

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2019-2020

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

Name and Title of Chief Executive Officer: **Enrique Tames Munoz, Ph.D.,
Dean of the School of Education and Humanities, Northern Region**

Name of Unit: **Media and Digital Culture Department**

Name and Title of Administrator: **Maria Concepcion Castillo Gonzalez,
Department Head, Department of Media and Digital Culture**

Date of 2019-2020 Accrediting Visit: **February 9-12, 2020**

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

Date of the previous accrediting visit: **February 9-12, 2014**

Recommendation of the previous site visit team: **Accreditation**

Previous decision of the Accrediting Council: **Accreditation**

Recommendation by 2019-2020 Visiting Team: **Reaccreditation**

Prepared and submitted by:

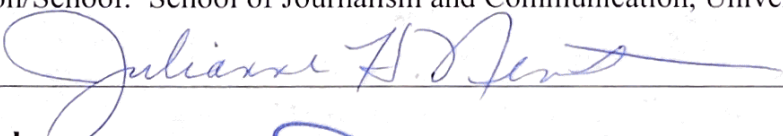
Team Chair

Name and Title: **Heidi de Laubenfels, Chief Operating Officer**
Organization/School: Nyhus Communications

Signature 

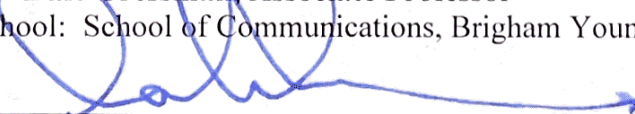
Team Member

Name and Title: **Julianne H. Newton, Professor of Visual Communication**
Organization/School: School of Journalism and Communication, University of Oregon

Signature 

Team Member

Name and Title: **Dale Cressman, Associate Professor**
Organization/School: School of Communications, Brigham Young University

Signature 

PART I: General information

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

Name of Unit: Media and Digital Culture Department.

Year of Visit: 2020.

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

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 includes a copy and a transcription of this letter.

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

- Private
- Public
- Other (specify) Non-Profit

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 Public-SEP) to perform its educational activities. Such authorization has been specified in four official documents.

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 includes a copy and a transcription of this letter. ([Ref: GL1](#))

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. ([Ref: GL2](#))

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. (Ref: GL3)

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, establishes that the studies imparted by the Tecnológico de Monterrey in any part of the Mexican Republic will be officially recognized. (Ref: GL4)

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: February 9-12, 2014.

5. When was the unit or sequences within the unit first accredited by ACEJMC? February 9, 2014.

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

Media and Digital Culture Department Mission Statement
Revised 2015 and Adopted 2009 by the Journalism and Mass Communications Department

The mission of the Journalism and Mass Communications Department is to educate people who are well rounded, ethical, with a humanistic vision, and internationally competitive in the fields of journalism, audiovisual narratives and strategic communication through an educational model that allows them to develop their knowledge, skills and values within the framework of the information society, with the guidance of inspiring teachers and training partners. These professionals will respond to the needs of a global, multicultural and multimedia world.

7. What are the type and length of terms?

Semesters of 18 weeks
Quarters of NA weeks
Summer sessions of 5 weeks
Intersessions of NA weeks

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

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

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

***Indicate online degrees.**

Program
B.A. Communication and Digital Media (LCMD11)
B.A. Communication and Digital Media (LCMD17)
B.A. Journalism and Media Studies 2011(LMI11)

The main difference between LCMD11 and LCMD17 is the updating of the curriculum. The second version of the curriculum is called “Trayectorias” (trajectories), which offers students a stage of exploration, followed by focus and finally, a specialization. Students have a greater number of elective courses that allow them to have a more flexible and interactive curriculum with other areas of study apart from Journalism and Mass Communication. The LCMD17 curriculum is considered a transition to the Tec21 Model.

10. Credit hours required by the university for an undergraduate degree: (Specify semester-hour or quarter-hour credit.)

Academic Program	Total number of hours required for a Baccalaureate degree in journalism and mass communications
B.A. Communication and Digital Media 2011 (LCMD11)	196 semester-hours
B.A. Communication and Digital Media 2011 (LCMD17)	195.8 semester-hours
B.A. Journalism and Media Studies 2011 (LMI11)	195.8 semester-hours

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

There are two types of internships: one social and one for credits. The first is regulated by the Mexican law and is mandatory for all undergraduate students to obtain a degree; the second one gives academic credits for students who select this as an option for graduation. This alternative is named “Modalidad de Experiencia Profesional” (Professional Experience Modality) and affords the enrolled student the opportunity of working during a semester or the equivalent to six regular courses in an enterprise or organization related to his/her professional field. (Ref: GL5)

Tecnologico de Monterrey establishes in its Rules for Social Service 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 professional practice 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.

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

Name of Sequence or Specialty	Person in Charge
Music	Manuel Ayala
Film Production and Directing	Manuel Ayala
Journalism	Manuel Ayala
Organizational Communication and Public Relations	Manuel Ayala
Media and Digital Narratives	Manuel Ayala

- 13. Number of full-time students enrolled in the institution:** 72,000 students in the Institution (August, 2019), and 18,471 students in Campus Monterrey (November, 2019).

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

Fall 2019 (August – December 2019)

Academic Program	Number of full-time students enrolled in the institution
B.A. Communication Media, Fall 2019 (LCMD11)	86 Students
B.A. Communication and Digital Media, Fall 2019 (LCMD17)	174 students
B.A. Journalism and Media Studies, Fall 2019 (LMI11)	26 students

Spring 2020 (February – June 2020)

Academic Program	Number of full-time students enrolled in the institution
B. A. Communication and Digital Media, Spring 2020 (LCMD 11)	58 students
B. A. Communication and Digital Media, Spring 2020 (LCMD 17)	169 students
B. A. Journalism and Media Studies, Spring 2020 (LMI 11)	26 students

- 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 the preceding term. 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.)

The 20:1 ratio is not accomplished by the unit in many sections non related to laboratories. The guidelines of Tecnológico de Monterrey to populate a group or section is 40 students with a minimum of 12, except in the laboratories where the number of students is limited to the number of available equipment to meet the requirements of the practices for the courses. This policy considers the financial analysis of the breaking point in terms of the financial health of the institution. Many courses taught in the unit are not “skills courses”, but theoretical courses, of which some contain a practical component. Furthermore, many of the courses taught and administered by the unit include students from other units.

Enrollment, Spring 2019 (January-May 2019)

Course Code	Group	Course Name	Class Size
AV1000	1	Photography and Digital Imaging	20
AV1000	2	Photography and Digital Imaging	20
AV1000	3	Photography and Digital Imaging	20
AV1000	4	Photography and Digital Imaging	20
AV1000	5	Photography and Digital Imaging	15
AV1001	1	Graphic Design	20
AV1004	1	Audiovisual Language and Narrative	29
AV1004	2	Audiovisual Language and Narrative	24
AV1004	3	Audiovisual Language and Narrative	23
AV1004	4	Audiovisual Language and Narrative	27
AV1005	1	Digital Design Lab	21
AV1006	1	Audio Lab	17
AV1006	2	Audio Lab	18
AV1007	1	Video Lab	20
AV1007	2	Video Lab	15
AV2004	1	Scriptwriting	40
AV2004	2	Scriptwriting	21
AV2005	1	Advertising and Commercial Photography	18
AV2005	2	Advertising and Commercial Photography	10

Report of on-site evaluation of undergraduate programs for 2019-2020 Visits

AV2006	1	Media Narrative Design and Production	31
Course Code	Group	Course Name	Class Size
AV2006	2	Media Narrative Design and Production	20
AV2006	3	Media Narrative Design and Production	20
AV2006	4	Media Narrative Design and Production	20
AV2007	1	Digital and Interactive Media Aesthetics	11
AV2008	1	Multi-Platform Audio Production	21
AV2009	1	Media Projects Management and Evaluation	20
AV2009	2	Media Projects Management and Evaluation	20
AV2010	1	Directing and Mise en Scene	15
AV3001	1	Interactive Media Design and Production	20
AV3001	2	Interactive Media Design and Production	19
AV3001	3	Interactive Media Design and Production	20
AV3001	4	Interactive Media Design and Production	20
AV3008	1	Documentary Production	22
AV3008	2	Documentary Production	1
AV3009	1	Television Production	19
AV3010	1	Film Production	25
AV3010	2	Film Production	25
AV3010	3	Film Production	2
AV3011	1	Design and Production of Communication for Organizations	13
CO1001	1	Intercultural Communication	15
CO1005	1	Media, Culture and Society	19
CO1005	2	Media, Culture and Society	31

Course Code	Group	Course Name	Class Size
CO1005	3	Media, Culture and Society	20
CO1005	4	Media, Culture and Society	40
CO1005	5	Media, Culture and Society	21
CO1005	6	Media, Culture and Society	27
CO1005	7	Media, Culture and Society	20
CO1005	8	Media, Culture and Society	19
CO1005	9	Media, Culture and Society	40
CO1005	10	Media, Culture and Society	20
CO1005	11	Media, Culture and Society	38
CO1005	12	Media, Culture and Society	37
CO1005	13	Media, Culture and Society	24
CO1005	14	Media, Culture and Society	28
CO1005	15	Media, Culture and Society	29
CO1005	16	Media, Culture and Society	25
CO1007	1	Communication, Signs, and Signification	29
CO1007	2	Communication, Signs, and Signification	15
CO1007	3	Communication, Signs, and Signification	25
CO2003	1	Quantitative Social Research Methods	20
CO2003	2	Quantitative Social Research Methods	19
CO2003	3	Quantitative Social Research Methods	37
CO2003	4	Quantitative Social Research Methods	20
CO2003	5	Quantitative Social Research Methods	20
CO2003	6	Quantitative Social Research	40

Methods			
Course Code	Group	Course Name	Class Size
CO2004	1	Qualitative Research Methods	18
CO2004	2	Qualitative Research Methods	40
CO2004	3	Qualitative Research Methods	22
CO2004	4	Qualitative Research Methods	40
CO2004	5	Qualitative Research Methods	40
CO2004	6	Qualitative Research Methods	20
CO2006	1	Communication and Cultural Studies	21
CO2008	1	Communication and Media Studies	40
CO2008	2	Communication and Media Studies	1
CO3006	1	Communication and Globalization	37
CO3006	2	Communication and Globalization	40
CO3007	1	Advertising and Integral Marketing	40
CO3007	2	Advertising and Integral Marketing	40
CO3007	3	Advertising and Integral Marketing	21
CO3007	4	Advertising and Integral Marketing	1
CO3008	1	Seminar on Creative and Entertainment Industries	15
CO3009	1	Introduction to Professional Development	15
CO95072	1	Mexican Film	20
CO95075	1	Internship in Broadcasting I	7
CO95834	1	Advanced Photography	14
CR1000	1	Strategic Communication Fundamentals	20

