TOWARDS

2030

**TECNOLÓGICO
DE MONTERREY**

This 2030 Strategic Plan presents a new stage in the transformation of Tecnológico de Monterrey, drawing from the essence of the institution and its past achievements to focus on a more humane and innovative future, centered on the well-being of our community.

THE DREAM WE ARE BUILDING

In 2015 we launched the 2020 Strategic Plan to profoundly transform Tecnológico de Monterrey, including TecSalud and Universidad Tecmilenio. This plan has served as a compass for decision-making and as a guideline for our efforts during the past five years. Just a few months from the deadline for these goals, we feel very enthusiastic about the challenges we have overcome and the results we have achieved. By the same token, we are still not satisfied with the world we live in and are aware of our great potential to change it. Therefore, we are excited to share this document that contains the new dreams that we consider fundamental for the evolution of our institution and for the development of a better society.

At Tecnológico de Monterrey we have tightened our selectiveness, going from 84% to 75% of students admitted and increased the registration of students with an outstanding profile from 20% to 30%. This effort has been supported by the *Leaders of Tomorrow* initiative in which we have granted full scholarships to almost 1,000 underprivileged students with high academic performance and outstanding leadership potential.

On the other hand, we have developed a new educational model focusing on the development of competencies and challenge-based learning: the Tec21 Educational Model, one of the most significant transformations in our history. This would have never been possible without the support and commitment of our teachers and academic groups as evidenced by the percentage of teachers that our students evaluated as inspiring, which increased from 37% to 45%.

To improve academic quality and assure a memorable experience for our students, we created the National Schools. They have focused on standardizing and improving the academic experience in our campuses, strengthening the faculty and becoming a key component in the building of the "One-Tec" vision.

On the research front, we have sought to develop more high-impact projects for which we have increased the number of research professors from 195 to 570, and the number of student research participants from 5,200 to 8,300. With respect to entrepreneurship, after 6 editions, INCmty has become the most important event of the entrepreneurial ecosystem in Mexico, attracting over 60,000 participants with an entrepreneurial interest.

The progress of TecSalud has been very encouraging too. The clinical-professor model has been consolidated, adding the best of academics and research to the practice of medicine, thus improving patient health care. Moreover, there are highly productive research groups in the leading specialties, who have contributed to the advancement of applied medical science in Mexico. Finally, the School of Medicine and Health Sciences has been recognized as one of the three most prestigious in the country.

In the last five years, these advances have allowed us to jump 101 places to position ourselves in the top 200 of the QS World University Ranking, making us Mexico's top private university. Essential contributors to this achievement were the approximately 300,000 alumni that make us proud and grant us incomparable prestige in Mexico and the world. In an alumni-impact study commissioned in 2018 by the QS Intelligence Unit, it was estimated that the annual revenue of companies founded by our alumni is close to US$ 223 bn equivalent to 19% of Mexico's GDP or Portugal's total economy.

Universidad Tecmilenio launched a new university model based on experiential learning which gives students great flexibility. Their education is complemented by a well-being and happiness ecosystem, which helps all students state their purpose in life. We also launched the Institute of Happiness Sciences whose work has earned Tecmilenio the title of the "first positive university in the world". In its effort to bring quality education with high employability to a greater number of Mexicans, Tecmilenio has continued its growth from 34,000 students in 2012 to 58,000 in 2018, a task performed by over 5,250 teachers.

During this period, that is now ending, we also faced one of the greatest challenges in the history of our institution: the September 2017 earthquake. This event had a profound impact on the Tec community, with the painful loss of 5 students and the disruption of university life that affected thousands at one of our most important campuses. Nevertheless, the solidarity, love, and resilience of our institution and its members became evident yet again and allowed us to resume activities in just a few days to start the visionary, ambitious reconstruction of the Mexico City Campus, which we have called the "campus of the future."

These have been five years of great challenges during which we decided to assume a leadership role in the transformation of higher education in Mexico. We are proud of the great effort and work of our teachers and associates of Tecnológico de Monterrey to achieve this progress. We acknowledge our admiration for them, and we celebrate the work they do every day.

Our 2030 Strategic Plan presented in this document, embodies a new dimension of our founders' original dream. It is not only a response to a world changing at a speed never seen before but is also our proposal for the evolution of education facing the most disruptive changes in human activity. We are confident that these achievements will provide the first steps for reaching our aspirations as we approach 2030.

Welcome to the transformation that we are promoting from Tecnológico de Monterrey!

JOSÉ ANTONIO FERNÁNDEZ
Chairman of the board

SALVADOR ALVA
President
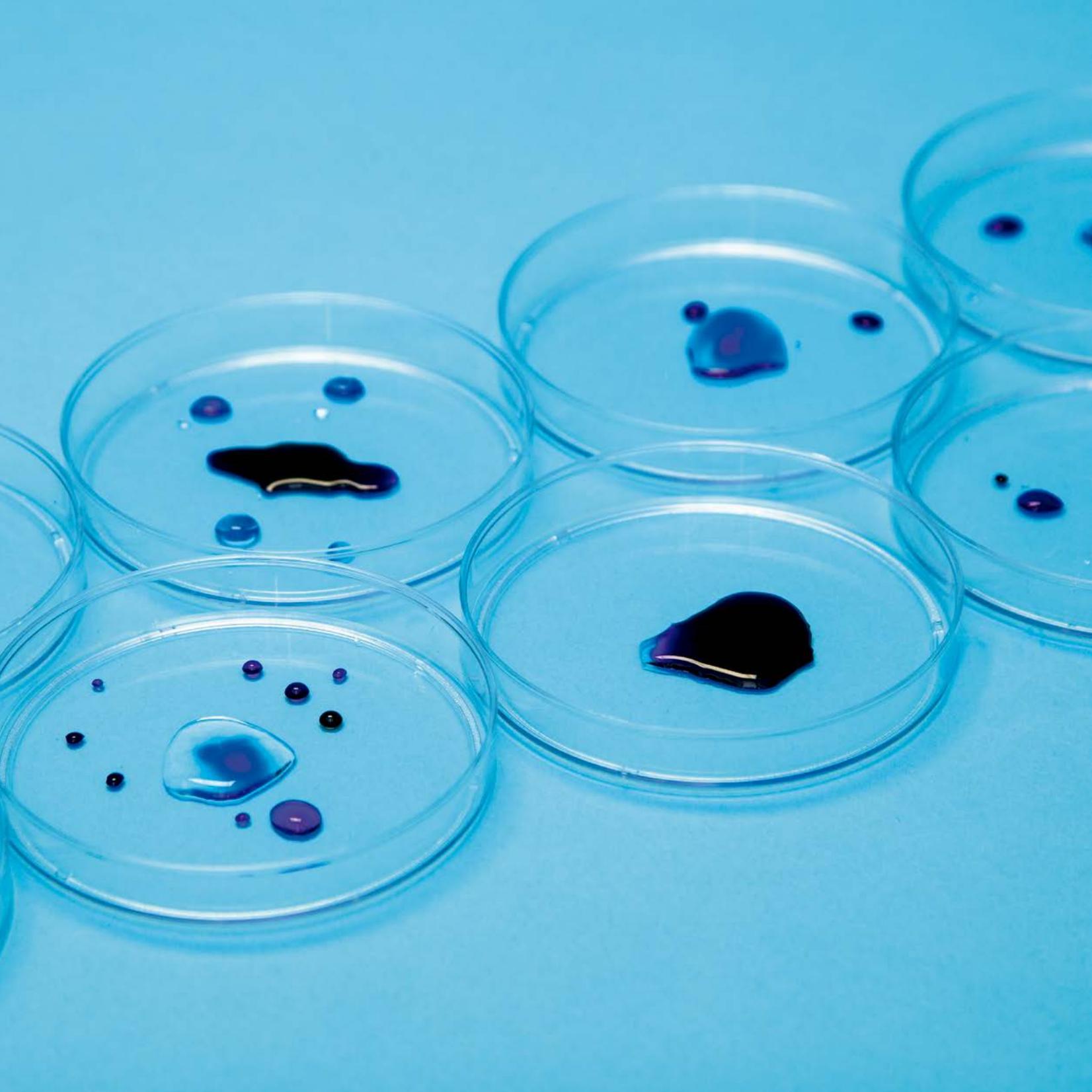
1. OUR ORIGIN AND ESSENCE

- The Beginning of a Great Dream
- The Principles That Guide Us
- The Purpose That Drives Us

THE BEGINNING OF A GREAT DREAM

Tecnológico de Monterrey is a non-profit institution born **from society, for society,** representing an unprecedented effort of the private sector in Mexico. Its foundation in 1943 by a group of visionary entrepreneurs was led by **Eugenio Garza Sada**, an Engineering graduate of Massachusetts Institute of Technology (MIT), to respond to an imperative need: the modernization and progress of Mexico, which was facing important challenges of the time. With this inspiration, classes began Monday, September 6, 1943, and ever since, Tecnológico de Monterrey has been **transforming the lives** of thousands of people who have been and continue to be agents of change in their organizations and communities.

Our institution was built on ideals and differentiators that revolutionized 20th Century education, evident in the founding document that gave form to a powerful vision. These concepts are still alive and are the basis of the evolution we now propose:

• An **integral education** – which includes a humanistic vision and well-being, as well as technical knowledge *"so that our graduate becomes an authentic university student, a person familiar with the universe of technical knowledge but still maintaining a humanistic profile."*

• **Leadership, entrepreneurship, and innovation**, our own distinctive elements that have left their mark on us; *"taking the initiative in any setting, challenging paradigms, and making things happen while keeping a sense of ethics."* These qualities are part of the philosophy that has left the distinctive Tec "trademark" on all our alumni;

• The **best teachers**, in continuous development and permanently connected to the real world, developing themselves in academic life and applying their knowledge to improve their surroundings; teachers Don Eugenio called *"the true heart of the institution".*

• **A social vision**, meaning *"a commitment to improve communities and support those most in need"* which has resulted in a great positive impact on society through our alumni.

We are proud of our history, and the evolution that we have described has been based on this history; proud, yet humble enough to know that it is necessary to keep on learning, innovating, and venturing in order to continue serving 21st century society; building on our own roots and values and adapting ourselves to the world to make it better and more humane.

Thus, it is our objective to stay on the path traced by our founders: to **educate leaders capable of facing lifelong challenges successfully, with values that generate positive impacts that spread to the rest of the community.**

"YOU CLAIM THAT IT IS COSTLY TO BUILD AN INSTITUTE LIKE MIT IN OUR COUNTRY, BUT I ASK YOU IF IT IS NOT MORE EXPENSIVE FOR OUR YOUTH TO LACK QUALITY OPTIONS OR BE FORCED TO GO SOMEWHERE ELSE FOR THEIR EDUCATION. TO DO THIS, WE DO NOT NEED "WILLING WALLETS;" WE NEED DETERMINED MEN WHO BELIEVE THAT EDUCATION CAN ACCOMPLISH EVERYTHING AND, EVEN IF YOU DOUBT IT, THERE ARE STILL SOME OF US LIKE THAT..."

-EUGENIO GARZA SADA
TO LEÓN ÁVALOS Y VEZ
1943

THE PRINCIPLES THAT GUIDE US

Our principles establish the foundation of our vision, the educational philosophy and the identity of Tecnológico de Monterrey. They are based on the founders' ideals and are the ethical reference point for all the members of our educational community. With this new plan, these principles evolve to **incorporate concepts that make us more alert and relevant to the challenges of the current world.**

01
Commitment to Ethics and Values
-

We encourage ethical behavior that commits all members of our educational community to honesty, respect for people's dignity, justice, freedom, equality, responsibility, trust, solidarity, a strong work ethic, compliance with duty and supporting others in obtaining a sense of fulfillment.

