2002-2003

ANNUAL REPORT

Of

THE SCHOOL OF COMMUNICATIONS

Jannette L. Dates, Ph.D.
Dean

TO THE PRESIDENT OF HOWARD UNIVERSITY

H. Patrick Swygert

WASHINGTON, D.C.

JUNE 2003
SCHOOL OF COMMUNICATIONS

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1. **OVERVIEW: DEAN’S SUMMARY**

During AY 2002-2003, the School of Communications continued to move forward in its on-going efforts to achieve the goals of the Howard University Strategic Framework for Action II. In conjunction with the University’s four targets of opportunity derived from SFA II, the School increased access to technology for its students and faculty; expanded linkages and partnerships; encouraged increased research activity among its faculty; and continued the work of its Endowed Chair for Media by bringing in the second AOL Time Warner Professor, Suzanne de Passe, and through the AOL Time Warner Seminar series and other related programs.

The School retains a group of outstanding faculty members among its ranks. Haile Gerima, internationally-renowned filmmaker; Pulitzer prize winner Phillip Dixon, chair of the Department of Journalism and former managing editor, *The Philadelphia Inquirer*; and Sonja Williams, three time Peabody Award winner for radio programming, among others.

The significant activities and special projects described in this report are representative of the on-going efforts of the School to achieve the target goals of the Howard University Strategic Framework for Action II.

**Target 1: Increased Access to Technology**

- Information Technology Enhancements:
  --The School of Communications purchased and installed new Dell and Macintosh G-4 computers for some staff and faculty.
  --The School of Communications purchased and installed new technologies for use by students in departmental laboratories.
  --The Department of Radio, Television and Film, and the School of Communications purchased new cameras and equipment for use by students in the department for field work and research/creative projects.

**Target 2: Expanded Linkages and Partnerships**

In partnership with AOL Time Warner and other major supporters, the School of Communications held its 30th Anniversary Gala on October 17, 2002. Approximately 500 friends and alumni, representing the many facets of the communications industries and fields attended the major fundraising event. Almost $1 million was raised in support of the School of Communications.

- Earvin “Magic” Johnson, the recipient of the School’s Messenger Award, donated $100,000 to the School of Communications. He joins Robert L. Johnson, president and chief executive officer of BET Holdings, Inc., as only the second person to receive the Messenger Award from the school.

- The National Association of Broadcasters pledged nearly one half million dollars in support of the Media Sales Institute.
• 200,000 came from AOL/Time Warner, Inc. in support of the AOL Time Warner Endowed Chair in Media.

• Cox Enterprises donated $10,000 in support of the NABEF/Howard University Media Sales Institute.

• Vicki Mabrey and Ofield Dukes served as honorary co-chairs of the 30th Anniversary Gala

• Entertainment mogul Quincy Jones, AOL Time Warner CEO Richard Parsons and National Association of Broadcasters president Edward Fritts served as honorary co-chairs of the 30th Anniversary Celebration Committee.

• Actress/choreographer Debbie Allen-Nixon served as the corporate sponsor chair of the 30th Anniversary Gala Celebration and as mistress of ceremonies for the evening’s stellar event.

School of Communications’ Alumni of the Year Recipients for 2002:

During the Howard University School of Communications 30th Anniversary Gala, Jeff Burns, Jr., associate publisher and senior vice president of *Ebony Magazine* received the “Alumnus of the Year” award for his outstanding contributions in print journalism.

Burns graduated from Howard University in 1972 and combined his majors of marketing and communications in the development of a successful career in communications.

Burns was appointed as a member of the Howard University School of Communications’ Board of Visitors in 2002.

Fredricka Whitfield, a news anchor for CNN/U.S., received the “Alumna of the Year” award for her outstanding contributions in broadcast journalism.

Whitfield received her bachelor’s degree in journalism from Howard University’s School of Communications in 1987.

NABEF/Howard University Media Sales Institute

Howard University President H. Patrick Swygert and School of Communications Dean Jannette Dates co-hosted a special luncheon for Edward O. Fritts, president of the National Association of Broadcasters and Charles Sherman, Ph.D., president of the National Association of Broadcasters Education Foundation. The luncheon was held to announce a pledge of $375,000 from NABEF to Howard University for the NAB/Howard University Media Sales Institute. The NABEF will donate $75,000 per year to Howard University for five years (2003-2008), which with NAB’s previous support will bring its contributions to almost a half million dollars for the media sales institute. During the 30th Anniversary celebration, the School re-named the program the National Association of Broadcasters Education Fund/Howard University Media Sales Institute in recognition of this outstanding support.
The NABEF/Howard University Media Sales Institute is administered by the Department of Radio, Television and Film. It is designed to train students from diverse backgrounds for the highly competitive field of media sales. The NABEF began its support of the institute in the summer of 2000.

Ernest Fears, Jr. and Vickey Saunders, faculty members in the Department of Radio, Television and Film, coordinate the institute each summer. According to Ms. Saunders, “more than 60 alumni of Howard and other American universities and colleges have graduated from the institute and 85% of them are now working in the media.” During the summer of 2002, Jay Holloway, an alumnus of Howard’s School of Communications, was a lead instructor for the sales institute.

**The Annual Communications Job Fair**

The Annual Communications Job Fair, hosted by the Howard University School of Communications, was held October 24-25, 2002 and attracted more than 800 participants from across the nation. Recruiters and exhibitors, representing a diverse group of more than 60 nationally-recognized broadcast, public relations, advertising, and print industry organizations from across the country participated in this year’s job fair. A number of recruiters commented that the School of Communications’ annual job fair is one of the best and most well-organized collegiate job fairs in communications on their recruiting schedules.

2. MISSION, GOALS AND OBJECTIVES OF THE SCHOOL OF COMMUNICATIONS

The School of Communications provides an excellent research and professional education to equip students with the knowledge and skills needed to process symbols for creating, analyzing, and disseminating messages. We focus on communication policies affecting underserved and underrepresented populations in this country and abroad. Practicum experiences prepare students to work in industries as well as in clinics for speech and hearing disabilities.

**The Vision of the School of Communications**

The School of Communications is a multidisciplinary school committed to being a professional and research center of the first rank. We prepare students for leadership in a changing, technology-driven and communication-focused society. We seek to establish and maintain institutional linkages both nationally and internationally which extend and strengthen the visibility and impact of the School across the professional and academic community. Consistent with the historical and steadfast mission of Howard University, the School shall act to promote liberation from social injustice, including institutional racism, in the United States and abroad.
The Core Values of the School of Communications

In addition to those core values embraced by the University, the School of Communications is committed to excellence in all aspects of our professional and academic life. Both in principle and in practice, we are committed to respect for and elevation of the inherent dignity of all human beings. In this regard, we value and commit ourselves to a life of human service and to the maintenance of the highest ideals of ethical integrity.

2.1.1. How do goals feed into SFA II?

The University's mission as stated in the Strategic Framework for Action II envisions "Howard University as a comprehensive, research-oriented, predominantly African-American university. . ." The School of Communications' mission focuses the University's research orientation on the field of communication, specifically emphasizing research about "the knowledge and skills needed to process symbols for creating, analyzing, and disseminating messages." The University's mission defines the student population as "African-American men and women, and . . . other historically disenfranchised groups." The School's mission focuses its teaching and research goals on "communication policies affecting underserved and underrepresented populations in this country and abroad."

A University objective stated in SFA II is to "build a replacement facility for the School of Communications." The School is cooperating actively with this objective by reviewing its departmental structure and its curriculum. It is comparing its programs to those of benchmark universities and it is seeking guidance from alumni, employers, and faculty. Its 30th anniversary gala was much more than a celebration of the past 30 years; it was framed as an opportunity to envision the future, symbolized by a new state-of-the-art facility. In planning for the facility, internet, streaming video and other technologically advanced media will be included. The 30th anniversary celebration was closely aligned with the goals of the Capital Campaign. Naming opportunities for parts of the building and the endowing of chairs are central to the fund-raising effort. The most important naming opportunity was finalized when Johnson Publications (Ebony and Jet) magazine mogul John H. Johnson donated $4 million to the new building fund. The new facility will bear the name “The John H. Johnson School of Communications at Howard University.

3. PROGRESS IN FULFILLMENT OF UNIVERSITY’S MISSION

3.1. Implementation of SFA

3.1.1 Strategic Framework Goal: Strengthening Academic Programs

The dean’s office led the faculty of the School of Communications in reviewing, assessing and re-organizing the academic programs across the School. Begun in 1998, this project culminated on March 25, 2003, when the faculty unanimously approved the revisions. This recommended re-organization will be an on-going project that will
become most solidified when revised programs are established in the new building. (Please See Appendix 9)

The dean’s office led the faculty of the School in its review and revision of the “Guidelines for Appointment, Promotion and Tenure within the Academic Ranks of the School of Communications.” The faculty was in general agreement with the recommended revisions: the area needing more attention was the section on “equivalencies.” This section allows for parallel equivalencies between refereed research articles and creative activities. The Department of Journalism will focus on this area and present its revisions during AY 2003-04.

The dean’s office led the faculty in the preparation of its self-study for re-accreditation of undergraduate professional mass media programs. The programs, housed within the Department of Radio, Television and Film and the Department of Journalism, will be assessed by the Accrediting Council of Education in Journalism and Mass Communication during AY 2003-04.

3.1.2 Strategic Framework Goal: Promoting Excellence in Teaching and Research/Publication & Creative Projects

In the past two academic years, the dean’s office met with all junior faculty members to focus with them on their current status and to assess their plans for the next steps as they seek tenure and promotion. As a result, faculty members have paid closer attention to research and publications. Three junior faculty members were given release time in order to pursue research interests, resulting in one publication this year, the establishment on the Internet a student website of the Department of Radio, Television and Film “Glasshouse radio.com, and other creative projects near completion.

The faculty elected to revise and merge the School of Communications faculty activity report and the University’s faculty workload report forms into one document. Six senior members (Drs. Merritt, Joan Payne, Clint Wilson, Anju Chaudhary, Wilhelmina Wright-Harp, and Laura Fleet) of the faculty will complete work on this project and report and make a recommendation to the faculty in August 2003.

3.1.3 Strategic Framework Goal: Increasing Private Support

The dean’s office led the School in seeking and obtaining private funds to support programs and projects in and for the School. Funds obtained during AY 2002-2003 include the following:

- In conjunction with the President’s Office and the Office of the Vice President for University Advancement, obtained funds to begin construction of the new John H. Johnson School of Communication at Howard University, which will be named for the founder and publisher of The Johnson Publishing Company. His generous $4 million donation to the Howard University Capital Campaign allows the School to accelerate its plans for the construction of a new facility.
Other major donations/pledges include the following:

- Earvin “Magic” Johnson, the recipient of the School’s Messenger Award, donated $100,000 to the School of Communications. He joins Robert L. Johnson, president and chief executive officer of BET Holdings, Inc., as only the second person to receive the Messenger Award from the school.

- Drs. William H. “Bill” and Camille Cosby donated $10,000 in support of the Howard University School of Communications.

- In February 2003, the Estate of famed comedian Flip Wilson, established a year-long $28,000 scholarship program for two students in mass communications within the School of Communications. The scholarship includes tuition and fees, room and board, a laptop computer, dining dollars and a book allowance. Scholarship applicants were solicited during the spring of 2003 to compete for the scholarship which will be awarded in the fall of 2003.

- $200,000 from AOL/Time Warner, Inc. in support of AOL Time Warner Endowed Chair in Media.

- $375,000 pledged from the National Association of Broadcasters Education Foundation in support of the NABEF/Howard University Media Sales Institute.

- $10,000 donation from Cox Enterprises in support of the NABEF/Howard University Media Sales Institute.

- $15,000 donation from The Walt Disney Company in support of the School of Communications 30th Anniversary.

- $10,000 donation from Interep in support of the School of Communications 30th Anniversary.

- $10,000 donation from NBC-TV 4 in support of the School of Communications 30th Anniversary.

- $5,000 donation from Verizon-DC in support of the School of Communications 30th Anniversary.

- $5,000 donation from CBS in support of the School of Communications 30th Anniversary.

- $5,000 donation from Lottery Technology Enterprises in support of the School of Communications 30th Anniversary.
• $5,000 donation from Phillip Dixon, Chairman in the Department of Journalism in support of the School of Communications 30th Anniversary.

3.1.4 Strategic Framework Goal: Enhancing National and Community Services

Professor Jannette Dates, dean of the School of Communications, became immediate past president of the Broadcast Education Association (BEA) in 2002.

Dr. Jannette Dates became president-elect of the Association for Education in Journalism and Mass Communication (AEJMC) in 2002. In August 2003, she will become president.

Dr. Jannette Dates serves as a member of the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC). This organization accredits two department’s programs in our school.

Dr. Jannette Dates served as team leader and team member for two site visits for the Accrediting Council for Journalism and Mass Communication: The University of South Dakota and the University of New Mexico. Dean Dates also served as one of four trainers for the 2003 ACEJMC annual site visitors training program in Portland, Oregon.

Dr. Marcia Clinkscales served as a facilitator for the 2002 National Communication Association Organizational Communication Pre-Conference. She also presented a paper at the conference advancing the theoretical findings in her recent book, understanding Organization through Culture and Structure: Relational and Other Lessons from the African American organization, co-authored with (Nicotera, A.M., Clinkscales, M.J., with Walker, Felicia (2003), Mahwah, NJ: LEA).


Dr. Anne Nicotera served as Vice Chair and conference program planner for the Organizational Communication Division of the National Communication Association.

Dr. Abhik Roy served as the program planner for the Intercultural Division of the Eastern Communication Association in 2002. He served as the chair of the Intercultural Division of the Eastern Communication Association in 2003. Dr. Roy also served as the paper reviewer for the International and Intercultural Division of the National Communication Association.

Dr. Patricia McCormick conducted research in Nairobi, Kenya regarding the African Telecommunications Union. Also, participated as the SOC representative to the Reinvention Center Conference, “Undergraduate Research & Scholarship and the
Mission of the Research University” at the University of Maryland (November 2002). Served as chair of a panel on telecommunications reform in Africa at the 45th annual Conference of the African Studies Association in DC, (December 2002).

Dr. Abbas Malek reviewed four (4) articles for the Journal of International Communications, and he reviewed more than 100 papers in order to select 46 papers for presentation on nine (9) panels as the head of the International Communications section of the International Association of Mass Communications Research (IAMCR) conference in Barcelona, Spain (July 2002).

Dr. Barbara Hines, professor in the Department of Journalism serves as a member of the Accrediting Council for Education in Journalism and Mass Communication (ACEJMC) representing the Teaching Standards Committee of the Association for Education in Journalism and Mass Communication (AEJMC).

Dr. Barbara Hines served on the accrediting site team that evaluated Central Michigan University and Jackson State University.

Dr. Barbara Hines serves on the Scholastic Journalism Committee of the Association of Schools of Journalism and Mass Communication (ASJMC).

Dr. Barbara Hines serves on the Task Force on Standing Committees of the Association for Education in Journalism and Mass Communication (AEJMC).

3.2 Department of Communication & Culture

In keeping with the legacy of Howard University, the Department of Communication and Culture is committed to educating and preparing academicians and professionals, particularly those of African descent, to assume positions of leadership and responsibility at all levels of academic and professional endeavor. The Department seeks to attract students who are intellectually rigorous and critical of mind, who respect human cultural diversity and who will research, interpret, and ameliorate the conditions that confront historically under-served, under-represented, and marginalized populations everywhere. The Department seeks to produce graduates who are committed to social justice in theory and in practice, and who are devoted to integrity and high ethical standards empowering them to use interpersonal and technologically-driven communication in a multi-layered and multicultural world.

At present, the Department of Communication and Culture offers courses in various important aspects of human communication: interpersonal and small group communication, international and intercultural and interracial communication, political communication, rhetoric and public address, forensics, argumentation and debate, interpretation and performance studies, organizational communication, and mass communication. At the undergraduate level, students may specialize in one of the following: Speech Communication and Communications Law. Graduate students can specialize in Mass
3.2.1 Strategic Framework Goal: Strengthening Academic Programs & Services

Following the lead of the university’s Strategic Framework II, the Department has recently revised the undergraduate curriculum by making it more robust and coherent. The revised undergraduate curriculum not only will assist us in using current resources more efficiently but it will also serve the student population more efficiently. We are on the cusp of revising and fine-tuning our graduate curriculum to make it more streamlined, efficient and competitive in order to attract high caliber students. While revising the graduate curriculum, we decided to eliminate the specializations in the three areas, namely, intercultural communication and rhetoric, organizational communication, and mass communication and instead offer courses under coherent modules, which would enable graduate students to respectively go in-depth in an area or areas of their choice. We have also strengthened the core courses at the graduate level to enhance their meaningfulness and relevance to the skills and knowledge of all graduate students in the various specializations or modules in the department.

Our undergraduate program continues to attract quality students from across the nation and beyond. Undergraduate students are attracted to our Departmental programs because of the national reputation of the academic programs, the ex-mural achievement of such teams as the forensics team and the academic achievements of our students, many of whom, on graduation, continue in graduate and professional programs. Our undergraduate students are accepted and continue to excel at prestigious law schools at places such as Georgetown, Howard, Harvard, NYU, Columbia, Yale, and Emory, among others. These schools, as well as others, continue to recruit our students each year.

Similarly, our graduate program (master’s and Ph.D.) draws high quality students not only from the United States but also from other parts of the world. Several of our graduate students joined our Department because of the solid national reputation of the graduate program and the placement and productivity of our graduates. Last year, as, in the past, we were successful in placing all doctoral graduates as junior faculty members in such reputable academic institutions in the United States as George Washington University, Bloomsburg University, and historically Black institutions where their services are needed in communication programs that nurture future graduate students. We have revised the Ph.D. curriculum approved February 2003, along with revised course offerings and two-year rotations of all courses. (Please See Appendix 12)

Recruiting

At each regional conference (Eastern Communication Association), and national conferences (National Communication Association and Association for Education in Journalism and Mass Communication, etc.), we usually set up a recruitment table with
Howard University students and staff. Plans are currently underway to strengthen our recruitment efforts for both undergraduates and graduate students.

**Mentoring Students**

To help strengthen our graduate program, last year we began a mentoring program that included a research and mentorship forum. Many of our graduate students had an opportunity to assist full-time faculty members in their research endeavors. They also shadowed full-time faculty members to understand and appreciate their instructional, research and scholarship endeavors. We also offered workshops and seminars on topics such as preparing teaching portfolios, writing effective research reports, effective conference presentation skills, examination skills and techniques, among others.

**3.2.2 Strategic Framework Goal: Promoting Excellence in Teaching & Research**

**Marcia J. Clinkscales** continues to teach graduate and undergraduate courses in organizational communication. Fall Semester 2002 she introduced a new paradigm in the undergraduate Organizational Communication course, by implementing film as a tool for critical analysis and study of organizational communication theory. As director of the Basic Course she has proposed a pilot study for Fall 2003. The proposed model calls for the standardization of Principles of Speech, by utilization of three teaching methodologies; large group lecture sessions, CD-Rom and Web based learning, and small group colloquy sessions for speech presentation. She was a facilitator for the 2002 National Communication Association Organizational Communication Pre-Conference. She also presented a paper at the conference advancing the theoretical findings in her recent book, understanding Organization Through Culture and Structure: Relational and Other Lessons from the African American organization, co-authored with (Nicotera, A.M., Clinkscales, M.J., with Walker, Felicia (2003), Mahwah, NJ: LEA). As an outgrowth of this work, she recently proposed an Institute for the Study of Afro-Centric and Multi-Cultural Organizations in the Department of Communication and Culture, to further research and study culture as phenomena that re-shapes organizing processes within the life of an organization.

**Melbourne S. Cummings** supervised five dissertations and served as a committee member on six. She served on two review committees from the Office of the Provost (Articulation, Retention and Transfer Advisory Committee and the Howard University Research Think Tank), and reviewed (as an executive committee member in the Graduate School) the reviewer’s reports of the Department of English and Modern Languages. She completed two research projects for publications with two faculty members. Her work with Preparing Future Faculty and the Scholarship of Teaching is ongoing. She was also successful in grant proposal writing, receiving two grants for Scholarship of Teaching from the university and a national grant on Preparing Future Faculty. She continues to work in the national communication arena with the National Communication Association, Eastern Communication Association, American Association of Higher Education, and South African Communication Association. She serves as journal reviewer for six peer-reviewed journals.
Laura A. Fleet continues her work with the Leadership Academy, bringing accolades to the Department of Communication and Culture and the School of Communication. Her workshops on Customer Service are highly sought after by the staff and administrators at the university and at the hospital. This year, organizations in other parts of the country called on her to design similar courses for their employees. Notably, she received a $75,000.00 grant from Fannie Mae for a home ownership education program. She conducted a series of classes covering everything from repairing ones credit, learning to budget in preparing to buy a house, learning how to select a home, a realtor, or a mortgage company to how to prepare for closure. Classes were given to university employees as well as to the community at large. Sites throughout the metropolitan area were selected for the classes. The program awarded certificates of completion to participants who, when presenting them to the mortgage company, were given rebates for having attended the course. The grant has been renewed for $70,000 for next year.

