



# DIVERSITY & INCLUSION

2017 REPORT



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# 1. MESSAGE FROM SALVADOR ALVA

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At Tecnológico de Monterrey, we are committed to **transforming society through education**. To achieve this, we've become an institution that counts on the best professors, students, and staff as our own.

**We believe in talent**; and that's what we attract. We believe in the great value of diversity in our teams and in the different forms of thinking that are born of that diversity.

Since the inception of the Tec, Don Eugenio Garza Sada taught us the value of shining a spotlight on the talents of others, and creating a foundation based on tolerance. To this day, we carry on the legacy of these values and the **celebration of differences** among everyone in our institution, and in doing so, this embrace of difference permeates into our community.

We know that **diversity and inclusion can drive innovation**, both in ideas and research, and in products and services accessible to all. This is the only way we can become real agents of change.

In our most recent organizational climate survey, more than 85% of our professors and staff say **that we are an institution that fosters diversity and that appreciates other cultures**, in addition to believing that we always care and respect the dignity of people.

We know that there is still much to be done. **We are committed to continuing to work for an inclusive society**. And we hope that in the not-too-distant future, that our gender, where we come from, our ideas, our sexual preference, our age, our disability or our background, instead of being limiting factors, become areas that enable our growth.

In this report, **we proudly share the actions taken to foster diversity and inclusion by the students, professors, staff and graduates that make up our institution**.

I hope this document projects the spirit of our commitment. **I invite you to join us in changing the reality of our community together, creating a true culture of diversity and inclusion, in order to transform our society**.

*Salvador Alva*

President, Tecnológico de Monterrey

# 2. DIVERSITY & INCLUSION AT TECNOLÓGICO DE MONTERREY



We firmly believe in celebrating our differences and in the synergy that arises from the different talents and abilities of our students, professors, and staff.

This diversity makes us stronger. Through it we can overcome the challenges that face our institution and society, by seeing them through diverse perspectives and together seeking to be agents of change with a vision that is both global and inclusive.



**+140,000**  
students  
**+31,000**  
professors and staff

**4**

**Institutions**

TEC DE MONTERREY	TECMILENIO
TEC SALUD	SORTEOS TEC

Our community is made up of 4 institutions: Tec de Monterrey, Tecmilenio, TecSalud and Sorteos Tec. **We are a family of more than 140,000 students and nearly 31,000 professors and staff** at our campuses throughout Mexico.

Our aim is for both **men and women, people with disabilities, LGBT+ people, and those from different cultural backgrounds and generations to be respected and included in our Institution.** We are steadfast in our commitment to non-discrimination, and we strive to integrate diverse talent through equal opportunities.

**DIVERSITY & INCLUSION**

↓  
themes :

SOCIO-ECONOMIC INCLUSION	GENDER EQUALITY	PEOPLE WITH DISABILITIES
LGBT+	GENERATIONAL DIVERSITY	CULTURAL DIVERSITY

That's why we've established our equality and inclusion principle:

***"We do not discriminate by age, ethnicity, nationality, gender, sexual orientation, marital status, social status, health status, religious beliefs, political doctrine or disability."***

# 3. OUR ORIGINS



From Tec's very beginning, our founder Don Eugenio Garza Sada placed great emphasis on the importance of recognizing the talents of others, and creating a foundation based on tolerance.

He considered respect and the value of differences as catalysts for guiding decision-making within the institution via the synergy of collaboration, in order to fulfill the dream of better education in our country.

It is clear to us that the enormous value of the people we collaborate with every day to achieve our goal, comes from the richness of their differences.

## OUR VALUES

Don Eugenio's principles live on through our institution's five values, which guide our daily actions and support our decision-making.

In them, diversity and inclusion are strengthened in an organic, natural way, as they add to the legacy of respect and tolerance on which our institution was founded.



### Humanistic Outlook

We respect the dignity of people and we are in solidarity.

#### Behaviors

- In making decisions, we always put people first.
- We care for and respect people's integrity and dignity.
- We work together in solidarity to solve the problems facing our country and our most vulnerable communities.



### Global Vision

We live in a global culture and we foster diversity.

#### Behaviors

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



### Innovation

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

#### Behaviors

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



### Teamwork

**We foster collaborative work** above that of the individual.

#### Behaviors

- We encourage and recognize collaborative and multidisciplinary work.
- **We break down barriers to teamwork.**
- We value collective success over the success of individuals.



### Integrity

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

#### Behaviors

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

## CODE OF ETHICS & ETHOS

Being a single, unified Tec and **living our values is very important to us. This is how we can be an institution that is inclusive and fair.** Our Code of Ethics is the tool that guides us in our actions and decision-making.

This daily experience is what keeps our values alive. We encourage them through our behavior and through reaffirmation, which all professors and staff sign onto annually.

## Code of ethics

- 1 Acknowledge the dignity of people and treat them with respect and justice.
- 2 Treat everybody equally and shun discrimination in every form.
- 3 Act with integrity, honesty, responsibility, objectivity, congruence and impartiality.
- 4 Recognize and respect intellectual property and others' merit.
- 5 Avoid any type of conflict of interest and, if any should arise, report it to the corresponding authorities.
- 6 Assume data transparency as a commitment and respect the confidentiality of issues as determined by the Institution.
- 7 Use resources in a responsible, austere and efficient manner.
- 8 Protect the environment.
- 9 Seek the benefit of the Institution above personal benefit.
- 10 Comply with the laws, regulations and policies that govern our activities at institutional, national and international levels.



In some cases our professors and staff may encounter behaviors that neglect, omit or detract from the Code of Ethics and the values it is based on, resulting in behaviors that jeopardize our institution's integrity as a positive and fair organization.



**To denounce these behaviors there is ETHOS\*, a reliable, easy-to-use tool, managed by an external provider that offers an unbiased, confidential service** where reports can be made that are completely anonymous and safe for those reporting.\*

\* <http://tecnologicodemonterrey.ethicspoint.com/>

# 4. SOCIO-ECONOMIC INCLUSION

One of our differentiators as an institution of higher learning is education with a humanistic outlook, where we aim to educate the whole person, so that they have a purpose in life and add value to their communities.

Our humanistic outlook leads us to see people within his or her context—that is what leads us to value inclusion. We want equal participation for all those who make up a community, in all dimensions: socially, in the workplace, culturally, politically and economically.

We want to strengthen our identity as an inclusive institution and, at the same time, to give professionals and staff the ability and desire to create opportunities for others in the environments where they live and work. Here's what we've done toward that end.



## TEC SCHOLARSHIPS

According to figures from the National Institute of Statistics and Geography (INEGI) of 2010, today in Mexico, only one in five young people between the ages of eighteen and twenty-four has the opportunity to attend college.

With this firmly in mind, we act. **We grant scholarships to certain students**, whether they need it for socioeconomic reasons, because they have great academic talent or because of their performance in cultural, sports and leadership activities. **This is part of our strategy for social and educational inclusion**, in which we draw their talents and skills into our community and give them the opportunity to grow with us, and receive an education that can transform their lives.

Among our university level students:

At Tec de Monterrey:

48%

OF OUR STUDENTS

At Tecmilenio:

76%

OF OUR STUDENTS

recieve scholarship support



**\$745 MILLION PESOS**  
IN SCHOLARSHIPS PER YEAR

## LÍDERES DEL MAÑANA



(Leaders of Tomorrow) **We want to foster social and educational mobility**, making an impact that grows exponentially.

That's why, in addition to our Tec scholarships, in 2013 we created the Leaders of Tomorrow program which aims to equip young leaders to achieve positive social change.

