



Diversity and Inclusion

—REPORT 2021—

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HIGHLY ESTEEMED TEC COMMUNITY:

Tecnológico de Monterrey is an institution committed to education, research and making a positive impact and connection with society. We are convinced that each individual person, should always be at the center of everything we do.


Our 2025 Strategic Plan laid the groundwork for us to define 7 strategic initiatives, which we are implementing through 16 projects, one of which is 2025 Diversity and Inclusion. This project defines key actions to continue our path towards our 2030 vision: **leadership, innovation, and entrepreneurship for human flourishing.**

In this context, we present the fifth edition of our *Diversity and Inclusion Report*, a document by the community, for the community. In it, we collect the most outstanding initiatives, as well as the data that measures progress we've made, reflects the actions taken, and the community's priorities. We do all this, because it is how we live our values at Tecnológico de Monterrey, as an institution that honors human dignity and to be a place where people feel represented and accompanied in achieving their goals.

We are also aware of the many challenges that still lie ahead. With the commitment of the entire community, starting with our students, up to the institution's leadership, we'll continue to listen, to continue transforming ourselves, and thus contribute to building a better society.



DAVID GARZA
Rector y Presidente Ejecutivo
del Tecnológico de Monterrey

Síguelo en:
 @david_garza

ESTIMADAS Y ESTIMADOS:

This has been a challenging year; a year where we've confirmed, once again, the importance of open dialogue and listening. It's been a year where we've learned deeply from the different voices of our community.

As an institution, we've emphatically declared the importance of people, *each individual person*, being at the center of everything we do, and of every decision we make. As a university system, since our inception we've been a platform for dialogue and debate on major issues. We work every day to be a safe and inclusive place for each of the individuals who make up this community.

We recognize that there are still many challenges that we must face as an institution, to help create a more inclusive society with fewer inequalities. This, of course, starts with a sustainable and innovative vision.


We have the task of continuing to evolve, continuing to listen to the diverse voices, especially those that have long been ignored. We also have the task of unlearning, and learning anew, to continue the process of building our community *from* the community. This must be a permanent task, embedded in our values.

It requires the commitment and action of the entire Tec community to question who we are, deconstruct what we are, and open ourselves to listening to different voices. This is the only way we'll get tangible results.

I invite you to review this, the fifth edition of the *Diversity and Inclusion Report*. Its pages bear witness to our progress towards a more inclusive community. It also commits us to continuing our work together to achieve this transformation.



INÉS SAÉNZ
Vicepresidenta de Inclusión,
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FUNDAMENTALS OF DIVERSITY AND INCLUSION IN OUR INSTITUTION

Towards a more inclusive community

Creating an inclusive community is a challenge that requires the participation and commitment of those who interact in it, as well as the recognition of the current context of inequality in which, as a society and as a country, we find ourselves. It's the only way we can clearly define which actions will make the biggest impact, and it's the only way we can improve, as we listen to the different voices in our institution.

Tecnológico de Monterrey is all its people. We are countless stories and diverse experiences. Over time, we've learned that there can be no community without the community, and that we can only build if we do it together, including all the people who are part of this institution.

The more we listen to each other, the easier it will be to develop projects and strategies that respond to the needs of the community, always recognizing, respecting, and putting human rights and the dignity of all people first.

This report seeks to make diversity visible and recognizing our progress as well as the challenges that still lie ahead.

Timeline: diversity and inclusion at tecnológico de monterrey

We continue to work to build a safe institution, where all people feel included and respected in their diversity.

Last year, we created a timeline where we outline our progress on the most outstanding initiatives nationally on issues of equality, diversity and inclusion in the four institutions that comprise Tecnológico de Monterrey: Tec de Monterrey, Tecmilenio, TecSalud and Sorteos Tec.

We include the updated timeline in this edition, to keep adding the milestones that transform our community:

2019 >>

- We carried out our first evaluation regarding equality, diversity and inclusion for professors and staff through my ECO (Organizational Climate Survey).
- We participated for the first time in the EQUIDAD MX certification from the Human Rights Campaign, for the inclusion of the LGBTIQ+ community in the work environment.
- We established the first 9 regional Contact Points of the Center for the Recognition of Human Dignity..

2018 <<

- We signed an agreement with the Mexican Paralympic Committee for the inclusion of athletes and former athletes with disabilities, who have since served as trainers of our students.
- We implemented the Value Partners Certification for our suppliers, which fosters inclusion practices in the value chain.
- We formed the Impulsa Committee to promote the advancement of women in leadership positions within the institution. We received the Incluye Award, from the Congruence Movement, for our labor inclusion strategy.

Impulsa

2017 >>

- We prepared and published the first Diversity and Inclusion Report.
- We inaugurated the Center for the Recognition of Human Dignity and two specialized offices: the Office of Gender and Safe Community, and the Office of Diversity and Inclusion.
- We implemented the Protocol of Action for the Prevention and Attention of Gender Violence and formed the National Gender Committee, which attends to the cases that arise from the protocol.

2015 <<

- We carried out the first Total Accessibility Project in physical spaces of various Tec de Monterrey campuses. We received the Premio Incluye from Movimiento Congruencia, in the accessibility category.

2014 <<

- We strengthened efforts to hire foreign teachers.

2012 >>

- We established our Principle of Equality and Non-Discrimination.

2013 >>

- We implemented the labor inclusion strategy, which promotes the hiring of people with disabilities (PWD) and the promotion of women's development.




2019 >>

- We signed the HEFORShe Pact in partnership with UN Women.




Our five institutional values evolved. In this report we highlight that of Empathy and Inclusion.

- We launched the Human Dignity Awareness Program for professors and staff.
- We created the Forums of open dialogues on issues of human dignity on the campuses of Tec de Monterrey and Tecmilenio.



FOROS DE DIALOGOS ABIERTOS

2020 <<

- We created the Advisory Committees on Diversity, Inclusion and Equality.
- We published the Center for the Recognition of Human Dignity's first Transparency Report.
- We created the office of the Vice Presidency of Inclusion, Social Impact and Sustainability.



CENTRO DE RECONOCIMIENTO DE LA DIGNIDAD HUMANA



2021 >>

- We launched the Human Dignity Awareness Program for Students.
- We launched the 2025 Strategic Project for Diversity and Inclusion.
- We created the first Guides for Inclusive Care.
- We created the Digital Accessibility strategy
- For the first time, we have two women in our management team.



2025 Strategic diversity and inclusion project

OUR 2030 VISION IS:

To create capable leaders, who can take on the challenges they will face throughout their lives, and who do so successfully, and with values, so that they generate a positive impact that permeates throughout the rest of the community.

This vision gave life to the 2025 Strategic Plan, which is focused on fostering human flourishing, placing people, the individual person, at the center of all our decisions. We defined the plan in **7 initiatives** and **16 strategic projects**. One of these projects is that of Diversity and Inclusion and is key to continuing on the path towards realizing our vision.

From there, we established our 2025 Diversity and Inclusion Vision:

To strengthen and reinforce our identity as an inclusive university that values and respects diversity, that fosters plurality and dialogue, where people are recognized for their human dignity, for the transformation of communities and the reduction of inequalities.

This means that any strategic action we take on this issue must align with this Vision.

For the first time, we have created an inter-institutional, national, diverse, and cross-sectional team that will work on 7 action areas to achieve the project's objectives, so that in 2025 we truthfully see ourselves as an institution where all people feel represented and respected, with openness to dialogue, even on polemic issues, and with inclusive spaces where different voices are heard and considered.

Strategic Areas of Action:

1. Fundamentals of inclusion
2. Representation and belonging
3. Leadership and development
4. Attention to and prevention of discrimination and violence
5. Community Recognition
6. Accreditations and partnerships
7. Inspiring other organizations.

Our principle of equality and non-discrimination

As we do every year, we recognize and reiterate the importance of our *Principle of Equality and Non-Discrimination*:

At Tecnológico de Monterrey we promote and value diversity; and do not discriminate based on age, ethnic origin, nationality, gender, sexual orientation, marital status, socio-economic status, health status, religious beliefs, political doctrine, or disability.

This principle, which is aligned with the regulatory frameworks established by Mexican law on non-discrimination and inclusion, is at the starting point of our decision-making at Tecnológico de Monterrey.



Our values in action

Our values should drive our daily actions. The work continues so that these remain the core and foundation of our institution.

For the second year in a row, we conducted the *Living Our Values survey*, this time in February 2021. In addition to having had a higher level of participation (26,072 in 2021 vs. 24,986 in 2020), our results reaffirm that people both in the institution and among our leadership believe our values are lived—are part of their experience, and that they perceive them favorably.

In 2020 the institutional perception was 92% and that of leaders was 91% while in 2021 it was

93% and 92% respectively.

Today, more than ever, our values unite us, distinguish us, and are key to overcoming the adversities and challenges we face.

ETHOS: ethics and values

This year we brought together all the key processes that touch on ethics and values into a single ecosystem, to ensure systematic and efficient attention to breaches in our *Code of Ethics and Values*. To do this, we renewed ETHOS, a tool that allows us to attend to reports from students, professors, staff, and parents in our community, in an agile and intuitive way, guaranteeing transparency and adequate follow-up.

In ETHOS (<https://www.letica.mx/ethos>) people can safely and reliably report the a breach of ethics and our values, thus contributing to the strengthening the culture of respect, honesty and integrity in our institution.

From 2013 to date, we have tended to 7,000+ reports and registered 287 dismissals for non-compliance with the *Code of Ethics*.



Model of recognition or absence of human dignity in the attention of cases

Since 2017, The Center for the Recognition of Human Dignity has been responsible for enacting and coordinating strategies to prevent gender-based violence, discrimination and any conduct that violates human dignity. This work is carried out with a deep knowledge of dignity, diversity, and inclusion through the lens of gender, to ensure that the students, professors, and staff at our institution are well supported.

In the previous edition of the Diversity and Inclusion Report, we first shared our **9 basic elements of human dignity**:

- **Deserving of humane treatment:** everyone deserves to be treated equally, because of the *intrinsic* value of each human being, which is not acquired nor earned.
- **Making possibilities our own:** each of us needs to be able to have an impact on the conditions that affect us and our realities, and to make our own decisions that affect our lives.
- **Freedom:** the condition that we all possess to decide.

- **Contextuality:** the background, the historical perspective each person has that gives context to our intentions and meaning to our actions.
- **Equality in interactions:** placing ourselves and the other(s) on an equal footing, level of equality when we interact.
- **Self-determination:** the human uniqueness that allows us to define ourselves through self-knowledge and through building our own identities.
- **Treatment with respect and recognition:** all human interaction must be based on these two principles.
- **Openness to reason:** granting others the real possibility of being right.
- **Autonomy and consent:** the ability to make your own decisions and allowing others their right to do the same.

This year, the Center for the Recognition of Human Dignity carried out 15 sessions, designed and analyzed by academics, that defined the *Institutional Model for defining the presence or absence of the recognition of human dignity, for use in dealing with cases reported to the center*. This model will be implemented soon.

Transparency report

For the second consecutive year, the Center for the Recognition of Human Dignity carried out and published the *Transparency Report*, which documents the follow-up on the cases of reported human dignity, discrimination and gender violence in our institution, as well as the actions that were carried out through the Office of Gender and Safe Community, the Office of Diversity and Inclusion and the areas of Education and Outreach in collaboration with Talent and Experience, which serves the staff of Tec's 4 institutions, Student Wellbeing and Development (Byde), which supports Tecmilenio students, and Student Leadership and Training (LiFE), which supports Tec de Monterrey students.

The *Transparency Report* is a deep commitment to the Tec community. We believe that through the dialogue that this report fosters, can we improve the actions we take to make our institution safer and more inclusive. We thank those who have been actively involved in this work.

