

## **Digital Education Council**

### **AI Strategy Tecnológico de Monterrey**

ESTRATEGIA DE IA: Governance and Decision-Making Structures: Reviewing institutional governance, delegation, and accountability frameworks for more efficient decision-making while maintaining academic integrity and oversight.

#### 1. Descriptive Title:

The Artificial Intelligence in Education strategy from the Tec de Monterrey: central element of the institutional strategical framework to 2030 that envisions the consolidation of the institutional academical leadership in a new world lead by technology and AI.

#### 2. Author and Institution where practice is applied:

Rafaela Diegoli, Irving Hidrogo, Olga Ballin, Norma Yepiz, Alan Román, Edrei Robles, Verónica Pérez, Nathaly Garza, Paola Martínez, Victor Aboytes.

Tec de Monterrey, is a private, multi-campus university founded in 1943, Mexico. Recognized for its academic excellence and focus on innovation and entrepreneurship, has positioned itself as one of the leading universities in the world. As a strategic priority for 2030, Tec is committed to consolidating educational leadership for a world with AI and other emerging technologies, reinforcing its role as a national leader in shaping future leaders and its capacity to positively influence educational agendas both nationally and internationally. The institution offers a wide range of educational programs across 7 Schools. The university is also distinguished by its state-of-the-art infrastructure and commitment to research and sustainable development.

#### 3. General description (100 words)

As a leading university, Tecnológico de Monterrey integrates AI across its educational models, academic disciplines, research activities, and engagement with society. Aligned with its 2030 Institutional Strategic Plan, the university positions technology as a key driver of transformation in the learning experience through the implementation of the AI in Education Strategy. This strategy is structured around

three pillars: 1) Integration of AI into teaching and learning processes; 2) Incorporation of AI across all academic curricula (high school, undergraduate, and postgraduate); and 3) Foundational AI competencies within the academic community, to strengthen human skills and critical thinking in the responsible use of AI.

4. Please give a description of how this best practice was applied in your institution.

At Tecnológico de Monterrey, we are committed to preparing our students to lead in a world where Artificial Intelligence is a fundamental driver of industrial innovation, sustainability, and social impact. The institutional strategy focuses on transforming both the educational process and organizational model with a long-term vision toward 2030, preparing students for an AI-driven world by integrating AI tools, solutions, and concepts across educational processes and academic disciplines to increase quality and impact.

The implementation of the AI strategy at Tecnológico de Monterrey is characterized by a holistic, institution-wide approach governed by a multi-level structure. To ensure coherence across 26 campuses, more than 90,000 students, and approximately 9,000 faculty members, the university established a dedicated Directorate of AI in Education and a two-tier governance system. This system includes a Strategic Committee composed of senior leaders who define the vision and allocate resources, and an Operational Committee formed by school deans who oversee execution. The implementation is built upon three strategic pillars:

1. **AI Foundations to Enhance Human Skills:** Establishing a shared baseline of technical and ethical AI knowledge across the entire academic community.
2. **Integration into Teaching and Learning:** Deploying institutional platforms such as *TECgpt*, which enables faculty to create customized AI “Skills” and “Agents” without programming knowledge, supporting personalized and adaptive learning experiences.
3. **Incorporation Across Curricula:** Embedding AI directly into professional competencies and academic programs to ensure graduates are prepared to meet evolving labor market expectations.

In addition, the university has released formal Ethical Guidelines to regulate AI interactions and hosted the AI Faculty Summit, a collaborative space in which hundreds of faculty members design AI-enabled learning activities.

Beyond these three core pillars, external collaboration is considered a key element for strengthening academic programs and consolidating institutional leadership. Tecnológico de Monterrey actively builds alliances with a broad range of stakeholders, including universities, research centers, industry leaders, government entities, civil society organizations, and international institutions. These collaborations expand knowledge generation, promote the ethical and responsible use of AI, and enhance the university's global positioning within the educational landscape. Participation in national and international dialogues further reinforces a people-centered approach to AI integration, with particular attention to equity, ethics, data protection, digital skills for employability, and equitable access to technology.

This collaborative approach ensures that the university's AI strategy is not developed in isolation, but rather embedded within a broader ecosystem that drives educational innovation at both national and international levels.

As noted before, to ensure coordinated implementation of the educational AI strategy, the institution has established two formal committees. The **Strategic Committee**, composed of the Rector, Vice Presidents, and Vice Rectors, is responsible for defining strategic direction, approving projects, and allocating budgets aligned with the institutional 2030 strategy. The **Operational Committee**, composed of representatives of the seven Schools and representatives from central areas—including technology, ethics, and innovation teams—oversees implementation, monitors progress, and proposes timely adjustments based on emerging trends in educational AI. This structure enables both bottom-up and top-down inputs to inform decision-making. The two committees meet regularly throughout the year (bimonthly meetings for the Strategic Committee and monthly meetings for the Operational Committee), ensuring continuous cross-functional coordination and communication. Both bodies are coordinated by the Directorate of Educational Artificial Intelligence.

4. Please give a description of how the impact of this best practice was measured (300 words).

The strategy has delivered tangible institutional, pedagogical, and technological outcomes through the coordinated execution of its three strategic pillars. Together, these pillars operate as an integrated system that enables a coherent, scalable, and purpose-driven transformation of the educational model.

