



PRESIDENT'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY

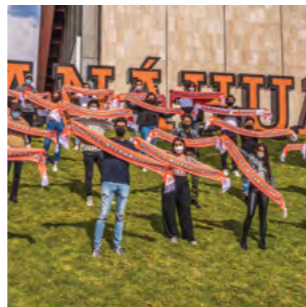


2021



PRESIDENT'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY

2021



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Message from the President



THERE ARE TIMES WHEN we embark on a new path with a bit of resignation. Like that feeling of walking along a long, dark tunnel, despite our efforts, we don't seem to make any headway. However, as the saying goes: it's always darkest just before the dawn. This is a good description of how the year 2021 began. During the second half of last year, some still believed there was a chance of returning to campus, but by January 2021, all hope had dissipated, with questions like how and when we could reopen our campuses looming in the air.

There was uncertainty around how and when we would be able to return to being the university we all wish to be. As a university that stands for excellence, however, and in light of the pandemic, we were forced to do so in a different way. Lockdown not only presented limitations on a number of fronts, it was also the source of considerable discomfort. These restrictions included limited mobility, prohibiting us from walking freely around campus or visiting friends. But it also encompassed something deeper than that—social distancing.

But despite the measures of social distancing, we still managed to exchange knowledge and ideas. And although many practical aspects of learning were lacking, the pandemic did not hinder our strong sense of community. That is because our University

isn't just a place to get a great education; it is first and foremost a setting in which we can build a life project. To achieve this, we need cooperation, solidarity, a shared vision, a forward-looking approach, discipline, personalized relationships and the ability to relate with others, to mention only a few of the skills required in life.

Definitively, we have proven to ourselves that we can achieve excellence in education. At Anahuac, our focus is to make our university relevant and that is what distinguishes our mission from the rest. We are driven to offer comprehensive education to the world's leaders of positive action, the men and women who are inspired by the values of Christian humanism and who have the vision to transform individuals and society. These ideas are aptly reflected in what has been our vision throughout this year. Many people are saying that things can never go back to the way they were, but many are also saying that this crisis represents an opportunity to build a more equitable economy, to take better care of the environment and to pay closer attention to the more vulnerable groups of society. People are also saying that this crisis has shown us our own fragility, as well as that of science and technology. Which begs the question: what foundation should we use to build something new, if everything on which society is based today has proved to be so frail? It would be like building a house on quicksand. There is a concept that could perhaps shed some light on this idea: the Latin word *aedes* was originally employed to refer to a temple and to convey the idea that all structures need strong roots and a solid foundation. These roots and foundation can only be found in our Creator. Rebuilding society without the presence of God in our relationships and in our lives would be like rebuilding a structure without a solid foundation.

Our strategies are not only focused on remedying the current and unavoidable

situation, since we do not seek temporary solutions to the problems arising. Most importantly, they are geared toward a strategic approach that can sustain the educational advancement of our students, while ensuring that these foundations are based on respecting the dignity of others and on working toward the common good.

During this time, we were also forced to rethink something else: the way in which we view our community of teachers and administrative staff. We have come to the realization that they are our responsibility and we need to show them our support, not only in terms of their professional commitment to the University but in terms of their life projects. Our goal is to help out every one of our students, teachers and administrative members of staff and to leave no one behind. The objective behind the Safe Return Plan was to take care of every single individual, every workstation and every department, recognizing that each one has specific needs. And so, not only did we maintain high standards to protect them, we also managed to ensure the safety of the campus for all, given that all of us wished to be safe for everyone else. We also recognize the importance of meeting the established protocols because they represent our firm commitment to ensure that no one feels less safe than in their own home. What we have always wished for, ultimately, is to ensure that the campus is a place where we can build a great community for all who have the privilege of serving at Anahuac University in Mexico City.

When this report was first published, no events were taking place and no actions were being presented; all we had was the community's commitment to continue to follow the University's mission. In light of this, I would like to extend my tremendous gratitude to the directors of all the various departments and schools for their resilience in taking on the challenge of a considerably heavier workload and for their commitment to becoming authentic leaders who continued to offer support to those

who had trouble keeping up, to help others get back up on their feet and to keep the engine moving forward as a University that is known for its excellence. I would also like to give a special thanks to the leaders of our student communities, who were all particularly taken aback by the experience we were forced to live through. These leaders include two separate administrations: there was the group that would pass on the baton and the one that would receive it. These individuals not only knew how to adapt to the circumstances, they offered support to their comrades at a moment of deep uncertainty and assumed new ways of taking on the role as presidents of the University's student societies. And it is precisely among the directors and student representatives where we find a beautiful reflection of Anahuac's spirit—a spirit equipped with the human, personal, spiritual and professional resources required to keep the flame burning, despite the overwhelming sense of fear and insecurity.

What I present to you today is, definitively, a list of the many ways in which we have become a university capable of moving forward despite the roadblocks and of meeting our goals as an educational institution. This message describes a community that continues to look to its mission, at a time when most of the world has no idea where to look. Today, we want to show our gratitude for the past and look to the future: a future in which we take the time to reflect on who we are and who we want to be, which is not necessarily the same as who we were pre-pandemic; a future that we traverse with open arms to embrace new people, new ideas and new ways of being in the world. We need to embrace our potential to become what we want to be, but to achieve this, we must evolve into our wisest selves, despite our disillusion. At Anahuac, we know that evil is not the ultimate reality, because we are all working together to overcome evil with good.

DR. CIPRIANO SÁNCHEZ GARCÍA, L.C.



Academic Excellence

Undergraduate Degrees

44 programs
Enrollment: **14,956** students
Teaching modalities: **virtual, in-person and online**

Undergraduate Degrees

20-25 Anahuac Education Model with a special emphasis on innovation and technology

CEFAD teacher training in pedagogy, research, languages and technology

1,919 professors passed the Safe Return Plan courses

2,400 professors took courses offered by the **World Health Organization (WHO)**

More than 100 researchers **85** are members of the **Conacyt National Researcher System**

129 articles published in the last year in prestigious journals

Research

More than **250 titles** in our **publishing catalogue**

5 interdisciplinary areas and **18** priority research topics

211 scientific posters by **undergraduate and postgraduate students**

98 postgraduate programs for in-person and mixed modalities: **18 doctorates, 48 master's degrees** and **32 specializations** with an enrollment of **2,753 students**

Postgraduate Degrees

200 continuing education programs

3,500 students

115 students on **virtual exchanges**

Exchanges with students from France, Chile, Colombia, Belgium, Switzerland, Argentina, Bolivia, Peru, Venezuela and the Dominican Republic

Internacionalization

Academic tour with visits to the Complutense University of Madrid, University of Alcalá de Henares, University of Cantabria and University of Salamanca

292 collaboration agreements with **44 countries**

Participation in **international contests**: L'Oréal Brandstorm and Bilingual Dispute Resolution Competition

IN MARCH 2020, the World Health Organization (WHO) declared a global pandemic with the outbreak of the SARS-CoV-2 virus, which causes the infectious condition known as COVID-19. Unfortunately, the pandemic persisted throughout 2021, with ebbs and flows. As a consequence, this public health emergency of international concern (PHEIC) continued to be our primary focus when defining the guidelines for our primary operations (education, research and outreach). In the face of this predicament, the most important decision taken by Anahuac University in Mexico City was to continue to adhere to the safety, hygiene and protection measures needed to ensure the safety of all individuals within the institution.



Undergraduate Degrees

As a way of continuing to offer academic excellence, we have built the Anahuac Educational Model for Integral Formation, which strives to ensure the multi-faceted personal development of students: including their human, spiritual, social, intellectual and professional development.

In pursuit of this goal, in 2021, Anahuac University in Mexico City offered 44 of its undergraduate programs, which reached an enrollment total of 14,956 students across the University's three modalities (virtual, in-person and online), which is explained in further detail below.

TEACHING MODALITIES FOR UNDERGRADUATE DEGREES VIRTUAL

Online

On the Intranet/Integrated University System, they appear as In-Person in a virtual classroom.

Courses taught remotely throughout the semester, with live, synchronous classes (assigned schedules) and highly-trained teachers in this modality.

The platforms authorized by the university must be used: Brightspace, Microsoft Teams and Zoom.



2

In-Person

On the Intranet/Integrated University System, they appear as In-Person in a hybrid classroom.

Courses that combine virtual and in-person classes. This modality includes in-person classes with live streaming. They alternate each week: part of the group will take in-person classes and the other group will take the class via streaming, while adhering to the safety measures, including social distancing, and to the maximum number of individuals per area.

Students have the option to remain within the same modality (virtual or in-person) throughout the semester. No changes can be made once one of the two options has been selected.



3 Online @prende Anahuac

On the Intranet/Integrated University System, they appear as Online.

Asynchronous courses (without schedule) carried out via our online platform @prende Anahuac, which will provide students with the independence to plan their own schedules and have access to mentoring, monitoring and feedback from expert teachers.



The following courses were offered under the Anahuac Education Model for Undergraduate Degrees (2010, 2016 and 2020)

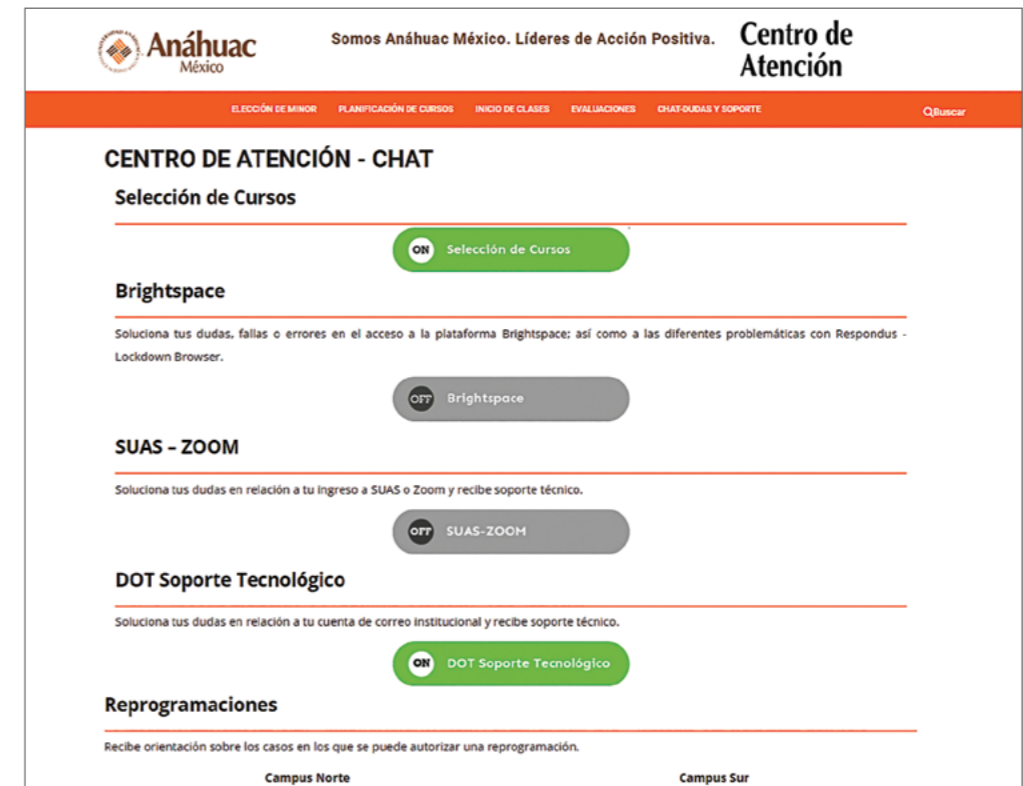
Campus	Four-month term January-April	Six-month term January-May	Four-month term May-August	Summer term June-July	Six-month term August-December	Four-month term September-December	Total
North	73	6,432	64	788	9,442	117	16,916
South	87	1,722	78	260	2,282	79	4,508
Total	160	8,154	142	1,048	11,724	196	21,424

And the following number of groups:

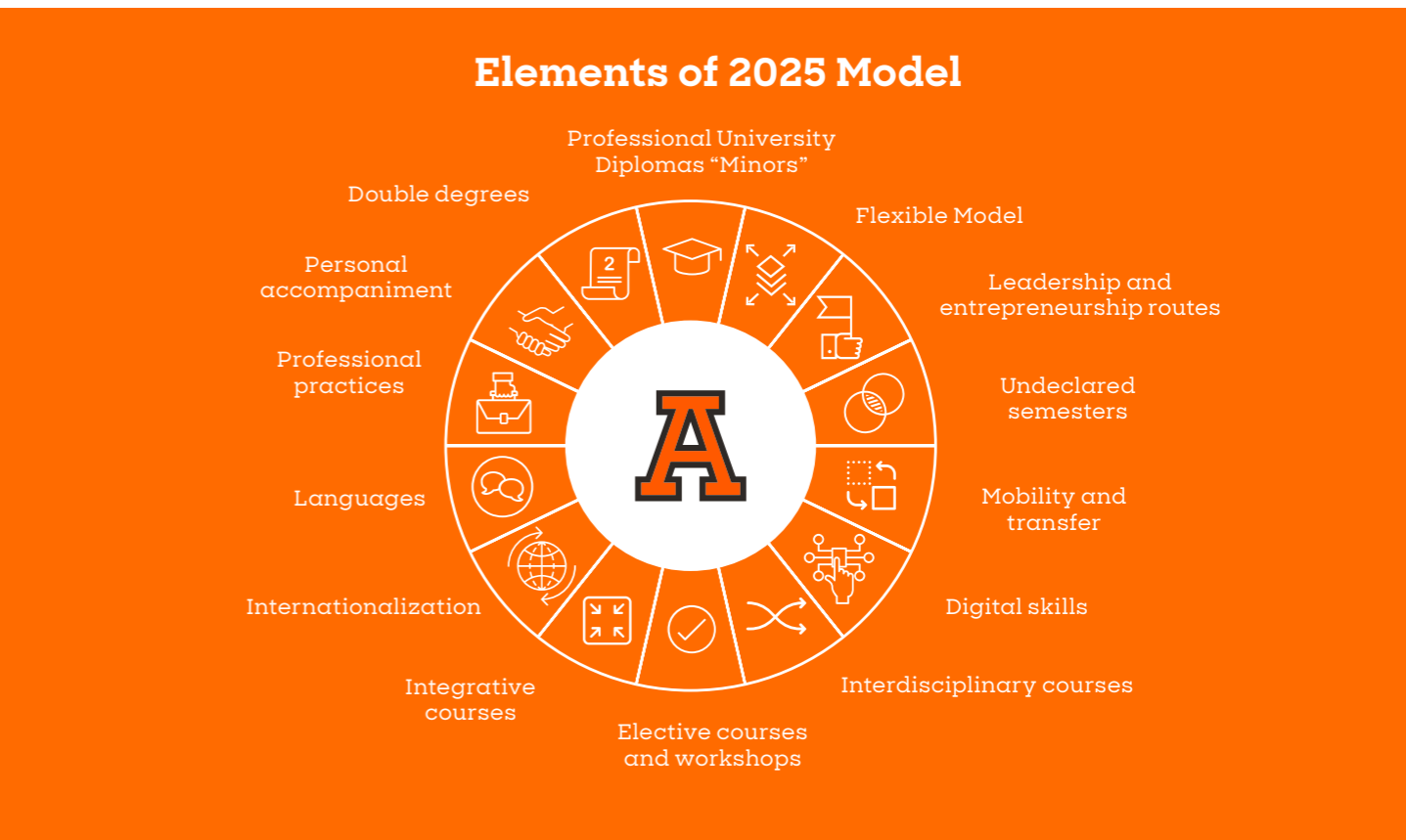
Campus	Four-month term January-April	Six-month term January-May	Four-month term May-August	Summer term June-July	Six-month term August-December	Four-month term September-December	Total
North	57	4,737	54	556	6,929	95	12,428
South	66	1,309	61	194	1,755	64	3,449
Total	123	6,046	115	750	8,684	159	15,877

Thanks to these teaching modalities, backed by the latest technology, we are able to offer our teachers and students new opportunities to create synergy and facilitate collaboration between the North and South Campuses, and within the Anahuac University Network.

This year, we started the course planning process earlier than usual to allow students to learn about the subjects we have to offer ahead of time, and thus, enabling them to plan their course load. This also allows the University to build an efficient academic program in line with the needs of each student and schools. And for the first time, within the 20-25 Anahuac Education Model, we offered Professional University Certificate Programs (Minors), which provide specific professional training.



In a bid to offer pertinent support and mentoring to the student community, we have revamped our Student Assistance Center, by adding personalized support in the following areas: Minor selection, course planning, Integral University Welcome (BIU), how to tackle classes, mid-term and final evaluations. Through offering personalized assistance, we hope to answer questions students might



have with regard to these academic and administrative procedures.

In an effort to remain at the forefront of education, Anahuac University in Mexico City is constantly evolving, and to do this, we need to upgrade our curriculum regularly. In August 2020, we set in motion the 20-25 Anahuac Education Model for Undergraduate Degrees. One of the guiding principles behind this new educational model is innovation and technology, given that they promote the development of digital-technology skills and the use of education technologies, such as simulators and virtual reality. What's more, students also have the chance to take five online courses. Within this modality, during 2021, the university offered a Social Responsibility and Sustainability course throughout the Anahuac University Network, consisting of a total of 138 groups, 111 teachers and 5,227 students. Similarly, another 334 online courses were developed and implemented, placing emphasis on tools that allow for personalized communication between teachers and students. Another 414 courses were offered online to all universities on the network, independent of the precautions taken due to the pandemic. Through these courses, we offered support to our students in a bid

to help them develop their skills in digital technology and management, which are indispensable in the digital era.

Given that the curriculum was designed on the basis of international trends and a global vision of the profession, the 20-25 Education Model has a strong international component and perspective. The internationalization of the curriculum is promoted via international exchanges and academic experiences, which require fluency in English as a second language. Some undergraduate programs require a third language and students are required to take at least five subjects in English.

In view of this, the Language School offered six language course periods, serving 2,873 students enrolled in pre-requisite courses on both campuses. A total of 183 groups of different languages were set up and 108 exams for English, French, Italian and German were conducted. More than 2,000 placement exams were realized in 191 virtual and in-person sessions for new students. In the same vein, the University trained its language teachers to use new technological tools and the course content was adapted to the flipped classroom methodology, in order to maximize student learning.

The success we have had in the implementation of the 20-25 Anahuac Education Model, which was launched in August 2020, is due in large part to the training that our school and administrative staff receive. The Office of Academic Programs for Undergraduate Degrees (CPE-L), together with the School Development Center (CEFAD), offered online workshops on this education model, which were directed to academic coordinators of the department and administrative staff of schools. Through these seminars, we are able to enhance the training of our teachers and offer our students a more complete understanding of the educational model. During 2021, we offered 15 workshops and accredited 106 participants.

The Institutional Certification for the 20-25 Anahuac Education Model was also implemented. This certification process was directed to academic coordinators and administrative staff, with the goal of ensuring proficiency in how it works and offering adequate assistance for teachers and students. The process consists in accrediting the online workshop and subsequently presenting an assessment with practical cases, which would enable attendees to demonstrate that they have understood. To date, 40 % of undergraduate study coordinators have been accredited and this process shall continue until this percentage reaches 100 %.

Another course of action taken to strengthen the new model was to disseminate it among new students with in the Integral University Welcome (BIU) program. Some 10 sessions were offered in January and nine sessions in August on both campuses. During these sessions, the model's characteristics and structure of the curriculum were explained in detail, along with the pre-requisites that must be met over the course of the student's university studies.

Anahuac Stream: This stream comprises courses that carry the distinctive seal of Anahuac University's integral model. Through humanistic and leadership training, this stream allows students to learn about themselves, their nature and to develop their vocation as leaders of positive action.

Professional Stream: Within this stream, students are provided with the courses needed to become agents of change, through the development of the professional skills required of their degree program.

CURRICULAR STRUCTURE

It comprises the elements to develop the professional skills of the career of choice.



It promotes self-knowledge to recognize one's own human nature and vocation, as well as leadership.

It provides access to know different areas and realities of today's world.

Interdisciplinary Stream: From an interdisciplinary approach, students will be able to understand and interact with professionals from other countries and specialties. This stream promotes the development of students' soft skills, such as creativity, flexibility, responsibility, teamwork, empathy, assertiveness, active listening and effective communication, to name a few, in order to successfully face the labor market.

Academic Excellence

The goal behind the University's Academic Excellence project is to promote a shared understanding of the relevance of demand as a means through which the members of our University Community commit to promoting education and learning, to fostering the growth and development of others and to creating a culture oriented towards excellence, academic quality and continuous improvement. To achieve this, an online workshop directed to teachers was designed to spark reflection on the teaching profession and to enhance the academic activities of our teachers and students.

The Graduate Profile Assessment Plan seeks to ensure that the university meets its promise to society in terms of academic excellence. During 2021, our efforts were focused on skill assessment and establishing the actions needed to continue to move forward. We completed the first series of actions to assess the quality and continuous improvement of our undergraduate programs outlined in the 2016 plans and we initiated the quality assurance process, with strategies for educational evaluation. In terms of plans for the 20-25 Anahuac Education Model for Undergraduate Degrees, we completed the first academic programs so as to establish the key subjects, along with the evaluation instruments, which will allow us to conduct the necessary assessments to demonstrate the achievement of these skills, once the first students graduate.

The Graduate Profile Assessment Plan is closely related to Peer Evaluations as a mechanism to review and standardize the academic quality of undergraduate programs on both campuses of the University, which have been very fruitful in the personal and academic development of our students. Given the importance of this program, our efforts remained constant during 2021, despite the restrictions of

the COVID-19 pandemic. There were approximately 450 courses with some form of peer evaluation (written exam, oral or online, research projects, etc.)

In light of having consolidated the Assessment Plan for undergraduate programs, we were able to implement the plan for postgraduate programs, which required the time and efforts of the teaching staff of this area. In 2021, 85 % of the postgraduate programs started the year with this plan in a bid to continue to offer the academic excellence for which Anahuac University in Mexico City is known.

In order to define the procedures that would ensure compliance with the institution's objectives through quality standards within academic programs, we enhanced the



Internal Quality Assurance System (SIAC), which seeks to offer an efficient and consistent process that promotes a culture of quality and contributes to the impact of the substantive efforts of our institution.

Given that one of our constant endeavors is to ensure academic quality, we work toward preserving the accreditations that we have acquired in the past and toward gaining new ones for programs with the potential of being recognized, perhaps for the first time, by national organizations, such as the Council for Accreditation of Higher Education (COPAES) and the Inter-Institutional Committees for the Evaluation of Higher Education (CIEES), as well as international councils.

