

2016

RECTOR'S ANNUAL REPORT

TO THE UNIVERSITY COMMUNITY

Universidad Anáhuac México



1620

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Universidad Anáhuac México





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Be a university community that contributes and encourages the comprehensive education process of people who, given their excellent and innovative professional and cultural instruction of international level; their profound human and moral instruction –inspired by the perennial values of Christian humanism; and their real social awareness, will become positive action leaders, and will promote the development of the human being and of the society.



Anáhuac
México

El Norte y el Sur



Campus Norte

Anáhuac
México

nunca han estado más cerca.



MENSSAGE FROM THE RECTOR

CIPRIANO SÁNCHEZ GARCÍA, LC PHD



Dear members of the University Community:

The reason for this report is not to only fulfill an administrative procedure, but it has the intention of being a means to reflect, recognize, acknowledge, and enhance the path of the Universidad Anahuac México.

Since November 2015, we have experienced two major events for our Institution: the strategic planning 2016-2020, and the emergence of the Universidad Anahuac México with its North and South campus, as a result of merging the Universidad Anahuac México Norte and the Universidad Anahuac México Sur.

In the forecourt of the Temple at Delphi was written “*γνώθι σεαυτόν*”, “Know thyself”. This is what brings us together this day. Reflecting about this year of work aims at knowing ourselves as community in order to better serve our youth. It is also an opportunity to take breath and continue working in the integration of the Anahuac Mexico Community.

Our mainstays for reflection during this year were the Catholic identity, comprehensive instruction, renowned and accredited academic quality, institutional development, and effective management. From them we were inspired to define the seven strategic lines shaping the strategic plan 2016-2020, always motivated to better serve our community, our society, our nation.

Recognize our achievements does not have a narcissist purpose of self-indulgence, but the purpose of acknowledging those who accomplished them. Let us remember that the greatness of institution does not rely upon its walls nor its buildings, but upon the greatness of the people that comprise it. This is why this report is also an acknowledgment to the work of every collaborator in the academic and administrative areas, as well as in the university life, striving every day to make the Universidad Anahuac Mexico grow, and make their own the titanic mission of our university to provide comprehensive instruction to the future professionals.

Reports let us focus on our priorities surrounded, as we are, by what some economists call VUCA: Volatility, Uncertainty, Complexity, and Ambiguity. However, as an educational institution, we are call to make a contribution to this surrounding in the shape of values from humanism, certainty of knowledge, humbleness of service, and clarity in positive action leadership. In this way, we are steadily moving forward, asking the Holy Spirit to enlighten us to turn our motto into action: “*Vince in bono malum*” “Defeat evil with good”.



MERGING

START THE MERGING, REFLECTION, STRATEGY AND PLANNING

THE UNIVERSIDAD ANAHUAC MÉXICO Our University started the year 2016 with a great challenge: start the merging process of the Universidad Anahuac México Norte, and the Universidad Anahuac México Sur to bring them together in a single institution called Universidad Anahuac México Campus North and Campus South, with the purpose of maximizing the accomplishment of their common mission, joining their respective strengths and consolidating the Anahuac presence in the Metropolitan Area of Mexico City.

This decision, taken by the High Council of the Anahuac Universities Network, was informed to the University Community on December 16th, 2015, date as of which both institutions -headed by their respective rectors and directive boards- worked closely together to start and ease the merging process. As a result, we have officially started operations as Universidad Anahuac México in the beginning of term ceremony, held on August 11th, 2016, where Cipriano Sánchez García, LC, PhD, took office as the first rector of this Institution. All members of our University Community: directors of Schools and Faculties, academic faculty, administrative staff, as well as students, alumni from both campuses, and special guests attended this ceremony, held on Campus South.

The first project after this merging was the strategic planning process of the new Universidad Anahuac México during the first semester of 2016.

STRATEGIC PLANNING 2016-2020

With the merging challenge as our mainstay, the strategic planning process for the 2020 started in December 2015 and was completed on June 2016. This process involved the direct and collegiate collaboration of over one hundred members from different departments of the Anahuac community: the High Council, and the Secretariat of the Anahuac Universities Network; the rectors from both campuses; the directors; key academic and administrative members team; strategic guests of the Anahuac Universities Network. This process generated a reflection on the circumstances, strengths, challenges, and achievements accomplished so far in each institution, in order to rethink about them toward the future as a strengthened university that will now deal with those challenges and objectives.

From such reflection on the University Identity and Mission, a stringent, but also realistic, planning was defined. Such planning encompassed a deep and thorough analysis of the situation in order to define the new strategic lines and objectives regarding: comprehensive instruction, market presence, educational model, academic excellence, liaison with the productive and social sectors, encouragement to postgraduate and continuous education, and research, culture of internationalization, institutional development, and effective management, among other aspects; all of this in the light of an updated mission:

“To be a university community that contributes and encourages the comprehensive instruction process of people who, for their excellent and innovative professional and cultural education of international level; for their profound human and moral instruction –inspired by the perennial values of Christian humanism; and for their real social awareness, will become positive action leaders, and will promote the development of the human being and of the society”.

The methodology implemented as per Pietersen’s model (2004) led us to two stages. The first stage was about reflecting on the key elements of the internal and external contexts of each campus in order to understand them and choose and focus on the joint priorities for the institutional development with our Mission in mind. Given the above, there are different teams with specific objectives: research and analyze in depth (both at national and international levels) the fields of institutional



interest so as to generate the key insights or the most relevant aspects of such fields where the Institution should work in the following years.

In the second stage, the strategic design team delved into this key insights with the aim of distinguishing what was the most important to work on. In this way, seven strategic lines were identified and defined. The Universidad Anahuac Mexico will focus on those strategic lines in the years to come. The planning team has reflected those strategic lines into 28 strategic objectives.

Based on such lines and objectives, the technical planning team has specified the indicators that will render account of the accomplishment in the strategic plan. The management and operation teams from both campuses have identified the needs and implications related to the management and operation of the new university with two campuses. In turn, the institutional development team has identified the needs and implications of institutional development implied. As a result, the main projects were defined for the short- and medium-terms for the management, operation, and institutional development.



THE GREAT PERSPECTIVE OF THE STRATEGIC 2016-2020:

1. COMPREHENSIVE INSTRUCTION FOR EVERYONE

Delve into our understanding and actions in the following areas: comprehensive instruction, social commitment, leadership and values, and their link with academic life.

1.1 Delve into, clarify, and prepare the Anahuac Model on Comprehensive Instruction and Leadership to understand, communicate, and execute it better. This is done through the Academic Directorate of Comprehensive Education (DAFI).

1.2 Promote the Anahuac Leadership among the community members, and make it their hallmark.

1.3 Make that contents, experiences, and actions for comprehensive instruction penetrate in a cross-sectional manner every dimension of the university community. Lograr que los contenidos, experiencias y acciones de formación integral permeen transversalmente en todas las dimensiones de la Comunidad Universitaria.

2. INTEGRATION OF THE ANÁHUAC MÉXICO COMMUNITY

Build a live university community, committed to its Catholic identity, to social responsibility, and to continuous improvement in the academic, administrative, and communication areas, while having a responsible, sharp, effective government that promotes talent.

2.1 Build the Anahuac Mexico community with the committed involvement of its members, while achieving synergies in experiences and structures, and maximizing local resources based on a common identity.

2.2 Generate and open dialogue within and outside the university community, from the Catholic identity and the university social responsibility.

2.3 Operate with a co-responsible, kind, agile, effective governance model that promotes human talent.

2.4 Have an organizational structure and efficient management, focused on the person, and to achieve a healthy and positive organizational climate.



3. ANAHUAC PRESENCE LEADERSHIP IN THE METROPOLITAN AREA OF MEXICO CITY

Have two excellent campuses with a varied, relevant, and innovating education offer for undergraduate and postgraduate studies. Offer a new concept in continuous education and in extension programs.

3.1 Have a relevant and innovating offer of undergraduate and postgraduate studies to satisfy internal and external expectations.

3.2 Operate postgraduate with an efficient educational and operative model in strategic locations.

3.3 Generate a continuous education and extension model that is dynamic and flexible, in line with the institutional mission and the priorities of the society, resulting in an attractive, different, and innovating offer that is accessible and profitable in order to create an Anahuac Extension Center.

3.4 Integrate and keep updated the master infrastructure plan to cover the pedagogical needs and the image required by the Universidad Anahuac Mexico to provide relevant services of quality in its two campuses, and revamp its facilities and development.

3.5 Communicate effectively the strengths and achievements of the University, in its academic and social liaison.

4. DEEPENING AND IMPROVEMENT OF THE ANAHUAC EDUCATIONAL MODEL

Maximize academic quality achieved by providing thorough and specialized academic offer, recognizing and developing the essential role of the Anahuac faculty members and their innovating contributions to this educational model.

4.1 Maximize a culture of academic excellence, renowned and accredited at national and international level.

4.2 Have an academic faculty that is qualified, identified, and committed to the education project.

4.3 Promote training of Anahuac academic talent: teachers, researchers, directors, in coherence with the mission.

4.4 Strengthen the application of the educational model by competencies, with flexibility, innovation, and a business and international approach.

4.5 Assess the competencies-based educational model in face of its evolution to the model 2020, resulting in an innovating and efficient proposal, according to the future instruction needs.



5. STRATEGIC LIAISON WITH PRODUCTIVE AND SOCIAL SECTORS

Reforzar las alianzas estratégicas con nuestros egresados y con organizaciones del medio productivo, público y social que desarrollen a nuestros alumnos en un entorno educativo relevante, innovador, emprendedor e internacional.

5.1 Reconfigure the relationships and alliances of the Anahuac Mexico through a strategic assessment of companies, institutions, groups or stakeholders.

5.2 Increase committed participation of social leaders, alumni and external, to get them involved in university projects and initiatives.

5.3 Continue enhancing the positioning of the Anahuac brand among the different publics and especially among employers.

5.4 Increase the generation of alternative resources, strengthening existing activities and programs and launching new initiatives.

6. RESEARCH WITH SOCIAL IMPACT

Develop a research culture related to our mission and to innovation, that is properly disseminated and allows the instruction of researchers.

6.1 Restructure the research plan to aim social impact.

6.2 Focus research lines on which the Anahuac Mexico will work and fund.

6.3 Achieve commitment from researchers to promote renowned productivity.

6.4 Effective liaison between postgraduate programs -according to their features- and research lines defined.

6.5 Promote the research competencies among academics and undergraduate and postgraduate students.

7. INTERNATIONALIZATION

Consolidate internationalization as part of the institutional culture, including the teaching-learning process and research.

7.1 Have a comprehensive internationalization model at the Anahuac Mexico and implement it.

7.2 Continue developing a culture to favor the conditions for global competencies.



SHARPENING FOR 2020

The reflection on the internal and external scopes of our Institution, resulted from the strategic planning process, has allowed us to envision the University we want and to which we have to move forward following seven key mainstays:

- comprehensive instruction and positive action leadership;
- establishment of a unique and integrated community;
- presence in the market for the Metropolitan area of Mexico City;
- el modelo educativo y la excelencia académica;
- educational model, and academic excellence;
- liaison with productive and social sectors;
- thrust to research; and
- internationalization culture.

These mainstays generated the following perspectives for the Universidad Anahuac 2020:

A University that provides comprehensive instruction to its community for them to be positive action leaders.

An institution based on a thorough understanding of the person and what comprehensive instructions means. This is translated into specific actions to promote and develop social commitment and leadership in values in its community, with distinctive hallmarks of the academic and university lives in general. The concept of positive action leadership might seem to refer to an elitist vision at the service of a rationale of power, disputable for an educational institution of Christian inspiration. However, leadership for the Universidad Anahuac in a dimension of the rationale of service, and not of power. “Only servant leaders are good leaders”, a leader is someone able to encourage someone to do the good without imposing it.



A positive action leadership is shaped in the comprehensive instruction process that aims at maximizing and favoring in a harmonic and balanced way the development of the faculties, abilities, and talents of each member of the University Community (students, academics, and administrative staff) to lead them to their fulfillment and transcendence. Comprehensive instruction of the positive action leader to enlighten intelligence, strengthen will, bring feelings and emotions together, as well as personal and community relationships so that they are able to face professional and personal challenges along their lives, and to practice a positive action leadership in the establishment of a fairer and more solidary society. Thus, in a broad sense, the members of the University Community will be able to “Defeat evil with good”, as expressed in our motto. In this framework, the ultimate meaning of leader is a person able to search for, know, and guide the people around them toward the truth, and the good, with the possibility of changing the society in accordance with the principles of Christian justice and charity.

The Universidad Anahuac Mexico is an integrated and revitalizing University Community, committed to its Catholic identity, to social responsibility, and to continuous improvement.

It is a community where all its members are convinced to help each other and commit themselves to fulfill the Mission and to continuously improve in the academic, administrative, and communicative scopes. To achieve the above, it is essential to have a co-responsible and effective governance, promoting the talent, providing the necessary resources, and the appropriate conditions to interact in a healthy and positive organizational climate, where the community can fully get along.

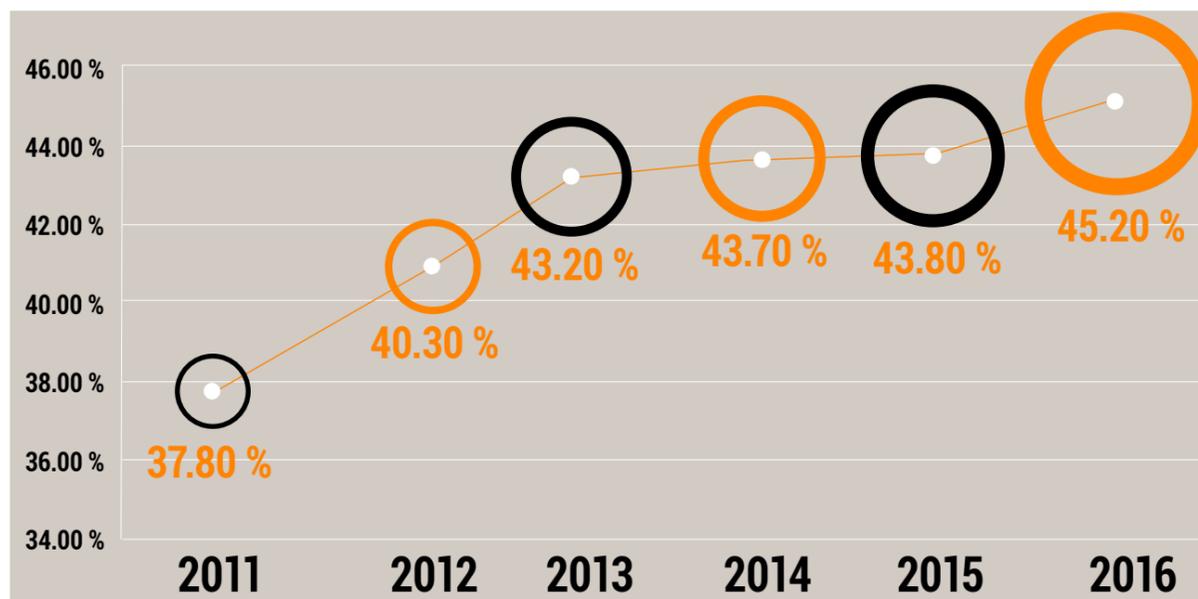
A hallmark of the Universidad Anahuac Mexico is its coherence with the Catholic identity that motivates it. “The essential mission of the University is the continuous search for the truth through research, preservation, and communication of knowledge for the good of our society. The Catholic University is part of this mission by contributing with its specific features and aims”. This mission is not fanaticism or fundamentalism, but a proposal for dialogue to enrich modern progress: faith does not restrain reason, but it brings a comprehensive view of men and reality, and protects us from the danger of reducing people to “human material”.

It is through the University Social Responsibility (USR) and Sustainability Committee, the Universidad Anahuac Mexico has encouraged continuous improvement in the implementation of their own USR model, based on seven lines: institutional ethics; quality of institutional life; social commitment; environment; comprehensive instruction; research and knowledge management; and promotion and dissemination of social responsibility.

As a result of the work of this committee, the University has been recognized by the CEMEFI as a CSR company (corporate social responsibility) for five consecutive years, and has also been acknowledged as a family-responsible company, and as an inclusive company by the Secretariat of Labor and Social Security, and as bioethically responsible company by the Council for the Distinction of Bioethically Responsible Companies (COEBIO). These recognitions help the University in reassuring its social awareness as well as in its continuous improvement, since their standards require the institution to be at the forefront.

