BOARD OF TRUSTEES UNIVERSITY OF THE DISTRICT OF COLUMBIA UDC RESOLUTION NO. 2023 – 40

SUBJECT: EXECUTIVE APPOINTMENT OF APRIL MASSEY, PH.D. AS INTERIM CHIEF ACADEMIC OFFICER AT THE 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 - 212; 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 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, April Massey, Ph.D. has been recommended to serve as the Interim Chief Academic Officer based on her knowledge, past accomplishments and experience; and

WHEREAS, after review of her credentials, it has been determined that April Massey, Ph.D. 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 approves the appointment of April Massey, Ph.D. as Interim Chief Academic Officer effective September 13, 2023, consistent with the terms and conditions of her appointment letter.

Submitted by the Operations Committee: September 12, 2023

Approved by the Board of Trustees: September 12, 2023

Christopher D. Bell

Chairperson of the Board

Wistopher D. Bell



Maurice D. Edington, Ph.D. *President*

September 11, 2023

April Massey, Ph.D.

Re: Executive Appointment, Interim Chief Academic Officer at the University of the District of Columbia

Dear Dr. Massey:

I am pleased to offer you an executive appointment as Interim Chief Academic Officer, at the University of the District of Columbia effective September 13, 2023, pending Board of Trustees approval. Pursuant to applicable District of Columbia law, an executive appointment as Interim 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 Interim Chief Academic Officer you will perform the duties and responsibilities of the position as directed by the President.

You shall have the right to return to the role of Dean of CAS upon termination of the executive appointment.

Your salary under this appointment will be \$296,506 (Grade 1 Step 8) on the non-union Administrative Salary Schedule. You will be fully eligible for cost-of-living increases in accordance with the 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 (7) hours per pay period, and sick leave accrual, four (4) hours per pay period. subject to university guidelines.

If you accept this offer, please return the executed original of this letter to the Office of Human Resources. If you have any questions, comments, or concerns, please contact Lorinnsa Bridges- Kee, Vice President of Human Resources at (202) 274-6382 or via email at lorinnsa.bridgekee@udc.edu

Sincerely,

Maurice Edington, Ph.D. President

cc: Official Personnel File

I accept the terms and conditions of the forego	ing executive appointment as Senior Vice President at the
University of the District of Columbia.	
	/ /2022
	<u>/ /2023</u>
Name	Date



University of the District of Columbia Job Classification Description

Job Title: Chief Academic Officer

FLSA: Exempt

Occup. Series/Salary Plan/Grade: AD301/0058/Grade 1

Union: Non-Union Job Code: 700841

GENERAL DESCRIPTION OF THE JOB:

The Chief Academic Officer of the University of the District of Columbia reports directly to the President and is charged with the responsibilities of academic coordination and quality, fostering research and public service, and guiding all aspects of teaching and learning in support of student success. The CAO establishes the University's academic direction in concert with the University's student-centered focus for academic program planning and transformational actions. The CAO engages strategically with the UDC community and beyond to foster an environment of collaboration and innovation in support of UDC's values of excellence, sustainability, scholarship, and equity. The CAO will lead initiatives to ensure that UDC "... empowers its graduates to be critical and creative thinkers, problem solvers, effective communicators, and service-driven leaders in the workforce and beyond". The CAO contributes to and advances the University's strategic plan to address change and ensure excellence in teaching, research, and community service. The CAO has final responsibility for the direction, coordination and staffing of the various schools and colleges. The CAO works cooperatively with the President and other University officers to create a learning environment that promotes excellence in scholarship and research.

