



RECTOR'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY



20 22



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Message from the Rector



2022 has been defined by the effort to return to what has become known as the new normal and, at the same time, to learn lessons from what we experienced during the pandemic. It was not an easy year because decisions needed to be made in territories that, although known, were still new or, at least, modified, which affected us pedagogically, emotionally, academically, relationally, economically and spiritually. In reality, no area was left unaffected by the pandemic. The report on the University of the Future issued by D2L states:

Although humanity cannot see into the future, we can use foresight and our imagination, based on what is happening today, to predict what tomorrow will be like. It will be up to each organization to accept, implement or overcome the requirements of the new roles for both professors and students, raise the technological level of the infrastructure and fundamentally change the way we understand education, accepting that new formats are here to stay and combine with the wisdom of the past and the technology of the future, the best of both worlds.

We are grateful for the great work that all the University's departments, faculties and schools carried out to welcome the new generations of members of the University Community and continue to cultivate a high level of academic and social impact

projection through the commitment and employment prospects of our students. The year 2022 was a period of committing to deliver the academic quality that was necessary after the ups and downs of the pandemic and, at the same time, a period of reflection on the identity that the University should acquire in the face of the continued uncertain times that lie ahead in the near future. It was a year in which we devoted considerable time and space to cementing a vision that would respond to the future based on our present identity.

Of particular relevance are the words that Pope Francis spoke to the rectors of Catholic universities a few months before the pandemic shook many foundations:

Today the university system faces unprecedented challenges resulting from the development of science, the evolution of new technologies and the needs of society, which require adequate, up-to-date responses from academic institutions. The intense pressure, felt in the various spheres of socio-economic, political and cultural life, therefore challenges the very vocation of the university, in particular the task of professors to teach, research and prepare the younger generations to become not only qualified professionals in various disciplines, but also protagonists of the common good, creative and responsible leaders of social and civil life with a correct vision of human beings and the world. In this respect, universities today need to ask them-

selves what contribution they can and must make to the integral health of humanity and to an ecology of solidarity.¹

We are aware that over the last few years, Anahuac Mexico has become a valuable benchmark for higher education in Mexico. This is not only the result of quantitative achievements but is also due to qualitative growth that makes us relevant and important. We can reflect on the scope of employability that we have achieved, the academic recognition our students have obtained, or the accreditations that important institutions have given to our faculties. However, in particular, we need to consider how we have been consolidating our identity as a University that forms leaders of positive action with excellent academic quality.

To this end, we have renewed our commitment to the fundamental transversal aspects that make our University an outstanding community. Elements such as integral formation in its dimensions of thought, anthropology, ethics, culture, art and sports, as well as personalized accompaniment, social commitment, leadership training and concern for spiritual formation, are part of the identity that allows us to present the data accompanying this report in the appropriate frame of reference.

¹ Bulletin of the Holy See Press Office, November 4, 2019.

Our University is valuable for everything it achieves, but it is especially valuable for everything that helps to deepen the life plan of every member of our community. The University cannot be just a training center that provides technical knowledge to carry out a function, nor can it become an empire from which ideologies are dictated with no relation to the life and situations of humanity, of society, of business, of the social challenges that we continue to face, because as the historian Plutarch once said, «to educate is not to fill vases but to light fires».²

This year we have continued our efforts to respond to our mission through academic excellence, integral formation for all, educational innovation in digital transformation, institutional development and governance. In each of these areas, we have been strategically building the image required by the University to respond to typical everyday situations and those that arise without warning.

Today, academic excellence is based on research work that has a social impact, which at the same time is open to an international vision and always seeks educational innovation, adopting the best practices worldwide with the support of digital technologies. Today a university cannot be considered an avant-garde reference with-

out playing a leading role in the design, development and operation of its online programs so that a culture of intelligent use of technology is implemented in all areas of the university. To keep pace with the times, we have continued to offer postgraduate programs that respond to the needs of society, complemented by excellent continuing education programs. This calls for the academic staff to expand their training to continue to offer meaningful learning with academic demand and integrity, while promoting a culture of academic quality assessment.

Academic excellence would be meaningless if we did not seek to consolidate the academic and administrative personnel as a community of educators committed to the institutional identity that is rooted in our Catholic identity, a *clear and unchanging identity that does not reject but respects and welcomes different sensibilities, aware that it is through frank and respectful confrontation with others that the human condition flourishes*.³ Thus, the leadership of our academic, administrative and university staff opens up to strengthen the sense of participation and responsibility in strategic projects for the common good and is implemented in personalized follow-up that seeks the harmonious and integral growth of each member of the University Commu-

nity. This results in personal improvement and academic loyalty within the framework of an employability model that encourages optimal conditions for the labor market insertion of recent graduates.

Our personal and institutional growth is not oriented towards individualism, which *extols the «I» as opposed to the «we» and promotes indifference* but is open to the promotion of social commitment and links us with society as a space for reflection, proposals and actions, primarily through a community of graduates proud of their loyalty to their *Alma Mater*.

Our vision of the future is to project the Anahuac towards an increasingly enriching perspective, which we have called Anahuac 5.0, a vision of our University in which being different remains the same, placing the person at the center of the use of the best of technology for the common good of society. Thus, as we conclude this year of our work at Anahuac Mexico University, we can look at ourselves in the inspirational mirror proposed by Pope Francis:

The training of leaders is achieved when it succeeds in investing academic time in order to develop not only the mind but also the «heart», the conscience and the practical abilities of the student; scientific and theoretical knowledge must be mixed with the sensibility of the scholar and researcher so that the fruits of study are not acquired in a self-referential respect but are projected in a relational and social way. Ultimately, just as every scientist and every person of

*culture has the obligation to serve more because they know more, so too the university community, especially if it is of Christian inspiration, and the ecosystem of academic institutions must respond together to the same obligation.*⁴

This has been the inspiration that has driven us throughout this year to be able to better serve the young people, the administrative staff, the faculty, the directors and, thus, to open ourselves to a more transcendent service, service to Mexico and to the global community in which we are all equally responsible for overcoming evil with good.

Dr. Cipriano Sánchez García, L.C.

² <https://www.alohacriticon.com/preguntas/dijo-realmente-w-b-years-la-frase-la-educacion-no-es-llenar-un-cubo-sino-encender-un-fuego/>

³ <https://www.vaticannews.va/es/papa/news/2021-12/papa-universidad-catolica-milan-videomensaje-justicia-social.html>

⁴ Bulletin of the Holy See Press Office, November 4, 2019.

ACADEMIC EXCELLENCE



Undergraduate, postgraduate and continuing education classes delivered entirely in person	45 programs	Enrollment of 15,140 students 76.4 % on the North Campus 23.6 % on the South Campus	3,166 new admissions 10 % more than last year: 71 % from the Mexico City Metropolitan Area and 29 % from the rest of the states of Mexico and abroad
	6,452 non-repayable scholarships		
Undergraduate Degrees	50% of students receive educational support	Anahuac Educational Model 2020-2025: 27 workshops with 186 participants, 94 % of the total number of academic coordinators	Catalog of 129 minors to obtain the Professional University Diploma
Postgraduate and Continuing Education	98 postgraduate programs: 18 PhDs 48 master's degrees 32 specializations	+ 200 continuing education programs	Enrollment of 2,698 students
	Two new projects: The Anahuac PhD School (DEA) The Center for Continuing Education (CEC)		
		MIXED and CAMPUS-BASED formats	6,267 students in total

Training of Professors	The CEFAD taught 240 courses with 2,050 accredited professors	8 courses on Active Methodologies	
	Teaching Development Plan to strengthen the didactic and professional skills of the professors: <ul style="list-style-type: none">• Educational strategies and resources• Learner-centered methodologies• Digital skills for educational innovation• Research		
Research	5 interdisciplinary areas and 18 priority research topics	90 researchers are members of SNI-Conacyt	42 books published by prestigious publishers
	More than 100 full-time researchers	173 articles published in Scopus indexed journals	Catalog of over 250 titles
	208 poster entries in the XII Research Poster Competition		First Meeting of Researchers of the International Network of Regnum Christi Universities (RIU) with more than 250 researchers
	Internationalization	135 language courses	First generation of the BACHELOR'S DEGREE IN GLOBAL MANAGEMENT
347 agreements signed in 45 countries 263 exchange students in more than 20 countries		Tour of universities in France to generate new partnerships	



Two years after the onset of the COVID-19 pandemic, we have returned to our campuses. As of January 2022, classes at all educational levels, undergraduate, postgraduate and continuing education, have been conducted entirely in person. As a community, we returned to our workspaces, to our classrooms, to our green areas; we returned with valuable lessons and experiences that helped us to grow and, indeed, to transform and renew ourselves. We needed to resume our life as a community, to see each other face to face, to «go out into the world», to relate to each other again in a personal way, to resume our vision of the whole, recognizing the importance of skills that we cannot be without as social beings: relationality, co-responsibility and solidarity, among many others. The pandemic taught us that new technologies are only relevant if they lead to new forms of collaboration and are at the service of people.

Thanks to the lessons learned and using technology as a tool, we set out to achieve increasing levels of academic performance based on an interdisciplinary, international and innovative approach, as well as internal and external criteria in line with our mission and identity, through quality educational experiences, cutting-edge continuing education, research with a social impact and leadership in the practice of the profession.

Undergraduate Degrees

To achieve the above, the Anahuac Educational Model of Integral Formation promotes the harmonious development of our students' intellectual, professional, human, spiritual and social facets, with which we provide continuity to our mission of providing excellent academic training.

In 2022, at the undergraduate level, Anahuac Mexico University will offer 45 programs with a total enrollment of 15,140 students, of which 76.4% are enrolled on the North Campus and 23.6% on the South Campus.

Undergraduate programs continue to grow, and by 2022 we surpassed our target number of new students with 3,166 new admissions, which represented an increase of 10.5% compared to 2021, a figure that confirms the interest of pre-university students in continuing their professional preparation in a prestigious university that will help them to become well-rounded individuals who will have an impact on the transformation of society, while at the same time fulfilling their dreams and aspirations.

These students come from 532 high schools, of which 71% are in the Metropolitan Zone of Mexico City, while 29% are students from the rest of the country's states and abroad. The states with the highest number of students are the State of Mexico (Toluca and Metepec), Morelos, Jalisco, Baja California Sur, Guerrero, Sinaloa and Michoacan.

The strategy of the New Admissions and Promotion Department, based on a local, state, international and digital marketing approach, was able to increase the value of the academic programs offered, showcasing an attractive university experience,

resulting in an 11.4% increase in admissions at the North Campus and a 4.5% increase at the South Campus.

Aware of the University's mission to support as many young people as possible to have access to quality higher education, the commitment of the Anahuac Mexico University to offer financial support in 2022 continued to be a priority. For this fiscal year, 6,452 non-refundable scholarships were granted, meaning 50% of students received educational support.



With respect to our undergraduate educational programs, this year the number of subjects offered in the three educational models, 2010, 2016 and 2025, was as follows:

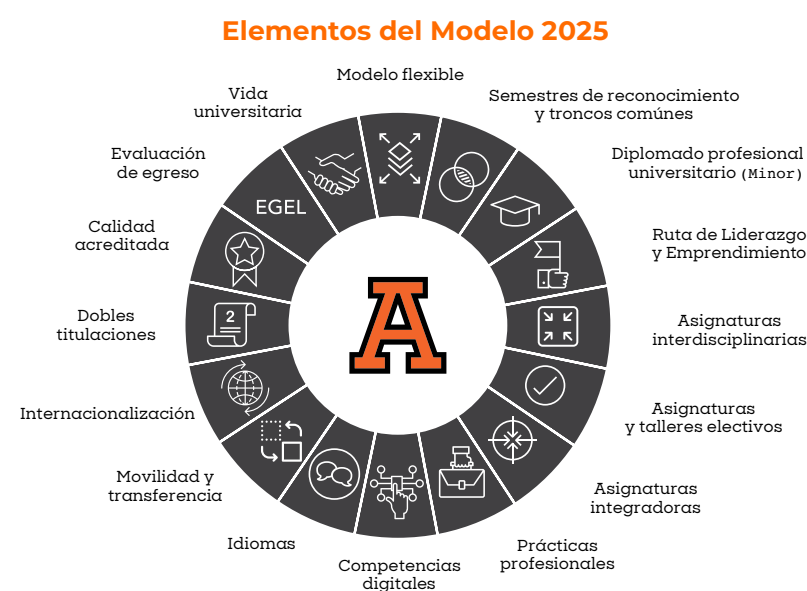
Campus	Four-month semester January-April	Six-month semester January-May	Four-month semester May-August	Summer semester June-July	Six-month semester August-December	Four-month semester September-December	Overall total
North	55	5,157	70	552	5,466	54	11,354
South	69	1,505	70	122	1,415	64	3,245
Total	124	6,662	140	674	6,881	118	14,599



And the total number of groups:

Campus	Four-month semester January-April	Six-month semester January-May	Four-month semester May-August	Summer semester June-July	Six-month semester August-December	Four-month semester September-December	Overall total
North	63	3,987	55	404	4,137	48	8,694
South	50	1,167	62	93	1,078	60	2,510
Total	113	5,154	117	497	5,215	108	11,204

The implementation of the Anahuac 2025 Educational Model, our innovative model with tools and elements that encourage students to develop their capacity to observe, learn and understand, continues to be a success thanks to the training of academic and administrative personnel. In this regard, the Office of Academic Programs for Undergraduate Degrees (CPE-L) designed an online workshop that all academic coordinators must take and accredit. Six workshops have been completed this year and 39 coordinators have been accredited. In total, 27 workshops have been offered since it began and 186 participants have been accredited, corresponding to 94% of the total number of coordinators.



142 coordinators have accredited their knowledge of the Educational Model

The Institutional Certification of the Undergraduate Educational Model was implemented in 2021 to guarantee understanding and proficiency in how it works so that academic coordinators can provide adequate assistance to professors and students. This process consists of accrediting the online workshop and subsequently presenting an evaluation with practical cases to demonstrate their understanding of the model. To date, 142 coordinators have been accredited, corresponding to 72% of the total. This process will continue until 100% of coordinators are certified.

As far as tenured and non-tenured professors are concerned, this year we began an online workshop on Anahuac Educational Models for Integral Formation for undergraduate and graduate programs. Its purpose is to increase knowledge of the Anahuac Educational Model, analyze its foundations and identify the philosophical and pedagogical



elements that support the study plans and programs, as well as the structure of the curriculum. Eight workshops were held this year.

Meanwhile, new students received detailed information about this Educational Model during the Integral University Welcome (BIU) program, which included the model's characteristics and structure of the curriculum, along with the requirements that must be met throughout their studies. 17 sessions were held in January and 16 sessions in August 2022.

One of the distinctive elements of our Educational Model is its emphasis on innovation and technology, as this encourages the development of digital skills and the use of educational technologies such as simulators and virtual



reality. All of our students take at least five online courses throughout their degree. For example, the Social Responsibility and Sustainability course was offered in this format for the entire Anahuac University Network with a total of 145 groups, 116 professors and 7,242 students. A total of 645 online subjects have been developed and implemented, asynchronous @prende courses, with special interest in using tools that allow individual contact between professors and students; of these, 414 subjects were taught to the entire Anahuac University Network.

2022 began the implementation of the Digital Skills Program for students from all degree programs in order to develop the skills that allow students to face the new requirements of digital society by means of specific courses that strengthen their graduation profile; this program is a degree requirement.

Furthermore, in consideration of quality academic training, we continue to promote the Professional University Certificate (Minors), which provide specific professional training, a distinctive element of our Educational Model. The catalog is comprised of 155 minors throughout the Anahuac University Network, of which 129 are offered at the Anahuac Mexico University. This year, our University created five new proposals for minors: Product Quality Management, Industrial IT, Industrial Signal Processing and Vi-



sion, and International Management offered by the School of Engineering, and the minor in International Legislation, in the School of Law.

Another of the elements of our Model are the integrative courses, the Internships and the incorporation of hours of professional work experience as a degree requirement. Likewise, the Anahuac Educational Model offers students solid training in entrepreneurship that allows them to contribute to solving current problems in society through innovative products and services that generate value.

Part of the contents of the international Map the System program, an initiative of the Skoll Centre for Social Entrepreneurship at Oxford University, were incorporated to enrich the development of entrepreneurial skills. Map the System seeks to encourage students and educators to approach social, environmental and economic problems differently through the use of systematic thinking. Thus, it aims to move from an emphasis on the heropreneur and new solutions (usually in the form of a venture) toward a deep understanding of complex problems as the basis for driving better market proposals. In the summer of this year, students from our University traveled to Oxford to present a project entitled «Over-indebtedness of young adults in Mexico».



Postgraduate and Continuing Education

In order to respond to market demands and society's search for solutions, the Integral Postgraduate Education Model offers a comprehensive educational portfolio comprised of 98 postgraduate programs and more than 200 continuing education programs, which are taught in blended and campus-based modalities through meaningful learning experiences. This year a total of 2,698 students were enrolled in the classroom. The 18 PhDs, 48 Master's degrees and 32 specializations offered in the 17 faculties of the University are directed to the areas of the individual and society, integral health and wellness, economic development and promotion, technological and educational innovation, humanities, exact sciences, social responsibility, environmental care and sustainability.

In addition to the above, 3,569 students were enrolled in online programs last year, studying 16 Master's degrees and 6 specializations.

**18 PhDs,
48 Master's
degrees and
32 specializations**

With 45 programs operating in a hybrid format, the aim is to migrate all of our programs to this format in order to offer more flexible, relevant and current programs that will allow us to reach other latitudes.

Thus, the Anahuac postgraduate community surpassed the goal of new students by 36%, increasing to a community of 6,267 students who, accompanied by a teaching staff with proven professional experience, specialize in various areas of study, which generates a constant effort of collaborative work and networking that enriches university life.

During 2022, 3,440 continuing education students attended workshops, diploma courses, and in-person and distance learning courses. These programs are a great opportunity for the community in general because they provide learning and support that allows them to continue their education throughout their lives. This is how Life Long Learning is addressed, where as a University we reiterate our commitment to share our values and broad spectrum of knowledge with





people of all ages through dynamic formats and active methodologies.

On the academic side, we continue to work to ensure that our postgraduate programs are relevant, appropriate and up-to-date, in order to provide an effective and timely response to the needs of the market and the problems of society, placing particular emphasis on being at the international forefront with an educational model that has integrated the best practices of the academic world, fostering the development of the skills that the contemporary world requires, such as creativity, innovation, and global, digital and multidisciplinary skills.

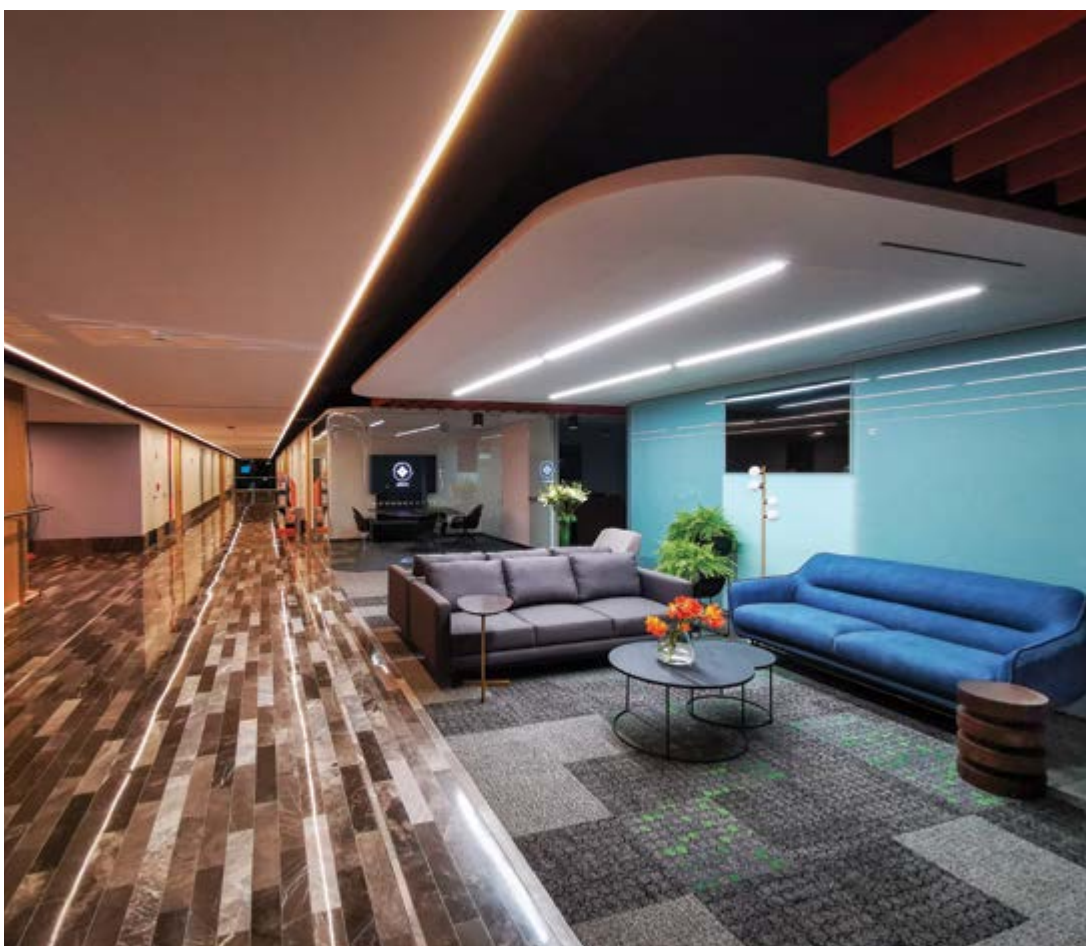
In addition, another important step forward was taken in the modernization of campus-based programs to a hybrid format that allows for more flexible innovative programs, with in-person, virtual and online classes. To this end, didactic strategies were incorporated to facilitate meaningful learning for students through the development of new digital skills and soft skills, including communication skills, conflict management, negotiation, teamwork, resilience and, of course, leadership, which is the hallmark that allows our students and graduates to become agents of change in both public and business spheres.

The Postgraduate and Continuing Education Department spearheaded two projects that contribute significantly to the growth and strength of our University's educational programs: the Anahuac PhD School (EDA) and the Continuing Education Center (CEC).

The Anahuac PhD School (EDA) was created in conjunction with the Research Department, inspired by the initiative that, in recent years, standardized the processes and regulations for PhD studies in Europe. This initiative created a network for the training of researchers from different countries, promoting mobility, innovation, internationalization and knowledge transfer, as well as to comply with global interdisciplinary quality guidelines.

The purpose of the EDA is to contribute to the training of PhDs who carry out research, development and innovation pursuant to the highest standards of quality and international competitiveness based on the values of Christian humanism, through the strengthening of an interdisciplinary culture rooted in ethical and anthropological principles and solid lines of research in the fields of social sciences, health sciences and welfare, humanities and art, economics, business and development, exact sciences and engineering, and legal sciences, politics and global studies. This strengthens the scientific training of PhD students and guides their research in favor of the welfare of the individual and society.

The first phase of operation of the Continuing Education Center (CEC), an academic space for growth and development, which integrates and promotes the Uni-



versity's programs in this area through the planning, marketing, operation and academic evaluation of conferences, courses, workshops and diploma courses, among other activities, was completed. The CEC responds to the commitment to bring knowledge closer to the community in order to share university culture and contribute to social progress through a wide range of programs in different disciplines, both in-person and via distance learning. Through continuing education, technical knowledge is linked to practical knowledge, thus providing learning experiences with academic excellence that contribute practical and innovative knowledge in the personal and professional field at any stage of life.

During 2022, the Postgraduate and Continuing Education Department followed up

on the updating of the hybrid specialization and master's programs and began updating the academic plans of the PhD programs, so that they can be operating within the EDA model by 2024.

In this same area, the Anahuac Center for Leadership and Integral Postgraduate Training (CALFIP) was consolidated, whose objectives are to strengthen the leadership of postgraduate students and professors in order to contribute positively to their personal and family life; to enrich their integral formation through tools for the ethical exercise of their profession, and to contribute to the development of the community based on the values of Christian humanism.

To achieve the above, the online micro-course «Towards Personal Democracy,

an Anthropological Approach to Politics» was launched in collaboration with the Vatican Foundation Gravissimum Educationis and Anahuac Online. This course was presented at the Vatican and has been taken by more than 192,000 young people from Mexico, Argentina, Peru and Chile.

During 2022, CALFIP also taught 48 master's and PhD courses and five Newman Circles, which aim to build community and provide spaces for reflection and dialog among academics and university staff in relation to current issues. These Circles address cinema, ethics and humanities; conciliation, family and work; high culture or mass culture; censorship in science, among others.

CALFIP also organized the First Congress on Integral Formation in Digital Environments, in conjunction with Anahuac

Online, to reflect on the university as a community of academics and students in search of truth. In this respect, Anahuac University, which not only provides training for the professional world, but also for life, aspires to integrate itself into the world without losing its essence and responding to the demands of the present.

Finally, in the context of this Congress, the Seminar «Overcoming violence: Anthropological approach based on the postulates of René Girard» was given by Dr. Angel Barahona, with the participation of academics interested in promoting a true culture of peace and who delve into the insights offered by the French philosopher to contribute from their field to overcome the tensions and violent polarization experienced in society.