Social awareness at the Universidad Anahuac stands out for the scholarships offered to the students whose economic situation prevents them from fully or partially paying their tuition fees. This is why our institution goes to great lengths, just like the alumni making contributions to the scholarship fund, to give scholarship holders a professional training with talent and leadership that will let them to successfully overcome the challenges posed by the current world with an authentic social awareness.

% UNDERGRADUATE STUDENTS WITH ANY TYPE OF SCHOLARSHIP



A University consolidating its leadership in the market for the Metropolitan area of Mexico City.

This leadership, and the credibility of the educational project are endorsed by the academic excellence of our students; by our educational offer, relevant to the needs of the social and economic environment in the country, and the demands of this globalized world; and by the quality of our infrastructure and institutional services. This university has now presence in two campuses of excellence and a varied, relevant, and innovative educational offer in undergraduate and postgraduate studies, as well as a renovated approach to continuous education and extension studies.

The Universidad Anahuac is a national and international reference of accredited academic excellence, with an innovative educational model promoting academic excellence.

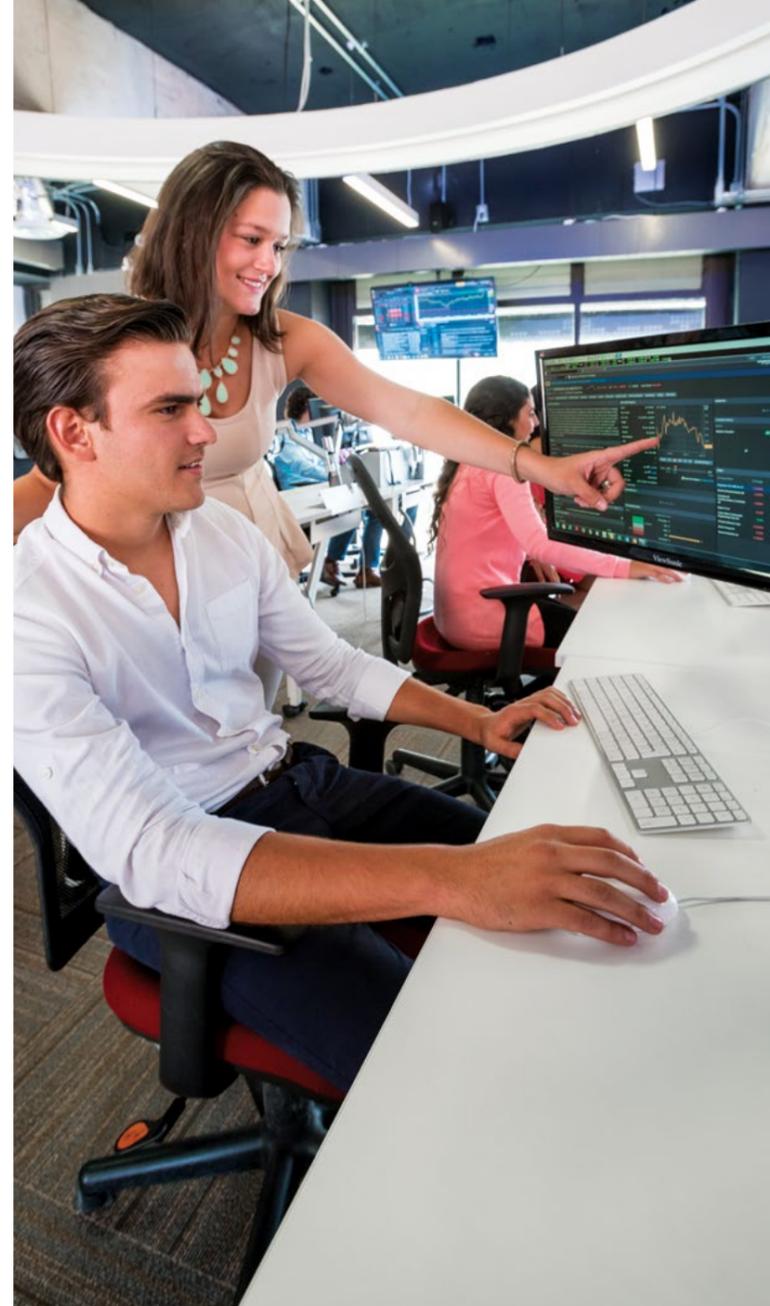
A University whose pillar is proved and consolidated academic quality that fully complies with the indicators established by the national and international accreditation bodies for institutions with their own profile. This is the result of the continuous effort to ensure excellence levels in the implementation of the educational model, supported by an academic faculty of international level, competent, convinced, and committed to the institutional Mission and to the teaching practice.

A mission that is closely related and strengthened by the productive and social sectors.

The Universidad Anahuac Mexico strives for the influence of this liaison to impact on the establishment of an innovative, relevant, entrepreneurial, and international education surrounding, for the development of our students and the community as a whole. The strengthening of strategic alliances with social leaders committed to the productive, public, and social environments is the result of major projects and initiatives enriching the educative project, positioning the University and its alumni in the labor market, and greatly impacting the society.

A University renowned for its innovative social impact research.

We intend to be an institution that expresses its authentic commitment as a university with a Catholic identity at the service of the society through a consolidated research plan that involves resources, programs, and actions leading to the development of social impact research projects at national and international levels, where undergraduate and postgraduate students and faculty members are strongly involved.



A global University whose internationalization model influences on the essential functions of this Institution and on the organizational culture.

The Universidad Anahuac provides its students with global experiences that enrich and encourage their professional development along their lives. These experiences ease their entrance to the labor market through a comprehensive and articulated model that brings internationalization to the curricular program, to the teaching-learning process, to research, to educational experiences of university life in general, and to the processes and services. It is a model that makes it possible to build a culture of internationalization, and una comunidad de competencias globales.



FORMAMOS LÍDERES
QUE INSPIRAN,
PERSONAS QUE TRASCIENDEN

El Norte y el Sur
nunca han estado más cerca



Anahuac



FORMAMOS LÍDERES
QUE CREAN EL FUTURO, PERSONAS
COMPROMETIDAS CON EL



COMPREHENSIVE INSTRUCTION

2

STRENGTHENING OF THE UNIVERSITY COMMUNITY

ENSURE THE WAY THROUGH THE PATH OF COMPREHENSIVE INSTRUCTION

The Universidad Anahuac Mexico has been historically characterized for delivering a comprehensive instruction to its students, and this is the mainstay of its Educational Model, and of its university life as a whole. In order to face the challenges of the contemporary world, we must continue delving into the generation of a systemic approach to comprehensive instruction, social commitment, and leadership, pervading in every dimension of the university activities. In this way, preserving consistency will turn into approaches, strategies, plans, programs, processes, and contents.

With no doubt, the University has aimed to achieve greater pertinence between comprehensive instruction and its implementation and approach in the university life.

With the establishment of the Universidad Anahuac México, we have assumed the challenge of consolidating the mission and commitment of instructing positive action leaders, and it to be extended to all members of this new University Community. To achieve this, the following actions were made:

1. Two seminars were made: team building and university rethinking, in which the administrative and academic staff from both campuses took part as a first step to promote team building and ensuring a joint instruction strategy. In these seminars, reflection on the challenges for comprehensive instruction was encouraged; the merging process and its implications were explained; the exchange of enriching experiences and management between both campuses was also promoted..



The Universidad Anahuac Mexico defines rethinking as the inspirations interweaving of the Catholic identity and the values of Christian humanism and the Social Doctrine of the Church in the exact, social, and human sciences, broadening the frontiers of rationality.

2. In order to strengthen and increase the Tutoring Program and having an optimal, and effective model with greater coverage, an analysis was made to identify the aspects that could improve. To contribute in its strengthening, the coordination and management teams had been noticeably increased so that in the year 2017 they operate with the new, revised, and improved program. On the other hand, we have moved forward in delivering the Certificate Diploma “The Anahuac Tutor as Instructor”, covering this year the area of Emotional Support from the Tutor, made during the inter-semester tutor seminar, where most of the 210 tutors of this University took part. The new organizational structure that will support the program was presented in this event.



3. With the purpose of increasing the participation of students in comprehensive instruction activities, the variety and quality in the offer of courses and workshops was boosted. A campaign was implemented to promote students’ participation in comprehensive instruction activities. As a result, we opened an average of 600 groups in the areas of Humanities, Arts, Sports, Bioethics, and Languages every semester. Students have the chance to choose among 180 different courses, thus ensuring a comprehensive instruction in the academic records of each student. These are some of the main comprehensive instruction events organized by students and academics from the different Schools and Faculties, or where they took part:

- Candidates for the social service program. They received guidance on the types of vacancies offered and its features.



There were talks about public health issues in terms of addictions and its impact on the population.

• The Universidad Anahuac Mexico took part in the *Universiada Nacional 2016*, a competition organized by the National Council for Education Sports (CONDDE), attended by 6,400 athletes from all over the country. In this competition, our university obtained the third place nationwide among private and public universities, and first place among private universities, awarding 24 medals (13 gold, four silver, and seven bronze). The disciplines in which our students competed were: chess, athletics, judo, karate, tennis, tae kwon do, triathlon, among others.

- We obtained the third place in the National Sports Commission for Private Institutions (CONADEIP) ranking while getting the national championship in golf, chess, double tennis, and national sub-championship in swimming and female athletics.
- The following students and alumni had an outstanding participation in the Rio 2016 Olympics: Alejandra Ortega Solís, Ever Jair Palma Olivares, Karem Achach Ramírez, Rommel Pacheco Marrufo, Jahir Ocampo Marroquín, Tamara Vega Arroyos, Nuria Diosdado García, Lino Muñoz Mandujano, César Rodríguez Hernández, David Mier y Terán, and Paola Espinosa.
- This year, other students also had a remarkable participation: Karla Díaz, student in our campus south, in rhythmic gymnastics. She obtained four gold medals and the Miss Tournament Award in Stara Zagora, Bulgaria. Nuria Diosdado and Karem Achach in synchronized swimming in the competitions in Germany and France, obtaining three gold medals.
- In the intermediate football category, Los Leones won the championship in the Football Organization of the State of Morelos (OFAMO).
- This year, the Universidad Anahuac México became the first private university in signing a collaboration agreement with the Mexican Olympic Committee (COM), to give scholarships to high performance sportspersons for them to study in our Institution.
- The Faculty of Law and the Secretariat of National Defense (Sedena) organized the Seminar “La Defensa Nacional del Estado Mexicano” [The National Defense of Mexico], which in its 2016 cycle was about the “Defensa Nacional y Derecho Internacional Humanitario” [National Defense and the International Humanitarian Law]. Its purpose was to analyze the international system to protect human rights, and the contemporary insight to law of war in the framework of the experiences on the rational use of force and great global threats.

4. On the other hand, the outreach of the Identity and Mission Directorate, under the new Comprehensive Instruction Academic Directorate, was broadened. Its behavior demands keeping a constant rethinking dynamic on what is done; in addition to preserving and promoting the institutional Mission. Among its achievements this year, there are:



- Regarding the promotion of the institutional identity, the delivery of the Certificate Diploma in Identity and Mission, addressed to full-time administrative and academic staff, reached about 80 percent of coverage this year. In turn, the Course in Identity and Mission, addressed to part-time academics, reached a similar coverage in our Campus North.
- About the promotion to know and experience the Gospel, during this 2016, the evangelization teams and programs were consolidated in the Schools, Faculties, and 15 areas, with a total of 32 evangelization teams. In this line, the University Pastoral Services was boosted to foster spiritual and sacramental life among our Catholic community members, and the encounter with what is transcendent among our non-Catholic community members.

About living the Catholic identity of the University:

- About 670 Anahuac Community members from both campuses took part in the Megamissions 2016 during the Holy Week. They were part of the 20,000 missionaries nationwide who shared the message of mercy and peace. Over 2,000 people of the University Community from both campuses were involved in the visit of Pope Francis to Mexico on February 2016.

**STUDENTS WHO
TOOK PART IN
THE RIO 2016
OLYMPIC GAMES**



DAVID MIER JAIR OCAMPO NURIA DIOSDADO ALEJANDRA ORTEGA CÉSAR RODRÍGUEZ EVER JAIR PALMA
MISAIEL RODRÍGUEZ EDUARDO ÁVILA KAREM ACHACH ROMMEL PACHECO TAMARA VEGA LINO MUÑOZ



- In response to the Jubilee of Mercy called by Pope Francis, we opened a Holy Door and had an Eucharistic celebration in our University Chapel, by decree of HE Msgr. Carlos Aguiar Retes, Archbishop of Tlalnepantla, who presided the ceremony.
- Along with these activities, Eucharistic hours, spiritual retreats, and premarital talks are frequently offered. Besides, the University has the privilege of having a permanent exhibition of the Holy Shroud.

Regarding University Life:

- The School of Arts, in collaboration with the Anahuac Business Development Institute (IDEA), organized the visit of the Cornell University Chorus and Glee Club in a concert that was part of their 2016 tour in Latin America in Mexico and Guatemala.
- During 2015-2016, the Student Societies Federation (FESAL), the Anahuac Out-of-state Student Association (ADEFSA), and the different Student Societies of undergraduates, Schools, and Faculties organized several events in order to promote university life and demonstrate the pride of being Anahuac. Among those events, there were: the Anahuac Day, bringing more than 14,000 people together in the main court of Campus North during the closure concert; the Out-of-state Day, joining more than 1,000 out-of-state students in different activities; the Mexican Day, including civic ceremonies to praise the pride of being Mexican; the Green Month, with a series of conferences dealing with social responsibility; the Xtreme Night Race, second race organized to promote sports among our community; the first FESAL International Seminar, with the purpose of supporting the internationalization of our Institution, and complementing comprehensive instruction of our students; the first Anahuac Week, involving a number of activities such as the LIFE Congress, brought unique experiences for our students to have a rewarding experience during their studies.
- Season, in professional theaters, of the first class of BA Theater and Acting graduates and a tribute to Elena Garro in the Helénico Theater.
- Our University has represented Mexico in the International Ethnic Folklore Festival in New Delhi, India.
- Participation in dance and theater in the Otoño Cultural Iberoamericano.

SUPPORT ON A NEW ORGANIZATIONAL STRUCTURE

In order to face the challenges that come with the gradual merging process of the different schools, faculties, and areas, and with the aim of covering the 2016- 2020 strategic lines and objectives, an integrated organizational restructure was made taking into account the strengths from both campuses.

The first organizational level encompasses five Vice-Rectories:

- Academic Vice-Rector for Schools and Faculties;
 - Academic Vice-Rector for academic and operation support areas;
 - Comprehensive Instruction Vice-Rector Campus North;
 - Comprehensive Instruction Vice-Rector Campus South; and
 - Finance and Administration Vice-Rector,
- Along with general directorates working for both campuses:
- Human Capital;
 - Institutional Communication;
 - Institutional Development;
 - Effectiveness and Institutional Services; and
 - Freshman and Promotion.

Comprehensive Instruction Academic Directorate

The Comprehensive Instruction Academic Directorate was created for the consolidation of comprehensive instruction in order to ensure the articulation and impact of every effort in terms of comprehensive instruction.

Its strategic planning objectives currently are:

1. Delve into, clarify, and prepare the Anahuac Model on Comprehensive Instruction and Leadership to understand, communicate, and execute it better.
2. Promote the Anahuac Leadership among the university community members, and make it their hallmark.
3. Make that contents, experiences, and actions for comprehensive instruction penetrate in a cross-sectional manner every dimension of the university community.