Gwang-jub Han continues to teach graduate courses, develop new programs, serve on various committees, make scholarly and professional presentations, and to write scholarly works and grant proposals. In addition to teaching such traditional courses as Telecom Policy, Mass Com and Society, and Mass Com Practicum, he develops and teaches new courses such as The Internet and Society, and Communication Tech and Culture. He also develops programs to improve academic performance in computer-generated presentations. He serves four Departmental and two University-wide committees, and serves on five dissertation committees. He is active in making scholarly and professional presentations at both academic organizations and professional business groups. He continues to develop himself professionally by attending educational programs via grant programs sponsored by International Engineering Consortium (IEC). He received a grant from IEC for attending 2003 SuperCom with 4 of his graduate students ($2,000 X 5) He is busy guest lecturing in new media/ICT in the United States and in Korea. His scholarly works this year include Broadband adoption in the US and Korea: Business-driven rational model vs. Culture-sensitive policy model Trends in Communication. Vol. 11/1, 3-28; Factors affecting the adoption of broadband: A case of Korea. Annual Review of Communication. Chicago, IL: IEC; and Current issues and prospect of the spectrum policy in the US: 3G wireless and beyond. Telecommunications Review, Vol. 11/4, 524-539). In addition, he is a special guest columnist on www.skyventure.com. So far, he has published 22 weekly columns on the website. He recently received a $7,500 grant from SK Telecom International for “A preliminary analysis of broadband/wireless Internet adoption and usage patterns in the US.” He works on developing a grant proposal for establishing an Institute of Info/com Technology and Culture (IITC).

Anne Nicotera continues to teach graduate and undergraduate courses in organizational communication, interpersonal communication, group communication, and research methods. This year she advised or served on twelve thesis and dissertation committees. In addition to serving the department and the school as a member or chair of several committees, she is very active in professional associations, and serves on the editorial board of several peer-reviewed scholarly journals. This year she served as Vice Chair
Robert L. N. Nwanko serves as the Director of Graduate Studies and continues to teach, do research mainly on issues related to communication effects and public policy, especially as related to health communication, communication and development, political communication and communications in socio-cultural movements and change. He is directing several dissertations, three of which are at the completion stage. He coordinates a mentorship forum program for graduate students and has authored grant proposals in support of this mentorship effort and for graduate program development generally. He coordinated the October, 2002 School of Communications 30th Anniversary Symposium on “New Voices, New Perspectives and New Challenges in Communication Theory, Research and Practice” and is preparing a book publication of a selection of articles from this symposium. He is active in national and international professional associations, serving as a reviewer for several communication journals and professional communication organization conferences. During the past year, he presented research papers at the International Conference on Communication and Healthcare (ICCH) at Warwick University, UK; the Third World Studies Annual (Silver Anniversary) Conference at Omaha, Nebraska; the Midwest Popular Culture Association Conference at Milwaukee, Wisconsin and the African Studies Association Annual Conference in Washington, DC. He published “The Impact of Culture on Health Behavior…” in the Journal of the National Society of Allied Health and authored a grant proposal on “The Structural Effectiveness and Coorientation of Health Information Policies in Africa.” He serves on the APT committee, the executive committee, graduate admission committee and continues to work tirelessly on the revamping of the graduate and undergraduate curriculums in the Department, School and the University, writing proposals for a new graduate core course (Proseminar in Communication Theory and Methodology), a new undergraduate sequence in public communication and a curriculum realignment proposal for the School of Communication. He also authored a proposal for the Provost’s office for interdisciplinary and inter-program sharing (cross-listing) of courses.

Abhik Roy served as the departmental Chair during AY 2002-03. He continues to work on a research project on the Rhetoric of Hindu Nationalism. His article entitled “The rhetoric of Hindu nationalism: A narrative of mythic redefinition” is due to be published in the Western Journal of Communication this year. He has also written a book chapter on the “Male gaze in Indian television commercials: A rhetorical analysis,” which is scheduled to be published in Women and the media: National and global perspectives. Dr. Roy presented two papers at the National Communication Association conference in San Antonio in 2002. He received the Top Research Paper Award in the Intercultural
and International Division of National Communication Association in 2002. He was also the recipient of the “2002 Researcher of the Year Award” from the Dean of the School of Communications. He is on the editorial board of Journal for Language and Intercultural Communication and as an ad hoc reviewer for The Howard Journal of Communications. This year, he served as the Chair and Program Planner for the Intercultural Communication Division of the Eastern Communication Association. Additionally, he served as a paper reviewer for the International and Intercultural Division of the National Communication Association. Dr. Roy has directed two master’s theses and is serving on several dissertation committees.

Carolyn A. Stroman continues to serve as the Editor of The Howard Journal of Communications, on the editorial board of African Communications, and as an ad hoc reviewer for several journals, including Media Psychology, the Journal of Negro Education, and Developmental Psychology. Dr. Stroman is an active researcher; currently she is continuing her work in the area of health communication and African Americans. She recently submitted a grant as part of a collaborative effort on African American Youths’ Processing of Culturally Tailored Alcohol-Related Messages. Her co-authored manuscript on communication disorders and African Americans has been accepted for publication in The Handbook of Minority Health. Also, she is completing work with researchers from Ohio State University and North Carolina A&T University on an AEJMC-funded project on the impact of Standard 12 on journalism and mass communication education. Dr. Stroman currently serves as chair of three dissertations and one master’s thesis committees. She also is a member of more than 10 thesis and dissertation committees. In addition to her work in the department, she serves on the Graduate School’s Grievance Committee and is a Faculty Associate in the Center for Drug Abuse Research.

Debyii Sababu Thomas lends her teaching ability to the Leadership Academy by teaching such courses as Valuing Diversity, Conflict Management, and Servant Leadership. These courses are taught for Howard University employees. She has also taught similar courses at other academic institutions, such as the University of Delaware, Delaware State, Salisbury University, and Lynchburg College. During the course of the semester, Dr. Thomas has lectured throughout the university and larger community.

Felicia R. Walker serves as the Director of the Martin Luther King, Jr. Forensics Society. She acts as the Head Coach for the Mock Trial Team that is currently ranked 2nd in the nation. Dr. Walker has two publications this year. She served as a contributor to Understanding Organization Through Culture and Structure: Relational and Other Lessons from the African American Organization, and had one chapter published in a book entitled Understanding African-American Rhetoric: Classical Origins to Contemporary Innovations. Dr. Walker served on two thesis committees and is the faculty advisor to several student organizations including the School of Communications Student Council, the Lambda Pi Eta National Communications Honor Society and the Barbara Jordan Legal Communications Society. She also serves on the Board of Directors of the American Mock Trial Association and works as the technical
advisor to the Barbara Jordan Youth Debates on Health, a high school debate program for students in Washington, D.C.

David R. Woods is serving as Associate Dean in the School of Communications. With this responsibility he continues to teach and serve on dissertation and thesis committees. He also advises new faculty members as well as students, both graduate and undergraduate, and reviews articles submitted to the Howard Journal of Communications for publication. In May 2002, his book of Lingala translations was published.

Richard Wright served as the President of the Faculty Senate, which kept him busy with faculty concerns. He continued to work with undergraduate and graduate students, supervising dissertations and theses. He also served as a reviewer for the Journal of Negro Education and serves on a number of university and community advisory committees. He had one book chapter published in a book entitled Understanding African-American Rhetoric: Classical Origins to Contemporary Innovations. New York/London: Routledge Publishers (2003).

3.3 Department of Radio, Television & Film

The Department of Radio, TV, and Film remains the largest department within the school of Communications and the second largest in the University. By extension, according to Black Issues in Higher Education, it is the largest producer of baccalaureate degrees awarded to African Americans in communications in the country. In addition to its undergraduate offerings in radio, television, film, and telecommunications management, the Department houses one graduate program—the MFA in film. Approximately 45 students were enrolled in the MFA in film program this year.

With an award-winning, nationally recognized full-time and adjunct faculty of scholars and media professionals, during the academic year 2002-2003 the Department continued to make ground-breaking strides towards positioning itself as a unit of excellence.

3.3.1 Strategic Framework Goal: Strengthening Academic Programs & Services

In an effort to address the call to strengthen academic programs and services that was made by the University’s Strategic Framework for Action II, and in conjunction with the School-wide effort, the faculty of the Department engaged in an on-going year-long examination and restructuring of the academic curriculum. With issues and concerns in mind that were raised by the accrediting agency, ACEJMC, in 1998, the department reorganized curricular units into the following proposed structure that will be phased in over the next five years:

- The “Radio” sequence officially became the “Audio” sequence this year, in an attempt to expand beyond the primary study of broadcast production. Study in the audio area now includes sound for visual media (cinema and video) and proposed new courses in multi-track music production.
• The “Film” sequence and the “Video” sequence will be combined into a single unit and renamed “Motion and Visual Media” concentration;

• The “Management” sequence will be divided to accommodate both the emphasis on the study of professional management techniques/approaches as well as on the study of traditional media-related scholarship. The result is the development of two new sequences: “Telecommunications Management” concentration and “Critical Studies” concentration.”

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• Underlying all of the new concentrations will be an emphasis on the digital arts and on the relationship to communities.

• A major revision of the MFA curriculum started this year. The proposed revisions would move the curriculum from its current 60 credit hour, two year structure to a 82 credit hour/ three year course of study with three new concentration tracks; Cinematography, Directing and Scriptwriting.

Faculty completed the process of assessing the current academic programs, designing new courses, and restructuring of existing courses for each of the proposed sequences. In addition, the faculty completed and approved the following:

• A flow chart illustrating undergraduate course progression by sequence;
• Graduation schemes (with appropriate accompanying credit hour designations);
• A list of changes for the RTVF undergrad course prerequisites; and
• Syllabi for all proposed new courses. (See Appendix 10)

The RTVF faculty was very productive in their teaching and research endeavors this year.

Quazi Ahmed continued to work on developing research projects concerning the communication policies of developing countries, and she advises student about their career and academic goals.

S. Torriano Berry completed a feature length script entitled, “Serpentine's Fire.” Also, he produced several dramatic or industrial video productions; including “Jesus Can Change Your Life” (30 min.), “The Big Event” (4 min.), “The EDC” (8 min.) and “It’s Within Your Reach” (9 min.). In addition, Prof. Berry completed six (6) one-hour episodes of “Black Visions/Silver Screen,” a proposed television series that highlights some of the best Department of Radio, Television and Film student film and video
productions. His article, “Fields of Knowledge – Research Recommendations for Film,” was published in Infography (2002).

Alonzo Crawford is currently in the postproduction phase of work on his feature length film, “Winter Wheat” and his short film “Night Owl.”

Edgar Davis completed a feature length screenplay, “Chain Letter,” and submitted it to the Sundance Institute Feature Film Program. The script made it to the final round of this Sundance competition. Also, he received an Academic Excellence Grant to support travel to Los Angeles, California to enable two student interns and himself to work with de Passe Entertainment’s broadcast production of the annual NAACP Image Awards.

Jannette L. Dates serves as dean in the School and taught the course “African Americans in Broadcasting.” She brought speakers to Lamont Gonzalez’s class “Advanced TV Production,” where she interviewed the speakers, while the students (under Mr. Gonzalez’s supervision) served as the production crew. Speakers included: Percy Sutton, Keith Clinkscales, Suzanne de Passe, and Martin Payson. She is completing research for an examination of Black Women in positions of power in the entertainment field. She served as the keynote speaker at Penn State University’s College of Communication Diversity Seminar; trainer for the Accrediting Council; and team leader for two site visits for the Accrediting Council. She becomes president of AEJMC in August 2003.

Abiyi Ford is working on “Hands across the Atlantic,” a documentary about Afro-Caribbean contributions to education in Ethiopia, and he lectured about this topic in Barbados, West Indies (2002). In addition, Prof. Ford lectured about African and African American cinema for the Ethiopian Development Council (2003) and for Voice of America broadcasts (February & April 2003). He is continuing to conduct research at the Institute of Conflict Analysis and Resolution at George Mason University in Virginia. As a co-coordinator of the MFA in film program, he has been active in the restructuring of the MFA curriculum and the administration.

Haile Gerima continued to co-coordinate the Department’s Masters of Fine Arts in Film program and he is the undergraduate Film Sequence Coordinator. He was actively involved with the MFA curriculum restructuring committee and he is currently conducting research and production planning for a new film entitled, “Teza.”

Lamont Gonzalez directed two student production crews in the taping of the AOL Time Warner lectures of media entrepreneur Percy Sutton and magazine editor Keith Clinkscales. He was also responsible for coordinating the student tapings of the fall 2002 and spring 2003 Master Classes with AOL Time Warner endowed chair Suzanne de Passe, AOL Time Warner Mentors-in-Residence Russell Williams and Carol Munday Lawrence and the Department of Radio, TV and Film 2003 Paul Robeson Awards Ceremony and Master Class with honoree, Harry Belafonte. Prof. Gonzalez is working with the Howard University Department of Engineering regarding the use of
their virtual reality technology with video and film footage. He continued to serve as the Department’s Assistant Chair.

Michael Holman guest lectured about screenplay story structure at the Royal College of Art in London, England (September 2002). Also, he completed two feature length screenplays entitled, “Gray” and Soul Mate.” He is presently working on two new scripts; “Money Dog” and Sound Rally for the Future.” Prof. Holman co-chaired the 2003 Paul Robeson Awards committee, he was a member of one MFA thesis committee and he was a member of the MFA curriculum review committee.

Lloyd “Raki” Jones received a “Telly Award” for his “Driving While Black” segment on WHUT-TV’s “@Howard” program. This was Prof. Jones’ second “Telly,” and he continues to produce programs for WHUT.

Judi Moore Latta took a leave as Chair of the department to first serve as the Deputy General Manager and now as the Interim General Manager of Howard University’s WHUT-TV. Her article “Confessions of an Acting Chair” will appear in the forthcoming anthology Building Bridges for Women of Color in Higher Education (2003), and she co-authored, “Jesus is a Rock: Spirituals as Lived Experience,” in Understanding African American Rhetoric: Classical Origins to Contemporary Innovations (Routledge Press, 2003).

Abbas Malek reviewed four (4) articles for the Journal of International Communications, and he reviewed more than 100 papers in order to select 46 papers for presentation on nine (9) panels as the head of the International Communications section of the International Association of Mass Communications Research (IAMCR) conference in Barcelona, Spain (July 2002). His article, “News Media and Foreign Policy” will appear in the forthcoming book entitled: Encyclopedia of International Media and Communications 2003). He has been working on a Self-Study Report for the Department’s accrediting body, the Accrediting Council of the Association for Education in Journalism and Mass Communications. The Department is scheduled to be reviewed by ACEJMC representatives in February 2004.

Paula Matabane’s article, “Communications and Democratic Change in South Africa,” appears in the Review of Communications (2003), and she is currently conducting research regarding TV commentary on women’s professional and college basketball. Also, she is working on a feature length film/video documentary entitled, “Hair like Wool, Feet like Brass: Images of Jesus.” Prof. Matabane has lectured on media images of world religions in the Howard University College of Medicine (January 2003), and she spoke about mass media in America at Bush Radio in Cape Town, South Africa (January, 2003). She continued to serve as the TV Sequence Coordinator.

Professor McCormick is currently working on two new articles on telecommunications in Africa and a book chapter on telecommunications in Jamaica, W.I. In addition, she conducted research in Nairobi, Kenya regarding the African Telecommunications Union, and she was a member of the Faculty Advisory Committee of the Provost’s Undergraduate Research and Creativity Program.

Bishetta Merritt was an active participant in the 2002-03 MFA curriculum review and revision, and she revised the required Blacks in Film course for the department’s graduate students. Her article, “Illusive Reflections: African American Women on Primetime Television,” will be published in Our Voices: Essays in Culture, Ethnicity and Communications (edited by Cheu, Houston & Gonzalez). Professor Merritt guest lectured about media literacy for young African Americans to the eastern area Links, Governance Committee in Atlantic City (October 2002). She is currently conducting research on women, race and sport and African American film messages, and she continues to serve as the Telecommunications Management Coordinator.

James Rada created a Documentary Club for students interested in learning how to produce film and television documentaries. Documentary club members started planning a project that Dr. Rada will spearhead examining the continuing impact of the historic Brown vs. the Board of Education decision. Through a Television Documentary Production course that Dr. Rada developed for the Fall 2003 and Spring 2004 semesters, students and the documentary club members will produce a broadcast quality documentary on the intergenerational significance the Brown decision. The documentary will be offered to Howard University’s WHUT-TV as well as MTV and other cable and broadcast outlets. His co-authored article, “Constructing Race in Black and Whiteness: Media Coverage of Public Support for President Clinton” appeared in the Journalism & Communication Monograph (2002).

Ted Roberts researched and produced three 30-minute documentaries for the Voice of America, and he is now working on a radio and TV documentary called, “Tears Across Borders,” about the conflicts in Sierra Leone and Liberia. He lectured about press freedom and its responsibilities for the Africa Service of the British Broadcasting Corporation (BBC) in July 2002. Prof. Roberts is developing a new course on race, gender and media for the fall 2003 semester, and he have helped four students receive internships at the VOA. Prof. Roberts serves as the Audio Sequence Coordinator.

Vickey Saunders created and supervises Glass House radio, the Department’s first internet-only talk radio network, available at www.glasshouseradio.com. Also, she serves as the executive producer of five of glasshouse radio’s talk and dramatic programs, and she has written three feature length screenplays. Prof. Saunders continues to coordinate the Department’s 10-day, highly successful NAB Media Sales Institute (June 2003).

Daniel Williams served as an advisor to RTVF student Nsenga Knight, who was awarded an Undergraduate Research and Creativity Grant. He conducted AVID training for interns and he delivered the Oscar Micheaux lecture at Bowling Green State
University (Ohio) in February 2003. He is currently working on a feature length film and an article on the film, “Monster’s Ball.”

Sonja Williams served as the Department’s Acting Chair this year. She was the co-executive producer/trainer for a radio documentary and radio drama project in Cape Town, South Africa, entitled, “Voices of Change: Communications and Resistance in Apartheid South Africa.” (July-August 2002) Project participants in January 2003 completed the half-hour documentary about how people communicated and organized during the repressive apartheid era. In addition, Prof. Williams guest lectured about effective writing techniques for radio news features at KC Radio in Durban, South Africa (August 2002). In preparation for the department’s ACEJMC reaccredidation site visit in 2004, Prof. Williams worked on the department’s Self-Study Report with Prof. Malek, and attended ACEJMC meetings in Chicago, IL, Portland, OR and San Jose, CA (2003).

3.3.2 Strategic Framework Goal: Increasing Private Support

3.3.2.1 The Howard University Media Sales Institute

The Department made several significant advances in support of this Strategic Framework goal: Increasing Private Support. For a third consecutive year, RTVF continued its fruitful partnership with the National Association of Broadcasters Education Foundation (NABEF) to present the Howard University Media Sales Institute – a ten-day, hands-on intensive seminar targeting outstanding graduating seniors from seven (9) universities (Howard, Morgan State, North Carolina A & T, Spellman, Hampton, Jackson State, University of Texas at Austin, Florida A & M, Clark Atlanta) interested in learning the skills necessary for careers in the field of media sales. Underwriting for this project, recognized as a model program by industry managers, included an annual grant of $75,000 (for five years) from NABEF with supplemental support from ABC Radio, Cox Communications, and Arbitron.

During the 2001-2002 year, twenty-nine students participated in the NAB Media Sales Institute, with full scholarships (including 18 Howard University graduates). This year, between 34-38 students attended the June1-12, 2003 Institute. Representatives from approximately twenty-five (25) industry companies served as the “faculty” for the workshop sessions. Another thirty (30) companies sent representatives to observe student presentations, as well as interview and recruit student participants for work in their organizations. The MSI steering Committee includes Institute Co-coordinator (and creator) Professor Ernie Fears, Co-coordinator Professor Vickey Saunders, Prof. Leslie Bowers and five telecommunications management students.

Additional evidence of external support of research and faculty prominence in the research arena came in the following forms:

- The department reorganized its use of the two million dollar AOL Time Warner endowment to support the new endowed chair, media producer and
entrepreneur Suzanne de Passe, as well as two Mentors-in Residence, scriptwriter/director Carol Munday Lawrence and Academy Award winning sound mixer Russell Williams. AOL Time Warner support was also used to support a televised seminar lecture series that enabled the department to bring to its television studios media owner and pioneer, Percy Sutton, Panavision head Martin Payson, former news anchor and media consultant Paul Berry and editor/publisher Keith Clinkscales.

- The RTVF Department raised $3,500 in enrollment fees for its first daylong screenwriting workshop open to the general public (March 2003).
- Mr. George Rivera, a documentary producer in New York City, donated a 16mm Eckai film camera and accessories; estimated value is $10,000.
- KODAK provided a $2,000 film grant for the department.
- Patricia McCormick received $9,972 from the Howard University-sponsored Faculty Research Grant to travel to Kenya to conduct research on the African Telecommunications Union.
- James Rada received a $26,000 Howard University New Faculty Research Grant for the production of a 30-minute documentary entitled, “Reclaiming History: The Search for the Underground Railroad.” He is waiting to hear about a proposed $5,000 National Trust for Historical Preservation Grant for his underground railroad documentary, and a $4,000-12,000 equipment grant from Panasonic, Inc. to support his TV Documentary class which will produce a documentary about the intergenerational effects of the historic Brown vs. the Board of Education case of 1954.
- Sonja Williams submitted a grant proposal for $82,940, in partnership with the Washington, DC non-profit organization, Africare, Inc, to the Centers for Disease Control to fund a HIV/AIDS radio drama education campaign for college students in Tanzania, East Africa. Decision is pending. Also, she submitted a 4 million dollar funding proposal to the department’s AOL Time Warner Endowed Chair, Suzanne de Passe, to support the department’s student scholarship, equipment and endowment needs. Prof, Williams received an $8,500 Howard University-Sponsored Faculty Research Grant to support research for a book about the life and times of pioneering radio dramatist and writer Richard Durham.
- Edgar Davis and Vickey Saunders received Academic Excellence Grants of $4,000 each to take student interns to the cities of Los Angeles and New York to work on the Suzanne de Passe broadcast productions of the “NAACP Image Awards” and the syndicated “Showtime at the Apollo”.
- Abbas Malek was awarded an Academic Excellence Grant of $4,000 for travel (with Acting Chair Sonja Williams) to two spring meetings (in Chicago, IL and San Jose,
CA) of the Accrediting Council of the Association for Education in Journalism and Mass Communications.

