



FAMU | SCHOOL OF JOURNALISM + GRAPHIC COMMUNICATION |
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

2018 - 2024

Self-Study Report

for Accrediting Council on Education in Journalism and Mass Communications



Self-Study Report for Accreditation in Journalism and Mass Communications

For an undergraduate program site visit in the 2024-2025 academic year

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution: Florida A&M University

Name of Journalism/Mass Communications Unit: School of Journalism & Graphic Communication,
Division of Journalism

Address: 510 Orr Drive, Tallahassee, Florida 32307

Date of Scheduled Accrediting Visit: February 9-12, 2025

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: William T. Jiles

Title: Journalism Division Director, School of Journalism & Graphic Communication

Signature 

Administrator to whom journalism/mass communications administrator reports:

Name: Mira Lowe

Title: Dean, School of Journalism & Graphic Communication

Signature: 

PART I: General Information



Exterior of the School of Journalism and Graphic Communication on Orr Drive

Name of Institution: Florida A&M University

Name of Unit: School of Journalism & Graphic Communication, Division of Journalism

Year of Visit: 2025

1. Check regional association by which the institution now is accredited.

- Higher Learning Commission
- Middle States Commission on Higher Education
- New England Commission on Higher Education
- **Southern Association of Colleges and Schools Commission on Colleges**
- Northwest Commission on Colleges and Universities
- Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

2. Indicate the institution's type of control; check more than one if necessary.

Private

Public

Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

Florida Agricultural and Mechanical University (FAMU) is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, doctorate, and professional degrees. FAMU may also offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of FAMU may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

Yes

No

If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit:

Last accreditation visit – February 4-7, 2018

Date of the revisit – January 14-15, 2020

5. When was the unit or sequences within the unit first accredited by ACEJMC?

1982

6. Insert here the unit's mission statement. Statement should give date of adoption and/or last revision.

Mission:

"We prepare students to be confident, multi-platform communicators for an evolving media marketplace, with a pedagogical emphasis on active learning and experiential experiences."

Vision:

"We will be globally recognized as a premier school that produces students with the knowledge, skills and experience to excel in the digital and traditional aspects of journalism, public relations and graphic design."

Adopted in fall 2017/Revised in 2023

7. What are the type and length of terms?

Number of weeks in a semester: 16 weeks in fall and 16 weeks in spring

Number of weeks in a quarter: N/A

Number of weeks in summer sessions: Six weeks summer A, six weeks summer B and 12 weeks for summer C.

Number of weeks in intersessions: N/A

8. Check the programs offered in journalism/mass communications:

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

Bachelor of Science in Broadcast Journalism

Bachelor of Science in Public Relations

10. Credit hours required by the university for an undergraduate degree:

(Specify semester-hour or quarter-hour credit.)

120 credits beginning Fall 2024, previously 125 credits

11. Give the number of credit hours students may earn for internship experience.

(Specify semester-hour or quarter-hour credit.)

1 credit hour for internship

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Director of Journalism/Public Relations
Broadcast Journalism Coordinator

William Jiles
Kenneth Jones

13. Number of full-time students enrolled in the institution:

9,269

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented.

Spring 2025

Journalism	Public Relations	Pre-majors	Total
119	76	121	316

Fall 2024

Journalism	Public Relations	Pre-majors	Total
111	71	125	307

Spring 2024

Journalism	Public Relations	Pre-majors	Total
121	70	93	284

Fall 2023

Journalism	Public Relations	Pre-majors	Total
114	66	165	345

Spring 2023

Journalism	Public Relations	Pre-majors	Total
114	63	154	331

15. Number of students in each section of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2025 visits. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

***Spring enrollment numbers and courses will be updated prior to Feb. site visit.

Face-to-face enrollment Semester Spring 2025

Course	Title	Enrollment
JOU 1112	Use of Information Resources	20
JOU 1112	Use of Information Resources	20
JOU 2100-C01	News Reporting & Writing I	18
JOU 2100-C02	News Reporting & Writing I	18
JOU 2100-C03	News Reporting & Writing I	15
JOU 3308-001	Magazine Article Writing	20
JOU 4181-001	Capital Bureau	20
JOU 4342-C01	News Reporting & Writing III	20
JOU 4342-C02	News Reporting & Writing III	20
JOU 4342-C03	News Reporting & Writing III	20
JOU 4945-001	Student Media Practicum	23
PUR 3622-002	Social Media/Data Analytics	18
PUR 4500-001	PR Research & Strategies	19
PUR 4800-001	PR Agency	14
RTV 2230-001	Multimedia Oral Engagement	20
RTV 2520-001	Visual Storytelling	20
RTV 3320-C01	TV News	20
RTV 3332C-C01	Documentary & Film	13
RTV 3681-C01	Advanced TV News	7

Online enrollment Semester Spring 2025

Course	Title	Enrollment
JOU 1040E-501	Language Skills for Media Professionals	20
JOU 1040E-502	Language Skills for Media Professionals	20
JOU 1040E-503	Language Skills for Media Professionals	20
JOU 1040E-504	Language Skills for Media Professionals	15
JOU 3101CE-501	News Reporting & Writing II	17
JOU 3101CE-502	News Reporting & Writing II	15
JOU 3101CE-503	News Reporting & Writing II	9

Face-to-face enrollment Semester Fall 2024

Course	Title	Enrollment
JOU 1112-001	Use of Information Resources	20
JOU 1112-002	Use of Information Resources	20
JOU 2100-C01	News Reporting & Writing I	15
JOU 2100-C02	News Reporting & Writing I	15
JOU 2100-C03	News Reporting & Writing I	15
JOU 3308-001	Magazine Article Writing	20
JOU 4181-001	Capital Bureau	15
JOU 4342-C01	News Reporting & Writing III	20
JOU 4342-C02	News Reporting & Writing III	20
JOU 4342-C03	News Reporting & Writing III	11
PUR 3622-001	Social Media/Data Analytics	20
PUR 3622-002	Social Media/Data Analytics	20
PUR 4500-001	PR Research & Strategies	6

PUR 4800-001	PR Agency	6
RTV 2230-001	Multimedia Oral Engagement	20
RTV 2230-001	Multimedia Oral Engagement	20
RTV 2520-001	Visual Storytelling	20
RTV 2520-001	Visual Storytelling	20
RTV 3320-C01	TV News	16
RTV 3332-C02	TV News	20
RTV 3332C-C01	Documentary & Film	10
RTV 3681-C01	Advanced TV News	6

Online enrollment Semester Fall 2024

Course	Title	Enrollment
JOU 1040E-501	Language Skills for Media Professionals	20
JOU 1040E-502	Language Skills for Media Professionals	20
JOU 1040E-503	Language Skills for Media Professionals	20
JOU 1040E-504	Language Skills for Media Professionals	20
JOU 3101CE-501	News Reporting & Writing II	15
JOU 3101CE-502	News Reporting & Writing II	15
JOU 3101CE-503	News Reporting & Writing II	12

Face-to-face enrollment Semester Spring 2024

Course	Title	Enrollment
JOU 1112	Use of Information Resources	20
JOU 2100-C01	News Reporting & Writing I	20
JOU 2100-C02	News Reporting & Writing I	20
JOU 2100-C04	News Reporting & Writing I	20
JOU 4181-001	Capital Bureau	20

JOU 4342-C01	News Reporting & Writing III	20
JOU 4945-001	Student Media Practicum	20
JOU 4945-001	Student Media Practicum	11
JOU 4905-003	DIS – JOU 2100C RW1	1
PUR 3000-001	Intro to Public Relations	16
PUR 3000-002	Intro to Public Relations	16
PUR 3490-001	Integrated Marketing Communication	20
PUR 3490-002	Integrated Marketing Communication	20
PUR 4500-001	PR Research & Strategies	13
PUR 4800-001	PR Agency	18
RTV 2230-001	Multimedia Oral Engagement	20
RTV 2230-002	Multimedia Oral Engagement	20
RTV 2520-001	Visual Storytelling	20
RTV 2520-001	Visual Storytelling	20
RTV 3320-C01	TV News	18
RTV 3332C-C01	Documentary & Film	11
RTV 3681C-C01	Advanced TV News	5

*DIS is a Directed Independent Study that is relevant to the area of study.

Online enrollment Semester Spring 2024

Course	Title	Enrollment
JOU 1040E-501	Language Skills for Media Professionals	20
JOU 1040E-502	Language Skills for Media Professionals	20
JOU 1040E-503	Language Skills for Media Professionals	20
JOU 3101CE-501	News Reporting & Writing II	20
JOU 3101CE-502	News Reporting & Writing II	20

Face-to-face enrollment Semester Fall 2023

Course	Title	Enrollment
JOU 1112	Use of Information Resources	20
JOU 2100-C01	News Reporting & Writing I	14
JOU 2100-C02	News Reporting & Writing I	20
JOU 2100-C03	News Reporting & Writing I	15
JOU 3308-001	Magazine Article Writing	20
JOU 4181-001	Capital Bureau	20
JOU 4342-C01	News Reporting & Writing III	20
JOU 4342-C02	News Reporting & Writing III	20
JOU 4342-C03	News Reporting & Writing III	20
JOU 4945-001	Student Media Practicum	10
PUR 3622-001	Social Media/Data Analytics	20
PUR 3622-002	Social Media/Data Analytics	20
PUR 4500-001	PR Research & Strategies	7
PUR 4800-001	PR Agency	13
RTV 2230-001	Multimedia Oral Engagement	20
RTV 2520-001	Visual Storytelling	20
RTV 3320-C01	TV News	18
RTV 3332-C02	TV News	14
RTV 3332C-C01	Documentary & Film	15
RTV 3681-C01	Advanced TV News	10

Online enrollment Semester Fall 2023

Course	Title	Enrollment
JOU 1040E-501	Language Skills for Media Professionals	20
JOU 1040E-502	Language Skills for Media Professionals	20
JOU 1040E-503	Language Skills for Media Professionals	19
JOU 1040E-504	Language Skills for Media Professionals	20
JOU 1040E-505	Language Skills for Media Professionals	20
JOU 1040E-506	Language Skills for Media Professionals	17
JOU 3101CE-501	News Reporting & Writing II	20
JOU 3101CE-502	News Reporting & Writing II	17

16. Total expenditures planned by the accredited unit for the 2024–2025 academic year:

\$2,849,485

Amount expected to be spent this year on full-time faculty salaries: \$1,426,662

17. List name and rank of all full-time faculty in the accredited unit. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Faculty Name	Rank	Academic Program
Douglas Blackburn	Associate Professor	Journalism
Bettye Grable	Associate Professor	Public Relations
Clarence Fowler	Visiting Instructor	Journalism
Hsuan Huang	Associate Professor	Public Relations
Leah Hunter	Associate Professor	Journalism
Mira Lowe	Professor and Dean	Journalism
Felicia McGhee-Hilt	Professor and Associate Dean	Journalism
Deborah Thigpen	Visiting Instructor (2023-2024)	Journalism/ PR
Venise Toussaint	Visiting Instructor	Journalism
Valerie White	Associate Professor (Retired Spring 2024)	Journalism
Jeffrey Wilkinson	Professor	Journalism
Kenneth Jones	Professor (Professional Leave Spring 2025)	Journalism

William Jiles	Instructor	Journalism
Arionne Nettles	Instructor (Started Fall 2024)	Journalism
Maureen Tartaglione	Instructor (Started Fall 2024)	Public Relations

18. List names of part-time/adjunct faculty teaching at least one course in fall 2024. Also list names of part-time faculty teaching spring 2024. (If your school has its accreditation visit in spring 2025, also provide the spring 2025 adjunct list in the updated information.)

Name	Term	Academic Program
Deborah Thigpen	Fall 2024, Spring 2025	Journalism/PR
Zak Dahlheimer	Summer 2024, Fall 2024	Journalism
Ranata Hughes	Spring 2024, Fall 2024, Spring 2025	Journalism/PR
Chandra Lanier	Spring 2024, Fall 2024, Spring 2025	Journalism
Patricia MacEnulty	Spring 2024, Fall 2024, Spring 2025	Journalism
Glyndell Presley	Spring 2024, Fall 2024, Spring 2025	Journalism
Fadia Patterson	Spring 2024, Fall 2024, Spring 2025	Journalism

19. For each of the last two academic years, please give the total number of graduates from the unit.

Total number of degrees awarded:

2023-24 academic year: 68

2022-23 academic year: 78

PART II: Supplementary Information

1. Complete Tables 1-3 that were provided in a separate file. You may insert the tables here in the main body of the self-study report or provide links to access the tables in separate windows.

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2023–2024 academic year. If all of your students technically come under

one major but you subdivide those majors into sequences or tracks, please list students by those sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2023–2024. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students.*

Total number of degrees awarded in 2023-24 AY per major:

Journalism: 40
Public Relations: 28

Summer 2023

Journalism: 5
Public Relations: 7

Fall 2023

Journalism: 10
Public Relations: 8

Spring 2024

Journalism: 25
Public Relations: 13

Undergraduate programs of study	Freshman	Sophomore	Junior	Senior	Total students	Degrees Conferred 2023-24
Pre-majors, if any*	51	47	32	2	132	
Journalism	2	12	43	74	131	40
Public Relations	3	12	29	38	82	28
Total students	56	71	104	114	345	68

Number of Students Degrees Conferred 2023-24: 68

Undergraduate Total: 345

Programs of study freshman, sophomore, junior, senior, and student's bachelor's

* Students who have declared their intention but have not completed the requirements for admission to the major

Pre-majors, if any*

1. Pre-Journalism (60100) Students enroll in the SJGC journalism division, a limited access program, at the pre-journalism if the following requirements are met:

- Overall G.P.A. of 2.5

2. Broadcast Journalism (61103)

a. Successful completion of ENC1101 and ENC1102 with a combined minimum G.P.A. of 2.5

- Overall minimum G.P.A. of 2.5

3. Public Relations (61104)

- Successful completion of ENC1101 and ENC1102 with a combined G.P.A. of 2.5
- Overall minimum G.P.A. of 2.5

Total students

* Students who have declared their intention but have not completed the requirements for admission to the major.

Table 2. Full-Time Faculty

Semester or Quarter: Fall 2024

Name and Rank	Years full-time in industry	Years college teaching	Years on this faculty	Years at present rank	Highest earned degree	Tenured (y/n)	Credit hours taught per semester	% of time tchg, rsch, svc
Unit Administrator								
William Jiles	30	14	14	7	MA	N	6	60/40 administrative & teaching
Professors								
Jeffrey Wilkinson	6	32	6	13	Ph.D	Y	9	60/30/10
Felicia McGhee	13	24	1	1	Ph.D	N	3	16.66/20/63.34
Kenneth Jones	38	29	29	14	MFA	N	9	60/40
Mira Lowe	28	2	3	3	MA	Y	0	100 administrative
Associate Professors								
Bettye Grable	8	21	18	12	Ph.D	Y	9	60/10/30
Hsuang Hsuan	8	21	6	1	Ph.D	Y	9	46.66/33.34/20
Leah Hunter	13	10	10	2	Ph.D	Y	9	60/20/20
Douglas Blackburn	35	10	10	10	MA	N	9	60/40
Instructors/Lecturers								
Clarence Fowler	6	1	1	1	MA	N	9	60/40
Arionne Nettles	7	5	.5	.5	MA	N	9	60/40
Maureen Tartaglione	32	1.5	.5	1.5	MA	N	6	40/60
Venise Toussaint	12	1.5	1.5	1.5	MA	N	6	40/60

(As part of the updated General Information Section, faculty lists will be updated to reflect the academic term when the visiting team is on campus. For more information, see the “General Information” section of the Self-Study report form.)

Semester or Quarter: Fall 2024

List names of full-time journalism and mass communications faculty members assigned to the unit and provide requested information for the quarter or semester immediately preceding the accreditation visit. Add or delete lines as needed.

Name
Douglas Blackburn
Clarence Fowler
Bettye Grable
Hsuan Huang
Leah Hunter
William Jiles
Kenneth Jones
Felicia McGhee
Arionne Nettles
Maureen Tartaglione
Venise Toussaint
Jeffrey Wilkinson

Table 3. Part-Time Faculty

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the two semesters or quarters before the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed.

Name and Rank	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hrs. teaching this semester	In charge of course
Zak Dahlheimer Adjunct	10	1	MA	Y	N	3	1
Ranata Hughes Adjunct	8	10	MS	N	N	5	1
Chandra Lanier Adjunct	15	4	MA	Y	N	3	1
Patricia MacEnulty Adjunct	0	30	Ph.D	N	N	3	1
Glyndell Presley Adjunct	20	22	Ed.D	Y	N	9	1
Fadia Patterson Adjunct	13	4	MA	Y	N	6	1
Deborah Thigpen Adjunct	32	13	DBA	Y	N	3	1

Semester or Quarter: Fall 2024

List names of part-time faculty paid from journalism and mass communications funds and provide requested information. List should include personnel, including laboratory instructors and teaching assistants, who taught any regular course during the two semesters or quarters before the accreditation visit. Present the names in groups by semester or quarter. Put an X under the appropriate teaching responsibility. Add or delete lines as needed

Spring 2024

Name
Ranata Hughes
Chandra Lanier
Patricia McEnulty
Glyndell Presley
Fadia Patterson

Fall 2024

Name
Zak Dahlheimer
Ranata Hughes
Chandra Lanier
Patricia McEnulty
Glyndell Presley
Fadia Patterson
Deborah Thigpen

Spring 2025 (Unconfirmed)

Name
Zak Dahlheimer
Ranata Hughes
Chandra Lanier
Patricia McEnulty
Glyndell Presley
Fadia Patterson

2. Describe the history of the unit in no more than 500 words.

Florida A&M University introduced its first journalism curriculum in 1974, developed by English professors Thelma Gorham, Dana Preu, Annette Thorpe, and Bernice Reeves. The Department of Journalism was established later, led by Robert M. Ruggles. The first class graduated with a Bachelor of Science in journalism in 1978.

In 1982, FAMU became the first historically black university to receive national accreditation in journalism from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). ACEJMC President Don Carter praised the high quality of students, faculty, and administrative support.

The School of Journalism, Media and Graphic Arts was founded the same year, with Ruggles as dean and James E. Hawkins as division director. It was renamed the School of Journalism & Graphic Communication (SJGC) in 2002, and in 2005, it moved to a new building featuring TV studios, a radio station, and smart classrooms. WANM 90.5 FM, the campus radio station, began broadcasting in 1976 and operates 24/7 at 1600 watts.

Recognized by The Princeton Review, WANM is one of the top college radio stations. FAMU TV-20 launched its first live student broadcast in 2007, serving four North Florida counties and airing various university events.

SJGC also houses The FAMUAN newspaper and Journey Magazine, both significant student publications. Since its inception, SJGC has maintained a standard of excellence in preparing students for careers in journalism, public relations, and graphic design. Students have received accolades from various organizations, including the Associated Press, the National Association of Black Journalists, and the Society of Professional Journalists. They have also secured internships and employment with renowned companies such as Disney, Microsoft, Amazon, JPMorgan Chase, CBS News, CNN, NBC Universal, ABC News, The New York Times, Politico, TEGNA, Gray Television, Wall Street Journal, Glamour, and 3M.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

Founded October 3, 1887, as the State Normal College for Colored Students, Florida Agricultural and Mechanical University (FAMU), commonly known as Florida A&M University, is a public, historically black university in Tallahassee, Florida. From its modest beginnings with two instructors and 15 students, to its designation in 1909 as Florida Agricultural and Mechanical College for Negroes (FAMC), to its elevation to university status in 1953, FAMU has evolved into a comprehensive 1890 land-grant, doctoral research university that has distinguished itself as a national leader in many areas. Today, FAMU is highly regarded as one of the nation's top historically black colleges and universities (HBCU) and is part of the 12-member State University System (SUS) of Florida. FAMU enrolls nearly 10,000 students from across the United States and more than 70 countries.

What distinguishes FAMU from other universities is its legacy of providing access to a high-quality, affordable education with programs and services that guide students toward successfully achieving their dreams. As the nation's highest ranked public HBCU for the sixth consecutive year, and amongst the SUS leaders in providing access for first-generation and low-income students, FAMU remains focused on addressing the critical needs of Florida's citizens and the nation. FAMU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The University's Boldly Striking 2022-2027 Strategic Plan highlights five strategic priorities: Student Success, Academic Excellence, Leverage the Brand, Long-Term Fiscal Health and Sustainability, and Organizational Effectiveness and Transformation. The plan's goals and budgetary considerations are focused on promoting a sense of excellence, innovation, and transformation throughout the institution. FAMU's strategies aim to enhance the quality of the student educational experience, elevate performance against internal and external metrics, foster faculty excellence, and position FAMU to become a Carnegie classified R1 research institution.

The School of Journalism & Graphic Communication (SJGC) encompasses two divisions: Journalism and Graphic Communication. The Journalism Division provides instruction in digital, broadcast, and print journalism, as well as public relations.

Meanwhile, the Graphic Communication Division focuses on contemporary graphic design education.

In Fall 2024, the Division of Journalism had 212 students, while the Division of Graphic Communication had 132 majors. Additionally, 137 students were enrolled as Pre-Journalism majors. The Journalism division is supported by 13 full-time faculty members (including the dean and associate dean), and the Graphic Communication division by four full-time faculty members.

To complete their degrees, students in journalism, public relations, and graphic design are required to take courses across both divisions, ensuring a well-rounded and interdisciplinary education. Journalism and PR students enroll in two courses within the Graphic Design curriculum: Basic Computer Operations and Basic Design Principles. These courses are instructed by faculty in the Graphic Communication Division. Graphic Design students take Language Skills for Media Professionals, Introduction to Mass Media, Multimedia Oral Engagement, and Communication Law & Ethics, which are taught by the Division of Journalism faculty.

The strategic priorities and goals of the academic unit closely align with the University's strategic plan. In Fall 2021, FAMU named Mira Lowe the dean of SJGC. Since her appointment, the School has focused on building a culture of stability, collegiality, accountability, and inspiration. SJGC's core values – collaboration, creativity, innovation, and professionalism – are central to the School's operations and performance.

SJGC's overarching strategic priorities:

1. Strive to make our program a desired choice for students interested in becoming communication professionals and scholars, and to strengthen their readiness and competitive standing in the workforce. Priority One for SJGC is aligned to the University's **Strategic Priority 1: Student Success**. FAMU aims to position itself as an institution of choice for talented students by enhancing the quality of the student educational experience and optimizing academic programs. SJGC seeks to do the same by ensuring that it attracts a pool of high-quality students with writing and oral presentation skills to deliver quality broadcast, digital and public relations content to diverse audiences.
2. Heighten our reputation for academic excellence and scholarship by establishing authority in distinct research, raising the profile of our faculty and developing our staff. This corresponds with **Strategic Priority 2: Academic Excellence** for the University as it focuses on fostering faculty excellence, elevating performance against internal and external metrics, and positioning itself to become a Carnegie classified R1 research institution. SJGC also has a dedication to enhance the footprint of creative scholarship and research productivity for its faculty.
3. Extend our reach and impact by promoting the brand, communicating achievements, increasing global recognition and interdisciplinary research. This is in line with **Strategic Priority 3: Leverage the Brand**. The plan emphasizes promoting FAMU's achievements, increasing global recognition, and encouraging interdisciplinary research to enhance the University's reputation. SJGC actively champions the success of its faculty, students, and alumni across various

platforms; raises awareness of the program via engagement events; and builds partnerships with academic institutions and organizations.

4. Build operational, fundraising and recruitment capacities to support and sustain our strategic priorities and assure longevity of our program. This aligns with **Strategic Priority 4: Long-Term Fiscal Health and Sustainability**. FAMU aims to implement a planning and budgeting process that secures and allocates funding, ensuring the University’s financial health and sustainability. SJGC aims to strengthen capacity through strategic hiring, collaborations, and cultivation of financial support.
5. Foster a flourishing culture of collaboration, creativity, innovation, and professionalism at SJGC. We look to serve our stakeholders with excellence, implement high-quality internal processes and elevate the overall performance of our program. This lines up with FAMU’s **Strategic Priority: Organizational Effectiveness and Transformation** that concentrates on optimizing the effectiveness of operations through enhancement of processes and innovation.

Budgetary and Allocation Processes at Florida A&M University

The Board of Governors (BOG) allocates State University System (SUS) funds to each university. The President sets distribution guidelines, and the Chief Financial Officer (CFO) with the Budget Office distributes resources to divisions, including Academic Affairs. Deans and Department Heads consult with the Provost and Vice Presidents to allocate resources to schools, colleges, and departments per the President’s guidelines. The CFO reviews these distributions and recommends budgets for the President's approval, which are then submitted to the Board of Trustees for final approval.

FAMU employs nearly 1,800 staff, including around 700 faculty members. With an annual budget of approximately \$12.5 million from the State of Florida, about 75-80% goes to academic units for salaries and personnel.

Budget for the School of Journalism and Graphic Communication (SJGC)

SJGC receives funding for faculty salaries, other personnel services, expenses, and operating capital outlay from the Division of Academic Affairs. The recent budget was \$3,518,427, comparable to the School of Architecture and Engineering Technology (SAET) and the School of the Environment. SAET offers four undergraduate and one graduate program, with three accredited. The School of the Environment has two undergraduate and two graduate programs. SJGC offers three undergraduate programs. The table below shows the budget for all three schools.

Year	SJGC	Architecture	Environment
2017-2018	\$2,475,206	\$3,353,044	\$1,856,028
2018-2019	\$2,682,331	\$3,527,361	\$1,869,081
2019-2020	\$3,006,936	\$3,749,328	\$2,025,588
2020-2021	\$3,167,289	\$3,951,312	\$2,338,428
2021-2022	\$2,876,708	\$3,702,453	\$1,785,778

2022-2023	\$2,944,461	\$3,737,667	\$1,817,539
2023-2024	\$3,616,434	\$3,908,531	\$1,972,764
2024-2025	\$3,518,427	\$3,639,435	\$2,447,848

In the budgeting process, SJGC considers Performance Based Funding (PBF) metrics focusing on:

- Expanding professional development (Metrics 1: Graduates Employed/Continuing Education; 2: Median Wages of Full-time Employed Graduates).
- Enhancing academic and student support services (Metrics 4: Four-Year Graduation Rate; 5: 2nd Year Retention with GPA Above 2.0).

SJGC funds also hire and retain faculty/staff, update curriculum/instructional needs, upgrade equipment/software, manage facilities, and offer digital services. Additional financial support comes from fundraising, PBF dollars for student success initiatives, and Title III funding for technology.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

SJGC’s mission statement adopted in 2017 was modified in 2023 to reflect the School’s pedagogical emphasis on active learning and experiential experiences that provide real-world, skills-building opportunities to students. These experiences prepare SJGC scholars to be confident, multi-platform communicators in an ever-evolving media marketplace.

To ensure that the programs in journalism and public relations continue to meet industry and students’ needs, updates have been made in: (1) Curriculum, (2) Student Services, (3) Academic Excellence, (4) and Student Success. No changes have occurred to the overall goals of the unit.

Curriculum Changes (2020-2022)

Faculty recognized the need to update the curriculum to enhance student learning outcomes, eliminate redundancies, and better prepare students for the competitive journalism and media industry. The new and revised courses include:

- **Multimedia Oral Engagement:** This new class aims to increase students’ oral communication media skills and engagement competency for today’s professional media marketplace and employment.
- **Social media & Data Analytics:** This new class seeks to enhance the public relations, internship, and employability skills for students in a fast-growing area in media.
- **Entrepreneurship, Leadership & Innovation:** This new class prepares students to pursue media entrepreneurship, leadership, and innovation by learning about leadership principles, launching their own business, building digital media products, or developing content strategy.

- **International Issues & The Media:** The aim of this new course is to increase students' critical thinking and global awareness of international issues and the media while increasing their ability to be thought leaders.
- **Use of Information Resources:** The credit hours for this course were changed from two to three credits to increase the instruction needed to help students learn digital and information tools used daily by journalism and public relations practitioners.
- **Visual Storytelling:** The purpose of this new class is to give students in-depth understanding and skills required to tell compelling stories which emphasize visual modalities.
- **Capital Bureau:** Formerly Public Affairs Reporting, this class focuses on local and statehouse reporting in multimedia formats.
- **Public Relations Agency:** In this class, students learn how to create comprehensive campaigns for clients using research-based strategies to meet the clients' goals and objectives.

Writing Lab Establishment (2022-2023)

Establishing a writing lab (The Writer's Block) is crucial to help students develop strong writing skills, which are essential for success in journalism and public relations. As part of its plan to increase student success and performance in the classroom, the academic unit received University funding to support the development of a writing lab. With the funding, the Division of Journalism then worked with the campus facilities team to convert unused space into a functional lab for in-person tutoring, seminars, and writing/editing stations. The lab became operational in Spring 2023, with faculty providing coaching on course assignments, resumes, cover letters, and Capstone portfolios.

Credit Hour Adjustment (Fall 2024)

The FAMU Board of Trustees approved reducing the required credit hours for the Bachelor of Science degrees in journalism and public relations from 125 to 120, aligning with other Florida SUS institutions and in an effort to increase graduation and retention rates.

