

**BOARD OF TRUSTEES
UNIVERSITY OF THE DISTRICT OF COLUMBIA
UDC RESOLUTION NO. 2025 - 28**

SUBJECT: TENURE APPROVAL FOR RICHARD KALUNGA, PH.D., COLLEGE OF ARTS & SCIENCES

WHEREAS, pursuant to D.C. Official Code § 38-1202.06(3), the Board of Trustees is authorized to establish or approve policies and procedures governing admissions, curricula, programs, graduation, the awarding of degrees, and general policy for the components of the University; and

WHEREAS, Dr. Richard Kalunga, Assistant Professor of Speech-Language Pathology in the Division of Education, Health, and Social Work of the College of Arts and Sciences (CAS) of the University of the District of Columbia (UDC), has petitioned the University to be granted tenure in the department in which he is qualified; and

WHEREAS, Dr. Jeffery Fleming, Dean of CAS, in conjunction with the Division Chair and the Department and College Promotion and Tenure Committees, have conducted a thorough review of Dr. Kalunga's academic background and records of achievement in teaching, scholarship, and university and community service and have promoted Dr. Kalunga to Associate Professor effective October 1, 2025 and recommended him for tenure; and

WHEREAS, they judged Dr. Kalunga to be an excellent professor in the Speech Language Pathology Program with distinguished skills and expertise in his field who meets the criteria by which University of the District of Columbia faculty are evaluated, based on the 8th Master Agreement, noting his rankings as distinguished in teaching effectiveness; research and scholarly works (including leadership of significant research projects such as the Health Careers Opportunity Program (HCOP) Ambassador Programs with a \$3.25 million grant and the Georgetown University Trauma-Sensitive Early Intervention (GUTSEI) project funded by the US Department of Education.); and substantial service to the University, CAS, professional community, and beyond (including his reorganization of the UDC VR Training and Research Hub into the Immersive Technologies and Artificial Intelligence Lab (iTAIL), which integrates cutting-edge technology into speech-language pathology education and clinical practice), all of which make him an asset to UDC; and

WHEREAS, the Chief Academic Officer and the President have affirmed the recommendation of tenure for Dr. Kalunga from Dean Fleming and the appropriate committees, and the President has forwarded the recommendation for tenure to the Board of Trustees.

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the University of the District of Columbia approves the award of tenure to Dr. Richard Kalunga, College of Arts and Sciences, at the rank of Associate Professor effective October 1, 2025.

Approved by the Executive Committee:

June 17, 2025

Ratified by the Board of Trustees:

June 24, 2025



Warner H. Session
Chairperson of the Board

UNIVERSITY OF THE
DISTRICT OF COLUMBIA
OFFICE OF THE CHIEF ACADEMIC OFFICER —

APRIL MASSEY, PH.D.
CHIEF ACADEMIC OFFICER

May 30, 2025

Dr. Richard Kalunga, Ph.D.
College of Arts and Sciences
University of the District of Columbia

Dear Dr. Kalunga,

This letter is to inform you that I have reviewed and am recommending approval of your application for promotion to associate professor with tenure.

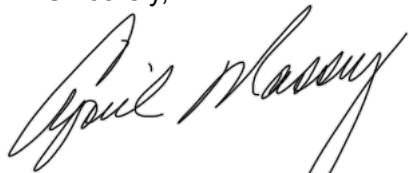
Having thoroughly evaluated your record of accomplishments in the domains of teaching, scholarship, and service, and having concurred with the recommendations of the Chair, Dean, and relevant promotion review committee(s), my recommendation will now go to President Edington for final approval of the promotion—and to both the president and the Board of Trustees for final decisions regarding tenure.

Regarding your application for tenure, after receiving presidential approval, your application will be reviewed and voted on at the next meeting of the Board's Academic and Student Affairs Committee, scheduled for June 17, 2025. Applicants approved in Committee will be voted on during the subsequent full Board meeting, scheduled for June 24, 2025. Board-approved tenures will be effective on October 1, 2025.

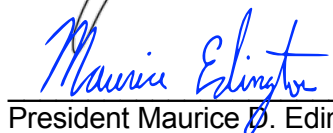
All approved promotions and associated salary increases will be effective on October 1, 2025, subject to final budget approval by the government of the District of Columbia.

