

2017

RECTOR'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY

Universidad Anáhuac México





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THE UNIVERSITY COMMUNITY



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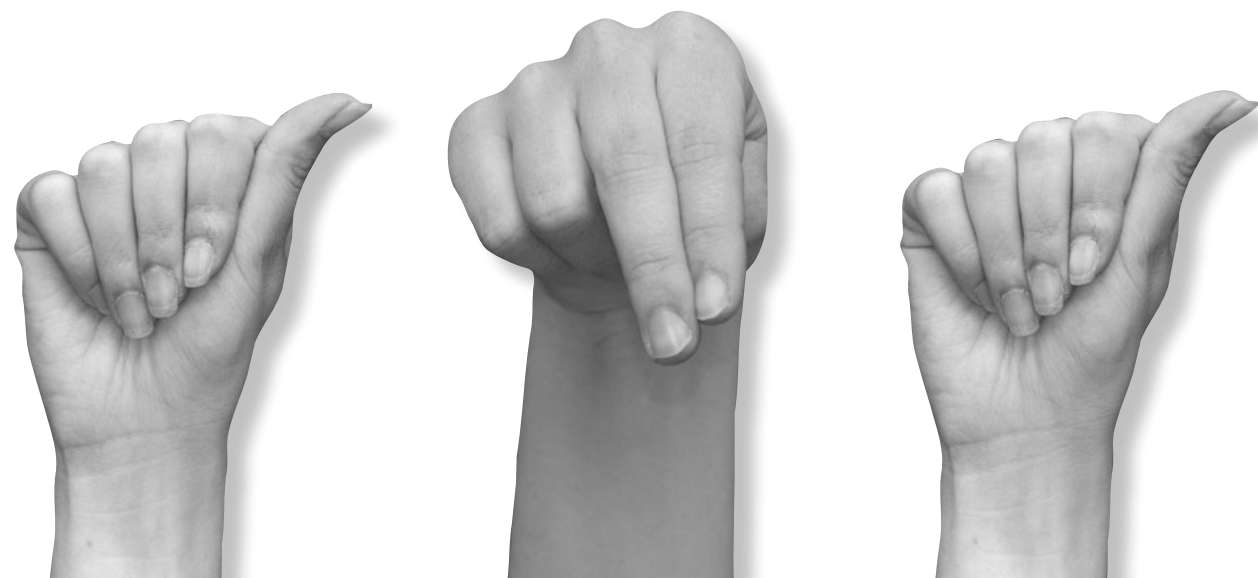
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MISSION



Our mission as a university community is to encourage and to contribute to the integral education process for people who will become positive action leaders who promote the development of other human beings and of the society in general thanks to their sincere social awareness, their excellent, innovative and international both professional and cultural training and to their deep human and moral education –inspired by the perennial values of Christian humanism.

(Strategic Planning 2016-2020)



MESSAGE FROM THE RECTOR



DR. CIPRIANO SÁNCHEZ GARCÍA, L.C.

The University cannot be understood without taking into account the effort it makes to help every man and woman who is part of its community to become better persons when it comes to their personal, communal and professional development. For that reason, we started the year 2017 aiming to implement our 2016-2020 strategic plan. Since at the end of 2016 we began assimilating the consequences of merging the Universidad Anahuac Mexico, the complex progress of the year 2017 was enlightened in our community by three great human and Christian values: gratitude, solidarity, and trust.

Being grateful means making the best of our gifts, if we take into account the Hellenic origin of the word “agradecer” in Spanish: ευχαριστώ. This is why we find it really important to be grateful for the gift every member of our community (students, cleaning and administrative staff, faculty members, and those at management positions at any university area) has. Every morning, each of them had the challenge of improving the gift of university work. The first gift is always the gift of having people skills, their effort and their time.