This program is specifically **focused on bright young people with the following characteristics: they stand out as the best talent in the institutions they come from, they have very limited economic resources and they are social entrepreneurs, actively engaged in their communities.**

These young people are educated in one of our campuses throughout Mexico.



**558** students have been admitted to the program over the three school years since its inception in **2013**.



### OUR COMMITMENT:

To provide **1,250** students with scholarships through this program.

## PREPANET

Prepanet is a **flexible way to study high school online. It's designed for those with limited financial resources** who are unable to attend this level of schooling in a more conventional setting.

Students enrolled in Prepanet don't need to attend school in a classroom—**they can study from a computer anytime.**

Here's how it works:

- **Prepanet is supported by students, volunteers and/or staff** at Tecnológico de Monterrey, who fulfill their Mexican social service requirement by tutoring online.
- In some organizations and in the Tec of Monterrey Campuses, **study centers with computers are made available.**



To date, we've had:

**2,920** graduates

**2,051** volunteer tutors

## SENTIDO HUMANO: A HUMANISTIC OUTLOOK

In accordance with our values, we have an office dedicated to fostering a Humanistic Outlook which is responsible for ensuring that the training provided by our institution **fosters social responsibility, ethics and citizenship, inclusion and social leadership.**

**Some projects this office oversees include: student social service, the development of teachers who inspire, and entrepreneurship with high social impact, among others.**

## STUDENT SOCIAL SERVICE



Student social service at Tec of Monterrey is a hands-on, lived experience that **helps our students gain a humanistic outlook and a commitment to social responsibility—and at the same time work to address real, pressing social problems.**

**In 2016:**

**16,770** university students participated in social service at Tec.

**3,020** social service projects were carried out

**404** professors provided support for the projects to reach completion

**870** organizations benefited and collaborated

(including nonprofits, different levels of government agencies, communities or people organized around a common cause, and companies with social responsibility programs)

**7,319**

**students took part in social service at the high school level.**

Based on this participation, we held the: **1st National Forum of Leaders with a Humanistic Outlook**

Of these, we selected:

**198 participants**

**33 projects**



Over two days, the selected students came together and engaged in activities, challenges and the development of their chosen social service projects. They presented their work in **three categories: Housing, Education and Social Participation.**

## STUDENT GROUPS



Born of students' own concerns, these groups – boards of directors, student societies and specialized groups -- are **self-directed and guided by the Student Groups Department**, so that the students who make up these groups integrate our core values into their leadership. And in doing so, together we create positive change in our communities.

**24,269 = 30%** of students are involved in student groups

**1,052** student groups exist at the national level

**43** student groups are dedicated to issues of **diversity & inclusion**

## SOCIO-ECONOMIC INCLUSION: STUDENT GROUPS

Some of our student groups stand out for their initiatives on social inclusion. The general purpose of these student groups is to become an agent of change, able to make a concrete, positive difference promoting equal opportunity in our country. Two groups that stand out are:

- **Consejo de Acciones por México** (The Actions Council for Mexico) : a group that works for empowerment and social enterprise, established in our Mexico City Campus.
- **Change Makers and Central de Cambio** (Change Central) : a group formed in Guadalajara, which can be described as an incubation hub for entrepreneurs—a center for entrepreneurs for



## STUDENT PROJECTS OF SOCIO-ECONOMIC INCLUSION



### 1. Mati-Tec:

Mati Tec is a research program established in 2011, that has become prominent within the areas of social inclusion and education. Its purpose is to generate a change in the teaching-learning process in public elementary schools in Mexico.

Under the leadership of Professor Juan Carlos Olmedo Estrada, the Director of the Department of Communication and Digital Art, Mati Tec is **focused on improving students' mathematical, reading and digital skills through the use of mobile devices with internet access, and resources developed by our students.**

With Mati-Tec, children access a digital platform in which they learn and play using new learning techniques in math and Spanish. All students' activities are logged on the platform, and teachers, parents, and researchers can monitor the learning process every day, inside and outside the classroom.

There's also a parallel project called Wiki Mati, focused on training primary school teachers--all this, financed by sponsors and supporting organizations.

### Beneficiaries:

**62** schools

**6,830** students in México and Perú 

### Hundreds of teachers

### Supporters:

Fundación Telefónica México, Huawei and Fundación EDUCA México



To access the video of Mati-Tec: education for all of Tec de Monterrey, (in Spanish) visit:

<https://www.youtube.com/watch?v=IltNX3ulzU4>





## 2. Voces Anónimas

*(Anonymus Voices)* is an academic project developed 100% by students who are tasked with seeking out people with vastly different lived realities and social contexts, and sharing their diverse perspectives through a series of books published in collaboration with Tecnológico de Monterrey, Editorial Porrúa and the non-governmental organization Fondo para la Paz (Peace Fund).



with  
**+200**  
students participating  
and **3** volumes  
published



The first volume was published in 2010. It approached diverse groups in society and invited them to talk about their various trades: taco-makers, circus performers, jewelers, graffiti artists, and more.

The second volume was published in 2012, with stories from inmates of a facility for juvenile offenders in Mexico City.

The third book was published in 2014 and shows the trajectory of young researchers in five indigenous communities in the poorest municipalities of Mexico, in the states of Oaxaca, San Luis Potosi, Veracruz and Quintana Roo.

The project is supported by Maria de Lourdes Epstein, Professor of Humanities. She, alongside other professors, facilitates the process.



The contents and design of each volume are decided as a group.

At the beginning of 2017, the fourth volume of Voces Anónimas was slated to include several student projects in the areas of Communication and Journalism, addressing various social issues including: migration, consumerism and child stress, trades and markets, among others.

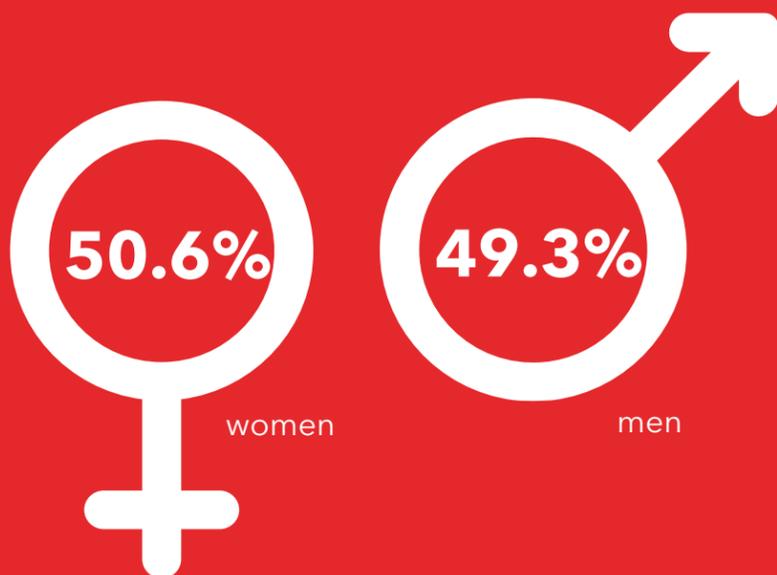


# 5. GENDER EQUALITY



We must continue to work to build a society with equal opportunity for all. Gender equality must always be an integral part of in the development and transformation of lives.

At Tecnológico de Monterrey, there are more than 31,000 professors and staff who work to transformation the lives of their students. By gender, this population is distributed:



Our professors are distributed as follows:

**46.1%**  
women

**53.8%**  
men

Our efforts in this area are aimed at promoting and strengthening the conditions needed to **continue increasing the number of women in management and top leadership positions in our institution.**

## INITIATIVES FOR PROFESSORS AND STAFF

### 1. Support Program for parents:

This program strives to provide the tools needed for decision-making and better work-life balance. **It was created to support teachers and staff and establishes, depending on several factors, options for more flexible work schedules, which can allow for more family time.**





## 2. Childcare centers

In order to support the families of our teachers and staff, **we have four daycare and early childhood education centers in: Monterrey, Guadalajara, Mexico City, and the State of Mexico to support working parents.** These centers give parents the opportunity to follow their careers within our institution, while their children receive care and stimulation for their development.