Student Services

In Spring 2023, the University introduced a new advisement model, drawing on best practices from the NACADA (National Academic Advising Association) and our State University System peers. This initiative significantly enhanced the support structure for our journalism and public relations students. At the unit level, SJGC was bolstered by two new advisers, complementing the existing Academic Programs Coordinator. With this new team in place, the unit implemented academic success workshops, academic advising program guides, graduation checklists, and SJGC Connect, a new booking system for advisement appointments.

The Academic Success Workshops provide students with essential skills and strategies to excel in their studies. The academic advising program guides and graduation checklists provide advisors with consistent mechanisms to ensure students understand the resources and support available to them as well as adequately track their progress towards graduation, ensuring they meet all necessary requirements. SJGC Connect has been helpful in streamlining the process of scheduling advisement appointments,

making it easier for students to access the support they need. These enhancements have collectively contributed to the improved academic performance and success of our journalism and public relations graduates, ensuring they are well-prepared for their professional careers.

Academic Excellence

The unit celebrated the promotion and tenure of three journalism and public relations faculty in 2022-2023 and 2023-2024. One journalism associate professor (Dr. Jeffrey Wilkinson) received tenure and was promoted to full professor; one journalism assistant professor (Dr. Leah Hunter) received tenure and was promoted to associate professor; and another public relations assistant professor (Dr. Hsuan Huang) received tenure and was promoted to associate professor. The journalism division faculty have also been recognized locally and nationally for their scholarship and creative works. A professor (Kenneth Jones) released his third independent movie *My Music*, which shines a light on caregiving challenges and Alzheimer's. It first debuted to wide audiences at the 2019 Sedona Film Festival and was shown locally at the CMX Cinemas in 2021. An associate professor (Dr. Valerie White) was selected for the inaugural cohort of the Solutions Journalism HBCU/Black Press Academy + Lede Fellowship in 2023. This cohort of educators from HBCUs and newsroom leaders from the Black Press spent a year learning how to incorporate solutions journalism into their curricula and media operations. In 2024, an associate dean (Dr. Felicia McGhee), who is a board member of ASJMC (Association of Schools of Journalism and Mass Communication), was elected to the ACEJMC Accrediting Council.

As shown above, SJGC faculty are actively involved in various regional, national, and international professional activities, providing academic service to the field. Other examples of faculty excellence include displays of leadership within external organizations. For example, a faculty member (Jeffrey Wilkinson) holds a leadership position in the International Division of the Broadcast Education Association and is also on the editorial board for the *Journal of Radio and Audio Media* (JRAM).

SJGC faculty are also engaged in community and collaborative partnerships with other disciplines. A SJGC professor (Jeffrey Wilkinson) is the primary faculty facilitator for a community entrepreneurship program funded by the National Institutes of Health (NIH) Path to Excellence and Innovation (PEI), offered through the FAMU Innovation Center. After one and half years, the program has successfully launched approximately two dozen individuals into the local community entrepreneurial ecosystem.

In 2023-2024, another professor (Kenneth Jones) collaborated with the College of Social Sciences, Arts and Humanities, on *The FAMU Stories of Inspiration (SOI)*, a grant video project to produce inspirational biographical stories that, along with instructional materials, will be used by the Florida Department of Education for instruction in Florida K-12 schools.

Student Success

Thanks to a \$1 million, multi-year grant from The Walt Disney Company, the academic unit established the Disney Storytellers Fund at FAMU in 2022. The grant is part of the

Disney Future Storytellers program, an initiative aimed at increasing access to careers in storytelling and innovation for individuals from historically underrepresented or marginalized communities. The donation to SJGC provides selected students with tuition and housing scholarships, a stipend, specialized programming, mentoring, leadership development, and internship opportunities. Since receiving the grant, 28 students have interned in various departments at ABC News in New York City and other Disney properties during the summer, sharpening their writing, research, and production skills.

Link for [Disney Storytellers Fund](#)

The academic unit also became a new academic partner with NBCU Academy, the NBCU News Group's multi-platform journalism training and development program and received a \$175,000 grant for direct student and course support. The funding enhanced the unit's capacity to help students with tuition, housing, books/materials as well as cover technology needs for courses such as the Capital Bureau, which focuses on statehouse reporting and local news.

Link for [NBCU Academy Grant](#)

In 2022, the dean launched the SJGC Assistance Program to help students with financial hardship stay in school. SJGC has awarded \$258,764 to date.

Link for [SJGC Assistance Program](#)

During the reporting period, SJGC students received regional and national recognition for their work. Among their awards: a regional and national Edward R. Murrow Award from the Radio Television Digital News Association (RTDNA) for a collaboration with the University of Florida. The winning project, UFXFAMU1963: Reporting from the U.S. Civil Rights Trail, won for Excellence in Diversity, Equity and Inclusion.

Other examples of student excellence included honors from the Florida Association of Broadcast Journalists and the Intercollegiate Broadcasting System (IBS). For the 2024-2025 academic year, the unit's student-run radio station, WANM-FM, was named a finalist in the Best College/University Station (Under 10,000 Students) category and Best Spot News category in the IBS 2024-25 College Media Awards competition. Winners will be announced in March 2025 in New York City.

Link for [Edward R. Murrow Award](#)

SJGC students won first place and a \$40,000 grant in the 2024 Coca-Cola HBCU Sports Production Grant Competition for their documentary about the late Pro Football Hall of Famer and FAMU graduate Ken Riley and his impact on the sport. Students also won this production competition in 2023.

Link for [Coca-Cola HBCU Sports Production Grant](#)

During the 2023-2024 academic year, student leaders of The FAMUAN were successful in receiving a \$12,000 award from Howard University's Center for Journalism and Democracy through its inaugural Newsroom Innovation Challenge. The funding will support the development of a news app and members of the newsroom staff.

Link for [Howard University Newsroom Innovation Challenge Grant](#)

Link for other [SJGC Student Awards from 2019-2024](#)

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The 2018 site team evaluating the unit found seven of nine standards in compliance and noted faculty, facilities, and alumni engagement as hallmarks of the program. However, two standards were deemed out of compliance, Standard 5. Scholarship and Standard 9. Assessment, citing underperforming faculty scholarship and incomplete and inconsistent execution of assessment. The site team also identified two other concerns: student-teacher ratio in skills courses and unsettled leadership at the campus and unit levels.

The unit was put on provisional status and agreed to seek re-accreditation again in two years.

Link for [2019-2020 Revisit](#)

Actions Taken

Standard 5. Scholarship: Research, Creative and Professional Activities

The unit reinforced its Tenure and Promotion guidelines for tenure-track professors, and recruited and hired two research-driven tenure-track faculty, one at the assistant professor rank and one at the associate professor rank, both with Ph.Ds. Other actions included establishing a 3/3 teaching load to support research productivity; providing funding for faculty development and research; and promoting the research efforts of faculty to internal and external stakeholders. These deliberate steps helped to foster faculty research and creative productivity.

Standard 9. Assessment of Learning Outcomes

Working closely with the Office of University Assessment and the Office of Academic Program Quality, the unit developed consistent and useful assessment processes to evaluate student learning outcomes that utilized both direct and indirect measures. Direct measures included pre-post-tests, rubric-based criteria, targeted assignments, exams, and capstone projects. Indirect measures included student surveys and evaluations. A renewed commitment to assessment resulted in more intentional

discussions at division and all-school meetings; training sessions and routine course reviews; and coordinated efforts led by the SJGC Assessment Committee Chair (Dr. Leah Hunter).

During their 2020 revisit, the site team noted in its report that the unit had made steady progress in addressing Standards 5 and 9, in addition to controlling enrollment in professional classes by adding new faculty and managing offerings more effectively. All skills classes in journalism and public relations were in compliance by Spring 2020. The site team reported that the unit's interim leadership appeared more anchored compared to the full visit in 2018. The site team recommended reaccreditation. Upon review of the actions taken, both the accrediting committee and accrediting council voted for full accreditation.

From 2018-2024, the unit has seen continual progress in the number of peer-reviewed publications or comparable scholarship activity, number of external conference presentations and in the percent of full-time faculty with at least one creative project or activity.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students, and others. Describe the strengths and weaknesses of the program discovered during the self-study process, and describe any changes undertaken or planned as a result.

The Process

Faculty teams of two were created and assigned at least one standard. Staff were also engaged in the collection of data respective to their areas. This method has been used in several previous self-studies. There were checkpoints during the semester to determine the progress of each team. The strength of this model is that everyone is involved in the process.

- A shared drive was created for faculty to upload data for the standards and to view documents.
- Accreditation and self-study updates were given at all-school meetings, division meetings, leadership meetings, at the faculty and staff fall retreat and via email.
- Faculty and administrators attended ACEJMC's virtual accreditation workshops.
- A self-study retreat was dedicated solely to the reviewing and revising of standards.
- The University's Office of Program Quality and Division of Strategic Planning, Analysis, and Institutional Effectiveness provided guidance and support during the process.

The self-study provided the unit the greatest opportunity to reflect and assess the School's progression since its last self-study in 2017. During the review, the unit identified growth opportunities and areas for improvement.

The unit experienced an increase in faculty research and creative works with the hiring of scholars and more investment in their scholarship to travel, make presentations, obtain technology etc. Since 2018, the unit has seen notable growth in the annual number of peer-reviewed publications and the number of external conference

presentations. Building a culture of research at the unit also included encouraging scholarship at the undergraduate level in classes by focusing on research methodologies and projects.

In its evaluation, the unit noted an expansion of its employer network, generating more internships and jobs for students. From 2018-2023, the SJGC Office of Career Success (OCS) hosted several professional development and career events throughout each year for SJGC majors. The number of engagement opportunities increased significantly, from three events in 2018 to 28 in 2022 and 25 in 2023. A signature event for SJGC is its annual Fall Student Career Fair held during Homecoming Week in October. The fair draws 20-30 recruiters from across the state and country to meet and interview prospective interns and employees.

Keeping pace with innovation and industry standards is a high priority of the unit. During the self-study year, SJGC was able to better chronicle its technology, facility upgrades and forecast its future needs. The unit has obtained more than \$1 million in new technology for classrooms, studios, and student media since the site team revisited in 2020. A major investment of \$775,000 from the Title III Office in 2023 supported the upgrade of equipment in the unit's TV and radio stations; the addition of several TV hand-held cameras for reporting in the field; and the capacity to broadcast live while on location.

The self-study also allowed the unit to pinpoint stress points and re-evaluate processes and practices. Areas for improvement include:

- Increasing enrollment, especially due to the steady decline over the past six years. In Fall 2019, enrollment was 406 students, down from a peak of 499 in Fall 2015. Most recently, the number has dropped to 349 across journalism, public relations, and pre-majors. Consequently, the School is hiring a full-time recruiter to address this challenge.
- Revamping a legacy committee structure. For its size and capacity, the unit has too many SJGC committees resulting in heavy service loads and inconsistent productivity. The unit streamlined the committee structure in 2024 to uphold faculty governance.
- Needing more online courses/sections and institutional support to expand the availability of courses for the academic progression of students. Expanding the online curriculum would also bolster student retention and recruitment of instructors. To jumpstart this effort, the unit is offering stipends to faculty for online course development for 2025.
- More funding for hiring full-time research faculty, instructors, and support staff to meet growing instructional needs, student progression and aspirations of the program. Salary compression and compensation challenges affect the unit's ability to attract and retain high-quality faculty and staff. SJGC is actively collaborating with the University administration to address these concerns.
- Succession planning for faculty. Starting in Spring 2024, the unit began seeing the retirement of its most senior and tenured faculty members, a trend expected to continue over the next 2-3 years. To ensure continuity in instruction and research, and to preserve the invaluable institutional knowledge of these long-serving scholars, a comprehensive succession plan is required.

- Creation of an accreditation taskforce. This committee will be charged to identify issues associated with the accreditation process, engage discussion with faculty, staff, and administrators, and propose strategies to strengthen re-accreditation. It will assist in the planning for future self-studies and site visits.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

[About the SJGC](#)

[Mission, Vision, Values](#)

[SJGC Strategic Plan \(2022-2027\)](#)

[About Journalism, Broadcast Journalism, B.S. Major](#)

[About Public Relations, B.S. Major](#)

[SJGC Curriculum Guide - Public Relations \(Fall 2024\)](#)

[SJGC Curriculum Guide - Journalism \(Fall 2024\)](#)

[SJGC Graduation Checklist](#)

[SJGC Resources](#)

[SJGC Faculty Directory](#)

[SJGC Staff Directory](#)

Part II, Standard 1. Mission, Governance and Administration



Dean Mira Lowe speaks at the 2022 Grads Are Back Colloquium for the SJGC 40th anniversary celebration.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) at Florida A&M University is a nationally top-ranked HBCU journalism and mass communications program. In 1982, it became the first program of its kind at a historically black university to receive national accreditation. The School of Journalism & Graphic Communication offers the following Bachelor of Science degrees: (1) Broadcast Journalism; (2) Public Relations; and (3) Graphic Design. Of the three programs, Broadcast Journalism and Public Relations are accredited by ACEJMC and are therefore included in this review. The Journalism program is guided by the mission and strategic plan of the University, which coincides with the strategic initiatives of SJGC. Administrators, faculty, and staff work together to promote academic success and student achievement. Faculty regularly participate and provide feedback. Faculty meet via Zoom at least once a month to discuss issues and developments. Other business is handled via email.

The School of Journalism & Graphic Communication's strategic plan is developed every five years and is aligned with the University's strategic plan, **Boldly Striking**. Both plans expand from 2022-2027. Similar to the University's development, SJGC engages administrators, faculty, staff, and students in its development of the strategic plan to identify goals, metrics to measure the goals, and a timeline. Both plans focus on five strategic priorities: **Student Success, Academic Excellence, Leverage the Brand, Long-Term Fiscal Health and Sustainability, and Organizational Effectiveness and Transformation**. By aligning the unit's goals with the University's, SJGC is able to allocate resources effectively and work synergistically with other units. This alignment

also strengthens FAMU's branding and performance as it strives to move from Carnegie R2 to R1 status. In consultation with faculty and staff, the dean produced the 2022-2027 SJGC Strategic Plan. The plan's strategic priorities are the key performance indicators to assess whether an academic enterprise is competitive in the global education market. The dean's office tracks the trends in national recruitment and retention of students in journalism and public relations and assesses how well our program conforms to those trendlines and whether we are above, at, or below the mean. Having qualified faculty to implement the curriculum and establish the program as a leader in research and creative scholarship is another way to measure the strength of the SJGC brand. Student evaluation of faculty and annual reports on scholarship help the dean's office identify strengths and areas of improvement. By combining these academic KPIs, SJGC will successfully prepare students for leadership roles in media and communication as it builds its reputation and those of its faculty.

1. Provide the web link to the unit's mission statement.

Link for [SJGC Mission Statement](#)

SJGC Mission Statement: We prepare students to be confident, multi-platform communicators for an evolving media marketplace, with a pedagogical emphasis on active learning and experiential experiences.

SJGC Vision Statement: We will be globally recognized as a premier school that produces students with the knowledge, skills, and experience to excel in the digital and traditional aspects of journalism, public relations, and graphic design.

Core Values: Collaboration, Creativity, Innovation, Professionalism

2. Describe the administrative structure of the unit, including to whom the unit administrator reports within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The administrative structure of the School of Journalism & Graphic Communication is comprised of two divisions with three majors: (1) Broadcast Journalism, (2) Graphic Design, and (3) Public Relations. The programs in Journalism and Public Relations are under the auspices of a division director since they are both accredited by ACEJMC and Graphic Communication is served by a different division director. Both directors are appointed by the dean of the school and hold 12-month appointments. There is a coordinator for Broadcast Journalism. The criteria and terms of the coordinator appointment are determined in consultation with the division director.

Academic Administrators

Broadcast Journalism Coordinator: Kenneth Jones

The broadcast journalism sequence is led by Professor Kenneth Jones, who reports to Division Director William Jiles. The broadcast journalism sequence coordinator fulfills several service roles for the unit and the University. The sequence coordinator typically

teaches two or three courses per semester and oversees *J-School Journals*, a bi-annual event showcasing student documentaries.

Journalism Division Director: William Jiles

The director of the Division of Journalism reports to the dean and associate dean. Professor Jiles is a long-serving faculty member with experience in broadcast journalism, communications, and entrepreneurship. He was appointed division director in August 2019. The director typically teaches two courses per semester but may take on overloads as needed. The journalism director supervises class assignments and resolves issues related to the curriculum. The director handles all day-to-day management tasks and responsibilities, including oversight of scheduling, faculty teaching loads, and unit emergencies. The director serves on several committees and oversees SJGC student organizations and media. Professor Jiles reports to the associate dean on curricular, student and faculty issues and related tasks, and the dean for personnel, workload, and other matters.

Associate Dean: Felicia McGhee-Hilt

The associate dean of the School of Journalism & Graphic Communication oversees curricular administration. Dr. McGhee has been the associate dean since July 2023. Before that, she was the department head at her previous institution for five years. She is the instructor of record for the 1-credit Capstone Colloquium (MMC 4922) and coordinates internal management processes and provides leadership for the advising staff, directors of the Journalism-Public Relations and Graphic Communication programs, and oversees school-wide initiatives involving faculty and students.

Associate Dean: Elaine Bryant

The associate dean for administrative and fiscal affairs oversees budget and facilities management. Dr. Bryant has been the associate dean since July 2024. Dr. Bryant works with administrative units inside and outside the unit. She oversees aspects of the budget regarding personnel, equipment, events, and facilities for SJGC.

Dean: Mira Lowe

The dean is the chief academic officer for the school, providing oversight and leadership for the School of Journalism & Graphic Communication. Dean Lowe has held the position since October 2021. The dean is responsible for the overall budget, fundraising and strengthening relationships with constituents. The dean works closely with the Board of Visitors comprised of alumni and leaders who provide advice and guidance. The dean chairs the All-School Colloquium held once in the Fall semester and once in the Spring. The dean consults with and seeks the advice of appropriate faculty committees on educational policy and school governance. The dean reports to the University provost, Dr. Allyson Watson, who is the chief academic officer of the institution and reports to Interim President Dr. Timothy Beard. Dr. Beard was appointed in July 2024 and reports directly to the Board of Trustees, which is the governing body that oversees the University. The BOT is appointed by the governor and the legislative delegation.

The following positions are school-level support staff that report to the dean, the associate dean, and the director.

Administrative Services Coordinator, Genevieve Jean. Provides executive administrative support to the entire school, including the dean, associate deans, director, faculty, staff, and students. She manages and coordinates documentation and paperwork regarding evaluations, expenditures, procurement activities, faculty, and student travel, and serves as the case manager for school tenure and promotion applications.

Academic Programs Coordinator, John Tornes. Oversees undergraduate advisement at the school and reports to the associate dean. He has a staff of two who handle many of the day-to-day advising tasks. Tornes assists with the retention and recruitment of undergraduate students and works closely with the associate dean and the directors.

Computer Applications Coordinator, Christian Whitaker. Coordinates all the IT equipment and needs of SJGC, including computer labs, studios, faculty, and staff computing needs. He manages a team of three, one full-time employee and two part-time workers who assist with facility maintenance and IT upkeep. He also oversees the digital communication team responsible for the creation and sharing content on SJGC social media channels, websites and in newsletters.

TV 20 Station Manager, Edward Thomas. Oversees the TV studio facilities and services, including the equipment and lighting, field equipment checkout, and student training as needed. Mr. Thomas manages the production of FAMU News 20 at Five broadcasts and campus programming. He has one employee to assist with studio maintenance and upkeep.

Radio Station Manager and Recruitment Representative, Terrence Ward. Oversees WANM-90.5 FM, the SJGC radio station. Mr. Ward also spends time as the SJGC recruiter and travels regularly to events around Florida and South Georgia.

Internship and Job Placement Coordinator, Ranata Hughes. Manages SJGC's career services, works with potential employers, and coordinates student internships.

Administrative Support/Office Managers, Tiffanie Burt and Artency Jean. Provide general administrative support and coordination between faculty, staff, and administration. Ms. Jean assists with course scheduling for the unit. Ms. Burt and Ms. Jean are frontline staff who are typically the first contact with students, alumni, and visitors. They assist all college events and help with planning.

3. Describe the unit's process for strategic or long-range planning. Provide the web link to the unit's strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit. Describe who has responsibility for updating the plan and the process for monitoring its effectiveness in driving progress.

The unit has matched its strategic plan to the University's strategic plan. The groundwork for the strategic plan began at the all-school retreat in August 2022. Facilitated by a higher ed executive and researcher, the faculty and staff did a SWOT analysis, focusing on what SJGC does well, what SJGC does uniquely, and how we implement and measure what we do. Based on the input and insights from faculty, staff, students and alumni in subsequent meetings and discussions, coupled with institutional data, a plan was developed, and it was approved by the faculty during the 2023-2024 academic year.

The timeline is as follows:

- August 2022: Initial discussion & SWOT
- August 2023: Strategic goal setting, planning, establishing values
- October 2023: First draft review
- January 2024: University review
- February 2024: Second review
- March 2024: Approved by faculty vote

The plan was formally adopted in Spring 2024. The specific goals articulated in the SJGC plan provide direction for the unit to decide how best to attain them. For example, having concrete targets to work toward regarding student recruitment and retention helps faculty and staff work together toward a common goal of maximizing student success. SJGC has identified resources dedicated to student academic performance, such as creating a writing lab.

Link for [SJGC Strategic Plan](#)

The SJGC strategic plan mirrors the University's strategic plan and relies on the foundational core values of Accountability, Inclusion, Innovation, and Integrity. The SJGC extends the FAMU vision and mission statements by articulating complementary core values of Collaboration, Creativity, Innovation, and Professionalism, followed by SJGC strengths, opportunities, and threats. These provide the foundation for articulating five primary areas where the faculty and administration can channel resources to maximize success. Each area then offers specific targeted goals and suggestions for how they can be reached. The plan denotes the role of faculty, staff, and administration to maximize (1) student success, (2) academic success, (3) leveraging the brand, (4) long-term fiscal health and responsibility, and (5) organizational effectiveness and transformation.

Link for [SJGC Key Performance Indicators](#)

Key performance indicators are posted on the website. The KPIs provide a vivid visual snapshot of how SJGC has performed across several years in the areas of Customer service/Student satisfaction, FTIC (First Time In College) four-year graduation rates, FTIC six-year graduation rates, second-year retention rates, academic progress rates (second year retention with GPA above 2.0), undergraduate headcount enrollment, new FTIC enrollment, undergraduate degrees awarded to FCS (Florida College System) transfers with AA degrees, undergraduate degrees awarded, and undergraduate degrees awarded to FCS transfers with AA degrees.

The 2022-2027 strategic plan identifies five specific areas of strategic priority to set the direction of the School and help it focus efforts to reach those goals. The following are the five priorities and three specific action goals which were identified.

The five strategic priorities, from 2022-2027:

Priority 1: Student Success:

- Increase student enrollment by 20%
- Increase student graduation rate by 20%
- After graduating, increase the percentage of graduates landing either full-time employment or enrolling in graduate programs within one-year

Priority 2: Academic Success:

- Establish a “Research Circle” so faculty can encourage each other and help each other apply for internal and external research grants
- Recruit and retain exceptional faculty and staff by rewarding productivity
- Ensure curriculum stays relevant and aligns with the needs of the media workforce

Priority 3: Leverage the Brand:

- Raise the profile of SJGC and stakeholders
- Advance global visibility and recognition of SJGC programs, initiatives, and expertise
- Increase interdisciplinary and collaborative research opportunities

Priority 4: Long-Term Fiscal Health Sustainability

- Invest in infrastructure, support technology advancement and innovation

Priority 5: Organizational Effectiveness and Transformation

- Foster a culture of high-performing students, faculty, and staff
- Build a culture of strategic implementation and accountability

Action to be taken: To address and actively work toward attaining those goals over the next 12 months (AY 2024-2025), the Division of Journalism has identified three specific short-term goals: (1) Successfully achieve reaccreditation for the Division, (2) Increase fundraising activities through the Board of Visitors and alumni, and (3) Increase the visibility of the School and the Division.

4. Provide the web link to where the unit publishes its most recent retention and graduation data.

Link for the [June 2023 Retention Report](#)

Link for the [June 2023 Graduation Report](#)

- 5. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks, or other documents specifying policies, procedures, and the roles of faculty and students in governance and in the development of educational policy and curriculum.**

Role of Faculty and Students in Governance

The unit follows the policies and procedures of the University for faculty governance. The Faculty Handbook and the Collective Bargaining Agreement provide information about the roles and responsibilities of faculty. FAMU's Faculty Senate plays a significant role in the University's governance, allowing faculty participation in decisions relating to academic standards and policies. SJGC consistently has representation in the Senate, including SJGC Associate Professor Bettye Grable, PhD, who served five years as FAMU Faculty Senate President and Member of the FAMU Board of Trustees.

The FAMU policy manuals are posted online, including the Faculty Handbook, Collective Bargaining Agreement and Faculty Senate Bylaws.

Link for [Faculty Senate Bylaws](#)

Link for [Other Faculty Resources](#)

There are several committees in place to facilitate faculty governance at SJGC. The specific charges of each committee are updated on an ad-hoc basis. Specific criteria may be changed or altered within that specific committee and reported at a regular faculty meeting.

Each year, the dean and director compile a list of faculty committees to manage various tasks and release it to the faculty in early Fall. Committee chairs are appointed by the dean or the director. Some committees rotate members and others may rotate chairs. Each committee has a written charge to guide members on meetings and accomplishing tasks. Some committees have prescribed membership (tenure and promotion committee). Chairs are often re-appointed. Some committees may also have student members. Faculty and administrator searches also have student representatives. Recently, a student council was formed by the dean's office. This will enable students to have more input in the various areas articulated in the strategic plan.

Development of Educational Policy and Curriculum

The SJGC Curriculum Committee has the authority to oversee the curriculum. The committee makes final decisions on curriculum matters and informs the faculty of their resolutions in a timely matter. After evaluating requests for new classes, special topics courses, and other changes, the committee shares their decisions during regular faculty meetings. They may also direct faculty to implement specific course adjustments as needed. Additionally, the committee arranges for industry professionals, often alumni, to assist faculty in course development. Faculty members are welcome to address questions to the committee chair during faculty meetings, time permitting.

The curriculum committee leads the unit's initiatives to maintain and update the curricula across various degree programs. They convene regularly and inform the faculty of their decisions, as necessary.

All full-time faculty (tenure-track, instructor-track, and visiting faculty) are voting members for matters before the faculty. The exception is for tenure and promotion criteria, issues, and decisions, with voting on those matters limited to members of the T&P committee. The votes are anonymous and comply with university T&P processes.

Faculty play a central role in shared governance, particularly in the areas of tenure and promotion. They are primarily responsible for recommending candidates for tenure and promotion and evaluating their peers to determine eligibility.

The SJGC Tenure and Promotion Committee revised and adopted the unit's T&P guidelines in March 2024. The previous tenure and promotion guidelines had not been revised since 2005 and were updated as part of a university-wide initiative to update all colleges and school T&P policies. The tenure and promotion committee examined and matched the criteria for T&P with peer institutions and aspirational institutions while also ensuring expectations compared favorably with other units at FAMU. The full faculty discussed and adopted the revised T&P guidelines in April 2024.

Link for revised [SJGC Tenure and Promotion Guidelines](#)

6. How often did the faculty meet during the most recent academic year?

The SJGC journalism and public relations faculty meet monthly, typically on every third Friday. Specific dates in Fall 2024 were August 23, September 23, October 18, November 15. SJGC school-wide meetings were held quarterly, where the dean gives a status report of the School and University. In 2024, a full-day faculty retreat was held August 19, the week before classes started. To accommodate grade submission deadlines and faculty schedules, a second all-school meeting was held October 25.

Also in Fall 2024, the dean initiated "first faculty meetings" the first Friday of each month. The informal gatherings are to broaden communication and close the loop between faculty, staff, and administration regarding strategic initiatives and tactical efforts involving faculty and staff.

The SJGC journalism division meetings of the journalism and public relations faculty and staff met regularly, each month during the 2022-2023 and 2023-2024 academic year. Minutes are taken and distributed to faculty. Votes to accept the minutes are routinely conducted within one or two meetings afterward.

The meetings are primarily informational, with unit leaders, committee chairs, and student organization advisors providing updates. Occasionally, faculty members initiate discussion items that result in a vote. Individual faculty and staff also present informational reports and updates at each meeting. Since the meetings typically last around two hours (give or take 30 minutes), formal, in-depth discussions of school issues and policies are limited. Thus, motions and formal voting are rare.

7. List faculty committees and chairs. List ad-hoc committees in operation at the time of the self-study.

The SJGC committee structure combines faculty, staff, and administrators in varying configurations. Some non-curriculum committees are chaired by staff while other committees are chaired by faculty with staff assigned. The director, rather than being an ex-officio member of all committees, is a voting member on select committees. Some committee assignments alternate; others repeat indefinitely. Committee charges have in the past not been included. The 2024-2025 committee assignments included charges (see below).

