

Report of On-Site Evaluation
ACEJMC
Undergraduate program
2013– 2014

Name of Institution: Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM), Campus Monterrey

Name and Title of Chief Executive Officer: Ing. Victor Gutierrez Aladro, Rector of the North Zone of ITESM

Name of Unit: Departamento de Comunicacion y Periodismo (Department of Communication and Journalism)

Name and Title of Administrator: Department Director, Professor Ana Cecilia Torres Gonzalez

Date of 2013-2014 Accrediting Visit: February 9-12, 2014

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit:

Recommendation of the previous site visit team:

Previous decision of the Accrediting Council:

Recommendation by 2013-2014 Visiting Team: Accreditation

Prepared and submitted by:

Team Chair: Richard Cole
John Kerr Distinguished Professor and Dean Emeritus
School of Journalism and Mass Communication, University of North Carolina at Chapel Hill

Team Member: John Cochran
Organization/School: Retired ABC News Senior Correspondent, Washington, D.C.

Team Member: Tony Pederson
Organization/School: Chair, Division of Journalism, and Belo Foundation Endowed Distinguished Chair, Southern Methodist University, Dallas, Texas

PART I: General information

Name of Institution: Instituto Tecnológico y de Estudios Superiores de Monterrey, Campus Monterrey

Name of Unit Journalism and Mass Communications Department

Year of Visit: 2013-14

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

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

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 in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The Instituto Tecnológico y de Estudios Superiores de Monterrey (also known by its acronym in Spanish, ITESM, and its short name Tecnológico de Monterrey) has received the due authorization of the Mexican Ministry of Education (Secretaría de Educación Pública-SEP) to perform its educational activities. Such authorization has been specified in four official documents (available in Spanish):

1. Official letter 10203 issued by the Higher Education and Research Division of the Mexican Ministry of Education on September 19th, 1944, which declares that the SEP signed a document from the Office for Legal Matters and Recognition of Studies, granting official recognition of the legality of studies imparted by the Tecnológico de Monterrey. Reference [1] includes a copy and a transcription of this letter.

2. Official letter 5271 dated June 5th, 1947, issued by the Higher Education and Research Division of the Mexican Ministry of Education renewing the agreement dated on September 19th, 1944, and which

establishes that all the certificates of studies and certificates of degrees issued by the Tecnológico de Monterrey shall be legal in Mexico, without the need for any further legalization of the signatures of the Tecnológico de Monterrey's educational authorities [2].

3. A Presidential Decree issued in Mexico on July 14th, 1952 and published in the Federation's Official Journal on September 12th, 1952, which renews the recognition of the legality of studies imparted by the Tecnológico de Monterrey, in accordance with the regulation for the recognition of professional degrees and educational levels awarded by independent colleges [3].

4. Agreement 3438 issued by the Minister of Public Education on February 28th, 1974 and published in the Federation's Official Journal on March 5th, 1974, which establishes that the studies imparted by the Tecnológico de Monterrey in any part of the Mexican Republic will be officially recognized [4].

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 accrediting visit:

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

Not Applicable to the unit.

6. *Attach a copy of the unit's mission statement. Give date of adoption and/or last revision.*

Journalism and Mass Communications Department Mission Statement

Revised and Adopted by the Journalism and Mass Communications Department in 2009

The mission of the Journalism and Mass Communications Department is to form ethical professionals with a humanistic outlook, competitive nationally and internationally in the field of communication and journalism; citizens committed to the economic, political, social and cultural development of their community and to the sustainable use of natural resources; and entrepreneurial individuals, committed to the exercise of freedom of expression and respect for human rights and diversity in a global, multicultural and multimedia world.

7. *What are the type and length of terms?*

Semesters of 16 weeks
 Quarters of _____ weeks
 Summer sessions of 5 weeks
 Intersessions of _____ weeks

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

- Four-year program leading to Bachelor's degree
- Graduate work leading to Master's degree
- Graduate work leading to Ph.D. degree

9. Give the number of credit hours required by the university for graduation. Specify semester-hour or quarter-hour credit.

The academic programs submitted for accreditation are the following:

Academic Program	Total number of hours required for a baccalaureate degree in journalism and mass communications.
B.A. Communication Science 2007 (LCC07)	168 semester-hours
B.A. Communication and Digital Media 2011 (LCMD11)	172 semester-hours
B.A. Journalism and Media Studies 2007 (LMI07)	168 semester-hours
B.A. Journalism and Media Studies 2011(LMI11)	171 semester-hours

The information about the graduates of the two last years is from B.A. Communication Science 2007 (LCC07) and B.A. Journalism and Media Studies 2007 (LMI07), however these academic plans are no longer available. The current curricula are B.A. Communication and Digital Media 2011 (LCMD2011) and B.A. Journalism and Media Studies 2011 (LMI11), and the unit does not have graduates from this curricula yet.

10. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

In Mexico, undergraduate students are mandated by law to do social service. The Regulatory Law of Article 5 of the Constitution of Mexico establishes that "Students of institutions of higher education will do temporary and obligatory social service as a previous requisite for obtaining the corresponding academic degree". This same law mentions in Article 10 that "the duration of the social service will not be less than 480 hours".

Tecnológico de Monterrey establishes in its Rules for Social Service [5] that of the 480 hours required by law, students should do at least 240 hours of community service. The remaining hours may be completed

by community service or by practical training in companies or other institutions. Students may comply with the 480 hours requirement for social service in the period which extends from the third to the eighth semester of their undergraduate studies.

The maximum amount of credit hours a student of Tecnológico de Monterrey can receive is three credit hours per semester; according to this the students of the unit comply with the ACEJMC's rules on internship credit.

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

The academic programs do not have a formal offer of sequences or specialties.

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

14880 students in the August-December 2013 Semester (13687 undergraduates and 1202 graduate students).

13. Number of undergraduate majors in the unit, by sequence and total (if the unit has pre-major students, list them as a single total):

Academic Program	Number of full-time students enrolled in the institution*
B.A. Communication Science 2007 (LCC07)	23 students
B.A. Communication and Digital Media 2011 (LCMD11)	264 students
B.A. Journalism and Media Studies 2007/2011 (LMI07/11)	54 students

*Students enrolled in the January-May 2014 Semester.

14. Number of students in each section of all skills courses (news writing, reporting, editing, photography, advertising copy, broadcast news, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary.

The following courses are administered by the Journalism and Mass Communications Department; they are not exclusive for the academic programs B.A. Communication and Digital Media or B.A. Journalism and Media. The Class Size corresponds in some cases to students of different academic programs.

In the Institution, those courses with activities that entail teamwork and special projects may exceed the number of 20 students, with a limit of 35. One of the most important policies of the Journalism and Mass Communications Department is that courses that involve the use

of laboratories in which the students must have their own equipment cannot have more than 20 students per course. In terms of ACEJMC, labs are considered as skilled courses, other courses at the Tecnológico de Monterrey are known as theoretical courses that develop specific skills, such as Scriptwriting and Audiovisual Language and Narrative as well as Digital and Interactive Media Aesthetics, and these courses exceed the number 20 students, since they have activities with special projects and teamwork.

It is important to mention that the expectations of the campus by the economic model is that the courses are between 27 and 35 students, in order to have a tech economic efficiency, in this case the apartment is making an effort to have less than or equal to 20 students per course.