Course Code	Group	Course Name	Class Size
CR1000	2	Strategic Communication Fundamentals	20
CR2002	1	Public Relations	12
CR2002	2	Public Relations	13
CR2003	1	Applied Strategic Communication	21
CR2003	2	Applied Strategic Communication	17
CR3001	1	Persuasive Campaign Design	25
MI2005	1	Interpretative Journalism	20
MI2005	2	Interpretative Journalism	20
MI2005	3	Interpretative Journalism	1
MI2006	1	Convergent Journalistic Production	18
MI3004	1	Digital Journalism	2
MI3008	1	Radio Journalism	3
MI3011	1	Convergent Journalism	2
MI3012	1	Research and Development Journalism	3
MI3013	1	Introduction to Professional Development	4

Enrollment, Fall 2019 (August-December 2019)

Course Code	Group	Course Name	Class Size
AV1000	1	Photography and Digital Imaging	20
AV1000	2	Photography and Digital Imaging	20
AV1000	3	Photography and Digital Imaging	20
AV1000	4	Photography and Digital Imaging	20
AV1001	1	Graphic Design	20
AV1004	1	Audiovisual Language and Narrative	32
AV1004	2	Audiovisual Language and Narrative	27
AV1004	3	Audiovisual Language and Narrative	28
AV1005	1	Digital Design Lab	21
AV1006	1	Audio Lab	21
AV1006	2	Audio Lab	21
AV1007	1	Video Lab	20
AV1007	2	Video Lab	20
CO95072	1	Mexican Film	32
AV2004	1	Scriptwriting	25
AV2004	2	Scriptwriting	32
AV2005	1	Advertising and Commercial Photography	20
AV2005	2	Advertising and Commercial Photography	21
AV2006	1	Media Narrative Design and Production	20
AV2006	2	Media Narrative Design and Production	40
AV2006	3	Media Narrative Design and Production	21
AV2006	4	Media Narrative Design and Production	20

Course Code	Group	Course Name	Class Size
AV2007	1	Digital and Interactive Media Aesthetics	13
AV2008	1	Multi-Platform Audio Production	20
AV2009	1	Media Projects Management and Evaluation	21
AV2009	2	Media Projects Management and Evaluation	27
AV2010	1	Directing and Mise en Scene	23
AV3001	1	Interactive Media Design and Production	20
AV3001	2	Interactive Media Design and Production	20
AV3001	3	Interactive Media Design and Production	20
AV3008	1	Documentary Production	27
AV3009	1	Multi-Platform Television Production	44
AV3010	1	Film Production	32
AV3010	2	Film Production	32
AV3010	3	Film Production	3
AV3011	1	Design and Production of Communication for Organizations	18
AV3013	1	Design and Production of Publication	20
AV3017	1	Advanced Scriptwriting	11
AV3019	1	Advanced Film Directing	7
CO1001	1	Intercultural Communication	21
CO1005	1	Media, Culture and Society	27
CO1005	2	Media, Culture and Society	20
CO1005	3	Media, Culture and Society	27
CO1005	4	Media, Culture and Society	20

Course Code	Group	Course Name	Class Size
CO1005	5	Media, Culture and Society	25
CO1005	6	Media, Culture and Society	25
CO1005	7	Media, Culture and Society	32
CO1005	8	Media, Culture and Society	30
CO1005	9	Media, Culture and Society	32
CO1005	10	Media, Culture and Society	21
CO1005	11	Media, Culture and Society	36
CO1005	12	Media, Culture and Society	19
CO1007	1	Communication, Signs and Signification	21
CO1007	2	Communication, Signs and Signification	14
CO1007	3	Communication, Signs and Signification	24
CO1007	4	Communication, Signs and Signification	24
CO2003	1	Quantitative Social Research Methods	25
CO2003	2	Quantitative Social Research Methods	28
CO2003	3	Quantitative Social Research Methods	20
CO2003	4	Quantitative Social Research Methods	25
CO2003	5	Quantitative Social Research Methods	25
CO2004	1	Qualitative Research Methods	25
CO2004	2	Qualitative Research Methods	38
CO2004	3	Qualitative Research Methods	27
CO2004	4	Qualitative Research Methods	20
CO2004	5	Qualitative Research Methods	20
CO2006	1	Communication and Cultural Studies	20

Course Code	Group	Course Name	Class Size
CO2008	1	Communication and Media Studies	27
CO3006	1	Communication and Globalization	27
CO3006	2	Communication and Globalization	20
CO3007	1	Advertising and Integrated Marketing	31
CO3007	2	Advertising and Integrated Marketing	32
CO3008	1	Seminar on Creative and Entertainment Industries	24
CO3009	1	Introduction to Professional Development	24
CO95072	1	Mexican Film	31
CO95834	1	Advanced Photography	21
CR1000	1	Strategic Communication Fundamentals	20
CR1000	2	Strategic Communication Fundamentals	21
CR1002	1	Public Relations	40
CR2003	1	Applied Strategic Communication	27
CR2003	2	Applied Strategic Communication	20
MI2005	1	Production for Informative Journalism	32
MI2005	2	Production for Informative Journalism	28
MI3004	1	Digital Journalism	6
MI3008	1	Radio Journalism	5
MI3011	1	Convergent Journalism	9
MI3012	1	Research and Development Journalism	20
MI3013	1	Introduction to Professional Development	6
AV1001B	1	Audiovisual Narrative	24
AV1001B	2	Audiovisual Narrative	19

Course Code	Group	Course Name	Class Size
AV1001B	3	Audiovisual Narrative	24
AV1001B	4	Audiovisual Narrative	23
AV1001B	5	Audiovisual Narrative	24
AV1001B	6	Audiovisual Narrative	23
AV1001B	7	Audiovisual Narrative	19
AV1001B	8	Audiovisual Narrative	18
AV1001B	9	Audiovisual Narrative	24
AV1002B	1	Techniques and Photographic Narratives	24
AV1002B	2	Techniques and Photographic Narratives	22
AV1002B	3	Techniques and Photographic Narratives	24
AV1002B	4	Techniques and Photographic Narratives	24
AV1002B	5	Techniques and Photographic Narratives	24
AV1002B	6	Techniques and Photographic Narratives	23
AV1002B	7	Techniques and Photographic Narratives	24
AV1002B	8	Techniques and Photographic Narratives	23
AV1002B	9	Techniques and Photographic Narratives	24

Enrollment, Spring 2020 (February-June 2020)

Course Code	Group	Course Name	Class Size
AD2014	1	Business in the music and entertainment industry	55
AD2014	3	Business in the music and entertainment industry	36
AT2006	1	Sound Theory and Practice	23
AT2006	2	Sound Theory and Practice	20
AV1000	1	Photography and Digital Imaging	21
AV1000	2	Photography and Digital Imaging	20
AV1000	3	Photography and Digital Imaging	12
AV1000	4	Photography and Digital Imaging	12
AV1004	1	Audiovisual Language and Narrative	27
AV1004	2	Audiovisual Language and Narrative	20
AV1005	1	Digital Design Lab	21
AV1006	1	Audio Lab	19
AV1006	2	Audio Lab	18
AV1007	1	Video Lab	22
AV1007	2	Video Lab	28
AV2000	1	A Hard Look at the Movies	29
AV2004	1	Scriptwriting	20
AV2004	2	Scriptwriting	20
AV2004	3	Scriptwriting	30
AV2005	1	Advertising and Commercial Photography	20
AV2006	1	Media Narrative Design and Production	30
AV2006	2	Media Narrative Design and Production	23
AV2006	3	Media Narrative Design and Production	29
AV2007	1	Digital and Interactive Media Aesthetics	14

Course Code	Group	Course Name	Class Size
AV2008	1	Multi-Platform Audio Production	16
AV2009	2	Media Projects Management and Evaluation	22
AV2009	3	Media Projects Management and Evaluation	23
AV2010	1	Directing and Mise en Scene	11
AV2013	1	Digital Design and Production	1
AV3001	1	Interactive Media Design and Production	27
AV3001	2	Interactive Media Design and Production	21
AV3001	3	Interactive Media Design and Production	21
AV3008	1	Documentary Production	15
AV3009	1	Multi-Platform Television Production	25
AV3009	2	Multi-Platform Television Production	1
AV3010	1	Film Production	29
AV3010	2	Film Production	27
AV3011	2	Design and Production of Communication for Organizations	17
AV3013	1	Publications Design and Production	27
AV3014	1	Narrativa visual	20
AV3014	2	Visual Narrative	20
AV3019	1	Advanced Film Directing	6
CO1001	1	Intercultural Communication	10
CO1001	3	Intercultural Communication	21
CO1005	1	Media, Culture and Society	20
CO1005	2	Media, Culture and Society	27
CO1005	3	Media, Culture and Society	36
CO1005	4	Media, Culture and Society	19
CO1005	5	Media, Culture and Society	32
CO1005	6	Media, Culture and Society	24
CO1007	1	Communication, Signs, and Signification	15

CO1007	2	Communication, Signs, and Signification	17
CO1008	1	Introduction to the Area of Communication and Digital Production	1
CO2003	1	Quantitative Social Research Methods	18
CO2003	2	Quantitative Social Research Methods	32

Course Code	Group	Course Name	Class Size
CO2003	3	Quantitative Social Research Methods	31
CO2003	4	Quantitative Social Research Methods	31
CO2004	2	Qualitative Research Methods	25
CO2004	3	Qualitative Research Methods	25
CO2004	4	Qualitative Research Methods	25
CO2004	5	Qualitative Research Methods	22
CO2004	853	Qualitative Research Methods	6
CO2004	6	Qualitative Research Methods	22
CO2006	1	Communication and Cultural Studies	24
CO2006	2	Communication and Cultural Studies	17
CO2006	3	Communication and Cultural Studies	25
CO2008	1	Communication and Media Studies	32
CO2008	2	Communication and Media Studies	30
CO2008	3	Communication and Media Studies	29
CO2008	4	Communication and Media Studies	25
CO2009	1	Quantitative Measurement and Analysis for Social Research	23
CO2009	2	Quantitative Measurement and Analysis for Social Research	15
CO3006	1	Communication and Globalization	27
CO3006	2	Communication and Globalization	32
CO3007	2	Advertising and Integrated Marketing	19
CO3007	3	Advertising and Integrated Marketing	26
CO3008	1	Seminar on Creative and Entertainment Industries	11
CO3009	1	Introduction to Professional Development	11
CO3012	1	Cinematography	18