After-school care at the Guadalajara and Mexico City Campuses **consist of different sports, arts, homework help and tutoring that help them develop their skills.**

**The objective of the program is to provide a safe place for our staff members' children during working hours, so that the kids are on campus while their parents finish their work day.**

**+300** employees benefited  
**+600** children benefited

## 3. Rooms for nursing

Following UNICEF recommendations as well as article 64 of Mexico's Health Law, we **installed a Room for Nursing Mothers in Building D of the general offices of the Tec de Monterrey, in the North Campus, offices as space for women who choose to use them to breastfeed after returning to work.**

Later, we created a prototype room in our Monterrey Campus; a private and comfortable space that includes all the items necessary to support our staff with children who breastfeed. **This room is a model for those that will be implemented in all the campuses and institutions of our system. Our goal, at the end of this year, is for all our campuses and institutions to have such spaces.**



**EQUALITY COMMITTEE**

**+30**  
women taking part



Responding to the need for greater gender equality, professors at the Tec of Monterrey created the Equality Committee, **which works to increase the active participation of women in the field of equality and leadership, both at the consultation level, as well as in the concrete actions that generate change.**

**The Equality Committee is a group of more than 30 professors, and Tec students at the Monterrey Campus. Its influence has spread to other campuses, student associations, government, nonprofit organizations and businesses.**

**Some of its functions are to:**

- Promote inclusive language.
- Educate about equality and female leadership.
- Mobilize students, staff, managers, and the community at large through initiatives promoting issues such as equality and non-violence.
- Develop research and support documents such as the Equality Plan, Best Practices for Gender Equality and various comparative studies with other universities.
- Create the Equality Network throughout the Tec community.
- Connect with EuropeAID and other international institutions.
- Develop and deliver conferences and to establish coordinated action plans.



The Equality Committee has carried out projects such as:

- Womentoring Tec: Empowers women between the ages 25-35

**+300** women participating

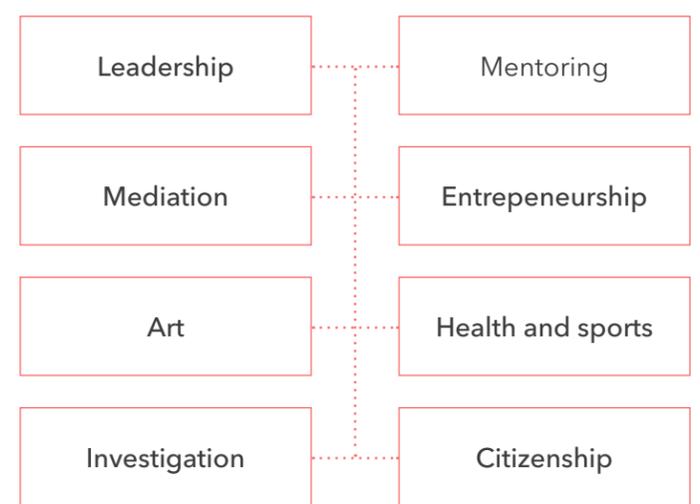


- Womentoring INC MTY: These are three-day sessions with mentors specializing in different topics and are held during the INC MTY Entrepreneurship Festival.
- Week of Preparation for the Working World: these are lectures given by professors and staff to Tec of Monterrey students during the EmpleaTec jobs week.
- Networking: is taught to women inside and outside the institution in order to help women build and strengthen networks.

# MUJER TEC AWARD



Since 2013, the **Mujer Tec Award** created a distinction that recognizes the outstanding work of women leaders amongst our students, professors and staff throughout the four institutions of the Tecnológico de Monterrey community. Awards are presented to women in the following areas:



## 85 women

have received this distinction for the course of their work nationally.

**4 EDITIONS** amongst students, professors and staff

One of the topics we are proud to share, is the research done on issues of gender equity that our professors carry out, often in collaboration with our students, including:

Is sustainability a gender issue?  
 This study was carried out by Tec professors Luz María Velázquez, Elena Olascoaga and Gabriela Monforte, and **aims to measure 'machismo' among boys.**



## RESEARCH IN GENDER EQUALITY

This study investigated the role machismo plays in making economic, environmental and social decisions, the three elements that guide a sustainable company.

The sample taken for this study consisted of:

**922 STUDENTS** in the areas of Business, Engineering, Information Technology, Health Sciences, Humanities and Social Sciences.

Amongst them: **♂ 54%** **♀ 46%**

This study was awarded the 2016 Arturo Díaz Alonso Award, granted by the UNAM, in the category of gender studies within organizations. A more thorough write-up can be found (in Spanish) at:

<http://www.elnorte.com/aplicacioneslibre/articulo/default.aspx?id=960404&md5=55d29275d630c91c9c69f2642f4bb696&ta=0dfd-bac11765226904c16cb9ad1b2efe&lcmd5=f679a5ee544d885389c-16d65331ba6db>



On another note, our professor Dora Elvira García was the first female researcher at Tec of Monterrey to be a Member of the National System of Researchers Level III (SNI 3), the highest level recorded.

We also want to highlight the work of María de la Cruz de Fátima Castro Ricalde, who has focused on spreading the literary and cinematographic work of Mexican authors, directors and screenwriters of the 20th and 21st centuries.

From October 2006 to the present, she has been the director of the collection 'Desbordar el Canon,' sponsored by Tecnológico de Monterrey and the FONCA Fund for Culture and the Arts. The collection has been co-curated with The National Autonomous University Of Mexico (UNAM), the University Iberoamericana de San Ignacio de Loyola (UIA), the Autonomous University of the State of Mexico (UAEM) and the Professional working proficiency Iztapalapa Unit (UAM-I). This collection consists of eleven published volumes exploring the lives of exceptional Mexican women.

María de la Cruz de Fátima Castro Ricalde also published approximately fifty articles and book chapters on gender and sexual diversity.



Acknowledgements received include:

- The Josefa Ortiz de Domínguez Medal Award, under the category of Gender Equity, awarded by the Government of the State of Mexico, in its Bicentennial Edition, in December 2010.
- The course she developed, Mexican Culture, with the theme Mexican Writers, received recognition in 2013 from Brown University and the National Fund for Culture and the Arts.
- It has also been awarded the Women TEC award in 2014 and 2015, in the category of Research, awarded by the Tecnológico de Monterrey.

## GENDER EQUALITY COURSE: MEN, WOMEN AND SOCIETY



In the second semester of 2016, **for the first time in the history of Tec, we included a course in the curriculum of our Monterrey Campus on gender equality: Men, Women and Society.**

Taught by professors Luz María Velázquez and Elena Olascoaga, this topical course strives to sensitize our students, raise awareness and help them develop tools for inclusion, which will increasingly be in demand in the labor market and in the broader society.



## STUDENT PROJECTS FOCUSED ON GENDER EQUALITY

### 1. Women Leaders Forum of Mexico

This forum is organized by Tec of Monterrey students at our Monterrey Campus. Its aim is to share best practices—that is, practices guided by appropriate principles, objectives and procedures, which have delivered positive results—with business leaders and various organizations.