Enrollment Fall 2013 (August-December 2013)

Course Code	Group	Course Name	Class Size
AV1000	1	Photography and Digital Imaging	16
AV1000	2	Photography and Digital Imaging	17
AV1000	3	Photography and Digital Imaging	16
AV1000	4	Photography and Digital Imaging	10
AV1000	5	Photography and Digital Imaging	15
AV1000	8	Photography and Digital Imaging	11
AV1000	9	Photography and Digital Imaging	16
AV1001	1	Graphic Design	16
AV1004	1	Audiovisual Language and Narrative	26
AV1004	2	Audiovisual Language and Narrative	28
AV1004	3	Audiovisual Language and Narrative	27
AV1005	1	Digital Design Lab	19
AV1006	1	Audio Lab	20
AV1006	2	Audio Lab	20
AV1007	1	Video Lab	20
AV1007	2	Video Lab	19
AV2003	1	Object Photography	16
AV2003	2	Object Photography	7
AV2004	1	Scriptwriting	20
AV2004	2	Scriptwriting	21
AV2004	3	Scriptwriting	20
AV2005	1	Advertising and Commercial Photography	14

Course Code	Group	Course Name	Class Size
AV2005	2	Advertising and Commercial Photography	13
AV2006	1	Media Narrative Design and Production	14
AV2006	2	Media Narrative Design and Production	6
AV2006	4	Media Narrative Design and Production	18
AV2006	5	Media Narrative Design and Production	16
AV2006	6	Media Narrative Design and Production	9
AV2007	1	Digital and Interactive Media Aesthetics	20
AV2007	3	Digital and Interactive Media Aesthetics	1
AV2008	1	Multi-Platform Audio Production	15
AV2008	2	Multi-Platform Audio Production	14
AV2009	1	Media Projects Management and Evaluation	16
AV2009	2	Media Projects Management and Evaluation	16
AV2010	1	Directing and Mise en Scene	17
AV2010	2	Directing and Mise en Scene	16
AV3000	1	Print Design and Publishing	16
AV3001	1	Interactive Media Design and Production	20
AV3001	2	Interactive Media Design and Production	17
AV3001	3	Interactive Media Design and Production	1
AV3008	1	Documentary Production	15
AV3008	2	Documentary Production	17
AV3009	1	Multi-Platform	12

Course Code	Group	Course Name	Class Size
		Television Production	
AV3009	2	Multi-Platform Television Production	16
AV3010	1	Film Production	14
AV3010	2	Film Production	15
AV3011	2	Design and Production of Communication for Organizations	16
AV3015	1	Digital Postproduction	17
AV3015	2	Digital Postproduction	16
AV5004	1	Semiotics of the Narrative	14
AV5006	1	Topics on Media Production	11
CO00857	1	Digital Production and Design	7
CO00857	2	Digital Production and Design	13
CO00875	1	Image and Public Relations	15
CO3007	1	Advertising and Integrated Marketing	20
CO3007	2	Advertising and Integrated Marketing	15
CO3008	1	Seminar on Creative and Entertainment Industries	17
CO95008	1	TV Advertising Production	4
CO95075	1	Internship in Broadcasting I	3
CR2003	1	Applied Strategic Communication	17
CR2003	2	Applied Strategic Communication	24
CR3000	1	Organizational Communications Consulting	14
CR3001	1	Persuasive Campaign Design	16
MI1002	1	Fundamentals of Journalism	3
MI1003	1	Introduction to Journalism and Media Studies Academic Program	13
MI2003	1	Broadcast Radio Journalism	6
MI2005	1	Production for Informative	16

Course Code	Group	Course Name	Class Size
		Journalism	
MI2005	2	Production for Informative Journalism	16
MI3001	1	Photojournalism	9
MI3002	1	Broadcast TV Journalism	15
MI3006	1	Precision Journalism	8
MI3007	1	Specialized Journalism	6
WA3000	1	Career End and Professional Life Induction Integration Workshop DHCS (School of Humanities and Social Sciences)	20

Enrollment Spring 2014 (January-May 2014)

Course Code	Group	Course Name	Class Size
AV1000	1	Photography and Digital Imaging	13
AV1000	2	Photography and Digital Imaging	16
AV1000	3	Photography and Digital Imaging	13
AV1000	4	Photography and Digital Imaging	16
AV1000	4	Photography and Digital Imaging	16
AV1000	5	Photography and Digital Imaging	16
AV1000	7	Photography and Digital Imaging	15
AV1000	9	Photography and Digital Imaging	10
AV1001	1	Graphic design	17
AV1004	1	Audiovisual Language and Narrative	25
AV1004	2	Audiovisual Language and Narrative	24
AV1004	3	Audiovisual Language and Narrative	25
AV1004	4	Audiovisual Language and Narrative	25
AV1005	1	Digital Design Lab	20
AV1005	2	Digital Design Lab	20

Course Code	Group	Course Name	Class Size
AV1006	1	Audio Lab	20
AV1007	1	Video Lab	19
AV1007	2	Video Lab	19
AV2003	1	Object Photography	16
AV2004	1	Scriptwriting	24
AV2004	2	Scriptwriting	20
AV2004	3	Scriptwriting	22
AV2004	4	Scriptwriting	27
AV2005	1	Advertising and Commercial Photography	20
AV2005	2	Advertising and Commercial Photography	20
AV2006	1	Media Narrative Design and Production	15
AV2006	3	Media Narrative Design and Production	15
AV2006	4	Media Narrative Design and Production	12
AV2006	5	Media Narrative Design and Production	12
AV2006	6	Media Narrative Design and Production	15
AV2007	1	Digital and Interactive Media Aesthetics	21
AV2007	2	Digital and Interactive Media Aesthetics	20
AV2008	1	Multiplatform Audio production	16
AV2008	2	Multiplatform Audio production	18
AV2009	1	Media Projects Management and Evaluation	15
AV2009	2	Media Projects Management and Evaluation	18
AV2009	3	Media Projects Management and Evaluation	20
AV2010	1	Directing and Mise en scene	17
AV2010	2	Directing and Mise en scene	16
AV3000	1	Print Design and	19

Course Code	Group	Course Name	Class Size
		Publishing	
AV3001	1	Interactive Media Design and Production	18
AV3001	2	Interactive Media Design and Production	20
AV3001	3	Interactive Media Design and Production	18
AV3008	1	Documentary Production	15
AV3008	2	Documentary Production	16
AV3009	1	Multi-Platform Television Production	19
AV3009	2	Multi-Platform Television Production	14
AV3010	1	Film Production	18
AV3010	2	Film Production	16
AV3011	1	Design and Production of Communication for Organizations	18
AV3011	2	Design and Production of Communication for Organizations	18
AV3015	1	Digital Postproduction	16
AV3015	2	Digital Postproduction	18
CO00857	1	Digital Production and Design	10
CO00857	2	Digital Production and Design	13
CR1000	1	Strategic Communication Fundamentals	22
CR2003	2	Applied Strategic Communication	17
CR2003	3	Applied Strategic Communication	18
CR3000	1	Organizational Communications Consulting	10
CR3001	1	Persuasive Campaign Design	22
MI1002	1	Fundamentals of Journalism	15
MI2005	1	Production for Informative Journalism	15

Course Code	Group	Course Name	Class Size
MI2005	2	Production for Informative Journalism	15
MI2006	1	Production for Editorial Journalism	8
MI3004	1	Digital Journalism	10
MI3005	1	New Medis and Digital Convergence	10
MI3007	1	Specialized Journalism	4
MI3008	1	Radio Journalism	2

15. Total expenditures planned by the unit for the 2013 – 2014 academic year:

\$16,462 USD is allocated for the operation budget (excluding full-time faculty salaries and benefits).

