

## AGENDA

### UNIVERSITY OF SOUTHERN INDIANA BOARD OF TRUSTEES

March 5, 2026

#### SECTION I – GENERAL AND ACADEMIC MATTERS

##### A. APPROVAL OF MINUTES OF JANUARY 8, 2026, MEETING

##### B. ESTABLISHMENT OF NEXT MEETING DATE AND LOCATION

##### C. APPOINTMENT OF THE PRESIDENTIAL COMPENSATION AND EVALUATION COMMITTEE

According to Article V, Section 3, Subsection (b) of the bylaws, the Presidential Compensation and Evaluation Committee is appointed annually by the Chair of the Board at the March meeting of the Board of Trustees.

##### D. REPORT OF THE ACADEMIC AFFAIRS AND ENROLLMENT MANAGEMENT COMMITTEE MEETING

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

##### E. PRESIDENT'S REPORT

##### F. REPORT ON THE INDIANA GENERAL ASSEMBLY

A report will be presented on the 2026 session of the Indiana General Assembly.

##### G. DELEGATION OF AUTHORITY

A State Educational Institution that is registered as an authorizer with the state board for charter authority may establish a charter in accordance with IC 20-24-3-1 *et seq.* At its July 15, 2021, meeting, the University of Southern Indiana Board of Trustees approved the University's Charter School Authorization registration as "Authorizer" by the State Board of Education.

According to IC 20-24-3-14, the (a) State Education Institution's Board of Trustees shall (b) be ultimately responsible for choosing to authorize a charter school and responsibilities for maintaining authorization rest with the university's board of trustees; or (c) shall assign authorization authority and authorization responsibilities to another entity that functions under the direction of the university's board of trustees. Additionally, (d) an entity created under subsection (c) is subject to IC 5-14-1.5 and IC 5-14-3; and (e) before a university may authorize a charter school, the university must conduct a public meeting with public notice in the school corporation or county where the charter school will be located.

It is recommended, delegation of authority of the Board of Trustees be approved.

With approval, the Provost's Office will have authority to approve or deny the authorization of a charter to the Williams Arts and Technology Academy in Ft. Wayne, Indiana, following a public meeting held in accordance with Indiana law.

##### H. APPROVAL OF NEW CERTIFICATE AND MICROCREDENTIALS

Approval of the new certificate and microcredentials in Exhibit I-A is recommended.

The University proposes to offer an undergraduate certificate in Coaching and microcredentials in Rural Health, Healthcare Leadership, and Environmental Health.

## **I. APPROVAL OF CANDIDATES FOR DEGREES AND CERTIFICATES**

The candidates for doctoral, master's, bachelor's and associate degrees, and certificates to be conferred May 8, 2026, and May 9, 2026, are listed in Exhibit I-B.

It is recommended that award of the respective degrees be approved subject to the completion of all requirements.

## **J. APPROVAL OF CANDIDATES FOR HONORARY DEGREES**

The USI Honorary Degree Policy states, "An honorary degree from the University of Southern Indiana is the highest form of recognition granted by the institution. Individuals who have given distinguished and extraordinary service consistent with the mission of the University are eligible for consideration. That service may be to the University itself, and/or to local, statewide, national, or international communities. Individuals selected to receive an honorary degree should exemplify the highest ideals of integrity, service, and dedication to learning."

In accordance with the policy, the Honorary Degree Committee and President Bridges recommend that the conferral of the following honorary degree during the Spring 2026 Commencement Ceremony on Friday, May 8, 2026, be approved.

DOCTOR OF LAWS to John L. Deem, Associate Vice President Emeritus for Student Affairs and Assistant Professor Emeritus of Accounting for his 44 years of impactful service that began early in the University's existence as Indiana State University – Evansville through its formative years and establishment as the University of Southern Indiana. Dedicating over half his life to the University, Mr. Deem served in numerous key roles exemplifying unwavering commitment to education, contributing to the institution's growth, and leading with integrity to achieve the University's mission of service to students, the Evansville region, and the State of Indiana. His dedication to teaching and learning extended beyond the University of Southern Indiana, serving on the Evansville-Vanderburgh School Board for over twelve years. Established in 1990, the Deem Family Scholarship Endowment continues to support USI students today.

## **SECTION II – FINANCIAL MATTERS**

### **A. REPORT OF THE FINANCE/AUDIT COMMITTEE MEETING**

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

### **B. 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-A) and previously approved by the Construction Committee will be reviewed.

### **C. UPDATE ON CURRENT CONSTRUCTION PROJECTS**

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

### **SECTION III – PERSONNEL MATTERS**

#### **A. APPROVAL OF ANNUAL AUTHORIZATION FOR EMPLOYMENT OF FACULTY AND STAFF**

The University of Southern Indiana Board of Trustees, pursuant to Indiana Code 21-38-3-2 and 21-38-3-9, annually authorizes the President of the University of Southern Indiana to employ faculty and staff, and to establish salaries, and wages within budgetary capabilities. The last authorization was on March 6, 2025.