SJGC Committees for 2024-2025 (distributed September 11, 2024)

Committee	Chair	Members	Description
Academic Conduct & Grievances	Bettye Grable	Douglas Blackburn, Clarence Fowler, Alicia Hope	Reviews cases on academic and non-academic issues, including conduct violations.
Assessment	Leah Hunter	Bettye Grable, Jeffrey Wilkinson, Stanley Johnson	Establishes processes for assessment, promotes continuous improvement.
Curriculum	Kenneth Jones (Fall 2024) / Jeffrey Wilkinson (Spring 2025)	William Jiles, Anosh Gill, Carlos Miranda, Alicia Hope, Stanley Johnson, Arionne Nettles, Maureen Tartaglione, Venise Toussaint	Reviews and recommends course/program changes, and policy related to academics.
External Student Awards	Kenneth Jones (Fall 2024) / Anosh Gill (Spring 2025)	Leah Hunter, Terrence Ward, Arionne Nettles	Reviews and submits student media projects for external awards.
Scholarships & Internal Student Awards	Arionne Nettles	Kenneth Jones, Doug Blackburn, Carlos Miranda, Maureen Tartaglione	Facilitates the selection and review process for scholarships and awards.
Research Committee	Jeffrey Wilkinson	Bettye Grable, Leah Hunter, Hsuan Huang, Anosh Gill	Promotes research activities, searches for funding, and reviews proposals.
Tenure & Promotion	Leah Hunter	Bettye Grable, Jeffrey Wilkinson, Hsuan Huang, Anosh Gill	Mentors and advises on tenure/promotion processes, reviews guidelines.

SJGC Committees for 2023-2024 (distributed October 30, 2023)

Committee	Chair	Members
Univ. Undergraduate Academic Appeals Committee	N/A	William Jiles
Academic Conduct & Grievances	Bettye Grable	Doug Blackburn, Kenneth Jones, Ranata Hughes
Assessment	Leah Hunter (JOU/PR), Alicia Hope (GRA)	Bettye Grable, Jeff Wilkinson, Valerie White, Stanly Jonson
Capstone Policy Review	Jeff Wilkinson	William Jiles, Deborah Thigpen, Kenneth Jones
Curriculum	Kenneth Jones (Fall 2024) / Jeffrey Wilkinson (Spring 2025)	William Jiles, Anosh Gill, Valerie White, Carlos Miranda, Alicia Hope, Ranata Hughes
External Student Awards	Kenneth Jones	Leah Hunter, Terrence Ward, Deborah Thigpen, Anosh Gill
Scholarships & Internal Student Awards	Valerie White	Kenneth Jones, Doug Black Kenneth Jones, Leah Hunter, Anosh Gill, Doug Blackburn, Hsuan Huang, Carlos Miranda
Univ. Recruitment Data Council / Admissions	William Jiles, Anosh Gill	Terrence Ward, Ranata Hughes, Christian Whitaker Alica Hope, Stanley Johnson, Carlos Miranda
Research Committee	Jeffrey Wilkinson	Bettye Grable, Leah Hunter, Hsuan Huang, Valerie White
Retention	Bettye Grable	William Jiles, Anosh Gill, Stanley Johnson
Tenure & Promotion	Jeffrey Wilkinson	Bettye Grable, Leah Hunter, Valerie White, Dr. Hsuan Huang
Technology	Christian Whitaker	Terrence Ward, Edward Thomas, Edward Lloyd, Kenneth Jones, Carlos Miranda

8. Describe the faculty's contributions to the administration and governance of the University.

The SJGC faculty are extensively involved in the administration and governance of the University. The SJGC has two elected representatives to the Faculty Senate of the University. Senators are elected every April in staggered, two-year terms. Representation includes both tenure-track and instructor-track faculty.

The following list details specific faculty responsibilities in university administration and governance from 2017-2023:

Betty Grable

Former Faculty Senate President and Former Member of the FAMU Board of Trustees (2014-2019)

Valerie White

Former Chair of University Academic Policy Committee (2012-2024)

Kenneth Jones

University Curriculum Committee Member (2018-present)

Leah Hunter

SJGC Faculty Senate Representative (2019-2021), International Laboratory Accreditation Committee, Tenure and Promotion Committee, Sabbatical Leave and Professional Development Leave Committee, Return to Work Task Force, Ad Hoc Committee on Administration and Faculty Collaboration

Douglas Blackburn

SJGC Faculty Senate Representative (2019-2021)

Hsuan Huang

SJGC Faculty Senate Representative (2021-2023), Institutional Research Award Committee, University Chief Financial Officer Search Committee, Sabbatical Leave and Professional Development Leave Committee

Jeffrey Wilkinson

SJGC Faculty Senate Representative (2021-2024), Faculty Development Advisory Committee

Mira Lowe

As Dean, Lowe has also contributed to university administration and governance with service of the following committees:

- FAMU Strategic Enrollment Program Communications Committee, 2024-2025
- FAMU Strategic Enrollment Program Steering Committee, 2024-2025
- FAMU Search Committee Chair, College of Agriculture & Food Sciences Dean, 2023-2024
- FAMU Post-Tenure Review Committee, 2023
- FAMU Search Committee, Vice President for Institutional Advancement, 2023
- FAMU Search Committee, School of Allied Health Sciences Dean, 2022-2023
- FAMU Ad Hoc Committee, Administration and Faculty Collaboration, 2022-2023

9. Describe the process for selecting, appointing, and evaluating unit administrators.

The process of selecting and appointing unit administrators is guided by Florida's Sunshine Law, found in [Chapter 286](#) of the Florida Statutes. Public university administrator searches are also governed by Fla. Stat. § 1001.741, affirming the power

of university presidents to arrange policies and procedures for recruitment and search decisions. Virtually all state and local collegial public bodies are covered by the open meetings requirements. All recruitments for director-level and above positions and faculty recruitments (not including adjunct, visiting positions, instructors, and lecturers) in the Division of Academic Affairs must be conducted under the Florida Sunshine Law. Librarians are considered faculty.

For more detail here is the link to the [University's Search and Screen process](#) that the unit follows.

The SJGC conducted a search for a new dean in 2020-2021. The provost assigned the dean of the College of Education to be the committee chair, and a search firm was hired to facilitate the search. Next, a committee was formed consisting of invited faculty, staff, students, and alumni. The position was advertised widely. Several candidates were interviewed via Zoom, and a finalist was selected. When those negotiations were unsuccessful, the search was re-opened during the summer of 2021. Two finalists were selected for final interviews, and the committee unanimously selected the candidate, who was then offered the position and negotiated terms and conditions with the provost. She assumed the role of dean in October 2021.

Searches were also conducted for associate deans in 2022-2023 and 2023-2024. While the dean conducts annual performance reviews of the support deans, there are regular check-ins on the priorities and goals for the academic year.

The division director is the front-line manager and serves in multiple roles. The director is the lead administrator and spokesperson for the faculty, staff, and students. The director has authority and responsibility for the delivery of the academic programs in accordance with departmental goals, school priorities and university strategic plans. The director manages the daily operations of the division and addresses the needs and concerns of various SJGC stakeholders. The dean appoints the division director either from among current members of the division or as a result of a national search. The term is a 12-month appointment, and the directors are evaluated annually by the dean.

Sequence coordinators are appointed in consultation with the dean and/or the director and evaluated annually. Professor Kenneth Jones currently serves as the journalism program coordinator. In April 2024, the faculty discussed the need for a public relations program coordinator to assist the division director with the marketing and recruiting for the PR major and supporting curriculum development and revisions for the PR program. This appointment will be addressed in 2025.

10. Describe the unit's process for timely and equitable resolution of complaints and concerns expressed by faculty, staff, or students.

SJGC actively responds to student complaints or concerns. The SJGC student success office and the director typically handle routine complaints and concerns by undergraduate students. If the dispute involves a grade or class assignment, the student is first advised to meet directly with the teacher of the class. If the issue cannot be resolved, the student typically will arrange to meet with either an advisor, the journalism director, or a dean. If the matter cannot be resolved, a student may be

advised to file a formal complaint with the university ombuds office. That complaint is then forwarded to the SJGC Academic Conduct & Grievances Committee.

Concerns of a more serious nature (which may involve certain conduct or behaviors by faculty, staff, or other students) may be taken to an advisor or administrator and referred to the appropriate university office or beyond.

Link for [SJGC Grievance Forms](#)

Link for [FAMU Appeals and Grievances](#)

Students are also advised to contact the dean of the school to express a specific concern. The school connects students to offices for additional support at the University for specific issues, such as financial aid, health services, accommodations, and counseling. The FAMU's Division of Student Affairs provides many student support services to cultivate a safe, healthy, and engaging campus environment.

Link for the [Division of Student Affairs](#)

Concerns of faculty and staff are often referred to the director. If there is no resolution, faculty and staff can petition the dean. There are also offices available on campus for faculty or staff to seek guidance if they feel they are unable to find a resolution. Off-campus, faculty may work through the UFF/FEA (faculty union) for options.

The University has a formal grievance procedure for addressing appeals regarding tenure and promotion decisions.

Part II, Standard 2. Curriculum and Instruction



Dr. Bettye Grable teaches SJGC scholars in a public relations course.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) strives to provide an excellent journalism education and relevance to the industry through its curriculum aimed at producing the best and brightest journalists and public relations practitioners for this evolving industry. Students within the Division of Journalism may obtain Bachelor of Science degrees in either journalism or public relations. Both programs require students to complete 120 credit hours, which includes at least 70 semester credit hours taken outside journalism and public relations.

Please respond to each of the following instructions:

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 120

Core Courses for All Students in Program (21 credits earned)

Journalism	Credits
1) Language Skills for Media Professionals	3
2) Introduction to Mass Media	3
3) Reporting & Writing I	3
4) Reporting & Writing II	3
5) Reporting & Writing III	3
6) Professional Development Colloquium	1
7) Communication Law and Media Ethics	3
8) Senior Capstone Colloquium	1
9) Internship	1

Public Relations	Credits
1) Language Skills for Media Professionals	3
2) Reporting & Writing I	3
3) Reporting & Writing II	3
4) Reporting & Writing III	3
5) Introduction to Mass Media	3
6) Professional Development Colloquium	1
7) Communication Law and Media Ethics	3
8) Senior Capstone Colloquium	1
9) Internship	1

**Additional courses in sequence that all students in sequence must take:
Degree/Emphasis (provide number of credits earned)**

Journalism

Use of Information Resources (3)
Multimedia Oral Engagement (3)
International Issues & The Media (3)

Public Relations

Intro to Public Relations (3)
Social Media/Data Analytics (3)
Integrated Marketing Communication (3)
PR Research & Strategies (3)
PR Agency (3)
Strategic Communication (3)

Elective course or courses that must be taken within the sequence

Basic Computer Operations (2)
Basic Design Principles (3)

Visual Storytelling (3)
Entrepreneurship, Leadership & Innovation (3)
Capital Bureau (3)
Social Justice, Thought & The Media (3)
Emerging Media Technologies or Special Topics (3)
Documentary & Film (3)
Magazine Article Writing (3)
Persuasive/Analytical Writing (3)

Elective courses that must be taken within the program

First Year Experience Seminar (2)

Required outside of the accredited unit

Principles of Marketing (3)
Freshman Communication Skills I (3)
Freshman Communication Skills II (3)
Historical Survey I or equivalent (3)
Mathematics (3)
American National Government or U.S. History 1865 to Present (3)
Public Speaking or equivalent (3)
State & Local Government (3)
Intro to Environmental Science or equivalent (3)
Intro to Theatre (3)
Intro to Sociology or equivalent (3)
Biological Science or equivalent (3)
African American Experience (3)
World Regional Geography (3)
Intro to Literature or equivalent (3)
Principles of Economics I (3)
Intro to Logic or Religion equivalent (3)
Intro to Psychology or equivalent (3)
U.S. History 1492-1865 or 2020 (3)
African American Literature or equivalent (3)

2. Explain how students in the unit complete academic requirements for the baccalaureate degree that meet the liberal arts and sciences general education requirements of the institution. How is your unit meeting the spirit of a liberal arts and sciences education? Identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit. If a minor is required, include these details.

Florida A&M University's General Education Assessment Committee, in collaboration with faculty, has defined college-level knowledge and competencies that are linked to the University's mission and goals and requirements for a general education. By taking general education courses, students are expected to exhibit the following skills:

1. **Communication:** Clear and effective expression in writing and speech.
2. **Critical Thinking:** Analyzing, solving problems, and creative thinking.
3. **Social and Ethical Responsibility:** Upholding principles of academic integrity, diversity, and cooperation.

4. **Quantitative Reasoning:** Applying numerical concepts to solve real-world problems.

The unit is meeting the spirit of a liberal arts and sciences general education by requiring its students to take 60 credit hours of gen ed courses that include Mathematics, Natural Sciences, Psychology, Sociology, Geography, American History, Literature and Economics.

With the combination of gen ed, journalism and public relations classes, students learn proficiency in writing, reading, and speaking; how to weigh evidence, analyze arguments, and solve problems logically; demonstrate integrity and respect for diversity; and understand the consequences of unethical behavior.

The Division of Journalism offers MMC 2000 Introduction to Mass Media and PUR 3000 Introduction to Public Relations as service courses that support the humanities in curricula for other units. Other division courses that are open to majors outside the unit are:

- a. JOU 1040 Language Skills for Media Professionals
- b. JOU 1112 Uses of Information Resources
- c. RTV 2230 Multimedia Oral Engagement
- d. MMC 2605 Social Justice, Thought and the Media
- e. MMC 2310 International Issues in the Media
- f. MMC 2264 Emerging Media Technologies
- g. MMC 2930 Special Topics

3. Explain how the unit provides a balance among theoretical/conceptual courses and professional skills courses.

Foundational courses such as Introduction to Mass Media and Introduction to Public Relations explore media concepts and theories of the disciplines. Relevant theories and concepts are also built into core courses such as Communication Law & Ethics and PR Research & Strategies. As students progress in the journalism major, fundamental principles and professional practices are taught in Use of Information Resources, Language Skills for Media Professionals, Reporting & Writing I, II and III. In the upper division courses, students apply their knowledge of theory to practice through experiential learning in TV News, Capital Bureau, Magazine Article Writing, Advanced TV News, Documentary & Film. In public relations, students apply their theoretical knowledge for practical application in PR Agency, Integrated Marketing Communication and Strategic Communication. All PR majors must also take professional skills courses: Visual Storytelling, Multimedia Oral Engagement and Social Media/Data Analytics.

4. Describe how the core and required courses instruct majors in ACEJMC's 10 professional values and competencies.

The Division of Journalism uses ACEJMC's professional values and competencies, as outlined below, to guide its instruction and assessment of student learning outcomes.

ACEJMC Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications

requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

1. Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
2. Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation, and ability, domestically and globally, across communication and media contexts;
4. Present images and information effectively and creatively, using appropriate tools and technologies;
5. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve;
6. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity;
7. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
8. Effectively and correctly apply basic numerical and statistical concepts;
9. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
10. Apply tools and technologies appropriate for the communications professions in which they work.

To ensure that students have a solid foundation in what the school considers to be the essential elements, students spend four semesters learning the basics of journalism and public relations in Use of Information Resources; Language Skills for Media Professionals; Reporting & Writing I, II and III; Introduction to Mass Communication; Introduction to Public Relations; and Strategic Communication.

- **Use of Information Resources** teaches students how to conduct research and evaluate information using public records, web searches and tools appropriate for the profession. Students learn to use different information resources to produce various forms of storytelling including, but not limited to, news articles, newscasts, TV news packages, podcasts, public relations/affairs campaigns, public relations/affairs graphics, PSAs, media releases and online news. Students are also instructed on the difference between primary and secondary sources and familiarity with certain technical and media jargon.
- **Language Skills for Media Professionals** explores and reinforces the application of the basic principles of grammar, punctuation and composition needed for clear and effective writing. Students learn about news judgment, foundational news writing and AP Style.
- **Reporting & Writing I** is the first in a series of three research, reporting and writing courses required for all students majoring in journalism and public relations. Students focus on the basic concepts of news judgment, news gathering, interviewing, law and ethics, AP Style, quotes and attribution, storytelling, and news writing. They learn professional ethical principles and

the importance of truth, accuracy, and fairness in reporting. Students write two basic news stories that can be submitted for publication.

- **Reporting & Writing II** provides a continuation of skills and techniques learned in Reporting & Writing I. Students learn how to cover a variety of news events, such as news conferences and meetings, using multimedia. They are also introduced to beats and features. Students write five stories that can be submitted for publication.
- **Reporting & Writing III** provides practice in advanced news reporting and writing with emphasis placed on using multimedia storytelling techniques, public affairs reporting and computer-assisted reporting, and niche reporting such as investigative, business, science, health, sports, and other types of reporting. At this stage, students can critically evaluate their work and that of others producing content for the school's student publications, newscasts, and websites. Students produce seven stories that can be submitted for publication.
- **Introduction to Mass Communication** introduces students to the historical and societal aspects of modern mass media. They gain understanding of the role professionals and institutions play in shaping communication.
- **Introduction to Public Relations** provides students with an overview of the fundamental theories and processes related to public relations, tracing growth and development of the field to current and modern-day practices. Students learn how to apply public relations techniques within corporations, government agencies and service organizations.
- **Strategic Communication** provides students with a foundational understanding of strategic and culturally proficient communication, PR planning, communication tools and branding. They learn to strengthen their writing skills through assignments and apply tools and techniques appropriate for the profession in which they will work.

The ACEJMC professional values and competencies are fortified in the upper division courses such as TV News, SJGC Capital Bureau, Magazine Article Writing, Advanced TV News, Documentary & Film, PR Research & Strategies, PR Agency, and Integrated Marketing Communication.

- **TV News** prepares students for reporting, writing, and producing TV news stories on deadline using industry-standard tools and technology. The course places a particular emphasis on ethical and legal matters in TV news.
- **Capital Bureau** provides students with knowledge of the various methods and multimedia techniques used to gather, produce, and disseminate news focusing on the statehouse, local government, and community issues.
- **Magazine Article Writing** teaches students how to write and pitch articles to various publications, focusing on the different forms and styles appropriate for diverse audiences.
- **Advanced TV News** provides a higher level of instruction related to methods of planning, producing, and directing a professional live newscast. Students use technologies and tools to effectively and creatively present images and information to their audiences.

- **Documentary & Film** involves instruction of documentary research, producing and writing skills. The course results in students producing award-winning documentaries. Many of the students have utilized their experience and projects in the class to gain long-term careers in the field.
- **PR Research & Strategies** focuses on research methodology needed for effective communication in the public and private sectors. Emphasis is placed on teamwork, individual effort, traditional and social media, presentation and research skills, and effective writing.
- **Integrated Marketing Communication** provides students an opportunity to produce quality IMC projects for SJGC student media outlets; instruction on using digital technology tools and terminology of public relations and marketing; creation of multimedia projects for news conferences.
- **PR Agency** provides students with experience in creating a comprehensive campaign on behalf of a client. The students propose a research-based strategy, budget, and timeline to meet the client's goals and objectives. Upon client approval, the students will execute standard public relations tactics and present evidence of the campaign's impact to the client.

Course	Student Outcomes	ACEJMC Values & Competencies
Use of Information Resources	Conduct research, evaluate information, use public records, web searches, produce various storytelling forms, differentiate primary and secondary sources, understand technical and media jargon.	Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work. Effectively and correctly apply basic numerical and statistical concepts.
Language Skills for Media Professionals	Apply principles of grammar, punctuation, composition, news judgment, foundational news writing, AP Style.	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
Reporting & Writing I	Learn about news judgment, news gathering, interviewing, law and ethics, AP Style, quotes and attribution, storytelling, news writing, professional ethical principles, accuracy, fairness; write two basic news stories.	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
Reporting & Writing II	Cover news events, use multimedia, beats and features, write five stories for publication.	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. Present images and information effectively and creatively, using appropriate tools and technologies.

Reporting & Writing III	Advanced news reporting, multimedia storytelling, public affairs reporting, computer-assisted reporting, investigative/business/science/health/sports reporting, critically evaluate work; produce seven stories for publication.	<p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.</p> <p>Present images and information effectively and creatively, using appropriate tools and technologies.</p> <p>Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.</p>
Introduction to Mass Communication	Understand historical and societal aspects of modern mass media, roles of professionals and institutions in shaping communication.	<p>Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.</p> <p>Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located.</p>
Introduction to Public Relations	Overview of public relations theories and processes, growth, and development, apply PR techniques in various sectors.	<p>Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications.</p>
Strategic Communication	Foundational understanding of strategic communication, PR planning, communication tools, branding, strengthen writing skills, apply tools and techniques.	<p>Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation, and ability, domestically and globally, across communication and media contexts.</p> <p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.</p>
TV News	Reporting, writing, producing TV news stories, use industry-standard tools and technology, ethical and legal matters.	<p>Apply tools and technologies appropriate for the communications professions in which they work.</p> <p>Present images and information effectively and creatively, using appropriate tools and technologies.</p> <p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.</p>
Capital Bureau	Gather, produce, disseminate news focusing on statehouse, local government, community issues using multimedia techniques.	<p>Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.</p>

		Apply tools and technologies appropriate for the communications professions in which they work.
Magazine Article Writing	Pitch and write articles, understand different forms and styles for diverse audiences.	Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
Advanced TV News	Plan, produce, direct a professional live newscast, use technologies and tools creatively.	Apply tools and technologies appropriate for the communications professions in which they work. Present images and information effectively and creatively, using appropriate tools and technologies. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
Documentary & Film	Documentary research, producing, writing skills, produce award-winning documentaries.	Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation, and ability, domestically and globally, across communication and media contexts. Present images and information effectively and creatively, using appropriate tools and technologies.
PR Research & Strategies	Research methodology, communication in public/private sectors, teamwork, traditional/social media, presentation, research skills, effective writing.	Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work. Effectively and correctly apply basic numerical and statistical concepts.
Integrated Marketing Communication	Produce IMC projects, use digital technology tools, understand PR/marketing terminology, create multimedia projects for news conferences.	Apply tools and technologies appropriate for the communications professions in which they work. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.

<p>PR Agency</p>	<p>Create a comprehensive campaign, propose research-based strategy, budget, timeline, execute PR tactics, present campaign impact.</p>	<p>Apply tools and technologies appropriate for the communications professions in which they work.</p> <p>Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work.</p> <p>Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.</p>
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In addition to the accrediting standards aligned to ACEJMC’s Professional Values and Competencies, the unit has integrated diversity throughout its curriculum and require students to demonstrate their understanding of diversity and its relationship to journalism and public relations through presentations and group projects. One example is *J-School Journals*, an outcome of the Documentary & Film course that showcases student documentaries during a biannual event open to the community. The students’ stories focus on societal, cultural and identity issues that speak to all ages.

5. Explain how instruction, whether on-site, online, synchronous, or asynchronous, responds to professional expectations of current digital, technological, and multimedia competencies.

The Division of Journalism addresses professional expectations in digital and multimedia competencies through the curriculum. This includes teaching students how to effectively use digital tools, platforms, and resources, and developing their ability to create, manage, and analyze multimedia content. Other methods consist of curriculum reviews by faculty, input from the school’s external advisory board, alumni, employers, and attendance at professional conferences.

The Curriculum Committee meets monthly to discuss updates to the curriculum based on research and feedback from conferences and other areas. By attending conferences and training, faculty enhance their skills, stay up to date with best practices in their field and incorporate the latest research findings, trends, and tech advancements into their instruction.

SJGC faculty have taken advantage of the following training activities in recent years:

- Faculty certification in E-Learning, leading to hybrid courses
- Sessions of the Broadcast Education Association via the National Association of Broadcasters
- Dow Jones News Fund’s Multimedia Training Academy
- Solutions Journalism Network HBCU/Black Press Academy + Lede Fellowship
- Workshops of the Investigative Reporters & Editors (IRE), National Association of Black Journalists, and Association for Education in Journalism and Mass Communication

Feedback on professional expectations is also gathered from SJGC’s external advisory board and alumni. Since 2018, the curriculum has been revised to emphasize

multimedia and digital content, preparing students for careers in journalism, PR, and media. Students start with web design, visual storytelling and writing courses and end with professional presentations to faculty and industry professionals during the Senior Capstone course.

The journalism division's Professional Development Colloquium course also focuses on preparing students for the workforce through instruction and guest speakers. The success of this approach is evident through student employment at top media outlets like CNN, Bloomberg News, Paramount, USA TODAY, and The E.W. Scripps Company.

6. Explain how the accredited unit ensures consistency in learning objectives, workload, and standards in courses with multiple sections.

The Division of Journalism uses the following methods to ensure consistency in learning objectives, workloads, and standards in courses with multiple sections:

- As often as possible, the same professor, who has been deemed a subject matter expert, is enlisted to teach multiple sections of the same course. This approach provides a more solid foundation for the course content and delivery.
- Faculty meet to review and revise, pre- and post-tests given to students across courses with multiple sections.
- A standardized textbook, which is agreed upon by faculty, is used across all sections of a course in many courses. This helps to ensure that consistent learning objectives are included in each course, regardless of the instructor.
- For Reporting & Writing I, II, and III, faculty have agreed to use the same standards and objective outcomes.
- The program uses captains for each course. These captains help to develop a blueprint for each course so that there is consistency regardless of who teaches the course in future terms.
- Evaluations are conducted each semester and reviewed by the dean. This process helps to maintain consistent assessment and standards across all sections.

7. Explain how the unit connects faculty and administrators to the professions they represent and the understanding of the skills needed to be successful in the workplace.

Faculty and administrators attend several training workshops and conferences in person and virtually throughout the year in addition to serving as presenters and panelists. They also remain connected to their respective professions through memberships to industry organizations and service on committees. This involvement enhances instruction, strengthens student outcomes, and keeps faculty and administrators abreast of industry trends and workforce needs.

Conferences attended by faculty and administrators include:

- NABJ Annual Conference
- AEJMC Annual Conference
- ASJMC Conference
- PRSSA ICON Conference
- BEA-at-Large Conference
- BEA Annual Spring Conference
- BEA Fall Conference
- ICA Annual Conference

In addition to attending external workshops, faculty typically organize in-house skills training at the beginning of the academic year. Their development and professional engagement are supported through the SJGC Knight Foundation Faculty Development Fund.

8. Describe the methods used to select sites for internships for credit in the major, to supervise internship and work experience programs, to evaluate and grade students' performance in these programs, and to award credit for internships or work experiences. In a separate digital file, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites, add as an appendix.

The School of Journalism & Graphic Communication's Office of Career Success (OCS) offers a robust, industry-focused internship program. OCS fosters partnerships with companies and professional organizations across the U.S., ensuring valuable opportunities for all SJGC students. The selection of internship sites is based on both primary and secondary research. OCS uses various resources to find top opportunities, including:

- Chegg Internships
- LinkedIn
- Indeed
- Monster
- NBCU Academy Career Corner
- Professional industry newsletters
- Professional organizations (Society of Professional Journalists, National Association of Black Journalists, Public Relations Society of America, and others)
- FAMU Career & Professional Development Center
- SJGC Alumni

SJGC Internship Coordinator (Ranata Hughes) oversees the internship process to guarantee credible and effective work experiences. Journalism and PR students must enroll in an internship course for credit, where the internship coordinator and worksite supervisors monitor and evaluate their progress. The school strongly encourages students to pursue additional non-credit internships to gain additional experience.

Link for [Internship Evaluation Form](#)

Link for [Internship Agreement Form](#)

Link for [Internship Data Form](#)

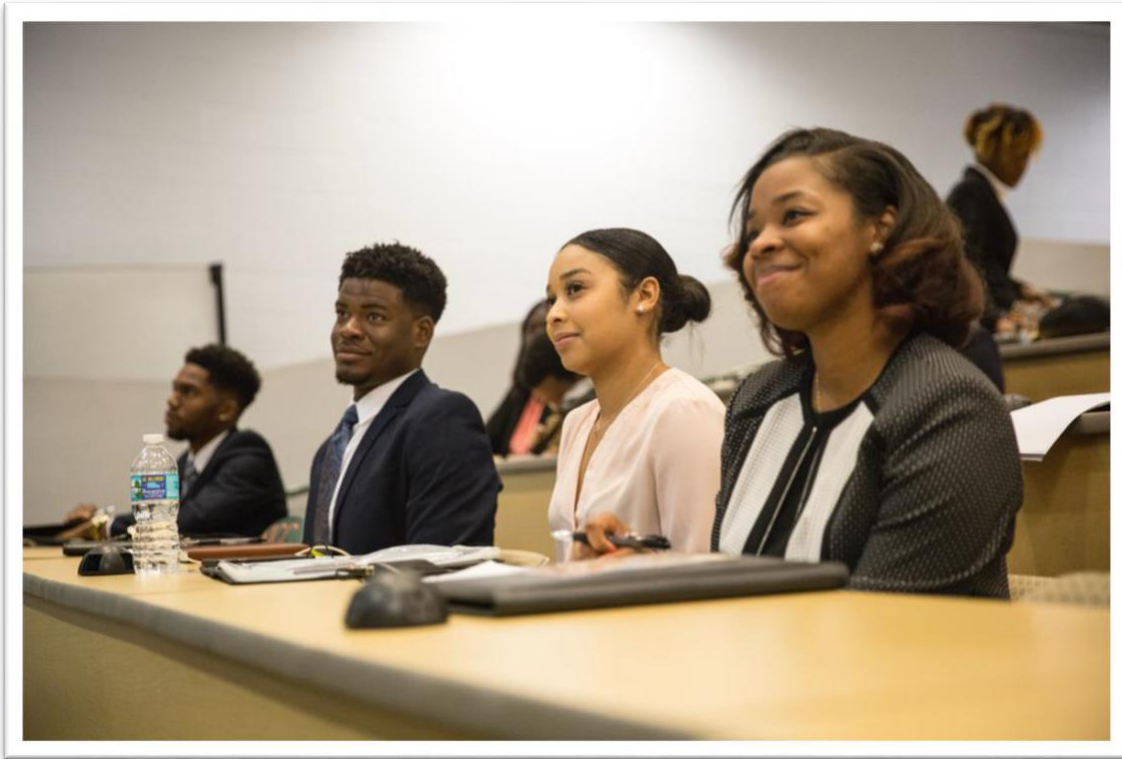
Interning students are required to work 15-20 hours per week on assigned tasks during the spring and fall semesters. They must submit deliverables to the internship coordinator by the end of the semester and have their site supervisor provide an evaluation, which offers valuable feedback to the OCS. The final grade is based on an overall assessment of work performance and course participation, with students earning credit upon successful completion.

