key indicators included in the 2025-2026 report are:

Service Profiles

Student Financial Assistance served 11,725 prospective and returning students, of which 9,095 filed a Free Application for Federal Student Aid (FAFSA). Financial aid was packaged for 10,732 students, each receiving an offer detailing all federal, state, USI Foundation, and USI Institutional awards. Student Financial Assistance disbursed aid to 6,333 enrolled students, resulting in 21,183 individual awards totaling just under $75.5 million. This is a significant decrease in funding over the previous year, primarily due to decreases in the federal Pell Grant program and the Frank O'Bannon Indiana state aid program.

Trends in Funding by Source (compared to 2024-2025)		**Percent of Change**
• Federal student aid: decreased	$834,997	-2.3%
• State of Indiana aid: decreased	946,793	-9.4%
• University student aid: increased	66,975	0.3%
• USI Foundation student aid: increased	342,544	10.4%
• USI Varsity Club funding: no change	0	0.0%
• Corporate/private funding increased	759,518	15.2%

Trends in Funding by Type (compared to 2024-2025)		
• Gift aid: grants/scholarships decreased	$1,155,049	-2.4%
• Self-help: loans increased	539,698	2.0%
• Self-help: on-campus employment increased	2,418	0.7%

Distribution of Aid by Source		**Percent of Funding**
• Federal aid	$36,170,620	47.9%
• State of Indiana	9,166,412	12.2%
• USI aid	20,525,977	27.2%
• USI Foundation	3,639,049	4.8%
• USI Varsity Club	190,000	0.3%
• Private sources	5,762,002	7.6%

Distribution of Aid by Type		
• Gift aid: grants/scholarships	$47,001,030	62.3%
• Self-help: loans	28,094,816	37.2%
• Self-help: on-campus employment	358,214	0.5%

2025-2026 Student Financial Aid Programs
University of Southern Indiana
November 5, 2026

Final Report

Introduction

This report summarizes program-specific information on all student financial aid programs Student Financial Assistance administers. Data used in compiling this report was obtained from the University's administrative system on October 21, 2026. The Student Financial Assistance office assists students in acquiring the types of financial aid included in this report.

Need Based Applications

Returning and prospective students submitted 9,095 Free Applications for Federal Student Aid (FAFSA). This is an increase of 5.1% in FAFSA applications over the 2024-2025 award year. 5,597 (65%) of the number of students enrolled during 2025-2026 submitted a FAFSA, and 5,470 received aid from one of the sources below.

Trends and Distribution of Aid by Source and Type

The Student Financial Assistance office administered 21,183 awards totaling just under $75.5 million in student financial aid to 6,333 (73%) of the students enrolled during 2025-2026.

The chart below provides the distribution of awards by funding source.

Source	*Awards*	*Subtotals*	*% of Total Dollars*	*Prior Year Distribution*
Federal Government	9,142	$36,170,620	47.9	48.7
State of Indiana	1,577	9,166,412	12.2	13.3
USI	5,943	20,525,977	27.2	26.9
USI Foundation	2,344	3,639,049	4.8	4.3
USI Varsity Club	60	190,000	0.3	0.2
Private Sources	2,117	5,762,002	7.6	6.6
Totals	**21,183**	**$75,454,060**	**100**	**100**

Student financial aid is categorized by aid type, grants/scholarships, loans, and employment. In 2025-2026, funding was distributed across these types as follows:

Categories	*# of Awards*	*Award Totals*	*% of Total Dollars*	*Prior Year Distribution*
Grants / Scholarships	13,815	$47,001,030	62.3	63.3
Loans	7,116	28,094,816	37.2	36.2
Employment	252	358,214	0.5	0.5
Totals	**21,183**	**$75,454,060**	**100**	**100**

Changes in funding levels are summarized by source in the chart below:

Source	*2022-2023*	*2023-2024*	*2024-2025*	*2025-2026*
Federal Government	-5.7	+2.9	+5.4	-2.3
State of Indiana	-6.5	+19.3	+13.6	-9.4
USI	+5.7	+10.5	+4.5	+0.3
USI Foundation	+12.8	+8.6	+7.0	+10.4
USI Varsity Club	0.0	0.0	0.0	0.0
Private Sources	+2.2	-1.9	+14.7	+15.2
Aggregate Change	-1.8	+6.6	+6.3	-0.8

Federal Pell Grant Program

The Federal Pell Grant Program is the cornerstone of aid packages for exceptionally needy students. The number of Pell Grant recipients in the 2025-2026 award year decreased by 3.4% to 2,047. This follows a 15.9% increase in recipients (2118) in the 2024-2025 award year. Total Pell Grant dollars received ($11,201,245) in the 2025-2026 award year decreased by 7.4%, following a 28.2% increase in the prior year ($12,096,375).

The significant increases in Pell Grant recipients and funding for 2024-2025 were primarily due to the FAFSA Simplification Act legislation as part of the Consolidated Appropriation Act of 2021. The Free Application for Federal Student Aid (FAFSA) was completely overhauled, with far fewer questions and a streamlined process that automatically transfers tax information directly from the IRS into the form for students and parents. In addition to the significant changes to the application, the eligibility calculation underwent major changes as well. The traditional aid eligibility calculation, Expected Family Contribution (EFC), was replaced with the Student Aid Index (SAI) which weighs more heavily on family size and adjusted gross income. In addition to the introduction of the SAI, the legislation also resulted in a new process for calculating Pell Grant award amounts. In the second year of implementation, the Department of Education made some additional updates and corrections to this process to address some inconsistencies and unintended consequences that occurred during the first year of implementation. This resulted in a slight decline in Pell Grant totals between 2024-2025 and 2025-2026.

State Funds

Total funding from the state of Indiana ($9,166,412) experienced a substantial 9.4% decrease for the 2025-2026 award year, following a 13.3% increase in 2024-2025 ($10,113,205). The significant increase in state grant funding for the 2024-2025 award year was also primarily a result of the changes to the FAFSA and new eligibility calculation. These changes on top of the unprecedented increase in the Frank O'Bannon Indiana Higher Education Award amounts from the year before exacerbated the funding levels for 2024-2025. The Indiana Higher Education Award, similar to the Federal Pell Grant program, evaluates a student's eligibility based on their federal Student Aid Index (SAI). The state realized after the 2024-2025 award year that the previously increased Frank O'Bannon Indiana Higher Education Award amounts were not sustainable. To bring funding within the state budget, the Frank O'Bannon Indiana Higher Education Award amounts were decreased to closer to pre-2023-2024 award year levels and the incentives for academic honors, accelerated completion, and associate degrees earned, were eliminated.

The 21st Century Scholars Program is a need-based program whereby eligibility is determined primarily by income and the student's eligibility for the Free and/or Reduced Lunch Program when they are in

middle school. These students must also meet income eligibility once they begin attending college. Therefore, if the family's financial situation has improved, they may no longer be eligible for the program.

Federal Direct Loan Program

Aggregate borrowing for federal Direct Student Loan recipients among the Class of 2026 earning their baccalaureate degrees averaged $17,330. Among 2026 master's and doctoral degree recipients, aggregate borrowing averaged $30,201, including graduate and undergraduate borrowing while enrolled at USI.

There are ongoing efforts nationally, in Indiana, and here at USI to reduce the 3-year Cohort Default Rates (CDR). As seen in the chart below, our efforts keep USI's 3-year CDR significantly lower than the national and state averages and lower than the average for 4-year public institutions.