It is recommended that the Trustees authorize the President of the University to employ qualified faculty and staff, to grant leaves of absence, and to establish salaries, wages, and benefits for employees within the capabilities of the budget. Further, it is recommended that the Trustees, who establish the employment contract for the President of the University, including salary and benefits, authorize the Chair of the Board of Trustees to convey to the President his employment contract, including compensation and benefits.

#### **B. REPORT ON FACULTY, ADMINISTRATIVE AND STAFF RETIREMENTS**

The following faculty, administrative, and staff retirements will be reviewed.

Associate Professor of Health Services Ethel A. Elkins, in accordance with the regular retirement policy, will retire effective June 1, 2026, after 17.5 years of service.

Circulation and Testing Center Manager Kathleen K. Oeth, in accordance with regular retirement policy, will retire effective May 23, 2026, after 15.5 years of service.

#### **C. APPROVAL OF EMERITUS STATUS**

Approval of the following emeritus titles is recommended.

Associate Professor Emerita of Health Services Ethel Elkins

Circulation and Testing Center Manager Emerita Kathleen K. Oeth

**Program Summaries**  
**Certificates and Microcredentials to be offered**  
**By the University of Southern Indiana, Evansville, Indiana**

**Certificate in Coaching**

**Program Award Level:** Undergraduate

**CIP Code:** 13.1314

**Mode of Delivery:** Online or Hybrid (online and in-person)

**Academic Units:** Kinesiology & Sport, Pott College of Science, Engineering, and Education

**Credit Hours:** 11

**Proposed Implementation Term:** Fall 2026

**Program Description**

The Certificate in Coaching prepares students with foundational knowledge, practical skills, and professional competencies needed to coach athletes across various competitive levels. The program integrates principles of athletic performance, psychology, and injury prevention to develop effective, ethical, and safety-conscious coaches.

Students will examine essential concepts in coaching theory and practice, including leadership, communication, motivation, and the physiological and psychological factors that influence athletic performance. Coursework emphasizes evidence-based strategies for improving performance, promoting athlete well-being, and fostering positive behavior and long-term development.

**Coursework**

- **SPTM 226 – Principles and Problems of Coaching (3 credit hours)**
- **EXSC 376 – Behavioral Strategies in Exercise & Sport (3 credit hours)**
- **KIN 282 – CPR for the Healthcare Provider & Sport Injury Prevention (2 credit hours)**
- **KIN 390 – Special Topics in Coaching (1–3 credit hours)**  
KIN 390 may be offered in 1, 2, or 3 credit-hour formats, providing flexibility for traditional and non-traditional students. The 3-credit option may also be completed fully online through coursework focused on current issues and challenges in coaching. Regardless of format, students must complete a total of 3 credit hours in KIN 390 to earn the certificate.

**Program Objectives**

Graduates of the Certificate in Coaching will be able to:

- Understand the critical administrative responsibilities involved in coaching (e.g., planning, scheduling, recruiting) and apply effective communication strategies with athletes.
- Utilize evidence-based motivational strategies to foster positive behavior and long-term athlete development.
- Demonstrate preparedness for emergency situations and implement effective injury prevention practices.

**Rationale for the Program**

The Certificate in Coaching supports the University of Southern Indiana's strategic plan to strengthen community partnerships and broaden institutional impact. Students who complete this program will be well-prepared to serve as coaches in youth leagues, middle schools, and high schools throughout southern Indiana—playing a vital role in the development of future student-athletes.

The certificate also aligns with the HOPE Agenda established by the Indiana Commission for Higher Education, which emphasizes building human capital to support future state leadership.

This certificate will replace the current Coaching minor and Strength & Conditioning minor. It will be marketed to both current students and K–12 educators seeking continuing education credits required for teaching license renewal.

### **Instructional Resources and Program Needs**

All courses included in the certificate are currently offered on a regular basis; therefore, no additional instructional resources are required.

### **Career Relevance**

Upon earning their Initial Practitioner License, K–12 educators in Indiana must renew their license every 5 or 10 years, depending on the selected renewal pathway. Renewal requires the completion of 6 credit hours of undergraduate or graduate coursework. The Certificate in Coaching provides educators—particularly those teaching physical education or coaching school sports—with meaningful, relevant coursework that leads to a recognized credential upon completion of 11 credit hours.

From a hiring perspective, school corporations often prefer to employ teachers who also possess coaching qualifications. However, newly graduated teachers frequently lack both coaching experience and formal coaching education. A licensed teacher who holds a coaching certificate is significantly more competitive than a candidate without such training, helping address a common staffing challenge in schools.

## **Microcredential in Rural Health**

**Program Award Level:** Undergraduate

**CIP Code:** 51.2299

**Mode of Delivery:** Online or Hybrid (in-person and online)

**Academic Units:** Health Administration & Community Health,  
Kinney College of Nursing & Health Professions

**Credit Hours:** 9

**Proposed Implementation Term:** Fall 2026

### **Program Description**

The Microcredential in Rural Health provides undergraduate students—and community members—with foundational knowledge and applied experience related to the unique health challenges of rural communities. Students will explore key concepts including rural health disparities, access to care, rural health policy, community engagement, and the social determinants of health.