Academic quality

In this area, of utmost importance for the Anahuac Mexico University, the Educational Evaluation projects seek the best tools to measure student learning and, above all, effective means to promote their learning, while they can demonstrate their progress and growth in knowledge, skills and attitudes that contribute to the development of the competencies that our graduates require in their personal and professional lives.

For this purpose, we hosted the 47th edition of the International Congress of the International Association for Educational Assessment (IAEA) with more than 200 participants from 30 countries. At this congress, academic experts, researchers and professionals from the sector presented more than 170 papers and research posters related to educational assessment. This academic event promoted the generation of collaboration agreements between universities and international examination agencies, as well as joint research opportunities in the field, which strengthens Anahuac Mexico University and places it on the list of universities of high academic quality, alongside Oxford University and Cambridge University, which have organized previous editions of this congress.

In an effort to establish ourselves as pioneers in educational evaluation in Mexico and Latin America, in 2022 the



Internal Quality Assurance System (SIAC) was redesigned to guarantee the quality of our academic programs through an efficient and consistent process that favors a culture of evaluation and continuous improvement, thus contributing to generate an impact on the substantive work of our Institution.

The SIAC ensures continuous monitoring of the quality standards established by different national and international accreditation agencies in order to carry out improvement and quality work throughout the year, placing special emphasis on those that contribute to the continuous improvement of the academic program.

Furthermore, the Graduation Profile Evaluation Plan, which seeks to guarantee the fulfillment of the educational promise of our undergraduate and graduate academic programs to society, consolidated the competency analysis processes and the timely follow-up of established improvement actions during 2022. Thus, based on the information from the completion of two quality cycles, the constant internal process of quality assurance has been strengthened and is demonstrated through educational evaluation strategies.

The analysis of the achievement of the competencies of each academic program is based on hard work in the academy, which involves the tenured and non-tenured



academic staff of the different schools and faculties. The richness of the analysis generated in these academy meetings translates into concrete actions that contribute to continuous improvement and are aimed at demonstrating the achievement of the students' graduation profile.

Likewise, in order to strengthen this area, special emphasis was placed on the analysis of the methods and instruments used to evaluate student learning in the search for the ideal method for each subject type (theoretical/practical/integrative). This has generated greater awareness among academic personnel of the importance of using appropriate criteria to measure learning that offer relevant information for decision making within the teaching-learning process.

Accreditations and external evaluations

One of the priorities of Anahuac Mexico University, in constant pursuit of educational quality assurance, is external evaluation and accreditation pursuant to national and international standards. Therefore, we worked constantly during 2022 to maintain the quality of our programs through different accreditation processes.

The undergraduate degree programs eligible for national accreditation by the Council for the Accreditation of Higher Education, A.C. (CO-PAES) or by the Interinstitutional Committees for the Evaluation of Higher Education, A.C. (CIEES) are listed below:

Reaccreditation of undergraduate programs:

- Actuary (dual campus) (CIEES)
- Public Administration and Government (CIEES)
- Graphic Design (Mexican Council for the Accreditation of Design Programs / Consejo Mexicano para la Acreditación de Programas de Diseño, A.C., COMAPROD)
- Chemical Engineering (Council for the Accreditation of Engineering Education / Consejo de Acreditación de la Enseñanza de la Ingeniería, A. C., CACEI)
- Psychology (dual campus) (National Council for the Teaching of and Research in Psychology / Consejo Nacional para la Enseñanza e Investigación en Psicología, A.C., CNEIP)
- International Relations (dual campus) (CIEES)
- Social Responsibility and Sustainable Development (CIEES)



Meanwhile, the following undergraduate programs underwent an accreditation process for the first time and were recognized:

- Biotechnology (CIEES)
- Sports Management and Administration (CIEES)
- Physical Therapy and Rehabilitation (CIEES)
- Public Administration and Government (CIEES)

The postgraduate programs recognized for their quality by the CIEES were:

- PhD in Educational Evaluation
- PhD in Leadership and Management of Educational Institutions

The following undergraduate programs received accreditation or reaccreditation visits from the CIEES in order to maintain their status as quality programs:

- Visual Arts
- Contemporary Music
- Social Responsibility and Sustainable Development

The following School of Tourism and Gastronomy programs were also re-accredited by TedQual, of the World Tourism Organization (WTO), Certification System-Program Applicable to Any Tourism Education Training and Research:

- Tourism Management (dual campus)
- Restaurant Management (North Campus)

- International Hotel Management (North Campus)
- Gastronomy (dual campus)

Finally, the following programs are in the process of accreditation or reaccreditation:

- History
- Modern Languages and Cultural Management
- Entertainment Business Management (dual campus)
- Law (dual campus)

As far as graduate studies are concerned, the PhD in Communication Research (a program «under development») remains in the National Postgraduate System (formerly PNPC) and the School of Actuarial Sciences registered its three master's degree programs in the National





Postgraduate System (SNP) of Conacyt as «Newly created programs/promoting graduate quality».

Apart from the national recognition of the work developed through these programs, the possibility of offering an economic stimulus to students of excellence while they study the Master's Degree in Statistics and the Master's Degree in Risk at our two campuses is now a reality. We now face the challenge of consolidating these programs in the SNP and obtaining the inclusion of our PhD in Actuarial Sciences.

Another way to confirm that our students have the knowledge and skills to practice their profession is the General Examinations for Graduation (EGEL). This year, in the first semester, the Excellence Award-EGEL was awarded to 164 students, 141 from the North Campus and 23 from the South Campus, who were recognized as the best graduates on a national level. The results of our students' EGEL exams place Anahuac Mexico University as a ben-

chmark of academic quality due to its high pass rate of 97.3 percent.

Likewise, as part of our constant commitment to the pursuit of academic quality, our programs have been incorporated into the EGEL High Performance Program for the period 2019-2021 with the following results: 10 programs are Level 1 Plus (programs with an 80% pass rate, 50% of which achieve outstanding results), 20 programs are Level 1 (80% or more of the students obtain some testimony of performance and less than 50% obtain outstanding results) and three programs are Level 2 (60% or more of the graduates, but less than 80%, obtain testimony of performance).

It is important to emphasize that the University has a solid culture of continuous improvement, the purpose of which is to raise the quality of education through strategies and mechanisms to exceed standards and contribute to society with the positive action leadership of our graduates.

Training, evaluation and updating of teaching personnel

The Teacher Training and Updating Center (CEFAD), responsible for the training and updating of the University's professors, has excelled this year by offering a wide range of in-person, virtual, hybrid and online courses in different current topics, with courses in the areas of pedagogy, research, technology, English language and other disciplinary courses, in order to meet the specific needs of each school.



In this respect, the Teacher Development Plan (PDD) seeks to strengthen the professional and didactic skills of the University's professors in order to allow them to offer classes in any format and in any teaching-learning situation, based on high standards of quality and excellence, thus offering a means of constant updating, through four diploma courses:

- Educational strategies and resources
- Student-centered methodologies
- Digital skills for educational innovation
- Research.

The Master's Degree in Innovation, Research and Teaching Skills for University Teaching is obtained by accrediting three diplomas. In 2022, CEFAD taught 240 courses with a total of 2,050 accredited professors.

University professors received the necessary training to continue using technology in the classroom on the Brightspace platform, with a total of 2,500 professors accredited in the last two years. The course «How to be a good university professor in any teaching modality» was provided to enable professors to implement didactic elements of planning, class environment, active methodologies and evaluation for improvement and technological innovations in any teaching modality aimed at fulfilling the requirements of the students' graduate profile, with 1,750 professors participating between 2021 and 2022.

In recent years, we have realized that teaching has evolved and as a University we have continued to evolve in the training of active methodologies, which focus on the student, on the development of skills, on constructive and self-directed learning processes and on the fact that teaching must take place in the context of real-world problems or professional practice. We currently have eight courses on active methodologies, taught by expert, up-to-date instructors, and this year we implemented four new courses:

- Design Thinking 2
- Storytelling



**In 2022,
CEFAD taught
240 courses
with a total
of 2,050
accredited
professors**

- Collaborative learning
- Challenge-based learning.

The Academic Demand project aims to promote a shared understanding of the importance of demand as the means through which the members of our University Community are committed to promote the learning, growth and development of individuals and to generate a culture oriented to excellence, academic quality and continuous improvement. In this respect, the institutional concept was promoted and the first workshop for professors was held, with the objective of stimulating reflection and strengthening the academic work of our professors and students.

CEFAD is also home to the Inverted Learning Certification Center for Latin America, where our group of certified instructors gave the virtual workshop for the fourth generation, with the attendance and accreditation of 17 academics. A presentation was also made to the Open University, Educational Innovation and Distance Education Office (CUAIEED) of the National Autonomous University of

Mexico, in which more than 70 professors participated, sharing best practices in the implementation of the Inverted Learning project and proposals for certification in the methodology.

In order to improve the educational quality of the University, a teaching assessment process is necessary. As a result, the Teaching Practice Assessment (EPD) is carried out every year. The average level of satisfaction expressed by undergraduate and postgraduate students was 84% when evaluating areas corresponding to the implementation of active methodologies during classes.

In terms of support and guidance through pedagogical counseling for the work of teachers, this year 255 teachers were assisted in the areas of pedagogy, didactics, use of technological tools, evaluation and group management.

Furthermore, in 2022, a new system called Recognition of Academic Performance (REDAC) was implemented, by means of which every academic staff member is evaluated in any of their profiles: professor, tutor, researcher or coordinator.

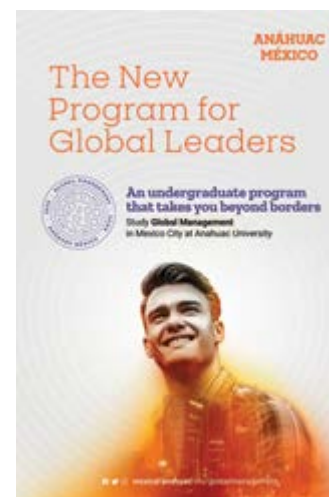
Internationalization

The Integral Education Model of Anahuac Mexico University has a strong international component and perspective, through which experiences such as international academic exchanges of professors and students are promoted. Proficiency in English as a second language is required and in certain degrees the command of a third language, in addition to the fact that all students must take at least five subjects in English during their studies.

In 2022, in-person classes for the courses and elective subjects of the School of Languages were resumed. Six



347
agreements
signed in 45
countries



periods of prerequisite courses were offered with a total of 2,059 students enrolled in 135 language courses at both campuses. A total of 646 language accreditation exams and 2,122 English placement exams were taken during the Integral University Welcome Programs in January and August of this year. The School of Languages expanded its elective offerings to include Mandarin Chinese and Sign Language II in its already extensive language programs. A total of 319 students took courses at this School, either as part of the elective block or to pursue a minor. We also expanded our programs for continuing education courses through training in language teaching methodologies for language teaching professionals, in addition to our specialized language courses, and we offered virtual and customized English courses to our academic community to facilitate their training in this language.

The School of Languages, which is always focused on continuous improvement to meet current challenges, continued to train language teachers in the use of new technological tools, as well as to adapt all courses to the flipped classroom format to enhance students' academic achievement.

Similarly, 2022 saw the start of the first generation of the Bachelor's Degree in Global Management of the Anahuac Business School, where 100% of its subjects are taught in English and it has agreements with several foreign universities to take part in international learning experiences. The School of Engineering's Bachelor's Degree in Engineering Management also had its first summer internship at the University of Victoria, Canada, with which it has an agreement.

The Internationalization Department played an important role in reaffirming the commitment to globalize all members of the Anahuac Community. During 2022, 62 new agreements were signed with universities in Australia, Argentina, the United States, Italy, Spain, Peru, France, Cuba, Indonesia and Senegal, the latter two countries being new members of our list. Thus, Anahuac Mexico University has 347 agreements signed in 45 countries.

In this respect, it is worth highlighting the vision of our schools to globalize their activities. The School of Psychology signed agreements with the University of California San Diego and the Instituto Superior de Estudios Psicológicos



(ISEP), in the search for student and professor mobility, as well as cooperation for the development of academic and cultural activities. The School of Tourism and Gastronomy signed agreements with Arts Barcelona, Secrets Dominican Republic, Basque Culinary Center and Mandarin Oriental as internship destinations for its students. The School of Global Studies continued its relationship with the Byzantine, Neo-Greek and Cypriot Studies Center of the University of Granada and the Anahuac Business School signed an agreement with the University of Oxford in order to allow its students to participate in the Entrepreneurship Skills and Map the System courses. Finally, one of the most outstanding achievements was the signing of the agreement between the School of Actuarial Sciences and the Institut Interafricain de Formation en Assurance et Gestion des Entreprises de Senegal (Interafrican Institute for Training in Insurance and Business Management of Senegal) (IFA-GE), the first agreement we have signed on the African continent.

The participation of our University in international associations is one of our strategies to continue building, sharing and learning about the different fields of education



on a global level, as well as one of the main lines of action of the internationalization plan. As an example of this, the Rector was appointed member of the Board of Directors of the Mexican Association of Institutions of Higher Education of Catholic Inspiration (AMIESIC) for the period 2022-2024. Furthermore, due to its active participation with the Mexican Association for International Education (AMPEI), the University will host the annual congress in 2023.

Another achievement of our work in international associations was the appointment of two of our colleagues as general coordinator and technical secretary of the National Network for the Generation of Resources for Education of the National Association of Universities and Institutions of Higher Education (ANUIES). In collaboration with the Ibero-American University Association for Postgraduate Studies (AUIP), six scholarships were obtained for PhD research stays for students of the PhD in Communication and Strategic Marketing, co-supervision of seven PhD students and double degrees and collaboration agreements with the Universities of Cadiz, Seville, Huelva and Malaga. Finally, we participate on the working boards of the World Design Organization, the Mexican Association of Interna-

tional Studies (AMEI) and the Latin American Association of Communication Researchers, not to mention the active participation of our academics in lectures, symposiums and annual congresses of the 48 associations to which we belong.

Outgoing. The return to 100% in-person activities at Anahuac Mexico University and in the countries and universities with which we have agreements allowed us to increase the mobility of our students nationally and internationally. In 2022, 263 undergraduate students participated in exchange programs abroad with more than 20 countries, an increase of 110% compared to the previous year. The aim of the Internationalization Department is to allow a large part of the University Community to participate in at least one international experience and this year there was also



a 500% increase in international graduate exchanges and an 8% increase in international experiences during the summer of 2022. Similarly, during the summer, two Faculty-Led Programs were created, one focused on Architecture and the city, developed at the European Academy of Florence, and the other on Sustainability, developed in conjunction with Carl Duisberg Centren, in Germany.

This year, we also held the first virtual fair with the participation of more than 30 universities with which we have agreements, as well as government education representatives, to publicize exchange opportunities, study abroad, summer programs and scholarships for postgraduate studies abroad.

Incoming. Internationalization at home is one of our most important strategies to provide the community with an international experience within our campuses. Through contact with students from different parts of the country and the world, we form empathetic positive action leaders with a global vision, who are capable of understanding the cultural complexities of a globalized world.

In 2022, students, researchers and professors from 21 countries were received, representing an increase in country diversity of 23.5% compared to 2021; a total of 193 applications for admission were accepted, increasing the number of applications received by 24.5%, and students from new countries such as Taiwan, Egypt and Romania. As a result of the global situation, virtual exchanges were implemented and continue to be successful. In addition, we increased the number of foreign exchange researchers and professors on exchange by 50% compared to the numbers prior to the COVID-19 pandemic.

Strategic projects and events. During 2022, we continued to promote Collaborative Online International Learning (COIL). Our professors implemented this methodology in their classes together with universities such as Perm National Research University, Russia; Universiti Teknologi Mara, Malaysia; Universidad del Desarrollo, Chile; Coventry University, United Kingdom, and Universidad Finis Terrae, Chile.

Another strategy to bring our students closer to international education was the development of the following dual diplomas in 2022 to obtain an additional degree in one of these programs:

- Dual degree with EADA Business School, Spain, which allows students of the Bachelor's Degree in Financial



nal Education (APAIE), the Association of International Educators (NAFSA) and the European Association for International Education (EAIE). These conferences are opportunities for training in best practices and trends in higher education. Likewise, meetings and new alliances were generated with more than 60 partner universities around the world, promoting academic exchanges and the joint development of international projects.

During September 2022, the Internationalization Department toured universities in France, with the aim of generating new links and strengthening existing ones in that country. The following institutions were visited: IGS Group, EM Lyon Business School, Catholic University of Lyon, ITech, Paris School of Business and SKEMA Business School.

Management to obtain a Master's Degree in International Finance.

- Dual degree with the Libera Università Internazionale degli Studi Sociali Guido Carli (LUISS), Italy, which awards students of the Bachelor's Degree in International Relations a Master's Degree in International Management.
- Dual degree with the European University of Rome, Italy, through which the students of the Bachelor's Degree in Tourism Administration obtain a degree in Tourism.

Our academics participated in more than 50 international events, such as the 5th Industrial Marketing Management Summit, Philadelphia, United States; the 7th International Symposium on Internal and External Public Relations, Argentina; the 29th International Congress on Learning, Spain; and the International Symposium of Forecasting, England, among others. We were also honored to receive international speakers on cutting-edge topics from universities and institutions such

as Universidad de Desarrollo, Chile; IDEOS HEC Montreal; Entrepreneurship Center, Canada; Divine Mercy University, United States; Instituto Superior de Estudios Psicológicos (ISEP), Spain; Universidad de Alcalá de Henares, Spain; Universidad de Buenos Aires, Argentina; American Music and Dramatic Academy (AMDA), United States; and IE University, Spain.

During 2002, Dr. Cipriano Sánchez García, L.C., participated in the general assembly meetings of the Organization of Catholic Universities in Latin America and the International Federation of Catholic Universities (FIUC). Both events were a space for rectors and representatives from more than 200 Catholic universities around the world to discuss the challenges facing Catholic institutions in different contexts. At the same time, bilateral relations were strengthened with Boston College, the Pontificia Universidad Católica de Chile, The Catholic University of Korea and Assumption University, among others.

The Internationalization Department participated in the annual conferences of the Asia-Pacific Association for Internatio-





Research

In 2022 we continue to work towards our goal of being a University that, in addition to standing out for its excellence in teaching and its emphasis on the integral formation of our students, contributes in a significant way to the generation of knowledge through relevant research with a social impact.

To achieve this, we promoted the growth of the University's research team and, by the end of 2022, we had 95 consolidated researchers, 30 academics in the program of researchers in development, more than 80 associate researchers and 90 researchers who are members of the National System of Researchers (SNI) of the National Council of Science and Technology (Conacyt).

The work of these academics was reflected in 173 articles published in journals indexed in Scopus (40 more than the previous year), in some cases in international collaborations with academics from universities such as Harvard, Georgetown, Vanderbilt, Brown, Cornell, University of Toronto, among others. Fifty-four of these articles were authored or co-authored by undergraduate and postgraduate students from the School of Health Sciences and the Schools of Engineering and Psychology. Forty-two books were pu-



blished by prestigious national and international publishers, such as Springer, Tirant lo Blanch, Routledge, Bentham Books, Gedisa, Nova Science Publishers, University of Toronto Press, Palgrave, IGI Global, El Colegio de Mexico and UNAM, among others.

The year 2022 will be remembered in the field of research for the holding of the First Meeting of Researchers of the International Network of Regnum Christi Universities (RIU) at our South Campus, which brought together more than 250 researchers, academics and executives from the various universities in the Network, from Mexico, Spain, Chile, Italy and the United States. The objectives of this historic event for the development of research in our universities were to carry out a community reflection on the identity and vision of research in the RIU, to showcase research already in progress in the RIU and to bring researchers together.

Regarding the research projects developed by our academics, it is important to highlight our continued collaboration with the government of the State of Mexico to work with the elderly population in the study of aspects such as wellbeing, frailty and physical activity. This project, coordinated by Dr. Alejandro González, involves the participation of researchers from Psychology, Sports Sciences, Health Sciences and Business and Economics. Along this same line of research, a collaboration agreement was signed between our University and the Universidad Francisco de Vitoria de Madrid, Spain.

The presence of our University, represented by Mario Buenrostro Perdomo, Director of the School of Engineering, in a delegation to San José, California, coordinated by the Ministry of the Economy to promote bilateral collaboration between Mexico and the United States for the development of semiconductors, a line of research that has been carried out in our University for years, with special emphasis on the study of organic semiconductors through the leadership of Dr. María Elena Sánchez Vergara, a researcher of the National System of Researchers Level 2, was also significant.

The Women's Institute, an interdisciplinary university center specializing in the development of women's leadership through research, teaching, promotion and networking, carried out two important surveys of the university community in which 1,977 students participated. The objective was to find out what our students think about different topics related to gender and family in order to establish a dialog and accompany them in their integral formation. More than 15 conferences were also given to students, professors, educators, directors and civil society on topics such as the image of women, beliefs of today's society, rethinking the gender issue, valuing motherhood, female leadership and university voices, among others, to provoke rea-



son, spread hope, evangelize culture and promote Christian humanism.

Meanwhile, in the publishing field, Alma Cázares Ruiz, coordinator of Academic Publications of our University, was elected for a two-year term as president of the Committee of University and Academic Publishers of the National Chamber of the Mexican Publishing Industry (Caniem) due to her work to make university publishing more visible and professional. In this respect, the Anahuac Mexico University has a catalog of more than 250 titles in co-publication with prestigious publishers (Siglo XXI Editores, Gedisa, Porrúa, Thomson Reuters, Tirant lo Blanch and EU-



NSA, among others) and has consolidated our participation in the country's main book fairs, such as the Guadalajara International Book Fair (the most important in the Spanish-speaking world), the International Palacio de Minería Book Fair and the International University Student Book Fair.

Finally, it is important to emphasize that a central aspect of our research development strategy is to promote a university life that involves students and professors. For this reason, we organized the thirteenth edition of our Research Poster Competition for undergraduate and postgraduate students, with the number of entries exceeding 200 for the second consecutive year and receiving for the first-time posters from all the universities of the Anahuac University Network.

<p>173</p> <p>articles in journals indexed in Scopus (54 of them with the participation of students).</p>	<p>5</p> <p>interdisciplinary areas and</p> <p>18</p> <p>priority research topics.</p>	<p>208</p> <p>scientific poster entries in the 12th Anahuac Mexico Research Poster Competition.</p>
<p>262</p> <p>scientific publications (articles in indexed journals and books in prestigious publishing houses).</p>	<p>More than</p> <p>250</p> <p>researchers from Mexico, Spain, Chile, Italy and the United States participated in the First RIU Researchers Meeting.</p>	<p>90</p> <p>academics members of Conacyt's National System of Researchers.</p>

Statistics

Library collection

Libraries supporting our students' education and research are a priority for quality academic development. For this reason, 282 workshops for developing research skills were offered to 5,830 users, as well as 144 permanent workshops for the entire University Network.

We achieved a record number of visits to our databases with a total of 7,130,501 searches via our electronic resources and consolidated our collection with 176 databases in 2022. Among the most important acquisitions this year were the following:

- Dentistry and Oral Sciences Source for the Bachelor's Degree in Dental Surgery
- Subscription to more than 2,000 eBooks in the Springer, Pearson and eLibro.net collections.

In addition, the Library Department led the online acquisition process of the British Medical Journal (BMJ) database for the School of Health Sciences and retrieved a total of 1,868 articles requested by our users and by users of other libraries through our RAPIDILL platform.

In accordance with the efforts of the University in terms of internationalization, the Library works with bilingual staff to serve international students, including:

- Publication of the Library's monthly newsletter in English
- The completion of the Library website in English



- Delivery of eight workshops for developing research skills in English for international students.

And finally, we continue with programs to promote reading in our community, including activities such as:

- Celebration of International Book Day
- Reading clubs with professors, administrative staff and students; a total of eight sessions with 130 participants
- Permanent donation program for books and shelving for the National Reading Strategy Project, which benefited 10 libraries in Mexico City
- First Anahuac University Short Story Contest.

Digital and printed collection:

175,207
printed books

625,067
books

10,500
electronic
journals

9,000
digital magazine
titles

176
databases

The Library
Repository
has

7,000
titles with
7,170
volumes

Indexing of **3,000** catalog titles in Google Search Console22.

Fanpage Karma, a platform for downloading social network statistics, was acquired to provide better service to users.

Indexing of **60** titles in the Hispanic scientific promotion portal Dialnet.

MyLOFT: allows the user to have a complete library in a single access point by integrating the entire electronic catalog.

Use of the **Alma Mobile** application to register consultations in the different Library rooms on both campuses.

Statistics



SCHOOL OF ARCHITECTURE

- Foundation of the Institute for Research and Laboratories of Architecture (IILA), focusing on subjects such as Territory, Sustainability and Architecture, Construction and Technology, History of Architecture, Theory and Criticism, and Heritage and Conservation.
- Introduction of students to social architecture programs with the Ministry of Agrarian, Territorial and Urban Development (SEDATU). Beginning with the Primary Lecture given by Román Meyer Falcón, head of this Ministry.
- Alliance with the architectural firm Foster & Partners based in London, England, which each year allows one of our recent graduates to work for the firm for two years.
- Publication by Routledge of The Routledge Handbook of Infrastructure Design, in which Dr. Carmelina Martínez, IILA coordinator, participated in the chapter «In Between Technology and Architecture: Claude-Nicolas Ledoux and the French Royale Saline».

