

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2025 - 21**

SUBJECT: APPOINTMENT OF DR. MYESHA CARTER AS ASSOCIATE CHIEF ACADEMIC OFFICER FOR THE STUDENT EXPERIENCE, OFFICE OF THE CHIEF ACADEMIC OFFICER, UNIVERSITY OF THE DISTRICT OF COLUMBIA

WHEREAS, pursuant to 8B DCMR §210.1 the President is authorized to make executive appointments to designated positions in the Education Service in accordance with the provisions of 8B DCMR §§210 through 2112; and

WHEREAS, pursuant to 8B DCMR §210.2, each person selected by the President for an executive appointment shall be qualified based on a description of their position or their roles and responsibilities and shall be approved by the Operations Committee; and

WHEREAS, pursuant to 8B DCMR §208.1, the Board of Trustees (Board) determines executive compensation for administrators and non-administrators at Grade Level 1A and above, upon recommendation of the President through the Operations Committee; and

WHEREAS, Dr. Myesha Carter has been recommended to serve as the Associate Chief Academic Officer for the Student Experience, Office of the Chief Academic Officer, based on her knowledge, past accomplishments and experience, and;

WHEREAS, Dr. Myesha Carter will be eligible for appointment as an assistant professor of Speech-Language Pathology concurrent with her executive position pending review of her credentials by the faculty and Dean of the College of Arts and Sciences, the Chief Academic Officer, and President; and

WHEREAS, after review of her credentials, it has been determined that Dr. Myesha Carter is well qualified for such position and that the recommended salary adequately reflects the job duties and experience;

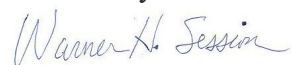
NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the University of the District of Columbia approves the appointment of Dr. Myesha Carter as Associate Chief Academic Officer for the Student Experience in the Office of the Chief Academic Officer effective July 1, 2025, consistent with the terms and conditions of her appointment letter.

Approved by the Executive Committee:

June 17, 2025

Ratified by the Board of Trustees:

June 24, 2025



Warner H. Session
Chairperson of the Board



Dr. Maurice Edington
President

Myesha Carter
2807 Duvall Ridge Rd
Hyattsville, MD 20785

May 23, 2025

Re: Executive Appointment, Associate Chief Academic Officer for the Student Experience, at the University of the District of Columbia

Dear Dr. Carter:

I am pleased to offer you an executive appointment as Associate Chief Academic Officer for the Student Experience at the University of the District of Columbia, effective **July 14, 2025**, pending Board of Trustees approval. An executive appointment as Associate Chief Academic Officer is “at will,” which means that the appointment may be terminated at any time without appeal or right to compensation, because you serve at the pleasure of the President. As the Associate Chief Academic Officer for the Student Experience, you will perform the duties and responsibilities of the position as directed by the Chief Academic Officer. Your eligibility for a concurrent appointment to a tenure stream, assistant professor position in the Speech-Language Pathology Program is contingent upon the review and approval of the faculty and Dean of the College of Arts and Sciences. The requested documentation will be facilitated by the Chief Academic Officer upon your official appointment date of July 14, 2025. If approved, you shall have the right to retreat to your faculty position upon termination of the executive appointment.

Your salary under this appointment will be **\$183,335 (Grade 1A, Step 9)** on the non-union Administrative Salary Schedule. You will be fully eligible for cost-of-living increases in accordance with applicable University policy. You will also be eligible for and may participate in the University of the District of Columbia health insurance, life insurance, retirement, and disability programs in the same manner and under the same conditions as regular administrative employees hired on or about the date of this appointment. The University will contribute seven percent (7%) of your salary to your Teachers Insurance Annuity and Association (TIAA) retirement account. Your leave accrual rates are as follows: annual leave accrual, seven (6.5) hours per pay period, and sick leave accrual, four (3.5) hours per pay period.