CO95072	1	Mexican Film	29
CO95834	1	Advanced Photography	18
CR1000	1	Strategic Communication Fundamentals	35
CR1000	2	Strategic Communication Fundamentals	15
CR2002	1	Public Relations	39
CR2003	1	Applied Strategic Communication	24
H1041	1	Music and Society	24
H1042	1	Music Theory and Solfège	24
IM1002	1	Applied Music Theory Workshop	12
IM2004	1	Ear/Instrumental Training Lab	24
IM2005	1	Audio Programming	22

Course Code	Group	Course Name	Class Size
IM2006	1	MIDI Systems	24
IM2007	1	Sound Engineering	16
IM3006	1	Digital Audio Systems for Web and Mobile Devices	24
IM3008	1	Music Production and Digital Mixing Workshop	22
IM3009	2	Recording Techniques	20
IM3010	1	Musical Production Project	19
IM3011	1	Post-production and Digital Mastering Workshop	18
IM3012	1	Introduction to Professional Development	20
IM3021	1	Audio Mastering	12
MI2005	1	Production for Informative Journalism	25
MI2005	2	Production for Informative Journalism	12
MI3001	1	Photojournalism	16
MI3004	1	Digital Journalism	8
MI3009	1	Television Journalism	17
MI3010	1	Production of Multimedia Publications	2
MI3011	1	Convergent Journalism	18
MI3012	1	Research and Development Journalism	2
MI3013	1	Introduction to Professional Development	5

Online skill courses Spring 2019 (January – May 2019)

Course Code	Group	Course Name	Class Size
CO2008	1	Communication and Media Studies	21
CO2008	1	Communication and Media Studies	32
CO1007	1	Communication, Signs and Signification	25

Online skill courses Fall 2019 (August – December 2019)

Course Code	Group	Course Name	Class Size
CO2008	1	Communication and Media Studies	21

CO2008	1	Communication and Media Studies	32
CO3007	1	Advertising and Integrated Marketing	28
CO1007	1	Communication, Signs and Signification	25

Online skill courses Spring 2020 (February – June 2020)

Course Code	Group	Course Name	Class Size
AD2014	1	Business in the music and entertainment industry	2
CO1005	1	Media, Culture and Society	17
MI2005	1	Production for Informative Journalism	4

16. Total expenditures planned by the unit for the 2019–2020 academic year: \$ 812,914.08 dlls
Give percentage increase or decrease in three years: 16.84% increase
Amount expected to be spent this year on full-time faculty salaries: \$ 529,527.29 dlls

17. List name and rank of all full-time faculty in the accredited unit in Fall 2019. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

The Media and Digital Culture Department consists of 22 full-time faculty professors with faculty rank in permanently budgeted positions.

- Alan David Robles Soto, Instructor Professor
- Aurelio Collado Torres, Instructor Professor
- Carla María Maeda González, Instructor Professor
- Claudia Alicia Lerma Noriega, Associate Professor
- Cristina María Cervantes Sandoval, Associate Professor
- Erik Hasan Gómez Garza, Instructor Professor
- Francisco Joel Quiñones Rodríguez, Instructor Professor
- Gabriela de Lourdes Pedroza Villarreal, Full Professor
- Jorge Alvarez Arreola, Assistant Professor
- Jorge Lorenzo Flores Garza, Instructor Professor
- José Adrián Nájera Coto, Instructor Professor
- Juan Daniel Cabrera Ladrón de Guevara, Associate Professor
- Katty Evamaría Padilla Cano, Instructor Professor
- Luis Gerardo Ramos Rodríguez, Instructor Professor *

Manuel Humberto Ayala Palomino, Associate Professor
María Concepción Castillo González, Assistant Professor
María del Roble Mendiola Delgado, Instructor Professor
María Leticia Flores Palacios, Associate Professor
Martín Alejandro Martín del Campo Huerta, Instructor Professor
Omar Danilo Hernández Sotillo, Assistant Professor
Raúl Antonio Garza González, Instructor Professor
René Daniel Rodríguez Botello, Instructor Professor

*This professor is full time and also has an administrative responsibility. The unit considers him part of the faculty.

Tecnológico de Monterrey has a development plan for its professors that is divided into five avenues: Clinical, Consultant, Teacher, Entrepreneur and Investigator. Each of these avenues has three levels: Assistant, Associate and Full Professor. An Instructor Professor is any full-time professor who has not been classified in any avenue at any level and is in the process of doing it.

18. List names of part-time/adjunct faculty teaching at least one course in Fall 2019. Also list names of part-time faculty teaching Spring 2019. (If your school has its accreditation visit in Spring 2020, please provide the Spring 2020 adjunct list in the updated information.)

Part-time faculty, Spring 2019 (January-May 2019):

Alejandro Gómez Villagómez
Allan Marc Tucker
Amaya Paulina Quiroz Velasco
Carla María Maeda González
Consuelo Muttio Garza
Diana Alejandra Acuña González
Eduardo Daniel Zapata Moreno
Eduardo Dávila Aguirre
Eileen Mary McEntee Sullivan
Frida Godinez Garza
Homero José Hinojosa Cordero
Jorge Taméz Chapa
José Adrián Nájera Coto
José de Jesús Rodríguez Sandoval
José Luis Montemayor Villareal
Juan José Herrera
Libby Jeremy Miransky
Lorena González Garza
Lorena Judith Garza de la Garza
Luis Fernando Díaz González
Marco Antonio Cobos Cardona
María de los Ángeles Garza Fernández
María del Consuelo Yarto Wong
Marianelly Palacios Valdez
Mariela Pérez Chavarria

Mario González Dueñas
Maximiliano Maza
Miriam Toribio Morales
Myrna Eugenia Márquez de la Garza
Myrna Guadalupe Martínez Ruiz
Noel García González
Oscar González Guzmán
Oscar Gregorio Mendoza Altamirano
Paul Fidel Martínez
Roberto Carlos Flores Pérez

Part-time faculty Fall 2019 (August-December 2019):

Alejandro Gómez Villagómez
Allan Marc Tucker
Amaya Paulina Quiroz Velasco
Claudia Susana López
Consuelo Muttio Garza
Diana Alejandra Acuña González
Eduardo Daniel Zapata Moreno
Eileen Mary McEntee Sullivan
Frida Godinez Garza
Homero José Hinojosa Cordero
Jorge Taméz Chapa
José de Jesús Rodríguez Sandoval
José Luis Montemayor Villareal
Juan José Herrera Vela
Libby Jeremy Miransky
Lorena González Garza
Lorena Judith Garza de la Garza
Luis Fernando Díaz González
Marco Antonio Cobos Cardona
María de los Ángeles Garza
María del Consuelo Yarto Wong
Marianelly Palacios Valdez
Mariela Pérez Chavarria
Maximiliano Maza Pérez
Miriam Toribio Morales
Myrna Eugenia Márquez de la Garza
Myrna Guadalupe Martínez Ruiz
Oscar González Guzmán
Oscar Gregorio Mendoza Altamirano
Paul Fidel Martínez
Roberto Carlos Flores Pérez

Part-time faculty Spring 2020 (February-June 2020):

Adela Díaz Meléndez

Allan Tucker
 Amaya Paulina Quiroz
 Claudia Susana López Cruz
 Diana Alejandra Acuña
 Fernando Abiel Rodríguez Elizondo
 Hernán Martínez Blancarte
 José de Jesús Rodríguez Sandoval
 José Luis Montemayor Villarreal
 José Luis Rodríguez Ritte
 Juan José Herrera Vela
 Libby Jeremy Miransky
 Lorena González Garza
 Lorena Judith Garza de la Garza
 Luis Fernando Díaz González
 María Paulina Millán
 Marianelly Palacios Valdez
 Mariela Pérez Chavarría
 María de los Ángeles Garza
 Mario González Dueñas
 Marysol Flores Martínez
 Manuel Cebal Loureda
 Maximiliano Maza Pérez
 Myrna Eugenia Márquez de la Garza
 Myrna G Martínez Ruíz
 Oscar González Guzmán
 Oscar Gregorio Mendoza Atamirano
 Paul Fidel Martínez Martínez
 Roberto Carlos Flores Pérez
 Ramiro Gerardo Luna Cavazos
 Sandro Carrero Sánchez
 Samuel Cepeda Hernández

19. 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 of Journalism and Mass Communications.

72 or more semester hours outside of Journalism and Mass Communications			
Year	Total Graduates	Number in Compliance	Percent
2018-2019 Academic year	70	70	100%
2017-2018 Academic year	54	54	100%

PART II — Standard 1: Mission, Governance and Administration

The site team believes some context is required before diving into the indicators.

Already among the most successful of universities in Mexico and Latin America, Monterrey Tec has boldly pursued a radical structural reorganization and adopted a pedagogical model that is truly revolutionary. To an extent this new model defies traditional conceptions of academic organization and faculty governance. Among Tec's challenges is that of explaining its revolutionary Tec21 initiative in language most commonly understood in the language of accreditation.

This international university's organization and curriculum appear to be completely distinct from that of other universities accredited by ACEJMC. Unlike most universities in the United States, its administrative structure is highly centralized and interdisciplinary. Furthermore, its curriculum is standardized throughout all its campuses.

Its systemwide transformational change to a flexible, student-centered, competency-based curriculum and pedagogy is unique and does not precisely or self-evidently align with nomenclatures of universities typically accredited by ACEJMC. Nevertheless, the site team feels the university's direction is inspiring, relevant and a model for the future.

The *Instituto Tecnológico y Estudios Superiores de Monterrey* (Technological Institute of Higher Studies of Monterrey), more commonly known as *Tec de Monterrey* (Tec) is an innovative and prestigious private university headquartered in the province of Nuevo Leon, with 26 campuses in 20 states throughout Mexico. In total, the institution serves 72,000 students. It is accredited by the US-based Southern Associations of Colleges and Schools (SACS). Entrepreneurship is central to Tec's history and identity. According to a 2018 study by QS World University Rankings, 41 percent of Tec alumni started their own businesses after graduation, generating an estimated 2.8 million jobs with an economic value of \$223 billion (USD), which is equivalent to nearly 19 percent of the Mexican GDP. The unit seeking ACEJMC reaccreditation is the Department of Media and Digital Culture on the Monterrey campus, which is located approximately 150 miles south of the U.S. border and serves more than 18,000 students. This report will use "department" and "unit" interchangeably to describe the department based in Monterrey, and refer to the university as "Monterrey Tec," or simply, "Tec."