Congratulations on reaching this stage of the review process and thank you for your sustained commitment to student success and professional excellence. You are to be commended for submitting a strong narrative and supporting evidence of your achievements as a faculty member at the University of the District of Columbia.

Sincerely,



Approved:


President Maurice D. Edington

Date: 6/13/25

DEAN'S REVIEW OF APPLICATION FOR PROMOTION AND TENUREApplicant's Name: Richard Kalunga For the Rank of Associate Professor with Tenure

Category	Observations
II. Performance Evaluations	Dr. Richard Kalunga satisfies the minimum eligibility requirements for applying for promotion in rank for assistant to associate professor. He has completed the requisite years at the lower rank, and he has earned the required performance evaluation scores — at least one Distinguished-4 and none less than Outstanding-3 — across the previous three consecutive years.
III. A. Continuing Education	Dr. Kalunga has engaged in a variety of continuing education activities, including attending the Dialogues in Leadership program and the AI CIRCLS Mock Fellow program funded by the National Science Foundation. He has also participated in numerous professional development workshops and webinars, focusing on topics such as AI in education, virtual reality, and telepractice service delivery. Additionally, he has been an invited speaker and presenter at various conferences, sharing insights on integrating immersive technologies and enhancing student learning outcomes.
B. Authorships	Dr. Richard Kalunga has authored and edited a variety of works, including the book "If You're Listening," which explores the journey of a young man who stutters. His published papers cover topics such as virtual reality in education, phonological awareness, and broadening participation in research. Additionally, he has completed several unpublished manuscripts, including a roadmap for transitioning to a virtual reality-infused curriculum in clinical sciences education.
C. Research	Dr. Kalunga's research activities include leading significant projects such as the Health Careers Opportunity Program (HCOP) Ambassador Programs with a \$3.25 million grant and the Georgetown University Trauma-Sensitive Early Intervention (GUTSEI) project funded by the US Department of Education. Additionally, he is working on a book titled "Language in Motion" with co-authors April Massey, Sulare Rose, and Toni Walters, expected to be completed in 2025.
D. Works, Shows, Exhibits, Patents	Dr. Kalunga was invited as a subject matter expert for Zambia National Broadcasting Corporation's television programming during Autism Awareness Month in 2022. In 2021, he participated in a screening of the award-winning documentary "My Beautiful Stutter," followed by a roundtable conversation with the director and the founder of the Stuttering Association for the Young (SAY).
E. Other Professional Activities	Dr. Kalunga served as a guest lecturer on Guest Lecture: African American English is not Standard English with Mistakes, University of the District of Columbia, Washington, DC, October 2015.

F. University Service	Dr. Kalunga has served in various roles at the university, including Program Director, Academic Coordinator, and Faculty Advisor, contributing significantly to program leadership and student support. He has been actively involved in numerous unit committees such as Qualifying Exam, CAA Compliance, Academic Affairs, and Faculty Search, as well as serving on the Thesis Committee. Additionally, Dr. Kalunga has participated in college-wide and university-wide activities, including the DEPC, Accreditation Oversight Committee, Faculty Senate, Graduate Council, and the UDC Digital Transformation Taskforce.
G. Community Service	Dr. Kalunga has made significant contributions to the community by founding Act4Change and serving as a board member for Educate the Girl Child (EduGirl). Additionally, he has been a reviewer for the Journal of Speech, Language, and Hearing Research, an HRSA grant reviewer, and a member of the END Conference Scientific Committee and the District of Columbia Speech-Language-Hearing Association board.

☒ Strongly Recommended

☐ Recommended

☐ Not Recommended

Ranked Number 3 OF 6

I am writing to offer my strongest recommendation for Dr. Richard Kalunga's promotion to the rank of Associate Professor of Speech-Language Pathology with tenure. Dr. Kalunga has been an exemplary member of our faculty since joining the University of the District of Columbia (UDC). His unwavering dedication to advancing speech-language pathology education and his significant contributions to the field make him an outstanding candidate for this promotion.

Dr. Kalunga's innovative approach to education is further demonstrated by his reorganization of the UDC VR Training and Research Hub into the Immersive Technologies and Artificial Intelligence Lab (iTAIL). This lab integrates cutting-edge technology into speech-language pathology education and clinical practice, providing students with immersive, interactive learning experiences. Through AI-driven tools and VR simulations, students enhance their clinical competency, engage in experiential learning, and improve patient care outcomes.