- **Paula Matabane** received a $10,000 Howard University-sponsored Faculty Research grant to support her work on a feature length documentary about images of Jesus Christ.

- **Bishetta Merritt** applied for a $6,000 Academic Excellence Grant to support the development of department’s proposed documentary concentration. Funding decision is pending.

- **Abiyi Ford** received a $4,000 HU Academic Excellence travel grant to support the travel of three MFA graduate students who attended FESPACO -- the major biannual African film festival in Burkina Faso, West Africa in February 2003. Also, he applied for a $5,000 Academic Excellence Grant to support the film sequence’s production equipment needs.

- **Alonzo Crawford** received $30,000 from a Kodak Product grant; $130,000 from a Panavision Product grant; $10,000 from the HU-sponsored Faculty Research grant for his feature film production of “Winter Wheat.”

### Department Projects and Other Faculty Activity

- **Prof. Torriano Berry** – Humanities grant for $10,000 to support writing of anthology *Black Hollywood Now*; Academic Excellence grant for $3500 to support production and distribution of the video series Black Visions/Silver Screen. Prof. Berry delivered paper “Athletes on the Silver Screen” at the Popular Culture Conference in Toronto.

- **Prof. Alonzo Crawford** – has two feature length dramatic screen plays in progress – “Roads of Silk” and “Bluefish.”

- **Prof. Ernie Fears** – through industry contacts and personal solicitations of professional and corporate managers raised approximately $30,000 to support the department’s efforts to strengthen its management sequence. This funding (along with the $75,000 grant from NABEF) which he was instrumental in soliciting helped to fund student scholarships and the year-long work in preparation for and during the Media Sales Institute.

- **Dr. Patricia McCormick** received notification of finalist status for funding of her MacArthur Foundation proposal on “Telecommunications Reform in Africa: The Role of the African Regional Organization COMESA.”

- **Prof. Sonja Williams** received funding to conduct a feasibility study from the Netherlands Institute for Southern Africa. The study examined the feasibility of
establishing a radio documentary and radio drama project in Cape Town South Africa (June –July 2001).

The Department of Radio, Television and Film sponsored two (2) professional screenwriting workshops for residents of the greater Washington, DC area and the University community, including:

- The Department’s “Ideas into Images” was a daylong workshop designed for aspiring and experienced writers interested in developing and/or improving their documentary or fiction writing skills. Award winning producer, director and writer, Carol Munday Lawrence, whose credits include Francis Ford Coppola's "Cotton Club," Charles Burnett's "To Sleep With Anger," conducted the workshop. About 35 participants attended the March 8, 2003 session, including writers from Maryland, DC, Virginia and our own department (MFA students).

- On March 26th & 27th the Department sponsored a two-day workshop conducted by noted Hollywood screenwriter, Gregory Allen Howard, whose credits include “Remember the Titans” and “Ali.” The workshop’s first session was open to MFA graduate students; the second was open to undergraduate students and the general public. About 125 people attended both sessions.

- The Department provided consultation support to the Washington, DC based Balou High School and Junior High School. These two schools were developing radio production courses and thus were interested in talking to our radio faculty about the department’s radio curriculum and production training practices.

- Three MFA graduate students, Burns Forsyth, Brad Young and Marla Moore, along with Prof. Daniel Williams were invited to lecture and screen their films for undergraduates in the Department of Theater and Film at Bowling Green State Univ. in Bowling Green, Ohio.

- With Prof. Judi Moore Latta at the helm of the University’s public television station, WHUT-TV, the level of cooperation between the Department and the station has escalated. Several faculty members (Profs. Lloyd “Raki” Jones, Paula Matabane, Laurie Scheer, Torriano Berry, and Lamont Gonzalez) have worked closely with the station to produce programming or establish management opportunities that did not exist in the past. Faculty and students have actively participated in projects such as “@Howard” (a weekly series highlighting key lecturers/speakers on campus), “On Africa,” (the station’s new Africa series featuring programs/films by and about Africans throughout the Diaspora) and programming or management ideas for the station’s Residential Network (ResNet) - channels that serve the University community and its dorms). Also, WHUT sponsored the visit of Sengalese filmmaker, Monsour Wade to campus, and enable the filmmaker to lecture to students and premiere his new film, “The Price of Forgiveness.”
Prof. Haile Gerima continued to travel internationally, lecturing about African and African American film in universities and film festivals throughout South Africa, Ethiopia and Europe. This year, he was the keynote speaker at a film festival in Johannesburg, South Africa.

Prof. Abiyi Ford lectured in Barbados, West Indies and Ethiopia, Africa regarding African American and Afro-Caribbean educational and media influences.

Prof. Patricia McCormick participated as the SOC representative to the Reinvention Center Conference, “Undergraduate Research & Scholarship and the Mission of the Research University” at the University of Maryland (November 2002). She also serves as chair of a panel on telecommunications reform in Africa at the 45th annual Conference of the African Studies Association in DC, (December 2002).

Prof. Sonja Williams was interviewed on Voice of America radio and television regarding the “Voices of Change: Resistance and Communications in Apartheid South Africa” training project that she conducted in Cape Town, South Africa.

Student Organizations

WHBC Radio: WHBC-AM is the student-managed and operated carrier-current radio station supported by the Department of Radio, TV, and Film. During academic year 2002-2003, under the umbrella of commercial station WHUR-FM licensed to the University, the station continued to flourish. WHBC received a tremendous amount of material and professional support initiatives from WHUR including the mentoring of WHBC managers by WHUR personnel, a consistent series of workshops for students, and the payment of technology-related costs and student manager stipends that the Department could not afford. The result is a station and a student management team that was much stronger during this year.

MFA Film Organization

During the fall 2002 semester MFA students interested in attending the 12-day 2003 (February) FESPACO International Film Festival in Burkina Faso, West Africa, held a series of events (information booths, lunch plates and T-shirt sales) in an attempt to raise money for travel and lodging. The students staged these events on and off campus. Three students (Fiona Riviere, Sionne Neely & Camille Holder) attended the festival, February-March 2003.

3.4 Department of Journalism

The Department of Journalism met its goals and objectives for 2002-03 and continued efforts to fulfill the School of Communications’ and University’s mission as developed through the strategic Framework for Action (SFA I and II).
3.4.1 **Strategic Framework Goal: Strengthening Academic Programs & Services**

### 3.4.1.1 Co-Curricular Activity

The Department opened its Converged Media Lab in October 2003. The lab is the product of collaboration between the University, the National Newspaper Publishers Association (NNPA) and Microsoft Corp. The Converged Media Lab is the central vehicle for the Department to fulfill its ambition to provide students with relevant experiential learning and prepare them to become leaders in the use of new technology to convey news, information and persuasive messages. The Microsoft Corporation provided computers, software and furniture for the Converged Media Lab.

Advertising and Public Relations students sold the first advertisement for BlackCollegeView.com in the Fall Semester and obtained the first sponsorship for BlackCollegeView.com in the Spring Semester. Advertising and Public Relations students also began work on creating a campaign to establish the web site’s brand on campus and nationally.

The Department established a timely course for offering in Fall 2003, Contemporary Issues: International Reporting. The course will be taught by Dr. Anju Chaudhary and will cover media issues presented by the invasion of Iraq. Dr. Chaudhary is devising a syllabus that will draw on the expertise of people from other disciplines from within the Department, within the University and outside the University.

### 3.4.1.2 Broadcast Journalism

The Department strengthened Broadcast Journalism instruction by filling a Broadcast Journalism faculty position, purchasing new equipment and adding a lab instructor who provided students with hands-on instruction with newsgathering technology.

**New Faculty.** Peggy A. Lewis, a former radio and television reporter and anchor in Miami, FL, also worked in media relations at the White House, the U.S. Dept. of Labor and the Children’s Defense Fund. Students rated Ms. Lewis as a highly effective instructor during her time as an adjunct in the 2002-2003 academic year.

**Lab Instructor.** Lecturer Henry Joseph empowered students to do their own camerawork on Broadcast Journalism II and News Vision course assignments. With more students doing their own camerawork, the recurrent end-of-the-semester backlog of students waiting for camerawork assistance from a technician was eliminated. The end results were better education for students and higher quality student projects.

**Technology/New Equipment.** The Department purchased new digital video cameras and editing stations. The Department now has the capacity to put seven teams of news gatherers on assignment simultaneously and now has the capacity to permit seven students to simultaneously edit broadcast news packages. Much of the new equipment
is equivalent to what students are likely to find in professional settings when they leave the University.

Writing instruction will be enhanced in Fall 2003 when faculty will have access to newly acquired networked wireless laptops on a cart. The wireless network will include Apple G-4s which faculty may use to capture student files on the networked laptops. These G-4s used in conjunction with LCD projectors will enable the entire class to see every keystroke faculty make as they edit student work.

The combination of a new faculty member, a new lab instructor and the new equipment provides the capacity for the Department to better prepare students while simultaneously contributing to programming for WHUT, WHBC, the student-run radio station, and the ResNet.

The Department renewed its relationships with WHUT and WHBC in order to secure outlets for the work of Broadcast Journalism students and to make more effective use of the University’s resources.

WHUT. The Department reached an agreement with the interim manager and executive producer of WHUT to align the coursework of Broadcast Journalism students with the five broad programming themes WHUT is pursuing to distinguish itself among PBS stations: Africa, Health, Business and Economic Development, Science and Technology and History and Culture. Beginning in Fall 2003, the goal is to have students produce broadcast quality program segments and interstitials on these themes for WHUT. The agreement also provides for displaying student work on ResNet. As part of the Department’s focus on media convergence and educating students about conveying information on multiple platforms, some of this broadcast output will be made available as video files on the BlackCollegeView.com website or redistributed as text on the web site.

WHBC. The Department reached an agreement with the Department of Radio, Television and Film faculty advisor to the station to allow Broadcast Journalism students to provide newscasts between 10 a.m. and 5 p.m. four days a week beginning in Fall 2003. As part of the Department’s focus on media convergence and educating students about conveying information on multiple platforms, these newscasts will be made available as audio files on the BlackCollegeView.com web site or redistributed as text on the web site.

3.4.1.3 Print Journalism, Public Relations and Advertising

Convergence. Print Journalism faculty contributed to the Converged Media Lab by requiring students in all courses to publish on BlackCollegeView.com, the Lab’s web site. Faculty in the sequence also revised their syllabi for the course Fundamentals of Journalism to expressly include instruction about storytelling on multiple media platforms. Public Relations faculty assigned students to research and recommends strategies to increase awareness of the Converged Media Lab and establish branded
的产品为实验室。广告系教师贡献了第一份在BlackCollegeview.com上销售的广告，并开发了辅助材料和样例广告活动。

**Technology.** 写作指导和所有技能课程的指导将得到增强，在2003年秋季，所有教师将使用装在手推车上的联网无线笔记本电脑。无线网络将包括苹果G-4s，教师可以使用它们来捕获学生文件。这些G-4s与LCD投影仪结合使用，将使全体学生都能看到教师编辑学生作品时的每一键入。

### 3.4.2 Strategic Framework Goal: Promoting Excellence in Teaching & Research

教师成员设定了目标和目标，以使他们能够满足工作量要求，并为终身和提升建立目标。

所有全职教师都参加了如何使用Blackboard的培训课程，这是一个基于互联网的课程管理系统。

新闻系教师获得了国家奖学金，以增强教学和学习，同时他们在强化学科的融合方面工作。一些个人成就包括：

- **Dr. Anju Chaudhary** 作为美国新闻学院商务编辑研讨会的学员当选。她与行业专业人士一起工作，考虑内容和领导问题。她在纽约做了其他事情。她有以下学术研究工作在进行：“媒体在全球危机中的角色；媒体在报道恐怖主义中的责任”和“在数字时代整合技术”。

- **Jonathan P. Decker** 成为WRC TV（频道4）的常规周日新闻早间节目新闻评论员。他在2003年2月的胡佛研究所年会上发表了“媒体和战争”的演讲。

- **Phillip Dixon** 主持了一次关于新闻编辑室领导力的研讨会，主导了自由论坛/ASNE国际新闻交流计划中的研讨会，并担任2002年普利策奖评论类的评委。

- **Dr. Barbara Hines** 获得病假。她继续担任再认证委员会的主席，定期与关键人员会面，完成自我研究。

- **Yanick Rice Lamb** 组织了一个为期一天的工作坊，将学生和专业人士聚集在一起，进行有关经济、创业和创业的话题的小组讨论。
sustaining careers in Magazines. She was appointed a teaching fellow at the Poynter Institute in Florida and the Indiana University School of Journalism.


Michael Tucker with Dr. Clint Wilson presented “Leadership in Black Media: Convergence Technology.” School of Communications 30th Anniversary Symposium.


3.4.3 Strategic Framework Goal: Increasing Private Support

Dr. Rochelle Tillery-Larkin. Obtained $180,000 (two years) grant from AmeriCorps and Gerber Foundation for Jumpstart for Young Children, service learning for University students and for research on community relations and student retention and secured a professional on loan ($3500) from the Council of Public Relations to team-teach Advanced Public Relations.

Dr. Anju Chaudhary. International Radio and Television Society, tuition, board, lodging. March 2003

Increasing Private Support

The Department of Journalism continued to work to increase external support through industry partnerships and student recruitment/retention activities.

The Department of Journalism re-kindled a relationship with the Tribune Company which has led to one internship for a Broadcast student and a commitment of $4,000 in scholarships for students who will sell advertising for the District Chronicles.

Faculty members continued to work with the Office of Student Recruitment and visited high schools and career fairs in the Metropolitan areas. Recruitment letters were sent to all National Achievement Semi-finalists and Scholars.

Dr. Lawrence Kaggwa raised $19,200 in scholarship funds for the District Chronicles.
The department held its New York Times Editing Workshop, a first ever at Howard University, as well as the Washington Post Editing and Writing Workshop, and a Magazine Industry Workshop.

**Fund for Academic Excellence (FFAE) Awards**

Dr. Barbara Hines: “Improving Faculty Performance: Integrating Technology to Enhance Classroom Teaching and Learning,” travel grant $4,000, (Cycle 9).

“Youth Journalism Academy: Celebrating 25 years of Teaching and Learning,” $6,000, (Cycle 8).

Dr. Anju Chaudhary. Travel: Convergent Technologies in the Digital Age: AEJMC Convention, $4,000, July 2002.

**3.4.4 Strategic Framework Goal: Enhancing National and Community Services**

The Converged Media Lab also is a central vehicle for the Department’s community service. The Lab strengthens the nation’s independent black press, an important national voice. In the lab students work alongside the professional staff of BlackPressUSA.com, the NNPA’s national news service which serves more than 200 newspapers owned by African Americans. Ten articles written by students so far have been published in newspapers around the country. In the Spring Semester print journalism students jointly supervised by faculty and NNPA editors produced a series of articles on juveniles and the death penalty. In the series, published on BlackCollegeView.com, the lab’s web site, student writers explored the debate over imposing the death penalty on juveniles and analyzed the origins of the practice and its use throughout the international community.

**3.5 Department of Communication Sciences & Disorders**

**3.5.1 Strategic Framework Goal: Strengthening Academic Programs & Services**

During AY 2002-03 there were 23 students in the undergraduate communication sciences and disorders program. Eight students were awarded the B.S. degree at the May, 2003 commencement. Three students were graduated magna cum laude. Graduates were accepted to several graduate programs, including Howard University, University of Iowa, and Hampton University. This year, the largest number of undergraduates has been accepted to continue in the department’s master’s program. The undergraduate class of 2003 is the second consecutive graduating class that is a significant "feeder" into the department’s master’s programs.

The focus on the undergraduate program in the Department of Communication Sciences and Disorders is to prepare its graduates for graduate school. Undergraduates receive a broad and thorough foundation in the discipline of communication sciences and disorders which prepares them for master’s audiology and speech-language pathology programs. During AY 2002-2003, the faculty in the Department of Communication
Sciences and Disorders continued its commitment to provide undergraduate students with a quality and challenging academic program, in keeping with the overarching goal of the Strategic Framework for Action II (SFA II): Strengthening Academic Programs and Services. The School of Communications utilized a Blue Ribbon panel with a purpose to evaluate the School’s academic programs. Two leaders in the discipline of communication sciences and disorders reviewed the undergraduate curriculum. The two reviewers were Dr. Charlena Seymour, Dean of the Graduate School at the University of Massachusetts Amherst, and Dr. Fred Spahr, Executive Director of the American Speech-Language-Hearing Association (ASHA). Both felt that the undergraduate program is strong and provides students with an excellent preparation for graduate school. The scientific foundation of the program is a strength of the undergraduate program.

During AY 2002-2003 when external evaluators reviewed the undergraduate curriculum for the purpose of assessing the preparation students receive for graduate school, one significant comment was that the undergraduate curriculum does not reflect the fact that students receive education concerning cultural and linguistic diversity issues. In response to this review conducted in AY 2002-2003, the Department of Communication Sciences and Disorders changed the title of several courses so that this dimension of the courses, and the nationally recognized emphasis of the Howard University Department of Communication Sciences and Disorders, would be highlighted. In AY 2002-2003, the department submitted these title changes to the School of Communications Undergraduate Curriculum Committee. The courses included: Language Development across Culturally and Linguistically Diverse Populations, Introduction to Articulation and Language Disorders Across Culturally and Linguistically Diverse Populations, Introduction to Voice and Fluency Disorders Across Culturally and Linguistically Diverse Populations, and Tests and Measurements across Culturally and Linguistically Diverse Populations. The Curriculum Committee recommended the changes to the School-wide Faculty and they were approved on March 25, 2003.

3.5.2 Strategic Framework Goal: Promoting Excellence in Teaching & Research

In SFA II, President Swygert encouraged all Howard students to conduct research and urged faculty to infuse technology thoroughly into the teaching/learning process. Each year master's and doctoral students participate in the Student Research Forum of the National Black Association for Speech, Language and Hearing (NBASLH) Convention. Although it is unusual for undergraduate students to attend a national conference that is not locally sponsored, six undergraduate students attended the convention in Atlanta, GA.

The department also made strides in infusion of technology in its courses. In the four-credit course, Anatomy and Physiology of the Speech and Hearing Mechanisms, instruction combines traditional lecture with an anatomy and physiology lab, which is presented on a CD. Testing in this course combines traditional paper-and-pencil tests as well as tests presented via the CD. The students in this course experienced an enriched learning process because the CD laboratory activities made difficult to understand
material more readily understandable. The instructional CD gave students the opportunity to repeat the various computer-assisted laboratory lessons until they were satisfied with their learning experience. Similarly, the CD testing modules gave students positive assessment experiences because they could continue in the testing mode until they were satisfied with their testing outcomes. The department adopted a textbook for this course that creates this student-centered and technologically infused pedagogy for the anatomy and physiology course.

Master of Science Programs

The Communication Sciences and Disorders Departments is the second largest graduate department on Campus. During this academic year the Department of Communication Sciences and Disorders had 61 students enrolled in the two master’s programs: fifty-five students in speech-language pathology and six in audiology. Thirteen students were awarded the M.S. degree in speech-language pathology and two students were awarded the M.S. degree in audiology at the May, 2003 Howard University commencement exercises. During AY 2002-2003 the second master’s speech-language pathology curriculum and the doctoral curriculum were revised to reduce the number of courses offered. The revised curriculum involves giving students the choice of specialization sequences. There are five specialization sequences: educational setting, medical setting, alternative and augmentative communication, private practice, and research. The revisions that were decided upon during AY 2002-2003 were one, to combine two of the specializations, i.e., medical setting and private practice; and, two, to combine several master and doctoral courses so that the content of two courses is included in one. Three doctoral courses will be offered on an every other year bases. These revisions were decided upon in order to increase the enrollment of the smaller courses, thus making the specialization sequences more fiscally responsible. These revisions will be implemented at the beginning of AY 2003-2004. This makes for a more rigorous curriculum.

In keeping with the SFA II emphasis to infuse technology thoroughly into the teaching and learning process, the department offered for the third time a course using email and the Internet: Administration and Supervision. This course was offered for the first time last academic year, and AY 2000-2001 incorporated improvements suggested by the 2002 class. The Department of Communication Sciences and Disorders offered another course, Praxis Preparation, as a coaching course for graduating master’s students to assist them in successfully taking the National Examination in Speech-Language Pathology. This course is infused with technology and addresses two overarching goals of the SFA II: Strengthening Academic Programs and Services, and, Promoting Excellence in Teaching and Research. This course is taught by a department faculty member, Dr. Kay Payne, who is the leading nationally and internationally recognized expert on Praxis examination preparation for the discipline of communication sciences and disorders. This course is based on research conducted by Dr. Payne. The impetus for this research and course development was the desire to improve the pass rate of African American test-takers on the Praxis National Examination in Speech-Language Pathology and in Audiology. This academic year the Praxis Preparation course, along
with the strengthened master’s speech-language pathology curriculum, created the highest ever pass rate on the Praxis National Examination in Speech-Language Pathology for the department’s graduating master’s students.