Established in 1973, the unit was originally called the Department of Communication and was housed in the School of Sciences and Humanities. In 2003, it was renamed the Journalism and Mass Communication Department, the name it retained at the time of its initial accreditation in 2014. Since then, the university has undergone numerous changes that have impacted the unit. In 2015, the department acquired new programs in animation and music production and was renamed the Department of Creative Industries. In 2018, the university publicly unveiled a transformation that would result in a system-wide reorganization and an entirely new way of teaching and learning. The initiative, dubbed Tec21, bases its curriculum on students demonstrating competencies in order to participate in "challenges"— essentially interdisciplinary workshops designed to work on solving real-world industrial or societal problems in partnerships with industry, NGOs and government. The university is in its second semester of this new initiative. Thus, during the site visit, the unit was still administering several old curricula as it has begun implementing the Tec21 curriculum with the Fall 2019 freshman class.

As part of the Tec21 transformation, the unit was again renamed. It is now called the Department of Media and Digital Culture, and it resides in the School of Humanities and Education.

Unit performance with regard to indicators:

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 unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).

The unit has a written mission statement and a strategic plan, which articulates objectives, strategic goals and achievements.

Linked directly to the university's mission, the unit's mission is to educate people who are ethical and entrepreneurial, with a humanistic vision, who are internationally competitive in the communication field. Furthermore, it seeks to be nationally and internationally recognized in the field, producing graduates who are sensitive to all aspects of Mexican culture, "committed to the development of their community and country" and are "able to impact the international community." In essence, Tec not only aspires to produce graduates for employment in Mexico's top industries, but also to be societal leaders, nationally and internationally.

The unit's strategic plan for achieving its vision has seven goals: ACEJMC reaccreditation; provision of quality education with high technological standards; an updated curricula to allow for flexibility and exploration; the strengthening of links to society by providing students with skills and opportunities to solve "real life" problems in the private and public sectors; strengthening the role of its advisory board; faculty development in order to maintain an active, competitive and current teaching faculty; and, finally, preparing faculty to flourish in its new Tec21 initiative.

The unit has populated ACEJMC's searchable database.

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

Faculty governance exists in meaningful ways, though in a manner unlike many other accredited units. Because Tec is designed to be highly collaborative, faculty governance takes place mainly through the national faculty senate, which represents faculty and academic units on all its campuses. The department has previously had representation in the senate and currently is represented by colleagues from elsewhere within the school. Likewise, because the curriculum is standardized, any changes must be made in coordination with all campuses. In order to undertake the current transformation, national faculty meetings were convened. Unit faculty report they now are in constant communication with colleagues who teach corresponding courses on other campuses. Despite this reliance on partnerships with full-time and part-time faculty members, inside and outside the unit and campus, full-time faculty report they feel they have a substantive role in faculty governance. Furthermore, it should be noted that faculty work across disciplinary boundaries. For example, faculty in this unit partner with colleagues representing such diverse disciplines as photography and architecture, and music and film.

The unit's policies and procedures are found in the university's General Statutes document, which outlines university organization and procedures and elucidates faculty governance via its elected senate.

While the Tec21 transformation was mandated by the board, Tec has worked hard to win the support of faculty. It trained them, then empowered them at the national school level to collaboratively design the curriculum, competencies, and challenges.

The unit provided agendas and minutes of formal meetings to demonstrate that faculty confer together frequently. It also appears that less formal consultations with department colleagues on other campuses take place more frequently.

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 changes now taking place at Tec had their beginnings in 2012, when its board mandated that leadership and faculty significantly raise the quality and relevance of its teaching and learning. Tec's president, Salvador Alva, assigned vice provost David Garza to take a sabbatical to study the world's most innovative universities, then return with a proposal to transform Monterrey Tec. Garza, who is now Tec's rector (and will become president in June 2020), found its traditional teaching methods to be superficial, short term, and too inflexible for the needs of 21st-century students. The recommendation was made to transform faculty from being conveyors of information to facilitators of deeper, multi-disciplinary, experiential learning that would engage and inspire students. These insights led to a massive reorganization in 2018.

Organizationally, the university's six schools are national—meaning each resides simultaneously on the flagship campus in Monterrey and on campuses across the country. Each is led, as a single unit, by a national dean. Within each national school reside regions, each headed by a regional dean. The Monterrey campus is in the Northern Region, which it shares with campuses in Laguna, Chihuahua, Saltillo, Tampico, and Juarez. Concepcion Castillo, the director of the Department of Media and Digital Culture, now reports to the northern regional dean of the School of Humanities and Education, Enrique Tames. Dean Tames reports to the national dean of the school, Ines Saenz. Dean Saenz reports to the rector, David Garza Salazar, the top academic officer, who reports to the president.

Reflecting the many changes the university has undergone to arrive at the current institutional structure, the department leadership has been in near constant change since the last site visit. Professor Ana Cecilia Torres, who was department director when the unit was first accredited in 2014, was promoted in 2017 to be a national dean of the school of Humanities and Education for continuing education and internationalization. Maria Eugenia Gonzalez led the department for the 2017-2018 school year, then retired. Maria Mendiola was director during the 2018-2019 school year but requested to return to teaching. Concepcion Castillo stepped into the director role six months prior to the site visit. Although new in the job, she appears to enjoy the full confidence of the regional and national dean, as well as that of the faculty.

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

According to the governing General Statute document, regional deans have responsibility for hiring department directors. Candidates apply to a university portal and are interviewed and evaluated by faculty peers on the Monterrey campus and elsewhere in the system. The regional dean interviews finalists and makes a recommendation to the national dean.

The director is evaluated yearly through a survey taken by the department's faculty, as well as other administrators. The survey asks respondents to report their satisfaction in their job, as well as evaluate the director's perceived contribution to overall quality and improvement.

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

Tec has published codes of ethics and conduct for students, faculty and staff. Anyone can file a concern or complaint, anonymously if desired, either online or by telephone, to ETHOS, an outside company. Complaints are then funneled to the university entity most equipped to address them. For example, complaints regarding bullying or sexual harassment would be sent to the Center for Human Dignity. Each year, ETHOS provides reports on the number of complaints it receives in various categories. These reports for each of the years since the last accreditation were supplied to the site team.

SUMMARY

At first glance, one might think faculty governance is limited by Tec's centralized model and lack of tenure. While it is true that the academic unit has less autonomy, the site team finds evidence that faculty governance exists in different contexts and in different places, namely through interdisciplinary partnerships across multiple campuses within their schools. In essence, faculty governance transcends traditional silos. Faculty members say this level of collaboration and impact energizes and inspires them.

"We have the highest level of openness and academic freedom," one said.

Though some initially found the transformation difficult, it appears faculty in this unit have bought into the new collaborative model and have discovered they can and do have influence. Tenure does not exist, but professors are paid well in comparison to other Mexican universities, and the site team senses enthusiasm for the Tec21 transformation from both faculty and students who have experienced the initiatives. Although the model is still under development, faculty express confidence and optimism that it will be successful.

The school and the department are led by compassionate and inspiring leaders, in whom the faculty appear to have confidence. Leadership is effective in representing the unit's interests to university administration and outside stakeholders.

Overall evaluation compliance/non-compliance:

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

a) 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 journalism and mass communications 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 this requirement.

The self study reports 100 percent compliance with the requirement that students take at least 72 semester credits outside of journalism and communication: All 54 graduates in 2017-19 and all 70 graduates in 2018-19 met the requirement.

It's important to note that the unit's participation in Tec's unique, system-wide educational transformation, called Tec21, means it is managing parallel curricula – old and new. In the new Tec21 model, first-year students in the interdisciplinary Creative Industries track, which includes students from multiple units outside of journalism/communication, meet and work together with teams of three interdisciplinary faculty in project-based blocks.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

Since the 2013-14 accreditation review, the department has revised its degree programs and is in the first year of implementing Tec21, the system-wide revision across all 26 campuses and units in the Tecnológico de Monterrey system. Although the 2011 and 2017 programs required a balance of courses with conceptual/theoretical and professional skills content, the unit strengthened professional training in its revised problem/solution-based Tec21 curriculum. The new curriculum shifts traditional emphasis on content to a focus on competencies in service to real-world problem solving. One concern students expressed during the 2014 site visit was the need for more practical courses. Students during this 2020 site visit affirmed the benefit of the problem-based learning in their professional preparation.

“We are out of the convent and into society,” one alumnus said.

The new curriculum maintains a balance of theory and practice through core required courses focused on ethics, citizenship, analysis and verbal expression, media and cultural studies, qualitative and quantitative research methods and entrepreneurship.

The unit is in transition from three degree programs:

- Communication and Digital Media 2011 (58 students in Spring 2020)
- Communication and Digital Media 2017, a revision of the 2011 program to include more problem-based learning and begin the transition to Tec21 (169 students in Spring 2020)
- Journalism and Media Studies 2011 (26 students in Spring 2020)

The Fall 2019 cohort, the first Tec21 cohort, is matriculating through a strengthened, competency-based degree program with majors in Communication and Journalism.

The unit itself changed names from the Department of Communication and Journalism to Creative Industries in 2017 and then, in 2018 to the current name, Media and Digital Culture.

In preparation for transitioning to the Tec21 model, the unit experimented with *Semana-i* (iWeek—“i” stands for innovation), week-long project-based experiences, and *Semestre-i*, a semester-long project model. In 2018-19, one team adapted a manga graphic novel into a stop-action video for the country of Japan as a client. An interdisciplinary team of faculty guided students in a concentrated block to produce a remarkable video addressing issues of Japanese and indigenous people encountering one another. Professionals viewing the video praised the sophistication and quality of the video.

Although Tec21 officially started in August 2019, only a few courses are part of project blocks, in which a team of three faculty members with different expertise (sometimes from outside the unit) work together to guide students as they develop projects to solve real-world problems. For example, one faculty member described teaching a photography course using the traditional model of teaching beginning camera and lighting skills while at the same time teaching another photography course using the Tec21 model. Through the new model, he works in a team with two other faculty members that guides students as they determine what they need to learn and do to make a book as a course project for “real people.” During the site visit, students participating in an interdisciplinary Tec21 photography block described their “joyful stress” in being challenged to communicate a verbally expressed narrative of a children’s book via seven photographs. At the end of the five-week block, students are expected to present their visual narrative to their peers for critique, as well as to produce a verbal essay articulating the rationale for their photographs. The faculty team then evaluates the visual and verbal narratives to both assign scores and describe evidence of competency mastery as part of the unit’s assessment strategy. The students’ photos will also be shared with the book’s author.

