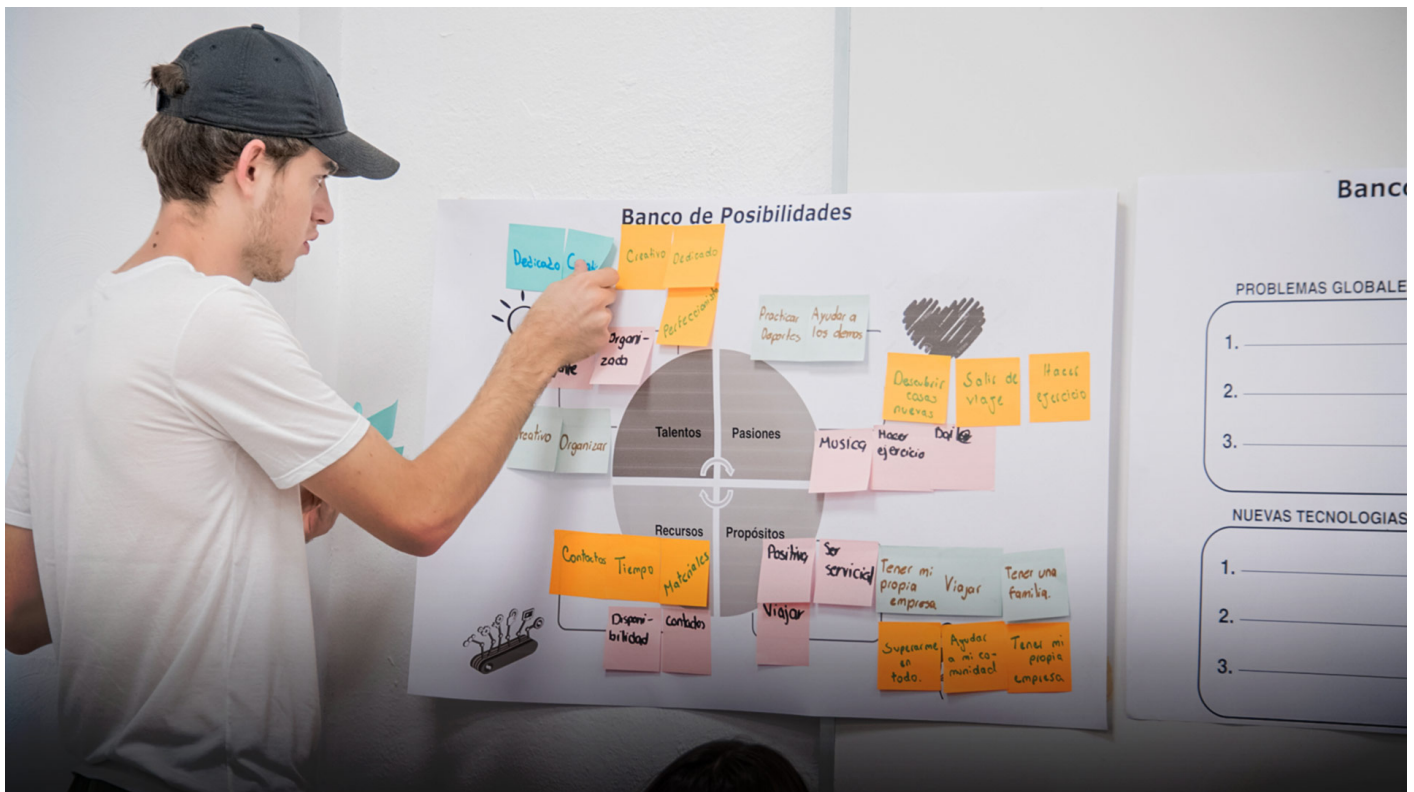


Inter-institutional study: Tec's entrepreneurial model a success story



[Tec de Monterrey's](#) entrepreneurship model is hailed as a **success story** in a report by the Organisation for Economic Co-operation and Development ([OECD](#)), the Inter-American Development Bank ([IADB](#)), and **Santander Universities**.