For an effective accomplishment of the objectives, the Comprehensive Instruction Academic Directorate was constituted as follows:

1. Identity and Mission Directorate It is in charge of the comprehensive instruction for academic and administrative staff, either full- or part-time, in this University.
2. General Coordination for the “Ruta Anahuac”. It closely follows up the instructional subjects grouped as “Ruta Anahuac” [Anahuac path]. There are six subjects of humanistic nature to be taken across the degree by all students in interdisciplinary groups, regardless the degree of their choice. The subjects have



pedagogical, developmental, and intellectual maturity purposes. They are called “Ruta Anahuac” thinking about the path that every students has to follow in order to gain the competencies, skills, and critical thinking required for the comprehensive development of their personality and life. These are the six “Ruta Anahuac” subjects in the 2016 Plan::

- Being University Student;
 - Person and Meaning of Life;
 - Ethics;
 - Classical and Contemporary Humanism;
 - Leadership;
 - Person and Transcendence.
3. Tutoring Coordination. Its purpose is to encourage the attention and cross-sectional and personalized comprehensive instruction of every student during their first in University.
 4. The Comprehensive Instruction Academic Directorate started operating during the second semester of 2016. Since then, it has been working in one of the priorities for the 2016-2020 strategy, which is the reinforcement of the identity and comprehensive instruction among all University Community members a Dirección Académica de Formación Integral empezó su operación en el segundo semestre de 2016, a partir del cual ha comenzado a trabajar en una de las acciones prioritarias de la estrategia 2016-2020, que consiste en un reforzamiento de la identidad y formación integral de todos los miembros de la Comunidad Universitaria.

Start the engine of comprehensive instruction: leadership, commitment, and social responsibility

In the process of strategic planning, the Universidad Anahuac Mexico stated the hallmark of Anahuac instruction is the positive action leadership. It is present and deeply rooted in our students and alumni since the beginning of this University, and it is influenced by the mission of the Legion of Christ and the Regnum Christi movement, which includes instruction and projection of Christian leaders. Positive action leadership has become our mainstay message and has deeply pervaded our scope of action.

To talk about positive action leadership is to talk about the Universidad Anahuac and our leaders shall be people characterized by its commitment and social responsibility.

In this regard:

1. The University is considered a living entity that must be watching out for innovations, and updates, and proceed as per its Mission. In this way, the contents of the Identity and Mission Certificate Diploma had been reviewed and redesigned.

2. The Research Center for Comprehensive Instruction and Anahuac Leadership was built. The fruition of the analysis and studies of this Center will allow us to perform more effective endeavors in line with our commitment to society, and have a better theoretical understanding of leadership, regarded from our Mission and institutional values, and based on new research in the matter. In this way, the aim is to strengthen the foundations for the evolution of such instruction dimension, and set an Anahuac Model of Comprehensive Instruction and Leadership for it to be shared and implemented.

3. In order to consolidate the instruction within positive action leadership and increase participation of its community members:

- We worked on strengthening and consolidating the leadership programs: Acción, Culmen, Cima, Alpha, Crea, Genera, Impulsa, Vértice, and Sinergia, through a detailed review of the elements that should be taken into consideration, and the selection criteria for their members. In addition to this, we also increased the dissemination of their activities.
- During 2016, 2,500 students took part in the Anahuac Leadership and Excellence Programs, which is an outreach of 20 percent.
- Six international seminars were held in order to consolidate their instruction. They were attended by 97 students of the Vértice, Genera, Culmen, Alpha, and Sinergia programs.
- The recently created Leadership Committee considered the feasibility, objectives, and criteria to create the Leadership Program in Research. The outcome of this analysis will be starting operations in 2017.
- To reinforce the leadership of academic and administrative staff of this University, the Leadership in Service Program will be implemented, as every member of the Anahuac Community shall be a model of integrity and joy for service.
- As a result of the research work made by students in the Alpha program, some indicators were suggested for instruction in positive action leadership of the University. This was done in order to have evidence on the progress of this instruction.

4. We started some actions to consolidate, encourage, and increase the coverage of the social action programs, as well as to increase community participation. For instance: the implementation of a promotional campaign of the social action programs; the establishment of solidarity programs, and community presence by schools, faculties, and areas; the expansion in the coverage of social action and service programs at local, state, domestic, and international level; among others.

Some of the main results are:

- A total of 138 social action and service projects were developed (124 local, eight state, three national, and three international projects).
 - About 28 percent of the student population, 2,790 volunteers, took part in the Universidad Anahuac Social Action (ASUA) events, and more than 30,000 benefited after raising \$325,000 MXN and in kind for people affected by natural disasters. This represents a 5 percent increase in the number of volunteers, and 18 percent in the number of people benefited in contrast to the previous year.
 - At local level, it was possible to build five houses at Huixquilucan through the ASUA Construye program, as well as different campaigns: three medical campaigns, three legal campaigns, four psychological campaigns, and 113 other projects in the different Schools and Faculties.
 - At state level, there was an outreach of eight projects, and 15,772 people benefited from the Medical Campaigns of the Anahuac Public Health Institute (ISPA).
 - At national level, three projects were made, one Evangelization Campaign in Oaxaca during the Holy Week with 42 volunteers and a representation of the Logistics Commission of the University Network for Disaster Prevention and Assistance (Unired), which included the collaboration of the associations Cenaced, Cadena, and World Vision México in raising donations for the affected people in the earthquake of Ecuador.
 - In the framework of the Second Academic and Cultural Week on Middle East and the Caucasus, the School of International Relations Campus South organized the Anahuac Gala Dinner for the Syrian. The purpose was to raise funds to help Syrian refugees worldwide.
 - For the fifth consecutive year, the Universidad Anahuac was honored with the Socially Responsible Company (ESR 2016) Award, granted by the Centro Mexicano para la Filantropía (CEMEFI). It was a recognition to the effort of the Universidad Anahuac to voluntarily assume the commitment of implementing a socially-responsible management for continuous improvement. Our institution received for the first time the Distinction for Companies promoting Companies' Social Responsibility in the Value Chain, granted by the same institution.
 - The Sustainable Anahuac Committee continued its activities in terms of university social responsibility, and developed its 2016-2020 strategic plan.
5. In order to delve into and improve social commitment programs and activities, we moved forward in the definition of Instruments and indicators to measure their impact.





ACADEMIC LEADERSHIP ³

FOCUS ON STUDENTS, ACADEMICS, AND ALUMNI

OUR EDUCATIONAL MODEL AS A RESPONSE TO CURRENT CHALLENGES

In August 2016, the Universidad Anahuac Mexico started operations with the already updated educational model. The 2016 curricular plans express the institutional identity, and are the result of evaluating the existing 2010 curricular plans, of what is expected for the national and international arenas, of the best practices from other universities, and the opinion and suggestions from different stakeholders. It is as well the result of a reviewed, continuous, and sequential work organized by inter-institutional groups, which included pedagogical advisors, and academic revisers representing the different institutions of the Anahuac Universities Network.

This interdisciplinary group was led by three great guidelines:

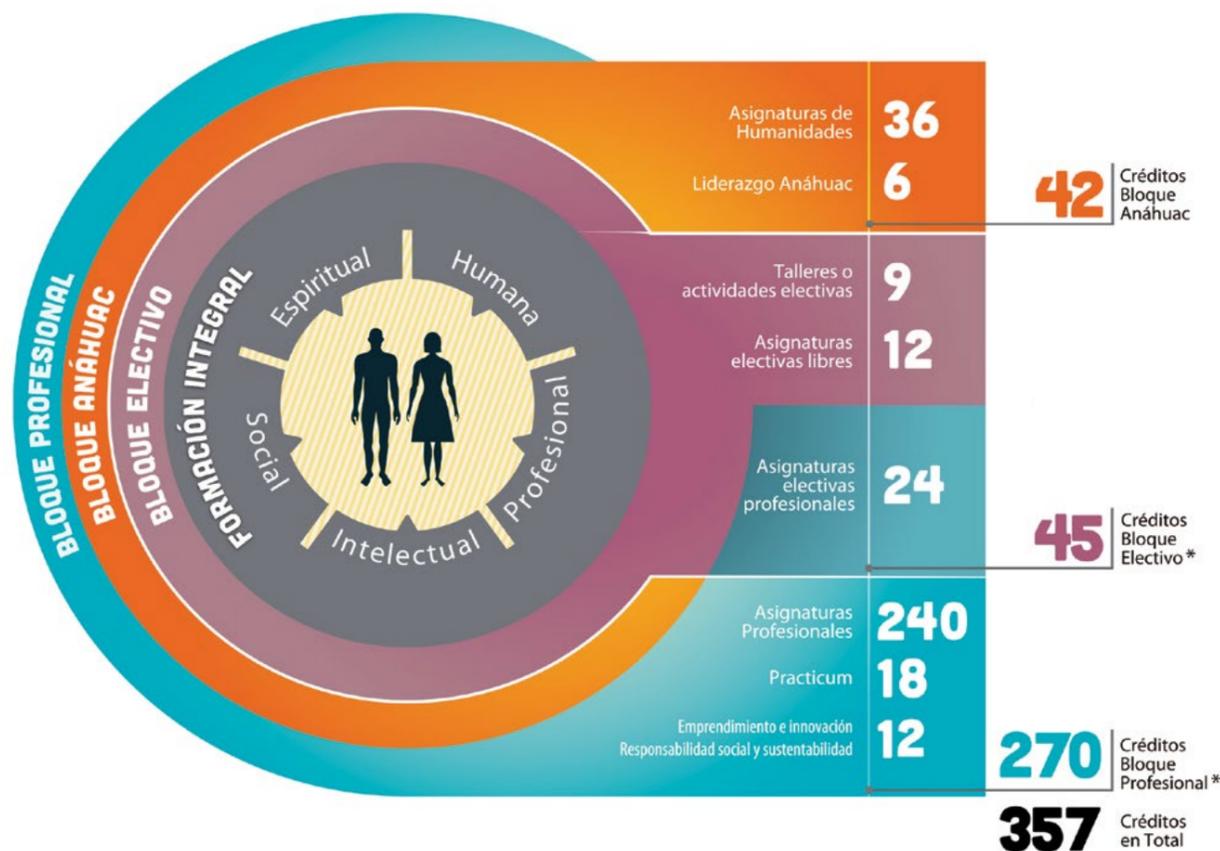
1. The rethinking of the University and every undergraduate degree based on its Catholic identity and in the light of current challenges, adding epistemological, ethical, and anthropological elements searching for the truth and the good, in order to put them at the service of mankind as the center of knowledge and the professional endeavor.
2. Encourage accredited academic quality, considering the updated model and curricular plans, elements, and guidelines marked by the main external accreditation bodies, either national or international.
3. Efficiency in the curricular design and operation, through synergies and common elements in the degrees and areas of knowledge. This would improve key performance indicators..

Our educational model conceives Anahuac comprehensive instruction as self-identity denoting the structure between instruction of the person and instruction of the professional in a specific area of knowledge. In this way, every curricular plan starts from an idea resulted from the above-mentioned rethinking, stressing out the ultimate sense of the profession. As in the previous model, education based on student learning is its mainstay.

It follows a competencies-based pedagogical approach, delimited to the definition of the graduate profile, to the use of active teaching methodologies, and related evaluation means, and to the inclusion of Practicum modules as the ideal tool to provide achievement evidence of the professional competencies specified in the graduate profile.

This comprehensive instruction is achieved through a curricular structure that will link three blocks of subjects.

BLOQUE ANÁHUAC	It includes subjects that allow students to develop competencies common to all programs, and provide the essential elements of humanistic education and general studies distinguishing Anahuac graduates.
BLOQUE PROFESIONAL	It includes modules that allow students to develop the professional competencies proper of each career, from the most common or general competencies within their area of expertise, up to the most specific competencies.
BLOQUE ELECTIVO	It includes elective courses of professionalizing nature, as well as courses, activities, and instructional experiences, of both general and humanistic nature, to help complement and deepen students' comprehensive instruction and skill development in different areas; these subjects may be chosen by students according to their own interests.



LA DISTRIBUCIÓN Y EL TOTAL DE CRÉDITOS EN ESTE GRÁFICO VARIAN SEGÚN LA LICENCIATURA.

ANAHUAC INSTRUCTIONAL MODEL

In the August-December term, our academic offer of undergraduate degrees included 50 programs from different disciplines: six in health sciences; nine programs in legal and social sciences; ten degrees in communication, architecture, arts, and design disciplines; eight engineering; 14 business programs; and three executive degrees.

Our annual enrollment in the different undergraduate programs reached almost 12,500 students in both campuses, and the academic population for postgraduate programs went beyond 3,000 students. Regarding postgraduate, an analysis was made in 2016, along with a reformulation of the Postgraduate Educational Model, in order to keep it in accordance with the institutional aspirations, and to ensure a timely and appropriate response to the instruction demand for excellent professionals by the country, within the framework of the current international context. Following the Model guidelines, the modification of curricular plans and programs was started to encourage interdisciplinarity, internationalization, comprehensive instruction, and liaison in the instructional process with the social environment.

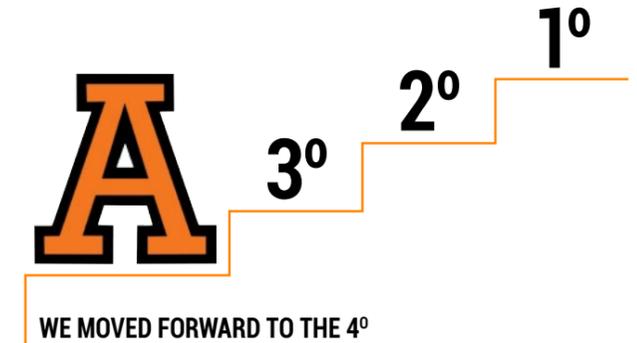
Likewise, the Internal Quality Assurance System was strengthened to help in the accomplishment of institutional purposes. This system will ensure the efficient, effective, and consistent enforcement of quality standards in favor of generating a culture of quality and achieve the impact of the essential endeavor of this Institution.

Regarding Extension and Continuous Education, the University reassured its commitment to increase the instruction opportunities for the social transformation by assuming organizational changes to have an impact on its surroundings with enough strength as to trigger the change toward a fairer society, reinforce culture, and link research with teaching and extension education.

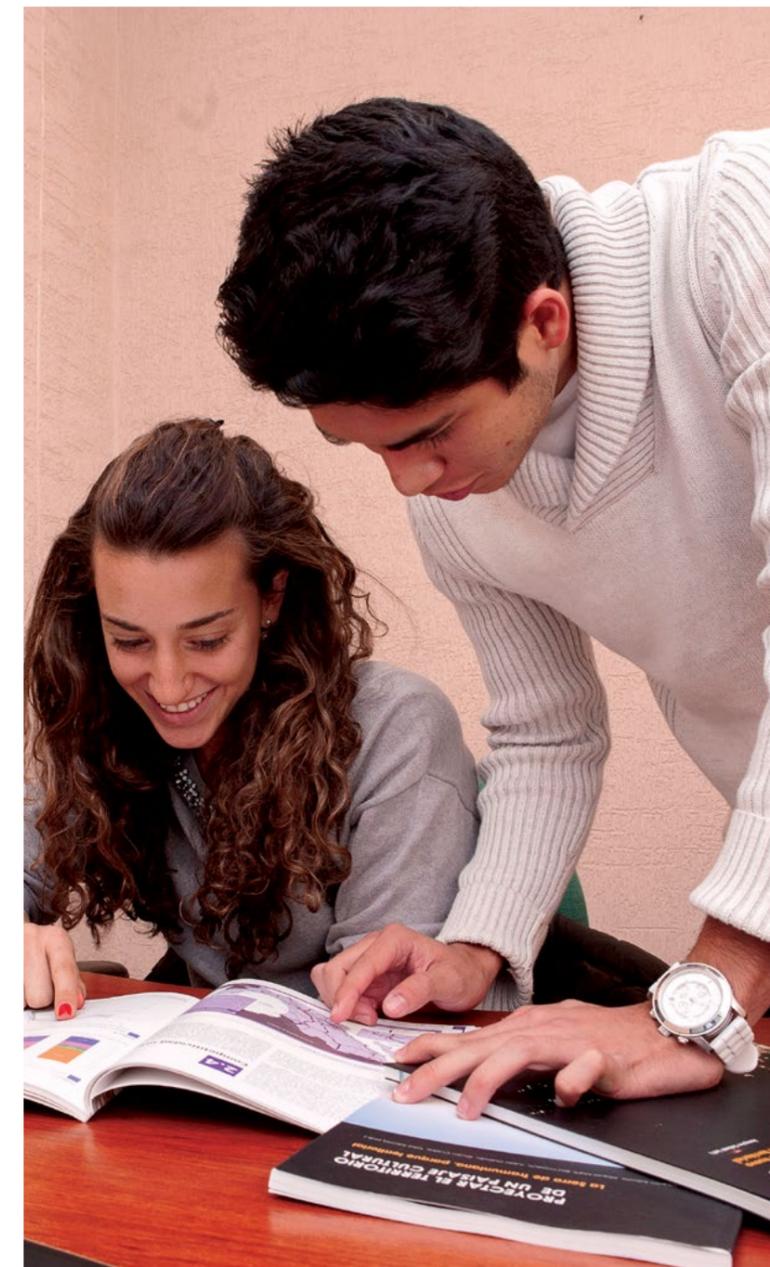
The academic quality of the Anahuac Model shall be recognized and accredited under national and international standards. For this purpose, in 2016 we worked to allow and achieve new institutional and curricular accreditations, recognitions or evaluations (in accordance with the status of each program) from the relevant accreditation or certification bodies. Thus, this year:

1. For the third consecutive time, the Federation of Private Mexican Institutions of Higher Education (FIMPES) re-accredited our University for fully complying with their quality levels, therefore obtaining outright certification. The above is a proof of our commitment to encourage a culture of academic quality, and to keep excellent standards in terms of personal, social, teaching, and research levels.