Access the latest report here:

<https://tec.mx/es/dignidad-humana/transparencia>



Advances in the education around human dignity, diversity, inclusion and equality

One of our greatest challenges as an institution is to raise awareness and contribute to the education about human dignity with all our audiences, and to create a culture of empathy and inclusion. To achieve this, we have taken several actions. Here are some of the highlights:

- **Conversations and Teacher Trainings for Continuous Education (CADi):** We carried out 10 CADi in the summer and winter periods of 2020, with which we impacted **260 teachers, collaborators** and **collaborators**.
- **Open Dialogue Forums:** These are a national strategy that we carry out under the international methodology of the Sustained Dialogue Institute, which opens spaces to listen to the diverse voices in our institution, seeking genuine interaction with the Tec community and to promote actions based on their needs around human dignity.
- **Talks on Human Dignity:** In 2020 we had the series of **7 Talks on Human Dignity** with the aim of addressing issues around human dignity and generating a dialogue between specialists and the Tec community.



- **Human Dignity Week:** In November we implemented the first *Human Dignity Week*, in which we address culture, human dignity, integrity and sustainability. There were **3 keynote speeches, 3 panels, 9 dialogue tables** and **26 moderators**. We had **209,555 vistas** views on these events on our digital platforms.

We will continue to work hand in hand with the community to develop tools and content that helps build and strengthen the Tec as an inclusive institution.

FOROS DE
**DIÁLOGOS
ABIERTOS**

CICLO DE
CHARLAS
DE DIGNIDAD HUMANA

Expanding the value chain: certification of value partners

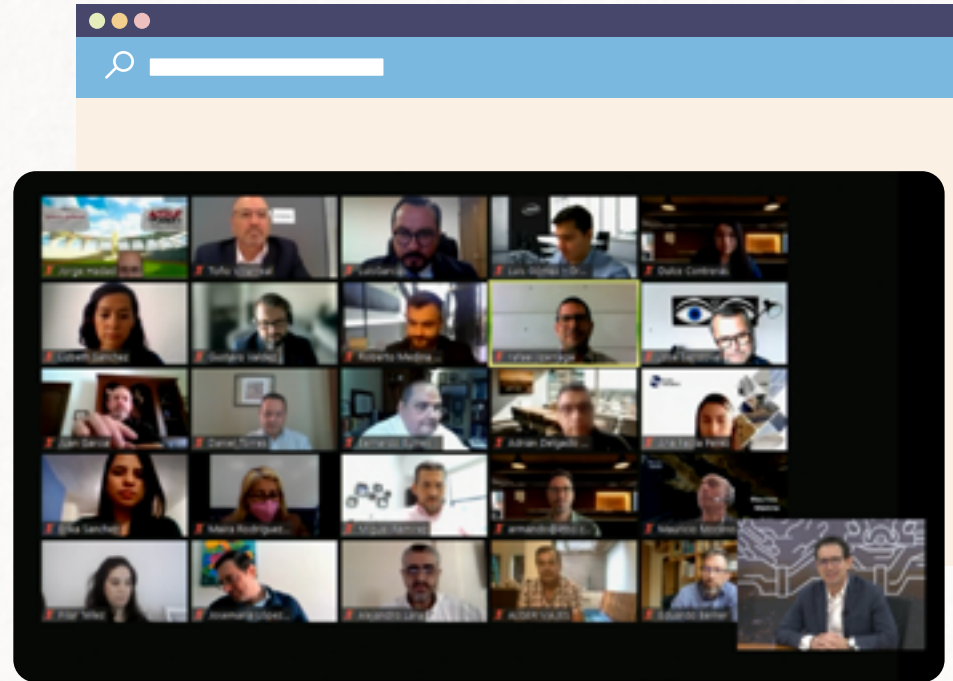
In this voluntary certification we invite our main value partners to adopt and live our institutional values, as they are an important element of the Tec community.

With our top **250 value partners** we foster the sharing of share best practices into the society, and to be examples of: transformation, innovation, quality in service, respect and recognition of human dignity, social responsibility, and care for the environment.

To achieve a level of "distinction" within the Value Partner Certification process, providers must meet the requirements and evaluation criteria. They include reaffirming and abiding by our *Code of Ethics*, maintaining a high level of quality in the provision of materials and/or services, working together on

issues of human dignity and engaging in activities that promote social responsibility for achieving our 2030 Vision for environmental care and the mitigation of climate change.

In 2020, a total of **35 value partners** obtained a level of "distinction" within the certification (**24 were platinum level**, **5 gold level** and **6 silver level**). During the process, the partners participated in Tec initiatives related to the above topics, including *Training Partners*, *Leaders of Tomorrow*, and *Tec Volunteering*, among others, as well as in various activities that involve the recognition of human dignity and a commitment to it. We also promoted understanding around issues related to human dignity through courses and mentoring for value partners and their employees.



Advisory committees on diversity, inclusion and equality

Nothing can be done for the community without the community itself being involved from the ground up. Therefore, seeking the representativeness of historically marginalized groups, from the Center for the Recognition of Human Dignity, through the Office of Diversity and Inclusion, in December 2020 two of the Committees on Diversity, Inclusion and Equality were sworn in.

These committees are groups with voluntary participation, led by staff and professors, each sponsored by a *senior* leader of the organization are aligned with our vision, values, and objectives to promote networks on issues of diversity and inclusion.

The committees that were sworn in were the People with Disabilities, and the LGBTIQ+ committee. Each has 10 members. Since then, they have met bimonthly to establish their work plans, priorities by topic, and listening networks.

The *Impulsa Committee*, which focuses on gender equality, adheres in its third cycle to this committee structure. Soon we will add two more committees: the Cultural Diversity and the Socioeconomic Diversity.

Inclusive diversity and inclusion guides

To establish a framework for our processes to achieve inclusion, we've begun creating care guides and protocols that serve as tools for our community.

In the second half of 2021, we began rolling out **3 guides that will help us improve the culture of inclusivity in our spaces**. They are:

- The *Guide to Inclusive and Accessible Events*: which focuses on the inclusion of all people, both virtually and in person.
- The *Guide to Inclusive Communication*: which focuses on our communication materials having gender inclusive language.
- And the *Guide to Empowering Leaders*: which includes Inclusive Language.

During this year we will continue to roll out these guides, and to create others that will focus on more key issues, so that everyone in our institution can become familiar with them, and make use of them to increase their understanding around inclusion.

Equity



FROM 2014 TO 2021, WOMEN OCCUPY:

- 22% of managerial positions: 2% more than in 2020.
- 50% of middle managers: the same as in 2020.

46%

of permanent faculty:
same as in 2020.

45%

of not permanent
faculty.

EWE ESTABLISHED A GOAL FOR 2025:

30% of the
managerial positions will
be occupied by women.

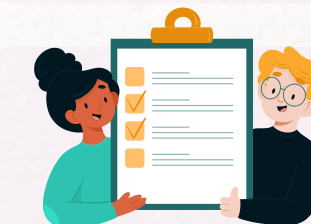
MUJER TEC AWARD:

23 women
award-winning
in 2021.

167 women
awarded in their
9 editions.

ON PAY EQUITY ISSUES, WE TAKE VARIOUS ACTIONS:

- In 2020-2021, the salary gap was reduced
- by 28% compared to the previous cycle.
- 53% of promotions and revaluations they were for women.
- 58% of people identified with high potential are women.
- 57% of educational support went to women.



We created a **GENDER
EQUALITY PLAN
2021-2025.**



43

**STUDENT
GROUPS**
focused on gender
equality.

**3RD. CYCLE OF THE Impulsa
COMMITTEE** focused on gender
equality issues.

17

**OUTSTANDING
ACTIVITIES**
in gender equality.

TecSeguro:

15 **SERVICE AND
ORIENTATION POINTS**
with 19 people working in them.

We created the *Impulsa Network* with

73 **WOMEN
WITH HIGH**
growth potential.



57
**LISTENING
FORUMS**
with groups and
collectives.

GENDER EQUALITY

Women: leadership, development and pay equity

When we talk about a focus on gender equality, our aim is for women, who for years have been one of the populations historically discriminated against, to enjoy equal conditions and the full exercise of their human rights and their potential within our institution.

Of 30,000 staff within our 4 institutions that make up Tec, fully **50% are women**.

In the last 7 years – 2014 to 2021 – we have made progress towards achieving gender equality as in this way by:

- **Increasing the percentage management positions held by women: from 8% to 22% (up 2% over 2020).**
- **Increasing the percentage of middle management positions held by women: from 37% to 50% (2020-21 remained the same).**
- **Women hold 45% of our teaching positions.**

We set a goal: by 2025, **30% of our management positions will be held by women.**

On issues of pay equity, we managed to reduce the overall wage gap by 50% (from 12.3% to 6.4%), affecting all levels and ranges of seniority, especially in new hires. Additional actions in 2021 focused on identifying, recognizing, and developing talent through the following initiatives:

- Focusing on and aligning with our culture of *meritocracy*, **over 100 of the promotions and raises granted went to women**, which represents just over 50% of them.
- Through the *High Potential* initiative, which seeks to identify and retain key people, as well as enhance their professional growth, **we recognized nearly 130 women in the 2020-2021 cycle.** This is about 35% more than were officially recognized in the previous period.
- Also, with an aim to promote the professional development of our staff, during this cycle **we granted about 100 educational grants to woman**, which is a little more than 50% of the all grants awarded to staff this year.

Gender equality plan

The *Gender Equality Plan 2021-2025* emerged as one of the HeForShe commitments with UN Women; its purpose is the creation and implementation of policies and actions to advance equal opportunities for all people in our community. The *Gender Equality Plan* is framed by our vision, values and Code of Ethics, and is integrated into our 2025 Strategic Plan.

To develop the *Gender Equality Plan*, in the summer of 2020 we evaluated the gender gaps in Tec de Monterrey, Tecmilenio, TecSalud and Sorteos Tec. The review included the number of men and women in the student community in the different schools, campuses and regions, as well as the number of men and women among the staff, the faculty, the research groups and in management.

Based on this collaborative analysis, carried out with support from Vice Presidency of Inclusion, Social Impact and Sustainability through the Center for the Recognition of Human Dignity, **we identified 4 areas and within them, 34 essential actions** for reducing the principal gender gaps detected.



The 4 areas identified are:

1. **Policies and guides for gender equality**, which includes actions and practices aimed at promoting gender equality between men and women in the 4 institutions.
2. **Women's leadership and development**, which includes ways to help increase women in decision-making positions and in areas where they are underrepresented.
3. **Education and research around gender identity**, which includes projects aimed at promoting understanding and education around gender for students, faculty, and staff alike.
4. **Eradication of gender-based violence and discrimination**, which involves implementing programs and activities with the purpose of building an empathetic and inclusive university environment and an academic and organizational space free of gender-based violence.



Through these 4 areas, we aim to create an ecosystem of understanding around gender that is ongoing, a self-sustaining culture, through continuous communication and through building collaborative networks, contributes to cultural transformation.

The implementation and follow-up of the actions of the *Gender Equality Plan* are coordinated by various teams that make up the *Impulsa Committee*, whose purpose is to provide greater understanding around gender and equity to Tec processes and decision-making. It aims to better integrate the diverse voices and experiences of our different institutions' staff, in order to achieve gender equality in our community.

Progress on heforshe commitments

In January 2019 we joined UN Women's HeForShe initiative, signing the 9 commitments towards gender equality to be fulfilled in 2 years. Today, in 2021 and thanks to the participation of students, HeForShe student groups and the different areas of the institution, we have made real progress in fulfilling each of these commitments. The increase in the number of women in leadership positions and the establishment of a *Gender Equality Plan* are some of them.

The next step is to renew those commitments to UN Women to further strengthen our goal of achieving real equality.



To see our progress and achievements, see the *Transparency Report* at: www.tec.mx/dignidad-humana/transparencia

Impulsa Committee

This initiative was established in 2018 by the office of the presidency of our institution and was originally created with the goal of advancing gender equality in management positions.