It is also important to be grateful with the members of the Mexican and the international society, who think of Universidad Anahuac Mexico as a quality institution; an institution with a reputable academic level and which propagates integral education among those who visit it. Gratefulness that became fraternal towards those who gave the best of themselves during the times of crisis, confusion, and tragedy Mexico experienced this year. Gratefulness that became transcendental to recognize God’s blessings and His expressions of love among us. We are grateful because gratitude is the crowning achievement our commitment to the best of what we give and receive.

Solidarity was also a special feature of our community. Solidarity, which shows first as the responsibility we all have with what have to do. Solidarity, which spreads out as the search of the common good in the specific area in which each of us work. Solidarity, which brings time, possibilities, and abilities closer for others to go where they would not be able to go on their own. In this way, solidarity is the encounter of the best of me with the best of the other.

In a special way, this September, during and after the earthquakes that shook us we rediscovered the face of our brothers. The difficulty and misfortune helped us build closer fraternal ties and to awaken to the stagnation of social indifference. This tragedy was an incentive for us to be aware, to rediscover that we are not alone, and that we will only become a better society if we help each other to get ahead as community and as family.

In the third place, trust is the feature that lays the foundation for our link as community. The former is especially true for the University work, when exercising leadership and authority, in executing the strategies that define our action, trust was a guiding axis for Anahuac Mexico.

Thanks to trust, the dream of the “Anahuac Mexico Community” became a reality. Certainly, we still have a long way to go, but we already took the first steps towards building a great story. This trust has made us move forward in this year of insecurity, of political and economical uncertainty, since this trust is based on the truth, welfare, beauty, unity, and for those of us who believe, on God.

Trust helps us review and adjust administrative processes in order to provide a better community service. It becomes the willingness to help others, to collaborate with others, and to make an effort together. This trust brings our community together.

Gratitude, trust, and solidarity gathered us today to recognize, analyze, and inspire our activities for 2018.

The success we have reached this year shall become a challenge to continue giving the best of ourselves, to become better teachers, to generate knowledge, to encourage our students to be creative, entrepreneurial, innovative, thus helping to improve our society, and doing a better job in our tasks, such as service and management.

This report is an account of the progress in our seven strategic areas: Integral Education, Communication, Leadership and Community, Educational Model, Partnerships, Research, and Internationalization. This is how we respond to the vision for the year 2017, posed in the 2016 report.

Shall this gratitude, solidarity, and trust go beyond this 2017, placed in the hands of God, as those open to give our new motto *Vince in bono malum* a opportunity to become true in a society that seeks for the truth when it comes to work, wisdom when making decisions, and humanity while getting inspired.

INTEGRAL EDUCATION

INTEGRAL EDUCATION

Integral education in the University Community is a foundation for our mission. Our priority is to maximize and favor the development of skills, abilities, and talent among every member of our community, for them to become part of a more just and more supportive society.

During 2017, we have focused on achieving a better understanding and experience of integral education among every member of the Anahuac community. This has implied to delve into our understanding of the dynamics in this community (social commitment, leadership, values), and its link to the academic life.

INTEGRAL EDUCATION AND ACADEMIC LIFE

This year, a committee to design and guide some initiatives to reflect deeply on topics related to integral education was established.

One of our main goals for the first semester of 2017 was making the first draft of a document based on what does integral education and positive action leadership mean and to update those values.

During the second semester, that document was subject to a process of reflection and improvement thanks to a cross-sectional review, in which the entire University Community was included.

At the same time, and complementing the reflection, a pedagogical model was designed to achieve a better impact on the integral education of our students. In that sense, the Sports Offices from both campuses encouraged an integral education training course for the coaches of the student teams representing our University.

Likewise, we continue making efforts for our School of Arts to offer free workshops, art seasons, and national and international performances.

Together with the Anahuac University Network Executive Secretariat, we designed some indicators, evaluation surveys, and special documents, which will be functioning this summer 2018, to measure the impact of integral education in our undergraduate students.