ESSENTIAL DUTIES AND RESPONSIBILITIES

- Works closely with the President and University officers to provide executive leadership to and support for the faculty and staff in a shared governance environment;
- Provides academic leadership to the University community with the deans, divisions and other directors of units that report to the Office of Academic Affairs;
- Receives, evaluates and provides approval for recommendations from deans and directors
 concerning all matters pertaining to their units (i.e. promotion, tenure, leave, evaluation, etc.) and
 makes recommendations to the President;
- Evaluates the performance of deans and directors and staff under the direct supervision of the President;
- Understands, evaluates and implements global trends in higher education; guides academic
 programs and curriculum development to ensure the University remains current and viable in the
 educational community;
- Supports programs for student recruitment, enrollment management, retention, and success;
- Ensure the primacy of the academic mission in all decision making, including the technological infrastructure, budget, fundraising, and communications;

- Assures that University policies and procedures governing academic and student issues enhance the learning environment and reflect current needs and appropriate practices;
- Strengthens and expands relationships with area colleges/universities, school districts, government agencies, businesses, and community organizations to promote academic partnerships, scholarships, and resources;
- Provides direction for colleges, schools, departments and support services in the pursuit of the University's educational goals in the strategic plan in the areas of curriculum development, instructional activities, address and resolve controversial issues;
- Understands and appreciates the diversity of student interests and abilities and leverages this knowledge to establish an education climate that permits maximum student growth;
- Articulates policies, regulations and procedures affecting academic affairs within the University and represents academic affairs in all appropriate internal and external forums;
- Prepares the academic budget, funding allocations, and reports for various agencies, the President and the Board of Trustees;
- Initiates or establishes appropriate procedures to enforce Board policies, District and Federal statutes within the various units of Academic Affairs.
- Performs other duties as assigned.

MINIMUM JOB REQUIREMENTS:

- 1. An earned doctorate or equivalent at an accredited academic institution;
- 2. Academic leadership experience as a provost, dean, academic vice president or other senior academic administrator;
- 3. Experience with learning communities and interdisciplinary and collaborative teaching.
- 4. Demonstrated excellence in teaching;
- 5. Demonstrates experience in and appreciation for social justice and a diverse, inclusive academic community;
- 6. Commitment to student-centered learning;
- 7. Commitment to innovation in higher education;
- 8. Distinguished record of scholarly, artistic, or other significant professional achievement; and
- 9. Demonstrated ability to provide academic administrative leadership in a consistent, creative, and accountable manner.

REQUIRED COMPETENCIES:

To effectively execute the responsibilities of the Office of the Chief Academic Officer for Academic Affairs, this officer must have knowledge of:

- The mission, goals and objectives of the University of the District of Columbia.
- Federal and District laws, regulations, policies and procedures applicable to educational institutions.
- Policies, procedures and practices of the Board of Trustees and the University of the District of Columbia.
- Be accountable, fair, responsible, and a fact-based decision-maker;

STANDARDS & EXPECTATIONS:

The incumbent acts as the Chief Academic Officer of the University. The leadership provided by the incumbent contributes to the effective administration of the University by the President. With guidance and instructions from the President, the Chief Academic Officer for Academic Affairs is in charge of directing, coordinating and staffing of the college and schools. The incumbent is responsible for working cooperatively with the President and other University officers, sharing the responsibility for creating a learning environment that promotes excellence in scholarship and research and for supporting the University's vision and goals.

Contacts are with high level executives in the University including but not limited to the President, Vice Presidents, Deans, Directors and Program Managers. Additional internal contacts include faculty, students, support staff members and other employees throughout the University. External contacts include members of the government, both local and Federal, other universities and colleges, other professionals including State and Federal Agency Directors, members of private research organizations, professional associations and public interest groups. The purpose of the contacts is to summarize, interpret, receive and disseminate information, to present alternative approaches to problems and to establish working relationships with appropriate individuals both inside and outside the University. The establishment of contacts is frequently an important aspect of the work at this level and requires tact and negotiating skills.

Development and Counseling:

Employee is expected to participate in activities that will help in the development of his/her career, and help in the performance of the duties and responsibilities of the job. Employee may seek counseling from his/her immediate supervisor.