Dr. Kalunga has also developed and launched several learning modules, including "Harnessing Artificial Intelligence in Speech-Language Pathology: Clinical Applications and Benefits" and "Soft Skills in SLP – Active Listening." These modules equip students with essential AI competencies and critical interpersonal skills, preparing them for interdisciplinary collaboration and effective communication in healthcare settings.

Dr. Kalunga's commitment to extending student learning beyond the classroom is evident through his involvement in high-impact learning opportunities. One notable initiative was his participation in the SAY (Stuttering Association for the Young) DC Benefit Gala, where he secured free attendance for nine UDC students. This transformative experience allowed students to engage with professionals, advocates,

and performers, deepening their understanding of communication disorders and the real-world impact of their future profession.

In addition to his contributions to education, Dr. Kalunga's expertise in artificial intelligence has had a global impact. As a presidential campaign consultant in the Zambian presidential race, he formulated and advised on an AI-driven social media strategy, enhancing campaign outreach and voter engagement. This work underscores the global relevance of his expertise in harnessing technology for societal advancements.

In summary, Dr. Kalunga's achievements in teaching, innovation, and global impact make him an outstanding candidate for promotion to Associate Professor of Speech-Language Pathology with tenure. His unwavering dedication to advancing UDC's academic and professional standing is commendable, and I am confident that he will continue to make significant contributions to our institution and the broader academic community.

I wholeheartedly endorse Dr. Richard Kalunga for promotion to Associate Professor with tenure. Thank you for your consideration.

Date: 02/27/2025 Signed: 
Dean, College of Arts and Sciences

CURRICULUM VITA

PERSONAL DATA

Name: Richard C. Kalunga
Office Address: University of the District of Columbia
Speech-Language Pathology Program
Division of Education, Health, and Social Work
4200 Connecticut Avenue, NW
Washington, DC 20008
Office e-mail: rkalunga@udc.edu

Home Address: 12120 Chancery Station Circle
Reston, VA 20190
Home e-mail: rkalunga@gmail.com

EDUCATION

Undergraduate

Bachelor of Science Degree in Mechanical Engineering
University of Manchester Institute of Science and Technology
Manchester, UK
June 1992

Graduate Education

Master of Science Degree in Speech-Language Pathology
University of the District of Columbia
Washington, DC
June 1998

Doctor of philosophy Degree in Communication Disorders
Howard University
Washington, DC
June 2008

EMPLOYMENT

Academic Coordinator
Speech-Language Pathology Program
University of the District of Columbia
Washington, DC
2019 – Present

Owner and President
Genesis Health and Education Corp.
Reston, VA
2007-Present

Owner and President
Integrative Health Group LLC
Reston, VA
2016-Present

Founder and President
Act for Change Nonprofit Organization
Reston, VA
2015-Present

Program Director
Speech-Language Pathology Program
University of the District of Columbia
Washington, DC
2017-2019

Speech-Language Pathologist
District of Columbia Public Schools
Washington, DC
8/2000-7/2007

Speech-Language Pathologist
St. Coletta of Greater Washington
Alexandria, VA
2/2000-8/2000

Speech-Language Pathologist
Montgomery County Public Schools
Rockville, MD
8/1999-2/2000

Speech-Language Pathologist
Easter Seals Society
Washington, DC
6/1998-8/1999

Faculty Appointment

2014 – Present	Assistant Professor of Speech-Language Pathology, Speech-Language Pathology Program, University of the District of Columbia, Washington, DC
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1/2010-Present	Adjunct Assistant Professor of Speech-Language Pathology, Cathy Hughes School of Communications, Howard University, Washington, DC
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8/2013-8/2014	Visiting Assistant Professor of Speech-Language Pathology, Speech-Language Pathology Program, University of the District of Columbia, Washington, DC
1/2010-12/2013	Adjunct Assistant Professor of Speech-Language Pathology, Cathy Hughes School of Communications, Howard University, Washington, DC
8/2007-12/2009	Visiting Assistant Professor of Speech-Language Pathology, Speech-Language Pathology Program, University of the District of Columbia, Washington, DC