The following programs have been reaccredited this year:

- Systems and Information Technology Engineering by the Council for the Accreditation Engineering Teaching (CACEI)
- Architecture (both campuses) by the National Accrediting Agency for Programs on Architecture and Habitable Space Disciplines (ANPADEH)



- Organizational and Educational Pedagogy by the Inter-Institutional Committees for Higher Education Assessment (CIEES)

In order to ensure program quality, the following programs received accreditation or reaccreditation by CIEES:

- Actuarial Science (both campuses)
- Tourism Management (both campuses)
- Communications (both campuses)
- Restaurant Management (North Campus)
- International Hotel Management (North Campus)
- Gastronomy (both campuses)
- Physical Therapy and Rehabilitation (North Campus)

On the international front and in compliance with market standards for accrediting agencies, peer reviewers on behalf of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) paid a visit to the University to reaccredit the School of Communications.

Undergraduate General Examinations (EGEL) is another method used to measure academic quality. During the



first semester of 2021, the Ceneval Award for Excellence in Performance-EGEL was awarded to 59 students of the North Campus and to 13 students of the South Campus, with a total of 72 students who were recognized for their academic excellence. Eligible candidates for this award include students who are taking this exam for the first time, have graduated less than one year prior to taking the exam and have achieved an outstanding performance in all areas covered by the exam.

In terms of teacher training, the School Development Center (CEFAD) has diversified the range of courses offered to train all teachers on a variety of current topics, focusing primarily on the areas of pedagogy, research, languages and technology. These courses are offered via all modalities (virtual, online and in-person) and include interdisciplinary courses that meet the specific needs of each school. This is part of the Teacher Development Plan (PDD) that seeks to strengthen the professional and didactic skills of the teachers at Anahuac University in Mexico City in order to equip them with the necessary skills based on excellence and quality to offer classes within any context and across all modalities. Options to receive refreshers with the latest techniques will be made available to teachers. This year, the School Development Center (CEFAD) offered 1,074 courses with a total of 12,212 enrollments.

In light of the circumstances of the COVID-19 pandemic, from March to November, all teachers took part in a special training program. The topics addressed included safety, technology and pedagogy in managing hybrid classrooms with the purpose of preparing them for the safe return to campus, while maintaining academic quality and excellence. A total of 1,919 teachers passed the courses designed for the safe return to the academic activities on campus and 2,400 teachers carried out the courses offered by the World Health Organization (WHO) on the topic of COVID-19 and the use of Personal Protective Equipment.

Another area in which all teachers received training was in the implementation of active methodologies within the classroom, which place emphasis on what students absorb rather than on what is taught. This technique enhances comprehension, motivation and participation of students during the learning process. For the Teaching Practice Evaluation (EPD), the level of satisfaction among students, upon



evaluating the respective indicators of the active methodologies during class, was 80 %—in other words, students recognize that this methodology has a significant impact of the learning process. In terms of the Teaching Practice Evaluation (EPD), students evaluated their level of satisfaction with respect to specific indicators of the active methodologies in class. Their level of satisfaction reached 80 %, which is also very high praise in favor of the implementation and training of this methodology. Over 200 professors attended the Pedagogical Consultancy Program, which touched on topics such as pedagogy, didactic skills and the use of technological tools, evaluations and group management.

Anahuac University in Mexico City was awarded the Eric Mazur Flipped Learning Award, granted by the Academy of Active Learning Arts and Sciences (AALAS) and is member of the Flipped Learning 3.0 University Alliance and an associate certifier of Flipped Learning in Latin America, placing our institution at the cutting edge of educational methodologies. The award ceremony was conducted virtually during the 6th annual International Higher Education Flipped Learning Conference, organized by the University of Northern Colorado.

With the help of FLGlobal, Anahuac University in Mexico City has certified to date three generations of teachers, or a total of 90 professors, and a generation of seven master trainers (Train the Trainers).

This year, we awarded the Medal of Academic Merit to Dr. Antonio Alejandro Arriaga Martínez from the School of Economics and Business and to Dr. Víctor Hugo Ibarra Mercado from the School of Actuarial Sciences, for their strong commitment to the comprehensive education of our students.

Library Collection

With the goal of offering our students the tools required for their academic training, we have consolidated the archives of our library collections. This year, in a bid to make these resources available to teachers and researchers, we have 148 databases. The most important acquisitions include:

- British Medical Journal (BMJ) for the School of Health Sciences
- Psychotherapy.net for the School of Psychology
- We also acquired other databases through the Anahuac University Network:
- Architecture Open Library for the School of Architecture
- Lippincott Advisor and Procedures for the School of Health Sciences
- Passport for the School of Economics and Business
- PressReader for all schools
- ProQuest Central for all schools
- Tirant Lo Blanch for the School of Law
- Web of Science and Journal Citation Report for the Department of Research.

In accordance with the efforts of the University in terms of the education of our students, the following projects were defined:

- A team of librarians that is 100 % bilingual to provide support to foreign students
- The library's monthly review published in English
- The library's website in Spanish and English
- 12 workshops for the development of research skills in English for foreign students

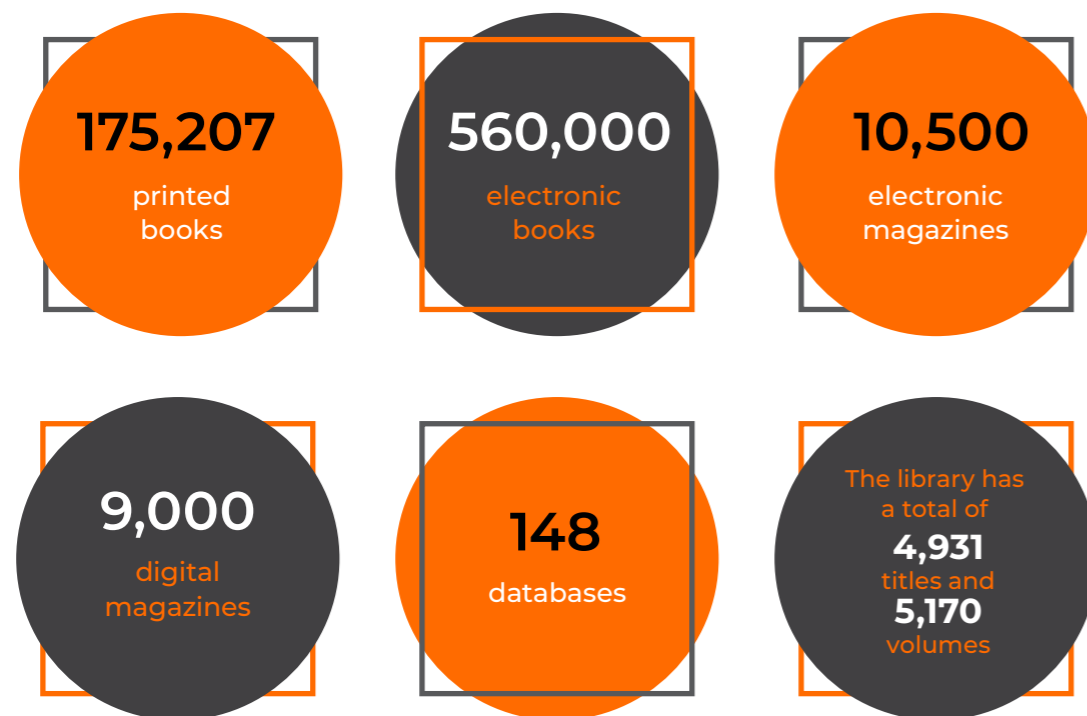


Some 112 workshops for the development of research skills was offered to 2,764 new students and 151 workshops were offered to 1,405 users at all academic levels. With the goal of offering more options to support users and to promote the use of databases, two new services were implemented:

- Workshops on the development of research skills have become permanent with an average of six monthly workshops.
- Individual assistance with librarians on specific topics was requested by 1,233 users.

This year, we reached a record number of visits to the databases with a total of 6,906,946 searches via electronic resources compared to 2020, with a little over 1,600,000.

In a bid to promote reading among the University Community, the Library has organized a reading club and the project entitled “The Book, Man’s Best Friend.” The Library has also embarked on the project Plumas Anahuac, with its first workshop called How to Write a Book Without Dying in the Process, directed to teachers and students of the Anahuac Community as an invitation to publish an anthology of their writings in collaboration with the Office of Academic Publications.



Postgraduate Studies and Continuing Education

With respect to postgraduate studies, efforts have been made to strengthen academic leadership and excellence in the quality of these programs. For example, in 2021, Anahuac University created the Anahuac Center for Leadership and Integral Formation in Postgraduate Studies, with the goal of creating a space that offers opportunities for professional development through ethical and anthropological dialogue that seek to enrich the professional lives of students and teachers, founded on the values of Christian humanism.

At the end of 2021, the courses offered included 98 programs in the mixed and in-person modalities along with 18 doctorates, 48 master’s degrees and 32 specializations with a total enrollment of 2,753 students. As for online programs, 3,299 students were enrolled in 15 master’s degrees



and six specializations during the second semester. In total, over the course of 2021, 5,734 students were enrolled in on-line programs.

These programs address such topics as the individual versus society, good health and wellbeing, economic growth and development, technological and educational innovation, humanities, exact sciences, social responsibility, protection of the environment and sustainability.

Currently, there are 10 postgraduate programs being offered in the mixed modality. Another 26 programs are being revised by the Ministry of Public Education (SEP) and 46 are at the developmental stage, giving a total of 82 postgraduate programs. In accordance with the transition plan, in the next few months, we will move all programs to the mixed modality, which was made possible, among other reasons, thanks to the efforts of the Center for Technology in Education (CTE), within its postgraduate division, which designed the online courses.

With respect to Continuing Education, the courses offered include 200 programs with more than 3,500 students, which represented an important development opportunity for people in and outside the University Community, as well as a training opportunity for personnel in the business sector. The courses, workshops and certificate programs, which were successfully moved to the virtual modality, offered people rigorous and up-to-date training.



Research

The research department of higher education institutions is one of the best indicators of the quality and prestige of a university. The research program at Anahuac University in Mexico City is defined by three pillars:

- It places the individual at the center and as the ultimate goal.
- It is based on an interdisciplinary approach.
- It emphasizes priority topics with social impact.

By promoting the generation of quality research at Anahuac University in Mexico City, we are ultimately supporting the growth and strengthening of our researchers. The year 2021 ended with 87 tenured senior researchers, 24 tenured faculty members who are participating in the researchers in development program and over 70 associate researchers. Some 85 of our researchers are members of the National System of Researchers (SNI) of the National Council of Science and Technology (Conacyt), the highest number to date.

With respect to scientific research, in the past year, 129 articles were published in prestigious journals on Scopus, which is the largest abstract and citation database of scientific journals, representing an increase of over 40 % compared to the year before. Some of these publications were co-authored with researchers from Harvard, Vanderbilt, Columbia and Johns Hopkins, among other prestigious universities. Our faculty members have published over 40 books or chapters in some of the world's top publishing houses, such as Palgrave, Routledge, Cambridge, IGI Global, Nova Science Publishers, Colegio de México, the National Autonomous University of Mexico (UNAM) and the World Health Organization (WHO).

The following are some of the top research projects developed by faculty members of Anahuac University:

- Dr. José Juan Antonio Ibarra and Dr. Fernando Leal from the School of Health Sciences developed research that improved gross motor function in children who suffer from cerebral palsy through nutritional support therapy at the Teletón Children's Rehabilitation Center in Tlalnepantla, State of Mexico.

- Dr. María Elena Sánchez Vergara, a researcher of the School of Engineering, and Dr. Cecilio Álvarez Toledano from the UNAM's Chemistry Institute, conducted research on the applications of a molecule called hydroxybenzylidenindanone. They proved it serves as a highly effective substitute to silicon for the electronic industry and has enormous potential to treat cancer of the nervous system for the health industry. This research has already been patented by the Mexican Institute of Industrial Property (IMPI).
- The book entitled *Home Office: The New Industrial Revolution*, published by Wolters Kluwer, was a collective project coordinated by Dr. Laura Coronado Contreras, associate researcher of the School of Global Studies, and Dr. Luis Felipe Llanos, researcher of the School of Economics and Business, who led a team of researchers and faculty members of Anahuac University. This volume is especially relevant for its originality and for addressing this timely topic.



As a means to disseminate the work produced by our researchers and faculty members, our publications are listed on a large catalogue containing over 250 current titles, the majority of which were co-published with internationally-recognized publishing houses, such as Siglo XXI Editores, Gedisa, Porrúa, Thomson Reuters, Tirant Lo Blanch and Wolters Kluwer. We have also recently signed an agreement with Ediciones Universidad de Navarra (EUNSA), among others.

In 2021, after a year of lockdown, Guadalajara's International Book Fair reopened its doors. Anahuac University was one of the participants, placing some of its publications and its most recent additions on display. During this year's fair, the university organized 10 book launches on the Facebook page "Libros Anáhuac" and on its microsite.¹

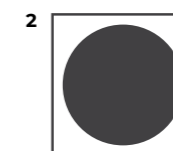
Also in 2021, Anahuac University in Mexico City held its 11th Research Poster Contest, which, despite taking place within the context of the pandemic, this edition received a record number of competing posters, since the contest's inception, with a total of 211 participating posters: 126 by

¹ <https://www.anahuac.mx/mexico/FIL/>

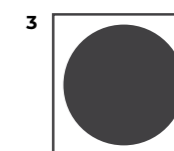


Book Launches at the Guadalajara Book Fair (FIL):

- *Brexit: The Relationship Between the United Kingdom and the European Union*, co-published with Lo Blanch and written by Dr. Alicia Gutiérrez González
- *Between Feathers and Obsidian: The Military History of Ancient Mesoamerica*, co-published with Siglo XXI Editores and written by Dr. Marco Antonio Cervera Obregón
- *Everyone's Table: The History of Street Food in Mexico City*, co-published with Siglo XXI Editores and written by Dr. Alberto Peralta de Legarreta
- *Emerging Connections*, coordinated by Dr. Martha Tappan Velázquez
- *The Music Industry and Copyright*, co-published with Porrúa and written by Jorge León y Rico
- *Leisure and Entertainment in the Digital Context: Approaches from the Academic World*, co-published with Gedisa and coordinated by Dr. Roberto Alejandro López Novelo
- *Commerce, Regulations and Investment in the Petroleum Industry*, co-published with Porrúa and written by Dr. Santiago Fernández Sordo
- *Advice on Giving Advice as the Most Valuable Asset*, co-published by EUNSA and coordinated by Julio Rodríguez and Gustavo Vergara
- *In the Fight Against the Big Little Monster: The Latest Therapeutic Techniques in the Face of COVID-19* (open access book), coordinated by Dr. Christian Castillo, Dr. José Luis Limón Aguilar, Dr. Juan Roberto González Santamaría and Dr. Sara Jessica Limón Fragoso²
- *Innovation Toward a Chronic Care Model for People Who Live with Diabetes* (open access book), written by Dr. Miguel Ángel González Block²



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undergraduate students and 85 postgraduate students. What's more, for the first time, a number of posters were submitted by five universities of the Anahuac Network: Querétaro, Mayab, Oaxaca, Puebla and Veracruz.

Another important event this year was the active participation of Anahuac University in the constitution of the Research University Network under the auspices of the Federation of Private Mexican Institutions of Higher Education (FIMPES), with the objective of fostering the development of joint research projects and of obtaining funds for these projects through the invitation of international financing.

The Network is made up of twelve of the country's most recognized private higher education institutions: Center for Technical and Higher Education (CETYS), Autonomous Technological Institute of Mexico (ITAM), Monterrey Institute of Technology and Higher Education (ITESM), Western Institute of Technological and Higher Education (ITESO), Autonomous University of Guadalajara (UAG), University of Monterrey (UEM), University of the Valley of Mexico (UVM), Ibero-American University of Mexico City, La Salle University Mexico City, Panamerican University, Autonomous Popular University of the State of Puebla (UPAEP) and Anahuac University in Mexico City.

Lastly, in terms of research infrastructure, Anahuac University built the Data Science Laboratory, which allows the university to develop complex statistics through an advanced computing cluster, which is highly useful for researchers from a variety of disciplines.



85

faculty members are part of the National System of Researchers (SNI) of the National Council of Science and Technology (Conacyt).

More than

200

publications per year, including books and articles published in prestigious scientific journals and publishing houses

5

interdisciplinary areas and

18

priority research topics

More than

200

posters by undergraduate and graduate students enrolled in the 11th Research Poster Contest of Anahuac Mexico

Internationalization

The year 2021 was an important one for the internationalization of Anahuac University, since 30 years ago, we took the initial steps to open our doors to the outside world: in 1991, we signed our first agreement for international academic collaboration with the Complutense University of Madrid. Various projects and events were organized in celebration of the International Office's 30th anniversary, including talks with graduates, student forums, internationalization conferences, seminars, contests, among many other activities. Anahuac University organized the 2nd Conference of the Internationalization Commission of the Federation of Private Mexican Institutions of Higher Education (FIMPES), whose central themes include strategies needed to educate students in a bid to help them become global citizens in the new international context. A number of outstanding individuals in the field of internationalization participated in this conference and shared their valuable experience in this important and strategic area of education.

The COVID-19 pandemic presented an enormous challenge to the promotion of foreign exchanges. However, despite the travel restrictions, the University proceeded with virtual exchanges and in the second half of the year,



on-site foreign exchanges were added. An assistance program for foreign students was also introduced to offer the same experience in both modalities: customized psychological assistance, group support to confront anxiety and stressful situations, a calendar of in-person and virtual cultural activities, spaces for intercultural dialogue known as “Coffee Breaks,” tutorials specifically designed for exchange students with bilingual teachers, protocols for health measures as well as protocols for entering the country and for attending the university for exchange students, weekly (in-person) and bi-monthly (virtual) monitoring in order to know the physical and emotional state of students and to address any academic questions they may have.

The university also continued to pursue activities with international reach virtually, such as international competitions with the participation of students, joint collaborations among professors, research residencies, double-major programs, etc.

The gradual reactivation of on-campus activities, on both the North and South campuses, allowed students to sign up for and participate in our exchange programs: traditional exchange program, summer school, study abroad, etc. In August, the University organized two information sessions in a mixed format (in-person and virtual) directed to undergraduate students interested in doing an exchange during the first semester of 2022. A total of 191 students signed up for this period, representing an increase of 260 % compared to the same period in 2020.

With the rebooting of our on-site exchanges, we received students from France, Chile, Spain, Colombia, Belgium and Switzerland, in addition to the virtual exchange students from Argentina, Bolivia, Colombia, Chile, Peru, Venezuela, France and the Dominican Republic. We also managed to successfully reinstitute Clinical Rotation in-bound exchanges, making us the first university in Mexico to re-establish on-site exchanges following an action plan designed specifically for this purpose.

Projects were developed virtually (webinars) in conjunction with partner universities, including research residencies, international competitions and mirror classes. Collaborative Online International Learning (COIL) Plans are underway to return to in-person projects toward the year 2022, such as Faculty Led Programs, summer school,



Some **23** new international agreements have been signed with universities in Australia, China, India, Jordan, Russia, Turkey and the United States.

A total of **292** agreements with **44**

research residencies and administrative exchanges. We have also made much progress in defining six double-major projects. In this process of reactivating our activities, Anahuac University received representatives of partner universities with the goal of planning new projects in various modalities.

In 2021, 197 undergraduate and postgraduate students had the chance to live abroad through exchanges organized within the framework of agreements that Anahuac University in Mexico City has with other universities, whether through Study Abroad, Summer School or Double Major. The primary destinations included Spain, France and the United Kingdom.

Our University also became a pioneer in the virtual exchange modality within Mexico, having a total of 115 students on virtual exchanges, representing an increase of 19 % compared to 2020.

Collaborative Online International Learning (COIL) is a program where two professors, from two different universities anywhere on the planet, offer a course together teaching a particular topic. This year, the Internationalization Office offered 10 Coil introductory workshops with the goal of providing training to Anahuac teachers in this teaching methodology. To date, 10 COIL workshops have been developed with professors from Catholic University of Colombia, Western Institute of Technological and Higher Education (ITESO) in Mexico, University of Missouri in the United States, Francisco de Vitoria University in Spain, Catholic University of the North in Chile, Perm State National



Research University in Russia, University Teknologi Mara in Malaysia, Western Catholic University in Colombia and two workshops with the ECOTEC Technological University in Ecuador.

These virtual workshops welcomed 58 speakers from various universities and institutions from around the world, including Columbia University, the International Criminal Court, Tel Aviv University, Adolfo Ibáñez University, Society of Actuaries, Goldsmith College, Indian Institute of Management of Bangalore and Catholic University of Colombia, among others. Moreover, our faculty members participated in the delivery of 40 talks at universities and institutions, such as EAN University and Western Catholic University in Colombia, the International Studies Association and Policy Center for the New South, to name a few.

With the goal of building collaborations, including master classes, mirror courses and COIL, 30 of our teachers participated in the Global Shared Learning Classroom, an international program that unites university teachers belonging to the Regnum Christi International Network of Universities. Alliances were also built with partner universities in other countries, like the Francisco de Vitoria University in Spain, Finis Terrae University in Chile and Pontifical Athenaeum Regina Apostolorum in Italy. Our teach-

ers collaborated with their peers in activities in a variety of disciplines, like the arts, health sciences, international relations and marketing.

With respect to the University's internationalization project, Anahuac University continued to offer training courses to teachers and administrative staff, personalized monitoring to students and educational projects adapted to the needs of the schools. Other important tools in the internationalization process include: IT solutions, adaptability to the globalized and ever-evolving landscape, the creation of multicultural environments and the pursuit of an ever greater number of inbound and outbound exchanges.

Finally, this year, in a bid to strengthen global competition, Anahuac University promoted at-home internationalization activities, i.e. activities that can be conducted



without leaving the campus through the use of communication technologies. Below are a few examples of such activities:

- 14th Anahuac International Congress on Social Responsibility
- 11th International Doctoral Consortium in Communication Research
- eSports Symposium, a sport within the university system
- 1st Anahuac International Congress on Migration

Anahuac students also won international competitions:

- L'Oréal Brandstorm, in which four students from the School of Economics and Business were the finalists with their project "Outside the Box." L'Oréal Brandstorm is the world's largest competition in innovation.
- Bilingual Dispute Resolution Competition of the University of Houston, in which Anahuac students from the School of Law won the Bilingual Competition on Conflict Resolution. The goal of this competition is to assess the negotiation skills of law students.

Nearing the end of the year, the executive leaders of Anahuac University visited many universities in Spain, where they created and expanded academic alliances with the Complutense University of Madrid, University of Alcalá de Henares, University of Cantabria and University of Salamanca. The primary objectives of this academic tour included: strengthening collaborative research projects, increasing professor mobility, opening new platforms for internships, promoting Collaborative Online International Learning (COIL) and creating opportunities for collaboration with the introduction of new educational programs.