The curriculum emphasizes interprofessional collaboration and culturally responsive approaches to care. Through coursework and experiential learning, students will develop skills relevant to rural health practice, advocacy, and policy.

Designed to complement a wide range of majors—including community and public health, health administration, nursing, social work, and disciplines outside KCNHP such as business or environmental sciences—this microcredential prepares students to support the well-being of rural populations in Indiana and beyond. Because all required content is embedded within the three designated courses, the microcredential is also accessible to community learners seeking specialized rural health training.

### **Coursework**

- **PH 284 – Public Health (3 credit hours)**
- **PH 351 – Rural Healthcare (3 credit hours)**
- **PH 352 – Social Dimensions of Healthcare (3 credit hours)**

### **Program Objectives**

Upon completion of the microcredential, students will be able to:

- Examine social, economic, and environmental factors that influence health outcomes in rural communities.
- Identify barriers to healthcare access and analyze the role of health systems in rural settings.
- Understand how rurality impacts health in underserved communities and population health outcomes.
- Participate in interprofessional learning and evaluate collaborative strategies to address rural health needs.
- Apply theoretical knowledge to practical settings through case studies, community-based projects, or service-learning experiences.

### **Rationale for the Program**

The University of Southern Indiana serves a region with significant rural populations who face persistent health disparities. Rural residents frequently encounter limited access to healthcare providers, higher prevalence of chronic diseases, substance use disorders, mental health challenges, and socioeconomic factors that negatively affect health outcomes. At the same time, rural areas often struggle to recruit and retain professionals who understand the complexities of rural health.

This microcredential responds directly to these needs by preparing undergraduate students with specialized training to serve rural populations effectively. It advances USI's mission as a regional leader in health education and community engagement across Southwestern Indiana and surrounding areas.

The program also supports state and national priorities. It aligns with **Healthy People 2030** objectives and U.S. Department of Health and Human Services initiatives aimed at reducing health disparities and improving outcomes in rural regions. By equipping students with rural-specific competencies, the microcredential helps build a pipeline of professionals prepared to serve in underserved communities.

### **Instructional Resources and Program Needs**

The microcredential will be supported by existing faculty within the Department of Health Administration and Community Health. All three courses will be taught by full-time USI faculty.

One course is already required for both the Health Administration and Community & Public Health majors, while the two remaining courses—previously offered as special topics—will transition to permanent courses with their own numbers.

Since all instructional resources are in place, no additional faculty, facilities, or resources are needed.

### **Career Relevance**

The Rural Health microcredential enhances student employability by providing specialized competencies in rural health systems, health disparities, community outreach, and interprofessional collaboration. Graduates will be well-prepared for positions in:

- Rural hospitals
- Public health departments
- Community health centers
- Nonprofit and community-based organizations
- Behavioral health agencies

By building a workforce with rural-specific expertise, the microcredential strengthens regional capacity to address healthcare access challenges and improve population health outcomes in underserved communities.

## **Microcredential in Healthcare Leadership**

**Program Award Level:** Undergraduate

**CIP Code:** 51.0701

**Mode of Delivery:** Online or Hybrid (in-person and online)

**Academic Units:** Health Administration & Community Health,  
Kinney College of Nursing & Health Professions

**Credit Hours:** 9

**Proposed Implementation Term:** Fall 2026

### **Program Description**

The Microcredential in Healthcare Leadership provides undergraduate students with foundational skills necessary to lead people, processes, and organizational change within today's complex healthcare environment. Designed for students in health administration, public health, nursing administration, and related fields, the microcredential emphasizes personal leadership development, ethical decision-making, communication, and team-based problem solving across diverse healthcare settings.

Through integrated coursework and applied learning experiences, students will examine the unique leadership challenges within healthcare organizations, cultivate their personal leadership style, and gain tools for effectively managing interdisciplinary teams and advancing organizational goals.

### **Coursework**

- **HP 211 – The Healthcare Delivery System and Healthcare Policy (3 credit hours)**
- **HA 411 – Healthcare Leadership (3 credit hours)**
- **HA 412 – Leadership by Design (3 credit hours)**

### **Program Objectives**

Students completing the microcredential will be able to:

- Demonstrate self-awareness and reflection in developing a personal leadership style.
- Apply leadership theories and models to real-world healthcare scenarios.
- Communicate effectively with diverse teams and stakeholders.
- Navigate ethical and organizational challenges encountered in healthcare environments.
- Participate in interprofessional learning and evaluate collaborative strategies to address leadership needs at both personal and organizational levels.
- Collaborate to improve outcomes and support organizational change in healthcare systems.