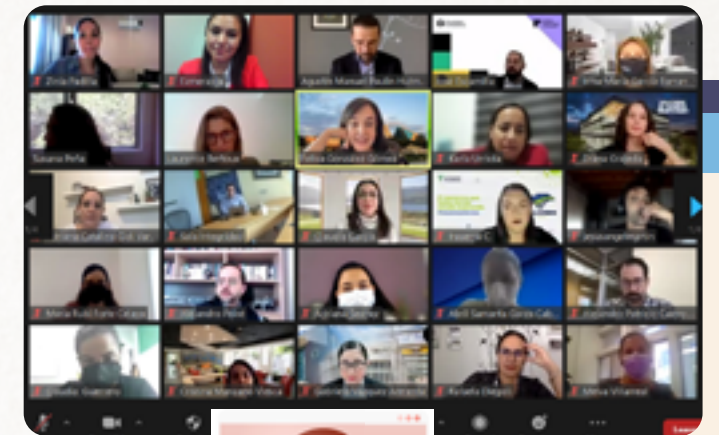
In 2021, we expanded its objective and scope: to bring gender perspective to our processes and decision-making, integrating the diverse voices and experiences of our institution's staff, to advance towards gender equality in our community.

This year, in its third edition, the committee is composed of **1 coordinator, 15 core team members**, made up of both men and women and an advisory committee of **4 of our institution's top women** in leadership. It is organized into **7 working groups focusing on:**

- Gender Equality Plan follow-up
- Developing women leaders
- Pay equity
- Education and research with a gender perspective
- Support networks
- Communication
- Transparency and monitoring key data indicators.

These teams' task, according to their scope of action, is to:

- Analyze the current situation and opportunities for gender equality in the institution.
- Generate proposals designed to close those gaps.
- Actively participate in the implementing

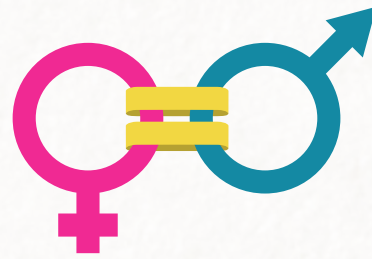


those proposals, providing a gender perspective and integrating the diversity of voices and experience in our community.

Through the *Impulsa Committee* and various areas of the 4 institutions, we are building an increasingly empathetic organization, which sees in diversity as one of its most important strengths to make our communities more equitable and inclusive.

The *Impulsa Committee* has recently been bolstered by the *EqualiTec Committee*, as the two have joined forces and now form a single committee that is part of the core of our Advisory Committees on Diversity, Inclusion and Equality, coordinated by the Center for the Recognition of Human Dignity.

Networks for gender equality



In August 2021 we launched our *Impulsa Network*, whose objective is to generate a cross- and intersectional network of women to enhance development, foster leadership skills, expand their contacts, share experiences, and create professional opportunities—for women.

The first edition is composed of **73 key women poised for growth**; and **30 guides** or *sponsors*, high-level leaders in our institution who, through their experience, guide the participants to generate new connections and visualize more development opportunities.

During their participation in the network, the participants' goal is to establish make real

progress on their own development plans, which includes self-knowledge, positive leadership tools, keynote lectures on relevant topics, as well as taking advantage of the development opportunities that the institution offers.

Likewise, Tec de Monterrey continues to be part of the following networks for gender equality:

- National Network of Higher Education Institutions-Paths for Gender Equality, RENIES of ANUIES.
- University Network of Genders, Equity and Sexual Diversity of Latin America.

Protocol of action for the prevention and attention of gender-based violence

Since 2018 we have created and adopted an institutional protocol for building a culture and fostering an environment of respect for dignity and human rights in our community. Since then, we have a transparent and formal process with the purpose of ensuring the safety and wellbeing of those who have experienced a situation of gender-based violence or any other violation of human dignity.

The new version of the *Gender-based Violence Protocol* includes observations and recommendations from the student community, faculty, staff, and experts in the field.

To learn about the progress around the protocol, the work with the community and more actions taken by the Office of Gender and Safe Community, see the *Transparency Report*, here: <https://tec.mx/es/dignidad-humana/transparencia>

To see our *Protocol on Gender-based Violence* visit: https://tec.mx/sites/default/files/2018-03/protviolgen_7mar18.pdf

Tec Seguro

This project was created in October 2019, to put into action Tecnológico de Monterrey's 4 commitments for ensure greater safety and security from gender-based violence for our community, within all our campuses, as well as to build trust. These commitments are to:

- Publish the new *Protocol on Gender-based Violence*.
- Make a campaign to disseminate the protocol.
- Increase the number of Service and Orientation Points in all campuses, in the PrepaTec High Schools and in the alternate venues.
- Strengthen and intensify education campaigns, sensitivity training and awareness-raising with gender perspective.

We held listening forums with **57 groups and collectives**, made up of our community's students, faculty and staff. Based on the concerns identified in these approaches, we defined this project's priorities and phases.

To see our work on each of these 4 commitments in detail, see the *Transparency Report* here: <https://tec.mx/es/dignidad-humana/transparencia>



Women in research

The National System of Researchers (SNI) of CONACYT recognizes the work of people dedicated to producing scientific and technological knowledge. The recognition is given through peer evaluation and grants the appointment of a National Researcher.

In 2021, Tec de Monterrey had **672 faculty members assigned to the SNI**, each who stands out for their work at one of the three levels that make up this system. Among them, the following are women: **3 in Level III** (same number as the previous year), **24 in Level II** and **98 in Level I** (11 more than in 2020). Additionally, there are **79 other women professors**

with their research proposals as candidates. This gives a total of **204 women working in research.**

We want to highlight in Level III, the work of professors Janet Alejandra Gutiérrez, from the School of Engineering and Sciences, as well as **Josefina María Alberu Gómez** and **Rocío Ortiz López**, both from the School of Medicine and Health Sciences.



Tec Woman Award

Since 2013, the *Tec Woman Award* has recognized the trajectory, talent, and contributions of women within the Tec community, as well as giving voice and visibility to their contributions in the area sports, civic, cultural, economic, political and social fields. Since then, 167 awards have been given to outstanding women or groups.

This award has become a platform to enhance the leadership, opportunities and legacy of the winning women and future generations who connect with them, thus nurturing the ecosystems of innovation and entrepreneurship.

In 2021, the Tec Woman Award had a total of **230 nominations in its 11 categories:** #She4she, Promoting Art and culture, Sciences, Citizenship with a gender perspective, Sport and sports management, Entrepreneurship, Trailblazing, Transformative power, Health and well-being, Legacy, and Environment.



Women and entrepreneurship: shero zone

Our Shero Zone is a program that began at INCmty (<https://www.incmtty.com/>) and seeks to support and strengthen entrepreneurship of women students and other women entrepreneurs through an ecosystem of 'sisterhood' from the School of Humanities and Education. This ecosystem includes academics, mentors, and investors, who make up a safe network.

Zona Shero has 4 lines of action:

- Entrepreneurial autonomy
- Gender equality
- Networking and community
- Profit, planet & people.

As of 2021, we already have a network of **4,000 women in the Zona Shero community**, of which **30% are students, 35% entrepreneurs, 20% internal and external mentors and 15% academics and collaborators.**

The program has 27 collaborative partnerships with other companies and organizations, 8 focused programs, and partners with 8 campuses around the country.



On this occasion, we recognized **23 outstanding women: 5 undergraduate students, 2 staff members, 3 directors, 10 EXATEC and 3 professors.**

In a virtual ceremony, the winners received the *Muliere Amete* statuette award, inspired by the bronze *La niña sin miedo*, by Kristen Visbal, from our institution's leadership. The guest speaker was Jill Popelka, President of SAP SuccessFactors.

Gender equality initiatives highlighted in tecsalud

TecSalud and the School of Medicine and Health Sciences have made efforts to ensure and promote gender equality.

Given that **85% of the nursing staff is made up of women**, we are developing strategies aimed at improving their quality of life.

Professionalization and bachelor's degrees for Nursing:

In TecSalud, we are dedicating substantial and prolonged effort to developing the community of nurses. As such, one of our priority actions is our alliance with the ENEO-UNAM (the National School of Nursing and Obstetrics from the National Autonomous University of Mexico).

This alliance has allowed us to award full-ride scholarships for degrees in General Nursing. In addition, we have established alliances with the best nursing schools in Nuevo León so that the best interns in the field of Nursing technology collaborate with us during their social service practicums. This program represents a hotbed of talent, as recent graduates become part of our TecSalud community. For its part, the institution provides them with an excellent place to work, grow and develop.

We have also modified our hiring processes to better provide for the best prepared nurses, in line with our philosophy of compensation.

Advanced Practice in Intensive Care (Nursing) Program

With the aim of achieving the best intensive care in Mexico, TecSalud created our Advanced Practice Nursing in Intensive Care (EPATI) program.

This program is designed to train nurses in advanced practice in intensive care so that they can provide more specialized care, as well as advance in their careers and increase their income.

TecSalud will start a pilot program in Mexico with **30 nurses** to study for their **master's degree in Advanced Practice Nursing in Intensive Care**.

While the EPATI is being developed, TecSalud implemented preparatory courses so that a group of 16 nurses in training can develop anticipated clinical judgment that improves patient care. The courses follow a highly structured plan that includes academic, clinical and operational sessions, where students interact with doctors, doctors and nurses and intensive care nurses.

I LIVE my well-being: Healthy nursing

In 2018 we began efforts to develop healthy communities of nurses, whose philosophy and lifestyle is around well-being. In 2019 this program evolved and has become a pillar of culture called *LIVE my well-being*.

The Nursing chapter of this program aims to improve the health and well-being in TecSalud's Community of Nurses, through the promotion of a healthy lifestyle. The program evaluates 850 nurses every three months through clinical analysis, medical nutrition and monitoring of physical activity.

After the second wave of the Covid-19 pandemic, we made a evaluated their mental health and found that 80% suffered sleep disturbances, 30% anxiety and 15% depression to varying degrees.

Through this program we can identify and follow at-risk groups, in order to foster a nursing community that takes care of itself and is able to offer better care to its patients.



Women for the future

This project, which was created as a network of empowerment and support for women students and professionals in STEAM areas in Mexico, and is the result of an association of students and specialists in areas such as engineering, science, design, administration, and art, among others. It aims to promote the participation of girls and women in science and engineering, in order to reduce the existing gender gap in these areas and eliminate stereotypes related to these areas of knowledge.

Its activities are focused on developing logical-mathematical skills, applicable to different areas of knowledge, through workshops,

talks with experts, and through developing experiments and art activities. They also have informative videos on different careers, and articles shared on social media, helping the community be in continuous contact with the students in these areas.

Currently, the initiative is linked to the entire Western Region, including the PrepaTec High Schools, and has about **100 100 women participating on the boards** of the various PrepaTec and undergraduate student groups, **impacting around 15 associations and the lives of 1,800 girls and young women**. Its founders won the 2020 TEC Woman Award in the "SheforShe" category.

Actions for mothers and fathers during the pandemic

In September and October of 2020, we created a survey with a gender perspective for our faculty and staff who are parents, to find out what they were facing as they worked from home.

This survey allowed us to understand their experiences during the confinement in detail, identifying actions we could take to improve their well-being and work performance.

From the survey, we received **5,458 responses**, which represented a **19% participation**.

Then, based on the survey responses, we designed and implemented 8 focus groups, where **71 parents participated**. This provided symbolic data and more in-depth information than the survey provided, allowed us greater understanding of what parents were experiencing.

Among our main findings, we found that staff appreciated the days when:

- They had time to devote to their families.
- Their meetings were productive, and the number of meetings were limited, to allow



- them to advance their *deliverables* and pending tasks.
- Their breaks and meal times were respected, allowing them to enjoy their meals with their families.