Achievements of Our Schools

School of Architecture

The school was reaccredited by the National Accreditation Board in Architecture and Space & Habitat Disciplines Program (ANPADEH). This marks the fourth time for the North Campus and the first for the South Campus. ANPADEH works with accrediting agencies in the United States, Canada, China, Japan, Hong Kong and South Africa, affording our students wide recognition and allowing them to continue their postgraduate studies at the top universities.

The first generation of students graduated from the double-degree program with the Francisco de Vitoria University. Our students will become certified and licensed architects in both Mexico and Spain, which enables them to practice throughout the European Community.

For the Undergraduate General Examinations (EGEL) in Architecture, 79 % of our students from the North Campus and 62 % of our students from the South Campus received a passing grade, which are among the highest percentages across all architectural programs nationwide.

School of Arts

There was an 8 % increase in the number of students who enrolled in art undergraduate programs during the month of August. The first semester of the Visual Arts

program opened in January. Some 629 cross-sectional groups were offered to a total of 8,815 enrolled students (electives, art groups, companies, Supplementary Education Programs (PCA), University Development Program (PDU), Continuing Education, etc.).

Two collaboration agreements were signed with the Historical Memory Office of the Presidency of the Republic and the Anglo Mexican Foundation A.C. These agreements resulted in a number of projects, including: three murals in the Juventino Rosas Central Library of Magdalena Contreras, a borough of Mexico City; the creation and production of two historical chapters about prominent women in Mexican history; and three theater workshops for Conacyt students.

This has also led to the development of international projects and to their improved positioning, including the Undergraduate Program in Theater and Acting, which was selected by the Canadian company Casting Workbook as one of the world's top 20 programs for studying acting in Spanish.

School of Bioethics

Master Class with Dr. Ten Have, a recognized bioethicist and member of the Pontifical Academy for Life. This class focuses on the topics of global bioethics, perspectives and challenges in the postpandemic era.

New academic programs, which have been in the making, were finally launched, with more than 200 students who are currently part of the school.

New online courses on cutting-edge topics in bioethics have been launched on Miriadax and Google Classroom.

School of Actuarial Sciences

Some 64 promotional events were organized to disseminate the work conducted by the school, including: the communication of our values; the induction for first-year students entering the university; and the dissemination of the research projects by students and researchers.

Within postgraduate studies, the Doctorate program in Actuarial Sciences was introduced, representing the first doctoral program in actuarial sciences in Mexico, and currently, the only one in Latin America.

Corporate Professorships were signed with Seguros Monterrey, New York Life and SURA.

School of Health Sciences

With respect to the Nutrition EGEL examination, the school obtained 60.8 % outstanding performance and 34.7 % satisfactory.

First and second place in the Scientific Poster Contest during the Conference of the National College of Physiotherapy and Physical Therapy (AMEFI) and fifth place in the e-Poster competition at the Conference of the Association for Medical Education in Europe (AMEE).

The organization of the International “The Doctor as a Humanist” Symposium in collaboration with the University of Miami, Sechenov Univeristy, Glasgow University, and Johns Hopkins University, whose theme was focused on the promotion of mental health during the pandemic.

School of Sports Sciences

The institutional agreement was signed with the Ministry of Culture and Tourism, the Mexican Council of Science and Technology (COMECYT) and the State Commission of Physical Culture and Sport of the State of Mexico to award 30 scholarships for postgraduate studies.

The protocol was launched for the inauguration of the first Motion Analysis Laboratory—the only one of its kind in Latin America—which offers services to more than 1,000 students in their first year and will be available to Anahuac University’s scientific community.

The second meeting of the Advisory Board of the School of Sports Sciences, in which 27 sports industry leaders participated and proposed projects for the year 2022.

School of Communications

During the 11th International Doctoral Consortium in Communication Research, outstanding researchers from the University of Paris VIII in France, University of Quebec in Canada and University of Sabana in Colombia, among others, participated.





Peer reviewers on behalf of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) visited the school to award it international reaccreditation.

The school celebrated its 50th anniversary, with the slogan “50 Years, 50 Stories: Remembering, Celebrating, Imagining,” boasting the participation of students and graduates, as well as representatives from the media, marketing, entertainment and publicity industries.

School of Law

In the Ceneval EGEL examination, 62.7 % of students obtained outstanding performance (2016 plan), the best result to date.

The magazine *Iuris Tantum* was successfully indexed by the platforms Google Scholar, Vlex, Latindex and Miar, through which the magazine gained national and international recognition for its content.

The 5+1 program was set up within the framework of the agreement with the University of Houston. In this program, our graduates were offered the possibility of obtaining a Master’s degree with this prestigious American institution.

School of Design

The school participated in the FAB ESDESIGN, a multidisciplinary challenge organized by the School of Design of Barcelona, in which the school worked with universities from around the world.

17th Graduate Symposium and the 18th International Congress “Design for Humanity”

Launch of the Master’s degree in Marketing and Fashion in alliance with Condé Nast

Anahuac Business School

The Center for University Entrepreneurship (CEU) seeks to be a point of reference in education and research on the development of the entrepreneurial mindset among students. This center is the product of academic research and the close relationship this center has with Mexico’s pioneering ecosystem. It is also the product of what has been learned during the courses on entrepreneurship and innovation, as well as of entrepreneurs trained in projects promoted by the Business Incubator.

The Anahuac Business School was included for the first time in the QS World University Rankings by Subject in the area of Business & Management Studies. This ranking takes into account the academic reputation, employer reputation, faculty student ratio, the quality of published research, among other variables.

The National Council for Standardization and Certification of Labor Skills (CONOCER) accredited the Anahuac Business Development Institute (IDEA) and the National Advisory Council on Leadership, Innovation and Entrepreneurship.

School of Education

Accreditation of the Undergraduate degree on Educational and Organizational Pedagogy for five years in the Register of High Performance Programs recognized for their excellent quality by the Inter-Institutional Committees for Higher Education Assessment (CIEES).

The school participated in the elaboration of two skills standards (EC 1316 “To offer assistance like a doula to pregnant women during childbirth and the postpartum period” and EC 1317 “To offer prenatal guidance to pregnant women and their companion in the form of in-person groups”), representing Anahuac University in Mexico City before the National Council for Standardization and Certification of Labor Skills (CONOCER).

A webinar was organized entitled “The Pandemic, One Year In: What are the new challenges and realities that we are facing? Let’s reflect together with the experts,” conducted in April 2021.⁴

School of Global Studies

The school celebrated its 25th anniversary, welcoming the outstanding Marios Lysiotis, ambassador of Cyprus in the United States.

Through its Anahuac Interdisciplinary Center of Energy and Sustainability, the school coordinated alongside five other schools (Architecture, Law, Business and Economics, Engineering and Social Responsibility), the 3rd Anahuac Energy Forum, which addresses the topic of North American energy integration.

North American Process Meeting: Automotive Working Group with the participation of 30 leaders of the automotive industry, consultants, government staff and academics from Mexico, Canada and the United States.

School of Humanities, Philosophy and Letters

The school launched new postgraduate programs, including a Master’s degree in Personalist Philosophy with a double degree with the Spanish Personalism Association.

Total enrollment in the Undergraduate program of Religious Sciences grew by 30 % for the second consecutive year. This program awards professional degrees to ministers of the ecclesiastical hierarchy, members of religious communities, pastoral and lay agents who pursue training in the philosophical and theological sciences.

Cultural Management Week was organized to commemorate the 10th anniversary of the opening of the Undergraduate degree in Languages and Cultural Management. This event served as a platform to reflect on the current state of the profession, the challenges and the opportunities in the next decade.

School of Engineering

As part of the strategy to build awareness about female leadership in engineering, the school helped organize the first event to commemorate International Women’s Day. The school also created connections at the Wonder Women Tech’s first ever LatinX Virtual Summit and at the Global Women’s Breakfast, organized by the International Union of Pure and Applied Chemistry (IUPAC).

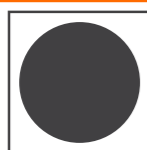
Other highlights include: the organizing of the +Science Forum, participation in international forums and congresses, and a number of published articles, in addition to national and international conferences, workshops, visits, laboratory internships and virtual simulations.

School of Psychology

In the section for academic excellence, the school achieved registry 1 for EGEL Excellence with 91 % approval, 37 % outstanding testimony and 11 Awards for Excellence in this year’s first semester.

The Mental Health Campaign was developed and implemented for the University Community, which included informative diagrams, conferences, workshops, videos and psychological education for early detection and channeling when necessary.

4



[Click here](#)





School of Social Responsibility

The school celebrated its 10th anniversary. Since that time, it has become a point of reference on the subject of social responsibility in Latin America and around the world.

A number of informative books and articles have been published: including the book entitled *Social Responsibility and Sustainability: Disruption and Innovation in the Face of a New Era* and the articles “Unaccompanied Child Migration on Mexican Soil: The Imprints of Migration,” “Small Coffee Companies and the Impact of Geographical Indications as Productive Innovation in Mexico in the New Reality,” “Designation of Origin Distillates in Mexico: Value Chains and Territorial Development” and the *Excelsior-School of Social Responsibility* magazine supplement “Expok.”

The 14th Anahuac International Congress on Social Responsibility was conducted virtually to address the effects of COVID-19 from the different perspectives of social responsibility and sustainability.

The Doctorate degree in Innovation, Social Responsibility and Sustainability was officially opened with the integration of two groups in their second year in 2021, with a total of 29 Ph.D. students from Mexico, Guatemala, Colombia, Chile, Ecuador and Peru.

School of Tourism and Gastronomy

This school has put together a team of researchers, published eight articles in peer-reviewed journals and prestigious publishing houses and has 19 articles being revised. These articles offer an overview of the lines of research being used to measure the economic impact of tourism, gastronomy and cultural tourism.

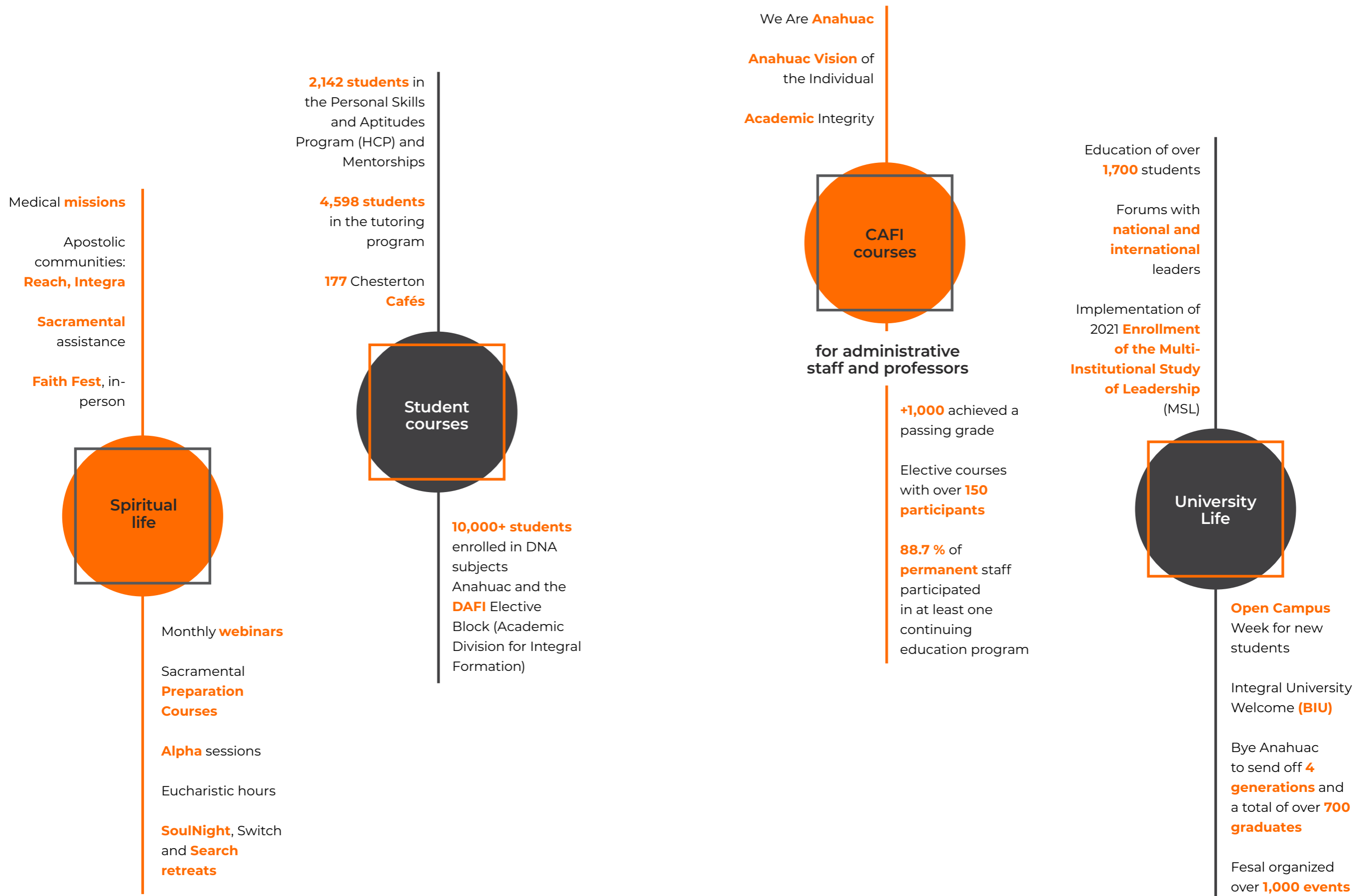
Some 180 students from the school had the opportunity to work in the top establishments to build their knowledge and apply what they have learned, while others have carried out professional internships in Spain, France, Maldives, the United Arab Emirates, Korea, Costa Rica and the United States.

The school is in the final stages of the accreditation process, being conducted by the Inter-Institutional Committees for Higher Education Assessment (CIEES) and has initiated the process to have all of its programs certified by the World Health Organization (WHO).



Integral Formation for All

Integral Formation for All



THIS YEAR, members of the Vice President’s Office of Integral Formation worked in teams in two main areas—Identity and Mission, on one hand; and University Life, on the other. This strategy proved highly fitting in terms of one of Anahuac University in Mexico City’s primary missions, which is to allow each individual to build their knowledge and experiences within the university’s integral formation strategy. To achieve this goal, the teams conducted the following activities, which further accentuate our commitment to educating the University Community.



Integral Formation

The Anahuac Center for Integral Formation (CAFI) continued to offer training to administrative staff and tenured faculty members through three fundamental courses: We Are Anahuac, Anahuac Vision of the Individual and Academic Integrity, in addition to elective programs, including Integral Formation Certificate Program, Master’s Degree in Integral Formation and Master’s Degree in Accompaniment. In total, three mandatory courses are offered, with over 1,000 students achieving a passing grade and more than 20 elective courses with over 150 students passing these courses. This represents a 186.99 % increase in the number of credited students compared to last year.

Thus, the CAFI alongside the Human Capital Office, School Development Center (CEFAD) and the pastoral division

worked in collaboration to enhance the comprehensive education of the University Community, achieving a rate of 88.7 % of permanent staff who participate in the continuing education program.

Through the Personalized Education Programs (PPF), we have managed to promote the gradual and comprehensive development of our students. What’s more, the reach of accompaniment programs for students at the undergraduate level has increased by 15 %, compared to last year.

This year, we accompanied 2,142 students in the Personal Skills and Aptitudes Program (HCP) and Mentorships, a program that offers support to students in integrating their humanities and professional education. Some 4,598 students participated in the Tutoring program, which focuses on strengthening academic development and providing effective dropout prevention strategies.

With the goal of promoting and maintaining an academic environment that is fitting for the Anahuac Community, where personal and academic growth are a priority based on the values of honesty, trust, justice, respect, responsibility and bravery, the University offered administrative staff and faculty members courses on academic integrity. Moreover, the Integral University Welcome (BIU) program included a module for all new students as a way of reinforcing a university culture governed by ethical conduct.

For the first time, the University adapted course content on Anahuac Identity that targets staff in logistics, gardening and maintenance within the mixed modality (virtual and in-person).

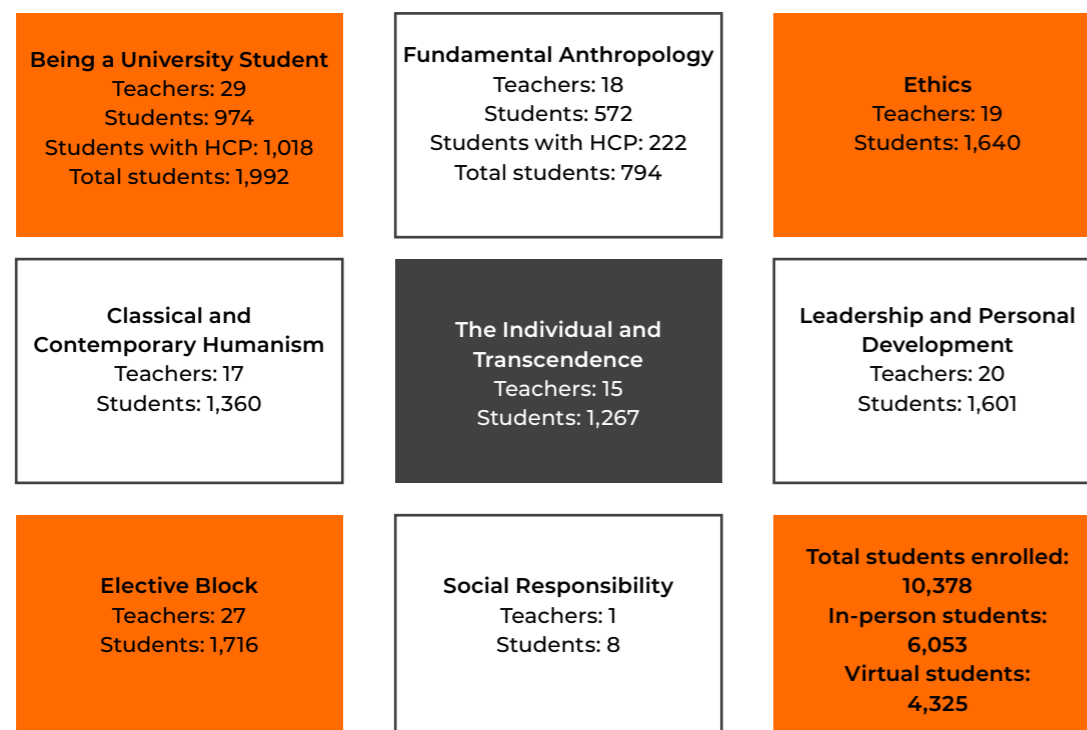


With the help of the Human Capital Office, training seminars were offered to directors, academic and administrative coordinators, and to administrative operators.

Early 2021, the Academic Division for Integral Formation (DAFI) performed an assessment of the level of assimilation among young people of the concepts discussed in DAFI courses. The concepts examined include: Being a University Student, Fundamental Anthropology, Ethics, Leadership and Personal Development, Classical and Contemporary Humanism, The Individual and Transcendence, Leadership and High Performance Teams. A total of 7,510 students participated in the assessment.

Some 177 Chesterton Cafés were held virtually, uniting more than 5,300 young people to discuss the topic “Women Leaders for an Egalitarian Future,” with the purpose of promoting a culture of coming together, communicating and critical thinking, within an environment of freedom and mutual respect.

Academic forums were conducted by all Anahuac DNA subjects, including Newman Circle, a forum that promotes critical thinking among the young generation on current topics. Also over 36 academic programs were carried out to generate dialogue and stimulate reflection among the teaching staff in search of excellence and academic rigor. This year, Anahuac DNA subjects and the DAFI Elective Block, which play a fundamental role in the education of our students, attracted a total enrollment of over 10,000 students, as outlined below:



The academic staff was actively connected to other universities and organizations and participated in the following events:

- 13th Congress of the Latin American and Caribbean Federation of Bioethics Institutions (FELAIBE) 2021: Bioethics, vulnerability and basic rights in times of crisis in Lima, Peru.
- Current Trends in Leadership
- From the Leadership Perspective, Are They Mistakes or Opportunities?
- Panel entitled the Future is Female Empowerment and Success Stories from the Perspective of Successful Women: “Women, Challenges and Perspectives”

A section was also created on Identity and Mission, with the goal of assembling the topics addressed in various courses from each department and schools in order to delve deeper into the reflections on the identity and mission of our University.

University Pastoral Care

The year 2021 was a special year for the entire university community given that we were operating amidst a pandemic. This brought with it numerous difficulties and challenges as well as the need to create, innovate and renovate the evangelization processes and activities in the department of University Pastoral Care, seeking out goodness and favoring the relationship people have with God and their human and intellectual education in aspects related to faith and morality.

- Some of the apostolic, spiritual and educational activities were conducted throughout the year, following the five axes of University Pastoral Care (apostolate, spiritual life, accompaniment, education and community life) were the following:
- Medical missions: During the first semester of the year, medical missions continued their work remotely. They offered a sign-language course, in which 44 students from the School of Health Sciences participated. This course is part of the preparation of future doctors in order to apply this knowledge during their missions. Two visits to the Tepoxtepec community were conducted, in which 45 students, three doctors, two assistants and two educators from University Pastoral Care participated.
- The apostolate community Reach, intended to offer accompaniment to prison inmates, carried out a visit in which over 80 students participated with legal, psychological and spiritual activities to help inmates be at peace with themselves and with their surroundings.
- Sacramental assistance for all of those who have lost family members to COVID-19. Masses were held and transmitted via Zoom to offer peace and serenity to these families. Spiritual guidance and personal dialogue was offered to those who requested. A virtual variation to the Thursday Holy Hour, LinkUp enabled students to pray in a more personal way at home.
- Faith Fest was carried out in-person, to which approximately 400 students attended.
- Monthly webinars on relevant topics took place, contributing to the further education of the





community: Red Flags in Dating, Marriage Infidelity, How Do Catholics Vote?, Infertility and Naprotechnology, Overcoming Evil with Good: Exorcisms and Life Testimonies, Losses During the Gestational Period, Pornography, to name a few. There were close to 1,547 participants among members of the University Community and people of the general public.

- The discipleship known as Kyrios initiated its activities and included the participation of 16 people, who received their first training in the Basel community or at the University Pastoral Care.
- Talks and conferences on various topics directed to schools and departments, such as Art and Sensibility, Mindfulness and Christian Prayer, Put on your Shirt and Put it on Right: Commitment in Sports, among others.
- Lent offered the important opportunity to get closer to the community of God. Ash Wednesday was the first in-person activity in 2021. Next to the Sedes Sapencia parish on the North Campus, a drive-thru service was offered for the marking on the cross in ash, so that people wouldn't need to get out of their cars. For over 10 hours, four priests marked the cross in ash and others conducted confession for those who requested it.
- Sacramental Preparation Courses, in which 41 people participated.

