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PRESIDENT'S
ANNUAL REPORT
TO THE UNIVERSITY
COMMUNITY 2020

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PRESIDENT'S COMMITTEE

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MESSAGE FROM THE PRESIDENT

This report that brings all of us together every year as a University Community is an opportunity to look back on what has made us relevant as an Institution working on training leaders. Leaders who will change themselves and the society by means of their excellent professional training, inspired by Christian humanism.

This purpose could not be limited to a speech or good wishes. It is the mission inspiring our work, the work that today we submit in the pages of this report.

The year that is ending has not been easy. There is a pandemic on top to all the difficulties that people usually face. As the German Chancellor, Angela Merkel, said: "In 2020, our world was struck by something completely unexpected. A previously unknown virus that has invaded our bodies and our lives. It hits us in the places where we are most human: in close contact, in hugs, conversations, celebrations. The virus turns normal behaviour into a risk –and turns previously unfamiliar protective measures into something normal." ¹ This description in the words of one of the great leaders of our world reflects what many have experienced.

This painful presence is joined by a reality that we have not experienced as a society for a long time: uncertainty. Human beings can deal with many realities, but it is difficult for us not to know what to do in face of the future. It is the effect of the crisis we are experiencing as "something that affects everyone and everything, involving ideologies, politics, the economy, technology, ecology

and religion, that always creates a sense of trepidation, anxiety, upset and uncertainty in the face of decisions to be made." ²

Therefore, a great role of Anahuac University in Mexico City has been that of being a source of certainty for all Community members; being a source of certainty in health care; being a source of certainty in the academic quality; being a source of certainty in supporting our university students, and source of employment for administrative and faculty staff.

To generate this certainty, we are committed to make of health the most important of our priorities, realizing that we sometimes took it for granted and even put it at risk. At the same time, we have been working to give certainty through new ways of generating academic quality, at the expense of the valuable experience of life on campus. After this year, many of our students have only met their university classmates through the screen, their teachers through digital platforms such as Zoom or Brightspace that were unknown and now are commonplace, and the campus through YouTube or Instagram videos.

We are proud to say that the academic quality of our teachers has been multiplied by the great effort and sacrifice that must be especially recognized, as they had to train to fully work online in order to provide a valuable academic service without compromising the professional future of our young students. Thank you for contributing with your effort to face this challenge.

In this same way, University efforts to protect the jobs of our Community members, and to prevent our students from dropping out have been substantial. Student retention has been a commitment for everyone. A commitment that has not been limited to granting discounts or financial support, but to being close, to listening, to giving a hand to those in risk of being left behind. This is why I am especially grateful to our students for trusting that our Community would be supporting them as far as possible.

We have learned to open the doors of the University in a different way in order to keep our sense of belonging to a University Community that is inspired by Christian humanism, in times when the Internet is what brings us together. This is perhaps one of the greatest challenges: to continue being all close together, to continue feeling part of a community, to be certain that we are not just pixels on a screen, but close friends, humans who share the project of a comprehensive and excellent education.

For this reason, this annual report, as ever before, is not merely data or the applause after the achievements obtained. Anahuac University in Mexico City is currently at high academic and human standards; is a community in turmoil where the valuable technological means are not the final solution to be better human beings and professionals.

This report is to convey that Anahuac Mexico strives for our young people to become professionals, but, above all, to become men and women committed to being and making people better. Men and women who, throughout difficulties, have learned to revalue the meaning of their own life so that it is less banal and superficial, and more authentic and valuable in the existential search; men and women with an increasing interest in a life project with a service approach to help others, with the certainty that the future is still bright because it is up to each of us to

choose the path of hope every day. A hope that has specific faces, when appreciating how virtual teaching is enriching us, when not coming together pushes us to discover what relating to others implies, as was as the values offered by family, friends, teachers. And especially, when we understand that it is not circumstances, but participation and enthusiasm that make people great.

The mission of Anahuac is to train leaders for these new times; men and women who--with their skills and their values--witness the pain and frustration in today's world, and at the same time are able to appreciate what is valuable in what we have lived, what we have discovered, and what we have assimilated to our lives.

This report is an acknowledgment of the past, as well as a commitment to creating a hopeful future for everyone. This is why we are an Institution of excellence, this is we are positive action leaders, this is why we defeat evil with good.

DR. CIPRIANO SÁNCHEZ GARCÍA, L.C.



¹ <https://www.bundestkanzlerin.de/resource/blob/656736/1833754/9f1364d2795ac6d271b322debc44febf/download-pdf-data.pdf>

² Pope Francis. Address to the Roman Curia. December 2020.



ACADEMIC EXCELLENCE

ACADEMIC EXCELLENCE

GRADUATE STUDIES

94 programs
(in-person and mixed)

Enrollment
5,293 students

21 online programs
in the following areas:
Business, Law, Health Sciences,
Education, Bioethics,
and Tourism

Enrollment
**2,643 in-person
students**

7 doctoral programs,
22 master's degrees,
12 specialties
were updated or designed

- 100+** researches
- 83** are SNI-Conacyt members
- 200** publications each year (papers and books)
- 5** interdisciplinary areas and **15** priority research topics
- 300** scientific posters by undergraduate and graduate students

RESEARCH

TECHNOLOGY INNOVATION

- 8 functional model** of rehab equipment for IMSS
- Development of the **first functional model** of the 3D Jaw Project
- Assessment of **CNC equipment** to upgrade it
- Equipment for the new **Data Science Lab**
- Booth for the atmospheric **monitoring station**

INTERNATIO NALIZATION

- 281 agreements** signed in **42 countries**
- 217 in-person** exchange students
- 29% increase** in incoming students
- 270 admission applications** from foreign students
- 66 students** from the Americas and Europe
- Presence in **8 virtual exchange** fairs in Colombia, Peru, Spain, Ecuador, Germany, and France.

IN RESPONSE TO THE COVID-19 GLOBAL PANDEMIC, Anahuac University in Mexico City demonstrated its ability to develop innovative and efficient solutions, its strength to plan, and its maturity to deal with contingencies. We implemented a successful academic continuity plan thanks to the effective teacher training, our solid and modern technological infrastructure, agile transformation of its processes, and the commitment of all the University Community members.

As per the Safe Return Plan guidelines¹, an analysis and reallocation of physical spaces was carried out, taking into consideration the characteristics of our infrastructure, the needs of each program and the health committee specifications, giving priority to social distancing and the integrity of our Community.

To provide support and communication with students and teachers during the pandemic, the online **Customer Service Center** was created to support our Community during the semester (beginning, mid-term and final exams).

In the academic arena, we have strongly promoted synchronous work between teachers and students by providing real flexibility of undergraduate, graduate, and continuing education, and by migrating to mixed education, thus allowing the transition from in-person to virtual activities, while respecting the autonomy and trusting on teachers and students. This curricular flexibility--along with the implementation of hybrid didactic strategies--allowed the University to face new changes requiring open and changing professional opportunities.

This reality also brought new opportunities for students, whose offer of courses in two or multi campuses increased, as a result of the synergy between the north and south campuses, as well as with Anahuac University Network.

We successfully taught **13,380 courses** at undergraduate level delivered in semesters and trimesters in both virtual and online modes.

¹ See the section *Anahuac University in Mexico City in face of COVID-19*.



To offer an avant-garde and flexible plan that responds to your needs, this semester we developed these

TEACHING MODALITIES FOR UNDERGRADUATE DEGREES

January-May 2021

For your peace of mind, once the traffic-light monitoring system is green, in-person attendance to campus will be optional.

NOTICE!

You will see the modality of each course during the Course Selection process. Pay attention when choosing them!

1 Remote

On the Intranet / SIU you will find them as In-person in a virtual classroom.

Courses that will be taught remotely throughout the semester, with synchronous classes (assigned schedules) and teachers who are highly trained in this modality.

Brightspace is the institutional platform that will be used. You can access it through videoconferencing tools such as Teams and Zoom.



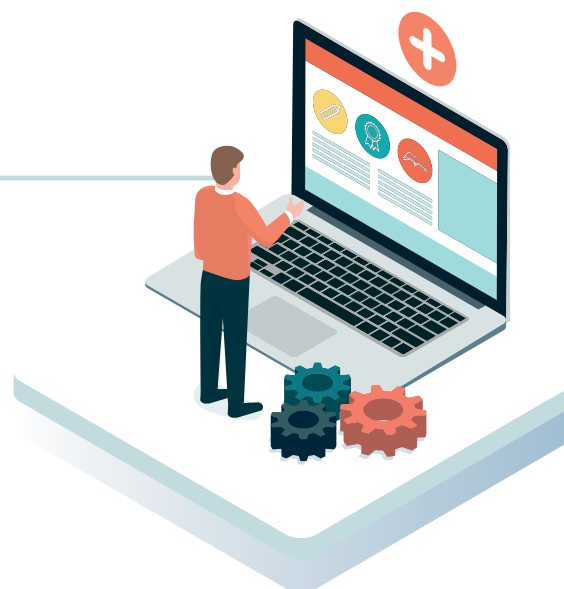
2 Blended

On the Intranet / SIU you will find them as In-person in a hybrid classroom.

Courses that will combine online and in-person classes, once the traffic-light monitoring system is green.

This modality will offer two return options depending on the traffic-light monitoring system. It will start online and once the traffic light changes, the return to campus will be as follows

- In-person classes with live streaming: a part of the group will take in-person classes, and the other one via streaming, alternating each week.
- In-person classes, mainly for courses requiring special facilities such as laboratories and workshops.



3 Online @prende Anáhuac

On the Intranet / SIU you will find them as Online.

Asynchronous courses (without schedule), developed with our successful @prende Anahuac methodology, which will give you independence to plan your time. You will get mentoring, monitoring, and feedback from expert teachers.

3



4 Intensive

On the Intranet / SIU you will find them as In-person in classroom.

Completely in-person courses taught in a condensed fashion, and will be offered as soon as the traffic-light monitoring system turns green.

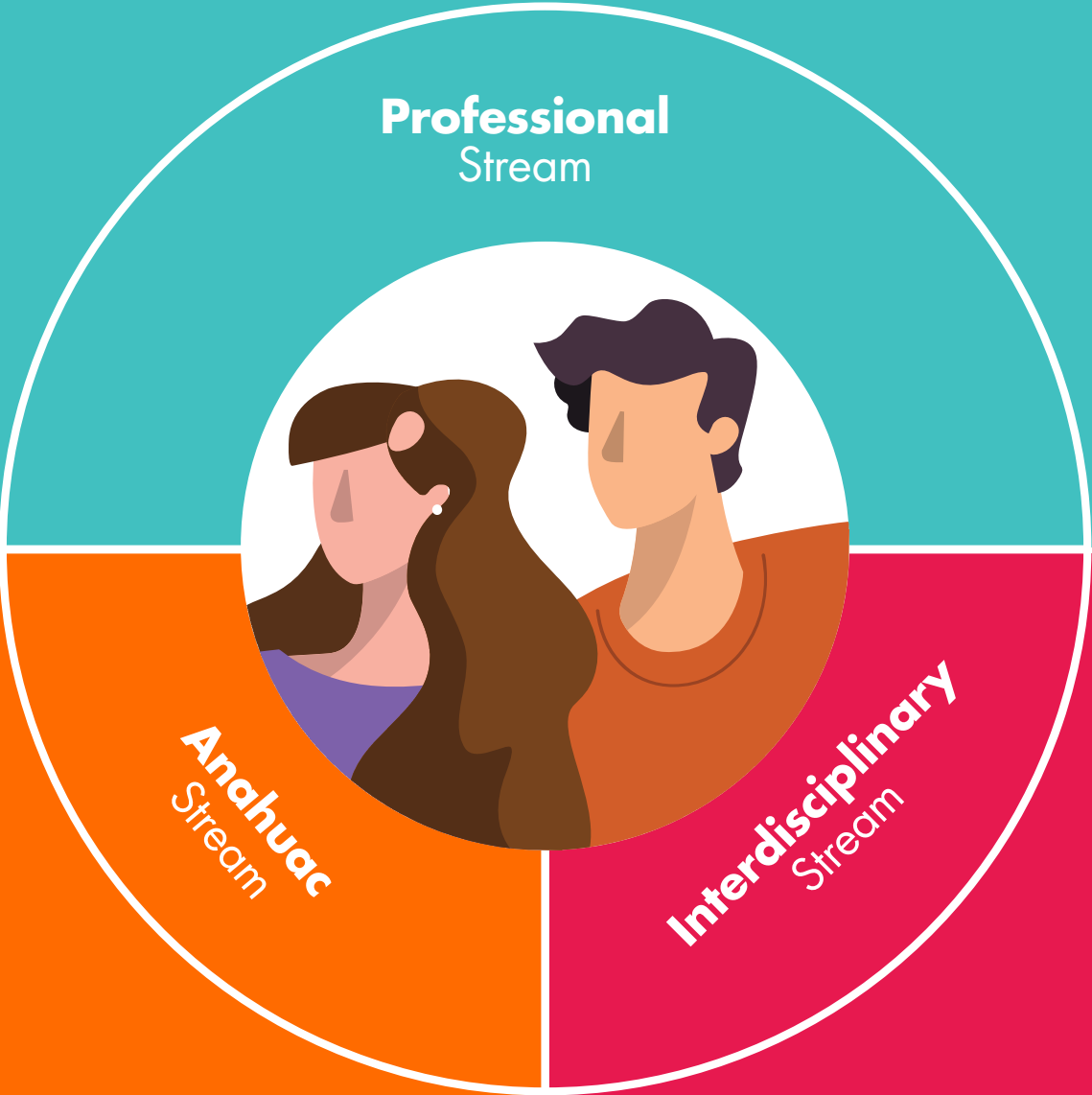
This modality mainly refers to practical courses requiring special facilities such as laboratories, workshops, kitchens, etc.

Students who have decided not to attend to campus will not be able to enroll to these courses.



CURRICULAR STRUCTURE

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



Professional Stream

Anahuac Stream

Interdisciplinary Stream

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

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

Number of undergraduate courses
(Total of CRN with simultaneous)

Campus	Four-month term bachelor's degree January-April 2020	Six-month term bachelor's degree January-May 2020	Four-month term bachelor's degree May-August 2020	Six-month term bachelor's degree Summer 2020	Six-month term bachelor's degree August-December 2020	Four-month term bachelor's degree September-December 2020	Overall total
North	87	4,472	68	578	4,797	70	10,072
South	79	1,353	79	201	1,511	85	3,308
Total	166	5,825	147	779	6,308	155	13,380

Number of virtual classrooms
(Total of CRN without simultaneous)

Campus	Four-month term bachelor's degree January-April 2020	Six-month term bachelor's degree January-May 2020	Four-month term bachelor's degree May-August 2020	Six-month term bachelor's degree Summer 2020	Six-month term bachelor's degree August-December 2020	Four-month term bachelor's degree September-December 2020	Overall total
North	74	3,549	61	433	3,716	57	7,890
South	64	1,079	58	142	1,150	66	2,559
Total	138	4,628	119	575	4,866	123	10,449

For summer 2020, the number of courses students enrolled to increase by 22% from previous year.

The current offer at undergraduate level at Anahuac University in Mexico City includes 44 programs, with a total enrollment of 12,549 students (second semester of 2020).

The implementation of the new **2025 Anahuac Education Model** began in August this year. It reflects our vision of the future and is characterized by offering integral formation, addressing the five dimensions of young university students: professional, intellectual, social, human, and spiritual. It aims at preparing our young people for the challenges of today's society and those they will face in their careers.

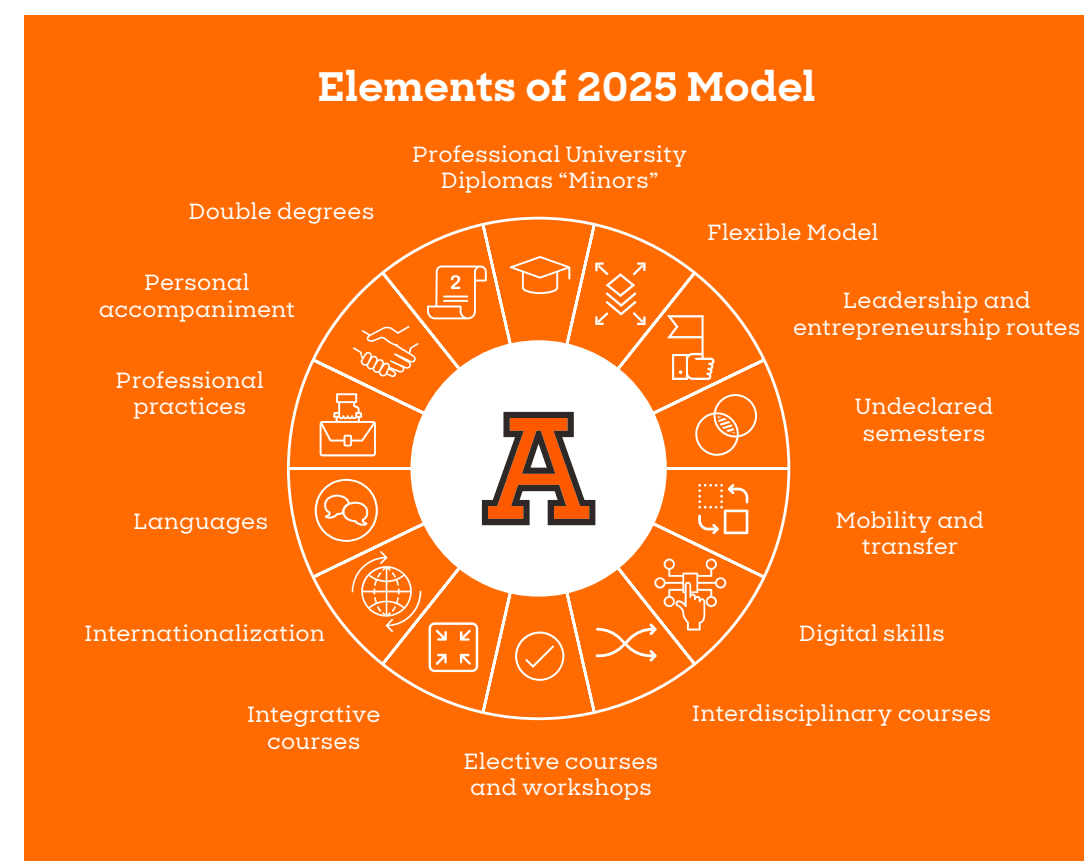
Our 2025 curricular plans are made up of three course streams, each one with a required and an elective part. These are:

- **Anahuac Stream:** It comprises the courses that are the distinctive stamp of Anahuac University's integral model. Through humanistic and leadership training, this stream allows students to learn about themselves, their nature, and to develop their vocation through their positive action leadership.
- **Professional Stream:** Students will be provided with the elements needed to develop the professional skills of their degree and thus become agents of change.
- **Interdisciplinary Stream:** From an interdisciplinary approach, students will be able to understand and interact with professionals from other countries and specialties. It promotes the development of soft skills, such as creativity, flexibility, responsibility, teamwork, empathy, assertiveness, active listening, effective communication, among others, to successfully face the labor market.

In this model, students will take five online courses. One of them is the Social Responsibility and Sustainability course for the entire Anahuac University Network. This year, it was taught to a total of **3,649 students** in 103 groups, with 63 teachers and 22 virtual tutors. Likewise, another 224 online courses were developed and implemented, with special interest in using tools that allow keeping contact between faculty and students. In the same way, another 170 courses were taught online throughout the entire Anahuac University Network (RUA by its acronym in Spanish).

The curricular plans were designed according to international trends and a global approach to the career. Faculty and student exchange experiences, international academic experiences are promoted. Additionally, students must take at least five courses in English, thus this second language is a requirement. Some bachelor degrees also require a third language.

Thus, the School of Languages offered a total of six course periods, serving 3,558 students enrolled in required courses in both campuses. A total of 219 different language groups were opened and 95 English, French,



Italian, and German accreditation exam sessions were held. More than 1,800 placement exams were applied in 75 virtual sessions for new students.

As an example of this new model, in August 2020 the School of Engineering opened its first class of the **Bachelor in Engineering Management**. More than 50% of its courses are taught in English and includes international stays and experiences in agreement with foreign universities.

The implementation of the 2025 Anahuac Education Model required our full and part time faculty and administrative staff to be trained. Together, the Office of Academic Programs for Undergraduate Degrees (CPE-L) and the Faculty Development Center (CEFAD) designed a training program comprised of two online seminars and the course: "How to be a good university teacher (in any modality)."

The Anahuac Education Model prioritizes academic quality--among other aspects. In this line, it has a series of good education evaluation practices, making of the University a benchmark and example at a national and international level.

The strategies implemented include the Evaluation Plan, the Collegiate Exams, the Internal Quality Assurance System, the Accreditation processes with national and international organizations, as well as the application of the General Exams for Undergraduate Certification (EGEL).

During 2020, a permanent and continuous accompaniment was given through the different external accreditation processes for our programs. Standards and indicators of the different national accrediting agencies of education were always respected and exceeded. The School of Communication completed the reaccreditation process for the **Accrediting Council on Education Journalism and Mass Communications (ACEJMC)**, which will be obtained in 2021. On its part, on September 7-9, the School of Economics and Business hosted the **Association to Advance Collegiate Schools of Business (AACSB)** in a virtual visit for its international accreditation. In December, we learned they obtained such an important accreditation.



CONGRATULATIONS!

Our **School of Economics and Business** has been accredited by the **Association to Advance Collegiate Schools of Business (AACSB)** for its education quality and for meeting the best management standards at international level.

[More information](#)

School of Economics and Business



For the eighth consecutive year, the results obtained in the **General Exams for Undergraduate Certification (EGEL)**, by the National Evaluation Center for Higher Education (CENEVAL), have ranked Anahuac University among the first positions of the Annual Report of Results (2019) with 14 programs in the top 10, including two in the first position, according to their classification. In addition, 33 undergraduate programs kept their incorporation into the Register of High Academic Performance Programs in the 2017-2019 period. This has consolidated Anahuac University as an institution of academic quality and excellence in Greater Mexico City.

In response to the COVID-19 pandemic, the EGEL was applied remotely for the first time to 214 students, following the instructions of the Health Ministry.

To ensure that our students achieved the graduation profile, we implemented the **Assessment Plan**. It measures the compliance with the competencies established for each Curricular Plan. In other words, it is to confirm that our graduates have the knowledge, skills, and attitudes that we are committed to develop.

This project has implied an enriching analysis in academia, establishing the actions needed to be in permanent continuous improvement.

The Assessment Plan is closely linked to collegiate and mid-term exams, as a mechanism to assess and standardize the academic quality of programs in both campuses of Anahuac University in Mexico City.

Because of the distance caused by the COVID-19 pandemic, collegiate exams were carried out online, taking all the necessary measures to maintain quality assurance, while both preparing and applying them. This demonstrates our great commitment to high quality educational evaluation.

The Internal Quality Assurance System (SIAC by its acronym in Spanish) incorporates activities related to quality assurance and continuous improvement of academic programs, for both undergraduate and graduate levels, covering their design, operation, and evaluation in order to ensure its objectives are met.

For the development of a quality academic program, a framework was designed with 15 essential categories, considering the different approaches to educational quality that include effectiveness, relevance, pertinence, and efficiency.

The University's strategies during this pandemic involves training faculty to develop their technological skills, with immediate actions to shift classes to a digital environment. The entire University faculty were extensively and immediately offered courses, consultancies, and tutorials on the use of technological tools necessary for their work.

The Faculty Development Center (CEFAD) has delivered **1,114 courses with a total of 15,666 registrations** from March 18 to October 30, 2020. These cour-



ses were mainly about technological training and new didactic methodologies focused on the education modalities required today.