SCHOLARLY PUBLICATIONS

1. Kalunga, R. and Elshobokshy, F. (2024). A Multipronged Approach to Harnessing Virtual Reality to Advance the HBCU Mission. Faculty Focus - Higher Ed Teaching & Learning. <https://www.facultyfocus.com/articles/equality-inclusion-and-diversity/a-multipronged-approach-to-harnessing-virtual-reality-to-advance-the-hbcu-mission/>
2. Kalunga, R. (2023). An Investigation of the Differences in Phonological Awareness Performance Based on Cognitive Style. Journal of the National Black Association for Speech-Language and Hearing, 18(1), 96-117.
3. Matilla, M., Mak, J., Lewis, A., & Kalunga, R. (2023). Broadening Participation: A Model for Developing the Next Generation of Principal Investigators. CIRCLS - Center for Integrative Research in Computers and Learning Sciences. https://circls.org/wpcontent/uploads/2023/11/circls23_broadening_participation-brochure.pdf
4. Kalunga, R. and Elshobokshy, F. (2023). Using Immersive Technologies to Enhance Student Learning Outcomes in Clinical Sciences Education and Training. *Education and New Developments 2023*, 2, 558-560. https://end-educationconference.org/wp-content/uploads/2023/06/Education-and-New-Developments_2023_Vol_II.pdf
5. King-Berry, A., Boone, R., Johnson, N.M., and Kalunga, R. (2018). African American Students with disabilities: Beneficiaries of the Legacy or Disproportionality? [Abstract], *EDULEARN18 Proceedings*, 8677-8683, <https://doi.org/10.21125/edulearn.2018.2018>
6. Kalunga, R. (2008). Relationship of cognitive style to phonological awareness and metalinguistic awareness: Ramifications for early reading instruction. *ProQuest Dissertation Publishing*.

Abstracts

International

1. Kalunga, R. and Elshobokshy, F. (2023). Integrating Immersive Technologies into Clinical Sciences Curriculum to Improve Learning and Therapeutic Outcomes.

- [Abstract], *EDULEARN23 Proceedings*, 171-174, <https://doi.org/10.21125/edulearn.2023.0091>
2. Kalunga, R. and Elshobokshy, F. (2023). Harnessing Emerging Technologies to Deliver Ecologically Valid Precision Therapeutics. [Abstract], *TechConnect World 2023 Program*.
 3. Kalunga, R. and Elshobokshy, F. (2023). Using Immersive Technologies to Enhance Student Learning Outcomes in Clinical Sciences Education and Training. [Abstract], *END 2023 Proceedings*.
 4. King-Berry, A., Boone, R., Johnson, N.M., and Kalunga, R. (2018). African American Students with disabilities: Beneficiaries of the Legacy or Disproportionality? [Abstract], *EDULEARN18 Proceedings*, 8677-8683, <https://doi.org/10.21125/edulearn.2018.2018>

National

1. Kalunga, R. and Elshobokshy, F. (2024). A Multipronged Approach to Harnessing Virtual Reality to Advance the HBCU Mission. [Abstract], *UNITE 2024 – UNCF Summit for Black Higher Education Program Guide*.
2. Kalunga, R. and Elshobokshy, F. (2024). Program-Wide Integration of Immersive Technologies in SLP Graduate Courses and Clinical Practicum: A Pilot Study. [Abstract], *2023 ASHA Convention Program Planner*.
3. Matilla, M., Mak, J., Lewis, A., & Kalunga, R. (2023). Broadening Participation: A Model for Developing the Next Generation of Principal Investigators. [Abstract], *CIRCLES '23 Convening Program Guide*.
4. Kalunga, R. (2016). The Uneven Terrain of Phonological Awareness Acquisition: Who May be at Risk? [Abstract], *2016 ASHA Convention Program*.
5. Kalunga, R. and Payne, K. (2010). Relationship of Cognitive Style to Metalinguistic Awareness: Ramifications for Reading. [Abstract], *2010 NBASLH Convention Program*.
6. Kalunga, R. and Payne, K. (2009). Relationship of Cognitive Style to Metalinguistic Awareness: Early Literacy Ramifications. [Abstract], *2009 ASHA Convention Program*.

Regional

1. Kalunga, R. (2023). Integrating VR into the Curriculum to Enhance Engagement and Learning. [Abstract], *UDC- CAS Teaching-Learning Roundtable Program*.
2. Kalunga, R., LeVere, M. and Taraboletti, A. (2021). Are You Teaching Content or Just Covering Material? [Abstract], *UDC- CAS Teaching-Learning Roundtable Program*
3. Kalunga, R. (2016). Literacy: Easy as ABC? [Abstract], *2016 DCSHA Convention Program*.