- Alpha sessions, which are weekly meetings to explore the Christian faith, in which over 180 administrative staff participated.
- Thursday Holy Hour, in which there were more than 1,200 participants.
- The apostolic community Integra organized sacramental courses and humanitarian support courses in the Bordo de Xochiaca garbage dump, in which over 100 volunteers participated.
- With the Anahuac Foreign Student Association (ADEFA), two SoulNight retreats were organized in which 80 people participated.
- During the Switch and Search retreats, intended especially for young people, more than 120 students had the opportunity to get closer to God and to start a path of spiritual accompaniment.
- The Rema Community was founded, which seeks to offer a fresh and experiential presentation of faith and of the relationship with God to both students and administrative staff.
- A new location of the University Pastoral Care offices on the North Campus, which are now located across from the main cafeteria and has Regnum Christi areas for men and women in the same space, along with a small chapel. This new location and ample installations allows them to receive and to accompany the community in a more intimate way.

During this year, the Anahuac Leadership and Excellence Division focused on working on its strategic lines for the training of the community in leadership and excellence, based on an academic and curricular environment, experiences and educational tools at the national and international levels, accompaniment and the training of trainers, using a mixed modality that combines in-person and the virtual platform.

Anahuac Leadership and Excellence Programs

Within the academic and educational context, Anahuac Leadership and Excellence Programs were offered and the new subjects and workshops were launched successfully on our campus as well as on others within the Anahuac University Network. Academic training was offered to over 1,700 students.

The students participated in national and international competitions. They were selected in Germany to be part of the 6th Regional integrity week in Latin America, an initiative organized by Alliance for Integrity, in a talk for young generations addressing the topic of multi-factor alliances for an integrated education in business, in addition to its relationship with the Sustainable Development Goals (SDG).

Two in-person ceremonies were conducted at the Ángel and Tere Losada Theater of the Anahuac Mexiquense Cultural Center, during which 665 students sponsored by Lina Lopera, country manager of Tous México, and Alberto Arellano, CFO of Grupo Lala.

Educational seminars, classes, workshops, webinars and master classes were also conducted in English with international guest speakers. Collaborations with other institutions and organisms were conducted, with the Mexican Academy of Creativity, the British Council, the Organization of American States (OAS), the National Institute of Fine Arts (INBAL), the Institute for Creative Exchange, Tierra de Artistas, Google, Microsoft, Amazon, the Secretary of National Defense (SEDENA), the Matías Romero Institute and the Bank of Mexico, to mention a few.

Academic and educational spaces were built, such as Alpha's Road to Residency webinar, with the goal of preparing students from the Health Sciences for medical residencies

abroad, or the Culmen International Program that was carried out across the Anahuac University Network, a cultural immersion program conducted in partnership with the Institute for Creative Exchange (ICE) in Toronto, with other 100 participating students.

In addition to this, the educational model for student leaders was consolidated and is reflected in a series of courses offered by the Student Societies Federation (FESAL) and the Social Action Anahuac University (ASUA) on both campuses, and monitoring of the Sports Excellence Certificate program within the Elite Program, which provides integral and academic formation for high performance athletes and Olympic and Paralympic medalists. A campaign was organized to support our students who participated in the Tokyo Olympics (19 students in total) and the Paralympics (5 in total) with successful results.

The programs Action, Elite and Synergy met with Carlos Padilla, president of the Mexican Olympic Committee, and Action and Elite met with Ana Gabriela Guevara, head of the National Commission of Physical Culture and Sports (Conade).

Moreover, the Aspen Institute's 2021 Enrollment of the Multi-Institutional Study of Leadership (MSL) was successfully implemented. The purpose behind this program is to analyze the impact of higher education in the training of student's leadership skills. This year, undergraduate



students were asked to complete a questionnaire virtually and an overall score of 4.46 out of 5 was obtained, which is higher than the average of MSL universities and higher than the 4.35 score obtained in the 2019 study (even after increasing the sample of students polled and with comparative groups between profiles). A specific analysis was carried out at the Anahuac Business School on the South Campus, which afforded it international accreditation in recognition of the faculty's clear educational impact in preparing students for their personal and professional lives. The study also showed high skill levels (self-awareness, congruence, commitment, collaboration, citizenry and resilience), employability and values. Similarly, 7 out of 10 university students participated in an integral formation initiative.

They developed applicable business projects that were linked to students in company programs or start-up programs, which is the case of Vértice with Telepizza (competition with Spain's La Liga Santander), Corner Shop, IKEA, Holistik, Miniso, Clip, Kubo Financiero and Remit.

This year, the school also met with national and international leaders of positive action with the objective of offering students enrolled in Anahuac Leadership and Excellence programs an educational space and the opportunity to speak with leaders of different profiles and from different industries and sectors, strengthening the values and skills for life and to promote connection and exposure of students in the professional environment. For example:

Horacio de la Vega, president of the Mexican Baseball League (Action); Rodrigo Fernández, director of MLB LA-TAM (Action); Olga Aseeva, trainer of the National Swimming Selection (Action); Mauricio Sánchez and Ximena Hernández, director general and director respectively for México de SALUTA (Alpha); Fernando Cruz, country manager of Novartis (Alpha and Generate North); Arnau Coehlo, general director of Merck (Alpha); Valeria Rivas, marketing manager of Chuck E Cheese and National Geographic Ultimate Explorer (Create and Graduates); Franco Carreño, director of El Heraldo (Create); Sofía Ize Ludlow, director of the BBVA Foundation (Culmen); Diego Morales Govea, senior of Human Mobility Program of the United Nations (Impulse South); Nidia Chávez, director of Telefónica Foundation (Impulse); Jorge Castilla, president and director general of Accenture México (Generate); Carlos Rojas,



CEO of Rotoplas (Generate North); Melanie Devlyn, CEO of Devlyn (Generate); Mónica Flores Barragán, president of ManpowerGroup (Generate); Roberto De La Mora, CTO & Customer Success Leader of Microsoft Mexico (Generate); Vicent Speranza, CEO of Endeavor México (Generate); Gustavo Madero, senator (Synergy); Javier Solórzano, journalist (Synergy); Óscar Durán, director of Institutional Partnership and Communication of the Bank of Mexico (Synergy); Lina Lopera, country manager of Tous México (Vértice North); Rolf Mayer, director of United Airlines Mexico and the Caribbean (Vértice); Javier Augusto González Franco, general assistant director of Bimbo Group (Vértice); Steve Keller, strategy director of Sonic for Studio Resonate (Vértice); Aldo de la Cerda, director of marketing for Dockers Mexico and Latam (Vértice); Francisco Garza, CEO of GM

Mexico (Vértice); and Emilio Huerta, director of Top Student, among others.

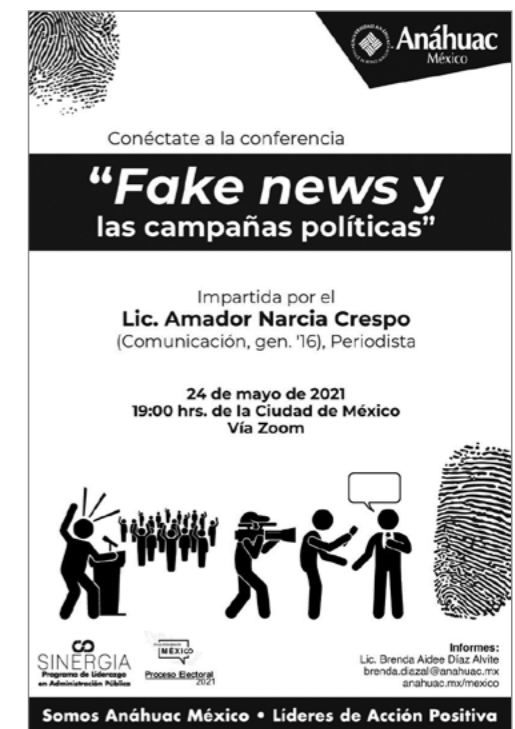
They also implemented new platforms with graduates from these programs, like V-Talks (Vértice), as well as Advisory Councils through sessions to address strategic points and innovative ideas.

The Leadership and Excellence Programs also fostered a sense of social commitment through the various initiatives with non-profit organizations, like CADENA (Impulse) and Casa de la Amistad A.C. (Program V), who organized the Inclusion and Disability Week with Social Action Anahuac University (ASUA) (Impulse). On the same topic, students of the program also met with the directors of Crip Camp, a Netflix documentary on the inclusion of people with disabilities, ReelAbilities Film Festival and the Inclúyeme (Include Me) Foundation.

The following was conducted: a course entitled Introduction to the Climate Crisis; the Consume Local Panel (Impulse and Generate South); the Invisible Connections about Sustainability Forum (Impulse); the Impulse Collective Forum about a Culture of Peace and Non-Violence (Impulse); the Running Race by other Feet in support of medical personnel during the pandemic (Action); the Running Race for our Mental Health in support of the Anahuac Center for Psychological Assistance and the Cenyeliztli Foundation (Action and Impulse); the awareness building campaign and series of conferences on the occasion

of the International Day of Mental Health (Alpha); the A+ blood type donation week (Alpha, Impulse and ASUA); and Trenzación, donation of wigs for women with cancer (Impulse), among other educational and social impact platforms.

In the same educational vein, during 2021, numerous interdisciplinary initiatives were implemented to promote Anahuac leadership across the community through cross-sectional projects with other areas, schools and external allies. As a result, the following was offered to the university community: American and Anahuac Representative Teams Forum (Action and Sports); Sensitivity Workshop with Athletes with Visual Disabilities (Action); Women's Week (Vértice, Action, Generate and Program V); conference and workshop with journalist Carlos Hurtado (Create and Synergy); virtual visit to the Memory and Tolerance Museum and exchange with the museum's director (Culmen); Sustainable Art Workshop (Culmen and Impulse); Shark Tank Panel (Generate Mexico and Generate Querétaro); Entrepreneurial Brain Congress (Generate Network); A Change in Paradigm Webinar (Impulse); Fake News Webinar and political campaigns (Synergy); development of the Actus Project (Synergy); webinar with Ciro Murayama, INE consultant (Synergy); Excellence Week (Vértice); international conference with Lev Kubiak, vice president and chief executive officer of Pfizer (Vértice); Ready to Talk?



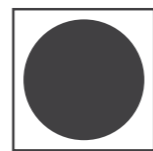
and V-Talks (Vértice); Coffee Break with Margaret Domínguez, optical engineer at NASA (Vértice); Coffee Break with José Suárez Valdez, pilot and founder of En El Aire (Vértice); 15th Anniversary Week (Program V), among other activities.

In addition, the Dialoguemos México (Let's Talk Mexico) Forum was held, addressing: the 2021 Electoral Process (Synergy), in which conferences, panels and meetings were held, with the participation of Carla Humphrey, Gabriela Cuevas, Claudia Ruiz Massieu, Valeria Moy, María José Contreras, Carlos Noriega, Alfredo Nava, Josefina Román, María Marván, Claudia S. Corichi, Agustín Ramírez, Daniela Ancira, Alfredo Lecona, Lila Abed, Rodrigo Loeza, Roy Campos, René Delgado Ballesteros, Genaro Lozano, Jorge Alberto Hidalgo, Dulce María Sauri, Janine Otálora, Benito Nacif, Sughei Villa, Layda Negrete, Salvador Guerrero, Manuel Espino, Nicéforo Guerrero, Luciano Concheiro (deputy minister of Higher Education) and Uladimir Valdez (deputy minister of Education of Mexico City).

The initiative Know your Candidate was also realized and the current candidates for mayor and municipal presidents of Álvaro Obregón and Huixquilucan were present on campus. And to encourage people to vote, a video was produced with the national presidential party candidates, who made a special address to the university students during the elections.

In a bid to raise awareness about the work involved in these programs, and to facilitate the involvement of the Anahuac Community, the University organized Open Campus Week, during which they offered the following events for new students: a master class on the topic of leadership with Rorro Echávez and presentations for each program to the next generation of students.

At least 100 students were connected during each session and a total of 11 sessions were conducted. There was also a presentation with students from the Inclusion Certificate program.



Click here



Student Affairs

Faithful to its mission to invigorate university life and to strengthen the development of our students by offering them support through forums and events, the Office of Student Affairs continued to promote integral formation, personal and professional development and student representation based on leadership of service and excellence for our Community.

In terms of the organization of institutional events, despite the challenges of the pandemic, the Integral University Welcome (BIU) program, an event that welcomes and receives the new students each semester, was conducted virtually during this year's first semester, and for the new semester in August, it was organized on campus, while ensuring that all measures outlined in the Return Safe Plan were met.

We would like to thank the students who graduated during the pandemic for their efforts and dedication, and to do so, we organized the traditional Bye Anahuac event at the end of 2021, in which the university bid farewell to over 700 graduates from four generations.

To expand the university's international scope, which is reflected in the training of our students, the Office of Student Affairs participated in the 2021 Annual Congress of the National Association for Student Professional Affairs (NASPA) as a way of staying current with the best practices in serving and protecting university students from the United States and Europe.

For the first time, our University implemented a work model based on and offered specialized training in the coordination of social actions by the Student Societies Federation (FESAL) on the South Campus. Starting in the academic year 2021, the ASUA Embassies will be in charge of the Office of Social Commitment through the coordinating offices of ASUA. The ASUA Embassies are founded on specialized training in high-impact volunteer projects and their goal is to encourage students to propose and execute a volunteer project based on their area of professional training and thus forge an integrated engagement that contributed to the mission of fostering a genuine social awareness throughout the Anahuac Community.

Thanks to the leadership and commitment of FESAL students, a large number of initiatives and projects have been developed: approximately 700 on the North Campus and over 250 on the South Campus, including congresses, workshops, talks, spiritual or networking events, offering students the chance to lead active university lives. Some of the projects that were set in motion include:

- **Vívelo (Live It!):** students and graduates were invited to participate in a deep reflection on the Charisma of the Regnum Christi and to examine this adventure through the lens of the time-honored FESAL experience.



- **+HUMANO:** eight forums were held over the course of the year, addressing topics such as motivation, prevention and mental health, equality and respect for life, among others.
- **Reinvent yourself and put your talents to use:** over the course of three days, virtual conferences were conducted, including the Employability Panel of the Top Companies, with the participation of the CEOs of BMW, Nestlé, Kidzania, JP Morgan, Liverpool and Genomma Lab, with the goal of offering professional tools and of promoting our students in the business world.
- **Anahuac Talks:** this series of talks addressed numerous topics of interest that have contributed to the personal and professional growth of those present. The guests included lawyers, environment experts, social entrepreneurs, Catholic leaders and leaders from the Jewish community, as well as politicians and reporters.
- **International Behind Congress: The Person Behind the Success:** with the participation of Zev Siegl, cofounder of Starbucks; Kurt Groenewold, BBVA director of sponsors; Andrés Martínez, president and founder of Dr. Sonrisas; Marisol Argueta, member of the World Economic Forum; Gustavo Pérez Berlanga, director





of Social Responsibility of Toks; Rodrigo Loeza, cofounder of Prepa In, and Mikel Arriola, president of Liga MX.

- Women's Month: more than 18 events were realized online, including conferences, videos, information on social media, podcasts and testimonials, aimed at delving deeper into the challenges faced by women and the contributions made by women in the various fields and social environments (business, health, family, politics, sports) as a way of recognizing women and of motivating others. A number of professionals and international leaders, all graduates of Anahuac, participated in the event, sharing their personal and professional stories with more than 1,400 students.

For the second time in the association's history, the Student Societies Federation (FESAL) conducted their election campaigns virtually, through which students selected their representatives by voting on the Virtual Electoral Platform, which was developed at Anahuac University.

The FESAL Awards ceremony for the academic year 2020-2021 was held this year. During this closing event, the University made special mention of the 18 participating Student Associations, ADEFA and FESAL, and sent off 370 graduating students who were part of the Student Societies Federation on the South Campus.

The event also celebrated the beginning of the 2021-2022 academic year, marked by the swearing-in ceremonies. We received over 385 student representatives from the South Campus and 500 students from the North Campus. The event welcomed many special guests, including engineering alumnus Andrés Múgica—who was the FESAL president in 1988-1989 and class sponsor—in addition to members of the university's executive body.

FESAL, the highest representation of the student body, organized numerous events during the year to create channels of communication between the students and the executive team, addressing concerns and proposing solutions to the challenges that arise, both in the standard operation of the university, and in dealing with the constraints of the pandemic and returning to on-campus activities.

Foreign students and the Anahuac Foreign Student Association (ADEFA) celebrated Foreign Day virtually. Unders-

tanding the importance of maintaining unity within the community, during the first semester of 2021, the association created forums where the students of different years and states could share their experiences and build new long-distance friendships. In an attempt to enrich the education that our university can offer students and to ease the transition from high school to university, Anahuac has also created a Survival Guide for Foreigners, an interactive resource that provides students valuable information about moving to Mexico City (sites to visit, emergency numbers, nearby hospitals and pharmacies, the university directory, churches and mass schedule). This guide was shared with the new foreign students at the Integral University Welcome (BIU) program. Anahuac University also created the Anahuac South Campus Educational Model for Foreign Students, which seeks to develop and implement all educational and accompaniment resources created for students, in addition to associations, events and services, including Anahuac Foreign Student Association (ADEFA), the Anahuac Accommodation System, residency partnerships and institutional events. This model also seeks to meet the specific needs of staff and to contribute to their personal growth.

Finally, the Anahuac Scholarship System allows the University to continue to invest in the education of over 1,500 scholarship recipients, allowing them to develop their skills and talents making them more competitive on the employment market. The students of the first and second semesters were the first to implement the Integral Formation Activities (AFIS) program as part of their scholarship service, the very service that is offered by the Vice President's Office of Integral Formation with the objective of helping new students to get involved in university life and to commit themselves to their education as part of their scholarship service. Over the course of this year, in a joint effort between the departments of Sports, University Pastoral Care, Arts and Social Commitment, 95 activities that contribute to their integral formation were made available to scholarship recipients.

Sports

During this year, in addition to international competitions, students pursued their physical education remotely and representative teams received training. During the first semester, competitions were virtual; during the second semester, the activities were conducted both virtually and in-person.



Sports activities were rebooted by the University's sports forums in a few isolated National Championships and tournaments.

Anahuac University also participated in in-person tournaments of the National Student Sports Commission of Private Institutions (CONADEIP), National Council of Educational Sports (CONDDE), Student Basketball Association (ABE) and the National Student Organization of American Football (ONEFA).

Some **794 students** signed up for the representative teams in one of **26 sporting** activities or other disciplines:

- Chess
- Athletics
- Cheerleading and dance
- Basketball
- Baseball
- Fencing
- Sport climbing
- eSports
- American football
- Fast football
- Soccer
- Golf
- Judo
- Karate
- Swimming
- Padel
- Rugby
- Softball
- Tae Kwon Do
- Tennis
- Table tennis
- Flag football
- Triathlon
- Archery
- Indoor volleyball
- Beach volleyball



National Achievements

- 1st place at the National Karate Championship
- 2nd place at the National eSports Championship (FIFA20 modality)
- 2nd place at the Nation Online Chess Championship
- 2nd place nationally in badminton awarded to Paula Lozoya
- 3rd place at the National Smash Bros Championship
- 3rd place at the National Baseball Trivia Championship
- 3rd place in Sport Climbing awarded to Valeria Macías
- 3rd place at the Open Tae Kwon do Tournament awarded to Renata García

Key Participants in National and International Events

- Brenda Escudero in the World Archery Championship
- Brenda Irupe Salazar in the World Artistic Skating Championship
- World University Online Chess Championship
- National Championships in rugby, softball, basketball and swimming
- Team of collaborators of Anahuac University at the World Corporate Online Chess Championship organized by the International Chess Federation
- Golf team at the International Mexican Championship
- Fernanda Jiménez on Anahuac's swim team at the International Swimming Open in Puerto Rico
- Irina Segura on Anahuac's triathlon team at the Ironman 70.3 World Championship

International Achievements

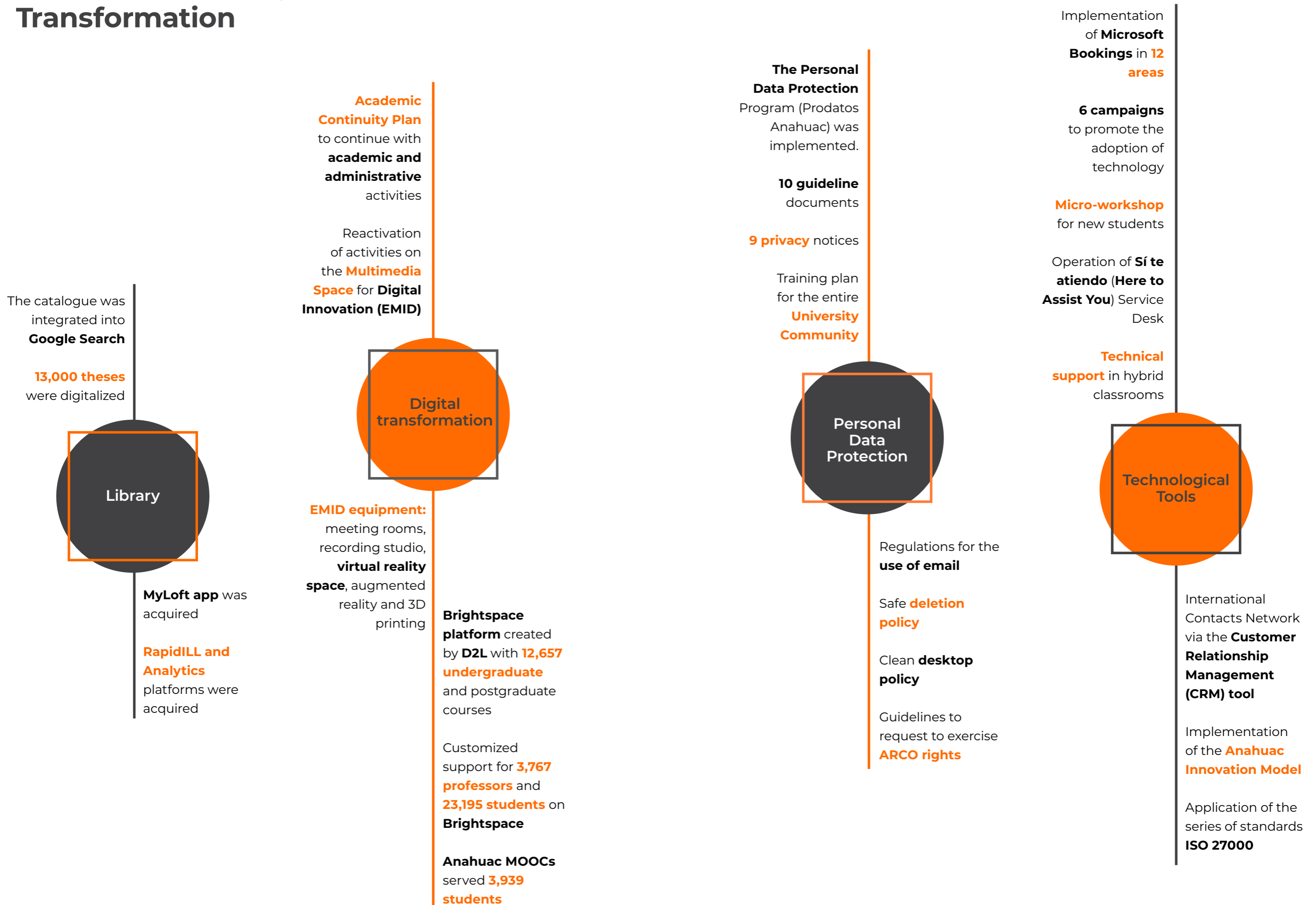
- Olympic Games
- Guillermo Ochoa and Sebastián Jurado, in men's soccer: Bronze medal
- Paralympic Games
- Diego López, in swimming: Gold medal in 50-meter freestyle, Silver medal in 200-meter freestyle and Bronze medal in 50-meter backstroke