SJGC has established partnerships with diverse media organizations that frequently hire students as interns. Thanks to the impressive performance of students in these internships, SJGC partners often request to extend these relationships, creating more opportunities for students. Additionally, companies often proactively contact the school to be included in the pool of internship selections.

Students have secured internships with national and global corporations such as Disney, Bloomberg News, CNN, USA Today, TEGNA, NPR, Apple, JPMorgan Chase, Wells Fargo, Goldman Sachs, Edelman, Paramount, and Warner Bros. Locally and regionally, students have interned at the Tallahassee Democrat, Sachs Media Group, SalterMitchell PR, The Florida Lottery, Capital Outlook, WCTV, Cumulus Broadcasting, Tallahassee Magazine, WTXL, The Florida Channel, City of Miami, Tampa Bay Buccaneers and Big Bend Habitat for Humanity.

Link for [SJGC Internship Page](#)

Part II, Standard 3. Assessment of Learning Outcomes



Students attend class in the SJGC Lecture Hall.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) follows the University's STARS process to assess student learning annually, collecting data each semester. The goals for student learning include ACEJMC's Professional Values and Competencies. An annual Program Evaluation Plan includes five objectives, each linked to student learning outcomes and each having two assessment measures (direct and indirect). The school's Assessment Committee reviews the data, and the faculty discusses assessment at their division meetings. The assessment process aligns with the University's strategic priorities and goals. Each September, a report is sent to the University assessment office, and the faculty reflects on outcomes to suggest improvements. Using the STARS framework strengthens the assessment continuity for SJGC programs. In 2020, the faculty approved a revised curriculum that reflects both changes in industry and curriculum in competing universities. Assessment measures have been added for the new courses as well.

Assessment of Student Learning Outcomes - Written Assessment Plan

The unit utilizes a holistic approach to assessment and continuous improvements to ensure that it offers quality degree programs. SJGC maintains a focus on consistent identification and evaluation of salient student learning outcomes (SLOs) through FAMU's annual assessment process utilizing the STARS framework for programmatic assessment. Within this structure, faculty and staff within SJGC formulate SLOs aligned with the course goals and ACEJMC competencies, which are tracked using a variety of direct and indirect assessment measures.

During the year, SJGC discusses student performance on the assessment measures and what the results mean in relation to curriculum and instruction for the programs. Assessment reports include reflection on how to drive improvement forward within SJGC; faculty and staff return to the assessment process in the following year to reflect on the impact of implemented strategies and to close the loop on continuous improvement efforts. This process facilitates compliance with ACEJMC's Standard 3: Assessment of Student Learning Outcomes.

The annual assessment of student learning is guided by the STARS assessment process. The assessment plan is entered into FAMU's assessment platform, Nuventive, an online system that helps educators manage assessment data.

Data is collected from faculty each semester; this information along with analysis of the data, improvement narratives, attachments, and an overall reflection are entered into Nuventive. This information is also recorded in a Program Evaluation Plan and distributed to faculty for their review. The plan lists the standard, the program goal/outcome for the standard, the assessment tool, the data results, a reflection of continuous improvement and faculty who are responsible for assessing the measure. Within this framework, the unit is responsible for submitting an annual plan. In compliance with FAMU's requirements, Assessment Plans must have at least five (5) objectives with at least two (2) assessment measures per objective. At least one assessment measure must be a direct measure. Currently, Journalism has 7 active objectives, each of which is a student learning objective, and 22 assessment measures. Of those assessment measures, 15 are direct and 7 are indirect. These plans are updated on an annual basis and posted on Nuventive.

Each September, FAMU's Office of University Assessment reviews assessment reports for the prior year and plans for the current year to ensure that all instructional programs are routinely pursuing continuous improvement and closing the loop on enhancements from year to year. The objectives reflect the course objectives that align with the program goals, school strategic plan, and University strategic plan. The objectives are aligned with contemporary concerns and competencies necessary to provide students with the necessary foundation to excel as communication professionals.

Contemporary concerns such as the impact of diversity on journalism and mass communication in a domestic and global society, use of digital media in journalism, and the First Amendment and freedom of the press are represented in the student learning objectives to evince their integration into the curriculum.

Following the STARS framework and submitting an annual plan and report to Florida A&M University's Office of University Assessment has strengthened the unit's leveraging of the continuous improvement process. Faculty collectively, through SJGC's assessment committee, define expected outcomes and measures to demonstrate success as outlined in each step of the STARS process.

Through this process, the unit has consistently identified the core competencies and reflected those in the objectives set forth for assessment, set assessment measures and benchmarks for success that lead to actionable data that can be used to craft strategies to enhance student performance, and circle back to consider the impact of those strategies. Thus, the systematic process of assessment facilitates a method to address curriculum and instruction, and to make the journalism and public relations programs responsive to the rapidly changing digital world.

Defined SLOs and Integration of Values & Competencies (Learning Outcome Statements)

The approach towards quality assessment for the journalism and public relations academic programs centers on annual assessment of SLOs that are aligned to ACEJMC's core values and programmatic goals, using course-level assessment which includes formative and summative feedback. Upon graduation, it is expected that graduates of SGJC will demonstrate pertinent skills applicable to their profession and the ability to increase the nation's workforce, through competency in the following objectives:

- Communication
- Critical Thinking
- Content/Discipline Specific Knowledge
- Cultural Diversity
- Research
- Technology Literacy
- Ethical Values

These objectives were used to frame SLOs that convey the skills that graduates must gain to enter the profession. The objectives were built to represent the intersection between course learning and the Council's professional Values and Competencies.

The objectives adopted for assessment are presented in the table below.

	Direct	Indirect
Journalism	JOU1040 Pre-/Posttest JOU2100 Pre-/Posttest JOU1112 Pre-/Posttest JOU4181 Video package JOU4342 News story production RTV2230 Podcast RTV2520 Project based RTV3322 News Segment RTV3332 Documentary production MMC2000 Pre-/Posttest MMC4181/MMC4200 Creative Project MMC4922 Capstone MMC4945 Supervisor Evaluation	FAMU Exit Survey FAMU Student Satisfaction Survey
Public Relations	JOU1040 Pre-/Posttest JOU2100 Pre-/Posttest JOU1112 Pre-/Posttest JOU4181 Video package PUR3000 Pre-/Posttest PUR3622 Social Media Campaign PUR 4500 Research Paper PUR3622 Social Media/Data Analytics Project PUR4500 Research Paper MMC2000 Pre-/Posttest MMC4181/MMC4200 Creative Project MMC4922 Capstone MMC4945 Supervisor Evaluation	FAMU Exit Survey FAMU Student Satisfaction Survey

Indirect & Direct Measures

SJGC employs a mixture of direct and indirect measures to evaluate student learning in a summative and formative capacity. To develop the current measures, faculty reviewed the course-level outcomes to determine where a specific SLO should be assessed. Additionally, the faculty team reviewed the SLOs to discuss alignment with courses to confirm where assessment of the SLO would occur. The team then identified what assessment was occurring within the course to determine what assignment or task would be used as the assessment measure. Assessment criteria were established based on previous performance by students to determine an aspirational benchmark for success.

Direct measures vary depending on the type of course, but may include pre- and post-tests, rubrics, assessments within comprehensive examinations and written assignments, and evaluations of internships and documentary production (see below for specific examples). The unit's indirect measures are exit surveys. SJGC uses the University's Graduate Exit Survey that is administered every semester to every graduating student. Additionally, the unit is developing an exit survey to administer to students as they conclude a course, in addition to items to add to the FAMU Graduate

Exit Survey. These surveys are intended to pose questions specific to the program coursework.

Direct Measures

The following direct measures have been used in the assessment process to provide a variety of methods to gauge students' performance on the SLOs:

1. **Pretest/Posttest:** Administered every fall and spring semester for students in the following courses: JOU1040 Language Skills for Media Professionals, JOU1112 Use of Information Resources, JOU2100C Reporting & Writing I and MMC2000 Intro to Mass Media. The goal is to test students' knowledge of topics related to introductory core classes.
2. **Internship Evaluations:** Every student in journalism and public relations is required to complete an internship with an approved company before graduation. These internships include an evaluation of performance using a 5-point Likert scale, performance is evaluated to determine areas such as critical thinking, writing, and professionalism. The [internship evaluation form](#) completed by the journalism and mass communications professionals who supervise students on the internship. Professionals answer whether the student met deadlines, if they carried out assignments in a timely fashion and their overall professionalism in the workplace. The internship supervisor is encouraged to give comments on the student's overall performance and recommend a grade for the intern.
3. **Project-driven assignments:** Various courses assess students' knowledge through projects assigned during the course. For example, MMC4481, Communication Law & Media Ethics has a First Amendment Project that gives students the opportunity to develop a creative project that addresses ACEJMC's competencies related to knowing and applying the First Amendment. In PUR3622 Social Media/Data Analytics (typically offered in the fall), public relations and journalism students create a social media campaign proposal. Based on the market trends and analytics for a target audience, audience engagement and increased sales, as well as lessons learned from a social media simulation program, students create a comprehensive social media plan to target travelers and shoppers during the holiday season.
4. **Research Paper:** The PUR4500 course culminates in a 20-page original data research paper covering topics as diverse as HBCU students' understanding of financial aid and how colorism plays a role in all racial groups and cultures. All public relations students are required to take this course. Students in the course are evaluated based on their mastery in the development of each chapter included in a social science research paper. The course also encourages the students to learn about multicultural history as it relates to research paper topics.
5. **Capstone Presentation/Professional Review:** The journalism and public relations curriculum ends with a final Capstone course and presentation that takes place in students' senior year. This course encapsulates all that students have learned and gives them the opportunity to present a summary of what they achieved during their time at FAMU. Included in the presentation are a website portfolio, review of student's resume, visual/digital and creative work, and 10 articles/press releases written over the course of their tenure at FAMU. In addition, students are given questions related to communication law and ethics.

The evaluation of the project and presentation is done by a combination of faculty members and program alumni/media professionals.

Indirect Measures

The following indirect measures are leveraged to provide a comprehensive picture of student learning, by gathering data related to the intangible aspect of learning – how students feel about their competency on the SLOs:

1. **FAMU Exit Survey:** The Office of University Assessment conducts a survey of graduating seniors in every School. The survey asks students about their experiences at FAMU, rating them via a 5-point Likert scale. For example, questions range from students' satisfaction level with the registration process, financial aid, and academic advising. For the academic experience, students assess their abilities to express themselves verbally and in writing, their ability to adhere to high standards of integrity, their ability to problem solve and show consideration of others. These questions are then applied to courses that are related. Students' responses to these questions are generally very positive about our programs.
2. **FAMU Student Satisfaction Survey:** The Office of University Assessment conducts a survey measuring student satisfaction in many areas. This allows the unit to get to the students' perception of the school and their critical thinking skills, communication skills, and general feedback about their courses.

The Annual Assessment Plan and Report for 2023-2024 academic year is shown below as evidence of the program's commitment to quality assessment of student learning outcomes. It includes an assessment measure for every course taught in both the journalism and public relations curriculum. The faculty participates in continuous improvement of their measures to ensure they effectively provide knowledge and reflect the ACEJMC values and principles as core components of the SLOs for each program (see Table AY2023-24 Assessment Plan and Results below).

Table AY2023-24 Assessment Plan and Results (Journalism & Public Relations)

Student Learning Outcome	Measurement Criteria	Actual Results	Use of Results for Continuous Improvement
<p>Students will demonstrate knowledge of the mechanics of the Associated Press style and the ability to apply those mechanics to their written communication.</p>	<p>JOU1040-A 20% increase in overall class average from pretest to post-test on the comprehensive test in JOU 1040 (Language Skills for Media Professionals).</p>	<p>Fall 2023: the average pre-test was 71%, the post-test was 68%, a decrease of 3%. Spring 2024: the average pretest was 63%, the post-test was 72%, an increase of 9%. Summer 2024: the average pretest was 64%, the posttest was 85%, an increase of 21%.</p>	<p>Faculty need to discuss the difficulty that students have in improving their grammar exam grades.</p>
	<p>JOU2100- A 20% increase in overall class average from pretest to post-test on the comprehensive test in JOU 2100 (Newswriting and Reporting I).</p>	<p>Pretest Section 01 had a 48.2% average. Section 04 had a 56.0% average. Post-test Section 01 had a 55.3% average. Section 04 had a 66.0% average. Students had an average score of 51.86% on the pretest. The highest score was 75 and the lowest was 30. Students had an average score of 60.31% on the post-test. The highest score was an 85, with a 35 being the lowest score.</p>	<p>Looking closer into the numbers, among the 32 students that took both exams, 20 of the students saw an increase from the pretest to the posttest. Among the remaining 12, 7 received the same score, with 5 students recording scores on the second test that were lower than their first test score.</p>
	<p>JOU4181- 70% of stories will produce video stories for production on The FAMUAN. (Capital Bureau)</p>	<p>Fewer than half of the 20 students in the classes produced video stories, but those who did often produced as many as three or four during the course of the semester.</p>	<p>One of the challenges for Capital Bureau course is developing relevant stories in the fall, when the Legislature is not in session. During the fall term the students are reporting on the implications for laws that have recently gone into effect. They are also expanding the government landscape for stories by including the local school district as well as the city and county commissions.</p>
	<p>JOU4342- 70% of students will publish 10 or more stories in the course. (Newswriting & Reporting III)</p>	<p>80%, 16 of the 20 students, completed the goal.</p>	<p>(JOU4342) It is a work in progress. Some students enter NW&R 3 with little if any confidence in their writing skills, despite having passed NW&R 1 and 2. In some cases</p>

			the professor will work with the student one-on-one in their office to help them better understand how to execute a story. That often goes a long way toward overcoming a student's lack of confidence, and the quality of their work improves quickly — and sometimes dramatically.
	Exit Survey- At least 75% of students will agree/strongly agree that the program enhances their communication skills.	97% of the students strongly or somewhat agreed that their skills in communication increased.	Students believe their communication skills have increased. Should the unit increase the requirement for meeting criteria?
Students will apply tools and technologies for the developing journalism world, including digital media.	RTV3322- 70% of students in RTV 3322 (Advanced TV News) will score a 3 or better on a rubric assessing their ability to use current technical/electronic journalism tools.	53% of students scored a 3 or better on the rubric assessing use of electronic journalism tools.	In the two classes, 8 out of the 15 total students passed the assignment, but 4 students did not turn in the assignment and 3 failed the assignment.
	JOU1112- 80% of students will earn 75% or higher on the post-test. (Use of Information Resources)	Final scores on the posttest ranged from 71-97. 100% of the class earned a C or higher on the post test.	Measure was met. In future measures, the unit will raise the expectations of the students' final grade. Also, focus will be given to the writing component.
	RTV2230- 70% of students will score 80% or higher on this project. (Multimedia Oral Engagement)	Fall 2023 Results: 90% of students passed. Spring 2024 Results: 73.6% of students passed.	In the future, have students do solo podcasts for this assessment rather than co-host.
	RTV2520- 60% of students in the course will earn at least an 80% on the assignment. (Visual Storytelling)	37 students submitted a final project. Among them, 24 students received an 80 or higher (65%). Seven students received a 90 or higher (19%). In the two classes, 8 out of the 15 total students passed the assignment, but 4 students did not turn in the assignment and 3 failed the assignment.	Looking closer into the numbers, among the 32 students that took both exams, 20 of the students saw an increase from the pretest to the post-test. Among the remaining 12, 7 received the same score, with 5 students recording scores on the second test that were lower than their first test score.
Students will be able to analyze professional ethical principles and relate said principles to working	MMC4920- 80% of students will earn a 4 or higher (out of 5) on an ethical scenario.	52.6% of the students made a 4 or higher on the Ethics question in Capstone.	This measure was recently adjusted when the Communication Law & Ethics courses were combined. To

ethically in pursuit of truth, accuracy, fairness, and diversity.	(Senior Capstone Colloquium)		address the poor results, the unit will have more dedicated class time in the Capstone course reviewing the Ethics topics.
	Exit Survey - 80% of students will strongly agree that they are satisfied with their ability to adhere to a high standard of academic integrity and personal conduct, based on senior exit survey.	93.02% of students agreed they adhere to standards with high integrity and personal conduct.	Students strongly believe they have high ethical standards.
Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.	MMC4200/MMC4181- 75% of the students will earn 8 out of 10 points on a rubric assessing the quality of the students' creative artifacts in its explanation and application of the First Amendment to real life issues. (Communication Law & Ethics)	In Communication Law & Ethics (MMC4181) Spring 2024, students earned a 7.33 average score on the assignment, but when students who did not complete the assignment were removed, the average increased to 8.76. In total, 81% of the students earned an 8 or higher on the assignment.	This is a good method for the students to learn about the First Amendment in practice.
	MMC4920- 80% of students will earn a 4 or higher (out of 5) on a Law-related question. (Senior Capstone Colloquium)	48.7% of students earned a 4 or higher.	This measure was recently added when the Communication Law & Media Ethics courses were combined. To address the poor results, the unit will have more dedicated class time in the Capstone course reviewing the Law topics.
Students will agree that they can distinguish the range of systems of freedom of expression around the world.	MMC4200/MMC4181- 75% of students will score an 18 out of 20 on an essay comparing freedom of expression rights in the US with other countries. (Communication Law & Ethics)	In the Fall, one class scored an average of 15.26, but when students who made a zero were removed, the average was 18.2. The second class had an average of 15.39. When students who made a zero were removed, the average was 18.14. The Spring course was not given the assignment.	The assignment was initially a one-day assignment, but the professor extended it to two days, with positive results. Students seem to attain a lot out of the assignment. They generally learn about the limitations other countries may have as it relates to freedom of expression.
	Exit Survey: Students will agree that they can distinguish the range of	No measures were taken.	The creation of a student survey that questions students'

	systems of freedom of expression around the world.		course competencies (self-analysis).
Students will demonstrate knowledge of the history of mass media and the professionals who have shaped communications to this point.	MMC2000- 20% increase in the class average from pretest to post-test. (Intro to Mass Media)	Pretest average is 41 and the post-test average is 84. This is an increase of 43%.	Since adapting Achieve (MacMillan's online course) and moving online, the students' grades on the pre and post-test have increased steadily.
	Exit Survey- 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of journalism	88.02% of students agree that they have a level of competence in their field of study.	Students believe they have competence in their area, which is connected to their knowledge of principles and history.
Students will effectively apply learned theories of journalism to presentations of images and information in the field.	MMC2920- 70% of MMC2920 students will get a job after graduation in the career field they listed in their college career plan. (Professional Development Colloquium)	Students' college career plans were collected, but they are still in school, so we are not yet able to determine the success of their choices.	The unit will begin following up to determine how many college career plans were aligned with their immediate post-graduation careers. The faculty will discuss if this is an effective measure.
	MMC4945- 85% of students will be rated a 70% or better by their internship supervisor as it applies to their critical thinking skills. (Internship)	Fall 2023, 92.85% of MMC 4945 students earned a score of 70% or better on their internship supervisor evaluation, as it applies to their critical thinking skills. Spring 2024, 80.76% of MMC 4945 students earned a score of 70% or better on their internship supervisor evaluation, as it applies to their critical thinking skills.	This evaluation form gives a rich amount of data. In the future, we will use more of this in assessment. Also, review the data as faculty to see where improvements should be made.
	RTV3332- 40% of students' projects will be chosen for final screening. (Documentary & Film)	Ten (10) documentaries were produced in the class. Fall 2023 – five (5) documentary teams/JSJ = 10 students/15 students in the class: Front Line, Pretty Perfect, Bearing The Burden, Florida Book Bans, Counted Out: FAMU Football. Spring 2024 – five (5) documentary teams/JSJ = 11 students/only 13 students in class: Roll N' Soul, One Nation Under God, A	Working to increase attendance at the public screening and greater audience awareness throughout the region will continue. This includes seeking out more assistance from our PR Agency course and utilizing the student learning outcomes of both journalism and public relations students more.

		Piece of Home, Sound It Out, When We See Ourselves.	
	Exit Survey- 80% of students will strongly agree that they have the ability to apply theoretical knowledge to practical situations.	Exit Survey - 97.67% of students agree that they have the ability to apply theoretical knowledge to practical situations.	Students overwhelmingly feel like they can apply theoretical knowledge in the field.
Students will demonstrate a knowledge of the history of public relations and the professionals who have shaped communications to this point.	PUR3000-Introduction to Public Relations - The history of pre/post- test in this class has been ineffective in understanding and predicting student academic performance. Therefore, the professor chose to have discussions with students early in the class to better understand their base knowledge of public relations and to devise an effective course plan to ensure maximum student mastery of the topic.	Instead of pre/post-tests, students and the professor held discussions at the start of the class about their knowledge and understanding of the public relations profession. Based on previous assessments using the Pre/Post tests, student class performance could not be sufficiently assessed, thereby using a qualitative discussion method in its place. However, final class grades at a C level or higher for 80% of the class were a better assessment of students' class topic mastery/performance. In the Spring, it was found that 67% of students mastered the course content at the 80th percentile. This means that the assessment measure goal was not achieved. For the pretest 36% of students who took the pretest earned a score of 75% or higher on the test.	The assessment measure allows for maximum student mastery of the course topic. Faculty assessment will be based on students' final grade.
	Exit Survey- 80% of students will agree/strongly agree that the program enhances their knowledge of the professional principles and history of the public relations industry.		
Students will be able to apply tools and technologies for the developing world of	PUR3622- 80% of students will score a B or higher on the	80% of the class (4/5 groups) earned a B and above, and one group scored a C.	Will create an assignment or element within the project that will give an individual grade for

public relations, including digital media.	project. (Social Media/Data Analytics)		students instead of group grade.
	PUR4800- 80% of students will earn a 75% or higher on the posttest. (PR Agency)	For the pretest 36% of students who took the pretest earned a score of 75% or higher on the test. For the post-test 63% of students who took the post-test earned a score of 75% or higher on the test.	Creating an assessment that can be a long-term assignment for the class.
	MMC3603- 80% of students should earn a 75% or higher on the final PR Plan. (Strategic Communication)	For the final presentation 12 students earned 90%+, 5 students earned 80%+, and 2 Students earned 75%+ while 5 students earned below 75%. Therefore, 79.17% of the students were successful in the class.	This assignment achieves its goals of making sure students can create a public relations plan.
	Exit Survey- 80% of students will indicate they agree that they are satisfied with their ability to use technology to support classroom learning.	95.35% of students agree they are satisfied with their ability to use technology to support classroom learning.	A majority of students feel strongly about their ability to use technology to help their classroom learning.
Students will demonstrate ability to utilize research skills, methods, and concepts appropriate to the public relations profession	PUR4500- 80% of students will earn a 75% or higher on the research paper. (PR Research & Strategies)	77% of the submitted class papers mastered the course subject matter at the 80th percentile. This indicates that the assessment measure was not met. The assessment measure sought to demonstrate the overall class passage rate at the 80th percentile.	Future assessments will be based on a rubric.
	Exit Survey- 85% of students will agree/strongly agree that the program has enhanced their research skills.	95.35% of students believe that the program has increased their ability to do research.	A majority of students agree that their ability to do research has been enhanced.

Application of Data to Improve Curriculum & Instruction

The School of Journalism & Graphic Communication has a standing Assessment Committee, appointed by the dean and composed of faculty representing all areas of study. Members of the Assessment Committee review data collected at the course-level to determine if defined student learning outcomes are met on an annual basis. During monthly division meetings, the Assessment Committee discusses these findings with faculty. The committee and faculty collaborate on analysis of the results and construct

improvements based on their analyses. These improvements comprise various actions including modifications to courses or assessment measures, regular review of processes and methods of evaluation, and revisions when needed. The Assessment Committee works closely with the curriculum committee to ensure that the measures align with student learning outcomes (SLOs) and what is addressed in the curriculum. The Assessment Committee formulates formal recommendations to the faculty regarding proposed changes for improvement. Faculty who teach courses work with the SJGC Assessment Committee to determine if changes should be adopted and implemented. Courses with multiple faculty teaching appoint a captain responsible for overseeing assessment and submitting data. If elected to be adopted, a plan of action and timeline for implementation follows. Some of the questions considered in this phase are: (1) What worked well?; (2) Did previous improvements result in positive outcomes?; and (3) What future improvements are needed to continue to strengthen the academic programs?

Utilizing the steps outlined above, program faculty can approach assessment of student learning outcomes in a more meaningful way and consistently over a period of time. Proposed changes to assessment plans are evaluated to ensure that the SLO's determined by faculty were written in measurable terms, that the appropriate level of Bloom's Taxonomy was achieved based on the faculty's expectation of student learning, and that appropriate targets were identified using direct and indirect measures of evaluation. The Assessment Committee and faculty capitalize on the actionable data collected through the assessment process to not only make modifications to curriculum, instruction, courses, and assessment measures, but to track the impact of these changes from year to year to identify what strategies and changes have enhanced student learning and where there is still room for improvement.

By "closing the loop" on the assessment cycle on the subsequent year's assessment report, journalism and public relations faculty have an opportunity to gauge the impact of continuous improvement efforts. Based on the assessment, the faculty approved a revision of the curriculum in journalism and public relations. The goal of these revisions was to improve curriculum and instruction, better align the SJGC courses with those of equivalent and competing journalism programs and to update the program to align with skill sets necessary in current media industries.

The update included:

- a. Communication Law and Media Ethics courses are combined to create Communication Law & Ethics. This was done to bring the school in line with the University required credit hour limits. Additionally, research found that other universities that have a Journalism program offered this combined course.
- b. For Journalism students, JOU4181 SJGC Capital Bureau and for public relations students, PUR4800 PR Agency were created to give students practical experience in professional settings and better prepare them for the expectations awaiting them as media professionals. For the Capital Bureau course, students cover the Florida Legislative Session held between January and March and any other newsworthy events in the Capitol. For PR Agency, students are hired by an outside company to create a PR campaign.
- c. MMC2605 Social Justice, Thought & the Media has been added to address the growing importance of social justice and advocacy as an area of journalism.

We are still incorporating these courses into the program and are beginning to assess them. The Journalism Division will continue to track these measures to determine the lasting impact of the curriculum modifications.

Link for the [ACEJMC Assessment Matrix](#)

Part II, Standard 4. Diversity and Inclusiveness



SJGC faculty and staff gather for their 2024 Fall all-school retreat.

Executive Summary

Florida Agricultural and Mechanical University (FAMU) is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues and the empowerment of citizens and communities. The University provides a student-centered learning environment consistent with its core values. The faculty is committed to educating students at the undergraduate, graduate, doctoral and professional levels, preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society. FAMU's distinction as a doctoral/research institution provides mechanisms to address emerging issues through local and global partnerships. Expanding upon its land-grant status, the University enhances the lives of constituents through innovative research, engaging cooperative extension, and public service, while continuing its historic mission of educating African Americans.

University Mission Statement

Florida Agricultural and Mechanical University is an institution devoted to student success at the undergraduate, graduate, doctoral and professional levels. FAMU enhances the lives of its constituents and empowers communities through innovative teaching, research, scholarship, partnerships, and public service. The University continues its rich legacy and historic mission of educating African Americans and embraces all dimensions of diversity.

The School of Journalism & Graphic Communication (SJGC) aligns with the University's mission which seeks to cultivate a campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive.

This spirit also aligns with the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) Diversity and Inclusiveness Standard 4: *The unit demonstrates it has a diverse and inclusive program that embodies domestic and global diversity and that empowers those traditionally disenfranchised in society especially as grounded in race, ethnicity, gender, ability, and sexual orientation.*

Complete and attach to this narrative section the following tables:

- Table 4, “Area Populations
- Table 5, “Student Populations”
- Table 6, “Faculty Populations”
- Table 7, “Full-time Faculty Recruitment”
- Table 8, “Part-time/Adjunct Faculty Recruitment”

Table 4. Area Population SCHOOLS LOCATED OUTSIDE OF THE UNITED STATES should adjust the response and listing below to best represent the racial/ethnic/socio economic groups of the area’s population.

1. Service Area: Describe here the unit’s geographic service area as far as student enrollment is concerned (region, states, state, counties, etc.).

Tallahassee, Florida, serves as the state capital and is home to 202, 221 people. It is located in the northwest portion of the state and is referred to as “The Big Bend” area, as it straddles nearby Georgia and Alabama.