The Tec21 maps of students’ first through fifth semesters—Exploration and Focus— include general education courses such as math, humanities and arts, and social science, as well as major courses such as problem-based blocks, theory and concepts, and professional skills. In their sixth and seventh semesters, students specialize through intensive experiences such as study abroad, internships, professional experiences or research. In the eighth (final) semester students select from among optional topics courses and produce a project integrating competencies in their specialization.

The unit has mapped learning objectives and competences for Journalism, Communication and Tec21 onto ACEJMC’s 12 values and competences. The unit’s specific competencies and learning objectives effectively support and complement ACEJMC competencies. For example, ACEJMC’s visual competency is complemented by a unit competency requiring communication majors to “have the necessary knowledge and skills in the areas of design and production of content for print, audiovisual and interactive media.” ACEJMC’s ethics competency is complemented by a unit competency requiring journalism majors to know and apply “the Journalists’ Code of Ethics.” Notably, all students are required to demonstrate oral and written English competency and to take separate courses in quantitative and qualitative research methods. Communication majors are required to demonstrate competence in designing and producing professional “projects that contribute to saving energy resources, recycling materials and reducing environmental impact to a minimum.”

The unit’s academic sequences are better described as concentrations. Students in the 2011 and 2017 curricula selected from among five concentrations or specializations: Music, Film Production and Directing, Journalism, Organizational Communication and Public Relations, and Media and Digital

Narratives. Tec 21 Communication majors select from concentrations in Scenic Arts, Strategic Communication, Cinema Studies, Journalism, Media and Digital Narratives, Cinema Production or Design and Publication Production. Tec21 Journalism majors select from specializations in Cinema, Strategic Communication, Digital Media Production or Publicity. The unit is still developing curricula for the advanced stages of the revised concentrations.

c) Instruction, whether on-site 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.

Syllabi for 2011/2017 curricula provide rigorous instructional plans for developing conceptually grounded professional skills and meeting the ACEJMC values and competencies. The new Tec21 curriculum innovatively and rigorously integrates measurable conceptual and professional competencies designed to cultivate entrepreneurial professionals. The curriculum seeks to prepare students for solving 21st century social, economic and environmental challenges through multiple forms of media.

At the end of a Tec21 course, the teaching team evaluates student work based on a rubric, assigns a grade in the LMS Canvas and enters the student data in eLumen, an e-portfolio and assessment platform. Alumni confirmed that students produced professional level work when they were hired after graduation.

Online courses follow learning objectives and practices of face-to-face classes.

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. (Campaigns classes are exempt from the 20-1 ratio.)

The student-faculty class ratio for skills and lab courses often exceeded the required 20-1, though the average size was 18.2 with a median of 19.5 for Spring 2020.

It's possible the unit may have a different understanding of what constitutes a skills class. Of 35 skills classes in Fall 2018, nine enrolled more than 20 students. Of 37 skills classes in Spring 2019, four enrolled more than 20 students, with one section of Scriptwriting (which the unit listed as a theoretical course) enrolling 40 students and two sections of Film Production enrolling 25 students each. Of 31 skills classes in Fall 2019, 10 enrolled more than 20 students, with one section of multi-platform Television Production enrolling 44 students. Of 49 skills classes in Spring 2020, 35 enrolled more than 20 students. Examination and discussion of content in a course titled Media Narrative Design and Production, which regularly enrolls 30 students indicated the course focused on theory and concepts, with small production assignments toward the end of the course. Similarly, the unit disputed whether some of the other production-oriented courses with larger enrollments were primarily skills based vs. theoretically based.

In one instance a student who needed a course to graduate on time was allowed to register as the 28th student in a 27-computer design lab. The student was able to provide her own laptop computer and software for the course, and the unit added a desk for her in the lab.

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.

The department not only advocates and encourages internships and professional experience but students are required to do so by Mexican law. It integrates real-world experiences throughout the new curriculum. Semesters 7 and 8 (end of third year, start of fourth year) are dedicated to meeting or surpassing Mexico's 480-hour social and experiential requirement while fulfilling the unit's professional competency goals. The experiences are well-supervised – often by three-faculty teams – and evaluated and assessed. Students and faculty also contribute to Tec's print and radio media.

SUMMARY

The unit has experienced a curricular transformation since the last accreditation and is in transition from a more traditional program focused on content to an innovative, often team-taught, project-based curriculum. The unit prescribes a set of competencies that align with and complement ACEJMC's 12 competencies and values, notably adding responsibility for the environment as a competency. The curriculum effectively balances theory and practice in both theory/conceptual- and skills-focused courses and courses that integrate theory and practice. Challenges for the unit are developing the new Tec21 curriculum into a sustainable program over time and consistently maintaining a 20:1 student:faculty ratio. Overall, as it evolves and matures, the unit's courageous and creative new curriculum will serve as a model for revising journalism and communication pedagogy for the 21st Century.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

Unit performance with regard to indicators:

a) The unit has a written diversity 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. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

Mexico's constitution, which guarantees "respect for human rights of all people who are in Mexican territory," informs the unit's written diversity plan. The plan aligns with the institution's guidelines, recognizing "the equality of all people, regardless of their individual characteristics," as well as the freedom of expression of ideas.

Describing Monterrey as a "microcosm of the Mexican nation," the unit identifies regional differences – including differences in traditions, culture, food and ethnicity – as the main form of diversity in Mexico, and at the institution. According to the self study, "diversity does not come from the inclusion of ethnic groups but in welcoming students who come from different places of origin." As one faculty member put it during the site visit: "There are many Mexicos."

The plan calls for a diverse faculty from different parts of Mexico and the world, and the makeup of the unit's team indicates the department has been successful.

Other forms of difference prioritized by the unit are socio-economic status, physical accessibility and gender equity. To support inclusion of under-represented groups, the institution launched its first LGBT+ student group in 2016. It created a Center for Human Dignity in 2018 and, from 2014 forward, enhanced mobility and inclusion through the "Profisico" program. The Office of Mobility and Inclusiveness was created in 2014 to support people with disabilities in a number of ways. The department's director said his group's overall purpose is to cultivate a culture of inclusion across the university – including students, faculty and staff. His office does this in a number of ways, including developing courses in braille and sign language; working with professors to help them be more inclusive; connecting students with disabilities with jobs in the community; helping recruit diverse candidates for Tec jobs; advocating for facility and teaching adjustment to accommodate special needs; and supporting a student-led association on diversity and inclusion that has drawn thousands of student participants. Communication and journalism students are particularly well represented in this forum, he said.

The unit's definition of diversity matches that of the institution. Tec's Principle of Equality says, "We promote and value diversity, which is why we do not discriminate on the basis of age, ethnicity, nationality, gender, sexual orientation, marital status, social position, medical conditions, religious beliefs, political ideology or disability."

b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about 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.

The institution mandates all students take an Ethics, Self and Society course that incorporates learning

objectives around human dignity and respect for diversity. Course material includes justice and equity, gender, poverty and equal opportunity.

Electives that dig more deeply into these topics include Women in Digital Transformation; Anthropology of the Body; Gender Equity: Women and Society, Citizenship and Democracy; and Social Responsibility and Citizenship. Other courses that integrate diversity include Documentary Production; Production for Informative Journalism/Production for Editorial Journalism; Specialized Journalism; and Audiovisual Production.

Reflections on gender appear in a variety of courses and activities. Students from the unit have produced a feminist radio broadcast called “Poderosas.” A student group working on a short film in 2019 chose to focus on sexual harassment. The site team watched an impressive animated film created in 2019 by a student group about the social clashes that occurred between indigenous people and Japanese immigrants to southern Mexico in the 19th century. The work used a relationship between two children to explore empathy and bridging cultural divides. A student – notably, from Ecuador – in a recent Radio Production course produced a podcast called “A Family Like Yours” about a same-sex male couple in Monterrey who adopted a baby girl.

In general, students say, issues of social equity permeate the curriculum and projects. “We talk about those things a lot,” one student said.

Students expressed appreciation for the wide range of international experiences that Tec offers. One shared a rewarding and eye-opening experience he had working on a project with indigenous populations in Chiapas, helping them create business and economic opportunities in their community.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

Recruiting efforts focus on advancing opportunities for women and representatives from multiple geographies.

Tec’s “Impulsa” program was created in 2018 to drive gender equity, mainly in management positions and middle management. The program requires at least one woman be considered in all promotion and recruiting of middle managers and managers, and its mandates include training, development plans and flexible work approaches.

Open positions are advertised both internally and externally, and faculty and administrators promote openings in other regions through their own channels. Postings are careful to incorporate inclusive language. An HR generalist interviewed by the site team pointed out that Tec has a special group devoted to ensuring a diverse workforce. They do this by cultivating relationships with associations for under-represented groups, career fairs, and promotion of the institution with videos and other content.

Since 2016, the unit has had six openings for full-time professors and three leadership openings. Women comprised 20 percent (10) of the leadership hiring pool (49) over those three academic years, and 42 percent (37) of the hiring pool (89) for the full-time professor positions. Three offers were made to – and accepted by – women. One international faculty member was considered for an opening in 2018-19.

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.

The unit states in its self study that “all students regardless their gender, birthplace or other characteristics are accepted in the institution, once they have complied with the admission requirements.” General recruiting happens through lectures, conferences and high school fairs in Monterrey and in other parts of Mexico and the world.

Tuition is \$11,000 USD per year, making it one of the five most expensive universities in Mexico. Scholarships and private-sector sponsorships do help students complete their studies, however. The university’s “Leadership for Tomorrow” program offers scholarships to young people with outstanding academic performance, and it includes aggressive outreach to high schools in under-served communities. In addition, Tec contributes to a fund that covers food and housing for low-income scholarship recipients who come to Monterrey from elsewhere.

More than half of Tec’s students identify as their state of origin Nuevo Leon, of which Monterrey is the capital city. Many of those students’ families relocated from other parts of the country, according to the self study, in pursuit of educational and economic opportunities. The rest of the undergraduate student population represents 23 other states (compared with Mexico’s total of 31) and the Ciudad de Mexico, which is an autonomous federal entity. It also includes students from Costa Rica, El Salvador and the United States.

While the unit’s retention efforts don’t target minorities, they do include a number of supportive programs that offer academic support, advising and counseling, and life and career planning.