- María José Real on Anahuac's swim team at the International Swimming Open in Puerto Rico
- Robin Jara on Anahuac's judo team at the Pan-American Judo Cup, the Pan-American Super Cup and the World Judo Juniors Championship
- Santiago Blanco at the Mare Nostrum, a swimming series in France
- Sofía Camarón at the Junior World Fencing Championship in Egypt
- 18 athletes participated in the Tokyo 2020 Olympic Games
- 5 athletes participated in the Tokyo 2020 Paralympic Games

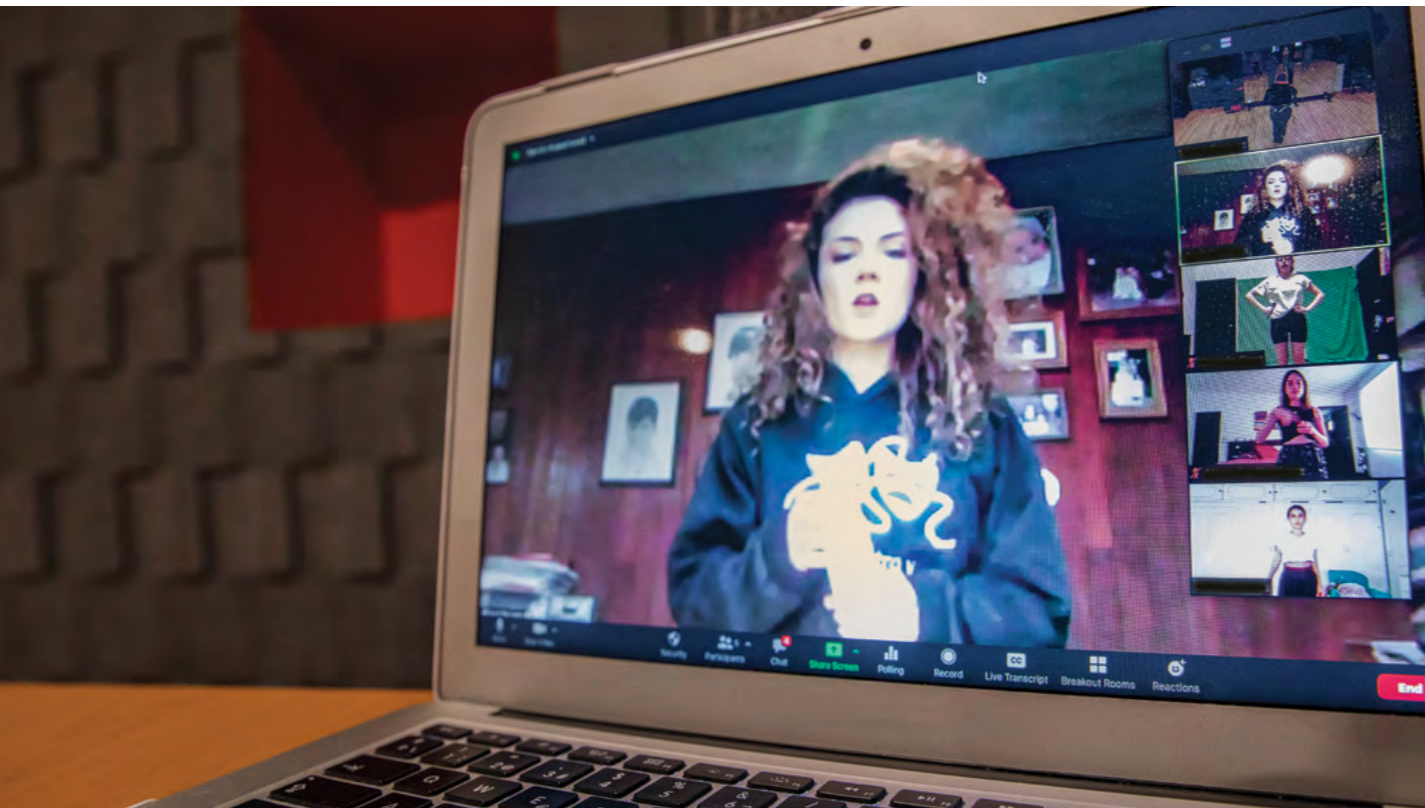


Innovation and Digital Transformation

Innovation and Digital Transformation



IN MARCH OF 2020, due to the pandemic, we were forced to physically vacate the campus and to continue with all academic and administrative activities remotely. This was made possible thanks to the Academic Continuity Plan, which passed through several phases and allowed us to continually reinvent ourselves. Unquestionably, during 2021, we were constantly reminded of the value of technology, which served us in this moment of crisis.



Digital Transformation

From the academic point of view, technology has allowed us to continue to offer comprehensive education and quality training online. Eventually, we were able to return to campus through the use of a mixed modality.

To respond to the technological challenges that this year presented for teachers, the activities on the Multimedia Space for Digital Innovation (EMID) were reactivated upon returning to campus, offering these services to academic and administrative personnel with the goal of encouraging the development of technological skills and aptitudes, generating learning experiences with the most advanced technology for recording audio and video, creating multimedia content, virtual classes, training and other activities.

We managed to supplement Multimedia Space for Digital Innovation (EMID) tools with cutting-edge technology, based on the needs of different settings and the different spaces available: meeting rooms, recording studio, virtual reality space, augmented reality and 3D printing. Guided visits were offered schools coordinators with the goal of raising awareness of the potential of these spaces experientially. Each month, approximately 80 reserves were received by our teachers in order to make use of this technology.

Alongside the academic online courses offered by Anahuac University of Mexico City, the university implemented the use of D2L Brightspace as an institutional technological platform for the opening of 12,657 undergraduate and postgraduate programs as part of the University's educational innovation strategy. These programs were organized in the following way:

In 2021, we offered video tutorials, informative dia-

UNDERGRADUATE			
	Courses	Teachers	Students
North	8,655	2,323	16,542
South	2,671	838	4,204
Total	11,326	3,161	20,746

POSTGRADUATE			
	Courses	Teachers	Students
North	1,126	479	2,044
South	205	127	405
Total	1,331	606	2,449



grams, guidelines and personalized service through video calls, online support chats and email in order to offer training on the use and adaptation of this platform. These efforts provided support to a total of 3,767 teachers and 23,195 students on both campuses.

With the goal of ensuring that academic and administrative staff adopt these technological tools, the Center for Technology in Education (CTE), through the School Development Center (CEFAD), has designed and implemented Brightspace basic and intermediate courses and Brightspace exam writing workshop. Moreover, we offered training courses and support materials designed for teachers on the use and creation of digital content, with support tools to encourage active learning, like PowToon, Genially, ScreenCastify, Perusall and EdPuzzle, among others.

The center also worked in collaboration with the Executive Office of the Anahuac University Network in an effort to synchronize the system containing student academic data with D2L Brightspace. This will enable automated student enrollment and course creation, and it will facilitate the integration of technological support tools that aid the educational process, like Teams, Zoom, Turnitin and Respondus's Lockdown Browser, a tool that locks down the texting environment. Some of the data stored in the student information system, also known as the banner, in-



cludes: the program in which the student is enrolled, his or her start and graduating year, school, as well as academic status. Another important mission includes the efforts made in collaboration with the Library Division to integrate the digital library into the platform.

Anahuac University in Mexico City continued offering massive courses available to students across Mexico and around the world (Anahuac MOOCs), notably the United States, Spain and Latin American countries, like Mexico, Colombia, Venezuela, Peru, Argentina and Chile.

The University continued to work with the international platforms edX and MiríadaX, and this year, we incorporated new projects in the design of courses, representing a significant development. What's more, these projects advocate upskilling (the development of new skills and aptitudes for a person's profession or current position) and reskilling (the development of new skills and aptitudes for a new position or profession), and the practicing of leadership skills, strategic direction and negotiation.

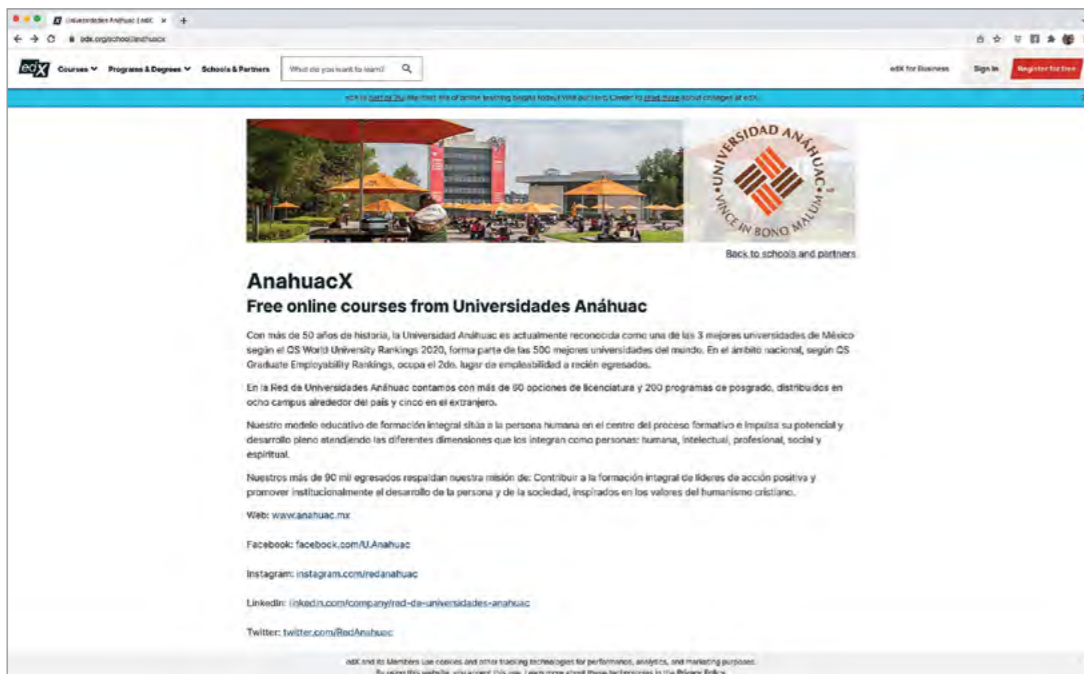
Also in 2021, we received a total of 3,939 participants in the following courses:

- Bioethics and Biolaw, first edition (May 2021)
- Hospital Bioethics Committees, third edition (May 2021)
- Palliative Care, third edition (May 2021)

- Introduction to Bioethics, third edition (May 2021)
- Hospital Ethics Committees, third edition (June 2021)
- Introduction to the Operating Room, third edition (June-August 2021)
- Bioethics for All, seventh edition (July 2021)
- Taking Care of Your Mental Health, first edition (July 2021)
- Introduction to Translation Studies, first edition (July 2021)
- Introduction to the Operating Room, third edition (June-August 2021)

Similarly, the CASE-Fundraising Certificate program, second edition was revised and the new Partnership with Graduates Certificate program was developed, which was headed by the Council for Advancement and Support of Education (CASE), with the help of Santander Universities and developed by the team at Anahuac University's Center for Technology in Education (CTE) on the edX EDGE platform.

In recognizing the need to constantly reinvent



The library is the place where knowledge and information are united and then disseminated throughout the community. It is here, in our libraries, where digital technology has finally arrived, and has consequently transformed them. The following actions in this area have been carried out:

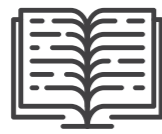
The library catalogue was integrated into Google Search, enabling users to access this data, which consists of a total of **557,983 records**

13,000 theses were digitalized
Offering users access to all theses from Anahuac University in digital format

This process then prompted the integration of all Anahuac publications onto the library system, in a bid to augment their visibility. These publications include:



490
journal articles



156
books and chapters



136
posters from the Research Department

Our University headed the following projects within the **Anahuac University Libraries Network (REDBIBA):**

- 1 Construction of web pages for the university campuses of Puebla, Mayab, Oaxaca and Querétaro
- 2 Implementation of the Library Mobile app, which is in the final stages, for all libraries of the Anahuac University Network
- 3 Acquisition of the MyLoft app to allow users to build their own personalized library directly on their phone or computer
- 4 Creation of a work team with the objective of generating projects of technological innovation for all libraries of the Anahuac University Network
- 5 Implementation of WhatsApp service for all sites of the REDBIBA Network
- 6 Support for the new Córdoba campus to integrate its catalogue into the ALMA system, which is a platform to access library services

The University also acquired two important platforms:

RapidILL

A world interlibrary loan system that places more than 35,000 of the most important libraries in the world at our disposal, allowing users to receive requested books and articles in less than 24 hours.

Analytics

The object behind the Catalogue Standardization System project is to design a standardized catalogue for the REDBIBA Network and to allow students to consult all library collections across the various campuses.



ourselves as an institution, adapting our cognitive skills to the changing demands, we have focused on the efficient use of our resources, and on the way in which we operate and deliver our products and services, both academic and administrative, with the goal of offering greater quality and agility, minimizing the digital gap and placing technologies at the service of humankind in a safe and accessible way for all.

As a result, the structure of the technological area has been revamped and the procedures and services that are offered on both campuses have been unified. The Information Technologies Department (DTI) was changed to the IT Operations Department (DOT) for both campuses, assigned to the Vice President's Office of Finance and Administration. Today, DOT is in charge of running the computer rooms, the data networks, servers, personal and laptop computers, IT systems that support academic and administrative operations and academic software licensing, among other information technology services.

Also in 2021, the University created the Innovation and Digital Transformation Department (DITD), which is part of the Planning, Evaluation and Innovation Department.

This new division closely analyzes and selects the mega trends of digital technology and subsequently develops sustainable and innovative processes and activities that generate skills and aptitudes to face the demands of today's market.

The goal of the DITD is to facilitate innovation throughout the University Community in order to improve primarily the following areas:

- Administrative and scholastic services and operations
- The intelligent use of data owned by Anahuac University in order to ensure the proper use of this data.
- University life and experiences
- Academic quality and educational activities
- Research topics that have social impact

Protection of Personal Data

It is clear that Intelligent Data Analysis (IDA) is crucial in decision making and in discovering new data and can reinvigorate our efforts to achieve our goals at Anahuac University. The large quantity of information, variety and speed with which data is generated requires an analysis department that can develop statistical learning models and allow us to improve our processes and results, like, for example, the increased retention of students or improved performance on Undergraduate General Examinations (EGEL), in addition to adherence to the requirements set by the various organisms, including the Ministry of Public Education (SEP), the National Association of Universities and Higher Education Institutions (ANUIES), Federation of Private Mexican Institutions of Higher Education (FIMPES), as well as national and international accrediting agencies and rankings. The innovative process of digitalizing data allows users to find new ways to achieve results based on high quality, with greater ease and shared responsibility.



Committed to guaranteeing the protection of privacy and personal data of the University Community, Legal Management has implemented Anahuac University in Mexico City's Personal Data Protection Program (Prodatos Anahuac) to ensure that the operations of the University's academic activities are conducted in accordance with the best national and international standards and practices with respect to the protection of personal information.

The Personal Data Protection Commission is composed of the following 11 divisions of Anahuac University: Vice President's Office of Academic Affairs, Vice President's Office of Integral Formation, Vice President's Office of Finance and Administration, Pre-University Assistance and Admissions Office, Scholastic Administration and Regulations Office, Human Capital Office, Institutional Communication Office, Graduates' Department, Postgraduate Studies and Continuing Education Department, IT Operations Department and the Innovation and Digital Transformation Department. And in 2021, the Personal Data Protection Commission issued and approved the following projects:

<p>10 </p> <p>documentaries, which address how we can anticipate and respond to possible threats to the protection of personal data</p>	<p>9 </p> <p>privacy warnings in the handling of personal data on nine different information channels</p>
<p>2 </p> <p>virtual training programs to build awareness of the protection of personal data</p>	<p>1 </p> <p>update to privacy notices in terms of cookie policies</p>

Given the collaborative efforts of the commission, Anahuac University has succeeded in becoming a prime example of how to properly handle sensitive information and how to prevent the rights and liberties of the members of the University Community from being affected by these measures.

5
actions taken to protect personal data:

Training Plan for the Protection of Personal Data of Anahuac University in Mexico City

It is important that the members of Anahuac Community in Mexico City appreciate the importance of having the right to the protection of personal data through different tools that prevent, identify, and if necessary, that inform people of the way in which to proceed in the event of the improper use of personal data.

Guidelines to establish the internal procedures to request to exercise ARCO rights

These guidelines outline the rules to be followed when receiving, processing and handling requests for ARCO rights submitted by individuals from Anahuac University in Mexico City, as well as the resolution, notification and submission of the information.

Regulations for the use of Anahuac University in Mexico City's institutional email address domain name @ anahuac.mx

The goal behind these regulations is to establish standards of usage that should be followed by users of Anahuac University in Mexico City's institutional email address.

Safe Deletion Policy

This policy sets out procedures to be followed in accordance with the international standards on the deletion of personal data and must be declared upon the moment this data is collected.

Clean Desktop Policy

This policy applies to the protection of any type of information, in any of its forms and that may be contained on desktops, workstations, portable computers, optical media, magnetic media, paper documents, and in general, any form of information that is used by the University Community.

Technological Tools

We are in the process of building an organizational development program for the use of digital technology with the goal of ensuring that the University Community implements our technological tools. The following are among the most outstanding that have been developed:

- More than 12 administrative and academic areas implemented the use of Microsoft Bookings to digitalize and improve the support offered to students and professors.
- Six campaigns for the adoption of technology have been conducted via webinars to promote the use of platforms and software programs with those offered by the University.
- In partnership with the Center for Technology in Education (CTE) and under the aegis of the Integral University Welcome (BIU), a micro workshop was created for new students with the goal of raising awareness of the technological tools that they have at their disposal throughout their university studies.



- Sí te atiendo (Here to Assist You) Service Desk was launched, which is an emergency or incident response unit that offers access to a variety of different services, including General Services, Maintenance, Scholastic Services, Transportation, Parking, Finances, Brightspace, CERAP, etc. This system provides assistance to the University Community and represents additional support to users, alongside the WhatsApp service and the Anahuac Systems Self-Service (SUAS).
- Our personnel offered technical support in hybrid classrooms under the IT Operations Department (DOT). This project represented a cost of three million pesos.

In a bid to improve the digital experience of our web services, the student information system (banner) was updated to the latest version, in order for users to access their academic information and to enhance course selection, course planning, among other functions, via their Anahuac email account.

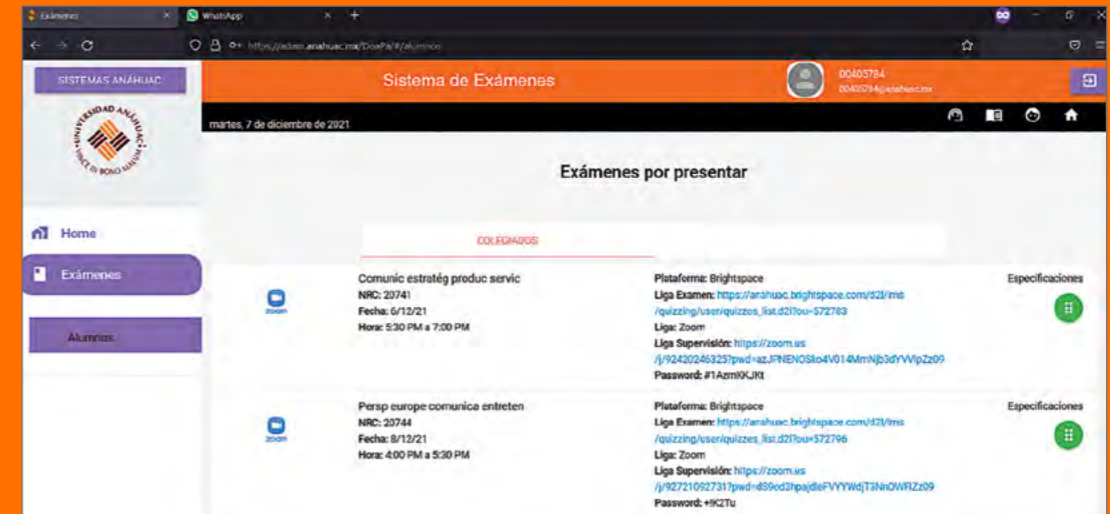
What's more, the International Contacts Network was generated through the Customer Relationship Management (CRM), which allows users to connect with national and international professors and diplomats.

Many administrative and academic processes require new formulas to resolve problems and achieve effective results. With the purpose of driving the innovative development of our institution, the University has designed and implemented the Anahuac Innovation Model based on flexible methodologies, SCRUM and Design Thinking, among others. This project started with the reinvention of the tools used by university directors for decision making and was employed to build an intuitive instrument in assessing the quality of academic programs. The results of this project were outstanding.

With the goal of offering efficient service in a variety of academic and administrative processes, we also enhanced our Systems Department by automating a number of procedures through the development of systems and the use of digital platforms that respond to the needs of various departments, schools, and attend to the various internal and external users, offering a better digital experience.

The following systems were developed to automate a number of the primary academic and administrative processes:

- Social Services: System that allows for a detailed follow up of each request submitted by candidates who wish to conduct their social service at the University.
- Internationalization I18N: Process designed for the enrollment, admission and management of national and international exchanges offered to students at Anahuac University.
- Election Days: System to elect the representatives of ADEFA, ASUA and FESAL through one of the platforms intended for undergraduate students. The administrator can manage participants, candidates, ballots, students from Mexico City and from other parts of the country.
- Issuance and distribution of QR certificates: Issuance of electronic certificates, PDF and SEP-format XML files. The system generates certificates that include a QR code, which validates document authenticity. Additionally, the user can consult and download their certificates (degrees and awards) on the system, which is equipped with a two-factor authentication to safeguard the security and integrity of personal data.
- Request and issuance of school administration certificates: Individuals can request a specific certificate, which validates the student's status (academic level, debts, deductions, program of enrollment, prior period, etc.) with the possibility of issuing the following documents:
 - Grade transcripts
 - Certificates of acceptance, enrollment, accreditation and semester amounts.
- Peer evaluation system: Access to visualizing dates, links to final peer evaluations (Brightspace) and links for student and teacher supervision (Zoom). It also facilitates the creation of links to Zoom for supervising peer evaluations.



