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2019
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<td>15 RUR Round University Ranking</td>
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</table>
PREFACE

“Not everything that counts can be counted, and not everything that can be counted counts”
William Bruce Cameron

University rankings measure in different ways the performance and outputs of universities compared to their peers. These measures are usually related to the reputation of each institution. Nowadays, different university rankings are used by students, academics, governments, scholarship providers, employers, and university leaders for different purposes: from enrollment, to institutional recognition, to funding. Rankings influence major decisions in higher education. Rankings are developed by different entities, such as media companies, consulting agencies, governments, and academic institutions. Each of these uses different indicators and different weighing factors depending on each ranking purpose. While some rankings evaluate the university as a whole, others evaluate specific disciplines, programs or specific characteristics (i.e., web openness or institutional repositories). Furthermore, rankings can be evaluations at regional, national, or international levels, adapting their criteria to the main characteristics of the region or country.

Rankings are limited by nature because they reduce the richness in a university’s mission and engagements to a smaller number of dimensions that can be more easily compared across universities. Rankings typically focus on the research dimension of universities because data measuring research output is most easily available and comparable. Rankings can fail to measure the social and educational dimensions of universities and this matter is being addressed by ranking entities and institutes of higher education. Rankings are also limited by some technical matters. One technical challenge is identifying and defining clear and practical methodologies based on relevant indicators. Indicators in rankings include research excellence and influence, the learning environment, teaching quality, international outlook, source and amount of income, faculty-student proportion, innovation, academic web presence, and accreditations amongst others. A second technical limitation is the accuracy of input data. Data are reported by the universities themselves, drawn from for-profit bibliometric databases and collected in dedicated surveys that each ranking performs.

Tecnológico de Monterrey has always pursued its own evaluation and continuous improvement. The Institution holds itself to the highest standards of collaboration with partner universities and contributions to academic progress, as well as commitment to society and resolution of socio-economic problems in Mexico and around the world. Led by a balanced vision that recognizes the value and limitations of rankings, these sources can be used as a strategic planning tool to improve our university. Rankings provide comparative external evaluations between Tecnológico de Monterrey and our regional, national, and international peers. With ranking information, we can perform internal and external analysis to identify areas for improvement, as well as university best practices and strategies that we can implement.

This brochure is aimed at several audiences, including faculty, students, alumni, parents, governments, and companies. We present the main rankings that we are continuously evaluating and monitoring. In a general way, we also describe each ranking methodology and the results that Tecnológico de Monterrey has achieved.

David Garza Salazar
Rector
Tecnológico de Monterrey
OVERVIEW

TECNOLÓGICO DE MONTERREY IN WORLD UNIVERSITY RANKINGS
OVERVIEW
OF TECNOLÓGICO
DE MONTERREY
IN WORLD
UNIVERSITY
RANKINGS
No. 178
Global Worldwide

No. 1
International Faculty Considering Latin-American Universities

No. 10
Academic Reputation Considering Latin-American Universities

2019

No. 1
in México

No. 2
in Latin America

No. 18
Employer Student Connections

No. 28
Alumni Outcomes Worldwide

No. 13
Graduate Employment Rate Worldwide

2018

TOP 50
in Art & Design subject

TOP 100
in Business & Management Studies subject

TOP 200
in Social Science & Management Faculty

pg. 20

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pg. 24
OVERVIEW

No. 6 in Social Science & Management
2019

No. 250 in Engineering & Technology
2018

Tecnológico de Monterrey

No. 189
2016
in Social Science & Management

No. 33
2016
Among top 3 Mexican universities contributing to México’s Position Worldwide

No. 33
2019

pg. 30

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pg. 40
BUSINESS SCHOOL RANKINGS

QS Global 200 Business Schools
2017
No. 1 in Latin America

Forbes
2014 - 2015
No. 1 Most innovative Business Schoo In Latin America

Financial Times
2014 - 2015
No. 1 MBA in Latin America

The Economist
2013 - 2015
No. 1 Executive MBA in Latin America, The Economist

América Economía
2015 - 2016
No. 1 MBA in Latin America, América Economía

2016
No. 1 Best Business Schools in Latin America

Eduniversal
2008 - 2015
No. 1 Business School in Latin America, Eduniversal

2015 - 2016
No. 1 Master in Finance in Latin America, Eduniversal

TRIPLE CROWN ACREDITATION
No. 1
Maestría en Administración Empresarial (on line) at Tecnológico de Monterrey

No. 5
Country rank

No. 21
in Latin America

No. 736
World rank

No. 8
in México

No. 61
in Latin America

No. 1396
Worldwide

Universities the top attractors hire from the most frequently

No. 14
in the TOP 25 Entrepreneurship Undergraduate Schools Ranking in the USA

No. 1
Maestría en Administración Empresarial (on line) at Tecnológico de Monterrey

No. 1
GRUP - Global Research University Profiles

No. 5
Country rank

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in Latin America

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in Latin America

No. 1396
Worldwide

Universities the top attractors hire from the most frequently

No. 14
in the TOP 25 Entrepreneurship Undergraduate Schools Ranking in the USA
OVERVIEW

**1000 - 1500**
Best Global Universities

**No. 17**
in Student Mobility
Worldwide

**No. 1**
Scientific Leadership
in México

---

U.S. News & World Report

SCIMAGO INSTITUTIONS RANKINGS

---
UNFOLDING THE RANKINGS
QS-
QUACQUARELLI
SYMONDS
RANKINGS
QS Quacquarelli Symonds was founded in 1990 and is a global provider of specialist higher education and careers information and solutions. QS has been producing authoritative, independent global rankings since 2004 and continues to lead innovation in the ranking and evaluation of higher education institutions worldwide. Some of QS’s rankings include:

Besides rankings, QS has also a rating system: the QS Stars.

### 1.1 Main Indicator Definitions for QS Rankings

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Ranking</th>
<th>QS World University Ranking</th>
<th>QS Latin America</th>
<th>QS Global Employability Ranking</th>
<th>QS Top MBA</th>
<th>QS by Subject / QS by Faculty ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Academic Reputation</td>
<td>40%</td>
<td>30%</td>
<td></td>
<td></td>
<td>15%*</td>
<td>X</td>
</tr>
<tr>
<td>2 Employer Reputation</td>
<td>10%</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3 Faculty Student Ratio</td>
<td>20%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Citations per Faculty</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Citations per Paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6 Papers per Faculty</td>
<td></td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 H Index</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8 International Faculty</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 International Students</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Staff with PhD</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Web Impact</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 International Research Network</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Partnerships with Employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 Alumni Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Employers’ Presence on Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Graduate Employment Rate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 Employer Recognition (global survey for MBA recruiters)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

* Only responses for Business and Management

*** Percentages for each criterion in QS by Faculty and QS by Subject ranking vary among each Faculty and Subject.
**CRITERIA FOR QS RANKING:**

1. **ACADEMIC REPUTATION FROM GLOBAL SURVEY:**
   The results are based on the five-year aggregations of the responses to a survey distributed worldwide among academics from a number of different sources: previous respondents, World Scientific data base, and institution-supplied lists.
   The survey asks each respondent to specify his or her knowledge about the best domestic and international universities, regarding: their country, their area of knowledge and their faculty area and field. The interactive list from which respondents are invited to make a selection features only entries from their own region/country.

2. **EMPLOYER REPUTATION FROM GLOBAL SURVEY:**
   The results are based on the five-year aggregation of the responses to a survey distributed worldwide since 1990 to employers. Sources for the survey include: previous respondents, QS databases, QS partners and institution-supplied lists.
   The survey asks each respondent to specify his or her knowledge about which domestic and international universities they consider best for recruiting graduates, regarding: their region, faculty area and field of knowledge.

3. **FACULTY STUDENT RATIO:**
   Two distinct datasets are gathered: Full-time Equivalent (FTE) students (including undergraduate and postgraduate) and Full-time Equivalent (FTE) faculty.

4. **CITATIONS PER FACULTY FROM SCOPUS:**
   Two distinct datasets are gathered: Citations count for the last five years in Scopus (a faculty area normalization is applied) and full-time equivalent (FTE) faculty. QS bibliometric analysis excludes self-citations and, since from 2015, excludes publications carrying more than ten institutional affiliations. Affiliated hospitals are included.

5. **CITATIONS PER PAPER:**
   This focuses on the performance of the papers an institution produces that are actually indexed in Scopus. Publication threshold: 100 papers.

6. **PAPERS PER FACULTY:**
   The average number of scientific publications (papers) produced per faculty is determined from data extracted from Scopus. Indexed papers in the last five full years are used (from 2010 to 2014 for the 2015 edition).

7. **THE H-INDEX:**
   This is an index that attempts to measure both the productivity and impact of the published work of a scientist or scholar. The index is based on the set of the scientist’s most cited papers and the number of citations that they have received in other publications. Source: Scopus

8. **PROPORTION OF INTERNATIONAL FACULTY:**
   The proportion is based on the number of faculty members who are international.

9. **PROPORTION OF INTERNATIONAL STUDENTS:**
   This is based on the proportion of students who are international.
**Staff with PhD:**
This indicator attempts to assess the academic staff members’ quality of training, detecting the proportion of them that has reached the highest level of education in their areas of expertise.

**Web Impact:**
This indicator seeks to assess the effectiveness with which institutions are making use of new technologies. Baseline information is provided by Universities Web Ranking (Webometrics), although the results are refactored excluding the Excellence Indicator, which is already considered in the metrics related to scientific research.

**International Research Network:**
This considers the number of international peer institutions collaborating on one or more papers indexed by Scopus in a five-year period (2010 to 2014 for the 2016 Latin American ranking).

**Partnerships with Employers:**
Summarize the number of official partnerships a university has with employers; only companies are considered for this indicator. Examples of partnerships include fast-track job applications, internship offers, and work placements, all of which increase student proximity to employers and are proven to enhance employability.

**Alumni Outcomes:**
This factor identifies the educational background of over 20,000 highly influential employers, sector leaders, and award-winning professionals, as well as individual professionals, both senior and junior. The aim is to rank which universities are proving themselves to be sources of successful employees and employers, and can claim to have positively influenced their alumni’s development.