**We've held 5 of these forums since 2012, and have involved:**

**+5,000**  
participants  
**+40**  
presenters

**Including Laura Chinchilla, the first woman president of Costa Rica, Denisse Dresser, journalist, and Sabina Berman, playwright, to name a few.**

The Women Leaders of Mexico forum is held annually with participation from national and international leaders, all with a focus on the issues to be resolved by **addressing the challenges of gender equality in all areas.**





## GENDER EQUALITY STUDENT GROUPS

Several of our student groups stand out for their work on gender equity, including:

A) He for She at our Mexico City Campus.

**The mission of this association, in accordance with the guidelines of UN Women, is to create awareness on gender equality both on the campus and in the outside community.** To this end, He for She puts on a series of events to motivate the community to take action to eradicate inequality between men and women, an entrenched problem in Mexican society.

The group also aims to research and identify the main problems that affect the student community, as well as to propose viable solutions.



Among the group's **goals is to spur student interest in gender equality - to foster a culture of equality, solidarity, and respect - along with a proactive attitude among campus community members, while maintaining active participation in the UN Women's international campaign He for She.**



b) **No somos medias naranjas en Campus Monterrey**

(We are not Other Halves) is a feminist collective that promotes the redefinition of gender roles to create healthy relationships, free of violence.

**Its activities have included several cycles of educational conferences and workshops promoting gender equity and non-violence. They, together with other groups, have created Feminism Week, among other empowering, transformative initiatives supported by the Equality Committee.**



# 6. CULTURAL DIVERSITY



**We understand the enormous value that comes from international experiences. They give us the opportunity to get to know different cultures, races, religions and customs. This is how, in accordance with our global vision value, we encourage respect and tolerance for diversity.**

Last year:

**10,618**

Tecnológico de Monterrey students had at least one international experience in a foreign country.

**4,718**

foreign students came to Tec of Monterrey on a study abroad or exchange programs.

**851**

professors and staff from 80 foreign countries collaborated at the Tecnológico de Monterrey.

**from 80 different countries**



**- In North America**

- o Montreal
- o Vancouver
- o Dallas
- o Miami
- o New Haven
- o Boston
- o Silicon Valley

**- In Central and South America:**

- o Panama
- o Colombia
- o Ecuador
- o Perú
- o Chile

**- In Europe:**

- o Madrid and Barcelona
- o Friburg and Frankfurt
- o United Kingdom

**- And in Asia:**

- o Shangai

We have  
**18**  
international  
OFFICES



## STUDENT GROUPS FOCUSED ON CULTURAL DIVERSITY

Several of our student groups stand out for their work on cultural diversity. The main purpose of these groups is to become agents of change through actions that value differences, as well as promote equality and cultural diversity.

**Three student groups that excelled in their work on cultural diversity and inclusion of minority students are:**

- *Welcome World Wide*, created at our Guadalajara Campus
- *AIRE* (Association of International Relations students), established at our Mexico State Campus.
- *AEPI* (Student Association for Indigenous Peoples), at our Monterrey Campus.



One of their main activities is organizing multidisciplinary programs focused on international relations; some of which are related to inclusion and diversity. It plans to carry out more activities focused on diversity, as well as to collaborate with other associations at Tec of Monterrey.

a) **The main objective of Welcome World Wide is to serve as a first contact for foreign exchange students in Mexico, and as a means of integration into the Tec of Monterrey.**

**Welcome World Wide also serves as an ideal place to make connections and help promote cultural exchange.**

This student group performs a wide variety of cultural and academic activities, ranging from attending traditional Mexican wrestling matches and excursions to the magical town of Tequila, to a food tour; a gastronomic excursion to some of the most emblematic restaurants and food establishments in the Historic Center of Guadalajara.



b) **AEPI aims to promote non-discrimination and seek equal opportunities for and cultural preservation of indigenous groups throughout our country,** through events, initiatives and student projects.



c) **AIRE's mission is to bring together generations of international relations students to create networks and alliances.** It's also striving to include other disciplines and to connect with more foreign students and associations in its events to make them more complete, and to increase political participation.



# 7. LGBT+



As stated in our Equality principle, non-discrimination is one of the cornerstones in the pursuit of inclusion and equal opportunity. We promote freedom of association for our staff and students.

That's why diverse student groups are focused on defending sexual diversity. LGBT+ groups (Lesbian, Gay, Bisexual, Queer, transsexual, transgender and others) is another example of the diversity that has always governed us.



## STUDENT GROUPS FOCUSED ON LGBT+

Some prominent student groups for their work promoting respect, gender and sexual diversity include: PRIDE, at our Mexico City Campus, and AIRE (Association for Integration, Respect and Equity), at our Monterrey Campus.



### PRIDE Mexico City Campua

The mission of PRIDE is to share information that helps break paradigms and avoid negative stigmas against individuals inside and outside the LGBT + community. It also strives to offer support and professional mentoring, as well as to reinforce a sense of community among the LGBT + population.

Its vision is to generate true acceptance and inclusion within the Mexico City Campus. Among its objectives are:

- Help LGBT people via support groups where they can share experiences and have contact with professionals who provide mentoring.
- Disseminate information through forums, communications and at least three activities at our Mexico City Campus, in order to share accurate, helpful information about LGBT+ groups, as well as to promote tolerance, respect, non-discrimination, inclusion, acceptance, equality and diversity.



PRIDE

### AIRE Monterrey Campus

AIRE is the acronym for the Association for Integration, Respect and Equity at the Tec of Monterrey.



This association seeks to provide a sense of community, well-being and visibility to people of diverse sexual orientations and genders, as well as provide access to equal opportunities and leadership by LGBT+ groups in our institution.

Through activities, forums, panels and communications, AIRE seeks to educate and raise awareness around issues such as inclusive language, leadership, sexual and gender diversity, human rights and equity.



# 8. PEOPLE WITH DISABILITIES



Today, more than 650 million people in the world live with a disability. According to the UN, about 8 million of them are Mexican.

We know that to be an inclusive community, we must create appropriate, inclusive spaces, and provide the necessary tools for everyone to be able to access to the same opportunities for education, employment and recreation.

Therefore, we have taken actions towards our goal, making total inclusion of people with disabilities, a reality.

## STRATEGY FOR INCLUSION IN THE WORKPLACE

We have worked on a strategy for better inclusion into the Tecnológico de Monterrey as a **workplace for staff members with disabilities.**

This strategy is based on three areas of action for better inclusion:

- **Hiring and Contracts (Tec's employees, suppliers and outsourcing)**
- **Accessibility and specialized tools**
- **Training and communication.**

We have also developed a workplace inclusion strategy for our industrial and entrepreneurial parks, where several companies are located. In the PIIT and PEIS (Parks of entrepreneurship and innovation), for example, we have hired people with visual impairments.

**We continue working for the spaces and tools so that our staff with disabilities have everything they need to be successful at their jobs.**



**OUR GOAL FOR 2020:**  
**1,000**  
people with disabilities  
**WORKING WITH US.**

We work closely with various institutions with work placement programs that specifically promote the talent of people with disabilities. These connections are essential to achieving their recruitment. And there are more of these alliances we are looking to form.





## INCLUSIVE RECRUITER COURSE

Another inclusion strategy we have developed for those with disabilities, is our Inclusive Recruiter course.

**This is a personalized course aimed at our recruitment teams in each of our four institutions, and at our suppliers.**

In 2016, we offered this course three times, in person, to over 50 staff members at the Monterrey, Mexico City and Guadalajara Campuses. The course's objective is to train and educate our recruiters by developing inclusive hiring techniques and skills.



# 3 CITIES

Monterrey, Guadalajara and Mexico City

# +50 recruiters trained in inclusion



## +TALENTO CERTIFICATION

("More Talent") The EGADE Business School, in partnership with Movimiento Congruencia (the Congruency Movement), has created a Certification program in Project Design for the Inclusion of People with Disabilities in the Workplace.