Howard University Speech and Hearing Clinic (HUSHC) and Clinical Education Master’s level students receive their academic programs and clinical education in their respective fields. The clinical education occurs in the form of supervised clinical practicum experiences at the Howard University Speech and Hearing Clinic (HUSHC) and at external speech-language-hearing facilities.

The HUSHC provides comprehensive, research-oriented clinical speech, language, and hearing services. The primary mission of the HUSHC is to prepare graduate students to assume professional roles in speech-language pathology and audiology in a variety of work settings. These services are provided under the direct supervision of clinical supervisors holding Certificates of Clinical Competence from ASHA.

3.5.3 **Strategic Framework Goal: Increasing Private Support**

The Speech and Hearing Clinic became a provider of Infant Hearing Screenings for the District of Columbia, Department of Maternal and Family Health, Early Detection Program. This program provides follow-up infant hearing screenings. In support of this program, the District placed approximately $30,000.00 in audiological equipment in the School of Communication’s Speech and Hearing Clinic. The equipment includes a new Grason Stadler 61 Clinical Audiometer, the GSI Tympstar Middle Ear Analyzer, the Intelligent Visual Reinforcement Audiometry, and the Clarity System Automated Auditory Screener.

The Speech and Hearing Clinic also maintains the Hearing Aid Loaner Bank for the District of Columbia. This program allows the Clinic to maintain approximately $15,000.00 in digital and programmable hearing aids. These hearing aids are distributed to District residence with the approval of the Department of Maternal and Family Health.

The Clinic has actively established a Hearing Aid Dispensing Program. In the first six months of operation the net receipt from hearing aid sales was $8,770.50, becoming a revenue stream for the department.

3.5.4 **Strategic Framework Goal: Enhancing National and Community Services**

HUSHC continued to provide quality service during the AY 2002-2003. The clinic increased its visibility in the community through outreach services of speech, language and hearing screenings at conventions and health fairs. The HUSHC expanded its services by providing audiological services to the Howard University Hospital (HUH) and by providing clinical education for master's audiology students at Howard University Hospital. The HUSHC was awarded a clinical contract with a Washington, DC mental health agency and Cesar Chapez Public Charter School. For Public Policy
these contracts gave graduate speech-language pathology students experiences with a diagnostically distinctive population, and brought into the HUSHC private funds. Thus, this newly acquired contract allowed the HUSHC to address two overarching goals of SFA II: Increasing Private Support, and, Enhancing Community Support. Limited supervisory personnel have prevented the service to additional clients.

**Doctoral Program in Speech-Language Pathology**

The goal of the Department's doctoral program is to provide advanced academic and research training which focuses on the needs of culturally and linguistically diverse populations. There were 13 students in the doctoral program during AY 2002-2003. One student, CaSaundra Hill, was be awarded the Ph.D. degree in speech-language pathology at the May, 2003 Howard University commencement exercises. Ms. Hill has been diagnosed with terminal cancer and was too ill to attend her final dissertation defense. Her final defense was held through video-conferencing. This was the first use of technology in this manner during a dissertation defense in Howard’s history.

4. **KEY PERFORMANCE INDICATORS**

The School of Communications is increasing efforts to monitor performance. This year, the chairs met at the beginning of the year with each of their faculty members to set workload and performance goals for the year 2002-2003 and they met again in May 2003 to assess their success in meeting those goals. The written results of this assessment were shared and reviewed with the dean. In some departments, the chairs have encouraged faculty members to maintain teaching portfolios, which include syllabi, best exemplars of student work, and personal teaching goals.

Faculty teaching is monitored each semester using the SIR II student evaluation instrument. Classrooms are visited by chairs, peers, and the dean's office for the purpose of evaluating teaching. Results are shared among the faculty member, the department chair, the dean's office, and the school wide APT Committee. In addition, the dean and the chairs have discussed ways to improve the mentoring of junior faculty. One of the first steps in this effort is to clarify the School's APT guidelines, which are under review. One goal of this review is to define more adequately the criteria for the evaluation of non-traditional scholarly products in film, new media, public relations, and advertising.

For the past few years, graduating seniors have been required to fill out a short senior exit survey. The survey elicits responses in the following categories: (1) Number of years to complete degree, (2) Overall quality of communications education, (3) Quality of academic services, (4) Quality of Advising services, (5) Quality of campus services, (6) Plans for next year (graduate school or job), (6) Preparation for life work, and (7) Mode of financing education. (Please see Appendix 14)
For the first time this year, currently enrolled students who major in the School of Communications were asked to fill out surveys to assess their perceptions of how well the school is performing in various ways. (Please see Appendix 2)

The committee designated to oversee outcomes assessment is developing a method to assess the measures outlined above with the purpose of assuring that they will then affect the success of the School's programs.

The School will loop the results back to the appropriate areas in the School for action to be taken to improve performance. Some other measures that have been discussed are: (1) Correlations of incoming SATs/ACTs with outgoing GPAs, (2) Measures of retention, (3) Measures of average GPAs among graduating seniors and longitudinal comparisons of these averages from year to year, (4) Measures of faculty productivity (research and creativity), (5) Measures of proposal submission and funding, (6) Measures of graduating seniors' satisfaction with teaching, advising, and services.

5. ACCREDITATION

During AY 2002-03, three of the four departments in the School of Communications continued preparations for the re-accreditation site visits that will take place in AY 2003-04. The Department of Communication Sciences and Disorders will be reviewed and assessed by the American Speech Language Hearing Association (ASHA). The Department of Journalism and the Department of Radio, Television and Film will be reviewed and assessed by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC).

For the first time since the mass communications professional programs in the School of Communications became accredited, in 1986, the School will be the unit under review by ACEJMC. In previous years the Department of Journalism was reviewed as a unit separate from the Department of Radio, Television & Film. This meant that there were two site visit teams and double the expense for the University. At our request, that has been changed; the School of Communications is now the unit and the programs within the unit that we have identified will be reviewed.

All sequences in the Department of Journalism will be assessed by the site team; in the Department of Radio, Television & Film, the following three sequences will be assessed: radio production, telecommunications management, and television production.

For re-accreditation purposes, the dean established an Ad Hoc Re-accreditation Team whose members included the department chairs, associate dean, dean, director of career development, a senior counselor, and a faculty member from two of the departments. The team met four times during the year to prepare for organizing materials and resources for the self-studies that are due in the office of the provost at the end of the 2003 spring semester and in the offices of the accrediting bodies in the fall of 2003. Dr. Barbara Hines, a member of ACEJMC, serves as chair of the Re-accreditation Team.
Last year the team reviewed and revised the school's senior exit surveys and alumni surveys. The revised forms were distributed and the data has been and will continue to be collected for entry in the self-study.

ACEJMC has mandated that each accredited institution write a plan for how they focus on outcomes assessment. Thus, during the year, the team focused on outcomes assessment issues related to re-accreditation. The first draft of this required report was completed by Dr. Joan Payne during AY 2001-02. Dr. Hines is completing the work on the report during AY 2002-03. During the first faculty meeting of AY 2002-03, our guest speaker was Caesar Andrews, Editor of Gannett News Service, owner of 95 daily newspapers. Because of his affiliation as a member of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), and the Recognition Committee of the Council for Higher Education Accreditation (CHEA), Mr. Andrews discussed outcomes assessment and re-accreditation from a national perspective, offering his insights to the departments under re-accreditation review.

5.1 Department of Communication & Culture

Though the programs in the Department of Communication and Culture do not require professional accreditation beyond the accreditation that inheres in it being a part of Howard University, Communication associations such as the National Communication Association (NCA), the Association for Education in Journalism and Mass Communications (AEJMC), and others regard our Department as one of the top Ph.D. granting communication programs. The National Communication Association conducted a reputation study in 1996, and considered our program in Intercultural Communication to be one of the best in the nation. It was ranked third, nationwide. The Department still maintains that reputation. The Association for Education in Journalism and Mass Communications (AEJMC), in its annual survey of communication programs also puts the Department and its mass communication program in the top ranks. Additionally, our Department was one of only four departments in the nation that were selected by the National Communication Association to be awarded its prestigious Preparing Future Faculty grant award.

5.2 Department of Radio, Television and Film

The Department of Radio, TV and Film is currently accredited by ACEJMC (the Accrediting Council on Education in Journalism and Mass Communications). The Department of Journalism was separately accredited by the same organization in previous years. After careful and thoughtful evaluation and research and following other similarly situated institutions, the faculty recommended that the School of Communications (rather than individual departments) would become the accredited unit. At the same time, the RTVF faculty recommended that sequences to be included in the plan for school-wide accreditation would be: Telecommunications Management, Radio/Audio Production and Television Production.

During the 2002-2003 year, the research and writing of the required self-study report in the RTVF Department was spearheaded by Profs. Abbas Malek and Sonja Williams. The ACEJMC team’s site visit will occur February 8-12, 2004. In support of its reaccreditations
efforts, the Provost’s Office provided $90,000 of additional funding to the department for the purchase of digital audio and TV production equipment and facilities upgrades.

Also, the Department acquired new space, Room 104, which is now used as a much needed additional television and film postproduction lab. RTVF has upgraded all of its audio production studios from its previous analog state to now include digital equipment that is standard in the broadcast industry.

5.3 Department of Journalism

Dr. Barbara Hines coordinated the writing of the self-study for the Department’s application for re-accreditation. The department purchased new equipment to upgrade instruction. The faculty began documenting their career advising contacts with students so that records will be available to the evaluators. To become more familiar with the re-accreditation process, the Department Chair attended meetings of the Accrediting Committee, the Accrediting Council and was trained to be a site visitor.

5.4 Department of Communication Sciences and Disorders

Dr. Ovetta Harrison-Harris completed the department self-study in August 2002. It was signed by Present Swygert and mailed to the American Speech-Language and Hearing Association. Mr. Charles Coward and clinical director Ms. Janice Trent assisted in completing the document. A sight visit is planned for the fall 2003 semester. The University has contributed $8000.00 towards needed materials and renovations in the department and clinic.

6. SIGNIFICANT EVENTS

6.1 Board of Visitors Meeting

On March 7, 2003, during the School of Communications’ Board of Visitors meeting these was a special program to unveil the portrait of John H. Johnson, founder and publisher of the Johnson Publishing Company. The purpose of the meeting was to present the revised plans for the School’s enhanced curriculum and to provide members of the Board of Visitors with an update on the School’s achievements since March 2002. Dean Jannette Dates and Virginia O. Johnson, special projects coordinator in the Office of the Dean, planned the meeting. During the meeting Constance Frazier, faculty member in the Department of Journalism presented the update on the School’s revised curriculum. Department chairs and undergraduate and graduate students provided members with an update on their departments’ respective activities and major accomplishments. Board of Visitors members attending the meeting included Jeff Burns, Jr.; Albert Fitzpatrick; Ossie Davis; and Jeff Lee. Heather Shaw represented AOL Time Warner, in place of B. Keith Fulton.
6.2 Suzanne de Passe Appointed New AOL Time Warner Endowed Chair in Media

During the fall 2002 semester, the acclaimed producer and chairman and chief executive officer of de Passe Entertainment, Suzanne de Passe, was appointed as the new AOL Time Warner Endowed Chair in Media and the AOL Time Warner Professor in the Department of Radio, Television and Film of the Howard University School of Communications. As the second AOL Time Warner Endowed Chair in Media and AOL Time Warner Professor, de Passe succeeds the award-winning film director and actor Bill Duke, who served in the first AOL Time Warner Endowed Chair as the AOL Time Warner Professor from 1998-2002.

De Passe has more than 30 years of production and creative experience in music, film and television. She began her extraordinary career at Motown Records as the creative assistant to Berry Gordy, and subsequently became president of Motown Productions. Her most recent projects include the production of the 2002 Essence Awards; the 33rd NAACP Image Awards (2002); “Music and More...Image Awards” (2001); and the 32nd NAACP Image Awards (2001).


6.3 Fall 2002 Activities: AOL Time Warner Seminars

The AOL Time Warner Seminar Series and the master classes conducted by Suzanne de Passe, are among the major activities supported by the AOL Time Warner Endowment fund. The seminars and classes continue to be well-received by graduate and undergraduate students and some of the seminars were aired on WHUT-TV, the public television station at Howard University.

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<tr>
<th>Date</th>
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<th>Title</th>
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<tr>
<td>October 31, 2002</td>
<td>WHUT-TV, Studio D</td>
<td>“Technology and the Business of Communications”</td>
<td>Martin D. Payson, President Panavision, Inc.</td>
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<tr>
<td>November 12, 2002</td>
<td>Blackburn University Center Auditorium</td>
<td>Undergraduate Class--“The Business of Producing for the Film, Television and Music Industries”</td>
<td>Suzanne de Passe, AOL Time Warner Professor and CEO, de Passe and Music Entertainment</td>
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<tr>
<td>November 12, 2002</td>
<td>Screening Room West</td>
<td>MFA in Film Graduate Class—“The Business of</td>
<td>Suzanne de Passe, AOL Time Warner Professor and</td>
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Russell Williams, II, the Academy Award-winning sound mixer for such films as “Glory” (1989) and “Dances with Wolves” (1990), served as the AOL Time Warner Mentor-in-Residence during the fall 2002 semester. He taught “Sound for Film” master classes to Master of Fine Arts in Film students in the Department of Radio, Television and Film at the Howard University School of Communications.

Williams has more than 20 years of professional experience. He is recognized in the film production industry for his achievements in mixing sound for motion picture films and films made for television. His credits include documentaries such as “Eyes on the Prize” and “Malcolm X: Make It Plain,” and feature films such as “Training Day” and “The Sum of All Fears.”

Williams has received numerous awards for his expertise. They include: Prime-Time Emmy Nomination for Outstanding Sound Mixing, “The Temptations Part I”(1999); Prime-Time Emmy Award Nomination for Outstanding Sound Mixing, “12 Angry Men” (1998); Academy Award for Best Sound, “Dances With Wolves” (1990); Academy Award for Best Sound, “Glory”(1989); and Prime-Time Emmy Award for Outstanding Sound Mixing, “Terrorist on Trial” (1988).

During AY 2002-03, the AOL Time Warner Endowed Chair in Media and AOL Time Warner Professor Suzanne de Passe selected six student interns from the Department of Radio, Television and Film to work with de Passe Entertainment. The students selected to intern with de Passe Entertainment during the spring semester of 2003 were Ashley McFarlin, Joi Carter, Naima Harmon, Naimah Smith, Vincent Williams (MFA in Film), and Lisa Jones (MFA in Film).
6.6  **School of Communications Re-Scheduled 30th Anniversary**

Because of the events surrounding the tragedies of September 11, 2001, the School of Communications re-scheduled the 30th Anniversary Celebration. For October 2002 at the Ritz-Carlton Hotel.

- “Magic” Johnson joined Dean Dates and President Swygert in saluting the Howard University School of Communications during its gala celebration, where he received the School’s “Messenger Award.” He joined Robert L. Johnson, president and chief executive officer of BET Holdings, Inc., as only the second person to receive the “messenger” award from the school.

- Vicki Mabrey and Ofield Dukes served as honorary co-chairs of the 30th Anniversary gala dinner.

- Entertainment mogul Quincy Jones joined AOL Time Warner CEO Richard Parsons and National Association of Broadcasters president Edward Fritts as honorary co-chairs of the 30th Anniversary Celebration Committee.

- Actress/choreographer Debbie Allen-Nixon served as the corporate sponsor chair of the 30th Anniversary Gala Celebration.

6.7  **The Annual Communications Job Fair**

The Annual Communications Job Fair was held October 25, 2002. It continues to attract many students from across the nation for career-related seminars, workshops and panel discussions. This year, the event also attracted over 50 nationally-recognized broadcast, public relations, advertising, and print industry representatives from across the country.

The normally two-day event was scaled down to one-day this year due to the economy and the tragedies wrought by the “sniper” in the area.

**2002 School of Communications Job Fair**  
**Participating Colleges and Universities**

- Alabama A&M University  
- American University  
- Bethune-Cookman University  
- Brooklyn College  
- Delaware State University  
- Edward Waters College  
- Florida A&M University  
- George Mason University  
- **Howard University**  
- Johnson C. Smith University  
- Lincoln University
Morgan State University
Norfolk State University
North Carolina Central University
Pennsylvania State University
Southern Illinois University – Carbondale
Temple University
Tennessee State University
University of Maryland – College Park
University of North Carolina at Chapel Hill
University of South Carolina
University of Tennessee
Virginia State University
Virginia Union University
Wilberforce University
Winston-Salem State University

2002 School of Communications Job Fair
Participating Companies

American Association of Advertising Agencies (AAAA)
AOL Time Warner, Inc. /Time Warner Music Group
   AOL Time Warner – Atlantic Records
   AOL Time Warner – NY1 News
AOL Time Warner – Time Inc. – Entertainment Weekly, Money Magazine
   Associated Press Broadcast
   Atlanta Journal Constitution
      BELO Corporation
      The Boston Globe
   The Bureau of National Affairs
   Cable Rep. Advertising/COX Communications
      CBS News
      Chicago Tribune
   Clear Channel Washington
Columbia University Graduate School of Journalism
   Congressional Quarterly
      C-SPAN
   Detroit Free Press
      Detroit News
   Dow Jones Newspaper Fund
   Dow Jones Newswires
   Emmis Communications, LLC
      ESPN
   Gannett Company, Inc.
      Hanley-Wood, Inc.
   Houston Chronicles
Jefferson Pilot Communications
   Journalismnext.com
   Kansas City Star
   KATZ Media Group
   Knight-Ridder, Inc.
   Knight-Ridder/Tribune
Lexington Herald Leader (Knight-Ridder)
Los Angeles Times
Morris Communications Company, LLC
MTV Networks
National Association of Broadcasters (NAB)
National Basketball Association (NBA)
   National Public Radio (NPR)
National Visionary Leadership Project
NBC-TV 4 Washington
The New School/New School University
The New York Times
Pennsylvania State University – College of Communications
   Philadelphia Inquirer
   Reuters
   Saatchi & Saatchi Advertising
Sinclair Broadcasting Group
   St. Petersburg Times
   Teach For America
   T. Howard Foundation
   The Times Picayune
University of California at Berkley – Graduate School of Journalism
University of California – Annenberg School for Communications
Virginia Association of Broadcasters (VAB)
The Wall Street Journal
The Washington Post
WHUT-TV 32

2002 School of Communications Job Fair
   Panels and Sessions

The Many Careers Options in the World of Public Relations

Dr. Rochelle Tillery-Larkin, Assistant Professor, HUSC Department of Journalism
Nichole Tillman, Publicist, USA Weekend Magazine
Sandra Arnette, Manager for Media Relations, Verizon Communications
Linda N. Teel, Vice President of Operations, 1 Source Consulting, Inc.
Rachel L. Coker, Public Affairs Assistant, National Museum of Health & Medicine
April C. Thompson, Manager of Publications/Public Affairs Officer, BWI Airport
Advice from the Top

Dr. Jannette L. Dates, Dean, HUSC
Prof. Vickie Saunders, Assistant Professor, HUSC Department of Radio Television and Film
Michael Jack, President/General Manager, NBC-TV 4 Washington, DC
Kevin Klose, President/CEO, National Public Radio (NPR)

So You Want To Be In Radio

Andrew Yorke, Air Personality/Board Operator, WKYS 93.9 FM/Pacifica Radio
Jefrey York, Bureau Chief, Radio & Records Magazine
Olivia Foxx, Air Personality, Russ Par Morning Show, WKYS 93.9 FM
Jeanette Tyce, General Sales Manager, WHUR 96.3 FM
Stan Vettett, Anchor, ESPN Productions, Inc.
Jonese Armstrong, Producer, XM Satellite Radio
DJ Flexx, Air Personality/Mixer, WPGC 95.5 FM
Louis Hernandez, Assistant Production Director, Radio One, Inc.
Darryl Huckaby, Program Director, WKYS 93.9 FM
B-Plus, Executive Producer, Russ Parr Morning Show, WKYS 93.9 FM

Washington Association of Black Journalist (WABJ) Resume Doctor

KATZ Media Group Pizza Information Session

April Wilson, Vice President of Sales Support Programs, KATZ Media Group
Brian Knox, Vice President/Director of Diversity, KATZ Media Group

T. Howard Foundation Career Awareness Seminar

Jeffrey Johnson, Senior Sales Manager, National Football League
Dede Lea, Vice President, Viacom, Inc.
Art Evans, Turner Broadcasting Systems, Inc.
Renee Antoine, ESPN

Getting A Degree In Communication Disorders: Knowing Your Career Options

Ovetta Harris, Chair, HUSC Department of Communications Sciences and Disorders
Valerie Horne Robinson, Vice Principal, Prince George’s County (MD) Public School
Theresa J. Alexis-Williams, Placement Specialist/ Monitor, Division of Special Education, DC Public Schools
Cassandra Peters-Johnson, Assistant Executive Director, Council for Exception Children
Tommie Robinson, Director and Associate Professor of Pediatrics, Scottish Rites Center for Children Language Disorders.
Getting My Name In The Credits: Career Options in TV and Film

Lamont Gonzalez, HUSC Department of Radio, Television and Film
Denise Douglas, Associate Producer, Black Entertainment Television (BET)
Ada M. Babino, Blackfilmmakers.net
Arthur Brooks, WORK-OF-ART Projects, Henninger Post Production
Patricia Karen Rapper, Producer/Professor, HUSC Department of Radio, Television and Film
Marie Eusebe, Vice President, Indigo Communications Film and Video
Tracy L. Fisher, President, TLF Limited Management

Professional Opportunities In International/Intercultural Communication, Education and Research

R. Nwafo Nwanko, Professor, HUSC Department of Communication and Culture

How To Have A Successful Career In The News Business

Yanick Rice Lamb, Lecturer, HUSC Department of Journalism
Eric Wee, Journalismnext.com
Kisha DeSandies, Presidential Classroom
Kisha Good, Journalist
Jack White, Time, Inc., & Professional-In-Residence
Philip Dixon, Chair, HUSC Department of Journalism
James Campbell, Houston Chronicles
Benn Todd Jealous, National Newspaper Publishers Association, the Black Press of America

From College to Career: How to Secure a Job in the Entertainment Industry (Sponsored by AOL Time Warner-Atlantic Records)

Christopher Washington, AOL Time Warner-Atlantic Records
Caroline Taylor, AOL Time Warner, Inc.
Venus Bivens, AOL
Lisa Wong, AOL Time Warner

6.8 Youth Journalism Academy Marks 25th Anniversary

Summer 2002 marks the 25th anniversary of the Youth Journalism Academy, Sponsored by the Department of Journalism. The Academy, which grew from the original Urban Journalism Workshop, offers programs for youth designed to introduce them to media careers. This year 35 students are enrolled in two, two-week workshops in newspaper journalism and advertising. The Washington Post, USA Today, the Dow Jones Newspaper Fund, the National Press Foundation, District Two of the American Advertising Federation and the Michael L. Trilling Foundation are a few of the many supporters over the years. During the regular school year, the Academy provides speakers to high schools, helps sponsor the Washington Association of Black Journalists Saturday seminars and offers other career counseling to Washington-area teens. Youth Journalism Academy is
coordinated by Dr. Barbara Hines. Mrs. Constance Cannon Frazier directs the advertising program and Dr. Rochelle Tillery-Larkin directs the newspaper workshop. They are assisted by Mrs. Yanick Rice Lamb, Mrs. Robin Thornhill and Mrs. Brenda Alexander. This annual project serves as the primary outreach and recruitment program for the Department of Journalism.

