

2020

STRATEGIC

PLAN



Tecnológico
de Monterrey

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“

At the Tecnológico de Monterrey, we carry our heritage with great gratitude. We transform our present with great passion. And we envision a future of great promise.



”

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The objective of this document is to communicate our 2020 Strategic Plan, within the transformation model that has guided us in the Tecnológico de Monterrey.

It is important to highlight that the 2020 Strategic Plan is a living, working instrument; a compass to guide decision-making with the aim of achieving our set ideals and goals.



“... THE 2020 STRATEGIC PLAN IS A LIVING, WORKING INSTRUMENT; A COMPASS TO GUIDE DECISION-MAKING WITH THE AIM OF ACHIEVING OUR SET IDEALS AND GOALS.”

We are grateful to the entire community that has participated in, and fostered the development of the 2020 Strategic Plan. This document is based on the ideas and work of the faculty, students, alumni, parents, directors, and board members of our institution.

In the section 2020 Strategic Plan: The Site, we describe the mechanisms we have created for participation and feedback on each of the different initiatives and projects of the Plan.

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ENTREPRENEURIAL SPIRIT:
THE PASSION FOR CREATING
INNOVATIVE SOLUTIONS,
TRANSFORMING REALITY
AND GENERATING
ECONOMIC, SOCIAL AND
ENVIRONMENTAL
VALUE.

Eugenio Garza Lagüera
Institute of Entrepreneurship

”

Starting Point

In 2005, we defined our 2015 Mission, which served to guide the Tecnológico de Monterrey to where we are today. The following outlines this mission, and a selection of our many achievements made in recent years:

To develop our students, helping them become people of integrity, with ethical standards and a humanistic outlook, training them to be internationally competitive in their professional fields, as well as good citizens, committed to the economic, political, social and cultural development of their community and to the sustainable use of natural resources.

Through our educational, research and development programs, Tecnológico de Monterrey:

- Promotes the international competitiveness of knowledge-based business enterprises, innovation, technological development, and sustainable development
- Develops business management models to compete in a global economy
- Creates, implements and transfers business incubator models and networks in order to contribute to the creation of enterprises
- Collaborates in professionalizing public administration; analyzes and proposes public policies to further Mexico's development
- Contributes to the sustainable development of the community with innovative models and systems for its educational, social, economic and political improvement

With this mission, the Tecnológico de Monterrey and its community are committed to contributing to the improvement of Mexico's society.

ACHIEVEMENTS

In the past 10 years, we have evolved. We have carried out the necessary actions in order to fulfill our commitment to our mission.

The following are just a few of the achievements reached by the Tecnológico de Monterrey and its community since 2005.

1. QUALITY IN ACADEMICS & RESEARCH

- We increased academic standards for admission to high school and undergraduate programs (2005)
- We established advanced English language skills as a requirement for graduation (2006)
- We created dual-degree programs in conjunction with prestigious universities abroad (2006)
- 20 of our graduate programs were accredited by the National Council for Science and Technology's (CONACYT*) Program for Quality in Graduate Education (2006)
- We have been the leaders in patent applications in Mexico from 2007 to date (7 consecutive years)
- We inaugurated the Biotechnology-FEMSA Center (2007)
- SACS (Southern Association of Colleges and Schools) confirmed its accreditation which we have held since 1950 (2008)
- Our EGADE Business School was the first school in Mexico to obtain the triple crown of international accreditations (AACSB, AMBA, EQUIS) (2008)
- We inaugurated the Water Center for Latin America and the Caribbean, CAALCA* (2008)
- 100% of our undergraduate programs were accredited by national accreditation organizations (2010)
- We created the program Passion for Reading (2011)
- Our students received 44% of all of the national awards of excellence for the General Undergraduate Exit Exams, by the National Center for the Evaluation of Higher Education (CENEVAL*). This is even though our student population only represents 2% of Mexican university students (2011)
- The Monterrey Campus was the first university in Latin America to earn the QS 5 Stars certification (2013)
- We launched the Tec21 Educational Model (2013)

- We focused our research in strategic areas: biotechnology and food, education, the humanities and social sciences, mechatronics and engineering, medicine, business, public policy, sustainability, and information technology (2013)
- We created the Protein Research and Development Center to support those at the base of the economic pyramid (2013)
- Since 2005, we increased by 50% the annual number of students who gained international experience living abroad, reaching 9,900 students per year (2014)
- We ranked 63rd based on employers opinion about our graduates in the QS World University Rankings, (2014)
- We reached an overall position of 253 in the QS World University Rankings, advancing more than 130 positions in 5 years (2014)
- We signed an agreement with the Massachusetts Institute of Technology (MIT) in order to facilitate the implementation of educational programs and to intensify research in nanoscience and nanotechnology (2014)

2. ENTREPRENEURSHIP

- We inaugurated the Center for Innovation and Technology Transfer (for the development of technology-based companies) (2006)
- We created the Business Accelerators Network and the Investor's Club (2007)
- We launched the Enlace E+E Mentor Network (2008)
- We created the virtual incubator for microbusinesses (2009)
- We reached a total of 16 technological parks established (2013)
- We created the Eugenio Garza Lagüera Institute for Entrepreneurship (2013)
- Our 10 technology transfer offices were certified by the National Council for Science and Technology (CONACYT), making ours the largest network of its kind in Mexico (2013)
- We received the National Award for Entrepreneurship from the Mexican Federal Government for our entrepreneurial leadership (2014)
- 22% of our alumni are or have been company owners or partners within 3 months of graduating (2014)

3. ETHICS, CITIZENSHIP, & SOCIAL RESPONSIBILITY

- We strengthened our commitment to ethics education in our 2015 mission (2005)
- We included two mandatory classes in ethics and citizenship in all of our undergraduate programs (2005)
- We started the Prepanet Program (2005)
- We incorporated our cross-disciplinary focus and instructional technique to foster learning through social service (2006)
- We created the Institute for Sustainable Social Development (IDeSS*) and its Network of Social Incubators (2007)
- We started to implement the ethics and citizenship Program as part of our Quality Enhancement Plan (QEP) (2008)
- We evaluated the skills gained by the first generation of students who had ethics and citizenship in their curricula (2010)
- We created the Virtual Center for ethics and citizenship to support professors and students (2010)
- We defined our Student Code of Ethics and launched a sign-on campaign (2012)

4. THE EVOLUTION OF OUR INSTITUTION

- We began our Multicultural Program at the high school level (2009)
- We created an organizational structure based on our four institutions with different focus: Tecnológico de Monterrey, TecSalud, Universidad Tecmilenio and Universidad TecVirtual (2010)
- We created the digital publishing house La Casa Editorial Digital for the preparation and publication of ebooks (2010)
- We developed the Center for Support Services (CSA*) (2011)
- We began operating the Zambrano Hellion Hospital (2012)

- We strengthened our institutional governance by creating a structure of councils and committees to support our Board of Trustees. We also established limits on age and length of service for the President of the Board of Trustees, Trustees and other board & committee members (2012)
- We adopted a new organizational structure that strengthens the value-added processes, as well as the academic programs and research functions of our institution (2013)
- We created the offices and appointed a Vice Provost for Undergraduate Education, a Vice Provost for High School Education, and a Vice Provost for Research, Graduate Programs and Continuing Education. We reorganized our Campus footprint in three zones, and created the office of the Vice Provost for Academic Regulation and Student Affairs (2013)
- We separated the administration of the Universidad TecVirtual into the office of Educational Innovation and the office of Online Programs (2013)
- We added new support services for our academic areas. These services include: Administration and Finance, Marketing and Communications, Planning and Transformation, and Talent and Culture (2013)
- We created an area of Development and Public Affairs to achieve better collaboration and involvement with the public and private sectors (2013)
- At the Universidad Tecmilenio, we founded the Institute for Science of Happiness, based on the principals of positive psychology (2013)
- At the Universidad Tecmilenio, we created a New University Model focused on developing the necessary skills for fulfilling students' life purpose, and reached an enrollment of more than 42,000 students (2014)
- We created National Graduate Schools covering a broad spectrum of areas of knowledge and expertise (2014)
- We continue to improve our scholarship allocation processes as well as increase the size of our scholarships for academic excellence (2014)



02

Our Strategic Plan

A TURNING POINT IN EDUCATION

We live in times of change. In many cases, they are exponential changes which will revolutionize our societies and institutions, our careers, the way in which we interact, communicate, and make decisions, as well as many other important aspects of our lives. These changes are occurring in many sectors, one of the foremost is education.