SCHOOL OF ARTS

- Reinforcement of the three bachelor's degrees: Visual Arts, Contemporary Music and Drama and Performance, in relation to their academic approach and contemporary vision to comply with the graduate and leadership profile.
- Follow-up of the accreditation process of the bachelor's degrees in Visual Arts and Contemporary Music with the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and beginning of the accreditation of the three bachelor's degrees with international bodies.
- Implementation of strategic actions for the elevation of the school, including the gradual incorporation of coordinators and tenured professors as researchers with incentives for publishing in indexed journals.

SCHOOL OF BIOETHICS

- Collaboration with national government agencies such as the National Bioethics Commission (CON-BIOETICA), the State Bioethics Commissions and the National Medical Arbitration Commission (CONAMED) through collaboration agreements and joint projects.
- Certification of national and international students, for example, 10 priests and clergy; 40 members of Research Ethics Committees and Hospital Bioethics Committees, referred from CONBIOETICA or the State Bioethics Commissions; more than 40 international students from more than 22 countries through the PhD programs in Applied Bioethics, the Online Masters' Degrees in Bioethics and the Master's Degree in Global Bioethics, endorsed by the UNESCO Chair in Bioethics and Human Rights.
- Indexing of the journal *Medicina y Ética* in Latindex 2.0, Dialnet and DOAJ, with the aim of achieving Scopus indexing.





SCHOOL OF ACTUARIAL SCIENCES

- Presentation of the Anahuac Leadership Medal in Actuarial Sciences 2022 to Alejandro Bonilla G. (gen. '75) in a ceremony with students, alumni, presidents of trade associations, members of the Alumni Council and insurance company executives.
- Reaccreditation of the curriculum of the Bachelor's Degree in Actuarial Sciences, which complies with the syllabus of the International Actuarial Association (IAA) through the National Association of Actuaries (CONAC).
- Second and third place in the 2022 National Actuarial Award in the research category for «Seguro Catastrófico, póliza de sismo para edificaciones» (Catastrophic insurance, earthquake policy for buildings) by actuary Fausto Guevara and «Estimación de curvas de mortalidad mediante suavizamiento controlado y segmentado (SCyS): comparación con diferentes métodos utilizados en Actuarial Sciences» (Estimation of mortality curves using controlled and segmented smoothing) by Dr. Eliud Silva; and first place in the Founders' Award of the Mexican Actuarial Association (AMA) for the research work «Cómo evitar que la industria petrolera se quede sin seguros» (How to prevent the petroleum industry from becoming uninsured), by Dr. José Daniel López Barrientos.

SCHOOL OF HEALTH SCIENCES

- In the EGEL-MEDI, students passed with Satisfactory or Outstanding grades and medical rotations were resumed in Israel, the United States, Germany and Spain. Students who took the EGEL PLUS NUTRI passed the exam with Satisfactory or Outstanding grades.
- Second place in the National Anatomy Contest and third place in the National Neuroanatomy Contest held during the 29th National Anatomy Congress.
- 1st Student Chapter Meeting of Mission Brain in Mexico with Dr. Alfredo Quiñones-Hinojosa and his team from the Mayo Clinic.
- Collaboration with Green Fluids, the National Institute of Genomic Medicine (Inmegen), the Center for Research and Advanced Studies of the National Polytechnic Institute (CINVESTAV), Research and Development of Cellular Biotechnology (INDEBIOC), Biotechnologist CHIMEA, the Association in favor of People with Cerebral Palsy (APAC) and the National Institute of Cancerology (INCAN). Telemedicine programs were again promoted with the support of the DEVLIN and Autrey Foundations and the Toks Chair.

SCHOOL OF SPORT SCIENCES

- Collaboration with the Sport Innovation Center (GSIC) by Microsoft.
- Institutional agreements with Liga Mx/Liga Mx Femenil/Federación Mexicana de Fútbol, Club América, Arena Ciudad de México, Diablos Rojos del México, the NBA and the NFL.
- Organization of the International Seminar «Practical Aspects of Non-invasive and Invasive Spinal Cord Stimulation», with the Kazan University in Russia and the Neuroaxis Center Care and Research Center in India.

SCHOOL OF COMMUNICATIONS

- Reaccreditation by the Accreditation Council for Education in Journalism and Mass Communication (ACE-JMC) of the Bachelor's Degree in Communication.
- The School, the International Climate Initiative (IKI) of the German Federal Ministry for the Environment, the World Wildlife Fund (WWF) and Bielefeld University in Germany joined forces to create the «Communication for Change» project to promote youth leadership in solving environmental problems.
- Organization of the «Communication and Democracy» Congress in conjunction with the National Autonomous University of Mexico (UNAM) and other universities such as La Salle, the Autonomous University of Mexico, the National Polytechnic Institute and the Autonomous University of Tlaxcala

SCHOOL OF LAW

- Holding of the International Congress “Right to the future: forms of global domination and horizons of law” with the participation of 192 speakers representing 10 countries and 100 lectures
- Accreditation of the Bachelor's degree program in Public Administration and Government by the Interinstitutional Committees for the Evaluation of Higher Education (CIEES).
- Implementation of the bilingual Global Access Program (GAP) in the Bachelor's Degree in Law with 10 subjects in English to prepare for entry to the 5+1 master's degree programs signed by the School with foreign universities with collaboration agreements, such as the University of San Diego and Houston.
- The School's Legal Advice Center provided advice on these issues to more than 100 people in 2022.
- Final examinations of the Terminal Efficiency Program to best prepare the outgoing efficiency of graduating students.
- Agreements with several law firms for internships, pro bono representation and post-graduate scholarships.

SCHOOL OF DESIGN

- Presence of the School in Zona Maco, in the Mexico Diseña and a!Diseño contests, in the 2022 Nude Habita Fair and the Mexico Shorts Contest. Collaboration with the Italian Chamber of Commerce in the Creative Encounter Project.
- Holding of the 19th Alumni Symposium and the 19th International Congress “Design for Humanity / Evolution”. The Research Seminar was also held to consolidate the strategic lines of research for each degree program and interdisciplinary research.
- All students from the North and South Campuses passed the General Examination for Graduation from the Bachelor's Degree that they took in 2022.



ANAHUAC BUSINESS SCHOOL

- The School received the first generation of students of the Bachelor's Degree in Global Management, a program with international professors teaching the subjects one hundred percent in English.
- Publication of articles by School research professors in international scientific journals. 60% in Scopus-indexed journals, the most widely used index in the world to compare the scientific productivity of higher education institutions.
- The University Entrepreneur Center (CEU) served more than 3,000 undergraduate students through its 138 mandatory entrepreneur courses for all undergraduate majors on both campuses.
- Through the AcelerA Business Accelerator program, the «AcelerA-Japan» program was developed for Mexican entrepreneurs, large companies and SMEs interested in learning about and exploring the opportunities the Japanese market offers in exporting goods and services for commercialization.

SCHOOL OF EDUCATION

- Accreditation for five years of the PhD in Educational Evaluation and the PhD in Leadership and Management of Educational Institutions by the Interinstitutional Committees for the Evaluation of Higher Education (CIEES).
- Celebration of the 30th anniversary of the PhD in Educational Evaluation with the participation of the Complutense University of Madrid and more than 30 graduates from all generations.
- Awarding of the International Master's Degree in University Management from the University of Alcalá.



SCHOOL OF GLOBAL STUDIES

- Interinstitutional cooperation agreement between the University and the Matías Romero Institute of the Ministry of Foreign Affairs (SRE) for organizing conferences, congresses, refresher and professional training courses, certification programs, continuing education, advanced studies, seminars and other activities of common interest.
- Accreditation for five years of the Bachelor's degree program in International Relations by the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and in the List of Higher Education Programs recognized for their excellent academic quality.
- Organization of the master conference «Diplomacy of the Holy See», given by Ambassador Luis Felipe Bravo Mena and «Bicentennial of the Mexico-United States relationship» with Ambassador Julián Ventura Valero; the event «Mexican diplomacy Face To Face: three milestones in the Mexico-Israel relationship» with the participation of H.E. Mr. Zvi Itzhak Tal, Ambassador of Israel to Mexico and H.E. Mr. Mauricio Escanero, Ambassador of Mexico to Israel; Academic Day «Religion and International Conflicts» together with Pastoral Universitaria; the 2022 Dual Campus United Nations Model, inaugurated by the Ambassador of Qatar to Mexico; and «Europe Day» with a panel discussion on the war between Russia and Ukraine, with the participation of the ambassador of the European Union delegation to Mexico, Gautier Mignot, the ambassador of the Slovak Republic to Mexico, Terézia Sajgalíková, and the chargé d'affaires of the German embassy in Mexico, Mirko Schilbach.
- Relaunch of the North American Process with Arizona State University in the United States and Carleton University in Canada.

SCHOOL OF HUMANITIES, PHILOSOPHY AND LETTERS AND LITERATURE

- Organization of the First World Congress on Personalism with the two most important Spanish-speaking associations for personalist philosophy: the Spanish Personalism Association and the Ibero-American Personalism Association, as well as with the two most important English-speaking associations for personalist philosophy: The American Institute for Philosophical and Cultural Thought and The Hildebrand Project.
- Increase in the enrollment of new students in the bachelor's degree programs in History and Cultural Management, and for the second consecutive year, we obtained the highest number of new students on our various postgraduate programs.
- Opening of the Master's Degree in Theology and Pastoral Action in the Faculty's Master's degree programs. In 2022, we welcomed the first 12 students of the first generation.

SCHOOL OF ENGINEERING

- Start of the business block of the Engineering Management program, jointly designed and taught by the University of Victoria, Canada.
- Host and organizer of the International Joint Conference in Industrial Engineering & Operations Management, the Second International Chemistry Colloquium, the International Conference on Computer Science and Engineering and the International Course on Perspectives of Modern Microscopy in Mexico.
- Celebration of the tenth anniversary of our popular science magazine *+Ciencia*.

SCHOOL OF PSYCHOLOGY

- Reaccreditation for five years of the Bachelor's degree program in Psychology on the North and South Campuses by the National Council for Research Education in Psychology (CNEIP) recognized by the Council for the Accreditation of Higher Education, A.C.
- One hundred percent of students obtained Satisfactory or Outstanding results on both campuses in the General Exit Examination Plus (EGEL PLUS).
- Foundation of the Corporate Chair Mrs. Guadalupe Espinosa Rugarcía, which strengthens the Monte Fénix-Anáhuac México alliance.
- General and Specific Collaboration Agreement with the Municipal System for the Integral Development of the Family (DIF) of Huixquilucan for the imparting of psychology workshops to children at the Renacer Children's Shelter, the Sacred Heart Home for the Elderly and the Addiction Care Center; agreement with the Universities Francisco de Vitoria, Madrid, and Isabel I, Burgos, for the development of academic and research projects in psychology; specific agreement for mobility in psychology with the Instituto Superior de Estudios Psicológicos (ISEP), Madrid, Barcelona and Valencia; and another 22 new agreements with public and private sector institutions for professional internships.



SCHOOL OF SOCIAL RESPONSIBILITY

- The Summer School on Sustainability was held at the Carl Duisberg Centren in Cologne, Germany, with 34 students, graduates and faculty members.
- Creation of the Anahuac Research Network on University Social Responsibility (RIARSU) with seven higher education institutions from Mexico, Chile, Colombia and Peru within the framework of the 2nd International Seminar on University Social Responsibility.
- First generation in Latin America and Spain of the Magister in Social Doctrine of the Church: Reflection and Life, in which the University participated as organizer and in collaboration with the Finis Terrae University in Chile, the Francisco de Vitoria University in Spain, and the Ateneo Pontificio Regina Apostolorum University in Italy.

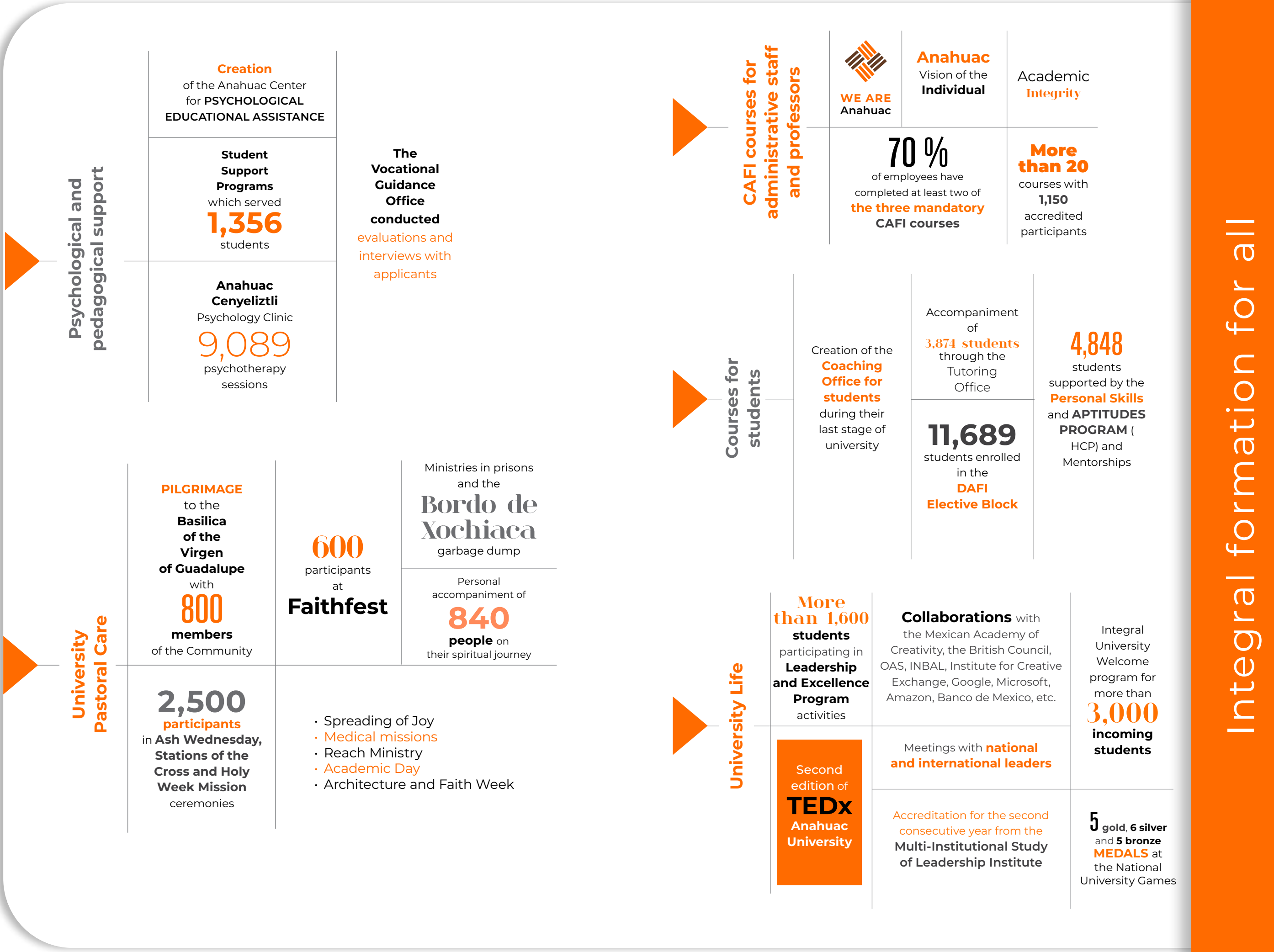
SCHOOL OF TOURISM AND GASTRONOMY

- Consolidation of the dual degree for the Bachelor's Degree in Tourism Administration with the European University of Rome.
- Strengthening of the relationship with Le Cordon Bleu, a prestigious culinary arts and hospitality education center, by extending the agreement for an additional 10 years.
- Obtaining of national and international certifications from the Interinstitutional Committees for the Evaluation of Higher Education (CIEES) and OMT Ted Qual for all the undergraduate programs of the School of Tourism and Gastronomy, respectively, with special recognition for the Bachelor's Degree in Tourism Administration for being the only school in its field to obtain a level 1 plus score.



INTEGRAL FORMATION FOR ALL







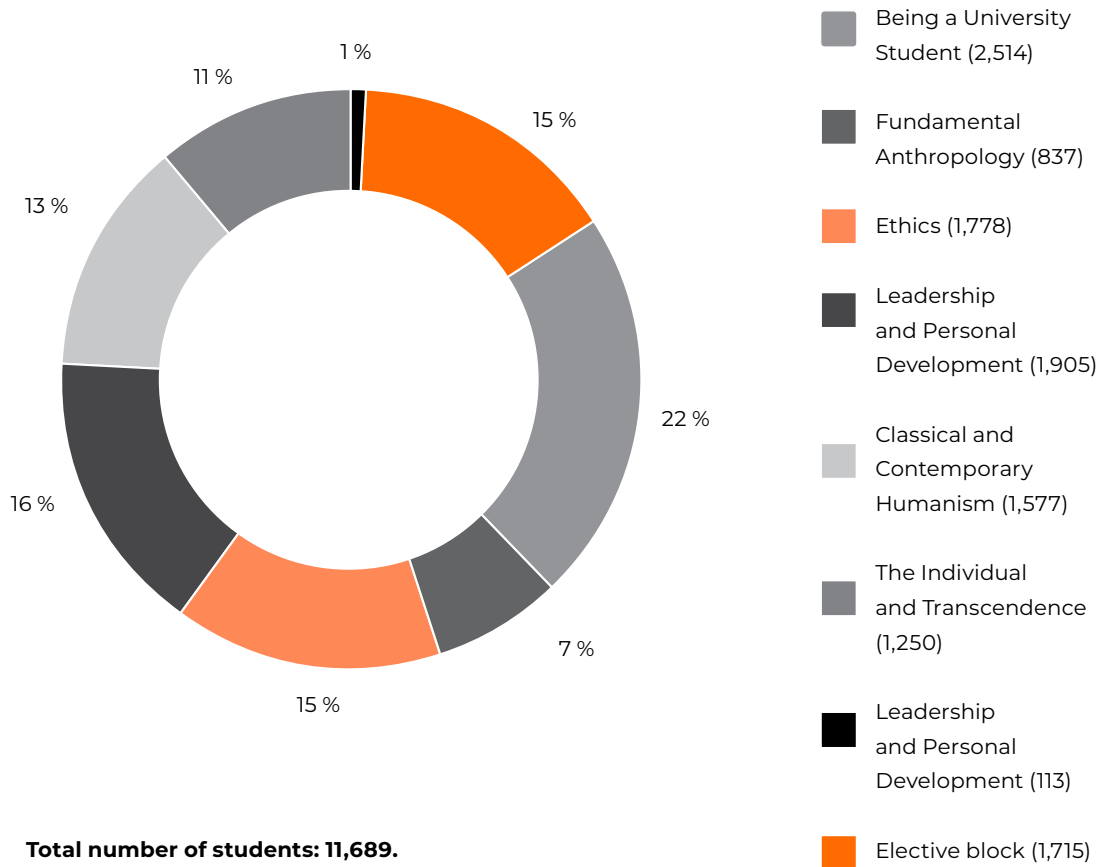
2022 was a year full of challenges, experiences and satisfaction. It was a year that allowed us to continue providing integral formation in leadership and excellence to our University Community. During this period, we learned that innovation, dedication and service to others make us unique as a team of educators and students committed to our society.

Integral Formation

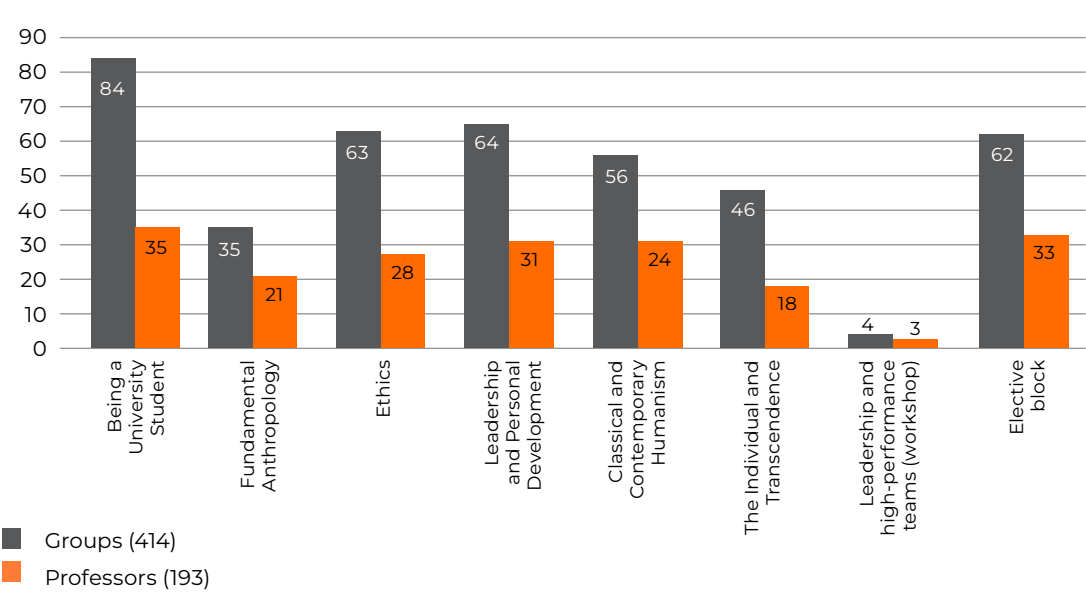
The Academic Office for Integral Formation (DAFI) aims to contribute to the harmonious development of individuals in all activities and structures. One of its strategic objectives is to provide integral formation to everyone. To achieve this, the first three subjects of the Anahuac Block (Being a University Student, Fundamental Anthropology and Ethics) give meaning and coherence to the integral formation of students. This allows them to reflect on the world's current situation from a perspective focused on the dignity of the Individual and the existence of truth and goodness, as well as on their profession's ethical and social commitment.

For this reason, informative sessions were also held with 62 academic coordinators from different schools and faculties to reinforce the importance of integral formation for the undergraduate community with a faculty of 161 professors.

More than 11,000 students enrolled in the Anahuac DNA subjects and the DAFI Elective Block, as follows:



In the academic field, 40 academies were held for Anahuac Block subjects to reflect on classroom strategies and content to guarantee academic excellence and the integral formation of the student. Academic forums, such as the Newman Circle to promote dialog and critical thinking and the Chesterton Cafés, were organized to generate a culture of reflection on the most controversial current topics within respect and freedom.



In addition, the Elective Block introduced the new Diploma on Individual and Emotional Intelligence and the subjects of Leadership and Heroism in Tolkien's work; the Individual and Social Networks; Violence and Reconciliation; and the Individual and Resilience.

Finally, we participated in the National Congress of Electronic and Biomedical Engineering and the International Congress on Leadership and the Common Good.



Anahuac Center for Psychological Educational Assistance

To integrate the psychological and educational assistance offered by Anahuac Mexico University, this year, the Anahuac Center for Psychological Educational Assistance was created under the leadership of José María López Landiribar, which includes:

- Student Support Programs
- Anahuac Cenyeliztli Psychology Clinic
- Office for Vocational Guidance.

The purpose of these three programs, offered by the Vice Rector's Office for Integral Formation, is to join efforts to raise awareness about the importance of mental health in the integral formation of all members of the University Community.

The Student Support Programs offer emotional and academic support to students by professional psychologists and educators and in 2022, 1,356 students from both campuses enrolled in the different programs. In this respect, the Academic Follow-up Program (PSA), with the help of a multidisciplinary team of committed professionals, supported young people who, due to different academic and life circumstances, were at risk of abandoning their studies at the University, managing to ensure that 72% of those who received assistance continued with their studies.

Meanwhile, at the Anahuac Cenyeliztli Psychology Clinic, members of the University Community received professional psychological and psychiatric support at affordable rates. During 2022, 9,089 professional psychotherapy sessions were provided to 982 people, of which 276 were members of the University and 706 were from outside the university. In addition, the following workshops and conferences were held:

- Webinar: «The importance of mental health»
- Workshop: «Clinical application of self-compassion in psychotherapy»
- Workshop: «Project Body»
- Workshop: «Psychological first aid for MBA Anahuac coaches»
- Workshop: «Let's talk about motivation, flexibility and change»
- Conservation: «Are you what you post?»
- Conference: «Anxiety: From enemy to friend, is it possible?»
- Webinar: «Eating behavior: The struggle to accept ourselves as we are»

Finally, the Office for Vocational Guidance, formed by 17 psychologists who have graduated from the Anahuac Mexico University with a Master's degree primarily in the clinical area, worked together with the Office for New Students and Promotion and with the Admissions Office in the University admission process to evaluate and interview each applicant. Throughout the year, it also conducted online and in-person admission exams at the North and South Campuses and schools that requested them, providing personalized attention. It also offered vocational orientation studies to members of the University Community and external applicants.