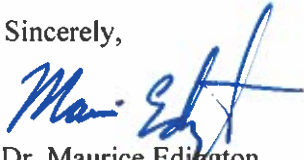
The New Employee Orientation is scheduled for **July 14, 2025**, and will commence at **9:30 AM**. In accordance with the requirements of the Immigration Reform and Control Act (IRCA) of 1986, any person accepting employment in the United States is required to complete a Form I-9, Employment Eligibility Verification. This form will be completed when you report for processing. At that time, you must present original documents that establish your identity and employment eligibility.

4200 Connecticut Avenue, NW – Washington, District of Columbia 20008
p: 202.274.6016 f: 202.274.5304

This offer is contingent upon the completion of a full background check. To begin your background check, you must complete and submit the online application. If you do not receive the email from HireRight within seven (7) days, please contact Dominique Jackson, at dominique.jackson@udc.edu.

If you accept this offer, please return the original offer letter to the Office of Human Resources. If you have any questions, comments, or concerns, please contact Dominique Jackson, Manager-Talent Acquisition at (202) 274-5380 or via email at dominique.jackson@udc.edu.

Sincerely,



Dr. Maurice Edington
President

cc: April Massey, Ph. D, Chief Academic Officer
Official Personnel File

I accept the terms and conditions of the foregoing executive appointment as Associate Chief Academic Officer at the University of the District of Columbia.



Signature

5.29.25

Date

POSITION DESCRIPTION

Job Title: Associate Chief Academic Officer for Student Experience

FLSA: Exempt

Job Series/Salary Plan/Grade: DS0058/1A

Union Status: Non-Union

Job Code:

Overview: The University of the District of Columbia (UDC) is a comprehensive system of higher education that offers multiple points of access to degrees and workforce credentials for District of Columbia residents and broader local, national, and international audiences. A historically Black, public, and land grant institution, UDC has courses, degree, and certificate offerings at the workforce development, community college, four-year, graduate, and professional levels. The University has a menu of more than 80 programs, and its slate of academic offerings serves a diverse community of roughly 4000 students. The University's students hail from the District's eight wards, across the US, and around the world and, they represent traditional and non traditional college going groups by age and experience.

The University has long been focused on providing its students the most competitive academic experience that it can make available and ensuring that its programmatic offerings align with industry standards and best practices in transformative education. The addition of an Associate Chief Academic Officer (ACAO) for Student Experience to the University's academic affairs organizational structure fortifies that commitment and continues the work of evolving needed infrastructure and securing concrete resources to sustain a robust academic community and ensure the success and satisfaction of our diverse body of students and their wide ranging expectations for their UDC experience.

The ACAO for Student Experience oversees the University's centralized academic student success mission, strategic focus, and resource alignment and supports directors, chairs, deans, faculty, SDS leadership and staff, and student leaders in delivering all programs and resources. The ACAO serves as a resource and partner to directors, chairs, deans, faculty, SDS leadership and staff, and student leaders in the work. The ACAO serves a leadership, resource management, oversight, and accountability responsibility for all functions of the University's academic student success paradigm.

The ACAO for Student Experience at the University of the District of Columbia is positioned to support students from our workforce through our doctoral and law programs. The role targets building comprehensive, integrated, and ongoing systems for recruiting, orienting, and supporting students through their academic programs. Additionally, this role serves to create intentionality in partnering the faculty and academic administration in the work of student engagement. As well, it begins the creation of dedicated infrastructure for bridging the responsibilities of Academic Affairs and Student Affairs in sustaining seamless experience pathways for our students. While traditional metrics, retention, persistence, and completion, will be essential pillars in documenting the relevance and success of partnerships and initiatives undertaken, the broader benchmarks of scaled and sustained comprehensive, immersive, transformational instructional practices and outcomes will rule our understanding and measurement of success outcomes under this role.

The ACAO is the academic champion of all University students and the adviser and supporter of chairs, directors, faculty, SDS leadership and staff, and deans in promoting the academic success of students.