### **Rationale for the Program**

Healthcare organizations are experiencing rapid and ongoing transformation driven by evolving patient needs, regulatory shifts, workforce shortages, technological advancements, and increasing system complexity. In this environment, employers increasingly seek professionals who understand healthcare delivery systems and possess the leadership competencies required to guide teams, manage change, and advance organizational effectiveness.

The Healthcare Leadership microcredential aligns with the University of Southern Indiana's mission to prepare students for leadership and service in a diverse and global society. It offers students—especially those studying health administration, public health, or nursing administration—a valuable opportunity to develop and document essential leadership skills that are highly sought after in the healthcare workforce.

Because the microcredential requires only the three designated courses, it is also accessible to community members seeking professional development or leadership advancement in healthcare settings.

### **Instructional Resources and Program Needs**

The microcredential will be supported entirely by existing faculty and staff within the Department of Health Administration and Community Health. All courses are already part of the department's regular offerings. Consequently, no additional faculty, facilities, or institutional resources are required for implementation.

### **Career Relevance**

The Healthcare Leadership microcredential strengthens students' career readiness by equipping them with practical, evidence-based leadership competencies valued across the healthcare industry. Graduates will be prepared for roles in:

- Hospitals and health systems
- Public health agencies
- Long-term care and assisted living facilities
- Community and nonprofit health organizations
- Ambulatory care and behavioral health settings

Skills gained through the microcredential—such as communication, ethical decision-making, team management, and leading organizational change—support entry-level administrative, supervisory, and project management roles. The credential also signals to employers and graduate programs that the student possesses not only foundational knowledge of healthcare systems but also the leadership capacity needed to guide teams and respond effectively to the evolving demands of the healthcare industry.

## Microcredential in Environmental Health

**Program Award Level:** Undergraduate

**CIP Code:** 51.2202

**Mode of Delivery:** Online or Hybrid (in-person and online)

**Academic Units:** Health Administration & Community Health,  
Kinney College of Nursing & Health Professions

**Credit Hours:** 9

**Proposed Implementation Term:** Fall 2026

### Program Description

The Microcredential in Environmental Health at the University of Southern Indiana introduces undergraduate students to the core concepts, challenges, and practices of environmental health. This program provides foundational knowledge about the relationships between environmental conditions and human health, preparing students to analyze and respond to pressing public health issues such as pollution, climate-related impacts, water and air quality, and occupational health risks.

Students will examine how environmental factors influence disease patterns, policy development, and community health outcomes. The microcredential emphasizes interdisciplinary thinking and the development of practical skills relevant to careers in public health, environmental science, environmental policy, and health advocacy.

### Coursework

- **PH 284 – Public Health (3 credit hours)**
- **PH 484 – Environmental Health (3 credit hours)**
- **PH 488 – Advanced Environmental Health (3 credit hours)**

### Program Objectives

Students completing the microcredential will be able to:

- Describe key environmental health risks and their impacts on human populations.
- Apply principles of toxicology, epidemiology, and environmental science to assess environmental exposures.
- Analyze regulatory and policy approaches used to protect environmental and population health.
- Interpret environmental health data and communicate findings effectively.
- Identify prevention and mitigation strategies for environmental health hazards.
- Engage with communities and stakeholders to promote environmental health awareness, prevention, and advocacy.

### Rationale for the Program

Environmental health is an increasingly critical field, reflecting the growing recognition that environmental factors directly and indirectly influence individual and community well-being. Offering this microcredential provides the University of Southern Indiana with a strategic opportunity to prepare students to address emerging public health challenges and workforce demands across health, science, and policy sectors.

The microcredential aligns with USI's mission to deliver high-quality, accessible, and relevant education. It supports institutional priorities related to academic innovation, student success, and community engagement. By encouraging students to engage meaningfully with environmental health issues—both locally and globally—the program also fosters civic responsibility and prepares graduates to be informed, responsible community members.

Because all content is contained within the three required courses, the microcredential is also accessible to community members seeking professional development in environmental health.

### **Instructional Resources and Program Needs**

This microcredential will be supported by existing faculty and staff within the Department of Health Administration and Community Health. All required courses are taught by full-time faculty, and no additional faculty, facilities, or resources are needed for implementation.

### **Career Relevance**

The Environmental Health microcredential enhances students' career readiness by equipping them with specialized knowledge and applied skills increasingly valued in:

- Public health agencies
- Environmental consulting firms
- Regulatory and governmental bodies
- Healthcare systems and hospital compliance units
- Nonprofit and community organizations

Students will gain competencies in exposure assessment, environmental data interpretation, environmental policy analysis, and risk communication—preparing them for roles in environmental health, occupational safety, sustainability initiatives, and health policy.

The credential also strengthens preparation for graduate study in public health, environmental science, environmental policy, or related fields. It signals to employers a focused commitment to addressing environmental determinants of health and protecting community well-being.