University Pastoral Care

Following the challenges of confinement and virtual dynamics, the return to campus in 2022 allowed many members of the community to resume their spiritual life in person. The COVID-19 pandemic led to the questioning of many habits and beliefs, and the return to in-person attendance was an opportunity for renewed and conscious contact with prayer and the sacraments. In February, 800 members of the community made a pilgrimage to the Basilica of the Virgin of Guadalupe. At the foot of Tepeyac, we gave thanks as a community for God's protection throughout the confinement and entrusted him with our projects and efforts during our return to the campuses.



As the year progressed, during Lent and Holy Week, we had the opportunity to take firm steps toward a personal and community experience of faith. More than 2,500 members of the community participated in the ceremonies for Ash Wednesday, the Stations of the Cross, spiritual conferences and the Holy Week missions. Easter Sunday was a time of special joy, as more than 7,000 missionaries from all over the country gathered on the North Campus esplanade to conclude the first in-person missions since 2019.

We have revitalized the programs for retreats and spaces for personal reflection; for example, hikes to the mountains were organized to help students to reconnect with God and where contact with creation and moments of introspection led to renewed personal and social empowerment. We closed this year with the traditional Faithfest, which brought together more than 600 people for worship, concerts and fun on both campuses.

Focusing on the theme «Mary setting out on the road», preparations began for World Youth Day, when millions of young people will join Pope Francis in Lisbon in August 2023.

In addition to special events, in 2022, there was a significant increase in participation in regular Pastoral activities. Examples of these were the daily weekday masses; the Eucharistic hours on Thursdays, in which more than 6,000 young people participated this year; 840 individuals received personal accompaniment on their spiritual journey, and the accompaniment of the ministries in prisons, the Bordo de Xochiaca garbage dump and low-income children in Huixquilucan, with the participation of 1,930 young people. The Regnum Christi sections also registered an increase of up to 1,200 participants in their activities. Other projects that took place included: Contagia Alegría (Transmit Joy) with 45 clowns; Medical Missions, in which 222 individuals from the School of Health Sciences participated and 291 consultations were given in towns and villages; Reach, with the participation of approximately 57 individuals and six classes for individuals imprisoned in the Reclusorio Sur; «The Church and International Conflicts» Academic Conference, in conjunction with the School of Global Studies; the Architecture and Faith Week, together with the aforementioned school, where first-semester students presented their final projects on important Catholic



religious sites throughout the world with an exhibition for the entire University; the Anahuac University Social Action (ASUA) association, the Federation of Student Societies (FESAL) and the Anahuac Association for Students from outside Mexico City (ADEFA), the Car Wash for a Cause and the blessing of cars, in which students from the four areas participated, as well as other activities and projects. The University Pastoral Care office offers all members the opportunity to walk their path with the certainty of never being alone.

The evangelizing collaboration between schools, departments and faculties with the University Pastoral Care office has enriched the integral formation of the University Community. This was one of the major achievements of 2022.

In addition, as part of its commitment to the Church, the University worked on projects with the Archdiocese of Mexico, including thanatology workshops, telemedicine services and listening center services organized with the Anahuac Cenyeliztli Clinic and the Family Pastoral Care office, the Metropolitan Cathedral and the Villa de Guadalupe. It also participates in the Mexico Chapter of the Board of Catholic Leaders Association.

Customized formation programs

The Anahuac Center for Integral Formation (CAFI), whose purpose is to accompany administrative and academic personnel on their integral formation process, continued to offer the three fundamental courses to full-time and part-time administrative and academic staff: We are Anahuac, Anahuac Vision of the Individual and Academic Integrity, in addition to various modules of the following elective programs: Integral Formation Diploma, Master's Degree in Integral Formation and Master's Degree in Accompaniment. An additional strategy was the continuation of courses for administrative personnel in logistics, gardening and maintenance to facilitate compliance with the Anahuac Identity courses.

From January to October 2022, 20 courses were offered with more than 1,150 accredited participants. As a result, more than 70% of full-time staff have completed at least two of the three mandatory courses. Together with



the Human Capital Department, we resumed on-site training seminars for staff (directors, academic coordinators, administrative coordinators, academic and operational administrative coordinators), covering the following topics: Anahuac Vision 5.0, The Future of Teaching and Research, Emotional Health, Time Management, Conflict Resolution, Personnel Development, among others.

Through the Personalized Education Programs (PPF), we promoted the harmonious comprehensive development of the education of our students and increased the reach of accompaniment programs for students at the undergraduate level by 30% compared to last year.

In addition, this year, the Coaching Office was created to accompany students who are in the last stage of their university life through coaches who are graduates of our University. The coaches seek to guide students through their experiences in constructing their personal and professional life projects as leaders of positive action, integrating the education received throughout their studies. The bachelor's degree programs with which this program began were Business Administration, Law, Marketing, Pedagogy and Psychology, with the participation of 80 students.

The Tutoring Office accompanied 3,874 students to enhance their academic development and prevent them from dropping out of university, generating a sense of belonging to the University Community. Similarly, 4,848 students entered the Personal Skills and Aptitudes Program (HCP) and Mentorships, which supports students in integrating their humanistic and professional education.

Thanks to these three accompaniment programs, more than 23,000 one-on-one sessions were held with our students through a team of 130 mentors and 113 tutors, trained with a profound vocation to accompany students from their entry to the University in HCP I and II, intermediate tutorials and HCP Internship/Integrative subject.

Meanwhile, as part of the University's Academic Integrity project, Academic Integrity Day was held for the first time for the entire University Community with the presence of Dr. Daniela Gallego Salazar, who gave the keynote lecture and who coordinates the Academic Integrity Program of the Monterrey Institute of Technology on a national level, as well as the participation of administrative, academic



and student panelists. In addition, in 2022, we obtained Level 1 (Transparency) of the FIMPES Academic Integrity certification. This first stage consisted of applying an anonymous questionnaire sent to 9,657 students, of which 4,552 (47.1%) entered the survey and 2,939 (64.6%) completed it. This study aimed to determine the level of commitment of the IES to promoting academic integrity. The next step in this certification is Level 2, with the presentation and revision of the Institution's Academic Integrity Plan, which will be submitted in 2023.



Anahuac Leadership and Excellence Programs

Through the leadership programs, more than 1,600 students participated in national and international events and competitions as volunteers and organizing staff, including the Anahuac Business Meeting; the Anahuac Employability Forum; Telmex Foundation's 21st Century Event; the City, Culture and Territory International Forum, within the framework of the Unesco World Conference on Cultural Policies and Sustainable Development (with the Ministry of Culture and Unesco); The American Society of Mexico Convention; the World Congress of Families; the Alianza Éntrale, A.C. Convention; the Global Challenges de Genera e Impulsa forum in collaboration with the Tec de Monterrey; a forum and working groups with the government of Huixquilucan and the Institutional Development Office; University Forums: On the Road to a General Youth Law with Congresswoman Ana Lilia Herrera, among the most relevant ones. Impulsa students participated in the InnovAcción 2022 Hackathon, a Televisa initiative in which they developed solutions for mobility, cybersecurity and road safety culture problems. Our student Gracia María Rivas won first place in the competition.



The Anahuac Leadership and Excellence Department also provided training and academic spaces for the following projects: certifications in humanitarian aid and disaster prevention with Cadena; social entrepreneurship with Disruptivo Aprende; and the law initiative incubator project Sinergia por Mexico: Young people learning to legislate in collaboration with the Senate of the Republic and the Chamber of Congress, respectively, a project that included the participation of Senator Miguel Ángel Osorio Chong and Congressman Santiago Creel Miranda, president of the Congress of the Union and the Chamber of Congress; academic projects with the Rainforest Alliance; specialized workshops on business ethics with Valia; the Ideas for a Better World: Leading Change Through Policymaking course with the British Council; the interactive workshop Leadership and Self-Awareness Program with Columbia Law School's Advanced Mediation Clinic; the collaboration with Mayo Clinic FL and the establishment of clinical and research internships for all our Health Sciences students, among others.

In addition, to provide exposure and link our leadership program students with high-level organizations and institutions, important collaboration agreements were entered into with the Mexican Academy for Creativity, the Bri-





tish Council, the Organization of American States (OAS), the National Institute of Fine Arts and Literature (INBAL), the Institute for Creative Exchange, Google, Microsoft, Amazon, Banco de Mexico, Banco Santander, Devlyn, A+ Business, Dédalo, Endeavor, Conade, the Mexican Olympic Committee, Accenture, BlackRock, DHL, the Chamber of Congress, the Senate of the Republic, Canal del Congreso, NFL, Formula 1, Academia Metropolitana del Teatro, BOBO Producciones, Fundación Telmex and Museo Soumaya, to name a few.

In addition, several meetings were held with national and international positive action leaders such as Ivonne Madrid, director of the ALSEA Foundation; Emilio Alia-ga, director of TV Azteca Digital; Pilar Sandoval, CEO of GlobalMuners; Nick Laggios, General Manager of Capita-nes; Sergio Londoño, VP Public Affairs, Communications & Sustainability Mexico at The Coca-Cola Company; Juan José Zaragoza, president of Dupont LATAM; Agustín Cro-che, president of DHL Mexico; Ana Paula Jiménez, mana-ging partner of PwC; Salvador Nieto, CFA and CAIA at Black-rock; Sandy Padilla, Indoor Cycling; Alan Ávila Ma-gos, deputy secretary general of the CEN of the PAN poli-tical party; María del Carmen Urías Palma, coordinator of Projects and Liaison at Canal del Congreso (the Congress Channel); Lupina Lopera, Head of RS at Microsoft Mexi-co; Fernando Quesada Gómez, director of Commercial Banking and vice president of Santander Mexico; Mario Valdés, CEO of MetLife Mexico; Carlos Cuéllar, Cellular Neurobiology; Paolo Pagnozzi, CEO of Grupo Dival; Jorge Vallejo, CEO of Mitsubishi; José Riestra, executive presi-dent of Atlas; and Fernanda Guarros, CEO of 3M Mexico, among others.

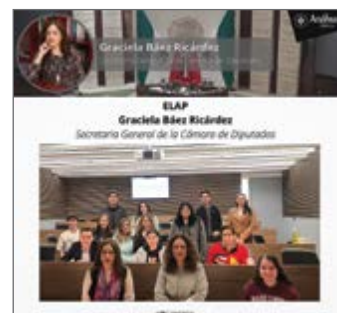
At Anahuac Mexico University, we are committed to making all of our students positive action leaders. There-fore, in 2022, numerous interdisciplinary initiatives were implemented to promote Anahuac leadership throughout the University Community through cross-curricular pro-jects with other departments, schools, faculties, and ex-ternal allies. Such is the case of the conference given by Enrique de la Madrid, «Opportunities and Challenges: Mexico's Present and Future»; the second edition of TEDx Anahuac University; the General National Congress and the Entrepreneur of the Year Award, which was won by

Melanie Devlyn, CEO of Ópticas Devlyn; the Copa Acción con Causa; the Lanterna International University Film Festival; and the Vértice National Congress. In addition, the following keynote lectures were offered: conference and presentation of the book *Ética para desconfiados* (Ethics for the Suspicious) with its author, David Pastor Vico; *Contando historias* (Telling stories); *Galería Anatómica* (Anatomical Gallery) and Alpha Talks (Alpha), to mention a few. Christiane Hajj from the Slim Foundation, Raquel Aguirre from La Cana and Paulina Mendieta from USEM Joven attended the campaign to commemorate International Women's Day to promote the role of women in all areas of life in our country.

On an international level, training seminars were held for Vertice students in New York and Boston, United States, at Ivy League universities such as Harvard University and Columbia University; for Impulsa students, where they obtained international accreditation, and impact volunteering in Cartagena, Colombia, with the Calar Sueños Foundation; and for students in all programs, the Winter Seminar on Disney Magic Happens Here, organized by Crea, where they completed a diploma course at the Disney Imagination Campus, Leadership The Disney Way. In addition, an international webinar was held with A+ Business, from the Francisco de Vitoria University and Banco Santander Spain, with speakers Juan Mateos, director of the Higher Institute for Negotiation of the UFV, and Javier Hidalgo, deputy director of Banca Santander Spain.

Furthermore, this year the results of the 2021 Enrollment of the Multi-Institutional Study of Leadership Institute (MSL) were published, in which more than 2,850 instruments were applied to undergraduate students and an overall score of 4.46 out of 5 was obtained, which places Anahuac Mexico University above the average for MSL universities and higher than the score of 4.35 obtained in 2019, which led to its accreditation by this Institute for the second consecutive year.

One of the main challenges following the COVID-19 pandemic was re-establishing a sense of community and university life, recognizing that these are essential to our educational model for consolidating individuals with integrity and potential in all areas. The work and commitment of the Student Relations department and the more than



2,000 students who were part of the 2021-2022 Federation of Student Societies (FESAL), which ended in August, and the 2022-2023 Federation of Student Societies, who currently serve as student representatives, were vital to achieving this goal.

The effort to create this sense of community at the University begins with the Integral University Welcome (BIU) program, which welcomed more than 3,000 new students throughout 2022. During the three welcome days at each campus, the schools and faculties received the support of the Student Societies for registering subjects, providing tours of the facilities and carrying out integration activities with the new members of the University Community.

Likewise, as part of the welcome program, the Anahuac Office for Students from outside Mexico City (CAF)



organized a meal to welcome more than 900 new students from outside Mexico City, thus enriching the Anahuac Mexico community. This event created the necessary space for the Anahuac Association for Students from outside Mexico City (ADEFA), as student representatives of said students, to generate a feeling of welcome and support in this new stage, sharing time, recommendations and anecdotes with their new classmates.



The formation, accompaniment and projection of FESAL students is an essential part of the mission of the Student Relations Office. In 2022, this effort was consolidated through the FESAL Training Model, developed and accredited in 2021, and implemented 100 percent for the first time in this cycle. Thanks to this model, Anahuac Mexico was able to create a graduation profile focused on eight strategic skills in the student members of FESAL, ADEFA and the Student Societies, thus enriching not only their performance in positions of student representation but, above all, their profile as future graduates and professionals. The following were some of the most relevant activities:

- FESAL accompaniment to guarantee the development of projects through the personalized accompaniment of our student leaders with the collaboration of professionals and graduates as tutors. More than 460 tutoring sessions were held in 2022.
- Intermediate and Closing Seminar with moments of reflection for student leaders to analyze the progress of their management, opportunities and achievements.
- FESAL International Seminar: FESAL South Campus had the opportunity to hold its first international seminar to extend the vision of our students' personal and professional development.
- FESAL Summer, where the elected presidents received training and their work plans were reviewed to be ready for the start of the 22-23 FESAL administration.
- FESAL BootCamp or induction seminar to provide the necessary knowledge and tools so that members can perform their duties best.



In April 2022, the election campaigns for the leaders of the Student Societies, ADEFA, FESAL and ASUA were held entirely in person. Both campuses of Anahuac Mexico University were painted in the colors of the respective coalitions, achieving record participation of students with a total of 7,196 votes cast, equivalent to 47%, almost half of the undergraduate student population. The process culminated with the swearing-in ceremony, where more than 900 students pledged to responsibly perform their duties as president or member of the board of directors of the various student societies, FESAL and ASUA.

The collaboration of the student societies, FESAL and ADEFA, has been of particular relevance in the projection of the University's vision since several of its members participated in the Anahuac 5.0 strategic planning process so that the various university authorities could learn about and add to the project taking into consideration the vision and expectations of the students.

Meanwhile, some of the most relevant initiatives that the student societies have carried out throughout the year to strengthen the University Community are the following: the Law Gala, in which more than 60 lawyers from the five most well-known law firms in Mexico City were invited to address the topic of Legal-Tech; the Failure Nights, organized by the Marketing Student Society; the Mexi-

can Fiesta and the Altar of the Dead Contest; the organization of A+ Week, which during the month of October raised awareness of breast cancer and organized the donation of blood, bone marrow and braids for the making of oncological wigs, collecting more than 270 braids used to make 27 oncological wigs for women and girls with cancer.

In turn, the Association for Students from outside Mexico City (ADEFA) did an extraordinary job in attending, integrating and helping the community of students from outside Mexico City through various experiences and events such as Soul Nights, express retreats aimed at highlighting the importance of self-reflection, self-compassion and self-knowledge as a means to find happiness; Que te caiga el 20, where topics such as university first aid, emotional responsibility, the role of women in today's society and, in general, situations that the Anahuac student from outside Mexico City faces on a daily basis were discussed; Foráneos por ahí, with activities such as Bike Rides along Reforma Avenue and a Trip to the Nevado de Toluca Volcano; Sundays Activities with visits to various parks, museums and important locations throughout Mexico City, offering a program of activities so that students living away from home could take advantage of their weekends and get to know the richness of Mexico City.



Sports

Concerning physical education as a fundamental part of integral formation, on-site activities were resumed in January 2022, with participation in various university sports competitions, such as the National Student Sports Commission of Private Institutions (CONADEIP), the National Education Sports Council (CONDDE), the National Student American Football Organization (ONEFA), the Student Basketball Association (ABE), the Telcel University Championship (CUT) and the National University Tennis Circuit (CNTU). In addition, the University had outstanding participation in the 2022 Ciudad Juárez National University Games, where the

5 MEDALLAS DE ORO



Carlos
Mercenario
**Marcha
20 Km**



Brenda Guerrero, Sofía
Calderón, Elizabeth Medina
y Valeria Suárez
Florete por Equipos



Gabriela
Antonio
**Taekwondo
-57 Kg**



Sofía Calderón, Brenda
Guerrero, Cecilia Meza
y Elizabeth Medina
Espada por Equipos



Leslie
Soltero
**Taekwondo
-67 Kg**

6 MEDALLAS DE PLATA



Equipo Femenil
Fútbol



Mariana Sánchez, Jessica Karina
Gutiérrez, Meliend Xarenhi Basilio
y Karmina Pérez
Basquetbol 3 por 3 femenino



Raúl Neri
800 m planos



Brenda Guerrero
10,000 m planos



Paula Lozoya
Bádminton



Equipo de Rugby

5 MEDALLAS DE BRONCE



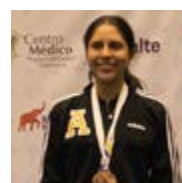
Christopher
Peter May
1,500 m planos



Raúl Neri, Rodrigo Cervantes,
Santiago Correa y
Christopher Peter May
4 x 400 m varonil



Maximiliano Danel y
Valeria Bustamante
**Tenis,
dobles mixtos**



Sofía Calderón
Esgrima Espada



Elizabeth Medina
Esgrima Espada



Anahuac Lions won five gold medals (marching, team fencing, taekwondo and team swordsmanship), six silver medals (women's softball, rugby, badminton, women's basketball, 800 and 10,000 meters) and five bronze medals (mixed doubles tennis, fencing, 1,500 meters and 4 x 400 meters).

Meanwhile, the University's taekwondo team won the 2022 World Taekwondo Championship in Guadalajara, winning three gold, one silver and two bronze medals.

Furthermore, in 2022, committed to justice, people with disabilities and inclusion, the first dual campus soccer tournament was organized in which the students of the Diploma for the Development of Social and Vocational Skills participated. In addition, professional internships were organized at the South Campus for students of this diploma, allowing them to practice what they learned during the two years of their studies.

Sports activities in the university community have been strengthened with inter-school tournaments in various disciplines such as soccer, fast soccer and spikeball. And, to provide our students with better sports facilities, we reopened the weights room at the North Campus and inaugurated the athletics tartan track at the South Campus.

INNOVATION AND DIGITAL TRANSFORMATION



Guided tour project for the development of technological skills and expertise:
186 visits

Online Programs

Support for
22,856
students
on
10,589
undergraduate courses

Training for
525
postgraduate
professors

Counseling and
training for
2,874
undergraduate
professors

5

online subjects
for postgraduate studies:

- Anthropology for Management Seminar
- Research Methods in Health Sciences
- Ethics, democracy and citizenship
- Ethical perspectives for research
- Approach to epidemiology and its application

152 @prende
subjects for
514 groups

Support for
2,687 students on
1,412 postgraduate courses

MOOC Courses

4
courses:

- Introduction to the operating room
- Introduction to crowdfunding
- Nutrition as a basis for physical well-being
- Luxury Brand Management

3
diploma
courses
developed
for the edX
platform:

- Diploma in Fundraising
- Diploma in Graduate Liaison
- Diploma in Communication and Marketing

Digital culture for the
implementation of flexible
methodologies

Digital
Culture
Days:

14

conferences and **6** workshops
with more than **700** attendees

Use of tools such as **Microsoft Bookings**,
Power BI and **Power Automate** for the
adoption of technologies focused on the
automation of internal processes

Systems development

4

new
areas integrated
into the
**Sí te
Atiendo**
(Here to Assist You)
system

Issuing
and publication of
certificates via

QR

New systems for:

Invitations **for certification**

VIDA ANAHUAC App

Validation
of digital documents

**Bio Pad
Attendance**,
for administrative and teaching
staff attendance



Digital innovation and transformation are here to stay; their relevance is directly linked to the help they can give us to have a fuller life. At Anahuac Mexico University, we know technology is not an end in itself because human beings must seek transcendence, and technology is only a means to that end.

Undoubtedly, the COVID-19 pandemic gave clear momentum to the development of digital innovation and transformation, whose relevance has been evident in relation to providing continuity to our academic activities.

Multimedia Space for Digital Innovation (EMID)

From an academic point of view, with our return to campus activities and the use of facilities, we promoted the Multimedia Space for Digital Innovation (EMID), online courses for our campus and Anahuac Online degree programs, and we developed Massive Online Open Courses (MOOCs).

The development of technological support was consolidated in various areas of the University by generating new digital transformation initiatives, managing personal and statistical data, and digital culture and cybersecurity.

To provide continuity to the services offered by the Center for Technology in Education (CTE), in June, July and October 2022, we implemented the Guided Tour project to promote the development of technological skills and expertise with authorities, coordinators and professors. This allowed us to generate creative spaces for innovation, design and development of learning experiences using the latest technology in audio and video recording, development of multimedia content, virtual reality projects, augmented reality and 3D printing. Learning pathways were created for specific activities in the collaborative rooms and the recording studio. A total of 186 visits were received this year.

In conjunction with the School of Law and the School of Engineering, a digital book on Roman law with augmented reality was developed by Dr. Doraye Rueda and Dr. María del Carmen Villar.



Online Programs

For the undergraduate programs on both campuses, we attended a total of 22,856 students on 10,589 courses and provided counseling and training to 2,874 professors through the institutional platform D2L Brightspace.

BACHELOR'S DEGREE			
	Courses	Professors	Students
North	8,125	2,141	17,126
South	2,464	733	5,730
Total	10,589	2,874	22,856

We currently offer 152 online @prende subjects developed for the 20-25 Model, taught in a total of 514 groups.

At the graduate level, on both campuses, we attended a total of 2,687 students on 1,412 courses and provided advice and training to 525 professors through the institutional platform D2L Brightspace.

POSTGRADUATE			
	Courses	Professors	Students
North	1,209	417	2,320
South	203	108	367
Total	1,412	525	2,687

This year, as an institutional strategy, we developed five online subjects for the mixed postgraduate programs:

- Anthropology for Management Seminar
- Research Methods in Health Sciences
- Ethics, democracy and citizenship
- Ethical perspectives for research
- Approach to epidemiology and its application.

In addition, the Human Capital, CAFI and CEFAD areas received support for the development of online training courses for teachers and administrative staff.



2022 Anahuac MOOC Courses

Anahuac Mexico University continued to promote and publish massive open MOOC courses in Mexico and abroad, mainly to the community in the United States, Spain and Latin American countries such as Mexico, Colombia, Ecuador, Argentina and Peru.

In 2022, four MOOC courses were developed on the edX platform:

- Introduction to the operating room (February - September 2022 and September - October 2022)
- Introduction to crowdfunding (July 2022)
- Nutrition, the basis of physical well-being (December 2022)
- Luxury Brand Management (December 2022).



In addition, the Center for Technology in Education, together with the Council for Advancement and Support of Education (CASE), developed three diploma courses on the edX Edge platform:

- Diploma in Fundraising
- Diploma in Graduate Liaison
- Diploma in Communication and Marketing.



Anahuac Mexico University also participated in activities in which advances and projects in innovation and educational technology were presented:





- The panel «Perspectives for Innovation in Higher Education Institutions in Mexico», as part of the Innova Forum of the University of Guadalajara (UdeG)
- UNAM TV interview for the program in the series “Tertulia de Educación Universitaria” (Discussion on University Education), season 5, on the topic «Gamification and its usefulness in university education»
- Anahuac Digital Culture Day 2022 with the conferences «Multimedia space for digital innovation, a space for creativity» and «Efficient collaboration with Google Workspace»
- Meeting of the RIE360, with its venue at our University, presenting the progress of the innovation and educational technology projects, with the participation of various higher education institutions: the Benemérita Autonomous University of Puebla, the National Polytechnic Institute, the Tecnológico de Monterrey, the Autonomous University of Nuevo León, the Autonomous Metropolitan University, the University of Guadalajara, the Iberoamerican University and the National Autonomous University of Mexico
- The D2L Connection Event Mexico, where the topic Use of insights as a tool to measure the quality of online exams was presented. Success story: Anahuac Mexico University.

Digital culture

The Innovation and Digital Transformation Department (DITD) supported institutional efforts to harness digital technologies and the generation of innovative environments through accompaniment, guidance and support in implementing flexible methodologies in various initiatives, monitoring the adoption of technologies by the different areas of the University.