Thanks to the internet and advanced technologies, new educational platforms and tools have arisen that are transforming education in ways never seen before.

The world of education is at a turning point. New learning models are being released, as well as platforms and means to access content, acquire new knowledge and skills. At the same time, cutting-edge models of education management and administration are also emerging.

What remains unchanged is the human need and desire to learn, to grow, and to develop. With today's rapid and constant change, the passion to always keep learning, questioning and innovating becomes even more important.

“At current churn rate, 75% of the S&P 500 will be replaced by 2027.”

Richard Foster, Sarah Kaplan

THE SCARCEST, MOST VITALLY NEEDED RESOURCE: LEADERS.

The future that we will live in, depends on the leaders who will construct it.

We need to develop more and better leaders, with the skills, abilities —and above all, the passion— to build a more prosperous world, with greater opportunities for all.

Developing leaders is no easy task. It requires combining talent and willingness; as well as innovative processes and models. It demands we do everything in our power to help students, who are our reason for being, fulfill their potential: to become leaders who transform the world.

TO CHOOSE ONE PATH, IS TO LEAVE MANY OTHERS BEHIND

The Tecnológico de Monterrey is an institution that has been built over a period of more than 70 years. Today, we are responsible for safeguarding that great legacy, continuing to build upon it for future generations, and strengthening it—in order to achieve greater impact for the benefit of society at large.

“

We are preparing students for jobs that don't exist yet, using technologies that haven't yet been invented, in order to solve problems that we don't even know are problems yet.

”

Karl Fisch

Nothing will improve if we do not change at least two things: one is the roles and the focus we define for our talent, and the other is how financial and material resources of the institution are allocated and used.

In many cases, as Michael Porter once said “the essence of strategy is choosing what not to do.” We need to identify that which is not aligned with our priorities; that which consumes time and resources that could be better invested otherwise.

To better implement these strategies, we have to organize ourselves differently. We require to cross previously held boundaries. We need to leverage our scale, allowing us to function as a single Tecnológico de Monterrey.

Our ability to rise above challenges lies in the culture of our organization to fulfill our vision. In the years to come, we will surely adjust our plans and priorities. But in the long run, what will allow us to overcome the obstacles ahead will be the culture of the institution and how we live by our values and principles.

03

Institutional Governance

The Tecnológico de Monterrey is a non-profit institution, of society and for society, which seeks to transform Mexico and the world, through education.

A cornerstone for the fulfillment of our vision is to have a sound and transparent structure of governance.

The system of institutional governance allows for the care and protection of what has been built to date. At the same time, it should make the Tecnológico de Monterrey an institution of the future, continually advancing in the fulfillment of its vision, and increasing its impact on society.

The supreme governing body of the Tecnológico de Monterrey is the Assembly of Trustees. It is comprised of leaders from different Mexican communities, and their responsibilities are: to safeguard the vision and values of the Tecnológico de Monterrey, to help establish and implement its strategy, and to help manage its resources and talent.

The members of the Assembly select a Board of Trustees, which is charged with ensuring the smooth operation and functioning of the Tecnológico de Monterrey. This work is supported by a number of boards and committees.

The Tecnológico de Monterrey has the support of nearly 700 Board members. These are leaders who are committed to their communities and to education. Together they represent an invaluable force for the institution.

Since 2012, we have made efforts to redesign and restructure the governing bodies, as well as the selection processes and duration of service of its members. This has included adding limits to age and length of service for Trustees, Board members, the President of the Board of Trustees, the President of the Tecnológico de Monterrey, and the Provost.

ASSEMBLY OF TRUSTEES

- 63 members:
- 50 active members
 - 9 benefactor members
 - 4 honorary members



BOARD OF TRUSTEES

18 members



BOARDS AND COMMITTEES TO SUPPORT THE BOARD OF TRUSTEES

- Institutional Governance Committee
- Audit Committee
- Academic & Research Board
- TecSalud Board
- Universidad Tecmilenio Board
- Talent & Culture Committee
- Finance & Investment Committee
 - Real Estate Committee
 - Financial Investments Committee
- Development Committee
- Local Campus Boards (24 Boards)



OTHER ADVISORY BOARDS

- Eugenio Garza Lagüera Institute for Entrepreneurship Board
- Institute for Science of Happiness Board
- Sorteos Tec Board
- Distrito Tec Committee
- National Schools Advisory Boards
- Enlace E+E Board

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LOCAL BOARDS:

AGUASCALIENTES
CENTRAL DE VERACRUZ
CHIAPAS
CHIHUAHUA
CIUDAD JUÁREZ
CIUDAD OBREGÓN

COLIMA
CUERNAVACA
GUADALAJARA
HIDALGO
IRAPUATO
LAGUNA

LEÓN
MEXICO CITY
MORELIA
PUEBLA
QUERÉTARO
SALTILLO

SAN LUIS POTOSÍ
SINALOA
SONORA NORTE
TAMPICO
TOLUCA
ZACATECAS

Transformation

Model

In 2012 the Board of Trustees defined its mandate: to continue improving & strengthening academic quality.

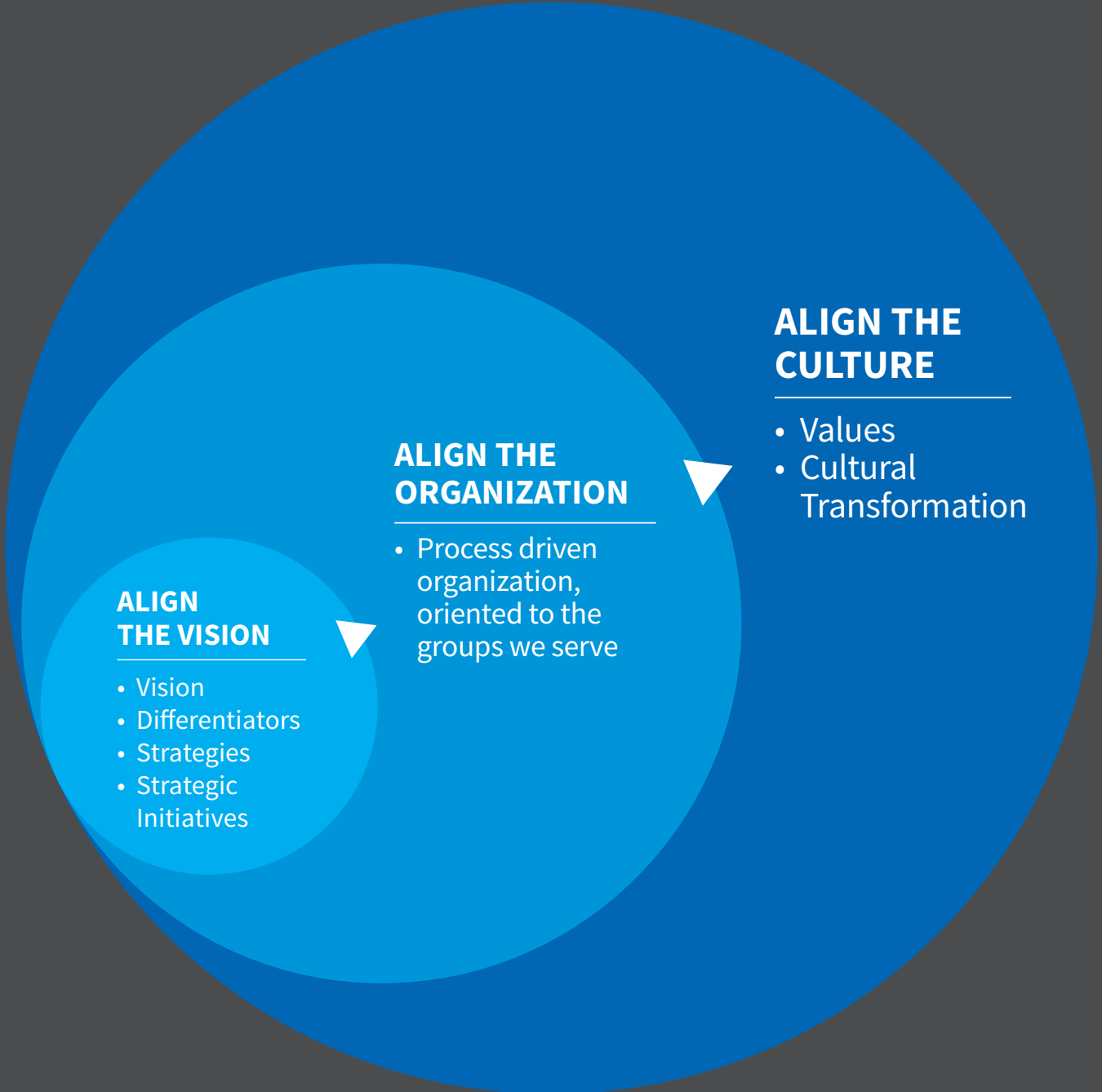
This will be achieved by having high quality professors, by employing a challenge-based educational model, to develop critical thinking, and by attracting high potential students.