She|He|They serve as the principal shepherd of the institution's academic student success initiatives and the primary conduit through which the University directs and optimizes its resources in founding student academic success. Specifically, the role of the ACAO for Student Experience is designed to:

Guide the development and implementation of an integrated academic success framework for all students.

Bridge the academic success framework's strategic priorities from recruitment through post-graduation to the institution-wide student success infrastructure.

Create an academic success hub that unites the responsibilities of CAL, LRD, Student Research, General Education, Prior Learning, and Continuing and Professional Education and center best practices in advising, degree navigation, teaching and learning, transitioning to career, and lifelong learning;

Partner with faculty to identify and develop necessary infrastructure for creating and sustaining tailored immersive student learning experiences that marry our academic, student success, and community resources and that honor the diversity of our students' access and availability profiles;

Serve as the OCAO lead contact on building partnerships for immersive, community based academic and career related learning;

Support the deans in creating and implementing college and school specific academic success centers that align with university-wide student success metrics and strategies and integrate the responsibilities and resources of the academic success hub;

Leverage the resources of the academic success hub to support student centric academic program decisions, e.g., expansion of online offerings, new program development, etc.;

Lead the development of academic assessment strategy campus-wide;

Develop and implement a system of metrics for supporting continuous improvement of the academic success framework that aligns with accountability to institution-wide success outcomes;

Align student and faculty success metrics and outcomes;

In conjunction with the Office Planning and Institutional Effectiveness, build accountability guides, capacity metrics, and fiscal impact protocols to support student success program sustainability and direct program developments as driven by data/outcomes;

Liaise with academic associations to expand and enhance resources/experiences for students;

Liaise with academic associations to expand and enhance the student experience/academic success resources available to develop the expertise of faculty, administrators, and instructional staff;

Analyze market forces to determine best approaches to student engagement and support;

Guide the alignment of programs with workforce indicators that support student outcomes, namely seamless transition to careers;

Support the development, revision, and implementation of all policies related to student progression to degree;

Serve as the OCAO liaison for all student issues, including grievances, financial issues, degree navigation, graduation audit, exception requests, etc.;

In concert with the OCOO, monitor the administration of the University's academic student support services including book availability and purchase, parking purchase and access, ID processing and troubleshooting, etc.;

Partner with the Office of Marketing and Communications to envision and promote the University's story of excellence in student outcomes;

Partner with CAL leadership and University faculty to develop comprehensive, collaborative, and integrated teaching-learning success initiatives that make excellence targets in instructional design and assessment, high impact teaching and student engagement, and student research actionable;

Develop and sustain creative programs for recruitment and retention of students;

Develop and sustain comprehensive governance and assessment systems that embed student participation and feedback;

Develop and sustain a comprehensive student success framework that elevates community, inclusive participation, belonging, cooperation, and collaboration;

Serve as the lead contact and visionary for fundraising student support with the Offices of Advancement and Alumni Affairs;

Create student recognition events/ceremonies that honor the complexity of our student community;

Represent the OCAO on all committees related to student achievement, progression to degree, engagement with the curriculum, completion, extramural activities including student clubs and organizations, etc.; and

Shepherd all student affairs initiatives for the OCAO under the Strategic Plan.

The Associate Chief Academic Officer for Student Experience reports to the Chief Academic Officer and works in tandem with the Associate Chief Academic Officer for Academic Programs and the Associate Chief Academic Officer for Faculty Affairs toward excellence in student academic outcomes. In alignment with the scope of work detailed above, the specific skills and expertise required for the role include:


1. Working knowledge of national best practices in student success with emphasis on bridged approaches (academic affairs —student affairs);
2. Working knowledge of teaching-learning exemplars with emphasis on students across the enrollment lifecycle including adult learners, nontraditional students, and working and parenting students;
3. Working knowledge of local market drivers for student transitions beyond the certificate, two, and four year credential/degree levels;
4. Working knowledge of all University policy, practice, and protocol governing or informing student recruitment, admission, financial aid, conduct, persistence to degree, completion, satisfactory performance, engagement in and outside the classroom, and governance;
5. Working knowledge/skill in professional development program design, implementation, and assessment;
6. Working knowledge of research design and implementation;
7. Working knowledge of research infrastructure creation and maintenance;
8. Working knowledge of administrative and funding models for student success;
9. Acquaintance with and/or participation in national support resources for student success;
10. Expertise leading development of student academic communities;
11. Demonstrated skill building programmatic infrastructure; and
12. Demonstrated skill in policy and procedure development, review, and codification.

The ACAO for Student Experience will hold a terminal degree, have experience as a full time faculty member with not fewer than five years of full time faculty service, have a record of scholarly engagement that embraces traditional and contemporary expectations for faculty work, have a record of excellence in teaching/student engagement, have experience building and implementing student development programming, have experience working in or leading in a university environment serving a variety of student groups, have experience leading scholarship of teaching |learning |practice initiatives, have experience partnering with student affairs, and have experience leading instructional quality initiatives and/or programs. Additionally, the ACAO for Student Experience will have a background in building inclusive and collaborative teams and noted expertise in responsive approaches to student support.

Essential collaborators include the Chief Academic Officer, Chief Student Development and Success Officer, Associate Vice President for Student Success, Vice President for Enrollment Services, Associate CAO for Academic Programs, Associate Chief Academic Officer for Faculty Affairs, faculty, Director of the Center for the Advancement of Learning, academic deans and chairs, students/student leaders, Director of the Learning Resources Division, faculty governance leaders — Presidents of the faculty unions (UDCFA/NEA and SEIU) and the Chair of the Faculty Senate, Office of the General Counsel (including Compliance and Title IX), VP for the Office of Planning and Institutional Effectiveness, Director of Assessment, and VP for the Office of Research and Sponsored Programs.

MYESHA CARTER

 : Washington, DC

 : (202) 230-7110

 : my35hacarter@gmail.com

PROFILE SUMMARY

Results-driven and visionary leader with a demonstrated ability to inspire teams, drive strategic initiatives, and deliver measurable outcomes in institutional transformation and program execution. Proven track record of securing multimillion-dollar funding, optimizing operational efficiencies, and fostering inclusive, equity-focused environments that advance institutional goals. Adept at aligning strategic priorities with community needs through innovative solutions, stakeholder engagement, and a commitment to diversity, equity, and inclusion. Recognized for building high-performing teams and implementing sustainable change in complex institutional settings.

PROFESSIONAL SKILLS

- Proven expertise in developing and implementing long-term strategies to achieve institutional goals while fostering innovation and inclusivity.
- Skilled in overseeing complex programs, managing budgets, and aligning resources with institutional priorities.
- Adept at integrating diversity, equity, and inclusion into institutional policies and practices, driving systemic change.
- Exceptional ability to build and maintain partnerships with diverse internal and external stakeholders to advance mutual goals.
- Experienced in cultivating high-performing teams through recruitment, training, and continuous professional development.
- Successfully managed multimillion-dollar budgets with a focus on compliance, efficiency, and fiscal responsibility.
- Expertise in navigating institutional transformation, driving sustainable improvements, and enhancing operational effectiveness.
- Skilled in analyzing data to identify trends, assess performance, and inform strategic initiatives.