In 2022, activities were carried out in this area, for example, the Digital Culture Days, so that schools, faculties and departments could present the innovation or improvement projects they work on on a daily basis to the Anahuac Community, as well as their objectives, scope, impact on the community and society to share the challenges they have faced and the links they have created with other bodies. They also shared their success stories, the methodology used and the process of adopting the change to serve as a reference point for other areas.

With the participation of six departments and schools of Anahuac Mexico University, Anahuac Oaxaca University, Facebook and Microsoft, 14 conferences





and six workshops were held during these first Digital Culture Days, which included more than 700 members of our Institution. The conferences and workshops included Social Media Trends 2023; Multimedia space for digital innovation, a space for creativity; Efficient collaboration with Google Workspace; Metaverse; and The Keys Behind the Innovation.

We also joined more than 22 administrative and academic areas in the use of various technological tools in the digital ecosystem, such as Microsoft Bookings, to optimize the scheduling of appointments, sessions and events and to improve the experience of students and professors; the use of PowerBI to address business intelligence strategies through strategic, tactical and operational reports, as well as the use of Power Automate to make specific processes more efficient. Two technology adoption campaigns focused on automating internal operations, including several webinars and workshops, were carried out. Use of the University's software was promoted, and finally, specific Turnitin workshops were held to promote academic integrity in internal and service areas.

Innovation and digital transformation

In 2022 we refined the Anahuac Innovation and Digital Transformation Model with the integration of instruments for the exploration of initiatives, identification of business needs and institutional impact, as well as the adoption of collaborative and initiative management tools, such as Jira, for project management, error and incident tracking, and Miro, an online collaborative whiteboard platform, to improve follow-up and focus on activities of the innovation teams.

This model's framework, already used in various initiatives under flexible work schemes, was formalized. At the same time, innovation teams have been created, focusing on exploring and diagnosing the University's needs.



Data Governance

This year, Anahuac Mexico University sought to consolidate the Data Governance Model, whose purpose is for the University Community to recognize that generated information is an asset of significant importance in all its dimensions and for each strategic area. Therefore, solid policies were developed in the Data Governance Model, roles of authority and established follow-up, thus promoting data culture at all levels.

To achieve these objectives, the mechanisms that define roles and responsibilities, business rules and policies, strategic, technical and operational metadata, data quality and metrics, data integration rules, data life cycle, as well as asset inventory were designed and are being implemented in strategic areas of the University.

As far as personal data protection is concerned, following last year's hard work on its implementation, in 2022, we consolidated the microsite of the Commission for the Protection of Personal Data to raise awareness and communicate internal policies to the Community.



Democratization and transparency of information

One of the pressing needs of any institution is to have timely, quality information. For this reason, the University developed an Institutional Dashboard on the Microsoft Power BI platform for strategic reports, which permits timely, easy access to information for decision-making to authorities, managers and coordinators to carry out more efficient analyses to ensure the quality and veracity of data from a single source of information, to avoid recurring requests for information from corresponding areas and to optimize the use of technological resources.

These reports integrate KPIs, student trajectory, aspects of teaching, surveys, accreditation and market data, etc.



Systems development

Over the years, Anahuac Mexico University has sought to systematize various academic and institutional support processes. In continuity with the work carried out since 2021, this year:

- Four new areas were integrated into the Sí te Atiendo (Here to Assist You) Help Desk system: Pedagogical counseling, Lost and Found, Commercial Premises and the School of Psychology, for a total of 12 areas. The aim is to be the only means of support for the entire University Community.
- Concerning the issuing and publication of QR certificates, the following areas were added: School of Health Sciences (Social Service), Social Responsibility (Diploma in Sustainable Management), Human Capital (integral formation courses, induction program for full-time personnel, Power BI course, Time Management Strategies course), as well as certificates for participants and speakers.
- Leadership credits for incoming students at North Campus.

Work was carried out on the following new systems in 2022:

- Vida Anahuac App to manage events, courses, workshops, etc., of the Vice Rector's Office for Integral Formation.
- Business collaboration indicators.
- Invitations for certification, which publishes available invitations to initiate the degree process for the different academic levels. The platform permits monitoring the status of the requirements requested without students needing to attend the modules in person.
- ProyectA-FEN leadership credits, a platform that manages training and high-performance programs to capture the talent of our students.
- Semblanzas, which includes biographical profiles of members of our Academic Community, highlighting their most outstanding academic and professional qualities, which make them exceptional.
- Professional internships, which permit the management and follow-up of requests from students from the School of Tourism and Gastronomy who are about to participate in or are already taking part in an Internship. It also includes the participation of operational and administrative areas of tourism companies dedicated to hospitality, food and beverage service, transportation, etc.
- QR-EMID Reservation of places and opening of doors, automation of the reservation and generation of QR codes for people and guests who wish to use the spaces designated for the EMID and notification of invitations by mail, adding the date and time of the reservation to the calendar, and opening of doors using the generated QR code validated by the date, time and user of the code.
- Validation of digital documents, guaranteeing originality and authenticity through OCR and XML.
- PERE event planning and reserving of physical spaces to manage the planning and reserving of physical spaces for events.
- Bio Pad Asistencia, a technological and security innovation for registering the attendance of administrative and teaching staff's attendance through facial recognition, contributes to security, low equipment maintenance costs, complete schedule control, simple attendance registration and reliability of the registered personnel to avoid identity theft.
- PLEAS, development of a platform for the Leadership and Excellence Programs, a community of students, coordinators and academics, to manage specific activities in the area.
- New credential formats for the Anahuac Community, which consists of issuing credentials with new designs and a different color for each profile (student, academic, professor, administrative staff and graduate). The credential is displayed in the Credencial digital App.





Technological infrastructure

In 2022, Anahuac Mexico University continued with its development plan. We installed 80 wireless audio and video connectivity devices in undergraduate classrooms and upgraded HDMI technology in all North Campus classrooms to facilitate the connection of professors' equipment to the wireless projection system.

The Postgraduate building was modernized with state-of-the-art technology that allows for better automation of audio and video projection technology services in the classrooms and Wi-Fi hyperconnectivity throughout the building.

To improve the internet browsing capacity for the entire University Community, the internet bandwidth was increased to 14 Gbps and connectivity between cam-

puses from 400 to 1400 Mbps to enhance and streamline technological operations, benefiting data transfer between both campuses quickly and securely. In addition, the Wi-Fi network coverage in open spaces was expanded, and fiber optic links were increased and upgraded to improve the speed of voice and data transmission between campus buildings.

It is essential to highlight that the Technological Operations Department trained and certified technical personnel in virtual environment administration, office applications, cybersecurity, voice and data networks, conflict resolution, customer service, web system administration and management skills to provide flexible, efficient service to our Community.



COMMUNITY AT THE SERVICE OF MEXICO



Social commitment and responsibility

Website accessible to people with disabilities	2,235 students have participated in social service in connection with 204 institutions	Anahuac Volunteer Model to measure the impact of social projects
50th Anniversary of Social Action Anahuac University (ASUA)	8 international brigades sent to Haiti, China, Peru, Kenya, India, Costa Rica, Thailand and Colombia	134 houses in the ASUA Builds project
Response and food collection for 23 naturales disasters	383 projects involving 6,779 people	2,500 trees planted
The Multinivel Diagnosis of Social Innovation was conducted in partnership with the Ashoka Foundation		Participation in the Times Higher Education (THE) Impact Ranking for the evaluation of social responsibility actions
First campus disability census		55.2 % progress in the University Social Responsibility Action Plan

Collaboration

Integration into the Social Development Council in the municipality of Huixquilucan and the Social Development Council in the municipality of Álvaro Obregón	Member of the ECOs Network	Inauguration of the Anahuac Center for Strategic Development in Bioethics (CADEBI)
Agreements with the Institute of Public Health of the Ministry of Health of the State of Mexico and the Ministry of Tourism	Organization of the Mexico-Israel Archeology Congress	Winner of the ILAN Educational Innovation Award

Strategic alliances

BUSINESS LIAISON	Agreements with:	Fifth edition of the Anahuac Business Forum
with chambers of commerce, business organizations, industry leaders and leading companies	<ul style="list-style-type: none"> Mexican-German Chamber of Commerce and Industry (CAMEXA) National Chamber of the Pharmaceutical Industry (CANIFARMA) National Chamber of the Cosmetic Products Industry (CANIPEC) National Chamber of the Restaurant Industry (CANIRAC) National Council of Logistics and Supply Chain Executives (ConaLog) 	Liaison with 171 companies and 23 chambers of commerce and business organizations
167 Corporate Chairs with 250 activities		5 Job Fairs with 367 companies y 3,838 vacancies
11 Research Chairs		



The Anahuac Mexico University, aware of its commitment to the country, works to form great Mexicans who positively impact society and, above all, serve Mexico and others.

Social commitment and responsibility

2022 marked the 50th anniversary of the formal beginning of the volunteer program at Anahuac Mexico University, which has had a transcendental impact over the years. The ceremony was attended by some of the founding members, who shared their testimony regarding the creation of ASUA. This social cause dates back to the summer of 1971 with a volunteer trip organized by Psychology, Actuarial Sciences and Administration students to Jantetelco, Morelos, as well as Engineering students carrying out social action projects in San Antonio Zomeyucan and El Molinito. As a result of these experiences, the group joined forces for the common good and founded Social Action Anahuac University (ASUA), which triggered the organization and professionalization of volunteering at the university.

The University Community seeks to generate personal and social development with each initiative and project. 50 years of ASUA volunteering provides a sense of pride and tradition that motivates us to continue on this path.

Part of the impact is translated into various actions, such as the response to and collection of supplies in more than 23 natural disasters, benefiting more than one million people, together with the eight international brigades sent to countries such as Haiti, China, Peru, Kenya, India, Costa Rica, Thailand and Colombia.

As part of this event, two more houses were built in addition to the 134 houses built as part of the ASUA Builds project. In addition, 2,500 trees were planted in the Sierra de Guadalupe, bringing the total number of trees planted to 25,530.

ASUA Architecture continues to work with the Échale Foundation to design and construct a Community Space in the municipality of Ocuituco, Morelos. We are also working with this foundation to implement a housing construction project in

rural communities in various parts of the country.

With the mayor's office of Álvaro Obregón, the San Bartolo daycare center was adopted, public spaces were recovered, such as the Las Cruces and Lomas de los Cedros playgrounds, and we collaborated in the reforestation of the Angostura area.

The University Community joined efforts to develop 383 projects that involved 6,779 people, including students, administrative staff, teachers, alums and strategic allies, making the University a community at the service of Mexico.

This year we implemented the new Anahuac Volunteer Model, which allows each ASUA project to achieve a measurable social impact that transforms realities and generates solutions to social problems.

During 2022, there was 100% ASUA representation in schools and faculties on both campuses. And for the first time, a Multilevel Diagnosis of Social Innovation was carried out on the South Campus in alliance with the Ashoka Foundation to position the Anahuac Mexico University as a benchmark for social innovation as a change-maker campus. Likewise, 2,235 students participated in Social Service, working 1,072,800 hours with 204 external institutions and internal departments. Furthermore, thanks to process re-engineering and digitalization, 27 kilos of paper have been saved, equivalent to nine trees and 135,000 liters of water.

Aware and willing to continue working for inclusion, the University's Accessibility Committee conducted the first disability census on both campuses to prioritize support for this population. This year the University's website is now accessible for browsing by disabled individuals thanks to the Inklusion software. Likewise, together with ASUA, the second edition of the Anahuac Special Olympics was held at the South Campus, in collaboration with Each, with the presence of 150 young athletes with disabilities, as well as the First ASUA Inclusion Week, where workshops on Braille, Mexican Sign Language (LSM), conferences on autism and discrimination, and a panel of Paralympic athletes were held.

The Academic Development and Management Department made progress on the project for the implementation of solidarity learning and service methodology, which consists of a pedagogical proposal that proposes the application of skills by carrying out community service to meet detected needs. This innovative educational proposal is unique thanks to the close link between service and learning in a single articulated, coherent and meaningful educational activity for students. Its implementation allows them to learn and act simultaneously.

Meanwhile, in 2022, the implementation of the Integrated Management System for University Social Responsibility continued in the vice rector's offices, departments, schools and faculties of the university, and 55.2% progress was achieved through the nine axes of the 2020-2024 University Social Responsibility Action Plan.

This process was carried out in parallel to the gathering of evidence and alignment with the Sustainable Deve-





development Goals (SDGs) of the 2030 Agenda and those activities related to human rights and the prevention of violence in university environments. In addition, we participated in the 2022 edition of the Times Higher Education (THE) Impact Ranking to evaluate the impact of our Institution's University Social Responsibility actions. As a result, Anahuac Mexico University was recognized for the eleventh consecutive year with the ESR Distinction by the Mexican Center for Philanthropy (Cemefi).

Collaboration

As part of its commitment to Mexico and aware of the University's civic responsibility as a provider of education for men and women, the Collaboration Department generates relationships and projects with the country's social sectors (government, cultural, Catholic Church and religious communities of various denominations) to be a point of reference for reflection, proposals and actions.

There is permanent interaction with the three levels of government in the government sector. In 2022, we highlighted our work with the immediate community where our campuses are located, the municipality of Huixquilucan and the municipality of Álvaro Obregón, as well as the state governments of the State of Mexico and Mexico City.

In 2022, Anahuac University joined the Social Development Council in the Municipality of Huixquilucan, the Social Development Council in the municipality of Álvaro Obregón and the State Commission for the Planning of Higher Education in Mexico City. A cooperation agreement was signed with the mayor, Dr. Romina Contreras, of the municipality of Huixquilucan, a graduate of our University, for community benefit projects, including the granting of thirty 100% scholarships for undergraduate studies for people with limited economic resources, nine scholarships for postgraduate studies relating to the professional development of municipal officials, specific projects with ASUA, as well as an agreement between the National System for the Integral Development of the Family (DIF) of Huix-





quilucan and the School of Psychology for the providing of workshops and activities aimed at personal development. The Huixquilucan Citizen Consultation Forum was also organized at the North Campus, with the participation of academics and students, as well as the third Employment Fair for People with Disabilities, in which 57 leading companies offered 380 vacancies in this sector.

In this same area, a collaboration agreement was signed between the School of Health Sciences and the Public Health Institute of the Ministry of Health of the State of Mexico, and the School of Tourism and Gastronomy signed an agreement with the Ministry of Tourism to promote research, training and professionalization in the tourism sector.

In collaboration with the mayor of Álvaro Obregón, Lía Limón, a cooperation agreement was signed that expands the benefits for the community and constructive interaction. As part of this work, the Job Fair for People with

Disabilities was held with the participation of 52 companies offering 400 vacancies for this sector of the population and the Job Fair for Women with 56 companies offering 1,100 vacancies. These projects were developed jointly with the academic, government and business sectors in a triple helix for the benefit of the community. In addition, ASUA supported a children's daycare center and continued working on a new longevity project with senior citizens in the municipality. Nine scholarships for postgraduate studies were also offered to support the professional development of the city's employees.

The University is an active member of the ECOs Network, coordinated by the Ministry of Education, Science, Technology and Innovation (SECTEI), and belongs to the Safe Paths Network coordinated by the Mexico City government. In this context, we participated in the Mexico City Investment Fair and organized the Ecotechniques Fair at the South Campus, in conjunction with the Ministry of the Environment (Sedema), with the participation of Dr. Marina Robles García, head of this Ministry.

Furthermore, more than 100 students from the schools of International Relations, Communication, Arts, Tourism and Gastronomy volunteered at the United Nations Educational, Scientific and Cultural Organization (UNESCO)



world conference on cultural policies and sustainable development, MONDIACULT 2022, organized by the Federal Ministry of Culture, which allowed them to participate and learn first-hand about advances in the field of cultural policies.

With regard to the program promoted by the University on the subject of citizen participation and considering the 2023 and 2024 electoral processes, Senator Ricardo Monreal and electoral counselor Dr. Ciro Murayama were present as speakers at high-impact university forums.

In 2022 the University joined the commemorative events for the 70th anniversary of diplomatic relations between Mexico and Israel with the Academic Forum Technology for Peace, organized by the Anahuac Social Foundation, with the participation of the Ambassador of the State of Israel in Mexico, Mr. Zvi Tal.

The School of Humanities, Philosophy and Letters and Literature held the Mexico-Israel Archeology Congress, with the participation of the embassies of both countries, Tel Aviv University and Anahuac Mexico University. In addition, a replica of the Magdala stone and a facsimile of the Isaiah scroll were exhibited at the Perote Museum in Veracruz. The conference «From Eve to Mary Magdalene, models of women in Ancient Judaism, literature, theology and art» was also given by Dr. Adolfo Roitman, curator of the Dead Sea Scrolls of the Israel Museum in Jerusalem.

In keeping with the history of the University's ties and closeness to the Jewish Community in Mexico, we continued to work on bridges of exchange for the enrichment of everyone. We recognize the strong ties with the Central Committee, which is currently chaired by our graduate, architect Marcos Shabot. We also worked closely with Tribuna Israelita and its director Renne Dayán, an Anahuac graduate, and its president Elías Achar, who will assume the presidency of the Central Committee for the 2023-2024 period.

The University currently has 139 administrative, tenured and part-time professors who belong to the Jewish Community and a community of 3,413 graduates.

Finally, in 2022, Anahuac Mexico University obtained the prestigious ILAN Award for University Innovation, which recognizes the determination, hard work and persistence that results in a high-level university project of a social nature.



Anahuac Liaison Centers

Three years after its foundation, the Center for Tourism Research and Competitiveness, Cicotur-Anahuac, has entered a consolidation phase. In partnership with the private sector, the National Tourism Business Council and the National Association of Hotel Chains, more than 40 scientific documents were produced in 2022 to improve the positioning of tourism on the public agenda while providing information for decision-making by industry stakeholders.

The impact of the work carried out by Cicotur-Anahuac has been reported in more than 300 articles derived from its research in national and international media, such as Le Monde, the Financial Times, Bloomberg and El País. It also participated in countless public and private forums, including the open parliament on tourism of the Chamber of Deputies, the National Crusade for Tourism of the Chamber of Senators and the Meeting of Governors of the Southeast with U.S. Ambassador Ken Salazar.

The Anahuac Center for Strategic Development in Bioethics (CADEBI) was inaugurated in November 2022



in the presence of distinguished personalities from the world of bioethics. This marks the beginning of an interdisciplinary project with a global impact on Bioethical issues that Anahuac Mexico University has led in recent years as a pioneer in the generation, training and imparting of knowledge on a cutting-edge issue and a necessity for the development and good of humanity. CADEBI's main strategic lines that will be promoted during the first phase include clinical bioethics, interdisciplinary work to address the issue of infertility and the promotion and dissemination of bioethics for all.

Meanwhile, in 2022, the plenary session of the Institute for Transparency, Access to Public Information and Protection of Personal Data of the State of Mexico and Municipalities (Infoem) was held at the Anahuac Center for Leadership in Politics, along with panels on the political and economic implications of energy security in Mexico, the future of strategic intelligence in Mexico, the bicentennial of Mexico-United States relations, the Unit for study and reflection of Mexico-Spain relations, participation in meetings with the Universities of Calgary and Arizona State and with the technical advisory board of the Center for Economic Studies of the Private Sector.

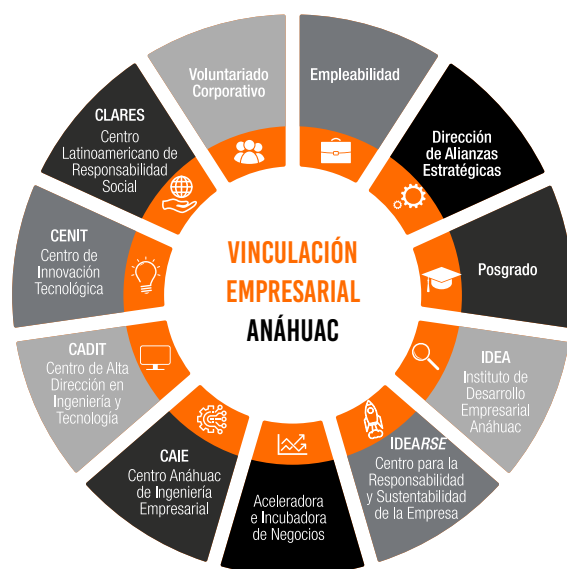


Strategic alliances

In 2022, the consolidated business-academia alliance at the University continued its mission to strengthen mutual understanding in favor of higher education to provide real solutions focused on current needs that contribute to increasing competitiveness and productivity and to promote our country's economic and social development.

In this respect, the Department for Strategic Alliances articulates and measures business collaborations with chambers of commerce and business organizations, industry leaders and leading national and international companies to promote successful cooperation agreements through Corporate and Research Chair programs and collaboration agreements.

This year, in addition to the current 150 Corporate Chairs, 17 new ones were signed with Allianz, AMX, Argos, Baker & McKenzie, Basham, Boehringer Ingelheim, Cemex, Cinépolis, Devlyn, Gensler, Grupo México, HR Ratings, McKinsey, ProFuturo, USG, Volaris, Toshiba Global Commerce Solutions. In addition, agreements were renewed with BBVA, Citibanamex, EY, Ford, Gentera, KidZania, Lala, Novartis, Penguin and Random House for a total of 167 chairs. As a result, over 250 activities were carried out during 2022, distributed among the 25 business collaboration media.



Allianz

AMX

Argos

Baker
McKenzie

BASHAM

Boehringer
Ingelheim

CEMEX
Building a better future

cinépolis

DEVLYN

Gensler

GRUPO MEXICO

HR
Ratings

McKinsey
& Company

Profuturo GNI

USG

volaris

TOSHIBA

As a result of the 11 active Research Chairs, the following projects were carried out in 2022:

- Signing of the MOU with the University of California San Diego through the Jorge Larrea Espinosa Research Chair in Addiction Studies, which generated an important alliance between the two leading universities in this field.



- Plastic waste awareness and recycling project as part of the DESC Research Chair in Sustainable Processes.
- Publication of the second volume of "Pueblos originarios" (Indigenous Peoples) as a result of the work of the Carlos Slim Chair for the Integral Development of Indigenous Peoples.
- Implementation of the online course Your Financial Future, led by the Bank of America Chair, with an impact on more than 200,000 people.
- Publication of four articles in scientific journals produced by the José Cuervo Heritage Research Chair.
- More than 2,200 remote consultations generated from the Knowtion Chair in Telemedicine.
- Two field studies in Tijuana, Baja California, and Tapachula, Chiapas, as part of the Elías Landsmanas Dymensztejn-Anahuac Chair for Unaccompanied Migrant Children.

A total of
167 chairs

250 activities
distributed
between the
25 business
collaboration
media

With regard to alliances with chambers of commerce and business organizations and as part of collaboration projects, in 2022, agreements were signed with the Mexican-German Chamber of Commerce and Industry (CAMEXA), the National Chamber of the Pharmaceutical Industry (CANIFARMA), the National Chamber of the Cosmetics Industry (CANIPEC), the



National Chamber of the Restaurant Industry (CANIRAC) and the National Council of Logistics and Supply Chain Executives (Consejo Nacional de Ejecutivos en Logística y Cadena de Suministro, A.C.), and agreements were renewed with the American Chamber of Commerce Of Mexico (AMCHAM) and the Mexican Association for Insurance Institutions (AMIS).

Likewise, aware of the need to carry out projects that meet the specific needs of the business sector for short-term applied research, the Development Chair program was created, led by a faculty and a specialized researcher from the University. In 2022, the first Development Chair was with the Santillana group, which sought to implement an accreditation system for elementary schools.

The fifth edition of the Anahuac Business Meeting was held with the participation of Dr. José Medina Mora, national president of Coparmex, who gave the presentation «The positive impact of collaboration between companies and universities for the benefit of Mexico», to highlight and recognize strategic collaborations with the production sector. The event recognized organizations in research, employability and business-academia collaborations. This year's award winners were Toks in the Business-Academia Collaboration Corporate Chair category, El Puerto de Liverpool in the Employability category and the DESC Research Chair in Sustainable Processes in the Research Chair category.

At the same time, in 2022, the Anahuac Business Collaboration Wall was created, made up of 171 linked companies and 23 chambers of commerce and business organizations with which we have projects and a close relationship.

**5 Job Fairs
where 367 leading
companies
offered
3,838
vacancies**

Employability and entrepreneurship

One of the fruits of Anahuac Mexico University's links with the company is employability since a fundamental part of the university's work is focused on the accompaniment and professional placement of our students and graduates. In 2022, the University was ratified in the QS Employability Ranking in third position nationally in terms of employability of recent graduates.

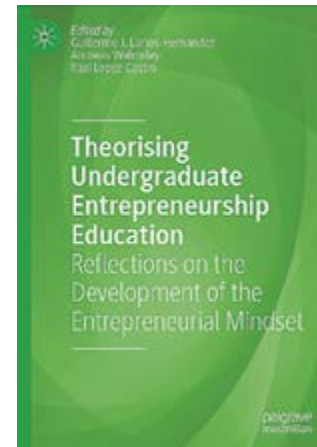
The Anahuac Employability Model was updated to remain at the forefront, offering 11 formats for successful job placement.