**Employers’ Presence on Campus:**
This factor identifies the number of employers who are actively present on a university’s campus, providing students with an opportunity to build networks and acquire information. This ‘active presence’ may take the form of participating in career fairs, organizing company presentations, or any other self-promoting activities on the part of employers. Figures were converted into a ratio between the number of different employers on campus and the number of Full-time Equivalent (FTE) Students.

**Graduate Employment Rate:**
The graduate employment rate is the proportion between students employed full-time within 12 months after graduation and students from the same class unemployed but seeking employment in the same period.

**Employer Recognition:**
This is measured by the QS Global 200 Business Schools Report survey, which captures the preferred set of business schools each responding employer wishes to recruit from; either now, in the recent past or in the near future. Employers focusing on domestic hiring are not included in the survey. Only business schools of full-time MBA programs are taken into account. Employer responses to these questions provide information on: MBA recruitment trends, MBA salaries and compensation trends, global business school ratings by region and global business school ratings by specialization.
1.2 - QS WUR - World University Rankings

The QS World University Rankings® have been published since 2004. For 13 twelfth edition of the QS World University Rankings® 100,000 survey responses were collected, 4,322 universities considered and 916 evaluated.

Since of the Rankings applies a new approach to the citations per faculty indicator. A system called “faculty area normalization”, that compensates the large volume of citations generated by researchers in the life sciences and, to a lesser degree, those in the natural sciences, was introduced.

For further information please refer to: http://www.topuniversities.com/qs-world-university-rankings/methodology

**Tecnológico de Monterrey Results for 2019:**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reputation from Global Survey</td>
<td>40%</td>
</tr>
<tr>
<td>Faculty/Student Ratio</td>
<td>20%</td>
</tr>
<tr>
<td>Citations per Faculty from Scopus</td>
<td>20%</td>
</tr>
<tr>
<td>Employer Reputation from Global Survey</td>
<td>10%</td>
</tr>
<tr>
<td>International Students</td>
<td>5%</td>
</tr>
<tr>
<td>International Faculty</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Source: QS World University Ranking - Tecnológico de Monterrey Fact File 2019*
Score by indicator - 2019 edition

*Source: QS World University Ranking - Tecnológico de Monterrey Fact File 2019*
Since 2010 Tecnológico de Monterrey moved up 188 places, over the 8 considered years, the institution moved up 7 times and did not present negative performance.

*Source: QS World University Ranking - Tecnológico de Monterrey Fact File 2016-2017*
1.3 - QS Ranking by Faculty Area of Knowledge

The QS World University Rankings by Faculty Area of Knowledge operate on the same principles and methodology as those used for the QS World University Rankings by Subject.

The indicators are weighted based on their completeness and appropriateness to the area, with research metrics carrying less weight in arts & humanities. Weights for each faculty are shown in the following table:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Arts &amp; Humanities</th>
<th>Engineering &amp; Technology</th>
<th>Life Sciences &amp; Medicine</th>
<th>Natural Science</th>
<th>Social Science &amp; Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reputation</td>
<td>60%</td>
<td>40%</td>
<td>40%</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Employer Reputation</td>
<td>20%</td>
<td>30%</td>
<td>10%</td>
<td>20%</td>
<td>30%</td>
</tr>
<tr>
<td>Citations</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>H Index</td>
<td>10%</td>
<td>15%</td>
<td>25%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>


**Tecnológico de Monterrey 2017 Results**

<table>
<thead>
<tr>
<th>FACULTY AREA</th>
<th>Academic</th>
<th>Employer</th>
<th>Citations</th>
<th>H</th>
<th>Overall</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>63.1</td>
<td>61.9</td>
<td>44.5</td>
<td>0</td>
<td>54.7</td>
<td>401 - 450</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>73.8</td>
<td>64.2</td>
<td>57.8</td>
<td>56.2</td>
<td>65.9</td>
<td>267</td>
</tr>
<tr>
<td>Life Sciences &amp; Medicine</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>67.2</td>
<td>60.5</td>
<td>22.8</td>
<td>7.3</td>
<td>45.0</td>
<td>500 - 1117</td>
</tr>
<tr>
<td>Social Sciences &amp; Mgmt</td>
<td>70.2</td>
<td>63.4</td>
<td>57.6</td>
<td>45.3</td>
<td>64.4</td>
<td>209</td>
</tr>
</tbody>
</table>

**Tecnológico de Monterrey Historical Results 2010 - 2017**

<table>
<thead>
<tr>
<th>Faculty Area Ranks</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>675</td>
<td>518</td>
<td>508</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>401 - 450</td>
</tr>
<tr>
<td>Engineering &amp; Technology</td>
<td>269</td>
<td>200</td>
<td>174</td>
<td>291</td>
<td>288</td>
<td>250</td>
<td>-</td>
<td>267</td>
</tr>
<tr>
<td>Life Science &amp; Medicine</td>
<td>-</td>
<td>496</td>
<td>463</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>480</td>
<td>484</td>
<td>428</td>
<td>634</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Social Sciences &amp; Management</td>
<td>232</td>
<td>178</td>
<td>144</td>
<td>201</td>
<td>184</td>
<td>189</td>
<td>-</td>
<td>209</td>
</tr>
</tbody>
</table>
QS evaluates in this ranking 48 subjects classified within five areas of knowledge, as follows:

**ARTS & HUMANITIES:**
- Anthropology, Archaeology, Architecture/Building Environment, Art & Design, English Language & Literature, History, Linguistics, Modern Languages, Performing Arts, Philosophy

**ENGINEERING & TECHNOLOGY:**
- Computer Science & Information Systems, Chemical Engineering, Civil & Structural Engineering, Electrical & Electronic Engineering, Mechanical, Aeronautical & Manufacturing Engineering, Mineral & Mining Engineering

**NATURAL SCIENCES:**
- Chemistry, Earth & Marine Sciences, Environmental Sciences, Geography, Materials Sciences, Mathematics, Physics & Astronomy

**LIFE SCIENCES & MEDICINE:**
- Agriculture & Forestry, Biological Sciences, Dentistry, Medicine, Nursing, Pharmacy & Pharmacology, Psychology, Veterinary Science

**SOCIAL SCIENCES & MANAGEMENT:**
To produce the QS World University Ranking by Subject 2018 (QS-WUR-BS-2018), QS evaluated more than 4,500 universities worldwide, qualified 3,098 and ranked 1117 in total. Over 127 million citations attributions were analysed and verified the provision of over 18,900 programs.

The methodology combines analysis from QS Global Employer and Academic Surveys whit bibliometric data from Elsevier’s Scopus database.

For further information please refer to: [http://www.topuniversities.com/subject-rankings/2017](http://www.topuniversities.com/subject-rankings/2017)

To rank the subjects, QS considers the following four criteria and assigns different weights to each criterion:

- Citation per Paper
- Employer Reputation Survey
- Academic Reputation Survey
- H Index

The weight for each of these subjects varies from subject to subject in order to adapt them to the culture and practices for the different disciplines. The following figure illustrates the weights assigned to the four criteria for each subject. The figures were created using data obtained from the QS Intelligent Unit web page. [http://wwwiu.qs.com/university-rankings/subject-tables/#top](http://wwwiu.qs.com/university-rankings/subject-tables/#top)
To be included in QS WUR Ranking by Subject, a subject must record a minimum number of papers in the SCOPUS database. Similarly, to be considered in a given subject and be assigned a score, a university needs to reach a threshold or minimum number of papers authored by university professors and offer academic programs related to that subject. The following table shows the number of papers and thresholds per subject and the thresholds for the number of papers a university should account in each of the 48 subjects.
A threshold in the number of responses obtained in either the Academic Reputation Survey or the Employer Reputation Survey is needed for a university to be given a score in a given subject as well as the offering of academic programs related to that subject. For academic reputation the threshold for any subject is 150 responses. For employer reputation there should be at least 300 mentions for a university on any subject. Then, all the universities that made a score on a subject are ranked producing a subject table.

**Tecnológico de Monterrey 2018 Results**

Tecnologico de Monterrey now features amongst the world’s elite institutions in 11 of 48 subjects and 3 subjects areas.
 QS – QUACQUARELLI SYMONDS RANKINGS

Source: QS Ranking by Subject Tecnológico de Monterrey Fact File 2017

**Tecnológico de Monterrey Historical Results**

QS published the QS-WUR-BS for the first time in 2011. At that time, the ranks were based solely on criteria based on Academic Reputation and Employer Reputation responses. Starting in 2013, QS extended the criteria to include citations per paper and the H Index for a total of four criteria as it stands now. The following tables present Monterrey Tec’s performance in QS-WUR-BS for the period 2013-2016.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>31</td>
<td>49</td>
<td>46</td>
<td>45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Languages</td>
<td>101-150</td>
<td>151-200</td>
<td>151-200</td>
<td>51-200</td>
<td>101-150</td>
<td>101-150</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Engineering and Technology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science &amp; Information Systems</td>
<td>+201</td>
<td>151-200</td>
<td>201-250</td>
<td>201-250</td>
<td>201-250</td>
<td>101-150</td>
</tr>
<tr>
<td>Engineering – Chemical</td>
<td>+301</td>
<td>+301</td>
<td>+201</td>
<td>+201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering - Electrical &amp; Electronic</td>
<td>+301</td>
<td>301-400</td>
<td>+301</td>
<td>251-300</td>
<td>251-300</td>
<td>201-250</td>
</tr>
<tr>
<td>Engineering - Mechanical, Aeronautical &amp; Manufacturing</td>
<td>+301</td>
<td>201-300</td>
<td>201-250</td>
<td>151-200</td>
<td>151-200</td>
<td>101-150</td>
</tr>
<tr>
<td><strong>Life Science &amp; Medicine</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agriculture &amp; Forestry</td>
<td>NS</td>
<td>NS</td>
<td>201</td>
<td>+201</td>
<td>251-300</td>
<td></td>
</tr>
<tr>
<td>Biological Science</td>
<td>NS</td>
<td>NS</td>
<td>NS</td>
<td>+401</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medicine</td>
<td>NS</td>
<td>NS</td>
<td>+401</td>
<td>+401</td>
<td>451-500</td>
<td></td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>NS</td>
<td>NS</td>
<td>+401</td>
<td>+401</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Sciences</td>
<td>NS</td>
<td>NS</td>
<td>+301</td>
<td>+301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Science</td>
<td>NS</td>
<td>NS</td>
<td>+201</td>
<td>+201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>NS</td>
<td>NS</td>
<td>+401</td>
<td>+401</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences &amp; Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounting &amp; Finance</td>
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</tr>
<tr>
<td>Business &amp; Management Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Media Studies</td>
<td>+4 151-200 01</td>
<td>151-200</td>
<td>151-200</td>
<td>151-200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics &amp; Econometrics</td>
<td>NS</td>
<td>+201</td>
<td>201-250</td>
<td>151-200</td>
<td>201-250</td>
<td></td>
</tr>
<tr>
<td>Politics &amp; International Studies</td>
<td>151-200</td>
<td>151-200</td>
<td>151-200</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Policy &amp; Administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