**CANDIDATES FOR DEGREES  
UNIVERSITY OF SOUTHERN INDIANA  
May 8 and 9, 2026**

**DOCTOR OF EDUCATION**

Chris Barnes  
Cara Dunn  
Melissa Goemmel  
Christy Dawn Gretencord  
Tina M. McCalmont  
Britney Orth  
Carrie L. Wright

**DOCTOR OF NURSING  
PRACTICE**

Sarah Brandsasse  
Sara E. Burger  
Kelly M. Butler  
Courtney D. Chastain  
Esther O. Gbadesogun  
Brandie L. Kopsas-Kingsley  
Dulcebelle Pearson  
Janessia C. Pettigrew  
Jamie L. Phillippe  
Heather R. Presley  
Kathryn N. Reed

**POST-MASTER'S  
CERTIFICATE**

Clifford A. Bowen JR  
Emma K. Bridges  
Charity J. Broyles  
Antonio L. Cuthbertson  
Brenna Ferguson  
Amy Frew  
Leslie D. Guy  
Melissa Hardin  
Dalene Hobart  
David K. Maldonado  
Tara L. Pearce  
Daniel T. Stec  
Janette S. Young

**MASTER OF ARTS IN  
CRIMINAL JUSTICE**

Madison E. Bockelman  
Alice R. Burris  
Abigail R. Eckert  
Desarai M. Frederick  
Rian Kisner  
Natalie M. Mosby  
Anitra N. Murphy  
Jackelin Padilla-Silva  
Hannah B. Pike  
Madison Pliska  
Zachary S. Precup  
Simone Szeremeta Oliver  
Amanda Williams

**MASTER OF ARTS IN  
ENGLISH**

Emily A. Hays  
Ashlee Hoos  
Katherine C. Moore

**MASTER OF ARTS IN  
LIBERAL STUDIES**

Austin French  
Aaron M. Giauque

**MASTER OF ARTS IN  
SECOND LANGUAGE  
ACQUISITION, POLICY AND  
CULTURE**

Alexandria K. Brennan  
Jamarro D. Johnson  
Maria M. Parshukova

**MASTER OF ARTS IN STRATEGIC  
AND ORGANIZATIONAL  
COMMUNICATION**

Haley Cade  
Haley R. Flamion  
Ami L. Lloyd  
Darrin R. Lloyd  
William E. Marsee  
Trisha D. Merz

**MASTER OF BUSINESS  
ADMINISTRATION**

Daniel Abraham  
Olive Acholonu  
Joshua J. Achury Albarracin  
Oluwafemi J. Adebiji  
Jose O. Aguilera-Galvan  
Waleed K. Alahmadi  
Ahmed Albayoumy  
Ahmed Alkawaz  
Michael Alltop  
Wasim Alsharabi  
Jeannie M. Ambler  
Jacinta I. Anakua  
Bianca J. Anderson  
Allyson M. Armstrong  
Jenna M. Arnold  
Kyle Astin  
Vincent Bailey  
Shari Baird  
Amina Bale  
Logan J. Ball  
Aaron W. Banister  
Ernesto Banuelos  
Heather B. Barbare  
Robyn Baron  
Brooke D. Bassler  
Saima Batool  
Abanoub Benyamin  
Ian Berdsen  
Lauren E. Berry  
Gregory Best  
Haley Betten  
Reagon E. Bieber  
Ryan A. Birt  
Jordan Bittel  
Jacey L. Blanford

Bradley S. Blaylock  
Paul C. Bohlen  
Michael J. Bolognone  
Jeanne L. Bradley  
Penny Brandt  
Theresa I. Brandt-Guerra  
Abby Bretzke  
Troy Brewer  
Nicole L. Bridges  
Rachael Brown  
Quinton Brumett  
Brock A. Brunstetter  
Megan L. Buechler  
Erin Bunkers  
Keely S. Burk  
Francesca Burtron  
Timothy Butler  
Thomas R. Byrd  
Jon Callane  
Megan Calloway  
Chloe Campbell  
Kaitlynn E. Campbell  
Marvin Campbell  
Samantha Candler  
Nikole Carlisle  
Christopher Carpenzano  
Cristina Catana  
David J. Cave  
Matthew Certa  
Johnathon L. Chatman  
Jawad Chaudhry  
Brayan S. Chavarria Acuna  
Joan K. Chipana Zambrano  
Eva Chung Loo  
Susan Cichock  
Taylor S. Clemmons  
Linda I. Clyborn  
Kayla G. Colter  
Aaliyah Compton  
Helen M. Conley  
Megan L. Conley  
Brandon W. Conner  
Conner J. Coomes  
Cameron Cormany  
Ximena Correa-Medina  
Angela Cortez  
Alexandra Cousin  
William Cousins  
Trista L. Crudup  
Donald A. Cruz  
Jessica E. Cruz  
Johnathan Cullum  
Alan Czajkowski  
James C. Daniels  
Abdul H. Dauda  
Hanna Davis  
Hanna M. Dearman  
Jennifer Dearman  
Taylor N. Deaton  
Taylor M. Decker  
Saira Y. Delacruz