This Tec case study is part of the [“Innovative and Entrepreneurial Universities in Latin America”](#) report, which includes universities that collaborate with their productive ecosystems, innovate, and support entrepreneurs.

*“We have always sought to make **entrepreneurship** a **first-order activity** for the benefit of our students, professors, and the community,”* said **José Manuel Aguirre**, Director of Alliances and Technology Parks at the Eugenio Garza Lagüera Institute of Entrepreneurship.

*“When people on the outside start to notice this, when the **OECD** comes and says: ‘I’m interested in your model as a **success story**’ from among several Latin American universities, it’s recognition that brings us considerable pleasure,”* he added.

The report was presented to the Tec community as part of the **International Conference of Knowledge and Innovation (ciKi)** on November 8 at the Main Hall of the Rector’s Building on Monterrey campus.



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Recognizing the Tec's entrepreneurship model

Driving and promoting **entrepreneurship education**, connecting with actors in the ecosystem, and projects and initiatives that help strengthen companies and the ecosystem were some of the reasons why the Tec ecosystem was considered a success story.

*“As an institution, we believe **entrepreneurship is an attribute** that enables people to **change and transform the community**,”* added Aguirre.

Some of the concepts outlined in the case study include:

1. Entrepreneurship education

The analysis outlined that the Tec has comprehensive **curricular coverage of entrepreneurship education activities**, with **Tec21 Model** courses for developing entrepreneurial skills among all the institution's students.

The Tec21 Model is based on challenge-based learning with flexibility, inspiring professors, and a memorable student experience.

It also offers **programs, courses, and workshops at graduate level** in entrepreneurship and innovation for Master's and PhD students.

“In our educational model, entrepreneurship subjects aren’t just for the curious, but rather the **entrepreneurship model can be found in all programs** and available to all students at different levels of sophistication or depth,” said the director.

What’s more, the institution organizes **over 300 activities to promote entrepreneurial spirit** among its community, such as hackathons, boot camps, and international events such as the [INCmty Festival](#).

The Tec has also developed a model that includes **four types of professors**:

- *Teaching professors*
- *Research professors*
- *Entrepreneurial professors*
- *Extension professors*

These are **evaluated according to their roles**, such as their teaching work, publications, intellectual property production, **knowledge transfer**, and consulting work for external organizations.

The study also highlights that [The Princeton Review](#), one of the most prestigious university rankings in this area, **has placed the Tec among the Top 10 Undergraduate Schools for Entrepreneurship** for 4 consecutive years.

During the **COVID-19** pandemic, the Tec also implemented an “**SOS Program**” for SMEs, training some 800 companies to **digitalize their processes**. Students and professors participated in this program, collaborating as mentors to these businesses.



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2. Connection with the entrepreneurial ecosystem

This case study highlights that the Tec is **highly connected to the entrepreneurial ecosystem**, through mentoring programs, training, and consulting services for business owners, investors, organizations, and governments at various levels.

It indicates that this is possible through the **Eugenio Garza Lagüera Institute of Entrepreneurship**, which also offers acceleration options for startups, prototype-development programs, and challenges for entrepreneurs.

The institute is in charge of running the **INCmty Festival**, which promotes **networking** among business leaders, young entrepreneurs, investors, researchers, and students with **over 250 initiatives a year**.

INCmty is the **#1 entrepreneurship and business festival** in Latin America and is organized by Tec de Monterrey.

This institute also supports initiatives such as the [Regional Entrepreneurship Acceleration Program \(REAP\) from the Massachusetts Institute of Technology \(MIT\)](#) to identify and propose projects for promoting social and economic growth.

What's more, the Tec has **21 business incubators and 11 entrepreneurship and innovation parks** that have graduated over 4,000 new companies since 2002, receive funding from private investors, and are managed by the institution.

*"The infrastructure and network we've built isn't new. Towards the end of the 90s, we started with the incubators, and having **over 20 incubators in a university system** today is an accomplishment,"* shared Aguirre.