The Integral Education Academic Directorate (DAFI, in Spanish) led this training effort involving 85% of undergraduate students, offering integral education subjects with thorough humanistic content and a sense of leadership and social impact. We have worked in the promotion of spaces that encourage a collaborative dialogue, where it is possible to share knowledge, and also creating possibilities outside the classroom, through activities such as Café Chesterton and Círculo Newman.

In addition to the six Ruta Anahuac subjects, DAFI's academic offer includes an elective block with eight certificate programs and more than 40 subjects, which seek to delve on and to complement the human, intellectual, cultural, and religious education of our students.

At the beginning of the second semester, some adjustments in the organizational chart were made as part of the strategic actions for the merging of the management efforts and effectiveness from both north and south campuses. Currently, we are operating with one Vice-Rector in charge of Integral Education for both campuses.



LEADERSHIP

In the field of Anahuac leadership education, the DAFI took over the academic coordination of the Anahuac Leadership and Excellence Program subjects. The purpose is to ensure the coordinated operation of the subjects, and to support the development already achieved in their academic quality.

Anahuac Leadership and Excellence Programs have delved into their mission and the means they had to educate more than 2,000 students in 2017. The most remarkable activities they had were:

- Runway Together, organized by Vértice, an inclusive catwalk with Isabella Springmühl, a fashion designer with Down syndrome;
- “Galería Anatómica” and “Cena en la Oscuridad”, activities organized by Alpha through the Mitosis project, with the purpose to offer education on health topics;
- International University Film Festival Lanterna, with over 550 short films submitted by participants from all over the world.





To develop several aspects implied in leadership education, we organized:

- Three international seminars, and visited countries such as the United States, Croatia, Slovakia, Hungary, Austria, Thailand, Vietnam, Singapore, and Kenya.
- Two brigades: a humanitarian brigade to Thailand, and a medical brigade to Kenya.

During the second semester, we developed the Certificate Diploma in Integral Education and Anahuac Leadership for our team of educators. Divided into four areas, with more than 120 learning hours, this certificate program became a flexible instrument that adds curricular value to the training and updating efforts for our team of educators.

The Research Center for Anahuac Leadership was created with the Faculty of Humanities, Philosophy, and Literature. Its purpose is to develop research and publications about positive action leadership. During the second semester, the center gave leadership classes to government institutions, and it has prompted spaces for reflection on the subject.

The 120-hour Certificate Program in Senior Management for senior commands of the Federal Police is noteworthy.

TUTORING

The follow-up processes for students are part of the privileged core principles that the University aims to enhance in depth when educating community members. The tutoring program was conceived and updated to provide a more specific service to schools and departments. Its scope was expanded by coordinating joint efforts with the tutoring area of the Anahuac Leadership and Excellence Programs, and with tutoring and instructional programs for the trainers of the Integral Education Vice-Rectorry (VFI).

During the year 2017, the Tutoring Coordination changed its name to Accompaniment Program Coordination, with two Assistant Coordinations: tutoring (which kept the former student follow-up model), and mentoring (which has a new methodology of individual follow-up in the classroom). During 2017, the tutoring program has trained more than 2,100 freshman students.

To continue with the training received at the Universidad Francisco de Vitoria in Madrid, Spain, three editions of the courses for beginners were delivered for trainers; almost 100 full-time and part-time teachers attended, along with administrative staff interested in receiving training to become mentors. This group joined the 30 mentors who had previously started their training process.



INTEGRAL EDUCATION EXPERIENCES

During this year, we expected that more members of our community would receive integral education and social responsibility experiences through workshops, classes, and activities that are part of the Universidad Anahuac Social Action program (ASUA, Acción Social de la Universidad Anáhuac).

We carried out the First Training Seminar for the board of the Student Societies Federation (FESAL, Federación de Sociedades de Alumnos) and the Anahuac Foreign Student Association (ADEFA Asociación de Estudiantes Foráneos Anahuac) from both campuses, with 173 students.