**This certification arises from the need for more companies to know how to implement a plan for a more inclusive workplace.**

Each certification consists of 10 modules with 100 hours training. Several project highlights to date include:

- 3 series of the + TALENTO certification training.
- 14 companies participated, plus an association and a consultant.
- National scope: Mexico City, Monterrey + Guadalajara
- More than 30 people with disabilities participated.
- +10 teachers/specialists committed to the initiative.

# 25 participating companies

# +300 hours of training

# 17 projects developed



## INCLUSION COMMITTEE



The Inclusion Committee got its start at our Monterrey Campus in 2013, and began its work on a local level. **This committee is made up of professors and staff with experience in inclusion issues as they relate to age (especially seniors), gender, and people with disabilities.**

**The purpose of the Inclusion Committee is to transform itself into a national committee that encompasses all four of our four institutions, as well as promoting inclusive language and opportunities for all** in the education and workplaces, through training, forums, events and communications.

**We'd like to recognize this committee for its work in conducting a series of studies and activities that promote equal opportunities and inclusive education.**

Some of the publications produced by the Inclusion Committee which have been presented on different international platforms, are:

**1. A proposal for standardizing and strengthening organizational ethics for institutions working with vulnerable groups.**

This study analyzes the legitimacy of institutions working with vulnerable groups, based on the methodology for standardizing and

strengthening ethics at organizations, and as they relate to: the functions of the staff that serve people from these populations, and according to the school offerings as they relate to institutional values. It pinpoints discrepancies, and proposes solutions.

The researchers and members of the Inclusion Committee in charge of this study were Belinda Jiménez Salinas, Professor of the Department of Philosophy and Ethics, and Academic Director Gregorio Martínez Ozuna. This research has been presented at different conferences in Mexico.

**2. A report on the perception university students have of people with disabilities and their situations, when entering university.**

To do this research, the study's authors used their students as the sample group. The survey was digital and anonymous. They obtained 250 surveys from students in different fields Health Sciences, Business, Humanities and Social Sciences.

The results show that:

- Most university students know at least one person with a disability. For a third of them, that person is a relative (sibling, cousin,

nephew, uncle, father or grandfather). Two-thirds of the students surveyed think that a person with a disability has difficulty adapting to the educational environment.

- A quarter of them are of the opinion that people with disabilities are discriminated against, and consider the main reason for such discrimination to be prejudices, paradigms and social barriers, and secondly, lack of accessibility.
- A quarter of the students surveyed consider our university to be inclusive, while most indicate that it is only partially so.
- Most respondents are willing to participate in an educational inclusion program, and say they could use more education and skills in that area.

**The main recommendation stemming from this research is the creation of a university entity to support groups focused on diversity and inclusion.**

The researchers in charge of the study were Belinda Jimenez Salinas, Gregorio Martínez Ozuna, María de Lourdes Francke Ramm, Gabriel Gerardo Farah Piñón and Adriana Amezcua. This study was presented at a conference in Morelia, Michoacán.



**Other completed activities of note are:**

1. Participation in the Mission Inclusion children's workshops at the International Book Fair in Monterrey. These workshops were dedicated to raising awareness of the importance of the need for full inclusion.
2. The Inclusion Stand: gives nonprofits and other organizations working for people with disabilities, the opportunity to raise student awareness, share their stories, and offer ways for students to get involved and support these organizations.
3. Support for Seniors: In this area, the Inclusion Committee, together with nonprofit organizations, carries out a series of activities for seniors, helping them achieve active social lives.
4. Inclusion dialogues: these are a series of informal meetings to share best practices and to discuss issues around diversity and inclusion. In them, staff and academics, as well as area experts, are invited to present on the topics to be discussed.



## MUSE PROJECT



The three Latin American countries that participate in the project are Chile, Mexico and Argentina, with the support of institutions from the European Union, specifically from the UK, Spain, Italy and Greece.

In 2016, the EGADE Business School became a partner in the MUSE project (Modernity and Disability: Ensuring Quality Education for Disabled Students), **whose main objective is to improve access, ensure and guarantee learning conditions and develop employment opportunities for university students with disabilities in institutions of higher education in Latin American countries**, through modern practices of inclusion and through a network of universities.

### The specific objectives of the project are:

- **Create a framework of modern inclusion by creating support centers for students with disabilities and defining long-term strategies for their access and long-term retention.**
- **Establish a regional network to increase inter-institutional relations and the exchange of best practices, in response to society's demand for social change.**

### The expected results are to:

- Increase inter-agency cooperation and the exchange of best practices through needs analysis and the sharing of methods.
- Improve the skills of management and administrative staff so that they can better implement and maintain practices that foster inclusion in higher education.
- Create institutional support structures and the useful technology that enables access to higher education, as well as strengthen the culture of social integration within universities.
- Develop a Latin American network for the inclusion of students with disabilities.
- Grow and strengthen co-operation amongst these



international groups to improve access and employment for students with disabilities.

- Contribute to increased public awareness and understanding of the need for fully inclusive education in higher education.

These results will help us to better measure the progress of social responsibility at universities.

### The international partners of the MUSE project are:

- Viña del Mar University Chile
- University of Magallanes, Chile
- Instituto Tecnológico y de Estudios

Superiores de Monterrey (the Tec of Monterrey), EGADE Graduate Business School, Mexico

- University of Colima, Mexico
- Rosario National University and National University de Litoral, Argentina
- University of Alicante, Spain

Coventry University, United Kingdom

- Alma Mater Studiorum University of Bologna, Italy
- ASTIKI MH KERDOSKOPIKH ETAIREIA FOUR ELEMENTS-Four Elements in Greece
- Fundación Universia, Spain.

MUSE is a project that is still in the making—through research, focus groups, visits, interviews, reports and a comprehensive analysis on the topic of the inclusion of people with disabilities—it will have a conclusion. Its result will be the allocation of resources to ensure the quality of higher education for students with disabilities.

## TRAINING FOR TEAMS WITH PERSONS WITH DISABILITIES

To provide follow up on the process of inclusive recruitment in our institution, in the second half of 2016, we started a training and follow-up program for teams that include people with disabilities. **The goal is to ensure the longevity and efficiency of these teams, as well as to help them take advantage of their diversity in order to bring more innovation to their areas of work.**

We hope to carry out these trainings nationwide, in person or online, in order to ensure follow-up and support for the each of the teams.

To date, six teams have been trained (leaders, support and operational groups, such as Food Services). It is hoped that this content can be presented to all of our leaders and their teams.

In the second half of 2016, we provided this staff training for six teams of that include people with disabilities.

In the second half of 2016 we provided this staff training for

**6**  
teams that include people with disabilities





## WEB ACCESSIBILITY AND TOOLS

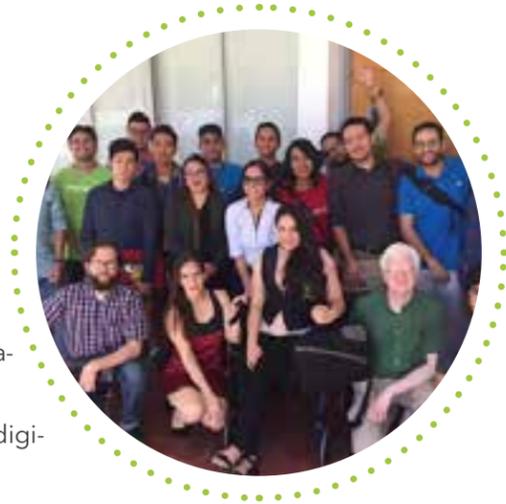


Our IT team, in conjunction with the Hear Colors organization, trained all of our team of programmers nationally, in information technology for web accessibility, so that our digital portals and tools be accessible to all.