Percentage increase or decrease in three years:
The budget increased 41% in three years.

Amount expected to be spent this year on full-time faculty salaries:
\$586,210 USD is allocated for full-time faculty salaries in 2013-14 year.

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

The Journalism and Mass Communications Department consists of 19 full time faculty professors with faculty rank in permanently budgeted positions.¹

¹ The President's office of the Monterrey Campus of the Tecnológico de Monterrey Systems recognizes the following academic categories among full time professors:

- Tenured Professor: They are opinion leaders in and outside the Tecnológico de Monterrey and are examples of excellence aligned with the institutional mission. Tenured professor is the highest classification; it includes the features of the other two classifications, which represent the stages of a professor's professional career at undergraduate and graduate levels.
- Associate Professor: These professors are opinion leaders within the Tecnológico de Monterrey and are examples of academic and professional constancy and fit the profile of the graduates described in the institutional mission. Associate professors are recognized in their school for their academic work and merit in different fields of development and participation in institutional life.
- Assistant Professor: They are potential leaders within the Institute; they are examples of commitment to higher education,
- Instructor Professor: They have the knowledge, skills and professional and personal characteristics to be hired as a teacher, in accordance with the regulations of the Institution; however, they do not possess a doctoral degree nor previous teaching experience. They are beginning their career as professors at the Institution.

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Ana Cecilia Torres González, Associate Professor
Aurelio Collado Torres, Instructor Professor
Claudia Alicia Lerma Noriega, Associate Professor
Cristina María Cervantes Sandoval, Assistant Professor
Francisco Javier Martínez Garza, Associate Professor
Gabriela de Lourdes Pedroza Villarreal, Tenured Professor
Jorge Alvarez Arreola, Assistant Professor
Jorge Lorenzo Flores Garza, Instructor Professor
Juan Daniel Cabrera Ladrón de Guevara, Associate Professor
Ma. Eugenia González Alafita, Associate Professor
Magdalena Elizondo Torres, Tenured Professor
Manuel Humberto Ayala Palomino, Associate Professor
María del Carmen Herrera Zamudio, Assistant Professor
María del Roble Mendiola Delgado, Instructor Professor
María Leticia Flores Palacios, Associate Professor
Mariela Pérez Chavarría, Tenured Professor (Sabbatical Jan-Dec 2014)
Maximiliano Maza Pérez, Associate Professor
Omar Danilo Hernández Sotillo, Assistant Professor
Oscar Ochoa González, Associate Professor

17. List names of part-time/adjunct faculty teaching at least one course in fall 2013. Also list names of part-time faculty teaching spring 2013.

The Part-Time Faculty of the Journalism and Mass Communications Department are defined by those Professors who only teach one or more courses, with a short-term contract, without a scholarly or service to the unit expectations. They do not have a rank since the faculty classification system just applies to the Full Time Faculty.

Part-time faculty Spring 2014 (January-May 2014)

Alma Elena Gutierrez Leyton
Eduardo Treviño Ramos
Eileen Mary Mcentee Sullivan
Gerardo Isaac Campos Flores
Iván Chávez Peñaloza
Jesús Aguilar González
Jesús Franco de Keratry
Jesús Javier Torres González
Jorge Luis Coronel Fuentes
José de Jesús Rodríguez Sandoval
José Ignacio Garagarza Ramos
José Luis Montemayor Villarreal
Juan José Herrera Vela
Juan Manuel Gómez Pavón
Laura Patricia Anaya

Lorena González Garza
Luis Adrian Sumuano Barragán
Luis Gerardo Ramos Rodríguez
María de los Angeles Garza Fernández
María del Consuelo Yarto Wong
Marianelly Palacios Valdez
Martín Jaime Ontiveros Quintanilla
Marysol Flores
Miguel Angel Méndez Taboada
Myrna Guadalupe Martínez Ruiz
Myrna Eugenia Márquez de la Garza
Paul Fidel Martínez Martínez

Part-time faculty Fall 2013 (August-December 2013)

Alma Elena Gutierrez Leyton
Eduardo Treviño Ramos
Eileen Mary Mcentee Sullivan
Gerardo Isaac Campos Flores
Jesús Aguilar González
Jesús Javier Torres González
Jorge Luis Coronel Fuentes
José de Jesús Rodríguez Sandoval
José Ignacio Garagarza Ramos
José Luis Montemayor Villarreal
Jose Luis Rodriguez Ritte
Jose Rafael Lopez Islas
Juan Carlos Cobian
Juan José Herrera
Juan Manuel Gómez Pavón
Laura Irene Arvizu Villa
Laura Patricia Anaya
Lorena González Garza
Luis Adrian Sumuano Barragán
Luis Gerardo Ramos Rodríguez
María de los Angeles Garza Fernández
María del Consuelo Yarto Wong
Marianelly Palacios Valdez
Marysol Flores
Miguel Angel Méndez Taboada
Myrna Eugenia Márquez de la Garza
Myrna Guadalupe Martínez Ruiz
Paul Fidel Martínez Martínez
Rubén Eduardo Barraza López

18. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside the major.

Year	Total Graduates	72 or more semester hours outside the major	
		Number	Percent
<i>December 2013 semester</i>			
LCC07	<u>27</u>	<u>27</u>	<u>100%</u>
LMI	<u>7</u>	<u>7</u>	<u>100%</u>
<i>2012-2013 academic year</i>			
LCC07	<u>67</u>	<u>67</u>	<u>100%</u>
LMI	<u>19</u>	<u>19</u>	<u>100%</u>
<i>2011-2012 academic year</i>			
LCC07	<u>73</u>	<u>72</u>	<u>98.6%</u>
LMI	<u>11</u>	<u>11</u>	<u>100%</u>

*The program of LCMD only has a few graduates; the main generations of graduates have been from the LCC07 program that is the main reason is the only reported program of Communications in this section.

PART II — Standard 1: Mission, Governance and Administration

The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.

Unit performance with regard to indicators:

First, a few words of general information should be provided to set the university and the unit into at least basic perspective, especially since this is an international accreditation exercise:

The *Instituto Tecnológico y de Estudios Superiores de Monterrey* (Technological Institute of Higher Studies of Monterrey) – known in abbreviated form as ITESM or simply *Tec de Monterrey* or Monterrey Tech – is a prestigious private university system with more than 30 campuses across Mexico. Tec's costly private-university tuition – one of the highest in Latin America – puts it out of reach of many students unless they have financial support. Tec has scholarship and loan programs for needy students. Roughly half of Tec students receive some form of financial aid, from a small amount up to full tuition. More than half of the Department's students receive some form of financial aid. Thirty-two percent of the students receive scholarship funding and 23.5 percent of the students receive student loans. An unusual aspect of Tec's finances should be mentioned here as well. Tec brings in a great deal of money each year through a lottery that it operates across Mexico; the lottery provides money for scholarships, among other things.

Tec's flagship campus is in the city of Monterrey in the north of Mexico in the state of Nuevo Leon. The university was founded in 1943 and grew over more than seven decades into an exceedingly respected university system. The overall university system is accredited by the Southern Association of Colleges and Schools (SACS), the U.S.-based regional accrediting agency. It was founded by individuals with strong connections to private enterprise, and that business orientation is an important part of the university system today. The university system prides itself on having no official connection to political parties or religious groups.