Kimberly J. Delaney  
Chelsea N. Delap  
Kenneth DeLeo  
Amritpal Dhillon  
Cynthia M. Dobbs  
Joshua E. Dolen  
Jordyn D. Donohoo  
Juan Dorantes  
Andrew Dornhecker  
Carson J. Drake  
Robert R. Drennan  
Angela M. Duenn  
Katherine Durcholz  
Carissa L. Durko  
Marko Durovic  
Gabriel I. Dzienny  
Justin Edwards  
Mariya Eldridge  
Garrett M. Elliott  
Chera Ellis  
Cody J. Ellis  
Madilyn K. Ellis  
Jacob M. Engle  
Micah Englert  
Lauren M. Evans  
Lisa R. Ewing  
Glorianna Fam  
Spence M. Farmer  
Jordan Ferrell  
Ryan D. Fisher  
Robert Fizer  
Blaine Foresman  
Juliet E. Fortney  
Nancy Foutch  
Zackery L. Fox  
Joel F. FoxDoan  
Loretta Frazier  
Kathleen Freeman  
John Freudenthal  
Jessica S. Ganapathy  
Javier Garcia  
Krystle R. Gemuendt  
Mijash Ghimire  
Dhritiman Ghosh  
Mariah Gibson  
Carter M. Goebel  
Zachary Gould  
Alexander Graf  
Daquera Green  
Nicholas R. Gutekunst  
Jorge Gutierrez Ramirez  
Lama Hajjo  
Natalie Hamilton  
Michael Hampton  
Franklin C. Hancock  
Virginia G. Hancock  
Logan R. Hansen  
Uma Hari  
Vanessa M. Harrell  
Wesley H. Harris  
Michael J. Harvey  
Samuel A. Hatchett  
Rachael E. Hathaway  
Peter J. Haydock  
Robert Hayes  
Sarah Hayes  
Robert M. Head  
NaTalia S. Heard  
Jess Heichelbech  
Mackenzie Henshaw

Aryn C. Hightower  
Olivia Hinton  
Brittany L. Hirschbuhl  
Jordan K. Hoffman  
Travis J. Holzwart  
Andrea Hoover  
Catherine Hosey  
Terah A. Hoskins  
Marissa R. Hubler  
Ryan A. Huck  
Nicole Huggins-Jacobs  
Ella S. Hughes  
Ruby W. Hull  
Joanna J. Isley  
Sahid M. Ismail  
Louis O. Iyakaremye  
Jennifer Jackson  
Lauren M. Jimenez  
Beth A. Johnson  
Brittany D. Johnson  
Robin L. Johnson  
Rodney C. Jones  
Trena R. Jones  
Daniel Jordan  
Manjinder Kang  
Spencer C. Kapayo  
Rashin Karimiyan  
Anthony G. Karroma  
Austin S. Karroma  
Daniel Kautzman  
Michael Kelch  
Amanda M. Kelly  
Muaz Khan  
Mark Kijak  
Alexandria I. King  
Carissa A. King  
Sidnie M. King  
Kiahra P. Klinghagen  
Danny W. Kloenhamer  
Joel M. Knutson  
Michael W. Kohlmann  
Kana Kondo  
Lee Konopka  
Elsa A. Kurek  
David A. Lanham  
Detrick Larry  
Adam Laub  
Mary Lawrence  
Madeleine Lay  
Helen G. Lee  
Samera K. Lee  
Siang Len  
Zachary S. Lewis  
Kaylin Linder  
Taylor K. Livingston  
Coleby Lopatic  
Valeria Lopez de Haro Juste  
Jose Lozano  
Tony M. Lunda  
Kunle Majowogbe  
Zaira Malibran Bueno  
Jacob C. Marcolla  
Christian Marmo  
Francia L. Marshall  
Emily E. Martin  
Rosalie E. Martin  
David Martinez  
Crystal Mason  
Evan Masten  
Christopher Mattimore