**WE GREW STRONGER
IN THE TOP 5
OF THE BEST
UNIVERSITIES IN MEXICO**



SOURCE: QS RANKING 2016



2. The QS World University Rankings, the most renowned university ranking worldwide has ranked the Universidad Anahuac in fourth place at national level.

3. All undergraduate programs that might be subject to national accreditations by the Council on Higher Education Accreditation (COPAES) or the Inter-Institutional Committees for Higher Education Assessment (CIEES) keep their accredited status up to date.

PROGRAMAS ACADÉMICOS ACREDITADOS	ORGANISMO ACREDITADOR
Architecture	ANPADEH ¹
Actuarial Science	CIEES ²
Dentistry Surgery	CONAEDO ³
Medicine and Surgery	COMAEM ⁴
Nutrition	CONCAPREN ⁵
Communication	CONAC ⁶
Law	CONFED ⁷
Graphic Design	COMAPROD ⁸
Industrial Design	COMAPROD
Business Administration (executive degree)	
Business Administration and Management	CACECA ⁹
Economics	CACECA
Finance and Public Accounting	CONACE ¹⁰
Marketing	CACECA
International Business	CACECA
Pedagogy	CACECA
International Relations	CEPPE ¹¹
Civil Engineering	ACCECISO ¹²
Systems and Information Technology	CACEI ¹³
Engineering	
Information Technologies and Telecommunications Engineering	CACEI
Industrial Engineering and Management	CACEI
Mechatronics Engineering	CACEI
Chemical Engineering	CACEI
Psychology	CACEI
Tourism Administration	CNEIP ¹⁴
Restaurant Management	CONAET ¹⁵
International Hotel Management	CONAET
Gastronomy	CONAET
Entertainment industry management (in process)	CONAET
Multimedia design (in process)	ACCECISO
Social Responsibility and Sustainable Development Management	COMAPROD
	ACCECISO

Also the new programs were accredited, as enough classes have graduated already. This year the Dentistry Surgery degree received its first accreditation.

4. Two more degrees have joined to the list of degrees with international accreditation processes: Civil Engineering and Management (ABET-Accreditation Board for Engineering and Technology), and Chemical Engineering and Management (ABET).

In addition to this, our Medicine and Surgery degree had been proudly chosen as pilot degree for a new international accreditation system in this discipline by the Pan American Federation of Associations of Faculties (Schools) of Medicine (FEPAFEM).

5. The International Doctorate of Tourism and the MS in Sustainable Development Technologies joined the National Quality Postgraduate Program (PNPC), of the National Council on Science and Technology (Conacyt).

We have been continuously implementing measures to strengthen the competencies of our students, and consequently improving their results in the General Exams for Undergraduate Certification (EGEL) of the National Evaluation Center for Higher Education (CENEVAL), with the purpose of either coming closer or staying in Level 1 of the Register of High Academic Performance Programs. In this regard, during this year:

1. 21 programs in Campus North (two programs turned Level 1 Plus, 18 in Level 1, and one more in Level 2) ratified their incorporation to the Register for the July 2015-June 2016 period. At the same time, eight programs in Campus South became part of such Register, while another five programs ratified their incorporation for their second year (two programs in Level 1 Plus, nine in Level 1, and two more in Level 2).

2. During the first semester of 2016 (January-June), the Ceneval Award to Excellent Performance in the EGEL was granted to 37 students in Campus North and five more in Campus South, summing up a total of 42 of our students recognized

¹ ANPADEH: National Accrediting Agency for Programs on Architecture and Habitable Space Disciplines

² CIEES: Inter-Institutional Committees for Higher Education Assessment

³ CONAEDO: National Council for Dental Education

⁴ COMAEM: Mexican Council for the Accreditation of Medical Education

⁵ CONCAPREN: National Council for the Quality of Nutrition Education Programs

⁶ CONAC: Council for the Accreditation of Communication

⁷ CONFED: National Council for the Accreditation of Higher Education in Law

⁸ COMAPROD: Mexican Council for the Accreditation of Design Studies

⁹ CACECA: Council for the Accreditation of Accounting, and Administration Teaching

¹⁰ CONACE: National Council for the Accreditation of the Economic Science

¹¹ CEPPE: Committee for the Assessment of Pedagogical and Education Programs

¹² ACCECISO: Association for the Accreditation and Certification in Social Sciences

¹³ CACEI: Council for the Accreditation of Engineering Teaching

¹⁴ CNEIP: National Council for Psychology Teaching and Research

¹⁵ CONAET: National Council for Quality in Tourism Education



as the best students, which represents 5.4% of the total of students awarded nationwide.

In the same way, actions were taken to encourage entrepreneurship and innovation projects. For instance, curricular plans and comprehensive instruction events were enhanced with elements promoting innovation; the development of projects through the business incubator, the business accelerator, and the Center for Technological Innovation (Cenit) was encouraged; courses and workshops were encouraged; courses and workshops on entrepreneurship and innovation were delivered to the University Community; the implementation of educational innovative projects was encouraged among students and teachers, creating synergies, among other initiatives. As a result:

1. The Business Incubator and Accelerator of the Universidad Anahuac were re-accredited in 2015 and 2016 as part of the High-Impact Incubation System and of the Accelerators Network of the National Institute for Entrepreneurship (INADEM), respectively.

2. The Digital Production workshop was accredited as part of the Innovation Network of the National Institute for Entrepreneurship, in the category of “Promotion for the development of prototypes through highly specialized workshops”.

3. The University attended as participant or speaker to several events in the entrepreneurship environment, thus positioning as a reference in entrepreneurship in Mexico. Some of these events are the International Franchises Fair 2016; the Acceleration Festival SWITCH 2015; the UNAM Entrepreneurship Expo ; the 1st National Meeting of Business and Accelerators of the INADEM in Guadalajara, Jalisco; the Aldea Digital 2016 (digital inclusion event); the Business Accelerator Meeting of the INADEM in Mexico City; and the National Entrepreneurship Week 2016.

4. This 2016, the General Entrepreneurial Leadership Program organized the first Contest Ideas de Negocio (Business Ideas).

5. Other activities were made to encourage collaborative entrepreneurship with Mujer Ejecutiva and El Empresario (El Economista); in addition to having a bi-monthly bulletin to promote the most relevant activities of the IDEARSE-Anáhuac Business Accelerator.

6. Seven projects were secured in the 2016 Innovation Encouragement Program, as of which the number of innovation projects increased almost in twice as many projects in 2015.

7. To promote and strengthen the entrepreneurial culture, we held the first Anahuac Entrepreneurship Week, fulfilling the objectives established for it: 1) generation of business ideas; 2) generation of technology projects;

3) implementation of business ideas; and 4) funding means for such ideas. Among the speakers, there were Jordi Muñoz Bardales, founder of 3D Robotics; Rubén Sánchez Souza, MS (Actuarial Science, class of 2001), CEO of Visor ADL; Raúl Ramírez Sánchez, MS, Director and founder of the agency Isopixel One; and Cecilia Vega, BS, founder and director of Aiween.

8. We continued with the operation of the Crowdfunding Mexico project to boost the development of the entrepreneurial ecosystem with the purpose of promoting the acceleration of collective funding in our country. This project is being executed for the Multilateral Investment Fund of the Inter-American Development Bank (FOMIN/IDB) in association with the National Institute for Entrepreneurship (INADEM), Nacional Financiera (NAFINSA, a development bank), the Digital Strategy Coordination of the Presidency of the Republic, and the Crowdfunding Platforms Association (AFICO).

9. We also developed a direct sales project for the company Soluglob Ikon, involving specialists from the faculties of Engineering and Health Sciences, and an innovation project with the company Sí Vale.

10. Lastly, the Universidad Anahuac was recognized by the president of our country, Mr. Enrique Peña Nieto, as an Educational Institution promoting the Entrepreneurial Spirit. This was the result of our outstanding participation in the 2015 National Award for Entrepreneurship for our initiatives in the Anahuac Business Incubator, the IDEARSE-Anáhuac Business Accelerator, the FabLab, first digital production laboratory in Mexico, the Lean Startups Mx Program, the General Entrepreneurial Leadership Program, and Crowdfunding.



Increasing the coverage of areas of knowledge

The University assumed its commitment as society shifter, thus starting in the last five years a plan to increase the educational offer to fulfill the needs of the circumstances.

In the areas of Health Sciences, we have explored Biotechnology as another option to improve people's health and quality of life. The purpose is to train professionals whose actions will have a direct impact on the society's wellbeing; to train specialists generating, regulating, proposing, and optimizing industrial processes, involving the development of new products to benefit people; specialists who will research and define biological systems in order to generate knowledge and understanding its functioning and use in the pharmaceutical, industrial, and medical areas; specialists who will promote scientific and technological development.

We have also added to our educational offer the Bachelor in Food Engineering. The aim is to train professionals able to design, develop, and implement economical and environmentally-friendly production systems, along with profitable solutions for the production of safety and healthy foods. The new curricular map of this program was designed based on the 11 ABET criteria, establishing global quality standards for the applied science, informatics, engineering, and technology programs. Given its closeness to the Bachelor in Chemical Engineering, there is the double degree option. We are currently working in the design of the Food Engineering Laboratory to develop teaching and research in meat, and dairy products, fruits, and cereals. We have also been working on the establishment of collaboration agreements with other universities and companies to work together in activities for research, technology development, and consultancy in this important area of applied knowledge.

With and avant-garde proposal in terms of fashion design teaching, the BA in Fashion, Innovation, and Trends started up in August 2015 with the aim to cover the high demand of professional in different areas of such industry.

This degree is aimed at preparing -along its eight semesters- its students to work at any of the more than 60 professional options within the fashion arena. This is why it provides a versatile curricular plan at the forefront, to allow students to choose since the fifth semester, among a number of courses to define their own development options according to their interests. In this way, the degree is regarded as the multi-disciplinary foundations, essential for further specialized studies. A basic aspect in this degree is that it addresses innovations and the study of trends, as its name suggests.

In August 2016, the Bachelor in History started with its first group, in the Faculty of Humanities, Philosophy, and Literature. This institution is convinced that studying history is essential for the society, hence the opening of this program. It provides us with the tools to know the truth, to solve contemporary problems, to understand our past, and thus our current reality.

The hallmark of this program is the entrepreneurship of cultural companies, with the aim that our students could create and manage their own cultural services business once they graduate. In the same line, the University has pioneered in offering BA History students four options of specialized certification diplomas.

The Bachelor in History was developed to provide high quality education, with a critical and thoughtful spirit, in both competencies for history research and contents of history in general. The purpose is to expand the borders of knowledge, in accordance with our Mission.

The Universidad Anahuac has also signed a collaboration agreement with the Universidad Pontificia de México (Pontifical University of Mexico), to give PhD students to possibility of obtaining a double degree.



Misión y Objetivos Formativos

THE ANAHUAC PROFESSOR AS COMPREHENSIVE INSTRUCTION MODEL

It is undoubted that a great part of the educational experience for our students happens through the interaction with teachers, who are called to be an education model. This is the mainstay of the teaching activity, as expressed in the Anahuac teacher profile and in the Educational Model. This is why the University must ensure it has the ideal academic faculty to implement the education programs, and to foster the achievement of educational objectives, in accordance with our institutional principles.

To do so, the University has implemented processes and actions to ensure the excellence levels of its professors and to make comprehensive instruction possible as per the institutional philosophy. Such is the case of:

1. The recruiting, selection, and hiring processes to ensure the relevance and competencies required, as defined in the teacher profile of every subject in the Model. I.e.: identification with the Anahuac instructional project, academic level, professional experience, and specific teaching features, as well as the qualities required as professional and as person, so that the educational intention meant is ensured.

In this sense, in 2016 the Schools and Faculties moved forward in the diagnosis of the relevance and competency of current faculty members. This was done to confirm the suitability of subject assignment or to make a reassignment, as per the qualifications of teachers and the international guidelines.

2. In order to encourage postgraduate studies among the academic staff, the scholarship granting program has been strengthened since 2012. This year 30 academics have taken advantage of this program, as they have resumed their academic instruction (15 in PhD and 14 in Master's with a about 75 percent of support in average).



3. In accordance with the two previous statements, this year 95 percent of the full time academic faculty has at least Master's degree, and 60 percent of them have PhD studies. In general terms, undergraduate classes were delivered almost entirely by academics with at least Master's level, while 62 percent of teachers delivering postgraduate classes have PhD studies. For the Universidad Anahuac Mexico, the professional and teaching experience of academics are decisive when assessing their qualifications, as much as their academic instruction and their identification with the Anahuac education project.

4. For the promotion of the institutional identity among faculty members in a way that will impact on the academic staff and their teaching endeavors, the Certificate Diploma in Identity and Mission is delivered to full-time academics, and the Course in Identity and Mission to subject teachers. About 80 percent of academics, full-time administrative staff, and subject teachers have completed the certificate diploma or the course this year.

5. There is a strong thrust in the University rethinking process. Its objective is to provide a systematic dialogue on the anthropological and ethical implications of the institutional endeavors, especially in the academic activity of the different disciplines. In the same way, this is about conceiving the University also as a space aimed at dignifying the human person, and at sharing an upright view of the world, of the mankind, and of its transcendent destiny. For this purpose, we held working sessions outside the University with directors and coordinators from all Faculties and Schools in this Institution..



Likewise, the Faculty of Humanities, now called Faculty of Humanities, Philosophy, and Literature, invited experts in rethinking for our sister institution, the University Francisco de Vitoria, in Madrid, to address topics such as comprehensive instruction in the community, contemporary thinking crisis, and to share successful strategies for university instruction.

It was also suggested to apply a survey and direct indicators, which are currently being tested, in order to demonstrate the achievement of institutional identification of the University Community members, and thus address the efforts in such matter.

6. Regarding the topic of continuous development and professional and personal growth, one of the institutional strengths, as recognized by the accreditation bodies, is the Teaching Education and Refresher Center (CEFAD), which provides continuous instruction to our teachers in order to increase the quality of their performance in different areas: didactics, humanistic, cultural, languages, informatics, and technologies, among others. This considers different modalities, methods, and resources oriented to the search of the truth, the generation of knowledge, and the solution of new challenges, as required by the society. It is through the CEFAD that the University provides the tools our teachers require, in response to the construction of the Anahuac Professor profile, for an appropriate implementation of the educational model.

In the year 2016, the CEFAD delivered 210 training courses, including a number of disciplines, teaching training, and general culture, with a total of 1,640 attendees.



THE ALUMNI AS DOORS OPENED TO THE FUTURE OF THE UNIVERSITY

One of the strengths for the academic and institutional development of our University is the influence that our alumni, leader in professional and social fields, have had on the university projects and life. With over 48,000 alumni in both campuses, the University has historically worked in the liaison program that has allowed establishing affective and effective relationships to promote their collaboration in academic life, being this as teachers or in Development Councils at the different Schools and Faculties. They also take part in the establishment of collaboration agreements, and in the creation of research and corporate professorships, in the development of different events, in the scholarship program, as employers through the job placement office, among others.

This is why in order to consolidate the relationship and influence of our alumni and achieve a more active, committed, and constant collaboration, we started the following actions in this 2016.