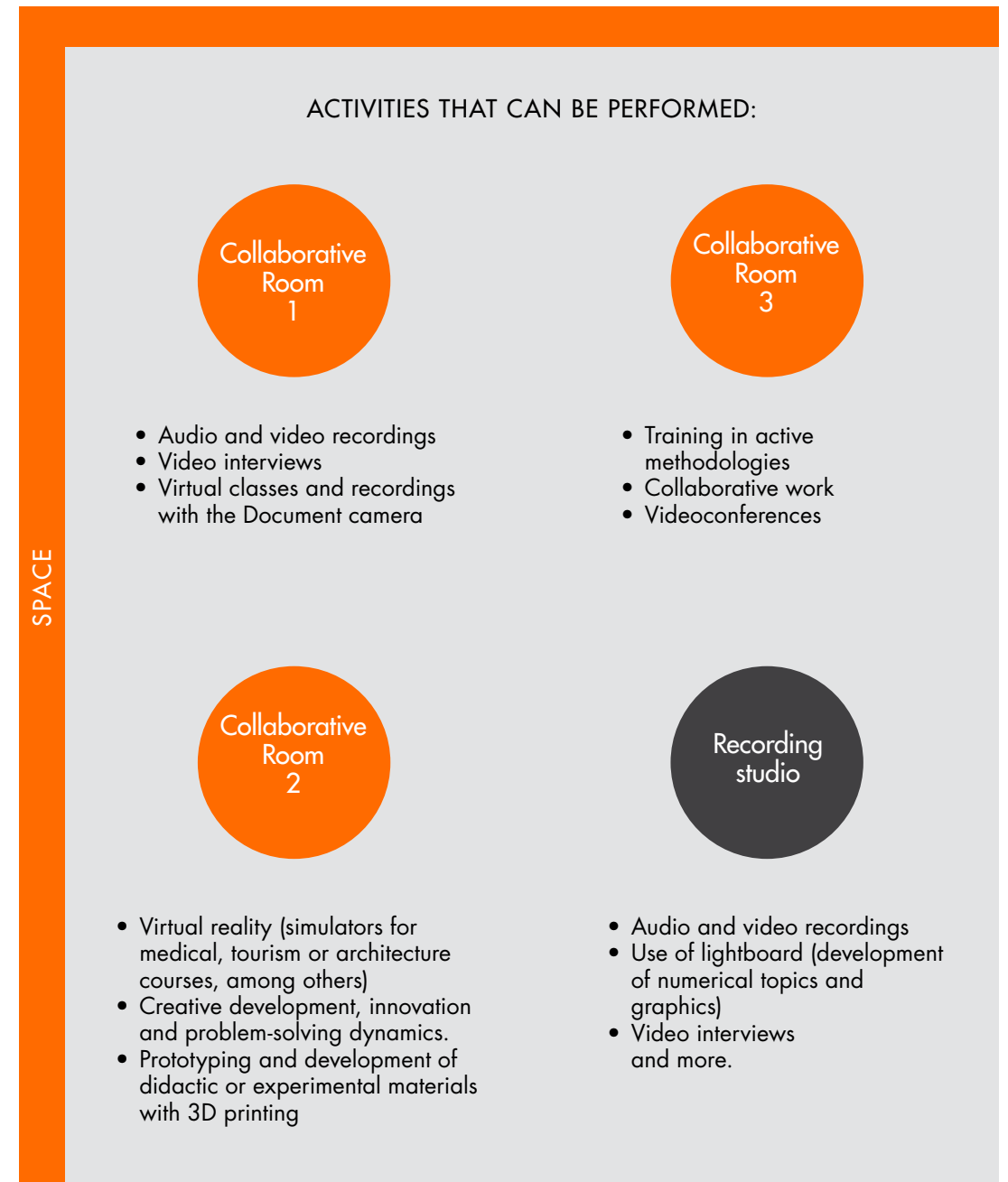
As a result of these actions and everybody's efforts, it was possible to achieve an immediate transition of all courses offered by our University from an in-person to virtual and online modalities.

It should be noted that student surveys demonstrated their appreciation of the effort and achievements of our faculty in this new class modality. An example of this is the Active Methodologies survey applied in the second quarter of 2020 to undergraduate students with positive results: 70% show a high level of satisfaction.

Also, three generations of academics have been certified in the Flipped Learning teaching methodology, one of the most innovative and recognized methodologies these days. There are a total of 97 faculty members accredited in level I, and 34 in level II. Proudly, Anahuac University in Mexico City has been recognized by the **Flipped Learning Global Initiative** for being "at the forefront of innovation in higher education". It is the only official certifying body for this methodology for Mexico and Latin America.

As a response to these technological challenges, the equipment of the **Multimedia Space for Digital Innovation (EMID by its acronym in Spanish)** was prompted. It is a space for innovation and creativity to encourage the development of technological skills and competencies; generate digital learning experiences, as well as state-of-the-art products for the teaching practice, aimed at all faculty members in our University Community.

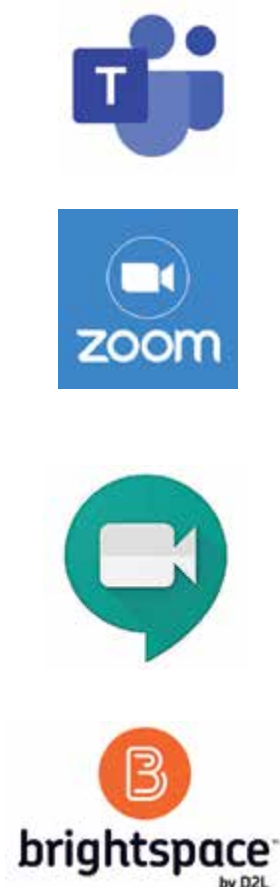
Every space features interactive screens and Poly Studio video conferencing technology.



As a consequence of the COVID-19 pandemic, Anahuac University in Mexico City conducted a market research. The best providers were contacted to equip our classrooms with videoconferencing technology. The Poly Studio bar was the technology of choice to ensure the quality of classes in mixed modality (in-person and virtual). Once the traffic-light monitoring system is green, this technology will support the faculty members who will be teaching on campus in person to half of the class, while the other half will be synchronously taking the same class virtually, alternating either weekly or as provided by the teacher.

In addition to the audio and video technology provided with the Poly Studio bar, it must be noted that each classroom has the computer equipment and software necessary to deliver a class, with appropriate wireless connectivity to the Internet, thus favoring interactive participation in the virtual learning environments used at the University (Teams, Zoom, Google Meet).

Preparing spaces for workshops and laboratories is especially relevant, for these times of pandemic have brought a major impact on the practical work of our students. We are expecting that once the traffic-light monitoring system is in green light, students can alternate attendance, meaning that those who are taking the class remotely, can follow the practices carried out in those facilities. This involves technology such as audio and video with great fidelity and resolution, as well as appropriate wireless Internet connectivity, with the opportunity to focus in detail on areas, equipment, parts or maneuvers that teachers carry out, all this with the required mobility.



Important adjustments were made in the different Schools of both campuses, such as Architecture, Design, Communication, Engineering, Psychology, Tourism and Gastronomy. The School of Health Sciences was a special case, where technological investments were made in terms of Simulators, Amphitheater, Dental Simulation, and practically all its laboratories.

In face of the COVID-19 pandemic, the University was prepared to develop innovative and effective solutions to make the most of digital means, in order to continue with all its activities. It followed the closure calendar, as indicated by the Ministry of Public Education (SEP by its acronym in Spanish) and by the health authorities. The University has also maintained a continuous risk management analysis to plan the safe return to in-person activities, having health and well-being of all its members as a priority.

The current graduate offer of Anahuac University in Mexico City includes 94 programs in in-person and mixed modalities. Together, they make up a total enrollment of 5,293 students, 2,650 taking in-person programs, and 2,643 in online programs.



The **Graduate Academic Model** closed its third year of operation. Among its main strengths are curricular flexibility and the boost multidisciplinary training. Without doubt, this educational model has been successfully implemented even though the great efforts it required in terms of training and dissemination among students and faculty and administrative staff, as well as for its implementation.

The University had the goal of enhancing the academic quality achieved, giving depth and focus to the academic offer in order to give an effective response to the needs of the society. Among other actions, the Internal Quality Assurance System was implemented. It consists of a set of 15 criteria with multiple indicators and mechanisms that will allow monitoring their progress and compliance, as well as the effectiveness of improvement actions.

Anahuac University in Mexico City made progress in incorporating techno-

logy in graduate and online education. Through this modality, 21 online programs are currently offered in areas such as Business, Law, Health Sciences, Education, Bioethics and Tourism. Enrollment in these programs has had a steady increase. It went from 613 students at the beginning of 2016 to 2,643 students at the end of 2020.

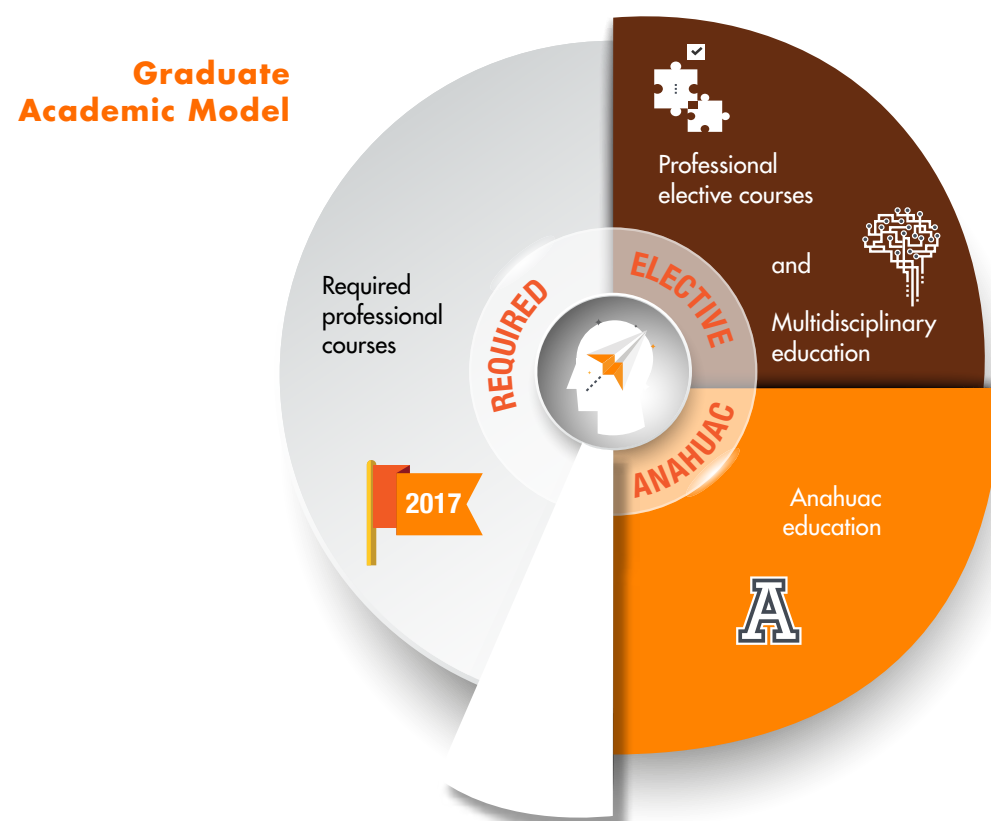
For its part, the Master in Global Bioethics is the first graduate program fully taught in English. Its first class already has 57 students from 21 nationalities. This is an important milestone for the internationalization of graduate education, at the service of a global community.

Graduate academic offer was updated and redesigned throughout the year. Seven doctoral programs, 22 masters, and 12 specialties were updated or designed. This work lets us keep up to date in terms of our academic offer, responding to current and future needs of our society and the world of work.

This year the **Academic Demand** project was implemented. Its purpose is to promote a shared understanding of the relevance of demand as the means through which our University Community members commit to promoting learning, growth, and development of people, as well as to generate a culture oriented towards excellence, academic quality and continuous improvement. This project will strengthen the academic work between faculty and students.

This year, two extraordinary professors were distinguished with the Medal to the Academic Merit: Dr. Oliva Sánchez García and Dr. Jose Rodrigo Pozón López. This distinction acknowledges the professor who has stood out for their exceptional contribution to the academic life of our University in the exercise of their profession and strong commitment to achieve integral formation in our students.

The 2020 was a year of challenges and opportunities. The University managed to take learning to remote audiences and offer continuing education to various audiences. A total of 215 continuing education programs, including conferences, courses, workshops, diplomas and masters were delivered, serving 5,147 students.

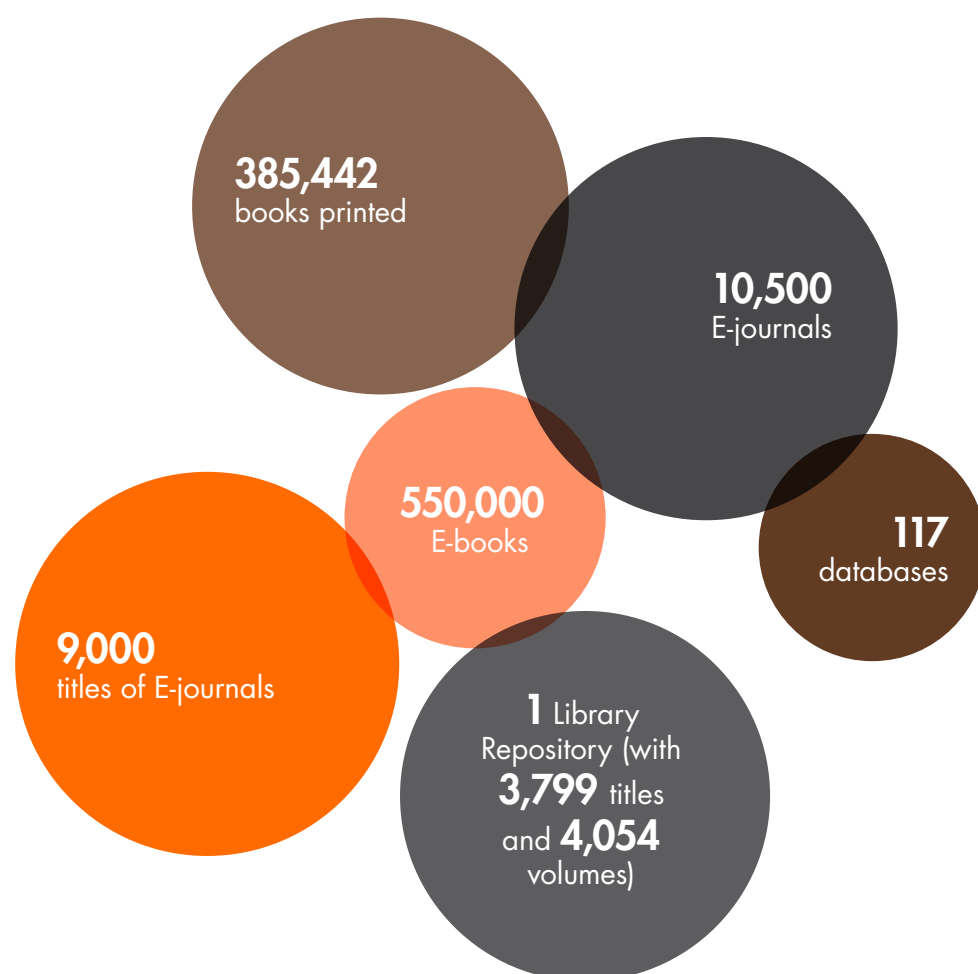


As a strategic area in educational training, the **library** shifted all its services to the digital and online format during this pandemic. During the contingency, slightly over 1,600,000 searches were registered in our online resources, classified as follows:

Additionally, the library has been under a transformation and re-modeling project. This means that all its spaces will be at the forefront and at the same level as the main libraries worldwide. It is adapting its spaces to current academic needs, and gradually becoming the shared area for the academic life of the University.

As an essential university function, **research** is a priority activity for Anahuac University in Mexico City. We are convinced that an authentic university from other models of higher education is what distinguished by the generation of new knowledge that responds to complex problems and promotes the development of people and society.

Research is currently an essential parameter of good standing and quality for universities all over the world. This can be seen in the main external quality assessment benchmarks such as international rankings (QS, Times Higher Education, ARWU, etc.) and accreditation processes (AACSB, WASC, PNPC, etc.). This is why we continue consolidating our institutional research project, whose proposal is based on three aspects: the person as the center and ultimate goal, interdisci-



plinarity, and the stress on priority issues with social impact.

Strengthening the research team is the backbone of our approach to promote research. In this sense, we finished 2020 with more than 80 full-time researchers, in addition to 22 faculty members participating in the (also full-time) researchers in development program and 62 associate researchers. Likewise, there are currently 83 researchers who are members of the Conacyt National Researcher System.

In terms of scientific productivity, 90 papers were published in Scopus indexed journals in this last year. This represents a productivity increase of 15% over the previous year. Similarly, nearly 50 books or book chapters were published in a number of the most important publishing houses worldwide, such as Palgrave, Routledge, IGI Global, Nova Science Publishers or Tirant lo Blanch, among others.

In 2020, we delved into our organizational model through five interdisciplinary areas in which we do research: Humanities; Comprehensive health care and well-being; Person and society; Economy, business, and development; and Exact

Sciences and Technology. Based on them, 15 priority research topics were determined, considering our identity, the main needs and trends in Mexico and worldwide, and the experience of our researchers. In this way, and coinciding with the strategic plan period, for the 2020-2024 period, research in areas such as chronic degenerative diseases (especially diabetes, cognitive impairment and spinal cord injury); personalism; materials science; entrepreneurship; leadership and administration; elderly and aging; vulnerability and exclusion (issues such as migration or poverty); among other will be especially promoted.

There were other aspects with important progress. For example, the generation of an innovation culture, with the design of a policy and strategy for the registration and management of patents and utility models. The dissemination of research, with a full update of the website, along with a campaign to reinforce the digital identity of our researchers (presence in scientific profiles such as Google Scholar and Orcid, or academic networks such as ResearchGate or Academia.edu).

Research could not be oblivious to the reality we are living regarding the COVID-19 pandemic. On the opposite, these times demand more than ever academic reflection and the generation of knowledge that allows its understanding. In this context, our researchers have responded by developing a number of research projects.

For instance, the Research Center for Applied Communications (CICA) participated in Conacyt call for projects of universal access to knowledge in the face of the COVID-19 Emergency. The project was Media literacy program and collective creation of content on social networks about COVID-19 for the development of health awareness, aimed at young people living in poverty in the metropolitan area of Mexico City, under the leadership of Dr. Rebeca Arévalo and Dr. Rogelio Del Prado.

Likewise, the Anahuac Research Center for Psychology (CAIP) carried out a study coordinated by Dr. Alejandro Hernández. It studied different moments of the psychological impact of COVID-19 on the population of the State of Mexico and its relationship with sociodemographic factors and medical conditions. In this same area of health and well-being, we must mention several studies by our Health Sciences researchers, such as an analysis of the alveolar structure and acute respiratory distress syndrome in the context of the pathophysiology for COVID-19 disease, coordinated by Dr. Rosalino Vázquez. There was also the proposal of a nutritional therapy to reduce complications in COVID-19 patients, by Dr. Fernando Leal; the impact of glucose on the immune response and viral replication of the disease, with Dr. Ernesto Rodríguez; a projection model of COVID-19 mitigation strategies in hospital services in Mexico City and the metropolitan area, where Dr. Arturo Cervantes and Isaac Deneb, MS, from the Carlos Peralta Chair in Public Health, collaborated with Harvard academics.

Lastly, it should also be noted the work of our academics, Dr. Luis Medina Velázquez and Dr. Luis Medina Gual, from the School of Education, and Dr. Leonardo Sánchez, from the School of Humanities, who took part in an inter-institutional project endorsed by Conacyt on the state of education--from elementary to gra-



Dr. Rebeca Arévalo



Dr. Rogelio Del Prado



Dr. Alejandro González



Dr. Rosalino Vázquez



Dr. Ernesto Rodríguez



Dr. Luis Medina

duate--during the health contingency in three dimensions: pedagogical, psycho-affective and technological. This research was a collaboration with academics from other Mexican universities such as UNAM, Iberoamericana, Autónoma de Guerrero, as well as Colombian, Venezuelan and Spanish universities.

When it comes to university research life, the pandemic has made us to adjust. For example, in 2020 we

held the 10th Anahuac Mexico Research Poster Contest with a total of 124 posters registered (79 in undergraduate and 45 in graduate category). The contest final was carried out in a virtual format, with presentations through video conference. In this same line, there were researcher meetings by subject areas, very enriching experiences that allowed integration and academic dialogue among peers.

The Office of Scientific and Technological Innovation contributes to the development of the research infrastructure through the rational, logical, and ordered exercise of resources, so that our researchers generate publishable data of the utmost quality that meet or exceed the precision requirements from their scientific communities.

In the same way, it promotes the integral formation of researcher students, encouraging extraordinary learning experiences in scenarios that promote collaborative and interdisciplinary work. In this way, their transition from academic to work environment is smooth, after experiencing the approach and solution of real and complex problems during their training.

More than **100** researchers,
83 of them are part of the **Conacyt**
National Researcher System.

200 publications each year including papers
and books in prestigious publishing houses.

Five interdisciplinary areas
and **15** priority research topics.

300 scientific posters
by undergraduate and graduate
students.

Among the most relevant activities we can highlight, there are:

- Integration of interdisciplinary teams for ProLab program projects.
- Integration of interdisciplinary teams for the VozInA program.
- Establishment of a collaboration agreement between Anahuac University in Mexico City and the School of Sciences of the National Autonomous University of Mexico (UNAM by its acronym in Spanish), for a project to develop a rapid test for COVID-19.
- Establishment of agreements with the Autonomous University of the State of Mexico (UAEM), with the Atmospheric Monitoring Network (RAMA) of the State of Mexico and the Atmospheric Monitoring System of Mexico City (SIMAT).
- Strengthening of the microscopy capacity of our University.
- Development of the analysis and interpretation ability for large and complex volumes of information and data.
- Strengthening of laboratories with internationally recognized lines with specialized equipment at the forefront.
- Effective integration with the agencies monitoring air pollution in the Valley of Mexico, through the Environmental Engineering laboratories of our University.
- Eight functional models of rehabilitation equipment for the IMSS completed.
- Development of the first functional model of the 3D Jan project.
- Diagnosis of CNC (numerical control) equipment to be upgraded.
- New Data Science Laboratory to be equipped with a computer cluster.
- Booth for the atmospheric monitoring station installed at the CAD building, which will be put in operation once we return to campus.

The COVID-19 pandemic made us believe the world of **internationalization** would abruptly stop. However,

with openness, flexibility and innovation, we were able to change that misconception and managed to ensure that most of the proposed projects were maintained and implemented through virtuality.

The year 2020 was extremely challenging for internationalization. However, this did not prevent the signature of further agreements, the crossing of national and international borders for both students and academics, or the establishment of academic projects. And so, with a profound reflection exercise and reassessment of foreignness, we are finishing this year with the conviction of continuing with the commitment to train leading global citizens, capable of facing the challenges of our times.

Agreements are a strategic tool to promote institutional academic development. They allow increasing growth opportunities for the entire Anahuac Community.

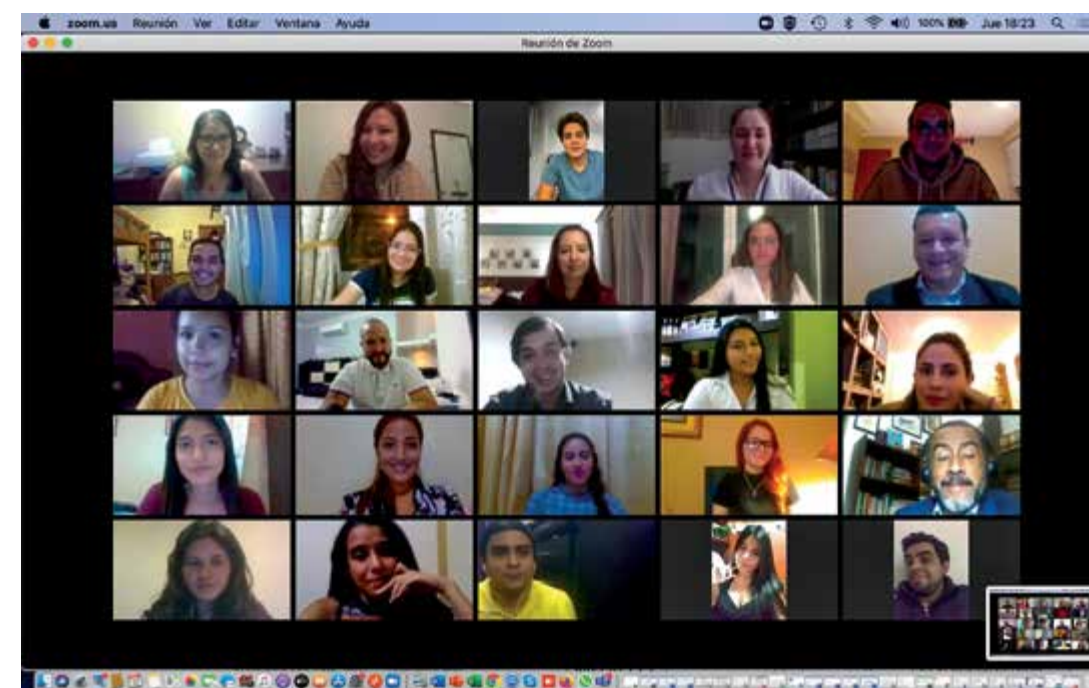
Given the international situation, Anahuac University in Mexico City has joined initiatives with international associations



to ease the execution of Collaborative Online International Learning (COIL), such as ODUICAL, AMPEI, the United States embassy in Mexico and the International Network of Regnum Christi Universities. As a result, we consolidated such experiences with universities in the United Kingdom, Colombia, Chile, and Ecuador.

Regarding mobility within the Anahuac University Network, during 2020 there was an average decrease of 15.3% in outgoing mobility, as well as a decrease of 26.5% in incoming mobility compared to the previous year. This was due to the extended confinement because of the pandemic. In contrast, virtual mobility was fostered, and encouraged by the broad offer of online courses that our students were able to take on different campuses.