In order to develop a deep sense of social commitment, we celebrated the Day for Social Action (Dar, Día de Acción Social) to support the community in the municipality of Huixquilucan. We had training workshops in several different areas.

Influencing about 400 people of the Anahuac Community, and with the help of 120 University volunteers, we held the Semana Be+, a week full of educational conferences organized by FESAL for the community: seven conferences, including one by Arturo Elías Ayub.

Fifteen volunteers and four volunteering student projects in displaced communities and stateless children were part of the ASUA International Brigade to Thailand 2017. Throughout the year, there were 262 volunteering projects and 2,500 active students. Furthermore, ASUA led the implementation of the International Volunteering Agenda, collaborating with 118 members, representing 82 institutions from 22 countries.

During May, the Social Commitment Coordination of Universidad Anahuac Mexico (south campus) carried out ASUA Construye. It had the special participation of Programa V and ASUA volunteers from both campuses, in benefit of over 400 families in the municipality of Otzolotepec, State of Mexico, by building two halls in the Multipurpose Contact Center 72 (cam 72, Centro de Atención Múltiple 72), which takes care of disabled children and teenagers. These halls will be used to give pre-employment training to teenagers, where they learn skilled trades to be included in the society in a honorable and beneficial manner.

During the summer, the south campus held the 4th Symposium in Social Commitment of the Anahuac Universities Network (4° Simposio de Compromiso Social de la Red de Universidades Anahuac), in which the contributors of such area came together to join efforts and reach agreements, proposals, and initiatives to continue fostering genuine awareness and social commitment in our University Community. Likewise, in our Community and Cultural Center Casa del Éxodo, at Ajusco, we continue consolidating and developing multi-disciplinary brigades to work on the needs of such community: Global Studies (Cultural Fair), Law (legal consulting and workshops in legal topics), Design (social impact projects), and Medicine (medical advice twice a week).





The University Pastoral services from both campuses worked together in a single strategic plan. The action lines for 2018 will be: 1) To focus the pastoral work on the evangelization process, and not on the activities; 2) To evangelize from a community point of view, multiplying the promotion centers; and 3) To create a community of instructors.

Some of the activities organized this year by our Pastoral services were the Megamissions during the Holy Week, with 350 university students participating along with 110 adults and their families; the third edition of the pilgrimage to the Basilica of Our Lady of Guadalupe, with over 1,500 members of the University Community: students, academics, administrative staff, directors, and members of the service areas. Also, the University Pastoral services team visited 120 classrooms, approaching students who were taking the classes “Being a University Student”, and “Ethics and Bioethics” in order to discuss the Catholic vision of these subjects, and to open the dialogue with students.

In the sports area, the main achievements were the following:

Our football team, in its first season in the ONEFA major league, qualified for the postseason, getting the third place. Their matches were broadcasted in public-access television (channels 11 and 22).

CONADEIP ranking: The north campus has maintained the third place, while the south campus moved forward from the 17th to the 11th place.

CONDDE ranking: The south campus improved by moving forward from the 32nd to the 13th place.

Our athletes obtained the 2017 national CONADEIP championship in the following disciplines: golf, women’s tennis, women’s basketball and chess.

Our athletic students won seven medals in the Global Taipei 2017 Universiade.

On the other hand, the School of Arts offered comprehensive



instruction experiences through arts. Some of the most relevant aspects were:

- The production of 370 events, with the participation of over 6,000 artists: students from virtually every field in the University, and professional guest artists.

More than 40,000 attendants.

- Three international courses: Music (with the Italian musician Lelio Giannetto) and two theater courses, with the Vancouver Film School and Globe Theatre, with academics from Italy, Canada, and the UK.

Within the framework of the merging of the north and

- south campuses:

There were two visual art exhibitions (which were itinerant - in both campuses), two theater performances, one music and dance performance, and two music performances.

Two dance groups participated in the south campus for the Dance Day at Teatro del Parque and at Teatro Zentrika.