1. Implementation of strategies to improve alumni relationships and their effectiveness. For instance:

- The Graduate Services Coordination has maximized the attention and relationship with our alumni. There is constant communication through different means to invite them to activities especially designed for them, in order to keep in contact, and strengthening the pride of belonging and their commitment to the University. We have developed instructional and networking activities, divided by age and interest groups.
- We have increased communication among alumni through different means, such as the monthly bulletin (12 issues per year), email deliveries, Facebook, Twitter, and LinkedIn (with 12,160 followers), the renovated website (ww2.anahuac.mx/egresados), as well as personal phone calls. All this is done to promote the benefits and services offered by Generación Anahuac: alumni meetings, conferences, panels, workshops, courses, among others. In addition, we have created the campaign “5 formas de seguir a tu lado” (5 ways to stay with you) especially designed for this purpose.
- We have been disseminating periodically the most relevant pieces of news and interviews of some of our alumni, promoting their achievements and successful careers.



2. We started actions to improve the operation of Alumni Councils from the different Schools and Faculties.

- The Graduate Network Coordination has encouraged the operation of different Alumni Councils, to directly advise and support School and Faculty directors in a number of topics in the university endeavors, as well as to support liaison with the professional and working fields.
- There are currently 330 consultants at the 12 active councils of Actuarial Sciences, Architecture, Bioethics, Communication, Health Science, Law, Design, Education, Engineering, Global Studies, Psychology, and Tourism and Gastronomy.
- This Coordination also keeps close contact with School and Faculty directors and coordinators, so that it is possible to contact well-renowned alumni to get them involved in interviews for the *Generación Anahuac* magazine.
- As part of such strategy, this year we held the twentieth *Generación Anahuac* medal ceremony to especially recognize and acknowledge the alumni who have supported the development of their *Alma Mater* with their time, contacts, and resources. The alumni recognized this year were: Arch. Luis Antonio Chiu Miranda (Architecture, class of 1989), Carlos Cuevas Covarrubias, PhD (Actuarial Sciences, class of 1991), Eng. Juan Carlos López Abad (Industrial Engineering, class of 1994), and Juan Manuel Mata García, BS (Business Management, class of 1987).

3. During this year, more than 1,800 alumni students had taken part in the different activities of institutional liaison, which are current and relevant at professional and human levels. Some of the most relevant events were:

- First Egresados Night Fest
- Panel “Millennials en búsqueda de trabajo” (Millennials searching for job)
- Conference “Cómo crear un Side Business” (How to create a Side Business)
- Conference “Cómo lograr resultados extraordinarios con la comunicación” (How to achieve extraordinary results in communication)
- Conference “Trabajando juntos para erradicar el hambre” (Fighting together against hunger)



- Conference “Infidelidad: causas y consecuencias” (Infidelity: causes and consequences)
- Panel “La economía alrededor del Super Bowl” (The economy of the Super Bowl)
- Course “Aprendiendo a usar la biblioteca digital” (Learn to use the digital library)
- Conference “Gestión de la estrategia enfocada a resultado” (Management of the strategy focused on results)
- Workshop “LinkedIn. Cómo crear tu perfil” (LinkedIn. How to create your profile)
- Broadway gala concert (art and culture)
- Gala night for the Syrian
- Clinical nutrition reunion
- 25th anniversary alumni reunion
- 30th anniversary informatics reunion
- Dance course
- Runners team

This year there were about 1,000 IDs issued for alumni, giving them access to the campus and the use of all our facilities.

4. This liaison with the alumni encouraged great generosity to their *Alma Mater*, and these important contributions have influenced in the development of our Institution, through:

- Donations for the Scholarship Funds through Fonaton pioneering fundraising program in Mexico, which this year has raised more than \$6,000,000
- Support to the sponsorship of seats in the Centro Cultural Mexiquense Yitzhak Rabin (our cultural center) for more than \$500,000.
- Donations for equipment and finishings in the Centro Cultural Mexiquense Yitzhak Rabin for more than \$4,500,000.
- Support for the implementation of the Research Professorships for more than \$5,000,000 during the year.

5. On the other hand, it is important to highlight that in the 2016 issue of *Los300*, of the *Lideres Mexicanos* magazine, 35 of our alumni are recognized in it; i.e., more than 10 percent of the leaders recognized in it are Anahuac alumni. See *Appendix 1*.

Thanks to the generosity of our alumni, the Universidad Anahuac is at the forefront in educating positive action leaders promoting the development of the society.



THE UNIVERSIDAD ANAHUAC MEXICO IN INCLUSIVE AND TRANSFORMATIVE CONTACT WITH ITS SURROUNDINGS

One of the ultimate goals of the Anahuac education is to make our community members to turn into real positive actions leaders at the services of the society. In this way, their projects, success, and achievements -which impact on the surroundings and the transformation of the society- are categorical evidence of the fulfillment of our Mission, and the constant drive of the university endeavor.

We will next describe the main innovation projects, actions, recognition, and participation of our students, academics, and alumni in the economic and social sector.

INNOVATIVE SOCIAL COMMITMENT AND TRANSFORMATION PROJECTS

1. The Campus South signed with Secretariat of Social Development (Sedesol) an cooperation framework agreement “Por un México sin pobreza” (For a Mexico without poverty). Its purpose it to implement innovating projects in benefit of the most vulnerable population). In this sense, the Leadership and Excellence Programs of our University submitted their corresponding initiatives.
2. Our students Michelle Flores Zozoaga, from the BS International Hotel Management obtained the second place in the Student Challenge with her project “Wellness & Spa Resort”. This project is focused on improving customers’ wellbeing, give them the opportunity of changing and improving their lifestyle.
3. We held the 2015 Innovatón award ceremony, for this innovation contest among administrative and academic staff, promoted by the Directorate of Human Capital and

the Sustainable Anahuac Committee. This activity received 38 projects, and the first place was for the project “Viernetón Anahuac”, which is about receiving the children of our collaborators in the last Friday of every month (day in which there is no class in elementary schools) . Children come to make company to their parents and have some recreational activities especially designed for them.

4. In order to inform the business community and the Anahuac Community about research, technological development, and innovation activities related to the Center for Technological Innovation (Cenit), the +Ciencia magazine is edited and published periodically, along with the Innovanotas e-bulletin. It is important to highlight that the editorial board from both publications is constituted by students from different engineering studies.

5. The Technological Leadership Forum was organized and promoted by the Cenit and the company Softtek. Its purpose was to be a refresher for the business community members in the State of Mexico. It was also aimed at students with business profile for the use of technologies in innovation of products and services as a means to transform their businesses.

6. In the Cenit there has been technological innovation projects for social and environmental benefit. Among the projects standing out there was the development of a parapodium for people with paralysis, and the design and production of a camera trap, used to monitor wild flora and fauna. Academics and students from different faculties are involved in these projects.



ACTIVITIES, RECOGNITIONS, AND PARTICIPATION IN THE ECONOMIC AND SOCIAL SECTORS

Students and Academics

1. The Faculty of Global Studies took part in the organization of the 3rd Annual Symposium The North America Process, held in the city of Phoenix, Arizona. This was the result of a trilateral alliance between this faculty, the School of Public Policy of the University of Calgary, and the College of Public Services and Community Solutions of the Arizona State University. The purpose of the Symposium was to discuss the most relevant topics to take into account to continue with the integration process in North America.

2. Members of the Research Center for Ancient Cultures presented the Archeological Project Magdala in the Azusa Pacific University.

3. Dr. Édgar Herrera Bastida, academic of the Faculty of Health Sciences, was certified as Medical Simulation Educator at the International Meeting on Simulation in Healthcare (IMSH). This association is a worldwide reference in this matter. He is the first Mexican in receiving such certification.

4. Amador Narcía Crespo, student at the Faculty of Communication, obtained the First National Journalism Award in the category of social content report, granted by the jury of the Club de Periodistas de México, A.C.

5. Jeannette Arriola Sánchez, MS, head of our Carlos Slim Helú Research Professorship in Comprehensive Fight against Poverty in Indigenous Communities, received the National Award of Volunteering Action and Solidarity 2015, for her altruistic work spanning 21 years with indigenous communities in seven states nationwide.

6. Architect Bernardo Gómez-Pimenta, PhD, director of the School of Architecture, and alumni from our University, was conferred the Silver Medal from the Academi Society Arts-Sciences-Lettres in Paris.

7. Students Ramón Castillo Fuentes and Emma Maureen Kelly took part in the international contest Santander NEO's Challenge, getting the sixth place.

8. For second consecutive year, BS Gastronomy students won the Ultimate Culinary Clash contest. In this 2016 edition, the winners were Flora García Corella and Isadora Rivera Ortega.

9. Students of the Faculty of Communication won the first and second place in the category of infographics in the 6th Inter-university contest “Nada es seguro, tu seguro sí”. There were 780 works from 25 universities. The topic was about the needs for getting a life insurance (1st place: Rodrigo Hernández Gutiérrez and Yasmine Yoryia Munguía Vassilik; 2nd place: Daniela Alpízar Maldonado, and Ana Cristina Valerio Cabazos).

10. Through the Faculty of Tourism and Gastronomy, our University gave the Honoris Causa doctorate to His Excellency Mr. Taleb Rifai, Secretary-General of the World Tourism Organization (UNTWO), for his outstanding work in such sector.





Alumni

11. Gabriela Hernández Morgan, MS (Banking and Financial Markets, class of 2007) was recognized by The Legal 500 as one of the most influential and innovating business lawyer in the Mexican market, after being included in the GC Powerlist: Mexico, published by The Legal 500. It is an organization that has analyzed the skills and abilities of lawyer offices worldwide for the last 29 years.

12. Dr. Gerardo Muñoz Montiel (Surgeon Doctor, class of 2001) was conferred the Presea Estado de México 2015 “Residentes en el Extranjero José María Heredia y Heredia” (Nationals living abroad Award), for his international work within Doctors without Borders in countries with severe public health problems.

13. Dr. Adriana Hernández del Lago (Communication, class of 1994) received the 2016 Women Award, granted by the Círculo de Periodistas A.C. and the National Women’s Chamber and the Hall of Fame Mexico, for their valuable collaboration to the society, bringing a positive impact to Mexico.

14. Mikel Arriola Peñalosa, MS (Law, class of 2000) was appointed as Director of the Mexican Institute of Social Security (IMSS).

15. During the second semester of 2016, some of the most relevant business publications have published their lists of the most relevant business people and leaders of Mexico. 35 of our alumni have appeared in one or more of these rankings. *See Appendix 1.*



Enterprises in the University and the University in the enterprises

The strategic alliances with leaders from the productive, public, and social sectors are key to share their experience and view of the professional world with our Institution. These alliances will impact on the construction of an innovative, entrepreneurial, and international education environment, the one that the Universidad Anahuac wants to consolidate. Likewise, it is possible to know first-hand about the needs of the market to know and consider the graduation profile needed in the different sectors in order to take it into account in our curricular plans and programs, and fully accomplish our institutional Mission.

The University is convinced that maximizing, boosting, and favoring this liaison, while giving more space for action and involvement to our key stakeholders in institutional projects, benefits our students through the participation in impactful projects in collaboration with leaders from a number of sectors, and thus generating a chain of accrued benefits.

Consequently, some of the actions made in this 2016 in line with the above were:

1. The Educational Model remains with the inclusion of three Practicum subjects as the ideal means to provide evidence of the achievement of professional competencies of the graduation profile. The Practicum provides the possibility of integrating theory and practice (knowing-making), knowledge applied in a real or simulated professional work context, with individual monitoring from either academics or professional advisors in the receiving company or institution. This lets us to clearly evaluate and make evident the progress in developing and achieving the professional competencies defined in the graduate profile of each degree.
2. During 2016 we established or strengthened links with leaders from different sectors (business, social, cultural, sports, and government) through the Meetings of Positive Action Leaders (ELAP) with Anahuac Leadership Program students. In these meetings, these leaders, attending as guests of honor, shared their experience and professional career in order to be a role model and source of inspiration for students. With the presence of those leaders in different activities on campus, and occasionally with the establishment of Corporate Professorships, we reinforce our commitment to have activities of mutual benefit. Some of these meeting were:

MEETINGS WITH LEADERS

PROGRAM	GUEST - COMPANY	POSITION
Acción	Carlos Padilla - Mexican Olympic Committee	President
Acción	Eduardo Fernández Cantelli - Marketing Deportivo s.L. Madrid	Professor
Acción	Israel villalpando - Financial Coordination of the Olympic games	Manager
Acción	Javier San Román - Club Alebrijes de Oaxaca	President
Acción	Jorge Valdano - Real Madrid	General and Sports Director
Acción	Juan Rene Serrano	Olympic Athlete
Alpha	Antelmo Abelardo Meneses García - National Cancer Institute	General Director
Alpha	Dr. Armando Ahued	Health Secretary Mexico City
Alpha	Dr. Germán Fajardo	Medicine Director
Alpha	Dr. Jorge Salas Hernández - National Institute of Respiratory Diseases Ismael Cosío Villegas	General Director
Alpha	Dr. José Alberto García Aranda - Children's Hospital	General Director
Alpha	Dr. José Damián Carrillo - Mexican Society of Neurological Surgery	Vice President
Alpha	Mr. Robert W de Bruin - Mead Johnson Nutrition	General Director
Cima	Alberto de la Fuente - Shell Mexico	President and General Director
Cima	Alejandro Cardoso - Publicis Communications Mexico	President & CEO
Cima	Fernando García Cantón - Xerox	General Director
Cima	Eng. Marcio Golfe Andreazzi - P&G Mexico	President and General Director
Crea	David Calderón - Mexicanos Primero	General Director
Crea	Diego Ibarra Belmont - Radio Association of the Valley of Mexico	President
Crea	Javier Williams - Tv Producer	Producer
Crea	Jorge Chiwo - Sony Music	Director

Crea	Karen Ovseyevits - Porter Novelli	President Latin America
Crea	Karina Suárez - Diamond Films	Marketing director
Crea	Lázaro Ríos - Editorial Reforma	General director
Crea	Mauricio Gutiérrez - Jeffrey Group	Managing director
Crea	Miguel Campos - Sony Music	Anahuac alumni
Crea	Miguel Mallet - Universal Pictures	Marketing manager
Crea	Vivian Rodal - Scribe	Marketing director
Culmen	Carmen Gaitán - Museo Nacional San Carlos	director
Culmen	Gerardo Ávila - Cirque du Soleil	First clown in Mexico
Culmen	Guillermo Weichers	Theater producer
Culmen	Josué Bravo - "Jóvenes contigo" y del movimiento "Operación felicidad"	director
Culmen	Juan A. Gaitán - Museo Rufino Tamayo	director
Culmen	Louise Phelan Vocalista técnica Alexander	Singer alexander technique
Culmen	Miguel Fernández Félix - Museo del Palacio de Bellas Artes	director
Genera	Alejandra Palacios Prieto - COFOCEAlberto Jones Tamayo - Moody's México	President commissioner
Genera	Ana López Mestre - Directora American Chamber of Commerce de México	General director
Genera	Ángel Vélez - Empresario	director
Genera	Dr. José María Zax - American Express	Business person
Genera	Eduardo Varela - GNP	General director
Genera	Enrique Ponzanelli - Wal-Mart	General director
Genera	Laboral y Expansión	Vice-President of Legal, Labor, and Expansion
Genera	Erick Seiersen - DIAGEO	General director
Genera	Fernanda Guerrero - CHIA MIA	Founder, general director, and entrepreneur
Genera	Francisco González - Pro México	General director
Genera	Gabriel Porteny - Croquetero	General director
Genera	Jaime González Aguadé - Comisión Nacional Bancaria y de Valores	director
Genera	Jeronimo Cosío	entrepreneur
Genera	John Lackner - H&M México	country Manager
Genera	Lucía Legorreta - CEFIM	director
Genera	Luis Roberto Pérez - Proyecto Terra	Co-founder and general director
Genera	Luiz Ferezin - Accenture	Executive director
Genera	Rodrigo González Calvillo - Impulsora de Centros de Entrenamientos de las Américas	chief executive officer
Genera	Javier Hidalgo - Banca Comercial Santander	Vice president
Impulsa	Alejandro Almazán Zimermann - Únete	General director
Impulsa	Andrés Martínez - Dr. Sonrisas	President
Impulsa	Diego Parada Herrera - Fundación Vuela	director
Impulsa	Dr. Diego Díaz-Martín - ASHOKA	director
Impulsa	Esteban Moctezuma Barragán - Fundación Azteca	director
Impulsa	Fernanda Yong	alumni
Impulsa	Karem Rojas - Ford	Social responsibility coordinator
Impulsa	Luz Yolanda Prida - Un Kilo de Ayuda	General director
Impulsa	Maricarmen de la Torre - Lush (Maquillaje)	Marketing director
Impulsa	Paola Bergel - Make a Wish	General director
Sinergia	Elva Leonor Cárdenas - Protección y Atención a Niños, Niñas y Adolescentes del DIF	General director
Sinergia	Ernesto Canto - Prevención del Delito	director
Sinergia	Fernanda Bayardo Salim	Constituent representative (PRI)
Sinergia	Fernando Adame	Deputy (PAN)
Sinergia	Juan E. Pardinás - Instituto Mexicano para la Competitividad	General director
Sinergia	Juan Pablo Piña Kurczyn	Federal deputy
Sinergia	Ricardo Barroso - Senado de la República	senator
Vértice	Alejandro Oseguera - Programas Teletón	General director
Vértice	Alfonso Vázquez de la Fuente - Atún Dolores	Chief commercial officer
Vértice	Alejandro Triulzi - Cooper Vision	Marketing director
Vértice	Andrés Peter Schiefer - Latin América Field Marketing Manager	director
Vértice	Joaquín Matienzo - FullSand	owner and general director

3. It is important to establish relationships with other entities where the Universidad Anahuac Mexico Campus North is. Therefore, we had renewed our alliance with the Municipality of Huixquilucan, which will allow us to contribute to the municipal development by sharing the knowledge of our academics, maximizing the talent of young people in training, and strengthening continuous education.