These actions have resulted in 9 out of 10 Anahuac graduates being employed within the first 12 months of graduation. In addition, 66.3% of graduates were employed before graduation.

In 2022, five Job Fairs were held in which 367 leading companies offered 3,838 vacancies. The Universia Anahuac Jobs employment portal offered 5,280 vacancies from 1,682 national and international companies and during the 82 weekly recruitment sessions, 2,667 students and graduates applied for 1,103 vacancies. A total of 10,221 vacancies in high-level positions were offered in 2022.

To strengthen entrepreneurship, *Theorising Undergraduate Entrepreneurship Education* (Palgrave MacMillan), a book co-edited by researchers Guillermo Larios and Verónica Itzel López from the University Entrepreneurship Center and Marjon University in the United Kingdom, which addresses the teaching and perspectives of entrepreneurship at the university level, such as pedagogy, humanism, link between employability and entrepreneurship, digital skills, etc., was published, as a result of the collaboration of researchers from five continents, and *Women Entrepreneurs in Emerging Markets* (Palgrave Pivot), authored by our academic and researcher Ananya Rajagopal, reflecting on leadership in research and entrepreneurship.



The following activities were also carried out:

- Compulsory Entrepreneurship Skills course (using the MTS methodology, Oxford University)
- Diploma course «Leadership and Business Development» aimed at women entrepreneurs and businesswomen
- Incorporation of the boot camp «Innovation in business models» into the Incubation Program
- Collaboration with Oxford University for content development
- Collaboration with Marjon University for a seminar on entrepreneurship education
- 121 entrepreneurs trained and 85 entrepreneurial projects.



Entrepreneurship skills



In this same area, in 2022, several entrepreneurs and participants from the entrepreneurial ecosystem shared their knowledge with our students, for example:

- «Inclusive entrepreneurship» by Evelyn Loredó Lara, director, INCLUDE Techlab
- «Actionable opportunities in social entrepreneurship for university students» by Luciano Barin Cruz, IDEOS HEC Montreal Centre for Entrepreneurship
- «The ecosystem of innovation and entrepreneurship in Latin America» by Eduardo Picazo, commercial director for Mexico and Latin America of Pinterest
- «Bimbo's window to the future» by María Morfin, Principal Bimbo Ventures
- Presentation of the Venture Capital study in Latin America with ENDEAVOR and the entrepreneur panels: Justo and Albo.

Graduates

The Anahuac Alumni Community comprises a network of 66,452 male and female leaders who offer their best to transform the reality of their environment and society. The work of the Alumni Office seeks to keep alive the pride and closeness between alums and their alma mater through different means, for example, the seven face-to-face and virtual networking meetings held for alums with common interests, encouraging the creation and consolidation of networking, assistance and business.

The first Anahuac Masters golf tournament was also held, which generated meeting spaces for the alum community. It was held at the Bosque Real Golf Club with the participation of 144 players. The tournament was considered one of the best of the year, with prizes worth more than four million pesos.

Another format at the service of the community is the Egresados Anáhuac App, which offers interviews, podcasts, relevant information and exclusive benefits (more than 250 discounts in hotels, restaurants, amusement parks, gyms, department stores, schools, cultural activities and medical care, among others).

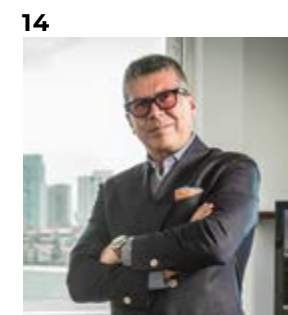
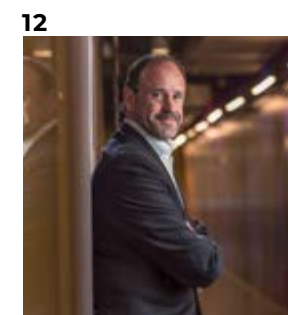
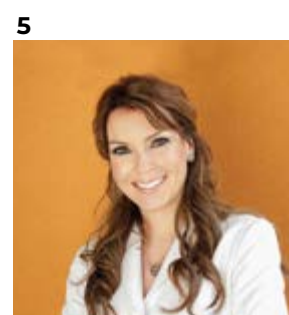
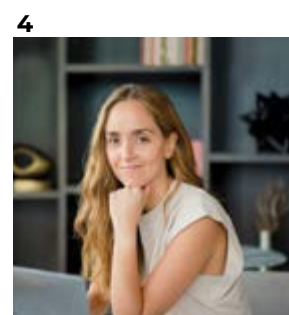
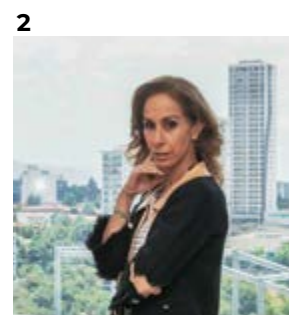
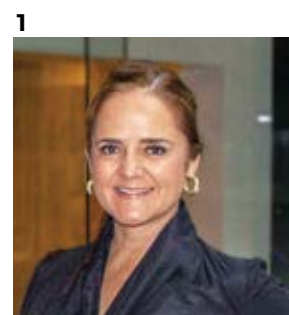


Meanwhile, the 18 Advisory Councils worked hard; 240 alumni participated in meetings during the year to guide, advise and support the schools and faculties with their advice and experience, thus keeping the University up to date and moving it towards the future.

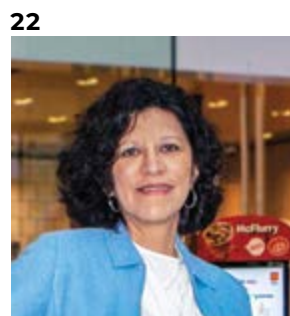
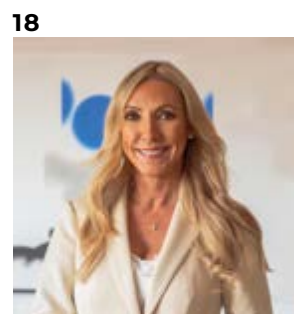
It is a source of pride for the University that the Alumni Community abroad is growing stronger every day, which is why the Anahuac Chapters were launched, a network of links between alums living in the same geographical area. There are currently 14 Chapters abroad: Australia, Barcelona, California, Canada, El Salvador, Scandinavia, Florida, France, Germany, Guatemala, Madrid, New York, United Kingdom and Texas; and six in Mexico: Aguascalientes-Zacatecas, Jalisco, Metepec, Michoacán, Morelos and Toluca. More than 800 alumni participate in these chapters in diverse groups where they participate in networking, breakfast meetings and humanitarian aid activities, share job opportunities, receive new graduates and support each other in all kinds of recommendations.

The impact of our graduates and their work in solving current problems have led them to be recognized in the most outstanding rankings. During 2022, 69 graduates were on these lists, including The 300 Most Influential Leaders in Mexico by *Líderes Mexicanos* magazine; The 100 Most Powerful Women in Business by *Expansión* magazine; Top 30 Women in Finance in Mexico, according to *Financer.com*, Top Voices of LinkedIn 2022, Women who make a difference, by Grupo Expansión; GC Powerlist Mexico 2022 published by the British company The Legal 500; The 500 Most Influential Leaders in Latin America 2022 published by Bloomberg; 65 Women in Marketing by *Merca 2.0* magazine, among others.

Finally, to tell the success stories of our graduates and learn about their inspiring testimonies, the first edition of the graduate banner and wall campaign was launched on campuses, with the participation of 76 leaders who have motivated new generations of students to pursue their dreams.



1. **Anabell González**, Legal Director at Arcos Dorados NOLAD
2. **Carla Juan Chelala**, General Director of Marketing at Grupo Banorte
3. **Carlos Marin**, CEO of Liverpool
4. **Daniela Ancira**, founder of La Cana
5. **Diane Pérez**, surgeon and health journalist at Televisa
6. **Emmanuel Urquieta**, medical director at the NASA Human Research Program's Transnational Research Institute for Space Health
7. **Federico Bernaldo de Quiros**, CEO of Grupo Gigante
8. **Fernando Suinaga**, national president of the Mexican Red Cross
9. **Gabriel Galván Duque**, CEO of Mattel Latin America
10. **Gabriela Gatica**, Executive Director of the Ronald McDonald Children's Foundation Mexico
11. **Gustavo Pérez Berlanga**, Director of Social Responsibility at Grupo Restaurantero Gigante
12. **Jaime Vallés**, vice president at Amazon Web Services LATAM
13. **Juan Carlos Alverde**, CEO of Grupo Restaurantero Gigante
14. **Luis Lozano**, President of TOYOTA Motor de México



15. **Marco Casarin**, CEO of Meta Mexico
16. **Marcos Shabot**, national president of the Central Committee of the Jewish Community in Mexico
17. **Mario Olvera**, CEO of PUMA Mexico
18. **Mariuz Calvet**, head of Sustainable Finance Mexico and LATAM at HSBC
19. **Melanie Devlyn**, president and CEO at Grupo Devlyn
20. **Pedro de Garay Montero**, CEO of GBM and founder of Síclo
21. **Renee Dayán**, Managing Editor of Diario Judío
22. **Sonia López**, Chief Financial Officer at Arcos Dorados NOLAD
23. **Xavier López Ancona**, president and founder of Kidzania
24. **Vivián Roldán**, Marketing Director for Subway Mexico



Interviews were also given by graduates who shared their vision, memories and how they carry out their daily work, exercising their positive action leadership. Voice has also been given to these stories, and testimonials have been published from graduates who are entrepreneurs and CEOs of their companies: 14 work in the public sector, 13 who work in the health sector and foundations, 14 who live and work in companies abroad and 46 who hold managerial positions in transnational companies.

And in 2023, the ASUA Graduates project will be launched, a space for volunteer activities with graduates and their families with social impact.

Total graduates:
66,452

Women: **35,708 = 54 %**

Men: **30,744 = 46 %**

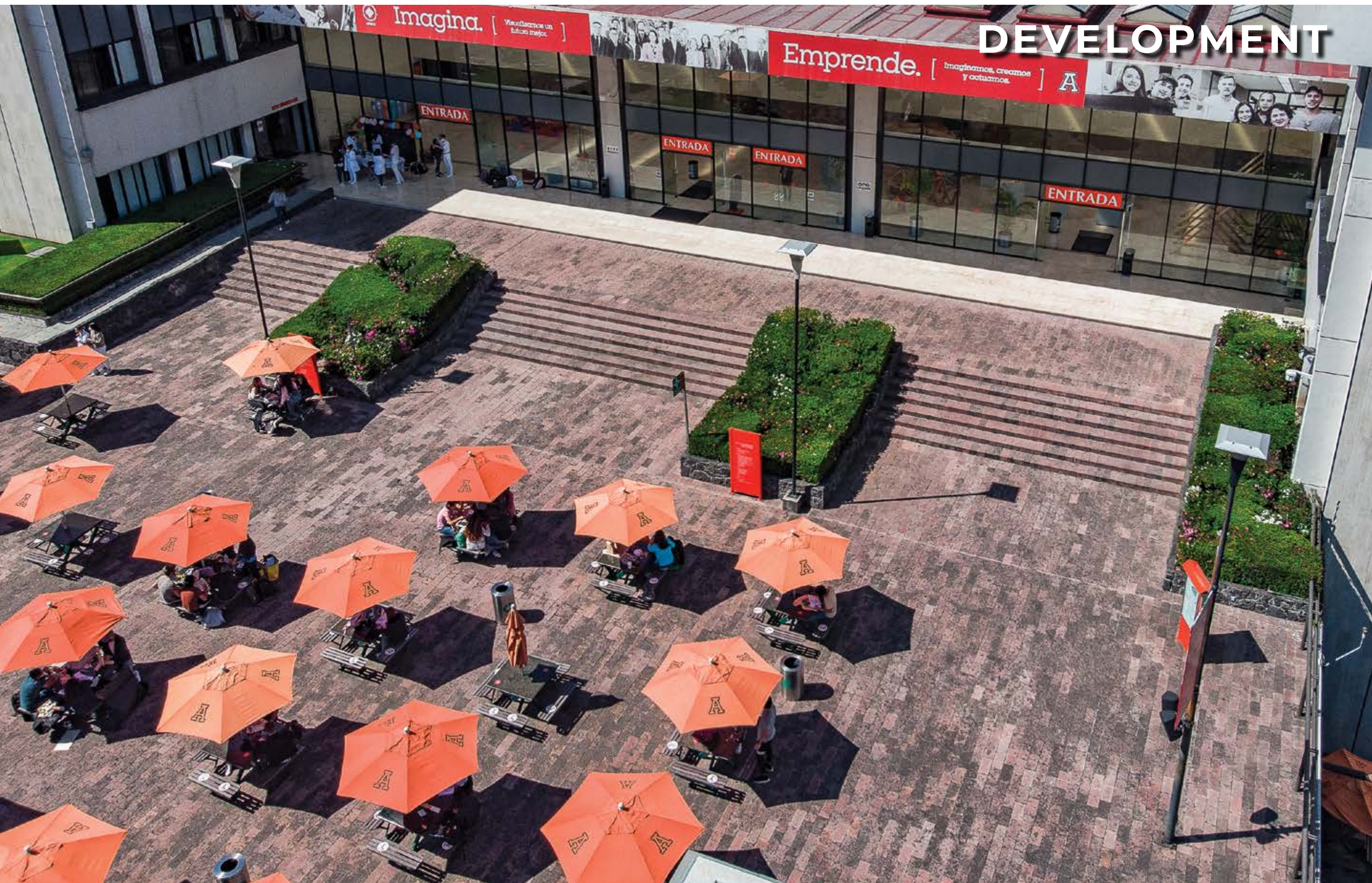
Age range:
Under 40 years old: **29,245 / 44 %**
Over 40 years old: **38,507 / 56 %**

Studies:
Bachelor's Degree: **52,764 / 79.5 %**
Master's degree: **11,188 / 16.8 %**
PhDs/Specialties: **2,500 / 3.7 %**

Graduates are located in **60 countries.**

Statistics

INSTITUTIONAL DEVELOPMENT



Infrastructure

18.65 hectares on the North Campus:

- 206 classrooms
- 48 laboratories
- 24,000 m² of sports areas
- 3,960 m² of art facilities
- 1 chapel
- 5 auditoriums
- 3 libraries
- 5 clinics

Reinauguration of the

Anahuac Postgraduate Studies Center

building

- 6,680 m²
- 48 classrooms
- Auditorium for 150 people
- Coworking

Reopening

of the

Angel and Tere Losada Theater

at the

ANAHUAC MEXIQUENSE CULTURAL CENTER

Organization of

46

artistic-cultural
and academic
events

Launch of

"Fund a Future"

to strengthen scholarship fund

Institutional communication:

New communication plan

to identify the strengths
of The University

16.66 hectares: on the South Campus.

- 79 classrooms
- 16 laboratories
- 2 auditoriums
- 1 chapel
- 12,771 m² of sports areas
- 1 library
- 1 clinic

New Students

5,012

bachelor's
degree
admission exams

17

academic
contests with

71

scholarships in which

1,776

students participated

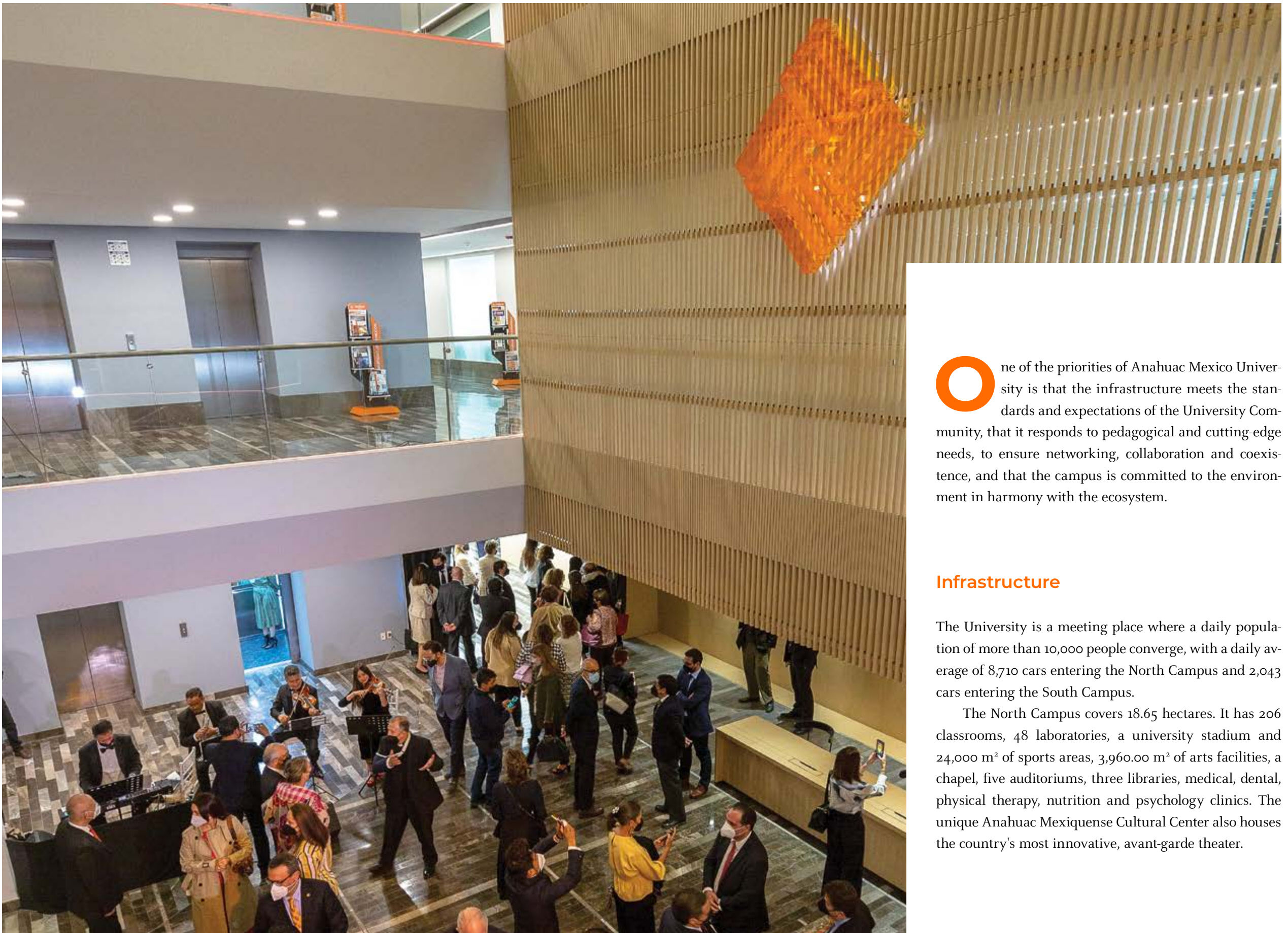
OV Day

attended by

7,258

young people

Institutional development



One of the priorities of Anahuac Mexico University is that the infrastructure meets the standards and expectations of the University Community, that it responds to pedagogical and cutting-edge needs, to ensure networking, collaboration and coexistence, and that the campus is committed to the environment in harmony with the ecosystem.

Infrastructure

The University is a meeting place where a daily population of more than 10,000 people converge, with a daily average of 8,710 cars entering the North Campus and 2,043 cars entering the South Campus.

The North Campus covers 18.65 hectares. It has 206 classrooms, 48 laboratories, a university stadium and 24,000 m² of sports areas, 3,960.00 m² of arts facilities, a chapel, five auditoriums, three libraries, medical, dental, physical therapy, nutrition and psychology clinics. The unique Anahuac Mexiquense Cultural Center also houses the country's most innovative, avant-garde theater.

The South Campus covers an area of 16.66 hectares with 79 classrooms, 16 laboratories, a cafeteria, two auditoriums, a chapel, two soccer fields, 12,771.00 m² of sports areas, a library and a psychology clinic.

In terms of remodeling, 2022 began with the reopening of the Anahuac Postgraduate Studies Center building, which took more than eight months to build. Its reopening has set a new trend in the configuration of university spaces since the building has a surface area of 6,680 m² housing 48 classrooms, an auditorium for 150 people, co-working spaces, cafeterias and support offices; all equipped with state-of-the-art technology to offer mixed format and distance learning classes.



We welcomed
more than
190 musicians,
6 orchestra
conductors,
20 singers and
80 professional
dancers



This major project included the renovation of laboratories, workshops, sports and artistic spaces, and areas for student socialization. Among the most important renovations on the North Campus were the Anahuac Terrace, the Faustino Pardo Auditorium, the basketball and volleyball courts, and the renovation of the Human Capital, Internationalization and Student Relations departments. On the South Campus, highlights included the athletics track; the express lane for access to the campus, which is used by 85% of incoming vehicles, saving time and freeing up traffic in the area; the Pre-University Services (APREU) offices, FESAL, Tower 2, Tower 3, the Rectory department; and the Medical Simulation department.

In 2022 we also reopened the doors of the Angel and Tere Losada Theater of the Anahuac Mexiquense Cultural Center to offer the University Community and the general public an unparalleled area for cultural events where we welcomed more than 190 musicians, 6 orchestra conductors, 20 singers and 80 professional dancers.

46 cultural-artistic and academic events were held, including a visit by the State of Mexico Symphonic Orchestra with the first presentation in Mexico of Erich Korngold's Opera in Concert "The Dead City"; the participation on two occasions of Elisa Carrillo Cabrera, Prima Ballerina of the Straatsballett of Berlin, who performed in the world premiere of the dance show #The_Wall; the presentation of the Mexiquense Philharmonic Orchestra on two occasions with two repertoires; the International Women's Day Concert and the ANUIES Concert for Security, Justice and a Culture of Peace; the participation of the Mexican Folkloric Ballet; the Candlelight concerts, the participation of cellist Carlos Prieto and pianist Edison Quintana; Verdi's *Requiem* by the National Mexican Philharmonic Orchestra and the Cantus Hominum Choral Society; and *Carmina Burana* with the Minería Symphonic Orchestra.

In 2022, work began to develop the new Master Plan for each campus, resulting in substantial construction and renovation projects for the following years.



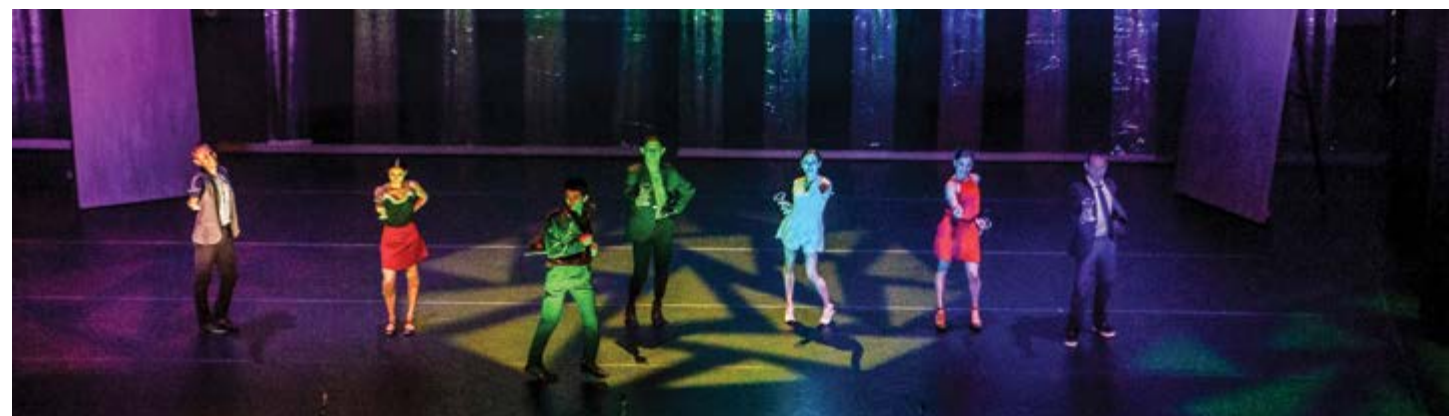
Anahuac Social Foundation

The challenge for the University to fulfill its mission makes it essential for its organizational structure to have an area dedicated to systematically and institutionally promoting society's commitment to its present and future. This is the role of the Anahuac Social Foundation, which aims to collaborate with society's leaders in building a better future for Mexico. To this end, it promotes the contribution of financial resources so that Anahuac Mexico University can train more and better leaders in the various areas of the university spectrum.

In this context, the launch of the Anahuac Funding program is a logical step, an area that, since 2022, has contributed to financing University Community projects through a digital crowdfunding platform. This allows people to share and collaborate in various causes by making financial contributions for their promotion. For this purpose, the Spanish technological platform StockCrowd was acquired, enabling us to receive massive donations with instant registration of contributions and information transparency.

"Fund a Future" began in 2022, the digital transformation of the successful telemarketing system Fonatón, which has allowed us to receive the commitment of graduates to strengthen the University Scholarship Fund for the last 25 years. Due to the advantages offered by the new digital platform, the number of funded scholarships is expected to increase year after year.

In addition to scholarships, the fundraising objectives established for 2022 included the preparation of the financial campaign for the Anahuac Innovation and Technology Cluster, the South Campus School of Health Sciences Building, the Anahuac University Health System (SUSA) and the University Residence at the North Campus.