International exchange experiences are highly demanded among our students. Consequently, during this year, the growth rate decreased as a result of the impact of the pandemic due to the closure of borders and universities around the world. Nevertheless, 217 students had the opportunity

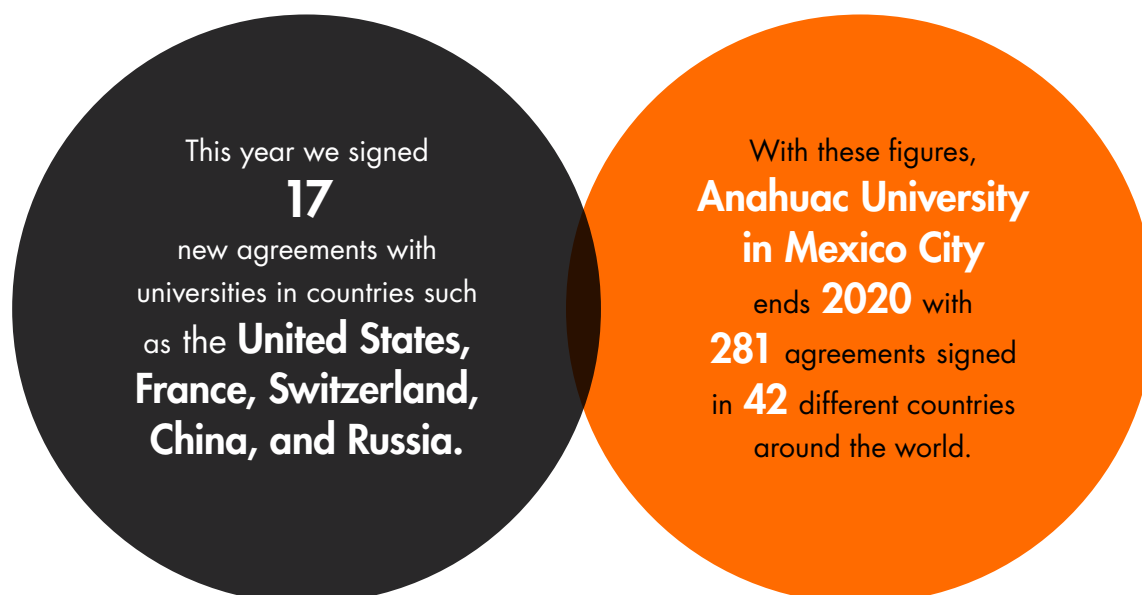


also a total of 270 applications, with an increase of 26%. During the COVID-19 pandemic, 25 visiting exchange students were helped so they could continue their classes from their countries of origin. At the same time, eight other students who could not return home were given asylum. All of them were given advice on repatriation and asylum request processes, with weekly personalized follow-up, while monitoring their health status and providing free psychological and spiritual care.

In response to the global situation, online exchanges were successfully implemented, receiving 66 students from the Americas and Europe in this modality. In turn, we maintained our presence abroad, attending eight online exchange fairs in Colombia, Peru, Spain, Ecuador, Germany, and France.

Lastly, aware of the global challenges we are witnessing, we will continue working for Anahuac University in Mexico City to be a space for intercultural meeting and common place. We will continue working to make the world a better place for everyone.

International congresses and events at Anahuac University in Mexico City:



to have an in-person exchange experience, with all health measures, and institutional support in Mexico and in their host countries. Taking care of the well-being of all our students and academics abroad, their health status was monitored weekly until they were back in Mexico.

Between 2019 and 2020, we received students from 22 countries, a 29% increase from previous years. There was



- The Anahuac International Congress on Social Responsibility was held, this time online, bringing nearly 2,000 participants together and with speakers from countries such as Argentina, Chile, Colombia, Canada as well as Mexico.
- The virtual Symposium “The Doctor as Humanist” was held in collaboration with Sechenov University and the Doctors as Humanist International Association. A total of 47 universities from 24 countries took part in this event, with a total of 250 international participants.
- The Crea Leadership Program organized the Lanterna International University Film Festival, a competition of short films from over 14 countries.
- From October 12 to 16, the Anahuac Interdisciplinary Committee for Energy and Sustainability organized the 2nd Anahuac University and Business Forum on Energy, inviting three countries: Norway, United Kingdom, and France.

There was a direct participation of: The Presidency of the Republic, through the director of the 2030 Agenda, three ambassadors, three presidents of commercial chambers, three Mexican associations linked to the energy sector, three multinational companies, three Norwegian com-

panies, three British companies, four Mexican companies, an NGO, six professors representing the University in each master class, as well as all directors and coordinators of the Energy Committee and their teams.

Regarding the School of Actuarial Sciences, professors Enrique Lemus, Daniel López, and Eliud Silva delivered online presentations in international colloquia in English and French.

Universities with which our University collaborated in international projects:

Long Island University, Universidad del Externado de Colombia, Universidad de Santo Tomás, Universidad Católica de Manizales, Universidad Minuto de Dios, Universidad de Ingeniería y Tecnología del Perú, Universidad Católica de Maule,



3rd “THE DOCTOR AS A HUMANIST” INTERNATIONAL SYMPOSIUM

“Bringing back the heart and soul to medicine”



March 25th-28th, 2020

**Universidad Anáhuac
México, Mexico City**

More information here

**Facultad de
Bioética**



SECHENOV
UNIVERSITY

**Facultad de
Ciencias de la Salud**



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IE University, Sechenov University, Universidad Autónoma de Madrid, and Glasgow University.

We also held presentations with academics from countries such as Italy, Spain, the United States, Israel, Lebanon, Chile, Sweden, Panama, Colombia, among others.

Regarding research stays at Anahuac University in Mexico City, we hosted Dr. José Garrido, a leading researcher in applied statistics and actuarial sciences at the Concordia



University (Montreal, Canada). The Research Center for Applied Communications (CICA) hosted three European academics in a short research stay: Dr. Jacques Ibanez Bueno, from the Université Savoie Mont Blanc in France; Dr. Antonio Castilla Esparcía, from the Universidad de Málaga in Spain; and Dr. Jose Gomes Pinto, from the Universidade Lusófona of Portugal.

On the other side, students, graduates, and academics of the Bachelor of Science in Physiotherapy won the first three places in the International Physiotherapy Congress FEMEFI AFIG 2020, which was held remotely. Dr. Ananya Rajagopal, a researcher at the School of Economics and Business, attended the Academy of Marketing Science Annual Conference 2020 (AMS), presenting two papers: Exploring Behavioral Branding: Managing Convergence of Brand Attributes and Vogue y Transforming entrepreneurial business design: Converging leadership and customer-centric approach.

Regarding activities with international organizations, the Reinventate Forum [Reinvent yourself] of the Impulsa Leadership Program was held along with Greenpeace. The forum aimed at globally promoting awareness of environmental values in the community. The Synergy Leadership Program organized a meeting with OAS officials on democracy matters. The School

of Social Responsibility was a member of the Advisory Council for the Fashion Transparency Index Mexico (Fashion Revolution). This is an international initiative to promote social responsibility and transparency in the value chain of the fashion industry. It was also Chair of the Nominating Committee of the International Society for Third-Sector Research (ISTR), the most internationally renowned organization of scientists and professionals from civil society.

The Virtual Seminar “Mexico after COVID: Well-being environment, lessons learned, and what’s next” was held on October 6th. This seminar had the participation of Laura Iturbide, director of the Anahuac Business Development Institute (IDEA), Marcela Meléndez, Chief Economist for Latin America and the Caribbean of the United Nations Development Program (UNDP); David Kaplan, senior labor market specialist in the Labor Markets and Social Security Unit of the In-

ter-American Development Bank (IDB); Miguel Székely Pardo, director of the Center for Educational and Social Studies of Mexico (CEES); and Guillermo Lagarda, researcher at the Global Development Policy Center of Boston University and visiting professor at Anahuac University in Mexico City. On April 29, the Anahuac Business Development Institute (IDEA) and its IHS partners organized the 2020 Mexico Outlook Webinar, with the participation of leading analysts such as Rafael Amiel, Director of Latin America & Caribbean Economics; Carlos Cárdenas, Director of Latin America Country Risk; Aliet Martínez, Director of Americas Maritime and Trade Division; and Guido Viladozo, Senior Manager of Americas Light Vehicles Sales Forecasting.

Likewise, the International Group on Medical Humanism Research was founded, together with Sechenov University, the Universidad Autónoma de Madrid, and Glasgow University.





SEMINARIO VIRTUAL

“México PosCOVID:

Entorno de bienestar, lecciones aprendidas y qué sigue”

PONENTES

6 de octubre de 2020, 16:00 hrs. de la CDMX
Vía Zoom



Laura Iturbide Galindo
Directora del Instituto de Desarrollo Empresarial Anáhuac (IDEA).



David Kaplan
Especialista Senior en la Unidad de Mercados Laborales y Seguridad Social del Banco Interamericano de Desarrollo (BID).



Luis Felipe López-Calva
Director Regional para América Latina y El Caribe en el Programa de las Naciones Unidas para el Desarrollo (PNUD).



Miguel Székely Pardo
Director del Centro de Estudios Educativos y Sociales de México (CEES).



Guillermo Lagarda
Investigador del Global Development Policy Center de Boston University y Profesor Visitante en la Universidad Anáhuac.

Facultad de
Economía y Negocios



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ACHIEVEMENTS BY SCHOOL

School of Architecture

Honorary degree granted to the architect Agustín Hernández Navarro, who has been a professor at this School for more than 25 years and is the last architect in a long list that has given identity to the 20th century Mexico.

Some of our students started the academic year in Madrid to obtain the double degree in Mexico and Spain in a unique process, the first one nationwide. The six students are: Tamara Pogarelsky, María Alessandra Pérez Petrucci, Afra Sariah Narváez Gómez, Alan Durst Edwabne, Erick Abogado Villamil, and Jorge de Esesarte Pérez.

Our Fab Lab collaborated in the University's strategies in the fight against the pandemic. Personal protection equipment was produced for medical personnel treating COVID-19.

School of Arts

Artistic and academic events in performing arts and visual arts was still offered, adapted to a remote modality, and including new activities for a total of over 250 artistic productions, with an impact of more than 2,700,000 live audience interactions and reproductions. There was an increasing number in international links carrying out academic and artistic exchange projects, in virtual

format, and with 20 countries. National projects are carried out with the Office of Historical Memory of the Presidency.

The following Dance Awards were obtained: 1) Gold Medal for best dancer in the Pasión por la Danza [Passion for Dance] contest; and mention for best dancer in the youth category (Mexican folk-dance company) and 2) Gold Medal in the UPA Virtual Dance Competition, Stars category (Polynesian dance company).

School of Bioethics

Students from 42 countries--for a total of over 200 graduate students and more than 7,000 in continuing education--participated in graduate (master and doctoral) and continuing education programs of the School of Bioethics.

During the pandemic, the School has assumed a relevant training role in society, at both national and international levels. They carried out online events and the issuance of documents such as the Guía de criterios éticos ante emergencias sanitarias en México en el contexto de la pandemia por COVID-19 (Spanish edition) and the Ethical Criteria Guideline for Health Emergencies in Mexico in the Context of COVID-19 Pandemic (English edition).

The University celebrated 30 years of Bioethics in the Anahuac with the continuous edition of the *Medicine and Ethics journal*, the issuance of a number of publications through the Institute of Humanism in Health Sciences and the Interdisciplinary Center on Applied Global Bioethics (CIBIGA), strengthening relationships with both national and international institutions such as UNESCO, the Chair of Bioethics and Human Rights, the Pontifical Academy for Life (PAV), the Federation of Bioethics Institutions with Personalist Inspiration (FIBIP), the Latin American Federation of Bioethics Institutions (FELAIBE), National Bioethics Commission (CONBIOÉTICA), the Interdisciplinary Bioethics Seminar (SIB), among others.

School of Actuarial Science

23 virtual events were held to disseminate research work of our students and researchers. Discussion of relevant topics from the perspective of professional practice was encouraged, with the participation of outstanding graduates, as well as integration and induction events for our new students.

Two new master's programs were successfully opened in 2020: Master's in Risk (30 students) and Master's in Statistics (11 students) in both campuses. Also, in this year, our new Doctoral program in Actuarial Sciences was submitted for

authorization by the Ministry of Education SEP. It will begin in January 2021, being the first doctoral program in Actuarial Sciences in Mexico and in Latin America.

The following events were held in collaboration with the companies we have Corporate Chairs with: Anahuac-BBVA Actuarial Profile and An incredible experience; knowing GNP in commemoration of the 50th anniversary of the School. In these events, our students made virtual visits to different areas of these companies.

School of Health Sciences

The following cathedra prima were held: Where is the School of Health Sciences going?, by Dr. José Damián Carrillo Ruiz, and the COVID-19 Perspectives webinar, by Dr. Jesús Javier Vázquez Cortés, Dr. Rosanna Nieto Vera, and Dr. José Damián Carrillo Ruiz.

A joint meeting with the Mexican Academy of Surgery was held in the event La Academia contigo [The Academia with you]. 45 years of the School of Health Sciences: past, present and future, with Dr. Tomás Barrientos Fortes, Dr. Miguel Ado Francis, and Dr. Fernando Azcoitia Morailia.

The following awards were granted: best medical student in Mexico: Dr. Sandra Anayatzin Miranda Díaz; Second national place in Nutrition: Dr. Patricia Irida Icaza; First national place in the Contest of the Academy of Physiological Sciences: David Cassab Mansur, Gastón Becherano Razon, Elias Rozillio Mercado, and Gabriel Cojuc Konigsberg.

School of Sport Sciences

The first School's advisory council was created. Participation and attendance of the 20 most influential leaders in the Mexican sports industry was made possible, including: NFL, NBA, WBC, MLB, F1, FEMEXFUT, AAA, BBVA, TELCEL, AT&T.

Consolidation of the Bachelor of Science in Sports Management. A total of 35 new students were enrolled for the 2020-60 academic year.

Creation of the first university professional e-sports team in all of Latin America. The "ANEsports" e-sports team was presented at an international level.

School of Communication

The Research Center for Applied Communications (CICA) developed the Conacyt call project Universal access to knowledge in the face of the COVID-19 emergency with the work: Media literacy program and collective creation of content

on social media about COVID-19 for the development of solidarity in health awareness, aimed at young people living in poverty in Greater Mexico City.

More than 50 webinars, keynotes, master classes and digital workshops were held at the graduate level in 2020. Nine programs (four master's and one doctoral degree) were opened in both campuses, with an enrollment of 211 students.

A three-year (2020-2022) collaboration agreement was signed with the School of Political and Social Sciences of the National Autonomous University of Mexico for the PAPIIT IN308820 project: "eSports as a creative industry. Socioeconomic context, communication and consumption practices. Theoretical contributions for its study and foresight", with the participation of researchers, faculty, and students from both institutions.

School of Law

As a result of the COVID-19 contingency, the webinar and virtual conferences offer notoriously increased, along with the participation of School faculty in non-in-person activities both domestically and internationally.

The 100% of in-person courses of all undergraduate and graduate programs of our School were shifted to remote modality, encouraging the use of active technologies in oral justice teaching processes.

The University Code of Conduct was developed after active collaboration.

School of Design

As every year, the School of Design shows the work made at the four degrees in different Forums: Exhibition *La tradición de innovar a través de la obsidiana* [The Tradition of Innovating through Obsidian], at Casa de Mexico in Spain, which was part of the 2020 Madrid Design Festival; participation in Zona Maco in Mexico City, in October, known as the Design Month; Utopia exhibition of the Mexican Design Open at the Franz Mayer museum; at Inédito in the Design Week; the 17th International Congress Design for Humanity, with both national and international guests.

Throughout the year, the School kept in touch with companies and professionals, held workshops by guest professionals, supplementing our students learning. For example, Materials and 100% Mexican production for undergraduate Industrial Design students, taught by Marion Friedmann; the Forum Italia Mexico workshop, for Industrial, Graphic and Fashion Design students, taught by Raymundo Sesma and José Luis Contreras, and linking artisans and designers from Mexico and Italy; the Multimedia Practicum workshop with Giuliana Rodarte for Multimedia students; the Styling workshop for Fashion students, taught by Luisa Peña.

The Research Seminar was held with the purpose of consolidating strategic research lines for each undergraduate and interdisciplinary research program at the School. Six undergraduate and six doctoral students took part in the Poster Competition, getting three finalists among undergraduate and one among doctoral students; the student Mariana Senties from the south campus came in second place with her proposal "Development of fine motor skills in children with Down Syndrome".

School of Economics and Business

The School of Economics and Business was accredited by the Association to Advance Collegiate Schools of Business (AACSB). To achieve this educational quality standard, the "best practices" in the management of business schools worldwide were implemented. Among them are the integration and development of faculty with excellent academic credentials and proven research vocation, which have placed us in an outstanding position among Latin American universities.

The Anahuac Journal--academic journal of the School of Economics and Business--approved the criteria of the international Cabells and Econlit indexes (independent database and database of the American Economic Association, the world's leading source of references on economics topics). This distinction is the result of several

improvements in the journal: the quality of papers published, the relationship with reviewers and external authors, the work of the editorial committee, and paper citations.

To support companies affected by COVID-19, the AcelerA team provided personalized, free, and remote mentoring to various entrepreneurs and businesspeople on business model matters. BiFrost stands out among the projects attended. It is a project developed by students of the Autonomous University of the State of Mexico, who obtained the first place in the Idea category of the Santander Award for Business Innovation. Likewise, together with the Wadhwani Foundation, the Protect program was provided to companies with problems as a result of the COVID-19 contingency.

Lastly, along with Banco Santander and the Wadhwani Foundation, more than 3,000 SMEs throughout our country were trained, remotely and free of charge, in digital transformation, human resources, and resilience, among other essential topics to help overcome the current situation.

School of Education

Anahuac University in Mexico City was recognized with the 2020 Incluye Award in the category of Educational Inclusion of People with Disabilities by the business association Movimiento Congruencia. Our Institution was awarded for the constant development of policies, culture, and practices to encourage a more inclusive community. For example, accessibility in its communication means; teacher training; attention to students with disabilities; community awareness about disability and inclusion. All these efforts are led by the School of Education.

Double degree with the Universidad de Alcalá. The double degree with the Universidad de Alcalá was implemented on September 2020. It involves the Master in Management of Educational Centers and the International Master's in University Management.

The Certificate Diploma in Development of Social and Vocational Skills, aimed at students with intellectual disabilities is celebrating its 10th anniversary. This certificate diploma is an acknowledgment to the right of people with intellectual disabilities to access to university studies, encouraging an upright and human development. As all of us, they also want to learn and have opportunities of a better future.

School of Global Studies

Together with the embassies of the United Kingdom, France, and Norway, along with companies from those countries and Mexican associations of the energy sector, the 2nd Anahuac Energy Forum was held. This forum was coordinated by the Anahuac Interdisciplinary Center for Energy and Sustainability, under the School of Global Studies.

Among the different activities carried out by the School of Global Studies, there was the discussion with the United States ambassador in Mexico, his excellence Christopher Landau: "Mexico-United States: a necessary relationship". This event served as a reflection on the cultural and economic ties between both nations.

Participation in the First Remote Mock of the Organization of American States (OAS), with a representative delegation of students from both campuses of the School; in the First (virtual) Mock of the European Union, with two delegations from both campuses, and in the Eugene Scassa Mock of the Organization of American States (University of Texas).

School of Humanities, Philosophy, and Literature

Anahuac University in Mexico City made an agreement with the Spanish Association of Personalism for the Master's in Personalist Philosophy. This new agreement is the direct result of the framework agreement signed in 2015. It

now establishes the design and operation processes of the Master's in Personalist Philosophy, an academic program that will be co-directed by both institutions and considers several synergies with other master's programs in the School of Humanities, Philosophy and Literature, as well as the link with the corresponding doctoral programs. The first class will start in 2021.

Graduation of the first class of the Bachelor in History. With the first History graduates from Anahuac University, the link between the academic program and the labor field became a reality, thus, completing the training cycle of the academic program. This fact reinforces the multiple activities of the academic curriculum and encourages enrollment growth and perseverance.

To celebrate 10 years of the Magdala Archaeological Project, a livestream discussion was held: Magdala Archaeological Project: 10 years discovering its history, exposing the greatest achievements during this decade of work, the latest discoveries and future projects. Likewise, the virtual tour Magdala, exhibition of the ancient world: Qumran-Jerusalem-Magdala was carried out. The Facsimile of Isaiah and the Stone of Magdala.¹

¹ <https://www.anahuac.mx/mexico/noticias/Proyecto-Arqueologico-Magdala-10-anios-de-unir-Israel-y-Mexico>

School of Engineering

Two new undergraduate programs were opened at the south campus: Engineering Management, with seven courses to be studied abroad, and Chemical Engineering.

We received five accreditations from the ABET Engineering Accreditation Commission in the north campus for the Industrial Engineering and Engineering Management, Mechatronics, Chemical, Civil, and Biomedical Engineering programs. This accreditation endorses the fulfillment of standards so that our graduates can compete globally in the technical and innovation fields of the emerging technologies needed in the market.

We are pleased with the results published by the CENEVAL's EGEL Register: four of our north campus programs are ranked at level 1 plus based on their teaching quality: System Engineering and Information Technologies, Civil, Chemical, Mechatronics. The Industrial Engineering and Engineering Management program is ranked at level 1 for the seventh time.

School of Psychology

Due to the high demand for care, the Anahuac-Cenyzeltli Psychology Clinic incorporated new collaborators, for a total of 47 therapists and two psychiatrists. It also includes an average of 30 trainee therapists from our graduate programs. From January to October, this clinic served

a total of 827 people, 124 of them are part of our University Community. In total, 7,241 psychotherapy sessions were given, mostly due to anxiety.

The School of Psychology participated with the National Support Center for Epidemiological Contingencies and Disasters A.C. (CENACED) in the Remote psychological care project. It was established through the Psychological First Aid Program (PAP) for Anahuac University and UNIRED psychologists as a tool to mitigate symptoms of anxiety and depression caused by the COVID-19. There was a participation of more than 160 psychologists, mostly Anahuac graduates--representing 31.1%--and the rest from another 16 universities in Mexico. The three psychologists with the best evaluations were Anahuac graduates. Our participation helped people to join to their activities in a more adaptive way and with a positive attitude during confinement. We are leaders in training and care for PAP staff in disaster situations.

The School of Psychology received the Anahuac Social Action Award as it was the School with the highest number of projects and greatest attention to the public, highlighting the volunteer participation of both students and faculty.

School of Social Responsibility

Staff of our Schools and areas were trained in the implementation of the Comprehensive Management Model for University Social Responsibility as part of objective 4.2 of the 2020-2024 strategic plan, including all Vice Presidents, Directors, and Coordinators.

In September, the 13th Anahuac International Congress on Social Responsibility was held, under the motto Research in Social Responsibility and Sustainability: Disruption and Innovation in the face of these changing times. 2,710 people from Latin America, Spain, Italy, Australia, France, the United States and Canada, expressed their interest in attending, while 96 people from different countries were interested in presenting their research on social responsibility. During the two days of the Congress, approximately 2,000 people attended to it, which consisted of 72 conferences under three topics: Social Debt, Circular Economy and Sustainability, and University Social Responsibility.

In June 2020, the Elías Landsmanas Dymensztejn-Anahuac Research Chair on Unaccompanied Migrant Children was signed with the Pablo Landsmanas Foundation. This chair will help to make research on how to improve unaccompanied migrant children conditions, seeking that their human rights are not violated.

School of Tourism and Gastronomy

Together with CNET and CICOTUR, the School held the largest online symposium on tourism industry in Mexico with the participation of national and international speakers and the attendance of 5,000 people connected live to the event.

The School created a website for the tourism and gastronomic sector, with useful information regarding prevention measures and certifications against COVID-19 for the hospitality industry².

The School's College of Researchers was formed, substantially increasing academic production, for a total of 23 documents in different status. Two scientific papers, two book chapters and a traditional cooking guide were published. A scientific paper, three book chapters and a book were accepted. Eight scientific papers are in review. Four scientific papers and a food handling guide are in preparation.

² <https://www.anahuac.mx/mexico/EscuelasyFacultades/turismo/covid-19/protocolos>



INTEGRAL
FORMATION
FOR EVERYONE

INTEGRAL FORMATION FOR EVERYONE

PERSONALIZED TRAINING PROGRAMS COURSES

- **2 compulsory courses**, with **24 groups** and **503 accredited** students.
- **6 elective courses**, with 10 groups and 112 accredited students.
- **99% of full-time staff** took part in this permanent and continuous training process.

SPIRITUAL LIFE

- Spiritual direction to **400 students** and **80 administrative staff**.
- Alpha Courses: creation of **7 communities** of administrative staff and **30 young participants**.
- Regnum Christi sections: **59 active teams**.
- Organized study circles: participation of **63 administrative and faculty staff**.
- Monthly retreats: **45 participants**.
- Meeting of the Apostles Congress: **58 students**.

UNIVERSITY LIFE

- Development of **academic and training** spaces.
- Meetings with **national and international leaders**.
- "Live with..." programs: over **200,000** people reached.
- Webinars and online conferences: An average of **150** people per session.
- Open Campus: more than **600** connected live and more than **7,000** views.
- **3rd** Anahuac Concert with a purpose: participation of **10,000 people** and donation of **\$100,000.00**.
- BIU: attention to more than **1,500** new students.

THE YEAR 2020 BROUGHT GREAT CHALLENGES.

We responded not only to the circumstances but we also established new strategies and actions to reaffirm our commitment to the University Community in terms of its integral formation, the hallmark of our University. As of July, the Office of the Vice President for Integral Formation consists of two Vice Presidents: one in charge of the identity and mission, and the other one of the university life.

Identity and Mission

The Anahuac Center for Integral Formation (CAFI by its acronym in Spanish) has the purpose of accompanying administrative and academic staff in their process of permanent and continuing comprehensive instruction, to fully achieve their vocation and contribute to the development of the University Community.