NS – No-Scored. Did not reached the threshold

+(Number) – The subject reached the threshold but not the minimum to be ranked in the top (number).
The methodology differs from other QS ranking, considering important factors in the region and the availability of data. 7 indicators are drawn together to form this regional ranking of universities:

- **Academic Reputation** from Global Survey (30%)
- **Employer Reputation** from Global Survey (20%)
- **Faculty Student Ratio** (10%)
- **Papers per Faculty** from Scopus (5%)
- **Citations per Papers** from Scopus (10%)
- **Proportion of Staff with PhD** (10%)
- **International Research Network** (10%)
- **Web Impact** from Webometrics (5%)

The regional ranking considers four basic criteria: research impact and productivity; teaching commitment; employability; and web impact. The method retains key indicators of global ranking, such as the **Academic Reputation Survey**, **Employer Reputation Survey** and **Faculty/Student Ratio**, though each has a different weighting in this regional study.


### Tecnológico de Monterrey 2014-2018 Results

<table>
<thead>
<tr>
<th>FACULTY AREA RANKS</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reputation</td>
<td>14</td>
<td>13</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Employer Reputation</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Faculty-Student Ratio</td>
<td>32</td>
<td>19</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Papers per Faculty</td>
<td>78</td>
<td>76</td>
<td>78</td>
<td>70</td>
</tr>
<tr>
<td>Citations per paper</td>
<td>68</td>
<td>118</td>
<td>87</td>
<td>47</td>
</tr>
<tr>
<td>Staff with PhD</td>
<td>46</td>
<td>33</td>
<td>28</td>
<td>35</td>
</tr>
<tr>
<td>Web Impact</td>
<td>23</td>
<td>27</td>
<td>23</td>
<td>121</td>
</tr>
<tr>
<td>International Research Network</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
</tbody>
</table>
1.6 - QS Graduate Employability Ranking

A 2018 edition of the QS Graduate Employability Ranking will be published on the 12th of September 2017.

The Graduate Employability Rankings is arguably the first attempt of its kind to globally compare the employability outcomes of higher education institutions, and tries to answer the following questions:
- How reputed are the institutions among employers?
- Are the institutions nurturing high-achievers?
- How connected are institutions to companies?
- How attractive are an institution's recent graduates to employers?

For the first edition of the QS Graduate Employability Rankings:

<table>
<thead>
<tr>
<th>Survey employer responses</th>
<th>Considered institutions</th>
<th>Ranked institutions</th>
<th>Employers' connections with graduates considered</th>
<th>Work placement partnerships evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>30,000</td>
<td>600</td>
<td>500</td>
<td>130,000</td>
<td>200,000</td>
</tr>
</tbody>
</table>

For further information please refer to: [https://www.topuniversities.com](https://www.topuniversities.com)

2018 edition is based on five criteria:

- **30%** Employer Reputation
- **25%** Alumni Outcomes
- **10%** Employer - Student Connections
- **10%** Graduate Employment Rate
- **25%** Partnerships with Employers

**Tecnológico de Monterrey Results 2018**

<table>
<thead>
<tr>
<th>QS Graduate Employability Rankings 2018 GLOBAL RANK</th>
<th>Employer Reputation</th>
<th>Alumni Outcomes</th>
<th>Partnerships with Employers</th>
<th>Employer - Student Connections</th>
<th>Graduate Employment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>67</td>
<td>28</td>
<td>201+</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: QS Graduate Employability Rankings - Tecnológico de Monterrey Fact File 2018
QS Stars is a rating system which allows students to get a wider picture of an Institution’s qualities looking at everything from the employability of graduates, to sports facilities and community engagement.

QS Stars is a complementary companion to rankings, a rating system that facilitates the evaluation of universities across a much broader range of criteria and with respect to established thresholds rather than the performance of others.

The QS Stars audit evaluates an institution against over 50 different indicators, and awards universities between one and five+ stars over eight wider fields, as well as an overall rating.

For further information please refer to:
https://www.topuniversities.com/qs-stars#sorting=overall+country++rating++order=desc+orderby=uni+search=

### 1.8.1 - Methodology

**CORE CRITERIA**: These criteria feature the key building blocks of a university, whether focused globally, domestically or locally; indicators evaluated are the following:
- **Teaching**: collation of student feedback through national student surveys (overall student satisfaction, satisfaction with teaching), further study rate and student-faculty ratio.
- **Employability**: QS Global Employer Survey results, campus employer presence, graduate employment rates and careers service support.
- **Research**: results of QS Global Academic Survey, citations per paper, papers per faculty, arts-related outputs, and prolific academic experts or awards (e.g. Nobel Prizes or Field Medals).
- **Internationalization**: institutional research collaborations, proportion of international students and staff, the numbers of exchange students arriving and departing, the number of nationalities represented in the student body, the number and strength of international partnerships with other universities and the presence of religious facilities.

**LEARNING ENVIRONMENT**: Universities will typically select one of the categories in this area.
- **Facilities**: Indicators such as sports, student accommodations IT, library and medical facilities, as well as the number of student societies, are considered within this criterion.
- **Online/Distance learning**: This category includes indicators such as student services and technology, track record, student-faculty engagement, student interaction, commitment to online and reputation of the university.

**ADVANCED CRITERIA**: Recognizing that institutions vary in specialization, this section gives universities the option to select two of the categories in this area that showcase their strengths.
- **Arts & Culture**: number of concerts and exhibitions organized by the institution, the number of credits and cultural awards and cultural investment.
- **Innovation**: patents, spinoff companies and industrial research.
- **Social Responsibility**: local community investment and developments, charity work and disaster relief, regional human capital development and environmental impact.
- **Inclusiveness**: This area looks at the accessibility of the university to students, particularly at scholarships and bursaries, disability access, gender balance and low-income outreach.

Source: QS Start Methodology https://www.topuniversities.com/qs-stars/qs-stars-methodology
SPECIALIST CRITERIA: Excellence in a narrow field is as valid a claim to world-class status as all-round competence in the round. This category looks at accreditations (internationally and nationally recognized accreditations) and discipline rankings (faculty area ranking and specific subject ranking).

<table>
<thead>
<tr>
<th>Stars Rating</th>
<th>Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Star</td>
<td>100 / 1000</td>
<td>Must have the authority to grant valid degrees in programs in its own name</td>
</tr>
<tr>
<td>2 Stars</td>
<td>250 / 1000</td>
<td></td>
</tr>
<tr>
<td>3 Stars</td>
<td>400 / 1000</td>
<td></td>
</tr>
<tr>
<td>4 Stars</td>
<td>550 / 1000</td>
<td>Must have at least 75 academic referees or must have at least two citations per faculty member (for any institution not focused exclusively on two or fewer of our broad faculty area. Must have at least 1% international students</td>
</tr>
<tr>
<td>5 Stars</td>
<td>700 / 1000</td>
<td>Must have at least 150 academic referees or three citations per faculty member (for any institution not focused exclusively on two or fewer of our broad faculty areas) Must have at least: 5% international faculty, 5% international students, 85 points Employability category and 70 points in Facilities category within Core Criteria</td>
</tr>
<tr>
<td>5 Stars Plus</td>
<td>900/1000</td>
<td>Must have 5 star rating in all categories</td>
</tr>
</tbody>
</table>
Tecnológico de Monterrey Results
Tecnológico de Monterrey was awarded 5 Stars in QS STARS 2016-2018

QS Stars is a rating system that helps you select the right university based on your interests. It provides a detailed look at an institution, identifying which universities rate highest in the specific topics that matter to you, like facilities, graduate employability, social responsibility, inclusiveness, and more.

QS Stars Ratings for Instituto Tecnológico y de Estudios Superiores de Monterrey

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>5</td>
</tr>
<tr>
<td>Research</td>
<td>4</td>
</tr>
<tr>
<td>Employability</td>
<td>5</td>
</tr>
<tr>
<td>Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Facilities</td>
<td>5</td>
</tr>
<tr>
<td>Internationalization</td>
<td>5</td>
</tr>
<tr>
<td>Innovation</td>
<td>5</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>4</td>
</tr>
<tr>
<td>Specialist Criteria</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: https://www.topuniversities.com/universities/instituto-tecnologico-y-de-estudios-superiores-de-monterrey
In 2014, QS Quacquarelli Symonds entered into a partnership with the University of Pennsylvania’s Wharton School to launch the first global competition designed to identify the most innovative education methods for enhancing learning in higher education students or their employability. These awards are known as the ‘Oscars for Higher Education’. In 2015 over 500 projects from 40 countries were submitted.