It should be noted that Tec also has a system of high schools that often serve as feeders to Tec college campuses. In Monterrey, there are five such Tec high schools.

The Monterrey university campus now has about 15,000 students. Most by far are undergraduates. Only about 1,200 of them are graduate students. The overall campus enrollment has decreased in the last few years because of the highly publicized drug war in Mexico. This has to be mentioned to help set the scene and because student tuition constitutes a large portion of the university's – and thus the Department's – revenue. (The revenue aspect of this is cited later in Standard 7.) In spring 2010, a tragic event took place just outside the campus, despite the university's security measures. Two Tec students were killed in crossfire between army officers and drug gang members. The university suffered from bad publicity, of course, and enrollment decreased for at least four semesters. Now enrollment is growing back.

Education in communication and writing has been part of Tec for many years. It went under different names and administrative structures as it evolved. A bachelor's in journalism began in 1999. The second major area to be developed was audiovisual media production (including radio, TV and film). A master's degree in communication has been offered since 1994 but was eliminated in late fall of 2013. It was fairly small and a good number of the students were on scholarships and thus did not pay that much tuition. Tec is conducting a system-wide study examining the graduate programs it offers. The master's degree was not being put up for ACEJMC accreditation in any event. It should be noted that students in the master's program are being allowed to continue in the program until they are graduated, of course.

A Center for Research in Communication (CINCO) was created in 2002. This is discussed in Standard 5: Scholarship and Research.

Today's *Departamento de Comunicacion y Periodismo* (Department of Communication and Journalism) was founded in 2002. Since 2011, it has been housed administratively as a unit in the School of Business, Social Sciences and Humanities, which is a large school that comprises a total of 10 departments with 16 undergraduate programs and two Ph.D. programs.

Some basic facts about the Department:

- The Department is seeking ACEJMC accreditation for the first time. This is the number 1 goal of the Department in its strategic plan. The Department has already received national accreditation from CONAC, Mexico's Council of Accreditation in Communication, and international accreditation from CLAEP, the Latin American Council on Accreditation for Education in Journalism.
- The Department now has 19 full-time faculty members and roughly 30 part-time faculty members. The number of faculty members decreased after the shooting incident in 2010 because of the resulting decrease in the budget. One professor retired voluntarily, and two retired early. Now they are part-time or emeritus professors in the Department. Another professor retired for personal reasons. The total number of full-time faculty members dropped from 23 to 19 over three years.
- The teaching load is heavy (this is explained in Standard 4: Faculty).
- The Department has about 340 undergraduates in all. Here are the approximate numbers of students in the different curricular programs (according to the Department's updated figures received during the site visit):

B.A. in Communication and Digital media (begun in 2011): 264 students

B.A. in Communication Science (2007):

This is an older program that has been eliminated. Only students who started in it and are finishing up are counted. 23 students

B.A. in Journalism and Media Studies: 54 students

Total 341 students

(a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The Department's mission statement flows from the university's mission, which aims at turning out graduates with integrity, ethical standards and a humanistic outlook and who are internationally competitive in their professional fields. Another fundamental goal is turning out accomplished graduates with a business, professional and entrepreneurial orientation.

The Department's mission statement embodies all that and aims at having graduates committed to economic, political, social and cultural development of their community and to the sustainable use of natural resources, and entrepreneurial graduates committed to freedom of expression and respect for human rights and diversity.

The Department's strategic plan of 2009-13 had specific goals that included updating obsolete equipment, renewing audiovisual and computer equipment, completing the photo lab, preparing two more classrooms, etc. Virtually all that was done. Other goals included developing a new study plan and consulting with employers and alumni about updating career paths; all that was done. Still another goal was setting up a program to work with more than three nonprofit organizations per semester through Departmental courses; this has been done every semester since the goal was established. Another goal was setting up a professional alumni organization, which was carried out.

The strategic plan for 2013-17 aims at several goals, including ACEJMC accreditation, having more diversity activities, improving the educational model with additional interdisciplinary courses and hybrid-format classes, increasing the unit's internationalization and setting up additional connections with the corporate world. The administration and faculty are working on all of these goals.

(b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

Faculty governance at *Tec de Monterrey* differs from the typical U.S. university's. *Tec* is something of a centralized entity that operates with a top-down administrative structure. Much of its operation is exercised through campus-wide, rather than departmental, bodies. For example, the Department has no special committees of its

own; they are at the university level. But a number of Department faculty members are active on university-wide bodies. The most important academic body of the university is the Academic Senate, which has had and now has representation from the Department. The university also has Undergraduate Academies and other such entities. The Department appears to play an appropriate role in university-wide faculty governance.

(c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The Department director is Professor Ana Cecilia Torres Gonzalez, who is almost brand new in that position but who has many years of college teaching experience and who has been on the Tec faculty for more than 11 years. At Tech, department directors are appointed for four years and may be reappointed "if considered again in the slate of candidates." The previous director was in place in 2009-13. She has a heart condition but is considerably better.

The head of the B.A. program in Communication and Digital Media is Maria Mendiola. The head of the B.A. program in Journalism and Media Studies is Aurelio Collado. Both have years of university experience.

All three of these administrators report to the dean of the School of Business, Social Sciences and Humanities. All three appear to be respected, effective and hard-working. Faculty members laud them and say that the director is good and praise her openness.

(d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The Department faculty plays a role in selecting the Department director, who is formally appointed by the president of the university from a slate of three candidates. This is the university-wide procedure.

Department directors are evaluated through an anonymous electronic survey available to all full- and part-time faculty members, with ratings of 1 to 5 on a dozen appropriate characteristics.

(e) Faculty, staff and students have avenues to express concerns and have them addressed.

The Department asserts that communication between faculty and administration is constant and dynamic. Individual faculty members, and staff members, have appropriate access to Department administrators. At least 12 faculty meetings were held from July 2012 to June 2013. Regarding ACEJMC accreditation, every Department professor worked on at least some aspects of the self-study.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.

Unit performance with regard to indicators:

- (a) Revised: The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of the unit and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet these requirements.**

First, for clarification, Tec has a much different undergraduate structure than most U.S. universities. Its undergraduate program is nine semesters; at least 162 credit hours are required for graduation. The usual course load is six courses or 18 credits a semester. Tec operates on a 16-week fall and spring semester system. In the summer, a five-week-long program exists.

In their eighth semester, students take jobs for roughly six months. Students value this practical experience and say it serves as an effective introduction to the professional world and provides valuable personal contacts. Then for the ninth semester, students return to the campus and complete their academic program.

As to ACEJMC's requirement of 72 credit hours outside the unit: Without question, the Department meets it. In 2011-12, almost 100% of the graduates had 72 hours or more outside the unit. In 2012-13, the figure was 100% of the graduates.

The Department's bachelor's programs require 168 or 172 hours for graduation (168 hours for the B.A. in Journalism and Media Studies, and 172 hours for the B.A. in Communication and Digital Media). The journalism program has 54 students; the communication-digital media program has 264 students in the current program and 23 students finishing up in an older program -- for a total of about 340 undergraduates in all.

- (b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)**

The Department requires an appropriate balance between theoretical and conceptual courses, on the one hand, and skills courses on the other hand. All students at Tec must complete a core of general

education requirements, including professional ethics, humanistic training, social and sustainable responsibility, and entrepreneurship.

Ethics are stressed at Tec. All academic programs require students to take two ethics courses, one at the beginning of their studies and the other at the end.