Table 4 – Area Population

<https://www.census.gov/quickfacts/fact/table/tallahassee-city-florida/PST045223>

Based on the most recent Census figures, what percentages do the following groups represent the population of the unit’s geographic service area as described above.

Group	% of population
White	42.6%
Black	35.5%
American Indian	2%
Asian	4.2%
Native Hawaiian or other Pacific Islander	0%
Two of more races	5.7%
Hispanic or Latino	7.4%

Tallahassee is home to two distinct universities: Florida A&M University (FAMU), a Historically Black College and University (HBCU), and Florida State University, a predominantly white institution. Additionally, the city hosts Tallahassee State College, a public community college. Florida A&M University serves 9,269 students, with its main campus in Tallahassee and several satellite campuses. These include a College of Law in Orlando, a College of Pharmacy and Pharmaceutical Science in Crestview, Tampa, Jackson, and Miami, and a Research and Development Center in Quincy, Florida.

As an HBCU, FAMU's student body is predominantly African American, which the US Census does not adequately represent. Most students come from six Florida counties: Broward, Miami-Dade, Escambia, Hillsborough, Leon, and Orange. Out-of-state students typically hail from Georgia, Illinois, Michigan, and Texas.

Link for Student Enrollment from [Florida Counties](#)

Table 5. Undergraduate Student Populations

Show numbers of male, female, minority, white and international students enrolled in the unit, the percentages they represent of total journalism and mass communications enrollment, and the percentages these racial/ethnic groups represent of the total institutional enrollment.

Undergraduate Student Populations (As of Spring 2024 Semester)

Group	Male	Female	% of total in unit	% of university
Black/African American	90	214	94	85
White	3	0	1	2
American Indian/Alaskan native	0	0	0	.09
Asian	0	0	0	.70
Hispanic/Latino (any race)	2	11	4	6
Native Hawaiian/Pacific Islander	0	0	0	.08
Two or More Races	1	4	2	2

Table 6. Faculty Populations, Full-time and Part-time

Show numbers of female, male, minority, white and international faculty members, and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic Year: 2023 – 2024 Journalism and Public Relations Full-time Faculty

Group	Male	Female	% of total in unit
Black/African American	3	6	69.23
White	2	1	23.08
American Indian/Alaskan native	0	0	0
Asian	0	1	7.69
Hispanic/Latino (any race)	0	0	0
Native Hawaiian/Pacific Islander	0	0	0
Two or More Races	0	0	0

Academic Year: 2023 – 2024 Part-time/Adjunct Faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American	4	57.14%	4	44.44%
White	2	28.57%	3	33.33%
American Indian/Alaskan native	0	0	0	0
Asian	1	14.28%	1	11.11%
Hispanic/Latino (any race)	0	0	0	0
Native Hawaiian/Pacific Islander	0	0	0	0
Two or More Races	0	0	1.68	0
Other Race	0	0	0	0

Link for [Academic year: 2023 – 2024, University Faculty's Demographics](#)

Table 7. Full-time Faculty Recruitment

Provide the following information for any searches for full-time faculty members conducted by the unit within the past three years.

Academic Years	2021-2022	2022-2023	2023-2024
Openings	2	2	5
Total applications in hiring pool	19	16	38
Females in hiring pool	4	6	15
Female finalists considered	2	0	3
Offers made to females	0	0	3
Offers accepted by females	0	0	3
Minorities in hiring pool	14	12	26
Minorities finalists considered	3	0	4
Offers made to minorities	1	0	2
Offers accepted by minorities	0	0	2
International faculty in hiring pool	2	1	6
International consideration	0	0	1
Offers make to international faculty	0	0	0
Offers accepted by international faculty	0	0	0

Table 8. Part-time/Adjunct Faculty Recruitment

Academic Years	2021-2022	2022-2023	2023-2024
Openings	N/A	N/A	N/A
Total applications in hiring pool	N/A	N/A	N/A
Females in hiring pool	N/A	N/A	N/A
Female finalists considered	N/A	N/A	N/A
Offers made to females	N/A	N/A	N/A
Offers accepted by females	N/A	N/A	N/A
Minorities in hiring pool	N/A	N/A	N/A
Minorities finalists considered	N/A	N/A	N/A
Offers made to minorities	N/A	N/A	N/A

Offers accepted by minorities	N/A	N/A	N/A
International faculty in hiring pool	N/A	N/A	N/A
International faculty considered	N/A	N/A	N/A
Offers make to international faculty	N/A	N/A	N/A
Offers accepted by international faculty	N/A	N/A	N/A

The unit does not currently advertise for visiting or adjunct faculty, opting instead to recruit adjuncts locally or from industry. To expand the adjunct pool, the unit proposes implementing a permanent application for adjunct positions on the University’s website going forward.

2. Provide a web link to the unit’s diversity plan. The plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity, and the under-represented groups identified by the unit. The plan should include key performance indicators, and focus on domestic minority groups and, where applicable, international groups.

SJGC embraces the diverse differences and experiences each individual brings to its academic community. The unit is committed to fostering an inclusive environment, celebrating unique backgrounds, perspectives, and abilities. By nurturing a culture of respect, the school ensures that everyone feels valued and heard. In previous years the school did not have a diversity plan, and as a result this proposed plan was created. It now awaits faculty approval.

[Proposed 2024 Diversity Plan](#)

The School of Journalism & Graphic Communication (SJGC) faculty work to create a welcoming and nurturing environment for underrepresented faculty and students, including ethnic, religious, and racial minorities; people with disabilities; lesbian, gay, bisexual, and transgendered individuals; the economically disadvantaged; and nontraditional and international students. Faculty and staff strive to create and maintain a diverse and inclusive program that reflects society and embraces the Values and Competencies related to diversity as defined by ACEJMC.

The Council defines diversity as “all of the differences that exist within people, with the recognition that some elements of diversity are linked to the disenfranchisement of people.” Inclusion, on the other hand, is defined as “feeling as if a person belongs and is a respected and valued member of the organization; proactive behaviors that make each person feel welcome and a part of an organization,” which is exactly what SJGC strives to achieve. The faculty has embraced these definitions in crafting the unit’s first diversity plan. However, acknowledging that terms like “diversity” are disputable by state lawmakers, the unit opted to use specific terms to described diverse populations such as “first-generation” and “underrepresented.” The unit’s plan focuses on three areas: students, faculty and staff, and curriculum.

Goal 1 - Students

Increase the number of first-generation and underrepresented college students, along with increased recruitment to foster a diverse student population.

Strategy 1.1 Continued recruitment of a diverse and inclusive campus community.

Metric 1.1.1 Increase by 10% the number of first-generation students by 2027.

Strategy 1.2 Hire a full-time recruiter for the school.

Metric 1.2.2 Increase by 20% the number of overall applications to SJGC.

Strategy 1.3 Annually review retention rates of minority and underrepresented students.

Metric 1.3.3 Maintain a 90% retention rate of minority and underrepresented students.

Goal 2 – Faculty and Staff

Strive to attract an inclusive candidate pool for vacant and new positions.

Strategy 2.1 Use conferences as recruitment opportunities to identify potential candidates and raise awareness about the program.

Metric 2.1.1 Increased applicant pool by 5%.

Strategy 2.2 Place job ads on the websites of diverse organizations within the recruitment season (Fall to Spring).

Metric 2.2.2 Increase applicants by 10% by advertising on websites of diverse organizations.

Strategy 2.3 Expand outreach to local and regional community colleges.

Metric 2.3.3 Attract a minimum of five applicants from area community colleges.

Strategy 2.4 Use social media platforms to advertise positions.

Metric 2.4.4 Identify three social media sites for advertisements and track engagement.

Goal 3 – Curriculum

Achieve and maintain domestic and global diversity in the curriculum.

Strategy 3.1 Review annually curriculum to ensure all forms of diversity are addressed as it relates to mass communication.

Metric 3.1.1 Use *Communication Law & Ethics* course to enhance the understanding of ethics and diversity, and the contributions of minorities in the media.

Strategy 3.2 Create an understanding of the diversity of peoples and cultures in a global society.

Metric 3.2.2 Use *International Issues & the Media* course to increase awareness of media systems worldwide.

Strategy 3.3 Identify comparable universities and explore best practices for including diversity in the curriculum.

Metric 3.3.3 Outreach to 3-5 universities to identify best practices for integrating diversity into the curriculum.

3. Describe how the unit assesses its progress toward achieving the plan’s objectives, and how frequently faculty discuss the plan.

Despite recent state laws prohibiting certain diversity initiatives in public universities, SJGC remains steadfast in prioritizing diversity. The unit acknowledges these rulings but recognizes that diversity has been integral to the journalism school since its founding in 1982. A proposed plan emphasizing diversity and inclusion among students, faculty, and staff is currently under faculty consideration.

The unit values diversity in all its forms and aligns with ACEJMC’s definition, acknowledging that some aspects of diversity are linked to the disenfranchisement of people. Many of the school’s initiatives focus on supporting first-time-in-college and first-generation students, a core mission of Historically Black Colleges and Universities (HBCUs). The Student Success portion of the school’s strategic plan aims to enhance the recruitment and retention of these students. By implementing a diversity plan, SJGC aims to produce graduates who contribute essential diversity to both the classroom and the industry. This plan will be reviewed annually.

4. Describe how the unit’s curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society. Provide a grid that outlines where cultural communications proficiency is taught in the curriculum.

The diversity goal is met by exposing students in each academic track to the journalistic beliefs, ideas, practices, and dignity of all mass media cultures from around the world. The faculty teaches students to understand media and its practices in the Western culture, while recognizing, understanding, and respecting mass media structures and practices by people who may have come from different national, ethnic, political, economic, racial, and religious backgrounds. The unit has welcomed speakers of different nationalities. SJGC students have taken advantage of study abroad opportunities in Spain, Italy, Cuba, South Africa, Hong Kong, and other countries.

Cultural Communications Proficiency Courses

Course Number	Course Title	Domestic Diversity	Global Diversity
MMC 2310	International Issues & the Media	X	X
MMC 4481	Communication Law & Ethics	X	X
RTV 3320	TV News	X	
RTV 2520	Visual Storytelling	X	
RTV 3332	Documentary & Film	X	
JOU 3308	Magazine Article Writing	X	
PUR 4800	Public Relations Agency	X	X
JOU 4342	Writing & Reporting III	X	
MMC 3603	Strategic Communication	X	X

International Issues & the Media

This course increases students critical thinking and global awareness of international issues and the media while increasing their ability to be thought leaders. In the class, theoretical and philosophical concepts fundamental to understanding media systems worldwide are explored, and the implications for future trends and developments are evaluated. The flow of transnational communication technology and information and their consequences are investigated. The course's purpose is to give students an in-depth understanding and appreciation for International Communication & the Media.

Communication Law & Ethics

The course emphasizes the contributions of minorities – racial, religious, ethnic, and political – to freedom of the press, freedom of speech, and other rights guaranteed under the law. By understanding the relationship underlying Law, Ethics, and the U.S. Constitution, students will be prepared for leadership roles in media and communication. More specifically ACEJMC, the accrediting body for this school, requires:

1. Upon graduation students will be able to identify the principles and laws of the First Amendment, including freedom of speech and freedom of the press.
2. Students will be able to distinguish the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.

TV News, Visual Storytelling, Documentary & Film, Magazine Article Writing, Writing and Reporting III

In the Division of Journalism, which encompasses multimedia journalism and public relations, multiculturalism and global communication are intrinsic in academic courses and programs. Journalism students are required to follow local, national, and international news events as part of their major studies. In the reporting and writing courses, communicating across diverse cultures is a precept of the discipline. Moreover, student lab projects in all reporting and writing courses require them to cover stories that may have ties to international events that impact local audiences.

Public Relations Agency, Strategic Communication

Likewise, public relations majors are engaged in diverse studies that focus on local, national, and international markets. PR students review and evaluate case studies of successful campaigns from various countries, and they periodically review real-life PR situations stemming from current events around the globe.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The Division of Journalism is a welcoming environment for all students and does not tolerate harassment or discrimination whether in or outside the classroom. The division works closely with the Center for Disability Access and Resources to explore ways to help students with disabilities in the classroom. On an annual basis the division's faculty complete the University's required Title IX and sexual harassment training.

The division does not tolerate harassment or discrimination among students or faculty members. Below is the Policy Statement on Non-Discrimination from FAMU's FANG Student Handbook:

“Florida A&M University is committed to providing an educational and work environment free from discrimination and harassment on the basis of sex, race, color, religion, national origin, disability, age, marital status, sexual orientation, gender identity, gender expression, military veteran status, as provided by law. The commitment applies to all educational and work environments affecting students, faculty, Administrative and Professional (A&P) employees, Executive Service employees, University Support Personnel System (USPS) employees and Other Personal Service (OPS) employees and any employment conditions and practices. Vendors, independent contractors, visitors, and others who conduct business with the University or on University policy are also expected to comply with this Regulation.”

Faculty are encouraged to include the following clause in syllabi about accommodating students with disabilities:

Americans with Disabilities Act (ADA) policy statement

Students with special needs because of a physical or mental ability should contact the Center for Disability Access and Resources (CeDAR). The center has been established to assist students with disabilities attending FAMU. The staff has close contact with federal and state agencies that provide services to disabled individuals. The staff will work with each student individually to develop solutions to meet their needs. For more information about services available to FAMU students with disabilities, contact the CeDAR, 667 Ardelia Court, FAMU, and Tallahassee, FL 32307. Email: CEDAR@famuedu. Phone: 850-599-3180.

SJGC informs students of these policies through each course syllabus and the statement is on the University's website. The University's Office of Equal Opportunity provides information to explain the complaint process related to these policies.

The unit follows the University's efforts to remain free of harassment and discrimination. The University has an office of compliances and oversees the needs of those with disabilities. When issues of this type emerge, parties are referred to the appropriate university office. Each year, the University has training exercises on rights, respect, and responsibilities of the FAMU community and on how to be sensitive to the needs and views of others. The University has a system for reporting incidents of bias and unlawful discrimination and its role in ensuring compliance with anti-discrimination laws and policies. There are regular training sessions that explains policies and reporting procedures for bias and unlawful discrimination

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The mission of FAMU and the SJGC is to recruit, retain, and graduate students of color who will then contribute to diversity efforts in media industries and the nation at-large. Given FAMU's historic role as the only public historically black university in the state of

Florida, more than 84.7% percent of the university's students are African American, a traditionally underrepresented group; within SJGC the African-American student population is 91.38%

Beyond African-American students, there is a growing population of students of Caribbean descent enrolling in programs within SJGC. Also, there is an increasing number of students who are bi-racial, Hispanic, or Anglo. The unit also has a co-op relationship with neighboring Florida State University, a predominately white institution, where FSU students attend some of SJGC's Mass Comm and TV news classes.

The unit participates in major university-wide recruitment events such as the Fall and Spring Preview and Career Days at area high schools and recruitment fairs at Tallahassee State University. Journalism Division students who are presidential ambassadors also participate in recruitment trips, which are typically held during the football season and/or the president's annual spring break bus tour.

SJGC hosts a Living Learning Community (LLC). This program is for first-year and first-generation college students who have an interest in journalism, public relations, and graphic design. The students meet weekly and engage in university and SJGC events. The relationships formed in the LLC continue as the students matriculate through their degree program.

7. Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.

The Division of Journalism, a limited access program, currently requires a minimum GPA of 2.5 in the major, which is higher than the University's standard of 2.0 for most majors. However, given the higher GPA profile of incoming students, the unit plans to increase the minimum GPA requirement to 2.75. This change aims to align with the institution's enrollment and academic goals. Although this adjustment may initially impact SJGC enrollment, the unit will closely monitor trends and implement strategies to address any effects.

The Division of Journalism currently has 100% retention rate in a student's first and second year (2018-2023). For the 2018 cohort the retention number was 74.58%. Meanwhile during that same 2018 cohort, the University's four-year retention rate was 65.84%.

Link for [Division of Journalism Retention Numbers](#)

Link for [University Retention Numbers](#)

In the SJGC 2018 cohort, 44.07% of students graduated in year four, followed by 59.32% in their fifth year. Within the University, in 2017-2018 the four-year graduation rate was 26.97% and the fifth-year graduation rate was 46.56%.

Link for [Division of Journalism Graduation Rates](#)

Link for [University Graduation Rates](#)

In May 2023, an academic program coordinator was hired, and in January 2024, two new advisers were hired for the unit. The advisers are responsible for advising students from their freshmen to senior year. All students are assigned to an adviser based on the first letter of their last name. The student remains with the same adviser during their academic tenure at FAMU, unless the identified adviser is no longer employed in that capacity. All students enter the Division of Journalism as pre-journalism majors. Students change their major after meeting program requirements, including achieving 45 credit hours.

8. Assess the unit's effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The role of advising is pivotal in retaining students. For incoming students, whether freshmen or transferring, the advising process begins before the student arrives on campus. The advisers and academic program coordinator prepare a potential schedule for each student. Once on campus during student orientation, all first-year and transfer students meet with their assigned adviser to discuss their proposed major. There are two tracking systems used to advise students.

1. First, the FAMU advisement module is set up for each student based on the curriculum for the journalism and public relations major. As students successfully complete each course, the course grade and semester are noted in the system. Each section requirement of the advisement module system must be satisfied for a student to graduate.
2. In addition to the FAMU advisement module, advisers complete a curriculum guide for each student. The guide is a recommendation of courses to be taken and when the student should take the course. The guide is completed during advisement sessions that occur after course grades have been posted. The student and adviser maintain a copy of the updated curriculum guide.

During this advising session, students receive a copy of the Division of Journalism Requirement Form and the semester's course schedule Advisement Form. Prior to the registration period for each semester, an academic advisement hold is placed on each student's account. The academic advisement hold prevents students from registering for classes until they visit an adviser. In mid-October and early March of each year, all returning undergraduate students meet with his or her academic adviser to:

1. Discuss academic progress during the current semester.
2. Review and update the Division of Journalism Requirement Form for their respective major.
3. Create the following semester's course schedule and complete the Advisement Form.
4. Modify the student's academic program (i.e., change of major, change of program type, etc.) must be approved by the adviser, division director and the dean.
5. Review the advisement module and complete Course Exception Forms if necessary.

Efforts are made each semester to e-mail and place phone calls to students who have not registered for the next semester. During the last semester of a student's academic career, the student completes the intent to graduate form. An Eligible to Apply (ETA) online process, once completed, results in the student being a Candidate for Graduation. Once the final grades are posted, a director views the advisement module to assess if the completion of exception forms is needed and if the student has completed all program requirements.

The unit also hired an associate dean of curriculum and student success (Dr. Felicia McGhee) and an academic programs coordinator (John Tornes) to create programming and keep students abreast of school and university deadlines. Both the associate dean and the academic programs coordinator make themselves available to students to address any of their concerns. Currently, the unit uses Canvas, an online classroom, to communicate with students. The associate dean also created a monthly program called "Tea with McGhee," where students are featured, along with SJGC professionals on Instagram Live. Viewers can post live questions. The episodes range from topics such as effective study habits, to advising, to proper budgeting. According to informal student feedback, they see the episodes as informative.

The Division of Journalism also employs an internship coordinator (Ranata Hughes) to advise students of professional development and internship training with local media partners and out of town partners. The internship coordinator develops relationships with students and provides them with sound advice as they matriculate through the program.

9. Describe the unit's efforts to recruit women and minority faculty (as enumerated in Table 7, "Full-time Faculty Recruitment").

The Division of Journalism has conducted six faculty searches since 2021. The candidate pool has been diverse, with applicants from various racial, ethnic, and geographic backgrounds. Advertisements for faculty and staff positions have been posted on the university website, as well as HigherEdJobs.com and trade publications of professional organizations. The SJGC is implementing a retention plan to maintain staff diversity. The plan ensures a diverse faculty in the future by using metrics of staff satisfaction rates along with professional development opportunities.

10. Describe the unit's efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

In Strategic Priority 2, Goal 2.2 of the school's strategic plan, it states a goal of recruiting and retaining exceptional faculty and staff. One strategy is to provide professional development to faculty and staff via conferences, workshops, and training, along with rewarding faculty productivity. This goal matches well with the University's new strategic plan, Boldly Striking 2022-2027, as goal two is to nurture the professional development of faculty and staff across the career span and across disciplines to create a culture of sustainable excellence.

11. If the unit hires adjunct or part-time faculty members, describe the unit’s effort to hire minority and female professionals into these positions (as enumerated in Table 8, “Part-time/Adjunct Faculty Recruitment”).

In 2023-2024, part-time faculty recruitment included four females, who were offered positions and accepted them. The university’s strategic plan encourages producing diverse and culturally astute graduates for the global workforce and enhancing international initiatives and programs.

The school leverages its relationships with local practitioners to notify them of available adjunct and part-time opportunities, along with a purposeful effort to hire women and minorities.

12. Provide examples of professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three academic years whose background or expertise served to introduce students to diverse perspectives.

(Five examples a year are sufficient and those examples should include the name, title, subject area/expertise, race, gender of speakers to provide context. The unit has the option of providing a complete list in a separate digital file.)

The unit has hosted guest speakers from the U.S. and abroad. Presenters have visited classrooms, student organizations, colloquiums, panels, and workshops. The Grads Are Back celebration during Homecoming week is a huge event for SJGC and normally attracts more than 60 alumni as panelists, keynote speakers and workshop leaders.

Name	Title	Subject area	Race	Gender	Year
Katie Kingsbury	New York Times Opinion Editor	Journalism, opinion writing	White	Female	2024
Laura R. Downey	WebMD Executive Editor	Journalism, health, features	Black	Female	2024
Thomas Bennett	Senior VP, FleishmanHillard PR Agency	Public relations	Black	Male	2024
Rickey Smiley	Rickey Smiley Morning Show Host	Radio/talk, entrepreneurship	Black	Male	2024
Kelsey Orens	Senior Manager, Corporate Social Responsibility, The Walt Disney Company	Social impact	White	Female	2024
Mike Siegel	Senior Vice President of Marketing, St. Jude’s Children’s Hospital	Public relations	White	Male	2023
Sheldon Lauderdale	NASA Management & Program Analyst	Career pathways	Black	Male	2023

Staci R. Collins Jackson	CEO of The Collins Jackson Agency	Public relations, entertainment	Black	Female	2023
Kelly Corder	Director of Media Relations, Sachs Media Group	Public relations/marketing	White	Female	2023
Chirag Shah	Founder & CEO of Current Agency	Public relations	Asian	Male	2023
Rick Hirsch	Senior Editor for Talent Development, McClatchy	Journalism	White	Male	2023
Trymaine Lee	MSNBC correspondent	Journalism	Black	Male	2022
Ginger Maddox	Executive Producer, WBBM-TV, Chicago	Journalism	Black	Female	2022
Tia Mitchell	Washington correspondent, The Atlanta Journal-Constitution	Journalism, politics	Black	Female	2022
Rana Cash	Executive Editor, Charlotte Observer	Journalism, local news	Black	Female	2022
Kareem White	Senior Talent Producer, ESPN	Journalism, sports	Black	Male	2022

Part II, Standard 5. Faculty



Prof. Kenneth Jones engages with students and alumni at an SJGC event.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) provides a forward-thinking education that prepares students for immediate and long-term career success. The diverse faculty—62% women, 38% men, and predominantly African American or people of color—reflects the Journalism Division’s student population and HBCU mission. Sixty-nine percent of faculty are tenured or tenure-track, focusing partly on research, while 31% are teaching faculty with significant professional experience dedicated to course instruction.

**Faculty Breakdown by Rank, Gender, and Race
Fall 2023 – Spring 2024**

Rank	Number	Men	Women	Black	White	Asian	Other
Professor	4	2	2	3	1	0	0
Associate Professor	4	1	3	3	1	0	0
Assistant Professor	1	0	1	0	0	1	0
Instructor	1	1	0	1	0	0	0
Visiting Instructor	3	1	2	3	0	0	0

Faculty is comprised of five men and eight women. Faculty of color represent 85% of the unit's full-time faculty for the fall 2023 and spring 2024 academic year. Women make up 62% of the school's full-time faculty; 38% of full-time faculty are men.

**Faculty Breakdown by Degree and Experience
Fall 2023 – Spring 2024**

Rank	Total	Doctoral Degree	Master of Fine Arts	Master's Degree	Academic Experience (Mean Years)	Professional Experience (Mean Years)
Professor	4	2	1	1	23	24.5
Associate Professor	4	3	0	1	21	22.5
Assistant Professor	1	1	0	0	21	8
Instructor	1	0	0	1	13	35
Visiting Instructor	3	1	0	2	12.3	15

Sixty-nine percent of the faculty are tenured or were on the tenure-track with a portion of their work dedicated to research, while 31% of the unit's faculty are teaching faculty, at the instructor rank, with significant professional experience and primary duties focused on course instruction.

Please respond to each of the following instructions:

1. Describe how the unit selects full-time and part-time faculty and instructional staff.

Full-time tenure-track faculty and instructors are selected through a national search. Ads are placed in academic and professional job publications and on the FAMU website. The dean appoints a search committee, which includes an undergraduate student.

The committee reviews all applications, selects two to three finalists for interviews, and presents unranked recommendations to the dean, who makes the final decision. Interviews may be conducted virtually or in-person. The search and screen committee process involves informing committee members of such things as the Florida Sunshine Law and the University's obligations as an Equal Opportunity Employer and the noticing of meetings.

Visiting and part-time faculty are appointed by the division director as needed. Visiting professors are granted one-year contracts, with a maximum tenure of four years. The Journalism Division utilizes a dedicated search committee for regular faculty positions, whereas the dean assembles different committees for specific roles such as the associate dean, the Knight Chair, and recruiter positions.

2. Describe the university and unit expectations of faculty members in teaching; research; creative and professional activity; and service. Describe the process for the award of tenure, promotion, reappointment, and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit. Please provide specific page numbers.)

According to Florida A & M University (FAMU) policies, faculty members are expected to demonstrate excellence in all three areas of teaching, research, and service, with evaluations focusing on factors like course organization, effective delivery of content, student engagement, quality of research, creative endeavors, and contributions to the university and professional communities.

The unit's teaching, research, and service expectations for tenure-earning and tenured faculty seeking promotion are guided by university policy and are outlined in the unit's tenure and promotion guidelines. Tenure-earning and tenured faculty seeking promotion must provide evidence of teaching, research, and service. Instructor candidates seeking promotion are required to demonstrate dedication and vigor for exemplary teaching, continuous engagement in professional development activity, and active participation in significant service to the University, the academy, and the community at large.

There is a multi-step process for tenure and promotion that includes:

- Faculty candidates submit an application and supporting documentation online through Interfolio.
- The college or school tenure and promotion (T&P) committee reviews candidates' dossiers and submits recommendations to the dean. The dean reviews all materials and sends a recommendation to Academic Affairs. The university-wide T&P committee reviews the candidates and submits recommendations to the provost.
- The provost submits tenure recommendations to the president, who then submits them to the Board of Trustees (BOT) for review and decisive action. The president or designee notifies applicants of the BOT's action.

Faculty promoted from Assistant Professor to Associate Professor receive a 12% annual salary raise. Those promoted from Associate Professor to full Professor receive a 15% raise in their yearly salary.

Starting in the 2023-2024 academic year, tenured faculty began participating in a post-tenure review (PTR) process. The Florida Board of Governors adopted [Regulation 10.003](#) requiring Florida State University System institutions with tenured faculty to adopt a post-tenure review process by October 16, 2023. Tenured faculty are to receive

a PTR review of five years of performance in the fifth year following their last promotion or last PTR review, using the University's guidelines and the unit's PTR criteria.

Link for [Post Tenure Review](#)

3. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

Throughout the years, faculty has continuously participated in workshops offered by the University's Teaching and Learning Center for professional development, teaching, and other pedagogy enhancements. Due to the 2020 pandemic, increased attention was given to professional development to ensure faculty had the skills necessary to teach and engage with students online. As such, most faculty in public relations and journalism have at a minimum undergone training through FAMU's Office of Instructional Technology (OIT) for certification of online education. OIT not only provided online course instruction and certification for faculty to teach online, but they also provided resources to students who needed them to ensure they were properly equipped for online classes. Since Fall 2023, the unit's technology department has encouraged faculty to train with Adobe, Google, and Apple with the incentives of earning digital badges and skills to implement technology in classroom teaching. The unit also worked with companies, such as Muck Rack and NUVI (a social media and internet monitoring program) in 2020 and 2023 respectively, to provide faculty with small groups or one-on-one training.

In Spring 2024, the Center awarded a one-year scholarship to a public relations faculty member to conduct an intervention study to advance pedagogy and learning outcomes. Another faculty was awarded a Dow Jones News fellowship to participate in the Multimedia Training Academy in 2022. In addition, the unit's Curriculum Committee provided professional development workshops to faculty teaching courses in the new curriculum. The first workshop took place in Fall of 2022 to cover new courses in broadcast journalism, and the second in Fall of 2023 to cover public relations courses. Faculty members also benefited from attending professional and academic conferences, including the Public Relations Society of America (PRSA), the Broadcast Education Association, and AEJMC, for professional development.

4. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Tenure-track and tenured professors are assigned a 3/3 teaching load each semester, plus non-credit generating research, and/or services to the school; whereas other schools and departments within the University have 4/4 teaching loads. A 3/3 teaching load allows faculty time for research and service. Instructors may have a 3/3 teaching load, providing them time for more service in the division or a 4/4 load depending on instructional needs.