Three debut lectures about theater, music, and visual arts, respectively, took place, and four keynote conferences with remarkable personalities from the artistic world. The keynote conference by the orchestra conductor Enrique Arturo Diemecke was especially notable.

To get their degree, the students organized the second theater

- season for the second class of our BA in Theater and Acting. Graduates and alumni from the last semesters of our B.A. are now part of the theater listings and the artistic professional offer in Mexico City.



COMMUNITY

COMMUNITY

The community at Universidad Anahuac Mexico is aware of, and committed to, the educational model and the institutional development. The actions of the community are intended to build a better world, one in which being human is clearly recognized as the center.

The merging of both campuses of Universidad Anahuac Mexico helped us establish a single community from a deeper point of view, assuming the challenges we have faced over these two years, since the High Council of the Anahuac Universities Network announced the merging of both universities by the end of 2015. With this, we acquired the responsibility of recovering and properly integrating our institutional identity elements, and the strengths developed in every ambit of the university culture, which belong to each institution. These communities are now sharing not only an identity and mission, now defined in common objectives, but also a single governing body, as well as integrated policies and processes, which have been standardized gradually. Therefore, step by step we have worked to strengthen and become a single community.

A VIBRANT UNIVERSITY COMMUNITY

Among the main projects organized to establish the Anahuac Mexico Community during 2017, and as a result of analyzing the merging results at the end of 2016, we came up with a Merging Plan to continue and delve into the process in the years to come, and also to ensure its effectiveness and efficiency.

In order to make it happen, a committee was created. It is presided over by the Rector, and made up by the Academic Vice-Rectors, the Comprehensive Education Vice-Rector, and the Administration and Finance Vice-Rector, as well as other members of the administrative staff, who are essential for the university context. The purpose was to form one single institution out of two sister institutions, through synergies and institutional effective processes, achieving operative efficiency, optimizing resources, and the communion of instruction ideals, positioning our university community as one of excellence.

In 2017, we implemented at least 15 successful practices in both campuses, resulting from some synergies we identified. For instance: standardizing fees, charges, discounts, and other financial items in both campuses; consolidating the organization structure through integrated organizational charts; defining standardized projects for similar areas in both campuses; defining process standards, and establishing similar instruction areas in both campuses; as well as process standardization, integrating cross-sectional committees for the re-engineering of academic and administrative processes in order to increase the operation efficiency; concluding a number of agreements for the economic benefit of the staff and the students; reviewing policy and procedure manuals; implementing Identity and Mission surveys in the south campus for the administrative and academic personnel to answer, with both full-time and part-time staff, including also high managing levels; organizing special events involving both campuses to motivate the integration. For example: the luncheon we prepared for the Teachers' Day, the Anahuac Mexico Olympics, and the Christmas luncheon for all the administrative and academic staff, among other activities.



SOCIAL RESPONSIBILITY AND CATHOLIC IDENTITY

Our aim is for the members of our community to become creators, so that they can get involved in the comprehensive instruction, social commitment, and positive action leadership. A truly involved community, committed to the educational project and the institutional development, which is also able to invigorate and pass on its identity as members of a university inspired in the Christian vision, both inside and outside the institution, with an open dialogue.

For this purpose, during the year 2017 we held 228 events, projects, and activities for the University Community related to our Catholic identity and with social responsibility and community integration, such as the annual pilgrimage to the Basilica of Our Lady of Guadalupe, retreats, premarital courses, missions during the Holy Week, concerts intended to promote values, Eucharistic adorations, among others. In total, there were 28,200 participants among academics, students, administrative staff, and alumni.

At the beginning of this year, we implemented a committee intended to take care of the needs of disabled people, in order to develop policies, practices, and culture to guarantee the full inclusion of people with disabilities in the Anahuac University Community. This committee works to ensure access to persons with disabilities, in equal conditions within our community. Since its creation, the committee has achieved the following: the review of institutional standards and policies to incorporate university accessibility; the identification of good practices in university accessibility policies within the different areas, schools, and faculties, as well as identifying opportunity areas and suggesting specific actions to cover the needs identified, together with the Universidad Anahuac strategic plan.