Academic quality does not only mean that our alumni be extraordinarily capable in their distinct disciplines. Our educational processes must develop skills that will be critical in the 21st Century. Alumni of the Tecnológico de Monterrey will be leaders, with intellectual curiosity and the distinctive ability to learn how to learn. They must be global citizens with outstanding communication skills, have the emotional intelligence to work collaboratively, and to continually grow as people. In short, they must be agents of change.


Based on this mandate and the changing world in which we live, in 2012 we created a transformation model that aligns the vision, organization and culture of the institution. This model has served as a guide for the definitions outlined in this document.

Although this document focuses on the vision of the Tecnológico de Monterrey and its components, it also touches on the other two elements of our model of transformation.

In this document we propose a strategy looking ahead to 2020, wherein we take advantage of the achievements gained in recent years, as well as reflect and build upon them.



OUR TRANSFORMATION MODEL



WE DEVELOP
LEADERS WITH AN
ENTREPRENEURIAL
SPIRIT, A HUMANISTIC
OUTLOOK AND A
GLOBAL VISION

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Our Vision at Tecnológico de Monterrey

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DIFFERENTIATORS & STRATEGIES

As an institution, we need to work to increase our strengths and strive to be more relevant to the groups we serve, through the differentiators that make us unique.

Differentiators are those attributes and advantages that set us apart. They give value to our institution, and are the special qualities that are valued by those we serve. In fulfilling our vision, these characteristics are indispensable.

<p>DIFFERENTIATORS</p>	<p>A CUTTING-EDGE EDUCATIONAL MODEL FOCUSED ON DEVELOPING LEADERS WITH ENTREPRENURIAL SPIRIT</p>	<p>THE INSTITUTION'S PRESTIGE</p>
<p>STRATEGIES</p>	<p>1</p> <ul style="list-style-type: none"> • Design innovative academic programs aimed at achieving the vision • Bring together an ecosystem of entrepreneurship that includes students, professors, programs, management models, infrastructure, funding, advising and mentoring • Promote interdisciplinary experiential learning through projects, challenges and through collaboration with industries in the private sector • Ensure that we are always on the leading edge, in the innovative use of technology in education 	<p>2</p> <ul style="list-style-type: none"> • Ensure high academic quality with a focus on selectivity • Develop a research-action model that educates, sparks entrepreneurial ideas, promotes transformation, and enables people to go beyond what was previously possible • Create centers of excellence for selected areas • Promote the successful incorporation of recent graduates into professional life

Although some of our differentiators were built into our institution since its inception, in 2012 we identified and defined them in order to ensure that our best traits are continually strengthened, while we simultaneously work on our areas of opportunity.

The following are our four main differentiators, and for each one, the strategies for strengthening them.

CONNECTION WITH ALUMNI, BUSINESSES, AND INSTITUTIONS

3

- Enhance the sense of pride and belonging among our students and alumni, so they connect more readily
- Strengthen national and international partnerships with companies, universities, non-governmental organizations, foundations and other institutions to collaborate on projects and share resources
- Increase the exposure of our professors and students abroad, as well as attract foreign students and professors
- Develop models to attract resources to support strategic programs

EDUCATION OF LEADERS WITH A HUMANISTIC OUTLOOK

4

- Strengthen comprehensive education in ethics, as well as civic and social responsibility through curricular and extra-curricular activities
- Teach and promote our institution's values
- Conduct research and carry out projects that respond to challenges of those at the base of the economic pyramid
- Create the best environment in which to study and work

SEVEN STRATEGIC INITIATIVES

During 2013 and 2014, with the participation of faculty and staff, directors, advisors, board members and different members of the public, we defined seven strategic initiatives.

The strategic initiatives are a mechanism for sharpening the focus of our institution, these are our top priorities. These strategic initiatives do not substitute our defined 16 strategies, which will continue to develop at different paces.

In the coming years, we will focus our talent and energy on the following strategic initiatives. This will help us facilitate communication, agree on priorities, and assign resources.

Our strategic initiatives are:



In the following section we describe the objectives, projects and indicators we have defined in order to achieve these strategic initiatives. Various teams in our institution have helped create these definitions. While these are our overarching strategies, they are not the only projects and indicators with this aim, and nor is this account exhaustive.



1 SELECTIVITY AND FINANCIAL AID

OBJECTIVE

TO ATTRACT THE BEST NATIONAL AND INTERNATIONAL STUDENTS; THOSE WITH EXCEPTIONAL TALENT AND HIGH LEADERSHIP POTENTIAL— REGARDLESS OF THEIR SOCIOECONOMIC STATUS.

PROJECTS

- 1. Redesign the admissions process**
 Define the profile, criteria and processes to identify, attract, and select students with high leadership potential from high school, undergraduate and graduate levels of study.
- 2. Redesign the recruiting process**
 Design the processes to implement a national strategy that, according to the selection criteria, assures that we attract the best students in Mexico and Latin America by offering a world class learning experience.
- 3. Set strategic limits on the number of students per Campus/ program**
 Implement limits by program, level and Campus with an aim to guarantee the highest quality in every academic program we offer.
- 4. Redesign the process for awarding scholarships and financial aid**
 Define new criteria, processes and policies for awarding scholarships and financial aid, in order to best attract students with high potential.
- 5. Promote “Líderes del Mañana” (Leaders of Tomorrow) Distinction**
 Ensure that young Mexicans with high leadership potential but with limited financial resources can have access to, and be able to study and grow at the Tecnológico de Monterrey.

INDICATORS

- Number of high school students who apply to undergraduate programs annually
- Percentage of applicants who are admitted
- Percentage of accepted applicants who enroll
- Number of enrolled freshmen with outstanding academic credentials
- Number of foreign students who enroll as freshmen in full degree programs

MILESTONE

- Having mechanisms and tools for measuring the capacity and leadership potential—and incorporating them into the admission process



2 INSPIRING FACULTY

OBJECTIVE

TO ENSURE THAT ALL FACULTY MEMBERS AT THE TECNOLÓGICO DE MONTERREY ARE A SOURCE OF INSPIRATION FOR OUR STUDENTS AND WHO EMBODY THE FOLLOWING CHARACTERISTICS:

- AGENTS OF POSITIVE CHANGE
- INNOVATORS
- CONNECTED TO THEIR SURROUNDINGS
- USE OF TECHNOLOGY AS A TEACHING AID
- STAYING CURRENT IN THEIR FIELDS

PROJECTS

1. Structure to ensure academic talent

Create the profile for faculty members “Professor Tec21” and create development paths that serve as roadmap for establishing the desired faculty composition in our schools and academic departments.