6.9 The I lltop Journal Project

Howard University students produced the third and fourth editions of *The Illtop Journal* magazine during the spring of 2003. Mr. Jim Brown, Multimedia Manager in the Office of the Dean, continues to serve as the advisor for the project. The support received from The Funds for Academic Excellence made it possible to recruit Mrs. Dorothy Phaire, a novelist and creative writing instructor to conduct nine humor-writing workshops for the students. We also used the services of students from the graphics department of Fine Arts, under the supervision of Professor Starmanda Bullock.

The fiscal year 2001-2002 began with twenty students eager to write for the magazine. By the end of the fall semester 2001, students demonstrated significant improvements in writing overall and a greater understanding of how to write humor. The workshops continued during the spring semester 2002 and resulted in the students publishing a third issue of the ILLTOP Journal. The fall semester 2003 began with old and newly recruited student writers who produced a record two issues (in one semester) of The Illtop Journal which were not published due to lack of funds. At present production is halted until funds are available.

The Howard University Bookstore continues to make all editions of The ILLTOP Journal available locally to the general public and for online purchase nationwide.

7. SIGNIFICANT ACHIEVEMENTS


Bob Long, news director at local television station, NBC4 (Washington, DC), taught an advanced class for broadcast journalism majors. Classes were held in the studios of NBC4.

The School of Communications’ Board of Visitors and Friends Summit Meeting was held on March 11, 2003 to present plans for the School’s enhanced curriculum. Dean Dates and Department of Journalism faculty member Constance Frazier facilitated the meeting. Virginia Johnson, Special Projects Coordinator, organized the event.

Virginia Johnson, special projects coordinator in the Office of the Dean, revised the 8-page School of Communications brochure for use in the School’s recruitment activities.

(Please see Appendix 6)
Virginia Johnson spearheaded the writing and design of the School of Communications Alumni and Friends Newsletter. The Newsletter was distributed during the meeting of the Board of Visitors. (Please see Appendix 3)

7.1 Department of Communication & Culture

7.1.1 The Winning Mock Trial Team

The Howard University Mock Trial Team had a superb year. The team started off the season well by winning first and second place at an invitational tournament in the fall. In the spring semester, the team traveled to UCLA and Rhodes College where they received an honorable mention and placed in the top twenty, respectively. At the Eastern Regional Qualifying Tournament held at the University of Maryland in College Park, the team made history. One Howard University squad placed 6th and qualified for the National Silverflight Qualifying Tournament. The senior squad, led by Top Attorney Mia Harmon and HUSA President Cornell Williamson, won first place with an 8-0 record. It was the first time in the tournament’s 13-year history that a team other than the University of Maryland was crowned champion. Winning the Eastern Regional Tournament qualified the senior squad for the National Championship Tournament in Des Moines, Iowa.

Led by Head Coach Dr. Felicia R. Walker and Attorney Coach Torrance J. Colvin, the team won 1st place in their division at the National Championship Tournament, beating over 60 of the top schools in the nation including Dartmouth, Harvard, Furman and the University of North Carolina. The team competed in the final championship round, but fell short by a few points to the University of Iowa. The Howard University Mock Trial Team celebrates its successful season and its ranking of 2nd in the nation for the year.

The department sponsored several significant workshops benefiting the teaching assistants who are a part of the Preparing Future communication Faculty Project. The most significant ones were those in which textbook authors were brought in to lecture and answer questions. These lectures were in conjunction with workshops on How to Select Appropriate Texts for Course as well as how to use technology in classroom.

7.1.2 Preparing our Graduate Teaching Assistants

The Teaching Assistants for the Principles of Speech Basic Course focused upon examining the internal programmatic structure, software and technological development for the basic text, training and development in classroom management and learning motivation. The TA’s created a shared vision for academic year 2003-2004. One important component (among several) is a proposed service learning project with a local District of Columbia Middle School. The project is designed for students enrolled in Principles of Speech to work with local middle school students on speech presentation and pre-college preparation. The TA’s advanced their knowledge in software application through two seminar presentations with representatives from Allyn and Bacon. These presentations increased the TA’s ability to adapt power-point lecture presentations for curriculum standardization for effective learning. Dr. Larry Coleman, professional educator, consultant, and storyteller
conducted a seminar introducing new theoretical models of learning motivation for improving academic performance and cognitive development. Dr. Nikita Harris, recent Ph.D. graduate, conducted a workshop with the TA’s on “Techniques for Effective Classroom Management.”

Mr. LaMonte Summers, Assistant to the Director of the Basic Course attended the NCA Basic Course Director’s Conference in Indianapolis. Mr. Summers presented a session on new methodologies for assessing learning and greater use of web based instruction. A pilot study is being proposed for academic year 2003-2004 for re-structuring the Principles of Speech classes by utilizing large group lecture sections, small group colloquy sessions for speech presentation and web based learning.

A new evaluation mechanism was introduced in an attempt to measure classroom teaching competencies. The faculty in the Department of Communication and Culture conducted TA’s classroom evaluations during the middle of the semester. The written classroom evaluations were followed by personal interviews by faculty with TA’s to discuss teaching performance and recommendations for improvement.

It has been an exciting and innovative year, filled with examinations of current teaching practices, and with a focus upon professional development.

7.1.3 Faculty

**Dr. Melbourne S. Cummings** received the National Communication Association Mentorship Award during the NCA’s annual conference in New Orleans in November 2002. She also received a Distinguished Service Award in 2002 from the Dean of the School of Communications for nine years of service as chair of the Department of Communication and Culture.

**Dr. Laura Fleet** received from the Dean of the School of Communications Outstanding Teaching Award in 2002 for over 30 years of outstanding teaching in the Department of Communication and Culture.

**Dr. Robert Nwanko** received a Distinguished Faculty Author Award for his publications.

**Dr. Abhik Roy** received the “Top Paper Award” from the International and Intercultural Division of the National Communication in 2002 on his paper entitled “The Rhetoric of Hindu Nationalism” A Narrative of Mythic Redefinition.” Dr. Roy was also the recipient of the “2002 Researcher of the Year Award” from the Dean of the School of Communications.

**Dr. William J. Starosta** received the Eastern Communication Association’s Voices of Diversity Living Legacy Award.

**Dr. David R. Woods** received the Distinguished Service Award from the Dean of the School of Communications for 30 years of exemplary service.
7.2 Department of Radio, Television & Film

7.2.1 The Annual Paul Robeson Competition and Awards

The Paul Robeson competition is designed to award outstanding creative work in audio, video, and film done by students at the University and a noteworthy media professional from the industry. The competition focuses on screenplay writing, as well as aspects of production (i.e. cinematography/videography, directing, and sound). A panel of professional judges selects the Paul Robeson Award student winners and the honored media professional is selected for his or her contribution to Excellence in the film and broadcast industries. The 2002 Paul Robeson professional awardee was actor, singer, producer and activist Harry Belafonte.

About three hundred students, faculty, community members and Department friends/supporters attended this year’s awards ceremony, the first to be held in the newly renovated theater of the American Film Institute (AFI) in Silver Spring, Maryland. The event, held April 10, 2003 was coordinated by Paul Robeson Awards Committee co-chairs, Professors Michael Holman and James Rada, with five (5) student assistants. Mr. Belafonte conducted a master class for RTVF students and faculty on April 11, 2003.

7.2.2 Faculty Conference/Seminar Participation


Bishetta Merritt, Panelist, Lincoln Theater African American Film Festival, Washington, DC, March 2003.


James Rada, Attendee, Racial Statistics and Public Policy Seminar series, the University of Pennsylvania, (held throughout the academic year).

Abbas Malek, Attendee/Committee member, International Association of Media Communication Researchers, Las Vegas, April 2003.


7.2.3 Students

The Annual Paul Robeson Competition and Awards

The Paul Robeson competition is designed to award outstanding creative work in audio, video, and film done by students at the University and a noteworthy media professional from the industry. The competition focuses on screenplay writing, as well as aspects of production (i.e. cinematography/videography, directing, and sound). A panel of professional judges selects the Paul Robeson Award student winners and the honored media professional is selected for his or her contribution to Excellence in the film and broadcast industries. The 2002 Paul Robeson professional awardee was actor, singer, producer and activist Harry Belafonte.

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Television Production Major Nubia Henderson was selected to be a Fellow in the 2003 National Visionary Heritage Fellowship Program sponsored by co-founders Camile Cosby and Renee Poussaint.

Five (5) RTVF majors were awarded Howard University Undergraduate Research and Creative Activity Grants. The department had the largest number of awardees in the School of Communications, and based on their proposed budget, each student received about $2,000.
<table>
<thead>
<tr>
<th>Student</th>
<th>Faculty Advisor</th>
<th>Project Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phakiso Collins</td>
<td>Mary Delpopolo</td>
<td>Stepping Out of the Margin</td>
</tr>
<tr>
<td>Brandon Garrett</td>
<td>Edgar Davis</td>
<td>Mother</td>
</tr>
<tr>
<td>Nsenga Knight</td>
<td>Daniel Williams</td>
<td>Bathwater</td>
</tr>
<tr>
<td>Genia Linear</td>
<td>James Rada</td>
<td>The Hawaiians</td>
</tr>
<tr>
<td>Charlene Talbot</td>
<td>Ovetta Harris</td>
<td>The Effect of Three Types of Media</td>
</tr>
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<td></td>
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<td>Presentation on Children’s Learning</td>
</tr>
</tbody>
</table>

Six (6) RTVF undergraduate and graduate students were interns on three broadcast productions produced by the production company of the department’s AOL Time Warner Endowed Chair, Suzanne de Passe. They were:

<table>
<thead>
<tr>
<th>Student</th>
<th>Internship</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joi Carter</td>
<td>Showtime at the Apollo</td>
<td>Radio</td>
</tr>
<tr>
<td>Ashley McFarlin</td>
<td>“</td>
<td>Television</td>
</tr>
<tr>
<td>Naimah Harmon</td>
<td>2003 NAACP Image Awards</td>
<td>Television</td>
</tr>
<tr>
<td>Lisa Jones</td>
<td>“</td>
<td>Film (MFA)</td>
</tr>
<tr>
<td>Naima Smith</td>
<td>2003 Essence Awards</td>
<td>Television</td>
</tr>
<tr>
<td>Vincent Williams</td>
<td>“</td>
<td>Film (MFA)</td>
</tr>
</tbody>
</table>

MFA Students Bradford Young, Burns Forsythe and Mario Latham received grants of $2,500 each in support of their film projects from the Young Artists Program of the D.C. Commission on the Arts and Humanities.

TV major Brooke Young won a 2003 Emmy as a producer of “Teens In Need of Adoption,” a segment in the student-produced “Spotlight” magazine program aired on WHUT-TV.

MFA student Marla Moore was awarded a $8,000 Princess Grace Award in support of her film.

Television majors Ashley Harmon and Naimah Harmon were accepted into the highly competitive MTV Network summer internship program, designed for graduating seniors with a strong background in TV production and/or management.

### 7.3 Department of Journalism


### 7.3.1 Fund for Academic Excellence (FFAE)

**Dr. Anju Chaudhary.** Travel: Convergent Technologies in Digital Age: AEJMC Convention July 2002, $4,000.
Dr. Barbara Hines. “Improving Faculty Performance: Integrating Technology to Enhance Classroom Teaching and Learning,” travel grant $4,000, (Cycle 9).

“Youth Journalism Academy: Celebrating 25 years of Teaching and Learning,” $6,000, (Cycle 8).

Dr. Rochelle Tillery-Larkin. For travel to conferences including AEJMC, Advertising Education Foundation Faculty in Residence Program & HBCU Teaching Summit.

Diversity within Public Relations Agencies Research Grant Proposal for $40,755 solicited by Council of PR firms for empirical research about recruitment and retention of minorities.

7.3.2. Student Recognition

Howard University students received many awards and scholarships for their achievements during 2002-2003. The following list includes awards, scholarships and internships.

GRACE HALSELL
Amber Mobley
Josef Sawyer

MERCK SCIENCE JOURNALISM AWARD
Christopher Windham

2002 ADDY AWARDS, ADVERTISING CLUB OF WASHINGTON D. C.
Jessica Lima
Delila Pickney
Tiffany Scott
Chaunie Burton
Amaka N’Kele

ROBERT L. ASHER, WASHINGTON POST AWARD
Kenrya Rankin

RICHARD PRINCE SCHOLARSHIP
Troy Prestwood

PRSSA LEADERSHIP AWARDS
Chaia Odoms
Allison Conyers

PUBLIC RELATIONS AWARD
Kenrya Rankin
ADVERTISING AWARDS
Chauncie Burton
Derrick Simpson

BROADCAST NEWS
Kerry-Ann Hamilton
Michael T. Lyle Jr.

NEWS EDITORIAL
Jennae Wallace
Christopher Windham

PRINT INTERNSHIPS
Amber Mobley, Boston Globe
Lauren Andersen, Wall Street Journal
Allison Gentry, Detroit Free Press
Elena Bergeron, ESPN, the Magazine

PUBLIC RELATIONS INTERNSHIPS
Genia Wright, Congressional Black Caucus Spouses Foundation
Joi Grymes, Amtrak

The District Chronicles again made a strong showing during the Black College Communication Association’s Annual student newspaper Competition:

1. 1st Place --- Best News Package
2. 1st Place --- Best Feature Story
3. 1st Place --- Best Sports Story
4. 2nd Place --- Best Feature Story
5. 2nd Place --- Best Feature Photography
6. 3rd Place --- Best News Story
7. 3rd Place --- Best Layout and Design
8. 3rd Place --- General Excellence-Best Overall Paper
External support received in 2002-2003 included:

Departmental Scholarships 2002-2003
Grace Hallsell Scholarships for print journalism majors.
Times-Mirror Scholarships
Chips Quinn Scholarships
Advertising Women of New York Scholarships
Maurice Williams Scholarship
American News Women's Club Scholarship
Fleishman-Hillard, Inc. Scholarship
Fannie Granton Scholarships
Edelman Public Relations
Lionel Chapman/ABC News Nightline
John S. and James L. Knight Scholars

In November 2002, editors from the Washington Post came to the University to conduct writing and editing workshop expressly aimed at the leaders of the Hilltop and the District Chronicles. More than 30 students attended this Saturday event.

In January 2003, editors from the New York Times came to the University for the first time to conduct an Editing Workshop for our students. Now that this relationship is established, the editors said they would like to return next year.

In March 2003, Lecturer Yanick Rice Lamb supervised a one-day magazine conference that included workshops hosted by industry professionals. More than 100 people participated. The University established relationships with organizations ranging from the Washingtonian to ESPN, the Magazine. March 2003.

In April 2003, the Department partnered with the School of Business and the Washington Post to conduct a seminar on personal finance.

Guest speakers during the academic year included: Gwen Ifill, managing editor of “The News Hour with Jim Lehrer”; Pierre Thomas, Justice Department and law enforcement correspondent for ABC News; Michael Frisbee: president of the Ann Walker Marchand Group; Stephen A. Smith, Philadelphia Inquirer sports columnist, and national Fox radio and television sports correspondent; Roland Martin, editor of Black AmericaWeb.com; Ron Nixon, training director Investigative Reporters & Editors.

7.4 Department of Communication Sciences & Disorders

The Division of Intramural Research (DIR) of the National Institutes on Deafness and Other Communications Disorders (NIDCD) and the Department of Communication Sciences and Disorders at Howard University (HU) have a shared interest in scientific progress as well as graduate education in the fields of hearing and communication. Provost A. Toy Caldwell-Colbert signed a collaborative agreement with the National Institute of Health and the Communication Sciences and Disorders Department. This agreement allows for doctoral and master students to engage in research externships, NIH guess lecturers, faculty research colloquia, and funding of joint research projects. The Communication Sciences and Disorders Department has engaged in each of the activities outlined. A campus wide research symposium featuring Dr. Jarvis of Duke University and Dr. Brum of NIH was held in March. Two doctoral students from this department will do research internships over the summer and three NIH researchers have guest-lectured in the department. Dr. Joan Payne, a faculty member in this department has acquired a collaborative grant with Dr. Brum of NIH to study the effects of Strokes on African Americans. This collaborative grant award is for $17,000.00.

Dr. Joan Payne received a distinguish service award from the Dean of the School of Communications during the Thirtieth University Gala.

Doctoral student Jackie Moore received an award to present her research at an ASHA pre-conference research symposium in November. During the April 2003 NBSLHA Conference 17 students from this department presented research papers that were well received.

7.4.1 Student Achievement

Jackie Moore, a doctoral student in the Department of Communication Sciences and Disorders, won a research competition grant to present her research at the American Speech-Language-Hearing Association Convention November 21-24, 2002.

Student Presentations at NBASLH April, 2003

DOCTORAL STUDENTS

Katrina Brown
Ethnic Markers in the Discourse Production of African American Aphasics

Rachel Williams and Martine Elie
Critical Review for Assessment of Bilingual Individuals Who Stutter

Martine Elie
Linguistic and Cultural Variables of the Haitian Population
Jennifer Jones
Issues in Higher Education: Accommodating Students with Disabilities

Alma Harold and Toni Walters
Cultural Considerations in Health Literacy and Treatment of Dementia

Angela Grice
Closed Head Injury and the Narratives of African American Adolescents

Natalie Ottey
Silent Infarcts are Not Silent: A Review of Literature

Jacquelyn Moore
Literacy Learning Techniques with AAC

Evelyn Freeman
Linking Language Processing Disorders, Academic Failure and Juvenile Delinquency

Ianessa Humbert
Infant Neurology and Oral Mechanics for Sucking and Nipple Confusion

Gladys Smith
Neurophysiology of the Infant Swallow: What Do We Know?

MASTER’S STUDENTS

Wilma Benitez and Nayda Torres
Clinical Considerations and Alternatives when Assessing Bilingual Speakers

LaShundra Collins
Relationship of GRE and Praxis Scores in Minority Students

Jessica Peralta
Case History Forms: Are They Culturally Appropriate?

Dara Caldwell and Angel Patin
Assessing Articulation and Phonological Features in Afro-Cuban and Louisiana French Creole

Kelly Byrd
Cultural Bias of the CREVT: The Native American Population

Farah Gaussaint
Stuttering Intervention: Western Treatment and Chinese Acupuncture
Faculty Achievement

The Communication Science and Disorders Department has faculty who are funded and actively engaged in research. This department has a Mordicai Wyatt recipient, Dr. Joan Payne. Dr. Payne has recently received a grant award from NIH. By the addition of this second award Dr. Payne is complying the Provost’s request that we establish ourselves to move to tier one status through securing extra-mural grants.

Dr. Kay Payne, of this department, is one of the top ten grant writers on campus. All of the funding that she receives is extra mural thus she also contributes to the status of the University’s towards tier one status.