02

Freedom of Speech

-

We respect free speech: students', collaborators', teachers' and administrators' right to express their way of thinking with respect to any topic, as long as they exercise this right on their own behalf, with responsibility and awareness of its effect on the institution's reputation and credibility.

03

Free Association

-

We respect people's freedom of assembly, as long as the activities, objectives and by-laws of any association do not contravene our principles, vision, or operation and that the activities abide by the institution's regulations.

04

Respect of Intellectual Property

-

We respect intellectual property, and thus acknowledge the right to moral and commercial property of authors and owners to stimulate creative activity, avoiding plagiarism, and fostering the development of a knowledge-based economy.

05

Plurality of Thought and Academic Freedom

-

We are committed to plurality of thought, cultural diversity and respect of our teachers' academic freedom. This includes their right to show the results of their studies and research in class, as well as present the different schools of analysis in the topics of their discipline. We encourage our teachers' freedom to carry out research and publish the corresponding findings.

Academic freedom also entails the responsibility of respecting students' values and intellectual freedom and the commitment to not use this freedom as a means for proselytism in favor of any political or religious group.

06

Equality of Opportunities and Meritocracy

-

We promote a culture of meritocracy that is founded on the principle of equal opportunities; thus, we privilege merit and value diversity. Furthermore, we do not discriminate on the basis of age, ethnic origin, nationality, gender, sexual orientation, civil status, social condition, health, religious beliefs, political ideology, or disability.

07

Social Mobility

-

We promote social mobility through funds for scholarships and financial aid that are made available to students with outstanding performance, leadership, and proven economic need.
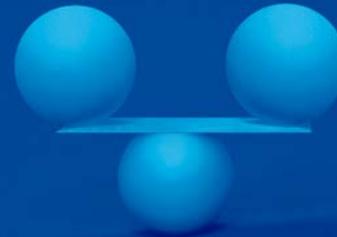
08

Sustainable Development

-

In all of our activities, we are committed to the development of a society that is sustainable economically, socially and in terms of its attitude towards the environment, throughout time, in all activities. We honor this commitment through research, education, and our own operation practices.

09

Entrepreneurship, the Economy of Free Enterprise Economy and Social Responsibility

-

We promote innovation, creativity, the use of technology, and the entrepreneurial spirit among all the members of our community. We foster the creation and development of socially responsible companies in the context of a market economy.

10

Civic Engagement and the Rule of Law

-

In our educational community, we promote civic engagement and the rule of law through academic and student activities.

11

Continuous Development
of Professors and Collaborators

-

We are committed to the continuous development of those who work in the institution, providing the resources required for this end. It is the teachers' and collaborators' responsibility to take advantage of these resources in order to remain up-to-date in their areas of expertise and thus strengthen their academic vocation, professional development, and personal growth.

12

Openness to Debate

-

We encourage an attitude of openness and receptivity towards the discussion of issues of political, economic, social and cultural significance at the national and international levels. To promote this, we invite scientists, intellectuals, politicians and other opinion leaders to the institution to present and debate their viewpoints in order to contribute to the education of the members of the educational community and their growth as individuals, citizens, and professionals.

THE PURPOSE THAT DRIVES US:
EDUCATION THAT TRANSFORMS LIVES

At Tecnológico de Monterrey we believe that **education improves people's lives.** This conviction has persisted and makes us more committed than ever to this purpose. Today, we fulfill this desire by educating people to free their potential in order to transform themselves in the service of others; people who are humble and courageous; people who question paradigms, have the ambition to improve, embrace state-of-the-art technological knowledge, but maintain an ethical and humanistic profile; people who reflect and challenge themselves to act and who are more concerned with being than having.

We believe everyone educated in our institution can and should have the ability and the will to transform the organizations they participate in, their environment, and the communities where they live.

2. THE FOOTPRINT WE ARE LEAVING

- Our Institution Today
- Tecnológico de Monterrey:
  The University of Entrepreneurship and Leadership
- TecSalud: Educating the Best Health Professionals
- Universidad Tecmilenio:
  The First Positive University in the World

OUR
INSTITUTION
TODAY

Tecnológico de Monterrey is committed to serving Mexico. As an innovative educational institution, which includes several organizational models within its ecosystem, we leave a mark and boast a presence that is rare to higher education. At Tec, we operate a multi-campus system, with national academic schools, and TecSalud, a health system that integrates innovative educational, clinical, and research services through medical-academic centers. Furthermore, an extensive educational project, Universidad Tecmilenio, complements our institution as a pioneer of positive education for life purpose.

This type of organization has helped us contribute to the construction of a better society through education, knowledge, and well-being.

MULTICAMPUS SYSTEM

Universidad **Tecmilenio**

Tecnológico de Monterrey

TecSalud
Sistema de Salud del
Tecnológico de Monterrey

NATIONAL SCHOOLS

TECNOLÓGICO DE MONTERREY: THE UNIVERSITY OF ENTREPRENEURSHIP AND LEADERSHIP
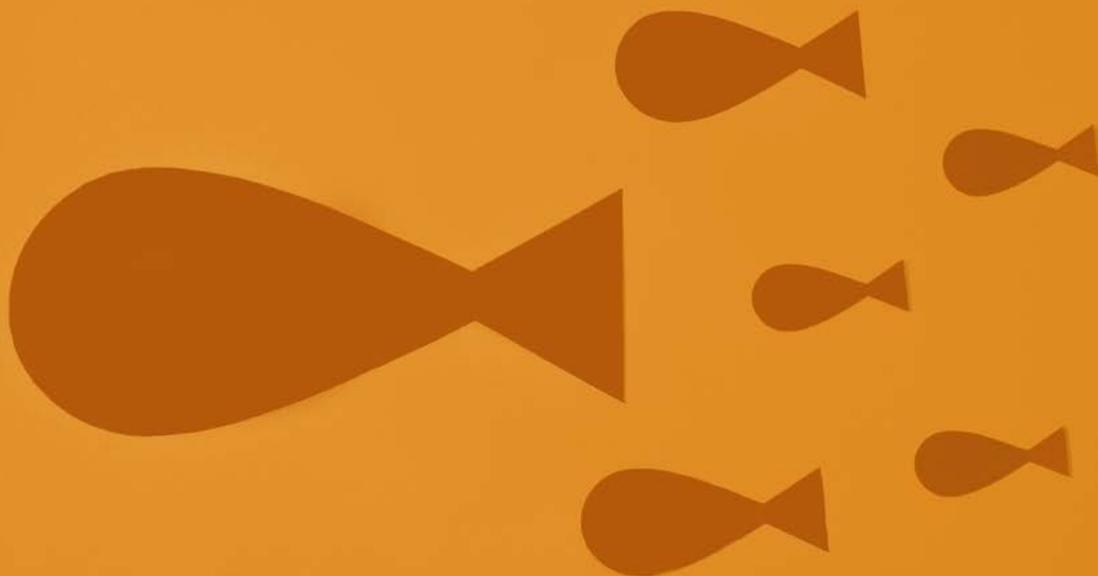
Tecnológico de Monterrey has over 90,000 students at the high school, undergraduate and graduate levels in 26 campuses around Mexico, and they are attended by almost 10, 000 teachers and 500 researchers. We are extremely proud of the more than 300,000 alumni of our undergraduate and graduate programs who act as our best ambassadors around the world. As a whole, our students, teachers, and alumni have positioned Tec as one of the best universities in the region and the world.

We rank

#178
among universities in the **world.**

#67
among **employers.**

#30
among **private universities in the world.**

#1
in Mexico.

#5
in **Latin America** in the QS Latin American Universities Ranking.

QS World University Ranking

EGADE Business School is
#1
according to **QS Global MBA Rankings and Eduniversal.**

We have been recognized as the
#10
university in **entrepreneurship at a global level** in The Princeton Review ranking, the only university outside of the United States to achieve this.

49%
of our students have a **scholarship or financial aid.**

In support of social mobility,
12%
of our students are the **first generation** in their families to pursue a university education.

Over
10,500
students study **abroad** every year for an academic term,

which means that
56%
of our students graduate with **international experience.**

THE IMPACT
OF OUR ALUMNI

Our alumni have created employment and wealth that have improved the well-being of communities both in Mexico and at the global level. A study of alumni impact, done by the QS Intelligence Unit, published in September 2018, revealed the great social impact that our alumni have had since the founding of our institution.

Our Alumni

41%

of our alumni have **founded** at least one **company.**

The **annual revenue** of the companies founded by our alumni stands at

US $223 BILLION

which is the equivalent of Portugal's economy or close to 19% of Mexico's GDP.

The companies founded by our alumni have created

2.8 MILLION

job positions around the world.

8.5%

of our alumni have **founded an NGO**, a clear reflection of their commitment to our society

23,676

of their **social entrepreneurship** projects are currently in operation.

103,000

alumni have created positive impact through **volunteering**, which collectively adds up to

1.3 MILLION

hours a month.

Our alumni's **donations** to social causes add up to

$578 MILLION

pesos a year.

TECSALUD: EDUCATING THE BEST HEALTH PROFESSIONALS

TecSalud is our health system and an integral part of Tecnológico de Monterrey. It is made up of two academic medical centers, the San José Hospital and the Zambrano Hellion Hospital, our Specialty Centers and the TecSalud Foundation. All of these are associated with the School of Medicine and Health Sciences at Tecnológico de Monterrey.

TecSalud represents a unique ecosystem where the practice of medicine is enriched by the teaching and research of hundreds of the best doctors in Mexico, who treat patients by integrating scientific and technological advances.

This highly integrated system places us at the cutting edge of Mexico's private healthcare sector, which includes:

• A state-of-the-art academic program in health sciences.

• An innovative health services model centered on the patient.

• Research focused on transforming health services in Mexico.

• A social commitment reflecting the humanistic attitude of our institution.

SAN JOSÉ HOSPITAL

focused on personalized health
care and transplants.

ZAMBRANO HELLION HOSPITAL

highly specialized in medical care,
including, but not limited to, the areas
of cardiology, oncology, and neurology.

10 INSTITUTES AND SPECIALTY CENTERS

promoting excellence
and professionalism in medical
practice.

TECSALUD FOUNDATIONS

the operation of support
modules in vulnerable
communities.

In the last 5 years alone, more than

1.2 MILLION

patients were attended in our
academic medical centers and
specialty institutes.

UNIVERSIDAD TECMILENIO: THE FIRST POSITIVE UNIVERSITY IN THE WORLD

Universidad Tecmilenio is an innovative educational project from Tecnológico de Monterrey. It was established in 2002 as an opportunity to offer a high-quality educational experience to a broader sector of the Mexican population. As a result, Tecmilenio provides professional training by competencies, as well as tools that promote employability, life purpose and happiness using an educational model that includes flexibility and hands-on practice in learning.

In 2013, using an original ecosystem of well-being and happiness, Tecmilenio incorporated positive science into all its academic and extracurricular programs. Thus, it earned the title of "the first positive university in the world" as said by Martin Seligman (creator of Positive Psychology). Today, its more than 58,000 students have made their life proposal and have a mentor to support them along the way in reaching it.

This unique model has helped the university establish itself as a pioneer in positive education, helping its students achieve employability and increasing the well-being and happiness of members in the community.

58,200
students.

5,250
professors.

29

campuses.

95,400

alumni.

100%

of the students work a full semester
at one of the 950 companies
in partnership with us.

9 of every **10**

are already working full time
before graduating.