2. Recruitment and selection process for faculty

Recruit and hire national and international professors with different profiles in order to allow us to accomplish our goal of offering courses by both full-time and international faculty. We also must consider the teaching needs of senior-level undergraduate students as well as that for teaching graduate studies.

3. Faculty Development Plan

Design and implement development programs for professors which include relevant experience—both inside and outside the institution focused on perfecting the skills in our professor profile laid out in our Tec21 educational model and help them to stay abreast of changes in their fields.

4. System for faculty evaluation and feedback

Design and implement a new system of evaluation and feedback for professors, taking into account: our professor profile in our Tec21 Educational Model, the different people involved in and affected by their work, as well as the skills and tools required for the job.

5. Plan for professor recognition and compensation

Define and implement new faculty recognition and compensation schemes that are competitive with the market, and aligned with our professor development plan.

6. Development program for department heads

Ensure that our department directors promote the model of Inspiring faculty, fostering the development of talent according to the differentiators and initiatives of our institution.

7. Comprehensive Tutoring System (High School)

Support the comprehensive development of our high school students. Build a portfolio for each student containing evidence of academic competences and skills. Increase retention and maintain continuity between the high school and the undergraduate programs, built on a broader base of graduates.

INDICATORS

- Outstanding professors who excel at their teaching duties (Comprehensive Performance Evaluations)
- Professors who are perceived as being inspiring, in the opinion of current students and alumni
- Percentage of groups taught by full-time faculty

MILESTONES

2015:

- Professors classified according to their development plans
- Key performance indicators defined for each professional development path

2016:

- Implementation of the model for part-time faculty
- Redesign of the Faculty Development Plan



3

TEC 21 EDUCATIONAL MODEL

OBJECTIVE

TO IMPROVE THE COMPETITIVENESS OF OUR STUDENTS IN THEIR PROFESSIONAL FIELDS, BY ENHANCING THE SKILLS OF CURRENT GENERATIONS, MAKING THEM LEADERS WHO HAVE THE COMPETENCES REQUIRED TO TAKE ON THE CHALLENGES OF THE 21ST CENTURY.

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SKILLS TO BE DEVELOPED BY THE MODEL TEC21:

- LEADERSHIP
- ENTREPRENEURSHIP AND INNOVATION
- CRITICAL THINKING
- PROBLEM SOLVING
- ETHICS, CITIZENSHIP, AND SOCIAL RESPONSIBILITY
- GLOBAL PERSPECTIVE
- INTELLECTUAL CURIOSITY AND PASSION FOR LEARNING
- WORKING COLLABORATIVELY
- COMMUNICATION IN SPANISH AND PROFICIENCY IN FOREIGN LANGUAGES
- LEVERAGE INFORMATION TECHNOLOGY



Competences specific to their fields

PROJECTS

1. Create Educational Model Tec21 to develop leaders for the 21st century

Create a new educational model for training leaders that develops the defined skills through:

- Programs flexible in the how, when, and where the learning happens
- Learning experiences that are both interactive and challenging
- Educational spaces that promote learning, collaboration, and innovation
- The use of innovative technology in the teaching/learning process

2. Define academic offerings

Strategically define course offerings to enhance the capacity and infrastructure of the campus in the context of their geographical region.

3. Strengthen the Eugenio Garza Lagüera Institute for Entrepreneurship

Ensure that all students and teachers of the Tecnológico de Monterrey develop and strengthen their entrepreneurial spirit through a model of teaching and learning in both curricular and extracurricular activities as well as through actual entrepreneurship.

4. Comprehensive education with a humanistic outlook

Strengthen the humanistic outlook in our students and teachers through the redesign of the social service requirement, which aims to make a positive impact in marginalized communities and social innovation. Also increase the number of courses that explore ethical and civil dilemmas, as well as strengthen academic integrity. All of which will contribute to the development of skills that create positive agents of change in society.

5. Internationalization and global vision

Ensure a greater number of students attain a quality international learning experience, and increase the presence of full-time foreign and exchange students on Campus.

INDICATORS

- Alumni who are or have been partners of any company within three months of graduating
- Students who gain entrepreneurial experience during their course of study
- Students who graduate with a satisfactory level of skill in their ethics and citizenship courses
- Graduates who have had a quality international learning experience
- Foreign (exchange) students at the Tecnológico de Monterrey as a percentage of total enrollment
- Programs/campuses that offer all of their courses in English
- Ranking the Tecnológico de Monterrey achieves for reputation among global employers (via the *QS World University Rankings*)



4 RESEARCH THAT TRANSFORMS LIVES

OBJECTIVE

TO APPLY OPEN, INNOVATIVE, COLLABORATIVE AND INTERDISCIPLINARY RESEARCH IN ORDER TO STRENGTHEN OUR STUDENTS' LEARNING PROCESS, AND TO INNOVATE AND TRANSCEND BY FINDING SOLUTIONS TO TODAY'S MAJOR CHALLENGES, AS WELL AS TO IMPROVE COMPETITIVENESS, TRANSFORMING COMMUNITIES AND COLLABORATING WITH COMPANIES AND INSTITUTIONS

PROJECTS

- 1. Create an action-research model based on open innovation where students and researchers collaborate.**
 Ensure that the action-research model is based on dynamic interdisciplinary research groups where undergraduate, graduate, and postdoctoral research students all participate.
- 2. Focus research on strategic specialty areas**
 Concentrate and specialize research activities on future issues of pressing importance--and on the Tecnológico de Monterrey's areas of strength—in order to accelerate faculty training and the development of solutions that transform strategic sectors of the country.
- 3. Establish and maintain strategic academic alliances**
 Develop projects of impact with strategic international universities, where we conduct research together, and our graduate students gain valuable international experience on site at those universities.

4. Enhance our Technology Transfer Offices

Transfer knowledge to achieve leadership in economic development and innovation, packaging and marketing technology, and supporting the economic sustainability of research by marketing intellectual property.

5. Link up with institutions and strategic enterprises

Become strategic partners with companies and institutions that have major global impact. Support their leadership in research, innovation, and the development of technology.

6. Design an operational and financial model for research

Create and implement an operational and financial model for research in order to achieve financial sustainability, as well as efficiency and effectiveness in the support services. Also, establish strategies and partnerships with companies and institutions, together with our Development and Public Affairs department.

7. Tec.nano

Develop and enhance the areas of nano-science and nano-technologies for students, teachers, and researchers. Increase their ability to tackle issues with a cross-disciplinary approach, applying our strategic specialty areas. Use this knowledge and new technology to benefit Mexico, through cooperation and collaboration with other institutions, including the *Massachusetts Institute of Technology* (MIT).

8. Create the Institute of Educational Innovation

Create and consolidate this institute and develop it into a global reference point for educational innovation.

- Number of students participating in research
- Number of research centers of companies or other institutions, installed on our campuses
- External funding raised for research
- Number of professors from the Tecnológico de Monterrey who are members of the National Network of Researchers (SNI, according to its initials in spanish)
- Number of articles published annually in SCOPUS journals and featured in conferences
- Number of citations per paper published by Tecnológico de Monterrey faculty
- Overall ranking in the *QS World University Rankings*



5 DISTRITO TEC

OBJECTIVE

TO CREATE SPACES AND SUSTAINABLE CONDITIONS TO DRIVE RESEARCH, INNOVATION, LEARNING AND ENTREPRENEURSHIP, THROUGH THE TRANSFORMATION OF THE MONTERREY CAMPUS AND TRIGGERING A THRIVING, DYNAMIC, SAFE AND INSPIRING COMMUNITY THAT ATTRACTS AND RETAINS TALENT

PROJECTS

1. Attract and expand partnerships in research, development and entrepreneurship

Develop strategic and investment partnerships with institutions, companies, individuals, and with the government in order to enhance and encourage research and entrepreneurship within the Distrito Tec.

2. Physically transform the Monterrey Campus, and its connection to its urban environment

Implement the vision established in the Monterrey Campus Master Plan, including the elements of connection and interactions with the Distrito Tec, in order to create better collaborative spaces to study, work, innovate, research and promote entrepreneurship. At the same time, promote a new culture of public transportation and create a sustainable balance for mobility.