Other professors movement engaged in data based research projects and actively writing grants include. Dr. Wilhelmina Wright-Harp who has received a Fund for Academic Excellence Grant to support her research. Dr. Wright-Harp won top honors during the Howard University Johnetta Davis Mentorship Award. The department gained 15,000.00 for this award.

7.5 School-Wide Achievements

7.5.1 Acceleration of the School’s Research Agenda (Grants and Contracts)

The following faculty members received major research grants during AY 2001-2003:

- Joan C. Payne, Ph.D., principal investigator with an interdisciplinary team of Co-Investigators, $539,000 for research project “The Relationship between Proinflammatory Cytokines and Neurobehavioral Outcomes in Stroke Patients.” Grantor: The Mordecai Wyatt Johnson Program, Howard University (Grant Start Date: November 1, 2001; Grant Period: 2001-2004)

- Wilhelmina Wright-Harp, Ph.D., FASHA, project director and co-project director Kay T. Payne, Ph.D., FASHA, $798,268 for research project “Preparing Leadership Personnel from Under-represented Groups to serve Diverse Populations.” Grantor: U.S. Department of Education. Office of Special-Education and Rehabilitation Services. Project Number: H325E010018 (Grant Period: 2001-2005)

- Wilhelmina Wright-Harp, Ph.D., FASHA, project investigator, $40,000 for research project “The Assessment of Cognitive/Linguistic Disorders in African Americans and Hispanics with Traumatic Brain Injury.” Grantor: New Faculty Research Award, Howard University.


• Kay Payne, Ph.D., Principal Investigator, $2,300, Exxon/Mobil Faculty Fellowship Seminar: The Silk Road of China, June 6-18, 2003

• Wilhelmina Wright-Harp, Ph.D., and Ianessa Humbert, Principal and Co-Principal Investigator, $1,500, Communication Sciences and Disorders Departmental Award funded by the Johnetta Davis Retention/Mentoring Graduate School Program. (2002-03)

• Wilhelmina Wright-Harp, Ph.D., Principal Investigator, $32,000, The Assessment of Cognitive/Linguistic Disorders in African Americans and Hispanics with Traumatic Grain Injury. Howard University New Faculty Award #NF02-23. (2002-03)

• Rochelle Tillery-Larkin, $2,000 - Provost undergraduate Research and Creativity Award Program Grants each for two students.

• Patricia McCormick, $9,972 – Faculty Research Grant to travel to Kenya to conduct research on the African Telecommunications Union.

• James Rada, $26,000 – New Faculty Research Grant for the Production of a 30 minute documentary entitled, “Reclaiming History: The search for the Underground Railroad.”

• Sonja Williams, $8,500 – Faculty Research Grant to support research for a book about the life and times of pioneering radio dramatist and writer Richard Durham.

• KODAK provided $2,000 – Film Grant for the department of Radio, Television and Film.

The following faculty members were recipients of Fund for Academic Excellence Grants during AY 2002-2003:

• Melbourne S. Cummings, Ph.D., $6,000 – “The Tradition of Intercultural Communication and Rhetoric.”

• Melbourne S. Cummings, Ph.D., $3,360 – “Advantages/Importance of Preparing Future Faculty Program in Doctoral Program at Research Intensive Universities.”

• Anne Nicotera, Ph.D., $2000 – “National Communication Association Scholarly Conference.”
Carolyn Stroman, Ph.D., $1,125 – “Toward the Development of a Health Communication Specialization.”

Debyii Thomas, Ph.D., $1,650 – “Travel Award to National Communication Association Conference in New Orleans.” (11/20/02-11/24/02)

Felecia Walker, Ph.D., $3,000 – “Enhancing the Performance of the Dr. Martin Luther King, Jr. Forensics Society.”

Anju Chaudhary, Ph.D., $4,000 - Travel: Convergent Technologies in Digital Age: AEJMC Convention.

Barbara Hines, Ph.D., $4,000 - Travel: Improving Faculty Performance: Integrating Technology to Enhance Classroom Teaching & Learning.

Barbara Hines, Ph.D., $6,000 – Youth Journalism Academy: Celebrating 25 years of Teaching and Learning.

Bill Duke, $6,000 - Eight Seminars from the West Coast Campus.

Edgar Davis, $3,999 - 34th Annual NAACP Image Awards.

Abiyi Ford, Ph.D., $4,000 - Festival Pan Africaine du cinema de Ouagadougou.

Abbas Malek, Ph.D., $4,000 - Attendance at Accrediting Council on Education in Journalism & Mass Communication Meeting in Chicago.

Vickey Saunders, $3,999 - Suzanne de Passe Radio, Television & Film Professional Internship Project.

7.5.2 THE WALTER H. ANNENBERG HONORS PROGRAM

The Program

The Annenberg Honors Program in the School of Communications continued its efforts this year to provide an advanced curriculum for its 75 student members. The program, which started in 1989 with a grant from the Honorable Walter Annenberg, has been offering a more challenging group of courses for academically gifted students in all four of the undergraduate classes.

Currently, there are fifteen (15) freshmen, thirty-four (34) sophomores, twenty (20) juniors and five (5) seniors enrolled in the program. All met the admission criteria of 3.5 G.P.A. with minimum 1100 combined SAT scores.
Administrative Staff

Dr. Lyndrey A. Niles continued as Director of the program with Ms. Sherrie Wallington joining this year as the new Program Assistant. She came with a Master’s degree and a previous appointment as Assistant Director, Honors Program Winston-Salem State University, NC. Vincent S. Williams continued as the Graduate Assistant for the program.

Academic Program

In order to improve the program offerings, the Honors Council voted this year for a one-hour research course to be offered every semester from the sophomore year through the senior year, ending with a completed thesis. At the freshmen level, an orientation assembly is required in the fall semester, and a leadership seminar is required in the spring semester, thus totaling eight credit hours beyond the academic requirements for each degree.

In addition there are honors sections for four (4) required courses in the program.

The four honors courses this year were taught by Dr. Rochelle Tillary-Larkin, Dr. William J. Starosta, Dr. Debyii S. Thomas and Dr. Anne Nicotera. Senior theses were presented on April 28th. They were very well received by the faculty, students and staff members in attendance.

Students and Student Activities

Seventy-five Students are currently enrolled in the Annenberg Honors Program representing a loss of fifteen during the year. Ten (10) students joined the sophomore class in fall, 2002.

Monthly meetings were convened throughout the year. Guest speakers included:

Ambassador Nicholas Williams, Diplomat-in-Residence, Bunch Center
Dr. Abhik Roy, Acting Chair, Department of Communication & Culture
Dr. Glenda Hodges, Howard University Medical School
Dr. Joan Payne, Professor, Department of Comm. Sciences & Disorders

A retreat session was held at the School of Divinity in April. Thirty students attended the all day session. Student Elections were also held for the 2003-2004 school year. Phyllisia Gant was elected President, Courtney Wade as Vice-President, Michael Victorian as Parliamentarian, Lauren Childress as Corresponding Secretary, Allison Brock as Recording Secretary, and Kia Wood was re-elected as Honors Council Representative.

Four alumni of the program are currently in exchange programs studying at other universities:

Deneyse Kirkpatrick is at the University of Santiago, Dominican Republic
Metanoya Webb is in London, England
Jason Dunbar is at Rutgers in New Jersey
Daidria Grayson is at U.C.-Berkeley.
Every year, AHP students are required to perform community service. This year, such activities included:

The 15th Annual Help-the-Homeless Walkathon  
Capitol Educational Support, Inc.  
High School Tutoring Projects  
Red Cross Blood Drive  
Michigan Avenue Gardening Project

Of the five prospective 2003 graduates, three have been accepted in Graduate schools, and two have secured jobs in their major disciplines.

Goals, 2003-2004

The Annenberg Honors Program anticipates a freshmen class of about 16 students for the next school year. The program also anticipates welcoming a distinguished professor to the program and the school. Others proposal plans are to:

- strengthen the mentorship program
- engage faculty advisors for each student doing research
- schedule two retreats for 2003-2004
- retain a larger percentage of Annenberg Honors Program students
- solicit additional funds for scholarship and student activities

The program acknowledge the continued support of the Dean and Associate Dean of the School of Communications, along with the leadership of the Honors Council in working to make the program more attractive and beneficial for these very capable students.

7.6 OFFICE OF CAREER DEVELOPMENT  
AY 2002-2003

Throughout Academic Year 2002-2003 the Office of Career Development (OCD) continued in its mission to provide quality full-service career counseling to undergraduate and graduate students in all majors of the Howard University School of Communications and to students in graduate programs of Human Communication Studies and Communication Sciences & Disorders. Additionally, the office provided the same services to many of the 4,000 alumni of the School. The Office of Career Development was instrumental in carrying out its overall goals and objectives to: a) provide professional and career management skills and information to employment and internship candidates; b) provide professional links through which students and alumni can integrate knowledge and skills gained in both the communications curricular and practical experiences in coordination with the mission and goals of the University; c) increase a stronger relationship between the Schools alumni and students through the establishment of an alumni mentoring program; d) increase the role in which corporations play in the hiring of Howard University interns through the implementation of a corporate Adopt-A-Team program, and e) to host an Annual Communications Job Fair to increase the minority presence throughout the communications industries. (See pp. 42-46)
During Academic Year 2002-2003 Office of Career Development provided career advisory assistance to three-quarters of the approximately 1,000 undergraduate students enrolled in degree programs in the School of Communications as alumni and 150 students enrolled in graduate programs in the Departments of Human Communication Studies, Communication Sciences and Disorders, and Radio, Television and Film. Students and alumni have utilized the Office of Career Development for the following services: Interview assistance, resume development and updates, cover letter development, employment assistance, internship assistance, scholarship/competitions, and submission to graduate school.

The Office of Career Development continued to see a substantial increase in student use of its services during Academic Year 2002-2003 due largely to the centralization of student advisory services in the School of Communications. Its location within the same facility as the student Educational Advisory Services has provided greater visibility and accessibility of the office to all students in the School. Data collected from student and alumni visits assist office administrators in their efforts to continue to provide ongoing qualitative and quantitative career-oriented services. This information will also provide assistance at the departmental level in assessing student needs with respect to curricular and practical activities as they relate to career entry.

Employment, internship, competition and scholarship announcements continued to increase during Academic Year 2002-2003. Howard University School of Communications students are earning a national reputation for outstanding performance in internship and employment settings. Regional data on available positions, internships, competitions and scholarships cover the continental United States including Alaska and Hawaii. The large numbers of international students in both the undergraduate and graduate programs in the School require stepped-up efforts to secure employment and internship vacancy announcements with organizations throughout Europe, the Caribbean, South America and Africa for students during the summer sessions and after graduation. Increased pursuit of graduate and professional schools has resulted in higher numbers of School of Communications graduates receiving advanced degrees increasing their competitiveness in the workforce.

The Office of Career Development is constantly seeking new and increased resources which, as part of its mission and goals, provide support to communications programs that encourage career promotion and retention.

A major function of the office is the organization and implementation of an Annual Communications Job Fair. The event is designed to serve as a forum for Howard University School of Communications students to meet with and interview with industry-wide organizations for the purpose of securing internship and job placement. The 2002 Job Fair was held October 24-25, 2002. The highly successful event attracted over 60 nationally recognized broadcast, public relations, advertising, and print industry representatives from across the country. The event recruiters were down in numbers this year due to the sniper threats and fear of other terrorist-based events. Despite these unfortunate circumstances, recruiting organizations view this event as one of the largest and most well organized collegiate job fairs.
in communications in the country. A list of the participating organizations is included in the appendices.

The sniper did not deter student participation, over 800 participants took part in two days of career oriented panels, workshops hosted by industry-wide professionals and networked with nationally renowned professionals at the Job Fair. These panels and workshops are listed in the appendices.

In addition to servicing the university’s traditional constituency groups the Office of Career Development establishes and maintains professional relationships with the numerous communications industries by assessing industry employment needs and encouraging the promotion of qualified minority applicants to fill industry vacancy needs.

Increased involvement with alumni through fundraising, networking and placement activities continue to be a priority activity of the Office of Career Development and the School of Communications. As tenuous a task as alumni tracking is the Office of Career Development works daily to keep this database up-to-date.

Office of Career Development ensures maximum effectiveness of its program goals and objectives based on the following strengths:

a. Ongoing maintenance and update of its alumni database.
b. Maintenance of current employment announcements.
c. Maintenance of internship/practicum listings.
d. Establishment of an alumni mentoring program.
e. Establishment of an Adopt-A-Team program geared toward fast track hiring of company -trained interns into corporate environments.
f. The acquisition and maintenance of national and international media lists and directories in all fields of communications.
g. Ongoing relationships with nationally recognized communications organizations and associations.
h. Increased employment and internship placement success.
i. An Annual Communications Job Fair which provides a forum for networking for School of Communications students and alumni with communications organizations and graduate schools throughout the country.
j. Providing greater access to computer use for students and alumni for career preparation and maintenance activities.
k. Low maintenance facility with respect to operating costs.

Few program weaknesses exist which impede the quality of services provided to students and alumni due to the supportive relationship which exists between Office of Career Development and the School’s administration and four departments. The School of Communications Undergraduate Assessment Comments. (Please see Appendix # 8)
7.7  HOWARD JOURNAL OF COMMUNICATIONS

During 2002-2003, The Howard Journal had another successful year. In this time period, the Journal published four volumes: Volume 13, No. 4 and Volume 14, Nos. 1, 2, 3. As usual, it maintained its selective quality with an acceptance rate of less than 25 percent.

Dr. Carolyn Stroman, Howard Journal of Communications editor, solicited manuscripts at the annual AEJMC conference and through contact with researchers. The areas of submission are varied with submissions focusing on topics such as race in children's television, narratives about new information technologies, success strategies of interracial couples, and the impact of the digital divide.

Dr. Stroman visited Taylor and Francis, the company which publishes the Journal, to discuss ways of increasing the number of individual subscribers to Howard Journal of Communications. (The number of university library subscriptions continues to increase).

The editorial board is to be commended for its dedication to the goals of the Journal. During the past year, some manuscripts went through as many as three rounds of revision and reviewing. This is indicative of the editorial board's desire to produce a journal of high quality. To be noted, renown communication scholar, Dr. Richard Allen (University of Michigan) has agreed to guest edit a special issue that is currently in the planning stages. The editor was assisted by two seasoned editorial assistants, Chetachi Egwu and Sean Tierney.

7.8  OFFICE OF CAREER DEVELOPMENT
STUDENT INTERNSHIP OPPORTUNITIES (AY 2002-03)

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ZACHERY KENWORTHY    RADIO ANGUILLIAN 95.5 FM
CHIARA LAW    U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
JESSICA LIMA    HOWARD UNIVERSITY GENERAL ASSEMBLY/BUSINESS AND PROFESSIONAL WOMEN/HOWARD UNIVERSITY FASHION SHOW
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<td>ACCOUNT EXECUTIVE, MUSIC ONE</td>
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<tr>
<td>ELENA BERGERON</td>
<td>RESEARCH ASSISTANT, ESPN THE MAGAZINE</td>
</tr>
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<td>CHERE BOONE</td>
<td>PRODUCTION ASSISTANT, ESPN</td>
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<td>JONATHAN BREWER</td>
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<td>ANDREA N. BROWNE</td>
<td>UNITED STATES DEPARTMENT OF LABOR</td>
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<td>CHAUNCIE BURTON</td>
<td>MARKETING PARTNERSHIPS, NATIONAL BASKETBALL ASSOCIATION</td>
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<td>JENNIFER CUMMINGS</td>
<td>ACCOUNT COORDINATOR, COMCAST</td>
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<td>TARA L. CURTIS</td>
<td>LAW STUDENT, HARVARD LAW SCHOOL</td>
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<tr>
<td>MICHELE V. DOW</td>
<td>PHARMACEUTICAL SALES ASSOCIATE, PROCTOR AND GAMBLE</td>
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<tr>
<td>TIFFANY DUPREE</td>
<td>GRADUATE STUDENT, VIRGINIA UNION</td>
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<tr>
<td>ANGHARA ELDER</td>
<td>PRODUCTION ASSISTANT, VENTANA PRODUCTIONS</td>
</tr>
<tr>
<td>KRISTEN FORBES</td>
<td>FOUR SEASONS HOTEL</td>
</tr>
</tbody>
</table>

73
VIOLA FORBIN

LEGAL ASSISTANT

ARLETA FOWLER

DISCOVERY

SHEENA GADSON

GRADUATE STUDENT, AMERICAN UNIVERSITY

BRANDON GARRETT

GRADUATE STUDENT, CHICAGO ART INSTITUTE

TYRA GENERAL

GRADUATE STUDENT, AMERICAN UNIVERSITY

ROILYN GRAVES

SPECIAL EDUCATION TEACHER, TEACH FOR AMERICA

ERENKA GRAY

GRADUATE STUDENT, AMERICAN UNIVERSITY

NATALIE GUNN

LAW STUDENT, PEPPERDINE UNIVERSITY SCHOOL OF LAW

ADRIA HAIRSTON

GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS & SCIENCES

COURTNEY HALL

GRADUATE STUDENT, HOWARD UNIVERSITY SCHOOL OF SOCIAL WORK

STEPHANIE HILL

YOUTH SPORTS DIRECTOR, PEACE CORPS.

KERRY-ANN HAMILTON

GRADUATE STUDENT, AMERICAN UNIVERSITY

NIA HAMILTON

SALES MANAGER, HOLIDAY INN

NIA HARMON

LAW STUDENT

ERICA N. HOLLEY-MARTIN

TALENT ASSISTANT, WPGC-FM

ONGISA ICHILE

TEACHER, TEACH FOR AMERICA

DEBORAH B. INNISS

SPEECH THERAPIST, PRINCE GEORGES COUNTY PUBLIC SCHOOLS/GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS & SCIENCES
TARYN JACKSON  ASSOCIATE PRODUCER, C-SPAN
KAREN M. JAMES  INTERN, NBC-TV 4
ANDREA KASEY  REALTOR, LONG AND FOSTER REALTORS
DEREK R. KINDLE  LAW STUDENT, COLUMBIA UNIVERSITY LAW SCHOOL
MICHAEL TONEY LYLES, JR.  EDITOR, CITY NEWS/GRADUATE STUDENT, COLUMBIA UNIVERSITY
ASHLEY MCFARLIN  INTERN, MUSIC TELEVISION NETWORKS (MTV)
CEDRIC A. MILLER  GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS & SCIENCES
MARGARET MILTON  GRADUATE STUDENT, HOWARD UNIVERSITY SCHOOL OF EDUCATION
DANIELLE MITCHELL  LAW STUDENT, GEORGETOWN LAW SCHOOL
SAFIA MOHAMOUD  GRADUATE STUDENT, PRINCETON UNIVERSITY SCHOOL OF DIVINITY
MEGAN MOORE  LAW SCHOOL
CHAIA ODOMS  WIENERMOBILE SPOKESPERSON, OSCAR MAYER
KEENON PERRY  PRODUCTION ASSISTANT, INSTINCT PRODUCTIONS
DANIELLE POINTDUJOUR  GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES
HENRY PUNSALAN  RECEPTIONIST, SUNRISE
JODI REID  EXTERNAL AFFAIRS, THE WORLD BANK/GRADUATE STUDENT, TEMPLE UNIVERSITY
JOI C. RIDLEY       MONEY MAGAZINE
REGINA RIVERS     VIDEO JOURNALIST, CNN
THEODORE SAPP     GRADUATE STUDENT, UNIVERSITY OF NORTH CAROLINA
ERIN ROBERTS     LEGISLATIVE CORRESPONDENT, U.S. REPRESENTATIVES
ITSELDA M. SHAND-ADAM   TEACHER, ACCOTINK ACADEMY
DERRICK SIMPSON   GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES
IVONNA M. SMITH   HOWARD UNIVERSITY GRADUATE SCHOOL OF ART AND SCIENCES
JASMINE STANLEY   ADMINISTRATIVE ASSISTANT, COALITION FOR JUVENILE JUSTICE/GRADUATE STUDENT, GEORGE WASHINGTON UNIVERSITY
AVELIA STEWART    COMMUNICATIONS LEADERSHIP DEVELOPMENT PROGRAM, GENERAL ELECTRIC
KAM THOMAS        LAW STUDENT, HOWARD UNIVERSITY SCHOOL OF LAW
SARAH THOMAS      GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES
BRUCE TYSON       LAW STUDENT, NEW ENGLAND SCHOOL OF LAW
CANDACE WADDLES   TRAINER, HOME BOX OFFICE (HBO)
WANAKHAVI WATCHIS GRADUATE STUDENT, HOWARD UNIVERSITY GRADUATE SCHOOL OF ARTS AND SCIENCES
TIARA WILKINSON   LABAT-ANDERSON, INC.
8. CHALLENGES AND PROJECTED SOLUTIONS

8.1 School

Challenge One: Take all necessary steps to prepare for the re-accreditation of three departments.

Solution: Have the Re-accreditation Team continue the work begun in AY 2001-2002 and 2002-03.

Challenge Two: Raise funds for building a new facility.

Solution: Work with the Office of University Advancement to meet this goal.

Challenge Three: Assist the University with meeting goals of the capital campaign.

Solution: As a part of the campaign, use the $4 million donation from John H. Johnson to help.

Challenge Four: Complete revisions in the curriculum, for implementation to begin in AY 2004-05.