From what we learned, we were able to offer alternatives that helped them improve their

experience while working remotely, such as the loan of chairs, additional vacation days for some teachers, and expansion of the *Beneflex* program for acquiring items to support their work at discounted prices and with economic support.

Outstanding initiatives on gender equality

Some outstanding initiatives on gender equality, created and promoted by our student community are:

- **Without barriers:** is a week organized by groups at Ciudad de México Campus, with the aim of educating, sensitizing, raising awareness and informing the Tec community about problems that afflict women in society. The initiative is approached from an intersectional point throughout the week, through a series of conversations.
- **Do it like a girl:** HeForShe at our Cuernavaca Campus organized this cycle of conferences that had different successful women in various fields as speakers. They shared how they faced the challenges that come with being a woman. **500+ people attended and participated.**
- **Magenta hours:** HeForShe from our Hidalgo Campus carried out this event that, through

- guest speakers, raised awareness and created a space aimed at re-educating the community, encouraging skills that help leaders transform realities and generate positive, fair development in Mexico for all.
- **Women that inspire:** students from our Tampico Campus organized this event where they recognized the legacy, impact and influence of women in their community, through awards in the areas of sports, arts and STEM. **They recognized 15 women on campus,** including students, professors, directors, and staff.
- **Afternoons of Sisterhood:** The student group *Girl Up* of PrepaTec, Querétaro Campus, designed this project to generate spaces for dialogue with a feminist perspective for students. Among the topics of reflection were: The history of feminism and its branches, and What is Sisterhood, among others.
- **Gender equality in Tecmilenio:** the HeForShe



- groups from 25 Tecmilenio campuses carried out **81 activities that promoted gender equity and the prevention of gender-based violence**, through conferences, panels, book clubs, among others.
- **Women's Forum:** this event, organized at Tecmilenio, experts, through their presentations, invited participants to reflect on

the progress towards gender equality in our institution, so that it is becoming increasingly safe and free of gender-based violence. Among the variety of topics addressed in the various campuses are the importance of women in working life, finance with a gender perspective, and 'micro-machismos,' among others.

Student groups for gender equality

We have **43 student groups nationwide**, between high school and undergraduate Tec de Monterrey and Tecmilenio, which are dedicated to gender equality issues. These associations promote actions and activities that seek to ensure such equality.

To know more about these Tec de Monterrey and Tecmilenio student groups that work for gender equality, email: CentroDignidadHumana@itesm.mx



SCHOLARSHIPS AT OUR INSTITUTION IN 2020

TEC DE
MONTERREY

High school and college career:

+\$1,622
MILLION PESOS
INVESTED

52% of students with
scholarships in high school

50% of students with scholarships in
college career.

Postgraduate:

\$489
MILLION PESOS
INVESTED

91% of the students
are benefited.

TECMILENIO

High school and college career:

\$325
MILLION PESOS
INVESTED

80.7% of students with
scholarships in high school.

80.4% of students with scholarships
in college career.

10
OUTSTANDING
ACTIVITIES
in inclusion,
socioeconomic.

Líderes del Mañana:

8TH GENERATION
with 190 students.

1,553 students with
this scholarships
since 2014.

Becas con
propósito
Tecnológico:

223
STUDENTS

with scholarships
in 2021.

Prepanet:

4,594
GRADUATED
STUDENTS

8,736
VOLUNTEER
TUTORS

38

student groups
focused on
socioeconomic diversity
and social inclusion.

TEC VOLUNTEERING:

- 6,806 participating volunteers.
- 40,013 people impacted.
- 27 projects.



DISTRITO TEC:

- Junco de la Vega Street: **+6,200 m²** rehabilitated.
- Central Park: **3 hectares** of green spaces.

CAMPANA ALTAMIRA INITIATIVE:

- 4,180 people benefited.
- 555 activities.
- \$8.25 million pesos invested.

TECSALUD FOUNDATION:

- \$ 48,206,157 pesos invested.
- 16,658 people benefited.

SOCIOECONOMIC INCLUSION

In accordance with our values, we work to make our institution a place that can include diverse talent to develop. Below, we show the initiatives that stand out in diversity and socioeconomic inclusion.

Institutional scholarships

We are constantly looking to attract the best talent and give them an education that empowers them to transform lives, no matter their socioeconomic background. Therefore, we grant scholarships to students, for socioeconomic support as well as to reward those with great academic performance and potential, or because they stand out from their leadership, sports or cultural activities.

In 2020, we invested **+\$1,622 622 million pesos (MDP) in economic support** in economic support for students who needed it. This amount means that 52% of the high school students and 50% of undergraduate students in our institution **receive scholarships and grants to support their studies** and help them to continue building their present and their futures. We've also invested **\$489MDP in scholarships**

for postgraduate studies with 91% of students benefiting.

On the other hand, in Tecmilenio we invest \$325 MDP, which means **supporting 80.7% of high school students and 80.4% of undergraduate students.**



Líderes del Mañana (leaders of tomorrow)

The *Leaders of Tomorrow* program offers a full ride scholarship to Tec de Monterrey for young people with the potential to positively impact Mexico, but who can't cover tuition due to their socioeconomic circumstances.

The 8th Leaders of Tomorrow group began in **August 2021 with 190 students**: 106 women and 84 men. **In all, this program has awarded scholarships to 1,553 students since its inception in 2014.**



Becas con propósito (purposeful scholarships)

The *Purposeful Grants* are a Tecmilenio program that gives community leaders the skills to become agents of positive change with purpose in life, thanks to their university model that is the first of its kind in the world. The program is aimed at those who stand out for generating positive impacts in their communities and who require the 100% support to cover their educational funding.

In the last year, 223 students were awarded scholarships. Of them, 54% are women, and 46% are men.



Prepanet prep@NET

Prepanet is a flexible program that gives access for those with limited financial resources to study high school online. We established Prepanet in 2004 with the goal of helping more people complete their studies, offering quality education that helps transform lives.

The system also benefits those who cannot study in an in-person scenario, allowing them



to study high school using the internet to access our program.

Prepanet stands out because it includes participation from Tec volunteers: members of the Tec community, Tec of Monterrey students, and Tecmilenio professionals, who perform their social service tutoring Prepanet students.

To date Prepanet has had:

- 4,594 *Prepanet* graduates
- 8,736 volunteer tutors participants
- Scholarships granted to 97 students who began their studies at Prepanet in September 2021, achieved through a partnership with the BBVA Foundation.

Student social service

Tec de Monterrey's social service model is an experiential learning and giving opportunity that contributes to students' education and training in ethical commitment and citizenship, as it addresses problems that afflict society.

The basic objective of this experience is to contribute to creating a more empathetic and inclusive community, where we all help to solve our most pressing social problems.

Before 2019, the student social service highlights were:

- **+17,900 students participated** on average, per academic period, and carried out **+1,870 social service projects with the support of 218 teachers.**
- **+2,970 socio-training organizations benefited** and 1,742,025+ hours of social service were performed.

- **5 Sustainable Development Goals (SDGs) were addressed** as a priority in this period: Quality Education, Reduction of Inequality, Health and Well-Being, Zero Hunger, Peace, Justice and Sound Institutions.

Since the Tec 21 Educational Model was rolled out, student social service highlights have been:

- **39,970+ young people participating in 1,860+ groups** linked to socio-training organizations, with the support and guidance of **+986 teachers** from different disciplines.
- **1,297+ socio-training organizations benefited from 2,566,220 hours of social service**, during which priority social needs were met within the framework of the Sustainable Development Goals.

Tec volunteering

This initiative stands out for its social impact, as it strengthens our community with more inclusive spaces. Some relevant data of the 2020-2021 cycle are:

- **27 national and local volunteer projects/offers** that directly impacted 4 Sustainable Development Goals (Quality Education-17, Health and Well-being-5, Ending Poverty-3, Responsible Production and Consumption-2).
- **6,806 volunteers participated**, including staff, Tec alumni (EXATEC), students, Tec family and value partners..
- **140,013 people were served or benefited.**



Some impact indicators of the 27 projects where the volunteers collaborated are:

- **05,000 people vaccinated** against COVID-19
- **7,710 tutors trained**
- **5,555 basic level students** inspired to develop the habit of reading
- **965 students gained internet access**
- **186 elderly people were accompanied.**

DistritoTec

This urban regeneration initiative promoted by Tec de Monterrey in 2012, together with civil society organizations, neighbors, and government authorities, is committed to collaborating for the benefit of the community surrounding the Monterrey Campus.

Key points:

- **Junco de la Vega Street: 6,200 m² 20,341sq. ft.) was rehabilitated.** This street meets universal accessibility criteria and has spaces designed to foster interpersonal interactions in the community and relationship building.
- **Central Park: green space of 3 hectares built on land occupied by the Tech Stadium**, which will be a space that encourages people to gathering, interact, relax, and play together; community flourishing. The park was inaugurated at the end of 2021 and will be shared with the community of DistritoTec and the municipality of Monterrey.



Campana-Altamira Initiative

This is one of the key projects that the Office of Urbanism, Sustainability, and Real Estate has worked on since 2015. The Campana-Altamira Interinstitutional Initiative is a collaboration of the Government of Nuevo León, the municipality of Monterrey, CEMEX and our institution.

Our goal is to contribute to the improvement of public education in the area. We have gotten involved through the Educational Management Program. To date, we have achieved the following:

- **Impacted the complete educational cycle of children and young people in the community**, engaging with 21 schools for 5 school cycles, from preschool to high school level (4,180 people have benefited per year).
- **555 activities were carried out with the school community**, promoting the participation of students, teachers, directors, principals, and parents, with whom school infrastructure and health have been improved,



and peaceful environments have been promoted, among other benefits.

- **\$8.25 MDP from public and private contributions**, were invested in various programs and actions to improve student learning.
- **360 hours of training** and support for teachers, principals and administration was given.
- **23 professionals from the organization Teach for Mexico** helped develop programming for the early childhood, middle and high school levels, with the support of the Femsá Foundation and other donors.
- **71% improvement in exit exam scores (measured in CBTIS 99 compared to 2016).**
- **3,817 members of the Tec community have actively participated in schools in the area** through 170 social service, academic and institutional volunteer projects.

Energized groups at Tecmilenio

Groups that Energize are teams of teachers or staff from each Tecmilenio campus or support area chosen for being an outstanding example of living our institution's values. Their purpose is to be agents of positive change in the community by actively participating in projects fostering culture in their organization.

In all, there are 36 teams throughout the Tecmilenio campuses, which carried out 107 activities in the period 2020-2021 school year. Of these, **7 directly impacted our goal of proactively fostering diversity and inclusion.**

In our Guadalupe Campus, they created the *Human Library Project*, where they had a session entitled "*La gamma del clóset: listening to the LGBTIQ+ community.*" While in the campuses of Nuevo Laredo, Reynosa, San Nicolás, as well as in the Office of Aptitude and Digital Future carried out initiatives to support groups in vulnerable situations, such as in nursing homes and orphanages. These activities also included fundraising to support vulnerable people economically as well as through in-kind donations.



TecSalud Foundation initiatives



This foundation aims to make health services inclusive and accessible, bringing them to low-income communities, through the Integrated Health Center (CeSI), located in Santa Catarina, NL, and the TecSalud hospitals: San José and Zambrano Hellion.

Some data that stand out from 2021 are:

- **\$ 48,206,157 pesos invested.**
- **16,658 people benefited.**
- **2,715 older adults benefited.**
- **10,329 people benefited through the in the Integrated Health Center (CeSI).**
- **3,320 COVID tests performed** in CeSI's COVID-19 diagnostic unit.
- **2,614 people benefited from the PREVER Conference Program.**
- **91 volunteers and 66 students participated.**



Outstanding initiatives on socio-economic inclusion

- **Frontlr:** is a social service project at our Monterrey Campus Monterrey where they worked with the migrant community in Casa Nicolás, teaching English classes twice per week to 150 migrants.
- **Migrant reality:** one of the student groups worked on the design and implementation of activities to promote the social integration and emotional well-being for the migrants of Casa Nicolás.
- **Support for orphaned children:** this activity was organized at Tecmilenio's Mazatlán Campus through the Salvation Army. They also carried out a campaign to donate books to community libraries, organized by the groups Spirits and Positive Action, which both aim to foster leadership skills and teamwork.
- **Caps that save lives:** this activity, organized at Tecmilenio's Mazatlan Campus, sought to raise awareness about the importance of plastic/PET recycling, while supporting institutions that care for children and adolescents with cancer.