3. Urban, economic, social, and cultural regeneration

Promote and invest in the improvement of public spaces, housing conditions, including social and economic development in order to improve the quality of life and attractiveness of the Distrito Tec and its surrounding areas. Research, study and document the improvement process, to distribute, promote and transfer best practices to other communities.

INDICATORS

- Total number of new business start-ups and new research and technology companies in the Distrito Tec
- Accumulated investment from strategic partners in research, development, and innovation within the Distrito Tec
- Percentage of students who live in the Distrito Tec
- Increase of the number of collaborators who live in the Distrito Tec
- Population density in the Distrito Tec
- Percentage of personal car trips by students, faculty, staff and others going to or from the Monterrey Campus
- Percentage of people in the Tecnológico de Monterrey community who say that they feel “very satisfied” with the spaces operated by the Tecnológico de Monterrey in a survey on the topic



6 REINFORCEMENT IN MEXICO CITY

OBJECTIVE

TO STRENGTHEN THE POSITION OF THE TECNOLÓGICO DE MONTERREY IN MEXICO CITY, THROUGH PROGRAMS THAT FOSTER SYNERGY AND TEAMWORK AMONG OUR CAMPUSES IN THE METROPOLITAN AREA. THIS, IN ORDER TO STRENGTHEN SPECIALIZATION, COLLABORATION AND LEADERSHIP.

PROJECTS

- 1. Strategically develop the EGADE Business School: graduate and executive education**

Strengthen the positioning of the best business and executive education school in Mexico and Latin America. Highlight its distinctive strengths: supporting businesses in their process of transformation, and developing talent.
- 2. Develop cutting-edge centers of specialization**

Create and consolidate academic centers focused on current, specific issues that contribute to the education of our students via attracting international leaders and private sector partnerships.
- 3. Consolidate the Mexico City Board**

Strengthen the Mexico City's Campus board and help further promote the values and accomplish the vision of the Tecnológico de Monterrey through the identification and promotion of strategic projects for the development of Mexico City's metropolitan area.

4. Campus renovation and Distrito Tec

Ensure that the campus infrastructure in the metropolitan area of Mexico City supports academic, research, and entrepreneurial activities, thus allowing the Tecnológico de Monterrey to maintain a sustainable position of leadership.

5. Better position the School of Government and Public Transformation

Enhance the presence of the Tecnológico de Monterrey in order to gain support in professionalizing public administration. Enhance the analysis and planning of public policies for developing the country.

6. Foster a single, unified Tecnológico de Monterrey in Mexico City

Take advantage of the scale of the institution to enhance academic quality and achieve synergy in administration and support functions as well as in academic areas.

7. Strengthen our School of Medicine in Mexico City

Strengthen research in the health sciences and improve the academic quality in the School of Medicine of the Tecnológico de Monterrey at Mexico City. Achieve this through better positioning, strategic partnerships, and through following the TecSalud and the National School of Medicine's educational strategies and for connecting with alumni.

INDICATORS

- Positioning as the most prestigious university in Mexico City
- Positioning as the most desirable university in Mexico City
- Number of high school graduates who apply to undergraduate programs each year at one of the Mexico City campuses
- Percentage of applicants admitted to one of the Mexico City campuses
- Percentage of accepted applicants who enroll in a program at one of the Mexico City campuses



7 FUNDRAISING AND ALUMNI CONNECTIONS

OBJECTIVE

TO CREATE A GLOBAL COMMUNITY OF MUTUAL SUPPORT AROUND THE TECNOLÓGICO DE MONTERREY; ONE THAT ENHANCES THE FEELING OF BELONGING FOR STUDENTS AND ALUMNI ALIKE, INCREASING IMPACT, PRESTIGE AND THE POWER OF COLLABORATION AMONG THEM, AS WELL AS WITH THE INSTITUTION

PROJECTS

- 1. Alumni. Convert the student experience into a lifetime bond**
Foster a closer relationship with the community of alumni and create opportunities for collaboration between them and the community of students, professors, and researchers, as well as offering world class services tailored to the real-life needs of students and alumni.
- 2. Philanthropy and Fundraising. Develop new ways to support our dreams**
Invite the community of alumni, companies, organizations and friends of the Tecnológico de Monterrey to contribute—and with their generosity, help bring inspiring and highly impactful ideas and projects to fruition.
- * 3. Communication. Inspire new generations through better messaging**
Coordinate a communication strategy focused on key audiences, clearly and effectively transmitting the purpose of the institution, its achievements and success stories.

* 4. **Flagship projects. Focus our energy on inspiring, large-scale projects**

Develop innovative, high-impact projects. Encourage participation from the Tecnológico de Monterrey community in order to reach our goals. Create an environment of innovation that generates the ideas and proposals capable of tackling the challenges of tomorrow.

* 5. **Professionalization and alignment. Transform the organization into the Tecnológico de Monterrey of tomorrow**

Build our organization with highly specialized teams that work on core activities, strengthening operations in every region of the country, and defining rules to align the organization in achieving our priorities.

INDICATORS

- Number of alumni closely connected to the Tecnológico de Monterrey
- Total amount of funds raised annually through donations
- Percentage of alumni who donate
- External funds collected annually in order to support scholarship programs

* *Specific to the office of the Vice President of Development & Public Affairs*



05/2

Our Vision at TecSalud

The Tecnológico de Monterrey Medical School was founded in 1978, when the San José Hospital was donated to the Tecnológico de Monterrey. The goal was to raise the academic standards in health sciences education in Mexico, and at the same time meet a need by bringing excellent medical services to community.

In 2011 we founded TecSalud, which is made up of academic medical centers that combine innovative clinical services, education, research and social programs through the National School of Medicine, the San José and Zambrano Hellion Hospitals, and the specialty institutes.

All of this allows us to train excellent health professionals and provide the best possible health care to our patients.

VISION

**We care for your health better than anyone,
training the best health care professionals.**

DIFFERENTIATORS AND STRATEGIES

DIFFERENTIATORS	<p>ACADEMIC PRESTIGE IN HEALTH SCIENCES</p> <p>1</p>	<p>RESEARCH USING INNOVATIVE MODELS TO IMPROVE HEALTH</p> <p>2</p>
STRATEGIES	<ul style="list-style-type: none"> • Develop an innovative educational model for training excellent health professionals • Attract the best students • Have the best faculty 	<ul style="list-style-type: none"> • Implement relevant, practical research models that create solutions for the patient • Create a funding system for research and for recruiting talent

STRATEGIC INITIATIVES

1. Be the best medical school in Latin America

Have the best students and faculty, and an innovative educational model, making us the best medical school in Latin America.

2. Develop specialty institutes

Transform medical practice and training through collaboration, with the goal of improving the quality of patient care, while also integrating the education of health care professionals with the search for innovative clinical practices.

AN INNOVATIVE, PATIENT-CENTERED HEALTH CARE SYSTEM

3

- Implement health care models based on specialty institutes
- Make strategic alliances that support our models of healthcare, research and quality management
- Incorporate new technology into medical practice

3. Create centers of excellence

Create centers of excellence in cardiology, neurology, and oncology, and achieve specialization in high-impact treatments, establishing our medical centers as the benchmark in Mexico and throughout Latin America.

4. Enhance quality of care, warmth, and the patient experience

Reinforce the culture of quality and safety within TecSalud facilities, by aligning with national and international standards.

Define and implement the strategy for the care of patients and their families in order to improve their experience in terms of quality and warmth in our academic medical centers.



Since it was founded in 2002, the Universidad Tecmilenio's purpose has been to provide quality education to a greater number of Mexicans. Its specific focus is to offer education based on developing the personal and professional skills that contribute to the employability of its graduates.

In 2013, the Universidad Tecmilenio launched a *New University Model*, recommitting to its innovative nature with a unique approach in the world.

This new model is based on an ecosystem in which we bring together: flexibility in curricula, experiential learning, and tools for increasing the wellbeing and happiness of our community members. This last feature is based on positive psychology, and supported by the Institute for Science of Happiness.