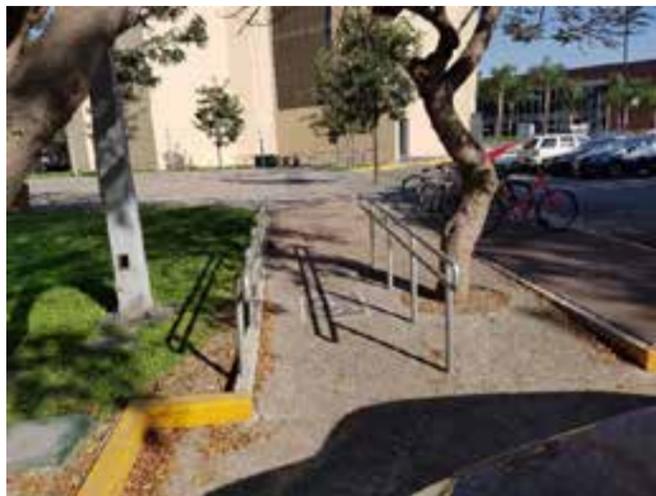
**20**  
programmers certified

In all, 20 programmers from the Tec of Monterrey's IT department were authorized, both in back and front ends; which contain different systems tasks to be completed.

Our goal is to have all of our digital platforms, both internal and external, to be fully accessible.



## TOTAL ACCESSIBILITY IN SPACES



Total investment in this first stage   
**+34 MILLION PESOS**

Adjustments were made at **37 CAMPUSES**

Changes were made to the primary access points such as ramps and parking stalls

One of our main objectives at Tec de Monterrey is **to create spaces that are 100% inclusive for our entire community.** That's why, in 2015 we began our first stage of the Total Accessibility project for our campuses and offices.

The first stage included transforming physical spaces. **We adapted primary access points, entrance routes, and the ground floors of all of our buildings in all of our campuses. To determine opportunities and the types of interventions needed, we followed international standards for accessibility guidelines.**

Stage 2 of this project will begin soon, which includes transforming spaces within the buildings, such as installing elevators and bathrooms for people with disabilities that affect their mobility, as well as tactile guides for people with visual impairments.



## RECOGNITIONS



For the second year running, Tec of Monterrey has been recognized, including with awards from the Congruency Movement (Movimiento Congruencia), amongst others, **for our work towards greater inclusion of people with disabilities.**

In 2015, we were awarded the prize for our Total Accessibility project (Accesibilidad total), which was in Stage 1 at the time. In 2016, we received the honor of Outstanding Practice, for our strategy for inclusion in the workplace.



Furthermore, we have earned the Socially Responsible Company (Empresa socialmente responsable) Award, from the Mexican Center for Philanthropy (CEMEFI), which has inclusion as an area of focus.



## STUDENTS AND THE ACCESIBLE CAMPUS OFFICE

The first Accessible Campus Office was created at our Monterrey Campus, with the goal of ensuring that students with disabilities enjoy full inclusion in campus life.

This office provides personalized attention to students who live with a disability, whether permanent or temporary.

Among the services offered are:

- Specialized care for students with disabilities, such as changing them to accessible classrooms when needed.
- Support with access, wheelchair transfers, and other practical support as needed for students.
- Providing printing in braille of documents.
- Providing sign language interpreters for classes or events.
- Providing the Mexican Sign Language Course for students, professors, and the general public, at three different levels: basic, intermediate and advanced.
- Making adjustments to the curriculum—to make specific changes in the tools or technical adaptations needed, so that people with disabilities have the same opportunities in their coursework.
- Creating inclusion projects in 'Semana i' (interactive week); the national week for skills development projects in all fields of study).



## INCLUSION FORUMS

**1. Monterrey Inclusion Forum:** Since 2015, we've held the Forum on Inclusion of People with Disabilities, organized by the Accessible Campus Office and with the support from the Tecnológico de Monterrey's Talent and Culture (Human Resources) area.

This forum aims to educate, raise awareness about, and create spaces for dialogue around the issue of educational, workplace and social inclusion. It has involved the private sector, government, nonprofits and other educational institutions

Two additional inclusion forums have been held at our Santa Fe Campus, and receive support from companies including Bancomer and Microsoft.

These forums include conferences where experts share their perspectives on how to ensure better inclusion of people with disabilities, as well as on universal design and accessibility. An adapted sports workshop was also held.

**2. Inclusion Forum: Santa Fé Campus:** Inclusion forums are part of the Construyendo Puentes (Building bridges in english), through which, Tec seeks to integrate people with disabilities into the university environment. In 2017, the second edition of this forum was held, which includes the metropolitan areas of the Valley of Mexico, to educate and discuss issues around disability.

## CONSTRUYENDO PUENTES PROGRAM

"Building Bridges" is a project at our Santa Fe Campus in conjunction with the CAPYS organization. It works for the inclusion of people with intellectual disabilities into university life and independent living through their studies at the Tec de Monterrey.

The general purpose of this program is to promote the integrated learning of young people with intellectual disabilities, such as Down syndrome.

- 14 participants in the program: 5 men and 9 women.
- All students enrolled in this program have some kind of intellectual or psychosocial disability, such as Down syndrome, Asperger syndrome or autism.

**+1,000**  
attendees

We have held

**4**

editions of  
this forum in  
Monterrey

**+25**  
participants  
and speakers  
participated





## STUDENT GROUPS FOCUSED ON DISABILITY

Our Tec community is known for the active participation of its students within society. Three student groups that stand out for their work on the inclusion of people with disabilities are:

- Opening Paths (Abriendo Caminos), at our Monterrey Campus
- Camp Grow (Crece Camp) at our Guadalajara Campus
- Inclusion and Equity (Inclusión y equidad), at our Santa Fe Campus.

**These 3 student groups share the following objectives; to:**

- Educate student community and raise awareness on disability issues, through forums and workshops.
- Seek fair educational and employment opportunities for people with disabilities.
- Fight for the rights of people with disabilities, through various activities and student events.
- One project that highlights the work of these student groups is the Camp Discover and Learn (Campamiento Descubre y Abrende), which works for better inclusion for children with disabilities. This camp is conducted by students at the Monterrey Campus.



## STUDENT PROJECT INCLÚYEME Y APRENDAMOS TODOS

(Include me and we all learn) **This is a project that focuses on how to succeed in the workplace for people with intellectual disabilities.**

The program is run in conjunction with the nonprofit Asociación Centro Productivo Integral, A.C. (Integrated Center for Productivity Association) This group provides candidate profiles to the Tec, who with students' help, then completes a competency analysis.

**During the project, all participants are provided follow-up support to enhance their empowerment. At the end of the process, they are transitioned to a formal, paid job.**

In all, there have been four practitioners: one in the Sports Department, the Library, in our Cultural Diffusion area, and one was placed in our Department of International Relations.



## DISTRITO TEC: GARZA SADA ROUNDABOUT



**(Tec District) is an urban regeneration initiative that promotes the collaboration of the Tecnológico de Monterrey with citizens, organizations and government authorities, who have the interest and commitment to work together for the benefit of the community.**

It is currently a project of urban and community development in the polygons near the Monterrey Campus.

The 3 major foundations that guide this project are:

- The evolution of the campus
- Creating a research Cluster
- Improving the environment (in our campus and in our community).

As a step toward improving the environment, we transformed the roundabout on Avenida Garza Sada, in front of the Tec's main entrance, and one of the busiest access roads in the city. The renovation made this main entry point totally inclusive and accessible to all.