The true flexibility of our
programs permits thousands
of possible combinations for
our graduates.
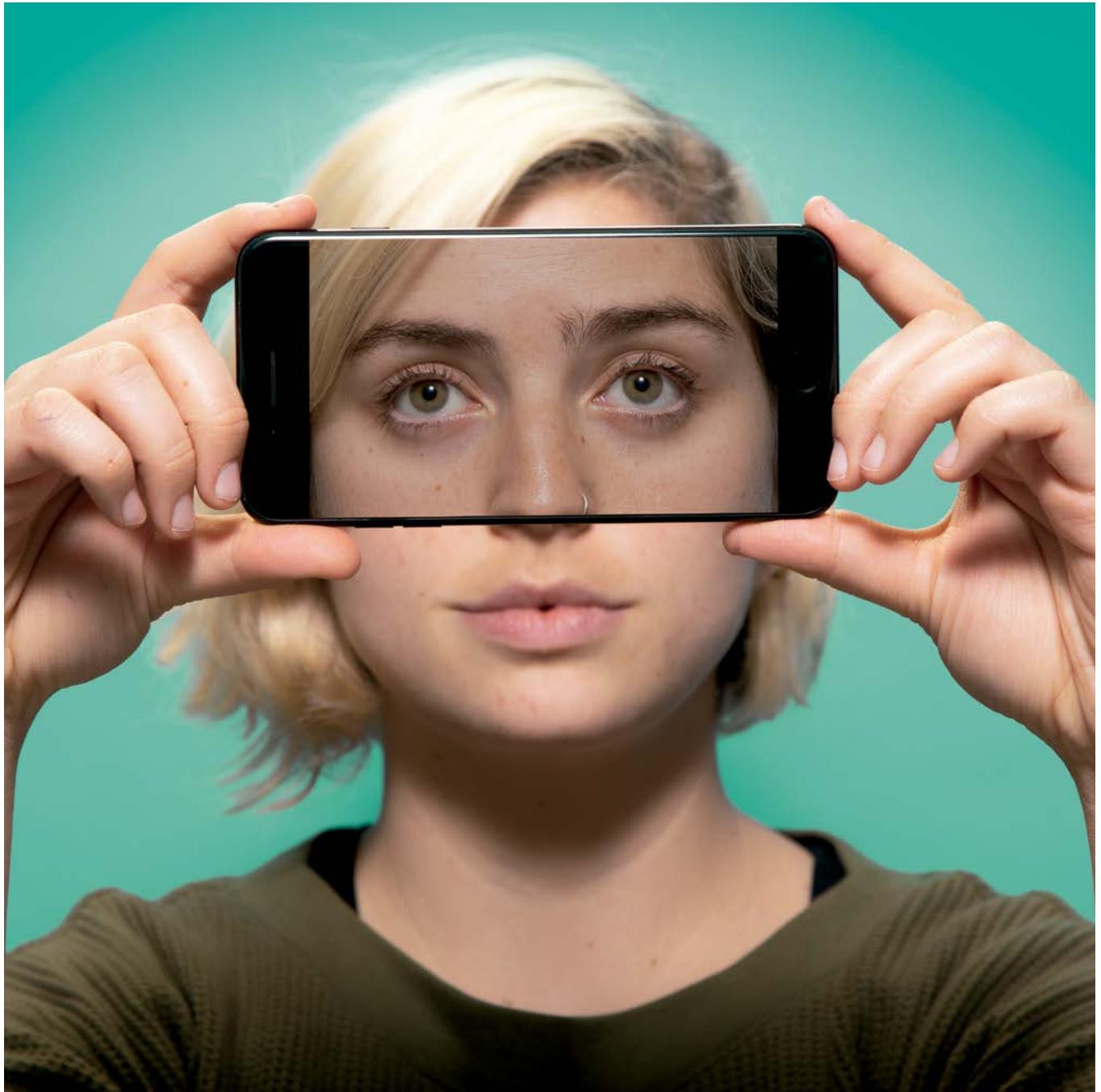
3. THE WORLD OF TOMORROW

- Revolution 4.0: An Unprecedented Change
- Five Trends That Are Redefining Education
- The Role of Universities in an Ever Changing World
- A New Role for Professors

REVOLUTION 4.0: AN UNPRECEDENTED CHANGE

We face a world that is changing at a speed never known before: robotization, artificial intelligence, the internet of things, blockchain, nanotechnology, simulation, and genetic editing are examples of some of the advances that are making an exponential impact on the way we work, organize, develop, and live.

These rapid changes are creating an environment of uncertainty and complexity that has forced companies to evolve their business models in order to face the new challenges, and for many people to ponder about their future in a world that is so different from today's. All sectors of society, including education, are undergoing a complete transformation.

Because of these changes, humans' definition of their role in the world acquires an increased relevance. What is the purpose of technological advancements? What do we need to do in order to keep people at the center and allow them to flourish? This profound reflection leads us to re-evaluate what we do as an educational institution and, even more importantly, what we want to achieve with what we do.

FIVE TRENDS THAT ARE REDEFINING EDUCATION

In this unprecedented revolution, we can identify five trends that will change education in the next decade:

1. **A WORLD WITHOUT BORDERS**

2. **A SHARED WORLD**

3. **OPEN CITIES**

4. **LIFELONG LEARNING**

5. **THE AGE OF SIMULATION**

1. A world without borders

Connectivity has increased exponentially, and this has encouraged new business and service models that generate value by linking people to information through social networks and massive platforms. The future will require a new generation of entrepreneurs and leaders, trained and ready to take advantage of global networks in order to generate value wherever it is needed.
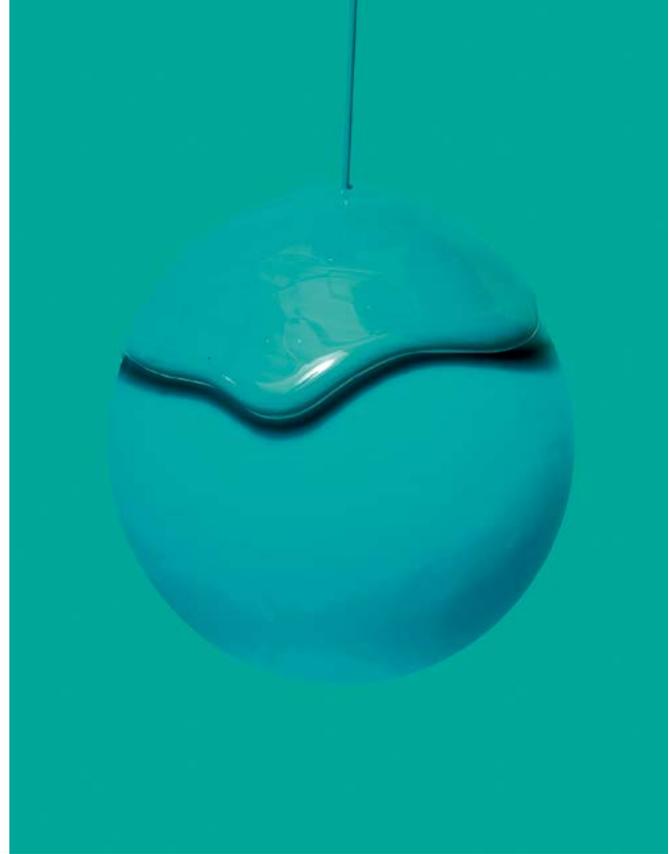
2. A shared world

The increased access to information, knowledge, and awareness of the need to conserve the planet's resources has promoted a sharing economy. This emerging environment will require the new generation of leaders to understand how to take advantage of new technologies to manage large networks of people and resources in different places in order to benefit everyone.

3. Open cities

Rapid urbanization and the concentration of talent and value in cities will create totally new challenges and opportunities for the people who live there. Next generation citizens will be in a unique position to respond to this need by utilizing community resources, improving surroundings, and elevating the quality of life for all.

4. Lifelong learning

To take advantage of new opportunities and maintain relevance in a world in constant flux, the next generation will need ongoing training and constant updating of their skills over the course of their life. The traditional university model of four years of study needs to be complemented by new ways of learning, simultaneously the work force will rely on institutions dedicated to permanent learning both for professional as well as personal growth.
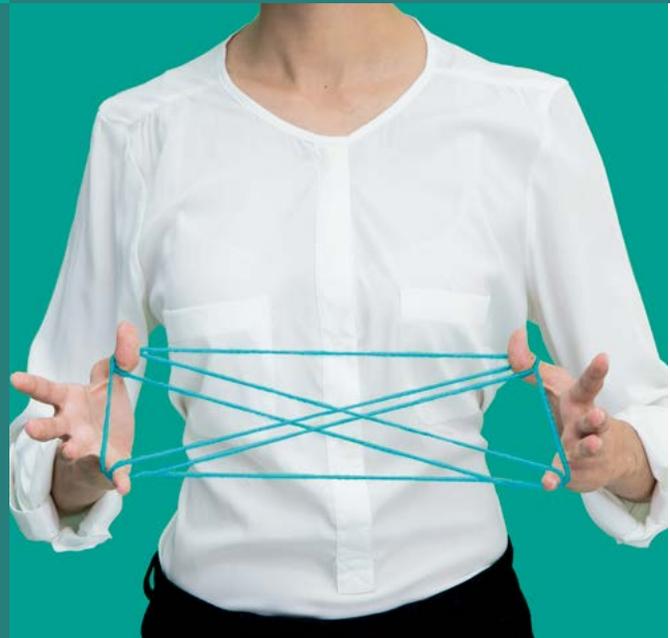
5. The age of simulation

Artificial intelligence, virtual reality, and big data will facilitate the learning of complex subjects without risk. These technologies converge to create a new generation of tools that will optimize the use of human imagination and develop new forms of personal interaction.

THE ROLE OF UNIVERSITIES IN AN EVER-CHANGING WORLD

As a leading educational institution, it is our responsibility to develop a vision in accordance with the emerging needs of humanity, to empower our students to transform future risks into opportunities.

The new world needs leaders that can adapt and solve new problems through innovation and entrepreneurship in an ethical manner, offering creative solutions that will generate shared value. This requires us to question the role of education and our own role as a university.

In this sense, we can identify three challenging paradigms to confront:

1. One of the differentiating qualities of humans is our intelligence. If artificial intelligence can process information faster than human intelligence, what is the role of humans? What kind of education should universities offer?

2. We live in a world that is not sustainable, in which there is little trust; an inefficient world where it is not common to share or work in teams. In such an environment, how can universities assume the responsibility of improving their surroundings?

3. In universities, should we question what no one bothers to question? Should we educate free and conscious beings? Should we encourage people to flourish? Does the university prepare us for work or for life?

A NEW ROLE
FOR
PROFESSORS

As we approach 2030, the role of the professor will be very different; knowledge transmission will no longer be the main task of his or her job. Professors will continue to be fundamental, but their role will emphasize their functions as facilitators, tutors, and mentors of all those who wish to learn. They will teach by example, bringing real world experience and challenges to the process. They will guide the application of knowledge to make innovations and will themselves be generators of new knowledge. The new teacher-student model will be embodied in a more personalized relationship and this will be what is most valuable.

In a world in which a great part of knowledge acquisition can be facilitated by technology, the value of face-to-face university education will be in the example offered by committed professors who mentor and motivate. This new generation of professors will guide a learning process that will last a lifetime. With this in mind, at Tec we will continue to seek and develop inspiring professors who are experts in their field of knowledge, well connected, congruent, and a model to emulate. A Tec teacher has a true vocation to serve and is conscious of the transcendence and impact of their work; they endeavor to lead with sensitivity and human quality.

4. OUR TRANSFORMATION MODEL

· Aligning Our Vision, Organization and Culture

ALIGNING OUR VISION, ORGANIZATION AND CULTURE

Tecnológico de Monterrey has always been distinguished by its ability to reinvent itself in the face of new challenges. To confront the complexity of a changing world and stay relevant in the areas of education, health, and well-being, it is necessary to reformulate our strategies. Building on the foundation our university has built over more than 75 years, we face the new challenges with a transformation model that will allow us to align the institution's vision, organization, and culture.