EDUCATION

- **Doctor of Education in Administration and Leadership Studies** | Indiana University of Pennsylvania | 2018–2022 | GPA 4.0
 - Dissertation: Narratives of Restorative Space for Black Women Diversity Administrators in Higher Education
- **Master of Science in Speech-Language Pathology** | University of the District of Columbia | 2005–2006

PROFESSIONAL EXPERIENCE

Program Director | Contract Manager

2023 – Present

Adventist Healthcare Inc.-- Reginald S. Lourie Center for Children's Social and Emotional Wellness

- Organize and lead program leadership meetings to foster a culture of collaboration, strategic learning, and informed decision-making that aligns with organizational mission and goals.
- Establish and sustain strategic partnerships with external stakeholders, including governing boards, community organizations, and national associations, to align organizational priorities and enhance program initiatives.
- Collaborate with governance bodies on the development and implementation of performance evaluation processes for personnel, fostering a culture of shared responsibility for program quality.
- Implement recruitment strategies, professional development programs, and program assessments to ensure the long-term, organizational vitality and success.
- Secure \$2.9M in external funding to support organizational strategic priorities and professional service lines, promoting sustainable outcomes for local communities.
- Partner with a national organization to administer a trauma-informed organizational assessment designed to inform trauma-informed best practices across service delivery models.

Program Manager

2021 – 2023

Sova Solutions, LLC.

- Provided strategic leadership and oversight of academic programs, ensuring alignment with institutional goals and accreditation standards while fostering a collaborative, high-performance, and results-driven academic environment.
- Oversaw the assessment and continuous improvement of academic programs across various institutions, utilizing data-driven insights to inform decision-making and foster a culture of innovation and accountability.
- Led the analysis and interpretation of assessment data to inform program improvement efforts and support data-informed decision-making related to institutional effectiveness and student success.
- Designed and facilitated workshops to support faculty development, academic leadership, and institutional effectiveness in teaching and learning.
- Examined institutional policies and procedures relative to student and faculty experiences to identify equity gaps, and inform research and action plans which promoted a more inclusive and equitable campus culture.
- Composed reports synthesizing findings from academic program reviews, including internal and external data, to inform recommendations for program improvement and resource allocation for private 4-year institutions.
- Developed and implemented assessment instruments for experts within lead associations across the higher education landscape, including surveys and rubrics, to evaluate institutional effectiveness in key academic areas, supporting data-informed decision-

making and continuous improvement.

- Developed data collection protocols to support research on student sense of belonging and its impact on academic success, informing initiatives to create a more inclusive and supportive learning environment for private 4-year institutions.
- Developed data collection protocols to examine faculty experiences related to campus climate, including perceptions of equity, inclusion, and support, informing initiatives to foster a more welcoming and supportive environment for faculty.
- Collaborated with national higher education organizations and stakeholders to explore and disseminate best practices to address complex systemic issues relative to data/accountability, digital learning/innovation, and strategic partnerships in higher education.
- Collaborated with a private foundation to guide research initiatives conducted by national experts focused on systemic challenges in higher education (e.g. access and equity in higher education, the future of work and higher education), maximizing the impact of philanthropic investment, and contributing to national conversations and informing institutional practices.
- Co-designed a professional development series focused on equity and student success, centering the knowledge and skills to address achievement gaps and promote equitable outcomes for all students.

Graduate Intern, Office of Diversity, Equity, and Inclusion

2021

Bethany College

- Conducted reviews of academic policies and practices to ensure they promote equitable access and success for all students, particularly from equity deserving communities.
- Designed and implemented a campus climate survey to establish baseline data on the academic climate, informing inaugural DEI initiatives.
- Led efforts to identify gaps in DEI learning outcomes within general education and championed the development of a new course to address needs.
- Collaborated with academic leaders and faculty to integrate DEI principles into curriculum updates, fostering a culture of inclusive teaching and learning.