The Tutoring Coordination, together with each School, accompanies its students in a personal way, in a contained space and that is part of the Anahuac University Community. In order to prevent students' dropouts or low performance, didactic strategies and emotional development techniques were used. Likewise, the Program provides guidance to our students in their five dimensions: physical, emotional, social, intellectual, and spiritual, so that they reach their maximum personal and professional potential.

Mentoring, on the other hand, is based on personal accompaniment between a teacher and a student, directly linked to two courses of the Anahuac Stream: Being a University Student, and Person and Meaning of Life. The aforementioned program is called Skills and Competencies of the Person and is currently being implemented in 10 undergraduate programs of our University: Medicine,



Dentistry, Communication, Physical Therapy and Rehabilitation, History, Psychology, Organizational Pedagogy, Entertainment Business Management, Nutrition and Biotechnology. This period was an opportunity to update mentoring sessions, with updating dynamics and addressing the topic: Changing times: opportunity for renewal.

With the purpose of gradually consolidating the Personalized Training Programs, the Tutoring Program for both campuses was restructured. The guidelines and functions for carrying out tutorials through the Management Manual were established. The Introductory Manual to Anahuac University Life was developed in the same way. New students can find information about the main procedures, contacts, sites of interest, and necessary information regarding university life. Likewise, structured and sequential sessions for new students were developed and established, as well as strategic alliances to accompany students from both campuses, assigned to the Anahuac Leadership and Excellence Programs (PLEA), to the Student Societies Federation (FESAL), and international students.

In response to the pandemic, and given the impossibility of continuing with in-person sessions, all training programs were implemented and adapted on Brightspace and Zoom in mixed, synchronous and asynchronous modalities; mentoring sessions were fully offered in

remote modality; the Permanent Learning School was adapted to a virtual modality, where collegiate, technical, and continuing sessions, mentoring to mentors and Zero Course were given.

From January to November 2020, the following courses were offered, being able to increase our number of accreditations by 203% compared to 2019:

- Two required courses, with a total of 24 groups and nearly 503 accreditations. Six elective courses, with a total of 10 groups, and nearly 112 accreditations.
- Regarding conferences for the Archdiocese of Tlalnepantla, 45 conferences were offered from April to December, with more than 5,000 participants.
- On the other hand, following the strategic lines, CAFI, along with the Human Capital Office, CEFAD, and Pastoral Services contributed to the integral formation objective. They achieved 99% of the full-time staff participation in the continuing training process.
- Regarding tutoring sessions, 100% of new students have a tutor assigned. From that total, 40% have already taken structured and sequential sessions. In regards to mentoring, there was almost 100% participation in their training programs, as shown in the following table:

Data reported	August and September	Percentage	October-November (13)	Percentage
Total number of students in "Being a University Student"	2105	100%	N/A	
Total number of students in "Being a University Student HCP"	750	100%	731	97.46%
Total number of students in "Anthropology"	646	100%	N/A	
Total number of students in "Anthropology HCP"	207	100%	201	97.10%
Number of mentoring appointments scheduled for a total of 957 students	946	98.80%	932	97.38%
Number of mentoring appointments provided	908	95.90%	914	95.50%





REMA, Pastoral Services, is a work team recognized by the University Community for the Christian testimony they disseminate, spirit of collaboration and service, accompaniment, professionalism, and for the profound impact they have in everybody's life in their encounter with Christ.

Their events were focused on awakening among the Community the desire to know, live, and spread the Christian life. Therefore, all the activities are directly related to one of the following five mainstays:

1. Spiritual life: retreats, sacraments, Eucharistic hours.
2. Apostolates: prison missions (Reach), education in values for low-income children (Vico Valores), visits to hospitals (Contagia Alegría), among others.
3. Accompaniment: personalized company offered by a priest or consecrated soul.
4. Community Life: Regnum Christi teams and evangelical reflection.
5. Education: Bible courses, sacrament courses, premarital courses, bride and groom education (Between 2), Alpha, workshops.

In order to deepen into spiritual life, workshops and courses offered are key in the evangelization of the University Community. Continuity to spiritual direction of 400 students and 80 administrative staff is provided.

The south campus held the apostolate fair, and a visit was paid to the South Preventive Prison through the Reach apostolate. Due to the pandemic, Faith Fest was held remotely with the participation of both campuses.

Out of the many actions implemented by the Pastoral Ministry, the creation of a subsidy for the Community to help experiencing Holy Week, offering Masses and Eucharistic hours, spiritual accompaniment, retreat for new students, workshops on a number of topics, and confessions each Friday stand out. During the pandemic, this office also worked on an alliance with the Archdiocese to support virtual conferences.

The various Regnum Christi teams followed their meetings on a weekly basis through Zoom. The study circles and monthly retreats offered by the sections have been promoted among the entire administrative staff. There was also a campaign to bring pastoral care closer to the University Community, as well as an accompaniment campaign for people struggling through these trying times. Memorial Masses were celebrated for deceased members of the various Schools and areas. The needs of our University Community members who have suffered the death of a beloved one due to COVID-19 have also been attended.

This year 2,173 people attended the pilgrimage to the Shrine of Our Lady of Guadalupe that took place in February. HagAmos Lío was organized by the Pastoral teams of Anahuac University Network (RUA), sharing testimonies to 600 participants along that week. The RUA also made it possible to extend the impact of Alpha activities to 124 participants.

Thanks to Alpha courses, seven administrative communities have been created, and there are 30 young participants. Regnum Christi chapters have 59 active teams, with weekly Zoom meetings. The study circles organized by the Regnum have an average monthly participation of

63 administrative and faculty staff, while the monthly retreats have 45 participants. There was a participation of 58 students in the meeting of the Apostles Congress.

In this way, with a Christian approach, we want to contribute to the student's encounter with the meaning of life, promoting a broad reason in recognizing their own human nature, searching for keys of discernment to live and behave well in a confusing and changing world.

More than 9,000 students took ADN Anahuac classes per semester. They have a deep humanistic content, sense of leadership, and social impact. Through these courses, they develop the skills in integral development of the person, critical thinking, communication, and leadership.

This year, more than 2,500 students and 70 faculty attended the Chesterton Café and the Newman Circle. More than 50 conferences were given inside and outside the university, domestically and abroad. More than 1,000 students took part in an essay competition on ethical matters.

Because of the pandemic, 128 faculty members migrated to a remote environment. They created more than 80 videos to transfer relevant content and topics to their students.



University Life

The Leadership and Excellence Programs are a comprehensive and academic training resource that promotes leadership actions in the University Community. This year witnessed the offer of new programs models. Consequently, there were new courses and workshops offered in virtual modality, extending it to the summer term and sharing it with other campuses in the Network.

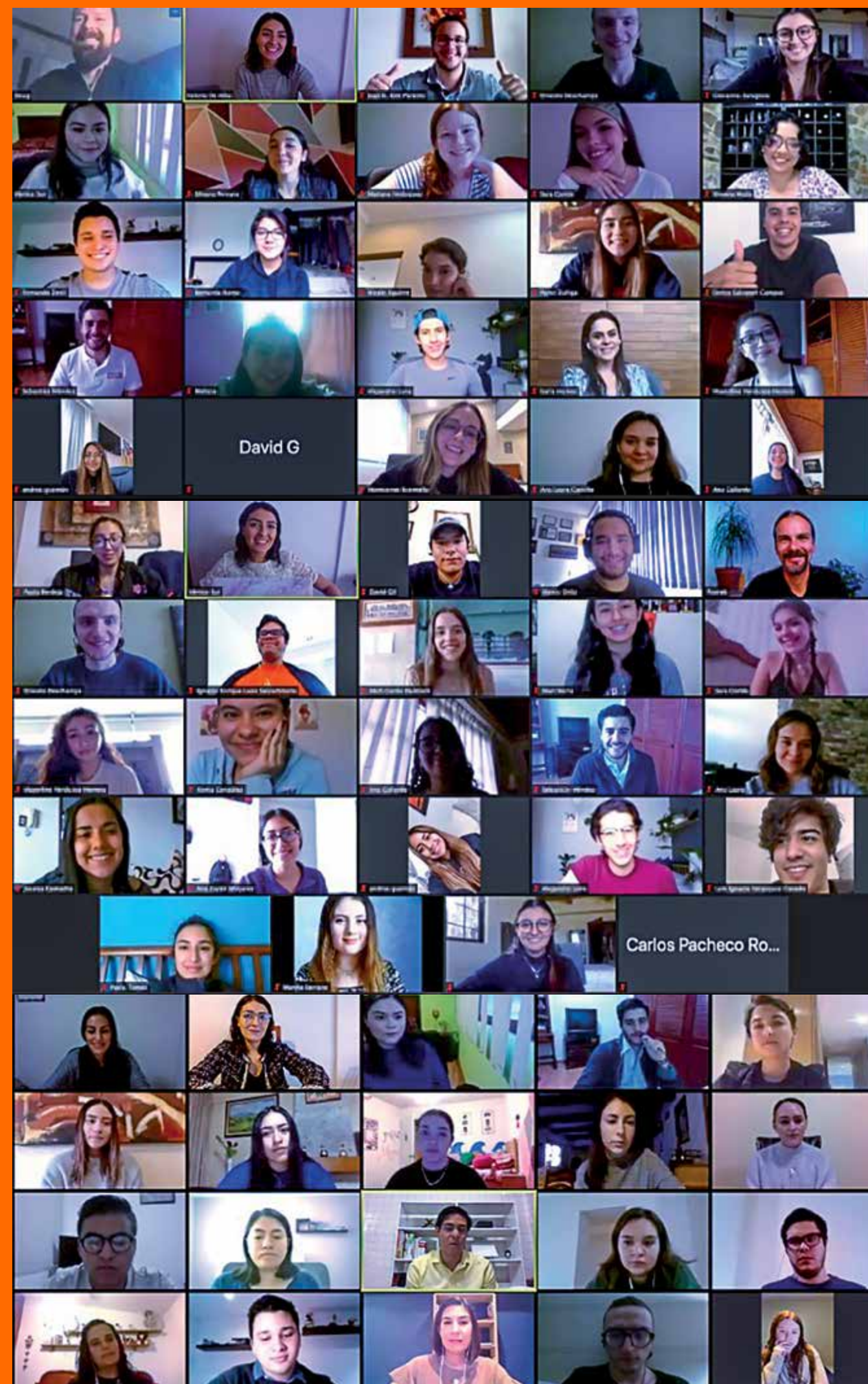
The internal and external online work plan was implemented, as well as functions and initiatives regarding the COVID-19 contingency. Workshops, webinars, and master classes were held in English, with international speakers such as Zev Siegl (co-founder of Starbucks), Mayra González (Division General Manager Global Sales at Nissan from Japan), Dr. Jaime Alonso (Director of the University of San Diego School of Business), Piotr Nabielec (TEDx Speaker: Time Management Workshop), Doug McColgin (TEDx Speaker: Networking Workshop), among others.

In the same way, potential collaborations with other high-level organizations and institutions were explored. For instance, the Mexican Academy of Creativity, the British Council, the Organization of American States (OAS), the National Institute of Fine Arts and Literature (INBAL), just to name a few.

Training and academic spaces were developed, such as: Alpha's Road to Residency webinar, to prepare Health Science students for medical residencies in the United States; and the Culmen International Program was designed, together with the Institute for Creative Exchange (ICE) in Toronto, Canada.

Additionally, the training model for student leaders was consolidated. This is reflected in the opening of courses for FESAL and ASUA on both campuses; and the offer of the Certificate Diploma in Sports Excellence for the Elite Program, which provides integral formation and academic training to high-performance athletes, and Olympic and Paralympic medalists.

Participation in the CILA Colloquium: Leadership Challenges for a Better World. Which competencies will Future Leaders need?; meeting with the CEO of the International Leadership Association and Vice



President of Princeton, Cynthia Cherey, PhD. The University was present in external international forums such as the Sports Summit, Advertising Week, Forbes: 30 Promises under 30, and the International Forum: Online Student Development of the Universidad de San Sebastián in Chile.

Business application projects were developed to link our Program students with companies. Such is the example of the Vértice Program with: Telepizza, Corner Shop, IKEA, Holistik, Miniso, Clip, Kubo Financiero, Remit, to name a few.

There were several meetings with national and international leaders. Some example are Arturo Olivé, director of NFL Mexico (Acción Program); Eduardo Madrigal de León, general director at the

Ramón de la Fuente Muñiz National Institute of Psychiatry (Alpha); Guillermo Arriaga, writer, producer and film director (Crea); Enrique Singer, director of the National Theater Company (Culmen); Federico Pagani, director of Expansion at H&M (Genera); Víctor Esquivel, CEO of KPMG (Genera); Francisco Chávez Vissoso, director of Sustainability at Bimbo (Impulsa); Gerardo de Icaza, graduate and director of the OAS Department of Electoral Cooperation and Observation; Francisco Guerrero Aguirre, Secretary for Strengthening Democracy of the OAS; the Hon. Mr. Lleir Daban i Hurtós, Government delegate of the Generalitat de Catalunya in Mexico (Sinergia); Isidro Quintana Luna, CEO of CISCO (Vértice); Sandra Ramírez, CEO of Bistol Myers (Vértice); among others.

These Programs promoted social commitment through different initiatives such as the Reinvéntate [Reinvent yourself] Forum on environmental matters (Impulsa and Greenpeace); the CEN-ACED-Anahuac call center project (Alpha and Impulsa); support to Familias sin Hambre and Carrera con Causa (with the Office of Social Commitment, Acción, and others); reintegration project with La Cana (Vértice); initiatives with Casa de la Amistad AC (Program V), participation in the ReelAbilities Festival for the inclusion of people with disabilities (Impulsa), the Corriendo por los Doctores event (online race to pray and raise funds for health care staff through Acción); the recognition campaign for health care staff in the pandemic (Alpha); the campaigns: Consume Local and Cuando Volvamos

México (Impulsa), Deporte para Todos (exercise for people with intellectual disabilities, organized by Acción), CPR: Imperial March II (basic first aid course certified by the American Heart Association by Alpha and ASUA), remote volunteering (with Cadena College and Impulsa), training on social topics, among others, for the University Community.

In this training line, during 2020, we implemented numerous interdisciplinary initiatives to promote Anahuac leadership among the Community, through cross-sectional projects together with other areas, Schools, and external partners.

The University Community had available the Academic Day, with the topic "Leadership in times of artificial intelligence and big data". Students and faculty members took part by presenting projects





and essays, listening keynote lectures, and having discussions at the Chesterton Café (forum for students) and at the Newman Circle (forum for faculty) on each campus.

A dynamic conference was offered per campus with Dédalo, within the Anahuac Week: “4 things to make your dreams come true”.

In addition to this, training spaces for the entire University Community, including Program members were organized. Some examples are the Lanterna International University Film Festival (FICU) by Crea, with the participation of more than 2,800 short films, 14 competing countries. This is the first university festival with the “short film with a purpose” category, and an outreach of over 1,200 views; the Genera E-Fest Congress with 2,413 students connected, 19,865 Facebook Live connections, and 2,158 interactions; the Digital Forum: Mexican COVID-19 Context by all Programs, with more than 1,000 connections; Vertice’s Flip The Coin, a virtual forum with young leaders and more than 400 live attendees; the El deporte dentro y fuera de la cancha Forum [Sports on and off the field], by Acción at the Network level.

Likewise, training initiatives were organized through the “Live with...” programs. They had an outreach of more than 200,000 people and had the participation of Arturo Elías Ayub, Rodrigo Herrera, Rommel Pacheco, Jahir Ocampo, Yordi Rosado, Adriana participated. Hernández, Lorenzo Córdova, Marcela Zapata, Kenji López, José Carlos Azcárraga, among others.



The offer of webinars and online conferences had an average attendance of 150 people per session. For example: COVID-19 Vaccine Webinar, organized by Alpha and CAIMED Research Center; Leadership in Trying Times conference, organized by the Head of the Programs; Dare To Lead Panel: Let’s Talk About Racism by Vértice; conference Crossing borders by Impulsa along with Universidad Finis Terrae of Chile, The Brightside webinar by Impulsa and Pop Movement.

With the aim of promoting the common good and the development of integral formation and leadership in our Community, especially during this contingency, a campaign was developed with weekly recommendations and educational content: documentaries, Ted Talks, books, films, series, cultural and entertainment offer.

To disseminate the Programs’ work, and to promote the engagement of the Anahuac Community, a communication campaign and the Open Campus were implemented. This means that the Programs were presented to new classes for the first time. This was an opportunity to disseminate the MSL international accreditation obtained. There was an impact of more than 600 live viewers and more than 7,000 views.

Despite the pandemic, it was possible to strengthen the presence, education, and impact of FESAL in the University Community, staying close and continue serving our students, and being able to offer events and projects in a remote modality. Some of these events



were: the third *Concierto Anahuac Con Causa* [Anahuac Concert with a Purpose]. It has the participation of 10,000 people and the donation of one hundred thousand pesos for low-income children with hearing and visual disabilities through the Mexico Escucha Foundation. The BeMKT, A congress organized by the Marketing Student Societies from the main private universities in Mexico City. Its purpose was to provide impactful academic tools through marketing conferences. Anahuac Talks. Its purpose is to bring the University Community closer to prominent leaders, six in this case, who shared their leadership testimony at a professional level or through

social networks. This year, we had the presence of speakers such as Eugenia Rodríguez and Valeria Quintana, founders of Xile Chile, Jorge Cueto, CEO of the Prison Art Project, Isabella González Von Hauske, graduate in Communication and political reporter, Raúl de Anda, co-founder of Unreasonable Mexico, Karla Munguía, former photographer for Animal Planet and ambassador of the Gran Acuífero Maya [Great Mayan Aquifer] project, among others.

With the Comprehensive University Welcome (BIU), we were able to serve more than 1,500 new students individually thanks to the Comprehensive University System (SIU), the creation of

a microsite within the University website available at anahuac.mx/mexico and the Chat-BIU online service. Thanks to all this, we were able to accompany and provide the necessary tools to our new Community members in this great moment in their lives, serving more than 500 students. Regarding the electoral process and campaigns for the management of FESAL, all records of student participation were broken with more than 5,500 votes between the two University campuses. Likewise, it was the first time that ASUA presidents were elected for the north campus.

The FESAL training model has been fully implemented through seminars,

the BootCamp, and the personalized accompaniment system for student society presidents. As an acknowledgment to the relevance of empowering and professionalizing student societies, meetings were held with university authorities: a luncheon and a meeting of the presidents with the University President (January and October 2020), meetings between School deans and their corresponding presidents, more than 80 meetings with the complete teams of each Student Society with the Office of Student Affairs, President Councils, and personal agreements of presidents with the Office of Student Affairs.

SPORTS ACHIEVEMENTS

NORTH CAMPUS

- 3rd place in the CONADEIP 2020 National Athletics Championship in the men's category.
- 3rd place in the CONADEIP 2020 National eSports Championship in the League of Legends modality.
- Classification to the CONADEIP 2020 National Volleyball Championship for women's second division.
- Classification to the CONADEIP 2020 National Volleyball Championship for men's second division.
- Classification to the CONADEIP 2020 National Soccer Championship for women's second division.
- Classification to the ABE National Basketball Championship for men's second division.
- Classification to quarterfinals in the Telmex-Telcel University Soccer Championship for men's first division.
- Classification to the ABE Ocho Grandes Tournament.
- Classification to the master's stage of the National University Tennis Circuit (CNTU) in men's doubles.
- 2nd overall place in the University Golf Circuit ranking.
- 2nd place in the 2020 National Online Chess Championship.

SOUTH CAMPUS

- Participation in the CONADEIP 2020 National eSports Championship in the League of Legends modality.
- Participation in the CONADEIP 2020 National Athletics Championship in men's and women's categories.
- Classification to the CONADEIP National Basketball Championship in women's second division.
- Classification to the CONADEIP National Basketball Championship in men's third division.
- Classification to the CNTU Masters Stage (tennis) in the women's category.
- Classification to the 2020 CONADEIP National Rugby Championship.
- Fifth place in the 2020 National Online Chess Championship.
- Our student Alejandro Lima obtained the 3rd place in the National Online Chess Championship of the National Council for Sports in Education A.C. (CONDDE).
- Our student Valeria Hernández became national champion of the CONDDE ActiveC national challenge.

Achievements and national presence

- Second place for nations at the 2020 World University Cheerleading Group Championship.
- Paula Fregoso obtained the 3rd place in the Online European Tae Kwon Do Championship in poomsae discipline.
- Uziel Canales, from the eSports team, won the championship of the 1st Pan-American Student Tournament of the International University Sports Federation (FISU).
- Two students were selected for the Online World University Chess Championship organized by FISU.
- Three students were selected for the Online Pan-American University Chess Championship organized by FISU America.
- Despite the date change, 11 students are already shortlisted for the Tokyo 2021 Olympic Games, and six students shortlisted for the Tokyo 2021 Paralympic Games.
- Our student Estefanía Aradillas from the national softball team won with her team the 2020 National Sports Award.
- Paula Fregoso, from the Tae Kwon Do team, won the State Sports Award in Jalisco.

Despite the pandemic, the ADEFA family remained close and attentive to all the concerns and needs of the out-of-state public. They helped with accommodation problems, generated information for the Community about official University bulletins and offered listening spaces. The Out-of-state Attention Mailbox and the Out-of-state Column were created. They worked through social media, where ADEFA reported relevant matters and received and helped solving all doubts and concerns that arose remotely.

For its part, in the university sports forums, Anahuac University had an important classification for National Championships of the National Student Sports Commission of Private Institutions. (CONADEIP), as well as an excellent participation in events of the National Council of Sports in Education (CONDDE).

In CONADEIP's first force national ranking, the north campus ranked 4th overall, and the south campus ranked 10th overall.

Despite the pandemic, several events were held. For example, the key-

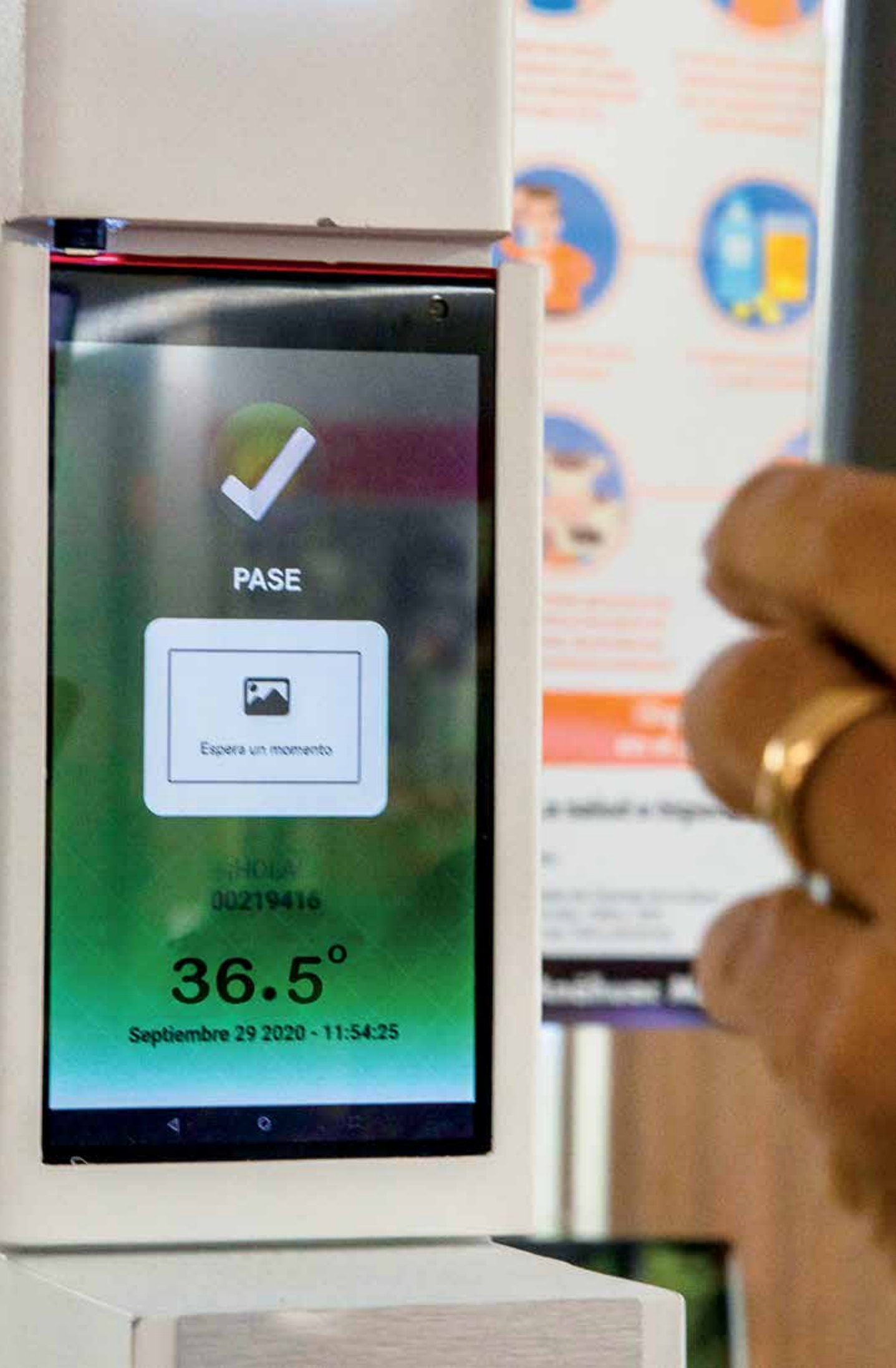
note and the kicking camp given by NFL kicker Mike Hollis, in collaboration with the United States embassy; the recognition ceremony from the NFL to the best volunteer students in the NFL game in Mexico 2019; and the Sports Gala in which the most outstanding students of the sports season were awarded.