Sebastian May  
Michael Mayer  
Anna McClellan  
Ryan F. McCrory  
Heather McGranahan  
Autumn N. McInerney  
Donya McKinney  
Austin McLean  
Neal Mecum  
Nathan Mehringer  
Yasmine Mendoza  
Hani Meri Pina  
Collin Miltz  
Kaitlynn A. Mincey  
Ryan E. Monahan  
Sandy Monge  
Christopher Montesdeoca  
Marcus Montgomery  
Adam T. Moore  
Jennifer Moore  
Katlynn Moore  
Natalie Moore  
Mina Morgan  
Smita Morker  
Lyman L. Morris  
Tiffany F. Morris  
Jill A. Muensterman  
Esperly Mujica  
Sarah G. Mulcahy  
Amber R. Mullins  
Francine F. Murphy  
Joshua M. Myers  
Silvia Nalbono  
Kassondra L. Naylor  
Joshua Ndahiriwe  
Victor A. Neff  
Luke Negron  
Thomas Nekic  
Brittany Nguyen  
Ivy Nguyen  
Jermaine Nixon  
Bryan S. Noble  
Carlee Nodine  
Jafer Noorani  
Nevaeh A. Norman  
Angela Nowak Bratu  
Payton V. Nurte  
Anuri Nwagwu  
Patricia Oates  
Joshua W. Obermeyer  
Tiffany O'Farrell  
Erin O'Halloran  
Chinelo C. Okafor  
Savannah O'Neal  
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Wyatt K. Fireline  
Hannah A. Flamion  
Annalise A. Folsom  
Devon A. Folz  
Alexis T. Ford  
Molly G. Fortune  
Miguel I. Garcia  
Hannah M. Gardner  
Courtney W. Gates  
Kaci R. Gause  
Ethan K. Gibson  
Elliott K. Gill  
Grant M. Goebel  
Christopher G. Goins  
Ryder W. Goul  
Tyanna Graber  
Claire R. Graham  
Annalise M. Green  
Carley R. Greenwood  
Hunter L. Grostefon  
Gabriel C. Groves  
Joshua Hammond  
Carter T. Harmon  
Jenna N. Heath  
Macey G. Heil  
Hannah R. Heim

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Jocelyn R. Helms  
Lily G. Hettenbach  
Julianna L. Hibbs  
Nicholas R. Ireland  
Jiwon Jang  
Lydia J. Jourdan  
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Matthew R. Kolb  
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Sarah R. Korwes  
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Kennedy N. Land  
Kiley A. Lantrip  
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Isabella R. Lindberg  
Grace K. Lueken  
Ryan D. Luitjohan  
Madeline M. Mader  
Molly K. Makowski  
Anna M. Markland  
Christine D. Marx  
Patrick J. McLellan  
Mason E. McVay  
Kylie N. Mennen  
Edyn M. Meny  
Mikalyn Meyer  
Haley M. Miller  
Dereh R. Miranda Castillo  
Chandler O. Moore  
Jennifer R. Moriarty  
Garrett B. Morris  
Sreya Myneni  
Nettie M. Nottingham  
Lilliana E. Ocasio  
Lillyann K. Osborne  
Anandkumar A. Patel  
Ariana M. Patricio  
Dylan M. Pfaffmann  
Madison Poer  
Jake Porter  
Evan R. Pritchard  
Julia R. Pruneski  
Taylor J. Putnam  
Hailey B. Raber  
Madeline D. Rawdon  
Morgan E. Reger  
Emily R. Remp  
Morgan R. Rice  
Breshauna G. Rivers  
Lauryn A. Roe  
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Malorie F. Scheller  
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Olivia Y. Shan  
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Cole Bilskie  
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Logan B. Hutchinson  
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Connor Krips  
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Eli S. Oglesby  
Caedon Poe  
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Tyler A. Zimmerman

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Alek H. Bandy  
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Brandon S. Bery  
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Michael D. Broderhausen  
Braydon Brown  
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Caden Butera  
Colin N. Campbell  
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Luke W. Colwell  
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Kayla A. Dahmer  
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Maddox A. Dorn  
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Aaron D. Eaton  
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Reagan M. Kissen  
Braylee A. Knepp  
Ella G. Kohl  
Nathaniel L. Koressel  
Lucas M. Kuhn  
Owen D. Lancaster  
Tylor A. Lanier  
Amare J. Lash-Patton  
Landon P. Leslie  
Lauren O. Litherland  
Bruno G. Llatas  
Eduardo Lopez  
Creed T. Loy  
Evan D. Lyke  
Austin C. Lytle  
Cameron R. Madison  
Charles Marisca  
Evan C. Marsh  
Madison S. McAttee  
Jocelyn R. McClung  
Brayden M. Mcevilly  
Madisyn L. McIntosh  
Trystan J. Means

Lily G. Meyer  
Charli R. Miller  
Hunter L. Miller  
Mariah C. Minor  
Jackson D. Mitchell  
Sarah N. Mohammed  
Noelle K. Morris  
Lauren E. Muhs  
Mason Myers  
Alex D. Nolan  
Edward P. Noonan  
Scout D. Norrington  
Ayden D. Parrish  
Cheyenne M. Pemberton  
Eric Peters  
Jostyn G. Petty  
Jayden N. Pfister  
Noah Phillips  
Tracy R. Phillips  
Michael D. Pittman  
Lane Pollock  
Whitley A. Price  
Kally A. Priest  
Emily M. Provines  
Brynn Quick  
Noah B. Rainey  
Wyatt Reed  
Madison E. Reyher  
Bryce E. Rhinehart  
Cole P. Richardson  
Lorena Rivera Rio  
Garrett E. Roach  
Logan M. Roberts  
Ashley D. Rubacha  
Axel Sabourin  
Breckin M. Sauer  
Evan A. Schleiter  
Marc E. Schroer  
Evan G. Scott  
Connor A. Sharp  
James J. Shaver  
Caitlyn Shosten  
Kaylee J. Simmons  
Lainie S. Simmons  
Hannah E. Sink  
Karagen A. Sitzman  
Hank B. Skomp  
Jacob C. Smith  
Joe C. Smithson  
Samuel C. Stone  
Raice E. Straub  
Race D. Summers  
Caleb Sward  
Seth A. Teruel  
De'Asia K. Thomas  
Kaden K. Thomas  
Benjamin C. Titzer  
Carson M. Treadway  
Katie R. Tretter  
Ryan F. Van Bibber  
Jesse M. Velders  
Sarah E. Vose  
Micajah A. Wall  
Chase A. Walters  
Zeke A. Weisner  
Gregory C. Weldon  
Benjamin A. Wernicke  
David W. Yates  
Micah A. Yoder  
Evan S. Zapp