Training:

Executive training is available to help improve skills and knowledge, and to provide updates on the latest techniques, methods and theories that are available in academic administration and technology.

Knowledge of UDC Rules and Regulations:

Guidelines consist of the regulations, policies, and procedures of the University of the District of Columbia, the University Board of Trustees, and the District of Columbia government.

Physical Demands

The work is sedentary. Typically, the incumbent may sit comfortably to do the work. However, the work requires carrying of light items such as books and papers, local traveling to various work sites.

Work Environment

The work includes the everyday risks and discomforts of an office setting.

Note: The University reserves the right to change or reassign job duties as provided in policy and negotiated agreements.		
Employee Signature	Date	
Supervisor Signature	Date	
The University of the District of Columbia is an Equal Opport	unity Employer (EOE).	
Revised Date: 11/2/18		

April Massey Associate Dean, College of Arts and Sciences Associate Professor, Speech-Language Pathology University of the District of Columbia



Education:

Howard University, Washington, District of Columbia Department of Communication Sciences and Disorders Doctor of Philosophy, 1992, Child Language, Sociolinguistics

University of Cincinnati, Cincinnati, Ohio School of Communications, Speech, and Theatre Master of Arts, Speech-Language Pathology, 1982

The Ohio State University, Columbus, Ohio School of Communications
Bachelor of Arts, Speech and Hearing Science, 1980

Professional Certification:

Certificate of Clinical Competence, American Speech-Language-Hearing Association, Speech-Language Pathology

Administrative Experience:

Assistant Dean 2005 – 2009 Associate Dean 2009 – Present College of Arts and Sciences University of the District of Columbia Washington, DC

The University of the District of Columbia is a land grant institution serving the needs of residents of the District of Columbia and surrounding jurisdictions via its educational, research, and service arms. The University enrolls approximately 5700 largely commuter students across its community college, baccalaureate, graduate, and law programs. The greatest percentage of students represent nontraditional backgrounds with many being first generation college attendees. The University's landscape is shifting in concert with new leadership, evolving best practices across higher education, and a broadening student base.

The College of Arts and Sciences is the largest of the institution's academic units and plays a significant role in advancing the mission of the University. The College shoulders the lion's share of the University's academic offerings and is home to more than 1500 majors and 120 full and part-time faculty members. The total budget for CAS exceeds 12M. Faculty grant writing activity across the 2010 academic year resulted in more than 8M in new funding. The College offers baccalaureate and graduate programs across the humanities, arts, sciences, mathematics, social sciences, education, and allied health sciences. The most sought after majors in the

College include Criminal Justice, Biology, Human Development, Psychology, and Health Education.

Until fall 2009, the College was solely responsible for administering the institution's general education, developmental education, and freshman orientation programs. The administrative structure of the College includes a dean, associate dean, assistant dean, assistant to the dean, two administrative support staff, and ten department chairs. The governance structure of the College is supported by a committee organization that engages chairs, faculty, and students. The College is undergoing strategic restructuring in concert with a broad program review effort that will expand and strengthen its high priority programs and instructional, technological, service, and research scaffolds. A national search for permanent leadership of the College is in process.

Duties:

- -Oversee day-to-day operations of the College.
- -Manage College-level grievance issues faculty, student, staff.
- -Support department and program reorganizations including crosswalks of personnel, budget, and BANNER.
- -Oversee recruit processes for new faculty and staff hires.
- -Build redesigned web presence with renewed information; Monitor web contents currency, update as required; Reshape web tools to support marketing and recruitment of students, faculty, and staff and marketing of new programs.
- -Direct, support curriculum updates in keeping with program review outcomes, accreditor mandates, and best practice guidelines.
- -Plan and oversee space reallocations and retrofits that accompany department reorganizations.
- -Plan and implement professional development activities for chairs and faculty; Develop and implement plans for sustaining training supports Chair's Institute; Scholarship of Practice Institute.
- -Create opportunities for broadened academic engagement of students, faculty, staff, alumni, and community partners CAS Reads Big launched fall 2011.
- -Support research initiatives for students.
- -Facilitate launch of new student recruitment efforts.
- -Oversee management of student administrative functions including graduation clearance, change of grade, grievance, credit by exam, transfer evaluation, concurrent enrollment, Consortium enrollment, registration, add/drop, withdrawal, and academic standing/degree progression.
- -Oversee management of support mechanisms relevant to student academic progression/success including new student orientation, scheduling, academic advising, course offerings, faculty training.