This study highlights that the Tec has taken advantage of its presence in several cities throughout the country at its 25 campuses to maximize its impact through **relationships with different actors** such as local and regional governments and business communities.

"We have always sought to make entrepreneurship a first-order activity for the benefit of our students, professors, and the community." - José Manuel Aguirre

3. Knowledge transfer

Knowledge transfer at Tec de Monterrey is included in its [2025 Strategic Plan](#) and [2030 Vision](#), and has occurred through innovation and research, with extension services and programs for designing better products and services.

The case study indicates that **knowledge transfer** at the institution occurs through three components:

- Technology transfer and licensing with **start-up creation**.

- **Promoting entrepreneurial skills** and incubation services to young graduates.
- **Continuous education and consulting** via professors and experts at the institution.

Connection with other actors within the ecosystem is also encouraged through knowledge transfer initiatives, such as **DistritoTec** in Monterrey; collaboration with the **Aerospace Cluster in Querétaro**; or the **Chihuahua campus' technology park**.

The study also outlines that the Tec has fostered a **culture of knowledge transfer** by implementing **indicators and incentives**, for example, so that professors can choose career paths and have space for development.

What's more, as part of a **globalization strategy**, the Tec promotes partnerships with other institutions and participates in global university networks to **exchange knowledge** that is later shared at national, regional, and local levels.

*"We have to be connected, because someone (in another region) may have already learned something that can help us in a certain process or technology. It's essential for us to have a **global and internationalization mindset**,"* said the director.

Algunos hallazgos en materia de vinculación, transferencia de conocimiento (2)

- Buenos **incentivos** para los académicos y los profesores
- Existen buenos **intermediarios externos**
- **Redes de cooperación entre universidades** ayudan a fortalecer estrategias de vinculación: Universidad Anáhuac Pontificia Universidad Javeriana
- **Políticas públicas** han apoyados los esfuerzos de las universidades a desarrollar actividades de transferencia (en algunos casos)

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A report on entrepreneurship in universities

Via videoconference, **María Sobrón**, Policy Analyst at the OECD Centre for Entrepreneurship, SMEs, Cities and Regions, presented the study on the **best entrepreneurial practices of Latin American universities**.

*“We noticed an interest in conducting a study about **the great strides that Latin American universities are making** in terms of entrepreneurship and innovation. We began the study in 2020 and finished it in October 2022,”* said Sobrón.

This study mainly focuses on two aspects of university ecosystems: **entrepreneurship education** and **knowledge transfer and collaboration**.

The methodology to select the case studies was carried out using three criteria:

1. The **type of entrepreneurial ecosystems** in which the institutions operate, drawing on IADB and Santander analysis of different ecosystems in the region and interaction with different stakeholders.
2. The **type of universities**, taking into consideration their size, location, and curriculum.
3. The **universities’ entrepreneurial trajectory**, which was selected based on the development of their entrepreneurial agenda over time.

*“We have interacted with a community of 22 universities and have **selected 11 case studies** from different **public and private universities** that have a very strong entrepreneurial track record,”* added the OECD analyst.

In addition to **Tec de Monterrey**, the selected universities, originating from Argentina, Brazil, Chile, Colombia, Uruguay, and Mexico, are as follows:

- *University of São Paulo, Brazil*
- *Pontifical Catholic University of Chile*
- *Technological University of Uruguay*
- *21st Century Business University, Argentina*
- *ICESI University, Colombia*
- *Anáhuac University, Mexico*
- *Pontifical Xavierian University, Colombia*
- *Adolfo Ibáñez University, Chile*
- *Federal University of São Carlos, Brazil*
- *National University of Colombia*

The institutions that applied for the review process used the **HEInnovate** self-assessment tool to measure their capabilities for entrepreneurship and innovation.

*“This provides **recognition for the entire community**. It’s a time for reflection to know **what the next step will be**. We have to transform ourselves to continue as leaders and also as an example to other institutions,”* concluded Aguirre.

ALSO READ:

<https://conecta.tec.mx/en/news/national/entrepreneurs/tec-de-monterrey-entrepreneurship-ranking-top-10-4th-year>