Our Vision at Universidad Tecnológico de Milenio

VISION

We foster students' discovery of their life purpose and provide them with the competencies to fulfill it.

DIFFERENTIATORS

1. Educational experiences tailored to the students
2. Learning by doing
3. The best place to study and to pave the way for happiness

STRATEGIC INITIATIVES

1. New University Model

Train students and graduates who are known for their clarity of purpose in life, with the skills and competences to meet the challenges of the working world.

2. Universidad Tecmilenio for adults

Offer academic programs and certifications that provide skills at any stage of life.

3. Institute for Science of Happiness

Promote our vision; training people with a purpose in life, as well as to promote wellbeing through scientific research, education and evidence-based practices—all based on the science of positive psychology.

MODEL OF HAPPINESS AND WELLBEING

Universidad Tecmilenio's model of wellbeing and happiness impacts its entire community through scientifically-based tools that stem from the principals of positive psychology. For the Universidad Tecmilenio, wellbeing is to feel good, to be satisfied and to have a life with purpose.

This model is comprised of seven elements: the five pillars from the PERMA (Positive emotion, Engagement, positive Relationship, Meaning and Achievement) model by Martin Seligman, and two which we explicitly added: *Wellness* (physical wellbeing) and *Mindfulness* (full attention). Following this model, we have intentionally begun to include these elements across all fields of study, in academic and extracurricular activities throughout our spaces and infrastructure, as well as in the work of our faculty. All this in order to foster mastery in each of the areas, in all of our students.

MODEL OF HAPPINESS AND WELLBEING

FULL ATTENTION

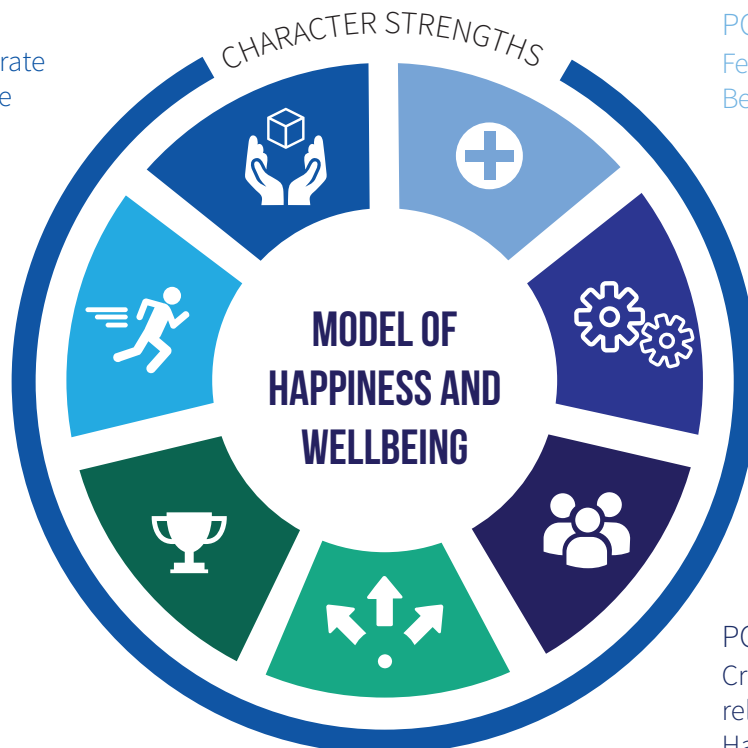
Focus attention, concentrate and be fully present in the moment.

PHYSICAL WELLBEING

Eat heathy foods.
Be physically active.
Get plenty of rest.

ACHIEVEMENT

Set and achieve goals.
Succeed in any field.



POSITIVE EMOTION

Feel positive emotions and joy.
Be optimistic.

ENGAGEMENT

Experience flow:
Concentrate fully on one activity.
Take on challenges.
Use your abilities. Be curious, interested and enthusiastic.

POSITIVE RELATIONSHIPS

Create and maintain relationships that nourish you.
Have a support network. Feel loved and appreciated.

MEANING

Know that life has meaning and is well worthwhile.
Be part of projects that reach far beyond yourself.



Organization

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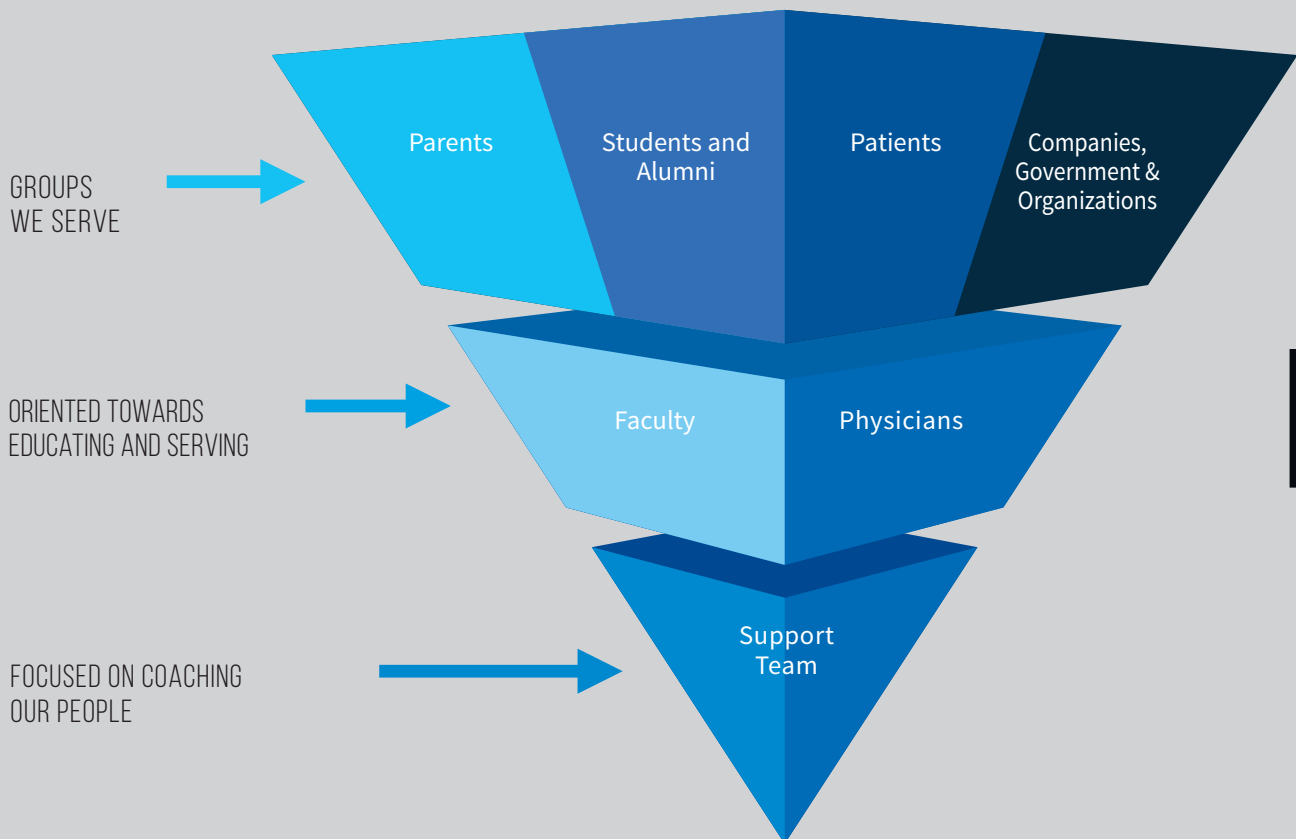
For a true transformation, it's not enough to align the vision. It's also important to adjust the organization and the culture. In this context, a well-designed organizational structure supports the strategy of the institution. In other words, the organizational structure should focus on and reflect priorities and strategies of the institution.