Student groups for socioeconomic diversity and social inclusion

In our institution, there are **38 student groups nationwide, between the high school and undergraduate level, dedicated to issues of socioeconomic diversity and social inclusion.** Of these, 21 are focused on socio-economic inclusion and 17 on social entrepreneurship (mostly with an inclusive approach). These organizations promote events and activities that contribute to the making our communities more empathic and inclusive.

To learn more about the student groups of Tec de Monterrey and Tecmilenio that work for socioeconomic diversity, email: CentroDignidadHumana@itesm.mx

UNIVERSITY DIVERSITY



4,124
STUDENTS

with an international experience (in person or digital).



3,512

FOREIGN STUDENTS
to pursue their complete degree at Tec de Monterrey and **918** visiting.

535

foreign professors.

5

FEATURED PROJECTS AT TECILENIO AND THE TEC OF MONTERREY ON CULTURAL DIVERSITY:
on community issues indigenous, Otomí language, race and gender and Asia.

7

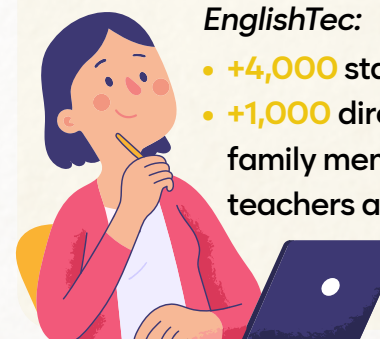
OUTSTANDING ACTIVITIES
on cultural diversity issues.

688

AGREEMENTS
with universities from 45 countries.

14

INTERNATIONAL OFFICES.



EnglishTec:

- **+4,000** staff participating.
- **+1,000** direct family members of teachers and staff.

14

STUDENT GROUPS
focused on cultural diversity issues.



CULTURAL DIVERSITY

Given our values of Global Vision, and Empathy and Inclusion, we promote respect and recognition of diversity. We also value diversity of lived experience, and culture, and as such we foster international experiences that allow our students to better understand different backgrounds, cultures, races, religions and ideologies.

Students, internationalization and foreigners

In 2020, **4,124 students from our institution had some kind international experience**, either face-to-face or digital. That same year, 57% of our graduates had an international experience.

We also **received 3,512 foreign students** who came to study their full degree at Tec de Monterrey, and **918 who came to study with us for shorter periods** and experience Mexican student life Tec of Monterrey style.

Of the foreign teachers in our institution, 535 participated in academic activities, while 55 teachers from Tec de Monterrey participated in international projects, summer courses, seminars, and congresses abroad.

We also have **688 active agreements with universities and institutions in 45 countries.**



International liaison offices

Our international offices support us with networking opportunities in their countries, that help us implement projects that promote cultural diversity. To date, we have 14 of these offices in the following locations abroad:

- Bogota
- Boston
- Chicago
- Copenhagen
- Freiburg, Switzerland
- Guayaquil
- Hull, United Kingdom
- File
- Montreal
- Quito
- San Jose, California
- Santiago de Chile
- Shanghai
- Sydney



English@Tec

As part of our strategy of internationalization, we support our institution's staff and faculty in their quest to improve their English language skills. Our goal is clear; to attract the best academic and administrative talent, without being limited by the language or the location where they are located.

English@Tec is a program aimed at employees who wish to learn or improve their proficiency in the English language. This helps us in our quest to offer extraordinary service to our foreign audiences.

During the 2020-2021 cycle, our department of Training and Development of Talent and Experience, created the internationalization coordination project, to give timely follow-up to the strategies mentioned above.

In this period, **collaborators have studied and improved their English language skills** through this program, helping us prepare for future challenges.

English@Tec

In December 2020, we launched the *English@Tec For Families* program, helping **+1,000 close family members of our faculty and staff improve their English skills**. Likewise, we use different resources that support the development of the 4 skills: *listening, speaking, reading* and *writing*; and we carry out synchronized sessions, guided by foreign teachers, to promote greater interaction in the language.



Outstanding initiatives on cultural diversity

Let's celebrate diversity: This multicultural event, organized by professors from Tec de Monterrey and universities from 3 Asian countries, sought to break down the isolation caused by the pandemic. **180 students participated, of which 40 were from Tec de Monterrey and the rest from Malaysia, Indonesia and the Philippines.** At the meeting, the young people were able to interact and spend time together—from a distance—as well as learn more about the culture, traditions and roots of each country represented. The event had the following objectives:

- Provide a platform to exchange views and acquire knowledge about cultural diversity within and outside each country.
- Interact effectively in English, encouraging the development of two-way communication.
- Foster self-esteem and value in one's cultural identity.
- Raise awareness of the importance of strengthening cultural ties and preserving cultural heritage to create a supportive, connected, and inclusive society.

(The other participating universities were The National University of Malaysia, University Pakuan of Indonesia, and Mapúa University and University of Mindanao of the Philippines).



(Re)knowing the indigenous peoples of Latin America: voices and stories: With Latin America as the central axis, the XI Congress of International Relations provided a platform for various representatives of the current reality of indigenous peoples. Through panels, keynote speeches and working groups, some of the problems faced by the region were addressed, such as:

- Care and respect for nature and the earth
- Questioning the concept of "civilization"
- Discrimination
- Feminism
- Self-determination and
- Recognition of multicultural and multinational wealth

In this virtual edition, renowned indigenous people participated: Moira Millán, Mapuche leader of the Indigenous Women's Movement for Living Well; Gabriel Muyuy, Technical Secretary of the Development of Indigenous Peoples of Latin America and the Caribbean Fund (FILAC); Camilo Niño, indigenous leader of the Arhuaco people of the Sierra de Nevada in Santa Marta, Colombia; Heriberto Ruiz, professor and researcher at the Institute of Sociological Research of the Benito Juárez Autonomous University of Oaxaca (IISUABJO); Alberto Curamil, leader of the Mapuche Territorial Alliance; and Francisco López, research professor at the Colegio de San Luis, AC.

The event drew 200+ participants and was organized by the LRI student society at our Guadalajara Campus, directed by Ana Cervantes, president, and Carolina Beltrán, vice president.



Día Internacional de la Mujer Indígena

Asociación Estudiantil Por Los Pueblos Indígenas

¿Por qué se conmemora este día?

En 1983, durante el Segundo Encuentro de Organizaciones y Movimientos de América, el cual se llevó a cabo en Bolivia, se declaró el Día Internacional de las Mujeres Indígenas en honor a una **heroína indígena boliviana**.

Bartolina Sisa

Bartolina Sisa fue una mujer indígena que luchó contra la dominación colonial del siglo XVIII. El 5 de septiembre de 1782 fue cruelmente asesinada en **La Paz, Bolivia**. La conmemoración de este día se inaugura en su honor, en un intento de rendirle tributo.



Pädi-Project on the Otomi language: Students of Tec de Monterrey created this project to promote the learning of this indigenous language from the communities themselves, to establish connections with indigenous producers of goods, to support indigenous economies, and to shine an international spotlight on the wealth of value they offer.

It is led by Renata Frías, Héctor Cervantes and Fernanda Espinoza, PrepaTec students. It won recognition at INCmtty 2020 and, once the epidemiological traffic light allows it, it will be rolled out to schools in the state of Hidalgo. The learning system is structured in different levels, according to the different school grades, and will be monitored by teachers of indigenous languages.



SDG Student Program: This is an initiative at Tecmilenio with SDSN Youth, a platform of the United Nations Sustainable Development Solutions Network, which aims to engage students in higher education into the global effort to achieve the 2030 Agenda and the 17 Sustainable Development Goals, as well as empower the students with the knowledge and skills necessary to be effective agents of change.

The group is made up of 57 students from 24 Tecmilenio campuses, who carried out 70+ activities. Among them, they held the *Black Lives Matter Panel*, held in the context of the death of George Floyd in 2020, where they talked about racism with a Harvard expert, whose presentation was entitled: *Contextualizing the 2020 BLM Uprising*.

Student groups for cultural diversity

In our institution, there are 14 student groups nationwide, between high school and professional, which are dedicated cultural diversity. These organizations promote actions and activities that contribute to the creation of more empathic and inclusive communities.

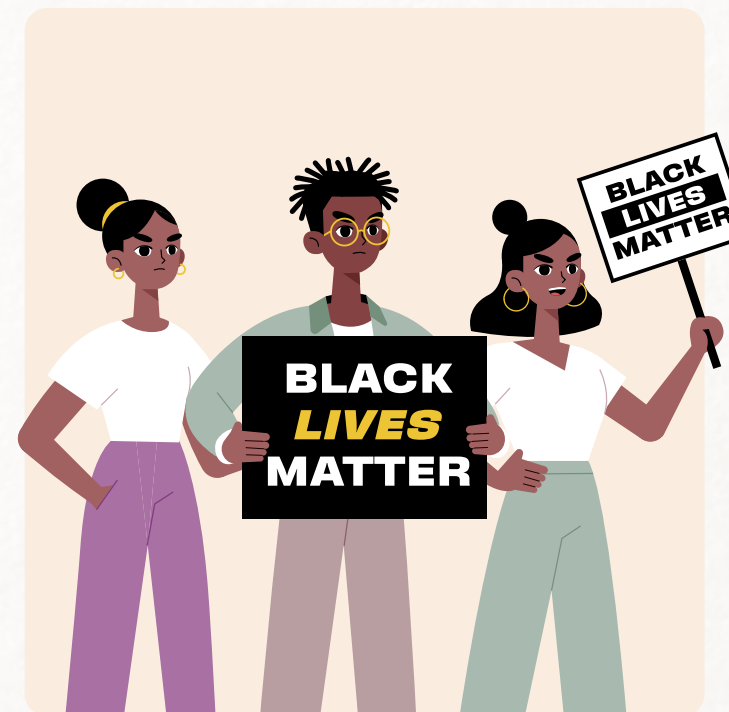
To learn more about Tec de Monterrey and Tecmilenio student groups that work to increase cultural diversity, email: CentroDignidadHumana@itesm.mx



Re-tracing the identity of Mexican women:

With the goal of talking about the *intersectionality* of race and gender in Hispanic and Mexican communities in the country, the He-ForShe student group at the San Luis Potosí Campus organized this conversation, which was attended by about 50 people, including students from Tec de Monterrey and other universities. The focus was on the anti-racist and feminist struggle of women of color in Mexico and Spain. The topics addressed were:

- Anti-racism in the feminist movement in Mexico
- The Afro-Mexican woman
- The Indigenous woman
- The Asian-Hispanic Woman
- Diverse Mexicanity, alliance, and sisterhood.



PERSONAS discapacitadas



• **PEOPLE WITH DISABILITIES COMMITTEE**, made up of **10 PERSONAS** of our 4 institutions, started collaborating in 2020.

• **THE DAY INTERNATIONAL OF PEOPLE WITH DISABILITY**, together with NYU, we made the Human Dignity Talks edition: "Let's talk about disability: challenges from the universities".

The MIPS initiative, impacted **2,865 PERSONAS.**

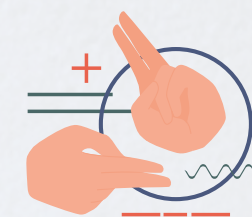
CREATED THE 1ST Diploma in perspective of disability and access to justice.