The teaching load and the non-credit services, together, equate to one full-time equivalency (FTE)—i.e., each three-credit hour course taught equals a 20 percent effort (60% total), and 40 percent is devoted to services such as academic administrative support, other instructional efforts, public/institutional service, etc.

Occasionally, situational circumstances require variations in faculty workload. For instance, high enrollment numbers in core major courses may necessitate additional sections, resulting in some faculty members teaching a 4/4 load instead of the usual 3/3. These faculty members typically receive overload pay as compensation. Conversely, due to light enrollment, some faculty may only teach two classes, necessitating fewer class sections. These faculty members are often assigned additional non-credit generating activities to ensure their total effort remains at 100 percent, or one FTE. New tenure-track faculty members might be granted a course release at the start of their employment to promote early research productivity.

Instructors or visiting instructors assigned to teach performance-based or experiential-learning courses such as the PR agency or Advanced TV News may have alternative teaching loads due to the additional contact hours required. Contact hour equivalencies are established for all activity other than classroom instruction. Examples include: Additional hours worked with a PR client beyond 180 minutes of class time in a week or the hours to supervise the live TV newscasts 3 times a week.

5. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentages of core and required courses taught by full-time tenured, tenure-track and visiting faculty for the past three years:

Fall 2021	85% Full-time Faculty, 33 out of 39 courses	15% Part-time Faculty out of 39 courses
Spring 2022	79% Full-time Faculty, 23 out of 29 courses	21% Part-time Faculty, 6 out of 29 courses
Fall 2022	67% Full-time Faculty, 26 out of 39 courses	33% Part-time Faculty, 13 out of 39 courses
Spring 2023	71% Full-time Faculty, 25 out of 35 courses	29 Part-time Faculty, 10 out of 35 courses
Fall 2023	74% Full-time Faculty, 29 out of 39 courses	26% Part-time Faculty, 10 out of 39 courses
Spring 2024	78% Full-time Faculty, 29 out of 39 courses	22% Part-time Faculty, 10 out of 39 courses

2023-24 school year: 76% of courses taught by full-time faculty (76 courses total, 58 taught by full-time faculty) (Includes Fall 2023 and Spring 2024 only).

2022-23 school year: 69% of courses taught by full-time faculty (74 courses total, 51 taught by full-time faculty) (Includes Fall 2022 and Spring 2023 only)

2021-22 school year: 82% of courses taught by full-time faculty (68 courses total, 56 taught by full-time faculty) (Includes Fall 2021 and Spring 2022 only)

The trend continued for Fall 2024, where 75% of courses were taught by full-time faculty.

To support the teaching of core and new courses, the unit recently hired two faculty – Instructor for Public Relations and Garth Reeves Eminent Scholar and Instructor in Digital Journalism. Current searches are underway for an Endowed (Knight) Chair, Instructor for Broadcast Journalism and Assistant Professor for Visual Storytelling. With the recent retirement of an Associate Professor, the unit expects to advertise for another full-time faculty position in 2025.

6. Describe the unit’s processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff, including teaching evaluations and faculty evaluations. Use a digital format to provide access to any course evaluation forms, peer review forms or other documents used in evaluations.

The Journalism Division faculty receive an annual review in the spring semester. Faculty are evaluated in four areas: teaching effectiveness, research and creative activity, performance in service and other university duties.

As part of the review, faculty members are expected to provide concrete evidence to support their accomplishments in each area, such as published articles, presentations, grant awards, student evaluations, certifications, and committee appointments.

Faculty complete a self-evaluation form and meet with the dean, associate dean, or division director for discussion. This self-evaluation process allows the faculty to provide input on their research, teaching, and service performance for the academic year. It also allows tenure-track and tenured faculty to collect evidence and prepare materials for tenure and promotion.

The final evaluation includes comments from the faculty member and supervisor and signatures of both parties, plus the dean.

Performance Evaluation Areas	Specific Components and Criteria
Teaching Effectiveness	<ol style="list-style-type: none"> 1. Organization and planning of courses 2. Evidence of careful preparation (course outlines, syllabi) 3. Ability to make courses challenging, inspire interest and thought 4. Quality of scholarship and professionalism 5. Professional classroom decorum and atmosphere 6. Punctuality with attendance, schedule, grading, and reports 7. Accessibility, openness to questions, maintenance of office hours 8. Fairness of examinations and student evaluations
Research and Creative Ability	<ol style="list-style-type: none"> 1. Presentation of papers/creative works at professional meetings 2. Published papers or articles in professional journals/books 3. Recognized creative work (music, paintings, design, etc.) 4. Ongoing research or creative endeavors 5. Development of research projects or proposals

Performance in Service	<ol style="list-style-type: none"> 1. Departmental, college, and university committees 2. Contribution to faculty meetings and program activities 3. Membership and contribution to professional organizations 4. Professional development, continuing education, certification 5. Community activities on local, state, national, or international level
Other University Duties	<ol style="list-style-type: none"> 1. Academic advising 2. Counseling/advising clubs/organizations, directing interns 3. Administrative duties

Link for [Faculty Evaluation Form/Criteria](#)

Link for [A&P and Non-Unit Faculty Evaluation Form](#)

7. For the grid that follows: Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during the review period (for example, new faculty and retired faculty).

Using the grid below, provide counts of the unit's overall productivity in scholarship during the review period by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the review period. Therefore, the grid should capture relevant activity by all full-time faculty only **while at the accredited unit**. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Full Professors (4)	Associate Professors (4)	Assistant Professors (1)	Other Faculty** (4)	Totals (13)
Awards and Honors	1	0	1	0	0	1
Grants Received Internal	2	0	0	2	0	2
Grants Received External	2	1	1	0	0	2
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	0	0	0	0	0	0
Book Chapters	15	11	1	2	0	14
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	12	8	1	3	0	12
Refereed Conference Papers	14	6	0	8	0	14

Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	2	0	0	2	0	2
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	2	0	0	0	0	2
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	2	0	2	0	0	2
Academic and Professional Conference Presentations (Non-refereed)	0	0	0	0	0	0
Panel Presentations at Refereed Conferences	25	21	1	3	0	25
Other (please specify)**	13	5	3	5	0	13

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.

**Other faculty includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research, or creative requirements.

***Other represents non-refereed conference panels, moderating academic seminars, writing commentary and opinions in publications, and speaking at professional conferences.

During the review period, in the Division of Journalism six journalism faculty served as instructors. Additionally, seven tenured and tenured-track faculty (including two administrators) published a total of 12 peer-reviewed scholarly articles in refereed journals such as *Health Communication*, *Journal of Health Psychology*, *Journal of Community Psychology*, *Journalism and Mass Communication Educator*, *International Journal of Communication*, *Howard Journal of Communication*, and *The China Review*. Fifteen book chapters and two entries in the International Encyclopedia of Health Communication have been published. The Division faculty produced 14 refereed paper presentations to conferences, including the International Communication Association, Association for Education in Journalism and Mass Communication, Broadcasting Education Association, Society of Behavioral Medicine, and Kentucky Conference on Health Communication. There are also several ongoing research projects and papers in health communication, post COVID mental health, online civility, media framing and visual communications.

In the last six years, an assistant professor (Dr. Hsuan Huang) was awarded two grants totaling \$15,000 from the University for a year-long research project on COVID-19 Vaccination among young Black adults and a SoTL intervention study on teaching and learning using artificial intelligence (AI). An associate professor (Dr. Valerie White) was awarded a \$7,500 Solution Journalism grant to enhance the practice and teaching of Solution Journalism.

Furthermore, the Journalism Division faculty have participated in 25 refereed conference panels, professional and creative activities. The "Other" category in the grid includes participating/chairing in non-refereed conference discussion panels, moderating academic seminars, writing commentary and opinions in publications, and speaking at professional conferences.

In Spring 2024 and Fall 2025, Dean Lowe received service grants from the Henry Luce Foundation and the MacArthur Foundation totaling \$140K for a HBCU News Deserts project to create a strategy for local news collaboration.

During the 2020-2021 and 2021-22 school years, there was a lull in scholarly activity due to the pandemic as faculty focused on transitioning to an online modality and teaching remotely. However, there has been steady improvement in overall scholarly output compared to the previous full report in 2012-2018.

The most growth related to research output is reflected by an increase in peer-reviewed journal articles, refereed conference presentations, and book chapters/encyclopedia entries by full and tenure-track professors. The number of peer-reviewed publications and external conference presentations doubled in 2022-2023 compared to the previous year. (See Link for [Academic Scorecard](#) in Evidence Folder for Standard 5.)

Hiring

The Journalism Division advertised three faculty positions for the 2024-2025 academic year. Among them are two journalism instructor positions, one public relations instructor position, and one tenure-track assistant professor position to fill vacant positions from the departures of three tenure-track and tenured professors and to meet the teaching demands of the new Journalism and PR curriculum. While these hirings will help fulfill the unit's immediate instructional needs, the unit is monitoring the implications on the unit's research and scholarly productivity. The two new hires as of Fall 2024 are both at the instructor level with a master's degree. One of the new instructors is pursuing a Ph.D.

Workload and Scheduling

Tenured and tenure-track faculty, along with instructors and visiting instructors, all handle a 3/3 teaching workload. This load provides for a division of 50% teaching, 30% research and 20% service for tenured and tenure track. The instructors and visiting instructors are not required to engage in research, scholarly, professional, or creative activities. However, they are expected to serve on committees and support school initiatives. They typically serve 60% teaching and 40% service. The Journalism Division director manages course scheduling each semester.

Infrastructures for Research

To align with FAMU's 2022-2027 strategic plan, specifically Priority 2 on Academic Excellence and the pursuit of Carnegie Classification of Research 1 status, enhancing research infrastructure is essential. Key areas include ensuring consistent course assignments, accommodating faculty schedules, and offering incentives and opportunities for course release to afford research faculty adequate time for their projects. Additionally, faculty require further resources and support, such as small or seed grants, recognition, rewards, and the promotion of collaborations both within and outside the institution.

8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in an additional separate digital file. (Full-time faculty refers to those

defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.

Link for [Faculty Research By Name](#)

9. Describe the institution's policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the review period. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

The unit's sabbaticals and leaves of absence policy is consistent with the University's Collective Bargaining Agreement regarding sabbatical and professional development leave. Sabbaticals and professional development leaves are granted to increase a faculty member's value to the University through enhanced opportunities for professional renewal, planned travel and study, research, writing and other professional experiences. To be eligible for the sabbatical leave program, a faculty employee must be full-time and tenured, with at least six (6) years of full-time service in the State University System.

Faculty can apply to take a semester-long sabbatical and professional development leave with full pay or a one-year long sabbatical and leaves of absence with half pay. Faculty approved for leave must agree to return to the University for at least one academic year after. Upon return, faculty must provide a written report of accomplishments to the dean and the Office of the Provost. No SJGC faculty member has taken a sabbatical or professional development leave of absence during the review period. However, one faculty member has been granted professional development leave for spring 2025.

Link for [Professional Development and Career Faculty Resources](#)

10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.

The unit supports faculty scholarship, research, and creative and professional activity through its Knight Faculty Development Fund. This is an endowed fund established by the Knight Foundation at FAMU in 1999.

The fund covers domestic and international travel to conferences for presentations and professional development; workshops/seminars; professional memberships; and direct costs for research and projects, including software, equipment, and services. The fund also supports fellowships that allow faculty to embed with industry partners – shadowing, collaborating, and producing relevant outcomes.

Listed below are the faculty who have used the fund during the review period.

- Clarence Fowler (2023-2024, 2024-2025)
- Hsuan Huang (2022-2023, 2023-2024, 2024-2025)
- Leah Hunter (2022-2023)
- William Jiles (2023-2024, 2024-2025)

- Mira Lowe (2022-2023, 2023-2024, 2024-2025)
- Felicia McGhee (2023-2024, 2024-2025)
- Deborah Thigpen (2023-2024)
- Venise Toussaint (2023-2024)
- Jeffrey Wilkinson (2022-2023, 2023-2024, 2024-2025)

The unit also encourages the faculty to utilize the Florida A&M University (FAMU) Faculty Travel Grant (FTG) Program, an initiative also designed to financially assist faculty travel to present research findings.

Part II, Standard 6. Student Services



Internship Coordinator Ranata Hughes and NBCUniversal News Group EVP Yvette Miley with seniors.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) provides students with academic support and services to promote student learning and to ensure timely completion of their program of study. The SJGC has 13 full-time faculty members who provide instruction and advising, two (2) full-time advisors, and an Office of Career Success (OCS) to assist students with finding internships and career opportunities. The University also provides student academic support services (TRIO Support Services, CeDar, Writing Resource Center, Tutoring, Mental Health Counseling Services, Financial Counseling Services, Career Center, Living Learning Community Program, and Center for Academic Support Services) to journalism and public relations students that further promote learning to ensure timely completion of students' degrees in journalism and public relations.

Please respond to each of the following instructions:

1. Complete Table 9, "Student Aid."

Table 9. Student Aid

Year	Total number of scholarship dollars controlled by the institution*	Number of students receiving scholarships controlled by the institution	Median individual scholarship dollars from funds controlled by the institution	Total Amount of dollars from funds controlled by the unit*	Number of students receiving scholarships controlled by the unit	Median individual scholarship from funds controlled by the unit
2022-2023	3,374,700.06	497	6,790	300,326	67	2,147
2023-2024	2,186,026.00	281	7,779	492,463	107	5,000

*Total number of scholarships controlled by the institution reflects the FAMU Presidential Scholarships.

**Total amount of dollars from funds controlled by the unit reflects various scholarship funds.

Graduate Assistantships or Work-study Appointments

Year	Number of students holding appointments	Range of stipends
2023-2024	6	\$1,500
2022-2023	2	\$1,500
2021-2022	4	\$1,500

In addition to scholarships provided by the unit and the institution, the SJGC dean maintains a special assistance hardship fund for students who have exhausted all other funding sources and are in jeopardy of not completing their degree plans. To apply students, submit a written request for financial assistance, their needs are evaluated, which informs the amount of funds and to whom those funds are disbursed. Students' academic records are a critical component of the evaluation for these funds.

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements. Provide digital files of advising guides, manuals, newsletters, or other internal communication with students. Describe availability and accessibility of faculty to students.

The SJGC provides detailed curriculum guides for journalism and public relations, which are archived and updated regularly. These guides are essential resources for students admitted from Fall 2020 to Summer 2024, with newer guides available from academic advisors for students admitted thereafter. The guides outline the necessary courses, graduation procedures, and specific requirements such as the Civic Literacy Graduation Requirement, which mandates competency in civic literacy for students entering from 2018-2019 onwards. Students are also informed of degree requirements at orientations, university advisement/enrollment days and in meetings with the division directors and deans.

The SJGC employs a structured advising system where students can book appointments with academic advisors through the SJGC Connect page. Advisors are

available by appointment on specified days, with walk-in hours on Wednesdays. The advising syllabus is designed to help students understand their majors, make strategic educational decisions, and promote personal development. It requires students to bring essential documents like unofficial transcripts and curriculum guides to advising sessions.

During the 2020-2021 academic year, the unit established a Student Enrollment Station, equipped with two computers, in the advisement office to assist SJGC students with enrolling in classes while onsite after meeting with their advisers.

Before August 2023, advising was centralized with an advisor assigned to the school, and units had no direct input in the model. The University collected survey data, but it was for the institution as a whole, not specifically for SJGC. In 2023, advising was decentralized, and a full-time academic coordinator was hired for the unit.

Currently, the SJGC academic advisement team consists of two trained, full-time academic advisors and a full-time academic coordinator. When needed, the unit's division director is available to assist students with issues beyond the advisement team's authority. Decentralization has allowed the unit to better track students, develop initiatives to support the advising process, and enhance communication with students. For instance, there is now more signage about advising within the School and a QR code for students to scan for additional information. The unit also created a school-wide survey to gather feedback on students' advising experiences. Advisors have become a critical part of the school, providing a more cohesive and effective interaction with students.

The advisement team employs a robust course progression monitoring tool known as CIVITAS. CIVITAS allows advisors to view reports on students' grades in all assignments, projects and exams and employ early special needs intervention when students appear to fall behind or fall into jeopardy due to negative grades.

To also facilitate advisement, the SJGC advising team provides students with a syllabus that outlines expectations for the academic year. This guide provides a timeline for tasks and reminders.

Academic Advising Syllabus and Calendar

Month	Activities
August-September	Meet with your new adviser at the scheduled session during Orientation.
	Returning students: Use this time to reconnect with your adviser.
	Talk to your adviser about the experiences you are having in class.
	Be aware of drop/add dates and other deadlines.
October-November	Meet with your adviser to plan for the spring semester.

	Meet with your adviser if you receive academic alerts.
	Seniors: Complete the online graduation application and advising survey.
	Register during your assigned registration time.
January	Welcome back to the spring semester!
	Contact your adviser if you have questions or concerns about your past fall semester grades or if you need to change your spring class schedule.
March	Meet with your adviser for annual planning to review your academic goals and make a plan for the coming year.
	First and/or second year students with fewer than 60 credits must meet with their adviser before registering.
	Register during your assigned registration time.
April-May	Seniors: Complete the advising survey if you have not done so already.
	Returning students: Register for fall semester classes before leaving campus in May.

Early in the fall semester, SJGC conducts Academic Success Workshops to equip students with essential tools and insights for academic achievement and beyond. Each one-hour session covers academic advising, attendance requirements, transfer credits, capstone facts, the Florida Shines process and FERPA. Florida Shines is a program that allows students to take classes away from their home institution and receive credit for the course. The Academic Programs Coordinator and advisors also dive into strategies for a successful academic journey. Those topics include:

- **Motivation:** Staying motivated throughout your academic journey.
- **Navigating Your Major:** Strategies for success in your chosen field.
- **Studying:** Effective study techniques for coursework excellence.
- **Prioritization:** Mastering task and responsibility prioritization.
- **Time Management:** Developing skills to maximize productivity.
- **Stress Management:** Techniques to manage and reduce stress.
- **Exposure to Campus:** Exploring campus resources and opportunities.
- **Mindset:** Cultivating a growth mindset for personal and academic growth.
- **Working with Others:** Enhancing collaborative skills for group projects and teamwork.

Link to [Newsletter to Students](#)

From the moment they arrive on campus, SJGC First Time in College (FTIC) freshman students who qualify are engaged in the unit's Living Learning Community (LLC)

program. This successful program allows students to share all aspects of their learning experiences with each other during the first two full semesters of their academic careers. The students share on-campus living spaces and regularly engage in media workshops relevant to their academic careers. All such activities are implemented and supervised by a designated LLC liaison (Artency Jean) as prescribed by the university-wide LLC program at-large. Activities have covered a variety of topics such as learning about podcasting; doing a mock newscast; using technology for immersive journaling; starting a LinkedIn page; building a resume; and preparing for Capstone.

In accordance with the FAMU Faculty Handbook, full-time faculty are expected to include their office hours in the course syllabus and post their hours in a conspicuous place in order for students to have access to their professors, outside of class times. Adjuncts may arrange online communication with students at a designated time. Frequently, faculty meet with students beyond their posted hours to help students with assignments or to give advice.

3. Describe the unit's process for evaluating and counseling services. Include measurements of the accuracy of academic advising, student, and faculty opinion of the of quality of advising or other indices of the effectiveness of advising. Discuss the results of these assessments, any changes or adjustments made because of the finding.

The evaluation of advising services is crucial for maintaining their effectiveness. The CIVITAS platform that advisers use to monitor student progression also provides insights about the advisors' engagement with students. The tool tracks interactions, appointment modalities (in-person, virtual and phone) and topics discussed. This information helps the advising team, the unit and the University provide the support students need throughout their college experience.

In addition to the advising data, SJGC uses various methods to assess the quality of its advising services, including assessing the accuracy of academic advising, reviewing exit surveys, and gathering student and faculty opinions. Such evaluations help gauge satisfaction and identify areas for improvement.

Based on assessments, adjustments to advising services may include changes in advising hours, the introduction of new tools for scheduling appointments, or updates to curriculum guides to reflect current academic and industry standards. Continuous feedback from students and faculty helps the SJGC refine its advising processes to better meet the needs of its students.

The SJGC ensures that students comply with academic requirements by maintaining a detailed checklist and procedures for graduation. This includes forms for changing majors, requesting excused absences, and filing grade grievances. Advisors are assigned based on the alphabetical order of student surnames, ensuring personalized attention.

4. Describe student professional organizations or other extracurricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students' professional and intellectual abilities and interests. Do not duplicate information already included in Standard 2 (Curriculum and Instruction).

The school has active student chapters of three professional organizations: National Association of Black Journalists (NABJ), Society of Professional Journalists (SPJ) and Public Relations Student Society of America (PRSSA). All chapters have a faculty and/or staff advisor who guides extracurricular activities, service projects and collaborations. Annually, the unit provides financial support to students attending the national conventions of each professional group.

FAMU NABJ (FABJ)

FABJ is dedicated to inspiring students to pursue journalism careers. This chapter operates under the auspices of the National Association of Black Journalists (NABJ), the largest organization of journalists of color in the United States. Members harness various resources to motivate and guide those interested in mass media careers. FABJ produces various events throughout the academic year for networking, training, and raising awareness about journalism. Recent workshops have focused on beat writing, TV news scriptwriting and resume reviews. The student chapter regularly engages alumni to speak with SJGC students about their career experiences and to build a workforce community. FABJ students also attend the annual national NABJ convention for professional development.

FAMU SPJ

SPJ is dedicated to improving and protecting journalism. It operates under the guidance of the nation's most extensive journalism organization, which is committed to encouraging the free practice of journalism and the free flow of information, essential for a well-informed public. In addition to interest meetings, the chapter conducts professional development forums like "Women in Journalism" with Washington Correspondent Tia Mitchell, CNN News Source Content Producer Ila Wilborn and CBS News Broadcast Associate Diasha Henley. During the 2024 Homecoming Grads Are Back program, chapter leaders also hosted the Fireside Chat with the Dean and Laura J. Downey, WebMD Executive Editor and SPJ President – Georgia.

PRSSA at FAMU

The PRSSA chapter is an organization tailored for students majoring in public relations. Its mission is to advance the public relations profession by nurturing the next generation of professionals. FAMU PRSSA students have attended the annual PRSSA meetings for the past two years. These opportunities allow them to develop professionally and intellectually by attending workshops to enhance their knowledge and skills in PR and networking with PR professionals. FAMU PRSSA leadership (presidents and vice presidents) have attended the PRSSA Leadership Summit for the past two years, where they learned to utilize PRSSA resources to develop the FAMU chapter. In addition, FAMU PRSSA has hosted awareness campaigns through collaboration with non-profits, workshops with PR professionals, and a scholarship competition featuring creative briefs to promote responsible tourism and protect the beach communities in Florida.

SJGC + IPREX (The Global PR and Communication Network)

In partnership with the Florida PR agency Salter Mitchell and IPREX (The Global PR and Communication Network), SJGC is introducing a new cohort program for the 2024-2025 academic year. This program is designed for junior and senior public relations students to establish connections with PR, communications, and marketing agencies worldwide. Participants will benefit from training sessions, roundtable meetings with industry professionals, mentorship, internships, and conferences. With more than 1,100 communications professionals in more than 100 markets globally, IPREX members can engage with and recruit diverse talent for internships and full-time positions through the SJGC program.

SJGC Writing Lab (The Writer's Block)

SJGC implemented a total immersion writing lab designed to improve the written communication skills of students. The lab not only targets students who may have writing deficiencies, it enhances opportunities for all students to set themselves apart with skills of excellence in journalism, public relations, graphic design and all aspects of media communication and academic compositions. A faculty member, along with peer tutors, staffs the lab Monday and Wednesday (4:00-6:30 p.m.) and Tuesday and Thursday (1:00-6 p.m.).

Learning Centers

SJGC students can also access tutoring services in-person at various Learning Centers around campus, or virtually using Tutor Ocean, an online platform that allows students to book sessions with tutors and subject matter experts. The Learning Centers provide academic help to all students in the areas of English, Math, and Science.

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

SJGC maintains a robust internship and job placement effort for the unit's students. This effort is guided by a full-time internship coordinator who regularly invites professional media, public relations, and graphic design companies to the school to meet and converse with students about internship and job opportunities. During such recruitment visits, representatives of such companies are provided interview rooms where employers meet one-on-one with students. In most cases, SJGC students are hired either as interns or permanent media professionals as a direct result of this effort.

SJGC job placement strategies also focus on the following:

1. **Networking:** Encouraging students to build and maintain relationships with industry professionals through events, internships, and alumni networks.
2. **Job Preparation:** Conducting resume and cover letter reviews, mock interviews, and job fair coaching.
3. **In-Person and Online Presence:** Advising students to maintain a professional presence on platforms like LinkedIn and when meeting potential employers.
4. **Tailored Job Searches:** Assisting students in identifying job opportunities that align with their skills and career goals.

5. **Skill Development:** Offering workshops and courses to develop both hard and soft skills relevant to the industry.
6. **Company Partnerships:** Establishing partnerships with companies for direct access to students, exclusive job postings and recruitment events.

Graduates and Known Status

Year	Graduates	Known status	Known Percent	Placement at Graduation
2020-2021	98	94	95.91%	29%
2021-2022	135	103	76.29%	22%
2022-2023	140	111	79.29%	29%

Link for [2021 Graduates](#) and Their Job Placement.

Obtaining feedback from employers and students about their workplace experiences and practices helps to inform the school's career counseling and job placement efforts.

During the Fall 2023 semester, the SJGC Office of Career Success (OCS) launched its employer survey to collect information from the SJGC Grads Are Back Career Fair employer participants. Out of 25 career fair participants, 18 responded to the survey. The main purpose of the survey was not only to collect basic, day-of-event information, but to answer four major questions: Which companies are recruiting our students, are they being recruited for permanent employment or for internships, which major(s) are employers most interested in hiring, and how much are the employers paying?

According to the survey results, companies such as Bloomberg News, The Zimmerman Agency, Paramount, Tallahassee Democrat, and Gray Television (WCTV) to name a few participated in the career fair. In addition to the participating companies, three graduate programs participated in the career fair to recruit SJGC students into their graduate programs. The three schools were Columbia University, Florida State University, and Florida A&M University.

Other survey trends/key findings revealed that 56% of career fair participants were there to recruit interns only, while 33% were there to recruit both interns and permanent employees, and 11% were there to recruit employees only. When career fair participants were asked which major(s) they were there to recruit, 78% said public relations, 61% said broadcast journalism, and 44% said graphic design.

Lastly, career fair participants were also asked about salary/pay-per-hour. Regarding internships, 38% of employers said they pay \$15-\$19 per hour, and 23% said their company offers stipends. As for the permanent employment salary, the lowest amount was hourly pay, which totaled \$36,480 per year, and the highest pay was \$72,000 per year.

During the Spring 2024 semester, the SJGC Office of Career Success (OCS) launched its internship survey to collect information from current SJGC students about their

internship experiences. OCS was able to collect a survey sample of 56 respondents. The main purpose of the survey was to collect data for the following questions: Where are SJGC students interning, how much are they earning and how many internships are they experiencing? Of the 56 respondents, 43% majored in broadcast journalism, 30% graphic design, and 26% public relations, with 80% of respondents classifying as seniors.

Regarding internships, 37% of respondents said they have experienced one internship, 28% said they have experienced two internships, 7% said they have experienced three, 4% said four or more, and 24% said they have not interned yet. As for the modality of the internships, 70% of respondents experienced in-person internships, while 48% did remote internships and 9% did hybrid internships. When asked how much they earned on their internships, 39% of respondents said their internships were unpaid, 4% said they earned \$11-\$13 per hour, 9% said \$14-\$16 per hour, 17% said they earned \$17-\$19 per hour, 9% said they earned \$20-\$22 per hour, 13% said they earned \$23-\$25 per hour, and 17% said they received a stipend.

When asked how confident you were in performing tasks in your internship, based on what you have learned in the classroom, around 90% of respondents marked confident, very confident, or extremely confident. Survey results show respondents interned at the following places to name a few: USA Today, SET Magazine, Disney, NBC 5, Fifth Season, AEG, and ABC News.

Modality and Methodology for Surveys

Employer Survey Summary - Fall 2023

Background/Survey Purpose: The purpose of the survey was to collect general information and to answer a few important questions.

Survey Timeframe: Oct. 17-26, 2023

Number of Respondents: 18

Mode of Outreach/Distribution: Email

Internship Survey Summary - Spring 2024 to Summer 2024

Background/Survey Purpose: The purpose of the survey was to gain general knowledge about how SJGC students are doing in their internship experiences.

Survey Timeframe: Spring 2024 to Summer 2024

Number of Respondents: 56

Mode of Outreach/Distribution: Email, social media (QR Code), Canvas, word of mouth

Link for the [SJGC Internship Report](#)

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention, and graduation rates within the major, and provide comparison to the university's rates. Discuss the findings of the analysis.

The academic unit utilizes the University's Institutional Research & Analytics Dashboard for data related to enrollment, graduation, and retention of students. This data is available for each college and school. The dashboard provides insights and graphics based on historical performance and key university metrics. The division director and the staff member who serves as the school's recruiter also sit on the University

Recruitment Data Council/Admissions. The Council meets bi-monthly during the fall and spring semester and monthly during the summer term. Information from these meetings is shared in SJGC faculty division meetings and with the school's leadership team.