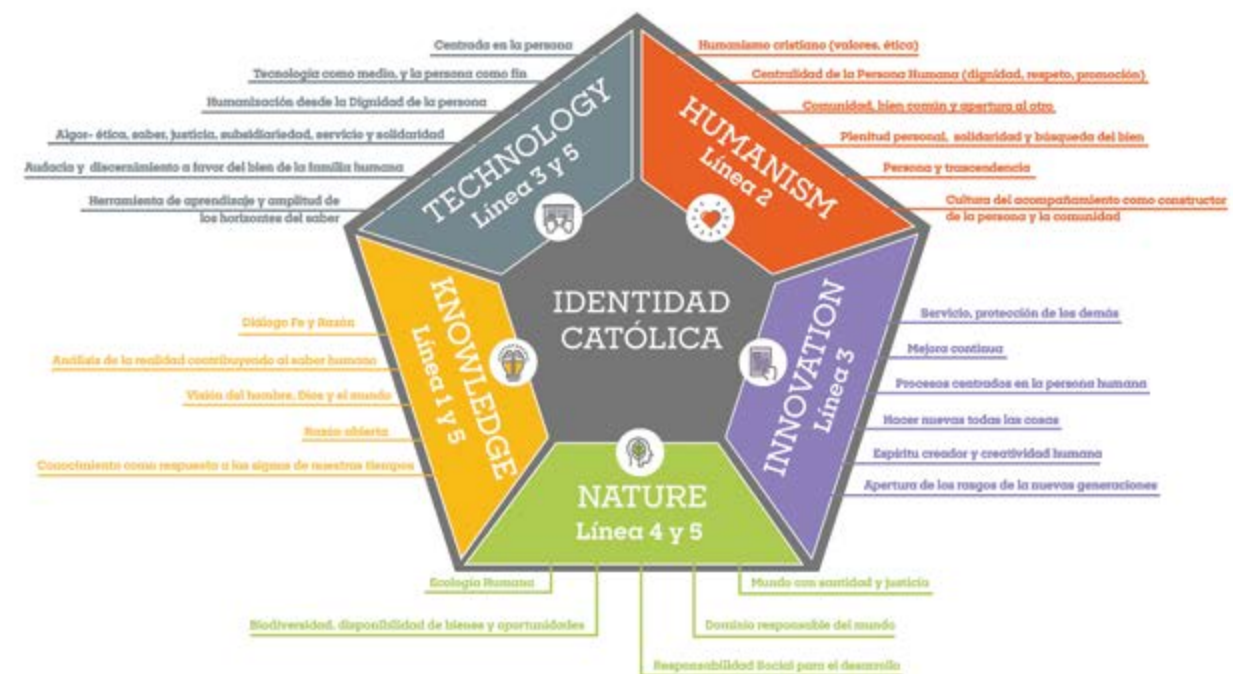
Institutional communication

The University's 2020-2024 Strategic Plan established the construction and implementation of a new Institutional Communication Plan as a relevant goal, effectively demonstrating the quality of the integral formation offered to each target audience.

Thus, in 2022, the Institutional Communication Department concluded the construction stage of the plan to raise awareness among the University Community regarding the strengths and benefits of the Institution, consciously prioritizing the experience of positive action leadership, communicating it to all audiences and thus reducing the existing gap between perception and reality.

It is an integral communication plan based on research and knowledge of audiences and the market. Its objectives include:

- Designing and establishing the strategic communication concept of Anahuac Mexico University to achieve the understanding and effective contribution of the audiences of interest, which favors the projection, improves the positioning and demonstrates the certified quality of the Institution.
- To create a culture of interactive communication among all members of the University Community that promotes the effective broadcasting of information.
- Generating a communications system with the appropriate elements to achieve the active participation of students, academics, researchers, administrative collaborators and graduates.
- Optimizing technical, economic and human resources in institutional communication.



The plan summarizes the vision of each strategic line and creates new thematic lines of communication to reorganize concepts and improve their broadcasting and the effectiveness of messages, focusing on the individual at the center.

New students and promotion

In this area, to continue to be a point of reference among prospective applicants, in 2022, we worked hard to bring the University's educational offerings closer to all candidates.

As part of the process, 5,012 admission exams were held, representing three times the capacity of the Palacio de Bellas Artes.

To recognize and attract the best talent among high school students, traditional academic competitions were held, of which there were 17 in 2022, and 71 scholarships with different percentages, including up to 100 percent, were awarded. A total of 1,776 students participated in these pre-university competitions, representing a 10.5% increase over the previous year.

With great enthusiasm, in 2022, the doors were re-opened to high school students to experience the traditional OV Day, which was attended by 7,258 pre-university students and 400 teachers from more than 200 high schools, who participated in 540 workshops and 10 vocational orientation conferences.

Postgraduate and Continuing Education. 2022 marked the beginning of a new stage for the University's postgraduate and continuing education programs with the reopening of the renovated building of the Anahuac Center for Postgraduate Studies, which promotes and strengthens the academic quality and excellence of postgraduate and continuing education programs.

Thanks to the renovation of the building, the Anahuac postgraduate community now has an innovative functional space, home to one of the most extensive educational offerings in Latin America, with 98 postgraduate programs and more than 200 continuing education programs taught in mixed and campus-based formats.

This area also carried out strategic work with companies and public sector organizations, with the signing of 36 new agreements, for a total of 280 agreements that promote the position of the Institution in the market.

For the Department of Postgraduate and Continuing Education, 2022 was a year of significant achievements, and 2023 presents new challenges in the academic, operational, promotional and marketing areas, which seek to guarantee the quality and competitiveness of the programs to fulfill our university mission.



GOVERNANCE



Organizational structure

<p>Reappointment of the Rector for a third term</p>	<div> Conformation of the Regulations and Standards Department </div>	<p>NEW schools and department DIRECTORS</p> <p>Map of institutional processes to improve the University's performance</p>
<p>13,735 incidents handled through the Sí te Atiendo (Here to help you) platform</p>	<div> <div>INSTITUTIONAL CEREMONIES:</div> <ul style="list-style-type: none"> 10 undergraduate graduation ceremonies 6 postgraduate graduation ceremonies 10 Awards of Excellence ceremonies Academic Year Opening Ceremony </div>	<p>The Consultation and Disciplinary Commission provided training in various areas of the University</p>
<p>Implementation of the Anahuac Ombudsman's Office</p>		<p>Specialized Care Unit:</p> <ul style="list-style-type: none"> Anahuac Psychological Educational Assistance Center Legal Counseling Center Medical Committee University Pastoral Care

Human Capital

<p>Launching of the Performance Evaluation on the Global Talent platform</p>	<p>Training SEMINARS with the participation of 47 directors 239 administrative coordinators 517 administrative staff and 128 academic staff</p>
<p>ORGANIZATIONAL CLIMATE SURVEY to contribute to a healthy work environment, with 775 participating employees</p>	<p>19 courses for the professional and personal growth with 1,445 participants</p>
<div> <div>Induction courses for 132 new employees</div> </div>	<p>92% of employees have participated in a course</p>
	<p>17 talks on diverse topics with 1,169 participants</p>
	<p>15 Human Capital newsletters on relevant content</p>

Governance



Governance at the Anahuac Mexico University seeks to ensure the conditions to direct and manage the different regulatory, academic-administrative, financial, operational and human capital departments in a co-responsible, effective and institutional manner. It refers to the system of criteria, organizational structure, regulations and processes through which the Institution's activities are effectively managed, and the authority of individuals and decision-making bodies to fulfill the institutional mission and its development strategy.

Organizational structure

The new trends in education, especially after the COVID-19 pandemic, technological advances, and the expectations and needs of all of the Institution's stakeholders, among other factors, force the University to be continuously dynamic, where the leadership of its authorities becomes an element of vital importance to carry out effective management that reinforces the identity and facilitates the achievement of the institutional objectives.

In this respect, the Board of Directors renewed the appointment of Dr. Cipriano Sánchez García, L.C., as Rector for a third three-year term beginning July 1, 2022.



In 2022, new directors of the following schools and faculties were appointed:

- Gerardo Broissin, director of the School of Architecture, replacing Dr. Bernardo Gómez-Pimienta, who continues to collaborate on various University projects.
- Josu Garritz Alcalá, Director of the School of Communications, replacing Carlos Cienfuegos Alvarado.
- Gonzalo Alberto Ortega Ugarte, Director of the School of Arts, replacing Dr. Adriana Araceli Molina de la Rosa.
- Jorge Reyes Iturbide, interim director of the School of Social Responsibility, replacing Dr. Miguel Ángel Santinelli Ramos.

The directors of the following departments were also renewed:

- Luis Ángel Olivares López, Director of Regulations and Standards, a new department attached to the General Secretary's Office.
- Mario Federico Herrera Montalvo, Director of Innovation and Digital Transformation, replacing Humberto Vázquez De Gyves.
- Juan Carlos Tirado Becerril, director of the new Continuing Education Center.

The leadership and drive of the new members of our management team will allow us to face the current and future conditions of the Institution to continue to comply with our mission fully.



Gerardo Broissin



Josu Garritz Alcalá



Gonzalo Alberto Ortega Ugarte



Jorge Reyes Iturbide



Juan Carlos Tirado Becerril



Luis Ángel Olivares López

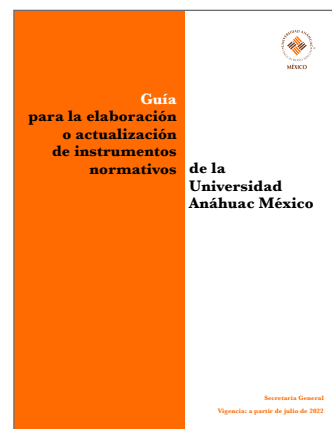


Mario Federico Herrera Montalvo

Regulations

As of March 2022, the Regulations and Standards Department was created as part of the structure of the General Secretary's Office. This Department established the processes for updating internal regulations, cooperating with university authorities, schools, faculties and departments to ensure their correct implementation, and providing guidance in the development of cutting-edge regulatory instruments that are necessary to address all activities or new provisions of the Institution, as well as supervising compliance with regulations, both internal and external, in the educational and academic areas applicable to the University.

Since its creation, several actions have been carried out to strengthen regulations to develop daily activities and fulfill the objectives outlined in the 2020-2024 Strategic Plan. To this end, the Regulatory Matrix was created to keep a record of the regulatory instruments in force at Anahuac Mexico University, which will serve as a reference tool for the authorities and will be updated periodically until the total record of regulatory mechanisms used by each school or department of the University for the carrying out of its activities is available.



In this respect, to contribute to the integral administrative development of the University through the regulatory simplification and quality of the legal-administrative framework that governs us, the Regulations and Standards Department of the General Secretary's Office created the *Guide for the preparation or updating of Regulatory Instruments of the Anahuac Mexico University*.

At the same time, this Department provided advisory services to various areas of the University concerning the application, preparation, revision or updating of regulatory instruments and the following documents were published:

- *General Provisions for Students participating in Extramural Trips and Activities of the Anahuac Mexico University*
- *Regulations for Scholarships, Discounts and Educational*

Financing for Postgraduate Program Students

- *Guidelines of the Committee for Scholarships, Discounts and Educational Financing for Postgraduate Program Students.*

Currently, documents related to academic work, the internal guidelines of the School of Health Sciences, as well as the Code of Ethics and University Social Responsibility, to mention a few, are being developed or updated.

To guarantee compliance with the regulations (internal and external) in all educational and academic areas, as part of the identification stage, the regulatory obligations were surveyed, and work meetings were held in the departments, schools and faculties with those responsible for providing the information, to maintain a record and follow-up of said obligations.



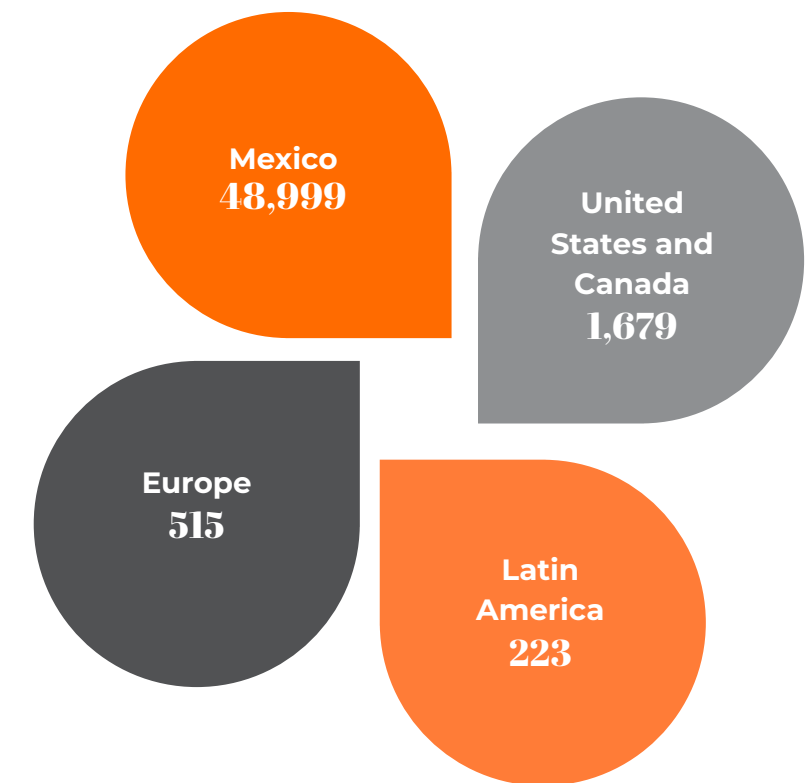
Process improvement

To achieve effective, flexible, integrated operations throughout 2022, the Practices and Processes Committee continued its evaluation and improvement activities in continuous sessions. The work carried out concluded with the preparation of the institutional process map, which allows us to identify the key processes that are relevant to the better functioning of the University. Thus, this work was integrated into the actions carried out by the institutional governance analysis team so that the processes identified in this map, whose responsibility falls mainly on the authorities and directors of schools, faculties and departments, are perfectly identified and coordinated.

MAPA DE PROCESOS



Visits to the website



Similarly, work has continued on the analysis, reengineering and automation of various processes with the support and methodological guidance of the Innovation and Digital Transformation Department. For example, significant progress was made in the automation of processes that will provide better service to the community, as is the case of the Academic Administration and Regulations Department (DAEN), whose website went online in July and where the University Community can manage academic service procedures such as requests for certificates, career changes, transfers, requests for certificates or appointments, and register for the corresponding degree programs without having to go to the offices in person, which allows for more flexible fast service. In the first three months of operation, the site had already received more than 50,000 visits from more than 20 countries, providing a better service experience.

The *Sí te Atiendo* (Here to Help You) system is a very effective tool that offers support via WhatsApp and the internet in various areas such as Brightspace @prende, Credentials, Parking Lots, Finance, Cleaning and provision of supplies, Movements, Security, Systems (SUAS), Technology in classrooms and offices, Works and maintenance services, Transportation, and recently integrated the services of Teacher training and updating (pedagogical consulting), Commercial premises and Lost and Found. Since its inception, 13,735 incidents involving students, teachers, administrative staff and graduates have been handled.



¿NECESITAS APOYO durante tu ESTANCIA en el CAMPUS?

SÍ TE ATIENDO
55 68 27 87 33

Contáctanos por WhatsApp y atenderemos tus solicitudes relacionadas con:

-Asesoría Pedagógica (CEFAD)	-Movimientos
-Brightspace @prende	-Objetos perdidos
-Estacionamiento	-Operación tecnológica
-Finanzas	-Seguridad
-Limpieza	-Sistemas (SUAS)
-Locales comerciales	-Tótems
-Mantenimiento	-Transporte

Acceso directo a WhatsApp
Acceso directo a Autoservicio
Líderes de Acción Positiva

Vicerrectoría de Finanzas y Administración

Liderazgo Anáhuac en Tecnología

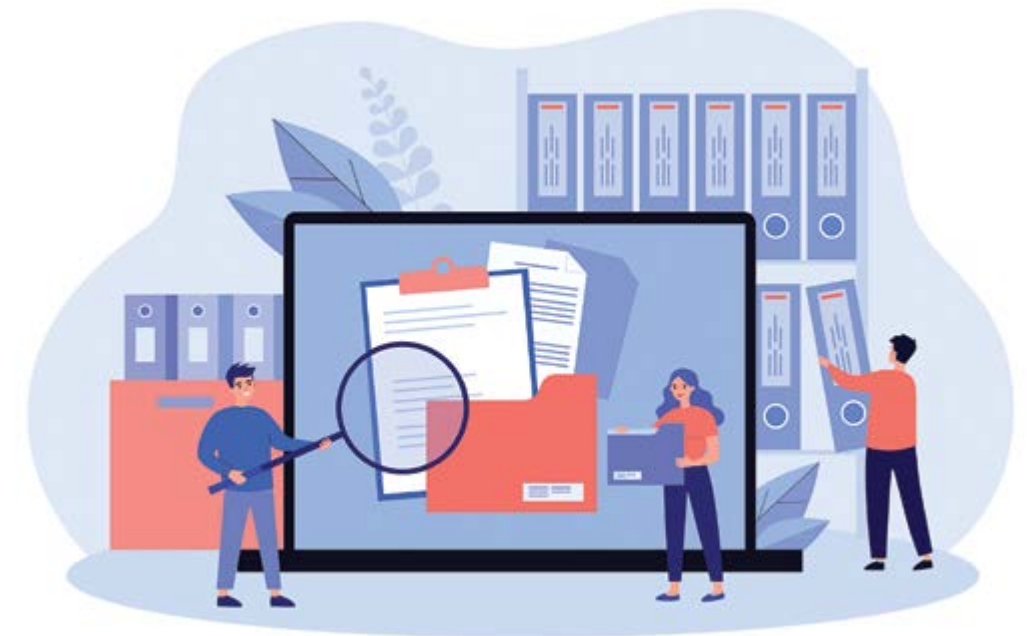
Another example of process automation is the School of Languages, which continued to upgrade its technology to facilitate online registration for language accreditation exam sessions and requests for services offered in collaboration with other areas of the University.

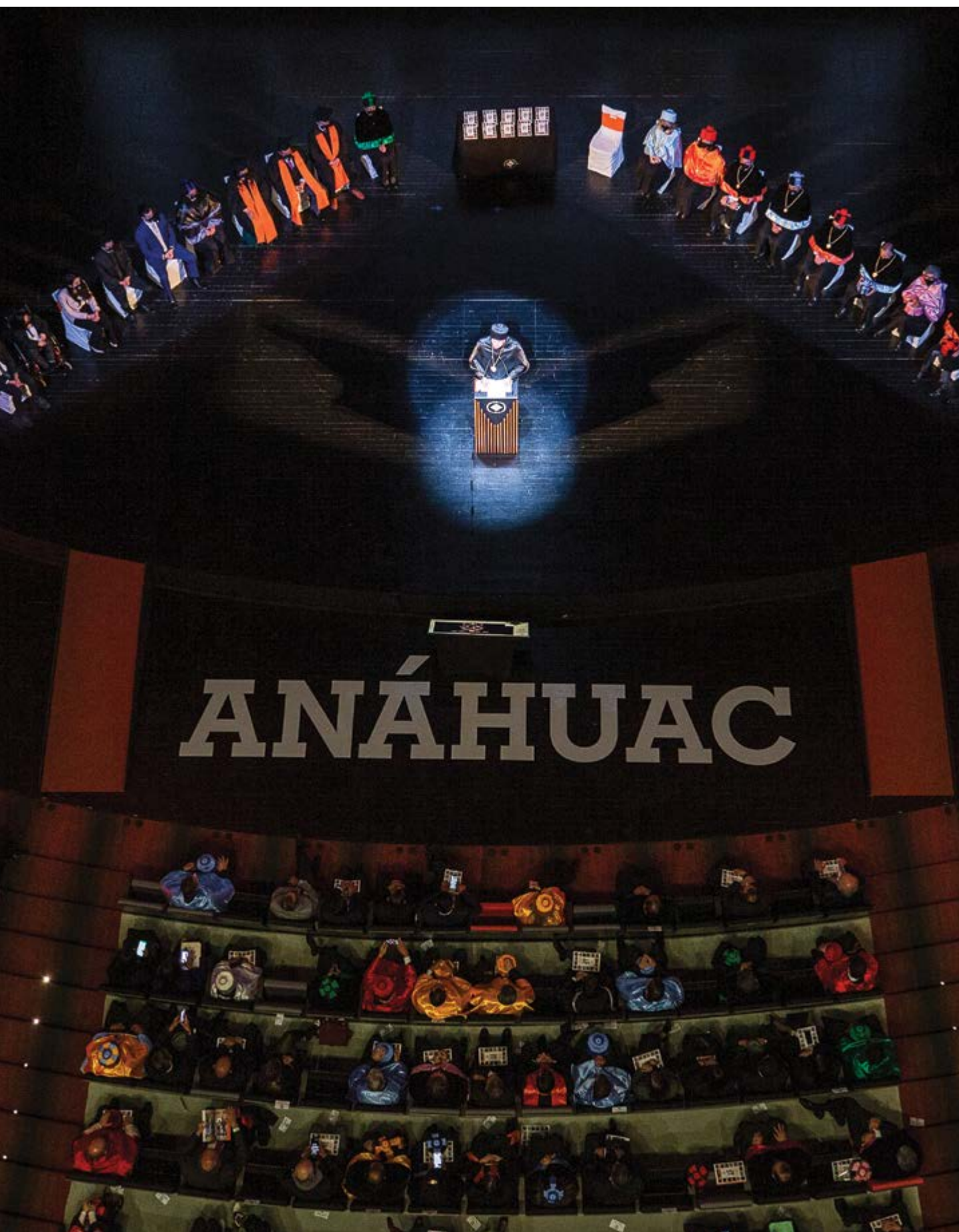
Institutional and historical archives

With the creation of the General Secretary's Office, activities related to the historical archive were resumed to organize and publicize the heritage that is part of our cultural identity; to this end, 552 documents were inventoried containing relevant and historical information that evidences the educational, social and economic changes that have impacted the Institution.

For the development of the Institutional Archive, an archival information table was designed, which was the result of meetings with 12 departments of the University in which information was gathered regarding the structure, type of documents and archival processes of the different departments, schools and faculties. This led to the initiation of the creation of descriptive instruments required by the archive.

In this respect, as part of the archival advisory services provided to the University departments, the physical spaces where the School Administration and Regulations Department stores its archives in the North and South Campuses were inspected, with recommendations being made on infrastructure, lighting, humidity, security and, above all, archival methodology.





Institutional ceremonies

To standardize and consolidate the quality of the events and acts carried out by the University, during 2022, we continued with the development of the Institutional Event Protocol, which establishes the optimal conditions for the planning and execution of academic, religious, solemn, institutional or international ceremonies, considering elements such as logistics, civil protection and accessibility, among many others.

The following institutional academic events were held in 2022: 10 undergraduate graduations, six postgraduate graduations, 10 Excellence Awards ceremonies, the Teacher's Day ceremony (which includes the presentation of Teaching Excellence Awards) and the Opening Ceremony of the 2022-2023 Academic Year led by our graduate engineer Carlos Fernandez, Chairman of the Board of Directors and CEO of Finaccess.

In addition, support was provided to the International Congress of the International Association for Educational Assessment (IAEA) and the CEFAD awards ceremony regarding the standardization of processes per the specific characteristics of each event.



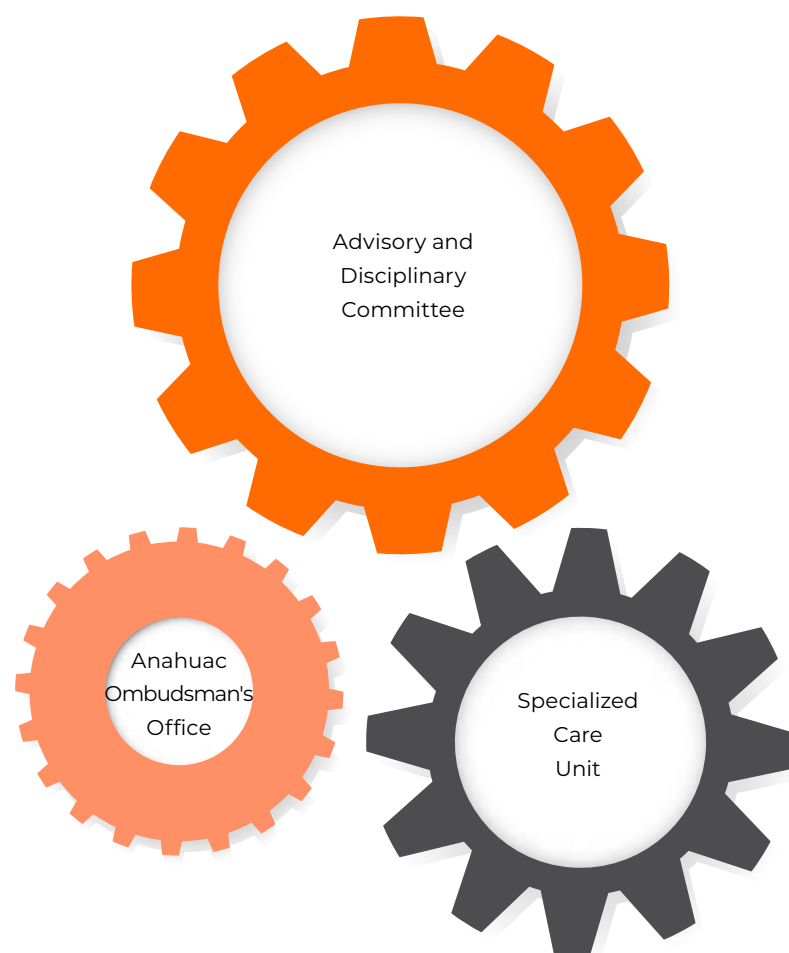


Healthy Coexistence Program

Anahuac Advocacy. As of August 2022, the University Rights Ombudsman's Office or Anahuac Ombudsman's Office was implemented, whose mission is to promote a culture of peace, harmony, legality, co-responsibility and healthy coexistence in the University Community, providing attention and care for the dignity of the individual and protecting their university and human rights.