As part of the remote work, activities and competitions were migrated to digital platforms to continue with sports training remotely: 35 meetings with high-performance student-athletes with the University Community; four permanent digital campaigns with health topics

for the University Community: Stay Active, Stay Healthy, Meet the guest, Sports in general; the Leonízate program was launched with seven conferences delivered by experts in health matters and six activities to promote integral formation and physical activity; online trainings were implemented for each representative team and functional exercise programs for the general community.

Regarding social commitment, there were three events to deliver food to families of El Hielo community, in Huixquilucan, and also organized two chess tournaments with a purpose.





INNOVATION AND DIGITAL TRANSFORMATION

INNOVATION AND DIGITAL TRANSFORMATION

INNOVATION

Implementation of a **secure connection** system on campus.

For a **safe return to campus**, a comprehensive access verification and control system was created.

Development of a **booking and scheduling system** for physical spaces.

CYBER- RESILIENT UNIVERSITY

Configuration of **VPN** from homes to technology resources and information systems.

Analysis for the definition of the Information Security Management System (**ISO 27000 Standard**).

ONLINE OFFER

The "Academic Continuity Plan" website received more than **80 thousand visits**.

Migration of **3,519** in-person courses, **476** blended and online courses, and **169** collegiate exams with **D2L Brightspace**.

Training to **2,249** faculty at **D2L Brightspace**.

Attention to **7,510** participants in the **MOOC Anahuac** courses.

Best use of digital technologies: **17,163 Office 365 licenses** were activated.

2,765 Zoom licenses were available to faculty.

Purchase of 120 **specialized software licenses** for remote use.

The Anahuac Service Center had **more than 80** operators.

TECHNOLOGICAL PROGRESS promote essential changes in the way we understand the current world, we relate to each other, we learn, and we develop as a society. The speed of progress makes us work in a more orderly and transparent way, give value to our processes through continuous improvement, with new ways of doing things, be innovative in every aspect, adapt quickly to change, and apply various digital abilities to the processes, products, and services we offer, while minimizing the risks inherent to digital development.

We have challenged ourselves to address the new digital era and thus increase the value proposal that we offer to the entire University Community. We are developing a culture that lets us to consolidate a new and responsible e-community, in favor of the people and their substantive role within society.

The foregoing implies making efficient use of resources, how we operate and deliver our academic and administrative services, in order to provide them with greater agility and quality, minimize the digital gap by putting technologies at the service of human beings in an accessible and safe way for everyone, recognize the need to reinvent ourselves

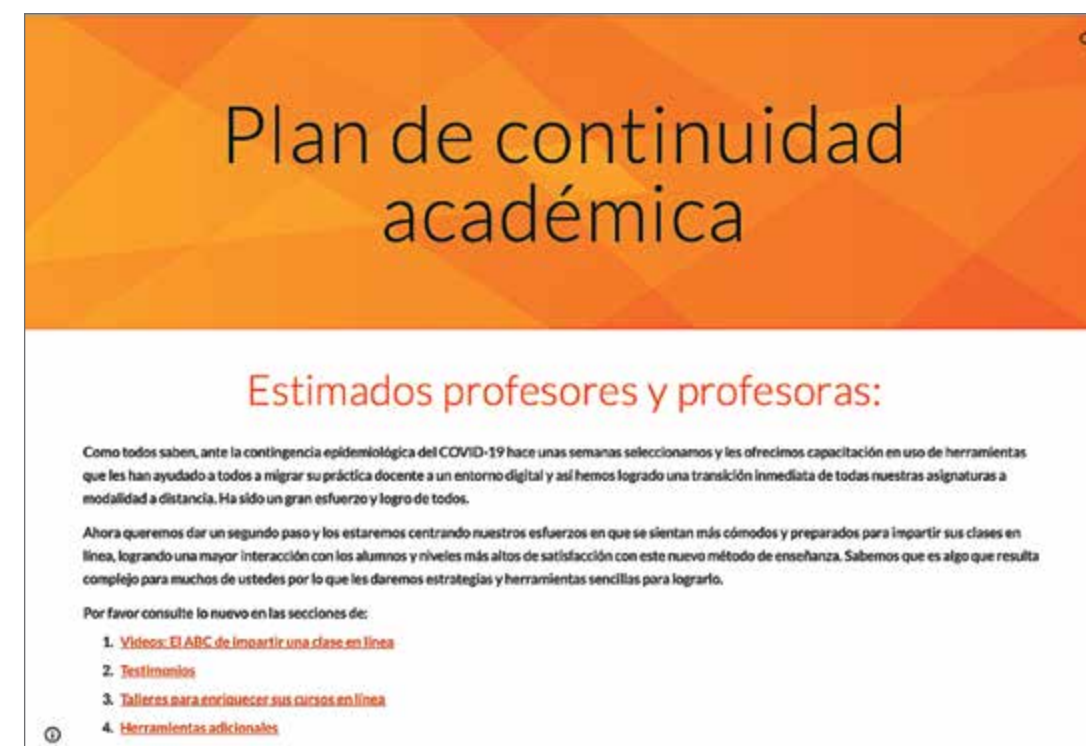
as an institution and adapt our cognitive abilities to the changing demands.

Therefore, after two decades into the 21st century, and in the midst of a pandemic, technology is no longer a series of fundamental tools for the development of any institution, to become a strategic field that appear will be facing major challenges in essential functions.

In 2020, Anahuac University in Mexico City reacted to the need to continue offering comprehensive and quality education in virtual and online modalities. Through the Office for Academic Development, the Faculty Development Center, and the Coordination of Technologies for Education, courses were designed and offered to our faculty members to help them shift all in-person courses to virtual ones, from basic courses to deliver virtual classes to interactive content development courses.

To support faculty, the website **Academic Continuity Plan**¹ was designed. Free support material was shared, including manuals, video tutorials, examples, and testimonies from other faculty member to motivate their work in times of pandemic. The site has received more than 80 thousand visits from various countries, including the United States, Argentina, Colombia, Spain, Chile, among others. Also, it was published through the RIE360 Educational Innovation Network, where we collaborate with nine of the best Universities nationwide, creating synergy through institutional support, educational resources, didactic tools, online courses, digital collections and libraries, as well as

¹ <https://sites.google.com/universidad.anahuac.mx/plan-de-continuidad-academica/talleres>





repositories and mass media, all with open access. In this line, our site was recognized by the Tecnológico de Monterrey Observatory and various media outlets in the country.

This year, the Anahuac University Network gave a step forward in terms of educational innovation with the change of the D2L Brightspace Technology Platform, which will help us meet our objectives of developing digital skills for the 20-25 Model. The Migration Support Workshop was created for teachers who carried out this process independently, taking their content from the previous platform to the new D2L Brightspace. In addition, support was provided by

migrating 3,519 in-person courses, 476 blended and online courses, and 169 collegiate exams. Through CEFAD, 2,249 of our faculty have been trained in D2L Brightspace.

Miríada X - 2020 is a consolidated project of Anahuac University in Mexico City where massive and open courses are taught to the Ibero-American community. It has had an outreach of thousands of students, mainly from Spain and Latin American countries such as Mexico, Colombia, Venezuela, Peru, Argentina, and others. A total of 2,260 participants, in various course editions have been served: Bioethics for all and Foundations for performance in the operating room.

Through the @prende Anahuac program and as of August this year, the following were registered on the institutional platform D2L Brightspace:

UNDERGRADUATE:

Campus	Courses	Faculty	Students
North	2,488	2,627	12,396
South	853	388	3,330
TOTAL	3,341	3,015	15,726

GRADUATE:

Campus	Courses	Faculty	Students
North	172	170	2,580
South	21	20	315
TOTAL	193	190	2,895

Miríada X-2020

- Foundations for performance in the operating room, fourth edition (March 2020): 644 students enrolled.
- Bioethics for all, first edition (May 2020): 902 students enrolled.
- Bioethics for all, second edition (September 2020): 332 students enrolled.
- Introduction to Bioethics, first edition (October 2020): 258 students enrolled.
- Foundations for performance in the operating room, fifth edition (October 2020): 124 students enrolled.

edX-2020

- Introduction to the operating room (March to December 2020): 4,326 students enrolled.
- Introduction to Crowdfunding (May to December 2020): 924 registrations.

MICROSOFT 365 ACCOUNTS ACTIVATED FOR HOME OFFICE

User profile	North Campus	South Campus	Total
Students	7,715	535	8,250
Faculty	2038	54	2,092
Administrative personnel	129	15	144

TECHNOLOGICAL TOOLS FOR HOME OFFICE

Technological instrument	North Campus	South Campus	Total
Desktop computers	127	60	187
Laptops	139	48	187
Virtual telephone switchboards	2	2	4
Virtual telephone extensions	120	50	170

The edX-2020 project is the most recent of the massive and open courses where we participated as Anahuac University Network, with an outreach of thousands of students, mainly from the Hispanic community in the United States and Latin American countries in Central and South America. It served a total of 5,250 participants, in the Introduction to the operating room and Introduction to crowdfunding courses.

The CASE Diploma-Certificate diploma in fundraising (edX EDGE) (October 2020-April 2021) is of international level and multi-institutional, led by The Council for Advancement and Support of Education (CASE), with the support of Santander Universidades. It was developed together with the Coordination of Technologies for Education of our University in the edX EDGE platform. It was aimed at Presidents and Vice Presidents from the main educational institutions in Latin America.

There is no doubt that information is an extremely valuable asset and its relevance cannot be ignored. For this reason, a model is under development to ease predictive analytics projects in the coming years through a clear, precise, and unique conception of each piece of data that is produced and safeguarded with responsibility and precision in the University, for assertive decision making and proper risk management. The development of the model has been done throughout this year. It encompasses the definition of priority populations to ensure that information is accessible, timely, accurate, complete and consistent. The tools have been generated for an appropriate control of information, especially for our two priority populations: students and faculty. We have developed business intelligence tools to quickly provide information to Schools under accreditation processes, which are continuously carried out in our institution.

For Anahuac University in Mexico City, the promotion of a culture of intelligent use of technologies is vital. Therefore, our faculty immediately began to deliver courses from home. From the first day after the closure notice, we implemented the continuity plan to continue the operation of administrative and service staff, providing equipment to administrative and aca-



ademic staff. Activation of 17,163 Office 365 licenses. In addition to having the institutional email account, these licenses give access to all Microsoft applications, including: Teams, Planner, One Drive, Classroom, etc.

A technology adoption campaign was launched with a series of webinars, in order to support faculty and administrative staff in the management of specific tools, as well as on topics regarding information security.

2,765 Zoom licenses were made available to faculty from all Schools. Implementation was made for simulators for various courses at the Schools of Health Sciences and Engineering, and 120 spe-

cialized software licenses were acquired to be used remotely.

To maintain contact, the Anahuac Attention Center was activated for the different academic and administrative areas of the University. It had more than 80 operators to serve our Community members during the pandemic.

Together with the Coordination of Educational Technologies, the Office of Information Technologies and the Executive Secretariat of Anahuac University Network, Respondus Lockdown Browser and Monitor were implemented to make it possible to supervise students during the exam application, and thus promote academic integrity in digital media.



A blog was created within the University's website, in the Anahuac Informa section, with cutting-edge topics related to Online Programs, Data Governance, Digital Culture, Cybersecurity, Innovation and Digital Transformation. The Editorial Committee for Information Technology was established with members from various areas and Schools. They review, promote, and generate contents to share with the University Community and with society in general. To date, they have published more than 30 articles with several hundred accumulated visits.

In order to be better in terms of the knowledge, practice, and safe use of digital tools, we have launched an individualized technological training program for the development of the skills needed in what is now a universal ecosystem.

It is a reality that the current needs have brought new paths for us to innovate in the services we offer, automate processes, and make improvements and new results derived from the Institution's digital transformation. The library, for example, has implemented a repository of digital resources of the University's

academic production (theses, magazines, books and teaching portfolios). There are already 235 deposits and a project called Easy Technology has been launched, with the aim of supporting and training library staff in the management of their equipment and institutional platforms.

To help university life, technological tools were used and internal platforms were built for the electoral process, as well as for promotion events and prospective students, awards for excellence, along with a large number of academic and educational events.

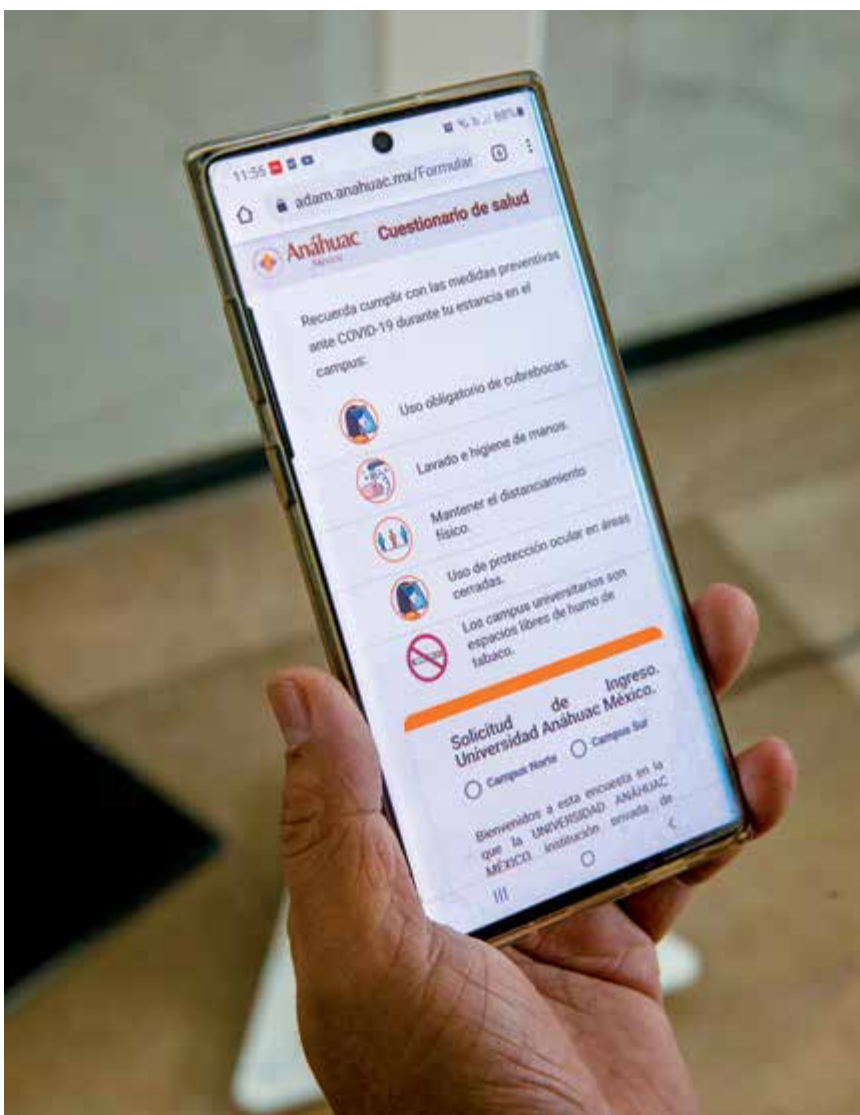
Regarding the Office of the Registrar, there are digital records of the students to attend their requests for various administrative procedures without having the need to attend the campus in person. Procedures were designed to deliver undergraduate and graduate degree certificates to nearly one thousand students. The evidence required by the institutional audit coordination for final exams was digitized, streamlined the process while preventing the use of large amounts of paper.

A mobile application to generate the Anahuac Digital ID was created, which



includes a secure QR code. There are more online options and alternatives for the payment of registration and tuition fees. Likewise, a course selection simulation system was developed to allow students to financially plan their next academic term. A system was developed to provide comprehensive response to all requests for financial support during the COVID-19 contingency. Also, a system of secure connections to the campus was implemented to perform tasks requiring internal network.

For a more efficient administration, the registration portal for suppliers was launched, giving continuity to the bank transfer system implemented in 2019. It will be integrated to the expenditure system in January 2021. The Office of the Vice President for Finance and Administration launched in 2019 the system to capture and register the 2020 budget, so that Schools and areas could timely check their budget control in the system.



In preparation for the safe return to campus, a comprehensive access verification and control system was created. It includes current health status evaluation forms, digital control of IMSS course records, daily health and symptom control form in the face of COVID-19, temperature taking and recording, automatic sanitizer dispenser on the sanitary filters of the campus access control. Additionally, there is also a secure return compliance system: installation of QR code readers for reading ID codes and guest passes; installation of license plate recognition cameras and for IDs in car accesses. In north campus, the transport service will

be strengthened through a booking app, preventing overcrowding and ensuring a seat for each user. All units will have surveillance cameras and GPS locators to be monitored by the University.

A booking and scheduling system for physical spaces was developed. It will help with the management of any meeting space, establishing a maximum number of people in each area, as well as to book them in a calendar.

Undoubtedly, during these times, special attention must be paid to information security in its broadest sense, and especially, in what is called cybersecurity. In August, the first phase of the Personal

Data Protection Program of Anahuac University (Prodatos Anahuac) was concluded with the integration and implementation of the Personal Data Protection Commission. It is a body for consultation, design, approval, ratification, audit, dispute resolution, training, establishment and determination of security measures, regarding the protection and treatment of personal data of the entire University Community.

For the operative continuity, configuration of secure VPN connections from homes to technology resources and information systems. Faculty and administrative staff from both campuses connect daily to work from home in an ecosystem whose technology faces cybersecurity threats.

To have a reference point in consolidating detection and protection strategies against security threats, a cybersecurity posture assessment was carried out in both campuses. The seven steps of the Cyber Kill Chain, developed by Lockheed Martin, is our reference framework, from which a structured and phased plan would be developed to strengthen our University.

In the same line, the initial analysis to define the Information Security Management System was concluded, in accordance with the ISO 27000 Standard. This will lay the foundations on the institutional information security policy, the creation of metrics, the scheme of risk assessment and control, information management and information security incident monitoring systems, all this under an international standard, which will reassure trust among our Community.



COMMUNITY AT THE SERVICE OF MEXICO

COMMUNITY AT THE SERVICE OF MEXICO

ALUMNI

- **60,000+** graduates.
- **50 webinars** with graduates and more than **50 thousand** reproductions.
- **221 graduates** served in over **8 thousand** calls for psychological guidance.

EMPLOYABILITY

- **4 virtual fairs**, **390** participating companies, impact to **26,643** students and graduates.
- **41 virtual recruitment** fairs serving 1,960 students.
- **58 virtual trainings** for **1,050** students.

VOLUNTEERING

- Consolidation of **163 projects** with the support of **3,250 people**.
- Manufacture and donation of **8,000 face shields**, **3,000 mask holders** and **120 laryngoscopes**. Coverage: **20 hospitals** (State of Mexico and Mexico City).
- ASUA Construye: construction of **4 houses** and donation of **250 books** in women's prisons.
- Reforestation: **1,500 trees**.

BUSINESS LINKS

- Signing of 8 **new Corporate Chairs** and renewal of **4 agreements**.
- Renewal of the **16 Research Chairs**.
- Signing of **3 collaboration agreements** with CANACINTRA, CANACO, and the Consejo de la Comunicación.
- Links with **23 leaders** in the **business** sector.

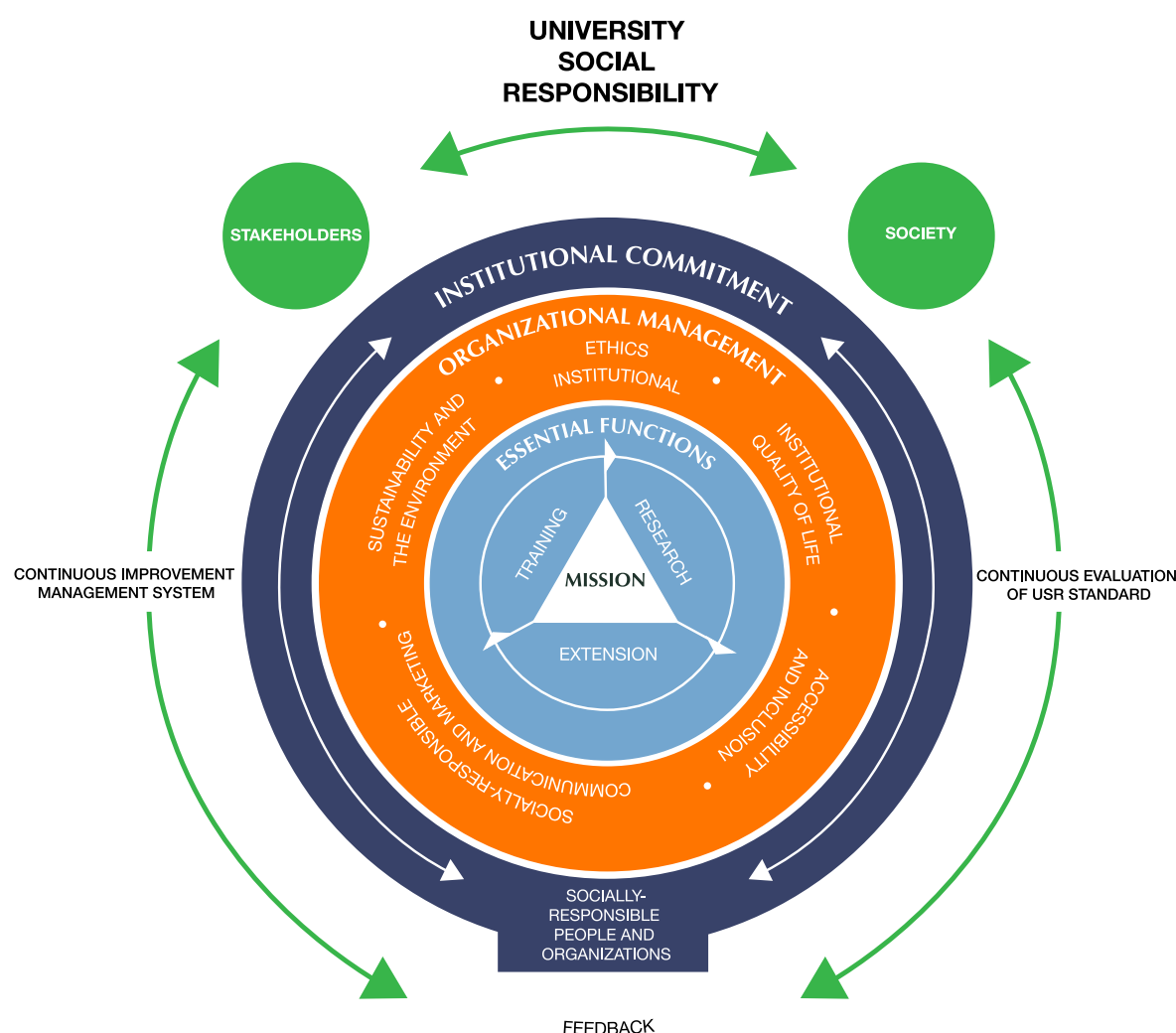
ANAHUAC UNIVERSITY IN MEXICO CITY

has the objective of consolidating a community that affects the sustainable development of our country. This is possible given the leadership that it has achieved throughout its history, the coherence of its values, and its commitment and social responsibility. The broad link between the University and the various actors in our national life makes full sense when fully working to serve Mexico.

Anahuac University in Mexico City is committed to Social Responsibility. This is why it has implemented the Insti-

tutional Management Model for University Social Responsibility (MGIRSU) in all its vice president sections, areas, and schools, in order to allow the cross-sectional nature of the subject both in its essential functions and its organizational management.

In this sense, during 2020 the MGIRSU design and implementation rubric was completed. It is aligned with the main references in Social Responsibility and Sustainable Development, but from and approach of a higher education institution.



The MGIRSU consists of nine mainstays, 36 areas and 118 indicators that emanate from the institutional commitment to University Social Responsibility (USR). They cover the application to its three essential functions: training of professionals and socially-responsible citizens, research with social impact, and extension toward the Community through cultural and knowledge dissemination, social commitment, and continuing education. It also includes elements of organizational management such as institutional ethics, quality of life, sustainability and the environment, accessibility and inclusion, and socially-responsible communication and marketing.

This year, 100% of the areas, Schools were trained in this model. They submitted their Action Plans to the URS and Sustainability Committee. They were integrated into the 2021-2024 Institutional Plan for University Social Responsibility, which will be the reference to monitor its progress in the coming years.

Anahuac University in Mexico City extends its Mission through its alumni, in their daily professional, family, and social development. For this reason, we are consistently looking for the to provide attention and follow-up to our alumni. We are interested in an effective relationship for them to keep in touch with their Alma Mater, while they commit to collaborate with the University Mission.

We continue developing strategies to strengthen, update, and enhance our relationship with over 60,000 alumni, while understanding that they live very different circumstances and needs.

In 2020, the strategy to come closer to our alumni in government positions began to operate. The operation to update alumni details was adapted in order to get the most of the digital age.