**Award Categories**

There are several categories, as follows:

- **Overall Winner(s) Award**: The world’s most innovative education methods for enhancing student learning and/or employability. The overall winner received a US$50,000 cash prize.
- **E-Learning Innovation**
- **Hybrid Learning Innovation**
- **Presence Learning Innovation**
- **Teaching Delivery**
- **Learning Assessment Award**
- **Sustainability Award**
- **Nurturing Employability**
- **Ethical Leadership Award**
- **Cultivating Curiosity Award**
- **Overall Ed Tech Award**, which includes the following categories:
  - ICT Tools for Learning and Teaching Award
  - ICT Support and Services Award
  - Educational App
  - Digital Content
  - Best use of ICT Tools
- **Regional Awards (Africa – Asia – Europe – Latin America - Canada & USA – Middle East – Asia Pacific)**
- **Discipline Awards (Arts & Humanities – Engineering & IT – Life Sciences – Social Sciences - Natural Sciences – MBA & Professional Education)**

For further information please refer to: [http://www.reimagine-education.com/](http://www.reimagine-education.com/)
Reimagine Education is a prestigious international competition rewarding innovative initiatives aimed at enhancing student learning outcomes & employability. It culminates in a global conference for those seeking to shape the future of education. This contest was planned as an alternative to the new education necessities. Every year we receive among 1000 proposals from more than 30 universities. Tecnológico de Monterrey participated with 16 projects in 2016, and 18 in 2017, resulting in winners in both years with 3 projects.

**2017**

"Open Innovation Laboratory for Rapid Realization of Sensing, Smart and Sustainable Products". **Awards:** Latin America Award (Silver Winner) - Engineering and IT Award (Gold Winner) - Hybrid Learning Award (Silver Winner)  **Project:** The proposed Open Innovation Laboratory has three major pillars: specific Learning Techniques to enhance education; Design Methodologies to guide the design process, and a Rapid Product Realization Platform, that includes emergent technologies for product development. Using this Open Innovation Laboratory, it is possible to demonstrate students apply technical skills and experiences during the development of innovative and sustainable products. The laboratory promotes interactive collaboration between internal and external actors during the innovation process to develop Sensing, Smart, and Sustainable products and services. It also supports the maker movement to stimulate an entrepreneurship culture and foster companies incubation and economic development. **Authors:** Arturo Molina, Dante Chavarria, Martin Bustamante, Jhonattan Miranda, Edgar López, Manuel Macías, Julieta Noguez, Miguel Ramirez, Martín Molina y Pedro Ponce.

"Touching Math: From concepts to reality through 3D tools". **Awards:** Latin America Award (Bronze Winner) - Presence Learning Award (Bronze Winner) - Natural Sciences Award (Gold Winner)  **Project:** The goal is to improve the teaching-learning process of mathematics by increasing spatial visualization skills using augmented reality, virtual environments and 3D impressions. A new way of teaching important mathematical concepts is presented by adding the senses of touch and sight to the learning process, showing the student a way of describing reality through mathematical language in a natural way and achieving a meaningful learning of mathematics. The results indicate an increase in motivation and increased learning, in addition to developing skills of mathematical visualization and interpretation of concepts in students. **Authors:** Linda Medina, Gerardo Aguilar, Sergio Ruiz, Saúl Juárez, Marlén Aguilar, Martín Pérez, Jaime Castro, Moisés Alencastre y Lourdes Muñoz.

"Research Path: Inducing Curiosity, Research and Innovation in Undergraduate Students". **Award:** Cultivating Curiosity Award (Silver Winner)  **Project:** Rather than push students into predictable outcomes, Research Path pedagogy uses curiosity to pull them across new horizons. The Research Path objective is for under-graduate students to earn what they learn by integrating into research, developing hotly-demanded research skills, and graduating with concrete research results. 864 students have participated since 2004. 304 have graduated, and 100% of these are working or doing graduate studies. Students opt-in after third semester, complete eight credit-bearing seminars and internships, and document a capstone project with a peer-reviewed publication, intellectual property, business venture, or scientific reports. Results include 52 journal articles with 638 citations. **Authors:** Nathalie Galeano, Francisco Cantú, James Fangmeyer, Rogelio Soto y Rubén Morales.

**2016**

"Incubation Cells: Researchers and Entrepreneurs". Project from James Fangmeyer Jr, Francisco Cantú, Silvia Patricia Mora and Nathalie Galeano, professors from Campus Monterrey. The project consists in the incubation of technological base business, using the patents rights results of thesis of PhD and Masters of Tecnológico de Monterrey alumni. This patents are registered by the students and their professors, with the aim of become them in real business. The Incubation Cells Program role is to provide them business, financial, legal, informatics and marketing advising. Also, this program can provide information about seed capital networks, research resources, and even technological parks office space. This project won the first place in the Nurturing Employability Award category.

"Semester i – A new way of learning". Project from Eduardo Bastida Escamilla and Luis Enrique Herrera del Canto, professors from Campus Santa Fe. The project explains the Semester i methodology, one of the most innovative initiative of competen-cen-based teaching and learning challenge, and part of Modelo Educativo Tec21. This project won the first place in Hybrid Learning Innovation-Poster in Latam region.

"Professor Avatar: Telepresence Model". Project from Luis Eduardo Luévano Belmonte and Eduardo López de Lara Díaz, from Campus Zacatecas, and Eduardo González Mendivil from Campus Monterrey. The Project consist in a telepresence model for increase the distance education learning-teaching process, and contribute to the humanization and revaluation of the professor and student’s social presence in the distance education model. The project won second place in Best us of Information and Communication Technology Tools.
For 2015, ten educational proposals designed by academics at Tecnológico de Monterrey were short-listed, earning four awards in topics related to medicine, logistics and anatomy:

<table>
<thead>
<tr>
<th></th>
<th>Project Description</th>
<th>Team Members</th>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Virtual Pathology Lab (Alvaro Barbosa-Quintana, Guillermo Molinar-Flores, Irma Elisa Erana-Rojas, Jose Eduardo Perez-Saucedo)</td>
<td>2nd Place in “Life Sciences Award”</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LOST - Logistic Simulator (Ernesto Armando Pacheco Velázquez)</td>
<td>3rd Place in “Presence Learning Award” and 2nd Place in “Latin America Regional Award”</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Portable Anatomy AR Learning System with Depth Camera in Real Time</td>
<td>Cecilia Silva-Munoz, Moises Alencastre-Miranda, Ricardo Rojas-Ruiz, Zaira Grostieta-Dominguez, Cristina Manrique-Juan, Lourdes Munoz-Gomez</td>
<td>3rd Place in “K-12 Award”</td>
</tr>
<tr>
<td>4</td>
<td>INNOVACTION GYM (Alejandro Manriquez, Ernesto Rodríguez, Ewelina Ferchow, Jaime Bonilla, Javier Serrano)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>TEAM - Educational Technology for Mathematics Learning (Eduardo Gonzalez Mendivil, Norma Patricia Salinas Martinez)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>GCL - Guided Collaborative Learning (Ana Luisa Hernández, Dulce Vera Noyola, Jorge Francisco Rocha Orozco, Luz Maria de la Portilla Esquivel, Miguel Angel Rodriguez Montes, Rafaela Bueckmann Diegoli)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Professional Reality (Jesus Meza, Rafael Sanchez-Varela, Ramiro Estrada, Sergio Sanchez)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>International Leaders Model: Connective Blended Learning Experience (Maribell Reyes Millan)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Virtual Exchanges - Graduate Programs in Business and Public Management (Claudia Celina Pena Alanis, Martha Eugenia Aleman Flores, Oralia Catalina Mena Blanco)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Design of a Class Based on Film Storytelling (Alonso Estrada González, Mariana Maya López, Paris Gómez Vázquez)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2014

In 2014 - Tecnológico de Monterrey won the Latin America Regional Award:

Towards a Visual and Tangible Mathematics (Eduardo González Mendivil and Norma Patricia Salinas) – 1st Place

Remote Learning Environments for Learning Mathematics (Linda Medina) - Finalist
1.9 - QS Higher Education System Strength Ranking

This is a ranking of countries that have the strongest higher education systems:

Criteria

<table>
<thead>
<tr>
<th></th>
<th>System Strength</th>
<th>Access</th>
<th>Flagship institution</th>
<th>Economic contest</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>How strong the higher education system is in comparison to the rest of the world.</td>
<td>The number of places available at the internationally ranked universities in each country.</td>
<td>The ranking takes into account the standing of each country’s leading institution.</td>
<td>The relative strength of the system with respect to the nation’s GDP per capita.</td>
</tr>
</tbody>
</table>


Mexico results:

<table>
<thead>
<tr>
<th>OVERALL</th>
<th>Criteria</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>System</td>
<td>33</td>
</tr>
<tr>
<td>35</td>
<td>Access</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Flagship institution</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Economic contest</td>
<td></td>
</tr>
</tbody>
</table>

Historical results:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>33</td>
<td>31</td>
<td>30</td>
<td>29</td>
<td>29</td>
<td>33</td>
</tr>
</tbody>
</table>

Universities in Mexico that contribute the most of the educational system strength:

- Universidad Nacional Autónoma de México (UNAM)
- Tecnológico de Monterrey (ITESM)
- Instituto Politécnico Nacional (IPN)

Other universities include:

- Universidad Iberoamericana.
- Universidad de Guadalajara.
- Instituto Tecnológico Autónomo de México.
THE-TIMES HIGHER EDUCATION RANKINGS
THE-TIMES HIGHER EDUCATION RANKINGS

2-THE – TIMES HIGHER EDUCATION RANKINGS

THE is a weekly magazine based in London, reporting on news and issues related to higher education. It is also known for publishing the annual Times Higher Education World University Rankings, the BRICS & Emerging Economies Ranking, the Asia University Rankings, the World Reputation Rankings, the Global Employability Ranking and 150 under 50 Rankings, the Latin America Ranking.