The Council consists of the vice president of student affairs, the associate vice president for enrollment management, director of admissions, senior associate director of undergraduate admissions, recruiters at the university level for both first-time-in-college students and transfer students, recruiters from each college, some individual academic programs, recruiters from office military and veteran affairs (AROTC), a representative from the housing department, financial aid, freshman studies, testing department, university communication, living learning community, summer bridge, university's office of campus tours and orientation, a representative for virtual tours, transfer academic services, and the honors program. To aid recruitment, the university participates in the Ignite program, which guarantees admission to students who earn an Associate of Arts degree from a Florida College Systems institution.

The Council discusses the Presidential Recruitment tour to key areas within Florida and Georgia. Every academic year the University leads recruitment efforts in South Florida (Miami-Dade and Broward County), Central Florida (Tampa, St. Pete, and Orlando), North Florida (Jacksonville), Atlanta and Macon, Georgia. In 2022 recruiters traveled to Alabama (Mobile and Birmingham). Local recruitment at partnering institutions through the Ignite program, particularly the Tallahassee State College for Ignite Day at TSC, formally Tallahassee Community College, is also included.

The Council also discusses and plans the University campus-wide events such as Fall Preview, Spring Preview, single-day college fair and campus tours held during the fall and spring semester. Under the guidance of the Office of Campus Tours and Orientation, recruiters coordinate participation in Summer, Fall and Spring orientations. These efforts are to guide students into the final stages ahead of the first day of classes.

SJGC uses the data gained from the recruitment trips to follow-up with prospective students about our program and to tailor our recruitment efforts for future events.

The dean and leadership team track current FTIC (first time in college), transfer and continuing student enrollment via weekly and monthly reports. The weekly SJGC enrollment reports inform administrators, advisors, and staff of the number of students per major. This data is crucial in determining the number of course sections needed per semester for pre-journalism, journalism, and public relations sequences. Those numbers typically range between 140 to 155 for pre-journalism. Public relations tend to fluctuate between 75 and 90; journalism ranges between 120 and 135. This data reflects a small growth in student population (about .06 percent).

Overall, the University's enrollment, graduation and retention reports are instrumental for SJGC to effectively manage its resources and plan for the future. Such reports provide valuable insights into student trends, allowing the school to make data-driven decisions regarding course offerings, faculty allocation, and program development.

By tracking the number of course sections and major program enrollment, SJGC can ensure it meets student demand while maintaining optimal class sizes and faculty workloads. This information is particularly important given the school's goal to increase student enrollment 20% by 2027, as its strategic plan outlines. The enrollment data helps identify which programs are growing or declining, enabling the school to adjust its recruitment strategies and allocate resources accordingly.

Moreover, analyzing enrollment patterns across different majors and course sections can reveal opportunities for curriculum enhancement or development of new programs to attract and retain students. In the context of FAMU's overall enrollment trends, which show a 9.2% decrease over five years from 2017 to 2021, it is even more critical for SJGC to closely monitor its enrollment to ensure meeting growth targets and contributing positively to the University's overall enrollment goals.

Link for the [Institutional Research & Analytics Dashboard](#)

Link for the [University Enrollment Data from 2019 to 2023](#)

Part II, Standard 7. Resources, Facilities and Equipment



SJGC broadcast student does a standup in the TV20 studio for Election Night coverage.

Executive Summary

The School of Journalism & Graphic Communication (SJGC) has adequate resources to fulfill and sustain its mission despite the changing dynamics and scope of higher education in Florida. As a member of the State University System of Florida, the University receives appropriations from the legislature typically allocated to the President, Chief Financial Officer, and the Office of the Provost. Those primary units then provide different allocations to the individual colleges and schools. Much of the school's budget is dedicated to administrative and faculty salaries, day-to-day operations, and technological resources. Facilities are maintained by the University, which allows the programs to use their allotted funding toward resources that will promote student learning, faculty development and scholarship.

SJGC is a 100,000-square-foot facility that is home to four multimedia properties: TV 20, WANM 90.5, The FAMUAN, and Journey magazine. These platforms provide students with practical, hands-on experience in the profession. The building houses 15 computer labs and 10 studios, offering ample space for students to hone their skills. Experiential learning is a cornerstone of the SJGC experience, with courses and labs like the PR Agency, Capital Bureau, Advanced TV News, Reporting & Writing III, Visual Storytelling and Documentary & Film.

The school offers various resources, including a Writing Lab, Office of Student Success and Office of Career Success, all geared toward student support. Additionally, the SJGC Print Shop caters to the printing needs of both the school and the University, ensuring high-quality production for various projects.

1. Complete Table 10, “Budget.” If necessary, provide a supplementary explanation.

Table 10. Budget

Show below the annual unit budget for each of the three years preceding the accreditation visit. “Annual budget” refers to funds directly under control of the unit for the entire year (12 months). Budget figures should not include expenditures for building maintenance, retirement allowances, scholarships, prizes, or student aid. List student newspaper budget only if it is under control of unit and is used in instruction.

Budget Items	2021-2022	2022-2023	2023-2024 (Self-study year)
Administrative salaries	\$338,681.71	\$392,290.00	\$400,090.00
Teaching salaries (full time)	\$921,697.00	\$1,196,503.00	\$1,217,346.00
Teaching salaries (part time/adjunct)	\$95,727.00	\$125,318.68	\$133,784.00
Teaching assistants	n/a	n/a	n/a
Clerical salaries	\$82,820.00	\$172,000.00	\$181,500.00
Equipment	\$166,781.73	\$166,423.76	\$318,547.93
Equipment maintenance	\$27,767.79	\$38,073.83	\$33,838.55
Supplies	\$11,345.05	\$3,469.95	\$3,812.64
Library resources	\$40,000	\$40,000	\$40,000
Databases, online information services	\$59,066.72	\$64,474.22	\$65,787.94
Travel*	n/a	n/a	n/a
Research*	n/a	n/a	n/a
Other (please list)	n/a	n/a	n/a
Total Annual Journalism/PR Budget	\$1,743,887.00	\$2,198,553.44	\$2,394,707.06

* Expenditures for faculty research and related travel are covered by the SJGC Knight Foundation Faculty Development Fund.

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The Board of Governors for the State University System (SUS) (BOG) allocates SUS appropriations to each respective university. The President approves guidelines for the distribution of the allocation. The Chief Financial Officer (CFO), with the assistance of the Budget Office, distributes operating resources to each Division including the Division of Academic Affairs. In consultation with Deans and Department Heads, the Provost and each Vice President distributes resources to Schools, Colleges, and departments in accordance with the President’s guidelines. FAMU’s annual budget is approximately \$12.5M allocated by the State of Florida. Approximately 75-80% are provided to the academic units for personnel and salary.

To build the budget and facilitate spending requests from the faculty, the unit developed a budget process that requires faculty to send their requests to their Division Director. The Director, along with the auxiliaries, media outlets, and SJGC IT, submit their budget for the next fiscal year to the dean for consideration in February. The dean creates the unit budget using the aforementioned information and submits it to the Division of Academic Affairs, overseen by the Provost’s office.

To effectively manage the unit's fiscal and administrative affairs, the unit hired an associate dean in 2024 to oversee all fiscal management of the school, with the dean's approval. The associate dean (Dr. Elaine Bryant) is responsible for day-to-day financial operations and administrative activities to ensure resources are appropriately allocated and aligned with the School and the University's strategic plans and goals.

Link for [SJGC Budget Process](#)

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The School of Journalism & Graphic Communication primarily relies on the University's Education & General (E&G) Funds, allocated annually, for its daily operations, faculty and staff salaries, technological resources, library resources, and general maintenance. For needs beyond the budget, special requests can be made to the Division of Academic Affairs, typically for equipment upgrades and services.

In addition to E&G Funds, the school actively seeks new funding through special allocations and grants. Successful funding sources include:

- Title III funding of \$775,000 (2023-2024) for technological innovation
- A multi-year \$1,000,000 grant from the Walt Disney Company (2022-2023) to establish the Disney Storytellers Fund at FAMU, providing tuition and housing scholarships, stipends, and professional development to students
- A \$175,000 grant from the NBCU Academy (2021-2022) for student and course support

The school also garners support from entities like the Winning Foundation, Dow Jones News Fund, Florida Society of News Editors (FSNE), iHeartRadio, Knight Foundation, MacArthur Foundation, Luce Foundation, and alumni.

Student support comes from various scholarships, including the Journalism Scholarship Endowment, Faculty and Staff Scholarship Endowment, Kim Godwin Scholarship, Ben Crump Ida B. Wells Scholarship, James E. Hawkins Endowed Scholarship, Ricardo M. Lewis Scholarship, and FINN-FCF Scholarship.

SJGC operates within the University's centralized advancement model, working with a development team that sets giving priorities and solicits gifts. The unit collaborates with University personnel on key initiatives, like the FAMU 1887 Strikes: Day of Giving Campaign, which raised more than \$23,000 for SJGC in April 2024.

The University provides Performance Based Funding (PBF) to colleges and schools for specific student success initiatives or operational needs. In 2022-2023, the unit received \$85,000 to create the SJGC Writing Lab, equip the Capital Bureau and establish a space for the PR Agency. In 2023-2024, the unit received \$115,000 for operations.

SJGC has two endowed chairs, the Knight Chair and the Garth C. Reeves Eminent Scholar, which recognize professional excellence and creative activities. The endowment funds supplement the positions and bolster initiatives of the school.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The School of Journalism & Graphic Communication is one of the 14 colleges and schools within the University, consistently ranking in the top 5 for enrollment, making up 6-7% of the University’s total student body. The largest college on campus is the College of Social Sciences, Arts and Humanities, followed by the School of Allied Health Sciences, the College of Science and Technology, and the School of Business and Industry.

SJGC receives funding from the Division of Academic Affairs for faculty salaries, other personnel services (e.g., adjunct faculty, consultants), expenses (e.g., supplies and travel), and operating capital outlay (e.g., equipment and computers). These are the funds that are awarded and expended yearly. The budget for SJGC for the most recent year was \$3,518,427 and is comparable to that of similar schools within the University: School of Architecture and Engineering Technology (SAET) and the School of the Environment (SOE). SAET has a total of four undergraduate programs and one graduate program for which three of them are accredited. The School of the Environment has two undergraduate programs and two graduate programs. SJGC has a total of three undergraduate programs. The table below shows the budget for all three schools.

Year	SJGC	Architecture	Environment
2017-2018	\$2,475,206	\$3,353,044	\$1,856,028
2018-2019	\$2,682,331	\$3,527,361	\$1,869,081
2019-2020	\$3,006,936	\$3,749,328	\$2,025,588
2020-2021	\$3,167,289	\$3,951,312	\$2,338,428
2021-2022	\$2,876,708	\$3,702,453	\$1,785,778
2022-2023	\$2,944,461	\$3,737,667	\$1,817,539
2023-2024	\$3,616,434	\$3,908,531	\$1,972,764
2024-2025	\$3,518,427	\$3,639,435	\$2,447,848

SJGC, like many technology-driven units on campus, necessitates constant upgrades, but at an even more accelerated pace due to the rapidly evolving media landscape. Equipment can become obsolete within two to three years, requiring timely updates for computer hardware, software, video cameras, audio equipment, and other technologies to align with those used in commercial media markets, ensuring students are well-prepared for their careers. Additionally, it is essential to have faculty and technical staff

who are well-versed in emerging technologies, often necessitating further professional development workshops and conferences.

In 2021, SJGC's Computer Applications Coordinator facilitated a partnership with Adobe on behalf of the School of Journalism & Graphic Communication, making FAMU the second HBCU Creative Campus. This designation grants every student on campus free access to all Adobe products.

Given the school's prominent campus presence, its facility frequently serves the wider university community. The main lecture hall, equipped with smart technology and more than 100 seats, along with the adjacent multipurpose gallery, are often used by other units and public groups for events. The TV and radio studios and podcast rooms are also utilized by University leadership, Academic Affairs, Athletics, and guests.

In 2023, the Department of Social Work temporarily relocated to SJGC due to the demolition and reconstruction of their building. In 2024, the University's Emergency Management team also moved into the building. Honoring its values of collaboration and professionalism, SJGC strives to be a supportive academic partner to its colleagues and community.

5. Describe the unit's classrooms, offices, computer labs or other building spaces as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

Facilities

The unit has numerous classrooms, offices, and computer labs, creating a conducive environment for teaching and learning. Equipped with state-of-the-art resources to support the curriculum, the school features 15 computer labs (12 full-size and 3 mini-labs) with a total of 320 workstations (both PC and MAC), 16 edit bays, 2 television studios and control rooms, and a variety of equipment such as video and still cameras, tripods, and microphones available for checkout.

These production facilities are open for student use 11 hours daily, with additional hours as needed. Additionally, the SJGC Library computer lab offers 24 more computers with all the necessary instructional software.

The transition to virtual learning during the COVID-19 pandemic in 2020 revealed that some students lacked access to essential software like Adobe Creative Cloud and adequate home computers for remote instruction and assignments. In response, the University allocated approximately \$1 million from CARES Act funding to SJGC to provide Adobe Creative Cloud licenses to all faculty, staff, and students, offer Virtual Desktop Interface (VDI) services for remote ENPS hosting, and purchase 30 Apple MacBook Pro laptops for students and 15 for faculty. Additionally, the funding included 100 Final Cut Pro licenses, mobile device management software, and other resources.

Currently laptops can be checked out by students on an as-needed basis. Additional laptops can be obtained at the main University Coleman Library.

The 100,000-square-foot facility is under 24-hour surveillance and recently upgraded its building access and security system to include HD surveillance and over 30 dual proximity card readers, monitored by FAMU's Department of Campus Safety & Security.

SJGC Library

In the 2023-2024 academic year, the SJGC Resources Center served 4,610 students with study and group spaces and 1,390 service transactions.

The resources for this unit are adequate and generally exceed expectations for supporting the academic programs within the SJGC. There is one full-time librarian and two part-time assistants to operate the library and serve the students and faculty. The librarian provides liaison services to the faculty, which include teaching information literacy classes at the request of faculty, providing research consultations to students and faculty, and receiving recommendations for additional resources. Reference services are provided in person, by phone, and by an online chat service known as Ask-A-Librarian.

The SJGC branch library is open Monday – Thursday, 9 a.m. to 8 p.m., and Friday, 9 a.m. to 5 p.m. The branch location is closed on Saturdays and Sundays. Students also have access to the main library location, Coleman Library, which is open seven days a week during the fall and spring semester.

The funding for library personnel, operations, and information resources is provided by the University's education and general budget allocation.

Within the SJGC Library, there are seven PC stations provided by the University Libraries and a Mac lab with 24 computers provided by the SJGC. These computers have graphics and production software installed that students use in their classes. This computer lab is operated and maintained by SJGC staff. The library also provides a scanner and printing station.

Link for [SJGC Resource Center](#)

TV 20

TV-20 is an educational access cable channel that reaches 80,000 households in four North Florida counties, including Leon, Gadsden, Taylor, and Wakulla. It operates 24 hours a day and in addition to live student newscasts, the channel broadcasts many university events including commencement, convocation, concerts, and guest speakers. All shows air on Comcast Cable Channel 20.

TV 20 has a full-time station director (Edward Thomas) and an assistant director (Spencer Henderson). Funding for the station's day-to-day operation is provided by the academic unit. The station also generates revenue via production projects around campus.

With the support of university and Title III funding, the academic unit has made significant upgrades to TV 20's main Studio A since 2022, bringing the studio and control room in line with industry standards. The newest equipment include Hitachi

HD/4K Studio Configured Camera Systems, Vinten Vision 250 Pro Pedestal Studio Tripod Pedestals, Cue Script 19" Studio Teleprompter Monitors and Controller, AJA 4K Digital Audio/Video Recorder, Multi-Screen Monitors, Studio Lighting and Cabling. This investment allows students to get hands-on experience with equipment used by media companies; deliver high-quality programming for airing and streaming to local and remote audiences; and produce high-resolution content for their reels.

In 2022, FAMU TV-20 also added video streaming capacity via the web. This enhancement allows alumni, prospective students, parents, and funders the opportunity to view original university and student programming.

To help expand students' capabilities to report live from the field, the studio acquired LiveU units in Spring 2024, enabling real-time visual transmission from anywhere with Internet or cellular connectivity.

WANM-FM 90.5

WANM-FM Radio, also known as "The Flava Station," has a full-time station director (Terrence Ward) and a team of students who program, operate and manage the day-to-day operations. The station is a non-commercial radio station licensed to the Florida A&M University Board of Trustees. The student-run campus station broadcasts with 1600 watts and operates 24 hours a day, 365 days per year. Its format includes Gospel, Jazz, Blues, Soul, R&B, Hip-Hop and Reggae. In addition to music, WANM produces news- and sports casts, current events/pop culture talk shows, sports shows and coverage of FAMU campus events.

In the 2023-2024 academic year, the WANM-FM radio station also benefited from Title III funds allowing for the purchase of broadcast consoles and software in three control rooms. The operational needs of the station are covered by the academic unit and by special requests to SGA (Student Government Association).

Convergence Newsroom

The Convergence Newsroom hosts The FAMUAN and Journey Magazine, situated next to WANM-FM. TV 20 broadcast students use this space for training and assignments. It is a collaborative environment where students from different disciplines collaborate on projects. The newsroom often serves as a press room for Q&As with newsmakers and guest speakers, and is used by faculty, staff, and students involved in student media for meetings and activities.

The newsroom features four Apple iMac computers with Adobe Creative Cloud software, Apple Final Cut Pro, and CNN Newsource, plus eight HP computers with AP ENPS. Next to the newsroom is a lab with 25 HP computers equipped with AP ENPS, a smart podium, a projection screen, and a Zoom cart with a 4K sensor camera for virtual guests, presentations, video conferencing, and streaming content. There is also a dedicated radio area with two HP computers equipped with AP ENPS, two audio booths with Adobe Audition, audio interfaces, studio microphones, and studio monitors. Journey Magazine's office includes four Apple iMacs with Adobe Creative Cloud software, all purchased within the last two years.

The FAMUAN is equipped with 17 new Apple iMacs, loaded with Adobe Creative Cloud, Microsoft Office 365, Final Cut Pro, and other essential software for creative and

desktop publishing tasks. Student photographers use two Canon mirrorless cameras to cover news and sports events.

In Fall 2024, The FAMUAN joined the HBCU Digital Media Collaborative, an organization that supports HBCU campus newsrooms with technological innovation and hands-on assistance for news publishing and product development. Working with students, faculty and staff, the Collaborative transitioned The FAMUAN's website from Uloop to an advanced content management system (CMS) and robust hosting infrastructure, ensuring long-term newsroom sustainability.

The new website features a dynamic homepage, newsletter subscription capture, embeddable multimedia assets, and browser push notifications. It also provides revenue-generating opportunities through direct-sold and remnant advertising, and donation capabilities.

Editorial efficiencies include the seamless transfer of text from Google Docs to WordPress. The FAMUAN is also leveraging AI to optimize headlines for SEO and engagement.

Equipment

The MAC workstations are equipped with software listed below:

1. Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
2. Apple Final Cut Pro, Motion, Compressor
3. AVID Protools
4. Microsoft Office Word, Excel, and PowerPoint

The PC workstations are equipped with the software listed below:

1. IBM SPSS
2. Sony Vegas
3. Microsoft Office Word, Excel, and PowerPoint
4. Associated Press ENPS and ENPS Mobile App
5. ENCO Digital Audio Delivery

Computer Labs

Room	Type	Software
2016	PC	Microsoft Office Suite
2037	Mac	Microsoft Office Suite, Apple Final Cut Pro, Motion, Compressor, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
2068	Mac	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
2071	Mac	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
2072	Mac	Microsoft Office Suite, Software for visually impaired
2076	PC	Microsoft Office Suite
3052	PC	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
3127	Mac	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
3132	Mac	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects
3133	Mac	Microsoft Office Suite, Adobe Creative Cloud Photoshop, Illustrator, InDesign, Muse, XD, Dreamweaver, Premiere, Audition, Acrobat Pro and After Effects

Radio Station

Room	Type	Software and Equipment
Control Room #1	Mac PC	Adobe Creative Cloud, Microsoft Office Suite, Zoom ENCO DAD Radio Automation Wheatstone Broadcast Console
Control Room #2	Mac PC	Adobe Creative Cloud, Microsoft Office Suite, Zoom ENCO DAD Radio Automation Wheatstone Broadcast Console
Control Room #3	Mac PC	Adobe Creative Cloud, Microsoft Office Suite, Zoom ENCO DAD Radio Automation Wheatstone Broadcast Console
Remote Equipment		Comrex Access NX
		Zoom Handheld Recorders
		Rode i-XLR microphone adapter
		Sony A73 video/still camera
		EV microphones
		Sennheiser microphone packs
		Sennheiser EWG4 packet
Transmitters		Stream Guys streaming and podcast publishing service

TV Station

Room	Quantity	Equipment
Studio/Control Room	1	Hanabi 4K digital Video Switcher
	1	Insight Digital Server
	4	Samsung 60" Multi-Screen Monitors
	3	Hitachi HD/4K Studio Configured Camera Systems
	3	Vinten Vision 250 Pro Studio Tripod Pedestals
	3	Cue Script 19" Studio Teleprompter Monitors and Controller
	1	KXWell PZT Camera Controller
	1	AJA 4K Digital Audio/Video Recorder (to record high resolution student Newscast reels)
	1	65" Studio Monitor (Sports Wall)
Equipment Checkout Room	11	Sony 4K NXcam Camcorders (Documentary and Film)
	20	Sony HD XDcam Camcorders (TV News and Advanced TV News)
	31	Manfrotto Tripods
	10	Canon R EOS RP DSLR Camera Packages w/Rode wireless mics, Sennheiser headphones and tripod
	4	Canon XA55 4K Camcorder package w/carrying case
	4	Manfrotto Tripods
	4	Rode Bayonet camera mics
	2	Sony UWP D26 wireless mics
	2	Sony UWP D21 wireless mics
	4	Sennheiser Headphones
	4	Camera Lights
	4	ZOOM H6 Portable 6 track recorder
	1	Canon R EOS RP DSLR Camera w/backpack
	1	Canon R EOS RP DSLR Camera Package w/ Rode wireless mic, Sennheiser headphones and tripod
	1	Sony Alpha 6600 DSLR Camera Package w/wireless mics
	1	Rode On-camera mic
	1	Sennheiser Headphone

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The unit is seeking additional resources and funding for the following initiatives and will work with university advancement, the budget office, other campus partners and alumni to identify funding sources for these needs, in addition to seeking external grants and donors to support the program.

Career Readiness

SJGC seeks to strengthen the Office of Career Success (OCS) and career readiness efforts. Areas of focus: Building database capacity to better track job placements, career progression and opportunities of students and alumni; expanding professional development programming; more funding for students to attend internships and professional conferences; and establishing the internship coordinator as a permanent position with additional personnel support for the OCS.

Academic Excellence

The unit wants to establish new professorships for digital media/emerging technology, media & social justice, and sports to advance instruction, research, and curriculum. New lines would support the school's vision to be globally recognized as a premier journalism and mass communication program, and FAMU's strategic priorities and goals of academic excellence, leveraging the brand/reputation, and becoming a Carnegie R1 institution.

Technology and Innovation

The unit seeks to upgrade TV Studio B to expand the video production and original programming capacity of students and increase the production quality of video content. The studio, which is currently outfitted with standard definition equipment, is often utilized for university productions and the Athletic Department's coach's shows. The space needs new cameras, prompters, lighting, a switcher, an audio mixer, and cabling.

While the unit has made strides in installing smart technology in instructional spaces since the last revisit, the new curriculum and increase in virtual meetings are requiring the need for additional distant learning and engagement equipment. Currently 30% of the classrooms are without smart technology. We are seeking to equip four rooms with Crestron projectors, projection screens, ceiling speakers, document cameras, AirMedia and Lecture Capture in the next fiscal year.

Student Success

The unit plans to expand the footprint of the Capital Bureau with an offsite location where students can work in the field and more closely with professional colleagues. The unit is exploring options near the Capital for reporting and filing of stories. This will better prepare students to deliver content while on-location, rather than from the studio or school, will enhance their job readiness and marketability.

Part II, Standard 8. Professional and Public Service



SJGC Board of Visitors during its Spring 2024 Board meeting on campus

Executive Summary

The School of Journalism & Graphic Communication (SJGC) fosters a robust relationship with professional organizations and industry companies. Faculty, staff, and administrators play active roles in various professional and community groups, while alumni mentors coach current students. An example initiative, Grads Are Back (GAB), brings alumni back to connect with students during Homecoming Week, featuring workshops, colloquiums, and a career fair. The SJGC's Board of Visitors, consisting of accomplished journalists and industry leaders, supports the school's mission to prepare students for media careers. Public engagement includes events and educational sessions for elementary and high school students.

Please respond to each of the following instructions:

1. Describe the unit's contact with alumni, professionals, and professional organizations to keep curriculum and instruction current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

The 17-member SJGC Board of Visitors (BOV) is made up of journalists, communications executives, community leaders, and prominent alumni. The Board engages with the school and University in fundraising, student support, and curriculum development. They meet in person one or two times a year, typically during Homecoming Week, and hold virtual meetings throughout the year. At these meetings, the dean updates the board on the school's progress and seeks feedback. When on campus, the board also engages the faculty, students, and staff. Throughout the year,

alumni and industry professionals serve as guest speakers in classes, offering skills development and career advice.

Speakers and employers have included MSNBC Correspondent Trymaine Lee, New York Times Opinion Editor Katie Kingsbury, PolitiFact Researcher Caryn Baird, WFSU News Director Lynn Hatter, Senior VP of Fleishman Hillard PR Agency Thomas Bennett, and representatives from Gray TV, TEGNA, McClatchy, Scripps, Disney, Hearst, Eli Lilly, JPMorgan Chase, Amazon, and Procter & Gamble.

The unit plans to host a spring broadcast boot camp for students in 2025, featuring alumni who will provide hands-on training, resume and presentation critiques and one-on-one coaching.

SJGC Board of Visitors:

- Amir Windom, Executive Vice President of A&R + Creative Affairs, Atlantic Records/Warner Music Group
- Annetta Wilson, Annetta Wilson Media Training & Success Coaching
- Bill Whitaker, Correspondent, 60 Minutes, CBS News
- Carolyn Fennell, former Senior Vice President, Public Affairs and Community Relations, Greater Orlando Aviation Authority
- Denise Hendricks, Executive Producer, MSNBC
- Elise Durham, Assistant General Manager, Marketing, Communications and Customer Experience, Hartsfield-Jackson Atlanta International Airport
- Georgia Dawkins, Executive Producer, Georgia Dawkins Media, LLC
- Gregg Bishop, Executive Director, Joe and Clara Tsai Foundation's Social Justice Fund
- Kim Godwin, former President, ABC News
- Marlon A. Walker, Managing Editor, Local, The Marshall Project
- Rod Carter, Weeknight Evening Anchor, CBS 17 News, Raleigh NC
- Tiffany Greene, Play-by-Play Commentator, College Sports, ESPN
- Vickie Gainer, City Manager, City of Lynn Haven, FL
- Will Ayers Jr., Marketing Communications Strategist, Aderant
- Yvette Miley, Executive Vice President, Diversity, Equity and Inclusion, NBCUniversal News Group
- Avido Khahaifa, former Publisher/Editor in Chief, Orlando Sentinel
- Brian Rice, Senior Vice President, Chief Design and Brand Experience Officer, 3M Company

Link for the [SJGC Board of Visitors](#)

During the Fall 2023 semester, the SJGC Office of Career Success (OCS) launched its alumni survey to collect geographical and employment information from SJGC graduates. OCS was able to collect a survey sample of 329 respondents. The main purpose of the survey was to engage our alumni and to see how they are doing in their industries.

According to the survey results, 49% of alumni respondents majored in broadcast journalism, 35% were public relations majors, 10% were graphic design majors, and 8%

checked other. The alumni respondents are living and working in cities such as New York, NY, Atlanta, GA, Charlotte, NC, Washington, DC, Miami, FL, Houston, TX, Jacksonville, FL, Tallahassee, FL, Seattle, WA, Chicago, IL, New Orleans, LA, and St. Maarten. Geographical trends observed that most respondents live on the East Coast of the United States, and they live as far north as New York and Rhode Island, and as far south as Miami and St. Maarten.

The alumni respondents are currently working at places like Sirius XM, Center for Disease Control & Prevention (CDC), ESPN, Yahoo Finance, Moore Agency, CNN, NBCUniversal, Tampa Bay Buccaneers, Disney, Bloomberg, TEGNA, Los Angeles Times, Meta, Microsoft, Carnival Cruise Line, Golin, Conde Nast, Google and more.

Other trends/key findings revealed that most alumni respondents worked their first job out of college for no more than three years and then moved on.