- -Support department chairs and program faculty by developing and delivering on campus trainings that target faculty recruitment and hiring, student recruitment, faculty mentoring, workload assignment, budget, assessment, program review, student data systems, instructional technology, and learner-centered engagement.
- -Represent the College on university-wide student, program, and unit committees including Retention, Registration, General Education, Assessment, Syllabus Revision, Scheduling Matrix, and Periodic Review.
- -Provide direct oversight to three of the College's academic departments toward improved managerial efficiency; Provide review and comment/direction as appropriate to unit managers in the areas of workload, budget development and spending, faculty development, recruitment and hiring, scheduling, and program review.
- -Oversee College-wide travel policy and budget expenditures.

Department Chair 1999 – 2005 Department of Languages and Communication Disorders University of the District of Columbia Washington, DC

Managed a five-unit department offering four-degree programs (undergraduate and graduate speech-language pathology, undergraduate French and Spanish) and two service units (Communication Arts and English as a Second Language). Identified and responded to programmatic needs of the department's units (personnel recruitment, development, and retention; curriculum review and update; student recruitment, admission, and retention; technological enhancements to teaching/learning; accreditation — regional, discipline, teacher education; and assessment —faculty, staff, student learning).

Developed and managed the department personnel and non-personnel budgets. Directed daily department operations including response to information requests from the public, advertisement of the department's programs/offerings, development of course schedules and space utilization schemes.

Facilitated faculty/staff in-service training on and off campus. Marshaled resources to support student scholarships and study abroad experiences. Planned and implemented forums for enriching student classroom experiences and showcasing faculty talents and expertise.

Program Director 1999 -- 2005 Speech-Language Pathology Program Department of Languages and Communication Disorders University of the District of Columbia Washington, DC

Managed program operations for the academic and clinical preparation of undergraduate and graduate speech-language pathology majors. Duties included student recruitment, faculty recruitment/hiring, program assessment, renewal, tracking student academic progress, curricular revision, update/expansion of the clinic training scheme for graduate students, revision of program admission criteria, development of a course assessment scheme to assist annual program review/update. Shepherded the unit through a successful reaccreditation effort in 2005(CAA,

ASHA). Created a shared teaching/supervision scheme across faculty and clinic staff to help students transfer course content to clinical application. Developed a mini seminar series to provide expert exposures for program students and faculty.

Professional Service:

- -Honors and Awards Committee, District of Columbia Speech and Hearing Association, January 2011 to Present
- -Council for Academic Accreditation in Audiology and Speech-Language Pathology Nominating Committee, January 1, 2011 December 31, 2011
- -Committee on Asst/Assoc Deans, Council of Colleges of Arts and Sciences, 2008 to Present
- -Campus Representative, Association of American Colleges and Universities, 2009 to Present
- -Advisory Board Member, Health Careers Opportunity Program, University of the District of Columbia, Washington, DC, 2002
- -Conference Developer, Profiles in Swallowing Dysfunction, a Miniseminar presented at Providence Hospital, Washington, DC. Sponsored by the University of the District of Columbia National Student Speech-Language-Hearing Association, March 2000
- -Guest Editorial Consultant, Contemporary Issues in Communication Science and Disorders, December 1999
- -Guest Editorial Consultant, Early Education and Development, University of Maryland, College of Education, Institute for Child Study, November 1999
- -ASHA Convention Intervention for Developmental Language Disorders Subcommittee, 1995, 1996
- -National Black Association for Speech, Language, and Hearing Annual Convention Program Committee, 1996, 2000
- -National Black Association for Speech, Language, and Hearing Annual Convention Honors/Awards Committee, 1994 1995
- -Faculty, American Speech-Language-Hearing Association Building Bridges Multicultural Preschool Project Module 2, 1994 1997
- -Invited Faculty, National Black Association for Speech, Language, and Hearing NESPA Review Course, Developed and presented Language Acquisition and Language Disorders modules, 1994 1996
- -Guest Editorial Consultant, Language, Speech, and Hearing Services in Schools, January 1995, November 1997
- -Guest Editorial Consultant, Journal of Speech and Hearing Research, August 1994
- -Faculty Advisor, University of the District of Columbia, National Student Speech-Language-Hearing Association, 1993 – 2002