- Social media ranking: System used to control and evaluate social media statistics (on Facebook, Twitter and Instagram) of each university department and school.
- Leadership credits: Designed to manage courses, visits and workshops for students at the School of Economics and Business.
- Sí te atiende (Here to Assist You) Service Desk: System used to monitor and manage requests and incidents that emerge from the various systems hosted on Anahuac Systems (SUAS).

To continue to improve the security systems, the University has implemented the following:

- Improvements to the security and monitoring system on the South Campus, including more cameras that are placed in strategic places, allowing us to create a safer campus.
- A monitoring system that helps to ensure health measures are being respected by reporting when violations are detected, such as the crowding of students, people failing to use facemasks, etc.
- Upgrades to the fire alarm systems on the South Campus. On the North Campus, the system has been installed in the following buildings: Anahuac Research and Strategic Development Center (CAIDE), the President's Office and Health Sciences.
- The introduction of a reservation application to improve transportation services, allowing users to reserve a seat, and therefore, reducing overcrowding by 100 %.
- Digital ID cards for students, and for groups of interest, including teachers and graduates.
- The creation of the graduate's roster in an effort to continue with the bank transfer system implemented in 2019 and the service provider registry system implemented in 2020.
- Automatic invoicing service for parking payments at the invoicing kiosk.

It is important to remember that at Anahuac, we believe technology should be at the service of the individual.



Everyone should make an effort to learn about and take full advantage of what technology has to offer. In light of this, the University has built a digital culture to raise awareness among the members of the University Community.

Today, cyber security plays a fundamental role in our strategy to protect personal information. This year, our institution built a Data Security Program and we have conducted continuous testing on our vulnerabilities on both campuses. In a bid to strengthen these vulnerabilities, we have offered training programs to our information security team and we have added protection equipment along the exposed perimeter of the voice and data network to render the security line more robust. Additionally, we have created a system to respond to incidents.

Finally, we have also unified the list of recommendations for the application of standard ISO 27000 on both campuses. We have created a team specialized in information security and cyber security and we have devised a plan to ensure our system is better equipped to counteract information security risks.



Community at the Service of Mexico

Community at the Service of Mexico

26th edition of **ASUA Builds**

Reforestation of the Guadalupe Sierra, State of Mexico, with the planting of **2,500** trees

Collection of **over 6,000** donated items for people affected by hurricanes



Creation of the **Volunteer Management Model**

224 projects with **4,466 volunteers** and **3,774 people benefitted**

Integral Management Model for University Social Responsibility (MGIRSU)



Development of the **System of University Social Responsibility**

Anahuac University was recognized as a Socially Responsible Enterprise (ESR) for the **tenth consecutive year**

Creation of the **Anahuac Graduates app**



More than **60,000 graduates**

Updating of data in collaboration with **LinkedIn**

150 partnerships were consolidated

149 corporate professorships

16 research professorships were signed



17 collaboration agreements with business associations and chambers of commerce

TODAY, UNIVERSITY TEACHERS and students seek the truth and this truth can be found at Anahuac University. We share, as a group, an educational project and we strive to build a communitarian vocation. Anahuac University seeks to become a community that not only learns but also helps others. We strive for excellence and leading-edge research and we strive to be a community recognized for its strong moral and human values. We aspire to be a community that contributes to the building of Mexico, a country that despite the current obstacles continues to inspire our commitment and social responsibility.



Social Commitment

To this effect, in the year 2021, the Social Commitment Department directed students who seek to respond to the needs and social reality of our country, toward concrete social impact projects. An example of this is the reforestation project conducted in the Guadalupe Sierra, in collaboration with the municipality of Tlalnepantla in the State of Mexico. Within this project, 360 volunteers planted a total of 2,500 trees. Moreover, in response to recent natural disasters and the state of the nation in the face of the COVID-19 pandemic, the University succeeded in collecting over 6,000 donated items of basic necessity for the population affected during the hurricane season, in collaboration with the CADENA association. Moreover, we collected approximately 70,000 isotonic drinks in partnership with PISA Laboratories, which benefitted various points of distribution of the Red Cross and the Ministry of National Defense (SEDENA), as well as the vulnerable population.

During the summer months, the 26th edition of ASUA Builds was held. Numerous administrative staff, graduates, teachers and students, who once again showed their social commitment and humanity, participated in the event. On this occasion, while adhering to all safety measures in light of the pandemic, a house was built for the Lagos Cañas family.

In addition, we made some progress in our commitment to professionalize the volunteer program, by investing in the development and creation of social impact projects. An example of this was the partnership with the Primate Archdiocese of Mexico to address the overall health of its community, made up of close to 1,500 people. The project was successfully carried out thanks to the help of various health professionals of the University Community, including both teachers and graduates.

Our University also developed a Volunteer Management Model, whose methodology includes a social diagnosis, a project management platform and a calculator to measure the evolution of the situation. The Mexican Center for Philanthropy (CEMEFI) acknowledged these efforts with the recognition Best University Practices in the Promotion of Citizenry Engagement.

At Anahuac University, the volunteer program is part of the DNA of the majority of the members of the community. Proof of this are the 224 projects that were carried out during 2021, with the help of 4,466 volunteers, reaching a total of 3,774 individuals who benefitted from this assistance.

Social Responsibility

As part of Anahuac University in Mexico City's commitment to social responsibility and sustainability, during the year 2021, we continued to pursue the implementation process of the Integral Management Model for University Social Responsibility (MGIRSU) in all departments, schools and executive offices of the university. Each of these bodies submitted their 2021-2024 Action Plans to the Committee of University Social Responsibility, based on their self-assessments realized in 2020.

These plans include formal actions, in which each area is expected to participate up until 2024. The goal is ambitious and involves mainstreaming university social responsibility, rendering them part of the main operations of our institution, via the training of socially responsible

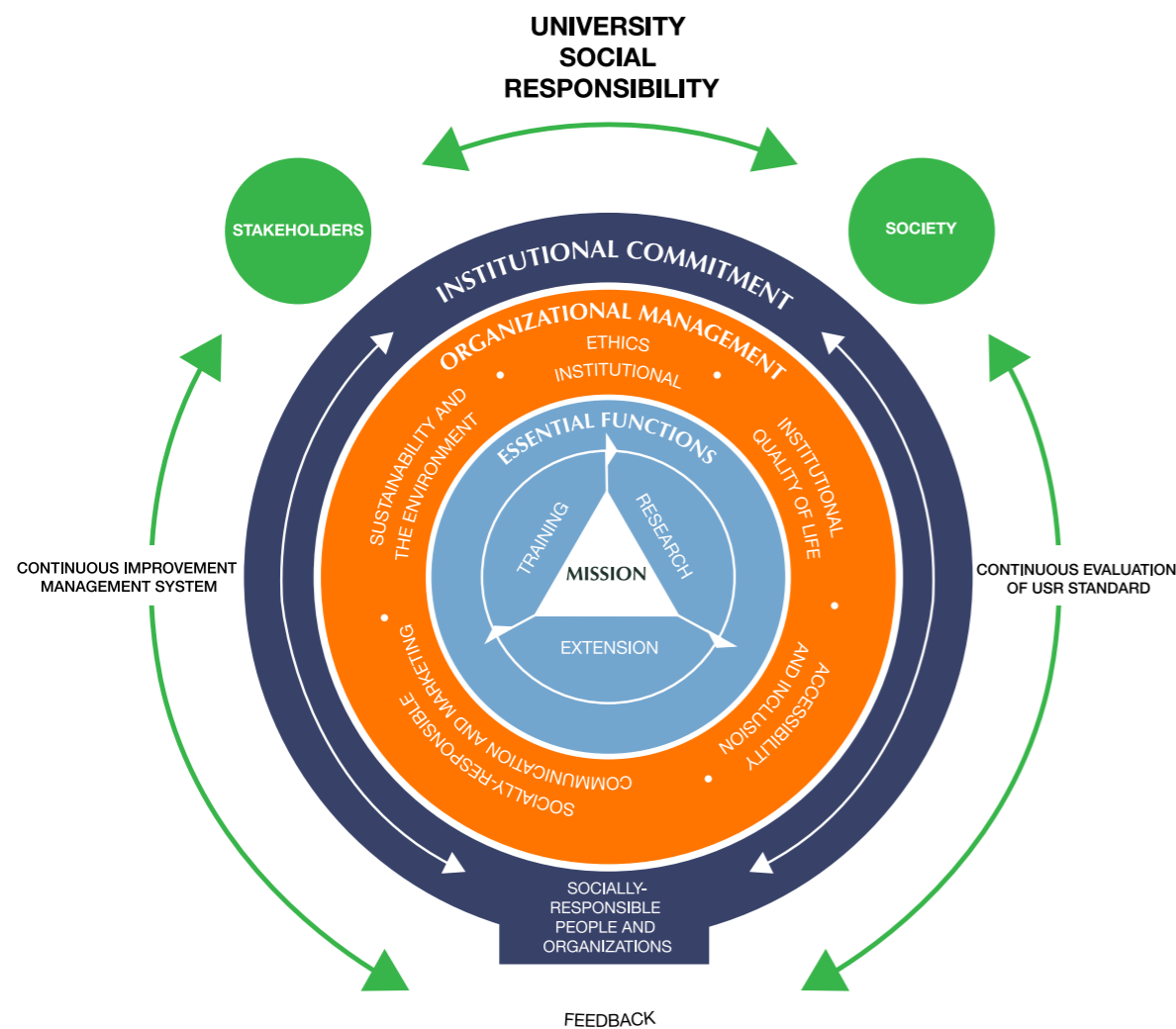


professionals and citizens and the generation of research projects with social impact. It is also important to include the community by means of cultural diffusion and knowledge sharing, social commitment, partnerships and continuing education. This project also encompasses the improvement of ethical behavior and the quality of institutional life, care and preservation of the environment, accessibility and inclusion, as well as socially responsible communication and marketing.

In order to continue to press forward with this commitment, the University's strategic plan outlines a current annual goal of at least 25 % of the established actions. During 2021, we managed to achieve 55.2 %, which represents double our goal thanks to the commitment and support of all participants during this process. This plan was coordinated by the School of Social Responsibility and the Center for Corporate Responsibility and Sustainability (IDEARSE).

We also embarked on the development of a System of University Social Responsibility, which will allow us to concentrate and integrate the efforts of compiling and analyzing information and findings related to the Integral Management Model for University Social Responsibility onto a single platform, along with other processes related to social responsibility and sustainability. We have been recognized as a socially responsible university and have received positive reports and rankings vis-à-vis the Sustainable Development Goals (SDG).

More precisely, in 2021, Anahuac University in Mexico City was awarded the Socially Responsible Enterprise (ESR) Distinction



by the Mexican Center for Philanthropy (CEMEFI) for the tenth consecutive year and our University participated in the 2021 edition of Times Higher Education (THE) Impact Ranking for the second consecutive year.

At our University, we encourage the building of a culture that recycles organic and inorganic waste, we have residual water treatment plants on each campus—these plants are in good working order but are currently operating at a lower capacity due to the pandemic.

The rain water treatment plant treated 956,000 liters, equivalent to 965 m³.

We have also continued to convert conventional lighting to LED technology. The following buildings are as of now 100 % converted to LED lighting: The University Chapel, Parking Garages E1 and E3, School of Health Sciences, and soon the CAD, President's Office and Postgraduate buildings.

Graduates

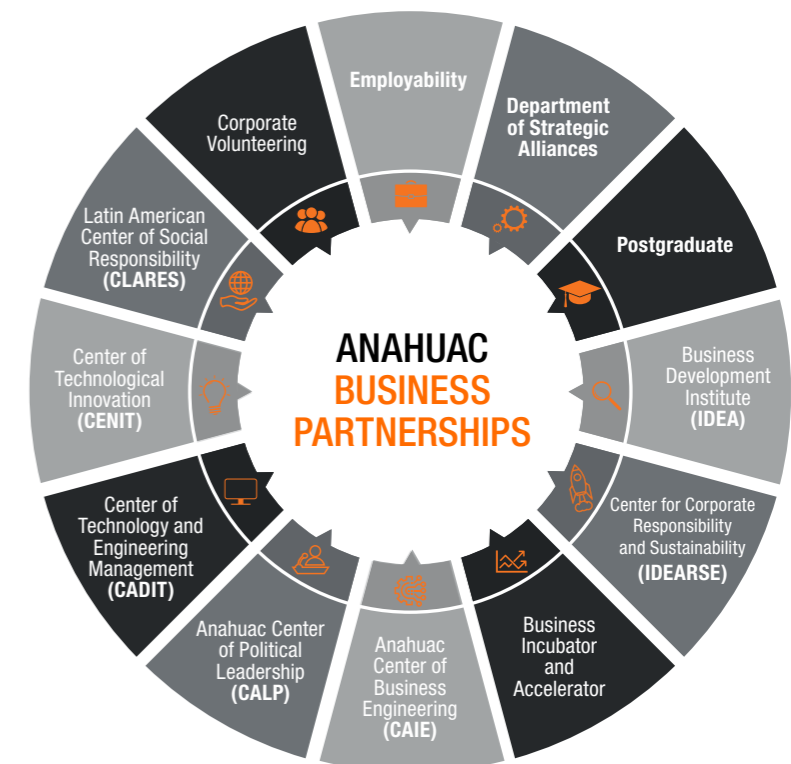
At Anahuac University in Mexico City, we know that the most visible fruits of our labors in society and the greatest achievements of our mission are our graduates, who make up over 60,000 men and women involved in practically all areas of society. This commitment drives us to ensure that we keep their information on file, a constant and indispensable undertaking, and to increase the number of graduates who participate in the various services and reap the benefits of Generation Anahuac, which is a program that has been in operation for more than three decades and allows us to stay connected with our graduates.

In an effort to offer services to our graduates and to maintain communication, it is critical to keep their contact information up-to-date. This requires not only an efficient updating system but a team of competent staff who can handle the arduous task of keeping this critical data current. Our greatest challenge was to incorporate the latest digital technology, which advanced at an incredible rate due to the pandemic. In all, the progress we made with our first campaign to upgrade the digital technology in collaboration with the professional network, LinkedIn, was very positive.

Through these actions, we have managed to strengthen the Anahuac Graduates app, which not only helps to manage contact information, it offers graduates valuable opportunities, such as discounts on airlines, restaurants, hotels, to name just a few. These efforts have allowed us to reach over 6,000 graduates.

Partnerships

For Anahuac University in Mexico City, it is a priority to build alliances and partnerships with the nation's production sector. This is a reality that has been achieved through the continuous efforts made over many years through the programs Corporate Professorships, Research Professorships, collaboration agreements with business associations and chambers of commerce, alliances with business leaders, all of which come to life and offer a dual utility thanks to the Anahuac Business Partnership Model, based on 16 concrete partnerships.



In view of these actions, the Anahuac Business Forum, which recognizes the organizations partnered with the University, has become considerably relevant. This year, the University held the fourth edition of the Anahuac Business Forum, during which the following alliances were recognized:

- Santander Corporate Professorship in the Business-Academic Partnership category
- P&G in the Employability category
- Anahuac-BD Professorship in Health Systems in the Research category

Among the many collaborative actions taken with the three levels of government, we would like to highlight the agreement signed with the Presidential Office of the Republic and Anahuac University's Department of Social Commitment, which allowed us to launch projects such as the Book Drive for the National Reading Strategy, generating a donation of over 600 books, which were given to the public libraries of Mexico City, as well as the donation of books and shelves for public libraries affected by natural disasters. This is the case for the second book drive for community libraries at Rancho Flores in the Sierra Mixe in Oaxaca, where 300 books were donated to the Flor project. Another 120,462 editions were recovered from a number of institutions from Cotija, Michoacán, including the Inter-American University for Development (UNID), La Paz College and four public libraries.

Collaborations with the Mexico City government have remained constant. Since the month of September 2020, Anahuac University has worked closely with the local administration in drawing up guidelines for the Safe Return to on-campus activities within the context of the pandemic. The University has also strengthened ties with the Mexico City government through the Ecos Network, the Resilient University Group and the Safe Paths Program.

The concept that Anahuac University in Mexico City is at the service of the nation is not just an aspiration, it is a reality that has been alive and well since the birth of our institution.

As an academic community that aspires to become leaders of positive action, we are ready and willing to offer our contributions to the nation and to society.





Anáhuac
México

Institutional Development

This program offers support to students through the **Anahuac Mexico Solidary COVID-19 Support Program**, and to graduates through the **Postgraduate Educational Credit**



Solidary Support

There were **no increases in student fees**

New Master Plan to respond to the needs of the university community

Adherence to the **Official Mexican Standards of the Ministry of Labor and Social Welfare (STPS)**



Infrastructure

NORTH CAMPUS

Installation of the **panoramic elevator** for the **Main Auditorium** and various buildings

Remodeling of the **library's** computer rooms, as well as **Human Capital, Internationalization, Postgraduate, President's Offices** and the **Parquet Hall**

Adaptation of the **Psychology Clinic** facilities

SOUTH CAMPUS

Expansion of Mac computer rooms at the **Computer Center**

Reconditioning of the **Auditorium** of the **President's Office building, Vivarium,** laboratories and **workshops** of the School of **Engineering** and halls of the **School of Design**

Remodeling of the vestibule in Tower 3 and the President's Office, the Offices of the Sports Department, Genera Business Leadership Program and the Startup Incubator

Development of the integration and identity campaign Leonízate



Institutional Communication

Radio Anahuac's 10th year anniversary

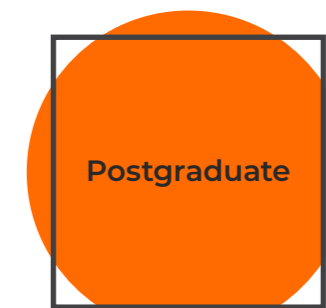
We Are Anahuac newspaper and **Logros magazine**, available in print and digital format

We Are **Anahuac App** with **22,143 downloads** and **1,586,319 sessions** in 2021



New Students

Close to **3,000** new students



Postgraduate

Studies and Continuing Education Alliances

25 new agreements with the Public and Private Sectors

302 agreements in effect, which contribute to professional development

FOR ANAHUAC UNIVERSITY, it is critical to offer the technological infrastructure to enhance the skills and talents of our Community and to provide spaces that offer a harmonious atmosphere in which we can comfortably conduct our activities. This is why, particularly in the context in which we find ourselves this year, it was of vital importance to enhance our campuses with physical and technological upgrades that further facilitate the completion of our mission and help us prepare for the return to on-campus activities in a safe and reliable way.

Infrastructure

The year 2021 was of particular importance owing to the decisions taken by our institution that pave the way toward a new phase in the evolution of our University: Anahuac Vision 2035 outlines the goals our institution aspires to meet by 2035, which will mark our 70th anniversary. Accordingly, this year represents a commitment to the future and to the academic infrastructure on both campuses, and to the support and improvement of the University's educational infrastructure, with respect to student residences and sports center on the North Campus and larger installations for the School of Health Sciences on the South Campus.

Progress was made on the new Master Plan, allowing Anahuac University, on both of its campuses, to respond to the needs of the departments, schools in a way that satisfies the qualitative needs of the University Community.

This year, we completed the Risk Atlas, whose goal is to identify the actions required to reduce damage in the event of an incident or emergency. Special attention was placed on civil protection. In this effort, the University continued to upgrade internal programs in the domain, including the participation and training of civil protection brigades.

What's more, we continued to implement the Official Mexican Standards of the Ministry of Labor and Social Welfare (STPS) and the standards set out by NOM-030 in terms of health and safety in the workplace. Earthquake simulations were conducted in the evenings, in order to build awareness among the University Community of what to do in case of emergency. Subsequent to the latest earthquakes, the University has continued to perform detailed assessments of the buildings on both campuses, coordina-

ted by the directors in charge of construction, with updated licenses. The report was positive on both campuses: all structures have been declared safe.

Thanks to the dedication of the trained personnel on both campuses, the University was able to guarantee that the facilities and equipment comply with the safety requirements to ensure the safety of the University Community. Also, four defibrillators were purchased for both campuses by virtue of Anahuac University's cardioprotective project.

To continue with the goal to equip the University with innovative and leading edge facilities and equipment, 55 improvement actions were realized, taking advantage of the lockdown of both campuses in view of the measures set out by the state and federal authorities during the pandemic.

Similarly, the year 2021 meant a categorical step toward the return to normalcy at the University. Despite the persistence of the pandemic, it was important for us as a University Community to continue to pursue Anahuac's mission faithfully. To this effect, great achievements were made to attract new students, while retaining current students, who are on their way to completing their degrees.





IMPROVEMENT ACTIONS

The most remarkable actions include:

NORTH CAMPUS

- Adaptation of the Psychology Clinic facilities
- Completion of the first stage of installing the fire alarm system
- Construction of the Gruta de la Virgin, close to the soccer fields
- X-Light ventilated facades for the Art School
- Installation and running of the elevators and service lift in the school buildings
- Installation of the panoramic elevator for the Main Auditorium
- Interior maintenance of the Chapel
- Parking project for the Anahuac Mexiquense Cultural Center
- Restructuring and remodeling of the laboratory building of the School of Engineering
- Other supplementary projects for the Art School (acoustic materials for the recording booths)

REMODELING OF:

Computer rooms in the Library building • Human Capital Offices, Internationalization and DOA in the Library building • Postgraduate Studies Building • Interior of the President's Office • Parquet Hall • Relocation of the medium-voltage lines within the perimeter of the premises

SOUTH CAMPUS

- Expansion of 4 Mac computer rooms at the Computer Center
- Replacement of classroom doors in all buildings
- Installation of a Telcel antenna to improve reception
- Installation of the fire alarm system in the Library and kitchens of the School of Gastronomy
- Installation of a ventilation system also in the kitchens in the Gastronomy Department
- Construction of storerooms for the Maintenance Department and School of the Arts
- Installation of new windows in classrooms
- Installation of air purifiers in closed spaces
- Reconditioning of the Auditorium of the President's Office building, Vivarium, storm drains of the President's Office building, laboratories and workshops of the School of Engineering and classrooms of the School of Design
- Renovation of the two elevators in Tower 3, washrooms in Tower 1, Library, lower level in Tower 3, cafeteria and Auditorium of the President's Office building

REMODELING OF:

Vestibule in Tower 3 • Vestibule of Auditorium of the President's Office • Offices of the Sports Department • Offices of the General Business Leadership Program • Offices of the Business Incubator

Postgraduate Studies and Continuing Education

At the Postgraduate level, one particularly important strategic goal for the University was to incorporate excellence programs that properly meet the needs of society and promote sustainable growth. The goal to increase the number of new students by 10 % was surpassed. Among these students, a total of 441 students, or 42 %, had scholarships to attend one of the programs, representing a total of over 60 million pesos. The current postgraduate scholarship plan has been in effect since 2018, but some modifications were made due to the pandemic and its impact on the nation's economy.