### 2.1 - THE Methodology

THE–QS World University Rankings, THE BRICS & Emerging Economies Ranking and the Latin America Ranking are based on the same indicators grouped into five areas, but with different weightings:

<table>
<thead>
<tr>
<th>AREAS</th>
<th>INDICATORS</th>
<th>WORLD</th>
<th>BRICS &amp; EMERGING ECONOMIES</th>
<th>LATIN AMERICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching (the learning environment)</td>
<td>Reputation survey</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>Staff-to-student ratio</td>
<td>4.5%</td>
<td>4.5%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Doctorate-to-bachelor’s ratio</td>
<td>2.25%</td>
<td>2.25%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Doctorates awarded to academic staff ratio</td>
<td>6%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Institutional income</td>
<td>2.25%</td>
<td>2.25%</td>
<td>6%</td>
</tr>
<tr>
<td>Research (volume, income and reputation)</td>
<td>Reputation survey</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Research income</td>
<td>6%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Research productivity</td>
<td>6%</td>
<td>6%</td>
<td>10%</td>
</tr>
<tr>
<td>Citations (research influence)</td>
<td></td>
<td>30%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>International outlook (staff, students and research) – 10%</td>
<td>International-to domestic-student ratio</td>
<td>2.5%</td>
<td>3.33%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>International-to domestic-staff ratio</td>
<td>2.5%</td>
<td>3.33%</td>
<td>2.5%</td>
</tr>
<tr>
<td></td>
<td>International collaboration</td>
<td>2.5%</td>
<td>3.34%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Industry income (innovation)</td>
<td></td>
<td>2.5%</td>
<td>10%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

#### Teaching [the learning environment]

- **Reputation survey:** The Academic Reputation Survey (run annually) that underpins this category was carried out in December 2014 and January 2015. It examined the perceived prestige of institutions in teaching. The responses were statistically representative of the global academy’s geographical and subject mix.
- **Staff-to-student ratio**
- **Doctorate-to-bachelor’s ratio**
- **Doctorates awarded to academic staff ratio** – This indicator is normalized to take into account a university’s unique subject mix, reflecting that the volume of doctoral awards varies by discipline.
- **Institutional income** – This measure is scaled against staff numbers and normalized for purchasing-power parity (PPP).
THE-TIMES HIGHER EDUCATION RANKINGS

RESEARCH [VOLUME, INCOME AND REPUTATION]

- **Reputation survey**: based on the Academic Reputation Survey, examined the perceived prestige of institutions in research.
- **Research income**: scaled against staff numbers and normalized for purchasing-power parity.
- **Research productivity**: counts the number of papers published in the academic journals indexed by Elsevier’s Scopus database per scholar, scaled for institutional size and normalized for subject.

CITATIONS [RESEARCH INFLUENCE]

The data are drawn from Scopus database and include all indexed journals published between 2010 and 2014; citations to these papers made in the six years from 2010 to 2015 are also collected. The data are fully normalized to reflect variations in citation volume between different subject areas.

INTERNATIONAL OUTLOOK [STAFF, STUDENTS AND RESEARCH]

- International-to domestic-student ratio
- International-to domestic-staff ratio
- International collaboration; calculates the proportion of a university’s total research journal publications that have at least one international co-author and reward higher volumes. This indicator is normalized to account for a university’s subject mix and uses the same five-year window as the “Citations: research influence” category.

INDUSTRY INCOME [INNOVATION]:

This indicator seeks to capture knowledge transfer activity by looking at how much research income an institution earns from industry (adjusted for PPP), scaled against the number of academic staff it employs.

2.2 - THE BRICS & Emerging Economies Ranking

The Times Higher Education BRICS & Emerging Economies Rankings 2016 includes only institutions in countries classified as emerging (“Advanced Emerging”, “Secondary Emerging” or “Frontier”) by FTSE (Financial Times Stock Exchange), including the “BRICS” nations of Brazil, Russia, India, China and South Africa.

Universities are excluded from the Times Higher Education BRICS & Emerging Economies Rankings if they do not teach undergraduates or if their research output amounted to fewer than 500 articles between 2008 and 2012 (100 a year).

For further information please refer to: https://www.timeshighereducation.com/world-university-rankings/2016/brics-and-emerging-economies-0#!/page/0/length/25/sort_by/rank_label/sort_order/asc/cols/rank_only
Tecnológico de Monterrey Results in THE Bricks and Emerging Economies Ranking

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>17.4</td>
<td>35.9</td>
<td>32.7</td>
<td>32.7</td>
</tr>
<tr>
<td>Teaching</td>
<td>15.8</td>
<td>25.0</td>
<td>24.3</td>
<td>22.0</td>
</tr>
<tr>
<td>International Outlook</td>
<td>50.2</td>
<td>67.6</td>
<td>65.6</td>
<td>60.1</td>
</tr>
<tr>
<td>Industry Income</td>
<td>50.7</td>
<td>93.5</td>
<td>80.1</td>
<td>73.5</td>
</tr>
<tr>
<td>Research</td>
<td>9.3</td>
<td>16.6</td>
<td>14.8</td>
<td>16.1</td>
</tr>
<tr>
<td>Citations</td>
<td>16.3</td>
<td>36.5</td>
<td>31.9</td>
<td>39.8</td>
</tr>
</tbody>
</table>

---

2.3 - THE World University Ranking

The Times Higher Education World University Rankings 2019 includes 1,200 universities from 80+ different countries, compared with the 980 universities from 79 countries in last year’s table. Universities are excluded from the World University Rankings if they do not teach undergraduates or if their research output amounted to fewer than 1,000 papers in total between 2013-2017.

For further information please refer to: https://www.timeshighereducation.com/world-university-rankings

Tecnológico de Monterrey Results in THE World University Ranking

Tecnológico de Monterrey was ranked in THE World University Ranking for the first time in 2016, receiving a 601-800 Rank.
2.4 - THE GLOBAL EMPLOYABILITY UNIVERSITY RANKING

Methodology

The ranking was created from the combined votes of 2,200 recruiters and 2,400 managing directors of international companies or subsidiaries across 20 countries. The online survey was completed by recruiters from 21 countries: Australia, Brazil, Canada, China, France, Germany, India, Italy, Japan, Mexico, the Netherlands, Poland, Russia, Singapore, South Korea, Spain, Sweden, Switzerland, Turkey, the UK and the US. The countries were chosen based on the fact that they are the main global players in higher education, accounting for more than 80 per cent of students worldwide, and have at least one internationally recognized university.

The ranking was created from the combined votes of two “panels”. For one panel, respondents from across the 21 countries were asked to indicate which institutions from a list of their local universities produced the most employable graduates. Companies could cast between three and 15 votes depending on how many of their country’s institutions were entered into the survey. Companies that recruit internationally were also asked to vote for up to ten universities in the world that, in their experience, produce the most employable graduates.

The second panel consisted of 2,400 managing directors of internationally recruiting companies (or subsidiaries) with more than 1,000 employees. Each cast a maximum of ten votes for local or global universities. The ranking is based on the total number of votes each institution received.

Tecnológico de Monterrey results in THE Global Employability University Ranking

<table>
<thead>
<tr>
<th></th>
<th>World</th>
<th>Mexico</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>101</td>
<td>1</td>
</tr>
<tr>
<td>2016</td>
<td>110</td>
<td>1</td>
</tr>
<tr>
<td>2015</td>
<td>109</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>116</td>
<td>1</td>
</tr>
<tr>
<td>2013</td>
<td>120</td>
<td>1</td>
</tr>
</tbody>
</table>

2.5 - THE Latin America Ranking

The pilot 2017 Times Higher Education Latin America University Rankings rank the top 50 universities in Latin America, and are based on the same rigorous criteria as the THE World University Rankings, but with special modifications to better reflect the characteristics of Latin America’s universities. World-class universities are judged employing 13 separate performance indicators across all their core missions – teaching, research, knowledge transfer and international outlook.


Tecnológico de Monterrey results in THE Latinoamérica Ranking.

No. 1 in Mexico

No. 5 in Latin America
Methodology

The Times Higher Education University Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs). We use carefully calibrated indicators to provide comprehensive and balanced comparisons across three broad areas: research, outreach, and stewardship.

Which SDGs are included?

There are 17 UN SDGs and we are evaluating university performance on 11 of them in our first edition of the ranking:

SDG 3 – Good health and well-being
SDG 4 – Quality education
SDG 5 – Gender equality
SDG 8 – Decent work and economic growth
SDG 9 – Industry, innovation, and infrastructure
SDG 10 – Reduced inequalities
SDG 11 – Sustainable cities and communities
SDG 12 – Responsible consumption and production
SDG 13 – Climate action
SDG 16 – Peace, justice and strong institutions
SDG 17 – Partnerships for the goals

Universities can submit data on as many of these SDGs as they are able. Each SDG has a series of metrics that are used to evaluate the performance of the university in that SDG.

Any university that provides data on SDG 17 and at least three other SDGs is included in the overall ranking.

As well as the overall ranking, we also publish the results of each individual SDG in 11 separate tables. This enables us to reward any university that has participated with a ranking position, even if they are not eligible to be in the overall table.

Best scores by rank

For further information:
LINKEDIN
Top Attractors of 2016. This is a global ranking of the most sought-after employers around the world based on billions of interactions on LinkedIn data. These are the places where job seekers want to work and professionals want to stay.

To determine the Top Attractors, LinkedIn assessed companies on four factors:

1 - Reach  
How well-known they are.

2 - Engagement  
How much interaction their content receives.

3 - Job interest  
How much interest their jobs generate.

4 - New hire staying power  
How well they retain new hires.

LinkedIn observed how much our 433M+ members discovered and engaged with these companies, applied to jobs, and whether new hires stayed after joining.

Top 10 most sought-after companies globally

1 - Apple
6 - Microsoft
2 - Salesforce
7 - Uber
3 - Facebook
8 - Unilever
4 - Google
9 - The Coca Cola Company
5 - Amazon
10 - Johnson & Johnson

Tecnológico de Monterrey is 4th of universities the top attractors hire from the most frequently

THE PRINCETON REVIEW-TOP SCHOOLS FOR ENTREPRENEURSHIP
For 30 years, The Princeton Review “TPR” offers test preparation and college admission services, tutoring and admissions resources, online courses, and books for students in the United States. Its Graduate and Undergraduate School rankings rely on student opinion and not just on statistical data. For the first time in 2016, and as an exception, a Mexican University appears in the Top Schools for Entrepreneurship Ranking.