PRESENTATIONS

International Presentations

1. Integrating Immersive Technologies into Clinical Sciences Curriculum to Improve Learning and Therapeutic Outcomes (2023). 15th Annual International

- Conference on Education and New Learning Technologies, Palma de Mallorca, Spain. (July).
2. Harnessing Emerging Technologies to Deliver Ecologically Valid Precision Therapeutics (2023). TechConnect World Innovation Conference, National Harbor, MD. (June).
3. Using Immersive Technologies to Enhance Student Learning Outcomes in Clinical Sciences Education and Training (2023). International Conference on Education and New Developments, Lisbon, Portugal. (June).
4. African American Students with Disabilities: Beneficiaries of the Legacy or Disproportionality? (2018). 10th International Conference on Education and New Learning Technologies. Palma, Spain. (July).

National Presentations

1. A Multipronged Approach to Harnessing Virtual Reality to Advance the HBCU Mission (2024). UNITE 2024 – UNCF Summit for Black Higher Education, Atlanta, GA (July).
2. Program-Wide Integration of Immersive Technologies in SLP Graduate Courses and Clinical Practicum: A Pilot Study (2023). Annual Convention of the American Speech-Language-Hearing Association. Boston, MA. (November).
3. Broadening Participation: A Model for Developing the Next Generation of Principal Investigators (2023). CIRCLES '23 Convening, Alexandria, VA. (with Matilla, M., Mak, J., & Lewis, A.). (November).
4. The Uneven Terrain of Phonological Awareness Acquisition: Who May be at Risk? (2016). Annual Convention of the American Speech-Language-Hearing Association. Philadelphia, PA. (November).
5. Relationship of Cognitive Style to Metalinguistic Awareness: Ramifications for Reading (2010). National Black Association for Speech-Language and Hearing Annual Convention. Tampa, FL. (April).
6. Relationship of Cognitive Style to Metalinguistic Awareness: Early Literacy Ramifications (2009). Annual Convention of the American Speech-Language-Hearing Association. New Orleans, LA. (November).

Regional Presentations

1. Advancing the Mission of the Urban HBCU: Showcasing Excellence, Elevating Possibility – UDC Now (2024). Inaugural UDC Academic Forum, Invited – Faculty Roundtable, Washington, DC (March). Invited Speaker.
2. Integrating VR into the Curriculum to Enhance Engagement and Learning (2023). UDC- CAS Teaching-Learning Roundtable, Washington, DC. (April).
3. Integrating Immersive Technologies in Your Course (2023). UDC - CAL Professional Development Webinar, Washington, DC. (March).
4. Teaching by Experimentation: Clinical Science and VR Technology (2023). UDC Academic Forum, Washington, DC. (January). Invited Speaker.
5. Are You Teaching Content or Just Covering Material? (2021). UDC- CAS Teaching-Learning Roundtable, Washington, DC. (with LeVere, M. and Taraboletti, A.). (May).

6. Are You Teaching Content, or Just Covering Material? (2021). CAS All-College Professional Development Opening Plenary Session, Washington, DC. (with LeVere, M. and Taraboletti, A.). (January).
7. Teaching from the Middle (2020). All-CAS Faculty End-of-Semester Symposium, Washington, DC. (with Vixamar-Owens, D.). (November).
8. Literacy: Easy as ABC? (2016). District of Columbia Speech-Language-Hearing Association Annual Convention. Rockville, MD. (March).
9. African American English is not Standard English with Mistakes (2014). University of the District of Columbia, Washington, DC. (October). Invited Speaker.
10. Literacy: Easy as ABC? (2014). University of the District of Columbia Students and Faculty, Washington, DC. (April).
11. Relationship of Cognitive Style to Phonological Awareness: Implications for Reading Acquisition (2014). University of the District of Columbia. Washington, DC. (May).
12. Relationship of Cognitive Style to Phonological Awareness and Metalinguistic Awareness: Ramifications for Early Reading Instruction (2008). Howard University Academic Community and Dissertation Committee. Washington DC. (December).
13. The Interaction of Cognitive Style, Phonological Awareness, and Metalinguistic Awareness: Ramifications for Early Reading Instruction (2008). Howard University Pre-Defense Presentation. Washington DC. (October).
14. The Relationship between Cognitive Style, Phonological Awareness, and Metalinguistic Awareness: Ramifications for Early Reading Instruction (2007). Howard University Graduate Research Symposium and Honors Day. Washington DC. (April).
15. The Role of Phonological Awareness in Children's Literacy Acquisition (2007). Nativity Catholic Academy. Washington DC. (March).
16. The Relationship between Cognitive Style, Phonological Awareness, and Metalinguistic Awareness: Ramifications for Early Reading Instruction (2007). Howard University Dissertation Committee. Washington, DC. (November).
17. Why Some Students Have Difficulty Learning to Read: The Role of Phonological Awareness (2006). St. Augustine Catholic School. Washington DC. (June).
18. From spoken Language to Literacy: Bridging the Gap (2006). Nannie Helen Burroughs School. Washington DC. (February).
19. The Relationship between Cognitive Style, Phonological Awareness, and Metalinguistic Awareness: A Summary of the Dissertation Concept (2005). Howard University Dissertation Committee. Washington, DC. (October).
20. Selecting Appropriate Technology for Children with Disabilities (1998). Easter Seals. Washington, DC. (August).
21. The Role of the Speech-Language Pathologist in the Rehabilitation of Laryngectomy Patients (1998). Howard University Hospital. Washington, DC. (June).
22. Communication, Assessment and Rehabilitation in the Laryngectomy Patient (1997). DC General Hospital. Washington, DC. (September).