An important fact regarding the CDRs from FY 2019 through FY 2023 CDRs is that due to the Coronavirus pandemic (COVID-19), Direct Loans borrowers experienced a payment pause (automatic forbearance) from the beginning of the pandemic in March 2020 through September 2023. Borrowers were not required to make payments and, therefore, were not defaulting on their loans. Since the payment pause lasted over three years, most of the loans that would have been included in determining these CDRs were in forbearance due to the payment pause; thus, no one was considered to have defaulted.

Even though loan repayment resumed in October 2023, the Department of Education instituted a one-year "on-ramp" to repayment. This means that no borrowers faced critical consequences for delinquency or non-payment until October 2024. The FY 2023 CDR is calculated based on student borrowers who entered repayment between October 1, 2022, and September 30, 2023, who then defaulted on their loans between October 1, 2022, and September 30, 2025. So, even though the on-ramp is now over, students were not entering into repayment between October 1, 2022, and September 30, 2023, thus holding the cohort default rate to slightly over zero percent.

A 5-year summary of Federal FY Cohort Default Rates (CDRs) appears below:

Fiscal Year	USI	Indiana	*National*	4-Year Public
2019*	1.3%	4.5%	2.3%	1.8%
2020*	0.0%	0.0%	0.0%	0.0%
2021*	0.0%	0.0%	0.0%	0.0%
2022*	0.0%	0.0%	0.0%	0.0%
2023*	0.1%	0.4%	0.4%	0.2%

*****CDRs for these years were affected by the 3+ year payment pause (automatic forbearance from March 2020 through September 2023) and the "on-ramp" to repayment (October 2023 to October 2024) on Federal Direct Student Loans. Due to these provisions, students were not considered defaulted during these timeframes.

Student Financial Assistance Mission

The Student Financial Assistance Office team members are committed to supporting the University's goals of enrolling and graduating an exceptionally talented and distinct student body.

Our student-focused team works to help students and their families seek, obtain, and make the best use of all resources available to help finance the costs of attending the University of Southern Indiana. We aim to provide efficient and effective access to programs and services through personalized attention and state-of-the-art technology.

In partnership with internal, federal, state, and other organizations, team members coordinate the administration of all financial aid awards to ensure equity and consistency in delivering funds to students. We are dedicated to ensuring the proper stewardship of all University, government, and private funds our students utilize to finance their education.

We aspire to minimize the procedural barriers that sometimes frustrate financial aid applicants and their families and diligently work to ensure our students learn to manage their financial affairs responsibly. The Student Financial Assistance team advocates for students on issues relevant to student success.

**CERTIFIED RESOLUTIONS OF THE
BOARD OF TRUSTEES OF THE
UNIVERSITY OF SOUTHERN INDIANA**

I, Jeffrey L. Knight, the duly qualified and elected Secretary of the Board of Trustees of the University of Southern Indiana, do hereby certify that the following is a true and correct copy of resolutions adopted by the Board of Trustees of the University of Southern Indiana on the 5th day of November, 2026, and that said resolutions are in full force and effect and have not been revoked:

WHEREAS, the University of Southern Indiana ("USI") has engaged in cultural and educational programs, while maintaining historic properties; and

WHEREAS, USI owns three off campus properties located at 602 Church Street (parcel 65-25-36-340-027.000-007, legal desc S/2 MCCLURES LOT 86); 637 Third Street (parcel 65-25-36-400-039.000-007, legal desc PT SW SE 36-4-14 .96A); and Church and West Streets (parcel 65-25-36-330-003.001-007, legal desc MCCLURES PT LOT 3 & PT LOT 4 (59.98 X 87)); in New Harmony, Indiana (the "Real Estate"), which USI has used for property maintenance and for rental income as part of its efforts to provide learning and community cultural events; and

WHEREAS, it has been determined that the Real Estate is no longer needed for the purposes of USI, and that it would be advantageous for USI to sell the Real Estate for no less than the full appraised value; and

WHEREAS, proceeds from the sale of the Real Estate will be used to further the Historic New Harmony mission; and

WHEREAS, the Board of Trustees of USI have determined that the Real Estate should be declared surplus to the purposes of USI and disposed of in accordance with applicable statutes and policies.