For further information please refer to:

Methodology

TPR surveyed more than 300 undergraduate and graduate schools from May 2016 through August 2016 regarding their entrepreneurship offerings. The 60-question survey asked schools to report on levels of their commitment to entrepreneurship studies inside and outside the classroom. More than three dozen data points were analyzed for the tally that determined the rankings. Topics covered included: the percentage of faculty, students, and alumni actively and successfully involved in entrepreneurial endeavors, the number and reach of mentorship programs, scholarships and grants for entrepreneurial studies, and the level of support for school-sponsored business plan competitions. The top 25 undergraduate and 25 best graduate schools best for entrepreneurship studies are ranked.

Tecnológico de Monterrey is 14rd in the TOP 25 Entrepreneurship Undergraduate School Ranking in the USA
BUSINESS SCHOOL RANKINGS
BUSINESS SCHOOL RANKINGS

5-BUSINESS SCHOOL RANKINGS

5.1- QS-Quacquarelli Symonds Regional MBA Rankings

12.1.1 - QS-Global 200 Business Schools

In the TopMBA Rankings the schools in five global regions are ranked separately. The MBA rankings by region are based on a survey of a global pool of actively hiring international MBA employers and on the academic reputation survey.

For further information please refer to:
http://www.topmba.com/mba-rankings/region

For the 2014/15 report, QS has adopted a new methodology for QS Top MBA, including two criteria:

**QS GLOBAL 200 BUSINESS SCHOOLS REPORT**

- **SURVEY:** This captures the preferred set of business schools each responding employer wishes to recruit from; either now, in the recent past or in the near future. Employers focusing on domestic hiring are not included in the survey. Only business schools offering full-time MBA programs are included. Employer responses to these questions provide information on: MBA recruitment trends, MBA salaries and compensation trends, global business school ratings by region and global business school ratings by specialization.

- **ACADEMIC REPUTATION:** In 2014, 63,676 faculty and other academics responded to the survey. Respondents are first asked to identify their areas of expertise – countries, regions, and the faculty areas with which they are most familiar. For each faculty area, they are then asked to list domestic and international institutions that they consider excellent for research in that area, but are not permitted to choose their own institutions. For the QS Global 200 Business Schools Report, only responses related to business and management were used. To increase the size of the sample, responses from one year are combined with those from two previous years.

---

The employability measure, based on our global survey of MBA employers

85%

Academic reputation, based on a global faculty survey

15%
Tecnológico de Monterrey 2014/2015 Results

Tecnológico de Monterrey is Latin America’s top school for both employer recognition and academic reputation, retains the #1 spot in 2013 and 2014 in QS Top MBA in Latin America.

12.1.2 - QS-Business Schools

#1 BUSINESS SCHOOL IN MEXICO AND LATIN AMERICA FOR THIRD CONSECUTIVE YEAR
QS Global 200 Business Schools Report 2013/14 & 2014/15

#1 BUSINESS SCHOOL IN LATIN AMERICA FOR GRADUATE SALARY & PROGRESSION
QS Top MBA Jobs & Salary Trends 2015/2016
5.2 - América Economía: Best Business Schools in Latin America

The ranking of the Best Business Schools in Latin America, prepared by América Economía Intelligence, determines the best business schools in the region regarding their MBA programs. In 2016, 41 educational institutions qualified for consideration.

Methodology

For further information please refer to: http://www.americaeconomia.com/negocios-industrias/conozca-el-ranking-2016-de-las-mejores-escuelas-de-negocios-de-america-latina

- **40% Academic Strength**
  - was evaluated according to two criteria: (1) number of full-time teachers and the quality of their academic training; and (2) number of part-time professors and their experience in the field of business. 80% of this category is based on the proportion of full-time professors and their academic credentials, and 20% is based on the quality and experience of part-time professors.

- **15% Production of Knowledge**
  - the production over three years of ISI papers (indexed by Thomson Reuters), books, book chapters, and cases affiliated to the business school, with weighting broken into: 80% to ISI papers and 20% to the remaining three categories.

- **20% Internationalization**
  - 40% corresponds to agreements signed by the business school, 30% to accreditations, memberships 10%, 10% international campuses or offices, and 10% student exchange agreements with universities A and B.
90% depends on the executive positions reached by the graduates. The remaining 10% is measured considering the gross amount of placements of alumni and the existence of alumni associations.

**Tecnológico de Monterrey Results 2016**

EGADE Business School is #1 in *América Economía* Best Business Schools in Latin America Ranking

---

**#1**

**MBA programs in Mexico and Latin America for third consecutive year**

*América Economía* MBA Ranking 2014-2017

---

**#1**

**Business School for Internationalization**

*América Economía* MBA Ranking 2016
BUSINESS SCHOOL RANKINGS

5.3- Forbes

#1
IN LATIN AMERICA: MOST INNOVATIVE BUSINESS SCHOOL
Forbes 20 most Innovative Business Schools in Latin America 2016

5.4- Financial Times

#1
EXECUTIVE MBA IN MEXICO AND LATIN AMERICA
FOR THE NINTH CONSECUTIVE YEAR

#34
EXECUTIVE MBA WORLDWIDE IN 2015

5.5- The Economist

#1
EXECUTIVE MBA IN MEXICO AND LATIN AMERICA
The Economist Executive MBA Bi-annual Ranking 2013/2015

#56
EXECUTIVE MBA WORLDWIDE, 2015
5.6- Eduniversal

World-class Recognition in Prestigious Rankings

#1 BUSINESS SCHOOL IN MEXICO AND LATIN AMERICA FOR EIGHTH CONSECUTIVE YEAR
Eduniversal Business School Ranking 2008-2015

#1 MASTER IN FINANCE IN MEXICO AND LATIN AMERICA
Eduniversal Best Masters Ranking 2015-2016

5.7- EGADE Business School / Triple Crown

EGADE Business School at Tecnológico de Monterrey is the recognized leader in business education in Latin America as attested by the most influential global ranking and accreditation organizations. The School’s stellar global reputation has been built on a consistent commitment to innovation and transformation in preparing globally competitive, entrepreneurial and responsible leaders for business and society. Outstanding graduates, a distinguished global faculty, impactful research and a truly global vision and reach have earned EGADE Business School its undisputed place as a leader at the vanguard of business education worldwide.

World-class Academic Accreditation

EGADE Business School has received the prestigious “Triple Crown” of international accreditation from the three most influential accreditation organizations in global business education, unanimously recognized among global business schools for the quality standards which they certify: AACSB, AMBA and EQUIS.
**The Association to Advance Collegiate Schools of Business (AACSB)**
An association of educational, business, and other organizations, dedicated to the advancement of business education and the accreditation of business schools throughout the world. Less than 5% of business schools worldwide comply with the high accreditation standards of the AACSB.

**Association of MBAs (AMBA)**
The organization of accreditation of MBA programs, that sets the global standard for MBA education.

**The European Quality Improvement System (EQUIS)**
An international system that evaluates the quality, continual improvement, and accreditation of higher education programs in business administration.

EGADE Business School belongs to the exclusive group of 1% of global business schools that has received the triple crown of global accreditation.
ACADEMIC RANKING OF WORLD UNIVERSITIES (ARWU)
ARWU was first published in June 2003 by the Center for World-Class Universities (CWCU), Graduate School of Education (formerly the Institute of Higher Education) of Shanghai Jiao Tong University, China, and is updated on an annual basis.

For further information please refer to: http://www.shanghairanking.com/aboutarwu.html

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>INDICATOR</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Education</td>
<td>Alumni of an institution winning Nobel Prizes and Field Medals</td>
<td>10%</td>
</tr>
<tr>
<td>Quality of Faculty</td>
<td>Staff of an institution winning Nobel Prizes and Field Medals</td>
<td>20%</td>
</tr>
<tr>
<td>Research Output</td>
<td>Highly cited researchers in 21 broad subject categories</td>
<td>20%</td>
</tr>
<tr>
<td>Per Capita Performance</td>
<td>Papers published in Nature and Science*</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Papers indexed in Science Citation Index-expanded and Social Science Citation Index</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Per capita academic performance of an institution</td>
<td>10%</td>
</tr>
</tbody>
</table>

* For institutions specialized in humanities and social sciences, such as the London School of Economics, papers published in *Nature and Science* is not considered, and their weight is relocated to other indicators.

**Tecnológico de Monterrey Results 2015**

Tecnológico de Monterrey was ranked 501-800 of ARWU 2015.
Tecnológico de Monterrey is an active participant among the 551 universities in the global Research University Profile (GRUP) 2015.

For further information please refer to: http://www.shanghairanking.com/grup/survey/index.html
U-MULTIRANK
U-Multirank is developed and implemented by an independent consortium led by the Centre for Higher Education in Germany, the Center for Higher Education Policy Studies at the University of Twente and the Centre for Science and Technology Studies at Leiden University in The Netherlands.

The first U-Multirank ranking was the 2014 edition, covering more than 850 higher education institutions from more than 70 countries.

The new edition will present data on almost 1500 institutions from 99 countries and more than 2,500 departments/faculties in the 2017 subjects.

For further information please refer to: http://www.umultirank.org/

U-Multirank compares the performances of higher education institutions in five broad dimensions of university activity, and allows users to develop their own personalized rankings by selecting indicators in terms of their own preferences. Comparisons can be made at the level of the university as a whole and at the level of specific fields of study.

Source: http://www.umultirank.org/
Tecnológico de Monterrey 2017 results

Tecnológico de Monterrey is recognized among the “Student Mobility” (Inbound and Outbound) Top 25 Performers, occupying the 11th position worldwide, together with universities in Germany, France, Belgium, Austria, Sweden, Norway, Russia, Hungary and Bulgaria.