In addition to the scholarships, the University continued to manage the Postgraduate Educational Credit Program and the Anahuac Mexico Solidary COVID-19 Support Program, which afforded many incoming students and more advanced students the opportunity to continue their studies. It is important to underline that during 2021, student fees were not increased, which have been maintained fixed since August 2019 in support of our students.

The University worked on the renovation of the Anahuac Postgraduate building, inaugurated in 1997 with an area of 6,680 square meters. This massive project will offer students and teachers unique spaces owing to their layout, which facilitates increased creativity through innovative designs that promote collaborative learning.

The new building is equipped with leading edge technology, affording improved connectivity. Its classrooms, auditoriums, work areas and open spaces for social interaction are equipped with sound insulation and quality integrated systems that employ smart technology to control temperature, lighting, audio and video. In addition to the above, the University has also invested in flat screens, digital and vinyl blackboards, where the teacher and students can use interactive technology and experience the latest advances in teaching and learning tools.

The classrooms have been designed to accommodate a range of capacities and are equipped with furniture that offers flexibility in terms of layout, depending on the needs of the subject—all of which encourages active learning,





teamwork and the outpouring of ideas. Similarly, the new building is equipped with case-study classrooms, which facilitate discussion and issue-based learning. These MBA-style classrooms are ergonomic and comfortable and offer students a broad visual panorama.

The work of prestigious architectural firm Broissin Architects, this comprehensive remodeling project not only facilitates the learning process within its classrooms, it fosters the acquisition of knowledge across all spaces, through offering new ways of participating and communicating, where students and teachers can build unique experiences in line with today's needs, while meeting the expectations of the world's top universities.

In Continuing Education, new alliances have been forged with the leading companies of their sectors, among which we find the National College of Independent Professional Business Consultants (CNCPIE) and the Mexican Institute of Finance Executives (IMEF). Likewise, ties have been strengthened with prominent companies like the Mexican Stock Exchange School and the widely known consulting firm Deloitte.

Moreover, the Latin American Consortium for Training in Microfinancing (COLCAMI) and the Microfinancing Research and Development Center of Anahuac University in Mexico City have maintained a strong presence in Latin America through specialized courses in El Salvador, Guatemala, Honduras, the Dominican Republic, Peru and Colombia, including training in areas that include innovation, managerial and executive skills development, digitalization and automation of financial services, as well as the prevention of money-laundering and terrorist financing, to name a few.

In continuing with the activities within our strategic alliances, the Marketing and Promotion division of Postgraduate Studies and Continuing Education strengthened its strategic project with companies and organizations, both in the public and private sectors. In 2021, 25 new collaboration agreements were signed, making a total of 302 agreements currently in effect. This not only expands our presence in the market, it means that our educational services and programs are accessible to all, thus contributing to the professional development and comprehensive education of a broader population.

Similarly, the department dedicated tremendous efforts to the diffusion and promotion of their programs, participating in approximately 510 events, the majority of which were virtual, including fairs, webinars, business events, café information sessions, Anahuac Meet & Greets, Promotion Strategy Seminar (intended for postgraduate program coordinators) and the 2021 Top Fleet event for companies of the logistics industry, and in particular buyers and suppliers throughout Mexico. In this last event, 1,500 business meetings were generated, representing a 25 % increase compared to 2020. By fostering the development of alliances to promote our academic programs among companies and decision makers, these meetings increase business and broaden the opportunities within the logistics industry.

The operating model for the Center of Continuing Education (CEC), which will offer great opportunities to people of varying ages and specialties, is advancing according to plan and is expected to be completed and implemented prior to the year 2024.

Pre-University Assistance

Among the plethora of reasons, we hope that pre-university young people choose Anahuac for their professional education in light of our academic programs and the attractive university experience our University has to offer.

In 2021, there was a considerable increase in the number of incoming students to Anahuac University compared to the previous year.

On the South Campus, the number of incoming students increased by 4.5 % during the first semester and by 5 % during the second, which represents a total of 730 new students in total during 2021.

On the North Campus, the price of enrollment for incoming students increased by 4.1 % for the semester that started in January and by 4.1 % for the August semester, coming to a total of 2,244 new students over the course of the year.

Also, we reactivated the Redundancy Assistance Committee in order to implement and offer personalized service to students, who, for whatever reason, have requested for a voluntary redundancy or have been expelled.

Anahuac University in Mexico City received close to 3,000 incoming students throughout the year for varying reasons, which is a reflection of the society's acknowledgment of our educational program. This encourages us to continue to develop our institution to ensure the necessary resources, infrastructure and equipment, and to open the channels of communication with the society we serve.



Institutional Communication

People cannot get to know a university without a good institutional communication plan. This plan should effectively outline the university's achievements and challenges in order to inform those the university serves and those with whom the university interacts of these important elements. And in 2020 and 2021, when the COVID-19 pandemic hit, we were tested in terms of the way in which we communicate and interact with our community. Backed by the participation of all areas of the Institution, the Office of Institutional Communication (DCI) goes to great lengths to broadcast the work we have conducted as a University, efforts which represent another link in the large chain of actions taken. Throughout the year, Institutional Communication was faced with the challenge of providing coverage of the most pivotal events of the University Community. Conducted via the mixed modality (in-person and virtual),

these events included the Solemn Undergraduate Graduation Ceremonies and the Opening Ceremony of the Academic Year 2021, headed by Enrique de la Madrid, ex-minister of the Federal Department of Tourism. These events were transmitted live and simultaneously on YouTube and Facebook Live.

In a world where leaders are required to respond to the challenges in a conscious way, the University Community has united to follow the path of transformation that offers a positive impact. Through the campaign of institutional identity and integration, Leonízate seeks to promote a vision of leadership based on positive action and to foster a sense pride to be Anahuac.



Throughout the year, we worked on the creation of a new communication plan for the University, a plan that includes all schools and departments. This plan will come into effect as of January 2022, at which time we will share the achievements of Anahuac University based on the following topics: Technology, Humanism, Innovation, Social Responsibility and Commitment, Academic Excellence and Spirituality.

The Office of Institutional Communication continued to work on the consolidation of a number of projects, including the university newspaper We Are Anahuac and the Logros magazine, both of which come in printed and now also in digital format.

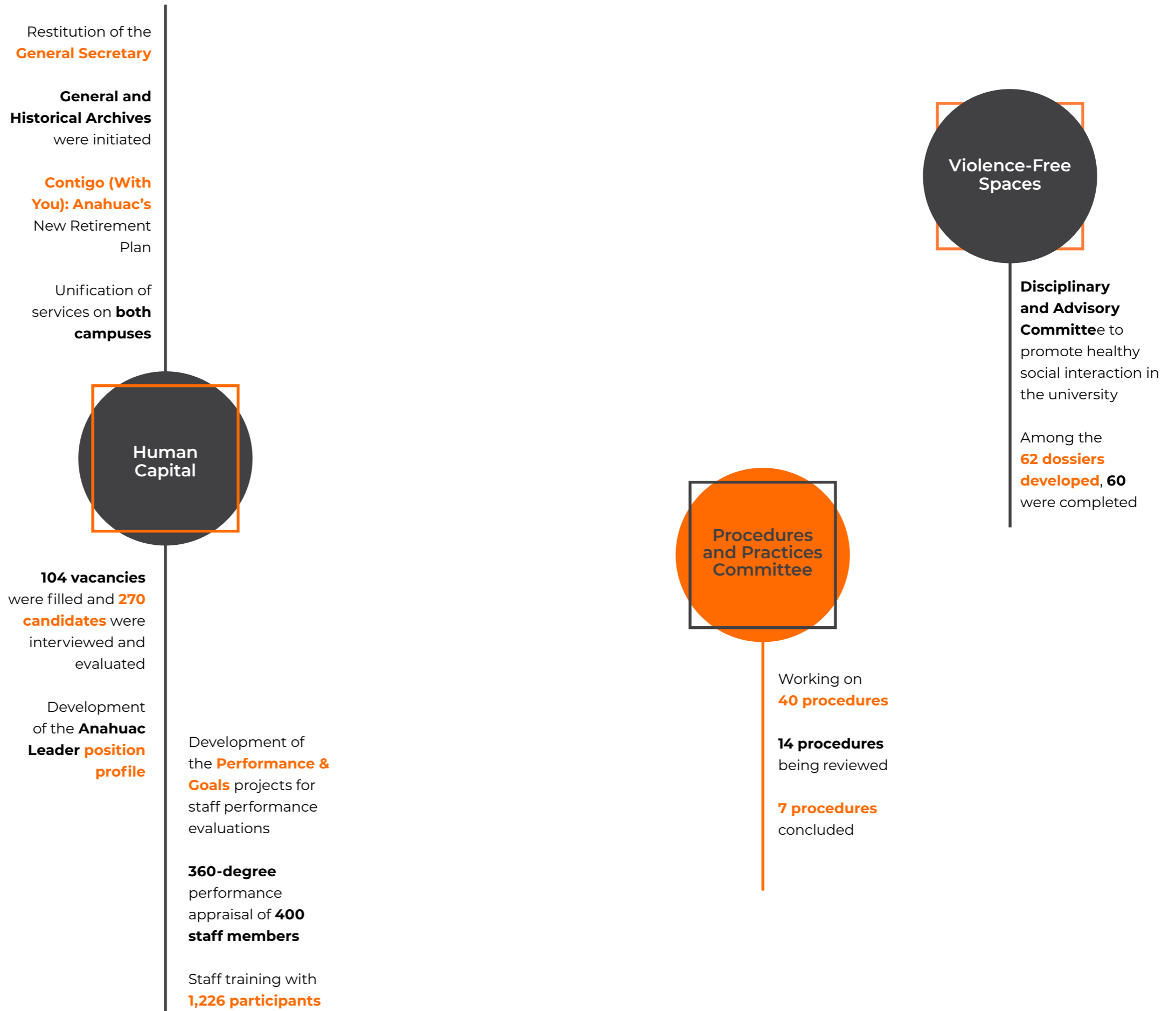


This year, our university station Radio Anahuac, Elevating the Senses celebrated its 10 year anniversary of broadcasting on AM radio and 17 years transmitting via the Internet.

Moreover, throughout the year, we promoted the top national and international events and achievements of the members of the Anahuac Community and University, which include: two editions of the Integral University Welcome (BIU), the ceremony of the Excellence Awards, the Opening Ceremony of the Academic Year 2021, the 2020 Tokyo Olympic and Paralympic Games. Our institution also received outstanding results in the QS Graduate Employability Rankings 2022, which ranked us as one of the top three universities in terms of employability in Mexico, and in the QS World University Rankings 2022, which placed us as one of the three top private universities in the country.



Governance



WE FIRMLY BELIEVE THAT THE MOST valuable resource of our entire organization is our human capital. This is why at Anahuac University in Mexico City, we are always looking for other ways to integrate and renew the members of our executive team, which will only strengthen our organizational structure, and to improve the experience of our most outstanding leaders by offering them strategic responsibilities at Anahuac University.

Organizational Structure

The time has come for the organizational structure of Anahuac University to be revised, prompting the need to restore the position of general secretary. With the consent of the President's Committee, the Board of Directors has authorized the return of this important position and has nominated Dr. Sonia Barnetche Frías to assume the post of general secretary, who will be responsible for scholastic operations and administration and for overseeing both the internal and external compliance to standards in the areas of academics and education and will depend on the President's Office in everything related to university discipline and healthy social interaction, in addition to representing the University before members of the executive team and various bodies within the education sector.

Dr. Sonia Barnetche will also be the director of Academic Development and Management (DDGA) in light of the retirement of Dr. Diana Galindo Sontheimer, who we would like to thank for her 40 years of commitment, experience and professionalism, and who now offers her support to coordinate the international accreditation of our institution, a project our University initiated with the Western Association of Schools and Colleges (WASC) in the United States.

Dr. Lorena Rosalba Martínez Verduzco assumed the position of director of the Vice President's Office of Academic Affairs, whose organizational chart has undergone a few modifications, including the addition of the Library Department. Also, the Department of Academic Publications and the Department of Technological and Scientific Innovation (DICyT) were absorbed by the Department of Research. Equally important to underline, Anahuac University created the Anahuac Center for Leadership and Integral Formation in Postgraduate Studies, which is headed by María



Sonia Barnetche Frías



Lorena Martínez Verduzco



Fr. Fernando Fabó, L. C.



Érika Benítez Camacho



José Abraham Belío Mendoza



Eugenia Cárdenas Cisneros



José María López Landiribar

Eugenia Cárdenas Cisneros. The goal behind this center is to offer opportunities for professional development through ethical and anthropological dialogues, which seek to enrich the professional lives of students and teachers, founded on the values of Christian humanism.

José Abraham Belío Mendoza is now head of the Academic Division for Integral Formation (DAFI), which reports to the Vice President's Office of Integral Formation (VFI).

We have new school directors this year:

- Fr. Fernando Fabó, L.C., director of the School of Bioethics replaced Fr. Antonio Cabrera Cabrera, L.C., who will continue to collaborate on various projects at the University.
- Dr. Érika Benítez Camacho, director of the School of Psychology, replaced José María López Landiribar, who will assume the position of director of the Anahuac Center of Psychological Assistance, to oversee the clinics and departments that coordinate the work conducted by psychologists who offer support to the University Community. The Anahuac Center of Psychological Assistance is part of the Vice President's Office of Integral Formation.

The directors who have been nominated this year have assumed their new tasks and responsibilities, which are vital in the mission of our University, as a Community that seeks truth and goodness within a society that asks us to serve as good people and as great leaders.

In an effort to continue to improve the way in which our University is run, the Practices and Procedures Committee, made up of a group of interdisciplinary experts, has made important advances in their regular activities, in accordance with the previously established list:

- 40 procedures, determined by the committee, were maintained throughout the year.
- 7 procedures have been completed: aligning the budget and annual operating plans, scholarship applications and scholarship management, compulsory course planning for academic personnel, voluntary redundancy procedures and the procedures related to certification and completion of degree programs.

- 14 procedures continued to be at the revision and documentation phase.
- 15 procedures are making good progress.
- 4 have completed the initial stage.

Also, investments were made this year to systemize and reengineer various critical procedures that require a more expedient intervention.

Violence-Free Spaces

In response to article 43 of the new General Law of Higher Education, published in the Official Federal Gazette on April 20, 2021, which encourages higher education institutions to take actions to ensure their spaces are free of all types of violence, in particular gender violence and the discrimination of women, Anahuac University in Mexico City has pledged to adhere to this commitment through the University's aspiration to offer a comprehensive education to students and to promote the development of the individual and of society based on a genuine social awareness and a profoundly human education.

In light of the above, the importance of meeting these goals lies in being guided by human values and by the individual rights of people, founded upon our influence on the University Community. This is why, for years, our institution has counted on various bodies that contribute to adherence to the above-mentioned legal framework.

The following is a list of the organizations that promote violence-free spaces and gender equality:

University Consultancy Office

Disciplinary and Advisory Committee

The Women's Institute

Support Units

Safe Environments

The Disciplinary and Advisory Committee is responsible—with the help of the Committee’s Technical Office—for recognizing, investigating, and in the event of serious or severe misconduct, sanctioning inappropriate behavior that affects the healthy social interaction within the University. In 2021, this Committee worked to encourage the use of the procedural economy principle in order to render the sessions and resolutions increasingly more adaptable.

A total of 62 dossiers were examined, of which 60 were completed, in addition of various sanctions and procedure consultations. The Committee succeeded in promoting its existence among the members of the Anahuac Community, building more awareness of the capacities of this collegiate body and encouraging the community to feel more comfortable with using the resources offered, underlining that the committee’s primary focus is protecting people’s rights in an effort to guarantee zero tolerance of inappropriate conduct that threatens the dignity of women and any other members of the Community.

With the purpose of promoting and educating people on healthy social interaction and discipline within the

University, training programs were offered to incoming students on both campuses. Involving the participation of the Student Societies, these programs provide complete information on the subject of the process and forms of misconduct and sanctions.

Given the incorporation of the General Secretary within the University’s infrastructure, we have initiated the building and professionalization of the General and Historical Archive of our Institution, and we have embarked on revising and updating the protocols required for institutional events. Likewise, in collaboration with Legal Management, we have worked on the restructuring of the way in which academic agreements are managed in order to construct what will become the Department of Standardization and Regulation.

LOH Human Capital

Committed to meeting the objectives of the 2020-2024 Strategic Plan, the Department of Human Capital carried out actions that have helped pave the way toward the integration and standardization of procedures and foster the personal growth of our staff members. To ensure the integral management and standardization of the operation, we have introduced a new retirement plan called Anahuac Contigo (Anahuac With You), the goal behind which is to help our full-time staff members better plan and evaluate their future when they arrive at the retirement stage, through this hybrid retirement plan.



In an effort to offer better service to our full-time staff members, we have implemented the new Vacation and Absenteeism Module on the Global Talent platform in order for staff members to request their vacation days and to report absences. Vacation days have been unified across both campuses, marking the complete standardization of our services. And all organization charts have been revised and updated on the platform.

Following the results of the Organizational Climate Survey conducted in 2020, a list of recommendations was produced to be implemented for collaborative projects. A video was also produced to communicate the results to the University Community.

Throughout the year, 16 newsletters were sent to staff containing information on a variety of topics to maintain consistent communication. Support was offered to staff members for the unfortunate passing of family members, for maternity leave during pregnancy and for the post-child birth period. Over 850 staff members received personalized support for their questions about payments, clarifications, disabilities, pay stubs, procedures for medical disabilities with the Mexican Social Security Institute (IMSS) and severance payments.

Guided by the wellbeing of personnel and by adherence to Official Mexican Standard NOM-035, which identifies, analyzes and prevents the psycho-social risks that can present themselves in the workplace, the Psycho-Social Risk Identification Survey was conducted for the second time with several goals in mind: the prevention of illnesses prompted by work-related stress, the increase of positive leadership, the creation of a favorable organizational environment and the increase of productivity. And by channeling those who seek assistance, we can offer our support and implement actions to improve their lives inside and outside work.

Several agreements have been forged: an agreement was signed with the Villa Bejar Hotels; agreements have been renewed with Vrim and EPS Engine; and an agreement was signed between the School of Tourism and Gastronomy and Iberia Airlines through a professorship, offering discounts for personnel.

In pursuit of the continuous development of our staff, the following actions to attract talent were conducted:



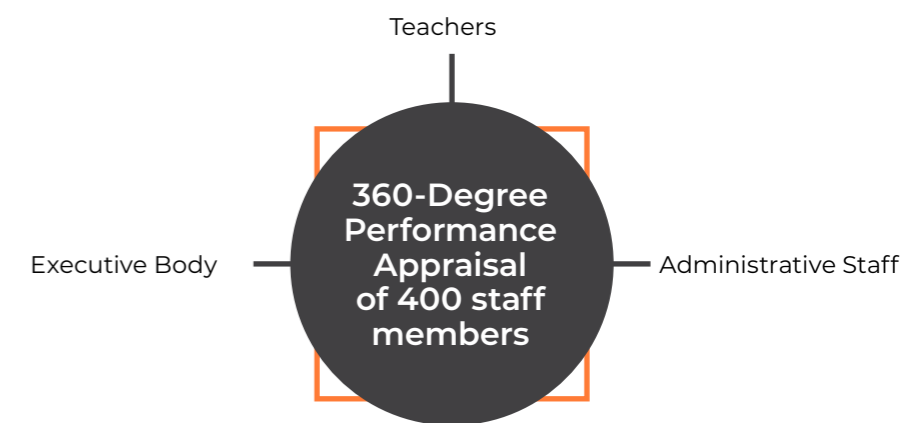
- 104 vacancies were covered over the course of 2021 and 270 candidates were interviewed and evaluated.
- A workplace inclusion project was implemented, through which two individuals with mental and hearing disabilities were hired to work for the Library Division and the Systems Department, respectively. Three meetings were organized with Human Capital, Library and Systems departments to raise awareness around the workplace inclusion project and a protocol and manual for work facilitators were developed. Prior to this, a meeting was held with the new employees as a way to get to know them and to accompany them through the hiring process. Finally, Anahuac Employability organized the Virtual Employment Fair for People with Disabilities.

In continuing with the project launched in 2019 for the development of talent at different levels of the organization and for the growth, promotion and recognition of our staff, meetings were conducted with the department heads to create the foundation of management potential of administrative personnel and an analysis of our strengths and areas of opportunity. Upon completion of the report of the Khor-Human psychometric testing, individual feedback was provided to each collaborator regarding their Reddin assessment.

With respect to defining career plans for personnel in the development of their potential for managerial positions, we have developed an Anahuac Leader position profile on Reddin, which is validated by those with the managerial potential to generate a development program.

The Performance & Goals project is another project that was developed. It evaluates personal performance and will be launched in 2022. The project is being developed through a pilot project with the Internationalization Office.

This year, as in the past, the 360-degree performance appraisal was carried out to evaluate 400 members of the executive, administrative and academic body who are in charge of or occupy strategic positions. The objective behind the evaluation is to assess their effectiveness, focusing on 9 skills: adaptability, communication, creativity and innovation, personal development, leadership, result-oriented, client-oriented, conflict resolution and negotiation. And



To learn about their effectiveness in 9 areas:

- Adaptability
- Communication
- Creativity and Innovation
- Personal Development
- Leadership
- Result-Oriented
- Client-Oriented
- Conflict Resolution
- Negotiation

the ultimate goal is to detect their strengths and areas of opportunity, and to establish actions that would help improve their performance for the benefit of the work teams and the University as a whole. To this end, 196 positions were profiled prior to the launch of the assessment. Upon completion of the evaluation period, the results were presented with feedback: individual feedback was offered to the executives, and group feedback was offered collectively to all participants, for the purpose of allowing each one to create their own action plan based on their primary strengths and weaknesses, as outlined in the evaluation results. At the end of the year, to follow up on the assessment process, an Education Conference was held in Cantalagua for the school and department directors, and the University's vice presidents.

In continuing with the activities with respect to personnel training and education, other training seminars were offered to directors, academic and administrative coordinators and administrative support staff with the goal of continuing to strengthen the integration of the campuses, in which 1,226 staff members participated online and in-person.



In 2021, the Human Capital Department presented the list of individuals who received training in 2020 before the Ministry of Labor and Social Welfare (STPS) for their records. Similarly, induction courses for newly hired personnel were carried out on the Brightspace platform and a total of 104 new staff members participated.