Workshops, Trainings, and Talks

1. Immersive Technologies in Speech-Language pathology – Faculty Training (2023). UDC Speech-Language Pathology Program Faculty. Washington, DC. (October).
2. Immersive Technologies in Speech-Language pathology – Student Training (2023). UDC Speech-Language Pathology Program Faculty. Washington, DC. (September).
3. Integrating Immersive Technologies in Your Course (2023). UDC-CAL Professional Development Webinar. Washington, DC. (March).
4. Immersive Technologies in Speech-Language pathology – Student Training (2022). UDC Speech-Language Pathology. Washington, DC. (November).

EDUCATIONAL ACHIEVEMENTS

Programs and Initiatives Implemented

Technology Enhanced Outcomes Assessment Integration in SLP Program

(2023 – Present) – In Collaboration with The Center for the Advancement of Learning and The Office of Planning and Institutional Effectiveness spearheaded program to transforming the Blackboard Learning Management System into a central hub for learning and outcomes assessment for the SLP Program. Leveraged a technology-driven, purposeful approach to assessment to enhance curriculum and program outcomes. Provided students with clear learning outcomes and faculty with efficient academic management and a culture of data-driven decision making. UDC was awarded the Catalyst Award for Assessment and Institutional Effectiveness stemming from this effort. This award honors institutions that develop best practices to cultivate and sustain a collaborative culture of assessment, where results are used for continuous improvement, or launch initiatives that enable data-driven decisions to increase curricular effectiveness.

Program to Systematic Integrate Immersive Technologies in SLP Curriculum

(2022 – Present) – In Collaboration with The Center for the Advancement of Learning, developed and implemented a program-wide systematic integration of VR in SLP graduate courses and clinical practicum. The program prioritized achievement of sustainable and adaptable VR integration that synergistically addressed evolving program and student requirements. It allows the SLP program and UDC to gain a competitive edge on the higher education landscape by providing students with state-of-the-art learning experiences, enhancing student learning outcomes and competencies, facilitating students' upward mobility by exposing them to disruptive technologies that reshape society, and boosting student enrollment. The program serves as a model for VR adoption across varied disciplines and programs.

UDC Virtual Reality Training and Research Hub

(2022 – Present) – Developed and implemented the UDC Virtual Reality Training and Research Hub (UDC-VR Hub). The UDC-VR Hub is designed to enrich student learning experiences, improve academic and clinical content understanding, increase engagement and knowledge retention, and boost 21st century job skills. It also serves as a research hub for faculty and students in the SLP program. The UDC-VR Hub serves as a model for effectively harnessing technology advance emerging student, faculty, and community needs,

Clinical Simulation Program

(2018 – Present) – Implemented the Digitally Enhanced Mannequins (DEMs) Clinical Simulation Program in the UDC SLP Program. DEMs can be programmed to exhibit a wide range of clinical signs and symptoms, along with other real-life functions. This program transformed the SLP program's use of Simulated Learning Environments for engaging students in formal, guided, authentic, real-world clinical experiences without placing patients at risk.