ALIGNING OUR VISION
We have defined our vision and the competitive advantages or differentiators that distinguish us and make us unique with respect to other educational offers. We have designed strategies for each one of them and developed action plans with their respective metrics.

ALIGNING OUR ORGANIZATION
We are creating an agile organization and implementing processes that create value for our stakeholders. Working with collaborators that are empowered and highly motivated, will allow us to be faster, more flexible, efficient and trustworthy.

ALIGNING OUR CULTURE
We are working on human behaviors so that our principles of innovation, change, and mutual understanding and respect are embedded in our working culture. This means that our collaborators feel encouraged to contribute ideas to improve processes and services for students and patients, contributing to a unique environment in which our established values are experienced with such intensity that makes our institution unique.

VISION   ORGANIZATION   CULTURE
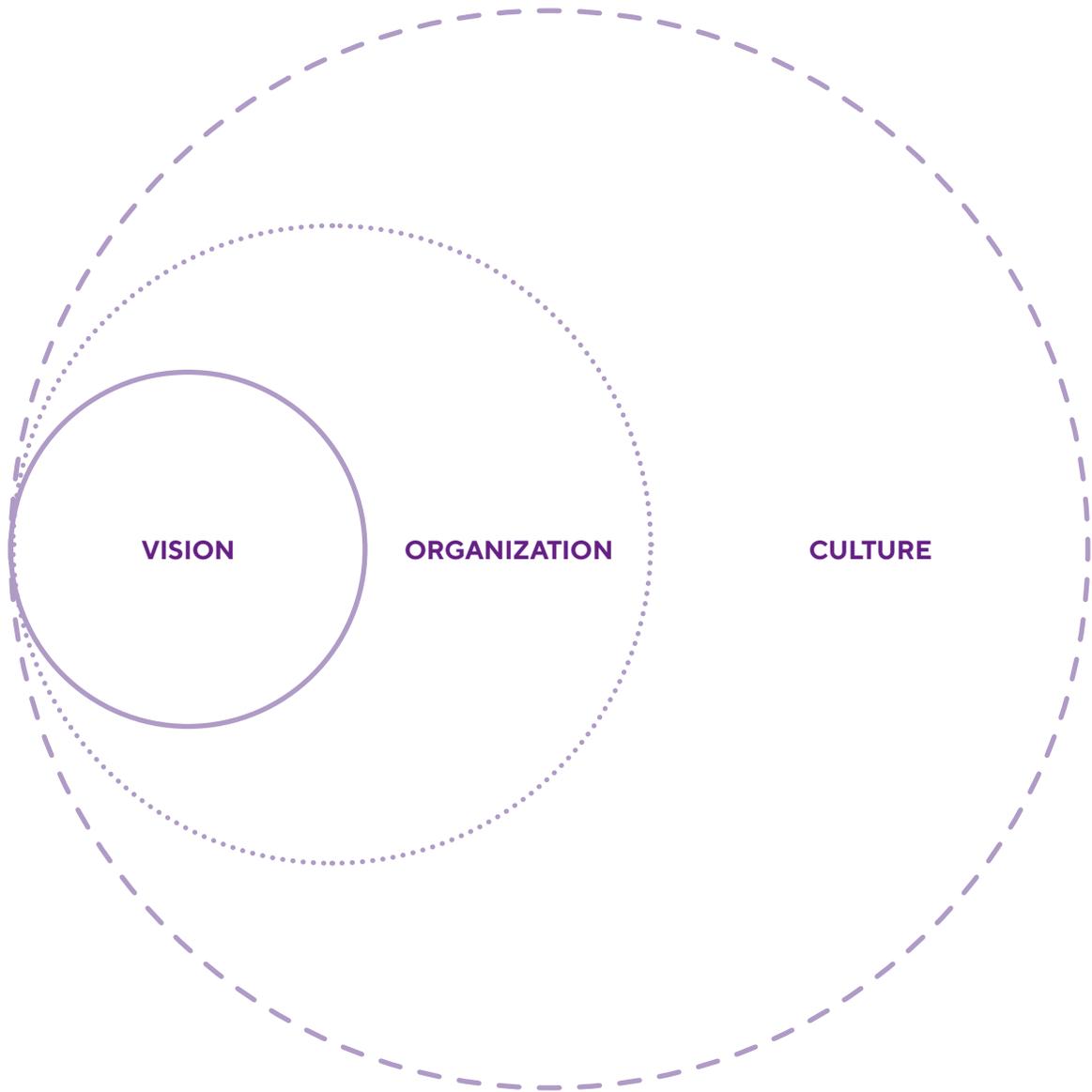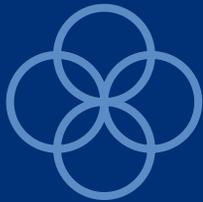
5. TECNOLÓGICO DE MONTERREY: 2030 VISION

- 2030 Vision
- Differentiators and Strategies
- Indicators
- **TecSalud Towards 2030**

LEADERSHIP, INNOVATION AND ENTREPRENEURSHIP FOR HUMAN FLOURISHING.

The rapid changes taking place around the world make it imperative for Tec to continue evolving. Our new vision towards 2030 is focused on responding to the most urgent questions of the contemporary moment while retaining those values which have distinguished Tec for more than 75 years.

LEADERSHIP

The new environment requires leaders who dare to take risks and are capable of utilizing resources to make their vision a reality. What is needed is ethical and conscious leadership that considers social impact and can inspire people to pursue a common vision that helps them find a transcendental purpose for their life. We promote leadership that puts itself at the service of others, with empathetic leaders capable of making their organizations successful.

INNOVATION AND ENTREPRENEURSHIP

In a world in which knowledge is created in an exponential way, it will be necessary to have the capacity to generate knowledge and implement it to find practical solutions that improve the quality of life of people and the planet. These solutions will require creative individuals capable of understanding a complex reality and of reinventing themselves and their surroundings.

HUMAN FLOURISHING

Human beings have a great capacity to develop and grow. We need to create tools that can bring about the desired development of each person in every dimension of their life.

HUMAN FLOURISHING:

The conscious development of people,

seeking their physical, intellectual, emotional,

spiritual, and fulfillment, for a positive impact

on their environment and society.

DIFFERENTIATORS AND STRATEGIES

To fulfill our vision, we must be unique and have long-term sustainable charac-
teristics. We need to continue to build on what we already are in order to create
what we want to become. To obtain this, we have determined four key differen-
tiators on which to focus our efforts as an institution. Thus, we will channel all of
our energy towards the projects and activities that will bring us closer to consoli-
dating these features of our organization.

DIFFERENTIATORS

ONE:
THE PERSON AT
THE CENTER TO ENABLE
A SUSTAINABLE WORLD

TWO:
RESEARCH,
INNOVATION, AND
ENTREPRENEURSHIP HUBS

THREE:
EXPERIENTIAL AND
CUSTOMIZED LEARNING
PLATFORM

FOUR:
CATALYST FOR
THE TRANSFORMATION
OF CITIES AND
COMMUNITIES

2030

ONE:

THE PERSON AT THE CENTER TO ENABLE A SUSTAINABLE WORLD

In a world where technology is increasingly more relevant, we firmly believe that the person is and should continue to be at the center, not in the sense understood by individualism, but the person understood as a being interconnected with their surroundings, able to live in harmony with the environment and apply their capacities to help others.

Our philosophy seeks to train people who can fully realize their potential in a complex world. To do so, today more than ever, it is not enough to strengthen their technical capabilities, but also to have strength of character, a sense of ethics, and a complete awareness of themselves and their surroundings.

We adopt human flourishing as the core of our vision and commit ourselves to returning to the essence of what makes us human: love, compassion, imagination, creativity, inspiration, meaning, empathy, awareness, happiness, virtue, and connection.

**THE PERSON AT THE CENTER
TO ENABLE A SUSTAINABLE WORLD.**

STRATEGIES:

A

**Promote the comprehensive well-being
of the person in his or her physical,
intellectual, emotional, spiritual,
and social dimensions:**

We must educate people beyond the limits of
technical knowledge in order to embrace the diverse
facets of the human being and, thus, cultivate
individuals who are strong, prepared, and capable
in all their dimensions.

B

**Encourage meaningful relationships
between people, and respect for
the environment and all beings with whom
we share the planet:**

We must emphasize our common humanity in our
relationships and integrate the benefits technology
brings us in order to strengthen those relations and
generate more high value exchanges. At the same
time, we need to be conscious of and responsible
for the impact of our actions upon the planet.

C

**Develop conscious leaders
who promote an inclusive and
fair community that can imagine,
learn and transform itself:**

We need an ethical community, rich in
knowledge and meaning, whose members
promote tolerance, diversity and inclusion,
sustainability and, above all, the search for
the common good.

D

**Strengthen competencies to
assure technological development
with the main goal of improving the
well-being of society:**

We want technology to be used ethically as a
tool that can solve the greatest challenges of our
time and ensure we emphasize the abilities that
are necessary to benefit humanity.

TWO:

RESEARCH, INNOVATION, AND ENTREPRENEURSHIP HUBS.

To encourage the spirit of **entrepreneurship** at Tecnológico de Monterrey, it is necessary to create **hubs** where ideas, resources, and talent converge. This will reduce the barriers faced by the entrepreneur and will foster the use of technology to generate ideas, knowledge, and solutions.

Research and innovation will be more important in tomorrow's world. They will be the foundation of our entrepreneurial ecosystem for the development of **social entrepreneurships** based on the innovative use of technology for positive impact.