Pillar 1: AI Foundations has established a shared institutional baseline of AI literacy and ethical capacity across high school, undergraduate, and postgraduate levels.

Through the AI Foundations Framework, the institution defined minimum competencies that combine technical understanding, ethical use, and practical application of AI. These competencies are being embedded into updated study plans, ensuring consistent exposure to AI across all disciplines in 7 Schools.

Complementing this effort, the launch of a free, self-paced AI Foundations community course reached more than 1,900 users within its first four months, reinforcing a culture of responsible AI use and providing a common language for faculty, students, and the broader educational community.

Pillar 2: AI in Teaching and Learning has driven faculty empowerment and pedagogical transformation by integrating AI directly into teaching–learning processes. The deployment of TECgpt as a secure, institution-specific platform shifted faculty from passive consumers of generic AI tools to active designers of AI-enabled learning experiences. By December 2025, over 1,394 faculty members were using TECgpt to develop AI-powered Skills and Agents aligned with the institutional pedagogical model. A key result is a reported 70% reduction in time spent on repetitive academic tasks, allowing educators to focus on high-value activities such as mentorship, formative feedback, and the design of complex learning experiences. In parallel, AI-enabled assessment pilots involving 80 faculty members and 2,400 students are strengthening authentic evaluation practices centered on critical thinking, creativity, and ethical reasoning.

Pillar 3: AI Integration within the Disciplines has ensured relevance and depth by embedding AI within disciplinary curricula and professional contexts. Faculty across academic Schools have developed discipline-specific AI educational experiences across subjects. Outcomes include the integration of AI-enabled learning experiences into existing programs and the creation of new Learning Units designed with AI at their core, directly supporting the development of professional and disciplinary competencies aligned with AI-augmented labor markets.

Collectively, the results across the three pillars demonstrate that meaningful technological transformation in higher education is not driven by isolated tools, but by an integrated strategy that aligns institutional vision, faculty agency, and pedagogical purpose—positioning AI as a catalyst for educational quality, relevance, and scalability.

5. What status do you feel best describes this best practice?

**B** Established Best Practice (validated and replicable practices)

This AI in Education Strategy is best described as being in an advanced implementation phase, moving beyond pilot experimentation into institutionalized and scalable practice.

The strategy shows clear evidence of maturity across all three pillars:

**Institutionalization:** AI literacy, ethical frameworks, and minimum competencies have been formally defined and embedded into study plans, supported by large-scale adoption of foundational training. This indicates that AI is no longer an ad hoc initiative, but part of the institution's academic governance and curriculum design.

**Operational adoption at scale:** The widespread use of TECgpt by more than 1,394 faculty members, measurable productivity gains (70% reduction in repetitive tasks), and active redesign of assessment practices demonstrate sustained, day-to-day integration into teaching and learning processes.

**Pedagogical transformation:** Faculty are not only using AI tools but creating discipline-specific applications aligned with the pedagogical model, signaling a shift from tool adoption to pedagogical innovation.

**Scalability and sustainability:** The strategy supports campus-wide and cross-disciplinary scaling, with mechanisms in place to extend impact over time, including community courses and discipline-driven AI integration.

In summary, this best practice is fully implemented in core areas and scaling institution-wide, with continuous improvement underway. It represents a mature, impact-oriented implementation rather than an early-stage or exploratory initiative.

6. How would you describe the implementation complexity of this best practice?

B Medium

The implementation of Tecnológico de Monterrey's AI in Education Strategy is best described as highly detailed, exhaustive, and thoroughly designed. The strategy reflects a deliberate, well-structured approach to institutional transformation, grounded in clarity of roles, strong governance, and careful alignment with academic and ethical standards.

Key characteristics of this implementation include:

**Robust and intentional governance:** A multi-level governance model ensures strategic coherence while enabling innovation. Senior academic leadership defines priorities and safeguards alignment with the 2030 Institutional Strategy, while operational leaders coordinate execution across academic and technological domains. The Directorate of AI in Education plays a central role in translating strategy into actionable initiatives and supporting Schools and academic units at scale.

**Clear decision-making and accountability structures:** The two-tier committee system—Strategic and Operational—provides structured oversight, budget approval, monitoring, and adaptive management. This design reduces fragmentation and ensures that implementation decisions are evidence-based and aligned with institutional objectives.

**Embedded ethical and quality frameworks:** The formal Ethical Guidelines for the Use of Artificial Intelligence institutionalize responsible AI practices, reinforcing academic integrity and guiding faculty and student engagement with AI tools.

**Depth over speed:** Rather than rapid or ad hoc deployment, the strategy prioritizes rigorous design, pilot testing, evaluation, and refinement before scaling. This exhaustive approach ensures pedagogical authenticity, sustainability, and long-term impact.

**Scalable yet context-sensitive execution:** The strategy is implemented across educational levels and disciplines with sufficient flexibility to respect disciplinary needs, while maintaining a shared institutional foundation.

Overall, the implementation reflects a mature, methodical, and high-quality execution model, where detail, rigor, and institutional stewardship are strengths. This approach enables sustainable innovation, minimizes risk, and positions AI as a long-term driver of educational excellence rather than a short-term technological intervention.

7. Please provide any links to relevant resources for this best practice.

- [Artificial Intelligence at the TEC](#)
- [AI in Education Guidelines at TEC.](#)
- [TECgpt](#)