Solution: Submit the recommendation for curriculum revisions to the offices of the provost and the president for Board of Trustees action, as needed.

8.2 Department of Communication and Culture
(Challenges and Projected Solutions)

8.2.1 Our greatest challenge is financial: The department would like to make available financial assistance for more students than we are presently able to do. For graduate students we have about twenty teaching assistantships.
Projected Solution: We need more funds in order to attract high quality graduate students to our graduate programs. Due to the current budget cuts, we had to eliminate several teaching assistantships, which could have a serious impact on the quality of our teaching the Principles of Speech class, which is a general requirement course at Howard. Moreover, with the elimination of several Principles of Speech classes, we could not offer teaching assistantships to doctoral applicants who have chosen to go to other graduate programs.

8.2.2 We did not have a departmental secretary for a long time: Although we advertised for the position, we could not attract “quality” applicants because the salary was found to be too low by interested parties.

Projected Solution: While we have been able to increase the salary by a couple of thousands, it still remains low.

8.2.3 Technology: Currently, there is no computer lab for our undergraduate and graduate students. The Department urgently needs a classroom or conference room equipped with a dozen or so up-to-date and working computers. Apart from serving as a computer lab, this facility will also be used for Master’s and Doctoral Matriculation and Comprehensive Examinations. In any case, our students, especially our graduate students, need ready access to computers and other technological resources that are needed these days by academic departments and other programs to remain competitive.

Projected Solution: Our faculty is committed to doing everything possible to secure these resources and the Deans of the School of Communication and Graduate School recognize the need and have pledged to help.

8.2.4 The Department has spent a lot of energy in the past year working to reorganize its programs and curriculum, consonant with the School-wide efforts. The effectiveness and structure of a department’s curriculum, however, depend largely on the size of the faculty, its number and workload. An optimal faculty size in relation to the comprehensiveness and complexity of the curriculum and the size of the student population will enable faculty to have bearable workload and specialized focus in teaching and research which, in turn, will make for better productivity and efficiency.

It requires more, not less, energy and resource – financial and otherwise - for the Department to affect this kind of optimal balance in its new curricular configuration.

8.3 Department of Radio, Television and Film (Challenges and Projected Solutions)

The biggest challenges facing the Department of RTVF fall into four categories -- some connected with the facility in which we are currently housed – the C.B. Powell Building. The building itself is a challenge and many of the issues listed below are by-products of our presence in this space. The following reflects a partial list of some of the most pressing issues that need both long and short-term solutions:
8.3.1 Security: The C.B. Powell Building in which the Department is housed has an incredible number of unmet security challenges. At the same time, RTVF is an equipment intensive Department and this equipment must be protected. During this academic year, two LCD projectors were stolen from two separate RTVF classrooms. While there was some increased surveillance by the University Office of Security, surveillance was uneven. There were times during some evenings or weekends when security presence appeared to be nonexistent. However, surveillance seemed to improve a bit by the end of the academic year, particularly at the one entrance that remains open after business hours. Further measures, however, need to be taken to reduce the thefts and unnecessary losses.

Projected Solution: The Department has encouraged stepped up participation in a security watch by students, faculty, & staff and has encouraged the University to purchase an insurance policy to cover loss and damage. In addition, we recommend that the University purchase the baseline electronic surveillance equipment needed to secure windows, doors, and other vulnerable areas until such time as our Department is moved into a new facility. With this in mind, RTVF has initiated a contract with ADT to install wireless locks on several of the Department’s equipment labs.

8.3.2 The Effect of Air on the Quality of Life for Students and Faculty:
On the third floor of the Building are housed the offices of twelve members of the faculty, 4 major classrooms with 7 video and audio suites (accommodating about 300 students). This space consistently has serious environmental problems (i.e. insufficient heating and air conditioning) with poor ventilation that creates a health hazard for people and affects the performance of equipment. Specific temperature controls must be in place to insure the proper functioning and long life of much of the existing equipment housed in this space. These temperature controls are only sporadically in place in this space and they cannot be independently managed.

In the basement of the Building, persistent leaks and floods from rain, standing water, broken pipes and unknown sources have seeped their way into G-45 and G10, the Department’s newly renovated digital editing facilities and classrooms, and its analog film editing suites.

Projected Solution: The Department has purchased fans to serve as a temporary stopgap measure. What is needed is a complete overhaul, if not replacement of the building’s air conditioning and heating systems. A full assessment of the flooding problem in the building needs to be completed and remedied.

8.3.3 Technology: The equipment and facilities in the Department are directly affected by two larger issues: the industry’s move from analog to digital within the past five years and the demand for graduating students to have skills in the multiple uses of digital technology. While we have made significant progress towards acquiring scriptwriting software (for 17 computers), digital non-linear editing software for 21 computers, we
are still challenged to meet the growing demand of a burgeoning student population
(about 100 more students than during the 2001-02 year).

**Projected Solution:** The Department will continue to prepare students for the changes
in technology in media by emphasizing the principles on which that technology is based
and by providing opportunities (as possible) for introduction to selected technologies in
cooperation with other parts of the University and external partners.

8.3.4 **Budget:** The Department’s operating budget continued to be a major source of
frustration during the 2002-03 year. Like other departments on campus, RTVF’s budget
remained flat while student populations and operating costs increased (see the
Technology section above).

**Projected Solution:** The Department will continue to seek external funds to supplement
its University allotment. Creative partnerships with other educational institutions and
media organizations (like AOL Time Warner) will continue to be pursued regarding
fundable research and/or production projects.

8.4 **Department of Journalism**
(Challenges and Projected Solutions)

8.4.1 **Financial:** Increase partnerships with potential financial and in-kind contributors.

**Projected Solution:** Work closely with Office of University Advancement. Increase
faculty participation in relationship building.

8.4.2 **Goals:** Chair meets monthly with Advancement officer. Jonathan Decker has made it
a goal in the next academic year to make contact with the Washington bureau of every
major broadcast outlet. Chair aligns work of faculty committees with this goal.

**Projected Solution:** Contribute to distinguishing the University as a source of reliable
research in minority communities and generate a revenue stream.

8.4.2 **Research:** Lay the groundwork for a research institute capable of conducting
advertising and marketing research for commercial and nonprofit clients.

**Projected Solution:** Recruited to faculty Dr. Robert Olins, former national research
director for Young and Rubicam and reduce his course load to give him time to create a
research panel and solicit clients.

8.5 **Department of Communication Sciences and Disorders**
(Challenges and Projected Solutions)

The CSD department is very productive however there are still problems that need to be
addressed. Many of them are connected with the facility in which we are currently
housed: the C.B. Powell Building.
8.5.1 **Security:** The C.B. Powell Building has an incredible number of unmet security challenges. Theft of items in faculty offices have not been reported this year, however faculty members keep their offices locked and will take home any small equipment that is easy to steal.

*Projected Solution:* With the proposed move into the John H. Johnson School of Communication Building security should not be a problem. For now faculty should continue to lock and secure equipment and valuable items.

8.5.2 **The Effect of Air on the Quality of Life for Students and Faculty:** During the summer of 2002 Wing#6 of the C.B. Powell Building did not get air conditioning until July 27th. Temperatures of above 90 degrees were the norm every day. These problems resulted in the department secretary working only half days up until this time. The HU Speech and Hearing Clinic had to be closed, many faculty members, reported fatigue and over all body stress from heat. The accreditation self study was turned later than desired because of the lack of a temperate environment in which to work.

*Projected Solution:* With the proposed move into the John H. Johnson School of Communication air conditioning should not be a problem.

8.5.3 **Number of Faculty:** During the Graduate School review of graduate programs Dean Orlando Taylor reported concern about the number of graduate students that we train and the small number of faculty. The undergraduate program is taught mainly by adjunct professors or doctoral students. The clinic has to turn away clients, thus reducing clinical hours for our graduate students, due to a lack of supervisors. Presently our audiology program is in great need of a clinical supervisor.

*Projected Solution:* The department has recently been given permission to conduct a faculty search. A professor has recently retired and the department would benefit from using his salary to hire other faculty members.

9. **OFFICE OF EDUCATIONAL ADVISORY SERVICES**

- **Students**

Faculty members and the Office of Advisory Services provide academic counseling, while faculty members and the Office of Career Development, as needed, provide career counseling.

**STUDENTS IN THE SCHOOL OF COMMUNICATIONS**

A full-time student in the School of Communications is classified as a student who registers for and completes a course load of 12 to 20 credit hours per semester. The total number of full-time undergraduate students enrolled for the Academic Year 2002-03 was 839*. A part-time undergraduate student is classified as a student who registers for and completes fewer than 12 credit hours per semester. Part-time enrollment for the Academic Year 2002-03 was 148**.
Figures from the Office of Enrollment Management (Table 2) show that the combined full-time and part-time undergraduate enrollment in the School of Communications in major areas of study for the 2002-03 Academic Year was 987. The enrollment in the M.F.A. graduate program in film was 54. There was a 3.9% percent increase in undergraduate enrollment for the School of Communications for the 2002-2003 Academic Year. Assessing areas by department, the largest enrollment in the School was in the Department of Radio, Television and Film (451) which houses undergraduate programs in radio, television, telecommunications management and film.

The School of Communications maintains an Educational Advisory Services office to inform students of various student services offered at the University, and to mentor them on how to interact with the other campus offices which may be relevant to their needs. Two full-time counselors assist students with matriculation and advisement as they move through their courses of study.

95.8% (902) of the Fall 2002 enrollment (941) were full-time as well as 95.6% (952) of the Spring 2003 enrollment were full-time.

** 4.2% (39) of the Fall 2002 enrollment and 4.4% (44) of the Spring 2003 enrollment were part-time.

The young men and women who comprised the student body were categorized as follows:

**FALL 2002**

**Freshmen:** First-time-in college students (freshmen) numbered 173, which represented 18.4 percent of the semester’s undergraduate enrollment. This was an increase of 20 (13.1%) freshmen when compared with the Fall 2001 semester’s figure.

**Inter-University Transfers:** There were 59 students, or 6.3 percent of the student body, who entered the School of Communications from other universities. This represents an increase of 2 students when compared to the Fall of 2001.

**Former Students Returning:** There were 21 students who returned after at least one semester’s absence from the University. This represents 2.2 percent of the total enrollment, which was an increase of 3 students when compared to the Fall of 2001.

**Continuing Students:** There were 688 students or 73.1 percent of the semester’s enrollment in this category. (Intra-University students included in this figure).

**M.F.A.:** There were a total of 48 students enrolled in the M.F.A. program for the Fall 2002 semester. Thirty-nine were full-time and 9 were part-time. There were 38 continuing students, 10 were new, and there were no former students returning.
**SPRING 2003**

**Freshmen:** First-time-in-college students (freshmen) numbered 6, which represented approximately .6 percent of the student body.

**Inter-University Transfers:** There were 24 students, or 2.4 percent of the Spring 2003 enrollment in this category. This represents an increase of 5 students when compared to the Spring 2002 enrollment.

**Former Students Returning:** There were 15 students in this category, which is a decrease of 1 student over the spring of 2002.

**Continuing Students:** A total of 951 or 95.5 percent of the students returned from the Fall 2002 semester. (Intra-University students included in this figure).

**M.F.A.:** There were a total of 52 students enrolled in the M.F.A. program for the Spring 2003 semester. Thirty-eight students were full-time and 14 were part-time. There were 47 continuing students, 5 new students, and there were no former students returning.

<table>
<thead>
<tr>
<th>TABLE 1 UNDERGRADUATE</th>
<th>Comparison of Full-Time Enrollment for Academic Years 1999-2000 through 2002-2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>113</td>
</tr>
<tr>
<td>Inter-University Transfers</td>
<td>34</td>
</tr>
<tr>
<td>Intra-University Transfers</td>
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<tr>
<td>Former Students Returning</td>
<td>32</td>
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<tr>
<td>Continuing Students</td>
<td>460</td>
</tr>
<tr>
<td>TOTAL</td>
<td>639</td>
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Part-Time Enrollment = \[\frac{44}{985}\]

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<td>Freshmen</td>
<td>7</td>
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<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Inter-University Transfers</td>
<td>33</td>
<td>20</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>Intra-University Transfers</td>
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<td>n/a</td>
</tr>
<tr>
<td>Former Students Returning</td>
<td>27</td>
<td>14</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>611</td>
<td>766*</td>
<td>825*</td>
<td>951*</td>
</tr>
<tr>
<td>TOTAL</td>
<td>678</td>
<td>806</td>
<td>868</td>
<td>996</td>
</tr>
</tbody>
</table>
*Includes Intra-University Transfers.

New Entrants

All freshmen admitted to the School of Communications are required to take the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) Assessment. Regular admission criteria require applicants to have a minimum score of 1000 on the SAT or at least 22 on the ACT. In addition, students must have ranked in the top half of their high school graduating class.

For the Fall 2002 semester, new freshmen in the School of Communications totaled 173 students. Six new freshmen began in the School of Communications in the Spring 2003 semester.

To qualify for admission on a transfer basis from a regionally accredited college or university, the applicants must have completed at least 12 semester hours with a cumulative grade point average of at least 2.5. A total of 83 inter-university transfer students began their studies in the School of Communications during the 2002-2003 Academic Year; 59 in the Fall and 24 in the Spring. Students from other undergraduate programs at Howard University (intra-university transfers) are eligible to transfer the School of Communications if they have a cumulative grade point average of 2.5 or higher after at least 12 semester hours of study. These students cannot be identified at this time.

### TABLE 2  Comparison of Enrollment by Major Areas of Study

<table>
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<tr>
<th></th>
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<td>Communication and Culture</td>
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<td>104</td>
<td>118</td>
<td>123</td>
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<td>Communication Sciences and Disorders</td>
<td>33</td>
<td>39</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>Radio, Television and Film</td>
<td>364</td>
<td>425</td>
<td>424</td>
<td>451</td>
</tr>
<tr>
<td>Journalism</td>
<td>248</td>
<td>295</td>
<td>382</td>
<td>390</td>
</tr>
<tr>
<td>MFA Film (graduate)</td>
<td>37</td>
<td>42</td>
<td>49</td>
<td>54</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>770</td>
<td>905</td>
<td>1002</td>
<td>1041</td>
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</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Freshmen</th>
<th>Intra-University Transfers</th>
<th>Inter-University Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>179</td>
<td>n/a</td>
<td>83</td>
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<td>2001-02</td>
<td>161</td>
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<td>2000-01</td>
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<td>74</td>
</tr>
<tr>
<td>1999-00</td>
<td>120</td>
<td>n/a</td>
<td>67</td>
</tr>
</tbody>
</table>

STUDENT GEOGRAPHIC DISTRIBUTION

Domestic Students

The data (Table 4) show that domestic enrollment continues to be dominated by students from the Southern states (including the District of Columbia, Maryland and Virginia) followed by the Northeast, North Central and Western regions. The total of 973 for the academic year 2002-2003 represents 93.5 percent of the total enrollment.

International Students

International student enrollment for the Academic Year 2002-2003 was 46 students or 4.4 percent of the total enrollment. The Caribbean and African Student enrollments were the dominant groups. The Caribbean group represented 60.8 percent of the international, while the African group represented 26 percent. The international enrollment decreased by 4 students from the 2001-2002 year to the 2002-2003 academic year.

Permanent Residents

There were 22 permanent resident students, which represented 2.1 percent of the student body for the 2002-2003 academic year.

TABLE 4     Geographic Distributions of Domestic Students for Academic Year 2002-2003 (N=973)

<table>
<thead>
<tr>
<th>NORTHEAST</th>
<th>TOTAL</th>
<th>WEST</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connecticut</td>
<td>10</td>
<td>Alaska</td>
<td>1</td>
</tr>
<tr>
<td>Delaware</td>
<td>7</td>
<td>Arkansas</td>
<td>3</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>14</td>
<td>Arizona</td>
<td>5</td>
</tr>
<tr>
<td>New Jersey</td>
<td>54</td>
<td>California</td>
<td>85</td>
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<tr>
<td>New York</td>
<td>98</td>
<td>Colorado</td>
<td>5</td>
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<tr>
<td>Pennsylvania</td>
<td>46</td>
<td>Nevada</td>
<td>5</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>2</td>
<td>Oklahoma</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oregon</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington</td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
</tr>
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</table>

<table>
<thead>
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<th>Region</th>
<th>State</th>
<th>Count</th>
<th>State</th>
<th>Count</th>
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<tbody>
<tr>
<td><strong>NORTH CENTRAL</strong></td>
<td>Illinois</td>
<td>42</td>
<td>Alabama</td>
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<tr>
<td></td>
<td>Indiana</td>
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<td>3</td>
<td>Georgia</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Michigan</td>
<td>42</td>
<td>Kentucky</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Minnesota</td>
<td>5</td>
<td>Louisiana</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Missouri</td>
<td>7</td>
<td>Maryland</td>
<td>164</td>
</tr>
<tr>
<td></td>
<td>Ohio</td>
<td>18</td>
<td>Mississippi</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Wisconsin</td>
<td>4</td>
<td>North Carolina</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>South Carolina</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tennessee</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Texas</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Virginia</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>West Virginia</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>127</strong></td>
<td></td>
<td><strong>Total</strong></td>
<td><strong>493</strong></td>
</tr>
</tbody>
</table>

| Region         | Hawaii         | 1     | Virgin Islands| 2     |

**GRAND TOTAL** 973

**TABLE 5** International Students by Areas and Countries for Academic Year 2002-2003 (N=46)

<table>
<thead>
<tr>
<th>AFRICA</th>
<th>CARIBBEAN</th>
<th>EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>1</td>
<td>Anguilla</td>
</tr>
<tr>
<td>Kenya</td>
<td>1</td>
<td>Barbados</td>
</tr>
<tr>
<td>Liberia</td>
<td>1</td>
<td>Dominica</td>
</tr>
<tr>
<td>Malawi</td>
<td>2</td>
<td>Jamaica</td>
</tr>
<tr>
<td>Namibia</td>
<td>1</td>
<td>St. Lucia</td>
</tr>
<tr>
<td>Nigeria</td>
<td>2</td>
<td>Trinidad</td>
</tr>
<tr>
<td>Burundi</td>
<td>1</td>
<td>&amp; Tobago</td>
</tr>
<tr>
<td>Cameroon</td>
<td>1</td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td>Uganda</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
TOTAL 12

FAR EAST & PACIFIC
Kuwait 1
Japan 1
TOTAL 1

MIDDLE EAST
TOTAL 1

NORTH AMERICA & ATLANTIC
Bermuda 1
TOTAL 1

TOTAL INTERNATIONAL ENROLLMENT 46

Summary

Domestic = 973
International = 46
Permanent Residents = 22
TOTAL 1041

2002-2003 GRADUATES

A total of 171 students graduated from the undergraduate programs in the School of Communications. The 172 students included 8 from Summer 2002, 9 from Fall 2002 and 155 from Spring 2003. The departmental totals are presented in Table 6, which also contains data on the number of students who graduated with honors.

Seventy-four (74) students received honors at the May 2003 Commencement Exercises, which represented 43 percent of the total graduates. The total number of undergraduate degrees awarded since the School’s inception is now 4,300. There have been 3,969 Bachelor of Arts degrees awarded and 329 Bachelor of Science degrees awarded. Fifty-two (52) Master of Fine Arts in Film degrees have been awarded to date.

<table>
<thead>
<tr>
<th>TABLE 6</th>
<th>GRADUATES OF THE SCHOOL OF COMMUNICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Communication and Culture</td>
<td>24</td>
</tr>
<tr>
<td>Journalism</td>
<td>69</td>
</tr>
<tr>
<td>Radio, Television and Film</td>
<td>71</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>7</td>
</tr>
<tr>
<td>Master of Fine Arts in Film</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>172</td>
</tr>
</tbody>
</table>
STUDENT ACHIEVEMENT

Outstanding students in the School of Communications were recognized and awarded in the following areas during the 2002-2003 academic year.

University-Wide Awards

Who’s Who Among Students in American Colleges: Twenty-four students or 23.5 percent of the 102 students at the University selected for this award were from the School of Communications.

Cash Awards: There were cash awards distributed to students in the School of Communications during 2002-2003. These awards are shown in Table 12.