Finally, we want to have an **open ecosystem**, where people of **all ages, disciplines and professions** feel motivated and free to approach us and put their ideas into business models, a place where people can **associate** with others of similar **interests and abilities.**
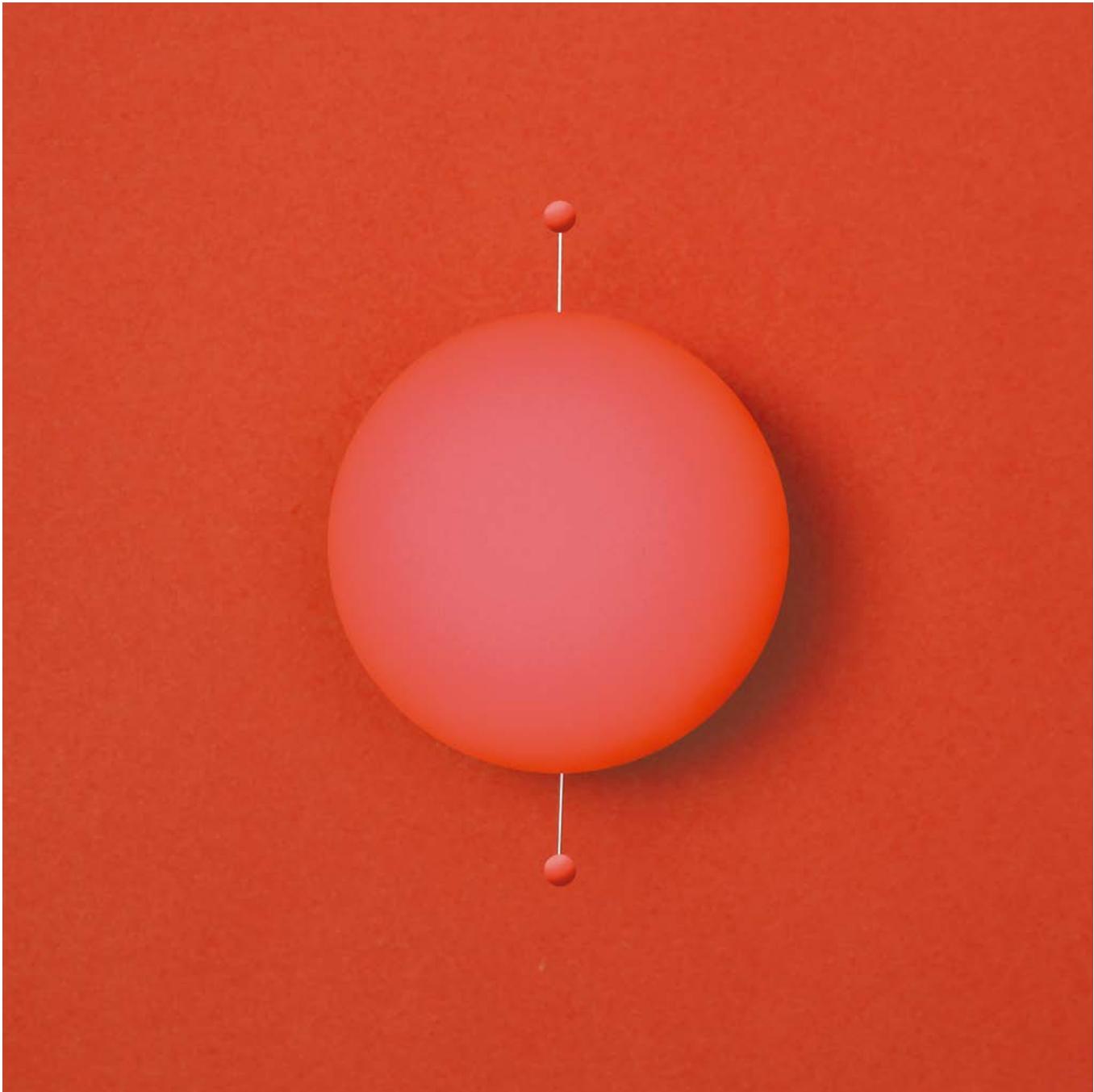
**RESEARCH, INNOVATION,
AND ENTREPRENEURSHIP HUBS.**

STRATEGIES:

A

**Create innovation and entrepreneur-
ships ecosystems that connect the best
talent, ideas, knowledge, and resources:**
generating an open, collaborative community,
connected to its surroundings and able to generate
high-value synergies by binding different actors.

B

**Encourage research to generate
opportunities and innovative solutions
to the challenges of the planet:**
creating and strengthening research networks
that can share and develop content that can be
transferred and applied in entrepreneurship.

C

Train leaders with outstanding creativity and entrepreneurship competencies:

developing abilities, tools and strategies to help entrepreneurs develop ideas that can be introduced into the market. Moreover, developing the competencies of perseverance, resiliency, tolerance to frustration, risk management, and communication, all essential for successful entrepreneurs in a rapidly changing world.

D

Develop an open community of entrepreneurs and researchers who generate economic, social, and environmental value in a diverse and inclusive environment:

To encourage plurality and open discussion in order to create innovative ideas.

THREE:
EXPERIENTIAL AND CUSTOMIZED LEARNING PLATFORM

The growing amount of information and new technologies are **democratizing knowledge.**

Therefore, we believe **our model** must evolve into a platform that incorporates distinct elements of education, developing and certifying competencies and abilities, including those of **leadership, entrepreneurship, and innovation.** The value will be produced by the **interactions** of the content-creating members: professors, students, and researchers, among others.

This platform will be **experiential** because individuals will apply knowledge and abilities in practice dealing with different kinds of problems. Furthermore, the platform will be **customized,** not only to improve learning efficiency but also to align education to each user's purpose, thus encouraging their best performance.

¡Hola! Me llamo:

EXPERIENTIAL AND CUSTOMIZED LEARNING PLATFORM.

STRATEGIES:

A

Provide lifelong learning and mentoring:
accompanying people in all stages of their life; strengthening their training, adaptation, and reinvention of themselves, breaking with the traditional approach of stages and educational levels.

B

Develop an experiential, collaborative, and shared educational model that integrates, enriches, and delivers global knowledge to people:
taking advantage of Tec's expertise in cutting-edge educational models to improve the learning experience.

C

Offer customized education, integrating professors and content from around the world across all facets of the learning experience: taking advantage of technological benefits to bring the best content, professors, and students in order to maximize each student's potential.

D

Encourage and promote an open accreditation and competency-certification model: in order to certify competencies objectively, regardless of how, where, and at what age they were acquired.

FOUR:

CATALYST FOR THE TRANSFORMATION OF CITIES AND COMMUNITIES

Cities have become more important than countries. In 1950, 29% of worldwide population lived in cities; today, more than 52% of the population dwell in cities, and the World Health Organization estimates that immigration to cities will continue during the following decades, reaching 70% in 2050. Urbanization is one of the most fundamental transformations in the history of humanity, and the challenges and opportunities needed because of the rapid growth of cities are great and exciting.

The **presence** of Tecnológico de Monterrey in the main metropolitan areas of Mexico allows it to **participate** in the transformation of **many cities** sharing similar **challenges at the national and global level.** These cities must promote entrepreneurship and sustainable and safe ecosystems that will attract talent and provide the necessary conditions so ideas and innovations can become a reality.

CATALYST FOR THE TRANSFORMATION OF CITIES AND COMMUNITIES.

STRATEGIES:

A

Provide infrastructure, spaces, and conditions that encourage dignified community living and strengthen interactions among its members:

co-designing and supporting the creation of diverse communities that are comprehensive, positive, interconnected, attractive and aspirational to live in, as well as in the development of spaces for their coexistence.

B

Foster city sustainability and efficiency through the sharing of resources:

promoting cities that are more efficient in energy and resource use to improve the quality of the environment so that residents have new spaces and shared services that impact their life in society and help optimize their time.

C

Establish centers for intelligence, research, innovation, and culture that encourage attractive and healthy cities: generating solutions to the challenges and problems of cities, turning ideas into reality to attract the best human capital, where academics, entrepreneurs and experts in urbanism and cities can be linked to work as a team.

D

Influence the transformation of governments and civil society through public entrepreneurship and technological innovation: promoting digital governments that provide citizens with transparent and efficient processes, working hand in hand with entrepreneurs and technological solutions focused on the public sector.

INDICATORS

We are certain that a vision that is not measured is not realized. Thus, to promote transformation and measure progress toward the achievement of the vision we have developed, we will focus on 10 elements. They will create a living and working instrument that will be constantly updated and adjusted in order to adapt to the evolution of the institution. We will generate specific indicators around these 10 key elements:

1. **Student leadership and entrepreneurship potential**

2. **Portfolio of student participation in campus life**

3. **Prestige and institutional satisfaction index**

4. **Inclusion and diversity index**

5. **Value created by theecosystem innovation**

and entrepreneurship

6. **Well-being, health, and happiness of the Tec community**

7. **Institutional sustainability index**

8. **Adoption of lifelong learning**

9. **Impact of consultancy for the transformation of cities**

10. **Procuring of philanthropic resources**

TECSALUD
TOWARDS 2030

A NEW DIMENSION FOR HEALTH

In recent years, TecSalud has significantly contributed to the vision of Tecnológico de Monterrey by successfully becoming a medical-academic center. As we near 2030, it becomes even more important, a key to our vision that strives for human flourishing.

There are three areas of TecSalud's 2030 strategy to focus on with respect to the vision of Tec, expressed in simple but powerful concepts, relying greatly on technological-scientific advances. These will guide the actions of our health system so it can fulfill the dream of "transforming health in Mexico" and promoting the concept of *Health for Life*.

WELL-BEING

We will ensure the implementation of a new model of care based on no longer seeing health care as a palliative, but as a lifelong activity that promotes comprehensive well-being.
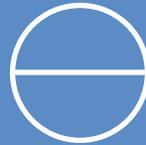
PREVENTION

We will promote the practice of preventive medicine, based on profound knowledge, research, and new technologies, such as artificial intelligence and nanotechnology integrated with genetic analysis,–to offer effective prevention and early detection, which can help lead to a healthier life.

LONGEVITY

We will assure that the most advanced, least invasive techniques and technologies are applied to maintain health and maximize the quality of life of a population with an increasing life expectancy.

TecSalud will help consolidate Tec's vision by using specific strategies in each of the four differentiators previously listed, to increase our impact and influence. A stronger health ecosystem will allow us to focus on the individual in a deeper, more comprehensive way, with a wider range of innovation and greater entrepreneurship, using a learning platform that completely integrates the areas of health and welfare, and includes healthier cities.
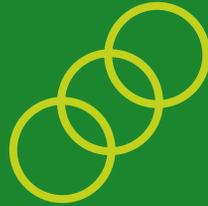
6. UNIVERSIDAD TECMILENIO: 2030 VISION

- 2030 Vision
- Differentiators

OUR VISION

POSITIVE PEOPLE WITH LIFE PURPOSE AND THE COMPETENCIES TO ACHIEVE IT.

Recently, Universidad Tecmilenio has been able to differentiate itself from other universities by its clear and powerful vision. For 2030, the essence of the vision will be consolidated, since what we seek today in this project will continue to be valid in the future.

POSITIVE PEOPLE

-

Those who are capable of inspiring and influence on the development and wellness of people and their community. They live with gratitude; they give support to others; they are the best version of themselves, using their character strengths and focusing on the strengths of others: they appreciate and celebrate what is good; and they understand adversity as a natural part of life and face it in the best way possible.

LIFE PURPOSE

-

People need a motivating force that guides them toward their aspirations, helping them overcome their failures and stay optimistic about future challenges. Universidad Tecmilenio has made sure that each member of the community has a fundamental motive guiding them towards the fulfillment of passionate, inspiring goals.

COMPETENCIES TO ACHIEVE IT

-

It is not enough to have a life purpose; the key is to have the tools to reach it. That is why at Universidad Tecmilenio we care about developing personal and professional abilities, according to the interests and motivations of each student.

WELL-BEING AND HAPPINESS ECOSYSTEM

To support the fulfillment of our vision and generate a positive environment in the community, we have developed the well-being and happiness ecosystem dedicated to the development of seven strengths of character in all our students. This is brought about through the student activities they are involved in, by their interactions with professors and collaborators, by their experience in the academic programs and with the infrastructure and services we offer.

The experience of the Ecosystem of Welfare and Happiness in our educational community cultivates the best side of each individual, allowing him or her to flourish, discover, and develop a personal life purpose that will benefit society. This is the definition of a positive university, which distinguishes Universidad Tecmilenio worldwide.