Most of the activities involving outreach to high school students are led by campus recruiting. The unit’s professors and directors have participated in several activities over the past three years. (See Standard 8 for more detail.)

e) The unit has a climate that is free of harassment and all forms of 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.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

Students and faculty both noted how open, respectful and accepting they find all associated with the Media and Digital Culture Department. Creative fields are inherently diverse, they say. As one student put it, “Here there is a place for everybody.” Both faculty and students pointed out the need for gender-neutral bathrooms, and one student expressed a desire to see more and better accommodations for people with physical disabilities.

Tec has adopted the Action Protocol for the Prevention and Care of Gender Violence “to achieve a permanent culture of respect” that is free from violence. A Gender Office receives and acts on any complaints. On Jan. 22, 2019, the institution signed He For She, a solidarity movement for gender equity created by ONU Women. Its objective is to engage men and boys as agents of change to achieve gender equity and respect for women’s rights.

SUMMARY

In Mexico, diversity is defined less by race than by geography, gender, economic status and ability. The Media and Digital Culture Department is, by all accounts, a respectful, open and inclusive place with a commitment to nurturing equity and understanding. It is making progress in implementing its plan and can demonstrate efforts to ensure a diverse faculty, staff and student body.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

SPRING 2020 Full-time Faculty

State of origin	Female	% of total faculty	Male	% of total faculty
Ciudad de México	0	0	1	4.5
Ciudad Victoria, Tamaulipas	0	0	1	4.5
Irapuato, Guanajuato	1	4.5	0	0
La Paz, Baja California Sur	1	4.5	0	0
Los Mochis, Sinaloa	0	0	1	4.5
Monclova, Coahuila	0	0	1	4.5
Monterrey, N.L.	5	22.7	6	27.2
Naolinco, Veracruz	0	0	1	4.5
Parras, Coahuila	0	0	1	4.5
Tijuana, Baja California	1	4.5	0	0
Country of origin	Female	% of total faculty	Male	% of total faculty
San José, Costa Rica	0	0	1	4.5
Caracas, Venezuela	0	0	1	4.5

SPRING 2020 Part-time Faculty / Adjunct Faculty

State of origin	Female	% of total faculty	Male	% of total faculty
Durango, Dgo.	0	0.0%	1	3.13 %
Ciudad de México	1	3.13%	2	6.25%
León, Guanajuato	1	3.13%	0	0.0%
La Paz, BCS	1	3.13%	0	0.0%
Monclova, Coahuila	0	0.0%	1	3.13 %
Monterrey, Nuevo León	10	31.25%	8	25%
San Luis Potosí, SLP	0	0.0%	1	3.13%
Villahermosa, Tabasco	0	0.0%	1	3.13%
Veracruz, Veracruz	0	0.0%	1	3.13%
Country of origin	Female	% of total faculty	Male	% of total faculty
La Coruña, Spain	0	0.0%	1	3.13%
Bogota, Colombia	0	0.0%	1	3.13%
New York, EEUU	1	3.13%	1	3.13%

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

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.

Tec's annual Faculty Performance Evaluation process is designed to align individual and institutional objectives in a transparent way.

The process assesses success against SMART goals – determined by the professor and director together at the beginning of the school year – at the end of each academic period. It uses the Success Factors platform and evaluates faculty on their teaching, intellectual vitality, personal development, and service and leadership.

In terms of specific steps, an intermediate review takes stock of the goals and progress. Toward the end of the period, faculty assess their own performance and then meet with the director to discuss. The director then rates the professor's performance on a scale of 1 (unsatisfactory) to 5 (exceptional). Ratings are calibrated by directors of a variety of academic departments to ensure fairness and consistency. At that point the director shares the results with the professor, along with any increase in pay.

A centralized function at Tec continuously audits compliance with the processes and policies for faculty academic credentials, offers faculty development opportunities and evaluates the achievement of their objectives annually.

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

While the number of core and required courses taught by part-time faculty has eclipsed that of full-time faculty occasionally in the three-year period preceding the site visit, the dean asserts that full-time faculty carry three-quarters of the responsibility for teaching, curriculum, research/creative activity and service.

The new unit director's first hire was a researcher who is now a member of the AMIC (Mexican Communication Association) association for academic research. This professor has been asked to share her knowledge with others to encourage their own research. Faculty members express enthusiasm about this. Another professor is representing Tec on CONEICC, a national committee for academic research.

The director noted that one of her proudest accomplishments this academic year is her work to sustain the academic journal *Global Media Journal Mexico*, which has been under threat in the wake of its editor's retirement. This is a joint publication in partnership with the Department of Psychology and Communication, Texas A&M International University and by the School of Education, Humanities and Social Sciences at Tec. It rigorously follows international standards based on blind peer-review.

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.

All but two faculty members (both part-time) have master's degrees or Ph.Ds. Most have a decade or more of teaching experience. Faculty must have at least 10 years' relevant and documented professional experience related to the course discipline to be able to teach courses other than language courses. They must also fulfill one of the following requirements directly related to the course discipline:

- Have partial studies in degrees equivalent to a graduate degree
- Carry out or have carried out professional work at a company, institution or firm of recognized standing
- Have published at least one book on their field of specialization, or articles in relevant journals
- Have received external recognition, such as awards, certifications or distinctions that endorse their prestige during the practice of their profession in their area of experience

Faculty members interviewed by site team members shared their work on developing chatbot tools using artificial intelligence; pursuit of a patent for development of a newswriting wizard; and travel to conferences for professional development. One runs an internet consulting business on the side with her husband.

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

Every semester, all students from a sampling of courses are asked to take the Student Opinion of Faculty Survey (ECOFA), which asks their opinion of their professors' performance and poses additional questions that inform continuous improvement.

At the end of each academic period, each professor (both full and part-time), has access, through the internal portal Mi Espacio, to the summary of results in each of their courses, and to the students' open-ended comments.

The department director reviews results with each professor, and together they decide on what action to take – if any.

The Undergraduate Candidate Student Survey (ECAG), taken by graduation candidates in their last semester, bolsters the ECOFA results with input on academic challenges, professors and classroom experience.

In addition to student surveys, the institution and unit continuously monitor data on enrollment, retention and academic performance to understand the program's effectiveness.

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

Peers in other campus departments expressed respect for the unit's digital media research, interdisciplinary collaboration and excellent teaching. The unit is a leader in the Tec21 initiative and is recognized for fully embracing the ideas – and showing how they can “involve students in real things” and “teach students to use their knowledge,” rather than simply to know things.

Alumni, community business leaders and outside faculty and administrators shared with the site team universal regard for the quality of the program's graduates, saying they were well prepared, curious and

hard-working. They used words like analytical, creative and critical thinking to describe student strengths.

SUMMARY

While faculty are understandably stretched by the current need to support parallel approaches to educating, they remain enthusiastic about learning, growing, teaching and contributing. They bring a strong blend of professional and academic experience to students, and to each other. They are well supported in their efforts to continuously improve.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

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

Unit performance with regard to indicators:

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

While the unit supports and rewards faculty research, creative activity and/or professional activity, it should be noted that Tec is primarily a teaching institution and teaching loads are quite heavy. Nevertheless, scholarship is valued. Thirteen full-time faculty members have doctoral degrees, up from eleven at the time of the last site visit.

One casualty of the recent reorganization was the loss of the department's graduate program and its research center, the Center for Investigation in Communication, which fostered research on such things as a study of media and drug violence, corruption in the media, role of the cinema in Monterrey, and the performance of the press in elections. Since the initial accreditation, the graduate program has moved to the Humanities School, and the center was disbanded.

When the unit was initially accredited in 2014, a weakness cited was the heavy teaching workload, which resulted in little time for research. The unit reports that Tec has since increased financial support for research activities and thirteen faculty members have used this funding for 55 trips to conduct or present research and creative work in Mexico, the United States, Spain, Japan, Canada, and France.

Significantly, the university has created a new research track that allows qualified faculty members a reduced teaching load.

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

Faculty members are invited to classify themselves as either a teacher, entrepreneur, or researcher. Each category has published requirements to attain the ranks of assistant, associate, and full professor. Until earning the rank of assistant professor, a teacher is classified as an instructor. Each advancement is accompanied by an increase in salary. Those who pursue the research path and attain the rank of assistant professor have their teaching loads cut in half.

At present, there is not a track that recognizes creative work for advancement, although the unit has proposed one that would recognize it. The lack of such a track is a significant shortcoming, particularly in a unit in which creative work is the main teaching priority.

Tenure does not exist at Tec.

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

In order to qualify for promotion to assistant research professor, a faculty member must qualify to be a member of the national system of researchers (SNI), which is a national body independent of Tec that requires various levels of academic achievement. Additionally, a candidate for the assistant rank must spend at least three years demonstrating competency as a researcher by presenting and publishing peer reviewed research, collaborating with other faculty members, and completing teaching certifications from the on-campus Center for Faculty Development and Educational Innovation (CEDDIE).

Advancement to associate research professor requires three more years of increased research expectations, additional CEDDIE training, further advancement within SNI, and obtaining external funding for projects at the level of 50 percent.

Similarly, advancement to full professor requires demonstrating a higher level of academic achievement over the course of an additional three years: presenting and publishing additional peer-reviewed research, obtaining further advancement with-in SNI, taking additional training from CEDDIE, securing external research funding for projects at the 100 percent level, leading and mentoring other researchers on campus and receiving national and international recognition through such things as delivering keynote addresses at conferences or congresses.

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.

Faculty in the unit present and publish scholarly work. For example, since the initial accreditation in 2014, faculty have published 21 refereed journal articles and 14 book chapters and have presented seven refereed conference papers. Overall, numbers of scholarly works are down slightly from 2014, perhaps commensurate with the slight decline in the number of full-time faculty members.

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

Students strongly expressed that the unit's climate fosters an atmosphere in which they are entirely comfortable expressing a wide range of views and can be themselves, regardless of backgrounds. Faculty members interviewed expressed that they feel supported and free to express their opinions.