Regarding our social responsibility and sustainability, we continue working with the University Social Responsibility and



Sustainability Committee. In the same vein, the North campus has been recognized for the sixth consecutive year with the award for its Corporate Social Responsibility (CSR), and for the second year by the Mexican Center for Philanthropy (CEMEFI) as a company that promotes corporate social responsibility in the value chain.

Besides, among the activities performed during 2017, we can stress out the updated version of the Code of Ethics, and USR, and its introduction to the South campus; the creation of subcommittees for the environment and USR communication; the organization of the contest Innovatón 2017; the summon to participate in the 2018 CSR Award, and the collaboration in the study by the ANUIES named “Contribuciones de las instituciones de educación superior mexicanas a los Objetivos de Desarrollo Sostenible” [Contributions of Mexican Higher Education Institutions to the Sustainable Development Objectives], among others.

It must be said that, since this year, there are representatives of the South campus in the USR and Sustainability Committee. We have also created the USR work group for the South campus, with the aim to identify and reproduce our best practices in both campuses.



UNIVERSITY ADMINISTRATION

To support and build this community, which keeps growing strong, it is also necessary to rethink its governance model and its organizational structure, in order to encourage the synergies needed and to implement flexible processes of quality as a fast response to the market needs.

In this vein, we have moved forward in the unification of the Administrative Performance Evaluation in both campuses, through a common platform.

The Human Capital Department has implemented a number of training courses for administrative personnel in both campuses, as a result of the 2017 Training Needs Identification, as a form to contribute to their comprehensive growth. A total of 26 courses were offered, in which over 450 people received training. Likewise, we have offered courses to promote the development of human talent and talks for the staff, with the purpose of guiding them in topics such as financial economics, for instance. As part of this framework, in the North campus we held the training week for public safety brigades about fires, first aid programmes, and search and rescue of people with disabilities. Also, we promoted the Code of Ethics in both campuses.

Along with all this, we continue working to achieve the proper conditions to generate a healthy, positive, collaborative, and close organizational climate where every community member works effectively, and find options and areas for their personal and professional development.

LEADERSHIP AND COMMUNITY

LEADERSHIP AND COMMUNITY

PRESENCE IN MEXICO CITY METROPOLITAN AREA

The University continues consolidating its positioning, leadership skills and good reputation. An example of this leadership is the number of students enrolling in our institution to receive human and professional instruction.

According the enrollment figures for the 2016-2017 period, provided by the National Association of Universities and Higher Education Institutions (ANUIES), for private institutions with similar profiles [1] within the metropolitan area, Universidad Anahuac represented 22.8% (22.1% in undergraduate; and 25.4% in graduate in-class courses) [2] of the total of undergraduate and graduate students.

During the January-June and August-December semesters of 2017, both campuses from Universidad Anahuac Mexico achieved the highest number of admission tests in their history. By the end of the yearly enrollment period, this resulted in the highest number of freshmen students in the 52 years of history of this University. These results confirm the great interest that prospective students have in joining the Anahuac University Community, which in turn confirms the relevant and prestigious reference role of the University in the higher education institution sector.

¹ Instituto Tecnológico Autónomo de México (ITAM), Instituto Tecnológico y de Estudios Superiores de Monterrey campus Mexico City and campus State of Mexico, Universidad Iberoamericana, Universidad La Salle, Universidad Panamericana, and Instituto Panamericano de Alta Dirección de Empresa (IPADE).

² It does not include the online modality, as there are not comparable data from the other institutions.