15 OUTSTANDING ACTIVITIES in disability related issues.

MEXICAN SIGN LANGUAGE WORKSHOPS:

3 at Tecmilenio with: **+100** students participating.

at Tec de Monterrey with: **+400** students participating.



+TALENTO DIPLOMA:

- 9 editions made to date: 6 in Monterrey and 3 in Mexico City.
- 143 people from 56 different companies nationally trained.
- 51 PwD have participated.
- 56 labor inclusion projects carried out.
- In 2021 the virtual edition had 26 participants from 12 different companies and generated 12 labor inclusion projects.
- 4 outstanding projects at Tecmilenio and the Tec of Monterrey on PwD, as the community deaf and visually impaired.



14 STUDENT GROUPS focused on disability inclusion.

PEOPLE WITH DISABILITIES

We continue to work so that more and more people with disabilities (PWD) are fully enjoy inclusion in every aspect of our institution. The following are among our strategies:

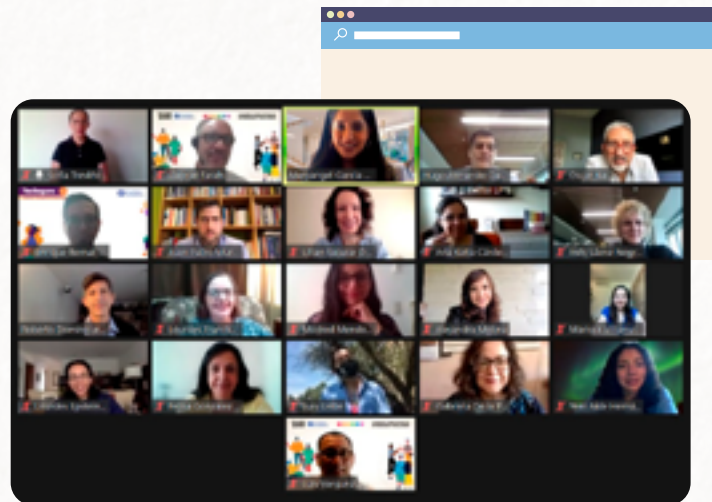
Advisory committee on persons with disabilities

In December 2020, the Advisory Committee on Diversity, Inclusion and Equality: People with Disabilities was sworn in for the first time.

The Advisory Committee's main objectives are to:

- Represent a group of people who share identities, interests, and backgrounds, giving them a stronger voice, and giving visibility to their specific needs and challenges.
- Advise on and follow up on the prevention of discrimination.
- Propose ideas and initiatives around the recognition of human dignity, on issues such as equality, diversity, and inclusion.

This Committee of People with Disabilities is made up of 10 Tec staff members, and aims to give representation to different allies, and



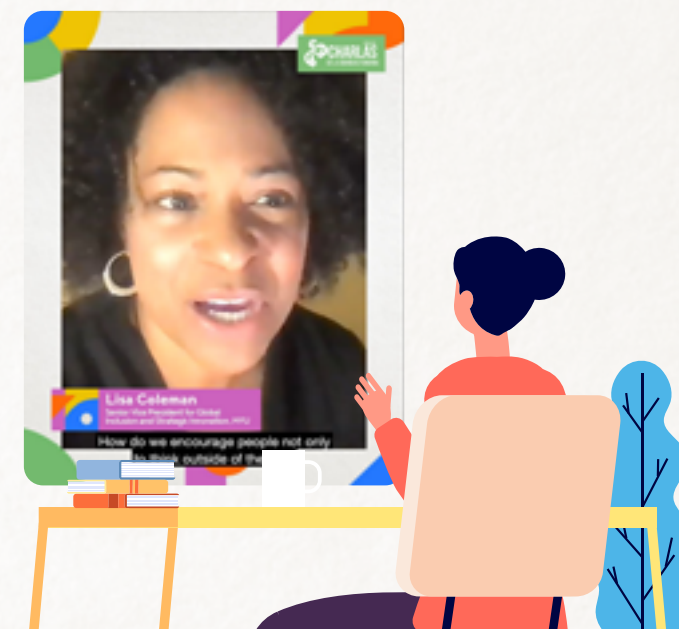
highlight different kinds of disabilities. The specific objective of this committee is to promote the representation and recognition of PWDs and their culture, in addition to preventing discrimination against disability or *ableism*.

For more information about Advisory Committees, visit: <https://tec.mx/es/noticias/nacional/institucion/los-espacios-de-es-cucha-que-buscan-mayor-representatividad-en-el-tec>

December 3rd: commemorating the International Day of Persons with Disabilities

In order to commemorate the International Day of Persons with Disabilities, we co-created a talk on human dignity with the help of the Vice Presidency of Global Inclusion, Diversity and Innovation of New York University (NYU). In it, we created a space to reflect and question, especially from the university/academic perspective, on the main challenges to ensuring true inclusion and representation of PWDs, as well as fostering a culture of inclusivity that welcomes the differently abled in our communities.

In the talk entitled *Let's Talk about Disability: Challenges from Universities*, leaders from



both institutions participated, along with teachers with disabilities and allies of both Tecnológico de Monterrey and New York University. The talk, which was accompanied by awareness-raising materials, was presented in both university communities, with an estimated 8,000 views.

The event set the tone for an upcoming collaboration on issues of inclusion, innovation, and diversity.

Certificate program in disability perspective and access to justice

Created in collaboration between the organization DOCUMENTA AC and the Tec de Monterrey, from the Monterrey Campus' School of Government and Public Transformation and the Department of Law, this new certificate program aims to spread perspective on disability among those who make strategic decisions in organizations.

The program was divided into eight modules

of 10.5 hours of training each. Before each module, there was a keynote lecture and then 3 sessions specific to each topic.

The 8 modules were:

- Access to justice for people with disabilities
- Best practices for inclusion of PwD in the workforce
- Legal training for people with disabilities
- Sexual and reproductive rights of PWDs

- Inclusive education
- Equality and the right to non-discrimination
- Accessibility for promoting social inclusion
- Social model for those living with disability.

The diploma course had 27 participants from

Mexico and Peru, some of whom are officials in the Attorney General's Office in the State of Nuevo León and the DIF (Govt. Dept. of Children and Families) of San Pedro, Garza García, NL, and legal professionals from the city of Monterrey.

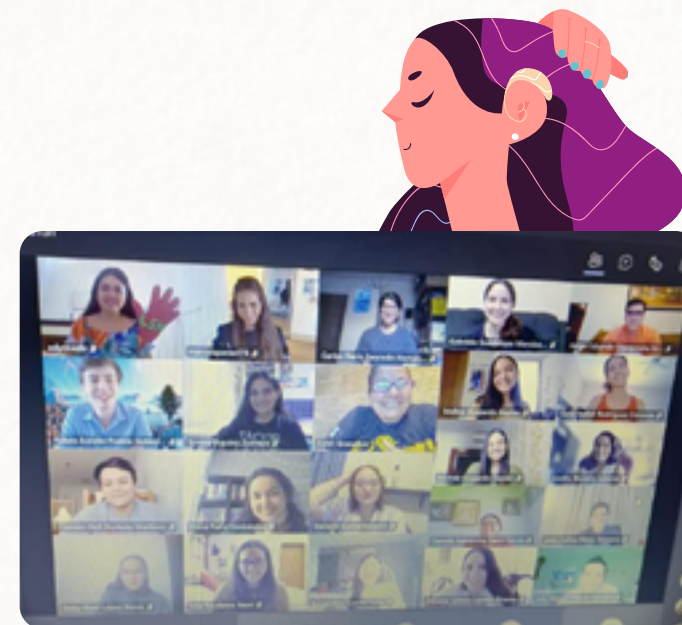
Mexican sign language workshops

We held Mexican Sign Language workshops, with the goal of achieving the inclusion for the deaf community and promoting Mexican Sign Language. They were held in different Tecmilenio and Tec de Monterrey campuses and had **100+ people in attendance**.

Workshops with the highest demand were.

In Tecmilenio:

- **Laguna Campus:** 1 workshop organized by Student Experience.
- **Zapopan Campus:** 2 workshops organized by Student Experience at the high school level and by the student group HeForShe at the undergraduate level.
- **Hermosillo Campus:** 1 basic level workshop and another intermediate, organized by Student Experience.



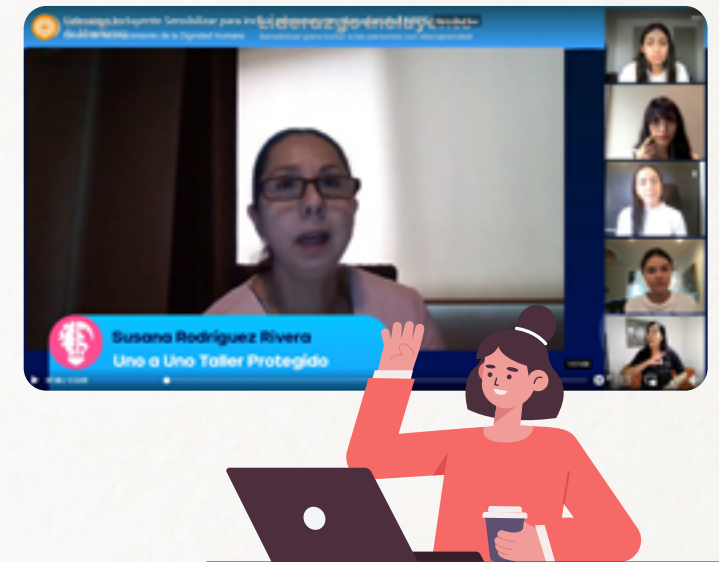
At Tec de Monterrey:

- **Monterrey Campus:** 2 basic level workshops were taught in digital flex mode, one for 10 weeks and another for 5, and an intermediate level workshop of 10 weeks was also offered. 400+ students were reached.
- **Mexico City Campus:** 4 workshops were held, which had 713 participants.

'MIPS' initiative: raising awareness for inclusion

The 'MIPS' initiative (Inclusion for people with mobility, intellectual, psychosocial, and sensorial challenges) has been carried out at our Monterrey Campus every six months since 2016, comes out of the desire to integrate the academic objectives of learning with the educational approach of Learning Based on Challenges, considering the perspective of disability.

Inclusive Leadership, part of the MIPS initiative, is made visible through collective events of dynamic and intensive learning, both in person and virtually. In 2020, in the global context of the COVID 19 pandemic, *Inclusive Leadership* became fully digital, capitalizing on the use of technology to expand access and its impact.



2021 was the 6th continuous year for the MIPS initiative. From it, **150+ audiovisual materials were published on social media**, primarily on Facebook. The live session was broadcast through our official channels on May 7 and reached 2,865 people.

+Talento certification

The objective of this certification program is to develop the skills Human Resources personnel need to design inclusion projects for PwD in the workforce, which adapt to the needs of the company. This program was co-created in 2014 by EGADE Business School and Movimiento Congruencia, an organization dedicated to solving the social and labor challenges faced by PwD and was originally offered at the EGADE's primary center in Monterrey, NL.

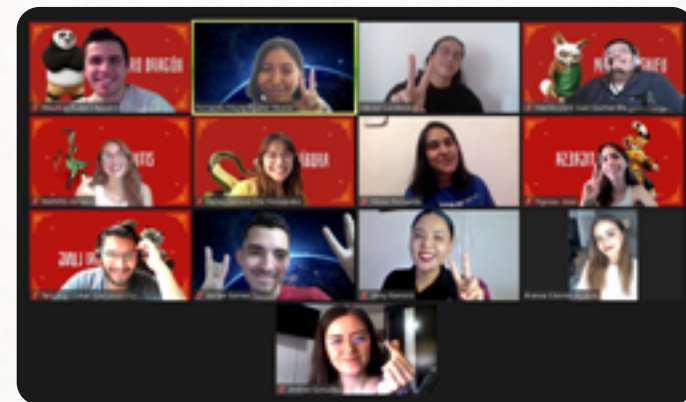




Inclusion and accessibility initiatives for wellness and counseling at our Monterrey Campus

For years, this area has focused on the inclusion of PwD on campus. The following are among its most outstanding initiatives in 2021:

Discover and learn Camp: Is a social service project that seeks to promote the inclusion of People with intellectual disabilities and/or living with Autism Spectrum Disorder (ASD), through recreational, cultural and sports activities. This year 20+ activities were created which had 200 student participants.