**In the Garza Sada Roundabout project in the Tec District, we worked with accessibility experts, making it the first in Mexico that was certified 100% accessible by CIRI (Center for Innovation and Resources for Inclusion of the Universidad Autónoma de Nuevo León).**

**With an investment of +39 MILLION PESOS**

# 9. GENERATIONAL DIVERSITY



## STUDENT PROJECTS FOCUSED ON GENERATIONAL DIVERSITY

We're proud of the generational diversity of our community. In striving to include seniors, some of our students at the Monterrey Campus developed a project that is worth mentioning for its technological and social innovation.

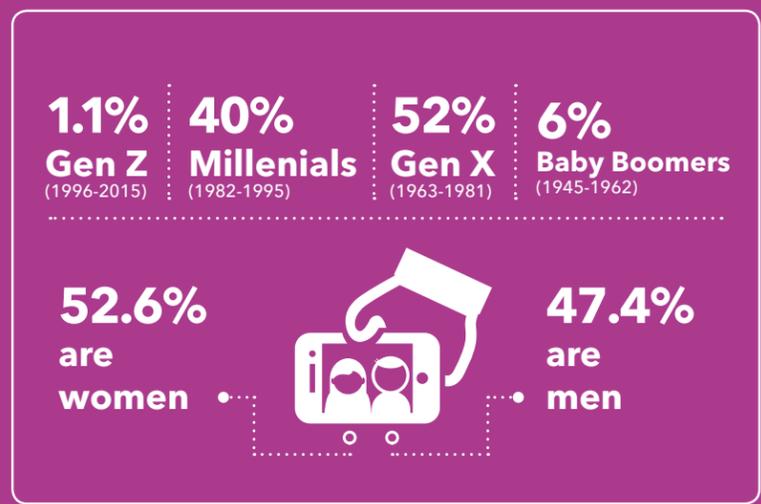
**This project involves the creation of applications for mobile devices, which allow greater inclusion of older adults.**

These applications were developed in the first and second semesters of 2016. Their main objective was for IT and computer science students to create innovations in technologies that improve the quality of life of the elderly.

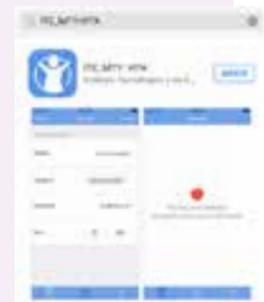
Here are some of them:

Diversity of opinions, perspectives and visions enrich working teams when it comes to making decisions. We pride ourselves on being a generationally diverse institution, where we are united by our passion for transforming lives.

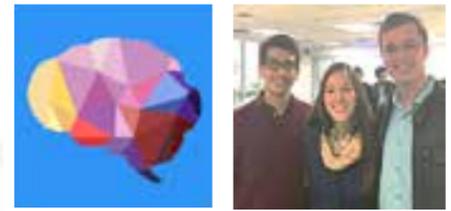
The distribution of our employees by ages and generations is as follows:



**1. VITA-app:** is an application that promotes a healthy lifestyle for the elderly. Through alarms and reminders, it keeps them on top of the activities they should carry out during the day. The application has a very simple look, and it is very easy to use and program—and the app is already available for download from the App Store.



**2. Recordando:** (Remembering) Is a game that reinforces the cognitive abilities of seniors.



**3. MEDICAT y Medicat:** apps that remind elderly patients to take their medications.

The students who carried out these projects were supervised and accompanied by the professor of the course, the Engineer Yolanda Martínez Treviño from the Department of Computer Sciences of the School of Engineering and Information Technology, and by Dr. Maria de Lourdes Francke Ramm, a professor in the Department of Business Management and Human Talent at the School of Business, Social Sciences and Humanities, and who served as an adviser on issues concerning seniors.



**PROJECT:**  
**AMA Y TRASCIENDE, A.C.**



Within the search for inclusion of the elderly, an important project worthy of mention is AMA y Trasciende (Seniors in Action; LOVE and Transcend).

This group, which later became a nonprofit, was born as the result of a Tec study titled: Situación del Adulto Mayor (The Senior Situation). The study was conducted in the Monterrey Metro Area by Dr. Lourdes Francke and a group of students in the Psychology Department.

Stemming from what they saw during their research, students formed the group for older adults called Seniors in Action (AMA-Adultos Mayores en Acción).

**This project promotes activities among students, government, business and the general public for the inclusion and development of seniors.**

**+15**  
**ACTIVITIES**  
carried out in 2016

**+80**  
**STUDENTS**  
participated in 2016

**+250**  
**SENIORS**  
benefited in the last year



**Some outstanding activities of this project include:**

- Organized talks to various groups: creating an Elders Community in seniors' groups at community centers in the state of Nuevo Leon, Seniors' Day, and more.
  - Participated in the Nuevo León's Forum for Dialogue on Seniors.
  - Conducted the AMA (Seniors in Action) "Life and Health" seminar.
  - Created and delivered, together with Empresoft, the workshop: Effective use of Information and Communication Technology for Seniors
  - Participated in radio and television programs promoting a culture of active aging.
  - Provided advice to companies on issues of active retirement and strategic retirement.
  - Collaborated in various activities with public and private institutions: Nuevo León's State Human Rights Commission, the Adult Technical Council of Nuevo Leon, GERICARE and the Alzheimer Association.
  - Seniors in Action took part in 'Semester i' with a business project.
  - Recognized Seniors in Action 2016, where 12 seniors were presented awards in several categories including: sports, cultural and social.
- These awards were organized by the Tecnológico de Monterrey in conjunction with the State Secretary for Social Development in Nuevo León.
- We adapted and staged performance of the spoken word: (Teatro en Atril) of the work La rueda de la vida (The Wheel of Life) , with participation from students, teachers and seniors.
  - We were a founding member of the Community of Inclusive Labor Practices, together with companies, universities, government and nonprofit organizations.
  - We collaborated in the Tecnológico de Monterrey's Vive Sano (Healthy Living) sports activities, with the participation of students and seniors together in a yoga class.
  - We collaborated in Professor Elda Nelly Treviño Flores' doctoral research, with the workshop 'My Body Listens:' Enjoying Music though movement for people 60 and over.

# 10. DIVERSITY & INCLUSION THROUGH OUR ALUMNI- EXATEC



We want our graduates, as they go out into the larger community, to affect positive change as ambassadors for the values of diversity and inclusion—values gained through their learning and experiences at the Tec of Monterrey.



## WOMEN GRADUATES & ENTREPRENEURSHIP

As an institution, we are proud of our graduates who are now leaders that are working and innovating to make positive change in our country and the world.

Here are some interesting facts about our alumni as they relate to advancement and entrepreneurship in the area of gender equality:

**4 out  
of 10  
Tec graduates are  
women**

*Our entrepreneurial graduates **have excelled mainly in the fields of biotechnology, pharmaceuticals, and the generation of power, and in the food and beverages industry.** For the most part, they are located in Mexico City and in the state of Nuevo León, and, to a lesser extent, in the State of Mexico, Jalisco and Querétaro.*

## EXATEC PROJECTS THAT FOSTER GENDER EQUALITY

Some of the outstanding projects that our graduates have developed help strengthen the diversity and inclusiveness of their communities, including:



Around  
**40**  
participants



**The EXATEC Association of Women entrepreneurs and executives (AMEEE)**

AMEE was created to **promote women entrepreneurs and executives, and help them succeed in all areas through tools and networking.**

AMEEE holds monthly meetings, works on gender equality projects, organizes events with other women entrepreneurs, and collaborates with the Tecnológico de Monterrey and with many Mexican businesses to promote gender equity in organizations.