To this end, the Anahuac Ombudsman's Office web page was launched and the criteria of the Anahuac University Network were standardized. During this period, nine forms were received (complaints on the Ombudsman's Office web page), all of which were attended to.

The Specialized Attention Unit supports the Anahuac Ombudsman's Office, which works with the Advisory and Disciplinary Commission.



Regulations for Healthy Coexistence and Discipline



Specialized Care Unit. It is the department responsible for ensuring and offering psychological, legal, medical or spiritual care, as appropriate, in cases of violation of university rights and any type of violence:

- Psychological care. The Anahuac Psychological Educational Center provides psychological services to people who have suffered violence through efficient, timely and humane support that respects the individual's dignity at all times. It should be noted that support is offered to both the aggressor and the assaulted.
- Legal attention. The Legal Advice Center offers legal guidance to individuals in situations of violence on the procedure and channels to follow if the behaviors reported or described in the complaint may constitute a crime. Legal advice may be provided to file the complaint with the competent legal authority.
- Medical care. The Medical Committee provides the alleged victim of violence with comprehensive care for physical injuries, as well as specific sequelae, referring them, if necessary, to other medical services or units with greater resolution capacity to provide the required services for which they are authorized, per the applicable provisions and guidelines.

- Spiritual care. The Campus Ministry provides those individuals who require a serene spiritual accompaniment with talks with the chaplain and sacramental attention if necessary. The aim is to help them achieve an inner peace that will fully support them.

Advisory and Disciplinary Commission. This Commission was created in October 2019, following the publication of the former *Coexistence and Discipline Manual*.

In 2020, the Manual became the Rules of Good Coexistence and Discipline, and in 2022, a Technical Department was created to monitor all cases and two Chambers to distribute the matters that come before the Commission for consideration.

In 2022, 108 disciplinary proceedings were initiated. Similarly, 262 hearings were held in 175 sessions in both chambers, which required the number of sessions to be increased to four per week, with an average of three hours per session.

Furthermore, 16 recommendations have been issued to students reported as repeat smokers, four direct reprimands for minor offenses that do not warrant the opening of a procedure and 52 consultations that have been handled by e-mail and in person. These are handled with the cooperation of the Office of the General Secretary of the Advisory and Disciplinary Committee and the Technical Department.

In addition to the above, to promote the culture of responsible reporting and due process of disciplinary offenses, in 2022, the Advisory and Disciplinary Committee conducted training



in different departments of the University: The Integral Formation Department; department, school directors; academic coordinators of schools; the Anahuac Psychological Educational Center and Cenyeliztli Clinic; presidents of the Federation of Student Societies; the Human Capital Department; the Sports Department; the Leadership and Excellence Program Department; the moderators of the Academic Integrity Program; the Pastoral Ministry on the South Campus; the Anahuac Integral Formation Center; and the Mentoring and Tutoring office.

Human Capital

In 2022, the Human Capital Department, whose common purpose is to provide quality service to all employees of Anahuac Mexico University, further strengthened its various activities due to the lessons learned during the COVID-19 pandemic, which led to greater unity, solidarity and collaborative work among its members.

During the constant search to hire personnel of high professional quality who contribute to the achievement of the objectives and goals of the University's 2022-2024 Strategic Plan, part of the administrative management of the Human Capital Department, potential candidates need to be interviewed and evaluated on both campuses, whether internal or external, who have the necessary skills according to the profile for vacant positions, either through the promotion of personnel, academic evaluations, coverage of new vacancies, etc. Therefore, in 2022, 506 candidates were interviewed and evaluated, filling 147 academic and administrative positions.

Likewise, to comply with another of the objectives of the Strategic Plan, which is to achieve a culture of integral and collaborative management among the personnel of the Anahuac Mexico University, the new 2021 Performance Evaluation was launched on the Global Talent platform for all administrative staff, based on the Performance & Goals project. This assessment is based on a new technology called OKR (Objectives and Key Results), which permits aligning the entire team on an organizational level and concentrating efforts on achieving common goals. Ten training sessions were held for managers, area managers, operational personnel and academic coordinators to evaluate the personnel in their charge through the Global Talent platform to award the 2022 performance bonus. With the launch of this new assessment, it became necessary to validate the institutional integration skill and add it to the skills matrix for University positions.

The Anahuac Mexico University needs to be aware of the opinion of its members and thus implement actions that allow us to build a healthy, positive work environment based on respect and cooperation to ensure

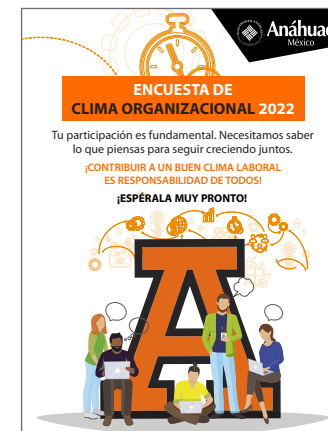
the personal and professional development of each one. Therefore, the 2022 Organizational Climate Survey was launched, in which 775 employees participated.

One of the strengths that resulted from this survey was the collaborative work that we carry out and perceive, and, as a result, we continued to promote it through specific actions and courses.

Likewise, to comply with the strategic objective of strengthening and developing talent at different organizational levels for the growth, promotion and recognition of individuals, we worked with the University Network to create and approve the Recruitment and Selection Module in the Global Talent platform for its launch.

In the area of Training, in 2022, the list of people who received training in 2021 was submitted to the Ministry of Labor and Social Welfare (STPS) for registration.

Training and education of personnel continued. Training Seminars have been held annually since 2016 with all management, academic and administrative personnel to continue strengthening the effectiveness of dual campus operations for academic and administrative processes. Throughout the year, 47 directors, 239 administrative coordinators, 517 administrative employees and 128 academics participated.



- This year, the Human Capital Department, always looking for the best options in courses that contribute to the personal and professional growth of its administrative personnel, offered 19 courses on both campuses: nine concerning labor matters, seven on personal issues and three on technological topics, resulting in the training of 1,445 employees. These courses were based on the results of the questionnaires for detecting training needs. It is worth mentioning that 92% of current employees have participated in at least one course offered by the Human Capital Department.
- Courses were given for specific areas in both the labor and technological fields, with the participation of 109 individuals. A special gardening course was given to 11 employees in this area to learn new techniques to maintain the Institution's gardens in good condition. In addition, induction courses were held for new personnel through the Brightspace platform, with the participation of 132 employees.
- As in previous years, to promote health among community members, the Distance Nutrition Program was launched in collaboration with the Nutrition Clinic of the School of Health Sciences, where 80 individuals participated.
- Two talks were given in conjunction with the Bancomer Chair, with the central theme being the care and protection of accounts and the importance of investment. Furthermore, throughout 2022, 17 talks were given on topics such as positive action leadership, insurance, nutrition, rescue brigades, and adequately managed electronic waste, among others, with a total attendance of 1,169 people.
- A talk was given to graduates of the School of Health Sciences regarding healthy work life and insertion into the labor market for graduates of Humanities courses and, at the invitation of the Employability Coordination Department, a web talk session was provided on «How to follow up on a development plan using the 70.20.10 methodology?».
- The new training microsite was launched where employees can register directly for courses and activities on work and personal topics, review their progress during the semester in Human Capital courses and workshops, check the most notable events of the current month, as well as obtain tips and tools that contribute to their mental health.
- Follow-up was also provided to the «Know your brigade» program to keep the database for both campuses up-to-date.
- To remain at the forefront of current trends and best practices in Human Capital and to be able to implement them in the Institution, we participated in the GET (Growing Exceptional Talent) meeting for Human Resources professionals, organized by Computrabajo.

Finally, as an accompaniment to personnel, 15 Human Capital newsletters were sent to all plant employees with relevant information on diverse topics, and 1,339 employees received personalized strategic support.

- As in previous years, we participated in the FIMPES National Human Resources Congress.
- In support of the economy of the University Community, 16 new discount agreements were signed in the areas of health, education and daycare, entertainment, restaurants, automotive, sports, travel and welfare.
- We organized a dual campus sale of personal care items and a coat sale. We participated in the Health Fair, organized by the School of Health Sciences, inviting, on behalf of Human Capital, eye care providers with whom we have discount agreements.

As part of the events, a Teacher's Day celebration was held, attended by 600 teachers, both tenured and part-time staff; Mother's Day and Father's Day were celebrated with a mass; and, as part of the Independence Day celebration, 620 baskets with typical Mexican sweets were delivered to staff members on both campuses. The Secretary's Day celebration was held with a special talk, followed by presenting a gift to the secretaries in appreciation of the support they provide in all departments, schools and faculties of the University.

In December, seniority awards were presented to employees who completed 15 to 35 years of service at the University and personnel who retired during the year. In addition, a New Year's Eve lunch was held for all full-time employees.



Anahuac Vision 5.0

The Anahuac Mexico University has reached its current prominent position thanks to those who dared to dream: first in the sixties, of founding a university with a transcendental mission, and later, when the Anahuac celebrated its 25th anniversary of being one of the best universities in Mexico. These ambitious objectives were achieved. It was not easy; it did not happen overnight; it required the continuity of the administration of several rectors, but as a result, we have a vibrant university with the largest number of accredited quality programs of any private university in the country and with more than 1,500 professionals dedicated full time to education and research.

We are now facing new challenges: global reflection on a new concept known as Society 5.0, understood as an ideal state towards which humanity must advance once again to place humanity at the center of our actions, taking full advantage of technological transformations to benefit all the world's citizens, leaving no one behind and solving the problems posed by evolution.



To this end, at the beginning of 2022, we set the goal of generating the Anahuac Vision 5.0, seeking to visualize the Anahuac of the future, which should be to increasingly serve society. We began a broad consultation exercise with the university community, aware that our mission of integrally forming leaders of positive action with values and social commitment is today more urgent than ever.

In 2022, several actions were carried out to explain the objective and valuable insights were gathered from hundreds of members of the University with committed participation. Academics through school directors and academic staff; administrative staff through department directors; students through their representatives in student societies and FESAL; graduates and employers, represented in school advisory councils. Valuable work was accomplished, and soon the result of this significant effort of the University Community will be unveiled, namely the Anahuac Vision 5.0, which will guide the course of the University towards the future, its role in society, the expectations regarding employment and professions, the challenges of youth and the impact of technology on university life, in a global environment.

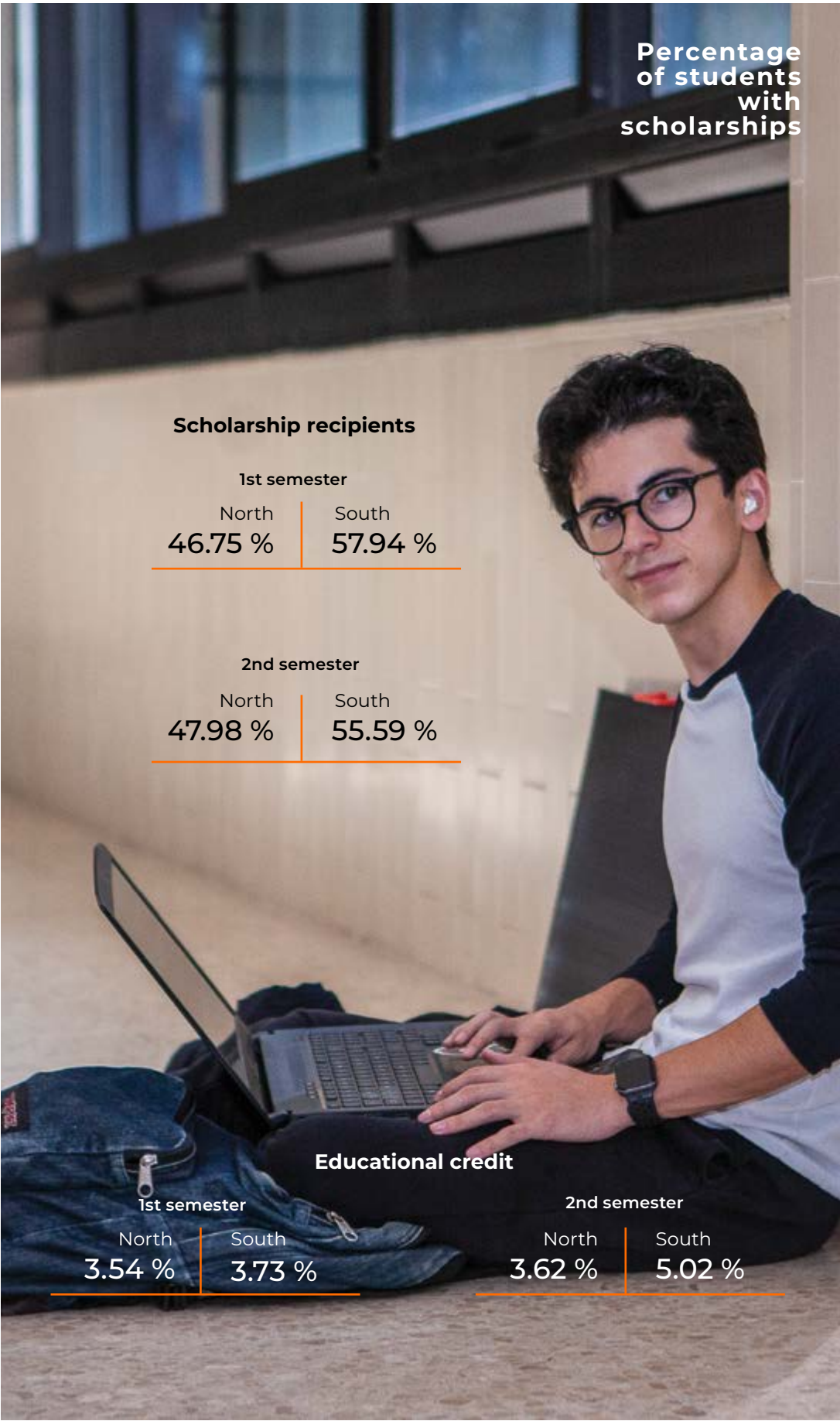




Undergraduate student population

School	1st semester	2nd semester**	Annual***	Online bachelor's degree
School of Arts	272	313	356	
School of Sport Sciences	124	132	152	
School of Architecture	601	645	741	
School of Actuarial Sciences	410	401	472	
School of Health Sciences	2,514	2,700	2,991	14
School of Communications	1,084	1,168	1,363	
School of Law	698	729	858	
School of Design	818	909	1,022	
Anahuac Business School	2,734	2,962	3,438	
School of Education	70	66	82	
School of Global Studies	306	289	341	
School of Humanities, Philosophy and Letters and Literature	70	73	95	
School of Engineering	1,024	1,110	1,272	
School of Psychology	553	587	675	
School of Social Responsibility	126	131	145	
School of Tourism and Gastronomy	523	553	648	
Regina Apostolorum Institute	146	186	199	
Overall total	12,073	12,954	14,850	14

*Excluding 282 CS first-semester social service students.
**Excluding 299 CS second-semester social service students.
***Excluding 290 students whose only activity during the year was CS social service.



Postgraduate student population

School	PhD	Specialty	Master's Degree	Online Master's Degree	Online Specialty	Total
School of Actuarial Sciences	11		79			90
School of Architecture		38	39			77
School of Bioethics	40	20	24	130		214
School of Communications	114	102	77			293
School of Health Sciences	83	120	121	306	547	1,177
School of Law	51	80	59	293		483
School of Sport Sciences		74	45			119
School of Design	17	26	17			60
Anahuac Business School			514			2,144
School of Education	41	104	37	504	159	845
School of Humanities, Philosophy and Letters and Literature	53	32	99			184
School of Engineering	36		204			240
School of Psychology		7	61			68
School of Global Studies	28	18	15			61
School of Social Responsibility	56		50			106
School of Tourism and Gastronomy	16		90			106
Anahuac Online				1,630		
Total	546	621	1,531	2,863	706	6,267



Number of teachers per school according to their academic level

From January 1 to December 31, 2022

School	PhD	Master's Degree	Medical Specialty	Specialist	Bachelor's Degree	Total
Arts	22	53		1	13	89
Sports Management and Administration	8	28	1	1	12	50
Design	18	127		1	40	186
Architecture	29	89		3	18	139
Bioethics	19	10	8			37
Actuarial Sciences	25	33			5	63
Health Sciences	100	193	602	15	25	935
Communication Sciences	71	126			24	221
Law	93	136		3	25	257
Business and Economics	168	245			24	437
Education	34	34	2		3	73
International Relations	21	48		1	2	72
Humanities	76	141	1	2	14	234
Engineering	68	106	1		15	190
Psychology	36	70	2	2	3	113
Social Responsibility	23	63			4	90
Tourism	25	57			23	105
Integral Formation	2	3		1	1	7
Regina Apostolorum Institute	2	9			3	14
Leadership	1	28			3	32
Leadership programs	5	38			11	54

It includes professors who teach online courses at Anahuac Online.
It does not include professors who teach workshops or non-credit subjects.
Professors who teach in different schools are listed in each one.



Infrastructure and services

NORTH CAMPUS

- Le Cordon Bleu-Anahuac Haute Cuisine Academy
- 3 food areas and 18 concessions
- 5 auditoriums
- Oral proceedings room
- 206 classrooms
- 4 dance classrooms
- 6 music classrooms
- 5 lecture halls or conference rooms
- 3 libraries
- 5 Gessel Chambers
- Chapel
- Anahuac Center for Research and Strategic Development (CAIDE)
- Anahuac Mexiquense Cultural Center
- Center for Postgraduate Studies
- Audiovisual Equipment Support Centers (CERAP)
- 15 centers and 4 research institutes
- 5 clinics
- Employee dining room
- 8 classroom buildings
- Sick Bay.
- 11 parking lots with a capacity for approximately 3,100 cars
- Photography studio
- Professional television studio
- Sports facilities: athletic track; gymnasium; 2 synthetic grass soccer fields; synthetic grass American football field; tennis, paddle tennis, fast soccer, volleyball and basketball courts; climbing wall and locker rooms.
- 48 laboratories
- 3 exhibition halls
- 7 break rooms for students
- 5 teachers' lounges
- 26 teaching rooms with 641 computers
- Earthquake warning system
- Bank branch and 3 ATMs
- 52 workshops
- Transportation for students and administrative staff
- Wireless Wi-Fi

SOUTH CAMPUS

- Le Cordon Bleu-Anahuac Haute Cuisine Academy
- 1 food court and 6 concessions
- 1 auditorium
- 1 dance classroom|
- Oral proceedings room
- 79 classrooms
- 5 conference rooms
- 9 computer classrooms with 183 computers
- 2 music classrooms
- 1 library
- 1 Gessel Chamber
- Chapel
- International Culture Center
- Employee dining room
- 4 classroom buildings
- 1 sick bay
- 2 parking lots with a capacity for 1,000 cars
- 1 photography studio
- 1 professional television studio
- Sports facilities: athletics track; outdoor gymnasium; two soccer fields; tennis, paddle tennis, fast soccer, volleyball and basketball courts; and locker rooms
- 16 laboratories
- 1 break room for students
- 1 teacher's lounge
- 2 exhibition halls
- Earthquake warning system
- Bank branch and 2 ATMs
- 8 workshops
- Transportation for students and administrative staff
- Trading Room
- Wireless Wi-Fi

Directory

SCHOOLS

- Gerardo Broissin Covarrubias
SCHOOL OF ARCHITECTURE
- Gonzalo Alberto Ortega Ugarte
SCHOOL OF ARTS
- Father Fernando Fabó Martín, L.C.
SCHOOL OF BIOETHICS
- Dr. Lourdes Díez Gutiérrez Igartua
SCHOOL OF ACTUARIAL SCIENCES
- Dr. José Damián Carrillo Ruiz
SCHOOL OF HEALTH SCIENCES
- Héctor Igor Rubio Sosa
SCHOOL OF SPORT SCIENCES
- Josu Garritz Alcalá
SCHOOL OF COMMUNICATIONS
- Dr. Alfredo Dagdug Kalife
SCHOOL OF LAW
- Blanche Helen Toffel Quiñones
SCHOOL OF DESIGN
- Alfredo Nava Goveia
ANAHUAC BUSINESS SCHOOL
- Francesca Munda Magill
SCHOOL OF EDUCATION
- Carlos García Fernández
SCHOOL OF GLOBAL STUDIES
- Dr. José Honorio Cárdenas Vidaurri
SCHOOL OF HUMANITIES, PHILOSOPHY AND LETTERS AND LITERATURE
- Mario Buenrostro Perdomo
SCHOOL OF ENGINEERING
- Petra Gwinner Briechle
SCHOOL OF LANGUAGES
- Dr. Érika Benítez Camacho
SCHOOL OF PSYCHOLOGY
- Jorge Reyes Iturbide
SCHOOL OF SOCIAL RESPONSIBILITY
- José Ángel Díaz Rebolledo
SCHOOL OF TOURISM AND GASTRONOMY

ACADEMIC VICE RECTORS

- Ricardo Zamora Encarnación
LIBRARY MANAGEMENT
- Juan Carlos Tirado Becerril
OUTREACH AND CONTINUING EDUCATION CENTER
- María Eugenia Cárdenas Cisneros
POSTGRADUATE LEADERSHIP AND INTEGRAL FORMATION CENTER
- Gonzalo Mucharraz y Cano
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- Patricia Eugenia Ruiz Ortega
INTERNATIONALIZATION DEPARTMENT
- Dr. Jose Rodrigo Pozon Lopez
RESEARCH DEPARTMENT
- Maria Covadonga Sanchez Victorero
ACADEMIC OPERATIONS DEPARTMENT
- Dr. Ingrid Angelica Garcia Solis
POSTGRADUATE AND CONTINUING EDUCATION DEPARTMENT

VICE RECTORS OF INTEGRAL FORMATION

- José Abraham Belío Mendoza
ACADEMIC INTEGRAL FORMATION DEPARTMENT
- Dr. José Alberto Castilla Barajas
SOCIAL COMMITMENT DEPARTMENT NORTH CAMPUS
- Mariana Ariza Salas
SOCIAL COMMITMENT DEPARTMENT SOUTH CAMPUS
- Dr. Marco Antonio Villalvazo Hernandez
SPORTS DEPARTMENT NORTH CAMPUS
- Pablo Villalvazo Hernandez
SPORTS DEPARTMENT SOUTH CAMPUS
- Adriana Hernandez Lacroix
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- Father Peter Mullan, L.C.
UNIVERSITY PASTORAL CARE DEPARTMENT NORTH CAMPUS
- Father Sergio Salcido Valle, L.C.
UNIVERSITY PASTORAL CARE DEPARTMENT SOUTH CAMPUS

- Ana María García López
PERSONALIZED FORMATION PROGRAM DEPARTMENT

- Fernanda Alviso Figueroa
STUDENT RELATIONS DEPARTMENT NORTH CAMPUS
- Luis Jacinto Salcido
STUDENT RELATIONS DEPARTMENT SOUTH CAMPUS

VICE RECTOR FOR FINANCE AND ADMINISTRATION

- Sylvia Virginia Villaseñor Barragan
ADMINISTRATION DEPARTMENT
- Carlos Avila Alarcón
PHYSICAL INFRASTRUCTURE AND CAMPUS DEPARTMENT
- María Antonieta Lanz Oliver
FINANCE AND COMPTROLLERSHIP DEPARTMENT

DEPARTMENTS

- José Luis Tadeo Rivas Martínez
ACADEMIC ADMINISTRATION AND REGULATIONS DEPARTMENT
- Luz Elena Zelayarán Carriles
HUMAN CAPITAL DEPARTMENT
- Abelardo Somuano Rojas
INSTITUTIONAL COMMUNICATIONS DEPARTMENT
- José Antonio Gea Guinovart
INSTITUTIONAL DEVELOPMENT DEPARTMENT
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- Dr. Germán Campos Valle
ANAHUAC SOCIAL FOUNDATION
- Nabila Iskra Hampl García
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- Eugenio Valle Landa
TECHNOLOGICAL OPERATIONS DEPARTMENT
- Dr. Oliva Sánchez García
PLANNING, EVALUATION AND INNOVATION DEPARTMENT

The following links provide access to the multimedia contents of the ceremony for the
2022 RECTOR'S REPORT TO THE UNIVERSITY COMMUNITY



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