This year, about 50 webinars were held with distinguished alumni, with positive audience numbers: more than 50,000 views, as they are live-streamed but also remain available to view at some other time. Some of the webinars offered by our distinguished alumni:

Webinar
ANÁHUAC

"Jorge Cueto: testimonio de resiliencia. De prisión a empresario socialmente responsable"

25 de junio de 2020 | 17:00 hrs.
Ciudad de México

Facultad de Derecho | Generación Anáhuac | Anáhuac México

Somos Anáhuac México • Líderes de Acción Positiva

Webinar
ANÁHUAC

"TELEVISIÓN EDUCATIVA en la convergencia digital"

Impartido por

DRA. LIDIA CAMACHO CAMACHO
(Comunicación, gen. '83)
COORDINADORA GENERAL DE @prende
Y DIRECTORA GENERAL DE TELEVISIÓN EDUCATIVA

DRA. CRISTINA PRADO ARIAS
(Comunicación, gen. '87)
DIRECTORA DE PRODUCCIÓN AUDIOVISUAL DE LA DGTVE

Dirección de Egresados | Facultad de Comunicación | Televisión Educativa

Informes: egresados@anahuac.mx | anahuac.mx/mexico

Somos Anáhuac México • Líderes de Acción Positiva

Webinar
ANÁHUAC

"EMPRENDIMIENTO Y DESARROLLO ECONÓMICO EN EL ESTADO DE MÉXICO"

IMPARTIDO POR EL
MTRO. ENRIQUE JACOB ROCHA
(ECONOMÍA, GEN. '92)
SECRETARIO DE DESARROLLO ECONÓMICO DEL ESTADO DE MÉXICO

Somos Anáhuac México • Líderes de Acción Positiva

- Jonathan Heath, deputy governor of the Bank of Mexico: "Monetary policy overview".
- José Carlos Azcárraga, CEO of Grupo Posadas and President of the Consejo de la Comunicación: "Disruption and evolution of entrepreneurs in 2020".
- Enrique Jacob, Secretary of Economic Development of the State of Mexico, "Entrepreneurship and Economic Development in the State of Mexico".
- Lidia Camacho, general coordinator of @prende, and Cristina Prado, general director of TV Educativa and director of Audiovisual Production of DGTVE: "Educational TV in the Digital Convergence".
- Jorge Cueto, president of Prison Art:

"Testimony of resilience: From prison to a socially-responsible businessperson".

It should also be noted that, during 2020, the Advisory School Councils continued activities and their commitment, having remote meetings within the established calendar. 231 alumni participate in these Councils, which together with other outstanding non-alumni professionals contributed with their experience in promoting the quality and development of our Schools, in favor of our students.

At the beginning of the pandemic, in April, a survey was made to find out the employment situation of the alumni. We received more than two thousand responses. Their comments helped chart the University's path, both in terms of

employability and in promoting social responsibility actions by our alumni in favor of society. It is worth mentioning the generous response of more than 221 psychology alumni who donated time to provide psychological support through a project of the National Center for Support in Epidemiological Contingencies and Disasters, CENACED. Current students also joined this project to help in the CENACED-UNIRED call center. They received more than 8,000 calls for remote psychological guidance. Psychology alumni and students volunteered for more than 6,678.

In strengthening communication, the interview clips from alumni in various fields sharing their experiences on social networks undoubtedly played an essential role, reaching more than 300,000 views. In the Los300 list edi-

tion, by the *Líderes Mexicanos* [Mexican Leaders] magazine, 31 of our alumni were recognized for their positive leadership in society.

We highly appreciate the services provided free of charge to our alumni, such as the Office 365 accounts, extremely useful to respond in the health contingency, as well as access to the Digital Library. Let us not forget the alumni app began operations with various services and access to the digital alumni ID.

As a University committed to train leaders with genuine social awareness, we had the need to provide an innovative response to the complex situation we are facing due to the pandemic. Our presidents, ambassadors and Anahuac University Social Action (ASUA) teams, together with faculty and administrative coordinators of social commitment, are

the heart of the Anahuac volunteer service. More than 200 people, student leaders, and area and School representatives who constantly generate initiatives, receive training and channel projects with social impact.

Despite the COVID-19 pandemic and the #QuédateEnCasa [Stay at home] call during 2020, we managed to keep the spirit of our volunteers alight, students to administrative staff alike. They responded to the needs that the context required, by consolidating more than 163 projects with local, state, national, and international impact. More than 3,250 people were fully committed to the University and offered their skills in the service of others.

Health promotion was part of the initiatives during 2020. This is how--through synergy with the School of Architecture, its Fab Lab, the School of Health Sciences and the School of Design, in coordination with the Office of Social Commitment--our Community manufactured and donated more than 8,000 face shields, 3,000 face mask holders, and 120 laryngoscopes to more than 20 hospitals in the State of Mexico and Mexico City, providing efficient personal protection equipment in the fight against the COVID-19 pandemic.

Since many countries lack the means to research COVID-19, a large group of health professionals from various countries (Ecuador, Mexico, Argentina, the Dominican

Republic, Spain, Bolivia, Belgium, Guatemala, and Brazil), with leadership and, above all, with great heart and strength, brought together their experience with standards, recommendations, opinions and scientific evidence from all medical specialties in the work *En la batalla contra el pequeño gran monstruo. Líneas terapéuticas frente a COVID-19* [In the battle against the little big monster. Therapeutic lines against COVID-19]. It was published by our University¹, and is available for free on the University's Open Access Platform. With only four days, it was downloaded more than 3,500 times from various countries, including Argentina, Chile, Portugal, the United States, Spain, Uruguay.

The University was enthusiast in supporting the Families without Hunger program of Cáritas Mexicana and the Social Union of Mexican Entrepreneurs (USEM), chaired by our alumnus, Eng. Fernando Milanés García Moreno. They support families who lost their sources of income due to the pandemic. 47 influencer alumni also joined this campaign, inviting their followers to join this cause. The response from the Anahuac Community through the crowdfunding platform MiCochinito.com was immediate,

¹ <http://pegaso.anahuac.mx/accesoabierto/publicaciones.php?Accion=Informacion&Pub=150>



**En la batalla
contra el
pequeño
gran
monstruo**

**LÍNEAS TERAPÉUTICAS
FRENTA A COVID-19**

COORDINADORES
Cristian Oswaldo Castillo Cabrera
José Luis Limón Aguilar
Sara Jessica Limón Fragoso
Juan Roberto González Santamaría

Anáhuac
México

and donated all their services. This action to help those in need was recognized by the jury of the CASE Latin America Platinum Award 2021, considering this effort of our University as regional winner, in the Fund Procurement category: Crowdfunding Universidad Anáhuac México-Familias sin Hambre de Cáritas Mexicana and USEM.

On the other hand, among the main social projects that were carried out during 2020 were: the reforestation of more than 1,500 trees with the School of Social Responsibility; our ASUA Construye project, providing support to four marginalized families by building four

houses; as well as the inauguration of libraries in women's prisons with 250 books donated, among others.

The University seeks to develop in students a strong commitment to society by participating in sustainability-oriented projects, such as respect for the environment and support for disadvantaged groups in the Community, promoting actions with high social impact. In face of the COVID-19 contingency, a special project was put into operation. ProLab and VozInA students interact in the search, retrieval, analysis, and selection of relevant information about COVID-19 to share it with the society



through the University social media. Regarding the functional models developed for the IMSS, they will be delivered once Hospital No. 72 returns to normal activities, since it is currently a COVID-19 Hospital.

The projects for the comprehensive and responsible waste management of ProLab students, such as the composting of forest and garden waste, completed their design phase and will be implemented once activities are resumed in the University workshops and laboratories.

The General Services areas continue working for a sustainable environment, contributing with actions that are added to those of other university areas in order to obtain, for the ninth consecutive year, the Socially Responsible Company distinction. Let us stress out the various actions during the first two months of the year, before the pandemic prevented us from attending campus:

Drinking fountains: Drinking fountains were installed at strategic points on both campuses in order to reduce con-

sumption of polluting containers.

Accessibility: Construction of ramps at strategic points continued, in order to ease access to campus to people with disabilities. We also continued investing in elevators to facilitate movement for them and the elderly.

Water treatment plant: We now have a water treatment plant on each campus so that it can be reused in our green areas.

Energy saving: Work continues on changing neon, sodium vapor, and fluorescent lamps for LED lamps, helping to reduce electrical energy consumption and radiate less heat to the environment. Motion sensors were placed to prevent lamps in certain places from being always on.

Anahuac University in Mexico City knows, probably better than any other institution, that the company-university relationship is immensely important to achieve a favorable environment for our students, for them to have better resources for their training. As a result, companies will know and consider them as the necessary talent, and the University can adapt its study programs to the



needs of the productive environment. We believe that upright partnerships benefit everyone.

The University links with the business sector through Corporate and Research Chairs, Agreements with Business Chambers and Links with Business Leaders. The Anahuac Business Link Model consists of four programs and 16 media, and has proven to be highly positive for all parties:

- Corporate Chairs: based on the relationship between academia and the company through academic activities. Through their experiences in the work field, companies support the University, which provides intellectual capital and the human talent of our students. This year eight new Corporate Chairs were signed with Alsea, Cisco, Grupo Bimbo, Grupo Fórmula, Grupo Peñafiel, Mabe, Rotoplas and Sura; and four other agreements were renewed: BASF, Ford, Mars and P&G.
- Research Chairs: founded by the University, thanks to the commitment and generosity of

people, companies or government entities, for the generation of innovative knowledge from applied research. In 2020, 100% of the 16 active Research Chairs were renewed. They generated six scientific papers and 28 webinars, with the participation of 1,396 students, who were impacted by these initiatives. In addition, the Elías Landsmanas Dymensztejn-Anahuac Research Chair on Unaccompanied Migrant Children was founded. It is highly important given the social relevance of the subject.

- Agreements with Business Chambers: The University establishes bridges with these organizations to promote joint work, to strengthen the development of companies, reducing the knowledge gap between the productive sector and academia. In 2020, we signed collaboration agreements with CANACINTRA, CANACO, and the Consejo de la Comunicación.
- Partnerships with Business Leaders: we are continually working on bringing our Community closer to outstanding business leaders so that,

through their life stories, they become a source of inspiration and a point of reference, both in the personal and professional spheres. Links with 23 leaders in the business sector.

To share the success of our business partnership model, in February 2020 the 3rd Anahuac Business Meeting was held. This event is an opportunity to invite representatives of the companies with which we have signed Corporate and Research Chairs, as well as authorities of Chambers and business organizations. During the event, the companies with the greatest ties to the University are recognized in the categories:

- Company-Academia Corporate Chair: The Chemours Company.
- Employability: PwC.
- Research Chair: Carlos Peralta Chair in Public Health, Grupo IUSA.

Also, during 2020, the Digital Business Linking Platform was implemented. It is an app that helps keeping a record of the actions organized with companies, in order to increasingly measure the effectiveness of the relationship with the companies working hand in hand with the University.

It is important for the University to create and strengthen projects with the government, the social sector, and the leading employers of our country. We



<https://www.anahuac.mx/mexico/empleabilidad/>



generate strategies and help in the needs that arise from this interaction, striving for favoring our students.

Equally important is achieving optimal job placement for students and alumni, strengthening their abilities, skills and knowledge while meeting the needs of leading companies and institutions. Our efforts to match Anahuac talent and employers' needs have been recognized by the QS international ranking. They have ranked our University within the top three in terms of employability in Mexico and as the second national university in employment rate for recent graduates. This year, the COVID-19 pandemic demanded the planning and

execution of a strategy aimed at offering the highest number of quality job offers to our Community, for which we generated an emerging 12-action plan.

Among the multiple strategies taken to ease employability of our students and graduates, we can mention the following: four virtual fairs in March, June, July and August through which we managed to add 390 leading companies nationwide and impact 26,643 students and graduates. A total of 41 virtual recruitments were carried out, serving 1,960 students; 58 virtual trainings for 1,050 students; a new online career center with artificial intelligence was implemented; our employability website was



improved, receiving 51,800 visits and 22,126 followers for our social media on Facebook and LinkedIn. This year we incorporated into the curricular plans the first employability workshop for our students entitled “Effective insertion into the labor field”. Our actions managed to train and link our students and graduates with the 400 leading companies in Mexico.

Sector links promote an effective interaction between the University Community and the different non-business areas to generate projects and solutions for the common good. Among other actions to help due to the consequences of COVID-19, the following actions were organized: a crowdfunding workshop for priests of the Vicariate of Huix-

quilucan, a social reconstruction project with the Archdiocese of Mexico, a Telemedicine program for attention to the Sixth Vicariate also from the Archdiocese of Mexico and various projects with social institutions such as Fundación Becar, Fundación Cadena, Fundación Cinépolis, CEMEFI, ISTR, Fundación Merced, USEM AC, WWF Mexico.

For Anahuac University in Mexico City, the link with the government is of foremost importance. We are continuously building bridges between the various levels of government and both University campuses, even though one is in Huixquilucan, State of Mexico, and the other one in Álvaro Obregón in Mexico City. This year, in addition to collaborating in the above-mentioned aspects, it is important to recall that we signed general collaboration agreements with the Ministry of Energy; we also participated with the Ministry of Welfare in support of IN-APAM through the higher-education institutions network for mainstreaming of aging policies. Likewise, we supported the Under secretariat of Public Education with the perspective of Education for Peace in the new textbooks. Recruitment events were held with the Ministries of Public Function and of Labor.

With the government of Mexico City, we signed a collaboration agreement with the Citizen Council for Security and Justice, as well as a Specific Agreement for Psychological Support for the Police of the Locality of Álvaro Obregón. In addition, we were actively involved in Mexico City’s REDECOS through projects in the Resilient Universities, Internationalization, Healthy Longevity and Technological Innovation committees.

With the government of the State of Mexico, collaboration programs in the cultural arena remained active and the Scholarship Agreement for the promotion of the Arts started operating, with the Municipality of Huixquilucan.



INSTITUTIONAL DEVELOPMENT

INSTITUTIONAL DEVELOPMENT

INVESTMENT

Anahuac University
in Mexico City **\$77.9 million**
pesos for renovations in both campuses.

South Campus: 4,814 sq. m
of total work: **\$20.6 million** pesos.

North Campus: 4,054 sq. m.
of work. Total amount:
\$57.3 million pesos.

INSTITUTIONAL COMMUNICATION

Somos Anáhuac **App**

New structure of
anahuac.mx/mexico

Microsite for the **Safe Return Plan: 30+ instructions** for the
12 University Community profiles.

Covid-19 Microsite

Somos Anáhuac newspaper and
Logros magazine in digital format.

SUPPORTS

Scholarships for **1,380**
students during the health
contingency.

84.6% of the students who took
the entrance exam courses passed it.

"Trascender" vocational tour:
188 conferences delivered
to impact on **9,449** high school
students and **1,000** parents.

SINCE IT WAS FOUNDED, at Anahuac University, we have considered that facilities must have the necessary infrastructure to support its demanding Mission. Its buildings, laboratories, libraries, study areas, sports spaces, as well as its living areas and beautiful gardens make up the ideal environment for the integral formation of its students on its two campuses.

In March 2020, protecting the health of our Community from the pandemic, forced us to migrate university activities off campus. This unprecedented event in the history of the University should not let us forget that at some point we will be able to return safely to our facilities. And the robust university infrastructure will be there, with state-of-the-art technological equipment that allows continuing the excellent training process characteristic of Anahuac University in Mexico City.

Modern campuses allow in-person training activities that no virtual system--regardless how sophisticated--will allow. Our campuses will continue to be the best possible option for comprehensive higher education and leadership training. Those looking for the best higher education options shall know that these campuses demand huge amounts of financial resources. Society must understand that training its young people is a shared effort that requires all social sectors to contribute as much as possible to this objective, so that today's students become the best professionals, who tomorrow will set the rhythm of the nation. For this reason, a university of excellence such as Anahuac University in Mexico City must look after an increasing and constant contribution of financial resources, to promote growth of teaching capacities, of technological infrastructure of laboratories and workshops, of research capacities applied to the main needs of the country, as well as having more and better new faculty members. It is only in this way that it will be possible to continue shaping a better future for Mexico.

Undoubtedly, all resources to allow highly-talented young people to continue their training at Anahuac are a priority. However, in the midst of the pandemic, we consider that the resources we can provide--with support of our society--to prevent any young person from losing the great opportunity that means studying at



Anahuac are a major topic. The final result of achieving all of the above results in the reputation and recognition that society, families, companies, government, and institutions grant to our University. This is why there is an increasing number of students interested in studying with us, giving us the opportunity to accept only candidates with high intellectual capacities and great human capacities. All of the above requires appropriate communication with each of the publics interested in what is happening at the Anahuac. Therefore, we continue optimizing our communication processes, in a way that lets us know the achievements--along with all their positive effects--of our University Commu-

nity members, and our Institution as a whole, consistently endorsing its solid positioning and renowned reputation.

At Anahuac University in Mexico City, it is a priority to safeguard the security and physical integrity of the University Community and its visitors in our premises. This has prompted us to create a tool that would allow us to better plan security and reduce risks, thus generating what we have called Atlas of Risks. This contemplates the regulations of both Public Safety and the Ministry of Labor and Social Welfare. It was mapped for each building, as well as the open areas and surroundings of the campus. The objective was to identify all the biological, meteorological, hydrological, geological, physical, health or socio-organizational risks to which the campuses are exposed in their daily operation, in order to prevent them and implement the appropriate action protocols for each possible scenario.

In a similar way, the internal public safety plan was prepared, and later approved by the relevant authority, while maintaining communication with the brigade members, who receive permanent training.

Although 2020 was not a normal year, the improvement of our campuses' infrastructure continued, completing important works necessary to always offer facilities in the best possible conditions for our University Community.

It is important to say that during 2020 77.9 million pesos were invested in both campuses to renovate various areas in benefit of our students:

South Campus

- 4,814 sq. m. of work for a total amount of 20.6 million pesos.
- The Finance and the Registrar areas were renovated.
- The library was fully renovated.
- The lobby of the cafeteria and the Santo Tomás Room were renovated.
- The School of Arts was renovated.
- The pedestrian access booth and the main access were improved.
- Construction of two basketball courts was completed.
- Drains of the turf soccer field were improved.
- The Anahuac Leadership Programs offices were renovated: Impulsa-ASUA and Genera, as well as the Internationalization office.
- The restrooms in the cafeteria, library, and admission offices were renovated.
- Ten spaces were enabled for tutoring areas.





North Campus

- 4,054 sq. m. of work for a total amount of 57.3 million pesos.
- The Office of the Academic Registrar was relocated.
- The Office of Psychology and Office of Education were renovated.
- The open area of the cafeteria was roofed.
- The main access, to Lomas Anáhuac avenue, was improved.
- The Pastoral Services area was relocated.
- The first renovation phase of the central building began.
- The gym bathrooms and locker rooms were renovated.
- The Library Office was relocated.
- Computer rooms were expanded.
- Four elevators were installed in classroom buildings.
- Twelve cubicles were built for the researchers of the School of Economy in their building.
- Work began on the parking lots to install a system to identify available spaces.



It must be noted that Santander Bank renovated its facilities in the south campus, as part of the effort to provide better complementary services for the University Community.

The trying moments in our country make it more challenging to meet the needs of the labor market, since it requires from us to continue training professionals of the highest level. We achieve this through the broad variety of graduate courses, including of 17 doctoral programs, 50 master's degrees, and 33 specialties.

In order to encourage graduate training and attract more talent to our classrooms, the University modified in 2020 the scholarship program that has been in force since 2018. It is now operating in a way that is more related to the current reality, allowing program coordinators to identify outstanding professionals to offer them scholarship support, encouraging them to invest in their training

at Anahuac. During the year, 306 new students obtained the benefit of certain scholarship or discount percentage ranging from 10 to 100%. This remarkable and generous effort means for the University a contribution of more than 40 million pesos.

A student loan scheme was created for graduate students, as another way to support professionals to continue their academic training.

In 2020, the graduate division served students from 18 countries, including the United States, China, Spain, Colombia, Israel, the Netherlands and Kenya, among others. Operating closed graduate groups has been a successful strategy to strengthen the presence of the University in other parts of the country and to increase the enrollment. This measure has also made it possible to meet the education demand of the productive sector in their own facilities. Some successful examples are the Mas-



<https://www.anahuac.mx/mexico/posgrados/>

ters in Education taught at the facilities of the General Hospital of Mexico; the Master in Medical Sciences, taught at the ABC Hospital, and the Doctorate in Public Administration, taught to the Public Water Supply and Sanitation Organization in the municipality of Toluca, State of Mexico.

The Office of Graduate and Continuing Education has notably extended the presence of the University during 2020, through the campaign and promotion strategies, 100% remotely due to the COVID-19 pandemic. They participated in around 400 fairs, webinars, information sessions, Anahuac Meet & Greet, special events, business events, among others. This represents four times more dissemination activities than in 2019. A special website was created specifically for graduate content to share with students, candidates and partner companies, which can be accessed at any time.

In 2020, for the second consecutive year, the University attended the three most relevant international forums, where the most renowned universities world-

wide promote their graduate academic offer: International Education Week in Madrid, Spain; QS World Grad School Tour in Lima, Peru; and International Graduate Studies Fair (FIEP) in Bogota, Colombia.

Likewise, the strategic approach work with companies and organizations was strengthened, resulting in the signing of 39 new collaboration agreements, for a record total of 285 companies. In addition to boosting our presence among the country's productive and social sector, these agreements make our offer and professional training services available to employees.

In 2020, 301 new Continuing Education programs were authorized and 212 teaching units were delivered, including conferences, courses, workshops, certificate diplomas and masters, serving a total of 6,322 students. Today, the catalog of the University's continuing education offer comprises 1,266 programs.

It should be noted that the Latin American Consortium for Training in Micro Financing (COLCAMI) organized

17 webinars. With this action, they strengthen the cooperative sector, Savings and Credit Banks, as well as the National Institute of Social Economy (INAES), a government institution that is part of the Welfare Ministry. More than 3,000 collaborators from the different cooperatives and savings and loan banks in Mexico were trained through these webinars. Another seven webinars on the same topics were also offered to the open market, with the participation of 350 people. As a strategic objective that pursues a greater presence in Latin America, COLCAMI has established a strong relationship with the Central American Bank for Economic Integration (CABEI) based in Tegucigalpa, Honduras, and with the Fedecredito System of El Salvador, where three courses were taught through digital platforms.

During 2020, institutional communication has been essential for the appropriate performance of our University in the midst of turmoil times. In accordance with the University's Strategic Plan, a positioning study was held to know the

strengths and opportunity areas in our Institution, considering the publics and entities with which it relates. A team of experts in market and statistical studies was formed for this study, both internal and from research agencies with which we work on a regular basis. The challenge of undertaking the qualitative stage of the study, with in-depth interviews and focus groups, as well as the quantitative stage of conducting surveys among the various audiences had a special merit when carried out during a confinement situation as a result of the pandemic.

Progress was also made on another strategic objective: the communication plan regarding the University quality in all of its areas. It will be launched at the beginning of 2021. It will consider the strategies to consolidate the positioning of Anahuac University in Mexico City in five strategic lines: Academic excellence, Technology, Integral formation, Innovation and the Environment.

A special must be made for the essential role that institutional communication has had in the proper ma-



nagement of the health crisis caused by COVID-19. It was demonstrated that the tools and the capacity exist to promptly face the great challenge of keeping the University Community informed and united, regardless of the necessary distance that the pandemic imposed on us.

Thankfully, communication means at the forefront were already available to us. Such is the case of the Somos Anáhuac App (digital means to immediately provide relevant information and access to university services to mobile devices) or the new structure of the anahuac.mx/mexico website where it was possible to efficiently build specific microsites to consolidate by topics all information generated by the University. Such is the case of official bulletins in response to COVID-19¹.

The Safe Return Plan² microsite was also created, where all the information for the safe return to campus--once allowed by the government authorities-- is available.

Another great achievement for institutional communication has been the firm progress in the transformation of digital culture, translated into the migration of the main institutional printed publications to digital versions. A successful example in this sense is the monthly edition of the university newspaper *Somos Anahuac*, available in its digital format³ since May 2020. Also, the *Logros* [Achievements] magazine of



the first semester of 2020 shifted from a semester printed edition to a digital version⁴ with multimedia content, videos, photo galleries. It is easy to navigate on mobile devices, significantly encouraging its distribution and has expanded its outreach.

Last but not least, there was the planning and development of institutional events in virtual sessions, through the most modern technological platforms and via streaming. With this, the Institutional



<https://www.anahuac.mx/mexico/Somos-Anahuac>



<https://www.anahuac.mx/mexico/Comunicacion-Institucional>



Communication Office has made large-scale ceremonies, relevant for our university life possible in times of pandemic. Some examples are the Farewell to the class of 2020, the Comprehensive University Welcome (BIU) in August 2020, the Excellence Award Ceremonies, two of them, the Opening of the 2020 Academic Course, the Honorary Degree Conferment Ceremony to Arch. Agustín Hernández Navarro or the Employee's Seniority Ceremony. This has been extremely useful in keeping our students, parents, academic staff and collaborators close during this situation of necessary

social distancing. We would like to acknowledge your interest in taking advantage of the institutional communication means to continue our active participation as members of the great Anahuac University Community.