Program for Online Management of Student Clinical Practicum

(2017 – Present) – Implemented migration to web-based (CALIPSO) management of key aspects of clinical education, significantly streamlining and simplifying all aspects of student clinical practicum management. It allowed for on-demand comprehensive data and preformation visualization and reporting. It also enhanced student performance evaluation consistent with accreditation standards, allowed anytime-anywhere access to critical components of clinical practicum by students and clinical supervisors, and facilitated seamless communication.

Program for Online data management and collaboration

(2017 – Present) – Developed and implemented a program-wide Google-based online document and data repository that allowed dynamic on-demand real-time access and collaboration for faculty and students in the SLP program. The Program led to improve improved program efficiency, accountability, transparency, and democratization of program information sharing and access.

Courses Developed and Taught

Graduate level seminar entitled, “Stuttering”

Speech-Language Pathology Program

University of the District of Columbia, Washington, D.C.

August 2014 – Present

(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Graduate level seminars entitled, “Stuttering and other Fluency Disorders”
Department of Communication Sciences and Disorders
School of Communications
Howard University, Washington, D.C.
August 2022 – December 2024
(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lectures, and developed knowledge and skills assessment)

Graduate level seminar entitled, “Language Disorders”
Speech-Language Pathology Program
University of the District of Columbia, Washington, D.C.
August 2018 – December 2021
(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Undergraduate course entitled, “Language Acquisition”
Speech-Language Pathology Program
University of the District of Columbia, Washington, D.C.
August 2020 – Present
(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Graduate level course entitled, “Speech Science”
Speech-Language Pathology Program
University of the District of Columbia, Washington, D.C.
January 2022 – May 2022
(Modified syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Graduate level seminar entitled, “Phonological Disorders”
Speech-Language Pathology Program
University of the District of Columbia, Washington, D.C.
August 2013 – December 2014
(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Graduate level course entitled, “Speech and Hearing Disorders and Related disciplines”
Speech-Language Pathology Program
University of the District of Columbia, Washington, D.C.
2015 – 2016

(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Graduate level course entitled, “Sociolinguistics”

Speech-Language Pathology Program

University of the District of Columbia, Washington, D.C.

Summer 2014 – Summer 2015

(Developed syllabus, selected texts, designed clinical teaching activities and projects, presented weekly lecture, and developed knowledge and skills assessments)

Memorandum

To: The Board of Trustees

From: Managing Director of Finance *David A. Franklin*

Date: June 17, 2025

Subject: Tenure Approval – Dr. Richard Kalunga, Division of Academic Affairs, College of Arts and Sciences

Conclusion

It is concluded that there is no fiscal impact associated with the granting of tenure to Dr. Richard Kalunga, Associate Professor of Speech-Language Pathology, College of Arts and Sciences of the University of the District of Columbia (UDC). The proposed resolution is for the approval of tenure for Dr. Richard Kalunga.

It has been recommended that Dr. Richard Kalunga, who joined the University as an Assistant Professor of Speech-Language Pathology, be approved for tenure. The College Promotion and Tenure Committee, Division chair for Education, Health, and Social Work, Departmental Evaluation and Promotion Committee (DEPC), and College Promotion and Tenure Committee (CPTC) conducted thorough, independent reviews and prepared independent reports to the dean regarding tenure for Dr. Kalunga.

Background

The DEPC conducted a review of Dr. Richard Kalunga's tenure application in concert with his application for promotion to associate professor. Examinations of Dr. Kalunga's performance in the areas of teaching, scholarship, and service were completed for the period 2019–2024. Vetting of all dossier content was completed at the levels of the program, Division, and College. All reviews endorse the strengths of Dr. Kalunga's tenure and promotion dossier and conclude that he is a strong teacher-scholar and competitive tenure candidate. With expertise in phonology, fluency and child language, Dr. Kalunga's documented faculty performance exceeds University and broader higher education expectations for excellence and impact in Speech-Language Pathology with particular focus on VR infused teaching scenarios, hypothesis driven continuous improvement paradigms for teaching and learning, and digital transformation. Dr. Kalunga's contributions are validated by his student outcomes, publications, invitations, recognitions, and sustained contributions to developing new models in clinical education.

The recommendation of tenure for Dr. Kalunga has been affirmed by the Dean, Chief Academic Officer, and President. The President has forwarded the recommendation for tenure to the Board of Trustees.

Financial Impact

There are no anticipated risks at this time.