NOW, THEREFORE, BE IT RESOLVED, that the Real Estate is and it is hereby declared to be surplus to the purposes of USI and that it would be advantageous to USI to sell the Real Estate for no less than the full appraised value as determined below; and

RESOLVED FURTHER, that David Matthews Associates and Bartlett and Associates Inc., being two (2) disinterested commercial appraisers, are hereby appointed to determine the value of the Real Estate pursuant to Indiana Code 21-36-3-6 for the purpose of said sale; and

RESOLVED FURTHER, that USI, after receipt of the determination of fair market value from such appraisers shall negotiate to sell the Real Estate at a price acceptable to USI; and

RESOLVED FURTHER, that USI's Vice President for Finance and Administration, Jeffrey M. Sickman, and such other officers as in his sole discretion he deems necessary, advisable or appropriate ("**Authorized Officers"**) be, and they hereby are, authorized and directed to negotiate and enter into an agreement for the sale of the Real Estate for not less than the full appraised value upon such terms and conditions as the Authorized Officers, in their sole discretion, deem necessary, advisable or appropriate, and in the best interests of USI, which agreement shall be submitted to the Board of Trustees of USI for final approval; and

RESOLVED FURTHER, that a duly certified copy of these Resolutions shall be delivered to the Governor of the State of Indiana.

IN WITNESS WHEREOF, I have hereunto executed this Certificate as of the 5th day of November, 2026.

UNIVERSITY OF SOUTHERN INDIANA

By:_____
Jeffrey L. Knight, Secretary

Summary of Construction Change Orders
Authorized by the Vice President for Finance and Administration

UNIVERSITY CREATIVE AND PRINT NEW BUILDING

DANCO Construction – General Contractors

CO 004 **$9,660**

Installation of sink within work area; manual exhaust switch control switch modifications; auto operator adjustment at doors 121A & 121B.

HEALTH PROFESSIONS BUILDING ADDITION/RENOVATION PHASE IV

Empire Contractors – General Contractors

CO 017 **$45,235**

South elevator shaft duct removal and reinstallation; lower VAV box; rework existing electric water cooler piping; abandoned piping and ductwork; added and replaced valves

CO 018 **$8,180**

North end of stair six lighting rough in

CO 019 **($272,500)**

Deduct alternates 4 and 5, power wash East/North existing façade limestone; power wash West/South existing façade limestone

HUMAN RESOURCES AND INSTITUTIONAL EQUITY OFFICE

Maddox Industrial Contracting, LLC

CO 001 **$17,927**

Provide metal frames for owner provided doors; paint three additional offices; patch existing concrete floor to receive carpet; rework fire alarm

WRIGHT ADMINISTRATION RENOVATION/ADDITION

Empire Contractors – General Contractors

CO 005 **$7,065**

Remove all existing furniture and owner contents within south renovation area.

RECREATION, FITNESS, AND WELLNESS CENTER - STORAGE AND BIKE SHOP ADDITION

ARC Construction – General Contractors

CO 003 **$33,338**

Change wall base and wall type, storm line work, integrate HVAC to BMS, reroute perimeter drain.

UNIVERSITY HOME IMPROVEMENTS AND UPDATING

Empire Contractors – General Contractors

CO 002 **$30,400**

Basement low-voltage work, ADA door and sidewalk improvements, plumbing fixtures and accessories, decking materials, lighting, and miscellaneous interior finishes. Deductions for deck work, ADA sidewalk modifications, painting, and cleaning.