Clinical Faculty | Coordinator of Clinical Instruction

2011 – 2021

University of the District of Columbia

- Critically analyzed faculty performance across teaching, research, and service, exercising sound judgment to evaluate the quality and impact of scholarly work and provide constructive feedback and recommendations following peer review and collaboration.
- Collaborated with diverse faculty groups to build consensus on key issues, contributing to the development and revision of university policies relative to teaching, research, and shared governance.
- Contributed to a fair and transparent grievance and appeals process, ensuring that all parties were valued, and decisions were based on institutional policy and evidence, fostering a more just and equitable campus environment.
- Honored administrative and faculty hiring processes through maintaining strict confidentiality throughout search committee proceedings, ensuring adherence to university policies and procedures while evaluating candidates and making hiring recommendations.
- Provided leadership and operational management to uphold interdisciplinary academic and clinical instruction for a graduate program serving 30+ students, fostering a collaborative culture.
- Oversaw the continuous improvement of a specialty graduate program, including curriculum development, assessment of student learning, and program evaluation.
- Developed and implemented strategies to enhance student diversity and inclusion within academic programs, contributing to a 48% increase in enrollment of underrepresented student populations over four years.
- Managed the professional accreditation process, ensuring alignment with institutional mission/vision and adherence to professional accreditation standards for speech-language pathology.
- Managed resources and operational infrastructure in support of externship placement opportunities serving 100+ graduate students, cultivating a culture of student success.
- Fostered community partnerships with clinical sites and cultivated student success via (inter)professional opportunities aligned with graduate program requirements and accreditation standards.
- Collaborated with technology vendors and the information technology unit to implement and rollout an introductory clinical management system aligned with program and accreditation standards.
- Established policies and procedures relative to evaluation, implementation, and use of an introductory clinical management system.

Lead Speech-Language Pathologist

2009–2011

Little Feet and Hands, Inc.

- Designed and implemented a streamlined clinical service delivery model, enhancing efficiency and quality of care for families engaged in the District of Columbia Early Intervention Program (Strong Start).
- Managed a diverse caseload of over 100 families, providing comprehensive evaluation and intervention for children with suspected and diagnosed swallowing disorders and early communication delays.
- Developed streamlined clinical processes and managed billing for insurance claims.
- Supervised multidisciplinary collaboration to deliver tailored therapeutic strategies, supporting measurable developmental progress and family satisfaction.
- Established and maintained best practices to align service delivery with institutional goals and regulatory standards.

Speech-Language Pathologist EBS Healthcare

2006–2009

- Oversaw 60+ K-12 students across diverse educational settings, ensuring support for communication and literacy-based disabilities.
- Coordinated with educators and professionals to optimize student outcomes.
- Facilitated meetings and documentation to support literacy-based and communication-related interventions.
- Facilitated cross-disciplinary collaboration with educators, administrators, and families to develop and implement individualized education plans (IEPs) tailored to student needs and aligned with academic goals.

TEACHING EXPERIENCE

- | | | |
|--|--------------------------------|---|
| ➤ Clinical Practicum 560, 561, 562, 563, 564 | ➤ Language Acquisition 312 | ➤ Articulation and Phonological Disorders 536 |
| | ➤ Communication Modalities 555 | |

UNIVERSITY SERVICE

University of the District of Columbia

- Grievance and Grade Appeals Committee
- Departmental Evaluation and Promotion Committee
- University Faculty Senate
- Graduate Program Admissions Committee

Indiana University of Pennsylvania

- Grievance and Grade Appeals Committee
- Board of Community Standards
- Graduate Student Assembly

PROFESSIONAL PRESENTATIONS AND PANELS

Walker, T. & **Carter, M.** (March 2021). *The Role of Instructional Design in Liberatory Pedagogy*. Presented at the Teaching, Learning, and Leading Faculty 2021 Colloquium Series: From Freedom to Liberation at the University of Pittsburgh, Virtual.

LeVere, M. & **Carter, M.** (January 2021). *A Vision for a “Networked” CAS*. Presented as an invited roundtable panelist at the College of Arts and Sciences Spring 2021 Opening Plenary at the University of the District of Columbia, Washington, DC.