FULL ATTENTION

POSITIVITY

INVOLVEMENT

POSITIVE RELATIONSHIPS

MEANING

ACHIEVEMENT

PHYSICAL WELL-BEING

Infrastructure and services

Academic programs

Student activities

Professors and collaborators
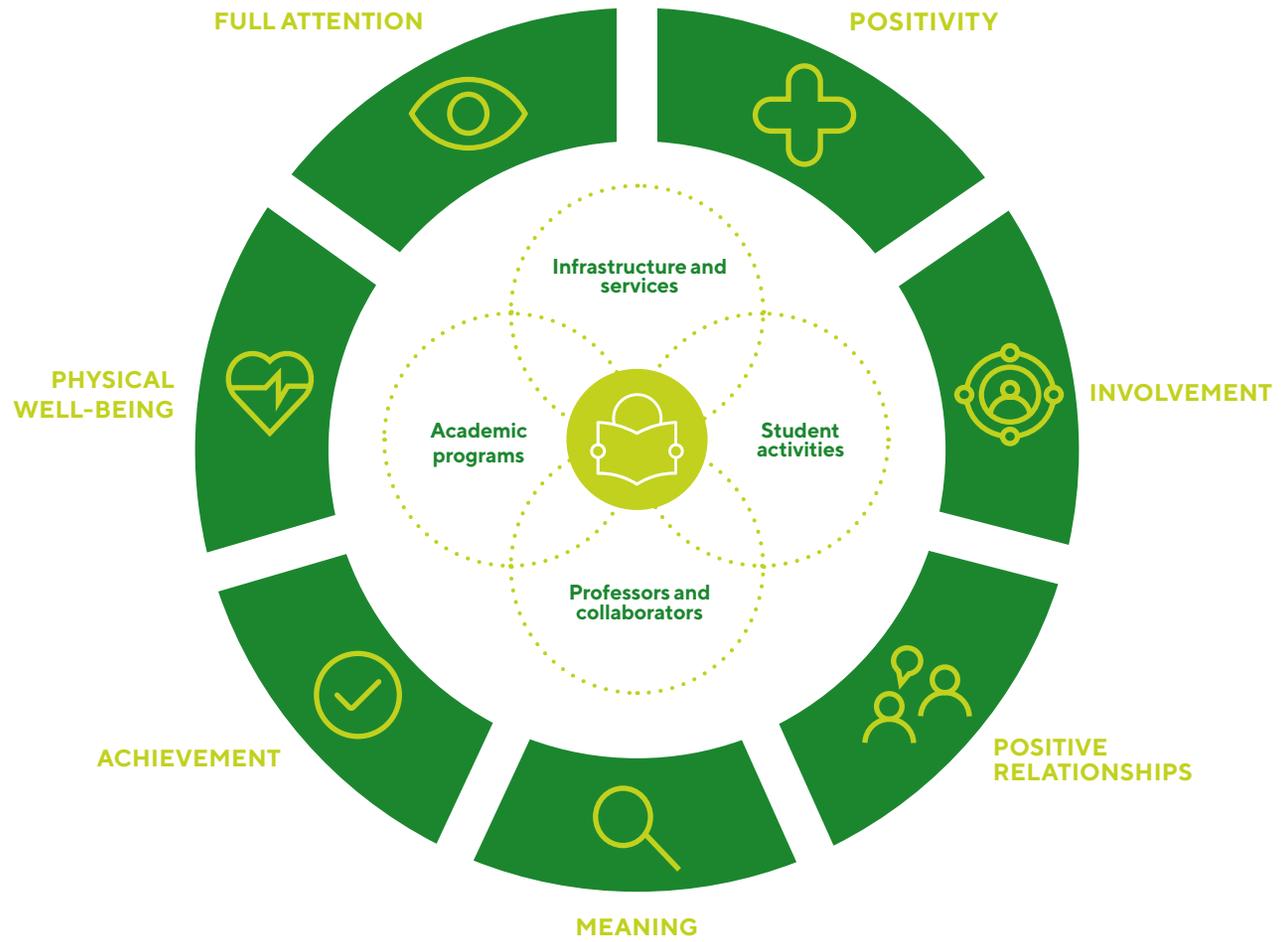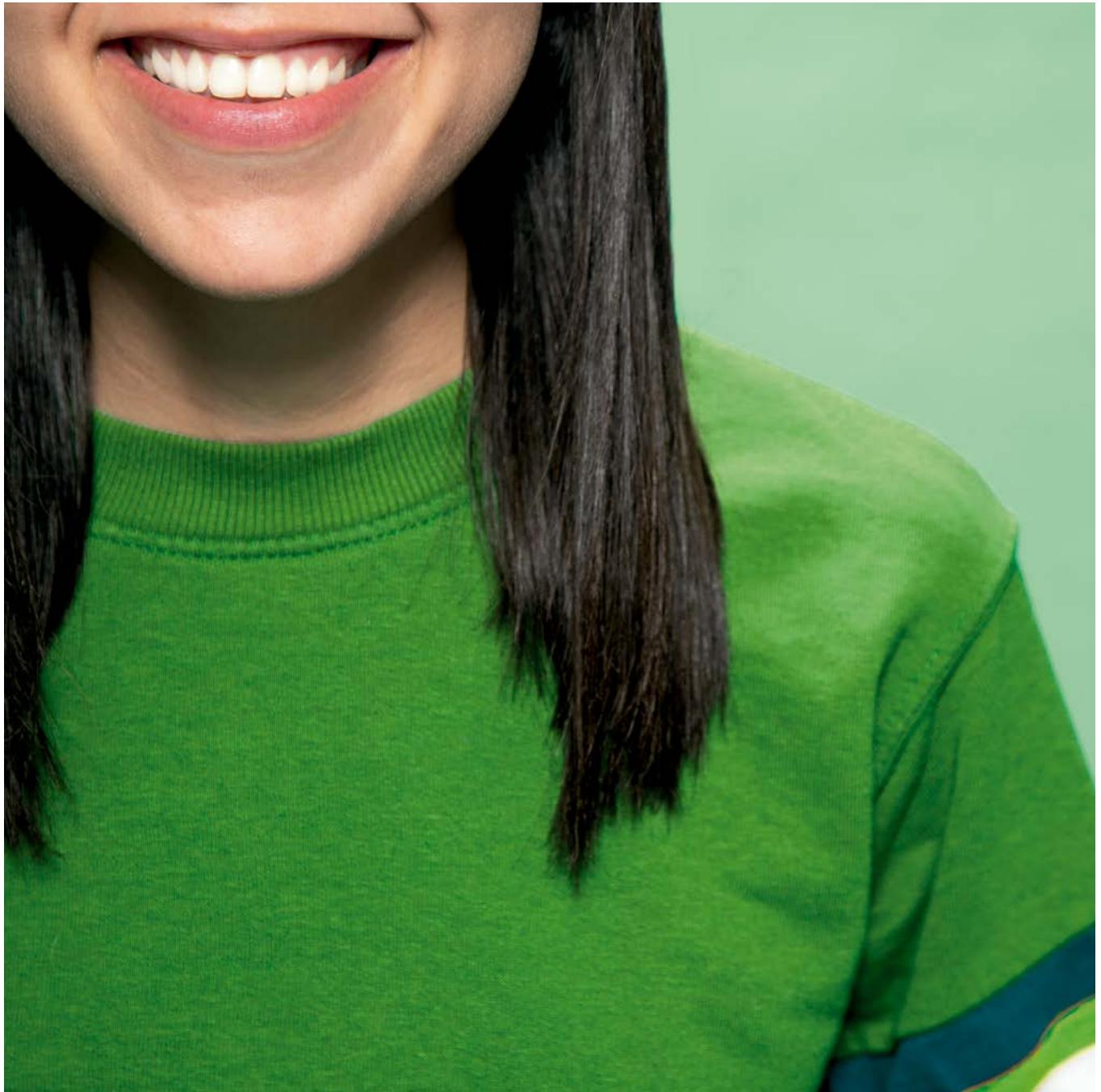
DIFFERENTIATORS

Facing the future, Universidad Tecmilenio will continue to strengthen the differentiators which have made it a pioneer. We have adjusted our three differentiators taking into account what we have learnt over the years and the changes in the environment. In this way, we can reaffirm our three focus areas:

| 1	2	3
ECOSYSTEM CENTERED ON LEARNING TO BE HAPPY	**OPEN AND CUSTOMIZED PLATFORM FOR COMPETENCY DEVELOPMENT AND CERTIFICATION**	**MODEL OF COACHING THROUGHOUT LIFE FOR THE DEVELOPMENT OF YOUR PURPOSE**
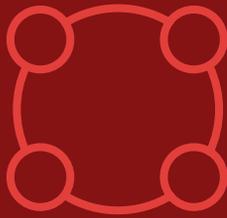
7.ORGANIZATION

- Everyone Focused on a Single Goal:
  Transmitting Value to Our Stakeholders
- An Agile and Flexible Organization

EVERYONE CENTERED ON A SINGLE GOAL: TRANSMITTING VALUE TO OUR STAKEHOLDERS

Achieving a vision mainly depends on the organization designed to address the strategies and actions derived from it. The models of organization that we know and that have brought us to this point will not be the ones that allow us to achieve a vision like the one we have projected for 2030.

How can we move as fast as the changes we are experiencing? How can we anticipate what to expect? How can we structure ourselves to achieve our dream? There is only one answer: with an organization that is truly obsessed with listening and understanding, in order to then **create and transmit superior value** to those we serve as well as attract new talent. Up to now, we have defined them as students, parents, patients, organizations, and governments. Our vision is so broad and disruptive that we recognize that it is necessary to stop considering them as discrete groups and recognize them as groups united by a common interest:

- **those who seek to learn**
- **those who seek to create, innovate, and become entrepreneurs**
- **those who seek well–being**

Understanding our public this way will force us to have clearer processes, aligned to our differentiators and focused on meeting people's needs, so they can realize their transformative potential and achieve their life purpose.

In the last five years, we have tried to introduce the concept of the "inverted pyramid" in our organizational culture, attempting to break down the hierarchical paradigms of common organizations. We will continue to promote this model as we approach 2030. The organizational model will evolve into one in which the whole organization will focus on meeting the needs of and solving the problems of our stakeholders, thus, transmitting value to them.

We have advanced a great deal, but we know that this is a difficult and complex task for our professors, collaborators, and directors because it is based on change that is individual, profound, and consistent.