Some 27 virtual courses and talks were offered to staff in areas that include the work domain, the personal domain, sports and nutrition, technology, as well as topics like resilience, mourning and loss, emotional health, Pilates, the importance of having a will, healthy eating habits, and so forth. A total of 2,729 staff members participated.

With the purpose of promoting Anahuac University in Mexico City's emergency services brigades, the following programs were offered: Prevention and Firefighting Training, Emergency Management, Search and Rescue, Safety Against Active Marksmen, First Aid I and II, Movement of Individuals with Disabilities in the Event of Emergencies. The Basic Life Support certificate program was also conducted: this program included Cardiopulmonary Resuscitation (CPR) and how to use Automated External Defibrillators (AED). Six staff members were certified by the American Heart Association, an internationally-recognized certificate that is valid for two years.

At Anahuac University, we are aware of the impact that the situation experienced in 2021 has had on people, and therefore, we seek to offer tools to our Community in a bid to help them deal with particularly the emotional impact, which could serve useful both personally and professionally. We hope to achieve this through the implementation of the Safe Return campaign. In collaboration with the Personalized Education Programs Department and the Anahuac Leadership and Excellence Department, we have offered workshops to develop Emotional Intelligence within the New Normality, Communication within the New Normality, Motivation within the New Normality, Dealing with Loss and How to Build a Community.

Lastly, despite the current context, we insisted on commemorating special holidays, albeit virtually, such as Mother's Day, Father's Day, World Teacher's Day and Secretary's Day. In the month of December, the University held an award ceremony to recognize the senior staff members who have spent 10 to 35 years at the University, as well as those who have retired this year.



Salida
Filtro 5

Salida
Filtro 4

Prohibido el paso

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Special Section: Safe Return

Special Section: Safe Return

A **COVID-19** Health Questionnaire has been implemented for admission to the University, using a QR code.

Guidelines

Revision filters to **access the campuses**

Temperature detection video cameras

Safe Return Plan to **reduce** the risk of infection

Promotion of hygiene **measures and responsible** participation of the Community

2,813 teachers and academic personal took courses designed by **WHO** and **CEFAD**

Safe Return

In the **summer of 2021**, safe and gradual measures were taken to allow **full-time administrative staff to return** to campus.

During the **August-December** term, **6,956 students** returned to in-person classes and **5,541 students** continued in the virtual modality.

The **Safe Return Committee** developed **materials, handbooks and training courses** to present this work in hybrid workshops, classrooms and laboratories

Campaign to disseminate the Safe Return Plan with the **hashtag #CuidarnosEsTareaDeTodos** (Taking Care of Ourselves Is Everybody's Job)

Communication

Safe Return Guidelines on the website, Anahuac Informs and **COVID-19 portal** to disseminate articles and news of interest among the Community

50 million pesos in **software and IT systems**

Technological Investment

30 million pesos in hardware and equipment

157 transmission systems for hybrid classes

Adaptation of **77 workshops** and laboratories with transmission systems
Installation of **556 Wi-Fi antennas**

Implementation of **Sí te atiende** (Here to Assist You) Service Desk

THE UNIVERSITY STARTED DEVELOPING the Safe Return Plan in 2020 in an effort to reduce the risk of infection, to promote the recommended hygiene measures, to foster responsible participation of all members of the University Community and to contribute to the development of a university culture of disease prevention and control during the process of returning to work and academic activities. This plan is based on three pillars: Wellbeing, Health/Cleanliness and Disinfection.

This project was defined over the course of 2021 and adheres to the following criteria: to the global vision of our mission; to the regulations set out by the appropriate authorities; to the recommendations tendered by the A CARE program of the Anahuac University Network, which provides a universal foundation for developing safety protocols; and to the recommendations of experts and organizations from Mexico and abroad, including the World Health Organization (WHO).

In order to meet the required safety guidelines for the return of students and teachers to our campuses, a total of 2,813 professors and academic staff took courses designed by the World Health Organization (WHO) and by the School Development Center (CEFAD).



Guidelines for Our Safe Return

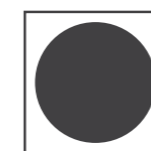
The following protocols were established with the goal of meeting the hygiene measures required for admission to the university:

QR code: In order to gain access to either campus, everyone was expected to fill out a COVID-19 Health Questionnaire every day on the We Are Anahuac app.

Check Point: Pedestrian check points were set up in order to scan QR access codes and to take people's temperature. At these check points, 70 % alcohol-based hand sanitizer was provided for the protection of the Community.

Video cameras: In a bid to ensure the safety of our students upon their return to campus, the university implemented a system of specialized cameras that can detect body temperature in a non-invasive way.

COVID-19 Symptom Detection: In the event that members of the Anahuac Community or visitors to the campus presented symptoms of the COVID-19 virus, such as burning throat, dry cough, muscular pain, fatigue or a fever of over 37.5°C, as set out by the Safe Return Plan, the person was expected to stay at home, fill out the self-report of suspicion of or confirmed cases of COVID-19, available on our website and to seek medical attention.



Click here

Population Dashboard: In order to offer access to our campuses, the Anahuac Community was registered onto this system. COVID-19 testing conducted by members of the Community was also registered in order to calculate the number of people who have been vaccinated.

The safe and gradual return of people to the campuses was conducted during the summer of 2021. At the time, 405 teachers were designated to impart their classes from the University's facilities. Students were given the option to decide when to return on their own, and did so gradually.



By the August-December 2021 term, having already set up the proper infrastructure and health safety measures, students returned to class in both modalities with 6,956 undergraduate students in the in-classroom modality, representing 56 % of total enrollment, and 5,541 students in the virtual modality, representing 44 %.

To achieve this, the University offered a teaching program to teachers, which included specialized courses in



educational and didactic technology for a variety of teaching modalities, including aspects like Flipped Learning, active methodologies, use of technological platforms, digital and video-conferencing tools, among others.

From March to December 2021, premium application licenses were offered in an effort to revitalize classroom activities: Edpuzzle, Kahoot, Mentimeter, Padlet, Poll Everywhere, Powtoon, Screencastify, Socrative and Perusall, Genially and Miró.

In June, a survey was carried out to assess the needs of teachers. Some 478 professors requested for and were provided with assistance for their classes. Memorandums were sent out by email and on social media to assist teachers with their needs on various topics in the areas of pedagogy and educational innovation.

In September, a survey was also conducted among teachers and students with the goal of understanding their specific needs when returning to hybrid classes. Consequently, a plan of action was designed and implemented as of October, the same year.



Moreover, the Center for Technology in Education (CTE) in collaboration with the Safe Return Committee, participated in the development of materials, handbooks and a training course on how to use the videoconference screens and tools, a course directed to the teaching staff with the goal of demonstrating how to implement the technology available in the classrooms, laboratories and hybrid workshops.

Similarly, the updated content for the Safe Return Plan was used to produce the guidelines, protocols, teaching modalities, handbooks and academic recommendations for their publication on the different media outlets of the institution, including the website and Student Assistance Center.

In addition to the workshops offered by the School Development Center (CEFAD) and as a strategy for the adoption of technology, the Innovation and Digital Transformation Department (DITD) and the Center for Technology in Education (CTE) created the Open U project, designed for teachers and as a space to offer assistance with the technologies used for hybrid classrooms. The Open U project has the following objectives:

To provide a space for teachers to practice and find solutions to their problems using the technologies available in the classrooms and to offer them expert consulting services.

To select a group of teachers to serve as guides and offer informal support sessions to other teachers.

Technological Investment for Our Safe Return

The University has made substantial financial investments to ensure the academic activities are conducted in an optimal way. Some of the areas include the standardization of the functioning of information technologies on both campuses, with a budget of 50 million pesos for software and computer systems, and a budget of 30 million pesos for hardware and IT equipment to maintain technological operations on both campuses.



Some
157

transmission systems for hybrid classes were installed in classrooms, which include high-performance computers with wireless Internet, a monitoring camera, support screen at the back of the classroom, headset with microphone, Wi-Fi connection and professional accounts on Zoom and Teams to develop classes for all schools. The investment was approximately **10 million pesos**.

Moreover,
77

workshops and laboratories were created with transmission systems for hybrid classes. These spaces are equipped with **29 structures** that offer absolute mobility and flexibility to conduct practical training. The investment was approximately **6.5 million pesos**.

Also,
556

Wi-Fi antennas based on the latest technology were installed in classrooms, workshops, laboratories and offices. The investment was **25 million pesos** and will be applicable for the **next four years**.

The bandwidth **was expanded** to serve the entire University with **5 GB** per second (gbps) and on-campus hyperconnectivity was amplified through the installation of fiber optics. The investment is **600,000 pesos** per year.

A total of **45 Wi-Fi antennas were placed** in outdoor spaces, including esplanades, corridors and collective and individual study areas, to provide adequate coverage for imparting hybrid classes in **14 sessions**.

Within **Sí te atiende** (Here to Assist You) Service Desk, the support of technical personnel will be provided for hybrid classes. This investment represented **5 million pesos**. The support provided by this team was invaluable during this semester, which marked the return of teachers and students to campus.

Communication for Our Safe Return

Information campaigns were designed by the Office of Institutional Communication (DCI) for various audiences of the University Community. These campaigns discussed the measures and guidelines for the return to on-campus activities.

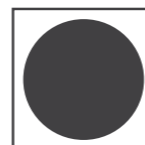
One of these campaigns includes Being the Leader We Need Today, whose main objective is to create awareness of our co-responsibility, promoting the hashtag #CuidarnosEsTareaDeTodos (Taking Care of Ourselves Is Everybody's Job). Campaigns were also conducted to build awareness of the Safe Return Plan microsite, which contains, among other sections, the guidelines for our Safe Return, directed to all members of the University Community, including students, academic, administrative staff and directors, under the umbrella of the A CARE program, promoted by the Anahuac University Network.

In response to the guidelines set by the government of Mexico City and given the hard work of all areas involved, in March 2021 the students of the School of Health Sciences commenced in-person classes of practical training courses, representing the first step in our return to on-campus classes after more than a year of lockdown and virtual classes. This important event was covered by the primary television news stations and national press.

Two months later, the government of the State of Mexico authorized the return to classrooms across all disciplines, enabling students from the schools of Health Sciences, Engineering, Communications and Design, as well as the School of Arts, to return to the North Campus for in-person practical training.

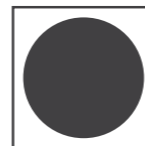
In August of 2021, the University became the first institution in the country to return to on-campus academic activities. This move drew a lot of attention and was widely covered by the national news. And in light of the Safe Return Plan, the broad diffusion of the Safe Return campaigns and the University's cutting edge media outlets, including the We Are Anahuac app, it positioned the university as a great success story.

Lastly, the Anahuac Informs webpage and the COVID-19 portal, both launched in 2020, continued to generate and disseminate news and articles of interest for the entire University Community, including topics related to the pandemic. More than 6 million visits to this content were registered.



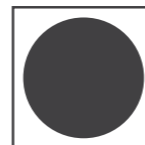
[Click here](#)

[Safe Return to Workshops and Laboratories](#)



[Click here](#)

[Media Coverage](#)



[Click here](#)

[Media Coverage](#)



* Source: Department of Planning, Evaluation and Innovation

Undergraduate Student Population

School	1st semester January-June	2nd semester August-December	Full year January- December
Architecture	577	631	700
Arts	234	264	303
Actuarial Sciences	455	465	536
Sports Sciences	125	131	152
Health Sciences*	2,754	2,983	3,318
Communications	1,117	1,165	1,345
Law	746	757	888
Design	749	851	945
Economics and Business	2,742	2,931	3,337
Education	84	74	97
Global Studies	311	313	361
Humanities, Philosophy and Literature	74	67	83
Engineering	1,035	1,122	1,270
Psychology	552	578	669
Social Responsibility	130	130	147
Tourism and Gastronomy	482	565	620
Regina Apostolorum Institute	119	171	185
Total	12,286	13,198	14,956


Semester or four-month undergraduate students are taken into account with course selection at the due date of each period.

* Excluding 367 students who conducted their social service in the first semester.


* Excluding 383 students who conducted their social service in the second semester.

Percentage of Students with Scholarships

1st Semester		2nd Semester	
North	48.45 %	North	51.6 %
South	59.69 %	South	65.6 %
Total	51.10 %	Total	55.0 %

With scholarships 

1st Semester		2nd Semester	
North	5.5 %	North	6.23 %
South	4.3 %	South	7.74 %
Total	3.9 %	Total	6.5 %

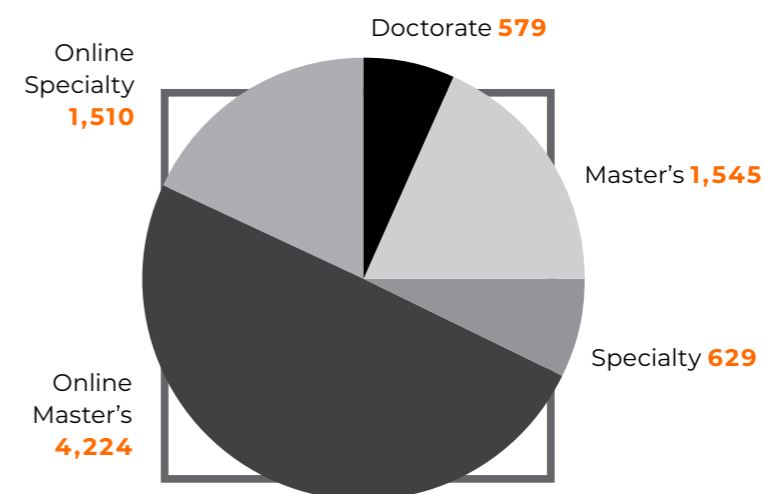
Student loans 

Postgraduate Student Population

	Doctorate	Master's	Specialty	Online Master's	Online Specialty
Architecture		35	47		
Bioethics	40	26	35	179	
Actuarial Sciences	11	74			
Sports Sciences		26	54		
Health Sciences	90	148	144	488	1,146
Communications	116	66	95		
Law	58	84	89	507	
Design	16	12	16		
Economics and Business	3	568			
Education	36	43	90	583	234
Global Studies	31	4	21		
Humanities, Philosophy and Literature	59	81	23		
Engineering	32	192	7	270	
Psychology		71	8		
Social Responsibility	67	66			
Tourism and Gastronomy	20	49		72	
Anahuac Online				2,125	130
Total	579	1,545	629	4,224	1,510

2021 annual averages

Students per postgraduate level

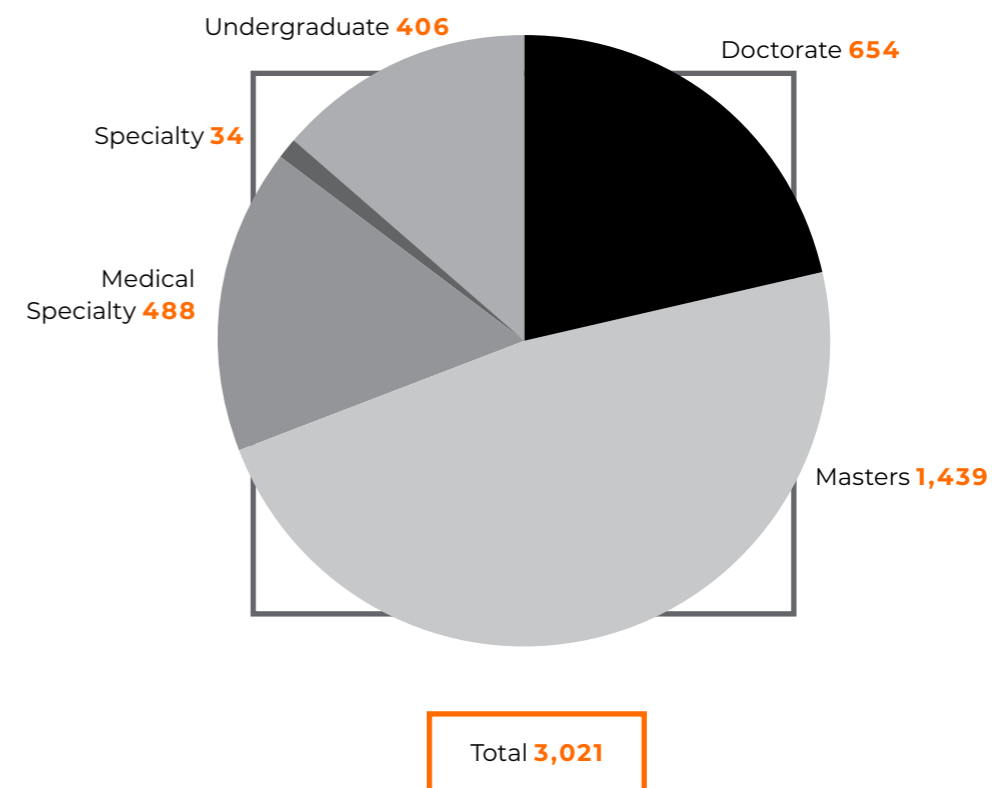


Number of faculty members per school according to their academic degree

From January 1 to December 31, 2021

School	Doctorate	Master's	Medical Specialty	Specialty	Undergraduate	Overall Total
School of the Arts	18	41		1	25	85
School of Sports Sciences	3	22		1	17	43
School of Design	14	131		2	49	196
School of Architecture	25	90		2	32	149
School of Bioethics	17	15	5	1	2	40
School of Actuarial Sciences	22	43			4	69
School of Health Sciences	92	193	482	23	83	873
School of Communications	63	123			36	222
School of Law	91	144		3	28	266
Anahuac Business School	158	270		1	32	461
School of Education	35	41	1		9	86
School of Global Studies	20	49		1	8	78
School of Humanities, Philosophy and Literature	67	133			20	220
School of Engineering	76	117			26	219
School of Psychology	31	64	2	1	8	106
School of Social Responsibility	25	68			6	99
School of Tourism and Gastronomy	20	59			26	105
Integral Formation	1	28			6	35
Regina Apostolorum Institute	3	7			4	14
Leadership and Excellence Programs	2	28			11	41

Faculty Members by Academic Level



This includes school members who impart Anahuac *Online* courses.
 It does not include faculty members who offer workshops or non-credit courses.
 The faculty members who teach across various schools are listed under each one.

Infrastructure and Services

NORTH CAMPUS

- Le Cordon Bleu-Anahuac Culinary School
- 8 food areas and 18 food concessionaires
- 5 auditoriums
- Classroom for oral hearings
- 206 classrooms
- 5 conference rooms
- 4 dancehalls
- 6 music halls
- 5 lecture halls
- Chinese library
- CAD materials library
- 2 libraries
- 5 Gesell cameras
- Chapel
- Anahuac Research and Strategic Development Center (CAIDE)
- Anahuac Mexiquense Cultural Center
- 6 Audiovisual Support Equipment Centers (CERAP)
- 15 research centers and 4 research institutes
- 5 clinics
- Employee dining room
- 9 classroom buildings
- Infirmary
- 11 parking lots with a capacity for approximately 3,100 cars
- Photography studio
- Professional television studio
- Sports facilities with athletics running track, gym, 2 soccer fields, a football field, tennis, paddle tennis, fast football, volleyball and basketball courts, climbing wall, showers and dressing rooms
- 48 laboratories
- 3 exhibition rooms
- 7 students' lounge rooms
- 5 staff rooms
- 26 didactic rooms with 641 computers
- Earthquake alarm system
- Bank branch and 3 ATMs
- 2 workshops
- Transportation for students and administrative staff
- Wireless Wi-Fi

SOUTH CAMPUS

- Le Cordon Bleu-Anahuac Culinary School
- Food areas and 6 food concessionaires
- Auditorium
- Dancehalls
- Classroom for oral hearings
- 79 classrooms
- 5 conference rooms
- 9 computer rooms with 183 computers
- 2 music halls
- Library
- Gesell Camera
- Chapel
- International Cultural Center
- Employee dining room
- 4 classroom buildings
- Infirmary
- 2 parking lots with a capacity for 1,000 cars
- Photography studio
- Professional television studio
- Sports facilities with athletics running track, outdoor gym, 2 soccer fields, a football field, tennis, paddle tennis, fast football, volleyball and basketball courts, as well as dressing rooms
- 16 laboratories
- Students' lounge room
- Staff room
- 2 exhibition rooms
- 11 didactic rooms with 236 computers
- Earthquake alarm system
- Bank branch and 2 ATMs
- 8 workshops
- Transportation for students and administrative staff
- Trading Room
- Wireless Wi-Fi

Directory

SCHOOLS

- Gerardo Broissin
SCHOOL OF ARCHITECTURE
- Dr. Adriana Molina de la Rosa
SCHOOL OF THE ARTS
- Fr. Fernando Fabó, L.C.
SCHOOL OF BIOETHICS
- Alberto Moreno Ruiz
SCHOOL OF ACTUARIAL SCIENCES
- Dr. José Damián Carrillo Ruiz
SCHOOL OF HEALTH SCIENCES
- Héctor Igor Rubio Sosa
SCHOOL OF SPORTS SCIENCES
- Josu Garriz Alcalá
SCHOOL OF COMMUNICATIONS
- Dr. Alfredo Dagdug Kalife
SCHOOL OF LAW
- Blanche Helen Toffel Quiñones
SCHOOL OF DESIGN
- Alfredo Nava Govela
SCHOOL OF ECONOMICS AND BUSINESS
- Francesca Munda Magill
SCHOOL OF EDUCATION
- Carlos García Fernández
SCHOOL OF GLOBAL STUDIES
- Dr. José Honorio Cárdenas Vidaurri
SCHOOL OF HUMANITIES, PHILOSOPHY AND LITERATURE
- Mario Buenrostro Perdomo
SCHOOL OF ENGINEERING
- Petra Gwinner Briechle
SCHOOL OF LANGUAGES
- Dr. Érika Benítez Camacho
SCHOOL OF PSYCHOLOGY
- Dr. Miguel Ángel Santinelli Ramos
SCHOOL OF SOCIAL RESPONSIBILITY
- José Ángel Díaz Rebolledo
SCHOOL OF TOURISM AND GASTRONOMY

VICE PRESIDENT OF INTEGRAL FORMATION

- José Abraham Belío Mendoza
ACADEMIC DIVISION FOR INTEGRAL FORMATION
- Dr. José Alberto Castilla Barajas
SOCIAL COMMITMENT DIRECTOR NORTH CAMPUS
- Mariana Ariza Salas
SOCIAL COMMITMENT DIRECTOR SOUTH CAMPUS
- Gabriela Roa Ambriz
INTEGRAL FORMATION DIRECTOR
- Dr. Marco Antonio Villalvazo Hernández
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Video 5
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Video 3
Innovation and Digital
Transformation and A
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Video 6
Streaming of the 2021
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