Regarding attention to prospective students, there is no doubt that the year 2020 was challenging also for secondary students, who had to complete their high school education remotely. Experiencing this same reality, and with the enthusiasm characteristic of young people to move forward and with confidence into the future, we were the first university

¹ These bulletins can be found at www.anahuac.mx/mexico/covid-19

² www.anahuac.mx/mexico/regresoseguro

³ www.anahuac.mx/mexico/Somos-Anahuac

⁴ www.anahuac.mx/mexico/logros/2020-1/



that offered its candidates an entirely on-line admission process, following academic quality and entry profile standards. No student was left without evaluation and the admission exam was offered free of charge as support to families during the contingency.

At the moment in which the entire country stayed at home, the University was taken from its geographic location and went out to meet our prospective students. We reached out our hand to help youngsters in creating their future to continue offering certainties in the midst of uncertainty and confidence in the midst of despair. They had remote contact lines with advisors and coordinators available, as well as a platform

to generate remote appointments. We streamed more than fifty information sessions for parents. The prospective student website was entirely redesigned. A 360° virtual tour was generated for future students to get to know the campus remotely.

All this digital work brought us recognition from the industry, receiving the 2020 Hubspot Web Design Impact Award.

As part of the University's social awareness and empathy with future students, the freshmen scholarship program supported 60% of the first-year students, who joined in August 2020, with some scholarship percentage, to help a total of 1,380 students.



In addition to the extensive scholarship program, we continued with the Anahuac Mexico COVID-19 Solidarity Support Fund, for students in need could start or continue their studies.

Before the contingency, 1,650 prospective students participated in our 12 academic competitions in which 60 scholarships were awarded to the winners. The scholarships range from 30% to 100% to study an undergraduate degree at Anahuac. This figures represented a 10% increase in participants regarding the previous year.

As part of the University's responsibility to accompany students in their admission process and helping them ease the academic impact that the contingency has had on prospective students, we started offering prep courses for the admission exam, which was highly appreciated, with more than 1,000 participants. It resulted in 84.6% of these students passing the admission exams.

Under the virtual modality with which we closed the prospective student campaign for August 2020, we also started the 2021 campaign, under this new reality of social distancing. Aware that time will not stop, neither young people, the University rethought all its attention channels for prospective students. Thus, with the intention of accompanying them in their vocational guidance process, processes and contents were redesigned, resulting in an entire reengineering of the promotion. This has been very useful for those willing to know about our educational offer.

To do this, a vocational tour called "Trascender" was designed. The delivery of 188 conferences had an impact on 9,449 secondary students and 1,000



parents. Face-to-face meetings between program coordinators and SHS students were held as usual, but now through digital platforms. A fully online boot camp was offered, with practical workshops using household materials. To support schools, conferences were also given to parents, teachers and students, on topics such as anxiety management, emotional impact of returning to school, calm and hope in trying times, the teacher as an actual guide for students, accompanying our children in the digital world, among many other topics which were widely appreciated.

The Anahuac Night brought students with the best averages nationwide together. It was a virtual event with an attendance of 635 SHS students with averages above nine.

Our traditional and successful OV Day shifted to a full week of Vocational Guidance with 7,045 students, teachers and parents, participating in 450 workshops, 225 information sessions and 10 keynote conferences delivered by leaders from different industries.

Much has been learned from this contingency, especially that virtuality is here to stay. That is why the whole pro-

cess innovation, the opening of new communication channels, and digital platforms will continue to be the main means of contact with future university students. In the years to come, we will combine virtual reality with in-person activities, thus taking the University to the rest of the world, and giving all young people the opportunity to be part of the magnificent Anahuac Community, studying at one of the most important and renowned universities in Mexico and the world.



GOVERNANCE

GOVERNANCE

COMMITTEE ON PRACTICES AND PROCESSES

- It consists of **9 members**.
- 500 processes** and **146 good practices** were identified.
- Processes were grouped in **19** categories.

TRAINING AND WELLNESS

Training and Integration Seminars for directors, academic and administrative coordinators: **514 collaborators participated, 268 remotely.**

Virtual courses: **17.**

Participants: **1,225** members.

Nutritional monitoring: **75** people for **3** months, along with talks about healthy eating and exercise **twice** a month.

Virtual accompaniment: **395** collaborators and **3,497** course faculty in their administrative doubts.

Renewal of **7** promotion agreements.

Siging of **8** agreements on promotions and discount for staff.

HUMAN CAPITAL

2020 Organizational Climate Survey: **801** employees participated.

Attraction of **Human Talent**: **114 vacancies** filled, **338** candidates interviewed and **289** people evaluated.

Reddin evaluations: **608** evaluations applied, **190** individual feedback sessions provided, and **16** team feedback sessions.

ANAHUAC UNIVERSITY IN MEXICO CITY establishes favorable conditions for the co-responsible, effective and institutional management of the normative, academic-administrative, financial, operational and human capital areas to consolidate an agile and integrated organizational structure. In this 2020, strategic actions have been taken, making it possible to move forward as a University Community. One of the priority tasks of every institution is to make the most of its human, material and financial resources in an effective and efficient manner to get better results.

Anahuac University in Mexico City has shown great dynamism in the consolidation of its organizational structure. It has brought new members to its management team, making the most of the knowledge and experience of its outgoing directors in strategic functions within the University, making way for new generations.

Below are the new School Deans:

- José Ángel Díaz Rebolledo, MS, Director of the School of Tourism and Gastronomy.
- Blanche Helen Toffel Quiñones, MS, Director of the School of Design.
- Dr. Alfredo Dagdug Kalife, Director of the School of Law.
- Carlos García Fernández, MS, Director of the School of Global Studies.
- Mario Buenrostro Perdomo, MS, Director of the School of Engineering.

Also, Dr. Francisco Madrid Flores is now in charge of the Anahuac Tourism Competitiveness and Research Center (CICOTUR); Carlos Camacho Gaos, MS, now serves as Director of the Anahuac Center for Leadership in Politics, while Guillermo Híjar Fernández, MS, is now director of the Anahuac Center for Business Engineering, who--together with Dr. Tomas Barrientos Fortes, in charge of Anahuac University Health System project--are part of the Institutional Development Office.



F. Eduardo Robles-Gil Orvañanos, L.C.



José Ángel Díaz Rebolledo, MS



Blanche Helen Toffel Quiñones, MS



Dr. Alfredo Dagdug Kalife



Carlos García Fernández, MS



Mario Buenrostro Perdomo, MS

We especially acknowledge Dr. Ricardo Sodi Cuellar, appointed president of the Supreme Court of Justice of the State of Mexico, as well as Ricardo Salas Moreno, MS, for his career within our institution. We also congratulate Eng. Félix Gómez Rueda, Vice President of Finance and Administration, who was appointed general director for the new government of the consecrated laity of Regnum Christi for the 2020-2026 period. Consequently, the Governing Board of the University, with the approval of the President's Committee, appointed F. Eduardo Robles-Gil Orvañanos, L.C. as Vice President of Finance and Administration.

In the case of the Office of the Vice President of Finance and Administration, there were changes in the organizational chart, with three new areas: The Office of Finance and Comptroller, which was integrated by the Comptroller and Finance Offices (Accounting, Credit and

Collection) from both campuses. The operational functions will continue on their corresponding campuses: The Administration Office--to which the General Services areas of both campuses were integrated--the transportation, cleaning, parking, gardening, logistics, security and public safety services, as well as the Purchase department. The Infrastructure and Physical Premises Office is now made up of the maintenance teams from both campuses, and it is responsible for the construction projects. Likewise, the Budget and Legal Departments continue reporting directly to the Vice President of Finance and Administration.

Within the Office of the Vice President for Integral Formation, we deeply appreciate the commitment and leadership of Dr. Bernardo Rangel Sada, who completed his six-year term at the head of this office. Given its continuous growth, the Governing Board approved the appointment of two Vice Presidents for

Integral Formation: F. César Hernández Rendón, L.C. (former director of Pastoral Services at north campus) for the Identity and Mission area, and Fernando Rincón Gallardo Elguero, MS, for the Student Life area.

We have no doubt that strengthening such position is key for our University to continue with its Mission of forming positive action leaders, for the good of Mexico and our society.

In order to ensure the institutional operation functions correctly, there is a stringent follow-up to the policies, standards, criteria, and procedures from the relevant internal and external instances. With the support of both the School of Law, and the Legal Department of our University, a diagnostic instrument was developed to collect information on the legal obligations. It will be carried out in the first two months next year.

Also, the Committee on Practices and Processes was formed with nine administrative and faculty members of our institution. They were chosen by the community itself to carry out this relevant work. Over these months, the Committee collected information from the different areas and Schools to identify and map the various successful processes and practices already occurring in our institution. This committee has also defined what to understand by "best practices" and "key processes". A total of 500 processes and 146 good practices were identified. The processes were grouped into 19 categories, and were firstly prioritized according to their level of criticality and viability. Once the key and most impactful processes were identified, the analysis on their specific situation with the areas involved began. They involve processes



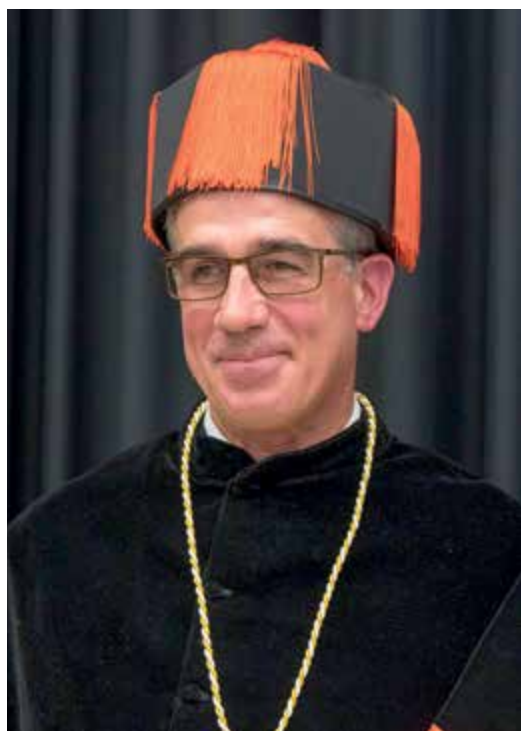
F. César Hernández Rendón, L.C.



Fernando Rincón Gallardo Elguero, MS

related to the legal area (processing of contracts and agreements), the monitoring of scholarship holders, the generation of statistics, continuing education processes, purchasing, among others.

During 2020, the Advisory and Disciplinary Commission was consolidated as the collegiate body in charge of knowing those serious and severe offenses established by the Code of Conduct. For this purpose, its organic structure was strengthened, establishing two Chambers (each one with three commissioners) as well as a coordinator and a Technical Secretariat for both cham-



Eng. Félix Gómez Rueda



Dr. Bernardo Rangel Sada

bers. With these chambers, it was possible to make the analysis more efficient and speed up the procedures initiated at the Commission. This is because each chamber is holding weekly meetings, as well as extraordinary, and plenary ones as required.

Likewise, training activities were held for both faculty and students, regarding the Code of Conduct. Emphasis was made on promoting a culture of responsible complaints through the means established by the Advisory and Disciplinary Commission.

A total of 39 disciplinary files were opened, where it was possible to establish and strengthen dialogue and cooperation between the various areas and Schools and the Advisory and Disciplinary Commission in order to promote and safeguard the conduct and values encoura-

ged at our University. A rights-based approach prevailed in order to guarantee zero tolerance regarding any behavior against any member of our University Community, but especially the dignity of women.

Because of the COVID-19 pandemic, it is worth mentioning that various service and attention areas such as the Office of the Academic Registrar, Finance, Office for Planning and Academic Monitoring, etc., simplified and adequately systematized multiple processes that were carried out in person, transitioning to digital formats with the advantages that brings about. At the same time, a standardized format was developed to homologate and update the documentation of the different processes. They are also working on a repository of such documents for the



relevant stakeholders to have access to them when required.

To achieve a culture of integrated and collaborative management across the staff of Anahuac University in Mexico City and thus contribute in strengthening our identity, attention and provision of our quality services, the following actions were taken: make the payment of the payroll under a single company name; provide equal benefits for employees at both campuses; use the intranet as a single communication tool; have a single vacation system; give the same induction course for employees of both campuses, have the same academic payment scales, among others.

In the interest of strengthening the acknowledgment to our employees and their work, Training and Integration Seminars were held for directors, academic and administrative coordinators. There was a participation of 514 employees in

2020, out of which, 268 were taught online.

In a healthy and positive climate based on respect, cooperation, harmony, bonded to institutional policies and trying to ensure personal and professional development, the 2020 Organizational Climate Survey was launched with two new dimensions: collaborative work to measure staff perception on the synergy existing in the work areas and the exchange of knowledge, in order to obtain better results in shared projects and efficiency and effectiveness to measure the perception and achievement of goals after maximizing the use of resources. There was a participation of 801 collaborators in this survey.

As part of this Organizational Climate campaign, the Office of Human Capital released the new Intranet. Users have access to the directory of all of University collaborators, discount





agreements, internal vacancies, benefits, among others.

Regarding the activities of the Human Talent Attraction area, and considering the coverage of vacancies or staff promotion, in 2020, 114 vacancies were filled, for which 338 candidates were evaluated and interviewed, and 289 people were evaluated, with the objective of providing a better service to the Community.

In 2019, a project was launched involving both campuses, in order to develop talent at different organizational levels and for the growth, promotion and

recognition of people. The application of evaluations to the entire staff was completed in 2020. These evaluations were made through the Reddin psychometric instrument to all full-time staff at every level, both academic and administrative staff. The purpose was to obtain training and development diagnoses and to be able to identify across every area or School, the staff with directive skills at individual level, as well as the competencies to be trained and developed by work teams, in accordance with the leadership style, strengths, and areas for improvement. A total of 608 evaluations were

applied, 190 individual feedback sessions, and 16 team feedback sessions were provided. Staff results were delivered to every School, generating a file that can be checked at any time.

Likewise, a model for the training of executive leaders was developed with the aim of building high-performance teams. This model will allow training the staff who was previously identified--through the psychometric tests--to have management skills and which will be launched in 2021.

We also began with the parameterization of all model job descriptions in order to link them to Reddin and Khor's psychometric platform and to keep them aligned.

In terms of staff training and development, in 2020 17 remote courses were offered, focusing on the use of technology, the workplace, personal, sports and nutrition development, with the participation of 1,225 staff members. We also have the implementation of the monthly online induction course, taught to 136 new staff members.

The "Personal Finance" course was taught for the cleaning and security staff, providing them with various guidelines to know how to manage their income. Likewise, our female cleaning staff received a talk on breast cancer. It was an opportunity to bring awareness and discuss prevention. They were also invited to have a free mammogram at UNEME DEDICAM Huixquilucan, a medical specialty unit for the detection and diagnosis of cancer breast.

On the other hand, and in order to provide psychological and emotional support for employees in this pandemic and in accordance with the Mexican NOM-035 standard, the following actions were put into practice: sports and nutritional training; nutrition program, together with the remote University nutrition clinic, with 75 participants who received nutritional monitoring for three months, as well as talks about healthy eating and exercise twice a month; a thanatology course was taught, and the support of the Psychology clinic was available. There was an open communication means through the Human Capital bulletin. It provided staff with information on the availability of family and

psychology clinics. Also, agreements were made with medical laboratories, in benefit of our Community.

The Office of Human Capital, together with the School of Education, offered support to ease the education of their children during this new normality. The COMPLEDU program was used, and help was provided to children between four and 12 years old, with different remote activities in a number of learning areas.

Full-time University staff received a weekly bulletin with activities and recommendations, as well as short videos with various content during the health contingency period. The purpose was to keep continuous communication with the staff and make them feel accompanied by Human Capital.

During the contingency period, support was provided remotely to nearly 395 employees regarding doubts in payments, clarifications, registration to IMSS, payroll receipts, medical disability procedures, etc. Also, a successful remote service was achieved for 3,497 subject faculty members regarding their payments and contracts in the system.

The University reaffirmed its commitment to its collaborators through the Anahuac Committee for Work-Life Balance (CABAFAT). For the third time, Anahuac University in Mexico City obtained the Family Responsible Company distinction, now for the 2019-2021 period. It is granted by the Ministry of Labor and Social Welfare, and accredits our Institution as promoter of good labor practices in terms of gender equity, prevention and combat of workplace violence and sexual harassment, as well as actions and policies to encourage workers to attend their family responsibilities. In the same line, this Committee completed the south campus lactation room project.

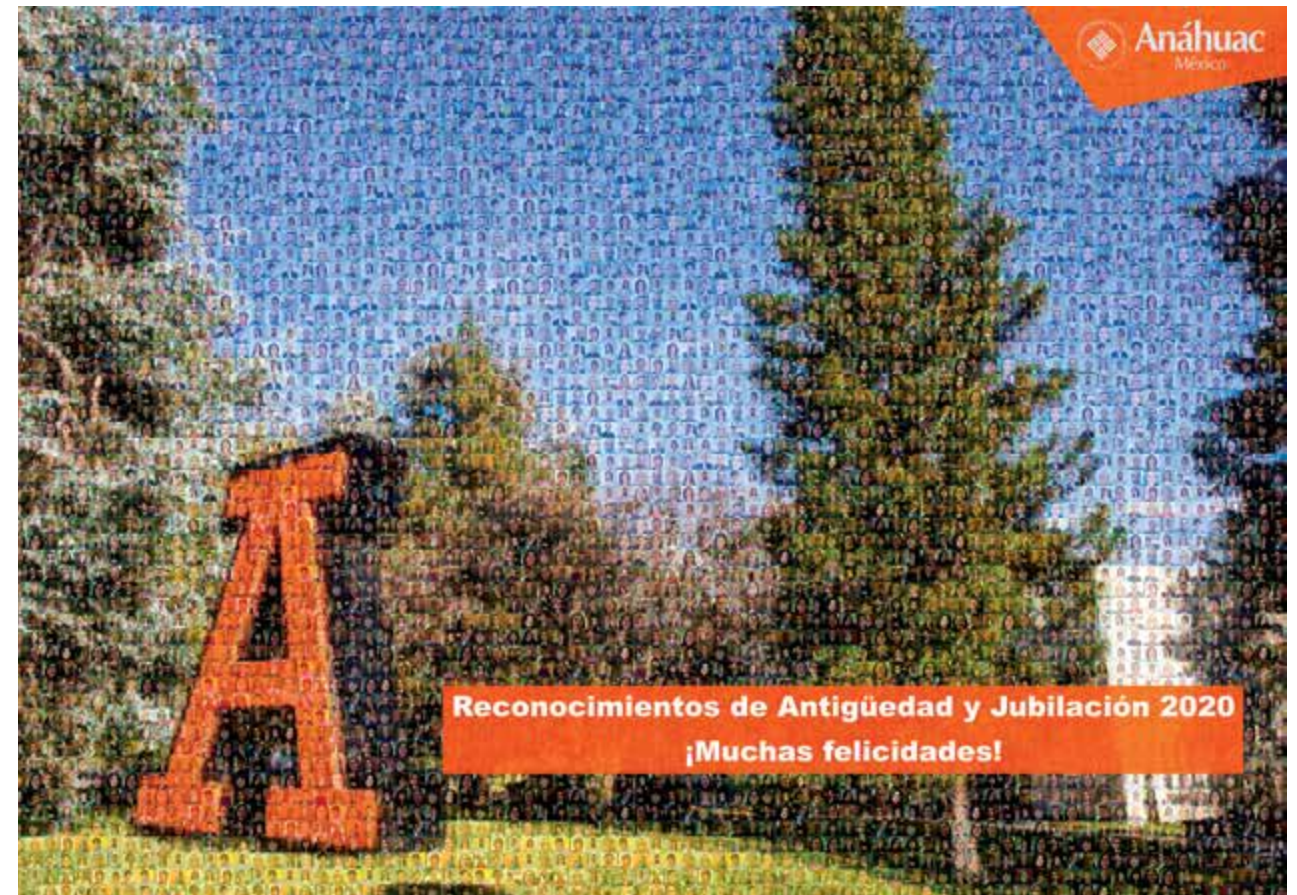
We also have the Accessibility Committee. It was in charge of reviewing the possibility of having a medical record and disability data of the entire Anahuac Community. They also held a meeting with the AT&T Inclusion and Disability leaders to review inclusive practices and begin a relationship to exchange practices and processes.

To mention other projects for the benefit of our collaborators, we launched the new Global Talent pla-

tform. This platform allows access to staff personal and professional information in a fast, safe, and efficient way. It will be possible to check, verify, and update said information in collaboration with the Human Capital team.

We have worked hard at the University to find useful alternatives for the economy of our members. In 2020, seven agreements were renewed with hotels, laboratories, clothing stores, dental and optical services. Also, 8 more agreements were signed. An Eye Care Campaign was held on both campuses. We signed an agreement with Business Kids, to obtain a 50% discount for a virtual summer course for children, offered to all members of the Anahuac Community to provide them with an entertainment space.

Due to the pandemic, online Masses were celebrated and virtual gifts given for Mother's Day, Father's Day, Secretary's Day and Teacher's Day, as well as the delivery of Seniority Recognitions for administrative and academic staff.



<https://www.anahuac.mx/mexico/sites/default/files/2020-12/Fotomosaico-Reconocimientos.jpg>



ANAHUAC UNIVERSITY IN MEXICO CITY IN FACE OF COVID-19

ANAHUAC UNIVERSITY IN MEXICO CITY IN FACE OF COVID-19 CHRONOLOGY

February 27

First coronavirus case
in Mexico.

March 11

The WHO declared coronavirus
a pandemic

March 13

The Anahuac issued the first
official bulletin on the safety
measures for the University
Community.

March 14-20

All undergraduate
and graduate classes
migrated to virtual
modality.

March 23

National Social Distancing Day
Administrative staff: home office

Creation of the microsite regarding COVID-19:

www.anahuac.mx/mexico/covid-19

June-July

Creation of the
Safe Return Plan

<https://www.anahuac.mx/mexico/regresoseguro>

ANAHUAC COMMITTEE ON COVID-19 SOLIDARY SUPPORT

We helped
3,863 students:
3,700 undergraduate
163 graduate students.

SAFE RETURN PLAN

3 mainstays:

Well-being, health and hygiene,
sanitization.

Creation:

June-August 2020

Implementation:

September 2020.

8 operative committees:

1. Health, hygiene, and safety
2. Operation and logistics.
3. Technological, economic, and administrative support.
4. Support services for the Community.
5. Integral formation and university life.
6. Academic.
7. Promotion and freshmen.
8. Communication.

**Creation of over
30 instruction guides** with
operative measures and guidelines.

**12 University Community
profiles** with specific guidelines
and recommendations.

Microsite:

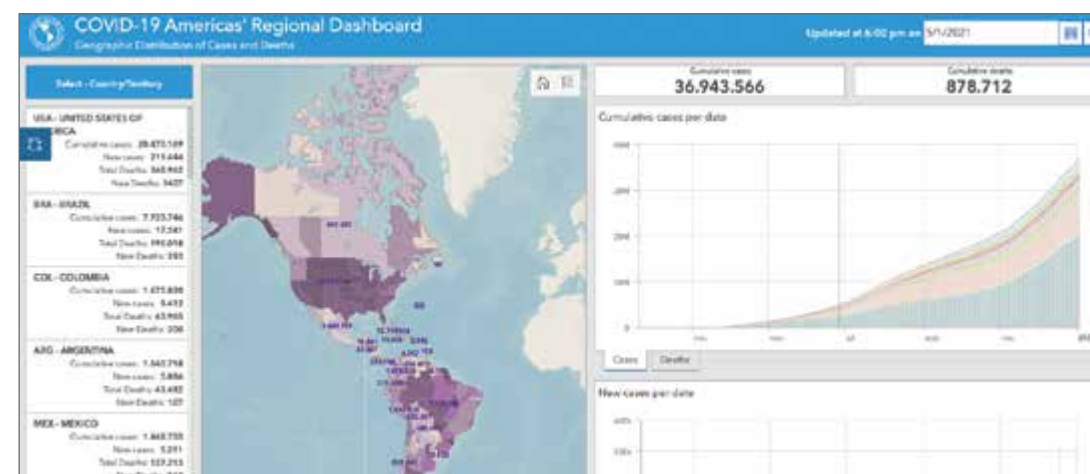
www.anahuac.mx/mexico/regresoseguro

2 communication campaigns:

informative and awareness.

AT THE END OF 2019, there was a global warning of an epidemic caused by a new virus affecting the population of Wuhan, a city located in central China. By late January 2020, the disease caused by this virus had already spread to countries in the Middle East, Europe, and the United States. On February 27, health authorities reported the first case of coronavirus in our country. On March 11, the World Health Organization declared the SARS-CoV-2 virus pandemic.

In face of this scenario, and with an exhaustive analysis of the information generated by international and national health authorities and by the governments of Mexico City and the State of Mexico--where our campuses are located--Anahuac University in Mexico City, through the Public Health Institute of Anahuac University (ISPA), was closely monitoring the pandemic. Once in phase 2 (community spreading), we issued the **first official bulletin** to promote responsible protection measures among the University Community. All massive sports, artistic, and academic events were suspended, and cleaning and hygiene actions reinforced. Because infections were increasing fast, from March 14 to 16, all in-person classes migrated to remote modality, in order to ensure the conclusion of the current academic term. Foreign students on international academic exchange were offered special support for them to decide whether to continue their stay in Mexico or return to their countries of origin.