In 2012, to begin the transformation of the Tecnológico de Monterrey, we decided to also evolve towards becoming an institution aligned with processes and focused on the groups we serve. So we first tasked ourselves with identifying our audiences and the value we provide to them. Then, we generated a map of our own institution's processes, which is a representation of our strategy. And thirdly, we defined a plan for redesigning the processes, **giving priority to value-added processes: those which are directly related to our academic and research functions.**

SERVICE PHILOSOPHY

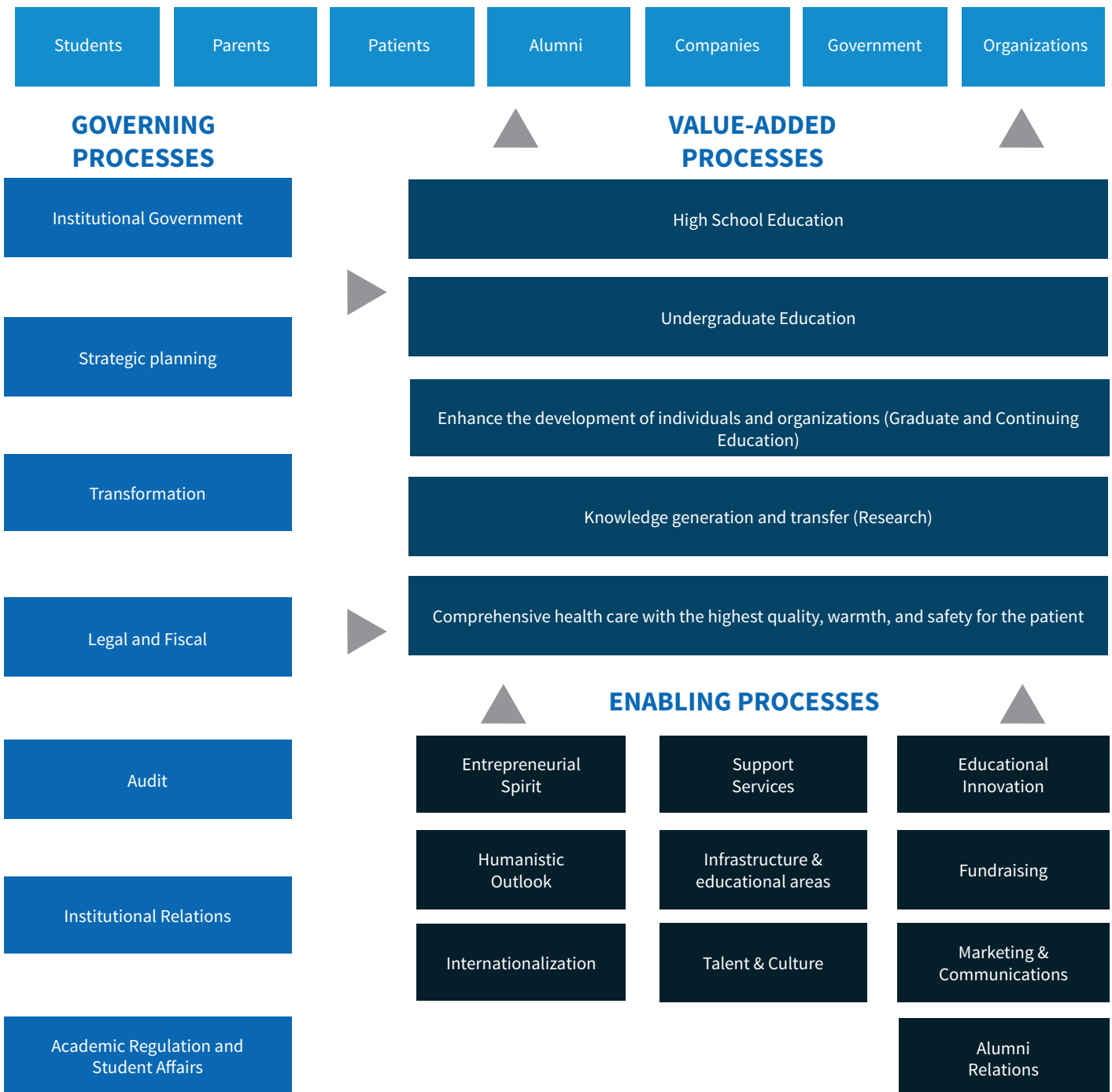
It is important that we focus on service at all times, always looking for ways to add value to the groups we serve. That is why our inverted pyramid philosophy reflects our culture of service.

It is also essential to recognize that the faculty-student and the doctor-patient pairs are where most value is generated for the groups we serve.



As mentioned earlier, a process map is a high-level overview of the strategy, and it helps us focus on the groups we serve.

TECNOLÓGICO DE MONTERREY: PROCESSES MAP



Value-added processes transform inputs to outputs to generate greater value to the groups we serve. They are key processes directly related to the services we provide.

Enabling processes support more than one of the other processes, typically to provide indirect input. Without this support, the valued-added processes would not be possible.

Governing processes direct, guide and establish policies. Likewise, they provide the boundaries for the rest of the processes.

PROCESS REDESIGN PLAN

The evolution towards becoming an institution aligned with processes, implies various years of work, which we have organized in the following manner:

1. **Phase I (end of 2012-2014). Preparation of the institution and redesign and implementation of the following processes:**
 - Enhance the development of individuals and institutions
 - Entrepreneurial spirit
 - Comprehensive development of learning solutions, including a ‘course factory’ in the process of educational innovation
 - Support Services Center, including the shared services within the support services process
 - Talent and culture

2. **Phase II (2014-2016). Finalize the process of enhancing the development of individuals and institutions. Process redesign and implementation of:**
 - Undergraduate Education
 - High School Education
 - Knowledge generation and transfer

3. **Phase III (2017-2018). Redesign and implement other processes (to be defined) and continue to evolve and mature processes, ensuring they are well integrated and connected**

PROCESS REDESIGN METHODOLOGY

MOBILIZE

DIAGNOSE

REDESIGN

IMPLEMENT

We have a standard methodology for carrying out process redesign projects and initiatives. This methodology consists of reviewing our processes from beginning to end, eliminating any activities that do not add value, and redesigning them to focus on the groups we serve (Hammer & Company).

Additionally, this helps us align our processes in a way that is efficient, orderly, and successful, setting the path to follow through the following phases:

MOBILIZE:

Communicate which process will be designed, gather a team of experts, define the process map, identify sub-processes and define indicators.

DIAGNOSE:

Document the current situation, analyze the needs of the groups we serve, identify problems and opportunity areas in the process, and begin the search for best practices.

REDESIGN:

Identify gaps between the current situation and the desired future outcomes. Develop a proposal for the new process design, and create an action plan.

IMPLEMENT:

Execute the action, communication, and training plans for the new process.

ORGANIZATIONAL STRUCTURE

At the end of 2013, as a result of Phase I of the alignment to processes, the Tecnológico de Monterrey's organizational structure evolved in order to become more relevant, recognizing and encouraging our academic and research functions.

Like many prestigious universities, and aligned with our vision, our organization is focused on three functional groups: academic and research, management and support, and development and public affairs.