At Tec, a good number of courses are taught in English. In fact, Tec stresses the importance of students being as bilingual in Spanish and English as possible, and virtually all students are at least familiar with English. Many are perfectly fluent in it. Tec requires all students to have a TOEFL score of at least 550 for graduation. But in the Department, relatively few courses are taught in English. Faculty members said only about six courses were being taught in English at the time of the site visit; that makes the Department one of the lowest units on the campus in the number of courses taught in English.

In Mexico, all college students must carry out at least 480 hours of social service. This is a federal law. Tec requires that at least half of it must be community service; the rest can be additional community service or practical training in companies or other appropriate institutions.

In the Department, students are required to take a law course, which is taught by a professor in the law school. The course is taught at the end of the student's program. That is certainly acceptable, although one can debate whether it should come more toward the start of the student's program in communication so the student can understand other courses in light of the law. (For people not versed in Mexico, the country's constitution proclaims freedom of the press. But like in any country, the amount of freedom can vary according to politics, government and other factors.)

Three other courses are required of all Department students:

- Communication and Media Studies, which examines the media and audiences, and the media and politics.
- Communication and Cultural Studies, which examines mass media according to different cultures in North America, Latin America and Europe.
- Communication and Globalization, which examines communication in international settings, including the media's role in attempting to solve global issues.

The Department does not require the same syllabus to be used in courses with multiple sections.

In the self-study, the Department cited as a weakness the need to provide more courses in English. The Department is working on this with its own full- and part-time faculty as well as with invited foreign professors.

For the B.A. in Communication Sciences and the B.A. in Communications and Digital Media, the Department has set 10 competencies that must be achieved. For example, the Department has suggested courses for competency in the design and production of content for print, audiovisual and interactive media: Radio Production, TV Production, Film Production, Graphic Design and Interactive Media Production. Students must have the knowledge and skills to successfully enter the labor market. The courses above are heavy in professional skills.

Another required competency is the ability to reflect, analyze and evaluate ethical dilemmas related to his/her person, practice and respect for people and their environment. The Department believes all courses at least touch on this but cites one-third of them as being more focused on ethics. Another competency emphasizes the ability to produce content that contributes to saving the environment. Yet another competency focuses on the ability to design and produce material that applies theoretical concepts in a real context. Seven courses are suggested.

In sum, the courses seem to strike a happy balance between professional skills courses and those that are primarily theoretical and conceptual. The key word in that sentence is "seem." Several students do not agree. They feel there is not enough emphasis on the practical and on preparing them for the real world. One student, reflecting the views of several, said, "...We need to translate theory into practice."

They also complained that Tec philosophy requires that all students be well-rounded and that this results in an inadequate number of specialized and practicum courses. Other students felt that Tec philosophy provides a good conceptual view of the real world that more than makes up for any shortage in practicums. Some faculty believe there should be even more emphasis on the conceptual. One said, "...Our job is primarily to develop critical thinkers who can express themselves at a high level. " This is an ongoing and probably healthy debate.

For the B.A. in Journalism and Media Studies, the Department has established 14 competencies. The skill set required of graduates covers both practical and theoretical applications. The competencies cover the range of skills and knowledge necessary for a graduate to pursue a career in news media over a variety of delivery platforms. The

competencies include oral and written communication skills, journalism history, crisis communications for public relations, digital journalism, ethics, legal issues including access to information and transparency, mass communication theory, audience analysis, and self-evaluation in a critical thinking skill set. History, knowledge and understanding of traditional media as well as media convergence and digital technology are required. In interviews, journalism students expressed a high level of satisfaction with the professional skills taught and the emphases on press freedom and comparative analyses of international media. Students expressed a high level of satisfaction with the balance of practical and theoretical instruction.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Both programs give every indication of rigorous and current classroom instruction. Quality teaching is valued and rewarded.

(d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1.

The Department easily meets ACEJMC's stipulation that skills classes have no more than 20 students each. In fact, all Department classes are fairly small; there are few with more than 20 students.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. (If the unit has more than one sequence, address the opportunities by sequence.)

In the Journalism and Media Studies program, the director regularly communicates internship opportunities and strongly encourages students to participate. The program receives high marks from professional media companies in Monterrey for providing students with solid knowledge of the practical skills. Students who complete internships are assessed according to a rubric that includes a wide variety of performance ratings including creativity, quality of work, initiative, communication and leadership.

In summary, the curriculum is sound. Students are receiving a good education in the Department and at Tec.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.

Unit performance with regard to indicators:

(a) The unit has a written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan.

In compliance with the Mexican Constitution, Tec has as one of its published principles a policy of non-discrimination with regard to race, gender, creed or social preference. Various components of the curriculum and learning outcomes encourage the production of material to recognize diverse groups in the society.

For Latin American institutions, diversity has a significantly different meaning from what is commonly understood in the United States. Tec aims for a geographic and cultural diversity that adds to the social and intellectual fabric of the institution in providing exchanges with different languages, traditions, and religious preferences as well as different practices in art and music. There is no specific identification for ethnicity in recruitment of students or faculty or in admissions.

The Conquest more than 450 years ago produced a complex diversity of population that blended a variety of indigenous peoples with Europeans. Because of the diversity of the indigenous populations over vast geographic areas that constitute Mexico, there are varying levels of European impact to be found. As well, many different indigenous languages and cultures can be found and provide a foundation for the lifestyle and culture that varies significantly from state to state in Mexico.

A specific part of the University's mission is to achieve a society that mitigates social differences. As is common in Latin America, public service that serves the poor is especially encouraged for students. While government and various institutions frequently acknowledge issues specific to the indigenous populations, efforts and public service to help alleviate the widespread problems related to poverty are more commonly emphasized. While the term "indigenous" is widely used in various countries, including in the United States, in Mexico and some parts of Latin America the word can in some uses have a racist connotation. The director of the Department, herself a native of Oaxaca, said she would never return home and refer to anyone as "indigena." It is a matter of cultural sensitivity, national pride and

inclusiveness that "Mexican" refers to all citizens of Mexico. Tec's student and faculty populations reflect this sensitivity.

(b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

Various classes in the Department include diversity as part of the graduation competency. Each of the degree programs has learning outcomes that recognize the need to include different social groups in the media in Mexico and also address discrimination, injustice, prejudice and stereotypes.

(c) The unit demonstrates effective efforts to recruit women and minority faculty and professional staff and provides an environment that supports their retention, progress and success.

Among the full-time faculty, there are 10 women and nine men. The full-time faculty come from 10 different states in Mexico and one foreign country (Venezuela). Eight of the full-time faculty come from Nuevo Leon. There is also currently a visiting professor from England (with a Ph.D. from an Irish University). Among the part-time faculty, 18 are men and 12 female. They come from nine different states in Mexico and one foreign country (United States). Sixteen of the part-time faculty come from Nuevo Leon. Tec's written policy on hiring states that there will be no discrimination by age, ethnicity, nationality, gender, sexual orientation, marital status, health status, religious beliefs, political doctrine or disability.

The Tec administration realizes that a more geographically diverse faculty is needed. "We have had an international emphasis for many years," said Dr J. Humberto Cantú Delgado, dean of the School of Business, Social Science and Humanities of the Monterrey campus. "We need more professors from the outside, including professors from English-speaking countries. This city needs a more international focus, and Tec can play an important role in that."