Massey, A. & **Carter, M.** (February 2020). *Dialogues in Leadership: Leveraging the Power of the Personal Narrative Develop Academic Leaders and Strengthen Our Institutions*. Presented at the American Association of State Colleges and Universities Academic Affairs Winter Meeting, New Orleans, MA

Walters, T. & **Carter, M.** (May 2016). *Growing the Whole Clinician: Integrating Theories to Improve Supervisory Practice*. Presented at the 2016 Annual National Black Speech Language and Hearing Association Convention, Virginia Beach, VA.

AWARDS & ACHIEVEMENTS

- UDC Alumni College of Arts and Sciences Professional Accomplishments, 2018, University of the District of Columbia
- Inaugural Dialogues in Leadership Cohort Participant, 2018, University of the District of Columbia
- College of Arts and Sciences Teacher of Promise Award, 2014, University of the District of Columbia

PROFESSIONAL MEMBERSHIPS

- | | |
|---|---|
| ➤ American Speech-Language-Hearing Association | ➤ National Black Doula Association ProDoula |
| ➤ National Black Association of Speech-Language and Hearing | ➤ DC/MD/VA Board of Infant and Mental Health Association (DC Regional Board Member) |
| ➤ American Association of University Women | |

LICENSURE & CERTIFICATIONS

- Certificate of Clinical Competence – American Speech-Language-Hearing Association
- Speech-Language Pathology Licensure – DC Department of Health | Maryland Department of Health and Mental Hygiene
- Online Teaching Certification
- Diversity, Equity, and Inclusion in the Workplace Certification
- Certified Breastfeeding Specialist – Lactation Education Resources
- Certified Postpartum and Infant Care Doula – ProDoula
- Basic Life Support—American Heart Association

TOOLS & TRAINING

- Software & Platforms: Asana, Miro Essentials, Banner, Qualtrics, Blackboard, D2L, Google Suite, Microsoft Office, UKG Dimensions, Workday
- Compliance & Standards: FERPA, HIPAA, Title IX, Quality Matters, Lawful Hiring
- Facilitation & Training: Facilitated Attunement Interactions Level I, Crucial Conversations, White Belt
- Diversity & Inclusion: DEI Assessment and Strategic Planning
- Leadership & Supervision: Culturally-affirming and Reflective Supervision/Mentorship

REFERENCES

Available upon request.

Memorandum

To: The Board of Trustees

From: Managing Director of Finance

Date: June 10, 2025

Subject: Executive Appointment of Dr. Myesha Carter as the Associate Chief Academic Officer for the Student Experience, Office of the Chief Academic Officer

Conclusion

It is projected that there are sufficient unrestricted funds in the University of the District of Columbia's FY2025 budget—and beyond—to cover the cost of the salary and benefits associated with the appointment of the Associate Chief Academic Officer for the Student Experience, Office of the Chief Academic Officer. The role will report to the Chief Academic Officer.

Background

The proposed resolution is to appoint Dr. Myesha Carter as the first Associate Chief Academic Officer for the Student Experience, Office of the Chief Academic Officer. Dr. Carter's appointment will be effective July 1, 2025.

This appointment is an "at will" appointment, serving at the pleasure of the President and terminable at any time without appeal or right to compensation.

Financial Impact

The salary for this appointment will be Grade 1A, Step 9 on the non-union administrative salary schedule, paying \$183,335.70 per year, with related benefits of \$47,667.28. The employee will continue to be fully eligible for cost-of-living increases in accordance with the applicable University policy.

She will also continue to be eligible for and may participate in the University of the District of Columbia health insurance, life insurance, retirement, and disability programs in the same manner and under the same conditions as regular administrative employees hired on or about the date of her initial appointment. The University will contribute the equivalent of seven percent (7%) of the employee's salary to her Teacher Insurance Annuity Association (TIAA) retirement. The employee leave accrual rates are as follows: annual leave accrual of seven (7) hours per pay period and sick leave of four (4) hours per pay period.

There are no anticipated risks at this time.