TABLE 7 2002-2003 GRADUATES RECEIVING HONORS

<table>
<thead>
<tr>
<th>Cum Laude</th>
<th>Magna Cum Laude</th>
<th>Summa Cum Laude</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>20</td>
<td>13</td>
<td>74</td>
</tr>
</tbody>
</table>

TABLE 8 Financial Aids

<table>
<thead>
<tr>
<th>SCHOLARSHIP/AWARD</th>
<th>AMOUNT</th>
<th>NUMBER</th>
<th>DEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustee Scholarship Fund</td>
<td>$405,988</td>
<td>42 ½</td>
<td>HCS 5 ½</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CS&amp;D 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>JOUR 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>RTVF 19</td>
</tr>
<tr>
<td>Martin Luther King Forensics Society</td>
<td>57,090</td>
<td>6</td>
<td>ARTS &amp; SCIEN. 2 ½</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>SOC 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EA ½</td>
</tr>
</tbody>
</table>
10. FACULTY

10.1.1 Faculty Distribution
(see 10.1.2)

10.1.2 Department of Communication and Culture

Clinkscales, Marcia  Lecturer
Cummings, Melbourne S.  Professor
Fleet, Laura A.  Associate Professor
Han, Gwang-Jub  Associate Professor
Nicotera, Anne M.  Associate Professor
Nwanko, Robert L.  Professor
Roy, Abhik  Assistant Professor
Starosta, William H.  Professor
Stroman, Carolyn A.  Associate Professor
Thomas, Debyii L.S.  Assistant Professor
Walker, Felicia R.  Assistant Professor
Woods, David R.  Associate Professor and Associate Dean
Wright, Richard L.  Professor

Listing of Full Time Faculty
Department of Radio, Television and Film

Ahmed, Quazi  Lecturer
Berry, S. Torriano  Associate Professor
Crawford, Alonzo  Associate Professor
Dates, Jannette L.  Professor and Dean
Davis, Edgar P.  Assistant Professor
Duke, William  Professor
Fears, Ernest D.  Lecturer
Ford, Abraham  Professor
Gerima, Haile  Professor
Gonzalez, Lamont R.  Lecturer
Holman, Michael  Lecturer
Latta, Judi Moore  Professor
Malek, Abbas  Professor
Matabane, Paula W.  Associate Professor
McCormick, Patricia  Assistant Professor
Merritt, Bishetta D.  Associate Professor
Rada, James  Assistant Professor
Roberts, Ted F.  Associate Professor
Saunders, Vickey L.  Assistant Professor
Williams, Daniel  Lecturer
Williams, Sonja D.  Associate Professor
Department of Journalism

Chaudhary, Anju  Professor
Decker, Jonathan P.  Assistant Professor
Dixon, Phillip  Associate Professor
Frazier, Constance  Lecturer
Hines, Barbara B.  Associate Professor
Kaggwa, Lawrence N.  Professor
Nunamaker, Anne M.  Associate Professor
Rice-Lamb, Yanick  Lecturer
Tillery-Larkin, Rochelle  Assistant Professor
Tucker, Michael A.  Assistant Professor
Wilson, II, Clint C.  Professor

Department of Communication Sciences and Disorders

Anderson, Noma B.  Professor
Green, Twhanna  Clinical Instructor
Harris, Ovetta L.  Assistant Professor and Chair
Lenihan, Grace  Clinical Instructor
Monsen, Randall  Associate Professor
Payne, Joan C.  Professor
Payne, Kay T.  Associate Professor
Pearlman, Ronald C.  Professor
Taylor, Orlando L.  Graduate Professor
Trent, Janice R.  Lecturer
Wright-Harp, Wilhelmina  Associate Professor

10.1.3 Listing of Part Time Faculty

Department of Communication and Culture

Carr, Peggy  Adj. Assoc. Prof. 1/4T
Colvin, Torrance J.  Lecturer 1/2T
M’Bayo, Ritchard  Lecturer 1/4T

Department of Radio, Television and Film

Areke, Sowbhagyalakshmi  Lecturer 1/2T
Bowers, Leslie E.  Lecturer 3/4T
Dyke, Dwayne  Lecturer 1/2T
Jones, Lloyd D.  Lecturer 1/2T
Lewis Candace S.  Lecturer 3/4T
Marbury, Donald  Lecturer 1/4T
Mohamed, Suraya  Lecturer 1/4T
Munir,Sakinah  Lecturer 1/4T
Raper, Karen P.  Lecturer 1/2T
Scheer, Laurie  Lecturer 1/2T
Young, Bradford       Lecturer 1/4T

**Department of Journalism**

Asher, Robert L.       Lecturer 1/2T
Caldwell, Yvette       Lecturer 1/4T
Clayton, Cassandra     Lecturer 1/4T
Harriston, Keith       Lecturer 1/4T
Joseph, Henry          Lecturer 3/4T
Lewis, Peggy           Lecturer 1/4T
Pettus-Hargrove, Unnia Lecturer 1/2T
Thornhill, Robin       Adjunct Instructor

**Department of Communication Sciences and Disorders**

Busacco, Debra A.       Adj. Assoc. Prof. 1/4T
Coward, Charles         Lecturer 1/4T
Cryer, Tara             Clinical Instructor 1/4
Dixon, Tracie           Adj. Asst. Prof. 1/2T
Hall, Deanne B.         Adj. Asst. Prof. 1/4T
Moss, Sharon E.         Asst. Prof. 1/4T
Robinson, Tommie L.     Adj. Asst. Prof. 1/2T
Shields, Jessica Samuels Clinical Instructor 1/4T
Tishman, Abraham        Adj. Asst. Prof. 1/4T

10.1.4 **Quantification of Faculty Activity**
(see 10.1.5.)

10.1.5 **Publications**

10.1.5.1 **Department of Communication & Culture**

The following faculty members reported the following publications this year:

**Cummings, Melbourne and Judi Moore Latta.** Jesus is a Rock...Spirituals as Lived Experiences. Ronald Jackson and Elaine Richardson. Understanding African American Rhetoric: Classical Origins to Contemporary Innovations, Routledge Publishers.


Factors affecting the adoption of broadband: A case of Korea. *Annual Review of Communication*. Chicago, IL: IEC


10.1.5.2 Department of Radio, Television and Film


Matabane, Paula, (2003). “Communications and Democratic Change in South Africa,” appears in the Review of Communications (2003), and she is currently conducting research regarding TV commentary on women’s professional and college basketball. Also, she is working on a feature length film/video documentary entitled, “Hair like Wool, Feet like Brass: Images of Jesus.” Prof. Matabane has lectured on media images of world religions in the Howard University College of Medicine (January 2003), and she spoke about mass media in America at Bush Radio in Cape Town, South Africa (January, 2003). She continued to serve as the TV Sequence Coordinator.

McCormick, Patricia, (2002) (2003). “Internet Access in Africa: A Critical Review of Public Policy Issues,” appeared in the Comparative Studies of South Asia, Africa and the Middle East (December 2002) and “Telecommunications Reform in Southern Africa: The Role of SADC,” in Telecommunication Policy (March 2003). Prof. McCormick is currently working on two new articles on telecommunications in Africa and a book chapter on telecommunications in Jamaica, W.I. In addition, she conducted research in Nairobi, Kenya regarding the African Telecommunications Union, and she was a member of the Faculty Advisory Committee of the Provost’s Undergraduate Research and Creativity Program.


10.1.5.3 Department of Journalism


10.1.5.4 Department of Communication Sciences and Disorders


Pearlman, Ronald. Intraoperative Monitoring of Thyroid Surgery with EMG.

10.1.6 Research Activity

10.1.6.1 Fund for Academic Excellence
Department of Communication and Culture

Melbourne S. Cummings, Ph.D., $6,000 – “The Tradition of Intercultural Communication and Rhetoric.”

Melbourne S. Cummings, Ph.D., $3,360 – “The Advantages/Importance of Preparing Future Faculty Program in Doctoral Program at Research Intensive Universities.” (Travel Grant)


Carolyn Stroman, Ph.D., $1,125 – “Toward the Development of a Health Communication Specialization.”

Debyii Thomas, Ph.D., $1,650 – “Travel Award to National Communication Association Conference in New Orleans.” (11/20/02-11/24/02)

Felecia Walker, Ph.D., $3,000 – “Enhancing the Performance of the Dr. Martin Luther King, Jr. Forensics Society.”

10.1.6.2 Department of Journalism

Anju Chaudhary, Ph.D., $4,000 - Travel: Convergent Technologies in Digital Age: AEJMC Convention.

Anne Nunamaker, Ph.D., $6,000 - Faculty Seminar- Process of Selecting Mid-Career Journalism Fellows.

Barbara Hines, Ph.D., $4,000 - Travel: Improving Faculty Performance: Integrating Technology to Enhance Classroom Teaching & Learning.
Rochelle Tillery-Larkin, Ph.D., For travel to conferences including AEJMC, Advertising Education Foundation Faculty in Residence Program & HBCU Teaching Summit.

10.1.6.3 Department of Radio, Television, and Film

Alonzo Crawford, $30,000 - from a Kodak Product grant; $130,000 from a Panavision Product grant; $10,000 from the HU-sponsored Faculty Research grant for his feature film production of “Winter Wheat.”

Bill Duke, $6,000 - Eight Seminars from the West Coast Campus.

Edgar Davis, $3,999 - 34th Annual NAACP Image Awards.

Abiyi Ford, Ph.D., $4,000 - Festival Pan Africaine du cinema de Ouagadougou, Also, he applied for a $5,000 Academic Excellence Grant to support the film sequence’s production equipment needs.

Paula Matabane, $10,000- Grant to support her work on a feature length documentary about images of Jesus Christ.

Abbas Malek, Ph.D., $$4,000 - Attendance at Accrediting Council on Education in Journalism & Mass Communication Meeting in Chicago.

Vickey Saunders, $3,999 - Suzanne de Passe Radio, Television & Film Professional Internship Project.

10.1.7 Professional Affiliations
(see 10.1.12.)

10.1.8 Retirements

Virginia O. Johnson, Special Projects Coordinator, Office of the Dean
Abraham Tishman, Director, Speech and Hearing Lab, Department of Communication Sciences & Disorders

10.1.9 Faculty Success in Meeting the Workload Policy

The departments have implemented procedures, designed by the dean's office, for faculty members to plan and then review their workloads and their success or lack there of at the end of each academic year. (See Appendix 11)
10.1.10  **On Time Textbook Orders**

Textbook order materials are distributed through the departments to the faculty. The faculty returns the order forms to the departments, which turn them in to the University Bookstore. No significant problems were reported in the timeliness of order placement.

10.1.11  **On Time Grade Submissions**

The dean's office has worked closely with the faculty to facilitate the transition to on-line grade submissions. The associate dean worked with the chairs to assure that the actual faculty names were correctly associated with their classes and that each faculty member had his/her ID and PIN number. The associate dean and Mr. S. Isaiah Harvin worked together to resolve problems with IDs and PINs. In addition, the School's Educational Advisory Center collected and copied all hard copies of grade sheets. These are kept on file in case of need.

10.1.12  **Professional Development Activities of Faculty**

The program for preparing future faculty (PFF), funded in the past by the National Communication Association and the organization of graduate programs, was continued this year by individual graduate schools. Six graduate students from the Department of Communication and Culture were sent to the annual meeting of the National Communication Association in New Orleans, where three of these students gave papers. Six students attended the Eastern Communication Association meeting in Washington DC. The Department of Communication and Culture also contributed funds to support several graduate students’ attendance at conferences, where they gave papers or participated in a doctoral symposium.

10.1.13  **Active Searches**

During AY 2002-03 the following departments had searches to fill the identified positions:

1) The Department of Communication & Culture
   - Assistant/associate professor in mass communication or organizational communication

2) The Department of Radio, Television & Film
   - Assistant/associate professor in audio production
   - Assistant/associate professor in film production
3) The Department of Journalism

- Assistant/associate professor in broadcast journalism
- Assistant/associate Program in Advertising/Public Relations

4) The Department of Communication Sciences and Disorders

- Assistant/associate professor in Communication Sciences
- Clinical Faculty

11. STAFF

11.1.1 Staff Distribution (Organization Chart)

(See page 97a)

12. GRANTS AND CONTRACTS

12.1.1 Applications Submitted

The following faculty members were recipients of Fund for Academic Excellence Grants during AY 2002-2003:

- Melbourne S. Cummings, Ph.D., $6,000 – “Tradition of Intercultural Communication and Rhetoric.”

- Melbourne S. Cummings, Ph.D., $3,360 – “Advantages/Importance of Preparing Future Faculty Program in Doctoral Program at Research Intensive Universities.”

- Anne Nicotera, Ph.D., $2,000 – “National Communication Association Scholarly Conference.”

- Carolyn Stroman, Ph.D., $1,125 – “Toward the Development of a Health Communication Specialization.”

- Debyii Thomas, Ph.D., $1,650 - Travel Award to National Communication Association Conference in New Orleans. (11/20/02-11/24/02)

- Felecia Walker, Ph.D., $3,000 - Enhancing the Performance of the Dr. Martin Luther King, Jr. Forensics Society.

- Anju Chaudhary, Ph.D., $4,000 - Travel: Convergent Technologies in Digital Age: AEJMC Convention.
- Barbara Hines, Ph.D., $4,000 - Travel: Improving Faculty Performance: Integrating Technology to Enhance Classroom Teaching & Learning.

- Bill Duke, $6,000 - Eight Seminars from the West Coast Campus.

- Edgar Davis, $3,999 - 34th Annual NAACP Image Awards.

- Abiyi Ford, Ph.D., $4,000 - Festival Pan Africaine du cinema de Ouagadougou.

- Abbas Malek, Ph.D., $4,000 - Attendance at Accrediting Council on Education in Journalism & Mass Communication Meeting in Chicago.

- Vickey Saunders, $3,999 - Suzanne de Passe Radio, Television & Film Professional Internship Project.

### 12.1.2 Applications Funded

**The following faculty members received major research grants during AY 2001-2005:**

- Joan C. Payne, Ph.D., principal investigator with an interdisciplinary team of co-investigators, $539,000 for research project “The Relationship between Proinflammatory Cytokines and Neurobehavioral Outcomes in Stroke Patients.” Grantor: The Mordecai Wyatt Johnson Program, Howard University (Grant Start Date: November 1, 2001; Grant Period: 2001-2004)


- Wilhelmina Wright-Harp, Ph.D., FASHA, project investigator, $40,000 for research project “The Assessment of Cognitive/Linguistic Disorders in African Americans and Hispanics with Traumatic Brain Injury.” Grantor: New Faculty Research Award, Howard University.


• Kay Payne, Ph.D., Principal Investigator, $2,300, Exxon/Mobil Faculty Fellowship Seminar: The Silk Road of China, June 6-18, 2003.

• Wilhelmina Wright-Harp, Ph.D., and Ianessa Humbert, Principal and Co-Principal Investigator, $1,500, Communication Sciences and Disorders Departmental Award funded by the Johnetta Davis Retention/Mentoring Graduate School Program. (2002-03)


• Rochelle Tillery-Larkin: Provost undergraduate Research and Creativity Award Program Grants, $2,000 each for two students.

• Patricia McCormick, $9,972 Faculty Research Grant to travel to Kenya to conduct research on the African Telecommunications Union.

• James Rada, $26,000 New Faculty Research Grant for the Production of a 30 minute documentary entitled, “Reclaiming History: The search for the Underground Railroad.”

• Sonja Williams, $8,500 Faculty Research Grant to support research for a book about the life and times of pioneering radio dramatist and writer Richard Durham.

• KODAK provided a $2,000 film grant for the department.

13. CURRENT CHANGES

In section 4 above (Key Performance Indicators), we have outlined the major performance measures that are being used in the School. We noted too that the School has established a committee to look systematically at the results of the various measures and a number of new measures are proposed there.

The School has, however, been actively evaluating all aspects of its program in preparation for its new facility. Although definitive changes have not yet been approved, the School’s departmental structure and all aspects of the curriculum have been under review this year. A reconfiguration of the graduate programs is under consideration. A new doctoral program in audiology has been approved by the School and is awaiting approval by the University.
Anticipated Changes

The Department of Communication Sciences and Disorders has developed a proposal for a distance learning clinical doctoral audiology program. The proposal has been accepted by the department faculty and by the faculty of the School of Communications. The School of Communications is the department’s parent school. The proposal was presented to the provost’s office during fall 2002. We are waiting for feedback.

Due to changes in ASHA standards, the department will conduct a workshop for faculty to assist them in incorporating the new standards into their syllabi. Outcomes indictors and evidence of these indicators will be outlined and developed.

14. IMPACT AND EFFECTIVENESS OF RECENT POLICY CHANGES

The School of Communications has responded to a number of issues and policy changes.

- Changes in the advisory personnel have led to Dr. Trevor Leiba heading the advisory unit, supported by a second adviser Ms. Tori Blackwell and an administrative aide Ms. Patricia Godley. The enrollment in the School is now about 1000 students, a significant increase in recent years. The advisory team has worked assiduously to meet the increased demands for their services. They meet regularly to discuss new strategies with the associate dean.

- Although the minimum SAT score for applicants to the School is now set at 1000, the department chairs, the dean’s office, and the Honors office have continued to scrutinize all applications with SATs greater than 900 provided that the applicants present compensating strengths. The School intends to maintain its present enrollment of 1000 students. The Honors program assistant has called all good candidates to encourage them to come to Howard.

- Although the Provost’s Office continued to discourage the use of Course Override forms as a means of registration, the School met its most serious challenge ever to get its students registered in required courses offered in the College of Arts and Sciences. Almost one third of the School’s student body needed one or two overrides. The Associate Dean, Dr. David Woods, summarized the data on this problem in the spring 2003 and presented his report to the Provost with a request for eliminating this problem in the future. (Please see Appendix 15)

- The University put in place a program of outcomes assessment throughout the University. Each unit of the School (four departments, the Annenberg Honors Program, the Advisory Center, the Career Development Center, and the Dean’s Office) prepared an outcomes assessment report, which defined that unit’s mission, goals and objectives. The School is committed to the challenge of measuring the intended outcomes in a timely manner in future years.
The EM/Records Office continued to require faculty to enter “Unofficial Withdrawals”, midterm and final grades on the web. The Dean’s Office of the School continued to support this requirement by assuring that faculty had needed IDs and PINs. The Dean’s Office also followed up when grades were not entered on time.

At issue has been the lack of faculty use of on-line information about student registration. The faculty needs to be encouraged to check on-line for student rosters for each class and to notify students who are not registered that they must report to their advisers to get assistance in registering. The dean’s office will work with department chairs and faculty to improve this situation.

The School continued to refine its APT guidelines, which are close to being approved. When they are approved, the dean will forward them to the Board of Trustees for adoption. Efforts have been made to make the guidelines reflect the diversity of creative products done by its faculty and to define the descriptions of these products so that applicants for promotion and tenure are well informed about the School’s requirements. The School intends to establish a strong mentoring program for junior faculty so that they know the steps they must take to qualify for promotion and tenure.

Efforts to promote the introduction of dual degrees at Howard have moved forward. The School’s support of this initiative has been acknowledged by the Provost’s Office, which is close to implementing a dual degree policy.

The Communication Science and Disorders Department has faculty members who are funded and actively engaged in research. This department has a Mordicaic Wyatt recipient, Dr. Joan Payne. Dr. Payne has recently received a grant award from NIH as well. With the addition of her second award she is working in tandem with the Provost’s plans to move to tier one status through securing extra mural grants.

Dr. Kay Payne is one of the top ten grant writers on campus. All of the funding that she receives is extra mural. Thus, she also contributes to the status of the University towards tier one.

Other professors, engaged in data based research projects are actively writing grants. Dr. Wilhelmina Wright-Harp has received a Fund for Academic Excellence Grant to support her research. Dr. Wright-Harp won top honors during the HU Johnetta Davis Mentorship Award.

Dr. Ovetta Harris is presently serving as department chairperson but began a research project during spring 2003 for which she will be seeking extra mural funds.

Presently this department brings in approximately 3 million dollars in grant money. With our small faculty and growing department it is challenging to continue to write grants, however this department continues to be highly productive in moving the university towards Tier One status.
15. RESPONSE TO TARGETS OF OPPORTUNITY

During AY 2002-2003, the School of Communications continued to move forward in its on-going efforts to achieve the goals of the Howard University Strategic Framework for Action II.

In conjunction with the University’s four targets of opportunity derived from SFA II, the School increased access to technology for its students and faculty; expanded linkages and partnerships; encouraged increased research activity among its faculty; and continued the work of its Endowed Chair for Media by bringing in the second AOL Time Warner Professor, Suzanne de Passe, and through the AOL Time Warner Seminar series and other related programs.

The School continues to retain a group of outstanding faculty among its ranks. The outstanding faculty and significant activities and special projects described in this report are representative of the on-going efforts of the School to achieve the target goals of the Howard University Strategic Framework for Action II.

Target 1: Increased Access to Technology

- Information Technology Enhancements:
  --The School of Communications purchased and installed new Dell and Macintosh G-4 computers for some staff and faculty.
  --The School of Communications purchased and installed new technologies for use by students in departmental laboratories.
  --The Department of Radio, Television and Film, and the School of Communications purchased new cameras and equipment for use by students in the department for field work and research/creative projects.

Target 2: Expanded Linkages and Partnerships

Mr. John H. Johnson donated $4 million to the capital campaign in support of a new building for the School of Communications. The building will bear his name.

In partnership with AOL Time Warner and other major supporters, the School of Communications held its 30th Anniversary Gala on October 17, 2002. Approximately 500 friends and alumni, representing the many facets of the communications industries and fields attended the major fundraising event. Almost $1 million was raised in support of the School of Communications.

In October 2002, Drs. William H. “Bill” and Camille Cosby donated $10,000 in support of the Howard University School of Communications.

In February 2003, John H. Johnson, founder and publisher of The Johnson Publishing Company, publishers of JET and Ebony magazines, donated $4 million to the Howard University Capital Campaign to support the construction of a new facility for the School of Communications.
In February 2003, the Estate of famed comedian Flip Wilson, established a year-long $28,000 scholarship program for two or three students in mass communications within the School of Communications. The scholarship includes tuition and fees, room and board, a laptop computer, dining dollars and a book allowance. Scholarship applicants were solicited during the spring of 2003 to compete for the scholarship which will be awarded in the fall of 2003.

Earvin “Magic” Johnson, the recipient of the School’s Messenger Award, donated $100,000 to the School of Communications. He joins Robert L. Johnson, president and chief executive officer of BET Holdings, Inc., as only the second person to receive the Messenger Award from the school.
Appendices