Of the 19 full-time faculty members, 13 have at least one degree from Tec. Of the 33 part-time faculty who have taught recently, 29 have at least one degree from Tec. A large number have all of their academic degrees from Tec.

(d) The unit demonstrates effective efforts to help 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.

While the vast majority of the students come from the home state of Nuevo León, the Department has students from 29 of the 32 states in Mexico. Mexican students represent 98 percent of the Department's population, but there are seven foreign students, including two from the United States and two from Colombia. Applicants to Tec are not asked to identify their ethnicity but are asked to identify their state of origin. The Department has about four percent of the student population from what are considered indigenous states. The indigenous states in Mexico are Oaxaca, Chiapas, Campeche, Quintana Roo, Yucatan and San Luis Potosi.

The Department has a student population that is majority female (76 percent in Communication Sciences, 71 percent in Communication and Digital Media and 79 percent in Journalism and Mass Media).

Many of the students at Tec attended one of the Tec high schools and/or have parents or other family members who attended Tec. Coupled with the large number of full- and part-time faculty who attended Tec for at least part of their education, there is a Tec culture on the part of both students and faculty. This can be considered an academic positive as there is a wide acceptance that Tec is an elite institution, but this student and faculty population could also be considered a hindrance to the true cultural and geographic diversity that Tec aims to foster.

(e) The unit has a climate that is free of harassment and discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The Student Affairs Office as well as the Council of Regional and Foreign Associations and the Cultural Diffusion Department organize and promote campus activities that recognize and celebrate the cultural and artistic diversity represented at Tec.

EXPOTEC is an annual event that celebrates the cultural diversity of the campus. Organized by students from different regional and international associations, it shows the most representative features of different cultures and traditions in each state of Mexico and abroad. The Student Association of Indigenous People promotes interest in and knowledge about the history, identity, culture and current situation of indigenous people, with special emphasis on those who live in Mexico.

Handicapped ramps are common throughout the campus. A continuing Tec program called Profisica is intended to provide accommodations for students with disabilities. Students in interviews said that the campus classes and atmosphere appeared free from intimidation or harassment of any kind.

In summary, Tec and the Department certainly accomplish diversity as they define it.

COMPLIANCE

PART II — Standard 4: Full-Time and Part-Time Faculty

The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.

Unit performance with regard to indicators:

(a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The university and the Department have a 13-step process for selection of professors and slightly different processes for other faculty. Professors must fit a profile with four markers, including completion of an academic degree superior to the level in which they teach. Candidates for professor must undergo psychometric and psychological testing. Teaching assistants, primarily graduate students, must meet at least four written requirements including evaluation by a psychometric test.

In evaluating performance, the institution has set seven guidelines for managing the departmental expectations. For example, the process must be continuous, running on annual or biannual cycles. The Department has 15 written criteria for student surveys, such as relationships between theory and practice, ethical behavior and practice, effort toward intellectual challenges, and a respectful and supportive environment. Other evaluation tools include a review by a facilitator or pedagogical adviser assigned by the institution's Academic Development Department. The most recent tool began in 2013. It provides an annual evaluation that begins with the faculty member proposing objectives to the Academic Development Director. Throughout the semester the faculty member provides information to an online platform. There are three categories of objectives: Performance, Personal Development, Transformation and Change. The latter is heavily based on student evaluations. At the end of an annual cycle, the Department director reviews results with the faculty member.

(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

The Department has 19 full-time faculty members and almost 30 part-timers. Full-time people have primary responsibility. Teaching has priority, but they are expected to focus at the same on one or more of six areas such as research and innovation and linkage with the community in professional, social and cultural areas.

The course load for some faculty members is heavy. Several teach more than the normal load of four courses a semester. One teaches seven courses a semester. They take on overloads voluntarily for extra pay. The dean acknowledges this is a problem, wants to resolve it, but can provide no timetable. In particular, says the dean, the heavy load restricts the amount of research the Department can provide.

(c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept current through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Among full-time faculty, 52 percent have doctoral degrees, 100 percent have master's and bachelor's degrees. Among faculty, there is a good mix of professional and scholarly experience with faculty members usually having both. They are active with professional and scholarly associations. The Department attracts and keeps good faculty, in part because it is a collegial group and because, according to the dean, Tec salaries are 30 percent higher on average than at public universities.

(d) The unit regularly evaluates instruction, whether on site or online, using multiple measures that include student input.

As noted above, the Department evaluates instruction on a regular basis. Student input is an important part of the evaluations. It should be noted that although Tec faculty may attain tenure, it does not provide the same protection as in the U.S. Repeated findings of incompetence, for example, can result in firings. This happened in other departments a few years ago, when Tec focused sharply on job performance.

Students give generally high marks to faculty, but there are a few exceptions. Some students say a small number of faculty members do not keep up to date with new media and the associated technology. One student noted, and several others agreed, that while students are encouraged, for example, to do podcasts, they are not told how to make a living this way.

(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

Based on remarks from faculty, Tec officials, and alumni who spoke with the site team, Department faculty are held in high regard both for participation in institutional activity and for the education provided to students. The Department is regarded, for example, as a pace-setter on assessment. But some faculty members feel they have recently been slighted. When Tec officials terminated the Department's graduate

program in November, faculty were shocked. The director was not given advance notice. One faculty member said, "It was a slap in the face, and we did not deserve this." The reason given to the Department was the small number (about 30) of M.A. candidates. No one was fired as a result.

Most of the students were receiving financial aid of some sort, and Tec found this was not economically viable. Although the dean and some faculty say this decision can be revisited if other funding is found through tuition and/or corporate support, no one can predict if or when.

Overall, the faculty is quite good. Students praise their teachers, and faculty morale is exceedingly positive. They are a collegial and effective group.

COMPLIANCE

PART II — Standard 5: Scholarship: Research, Creative and Professional Activity

With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.

Unit performance with regard to indicators:

(a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

Tec is primarily an undergraduate institution, and the Department's primary role is teaching. Teaching loads are generally heavy. In the self-study, the Department cited as a weakness a lack of time for faculty members to conduct research, write articles and seek training.

But these factors do not mean that scholarship is not valued. To the contrary, Tec and the Department appreciate and value research and scholarship. Eleven of the 19 full-time faculty members have the Ph.D., and four others are pursuing the Ph.D. It should be pointed out that Tec has a commendable policy of helping its faculty members obtain advanced degrees through monetary and other support. Over the years, many faculty members have benefitted from the program. Through a competitive process, Tec provides sabbaticals to some faculty members. One full-time professor in the Department conducted research in Spain in 2012-13.

The Department is working on increasing its research output even with its primary undergraduate teaching mission. The impetus for research comes mainly through the Department's Research Center: CINCO (Center for Investigation in Communication), which emphasizes these scholarly areas: cultural studies through production and distribution of communication messages, structure and content of communication messages, the reception and consumption of such messages, and the impact of digital technologies on society. Current projects in CINCO include a study of media and drug violence and corruption in the media in Monterrey and the nation; a study of the social role of the cinema in Monterrey; and a study of the press and TV in the election of the governor of the state of Nuevo Leon. The CINCO director is Francisco Martinez Garza, a full-time professor in the Department. But CINCO also aims at helping any research project that is in journalism-mass communication across the campus.

CINCO has a number of activities that fit under Tec's overall effort for increased internationalization. For example, CINCO has worked with numerous professors from universities in the U.S. and other countries who visited Tec for a few weeks or longer. Another example is Ph.D.

students from Tec who go to universities in other countries (Belgium and Chile are only two) to conduct research.