Source: U-Multirank Tecnológico de Monterrey Sunburst
The “World Universities Ranking on the Web” (Webometrics) is an initiative of the Cybermetrics Lab, part of the Superior Council for Scientific Research (CSIC), the largest national research center in Spain. The aim of the ranking is to promote academic web presence, supporting the Open Access initiatives for increasing significantly the transfer of scientific and cultural knowledge generated by the universities to the entire society. Since 2004, and every six months, information about the performance of universities (more than 24,000) from all over the world, based on their web presence and impact, is released.


**Methodology**

**PRESENCE**

Size (number of pages) of the main webdomain of the institution. It includes all the subdomains sharing the webdomain and all the file types including rich files like pdf documents

5%

Source: Google

**IMPACT**

Number of external networks (subnets) originating backlinks to the institutions webpages. After normalization, the maximum value between the two sources is selected

50%

Source: Ahrefs Majestic

**TRANSPARENCY**

Number of citations from Top authors according to the source (Sum of citations of top 10 authors in the Google Scholar institutional profile, the first profile author is not included for improving representativeness)

10%

Source: Google Scholar Citation

**EXCELLENCE**

Number of papers amongst the top 10% most cited in 26 disciplines Data for the five year period (2012-2016)

35%

Source: Scimago

**Note:** The Webometrics Rank of a university is strongly linked to the volume and quality of the contents it publishes on the web. Such contents should be originated by the faculty and other members of the university or by special agreement with external authors.
Tecnológico de Monterrey Results.

Tecnológico de Monterrey has achieved the following positions in the Webometrics World Ranking, Latin America Ranking & Mexico Rank.

<table>
<thead>
<tr>
<th>DATE</th>
<th>MEXICO RANK</th>
<th>LATIN AMERICA RANK</th>
<th>WORLD RANK</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRESENCE</td>
<td>IMPACT</td>
<td>TRASPA-RENCY</td>
<td>RESEARCH EXCELLENCE</td>
</tr>
<tr>
<td>JAN-2019</td>
<td>8</td>
<td>61</td>
<td>1396</td>
<td>2155</td>
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<tr>
<td>JUL-2018</td>
<td>9</td>
<td>63</td>
<td>1487</td>
<td>3005</td>
</tr>
<tr>
<td>JUN-2018</td>
<td>34</td>
<td>224</td>
<td>3131</td>
<td>9425</td>
</tr>
<tr>
<td>JUL-2017</td>
<td>25</td>
<td>2,319</td>
<td>2574</td>
<td>20,113</td>
</tr>
<tr>
<td>JAN-2017</td>
<td>3</td>
<td>28</td>
<td>757</td>
<td>478</td>
</tr>
<tr>
<td>JUL-2016</td>
<td>4</td>
<td>30</td>
<td>776</td>
<td>598</td>
</tr>
<tr>
<td>JAN-2016</td>
<td>5</td>
<td>30</td>
<td>777</td>
<td>408</td>
</tr>
</tbody>
</table>

8.2 Institutional Repositories Rank by Webometrics

The Ranking Web of Repositories has been published since 2008 by the Cybermetrics Lab, a research group belonging to the Consejo Superior de Investigaciones Científicas (CSIC).

The aim of this ranking is to support Open Access initiatives and, therefore, the free access to scientific publications in an electronic form and to other academic material. The Ranking Web (Webometrics) provides a list of mainly research-oriented repositories arranged according to a composite index derived from their web presence and the web impact (link visibility) of their contents, data obtained from the major commercial search engines.

For further information please refer to: [http://repositories.webometrics.info/en](http://repositories.webometrics.info/en)

Methodology

Criteria for inclusion: The repositories should have their own web domain or subdomain and include at least peer-reviewed papers to be considered (services that contain only archives, databanks or learning objects are not ranked).

Indicators and weighting are the following:
OA Repositories are intended to provide full text documents, not bibliographic records or long abstracts. Google is used for counting the total number of pages provided, including all the rich files like those in pdf format.

Obtained from combining the square root of the external inlinks and the number of their referred webdomains according to the two major providers of link data: Majestic SEO and ahrefs. The top 20 citing domains (threshold) and the corresponding backlinks are excluded from calculations.

Repositories are deposits for archiving documents but also a tool for promoting these items, and today the best, more universal and visible way is to use the social networks of the so-called Web 2.0. This indicator counts the mentions in these tools: Academia, Bibsonomy, CiteUlike, CrossRef, Datadryad, Delicious, Facebook, Figshare, Google+, GitHub, Instagram, LinkedIn, Pinterest, Reddit, RenRen, ResearchGate, Scribd, SlideShare, Tumblr, Twitter, Vimeo, VKontakte, Weibo, Wikipedia (all languages), Wikipedia English, Wikia, Wikimedia, YouTube, Zenodo. The results are normalized for each one and then combined.

Total number of items obtained from Google Scholar.

<table>
<thead>
<tr>
<th>DATE</th>
<th>MEXICO RANK</th>
<th>LATIN AMERICA RANK</th>
<th>WORLD RANK</th>
<th>SIZE</th>
<th>VISIBILITY</th>
<th>RICH FILES</th>
<th>SCHOLAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUL-2017</td>
<td>6</td>
<td>77</td>
<td>993</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAN-2017</td>
<td>6</td>
<td>109</td>
<td>1277</td>
<td>1013</td>
<td>1584</td>
<td>795</td>
<td>1068</td>
</tr>
<tr>
<td>JUL-2016</td>
<td>12</td>
<td>173</td>
<td>1892</td>
<td>1272</td>
<td>1938</td>
<td>1327</td>
<td>1183</td>
</tr>
<tr>
<td>JAN-2016</td>
<td>13</td>
<td>183</td>
<td>2023</td>
<td>1551</td>
<td>2043</td>
<td>1858</td>
<td>1766</td>
</tr>
</tbody>
</table>
US NEWS-BEST GLOBAL UNIVERSITIES RANKING
U.S. News & World Report is a multi-platform publisher of news and information, which includes www.usnews.com and www.rankingsandreviews.com. The overall Best Global Universities rankings encompass the top 750 institutions spread out across 57 countries that have been ranked based on 12 indicators that measure their academic research performance and their global and regional reputations.

For further information please refer to: http://www.usnews.com/

Methodology

The first step is to create the pool of 1,000 universities; the top 200 universities in the results of Thomson Reuters’ global reputation survey are included; institutions that had published the highest number of articles during the most recent five-year period (2009-2013) are also included. Thomson Reuters provides the bibliometric data. The second step is to calculate the rankings, using the 12 indicators and weights.

<table>
<thead>
<tr>
<th>Ranking indicator</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global research reputation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Regional research reputation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Publications</td>
<td>10%</td>
</tr>
<tr>
<td>Books</td>
<td>2.5%</td>
</tr>
<tr>
<td>Conferences</td>
<td>2.5%</td>
</tr>
<tr>
<td>Normalized citation impact</td>
<td>10%</td>
</tr>
<tr>
<td>Total citations</td>
<td>7.5%</td>
</tr>
<tr>
<td>Number of publications that are among the 10 percent most cited</td>
<td>12.5%</td>
</tr>
<tr>
<td>Percentage of total publications that are among the 10 percent most cited</td>
<td>10%</td>
</tr>
<tr>
<td>International collaboration</td>
<td>10%</td>
</tr>
<tr>
<td>Number of Ph.D.s awarded</td>
<td>5%</td>
</tr>
<tr>
<td>Number of Ph.D.s awarded per academic staff member</td>
<td>5%</td>
</tr>
</tbody>
</table>

Tecnológico de Monterrey Results 2016

Tecnológico de Monterrey is ranked in band 1000-2000
SCIMAGO INSTITUTIONS RANKINGS (SIR)
SCimago Institutions Rankings (SIR) is a science evaluation resource to assess worldwide universities and research-focused institutions, developed by Scimago Lab. The SIR is a characterization of institutions, grounded on three sets of ranges based on research, innovation and web visibility indicators.

For further information please refer to: [http://www.scimagoir.com/](http://www.scimagoir.com/)

**Methodology**

Indicators are divided into three groups intended to reflect the scientific, economic and social characteristics of institutions.

Inclusion criteria: 100 published works included in the SCOPUS database during the last year of the time period.

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output</strong></td>
<td>Total number of documents published in scholarly journals indexed in Scopus.</td>
</tr>
<tr>
<td><strong>International Collaboration</strong></td>
<td>Institution’s output ratio produced in collaboration with foreign institutions.</td>
</tr>
<tr>
<td><strong>Normalized Impact</strong></td>
<td>The normalization of the citation values is done on an individual article level. The values (in decimal numbers) show the relationship between an institution’s average scientific impact and the world average set to a score of 1, i.e. a NI score of 0.8 means the institution is cited 20% below world average.</td>
</tr>
<tr>
<td><strong>High Quality Publications</strong></td>
<td>Ratio of publications that an institution publishes in the most influential scholarly journals of the world, those ranked in the first quartile (25%) in their categories as ordered by SCImago Journal Rank (SJR) indicator.</td>
</tr>
<tr>
<td><strong>Specialization Index</strong></td>
<td>The extent of thematic concentration/ dispersion of an institution’s scientific output. Values range between 0 and 1, indicating generalist vs. specialized institutions respectively.</td>
</tr>
<tr>
<td><strong>Excellence Rate</strong></td>
<td>The amount (in %) of an institution’s scientific output that is included in the set of the 10% of the most cited papers in their respective scientific fields.</td>
</tr>
<tr>
<td><strong>Scientific Leadership</strong></td>
<td>Leadership indicates the percentage of an institution’s output as main contributor, that is, the amount of papers in which the corresponding author belongs to the institution.</td>
</tr>
<tr>
<td><strong>Excellence with Leadership</strong></td>
<td>Excellence with leadership indicates the amount of documents in the excellence rate in which the institution is the main contributor.</td>
</tr>
<tr>
<td><strong>Scientific Talent Pool</strong></td>
<td>Total number of authors from an institution in the total publication output of that institution during a particular period of time.</td>
</tr>
<tr>
<td><strong>Innovative Knowledge</strong></td>
<td>Scientific publication output from an institution cited in patents. Based on PATSTAT.</td>
</tr>
<tr>
<td><strong>Technological Impact</strong></td>
<td>Percentage of the scientific publication output cited in patents. 100% = output in areas cited in patents. Based on PATSTAT.</td>
</tr>
<tr>
<td><strong>Web</strong></td>
<td>Number of pages associated with the institution URL according to Google. Number of incoming links to an institution domain according to ahrefsw.</td>
</tr>
</tbody>
</table>

For further information please refer to: [http://www.scimagoir.com/methodology.php](http://www.scimagoir.com/methodology.php)
Tecnológico de Monterrey 2017 SIR Results

**Overall Rank**

- 2009: 745th
- 2010: 738th
- 2011: 710th
- 2012: 657th
- 2013: 631st
- 2014: 608th
- 2015: 610th
- 2016: 610th
- 2017: 594th

**Percentiles**

- Overall: 51st
- Research: 49th
- Innovation: 59th
- Societal: 31st
AMÉRICA ECONOMÍA - RANKING OF MEXICAN UNIVERSITIES
América Economía is a business magazine covering Latin America in Spanish and Portuguese. It was founded in 1986 by the Chilean Elias Selman and the Swede Nils Strandberg. Its division of América Economía Intelligence generates several rankings in the region related to business, economics, health and universities; among these rankings there is the Ranking of Mexican Universities.