Fellowships/Internships/Awards/Professional Honors:

- -Honorary Charter Member, Phi Eta Sigma, University of the District of Columbia (2009)
- -Outstanding Alumni Award, Howard University, Department of Communication Sciences and Disorders (2006)
- -University of the District of Columbia National Student Speech-Language-Hearing Association Outstanding Professor Award (1997)
- -University of the District of Columbia Outstanding Faculty Award (1996)
- -Graduate Fellowship, Howard University, Department of Communication Sciences and Disorders, OSERS/HSA Grant Programs (1984 -1990)
- -Patricia Roberts Public Affairs Internship Program, Howard University (1989)
- -Twenty-Five Most Prominent Alumni, University of Cincinnati, Department of Speech Pathology and Audiology (1989)
- -Research Assistant, Center for Applied Linguistics, Washington, DC (1985 1988)

- -Teaching Assistantship, Howard University, Department of Languages and Communication Disorders (1986)
- -Administrative Apprentice, Office of Minority Concerns, American Speech-Language-Hearing Association, Rockville, MD (1985)
- -Outstanding Young Women of America (1985)
- -Who's Who Among Human Service Professionals (1985)
- -Ben J. Goldman Public Service Internship Award, City of Springfield, Ohio (1984)
- -Graduate Assistantship, University of Cincinnati, Department of Speech Pathology and Audiology (1981 1982)
- -Award for Academic Achievement, National Urban League (1977)
- -Health Careers Opportunity Scholarship Award, The Ohio State University (1976)

Professional Development/Related Trainings:

- -American Council on Education, Office of Women in Higher Education, 76th National Leadership Forum, Washington, DC, December 2010
- -Tools for Deans: Bullyproofing Academic Units, CCAS Post-Conference Workshop, November 2010
- -Survival Skills and Ethics, University of Pittsburgh, June 2008
- -New Deans' Seminar, Council of Colleges of Arts and Sciences, July 2007
- -Institute on General Education, Association of American Colleges & Universities, June 2006
- -Management Development Program, Harvard University Institutes of Higher Education, June July 2005
- -22nd Annual Academic Chairpersons Conference, Kansas State University, February 2005
- -Administrators Academy, Office of the Provost and Vice President for Academic Affairs, University of the District of Columbia, Winter and Summer 2004

Teaching Experience:

Assistant Professor 1993 -- 2000 Associate Professor 2000 to Present Speech-Language Pathology, Department of Nursing and Health Professions University of the District of Columbia Washington, DC

Courses taught:

Discipline: Language Development, Language Disorders, Voice Disorders, Speech and Hearing Disorders and Related Disciplines, Diagnostics, Clinical Practicum, Functional Disorders **University-wide:** Public Speaking, Freshman Orientation

Summary of Institution Service – 1999 to Present:

Committee Appointments	Skills/Experience Areas
Academic Affairs	
Accreditation, Curriculum, Outcomes, Syllabus, Self- Study, Graduate Studies, Retention, Registration, Scheduling Matrix	Alignment of institutional practices; academic oversight; new program development/implementation; performance based budgeting; outcomes assessment; curriculum reform; academic standards, degree progression, pedagogy; learner-centered engagement; resource allocation; data based management,
	leadership; group process; scheduling; space optimization; team

	building/consensus building
Student Affairs	
Recruitment, Admissions, Grievance	Access; standards – academic, nonacademic; resource management; records management; conflict resolution; admissions – marketing, recruitment, calendar, criteria/standards, prognostics; event planning
Faculty Affairs	
Promotion and Evaluation, Management Review Faculty Contract, Faculty Search, Faculty Development	Governance; management negotiation; mentoring; performance evaluation and feedback; engagement; scholarship; satisfaction measurement; recruitment; networking; search structure/process; succession planning; orientation to university culture/expectations; support; growth; professional development; portfolio development/assessment; corrective advising; retention

Service Exemplars – Appointments, Accomplishments:

Member, General Education Committee, 2005 – 2009; Chair, 2009 to 2010 General Education Chair responsibilities and accomplishments –

- -Developed and submitted draft reform plan to Provost for approval; Assembled cross-institution committee; Coordinated and directed weekly committee meetings; Directed development of task plan and timeline; Directed research of historical patterns and evolving trends in general education; Directed development of draft framework for new program in concert with research and institution need and uniqueness including curriculum design (thematic), developmental hierarchy, course and credit requirements, assessment schemes, and reporting mechanisms; Directed creation of student learning objectives and corresponding rubrics for course development and assessment of student learning; Directed creation and review of pilot courses for curriculum; Directed compilation of executive summary of committee work and outcomes toward revised curriculum; Led discussions with faculty and Academic Senate regarding adoption of new GE program; Directed finalization of new curriculum for review, revision, and pilot launch FA10 -Oversaw initial implementation of the new curriculum
- -Assisted hire of interim director (leadership scheme, position description) and recommendations for transition of program leadership and oversight

Founding Lead, University of the District of Columbia Women in Academe (WIA), 2009-Present Accomplishments –

-Developed preliminary charge; Organized initial meetings of the group and set agenda for meetings; Established and directed initial fundraising for WIA Endowed Women's Scholarship Fund; Developing fundraising agenda for the 2012-13 academic year

Selected Papers and Publications:

Massey, A., Petty, R., Fleming, J., Petti, M., & Walton, L. (2009). Increasing the numbers: Aligning the strength of the academic core with outcomes for student retention. In *Models for success*. Thurgood Marshal College Fund: NY, NY.

Massey, A., Petty, R., Fleming, J., Petti, M., & Walton, L. (2007). Determining the strength of the academic core: An examination of the relationship between college and university general education practices and student retention. In *Improving retention at*

- HBCUs: 10th Annual Regional HBCU Summit on Retention 2007 Conference Proceedings. Ocean City, MD.
- Lyons, D. (Principal Investigator), Wise, S., Clairborne, L., Ricks, S., Harmon Martin, S., Massey, A., & Ahn, M. (2003). The changing face of Poverty in the District of Columbia, 1970 -- 2000. A report prepared by the University of the District of Columbia Center for Research and Urban Policy for the District of Columbia Family Services Administration, Washington, DC.
- Ellis, D., Massey, A., & Robinson, T. (1997). ASHA's Building Bridges Multicultural Preschool Project: An in-service education program. In Summary of Conference Proceedings: Making a Difference for Children, Families, and Communities: Partnerships among Researchers, Practitioners, and Policymakers, Head Start's Third National Research Conference. DHS-ACYF. Columbia University School of Public Health and the Society for Research and Development.
- Massey, A. (1996). Cultural influences on language assessment and intervention: Implications for assessing African-American children. In A. Kamhi, K. Pollack, and J. Harris (Eds.), Communication development and disorders in African-American children. Baltimore, MD: Brookes Publishing Co.
- Deal, V., & Massey, A. (1995). Underserved populations: An annotated bibliography. In L. Cole (Ed.), *The 1985 national colloquium on underserved populations*. Rockville, MD: American Speech-Language-Hearing Association.
- Cole, L., Deal, V., Fain, M., Massey, A., & McIntosh, M. (Eds.) (1989). *Minority focus:* Selected abstracts from ASHA Conventions 1980 1990. Rockville, MD: American Speech-Language-Hearing Association.
- Cole, L., & Massey, A. (1985). Minority student enrollment in higher education institutions with communication disorders programs. ASHA, 27(6), 33-37.