THOSE WHO SEEK TO LEARN	**THOSE WHO SEEK TO CREATE**	**THOSE WHO SEEK WELL-BEING**

OUR SKATEHOLDERS

PROFFESORS AND DOCTORS

ORIENTED TOWARDS TRAINING AND SERVING OUR STAKEHOLDERS

SUPPORT TEAM

FOCUSED ON COACHING OUR PEOPLE
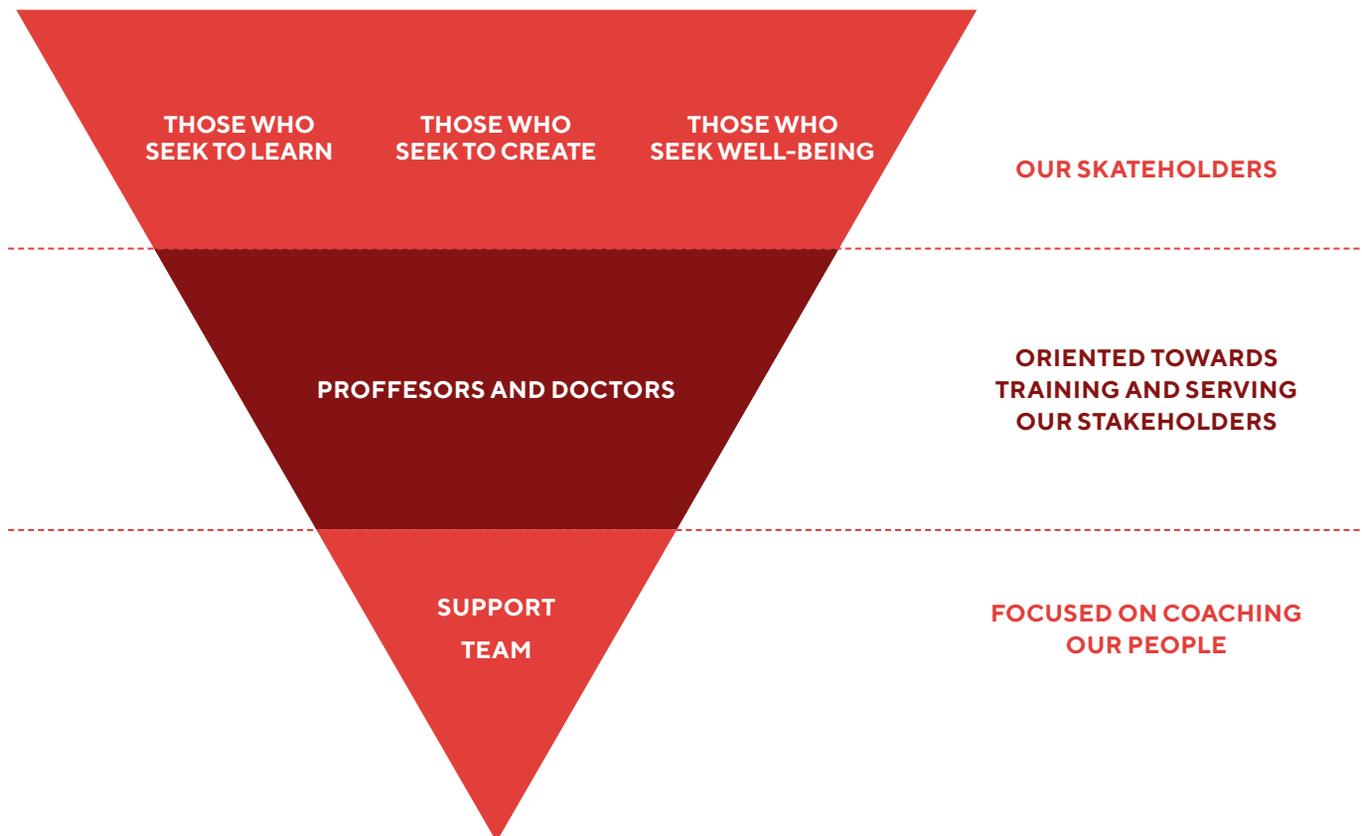
AN AGILE AND FLEXIBLE ORGANIZATION

To solve the dilemmas and challenges of our 2030 vision, we must become a more agile and flexible organization with a great capacity to empower people. We have made significant progress since we launched the 2020 Plan. After designing a new structure, we moved from functions to processes; realigning the organization to focus first on strengthening the academy and second on standardizing and enhancing the experience and services offered to our students. Furthermore, we created the National Schools to ensure we comprehensively raise the academic standard and strengthen our faculty.

All of this establishes a strong foundation for organizational evolution that is even more accelerated, responding to the disruptive vision we have proposed. We realize that we must face paradigms that need to be broken in order to shift from a traditional method to an innovative and inspiring one to meet such challenges. Some of these paradigms imply the following changes:

|		
STRUCTURE	from functions	to multidisciplinary projects that deliver value to the public
TALENT	from curriculum	curriculum a world based on reputation, meritocracy, and results
RESOURCES	from organizational silos	silos stronger and more agile processes
WORK	from requiring actual physical meetings and teamwork	to being able to work in a distributed manner
SCALE	from having only a personal staff	to having a network of allies and collaborators
BORDERS	from a closed world	to open ecosystems
PLANNING	from fixed plans	to feedback and continuous learning
MOTIVATION	from activities assigned by the leader	to projects and challenges aligned to a vision and chosen personally
HAPPINESS AND WELL-BEING	from utilitarian projects	to people's true concerns

An organization has several roles and the most important one is to create and deliver value to the public we serve. We use the term "value processes" for anything that motivates our public to come to Tec to spend time and resources. A second important role of our organization is to have enabling processes, which support, empower, and help the whole organization to act flexibly and efficiently, and to perform operations and deliver value. Likewise, there are guiding processes, which provide direction and define the path and the standards of the institution.

We have graphically represented this in a process map, which allows us to visualize where we want to orient our organization. It is aligned to the vision and to the strategy and positions our public at the top, as the most important element. This map helps us to understand our raison for being and shows an important change in the focus of our processes.

MAP OF PROCESSES

OUR PUBLIC

THOSE WHO SEEK TO LEARN	THOSE WHO SEEK TO BREATE	THOSE WHO SEEK WELL-BEING

GUIDING PROCESSES

These are the processes that lend guidance, orientation, and direction to the institution.

INSTITUTIONAL CARE AND TRANSPARENCY

PRINCIPALS, VALUES, AND BELIEFS

STRATEGY, TRANSFORMATION AND CHANGE

SUSTAINABILITY AND RISKS

PROCESSES OF VALUE

These are the processes that add value and transmit it to our public.

ENABLING PROCESSES

These are the processes that strengthen, support and lend tools and resources to contribute to the generation of value.
Some examples are Communication, Talent, Infrastructure, Support for Decision –making and Information Technology.

PROCESSES OF VALUE

TECNOLÓGICO DE MONTERREY

1. TO TRAIN AND ENHANCE ABILITIES FOR LIFE AND PROFESSIONAL DEVELOPMENT.
2. TO INNOVATE AND BECOME AN ENTREPRENEUR: TURNING IDEAS INTO REALITY.
3. TO PROMOTE THE INTEGRAL WELL-BEING OF PEOPLE IN THEIR ENVIRONMENT.

UNIVERSIDAD TECMILENIO

1. TO PROVIDE ADVICE AND ORIENTATION IN DEVELOPING PURPOSE OF LIFE AND HAPPINESS.
2. TO TRAIN POSITIVE PEOPLE TO REACH THEIR LIFE PURPOSE.
3. TO PROMOTE THE CONTINUOUS DEVELOPMENT AND CERTIFICATION OF COMPETENCIES.

AN INTENSIVELY DIGITAL ORGANIZATION

In a world where everything is fast and instantaneous and where the agility and the response time in decision-making is key, we will need to rely on applications and digital tools. To be **an intensively digital organization**, the new organization and processes should be facilitated by digital technologies that are aligned to the requirements and experience demanded by our public. Their interaction and experience must be efficient, clear, ubiquitous, and intelligent, based on the new advances of data analysis, artificial intelligence and machine learning. These digital elements will be the new "indispensable minimum" needed to execute the strategies planned and support decision-making,
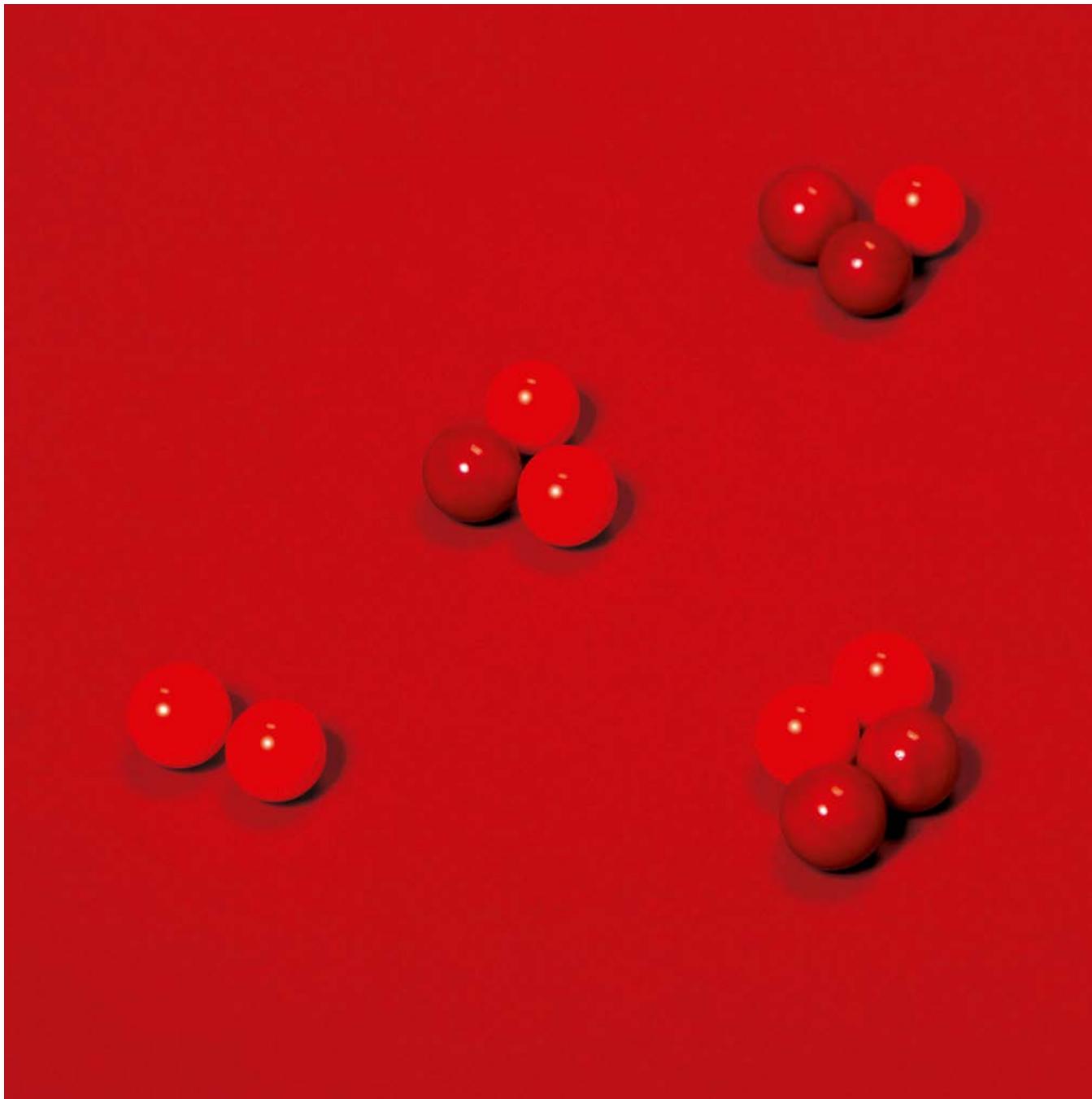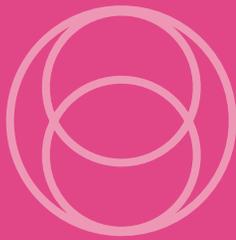
8. CULTURE

- The Values We Live By

THE VALUES
WE LIVE BY

Culture is the most important element of our institution since it brings together all the people that work in it. It is the digital fingerprint of the organization since no two workplaces that are alike. Culture is difficult to change because it requires changing roles and authority, policy and protocol, hierarchy, language, norms and values, metrics and rewards, among other things.

The values of the institution constitute the most transcendental element because these give it an identity and brings the community closer together. All of the members of the institution are united by the values that they adopt and exemplify in their lives.

The five values that characterize our institution approaching 2030 have evolved from the values that guided us in our 2020 plan. Each of them includes three behaviors that clarify their meaning and scope, including beliefs that will govern us and bring us closer to our aspirations of becoming the best place to grow personally and professionally, as well as closer to fulfilling our vision.

INNOVATION

We are passionate about disruption that generates value.

INTEGRITY

We practice freedom with responsibility.

COLLABORATION

We work together to reach our vision.

EMPATHY AND INCLUSION

We always put people first.

GLOBAL CITIZENSHIP

We work for a sustainable world.

1. INNOVATION
We are passionate about disruption
that generates value.

• We break paradigms by creating new opportunities for our stakeholders.

• We are entrepreneurs and generate ideas oriented to the public we serve, and we make them a reality.

• We support and recognize people so they can generate change, take risks, and learn from their mistakes.

2. INTEGRITY
We practice freedom with responsibility

• We are congruent; we follow the truth and reject unethical conduct.

• We are responsible for our behavior and our decisions are congruent with our principles and values.

• We handle the resources of the institution prudently and honestly.

3. COLLABORATION
We work together to reach our vision

• We promote and recognize collaborative and multidisciplinary work.

• We have high standards, empower people, and eliminate the barriers that prevent us from collaborating.

• We value collective success over individual success.