4. In 2016 we signed 15 new Corporate Professorships between the Schools and Faculties of our University and leader companies and institutions. The purpose is to establish long-term win-win alliances in favor of organizations such as the University Community through joined actions encompassing professional practices, participation in academic events, conferences or workshops, visits to facilities, university contests, social service, and career center, among others, including projects and activities according to the priorities and strategies of organizations. There are currently 96 active operation and liaison professorships. At the same time, we are boosting their development through the use of technological tools and communication strategies that allow its dissemination within the University, in order to encourage an inter-professorship collaboration across the different Schools and Faculties.



5. We need to make a special mention here to stress out the creation of the Directorate of Liaison that is structuring a new liaison management system with communication means, governments, companies, academia, embassies, international bodies, third sector, culture, and Church and religious groups. General liaison products are included in a matrix with more than 20 liaison possibilities, with Corporate and Liaison Professorships among them, along with Research Professorships, Consultancy, Continuous Education for closed groups, as well as the one referring to the promotion of Anahuac Job Development.

6. In order to strengthen these alliances with the productive sector, and maximize employability of Anahuac students and alumni, we have consolidated the Anahuac Job Development Coordination. For this purpose, an overall assessment was made to the career center services, involving students, alumni, and some of the main employers in the institution. New social media were created for the Anahuac job development on Facebook and LinkedIn. Some of these activities were:

**THESE ARE THE
NEW CORPORATE
PROFESSORSHIPS SIGNED
IN 2016:**

- ACTUARIAL SCIENCES: **ACCENTURE**
- HEALTH SCIENCES: **SILANES**
- SPORTS SCIENCES: **UNDER ARMOUR**
- SPORTS SCIENCES / COMMUNICATION: **CONADE**
- COMMUNICATION: **NRM COMUNICACIONES, GRUPO ACIR, MVS RADIO, GREAT PLACE TO WORK**
- ECONOMICS AND BUSINESS: **GOOGLE, ENDEAVOR, AMEXCAP**
- HUMANITIES: **INSTITUTO PANAMERICANO DE GEOGRAFÍA E HISTORIA**
- ENGINEERING: **CONABIO**
- LANGUAGES: **ANTIGUO COLEGIO DE SAN ILDEFONSO**
- TOURISM AND GASTRONOMY: **RCI**

As part of consolidating the Corporate Professorships, we have developed indicators to optimize their operation and measure the efficiency and impact they have..



Aware of the relevance of Internet accessibility, we have renovated the structure of the Anahuac Job Development portal. It will allow users to have easier access, to generate profiles with videos, more access to information, easier ways to publish vacancies, generate templates to upload CV, search for employment through filters, notification system for possible profile matches, career center for high executive positions, etc.



RESEARCH

5

THE CHALLENGE OF RESEARCH WITH SOCIAL IMPACT

MATERIAL AND HUMAN RESOURCES STRATEGICALLY PLACED FOR EFFECTIVE RESEARCH OUTCOMES

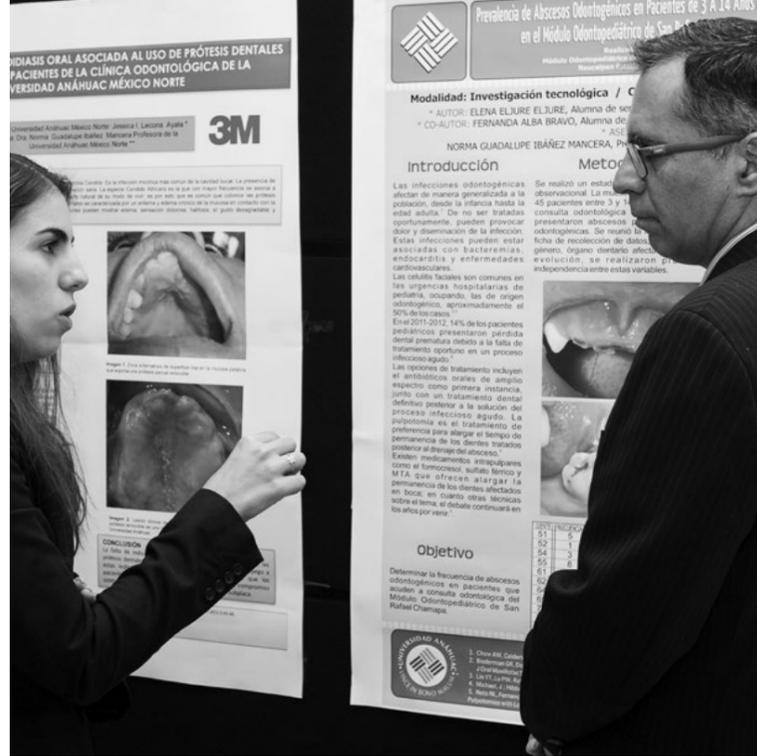
In strategic planning, the Universidad Anahuac Mexico has assumed the merging of both campuses as an appropriate event to jointly consolidate the essential research function. In this way, the hallmark of this Institution is social commitment, reason why it was determined as priority to boost research projects in this line.

In order to deal with this challenge, it was necessary to structure an integrated, organized, and efficient research plan, by creating synergies between both campuses, our researchers, programs, resources, and between the actions leading to the development of interdisciplinary research projects with social impact at national and international level.

For this purpose, the following steps were made in 2016:

1. The structure and function of the Institutional Research Committee, that became into the Research and Innovation Committee.
2. Thanks to the work of researchers in the Faculties of Bioethics and Health Sciences at the National Bioethics Commission, the Research Ethics Committee was created in 2016, as per current legislation.

- The Seminar in Middle East and the Caucasus Studies of the Faculty of Global Studies was consolidated with the publication of two books and one more to be published.
- One more excavation season was made in Magdala.
- Two manuals about addiction prevention in school-age youngsters were presented as a result of a research made by the School of Psychology, and funded by the Pernod Ricard Foundation.
- We also strengthened research and innovation relationships with companies through projects funded by Conacyt (PROINNOVA and PEI). The most important companies and projects are:



- The project “El cambio de condición laboral como determinante social de la atención integral de enfermedades crónicas en México” was approved by the Sector Funds for Basic Research PDCPN2014-1. The head researcher was Dr. Miguel Ángel González Block, researcher by agreement assigned to the Research Center for Health Sciences (CICSA) of the Faculty of Health Sciences.
- During 2016 we continued with the training of academics researchers with the Certificate Diploma in Research and Academic Development offered by the Teaching Education and Refresher Center (CEFAD). On the other hand, the Research Commission of the Federation of Private Mexican Institutions of Higher Education (FIMPES) developed an online certificate diploma called Inter-institutional Certificate Diploma

in Researchers Training, currently with 15 academics of this University.

9. There were 11 research stays abroad and we received eight researchers; nine of our researchers made research stays in the same number of universities at five countries in the Americas and Europe, and two Mexican universities. On the other hand, five foreign researchers made their research stays in the Universidad Anahuac, as well as three national researchers. With this we are strengthening inter- and trans-disciplinary research, teamwork, research networks, as well as internationalization activities in our University. With these actions we have established academic collaboration agreements and are working on double degree programs. Next we have details of our research stays:

COMPANIES / PROJECTS

EMPRESA	PROYECT
RASE Proyectos Productivos S.A. de C.V.	High performance, high profitability, and no VOC compound materials for automotive and aerospace from unsaturated polyester dispensable in water.
Grupo AIT S.A. de C.V.	Geotechnological system for telemedicine
Tremet S.A. de C.V.	Water-based, high performance polymer system for industrial flooring applications.
Ofisistemas Paradigma S.A. de C.V.	Integrated hybrid technological system for the sustained development of inclusive businesses, phase 2 of 2, adding geotechnologies.
CDE Comercializadora S.A. de C.V.	Development of a pre-commercial prototype of a low-cost personal computer with preloaded content to be used without Internet.
Axis Ingeniería S.A.	Energy-autonomous network system to monitor wild fauna in areas without Internet.
Emot Ingeniería S.A. de C.V.	Pilot experimental plant for radiation masks for cancer treatments.
Ikon Soluglob S.A. de C.V.	Use of medicines in institutions such as ISSEMyM.
Punto Pen S.A. de C.V.	IT platform for prevention, diagnosis, attention, follow-up, and education in health within the IT platform of the health model.
Punto Pen S.A. de C.V.	Design, development, and integration of a specialized computer module in the IT platform of the health model for the prevention and attention of children overweight and obesity.
Promohealth de México S.A. de C.V.	IT system for the quality in the educational and instructional process of medicine professionals to follow-up, monitor, and control clinical cycles, based on noM/234/ssa1/2003.stage1
Acceso sin Límite S.A. de C.V.	Urban crane to transfer people with reduced mobility from the wheelchair to the car.
Dellser S.A. de C.V.	Pilot laboratory to produce homeopathic and flower drugs.
Tremet S.A. de C.V.	Polymer system with no VOCs for load-bearing concrete applications.
CDE Comercializadora S.A. de C.V.	Design and development of functional prototype to produce tortilla for NATIVO households.
Grupo Químico Industrial Toluca S.A. de C.V.	Low VOCs modified alkyd resin with styrene.
Punto Pen S.A. de C.V.	Design and development of interoperability module in health data and geographic information systems for the Health Model Platform. Stage 2

SCHOOL OR FACULTY	NAME	TYPE OF MOBILITY	HOST UNIVERSITY	COUNTRY
Architecture	Dra. Raquel Franklin Unkind	Research stay	Academy of Arts, Berlin-bauhaus	Germany
Actuarial Science	Dr. Carlos Cuevas Covarrubias	Research stay	University of Genoa	Italy
Actuarial Science	Dr. Daniel López Barrientos	Research stay	HEC Montreal	Canada
Actuarial Science	Dr. José Eliud Silva Urrutia	Research stay	Max Planck Institute for Demographic Research	Germany
Communication	Dr. Rogelio del Prado Flores	Research stay	University of Seville	Spain
Communication	Dra. María Antonieta Rebeil Corella	Research stay	University of Malaga	Spain
	Dra. María Rosa Nieto Delfín		Universidad carlos III of Madrid	Spain
Economics and Business		Research stay		
Education	Dr. Julio Pimienta Prieto	Research stay	University of Sonora-Institute for Education Assessment	Mexico
Education	Mtro. Luis Medina Gual	Research stay	UCM	Spain
Global Studies	Dra. Jessica de Alba Ulloa	Research stay	Columbia University	United States
Engineering	Dr. José Antonio Marmolejo	Research stay	University of Nuevo León	Mexico
VISITOR RESEARCHERS				
SCHOOL OR FACULTY	NAME	TYPE OF MOBILITY	HOST UNIVERSITY	COUNTRY
Humanities	Dr. Juan Manuel Burgos	40 hour course	Asociación Española de Personalismo	Spain
Engineering	Dr. Viktor Zaharov	Research stay	Polytechnic University of Puerto Rico	Puerto Rico
Communication	Dra. Blanca Chong López	Research stay	Autonomous University of Sinaloa	Mexico
Communication	Dr. Carlos Muñoz Muriel	Research stay	Autonomous University of Nuevo León	Mexico
Communication	Dra. Carmen Solano Villanueva	Research stay	Santa María la Antigua Catholic University	Panama
Communication	Dr. Jacques Ibañez	Research stay	University of Savoie	France
	Dra. María Aparecida Ferrari	Research stay	School of Communications and Arts, University of Sao Paulo	Brazil
Communication				
	Dra. María de Jesús Montoya	Research stay	Autonomous University of Baja California	Mexico
Communication				

A UNIVERSITY COMMUNITY OF RESEARCHERS

The Universidad Anahuac wants to become a research community that makes research not only at its schools, faculties, centers and research institutes, but also educational research in the academic and administrative areas. This will allow to define and implement education and comprehensive instruction models, and to improve management, communication, and

institutional efficiency schemes, among others. To achieve these objectives in 2016:

1. The researchers group was consolidated, encouraging institutional conditions to favor scientific instruction and production, and thus join the National Researchers System (SNI). With the above, we closed 2016 with 85 SNI researchers:

CENTRO DE INVESTIGACIÓN	NAME	LEVEL
Research Center for Applied Communications (CICA)	Rebeca Ileana Arévalo Martínez	1
Anahuac Research Center for Psychology (CAIP)	Diana Betancourt Ocampo	1
Research Center for Health Sciences (CICSA)	Ronell Eduardo Bologna Molina	1
Research Center for Applied Communications (CICA)	María de las Mercedes Cancelo Sanmartín	1
Anahuac Research Center for Psychology (CAIP)	José Damián Carrillo Ruiz	2
Latin American Center for Social Responsibility (CLARES)	Angel María Casas Grajea	1
Anahuac Research Center for Tourism (CAIT)	Hazael Cerón Monroy	C
Anahuac Research Center for International Relations (CAIRI)	Susana Catalina Chacón Domínguez	1
Center for Management in Engineering and Technology (CADIT)	Guillermo Manuel Chans	C
Legal Research Institute (IIJ)	Alfredo Dagdug Kalife	1
Anahuac Research Center for International Relations (CAIRI)	Jessica De Alba Ulloa	1
Anahuac Research and Services Center for Education (CAISE)	Héctor Eduardo de la Paz Castañeda	C
Institute for Humanism in Health Sciences (IHCS)	María Elizabeth de Los Ríos Uriarte	C
Research Center for Health Sciences (CICSA)	Elizabeth del Moral Ramírez	C
Research Center for Applied Communications (CICA)	Rogelio del Prado Flores	C
Research directorate	Jesús Heraclio Del Río Martínez	1
Center for Economic and Business Management (CADEN)	Adán Díaz Hernández	C
Research Center for Applied Ethics and Values (CIETAV AXIOS)	Catalina Elena Dobre Dobre	1
Center for Economic and Business Management (CADEN)	María Eugenia Elizundia Cisneros	C
Research Center for Health Sciences (CICSA)	Carmina Flores Domínguez	1
Research Center for Health Sciences (CICSA)	María Elena Yuriko Furuya Meguro	1
Legal Research Institute (IIJ)	Dora Amalia García Fernández	1
Research Center for Applied Ethics and Values (CIETAV AXIOS)	Rafael García Pavón	1
Research Center for Health Sciences (CICSA)	Edna Elisa García Vences	C
Anahuac Research Center for Psychology (CAIP)	Alejandro González González	1
Research Center for Health Sciences (CICSA)	Miguel Ángel González Block	2
Research Center for Health Sciences (CICSA)	Gabriela Gutiérrez Salmeán	1
Center for Management in Engineering and Technology (CADIT)	León Hamui Balas	C
Research Center for Health Sciences (CICSA)	Martha Marcela Hernández Ortega	C
Research Center for Health Sciences (CICSA)	José Juan Antonio Ibarra Arias	2
Legal Research Institute (IIJ)	Angélica Josefina Laurent Pavón	1
Research Center for Statistics and Applied Mathematics (CIEMA)	Enrique Lemus Rodríguez	1
Research Center for Health Sciences (CICSA)	Gustavo Liy Salmerón	1
Research Center for Statistics and Applied Mathematics (CIEMA)	José Daniel López Barrientos	C
Anahuac Research Center for Tourism (CAIT)	Francisco Madrid Flores	1
Center for Management in Engineering and Technology (CADIT)	José Antonio Marmolejo Saucedo	1
Anahuac Research Center for Psychology (CAIP)	Patricia Martínez Lanz	1