**Epic Queen and women in tech**

*Epic Queen was founded by two EXATEC women; Daniela González and Ana Karen Rodríguez (class of 2012) and is the first Mexican organization that draws girls and women into the field of technology, through education.*



Tiene presencia en

**40**  
ciudades

They have a presence in 40 cities in 10 countries:

Mexico, Panama, Colombia, Peru, the United States, Chile, Spain, El Salvador, Uruguay and Bolivia.

They have 3 education programs aimed at Latin American girls and women:

**Epic Queen Chapter:** is a project that consists of monthly events held on campuses or in companies in different cities throughout Mexico and Latin America. The aim: to bring in women who are role models within the field of

technology or entrepreneurship, to speak to and meet the women and girls in the organization interested in getting to know them, learning, and getting inspired.

**Code Party:** is the first educational workshop in Latin America for girls from 7 to 11 years old. It is designed to be a three-hour party, where girls have the opportunity to let their imagination flow and learn to be creative through technology.

**Epic Queen workshops:** are educational workshops focused on girls and women. Its purpose is to develop skills and competences for the 21st century, from a STEM approach: focusing on Science, Technology, Engineering and Mathematics.

Among Epic Queen's figures of note:

- More than **400 Epic Queen Chapters have been created in 40 cities throughout 10 countries.** These have included presentations by more than 1,200 women entrepreneurs.
- Over **4,000 girls attended Code Party workshops in Mexico, Colombia and Peru,** thanks to the support of organizations such as the governments of Colombia and Mexico, Google, Cartoon Network and Telecom.
- Epic Queen courses and workshops **have assisted more than 2,500 girls and women.**
- Epic Queen has a **digital community of more than 40,000 people.**

**EXATEC: Bolsa Rosa - Jobs board for women**

Bolsa Rosa is another prominent project developed by our graduates that contributes to gender equality.

It **emerged as a way to help women find fair work opportunities; and it's the first and only job site for female talent, especially for professional mothers who are looking for jobs with flexible schedules.**



More than  
**+400**  
Epic Queen Chapters  
created in 40 cities.

With a digital community of  
**+40,000**  
people



→ Bolsa Rosa was founded by EXATEC Ana Lucia Cepeda (class of 2010) and offers the following services:

- **Job board:** A nation-wide online job board aimed at female talent, especially professional moms looking for flexible jobs.
- **Virtual Headhunter:** A service that performs the initial steps of recruitment and candidate selection matching the client's needs and positions available with Bolsa Rosa candidate profiles.
- **Consulting F:** Consults and supports companies, helping them implement innovative replicable models of flexible work, according to the business strategy.
- **Back to work:** is a virtual counseling program for candidates looking for new jobs, helping them with their résumés, and brush up on their interviewing tools and skills.



## PROJECTS BY OUR GRADUATES ON DISABILITY ISSUES

The following transformative projects were developed on to take on issues around disability:

### Tecnologías para la Comunidad, AC

(Technologies for the community) is a non profit organization founded by our graduate Ernesto del Carmen. It supports and trains people with disabilities through links to university research, the development of technology, the social commitment of students, creative financing initiatives, and professional, volunteer internships.



- It provides prosthetics to people who have been through the amputation of their limbs. They offer these prosthetics at prices four times lower than those on the market. This is possible thanks to its status as a nonprofit organization, which receives public and private funds to multiply patient impact and reduce the costs of the products and services they require.

### Puertas Abiertas, ABP

(Open Doors) is a nonprofit organization that works for the inclusion of people with disabilities into the workforce in state of Nuevo León in Mexico. Founded by EXATEC Javier Chávez Lutteroth (class of 2009), Puertas Abiertas works for a societal transformation towards a more inclusive culture—one that fosters full development and participation of people with disabilities.

Puertas Abiertas has been awarded the 2012 Premio Estatal de la Juventud (State Youth Award) which aims to recognize and motivate young people to inspire others with their projects and to promote social participation and the transformation of their communities.



### Aukera

Aukera is another project that supports people with disabilities. Also a nonprofit organization, Aukera was founded by our graduates Ernesto Rodríguez Leal and Rafael Sanz. Aukera works to eliminate physical disability, by offering free designs of prosthetics, orthoses and exoskeletons, through a crowdsourcing platform or open collaboration, distributed jointly and with the research support of the Chair of Entrepreneurship and Innovation in Robotics at Tecnológico de Monterrey.

The exoskeleton is a mechanical system outside the body that allows people with certain types of injuries to regain mobility, both in legs and arms. For seniors, exoskeletons also provide additional support.

- Among the main objectives of this Mexican organization are to:
- Highlight the creation of an ecosystem of global innovation, where they bring donors, inventors, and builders together with candidates hoping to receive the products.
  - Create a revolutionary business model within the biomedical industry, capable of generating new jobs.
  - Develop the best platform for low-cost robotic rehabilitators with brain and muscle control.



# 11. OUR COMMITMENT



**Only with the collaboration of ALL those who make up the Tec community we will be able to achieve our mission: to make our institution a diverse and inclusive place that celebrates differences and transforms lives. This is the only way we can contribute to the social improvement of our community.**

We know that collaborations and partnerships with the community strengthen and enrich each of the projects we engage in. That's why we collaborate with numerous organizations, including:

- Effeta, ABP
- The Alzheimer Foundation of Monterrey
- • Citizens' Council for People with Disabilities in Nuevo León.
- CAPYS, ABP
- The Secretary of Labor's Labor Network
- AMA y Trasciende, (Seniors in Action) AC
- Movimiento Congruencia, AC
- Éntrale (Alliance for the Workplace Inclusion of Persons with Disabilities)
- Fundación Incúyeme (The Incluyeme Foundation)
- Puertas Abiertas, (Open Doors) ABP
- ARENA, (Association of Autistic Children) ABP
- State Institute for the Women of Nuevo León
- Secretary of Labor and Social Welfare, Abriendo Espacios (Opening Spaces) Program
- Nuevo León's Secretary of Social Development
- Teleton, AC
- Asociación Centro Productivo Integral, (Integrated Productive Center Association)AC
- Alzheimer's Association Monterrey
- Association for the Deaf in Nuevo León
- DIF CREE Nuevo León (State Center for Rehabilitation and Special Education)
- Universia
- CEPAR (Nuevo León State Center for High Performance Paralympics)
- Mexican Federation of Wheelchair Sports
- National Network of Inclusive Universities
- Latin American Network of Inclusive Universities
- AMANC (Mexican Association for the Help of Children with Cancer)
- Best Buddies of Mexico, AC
- CONFE, (Mexican Confederation of Organizations for the Benefit of People with Intellectual Disabilities) AC
- Mente en forma, (In Shape Mind) SC
- Unidos Somos Iguales, (United, We Are Equal) ABP

→ *For us, inclusion is an everyday practice. This way, we strengthen our diversity values. The implementation of these initiatives and the realization of this document were possible by the participation and ideas of our professors, staff, students and graduates.*

If you are a student, graduate or staff at Tec de Monterrey, and take part in a project not mentioned in this report, but would like it to appear in our next edition, or if you are interested in knowing more about our work for diversity and inclusion, feel free to write to:

**[miinclusion@itesm.mx](mailto:miinclusion@itesm.mx)**

We will continue to work as an institution that transforms lives, always striving for equal opportunity, respect for our differences, and social justice.



# 12. THANKS TO



*In our Tec community, inclusion is an everyday practice. This way, we strengthen our diversity values. The implementation of these initiatives and this document were possible THANKS TO the participation of our professors, staff, students and graduates.*

## THANKS TO:

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Monterrey, México

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