<https://paho-covid19-response-who.hub.arcgis.com/>

On Monday, March 16, a second official bulletin was published to inform the institutional decision that as of March 17, all classes would be taught through the University's technological platforms, canceling in-person activities. That same day, the University launched a **microsite related to COVID-19**¹ for the University Community, where they could find:

- Information related to COVID-19.
- Information for academic exchange students: either international students in Mexico or Mexican students abroad.
- Relevant information and access to technological platforms.
- Contact details for medical, psychological, and spiritual support services.



On Monday, March 23, the Government of Mexico declared the Social Distancing Day and called on the general population to "Stay at home" with the aim of reducing the increasing trend of COVID-19 infections. Thus, following these recommendations and in order to preserve the health of our administrative staff at Anahuac University, the decision was made to work remotely.

At the end of the Easter holiday period, and with the information regarding the economic impact that the Social Distancing Day generated by the closure of all productive activities in the country, with the exception of all essential activities, the Anahuac Committee for COVID-19 Support was established to support university students who

¹ www.anahuac.mx/mexico/covid-19

were affected by the health and economic emergency. The following actions were held:

- The creation of the Anáhuac México COVID-19 Support program, which at the end of 2020 made four calls for support.
- Support for students on exchange or national or international professional practices.
- The decision not to increase tuition fees for undergraduate and graduate academic terms in 2020.

With this program, the University was able to help more than 3,000 students finish the January-May academic term and take the 2020 August-December term. In December, the new call for Anahuac Mexico COVID-19 Support was published for the 2021 January-May academic term.

Given the uncertainty generated by the pandemic, and committed to the well-being of all members of the University Community, Anahuac University in Mexico City undertook the task to prepare for in-person academic and work activities on campus, once it is allowed. The result of this effort was the **Safe Return Plan**.



SAFE RETURN PLAN



www.anahuac.mx/mexico/regresoseguro

The purpose of the Safe Return Plan is to reduce the risk of infection, promote recommended hygiene measures and the responsible participation of all University Community members, to contribute to the development of an institutional culture of disease prevention and control during progressive return to academic and work activities, under three mainstays: well-being, health and cleanliness, and disinfection.

A Strategy Committee with the active collaboration of eight operating committees was formed for this purpose. Health, hygiene and safety; Operation and logistics for in-person work return; Technological, economic and administrative support; Community support services;





Integral formation and university life; Academic; Promotion and new students, and Communication.

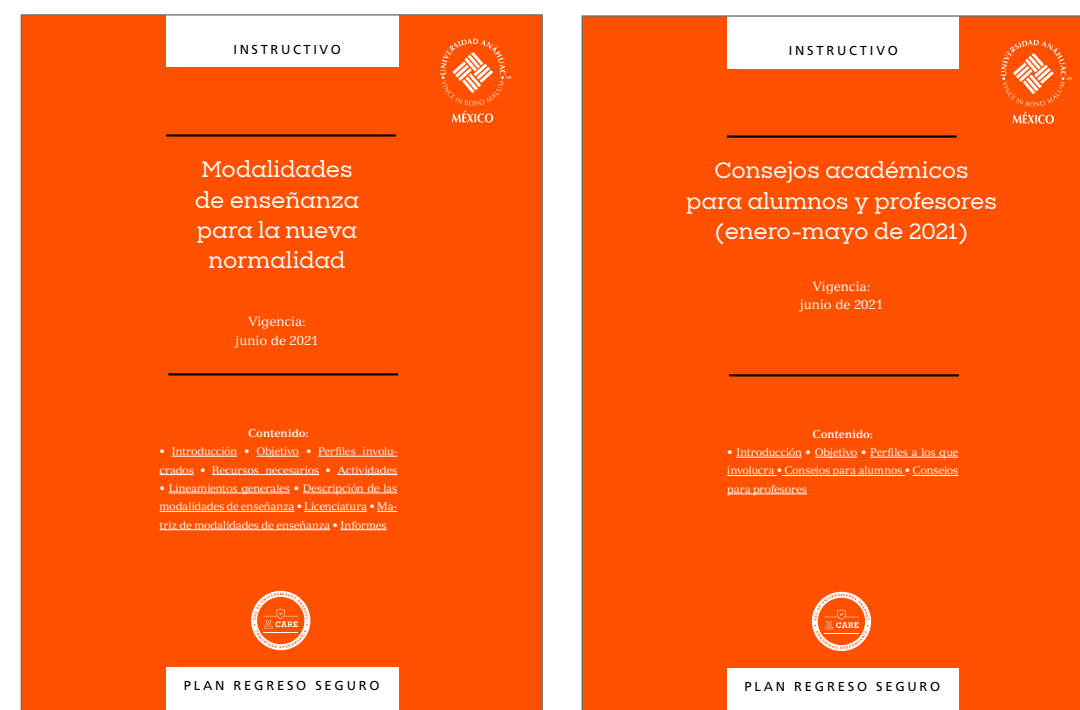
These multidisciplinary work teams, composed of groups of experts from the University in each of the topics, were given the task of analyzing the health, academic, labor and legal information available to prepare the instructions that what been issued by international health authorities, as well as the guidelines of federal authorities to fully and strictly comply with health protection measures on campus, thus minimizing the risk of infection once it is possible to return to in-person activities.

As a result of this work, around 30 instruction guides were prepared. They include the measures and operation guidelines for our Community members on compulsory processes and matters. Likewise, the 12 profiles that are part of the University Community were established, determining specific recommendations for each of them in terms of hygiene, transportation, access to campus, stay on campus, and support activities.

This Safe Return Plan complies with all the regulations to which the University was subject by the various competent authorities, with the A CARE recommendations, Anahuac University Network program that provides a common basis for the development of protocols, with an integral approach to our Mission, as well as with the recommendations of national and international organizations and experts.

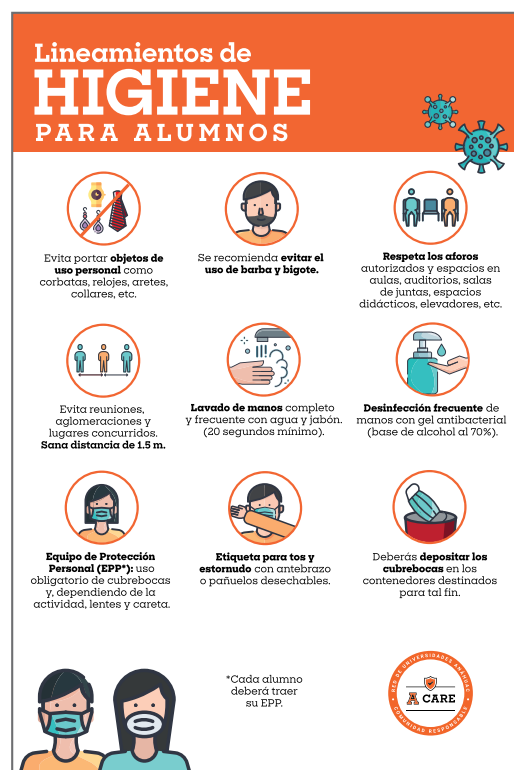
A microsite² was developed within the University website, for the dissemination of these materials. This microsite includes the following sections:

- **General guidelines:** This section includes detailed guides, recommendations, and tips on academic, health, well-being and operation matters in quick navigation formats. This information can be downloaded in PDF to check and apply it.
- **Community members:** This section provides information on safety and hygiene recommendations regarding hygiene, transport, access, stay on campus and support activities for each of the University Community members.



² www.anahuac.mx/mexico/regresoseguro

- **A CARE Program:** This is the program created by the Anahuac University Network. The program includes a set of strategies and actions grouped in three dimensions: well-being, health and cleanliness, and sanitization.
- **Epidemiological traffic-light monitoring system:** This section presents the information from the Federal Government related to the monitoring system for the regulation of the use of public space according to the risk of COVID-19 infection.
- **Videos:** Here you can find videos about the main plan recommendations.
- **Course selection:** Students and faculty can find all information related to course registration process for the relevant academic year, in the context of this COVID-19 pandemic.
- **Comprehensive University Welcome (BIU):** New students will find everything regarding welcome activities at Anahuac University in Mexico City.
- **Academic calendar:** This section has the calendar for the corresponding semester, including the most relevant dates for students.



Two communication campaigns were also developed to reinforce the messages of the Safe Return Plan among the University Community:

1. Campaign with an informative objective to the Community on the main measures to take into account to prevent the spread of COVID-19, through various materials such as infographics, videos, institutional signage.
2. Campaign with the objective of raising awareness to promote co-responsibility in personal care and among all the University Community members, favoring the Safe Return Plan objective of minimizing the risk of infection on campus.

The year 2020 will remain in our memory as a year that marked our lives, reminding us that life is a gift, that we rely on each other, and that we are vulnerable. It will especially mark thousands of families who have lost one or more family members, or whose economy, employment or health have been affected. For everyone, this health crisis has brought the opportunity to renew efforts, based on faith, hope and love, to know that together and being responsible for one another, we will move forward as society and as country.

Anahuac University in Mexico City focuses its daily activity as a higher education institution with the purpose of contributing to the economic reactivation of Mexico, thus exercising its Positive Action Leadership. In this way, it encourages the connection of as many key stakeholders as possible in society for the common goal of getting out, as soon as possible, of the economic crisis caused by the COVID-19 pandemic, for the good of all society.





NUMBERS



Undergraduate student population

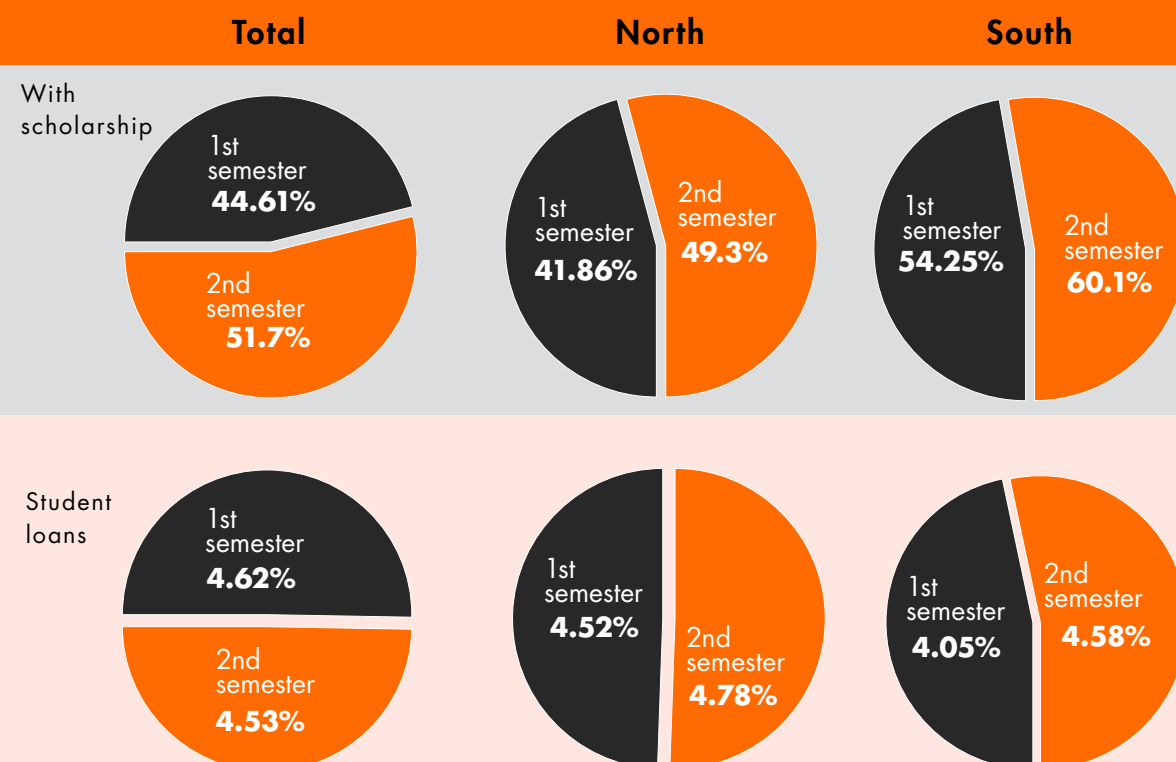
Students	2020	
	1st semester	2nd semester
	January/June	August/December
Architecture	549	610
Arts	204	219
Actuarial Science	426	487
Sports Science	124	144
Health Science	2,424*	2,420*
Communication	1,206	1,219
Law	830	800
Design	733	807
Economics and Business	2,842	2,925
Education	79	90
Global Studies	327	325
Humanities, Philosophy, and Literature	74	71
Engineering	1,066	1,161
Psychology	556	593
Social Responsibility	125	146
Tourism and Gastronomy	522	532
TOTAL	12,087	12,549

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

* 398 students in their social service are excluded in the first semester.

* 450 students in their social service are excluded in the second semester.

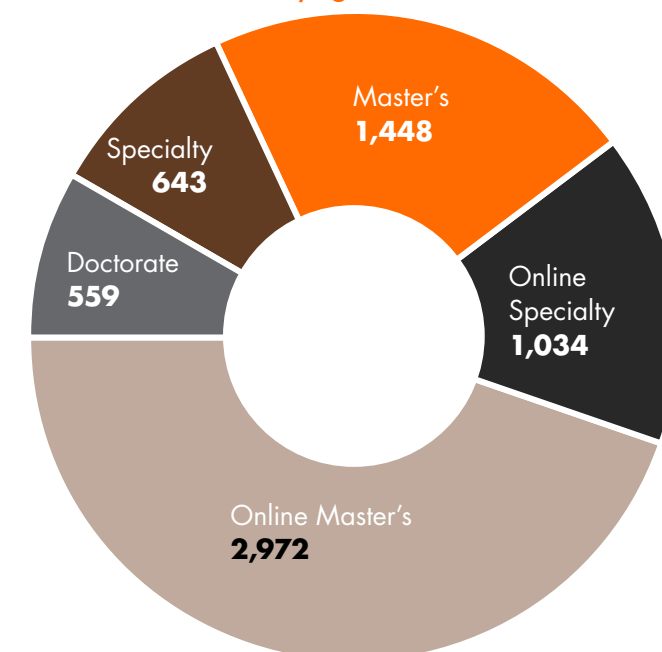
Percentage of students with scholarship



Graduate student population

Graduate	2020				
	Doctorate	Master's	Specialty	Online Master's	Online Specialty
Architecture		35	40		
Bioethics	52	23	36	168	0
Actuarial Science	6	68			
Sports Science		25	32		
Health Science	56	134	152	189	883
Communication	108	65	105		
Law	113	116	102	402	0
Design	18	14			
Economics and Business	3	542			
Education	45	30	94	342	97
Global Studies	28	6	9		
Humanities, Philosophy, and Literature	35	57	20		
Engineering	27	140	35	120	0
Psychology		67	18		
Social Responsibility	44	76			
Tourism and Gastronomy	24	50		51	
Anáhuac Online				1,700	54
TOTAL	559	1,448	643	2,972	1,034

Students by graduate level



Number of faculty members per School according to their academic degree

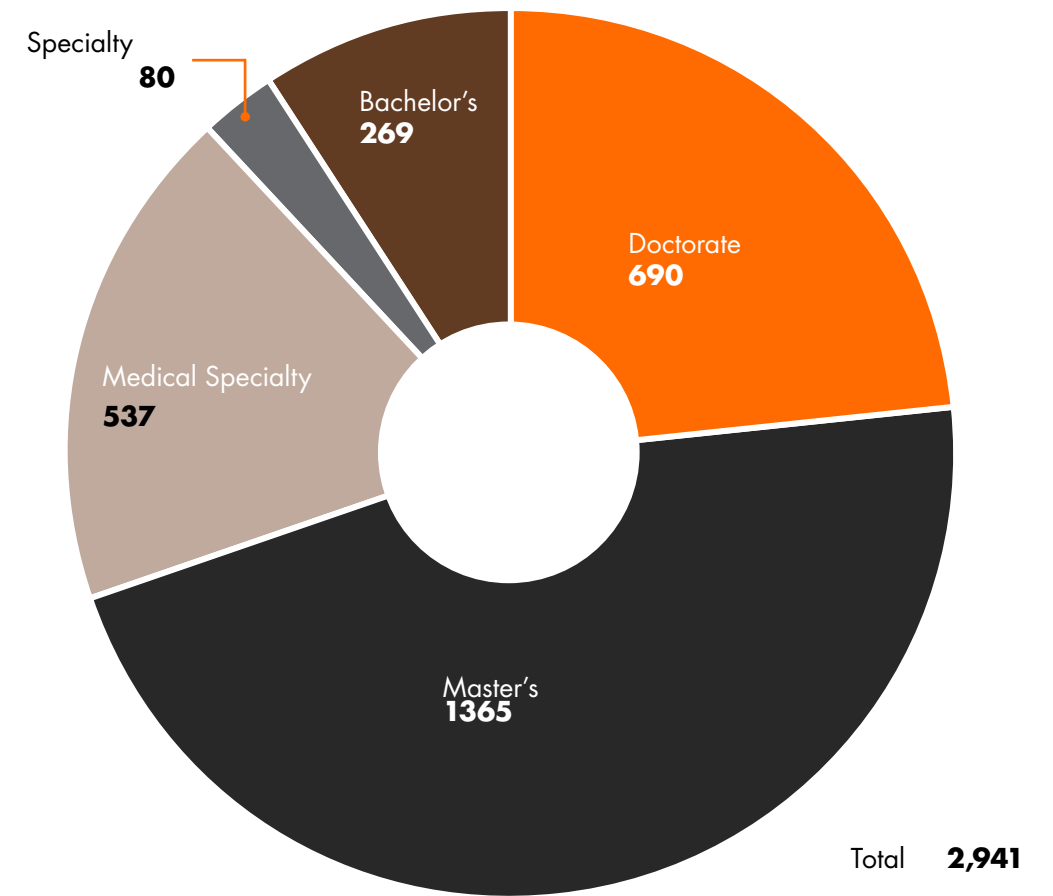
From January 1 to December 31, 2020

	Doctorate	Master's	Medical Specialty	Specialty	Bachelor	Overall total
Actuarial Science	27	41		1	3	72
Architecture	27	91		4	18	140
Arts	21	43		5	19	88
Bioethics	17	15	8	1	3	44
Communication	66	131		5	28	230
Health Science	100	177	532	27	29	865
Law	105	126		11	24	266
Sports Management and Administration	4	24		3	12	43
Design	16	127		7	42	192
Economics and Business	169	271		11	17	468
Education	33	31		3	2	69
Philosophy	12	1		0	1	14
Integral Formation	1	31		1	5	38
Humanities- DAFI	22	92		5	9	128
Humanities and Literature	50	41		2	5	98
Engineering	75	104		1	10	190
Regina Apostolorum Institute	4	7		0	4	15
Languages	1	5		0	1	7
Leadership programs	3	26		0	9	38
Psychology	32	63	2	2	5	104
International Relations	18	41		2	6	67
Social Responsibility	35	57		1	6	99
Tourism	24	53		2	28	107

Including faculty teaching Anahuac Online courses.

Not including faculty teaching workshops or non-credit courses.

Faculty by academic level



NORTH CAMPUS

- Fine Cuisine Academy
Le Cordon Bleu-Anahuac.
- 13 seismic alarms.
- 8 food areas and 18 food concessionaires.
- 6 auditoriums.
- Chinese library.
- CAD materials library.
- 3 libraries.
- Chapel.
- Anahuac Research and Strategic Development Center (CAIDE).
- Anahuac Cultural Center of the State of Mexico.
- 6 Learning Resources Centers (CERAP).
- 15 research centers and 4 research institutes.
- Physiotherapy clinic.
- Dental clinic.
- 7 classroom buildings.
- Infirmary.
- 2 parking lots with about 3,000 parking places.
- Sports facilities with athletics running track, gym, showers, dressing rooms, offices, soccer, football, tennis, paddle tennis, five-a-side football, volleyball, and basketball courts.
- 59 specialized laboratories, and 83 workshops
- Wireless network across the campus.
- Students' lounge room.
- 2 exhibition rooms.
- 5 staffrooms.
- 25 computer rooms with 622 computers.
- Bank branch and 3 ATMs.
- Transport for students and administrative staff.

SOUTHCAMPUS

- Fine Cuisine Academy
Le Cordon Bleu-Anahuac.
- 4 seismic alarms.
- Auditorium.
- Library.
- Dining hall and food courts.
- Chapel.
- International cultural center.
- Employee dining room.
- 4 classroom buildings.
- Infirmary.
- Parking Lot.
- Sports facilities with athletics running track, showers, dressing rooms, offices, soccer, football, tennis, paddle tennis, indoor soccer, volleyball, and basketball courts.
- 9 specialized laboratories, and 5 special rooms.
- Wireless network across the campus.
- 1 staffroom.
- 2 exhibition rooms.
- 11 computer rooms with 236 computers.
- Bank branch and 2 ATMs.
- Transport for students and administrative staff.

SCHOOLS

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SCHOOL OF ARCHITECTURE

Dr. Adriana Molina de la Rosa
SCHOOL OF ARTS

Dr. Antonio Cabrera Cabrera, L.C.
SCHOOL OF BIOETHICS

Alberto Moreno Ruiz, MS
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Dr. José Damián Carrillo Ruiz
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SCHOOL OF SPORT SCIENCES

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PHILOSOPHY, AND LITERATURE

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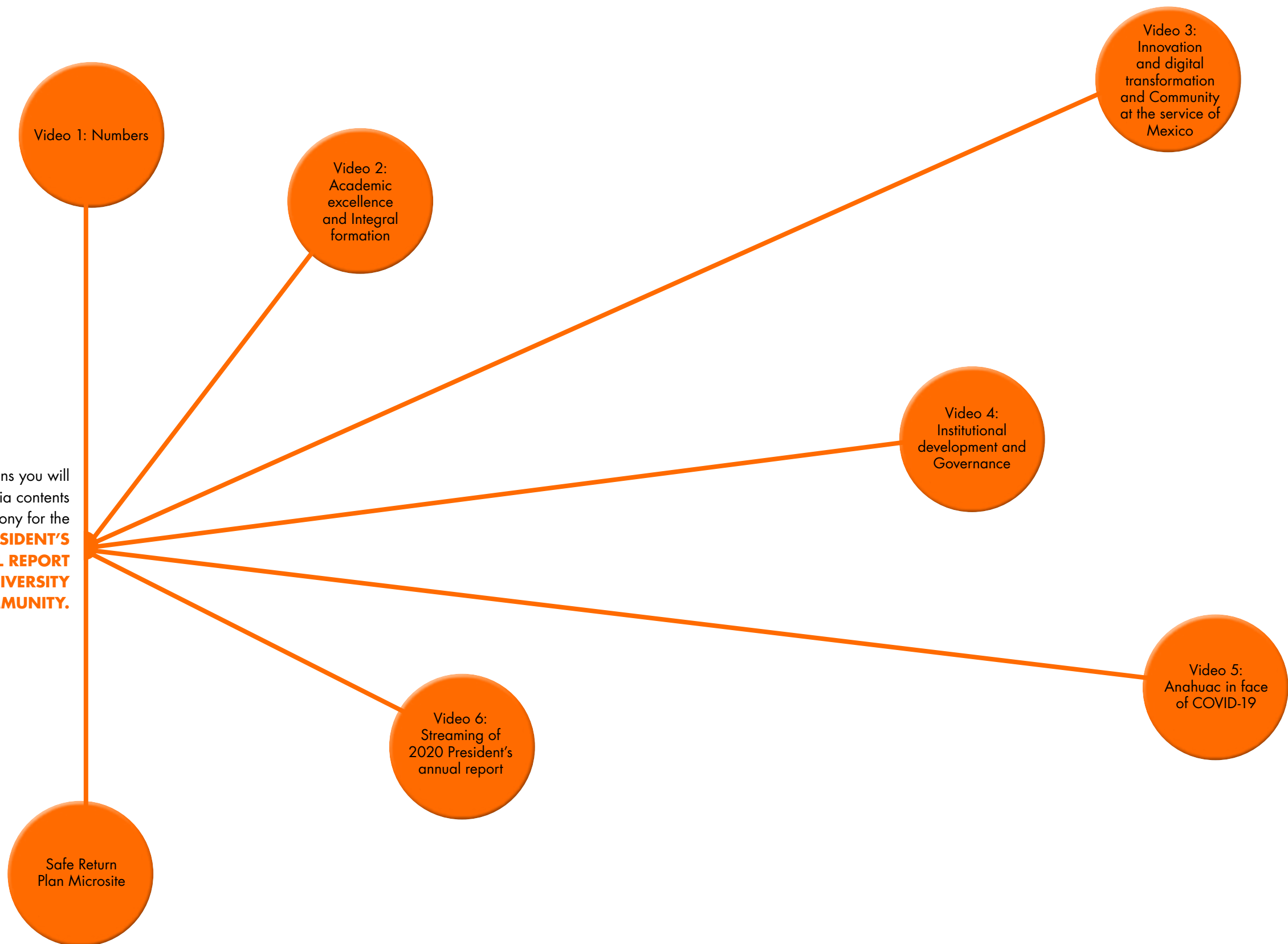
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In the next buttons you will find multimedia contents of the ceremony for the **2020 PRESIDENT'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY.**



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