PRIMARY FUNCTIONS OF A PRESTIGIOUS UNIVERSITY



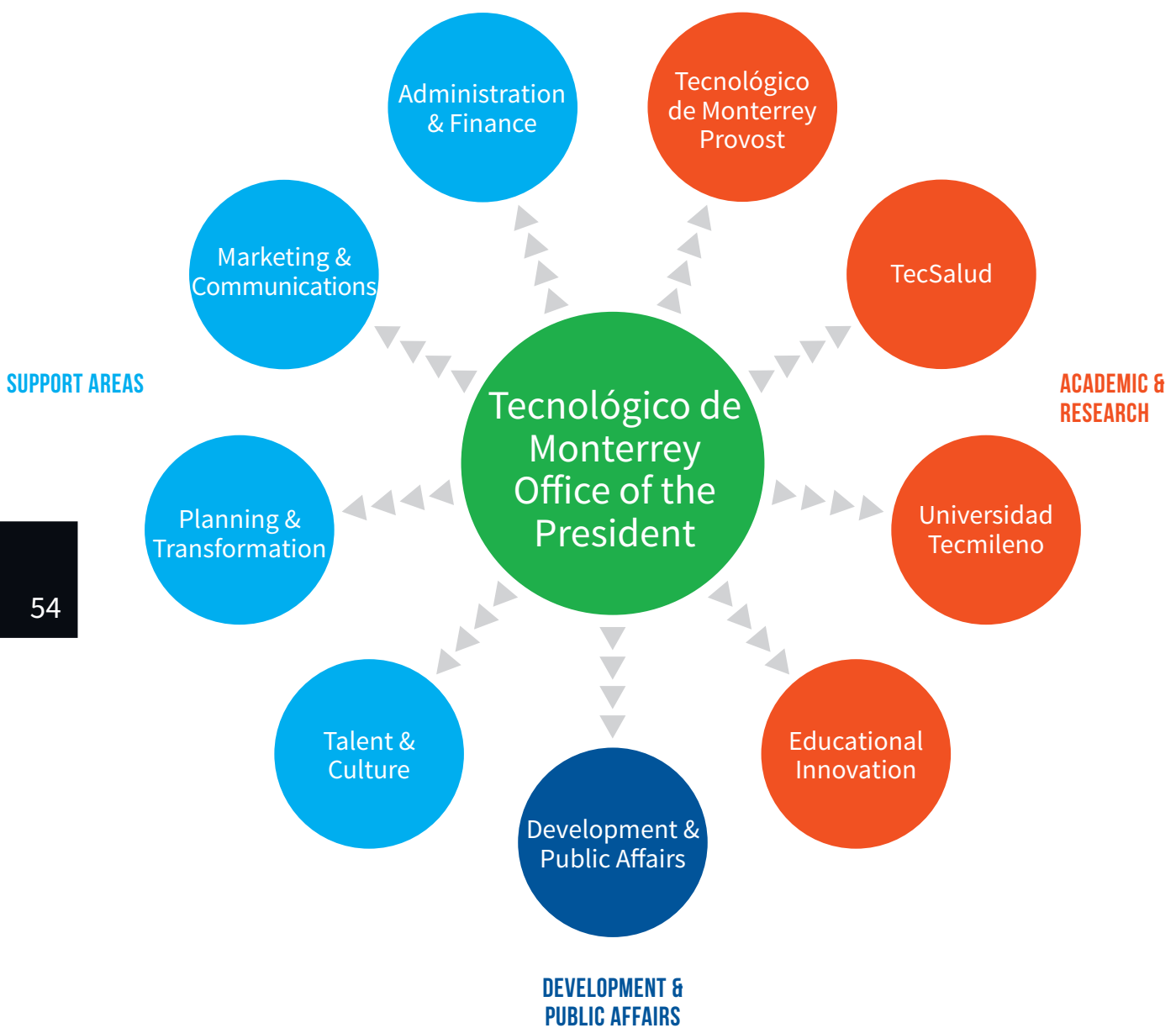
ACADEMIC &
RESEARCH

SUPPORT
AREAS

DEVELOPMENT &
PUBLIC AFFAIRS

This new structure allows us to focus our management and support processes on serving the academic and research areas better.

The development and public affairs function focuses on external relationships, connection with alumni, and fundraising in order to fulfill our vision.



Within the office of the Provost of the Tecnológico de Monterrey, we created the offices of Vice Provost for value processes at the national level including Vice Provost for High School Education, Vice Provost for Undergraduate Education, and Vice Provost for Research, Graduate Programs, and Continuing Education. They are responsible for the quality and design of education. The Provosts of the regional zones are primarily focused on student recruitment, the student experience, and community relations. We also created the office of Vice Provost for Academic Regulation and Student Affairs, and Vice Provost for Online Programs.



“

WHAT DRIVES SUCCESS?
OVER THE NEXT
12 MONTHS: EXECUTION.
OVER THE NEXT
2 YEARS: STRATEGY.
OVER THE NEXT
5 YEARS:
COMPETENCIES &
PLATFORMS.
BEYOND THAT: VALUES.

Gary Hamel

”

07

Culture

An institution's biggest asset is its culture. Culture is an intangible force that day by day, grows and is strengthened by the living of our principles and values, embodied in actions, behaviors, connections, decisions and beliefs.

The essence of the institution is one of a lasting culture, which is fundamental for successfully achieving our long term objectives and dreams.

LIVING OUR VALUES

Our five values are a reflection of the DNA of our community members in the Tecnológico de Monterrey, and for the longest time, it has been these values which have characterized and represented us. In 2012, we identified them more clearly, gave them a formal definition.

Each member of faculty and staff should be a living example of our values. That's why it's important to recognize and celebrate these values.

Our values, and the behaviors that reflect them, are:

INNOVATION:



We generate ideas and make them a reality, by breaking paradigms, taking risks, and learning from our mistakes.

- We create opportunities and we are willing to break paradigms
- We are entrepreneurs; we generate ideas and take the necessary risks to make them reality
- We support people who are agents of change, learn from their mistakes, and make things happen

GLOBAL VISION:



We live in a global culture and foster diversity.

- We are global citizens with a global culture
- We compete globally, and are continually updating ourselves, to be on the leading edge
- We foster diversity and the appreciation of other cultures

TEAMWORK:



We foster collaboration and value collective success over individual success.

- We encourage and recognize collaborative, multidisciplinary work
- We break down barriers to teamwork
- We value collective success over that of the individual

HUMANISTIC OUTLOOK:



We respect the dignity of each person and care about our community.

- We always put people first
- We respect and care for the integrity and the dignity of every human being, and we care about the society at large
- We work in solidarity to solve the problems of our country and of the most vulnerable communities

INTEGRITY:



We behave ethically. We are honest, responsible with resources, and congruent.

- We take vigilant care of the institution's resources, managing them honestly and responsibly
- We express our ideas freely and denounce unethical behavior
- We are congruent in word and deed, and guide ourselves by the truth

08

2020 Strategic Plan: The Site



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We invite you to visit and to participate in the 2020 Strategic Plan site of the Tecnológico de Monterrey.

For internal audiences:

- www.itesm.mx/planestrategico2020
- planestrategico2020@itesm.mx

For external audiences:

- planestrategico2020@itesm.mx



There, you will find the latest version of this document, updates on the initiatives, strategies, ways to communicate and participate, as well as concept definitions.

09

Acknowledgements

We would like to extend our thanks to the faculty, students, alumni and the leaders of our institution for their contributions to this document.

Likewise, we would like to recognize the unconditional support of the members of our boards and committees in their roles in our institutional governance. As mentioned earlier, they are leaders, committed to their community and to education, and they are an invaluable force behind our institution.

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- **TOLUCA** Carlos Alejandro Monroy Carrillo
- **ZACATECAS** Eduardo López Muñoz

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<p>“Education reform is not enough. What we need is transformation.”</p>	<p>Sir Ken Robinson. Bring on the Learning Revolution. From the TED talk min. 4:50-5:00 Site: http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution#t-282341</p>
<p>“At current churn rate, 75% of the S&P 500 will be replaced by 2027.”</p>	<p>Richard Foster, Sarah Kaplan. (2011). Creative Destruction: Why Companies That Are Built to Last Underperform the Market--And How to Successfully Transform Them.</p>
<p>“We are preparing students for jobs that don’t exist yet, using technologies that haven’t yet been invented, in order to solve problems that we don’t even know are problems yet.”</p>	<p>Karl Fisch . (February, 2007). Did You Know; Shift Happens–Globalization; Information Age. Min. 1:50-2:04 from the website: https://www.youtube.com/watch?v=ljbl-363A2Q</p>
<p>“The essence of strategy is choosing what not to do.”</p>	<p>Michael Porter. (1996). What is Strategy? Harvard Business Review, pp. 61-78</p>
<p>“What drives success? Over the next 12 months: execution. Over the next 2 years: strategy. Over the next 5 years: Competencies + platforms. Beyond that: Values.”</p>	<p>Gary Hamel. (June, 2013) .Via Twitter (@profhamel)</p>



Tecnológico
de Monterrey

WE DEVELOP
LEADERS WITH AN
ENTREPRENEURIAL
SPIRIT, A HUMANISTIC
OUTLOOK AND A
GLOBAL VISION



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