Another CINCO activity is working with students who present papers at meetings of AMIC (the Mexican Association for Research in Communication).

The university's decision to close the Department's master's program was a blow to CINCO and to a number of Department professors. The Department was not consulted before the program was eliminated. The master's students were assistants in the Department and in CINCO. When they are graduated in two or three semesters, the resulting effect is not known.

(b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The university and Department have appropriate expectations for scholarship, research and professional activity and appreciate their value and importance. An important factor in this regard is the national policy in Mexico regarding support for research in universities over the country. Mexico has a national system of researchers called SNI, which provides recognition and encouragement to researchers to help develop their work. This translates into important monetary support for faculty members. Importantly, a good number of faculty members in the Department have actively participated and have been recognized in this system and have received monetary support.

(c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The Department's criteria follow the university's, which take research and scholarship into account appropriately.

(d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Considering the relatively small number of full-time faculty members (19), the Department is active in research and publication. In the past six years, faculty members in the unit have turned out 5 sole- or co-authored books, five sole- or co-authored textbooks, 8 book chapters, 36 articles in refereed journals, 58 refereed conference papers, 4 invited academic papers, 7 articles in non-refereed publications, 5 juried works and a number of other scholarly reports. All full-time faculty members carry out some research or creative activity.

(e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

The university and Department encourage and support research and creative activity as much as possible in relation to the primary mission of teaching of the Department. Faculty members are engaged in a range of activities from presenting papers at national academic and professional conferences to writing journalism and producing other professional works. Faculty members are free to express their views and do so. Some Department faculty members have received travel money to attend scholarly meetings and present papers, etc.

Overall, the Department is appropriately active in research and scholarship.

COMPLIANCE

PART II — Standard 6: Student Services

The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.

Unit Performance with regard to indicators:

(a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

There is continuing contact between faculty and the students on matters of institutional requirements and regular advising. Students expressed satisfaction with both the level of attention they receive and the quantity and quality of information.

(b) Faculty are available and accessible to students.

In addition to teaching, a certain number of faculty hours are expected to be spent on seeing students for advising and career advice each semester. In interviews, students indicated a high level of satisfaction with access to faculty, including the Department chair. The respective program directors are responsible for consistent and direct communications with students.

(c) The unit keeps students informed about the activities, requirements and policies of the unit.

Each program in the Department uses a Facebook page to communicate on policies and matters of importance to the student. The directors of the programs are responsible for initiating the communications. Students expressed satisfaction at the system and also noted that inclusiveness and personal communications made them feel more connected to the Department and individual faculty. Job and internship possibilities are also regularly communicated on the respective Facebook pages. Students report they are able to contact faculty members with ease, even on evenings and weekends.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Frecuencia Tec is the university's FM radio station that provides 24-hour programming. The station's signal is powerful enough to be received by the Monterrey metropolitan area and is also streamed on the internet through an available app. A variety of news, sports and entertainment programming opportunities are available to students.

Nueva Prensa is an online newspaper that is entirely student operated. Nueva Prensa publishes five days a week but also is updated for breaking news. The newspaper includes sports, news, culture and arts. Faculty members are asked for advice, but the paper itself is written and edited by students who have freedom over all content. Nueva Prensa has some integration of video and radio content, and the students in interviews said there are plans to have more integrated content, especially in video. Nueva Prensa has covered stories that are sensitive to Tec, including the tragic shooting deaths of two students in 2010.

(e) The unit gathers, maintains and analyzes enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. Clear and accurate data are published on the accredited unit's website.

The Department has detailed records on enrollment of majors and retention and graduation rates. These records are posted on the Department's website and on the website of the School of Business, Humanities and Social Sciences (the Department is part of that School). Additionally, it is common for new job placements and other such activities to be part of each Departmental program's Facebook page.

Overall, the Department provides students with the opportunities, resources and information they need.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.

Unit performance with regard to indicators:

A few introductory words need to be given because of the nature of Tec. The university has a centralized budgeting system. Much of the money is allocated centrally to the different academic and other units.

Another important point is the technological nature of the university. The word “technological” is not only part of the institution’s name; it pervades teaching and research. Only one recent example is Tec’s tablet project. It shows Tec’s dedication to technological innovation in teaching. The project costs about \$5 million U.S. and aims at giving the full-time and regular part-time faculty members an electronic tablet to help them improve their teaching. They got their choice of an Apple, Galaxy or Windows tablet free and are receiving training on how to use them. In addition, connectors or Apple TV or other changes had to be made in classrooms. The project is popular. In the Department, 18 of the 19 full-time faculty members have received tablets (one did not complete the request on time).

(a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The Department aligns its budget request to its strategic planning. Each semester the Department decides what resources it will need and submits its budget request to the administrative section of the School of Business, Social Sciences and Humanities. The dean must approve. The budget appears to be satisfactory for the Department's mission and operations.

(b) The resources that the institution provides are fair in relation to those provided other units.

The Department generally feels it is fairly treated along with other departments in the the School and at Tec. Last year faculty received raises ranging from three to six percent, which was in line with what other faculty received. The director and faculty say that, of course, they do not get all the equipment they want, but that they easily get their fair share.

Several faculty members want more travel funds for travel to academic meetings and conferences.

(c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

The International Center of Advanced Learning building, opened in 2003, houses the Department including the Communication Media Center with several multidisciplinary areas for audiovisual and interactive media production. In designing the center, the School and the Department analyzed what three American universities (UCLA, University of Texas at San Antonio, and UT at Austin) have done. The Department felt that its auditorium needed upgrading to be more comfortable. This has been completed recently. Office and classroom space are more than adequate.

(d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

Equipment is generally adequate and sometimes outstanding and up to date. By Latin American standards, equipment and labs are spectacular, and they match or exceed what exists at many U.S. schools. For operational needs, the School allocates \$8,000 (U.S.) each semester to the Department. For strategic needs in 2006, a plan for upgrading software and hardware began that allocated approximately \$500,000 (U.S.) to the Department.

Some current needs include converting a television studio to full HD technology costing about \$600,000 (U.S.). The upgrading is under way. The Department is also asking for a digital videocam for film projects.

Students say there is no major problem with student access to equipment such as audio recorders, lights, cameras, audio and visual editing on computers, etc. Students seem more concerned about software than hardware. As noted above, the Department believes both need some updating.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

The institution's library is in the center of the campus. Department faculty and students have software that provides a great deal of data.

Overall, the budget is satisfactory, and equipment is good.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

The unit and its faculty advance journalism and mass communication professions and fulfills obligations to its community, alumni and the greater public.

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni and is actively engaged with its alumni, professionals and professional associations to keep curriculum and teaching, whether on site or online, current and to promote the exchange of ideas.

The Department maintains an outside Consulting Committee that engages the community in various activities and also has contact with alumni. Committee members, 80 percent of whom are alumni and who are media and journalism professionals, assess student work according to a framework at the end of each semester. Curriculum recommendations are made according to the assessment. Members of the committee are media professionals in newspapers, photography, film, radio, television, video, multimedia and graphic design. Regular surveys are sent out to track where alumni are working.

(b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance and addressing communication issues of public consequence and concern.

The Department has a Research Chair in Communication, the goals of which are to analyze technological, economic, political and social changes in traditional media and social media. Media content and impact on the identity and citizenship of Mexico are analyzed. Ongoing projects involve media and human rights, media and politics and the ownership and management of social networks. Members of the faculty have taught courses internationally, juried media competitions on a national scale, and served as reviewers for articles in academic journals.