2. List examples of professional and public service activities undertaken by members of the faculty during the review period. Limit to five examples per faculty member. The unit has the option of providing a complete list in a separate digital file. Do not include service to the unit or institution; this information should be presented in Standard 1. (separate file)

Douglas Blackburn

- Member, National Association of Black Journalists
- Member, Society of Professional Journalists
- Member, National Association for Media Literacy Education

Clarence Fowler

- Member, National Association of Black Journalists
- Member, Investigative Reporters and Editors

Bettye Grable

- Judge for Tallahassee Short Films competition, 2018-2020
- Historical research paper Judge for Annual Florida Statewide History Day, 2021-2024
- Book Reviewer for the University of Florida Press, 2022

Hsuan Huang

- Editorial Board member, *Media Informatics*, and Editorial Board of Lifestyle and Behavior (specialty section of *Frontiers in Digital Health*), Review Editor, 2022-present
- Journal Reviewer, *Asian Journal of Communication*, *Health Communication*, *Journal of American College Health*, *Cyberpsychology*, *International Journal of Communication*, *Chinese Journal of Communication*, *Social Media and Society*, *Social Media & Society*, 2019-present
- Reviewer for *International Communication Association*, *Health Communication*, and *Information System divisions*, 2019-present

- ICA Webinar Organizer and Moderator, *Early Career Scholar Conversation Series*. Two webinars per year. Sponsored by the Health Communication Division, International Communication Association, 2021-2023
- Campaign Manager for Tallahassee area nonprofits and small businesses campaigns (Florida Guardian ad Litem, Sickle Cell Tallahassee, Florida Donate Life, Obsessions Gift Shop, Indaba Theatre, and Franklin Academy), 2020-2024

Leah Hunter

- Society of Professional Journalists National Task Force on Student Chapter Formation, 2021
- Reviewer, *The Howard Journal of Communications*, 2024
- Reviewer, National Communication Association Critical and Cultural Studies Division
- Member, Broadcast Educators Association
- Member, National Communication Association

William Jiles

- Board Member, John G. Riley Center & Museum, Tallahassee

Kenneth Jones

- Co-Coordinator: Nims Middle School – Film & Journalism Tour-FAMU/FSU, 2022
- Media / Public Relations: FAMU High DRS Foundation Inc., 2013-present
- Community Outreach Mentorship: Special Reader/National Literacy Week – Conley Elementary School, 2024 and Buddy/Pal – Night to Shine Prom (special needs) -Tim Tebow Foundation, 2024, and Reading Pal-Mentor: United Way/Bond & Pine View Elementary School, 2018-2023
- Newsletter Assistant: Callen Neighborhood HOA, 2020-present
- PR Volunteer: Project Moses (Beds for Newborns), 2006-present

Mira Lowe

- Board of Directors, Student Press Law Center, 2024-2027
- Mentor, AEJMC/ASJMC Institute for Diverse Leadership (IDL), 2024-2025
- Judge, 71st Scripps Howard Awards, 2024
- Member, NABJ Academic Task Force, 2023-present
- Board trustee, First Amendment Foundation, 2020-2022

Felicia McGhee

- Board Member of the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC 2024-present), representing the Association of Schools of Journalism and Mass Communication (ASJMC)
- Executive board of ASJMC, representing small programs, 2021-2024

- Reviewer for ASJMC'S Institute of Diverse Leadership, 2021-present
- Reviewer for International Communication Association conference, 2024
- Institute of Diverse Leadership Fellow, 2019-2020
- Reviewer for Minorities and Communication Division of Association of Education in Journalism and Mass Communication, 2018-2021

Arionne Nettles

- Advisory Board Member, HBCU Radio Preservation Project, 2024-present
- Member, African American and Civil Rights Caucus, The Library of Congress Radio Preservation Task Force, 2023-present
- Judge, Best of Gannett 2021 Competition, 2021
- Judge, Third Coast International Audio Festival/Richard H. Driehaus Foundation Competition, 2021
- Member, National Association of Black Journalists

Maureen Tartaglione

- Member, Florida Internet and Telecommunications Association
- Member, Women in Cable Television
- Member, Florida Public Relations Association

Deborah Thigpen

- Member, Public Relations Society of America

Venise Toussaint

- Board Member and Volunteer, Big Ben Habitat for Humanity
- Volunteer tutor, Leon County Library English as a Second Language (ESL) Program, volunteer tutor
- Volunteer, Loreen Matthews Foundation
- Member, National Association of Black Journalists

Valerie White

- Board Member, Association of Schools of Journalism and Mass Communication, 2022-present
- Chair Black College Communication Association, 2003-present
- Assistant Secretary, Congress of Christian Education, 2016-present

Jeffrey Wilkinson

- Vice Chair *International Division*, Broadcast Education Association (BEA), responsible for evaluating panel proposals, 2023-2024
- Chair, *International Division Paper Competition*, BEA, organized and assigned reviewers and announced winners, 2021-2023

- Member, BEA Presidential *Research Grant Taskforce*, assisted with fundraising efforts, 2020-2023 to allow BEA to award annual research grants. Successfully reached goal of raising \$200,000.
- Member, BEA Presidential *Creative Work Grant Taskforce*, 2023-present. Fundraising efforts to allow BEA to award annual grants for creative work applicants.
- Editorial Board member and reviewer, *Journal of Radio and Audio Media*, 2019-present

3. Summarize the professional and public service activities undertaken by the unit. Include short courses, continuing education, institutes, press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

The public relations and journalism faculty at FAMU have shown a strong commitment to professional and public service through various activities. Dr. Bettye Grable has served as a judge for the Tallahassee Short Films competition and the Annual Florida Statewide History Day, and as a book reviewer for the University of Florida Press. Dr. Hsuan Huang has contributed as an editorial board member and journal reviewer for multiple publications, organized webinars, and managed campaigns for local nonprofits and small businesses. Dr. Leah Hunter has been involved with the Society of Professional Journalists, reviewed several academic journals, and participated in various professional associations. Division Director William Jiles serves on the board of the John G. Riley Center & Museum. Prof. Kenneth Jones has coordinated educational tours, managed media relations, engaged in community outreach, and volunteered for numerous organizations. Dean Mira Lowe has held leadership roles on several boards, mentored diverse leaders, and judged prestigious awards. Dr. Felicia McGhee has been active on the boards of ACEJMC and ASJMC, reviewed for leadership institutes, and participated in diversity initiatives. Prof. Venise Toussaint has volunteered with Habitat for Humanity and local libraries. Dr. Jeffrey Wilkinson has taken on leadership roles within the Broadcast Education Association and contributed to academic journals and grant task forces.

These activities highlight the faculty's dedication to advancing their fields, supporting their communities, and fostering educational excellence.

Following are other examples of professional and public service activities undertaken by the unit:

Professional and Public Service

- Grads Are Back: This annual homecoming program welcomes alumni from across the nation back to SJGC to share their expertise with students from all disciplines. The event includes keynote speakers, panel discussions and networking opportunities for students to engage with professionals.
- Civil Discourse Program: "Inclusion Begins with the Letter 'I,'" on what is the future and merits of diversity, equity, and inclusion in the media/newsrooms. The discussion included various perspectives from industry professionals, alumni, faculty, students, and community members.

- J-School Journals: This bi-annual event showcases the documentaries produced by students in the Documentary & Film course during the fall and spring semesters. The screening is open to the public.
- WANM 90.5 and TV 20 Outreach: Both media stations serve FAMU and the broader Tallahassee community via engagement activities at university events like Harambee Festival, Spring Preview, Be Out Day, Set Friday, athletic games, convocations, and commencements.

Partnerships and Training

- NBCU Academy: Through this partnership, SJGC provides free training to students and faculty for developing new skills and knowledge in journalism, media, and tech.
- ESPN Digital Mentorship and Speaker Series: The Speaker Series and Mentorship program are professional development opportunities for students to learn about broadcast design, animation, and digital content creation.
- AdPR Academy: In partnership with the University of Georgia, PR students receive 30+ hours of training and development from public relations executives and professionals.
- HBCU Digital Media Collaborative: Working with students and faculty, the Collaborative is helping The FAMUAN revamp its technological infrastructure and implement an industry-leading content management system (CMS) to provide publishing solutions. Students and faculty receive training on how to enhance their CMS skills and optimize user and product experiences.
- Adobe Training: As a Creative Campus partner, the school offers numerous training opportunities to students, faculty, and staff, including the earning of digital badges in Adobe's Creative Skills Series.

Speakers (Sample)

- Trymaine Lee, Pulitzer Prize and Emmy Award-winning journalist and correspondent for MSNBC and the host of the "Into America" podcast
- Kathleen Kingsbury, The New York Times, Editorial Page
- Noella Williams, Apartment Therapy Media, Assistant Editor
- Tia Mitchell, The Atlanta Journal-Constitution, Washington Correspondent
- Damon Arnold, WALB-TV, Anchor and Host of "The Breakdown"
- Rich Hirsch, McClatchy, Senior Editor for Talent Development
- Caryn Baird, PolitiFact Researcher
- Lynn Hatter, WFSU News/Florida Public Radio, News Director
- Thomas Bennett, Senior VP of FleishmanHillard PR and Marketing Agency
- Tommie Lee Washington, Senior Animator, ESPN Creative Studio
- Stacie R. Collins Jackson, Founder and CEO of The Collins Jackson Agency
- Heidi Otway, President, Salter Mitchell PR
- Kathy Times, President, Yellow Brick Media Concepts
- Cheryl Smith, Publisher, I Messenger Media LLC
- Xavier Higgs, Publisher and Editor, First Source Magazine
- Gayle Andrews, President, Andrew Plus
- Rana Cash, Executive Editor, Charlotte Observer

- Tia Mitchell, White House Correspondent, C-Span Host, AJC
- Ameer Brown, Co-Founder/President, Breakr
- Aaron Paxton Arnold, Writer/Producer for Television and Film
- Kareem White, Sr. Talent Producer, ESPN
- Kanya Stewart, Communications Director, National Association of Black Journalists
- Rashan Ali Smith, TV/Radio Personality, Author
- Annetta Wilson, Annetta Wilson Media Training & Success Coaching
- Denise Hendricks, Executive Producer, MSNBC
- Tiffany Greene, Play-by-Play Commentator, College Sports, ESPN
- Omar Kelly, Sports Reporter, South Florida Sun Sentinel
- Brian Rice, SVP, Global Chief Brand and Design Officer, 3M

Contests Judged

- Tallahassee Short Films Competition
- Florida Statewide History Day Competition
- Scripps Howard Awards Competition
- Best of Gannett 2021 Competition
- Third Coast International Audio Festival/Richard H. Driehaus Foundation Competition
- Collier Prize for State Government Accountability/University of Florida

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link(s) for communication during the previous academic year or provide print copies in the workroom.

The unit updates alumni and supporters through its SJGC Latest in the News webpage, newsletter, and social media platforms ([X/Twitter](#), [Facebook](#), [Instagram](#), and [LinkedIn](#)). Alumni can also stay connected and informed by visiting the school's website (<https://sjgc.famu.edu/>), which offers information about majors, minors, curriculum, faculty, advisement, scholarships, and more. Those interested in student work can check out The FAMUAN, Journey Magazine, and WANM-FM websites. Local alumni are able to watch broadcast students' live newscasts on FAMU TV 20 or stream them online.

[SJGC Newsletter July 1, 2024](#)

[SJGC Newsletter July 15, 2024](#)

[SJGC Newsletter February, 2023](#)

[SJGC Newsletter October, 2023](#)

[SJGC Alumni Survey 2023](#)

[SJGC Newsletter December, 2022](#)

[SJGC Latest in the News](#)

[SJGC Events](#)

[SJGC LinkedIn](#)

[SJGC Facebook](#)

[SJGC Instagram](#)

[SJGC X/Twitter](#)

5. Describe the unit's support of scholastic (high school) journalism and communications, including workshops, visiting lectures, critiques of student work, etc.

The unit has a long history of introducing the communication profession to middle school and high school students.

In partnership with the FAMU Developmental Research School (DRS), a K-12 school, SJGC has organized informational sessions and tours for students to experience the broadcast facilities and learn from faculty and staff. In Fall 2021, the unit hosted approximately 60 students from FAMU DRS for tours of the studios and breakout sessions with SJGC students, staff and faculty, and in Fall 2023, the unit hosted a DRS SJGC Takeover as part of a Campus Tour event. The unit is exploring a deeper collaboration with DRS and its Digital Media and Multimedia Design (DMMD) Academy in the coming year.

SJGC opens its doors to host students participating in various programs such as the Black Male Explorers, TRIO program, Tallahassee State College Summer Verizon Camp and Teen Leaders of America Residential Summer Program throughout the academic year. These opportunities allow the unit to engage with groups about media and expose them to the journalism/PR program.

Additionally, the unit takes part in university-sponsored events such as the annual STEM Day for students in grades 6-12, to expose them to technology, digital media, and immersive storytelling.

APPENDIX, STANDARD 2: Curriculum and Instruction

Link to [Office of Career Success/Internship Report](#)

Student Internship Locations (Local and Regional)

Company	Location
Graceful Solution	Tallahassee, FL
FAMU Sustainability Institute	Tallahassee, FL
All 3 Media	Nashville, TN
JQuad Media/Dunbar-Walker Productions	Tallahassee, FL
Delta Airlines	Tallahassee, FL/Atlanta, GA
The Pink Show Bag	Tallahassee, FL
Capital Outlook	Tallahassee, FL
Restoration Place	Tallahassee, FL
Midori Star Media Group	Miami, FL
Duval County Public Schools- Communications Department	Jacksonville, FL
FAMU Sports Information	Tallahassee, FL
Pepsi	
Nextgen Climate	Tallahassee, FL
97.9 ESPN	Tallahassee, FL
City of Miramar	Miramar, FL
The Pink Shoe Bag	Tallahassee, FL
Rachel Travels	Tallahassee, FL
Sachs Media Group	Tallahassee, FL
FAMU Sustainability Institute	Tallahassee, FL
The Lipstick Royalty Agency	Tallahassee/Miami, FL
FAMU Office of Communications	Tallahassee, FL
Midori Star Media Group	Miami, FL
United Way of Northeast Florida	Jacksonville, FL
Sachs Media Group	Tallahassee, FL
Osborne Youth Center	Marietta, GA
Cumulus Broadcasting	Tallahassee, FL
Moody Radio 89.3FM	Palm Beach, FL
WCTV	Tallahassee, FL
Amanda Hunter Photography	Tallahassee, FL
Fun, Fly, Fabulous	Atlanta, GA
Wings of Love of Leesburg	Leesburg, FL
Capital Outlook	Tallahassee, FL
Cumulus Broadcasting	Tallahassee, FL
Fun, Fly, Fabulous	Atlanta, GA
C. Douglas & Associates	Tallahassee, FL
WSLR 96.5 Radio	Sarasota, FL
FAMU Sports Information	Tallahassee, FL
FAMU Athletics Marketing	Tallahassee, FL
Roze Gold	West Palm Beach, FL
FAMU Sustainability Institute	Tallahassee, FL

Capital Outlook	Tallahassee, FL
Hilltop Commercial Lending & Development	Tallahassee, FL
Campus Rec TV	Tallahassee, FL
FreddyO	Atlanta, GA
The FAMUAN	Tallahassee, FL
Wholistic Growth for Generations	Stuart, FL
AI Bespoke Garments	Atlanta, GA
FAMU Athletics	Tallahassee, FL
Capital Outlook	Tallahassee, FL
Office of Cable TV, Film, Music, & Entertainment	Washington, DC

APPENDIX, STANDARD 6: Student Services

The School of Journalism and Graphic Communication (SJGC) offers comprehensive support to new and transfer students, ensuring their academic, personal, and professional success both during their time at the University and beyond, through a variety of engagement activities.

Engagement activities for onboarding new and transfer students are listed below, along with their importance:

- Rattler Ready Program: A comprehensive onboarding program with digital badges and co-curricular pathways to engage students via an SJGC-centered SLS (Student Life Skills/First Year Experience) course.
- Student Career Action Plan: A personalized plan to develop professional skills and career goals via an SJGC-centered SLS course.
- Strike Forward Program: Career development integrated into student life.
- The Suitable app integrates first-year experience courses and co-curricular SJGC-centered SLS course.
- Welcome week and orientation: Career Action Plan and other SJGC program introductions (i.e. Tours, Advisement Day, etc.).
- SJGC Transfer Student Connect Organization.
- Academic unit-specific badges: SJGC department-specific engagement activities.
- FAMUAN, FAMU-TV 20, Journey magazine, and WANM-FM radio station offer student media opportunities.
- Corporate internships and partnerships with Disney, Microsoft, Amazon, and Bose for professional development.
- Opportunities for SJGC majors to study abroad.
- Student ambassadors represent SJGC at community events and programs.
- Mentorship programs: Matching new students with faculty or peers.
- Financial wellness workshops: FAFSA and scholarship searches via SJGC-centered SLS course.
- SJGC Academic success workshops/activities: Learning center and academic coach meetings.
- Campus social integration: Career connections and campus engagement.
- FAMU student-made content Athletics: Participation in sports team communications and social media.
- The Tea with McGhee IG live sessions.

Why these engagement activities matter: New and transfer students need engagement activities to adjust to the University, learn valuable skills, and prepare for their careers.

By engaging in these activities:

1. Students can establish a solid foundation for academic and career success.
2. Create a sense of community at SJGC and FAMU.
3. Hands-on projects and internships give them field experience.

4. Develop leadership and professional networks. Increase student retention and performance.
5. Create a diverse, inclusive learning environment that prepares students for global work.
6. Develop communication, teamwork, and problem-solving skills.
7. Improve their chances of internships and jobs after graduation.

**APPENDIX, STANDARD 7:
Resources, Facilities and Equipment**

SJGC Resources Center

Provide data on how many students the library serves on average. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

In the 2023-2024 Academic year, the SJGC Resources Center served 4,610 students with study and group spaces and 1,390 service transactions.

The resources for this unit are adequate, and generally exceed expectations for supporting the academic programs within the SJGC. There is one full-time librarian and two part-time assistants to operate the library and serve the students and faculty. The librarian provides liaison services to the faculty, which include teaching information literacy classes at the request of faculty, providing research consultations to students, and faculty, and receiving recommendations for additional resources. Reference services are provided in person, by phone, and by an online chat service, known as Ask-A-Librarian.

This branch library is open Monday – Thursday, from 9:00 a.m. to 8:00 p.m., and Friday, from 9:00 a.m. to 5:00 p.m. The branch location is closed on Saturdays and Sundays. Students also have access to the main library location, Coleman Library, which is open seven days a week, for a total of 105 hours per week, during the fall and spring semester.

The funding for library personnel, operations, and information resources is provided by the University's education and general budget allocation. The funding is adequate to support and enhance library operations, and the library is able to achieve its strategic goals in support of the University's mission.

Describe how the resources provided by the institution compare with the resources for similar units on your campus.

The library has been well resourced in comparison with similar units on campus. There has been adequate funding for personnel, operating expenses, and information resources. The investment in the library's infrastructure has been supported with building improvements for the main library. In 2023-2024, the roof was replaced. Currently, the HVAC system is being replaced.

Please see below for the 2023-2024 budget details.

Salary Budget - \$1,516,089

OPS Budget - \$145,360

Expense Budget - \$123,000

Library Materials Budget - \$1,648,157

Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services.

The Mission of the Florida A&M University Libraries is to provide a user-centered information environment that supports inspirational teaching, exemplary research, meaningful service, and lifelong learning to the local and global university community.

The SJGC Resources Center is a branch of the University Libraries, and it is located on the third floor of the SJGC building. Students and faculty can study and conduct research for work in their respective disciplines. Journalism/Mass Communication, Public Relations, and Graphic Communication books and periodicals are located in both the University's main library (Coleman Library) and the SJGC Resources Center. The SJGC Resources Center holds a print collection of resources covering the following subject disciplines: newspaper, magazine, web, and broadcast (radio, television, online) journalism; public relations; and graphic communication. For the past ten years, most resources have been acquired in electronic format, which provides online access to those materials, from any internet connection, after verification of the appropriate FAMU credentials.

The SJGC Resources Center third-floor complex consists of 3,045 square feet that include a reading area (1,000 sq. ft.), 10 open study carrels (600 sq. ft.), and a bookshelf area (700 sq. ft.).

There is a service desk inside the front door where our staff assists and directs students.

In addition to the 10 study carrels already mentioned, we also have:

- A group study area with four large tables suitable for groups of 2 – 8 people.
- Five small round tables suitable for individual study or groups of up to five people.

Technology needs are met with a Resources Center computer area housing seven PCs provided by the University Libraries, for library research and internet use, a scanner, and a print station.

There is also a Mac computer lab with 12 stations provided by the SJGC. These computers have graphics and production software installed that the students use in their classes. This computer lab is operated and maintained by SJGC staff.

There are two offices; one used by the branch director, and one used by staff as a workroom.

Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The Library currently meets all the urgent information resource needs for the School of Journalism and Graphic Communication. The Library provides access to twenty-seven databases that directly support the School of Journalism and Graphic Communication. The databases include subscriptions to current and historical newspapers, e-book collections, scholarly articles, and other resources. The library also provides access to resources that can be found from searches in the library catalog. A catalog search on

the term “graphic communications” yields numerous search results with books, articles, videos, and other resources. The library also provides access to general academic databases, such as JSTOR, Academic Search Complete,

Students and faculty have opportunities to request information resources, in support of teaching, learning, and research. Currently, the library does not have any outstanding requests from the faculty, nor students, in the School of Journalism and Graphic Communication. The lack of requests demonstrates that faculty and students have access to the information resources that they need to support teaching, learning, and research. In addition to the resources owned by the University, faculty and students have access to resources owned by the universities and colleges in the state’s public system. This program is named UBorrow, and it allows the FAMU community to submit online requests and make in-person requests for materials owned by those institutions. Interlibrary loan services are available for resources that cannot be acquired through UBorrow.

APPENDIX, STANDARD 8: Professional and Public Service

Grads Are Back 2024 Speakers

GAB Website: <https://gradsareback.com/>

Grads Are Back 2023 Speakers

Staci R. Collins Jackson, CEO of The Collins Jackson Agency
Dr. Desmond Stephens, Director, FAMU Faculty Development
Laksh Nathan, CIO/EVP, Paramount Global
Christopher Parson, Creative Director & Celebrity Photographer
Damlia Hill, Lead Media Relations Strategist, Precise Communications
Hillary John, Exec. VP & Managing Dir., Precise Communications
Laroyce C. Hawkins, Actor, Chicago P.D.
Brinton Flowers, Director of Marketing & Business Development, Flower Communications Group
Ameer Brown, Co-Founder/President, Breakr |
Anthony “Tony” Brown, Co- Founder, CEO, Breakr
Dr. Aтира Brown Chares, Content Producer, CNN Newsource
Monique Mitchell, Franchise Manager, 9 Story Media Group
Mel Mitchell, Comedian, Influencer and Actress
Melissa Mitchell, CEO Abeille Creations
Elijah Rutland, Graphic Designer, COO Fix My Sole
Edna Rutland, Production Associate, ABC News Live
Brian Rice, SVP, Chief Brand Officer, 3M
Kia Dolby, Visual Communications Professor, SCAD
Denise Hendricks, Executive Producer, MSNBC
Kareem White, Sr. Talent Producer, ESPN
Alyssa Camacho, News Producer/Internship Coordinator, WCTV
Ila Wilborn, Content Producer, CNN Newsource
Sakina Bowser, Segment Producer, NBC News Now
Danyelle Johnson, Producer, CBS47/Fox90 Action New Jacksonville
Rickayla Mitchell, Producer, WFFA-TV
Paula Witt, VP Sunshine Sachs Morgan & Lylis
Rod Carter, Anchor/Report, CBS17
Jessica Larche Washington, Anchor/Report, WTKR-TV

Grads Are Back 2022 Speakers

Ameer Brown, Co-Founder/President, Breakr |
Aaron Paxton Arnold, Writer/Producer for Television and Film
Nikki Frenney-Wiggins, The Nikita Consultancy, LLC
Nick Nelson, CEO The Brandpreneur
Brian Rice, SVP, Global Chief Brand and Design Officer, 3M Company
Novia Lindsay, Amadeus North America
Jason Jones, Studio Jones Design
Keytron Jordan, Graphic Designer, Paramount/CBS Sports
Rana Cash, Executive Editor, The Charlotte Observer

Rod Carter, Evening Anchor, WNCN, Charlotte
Monique Mitchell, Franchise Manager, "Karma's World," 9 Story Media
Heidi Otway, President, SalterMitchell PR
Kathy Times, President, Yellow Brick Media Concepts
Ginger Maddox, Executive Producer, WBBM-TV, Chicago
Betsy Helgager Hughes, CEO, BLH Consulting
Eric Winkfield, VP M Booth
Paula Witt, VP Sunshine Sachs Morgan & Lylis
Marsha Archer, President/CEO, M-Squared Public Relations
Jaylen Christie, Account Supervisor, Bernadette Davis Communications
Annetta Wilson, President, Annetta Wilson Media & Success Coaching
Rashan Ali, TV/Radio Personality, Author
Dontaira Terrell, Entertainment Journalist
Nathan Vinson, Weekend Audience Editor, People
Driadonna Roland, Exec. Producer, Hell of a Week with Charlamagne the God
Juwana Mass, Ghost Brothers, Discovery+
Dalen Spratt, Ghost Brothers, Discovery+
Marcus Harvey, Ghost Brothers, Discovery+
Denise Hendricks, Executive Producer, MSNBC
Aiyana Ishmael, Editorial Assistant, Teen Vogue
Tia Mitchell, White House Correspondent, C-Span, Washington Journal
Kareem White, Sr. Talent Producer, ESPN
Melanie Mitchell, Creator & Comedian
Radio Big Mack, Paramount
Conceited, Paramount
Pretty Vee, Paramount
Gayle Andrews, President, Andrews Plus
Ken Darby, Retired, VP Communications and Gov't Relations, Thales North America
Xavier Higgs, Publisher & Editor, First Source Magazine
Cheryl Smith, Publisher, I Messenger Media LLC
Kimberly Godwin Manning, President ABC News
Curtis Johnson, President, FAMU NAA

Grads Are Back 2021 Speakers

Georgia Dawkins, Producer
Melissa Mitchell, Owner of Abeille Creations
Catara Coleman, Co-Owner, Southern Girl Desserts
Will Ayers, Business Marketing Manager for Instagram
Brandon Jones, Moderator, Reporter, Spectrum
Marlon A. Walker, Executive Editor, The Clarion-Ledger
Gregg Bishop, Executive Director, Joe and Clara Tsai Foundation Social Justice Fund
Anjelicia Bruton, Multimedia Journalist, KWTW
Brianna Harmon, Moderator, Host, Revolt Media
Meaghan Taylor, Digital Content Producer, Steve Harvey Morning Show
Ameer Brown, Co-Founder, Breakr |
Jared Eummer, Manager, Sports and Cultural Marketing, Genesco Sports Enterprises
Elise Durham, Moderator, Communications Director, Atlanta Office of the Mayor |
Honorable Keisha Lance Bottom, Mayor, City of Atlanta
Denise Hendricks, Executive Producer, The Cross Connection & The Sunday Show,
MSNBC Yolanda Cade, Domestic Public Relations Director, Walt Disney World Resorts

Kimberly Godwin Manning, President of ABC News
Dayna Lee, Moderator, Manager, HBCU Outreach & Engagement, The Walt Disney Company
LaJoy Mercer, Campus Recruiter, The Walt Disney Company
Luke Williams, Producer II, ESPN+ Original Content
Corey Savage, HBCU Campus Recruiter, The Walt Disney Company
Kennedy Maddox, Outreach & Engagement Coordinator, The Walt Disney Company
Clara Tsai Foundation Social Justice Fund
Brandon Jones, Moderator, Reporter, Spectrum

SJGC Board of Visitors: How SJGC Prepared Them for Industry

Kimberly Godwin, Retired President of ABC News, BOV Chair

I am a 1984 graduate of the FAMU School of Journalism and Graphic Communication. I just retired as the President of ABC News, after an extraordinary 40-year career as a broadcast journalist, having worked at all three networks at the VP level or higher, and at 10 local stations in nine cities across the country.

What I learned as an SJGC student prepared me for all of it. From the fundamental tenets of journalism to the resilience and dogged determination it takes to climb the executive ranks in our business, FAMU gave me the foundational confidence I needed to know that I belonged. When I walked into newsrooms, I knew that even as I learned and gained experience, I could contribute from day one. My professional track record is one of encouraging, inspiring and hiring qualified FAMU grads in newsrooms across the country. That's why I know our program is strong. I see the same traits that led to my success in the young people coming behind me. FAMU SJGC is still graduating strong next generation journalists who are needed in this country.

Rod Carter, Anchor, WNCN CBS Raleigh, BOV Member

I'm Rod Carter, a long-time member of the Board of Visitors for Florida A&M University's School of Journalism and Graphic Communication.

It's an honor to share a few words about how this institution has impacted me. I am currently the weeknight evening anchor at WNCN CBS in Raleigh, and I previously spent decades as an anchor and reporter at the NBC station in Tampa, among other positions over the past three and a half decades.

The School of Journalism prepared me for a career in broadcast journalism in ways that are hard to fully express. I learned the importance of writing and delivering clear, concise stories that capture who people are and the issues that matter to them. During my time at Florida A&M University, the university's motto was Excellence with Caring. This motto has been a guiding principle in my work as a journalist. I am deeply grateful for the care and instruction I received as a student, and it's why I continue to give back to the university in any way I can.