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ASSOCIATE OF SCIENCE**

Sarah K. Boggs  
Delaney Booher  
Makenzie A. Brown  
Ashley R. Clark  
Jesslyn T. Gourley  
Kaylie A. Gunion  
Emily M. Hansen  
Ellie G. Larkins  
Katherine A. McCullough  
Micah B. Peals  
Chayli D. Phelps  
Madeline C. Pindara  
Kyrsten Seale  
Colleen I. Trambaugh  
Maranda M. Uttke  
Taylor E. Vetitoe  
Emma N. Walker

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

**HEALTH PROFESSIONS RENOVATION PHASE IV**

**Empire Contractors – General Contractor**

<b>CO 011</b>		<b>\$ 105,060</b>
	Buildout of planned storage room, L093, to a high-tech classroom/lab. Improvements include wall framing, drywall and paint; drop ceiling; infrastructure for A/V and increased electrical outlets; HVAC controls and infrastructure; and extend fire sprinklers from existing ceiling through the new drop ceiling.	

**UNIVERSITY CREATIVE AND PRINT NEW BUILDING**

**Danco Construction Inc – General Contractor**

<b>CO 001</b>		<b>\$ 44,438</b>
	Added HVAC and electrical supply for new additional commercial printer. Added automatic door operator to one door while omitting door operators from two doors.	

<b>CO 002</b>		<b>\$ 11,373</b>
	Added deck covering of G60 galvanized metal to the dock. Subgrade soils of 25' x 120' x 1' were determined to be structurally unsuitable. Excavated existing soil and replaced with clean soil. Retest was satisfactory.	

<b>CO 003</b>		<b>\$ 12,760</b>
	Added 2x4 wood blocking to exterior wall for necessary support of exterior metal panels. Changed plan location of a transformer from floor to ceiling to conserve floor space and move it from the path of fork trucks. Removed and rebuilt concrete apron of shared large opening of adjacent building.	

**STEM DISCOVERY LAB, RICE LIBRARY**

**Garmong Construction – General Contractor**

<b>CO 002</b>		<b>\$ 3,459</b>
	Added condensation drain for new Starbuck's HVAC and structural support for operable wall. Painted additional corridor wall. Relocated lighting control sensor. Credit for not using roof ladder.	

**Summary**  
**Construction Projects**

**March 5, 2026**

**Projects Under Construction**

**Health Professions Renovation/Addition Phase IV**

**Project Cost** \$ 50,000,000

Funding Source: Legislative Appropriation - 2023

Planned Completion: August 2027

**Wright Administration Renovation/Addition**

**Project Cost** \$ 32,000,000

Funding Source: Legislative Appropriation - 2023

Planned Completion: December 2027

**University Creative and Print New Building**

**Project Cost** \$ 2,500,000

Funding Source: Legislative Appropriation - 2019

Planned Completion: March 2026

**Center for Applied Business Technologies, Romain College of Business**

**Project Cost** \$ 1,300,000

Funding Source: USI Foundation

Planned Completion: August 2026

**University Home Improvements and Updating**

**Project Cost** \$ 1,250,000

Funding Source: Legislative Appropriation - 2019

Planned Completion: July 2026

**STEM Discovery Lab, Rice Library**

**Project Cost** \$ 730,000

Funding Source: USI Foundation

Planned Completion: June 2026 (currently in use)

**Orr Center Lower Level Partial Renovation for Online and Adult Learning,  
and Student Financial Success Center**

**Project Cost** \$ 625,000

Funding Source: Special Projects

Planned Completion: April 2026

**New Harmony Double Log Cabin Roof Replacement**

**Project Cost** \$ 135,000

Funding Source: New Harmony Project Reserve

Planned Completion: April 2026

**Liberty Arena Lighting and Controls Replacement**

**Project Cost** \$ 125,000

Funding Source: State Repair and Rehabilitation

Planned Completion: August 2026

**Projects In Design**

**Physical Plant Boilers 1 & 2 Replacement**

**Project Cost** \$ 1,600,000

Funding Source: State Repair and Rehabilitation

**Education Building Classroom, ED1101, Renovation**

**Project Cost** \$ 625,000

Funding Source: State Repair and Rehabilitation