Summary
Construction Projects

November 5, 2026

Recently Completed

David L. Rice Library - Starbucks Renovation

Original Budget		**$ 875,000**
Adjusted Budget		**$ 875,000**
Inception-to-Date Expenses		**$ 217,176**
Funding Source: Sodexo		
Completed: September 2026		

Education Center Classroom, ED1101, Renovation

Original Budget		**$ 625,000**
Adjusted Budget		**$ 625,000**
Inception-to-Date Expenses		**$ 557,941**
Funding Source: State Repair and Rehabilitation		
Completed: September 2026		

Liberty Arena Lighting and Controls Replacement

Original Budget		**$ 125,000**
Adjusted Budget		**$ 125,000**
Inception-to-Date Expenses		**$ 111,956**
Funding Source: State Repair and Rehabilitation		
Completed: September 2026		

Neef Pavilion

Original Budget		**$ 259,626**
Adjusted Budget		**$ 259,626**
Inception-to-Date Expenses		**$ 81,112**
Funding Source: Neef Grant	$ 75,000	
STEM Initiatives Reserve 11046	$ 184,626	
Completed: September 2026		

University Home Improvements and Updating

Original Budget		**$ 1,819,750**
Adjusted Budget		**$ 1,500,000**
Inception-to-Date Expenses		**$ 1,250,350**
Funding Source: Series N Student Fee Bonds		
Completed: September 2026		

Projects Under Construction

Art Studio Exhaust System Upgrade

Original Budget	**$**	**18,009**
Adjusted Budget	**$**	**18,009**
Inception-to-Date Expenses		

Funding Source: Special Projects

Planned Completion: January 2027

Center for Applied Business Technologies, Romain College of Business

Original Budget	**$**	**674,000**
Adjusted Budget	**$**	**1,300,000**
Inception-to-Date Expenses	**$**	**1,144,731**

Funding Source: USI Foundation

Planned Completion: October 2026

Health Professions Renovation/Addition Phase IV

Original Budget	**$**	**50,000,000**
Adjusted Budget	**$**	**43,400,000**
Inception-to-Date Expenses	**$**	**28,976,128**

Funding Source: Legislative Appropriation - 2023

Planned Completion: November 2027

New Harmony Beale/Dr. Houses Renovation

Original Budget	**$**	**795,000**
Adjusted Budget	**$**	**795,000**
Inception-to-Date Expenses	**$**	**145,397**

Funding Source: Lilly Grant

Planned Completion: January 2027

Physical Plant Boilers 1 & 2 Replacement

Original Budget	**$**	**1,600,000**
Adjusted Budget	**$**	**1,683,000**
Inception-to-Date Expenses	**$**	**719,442**

Funding Source: State Repair and Rehabilitation

Planned Completion: February 2027

Science Center Fume Hood Controls Upgrade

Original Budget	**$**	**208,500**
Adjusted Budget	**$**	**208,500**
Inception-to-Date Expenses	**$**	**100,000**

Funding Source: State Repair and Rehabilitation

Planned Completion: January 2027

Wright Administration Renovation/Addition

Original Budget	**$ 32,000,000**
Adjusted Budget	**$ 38,000,000**
Inception-to-Date Expenses	**$ 10,231,478**

Funding Source: Legislative Appropriation - 2023

Planned Completion: December 2027

Projects In Design

Liberal Arts Center Roof Replacement and Repairs

Original Budget	**$ 500,000**
Adjusted Budget	**$ 500,000**
Inception-to-Date Expenses	**$ 1,196**

Funding Source: State Repair and Rehabilitation

Murphy Auditorium Structural Repairs

Original Budget	**$ 140,000**
Adjusted Budget	**$ 140,000**
Inception-to-Date Expenses	

Funding Source: New Harmony Reserves

Planned Completion: March 2027

Residence Halls Boiler Replacement

Original Budget	**$ 733,000**
Adjusted Budget	**$ 733,000**
Inception-to-Date Expenses	**$ -**

Funding Source: Housing Reserves

Support Services Roof Replacement

Original Budget	**$ 300,000**
Adjusted Budget	**$ 300,000**
Inception-to-Date Expenses	**$ -**

Funding Source: State Repair and Rehabilitation