Forum for the inclusion of people with disabilities: This forum promotes the culture of inclusion of PwD in all areas cultural, educational, social, technological, in sports, and more, through the testimony of people with disabilities, and the opinions of experts in the field.

In 2016 the certification program was also offered in Mexico City, thanks to the strategic partnership with Éntrale, an alliance for the inclusion of PwD in the workforce.

Through 2021 in all **9 sessions of the certification program have been held: 6 in Monterrey and 3 in Mexico City**, training a total of 143 people from 56 different companies nationwide. **The program has involved 51 PwD and 18 instructors and specialists in the field of workforce inclusion** of people with disabilities. **These 9 sessions have generated 56 inclusion projects for PwD in the workforce.**

Due to the health contingency caused by the COVID-19 pandemic, the April 2021 edition of the Certification Program for HR professionals was offered 100% online. In it, we trained 26 participants from 12 companies nationally and 12 inclusion projects for PwD in the workforce were created.

2020, we held the 6th edition of this event virtually. 300+ people attended the live session, and there were 1,000+ views in the week following the event.

Workshops on inclusion of people with disabilities: These focused on topics including: How

to make events inclusive and accessible, the Autism spectrum disorder (ASD-1), and Inclusion and disability. The workshops were organized by different student groups and 600+ students participated.

Outstanding initiatives on disability

In the shoes of a blind person: The student social action group *IKIGAI*, from our Hidalgo Campus, organized the *In the shoes of a blind person conference*, which created a space for increasing empathy for and the inclusion of people with visual disabilities. Through this activity, they sought to turn attendees into agents of change and into leaders with useful inclusion tools to create a positive change in their community.

TapVisión: Students from 3 Tec de Monterrey campuses are developing a device capable of helping visually impaired people learn Braille, so that they can continue their studies. The device, when it comes into contact with signs in Braille, is able to translate them into an audio format.

The TapVisión team is made up of Claudia Rivera, Darío Aguilar, Luis Ramos, and Mildred Naranjo, from the San Luis Campus, Erik Urrutia, from the Querétaro Campus, and Yajairo Zavala, from the Estado de México Campus.

The project, which they developed in conjunction with the Institute for the Blind and Visually Impaired, Ezequiel Hernández Romo (IPACI-DEVI), was a finalist in "30 seconds for Mexico," a challenge organized by AT&T to find and promote ideas dedicated to inclusion.

Hello world: Students from Tec de Monterrey, Mexico State Campus, together with people from the deaf community, created an app that





nity about issues of inclusion and disability, and had 200 attendees.

Surfing neurodiversity: This pilot accompaniment program, carried out by LiFE at the Monterrey Campus, seeks to contribute to the integral well-being of students within the autism spectrum, helping them develop soft and organizational skills to help in their career pursuits. We will have the results of this pilot phase soon.

Narrative Library: Tecnológico de Monterrey and the SM Foundation in Mexico joined forces to create a space for collective intelligence inspired by the methodology of the *Human Library™*, and designed for engagement and dialogue. The initiative aims to erase indifference and promote inclusion and the recovery of knowledge. The “human books” that participate open themselves to their readers by sharing their life stories through a series of digital narratives. The aim is to generate reflection that challenges stereotypes and prejudice, by encountering others an environment where empathy is promoted. While these human libraries have focused on disability, the format invites exploring many different topics around diversity.

Culture of disability: The Tec de Monterrey’s Puebla Campus developed a whole program to talk about disability culture. In 2020, events such as: Stories that transcend, the commemoration of the International Day of Persons with Disabilities and A wonderful world called autism were held, with an aim to impact the students at that campus as well as the larger surrounding region.

serves as a support tool for reading and writing for both deaf and hearing people, so that they can communicate in new way, considering the communication difficulties for people who use Mexican Sign Language and lip reading, caused by everyone using masks due to the pandemic.

The project, which achieved accreditation to be presented at the International Meeting of Artificial Intelligence, Computing and Robotics, was created by Jairo Ramírez, a Tec student of Engineering in Data Science and Mathematics and member of the 6th generation of Leaders of Tomorrow, along with Margarita Jiménez, Nadia Venegas and Ximena Martínez, also of Leaders of Tomorrow, and Arely Anguiano.

Inclusion Day: Each semester, the Querétaro Tecmilenio Campus holds a Day of Inclusion. In 2020, it was organized by the Art, Culture and Humanities-Tourism department’s undergraduate student group, together with the HeForShe group. It was a virtual conference this year, held with panelists who are experts in the field, to raise awareness in the commu-

Inclusion Micro-Certificate: Micro-certificates are distinctions that the Tec issues to recognize students who have developed certain skills, and prove it through performing tasks that meet previously defined criteria around quality. In August 2020, our Tec21 Architecture Department carried out a pilot program in the area of inclusion, with 3 micro-certificates that students can earn independently throughout their studies. Those who complete them all can be a candidate for an Inclusion Certificate. The 3 micro-certifications are:

- Recognition of vulnerability and inclusion.
- Inclusion tools.
- Implementation of inclusion projects.



Student groups for people with disabilities

In our institution, there are 14 student groups nationwide, between high school and undergraduate levels that are dedicated to issues related to PWD. These organizations promote events and activities that help create more empathic and inclusive communities.

To learn more Tec of Monterrey and Tecmilenio’s student groups that work to support PwD, email: CentroDignidadHumana@itesm.mx

TEC
MILENIO



• **LGBTIQ+ COMMITTEE**,
made up of 10 personas of our 4 institutions,
started collaborating in 2020.

We created
**4 SPECIALIZATION COURSES
FOR PROFESSORS (CADI)**
about sexual diversity and gender perspective
for +100 academics.

+70
**OUTSTANDING
ACTIVITIES**
for Pride month.

**INTERNATIONAL
LGBTIQ PRIDE
DAY** we had our of
human dignity Talk:
"Inclusion and sexual
diversity: building
community" together
with Santander bank.

10
**OUTSTANDING
PROJECTS** projects at Tecmilenio and Tec de
Monterrey about **LGBTIQ+ community**,
on issues such as gender identity, trans
community, human rights and inclusion.

We obtained the
**HUMAN RIGHTS
CAMPAIGN-
EQUIDAS MEX**
certification in
december 2020, that
qualifies us as one
of the best "Places
to Work for LGBTIQ+
community"
in Mexico.



11
STUDENT GROUPS
focused in **LGBTIQ+**
issues.



LGBTIQ+

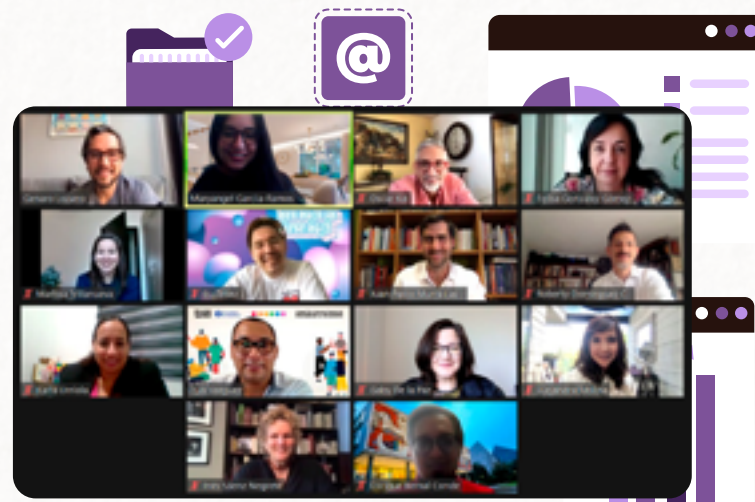
To recognize our diversity is to make visible the spectrum of sexual orientations and gender identities, and to create spaces of recognition and respect within the framework of human rights. The following are among the strategies we have developed to do just that:

LGBTIQ+ Advisory Committee

In December 2020, the Advisory Committee on Diversity, Inclusion and Equality: Sexual Diversity-LGBTIQ+ was sworn in for the first time.

Seeking to give representation to different allies and people with different gender identities, **the Sexual Diversity Committee-LGBTIQ+ is made up of 10 of Tec's staff members.** The specific objective of this committee is to promote the representation, recognition and respect afforded to the LGBTIQ+ community, as well as to prevent discrimination and LGBT-phobias.

For more information about our Advisory Committees, see: <https://tec.mx/es/noticias/nacional/institucion/los-espacios-de-es-cucha-que-buscan-mayor-representatividad-en-el-tec>



Equidad MX Certification

After applying for the second consecutive year, in December 2020, our institution received the EQUIDAD MX certification, which qualifies us as one of the "Best Places to Work LGBTIQ+" in Mexico.



This recognition was granted by the Human Rights Campaign, considered the educational arm of the largest civil rights organization for LGBTIQ+ people in the United States.

Companies that score the highest according to a survey that annually assesses LGBTIQ+ inclusion in workplaces receive "Best PLACES to Work LGBTIQ+" recognition. The results were presented in the HRC Equity MX 2021 report.

In 2020, the recognition was granted to 212 Mexican institutions, 92 more than in 2019. Of these, Tecnológico de Monterrey was the only one in the field of education. Being the first in this category is a great source of pride.

International Day to eradicate lgbtphobias #IDAHOT

For the past 5 years, within the framework of the International Day against Homophobia, Transphobia, Biphobia and Lesbophobia, different campuses carried out different online activities. **There were 25+ conferences and workshops designed to raise awareness of the issue** and to promote non-discrimination and the establishment of safe communities.

Some of the most outstanding actions in this regard in 2021 were:

- Mexico City Campus: *Safe spaces for the LGBTIQ+ community in the classrooms workshop.*
- Toluca Campus: *LGBTIQ+ History Talk: Where do we come from and where are we going?*
- Puebla Campus: *Video Commemoration of the International Day against Homophobia, Transphobia and Biphobia.*
- San Luis Potosí Campus: *LGBTIQ+ Talk.*
- Querétaro Campus: *LGBTIQ+ Resilience Talk: How to rescue ourselves from violence?*

**Día Internacional
contra
LA HOMOFOBIA,
LA TRANSFOBIA
Y LA BIFOBIA
17 DE MAYO**

LGBTIQ+ pride month

During the month of June 2021, we raised awareness and held learning activities throughout Pride Month at many of our campuses, through the areas of Wellbeing and Counseling, our Points of Care, and through of the Center for the Recognition of Human Dignity.

70+ activities were held throughout the month, as well as Tec communications that promoted recognition and respect for the LGBTIQ+ community.



Outstanding initiatives re: the LGBTIQ+ community

4th week of diversity: This was an event carried out by the PRIDE student group at the Ciudad de México Campus, with the aim of giving visibility to gender identities, sexual orientations and intersectionalities that are often invisible within the LGBTIQ+ community. 356 people participated throughout the 12 events.

Introduction to LGBTIQ+ with LEGO®: The PRIDE student group from the Mexico City Campus held a training workshop to introduce the company's employees to the LGBTIQ+ community. The workshop was divided into 2 sessions, in which 386 people participated.

Sexual-orientation diversity Week: This was an event carried out by the Psique-Pride student group from Tec's Mexico City Campus. Its objective was to raise community awareness around sexual health. They addressed issues with a gender perspective, including consent, the LGBTIQ+ community, and human rights. They held conferences, panels, and discussions where 310 people participated.

UNIDES, my colors are my pride: Various groups from the Mexico City Campus organized this event to bring visibility to the LGBTIQ+ community, to educate and raise awareness about the great spectrum that exists within it. 14 different events were held with 20 speakers, and a highlight included a performance by the Mexico City Gay Choir.