4. EMPATHY AND INCLUSION
We always put people first

• We take time to listen, understand, support, and develop the members of our community.
• We respect the dignity of people and value the diversity of our community.
• We encourage compassion and learn to live in harmony with our differences.

5. GLOBAL CITIZENSHIP
We work for a sustainable world

• We are conscious citizens with a global vision.
• We work together to solve the problems of the world and those of the most vulnerable communities.
• We promote sustainable development for the benefit of future generations and the planet.
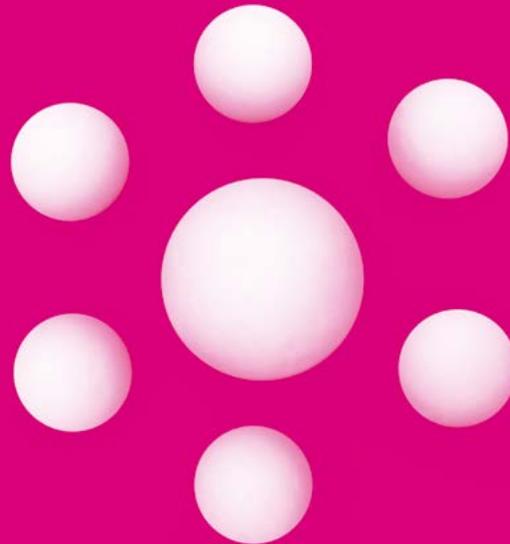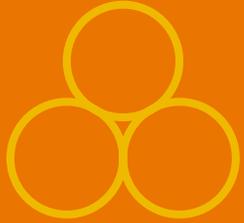
9. BRINGING OUT PLAN TO REALITY

- Achieving Our Dream

ACHIEVING OUR DREAM

To reach the aspirations we set forth in this plan and increase our impact on the country, we need to diversify our sources of income, grow in areas in which traditionally we have not done so, and strengthen our financial capacity.

Moving towards 2030, the income statement of the institution will be different due to important changes in its composition:

• Tuition will continue to provide the most of our income although it will have a lower relative weight. Tec will continue with its program of selectivity and very moderate growth, but it will make a strong effort in lifelong education, which will grow from 6% to become 11% of our income.

• Universidad Tecmilenio will continue its expansion, growing at a more accelerated rhythm, increasing from 13% to become 16% of our income.

• A more proactive participation of Tec in companies and developments of innovative and entrepreneurial ecosystems will generate a new source of income that will represent 3% of the total.

• TecSalud will maintain its rhythm of growth, with a greater emphasis on the development of integral well-being and preventive medicine; at the same time, it will collaborate to generate the innovation and entrepreneurship ecosystems and the fulfillment of the vision, which will represent 10% of our income.

• We will seek greater support and participation from civil society, whose donations will make it possible to achieve the ambitious vision that we have proposed for ourselves. The model of donations will progress toward proposals that create more tangible value from the resources received.

INCOME OF TECNOLÓGICO DE MONTERREY IN 2018 AND 2030

+42%

2018

16%	
9%	
13%	
1%	
6%	
55%	

2030

16%	DONATIONS AND ENDOWMENT
10%	HEALTH AND WELL-BEING SERVICES
16%	UNIVERSIDAD TECMILENIO
3%	INNOVATION AND ENTREPRENEURSHIP
11%	LIFELONG LEARNING (Tecnológico de Monterrey)
44%	HIGHER EDUCATION (Tecnológico de Monterrey)
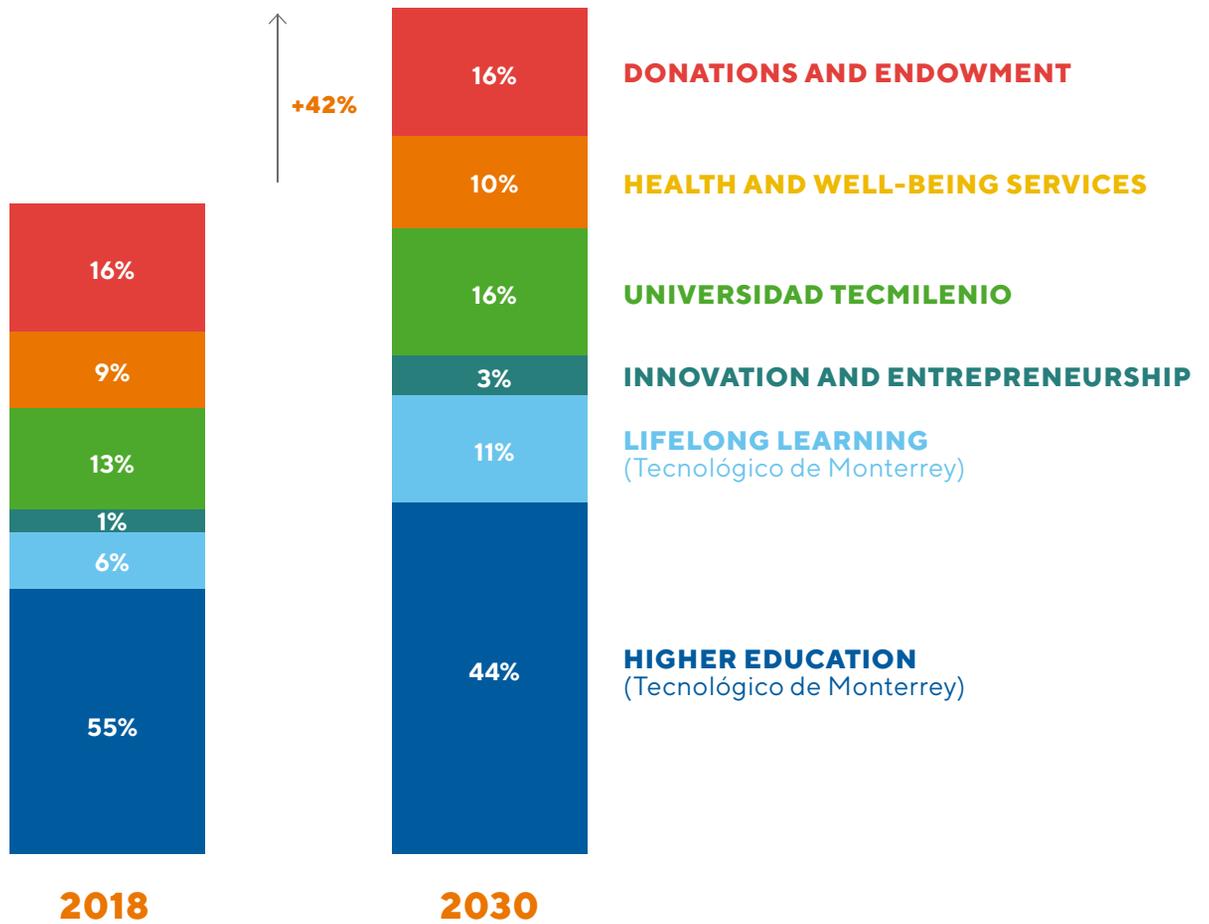
NOTE: GROWTH IN CONSTANT PESOS

COLLABORATING TOWARDS TECNOLÓGICO DE MONTERREY OF 2030

We want to know your opinion!
Share your ideas via email 2030@tec.mx
and visit plan2030.tec.mx
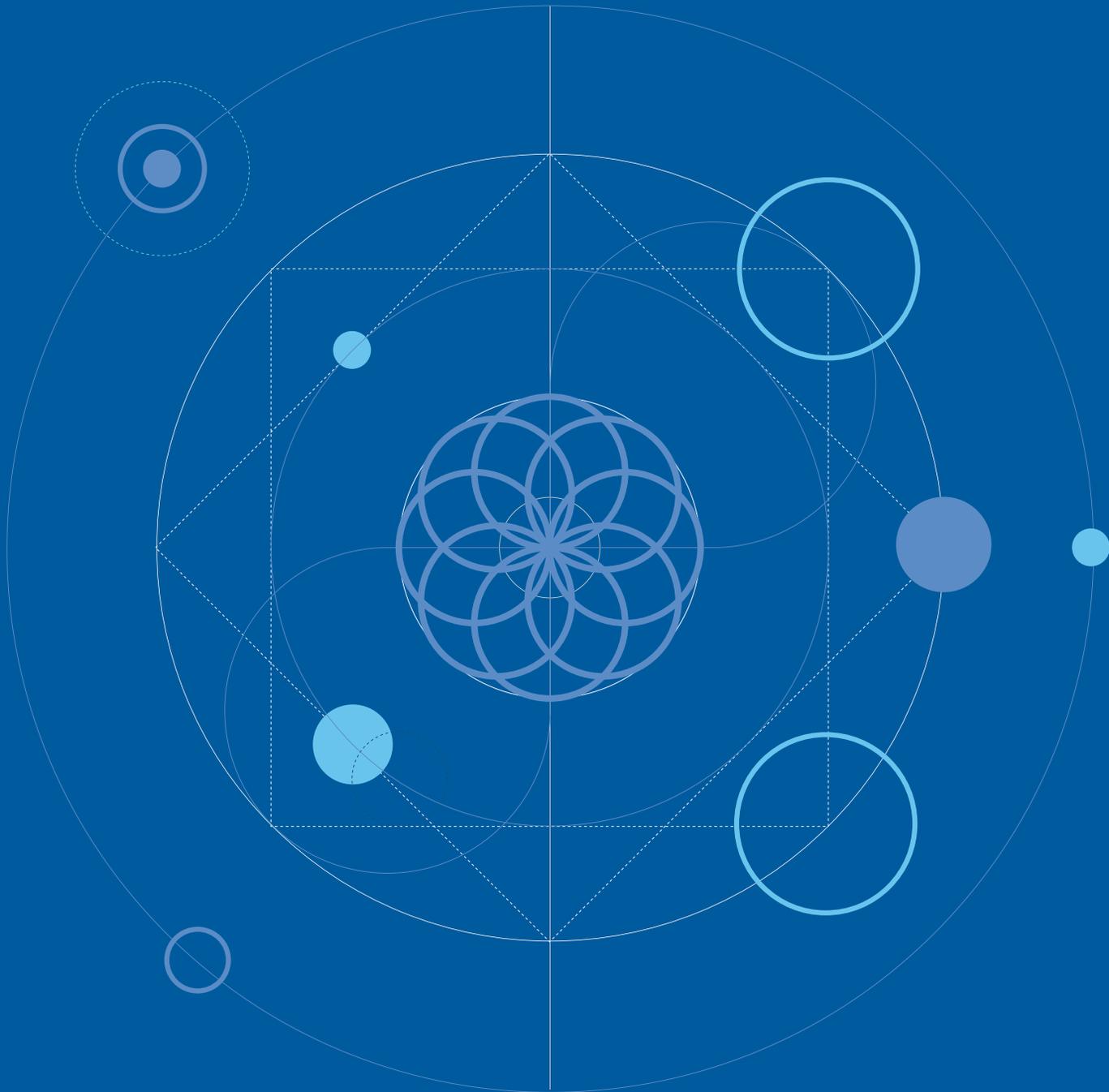
This document is the result of a collaborative effort, and it could not have been achieved without the support of more than 3,000 professors, collaborators, counselors, students and friends of Tec who contributed their ideas and dreams to design the strategy for the next 10 years. The guidance and orientation from dozens of forums and meetings was essential to creating and consolidating the 2030 Strategic Plan. We are profoundly grateful for your contribution.

75 years after the founding of the institution, the ideals and determination of our founders continue to inspire us to transform education in Mexico and around the world. We dedicate this to them in appreciation:

Eugenio Garza Sada

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Rodolfo Barragán
José Benítez
Andrés Chapa
Bernardo Elosúa
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