Summary of Selected Presentations: Assessment:

Massey, A., Walker, M., Bourgeois, M., Hurbon, J., & Vigil, T. (2011, Nov). Annual Convention of the American Speech-Language-Hearing Association, San Diego, CA.

Program Review:

Massey, A., Walker, M., Bradford-Wainwright, A., Ottey, N., & Bourgeois, M. (2010, Nov). Annual Convention of the American Speech-Language-Hearing Association, Philadelphia, PA.

Massey, A., Bradford-Wainwright, A., Ottey, N., Walker, M., & Bourgeois, M. (2010, Mar). 2010 University of the District of Columbia, Research Mini-Symposium, Washington, DC.

Massey, A., Bradford, A., Nelson, R., Randolph, P. (2005, Feb). Winter Workshop of the District of Columbia Speech and Hearing Association, Washington, DC.

Teaching/Learning/Scholarship:

Massey, A., Shroyer, G., Krauthamer, H., Walker, M.C., Walton, L. (2010, Aug). Faculty Development Series, College of Arts and Sciences, University of the District of Columbia.

Massey, A. (2009, Aug). College of Arts and Sciences Professional Development Series, University of the District of Columbia, Washington, DC.

General Education:

Greenberg, G., Massey, A., Zaharopoulos, Z., Solomone, K. (2011, November). Annual Meeting of the Council of Colleges of Arts and Sciences, Montreal, Quebec, Canada.

Shroyer, G., & Massey, A. (2011, Mar). Annual General Education Meeting of the Association of American Colleges and Universities, Chicago, IL.

Pagano, N., Massey, A., Long, K., & Winder, D. (2010, Nov). Annual Meeting of the Council of Colleges of Arts and Sciences, New Orleans, Louisiana.

Massey, A. (2009, Oct). University of the District of Columbia Strategic Planning Committee, Washington, DC.

Massey, A., Petty, R., Fleming, J., Petti, M., & Walton, L. (2007, Mar). 10th Annual Regional HBCU Summit on Retention, Ocean City, MD.

Administrative/Managerial:

Beard, J., Boye-Beamon, J., Fleming-Randle, M., Joseph, J., Massey, A., & O'Quin, K. (2009, Nov). Annual Meeting of the Council of Colleges of Arts and Sciences, Baltimore, MD.

Massey, A., MacDonald, J., Wang, J., & Wagner-Lawlor, J.(2007, Nov). Annual Meeting of the Council of Colleges of Arts and Sciences, Chicago, IL.

Professional Memberships:

American Speech-Language Hearing Association District of Columbia Speech and Hearing Association

Institution Member/Representative:

Association of American Colleges and Universities Council of Colleges of Arts and Sciences

References:

Provided upon request

ROLES AND RESPONSIBILITIES OF UDC SCHOOL AND COLLEGE DEANS:

The deans are the academic and administrative leaders of their respective schools and colleges. Collectively, with the Provost, they provide the academic leadership for the University. Their primary role, in collaboration with their faculties, chairs, and other deans, is to advance the programmatic mission of the University through the promotion of effective teaching, responsive and relevant scholarship, University and community service, and student success.