Research Center for Health Sciences (CICSA)	Marcos Meneses Mayo	1
Research Center for Health Sciences (CICSA)	María del Pilar Ortiz Vílchis	1
Center for Economic and Business Management (CADEN)	Jorge Antonio Pérez Pineda	1
Legal Research Institute (IIJ)	Sara Pérez Kasparian	1
Anahuac Research and Services Center for Education (CAISE)	Julio Herminio Pimienta Prieto	1
Latin American Center for Social Responsibility (CLARES)	María del Carmen Platas Pacheco	2
Research Center for Health Sciences (CICSA)	María Teresa Ponce López	1
Center for Economic and Business Management (CADEN)	Rogelio Puente Díaz	1
Center for Economic and Business Management (CADEN)	José Carlos Ramírez Sánchez	3
Research Center for Applied Communications (CICA)	Rafael Ramírez Beltrán	1
Research Center for Health Sciences (CICSA)	Luis Fernando Razgado Hernández	C
Research Center for Applied Communications (CICA)	Ma. Antonieta Rebeill Corella	2
Research Center for Applied Ethics and Values (CIETAV AXIOS)	Felipe Adrián Ríos Baeza	1
Center for Management in Engineering and Technology (CADIT)	José Martiniano Rocha Ríos	1
Research Center for Health Sciences (CICSA)	Olga Nelly Rodríguez Peña	1
Anahuac Research Center for Psychology (CAIP)	Héctor Manuel Romo Parra	1
Legal Research Institute (IIJ)	Fca. Eréndira Salgado Ledezma	1
Center for Management in Engineering and Technology (CADIT)	Ma. Elena Sánchez Vergara	1
Research Center for Applied Ethics and Values (CIETAV AXIOS)	Francisco Xavier Sánchez Hernández	1
Research Center for Statistics and Applied Mathematics (CIEMA)	José Eliud Silva Urrutia	1
Center for Economic and Business Management (CADEN)	Laura Delia Sour Vargas	1
Institute for Humanism in Health Sciences (IHCS)	Martha Margarita Luz Tarasco Michel	1
Center for Economic and Business Management (CADEN)	Víctor Hugo Valdés Cervantes	1
Research Center for Health Sciences (CICSA)	Juan Gilberto Vaughan Figueroa	2
Research Center for Applied Communications (CICA)	Jorge Alberto Hidalgo Toledo	1
Legal Research Institute (IIJ)	Javier Espinoza de los Monteros Sánchez	1
Legal Research Institute (IIJ)	Carolina León Bastos	1
Center for Economic and Business Management (CADEN)	Rafael Bernardo Carmona Benítez	C
Center for Economic and Business Management (CADEN)	María Rosa Nieto Delfín	C
Center for Economic and Business Management (CADEN)	Pavel Reyes Mercado	1
Center for Economic and Business Management (CADEN)	Argentina Soto Maciel	1
Research Center for Architecture (CIA)	Lucía Martín López	C
Legal Research Institute (IIJ)	Santiago Botero Gómez	1
Research Center for Health Sciences (CICSA)	Hugo Guerrero Cázares	2
Legal Research Institute (IIJ)	Martín Virgilio Bravo Peralta	1
Legal Research Institute (IIJ)	Edmundo Robledo Franco	C
Anahuac Research Center for International Relations (CAIRI)	Laura Verónica Coronado Contreras	C
Center for Management in Engineering and Technology (CADIT)	Didier Torres Guzman	C
Research Center for Statistics and Applied Mathematics (CIEMA)	Alberto Salazar Martínez	1
Anahuac Research Center for Psychology (CAIP)	Ernesto Reyes Zamorano	1
Research Center for Applied Ethics and Values (CIETAV AXIOS)	Arturo Mota Rodríguez	C
Legal Research Institute (IIJ)	Valeria López Vela	1
Legal Research Institute (IIJ)	Octavio Avendaño Carbellido	1
Legal Research Institute (IIJ)	Alicia Guitérrez González	C
Center for Management in Engineering and Technology (CADIT)	Antonio Arriaga Martínez	C
Center for Economic and Business Management (CADEN)	José Carlos González Núñez	1
Center for Economic and Business Management (CADEN)	José Roberto Balmori de la Miyar	C
Center for Economic and Business Management (CADEN)	Ignacio Alejandro Mendoza Martínez	1

2. Research was focused on the university commitment to the society. In this way, we have attended important research projects, such as the ones requested by the Boston Children's Hospital and by the Organisation for Economic Co-operation and Development (OECD). We have worked with the latter in a technical revision of its Factbook 2015-2016, translation, which will be published for the first time in Spanish in co-edition with the SISS and titled OECD Factbook 2015-2016. Economic, Environmental and Social Statistics.

It was also established a very important agreement with the Directorate of Federal Social Rehabilitation Centers (CEFERESOS) to identify sociodemographic and psychosocial factors previous to their incarceration. The study was made in 3,320 subjects from both genders incarcerated across the 16 CEFERESOS and one penitentiary complex in Mexico. Its purpose was to establish rehabilitation policies and clinical treatment. This will ultimately have an impact on the decrease of crime rates, and improvement in the quality of life of inmates.

3. The Anahuac Research Symposium is held annually. The Twelfth Anahuac Research Symposium: Research Networks for the Third Millennium was held this year in the month of October. This event is characterized by keynote speeches, academic meetings, discussion tables, and the already traditional commented exhibition of scientific posters.

4. The fourth edition of the Colloquium "¿Dónde estás, Sofía? Leer, pensar y hacer para ser" was held in December 2015, in the framework of the International Book Fair of Guadalajara, organized by the Publications Coordination of the Institutional Communication Directorate, with the support of the Research Directorate. In this event, five researchers from different universities, and specialists from different areas of knowledge shared their experiences with the public, who were mainly university and high-school students, to encourage them come closer to research.

5. Also this year we had the first agreements to establish a research group of excellence. This group will represent an opportunity for students interested in university research to exchange experiences and training with researchers by joining to their work teams.



6. Among the main recognitions for the research made at this University, it is important to mention students of the Faculty of Engineering, tutored by Dr. María Elena Sánchez Vergara. They attended the 109th Annual Conference & Exhibition "Unmasking the Industrial Renaissance", organized by The Air & Waste Management Association (A&WMA). This is the most important clean energies event worldwide. Our students, the youngest in the congress and who competed with postgraduate students, submitted two works: an oral presentation, and a poster. The latter was entered into a student competition and won the first place.

7. Dr. José Juan Antonio Ibarra Arias, coordinator of the Research Center for Health Sciences (CICSA) and Level II national researcher, received the National Award on Medical Research Jorge Rosenkranz for his work "Inmunización con péptidos neurales modificados más la remoción de la cicatriz induce un microambiente permisivo y promueve una mejor recuperación motora después de una lesión crónica de la médula espinal". This work, made by himself and his inter-disciplinary and inter-institutional researchers team from our University, the National Autonomous University of Mexico, the Metropolitan Autonomous University of Iztapalapa, the Mexican Institute of Social Security, and the National Polytechnic Institute, demonstrated it is possible to revert the deleterious micro environment favoring the regeneration encouraging the electrophysiological and motor recovery in chronic injuries of the spinal cord.



A GLOBAL UNIVERSITY COMMUNITY

CITIZENS OF THE FUTURE

Internationalization has been explicitly present in the Mission of the Universidad Anahuac since 2000. Since then, the globalization effects in the society require education in all areas to be the means to generate knowledge, skills, and attitudes that will allow students to become a global citizen, and thus promote respect to human dignity and culture of peace. In compliance with its mission, the University organizes and takes part in very different curricular and co-curricular activities with great international weight on campus, off campus, and online. In this sense, the following events were held:

- For third consecutive year, the School of Design took part in the 2016 Zona Maco Mexico Contemporary Art exhibition. It presented a collection of pieces where students and alumni come together to collaborate with renowned international designers. The pieces demonstrate a new Mexican design and the projection of the School of Design to Europe, North America, and Latin America.
- Our Campus South hosted the fourth edition of the United Nations Model UASMUN 2016, where students from high schools and universities in Mexico City took part through five committees: FIFA Committee; the UN Security Council; the International Court of Justice; the Member Presidents of the League of Arab States; and the delegates of the Commission on the Status of Women.
- BS Entertainment Industry Management, Architecture, and Design students organized the fifth edition of the

AMN Fashion Night 2016 catwalk. The purpose was to provide a space for national and ecologic fashion by exhibiting designs inspired in architects of international stature and different brands.

- The Faculty of Law in the Campus South and the organization Alto al Secuestro, under the responsibility of Ms. Isabel Miranda de Wallace, organized the forum “La ley para prevenir y sancionar la tortura: una mirada multidisciplinaria” (Law to prevent and sanction torture: a multi-disciplinary perspective). Public servants, academics, NGOs, and litigants were invited to this event.

- The School of Arts hosted its 7th International Meeting of Arts, which is a biennial with more than 40 artistic events among scenic performances, major conferences, discussion tables, workshops, and especially the visual arts exhibition “Diálogo entre museos”.

For many years, our Institution has made great efforts in terms of internationalization. An example of this are the alliances with reputable institutions such Le Cordon Bleu International or the first Doctorate in Education, which is still delivered together with the Complutense University of Madrid.

This year we have renewed once again our agreement with the University of Cantabria and Santander Bank to continue our more than 15 year relationship with the Master’s in Banking and Financial Markets.

In 2016, it was agreed that it was time to reflect the institutional internationalization model, which together with policies defined would support us in generating and intention and a direction. It has been decided to rethink the impact to be generated at all levels, from its mission and main functions: teaching, research, and extension, thus achieving an evident process of institutional transformation that will cross-sectionally integrate the international and intercultural dimensions, and that will promote an integrated internationalization culture.

To achieve this transformation, the following steps have been taken:

1. In updating the Educational Model, one of the objectives considered was that students -including those who do not have the chance to study abroad- are exposed to international approaches in order to develop the vision and competencies needed to interact as future professionals in an international and globalized environment. This is achieved through inclusion of international references in terms of studies, mobility, and exchange; the integration of current and coherent



graduation profiles; the use of ICT; and the proficiency of other languages, among other educational experiences.

2. The Anahuac Internationalization Model, whose approach pervade in every university endeavor, has been moving forward in a collaborative fashion. For the above, the Academic Relationship team has been reinforced to lead the efforts in model design and implementation in order to promote a global culture in schools and faculties through its own Internationalization Programs for both undergraduate and postgraduate degrees.

3. New strategies were implemented to encourage mobility and exchange. Such is the case of the options given to students to go on international exchange, and to get the recognition of their foreign studies one they are back. As a result, 456 students made an international exchange with credits. However, taking into account the international seminars or short courses, and the national mobility, a total of 952 students of the Universidad Anahuac Mexico were involved in either an international or national experience, representing 7 percent more than the previous year. Regarding the reception of international visitor students, who

came from 11 different countries, the percentage increased in 46 percent in contrast to 2015. Likewise, there was an increase of 9 percent in teacher and researcher mobility, including 10 research stays for Doctors in different disciplines.

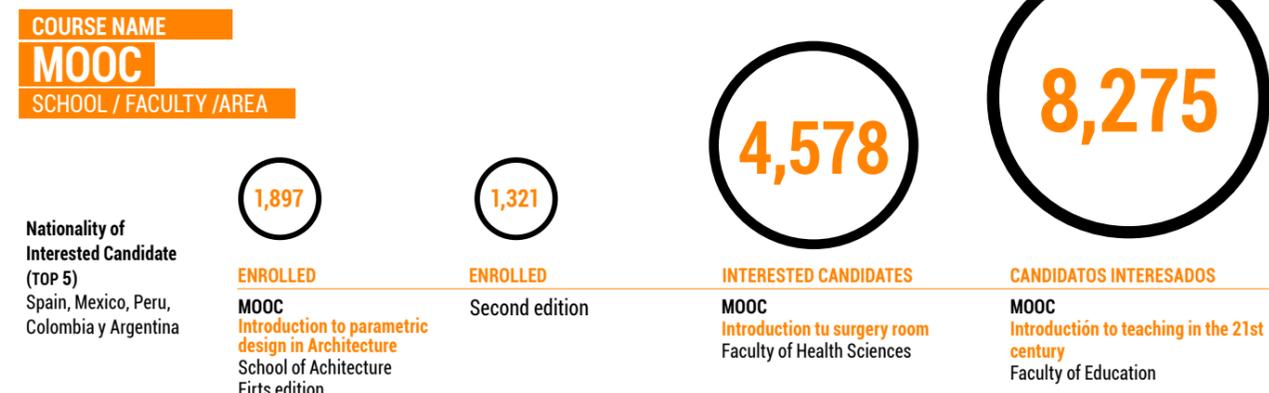
Among the most enriching international experiences of 2016, there is the academic seminar on the fashion industry in New York. 27 design students attended to it, with the participation of leader companies and institutions of the industry. There was also the international seminar in Spain, where the global management trends were presented.

4. S31 new international agreements were signed to make a total of 203. We have increased the exchanges options for students, academics, and researchers, as well as academic collaboration, including double-degree programs, cotutelle of PhD thesis, research projects, among others. Among the institutions we have an agreement with are the Francisco de Victoria University, Manhattan Institute of Management, University of British Columbia, Macquarie Univeristy, University of Victoria, Polytechnic University of Madrid, L'Ecole Nationale Supérieure d'Architecture

de Paris-La Villette, NHTV Breda University of Applied Sciences, Tel Aviv University, Istituto Marangoni, Hof University, Hochschule Bremen University of Applied Sciences, Dankook University, The Hong Kong Polytechnic University, Les Roches, among others.

5. With the opening of the first Massive Open Online Course (MOOC) through the Miriada X platform of Universia and Telefónica, we are offering free quality courses online, allowing the integration of students all over the world. In 2016 we launched the first massive open online cours MOOC Anahuac, Introduction to parametric design in Architecture. It had a total of 3,218 students in its two editions (the first one with 1,897 students enrolled, and the second one with 1,321 students enrolled). Students were mainly from Spain, Mexico, Peru, Colombia, and Argentina.

We are currently promoting the opening of the next Anahuac MOOC courses: Introduction to surgery room, with 4,578 candidates interested, and Introduction to teaching in the 21st century, with 8,275 candidates interested.



6. Together with Universia and Telefónica we organized the first Anahuac International Seminar on MOOC Experiences, with the participation of higher education institutions of Mexico and Spain, and whose purpose was to present their experiences and archive a joint enhancement.

KNOWLEDGE UNDERSTANDING ANDE GENERATION WITHOUT BORDES

The 21st century is characterized by multiple ways to create knowledge and have the technological tools to ease its fast dissemination: there is no way for students tu assimilate such

amount of knowlege that ir in constant growth and update during their time at university. The challenge now is to make them develop the competencies needed to understand what the history of manking has left pending for the new generations; to find peace in a world that need equality, justice and no borders, where the rest form human dignity becomes the starting point. During this 2016, the great Anahuac Mexico University Community expects having made its contribution for the future humankind.

VISION

2017

7

AN APPROACH TO THE NEAR FUTURE

The goals of the Universidad Anahuac Mexico for the following year, in accordance to our strategic plan are:

STRATEGIC LINE 1

- Comprehensive instruction for everyone Delve into our understanding and actions in the following areas: comprehensive instruction, social commitment, leadership and values, and their link with academic life.
- Delve into and publish about leadership topics and about our Comprehensive Instruction Model.
- Boost the Tutoring Program to support our students in getting the most of their education.
- Reinforce and expand university programs aimed at living the different traits of leadership in the university community.
- Strive for most of our university community members to have a comprehensive instruction and social responsibility experience, through workshops, courses, and activities made through the Universidad Anahuac Social Action program.