SUMMARY

While very much a teaching institution, Tec does provide support, encouragement, and a structure for certain faculty to pursue research. It has increased funding for scholarly activity and established a specific track for research faculty that provides a reduced teaching load. The institution's expectations for promotion are published and appear to be rigorous. The absence of a track that considers creative work in the promotion process is a significant short-coming.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

Report of on-site evaluation of undergraduate programs for 2019-2020 Visits

Scholarship, Research, Creative and Professional Activities	By Unit	Full Professors (4)	Associate Professors (9)	Assistant Professor (4)	Other faculty (13)	Totals (30)
Awards and Honors	29	0	2	17	10	29
Grants Received Internal	5	0	0	4	1	5
Grants Received External	4	0	0	1	3	4
Scholarly Books, Sole- or Co-authored	3	0	1	2	0	3
Textbooks, Sole- or Co-authored	1	0	0	1	0	1
Books Edited	1	1	0	0	0	1
Book Chapters	14	3	1	1	10	15
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	21	5	0	10	7	22
Refereed Conference Papers	7	1	0	0	6	7
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	1	0	0	0	1	1
Book Reviews	1	0	0	1	0	1
Articles in Non-refereed Publications	8	1	0	3	4	8
Juried Creative Works	3	0	0	1	2	3
Non-juried Creative Works	6	0	1	0	5	6
Other (please specify)	48	0	1	7	40	48

PART II — Standard 6: Student Services

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.

One of the unit's instructors serves as Academic Program Director. In this role, she monitors and counsels the unit's students on curriculum, graduation requirements and career paths, and helps ensure they know what resources are available to them. She works closely with a regional office – called the Department of Comprehensive Wellbeing and Student Success – to deliver a Welcome Week for new students (called HiTec), as well as a mandatory introductory course that goes over requirements of the degree, including the 72-hour rule, and advises them on timely and effective ways to meet those requirements.

The Academic Program Director communicates with students via WhatsApp and Facebook about registration, graduation status and more. She keeps office hours and is available to students that way. When she observes that outside factors – such as family or economic issues – could be impeding student progress, she refers them to counselors in the regional office. Students rave about her care and attention, saying they feel she goes out of her way to ensure they're aware of opportunities for work, learning and support.

Candidates for graduation must meet the requirements stated in the General Academic Regulations for Students, which are available online. The unit's Academic Program Director maintains elaborate spreadsheets – synced with Tec's systems – that track individual student requirements and whether each student is on track. In addition to speaking with advisers, students can track their progress via a graduation-status page in their personal MiTec online portals.

Students also serve as peer mentors, who work in the central library to offer support on a variety of topics. The Humanities and Education School created the library's writing center, which is partly staffed by its students and services the entire campus.

Shortly before graduation, the Academic Program Director leads classes for students called Introduction to Professional Life. She often invites alumni to speak in these sessions, which are meant to help students transition from school to work.

b) Faculty are available and accessible to students.

Students spoke about professors making their personal phone numbers and social media profiles available so that they can be reached around the clock. Faculty are accessible, they say, even when they live in other parts of the country and lead classes online. One professor in another region created a special Facebook group to enable the class to be in contact that way.

Students note that faculty interest is both academic and personal. They feel the professors truly care about them.

“They want to be human with us,” one student said.

One student shared that her professor for a film class came to campus on a Sunday morning to let her

and some other students into a lab after they texted that they were locked out and needed to do some course work.

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

The Department of Comprehensive Wellbeing and Student Success regularly pushes information to students about what they call formative, competitive and recreational activities. Students can register for these activities – which include career counseling, affinity groups, and arts and culture events – in the same system through which they register for courses. Students say their advisers proactively announce these opportunities via email and WhatsApp, and they notify students about meetings to learn more. Screens in the library, dining halls and other gathering places display a website that promotes opportunities, and signage all over campus is kept updated.

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.

Students produce team projects that have won awards in international film festivals (such as the Cannes Film Festival) and been shown at conferences and in other global contexts. Students host and contribute work to several campus media, including:

- Frecuencia Tec radio program, including terrestrial and digital audio
- Tec's 94.9 FM radio station, part of Frecuencia Tec
- Live streams from the well-equipped Mobile TV Unit at athletic and cultural events
- Student newspaper Conecta, is a national news network for students at all Tec campuses (formerly print, online-only in the past two years)
- A "Storytelling" program in which students report on campus events for Tec social media
- An "Ambassadors" program in which students practice storytelling skills in support of student recruitment
- "Semestre i" opportunities for interdisciplinary teamwork to solve real-life problems

Students' social service and internship work enables them to apply their skills in professional contexts, from the newspaper El Norte to Telemundo, Cirque Du Soleil and Turista Universal.

Students benefit from job fairs and on-campus recruitment, as well as contact with alumni who provide inspiration and pathways to internships and jobs. Professionals from El Norte and a human-rights nonprofit that employed the unit's interns both said students were very prepared, inquisitive and hard-working. Students say they feel ready to work in the real world.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

The Academic Program Director collaborates with the Department of Comprehensive Wellbeing and Student Success, as well as the Office of Academic Improvement, to monitor data and ensure early intervention when student absences rise or grades fall.

One program the unit crafted specifically to retain freshmen has improved the retention rate by more than four percentage points – to 92.5 percent from 88 percent – since 2015. When it's evident that a

student's academic performance is decreasing, weekly reports are sent to campus and program directors so that they can intervene to understand and address what's happening.

Evaluation meetings on key performance indicators – such as measurements of retention, enrollment and academic performance – are held every semester among the rector, deans, directors and other Tec leaders. Attendees review the indicators, identify areas that should be improved and exchange best practices.

In fall 2019, 90 percent of students about to graduate complete the Undergraduate Candidate Student Survey (ECAG). The survey invites their perspective on support services, the Academic Program Director, student experience, academic challenges, professors, class experience, infrastructure and sense of belonging.

A metric that's particularly important to Tec leadership is students' response to the question of whether they would recommend Tec to a friend. In fall 2019, the unit's Communication and Digital Media program received score of 75.61 percent on this important question, ahead of the campuswide average of 74.4 percent. The unit's Journalism and Media Studies program earned 60 percent. While that figure doesn't qualify for a mandated response, the dean and director have been holding meetings with students in pursuit of more qualitative information to inform improvements.

Fall enrollment has been rising in the unit since 2016. Its student retention and graduation data from 2005 through the first half of 2019 is published online on Tec's Public Accountability page.

SUMMARY

Students in the Media and Digital Culture Department receive ample individual attention and professional opportunities – both on and off campus. They know what they need to do to be successful, and the unit's leadership collaborates effectively to ensure the classes they need are available when they need them. Faculty are available and responsive.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

Unit performance with regard to indicators:

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

Tec is a private, nonprofit institution. Revenue sources primarily are student tuition, which is the main source of revenue; a lottery, which generates funds for scholarships; and private donations, which are used for supplementary expenses. Annual budgets for salaries and operations steadily increased from 2016-17 to a total of \$1,555,351 (a figure that is different from the one in this report's General Information because the site team added unit and program figures differently than the unit did) as of November 11, 2019. The unit provided a detailed line-item budget for 2018.

The budget supports the unit's Strategic Plan Goals 2 (Equipment), 3 (Academic Programs update), 4 (Links to Society) and 7 (Transformation to Tec21). The unit's strategic plan links directly to the institution's plan.

b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The dean and unit director state that the unit's budget effectively supports its mission and is fair in relation to other units. However, the high technological base for the unit's curriculum requires regular budgetary increases, to maintain equipment and facilities, to train faculty in new technologies and to advance the curriculum.

Factors currently affecting the department budget include changes in curricular strategy, enrollment, changes in faculty management depending on leadership, and institutional structure changes resulting from centralization of the Monterrey campus in coordination with the Northern region and the national system of Tec de Monterrey.

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

An extensive tour of fully equipped photography, film, television, radio and sound production studios, as well as computer labs and office spaces, revealed impressive facilities supporting pedagogical, scholarly and administrative work.

Faculty and administrators noted needs for – and plans to – upgrade hardware and software and renovate the film and radio studios.

As part of its migration to Tec21, Tec is moving toward open-concept offices for faculty and administrators. The national institution's president, rector and national deans already occupy modest desks in a completely open area without walls. Faculty are beginning to occupy spaces designed much like contemporary tech company facilities, with living room-like common areas, spaces for snacking and playing, nap rooms and well-equipped, reservable rooms from which to lead online courses. Faculty areas, which are sequestered from student spaces by card-key security doors, mix professors from multiple disciplines to support Tec21's integrated approach to teaching and learning.

This unit hasn't yet made that change, but it is expected within the next year.

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.

Although some faculty and students expressed the need for additional production equipment, many expressed satisfaction regarding the availability of equipment, lab and classroom facilities.

A detailed inventory listed a large stock of photography, video, film, audio, lighting, design and computer equipment and software available for student and faculty use. The unit maintains a large, analog (film) darkroom that students use to learn the fundamentals of photography. It is especially proud of new 4K equipment and studios. In 2017, Sony presented the unit its Technology Innovation Award “For outstanding Innovation in the Implementation of the 1st Worldwide 4K TV Studio for an Educational Platform.” Three 4K video cameras were on display in the well-stocked equipment room, along with new lighting gear and a jib.

The unit also maintains a full HD TV mobile unit for live, on-location production. Radio and television productions can be made public via Tec’s live-stream internet site.

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

Tec provides an aesthetically appealing, spacious and effectively stocked main library with services for faculty, students and the public.

The 17,300-square-meter facility, which is just two years old, provides a 3,300-square-meter Learning Commons, 2,500 study spaces, 140-seat auditorium, virtual reality equipment and 20 videoconference/group interaction rooms. Students are not only allowed but encouraged to move furniture to suit their needs.

Library collections comprise 1.1 million volumes in all formats, including 633,000 specialized and support databases for the Journalism and Communication degree programs and faculty research.

The library supports competency development through workshops and tailored courses requested by faculty. Tec’s library also networks with libraries in the United States, Spain, Colombia and across Mexico to support interlibrary loan.

SUMMARY

The combination of Tec and unit resources, including budget, facilities, equipment and services, effectively supports the degree programs in Journalism and Communication. Important to note is that the culture at Tec de Monterrey differs from most U.S. institutional culture in that facilities and resources are shared across campus, rather than reserved for unit use. This aligns well with the interdisciplinary nature of the Tec21 transformation.

While – as in most JCOM units – the department would benefit from additional equipment and funds, it has an impressive supply of resources to continue to advance its innovative programs.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

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

The unit reports in the self study that it relies mainly upon social media platforms Facebook and WhatsApp to keep in touch with alumni. However, the alumni who attended lunch with the site team reported that they seldom interact with the institution via these media. Nevertheless, they expressed that they felt connected to the program through their various organic communities. “If you want to, you keep in touch,” one alumnus said.

The unit maintains an advisory board of eight members, representing journalism, strategic communications, and audiovisual production. Board members are used for informal assessment activities and provide broader feedback concerning industry standards and needs.