June 28: commemorating International LGBTIQ+ Pride Day

To commemorate the International LGBTIQ+ Pride Day, we co-created, together with Banco Santander, one of our talks on human dignity to reflect and question how to create spaces where this community is visible and recognized with respect, gathering allies in the university, at work, in the family, and in society in general, to join in.

The talk, entitled *Inclusion and sexual diversity: building community*, was presented to the Tec's university community and the Santander employees, and **had an estimated 3,000 views**. Tec graduates (EXATEC), students, teachers, and staff also participated.



Diversity training in sexual orientation and gender identity for teachers

During the summer of 2020 we held 4 Refresher Courses in the Disciplines (CADI) nationwide for teachers, focused on diversity in sexual orientation and gender identity.

The courses were 24 hours long each and were given virtually. They were:

- ABCs of gender and sexuality.
- Human dignity in the institution.
- Diversity, awareness, and engagement.
- Moderation of sustained dialogue.

There were 100+ participants.

First university symposium on complete health for the LGBTQ+ community: This was organized by the Monterrey Campus to raise awareness and to complement student training in health and diversity in sexual orientation and gender identity.

Colors Congress: This was organized by the student group AIRE from our Monterrey Campus. It focused on 6 pillars of the LGBTQ+ community. Through conferences, panels, and workshops, they sought to raise awareness in the community.

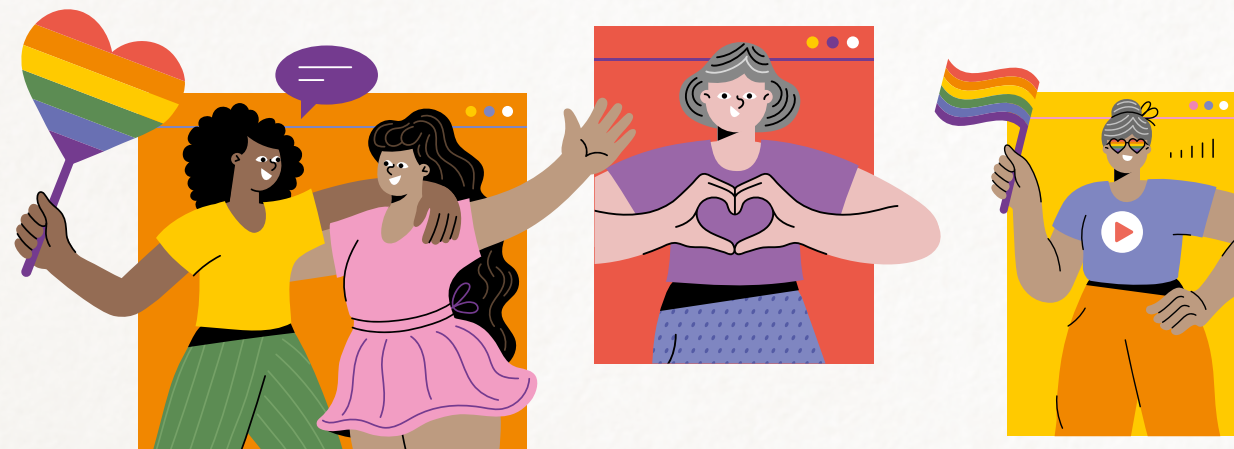
Pride Week with them: This was organized by students from the León Campus. The community participated in 6 different conversations, whose objective was to generate spaces for reflection, as well as to share testimonies from the LGBTQ+ community.

LGBTIQ+ Conferences: The AIRE student group from the Querétaro Campus held a series of conferences to sensitize the Tec community and generate an inclusive and safe culture for all. In addition to the conferences *Trans Visibility Day*, *ABCs of LGBTQ+*, *Ways of living gender fluid* and *Experiences of being pansexual*, the forum *Dialogues without censorship* and the *Lesbian Visibility Podcast* were held. In all, 500+ people participated.



LGBTIQ+ Conference: Human Rights and Inclusion: This was organized at Tecmilenio's Cuiliacán Campus by the HeForShe group and the Undergraduate Business group, and was given by Tiago Ventura, leader in the LGBTQ+ community in that city.

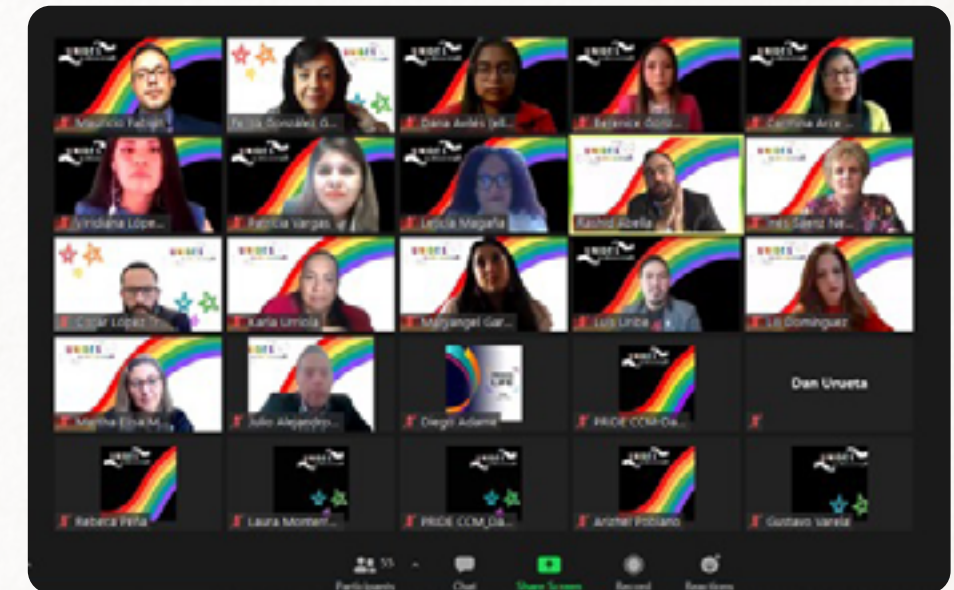
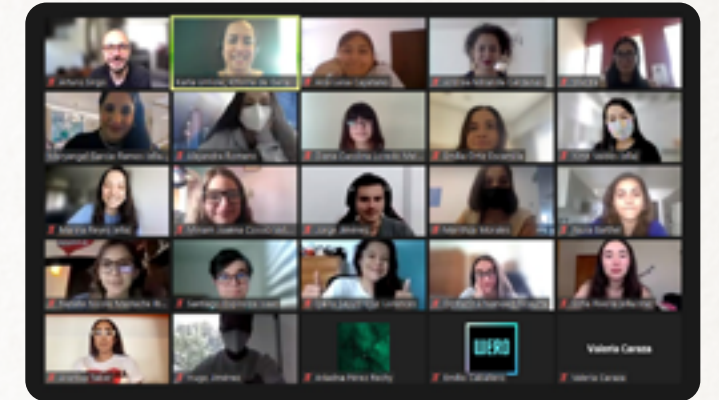
Event commemorating the International Day against Homophobia, Transphobia, Biphobia and Lesbophobia: It was organized in Tecmilenio by the group HeForShe.



LGBTIQ+ student groups

There are 11 student groups in our institution nationwide, between high school and undergraduate levels, that are dedicated to issues around diversity of sexual orientation and gender identity. These organizations promote events and activities that contribute to the creation of more empathic and inclusive communities.

To know more about these Tec de Monterrey and Tecmilenio student groups that work to support the LGBTQ+ community and diversity around sexual orientation and gender identity, email: CentroDignidadHumana@itesm.mx



GENERATIONAL diversity



6 GENERATIONS ACTIVELY collaborating in our community:

+75 (1944 o <) **0.1%**

Baby Boomers (1945-1964): **7.2%**

Gen X (1965-1982): **44.2%**

Millennials (1983-1995): **41.1%**

Gen Z (1996-2015): **7.4%**

2 OUTSTANDING PROJECTS

at Tecmilenio and Tec de Monterrey on diversity and generational intelligence, on topics such as **elder adults, youth and the elderly, among others.**

4 OUTSTANDING ACTIVITIES on generational diversity.



GENERATIONAL DIVERSITY

As of today, 5 generations are part of the Tec community nationwide. Through empathy, we seek to develop the sense of belonging, respect, and recognition of all people, regardless of their age or stage of life.

In our institution, we aim to bring experiences and intelligences together, and achieve a generational synergy that ensures diversity, and leads us to innovation. Therefore, we have around 30,000 staff members at different stages of life.

The 5 generations that convene here are distributed as shown below:

GENERATIONAL DIVERSITY:

- Age 77 & up (born in 1944 or before): 0.1%
- 57-76 (born 1945-1964): 7.2%
- 39-56 (born 1965-1982): 44.2%
- 26-38 (born 1983-1995): 41.1%
- 6-25 (born 1996-2015): 7.4%

(Nota: El año en que inicia cada generación y el período que abarca corresponden a la versión más popularizada).



Outstanding initiatives on generational diversity

ALMAS: As part of Tec's Querétaro Campus' social service projects of, a group of students worked on raising awareness and sensitivity about the inclusion of the elderly, through the activity *Letters to nursing homes*. **The students collected and delivered 110 letters to the El Siglo de Oro care home.**

Moveat: This is a **furniture design project created to generate a dynamic engagement between elderly nursing home residents at lunchtime**. The design, a table with wheels whose special shape encourages engagement, was created by Ana Sofía Contreras, Juan Muciño and Lorna Sosa, and won the international *Winter School Challenge* in which the Tec de Monterrey, Guadalajara Campus participates.

Technological Survival Handbook for Seniors: The Business School, through the Department



of Management Leadership, and students in the LPO department created this manual, **which aims to achieve a more motivated, resilient, empathic, and connected adult society.** The manual contains a series of simple recommendations for older adults to learn about technological tools.

AMA recognition for the elderly: the organization *Older Adults in Action*, which began 12 years ago with the support of Professor Lourdes Francke of Tecnológico de Monterrey, **in 2020 recognized 8 seniors for their legacy and impact on society.** This award was made in collaboration with our institution and others such as the Technical Committee of the Elderly of Nuevo León, the municipality of San Pedro, and the Silverclub organization.

Community



We continue to work to be an inclusive and safe institution, where the identity of all people is recognized and respected. As there can be nothing meaningful change done for the community without participation and guidance from the actual community, we continue to open spaces for dialogue to listen to the diverse voices that make up Tec, because inclusion is achieved when we embrace diversity.

For the fifth consecutive year in this *Diversity and Inclusion Report*, we've compiled our most outstanding initiatives on these issues in our 4 institutions. In it we show the advances and initiatives that represent the Tec community's work and commitment to create a more just society. At the same time, it shows us our areas for opportunity and growth in these areas.

We will continue to move forward, thanks to the involvement of all. As such, we ask you to contact us if:

- **you know of any initiative that is not mentioned in this report and you would like it to appear in the next edition,**
- **you are interested in collaborating or learning more about the initiatives mentioned here,**
- **you have an idea that can help contribute to the success of any of the topics discussed,**

- **you need more information about our work on diversity, inclusion, and human dignity,**
- **you have proposals for improving an existing process or initiative**

You can contact us through the Office of Diversity and Inclusion or the Office of Gender and Safe Community, both from the Center for the Recognition of Human Dignity, or through the following email: CentroDignidadHumana@itesm.mx

you can also visit the Center for the Recognition of Human Dignity website here: <https://tec.mx/es/dignidad-humana/diversidad-e-inclusion>



NOTICE OF USE OF INCLUSIVE LANGUAGE

At Tecnológico de Monterrey, we promote and value diversity. As such, we do not discriminate based on age, ethnic origin, nationality, gender, sexual orientation, marital status, social status, health status, religious beliefs, political doctrine or disability.

Diversity and Inclusion

—REPORT 2021—



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