STRATEGIC LINE 2

- Integration of the Universidad Anahuac Mexico Community. Establish a live university community committed to its Catholic identity that openly and respectfully interacts with their social environment; that conveys social responsibility; and that searches for continuous improvement in the academic, administrative, and communication fields in the exercise of a co-responsible, fast, effective government and talent promoter..



- Continue consolidating the Anahuac Mexico merging by generating the needed synergies in benefit of the community at both campuses.
- Promote participation of the community in social responsibility activities, as well as experience of our Catholic identity, proposed for the scientific, academic, and social fields.
- Follow up works in the Ajusco Community Center.
- Attend the needs of our student, academic, and administrative community from the different university governance fields.

STRATEGIC LINE 3

- Consolidation of Anahuac leading presence in the metropolitan area of Mexico City. Have two excellent campuses with a varied, relevant, and innovating education offer for undergraduate and postgraduate studies. Offer a new concept in continuous education and in extension programs.
- Reinforce the liaison work with different areas where our alumni are working at.
- Increase satisfaction on internal and external expectations of our undergraduate and postgraduate degrees.
- Continue building our cultural center, the Centro Cultural Mexiquense Yitzhak Rabin so that it is possible to support

and promote culture in the West side of the metropolitan area through its facilities.

STRATEGIC LINE 4

- Deepening and improvement of the Anahuac educational model. Maximize academic quality achieved by providing thorough and specialized academic offer, recognizing and developing the essential role of the Anahuac faculty members and their innovating contributions to this educational model.
- Closely continue with the accreditation processes for undergraduate and postgraduate programs that may be subject to such, at both national and international levels.
- Keep contributing in the improvement of the faculty in terms of their profile through refresher courses.
- Boost instruction of human talent in the directive and administrative areas.

STRATEGIC LINE 5

- Strategic liaison with productive and social sectors. Reinforce strategic alliances with our alumni and organizations in the productive, public, and social fields.
- Consequently, this will help our students to develop in

a relevant, innovating, entrepreneurial, and international environment.

- Strengthen the relationship with the Anahuac Mexico alumni network. Its over 42,000 members make of it a great opportunity for the young students in our campus, and to bring the Anahuac Mission to the society.
- Continue boosting this liaison through corporate and research professorships.
- Continue strongly supporting higher education institution associations this institutions is part of.

STRATEGIC LINE 6

- Research with social impact. Develop a research culture related to our mission and to innovation, that is properly disseminated and allows the instruction of researchers. Focus on our research so that every effort translates into contribution to our surroundings, especially among the most disadvantaged groups in our society.
- Promote research at a teaching, postgraduate, and undergraduate degree levels, with research lines in accordance with our Mission, and to contribute to improve the situation in our country.
- Establish leadership programs in research among our students.

STRATEGIC LINE 7

- Consolidate internationalization as part of the institutional culture, including the teaching-learning process and research.
- Boost the development of internationalization competencies among our student community.
- Generate the agreements needed for an international projection of our youth in the United States and in Europe.

With no doubt, the perspective toward the future of our University aims at addressing essential activities in order to harmoniously link with its own specificity coming from our mission. This makes us be committed to dialogue in the scope of reason, research, science, and culture, and build a community open to solidary commitment with the human dignity and with our academic and social surrounding, given the offer of a high human, academic, and Christian profile of those responsible of research and teaching; people able to make a rational and critical judgment, aware of transcendent dignity of the human person and the dimensions of service to the people and the society.



FORMAMOS LÍDERES
QUE INSPIRAN,
PERSONAS QUE TRASCIENDEN

El Norte y el Sur
siempre han estado más cerca

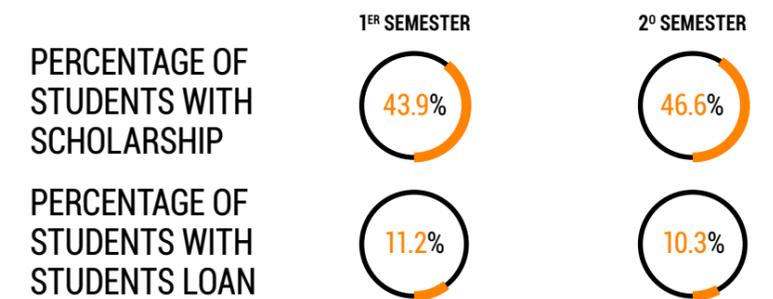


¡Juntos Somos Anahuac México!

FORMAMOS LÍDERES
QUE CREAN EL FUTURO, PERSONAS
COMPROMETIDAS CON ÉL

UNDERGRADUATE STUDENT POPULATION 2016

	1 ^{ER} SEMESTER	2 ^O SEMESTER
	JANUARY / JUNE	AUGUST / DECEMBER
ACTUARIAL SCIENCE	323	349
ARCHITECTURE	479	528
ARTS	111	133
COMMUNICATION	1454	1501
HEALTH SCIENCES	2569	2863
RELIGIOUS SCIENCES	161	65
LAW	870	951
SPORTS MANAGEMENT AND ADMINISTRATION	91	109
DESIGN	704	726
ECONOMICS AND BUSINESS	2686	2711
EDUCATION	81	88
ENGINEERING	1041	1208
LANGUAGES	62	53
PSYCHOLOGY	498	531
GLOBAL STUDIES	198	214
SOCIAL RESPONSIBILITY	106	108
TOURISM AND GASTRONOMY	616	647
TOTAL	12,050	12,785



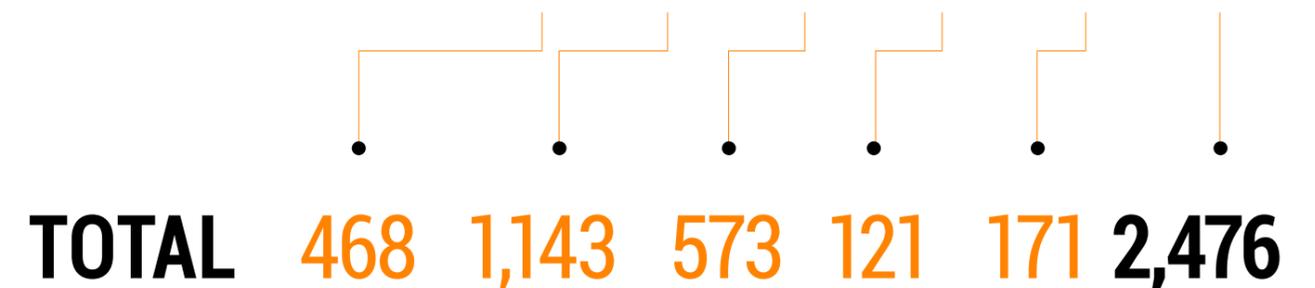
POSTGRADUATE STUDENT POPULATION 2016

ACTUARIAL SCIENCE	59
ARCHITECTURE	64
BIOETHICS	36
COMMUNICATION	155
HEALTH SCIENCE	311
LAW	465
DESIGN	17
ECONOMICS AND BUSINESS	1075
EDUCATION	165
HUMANITIES AND LITERATURE	111
ENGINEERING	156
LANGUAGES	8
PSYCHOLOGY	98
GLOBAL STUDIES	47
SOCIAL RESPONSIBILITY	226
TOURISM AND GASTRONOMY	83



FACULTY MEMBERS

	DOCTORATE	MASTER'S	MEDICAL SPECIALTY	SPECIALTY	BACHELOR'S	TOTAL
		*		**	***	
ACTUARIAL SCIENCE	13	37		2	2	54
ARCHITECTURE	18	61		7	11	97
ARTS	7	19		9	16	51
BIOETHICS	7	3				10
COMMUNICATION	41	147		13	24	225
HEALTH SCIENCE	46	84	568	37	18	753
LAW	78	95		11	22	206
SPORTS MANAGEMENT AND ADMINISTRATION	1	12	2	3	11	29
DESIGN	8	82		18	15	123
ECONOMICS AND BUSINESS	105	239		6	9	359
EDUCATION	11	25		1	1	38
HUMANITIES AND LITERATURE	29	75		5	6	115
ENGINEERING	49	89		2	8	148
LANGUAGES	4	24			2	30
PSYCHOLOGY	16	49	3	1	1	70
INTERNATIONAL RELATIONS	16	37		1	5	59
SOCIAL RESPONSIBILITY	8	19		2		29
TOURISM	11	46		3	20	80



* INCLUDING DOCTORATE CANDIDATES.
 ** INCLUDING MASTERS INTERNS.
 *** INCLUDING SPECIALIZED TECHNICIANS AND PROFESSIONAL OPINIONS FOR CHALLENGE EXAMINATIONS

INFRASTRUCTURE AND SERVICES

CAMPUS NORTH

- FINE CUISINE ACADEMY LE CORDON BLEU-ANAHUAC
- TRAVEL AGENCY
- 8 FOOD AREAS AND 18 FOOD CONCESSIONAIRES
- 6 AUDITORIUMS
- 4 ONLINE CLASSROOMS
- 3 LIBRARIES
- CHAPEL
- ANAHUAC RESEARCH AND STRATEGIC DEVELOPMENT CENTER (CAIDE)
- MEXIQUENSE YITZHAK RABIN CULTURAL CENTER
- POSTGRADUATE STUDIES CENTER
- 15 RESEARCH CENTERS AND 4 RESEARCH INSTITUTES
- DENTAL CLINIC
- STAFF CAFETERIA
- 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
- 23 COMPUTER ROOMS WITH 576 COMPUTERS
- 38 SPECIALIZED LABORATORIES, AND 19 WORKSHOPS
- 2 EXHIBITION ROOMS
- 23 DIDACTIC ROOMS WITH 576 COMPUTERS
- WIRELESS NETWORK TO ACCESS THE INTERNET FROM ANY WHERE ON CAMPUS
- BANK BRANCH AND THREE ATMS
- UNIVERSITY TRANSPORT

CAMPUS SOUTH

- FINE CUISINE ACADEMY LE CORDON BLEU-ANAHUAC
- AUDITORIUM
- LIBRARY
- CAFETERIA
- CHAPEL
- COMPUTER CENTER
- INTERNATIONAL CULTURE CENTER
- STAFF CAFETERIA
- 3 CLASSROOM BUILDINGS
- INFIRMARY
- PARKING LOTS
- SPORTS FACILITIES WITH ATHLETICS RUNNING TRACK, SHOWERS, SOCCER, TENNIS, PADDLE TENNIS, FIVE-A-SIDE FOOTBALL, AND VOLLEYBALL COURTS
- 8 SPECIALIZED LABORATORIES, AND 5 SPECIAL ROOMS
- WIRELESS NETWORK TO ACCESS THE INTERNET FROM ANY WHERE ON CAMPUS
- 2 EXHIBITION ROOMS
- BANK BRANCH AND TWO ATMS
- UNIVERSITY TRANSPORT



APPENDIX 1

ALUMNI AND STUDENTS INCLUDED AMONG THE300 MOST INFLUENTIAL LEADERS OF MEXICO 2016*

NOMBRE	POSITION
MIGUEL ALEMÁN MAGNANI	PRESIDENT GRUPO ALEMÁN S.A. DE C.V.
ALONSO ANCIRA ELIZONDO	PRESIDENT OF THE BOARD OF DIRECTORS OF ALTOS HORNOS DE MÉXICO
MIKEL ANDONI ARRIOLA PEÑALOSA	DIRECTOR OF THE MEXICAN SOCIAL SECURITY INSTITUTE
JOSÉ IGNACIO ÁVALOS HERNÁNDEZ	PRESIDENT AND FOUNDER OF UN KILO DE AYUDA
JAIME AZCÁRRAGA ROMANDÍA	EXECUTIVE VICE-PRESIDENT OF GRUPO FÓRMULA
JUAN DOMINGO BECKMANN LEGORRETA	PRESIDENT OF THE BOARD OF GRUPO JOSÉ CUERVO
ÓSCAR MARIO BETETA VALLEJO	JOURNALIST
MAX DAVID MICHEL	PRESIDENT OF THE BOARD OF DIRECTORS OF LIVERPOOL
JUAN PABLO CASTAÑÓN	PRESIDENT OF THE CONSEJO COORDINADOR EMPRESARIAL
JOSÉ ANTONIO CHEDRAUI EGUÍA	GENERAL DIRECTOR OF THE GRUPO COMERCIAL CHEDRAUI AND COUNSELORS
ANTONIO DEL VALLE PEROCHENA	PRESIDENT OF THE BOARD OF DIRECTORS KALUZ PRESIDENT OF MEXICHEM
JUAN PABLO DEL VALLE PEROCHENA	PRESIDENT OF MEXICHEM
ARTURO ELÍAS AYUB	DIRECTOR OF MULTIMEDIA AND STRATEGIC ALLIANCES AMÉRICA MÓVIL
PAOLA ESPINOSA	OLYMPIC MEDAL WINNER
RAÚL GALLEGOS NAVARRO	PRESIDENT AND GENERAL DIRECTOR OF GE MÉXICO
MARIANA GÓMEZ DEL CAMPO GURZA	SENATOR (PAN)
ARELY GÓMEZ GONZÁLEZ	FORMER FEDERAL ATTORNEY GENERAL
DANIEL HAJJ ABOUMRAD	GENERAL DIRECTOR OF AMÉRICA MÓVIL
HÉCTOR IGNACIO HERNÁNDEZ-PONS TORRES	PRESIDENT OF THE BOARD OF DIRECTORS AND GENERAL DIRECTOR OF GRUPO HERDEZ
RODRIGO ALONSO HERRERA ASPRA	PRESIDENT AND GENERAL DIRECTOR OF GENOMMA LAB
ALEJANDRO CARLOS IRARRAGORRI GUTIÉRREZ	PRESIDENT OF THE BOARD OF DIRECTORS OF CLUB SANTOS LAGUNA AND OF GRUPO ORLEGI
CARLOS LABARTHE COSTAS	PRESIDENT OF GENTERA
PEDRO FERNANDO LANDEROS VERDUGO	PRESIDENT OF FUNDACIÓN TELETÓN MÉXICO A.C.
GERMÁN FELICIANO LARREA MOTA- VELASCO	PRESIDENT OF THE BOARD OF DIRECTORS OF GRUPO MÉXICO
ERWIN MANUEL LINO ZÁRATE	PRIVATE SECRETARY TO THE PRESIDENT OF THE REPUBLIC
EUGENIO LÓPEZ ALONSO	PRESIDENT OF THE FUNDACIÓN /COLECCIÓN JUMEX ARTFORUM
JOAQUÍN LÓPEZ DÓRIGA VELANDIA	JOURNALIST, COLUMNIST, RADIO AND TV BROADCASTER
ÁNGEL LOSADA MORENO	PRESIDENT OF THE BOARD OF DIRECTORS AND GENERAL DIRECTOR OF GRUPOO GIGANTE S.A.B DE C.V.
DAVID PEÑALOZA ALANÍS	PRESIDENT OF THE BOARD OF DIRECTORS AND GENERAL DIRECTOR OF PROMOTORA Y OPERADORA INFRAESTRUCTURA
JAIME RUIZ SACRISTÁN	PRESIDENT OF THE BOARD OF DIRECTORS ON THE MEXICAN STOCK EXCHANGE (BMV)
FERNANDO SENDEROS MESTRE	EXECUTIVE PRESIDENT AND PRESIDENT OF THE BOARD OF DIRECTORS OF GRUPO KUO S.A.B. DE C.V.
CARLOS SLIM DOMIT	PRESIDENT OF THE TELMEX BOARD, GRUPO CARSO MEMBER, AND GENERAL DIRECTOR OF THE RESTAURANT AND STORE CHAIN SANBORNS
MARCO ANTONIO SLIM DOMIT	PRESIDENT OF THE GRUPO FINANCIERO INBURSA
HÉCTOR SLIM SEADE	GENERAL DIRECTOR OF TELÉFONOS DE MÉXICO AND MEMBER OF THE BOARD OF DIRECTORS OF THE GRUPO FINANCIERO INBURSA AND BANCO INBURSA
FERNANDO SUINAGA CÁRDENAS	PRESIDENT OF THE CONSEJO NACIONAL OF THE DIRECTORS OF THE CRUZ ROJA MEXICANA, I.A.P.

* MEXICAN LEADERS THE300 MOST INFLUENTIAL LEADERS OF MEXICO YEAR 25, VOLUME 281, JULY 2016, PP. 164-325



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VINCE IN BONO MALUM



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Campus Sur

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