One alumnus, who is now an editor for the newspaper *El Norte*, reported close ties with the unit, resulting in the hiring of interns and employees. Another said an intern from the unit who worked at her human rights nonprofit was so skilled she started on as a staffer and remained for three years.

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.

As part of the Tec21 initiative, students’ learning activities will be linked to community and industry partners to solve real world problems. In pilot programs leading up to the Tec21 transformation, the unit has participated in such activities through its *Semana-i* (iWeek) and *Semestre-i* (iSemester), described in Standard 2.

The Tec21 approach could benefit all of Mexico, some said.

“Teachers are enjoying learning to temper their egos,” said one faculty member. “Mexico is full of problems we can help solve.”

Tec students annually organize a community conference for awareness of people with disabilities and communications students contribute by helping to brand and publicize the event.

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.

Faculty members serve in a wide range of professional and academic capacities, such as: elected president of a press association; member of an accrediting council; organizer of a national entrepreneurship festival, newspaper editorial writer, peer reviewer for the Latin America communications association, and workshop facilitator. In addition to teaching duties, faculty are expected to provide service.

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.

Students and faculty produce content for the department's *Frecuencia Tec*, which broadcasts on Tec's FM radio station. Meanwhile, students write and edit an online campus newspaper that is not connected with the unit.

As noted in Standard 2, students in Mexico are required by federal law to provide social service for the community.

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

Tec provides considerable scholastic outreach. The following are some of the ways in which the unit interacts with high school students:

- Born to be Tec: Media lab workshops in media labs for high school students in 2016, 2017, 2018;
- Oscar: An Oscar-themed workshop for high school students who are invited to attend classes and workshops in February 2018.
- Ruta-e: Conferences for high school students who were brought to campus in 2017, 2018, and 2019;
- Tec camp workshops: Students came to campus, stayed in dormitories, and attended various talks in summer 2019.

Additionally, faculty have participated in numerous studies abroad and have taught as visiting professors at universities internationally.

SUMMARY

The combination of students' compulsory service to the community, along with the new Tec21 teaching model that connects student learning to industry and community, suggests that Monterrey Tec contributes considerably to the community. Student and faculty contributions to the FM radio station are noteworthy, as are the numerous workshops organized for high school students. Although the unit relies on social media to communicate with alumni, it is not clear that this effort is entirely effective.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

Unit performance with regard to indicators:

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):

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

- *Who is in charge of the assessment program (e.g., administrator, sequence coordinator or faculty committee)?*

Several levels of faculty and administrators are responsible for overseeing assessment of student achievement of professional values and competencies for the Department of Media and Digital Culture. A regional coordinator oversees training of faculty in assessing competencies and updating faculty skills for guiding student to satisfactory levels of competence. A professor is assigned to work with teams of faculty to assess competencies by course and groups of courses, reports to the national academic dean and makes recommendations for system-wide curricular improvements. The unit director oversees and coordinates department-level assessment strategies.

- *How has the unit verified that core and required courses cover all 12 of ACEJMC’s professional values and competencies?*

The unit provided a detailed map linking its own specific competencies, as well as system-wide Tec21 competencies, to all 12 of ACEJMC’s professional values and competencies. The unit also provided charts mapping majors, courses and learning objectives to competencies and demonstrating the percentage of students mastering competencies. Mastery ranged from 50 percent to 100 percent of students demonstrating specific learning goals, with most goals falling in the 70 percent range.

- *How has the unit ensured that the syllabuses for these courses state learning outcomes that address the values and competencies appropriate for each course?*

The unit director reviews syllabi, which faculty are required to post on Canvas. A sample of syllabi from the 2011 and 2017 programs were reviewed. For Tec21, all syllabi are reviewed by the national academic dean to determine if learning outcomes appropriately map to values and competencies for each course.

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

- *What direct measures of assessment does the unit use, where in the curriculum and when?*

Direct measures are performed by using faculty-developed rubrics and exams administered by semester or annually in the 2011 and 2017 degree plans and in each semester for Tec21. Faculty attest to uploading rubric- and exam-based evidence of levels of competence for each student at the end of each term. Direct measures also include innovative academic learning communities through which faculty voluntarily and informally reflect on their teaching using the Workplace application available through mobile devices. Example academic learning communities are Anthropology of the Body, Theories of Communication, Violence, Dignity and Social Justice, Semiotics and Contemporary Narratology.

- *What indirect measures does it use, where and when?*

A significant indirect measure is student feedback. Administrators reported listening to student concerns that they need more practical instruction in preparation for media careers. Listening to students continues through the informal but inclusive process of student relationships with faculty mentors. The unit director and academic adviser report that mentors frequently relay student concerns about their challenges mastering competencies or about courses or faculty. Follow-up strategies with students and faculty seek to address concerns. Indirect measures also include student course evaluation surveys administered for each course. The unit director and faculty development coordinator review student feedback regarding courses, faculty and their learning achievements and, in turn, give feedback to faculty for pedagogical improvement.

- *Are these measures effective for assessing ACEJMC's professional values and competencies?*

In its Standard 2 report in the self study, the unit clearly articulates examples of assessment plans for learning outcomes. In its Standard 9 report, the unit details multiple results of assessments of learning outcomes. It is clear the unit has designed and is executing an assessment plan. However, the unit can improve its overall system for assessing ACEJMC professional values and competencies, making comprehensive analysis more systematically applied and offering consistent feedback to faculty for improving mastery of competencies.

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

- *How does the unit collect and analyze the findings and identify unsatisfactory learning of specific values and competencies?*

The assessment model demonstrates the intention for feedback to occur at the course learning outcome and program levels. A system for comprehensively evaluating assessment results and reporting back to faculty to improve learning outcomes is evolving along with the implementation and development of Tec21. A central institutional unit gathers student evaluation and competency assessment data uploaded by faculty at the end of each block or course.

Although faculty meet to discuss student and course assessments with the intention of improving curriculum and competence mastery, they note that systematic outside feedback of assessment results would strengthen their pedagogy.

The unit reports it cannot unilaterally make curricular changes to the Tec21 curriculum because it is centralized at the national level. Faculty can initiate curricular revisions through a process of consultation and approval with peers at other campuses and regional and national deans.

The unit also reported competencies evaluated through the institution's System for the Administration of Evaluation of Academic Programs (SAEP). The unit indicates that its new curriculum is informed by "insights provided by the SAEP system to design a radical change in the curriculum (Tec21)...."

- *What specific values and competencies had graduating classes not mastered satisfactorily?*

Measurement of diversity-related values and competencies need improvement. Only 50 percent of Communication students demonstrated they could identify and distinguish different forms of expression in the media or different social groups in their audiovisual or editorial work.

Similarly, only 60 percent of Communication students demonstrated they could apply theories to their works and projects.

• *How does the unit decide how to address these areas of concern and what actions did it take to do so?*

Formal and informal processes occur at unit, local institution, regional and national system levels. Tec21 itself manifest's Tec's action to address areas of concern revealed through assessment.

• *How does the unit evaluate whether its actions overcame the weaknesses in student learning and what were the results?*

Because the unit is in its first year of implementing the Tec21 curriculum, it also is developing processes to address red flags, such as a high percentage of student failures to master a competency.

• *Was the program of data analysis and action effective for identifying and overcoming unsatisfactory student learning?*

Yes, assessment processes resulted in radical, systemwide curriculum change—Tec21, which will be assessed through both past measures and measures to be developed.

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

Alumni who met with the site team were not familiar with the unit's assessment process. However, they noted that they are regularly invited to serve as mentors for students.

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

Professionals serve on the unit's advisory board, which meets twice a year in a consultative capacity to evaluate a sample of work and make recommendations for improvement. Faculty also have the option to invite professionals to give direct feedback on student work as part of the last semester.

SUMMARY

The unit measures learning outcomes directly and indirectly as part of its assessment strategy. Learning outcomes are mapped to professional values and competencies. On one level, faculty members attest to assessing outcomes and competencies and uploading evidence to a central database at the end of each course. In addition, members of faculty teams meet to discuss results of end-of-course evaluations.

On the unit level, the director and faculty development coordinator assess syllabi and student evaluations and give feedback to faculty to improve their pedagogy. On yet another level, regional and national administrators assess faculty and unit data with an eye toward improving learning outcomes and mastery of competencies. Although improvements in overall systematic assessment can be made (and both faculty and administrators noted such needs), it is clear that many hours of faculty and

administrative time are committed to competency-based assessment and that faculty use the information to improve their courses and teaching.

Overall evaluation, compliance/non-compliance:

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths

- Visionary, inspiring, and compassionate leaders who have adopted a bold and innovative educational model and are working with faculty and students to implement it
- An enthusiastic faculty that is working incredibly hard to implement far-reaching changes
- Students who appear to be engaged, enthusiastic and optimistic

“The system is working when students are excited about doing homework,” one student said.

- Good to excellent facilities and equipment

Weaknesses

- An increased, reportedly temporary, reliance on part-time faculty
- Some equipment and software that is in need of updating
- While the unit is a leader at the university – and indeed in conservative Monterrey – on diversity, there’s more to be done. More specific goals will be helpful to advancement, particularly with regard to gender and differently abled individuals.
- Faculty are tired and stressed, despite their optimism and enthusiasm. Simultaneously deploying very different old and new ways of working is understandably confusing and challenging. The site team is confident that the transition will be successful.

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

N/A

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

Skills class sizes, in some cases, exceed the 20-student limit.

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

N/A

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

N/A

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.

The previous site team identified minor issues that have been corrected.

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

Clearly, Tec de Monterrey is an innovative and vibrant university, and the unit is in the midst of exciting changes. Its self-study did not necessarily tell an effective story, however, nor clearly explain the complexity of the Tec21 transformation.

Many questions were answered with dense sections of university policy and procedures, when a clear narrative would have been more helpful. In some cases, there was confusion as to whether financial figures were expressed in US dollars or Mexican pesos (the self study and other supplementary documents differed).

Understandably, undertaking a self-study while in the midst of ongoing leadership changes and a mammoth systemic transformation is a daunting task.

Deficiencies in the self-study were balanced by heroic preparedness and thoughtfulness around the site visit. More than two dozen faculty and staff proudly and enthusiastically showed the site team the facilities, equipment and exceptional student work on a sunny Sunday afternoon. A team of subject-matter experts held court for two days in a room near the team's work room in order to make information easy to get.

Tec leaders and faculty were very helpful in providing explanations during the site visit, especially considering it was the first week of the semester. A stronger self-study might have enabled the site team to spend more time speaking with faculty and students.