For further information please refer to: [https://rankings.americaeconomia.com/universidades-mexico-2017/](https://rankings.americaeconomia.com/universidades-mexico-2017/)

### 11.1 América Economía: Ranking of Mexican Universities.

#### Methodology

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching quality</td>
<td>40%</td>
</tr>
<tr>
<td>Research</td>
<td>20%</td>
</tr>
<tr>
<td>Reputation among employers</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### Teaching quality

Evaluates the faculty size (25%) and distribution (25%), considering the following weights within both indicators: full time (60%), three-quarter time (20%), part time (15%) and per-hours (5%); and the total number of teachers in each category. It also assesses faculty training (50%), according to the following weighting: academic doctorates (60%), masters (20%), bachelors’ degree (10%) and technicians (10%).

#### Research

Measures the annual number of successful patents (45%), according to the relation between patents applied (40%), patents granted (40%) and success rate (10%); the total annual production of papers in ISI (30%), the annual productivity of ISI papers per researcher (20%), and quality of researchers according to their SNI-CONACYT level reached (5%).

#### Reputation among employers

It is evaluated according to surveys applied during the months of November and December 2015 and supplemented by figuration in various international rankings.
Deals with CONACYT’s classification of the “Programa Nacional de Posgrados de Calidad” (80%), according to the following weighting: international competition programs (40%), developing programs (25%), consolidated programs, (15%) and newly created programs (20%). The remaining 20% evaluates the total number of graduate programs, both PhD (60%) and master’s (40%), regardless of whether they are accredited or not.

15% Graduated Offer

Measures the gross number (50%) of undergraduate academic programs that are accredited by the Council for Accreditation of Higher Education (COPAES) and the proportion of these (50%) compared to total undergraduate programs offered.

5% Accreditation

10% International prestige

Constructs considering the appearances in international rankings of universities (50%), supplemented by an indicator based on the perception survey of recruiters, according to their questions about globalization and prestige in Latin America (50%).

Data Source: The latest data available from Execum-UNAM and CONACYT (PNDC), COPAES, different rankings and América Economía Intelligence survey (2015).
Tecnológico de Monterrey Results 2017

#2 in Mexico in América Economía Ranking 2017

#1 in Mexico’s Northeast Region of América Economía 2016
RANKING OF HIGHER ONLINE EDUCATION INSTITUTIONS IN SPANISH LANGUAGE
12-RANKING OF HIGHER ONLINE EDUCATION INSTITUTIONS IN SPANISH

Ranking of Higher Online Education Institutions in Spanish (Ranking de Instituciones de Formación Superior Online de Habla Hispana – FSO) aims to provide comparative information between different MBA and Master programs with a minimum of 80% online teaching and a minimum presence of five editions. The ranking focuses in Latin America, the United States and Spain regions.

To prepare the ranking, Hamilton Consulting firm has analyzed more than 70 institutions in Spain, Latin America and the United States and has evaluated both web and traditional metrical aspects. The Hamilton Consulting structured classification into three sub-sections or sub-rankings: Training, Actors & Institution. The top 20 institutions are only ranked in each sub-section.

For further information please refer to: [http://rankingfso.org/](http://rankingfso.org/)

### Methodology

<table>
<thead>
<tr>
<th>SUB RANKING</th>
<th>INDICATOR</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution</strong></td>
<td>Reputation</td>
<td>Measures the institution’s route of the institution through recognition awards linked to the program and scholarships and remuneration. It provides an overview of the institution’s way of working.</td>
</tr>
<tr>
<td></td>
<td>Transparency online</td>
<td>Composed of visibility and clarity; it is the ease of access to relevant information to establish a relationship of trust between student and college; that is, who asks or requires the information and who facilitate it.</td>
</tr>
<tr>
<td></td>
<td>Social extension</td>
<td>Measures the influence of the institution on social networks such as Facebook, Twitter, Linkedin, Youtube and Google+.</td>
</tr>
<tr>
<td><strong>Actors</strong></td>
<td>Academic Staff</td>
<td>Teacher quality is valued because it is the secret of a good program. It refers on one hand to the director of the program (name and profile of directors) and, on the other, to the teachers.</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Evaluation of students gives an idea of the experience and background in an online training center. In addition it refers to the employability before and after-program completion. The availability of job opportunities is also taken into account in this sub-section, if the places offered are national or international companies and the type of positions offered by the job posting service.</td>
</tr>
<tr>
<td></td>
<td>Training offer</td>
<td>Measures the profile of studies available to the students; both, at the general institution level, and at particular levels, focusing on the master / top / MBA training.</td>
</tr>
<tr>
<td><strong>Ranking</strong></td>
<td>Teaching methods</td>
<td>The student and the methodology are appraised. It is very important because it evaluates if the online school methodology responds to a truly online model; in this kind of programs it is essential for students to be able to interact almost instantaneously and in real time with the school.</td>
</tr>
</tbody>
</table>

**Tecnológico de Monterrey Results, 2016**

Maestría en Administración Empresarial (on line) at Tecnológico de Monterrey

FSO RANK

#1
UNIRANK UNIVERSITY RANKING 2019
The web-based non-academic university ranking has been published since May 2005.

The aim of this rank is to provide an approximate and non academic ranking of universities in the world based on the popularity of their websites.

It is based upon an algorithm including 5 unbiased and independent web metrics extracted from 4 different web intelligence sources: Moz Domain Authority, Alexa Global Rank, SimilarWeb Global Rank, Majestic Referring Domains, Majestic Trust Flow.

For more information: www.4icu.org

**Tecnológico de Monterrey historical results:**

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2018</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LATIN AMERICA</strong></td>
<td>21</td>
<td>26</td>
<td>9</td>
</tr>
<tr>
<td><strong>COUNTRY RANK</strong></td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
The ranking is based on the conceptual framework of Environment, Economy and Equity. This year the ranking has ranked 516 universities from 75 countries around the world. This shows that UI Green Metric has been recognized as the first and only world university ranking on sustainability.

The results are computed from information provided by universities online.

<table>
<thead>
<tr>
<th>CRITERIA AND WEIGHTING</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting and Infrastructure (Green Statistics) (SI)</td>
<td>15</td>
</tr>
<tr>
<td>Energy and Climate Change (EC)</td>
<td>21</td>
</tr>
<tr>
<td>Waste (WS)</td>
<td>18</td>
</tr>
<tr>
<td>Waster (WR)</td>
<td>10</td>
</tr>
<tr>
<td>Transportation (TR)</td>
<td>18</td>
</tr>
<tr>
<td>Education (ED)</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

For more information: [http://greenmetric.ui.ac.id/overall-ranking-2016/](http://greenmetric.ui.ac.id/overall-ranking-2016/)
RUR ROUND UNIVERSITY RANKING

15
RUR World University Ranking assess higher education institutions across the borders since 2010 until now. Over the 8 years 930 world's leading universities from 80 countries took part in the RUR Rankings and their performance was evaluated by 20 indicators and 4 dimension areas: teaching, research, internationalization, financial sustainability and by 6 subject areas: humanities, life sciences, natural sciences, technical sciences, social sciences, medical sciences.

RUR rankings system is designed as an evaluation system aimed to provide sufficient information about universities’ performance to address stakeholder’s personal tasks: students, academic community, university management, policy makers. The ranking is published by RUR Rankings Agency and based in Moscow, Russia.

**Tecnológico de Monterrey 2017 results:**

<table>
<thead>
<tr>
<th>Rankings</th>
<th>Rank</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>World University Ranking</td>
<td>579</td>
<td>38.772</td>
</tr>
<tr>
<td>Teaching Ranking</td>
<td>620</td>
<td>32.232</td>
</tr>
<tr>
<td>Research Ranking</td>
<td>582</td>
<td>31.835</td>
</tr>
<tr>
<td>International Diversity Ranking</td>
<td>292</td>
<td>61.256</td>
</tr>
<tr>
<td>Financial Sustainability Ranking</td>
<td>460</td>
<td>53.720</td>
</tr>
</tbody>
</table>

**Tecnológico de Monterrey historical results:**

<table>
<thead>
<tr>
<th></th>
<th>World</th>
<th>México</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>576</td>
<td>2</td>
</tr>
<tr>
<td>2016</td>
<td>601</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>620</td>
<td>2</td>
</tr>
<tr>
<td>2014</td>
<td>631</td>
<td>2</td>
</tr>
<tr>
<td>2013</td>
<td>637</td>
<td>3</td>
</tr>
<tr>
<td>2012</td>
<td>585</td>
<td>2</td>
</tr>
<tr>
<td>2011</td>
<td>521</td>
<td>2</td>
</tr>
<tr>
<td>2010</td>
<td>523</td>
<td>2</td>
</tr>
</tbody>
</table>

For further information: [http://www.roundranking.com](http://www.roundranking.com)