Responsibilities:

Within their schools and colleges, deans are responsible – and accountable within the scope of their authority – for the quality of their students' academic experiences; the currency, appeal and relevance of their degree programs; the performance and productivity of their faculties; the quality and reputation of their faculties' scholarship; and the meaningful contribution to the University and the community of their faculties' service. Deans are also responsible for effectively and efficiently managing their departments, programs and resources. Deans should, as appropriate, delegate to, and collaborate with, their department chairs and program directors in the fulfillment of their responsibilities. Specific areas of responsibility include:

Student Learning and Success

- Learning outcomes and effective measurement of same;
- Retention;
- Persistence to graduation;
- Employment/professional advancement after graduation;
- Student mentoring and advising;
- Student engagement and satisfaction.
- Course scheduling to enable timely graduation.

<u>Teaching</u>

- Effectiveness as measured by learning outcomes assessment, student course evaluations and peer review;
- Use of best teaching practices and proven pedagogical approaches;
- Commitment to self-development and accountability;
- Quality and completeness of course syllabi;
- Course teaching load;
- Dedication to students, their development and success.

Support and Promotion of Faculty Scholarship

Program Development and Review

- Evidence of program marketability (enrollments);
- Demonstration of program effectiveness (retention, persistence, student success);
- Collaboration towards interdisciplinary and international approaches/perspectives;
- Rigorous program reviews;
- Discontinuation of ineffectual, unproductive, untimely, or redundant programs (and courses);
- Winning and maintenance of relevant program accreditations.

Faculty (and staff) Professional Development, Accountability and Recognition (per Faculty Manual)

Resource Management characterized by:

- Understanding of resource limits, need to set priorities, make choices, minimize costs and expenditures;
- Reallocations first, before requests for new funding;
- Rigorous and specific justifications of any requests for new funds;
- Transparency;
- Creativity in discovering and exploiting efficiencies and potential for sharing resources.

Resource Generation

- Encourage and support faculty in seeking sponsored and otherwise-funded research;
- Work with Office of Advancement and Alumni Affairs, as requested, to raise outside funding for agreed-upon academic programs, projects, endowed chairs, etc., consistent with the University's strategic plan.

Additional important factors in deans' overall performance evaluations will be evidence of:

- Commitment and contribution to realizing the land grant mission and the new vision for the University of the District of Columbia System;
- Collaboration;
- Collegiality;
- Transparency;
- Proactive problem-solving and conflict resolution at the school/college level.

October, 2009



TO: The Board of Trustees

FROM: Managing Director of Finance David A. Franklin

DATE: September 12, 2023

SUBJECT: Executive Appointment of Dr. April Massey as the Interim Chief Academic

Officer

Conclusion

It is projected that there are sufficient unrestricted funds in the University of the District of Columbia's FY2023 budget—and beyond—to cover the cost of the salary and benefits associated with the appointment of the Interim Chief Academic Officer. The role will report to the President and be a member of the President's Executive Cabinet.

Background

The proposed resolution is to appoint Dr. April Massey as the Interim Chief Academic Officer. Dr. Massey's appointment will be effective September 13, 2023 for a period not to exceed one (1) year, September 13, 2024. The resolution is in accordance with the District of Columbia Municipal Regulations, 8B DCMR §§210 through 213. Dr. Massey currently serves as the Dean of the College of Arts and Sciences and has done so since 2014.

Upon completion of the appointment, the employee will revert to their regular administrative appointment of Dean of the College of Arts and Sciences, with all associated compensation and benefits of that position.

Financial Impact

The salary for this appointment will be Grade 1, Step 8 on the non-union administrative salary schedule, paying \$296,506 per year, with related benefits of \$77,092. The employee will continue to be fully eligible for cost-of-living increases in accordance with applicable University policy. They 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 their initial appointment. The University will contribute the equivalent of seven percent (7%) of the employee's salary to their 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.

This request has been approved based upon the information provided. There are no anticipated risks at this time.