The Department works very closely with the major media in the Monterrey area. In an interview, the executive editor of El Norte said that Tec represents a significant part of the culture and leadership in Monterrey. The paper works closely with the Department on internships and on initial jobs for graduates. It should be noted here that, for more than 40 years, El Norte has been one of the leading newspapers in Mexico, highly respected for its independence and professionalism.

(c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The Department's faculty members are involved in accrediting councils, both nationally and internationally. Faculty members are also engaged in a wide variety of research, professional and service entities outside the university that have created recognition for the institution. Service is an expected part of promotion.

(d) The unit contributes to its communities through unit-based service projects and events, service learning of its students, and civic engagement of its faculty.

The Department has faculty who are engaged in sharing academic knowledge with community institutions that have social needs and problems. Students undertake projects to support an institution throughout the semester. This is considered work outside classroom hours for which students receive credit for their social service requirement. Another type of activity involves students engaging in a citizen impact activity that stimulates reflection about needs and problems in society. This activity is not eligible for credit in social service. Students in the Department generate programming for Monterrey Tech's FM radio station.

(e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The Department directs the Certificate of Social Sciences and Humanities, a program that instructs high school students in journalism, audiovisual production and creative writing. High school seniors are invited to participate in Born to be Tec, a program providing opportunities to visit the campus to learn of the academic programs offered by Monterrey Tech.

Overall, the Department has good relations with the profession and carries out considerable public service.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

The unit regularly assesses student learning and applies results to improve curriculum and instruction.

Unit performance with regard to indicators:

(a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council.

The Department defines its goals in great and impressive detail with goals for each course. That is necessary because the goals are different from course to course. Degree of difficulty is a major reason for the differences. Assessment of competency is done in several ways such as a case study, test, essay or project. For example, a student in a course requiring knowledge of design and production for graphic, audiovisual and interactive media must perform at least one project for a real client that was evaluated satisfactorily by the client. A score of 3 is required. The goal is that 85 percent of students succeed. Scores are not classroom grades, but are separate attempts to measure competency.

By contrast, in another course on international communication a score of 4 is required with a goal of 95 percent. The lowest goal for any course is 70 percent. Such detailed evaluations are carried out throughout the curriculum.

Two determinations of competency are made: one early in the semester to provide the baseline, another at the end of the semester. Each faculty member has a syllabus showing what level of competency is required.

Every 10 years, dating back to 1950, the Department must prepare as do all Tec units, for assessment by SACS. The last assessment was in 2008. Tec passed with flying colors.

CLAEP (the Latin American accrediting council for schools of journalism and mass communication) has accredited the journalism program. The communications program has not applied for CLAEP accreditation.

(b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The Department devised the assessment plan in 2009 when it knew it would apply for international accreditation. About the same time, curricula were changed for 2011. The Department, having set its internal guidelines, added ACEJMC's required guidelines and cites as examples "critical thinking and awareness of diversity." A designated office in charge of the Quality Enhancement Program directly measures student learning by using two frameworks it has devised. Indirectly, it measures with the National Survey of Student Engagement and the Ethics and Responsible Citizenship Evaluation Tool.

The National Center of Evaluation for Superior Education (CENEVAL) administers a national comprehensive exit exam for all communications students in Mexico.

All assessment plans at the Tec have program objectives and required competencies that are evaluated directly in a course or through surveys or evaluation exercises that each student must take throughout enrollment. Some, but not all, former students take post-graduation surveys. That is not a problem for Communications graduates, because there are so many of them. The failure of a small number to return questionnaires does little to affect the accuracy of the survey. It is different with the Journalism graduates. Because they form a much smaller universe, accuracy is affected when even a few do not take part. But the Department believes it received an accurate report from alumni. Indeed, many journalism alumni teach part-time in the Department, and others are active in other ways, including working with interns.

All graduating seniors in journalism must submit a portfolio of their work showing their progress over the years. In addition to their use in assessment, the portfolios are helpful to graduates in their job hunting. Seniors in communication are urged to complete portfolios, but it is not required. Most, however, complete portfolios.

Both the Tec official in charge of overseeing the Department's assessment as well as the official responsible for all campus assessments give the Department high praise. They say the Department's assessment is a model for other Tec units.

(c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

All data are entered into a digital service, the System for Administration of the Evaluation of Academic Programs. The information is in Spanish, but an English version is under development. The system is constantly updated. From the evaluations and recommendations included in the self-study, it appears that good use is made of the data.

“Action Descriptions” are given for courses where progress is either not deemed acceptable or where there is still room for improvement. Some examples: “...reinforce the importance of oral presentations....assign more class sessions for the explanation of theories of communication needed to elaborate the final work....students will take into account the social implications of the information they produce.”

(d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

The Department knows where about half of its recent graduates work, most of whom are in jobs using their academic training. It consults alumni regularly to learn how they are faring in their jobs and how they might improve the training they received.

The institution has tracked graduates periodically since 1989, measuring both their performance and their contribution to society. A chief incentive for alumni to update their information through a website is that it enables them to have access on the same website to the Online Job Placement Service.

(e) The unit includes members of journalism and mass communication professions in its assessment process.

In 2009 the Department created a Consulting Committee that meets twice a semester. At the end of the semester, it assesses the work of students. The Committee is comprised of experts in photography, film, radio, television, video, multimedia, graphic design and publishing. The results of the sessions are conveyed to all teachers who, in theory at least, make any necessary changes. In the last meeting the Committee evaluates the final student work of the majors.

In summary, the Department has taken to heart the recommendations from ACEJMC's adviser following his pre-visit in 2009. Clearly, the Department has devoted considerable time and resources both to

assessment and to follow-up measures that should be taken based on the data.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Extremely hard-working faculty. Good faculty morale.
- Talented, committed students who laud the Department and Tec for the quality of education they receive. Many say the program is without parallel throughout the country.
- Facilities and equipment are good.
- An active, respected and liked director of the Department. Very good program directors as well.
- Assessment is strong and said to be a model for the campus and was lauded by SACCS, the U.S.-based regional accrediting agency.
- The Consulting Committee the Department has set up is effective and is actively involved in assessing graduates and even in making curricular recommendations.

Weaknesses

- The faculty workload is heavy, leaving little time for research.
- More travel money for the faculty would be appropriate and greatly appreciated.
- A number of faculty members said that, although they were happy in the Department, they were uneasy about changes in Tec centrally, about unknown new directions that might be taken.
- The Department acknowledges there should be more classes in English, but it has already undertaken steps to resolve this.

2) List the standards with which the unit is not in compliance.

None.

3) Summarize the problems or deficiencies that must be corrected before the next evaluation (i.e., related to non-compliance with standards).

4) In the case of a recommendation for provisional accreditation, list the deficiencies that must be corrected before the provisional status can be removed.

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

7) The self-study is the heart of the accrediting process, and often the quality of that document determines the degree of success of the accrediting visit. Summarize the team members' judgment of the self-study.

The self-study had a great deal of material on structure of the university and on its policies, procedures, rules and regulations. But it lacked material actually detailing the unit and on the unit's operation. More information on what actually exists and what takes place would have been helpful.

But during the site visit, Department administrators and faculty members – and others from the university-wide office of accreditation -- provided a wealth of information and everything that was asked for. The site visit was exceedingly well-organized.