UNDERGRADUATE LEVEL

In both campuses, the university currently offers 49 undergraduate programs, which are innovating and cutting-edge, including: Biotechnology and Biomedical Engineering, Fashion, Innovation, and Trends, Environmental Engineering, Financial Management, and Social Responsibility and Sustainable Development. Our degrees are accredited and endorsed by national and international certification bodies and agencies, which endorse our compliance with the highest academic quality standards, and therefore recognizing the compliance with our commitment to our graduate profile.

In order to ensure the appropriateness and the admission requirements of prospective students, the admission process continues being demanding, improving continuously, and with a rigorous applicant selection. This year, through the International Academic Aptitude Test applied in the admission test, there was a positive increase of 7% in the score averages obtained by candidates. This was one of the best scores compared to previous years, which demonstrates we are attracting continuously pre-university talent.

Talent attraction continues to be a strategic line of work. A proof of the latter is that the University reached a record participation, with 1,060 people enrolled in academic competitions: A. N. Kolmogorov for Mathematics, Octavio Paz for Oral and Written Expression, Max Shein for Social Responsibility, Herman Heller for Law, a Mental Health Campaign, the Airboat Race Alexander Graham Bell, and a History Competition. These

contexts recognize the talent of the winners by giving them scholarship percentages of up to 100%.

Aware of its mission and its commitment to the development of the society, our University reaffirmed its support to the scholarship program, intended to recognize the talent and to promote inclusion and social support of our students. During the first semester of this year, we helped 44.7% of our students with some sort of scholarship, and during the second semester, 46.7%. The purpose is to promote academic, artistic or sports talent, or to raise funds for students with limited resources. We would like to highlight the support given to students at Mano Amiga, Plantel Azteca, and Ángel Matute, who got outstanding scores in the admission test, demonstrating their innate leadership, and who were supported with a high percentage scholarship.

As part of the University's contribution to vocational orientation for high school students, on October 5th and 6h we had the Vocational Orientation Day (Día OV), with the participation of 6,200 high school students who lived the experience of university life in our campus through more than 300 academic workshops we offered them. This helped them get to know better the general aspects of the major they were interested in, and thus having more elements to choose their profession better. For the first time, we offered the Anahuac Vocational Guidance test online, which allows students to have a preliminary analysis of majors suggested for them, based on their skills and preferences.



GRADUATE LEVEL

The graduate area currently offers 113 programs between specialties, masters, and doctorate programs. These programs are focused on satisfying current and valid market needs, but also on foreseeing future demands, through cutting-edge curricular designs and proposals. We can highlight the masters in Senior Management (MBA), Public Administration, Bioethics, Entertainment Industry Management, Business Management Engineering, and the doctorates in Philosophy, Humanities, Leadership, Educational Evaluation, Communication and Marketing, just to mention a few. Thanks to this offer, currently we have 4,228 students, and 12,819 alumni from graduate programs, which place us as one of the greatest offers among private universities in Mexico City and the metropolitan area.

The demographic trend is moving towards the population between 20 and 29 years old, which is the age at which undergraduate students decide to study a graduate program. In both campuses, the Anahuac has an important participation in the graduate market. According to ANUIES, it represents 35% of the masters offer and 52% of doctorate offer. This implies the need of the University to consolidate its leadership through a varied, relevant, and appropriate educational offer.

There are currently three programs registered in the National Quality Postgraduate Programs (PNPC) and six programs recognized by the High-Level Training Program for Federal Public Administration (PFAN) of the National Council on Science and Technology (Conacyt).



For that reason, during the curricular plan updating process for graduate programs 2017, we analyzed the academic offer in terms of its relevance and efficiency, in order to focus on institutional priorities.

To give a new boost and to promote a more powerful operation and management to the graduate area, we established the Graduate and Continuing Education Directorate in July 2017. This new directorate has integrated the academic, operative, marketing, and promotion graduate areas, as well as the entire continuing education area. The purpose is to handle its offer and management in line with our institutional mission, and to offer a dynamic, flexible, innovative, and profitable model for the University to have a stronger market penetration, in an increasingly demanding market, searching for an offer that responds to the needs of more competitive global markets.

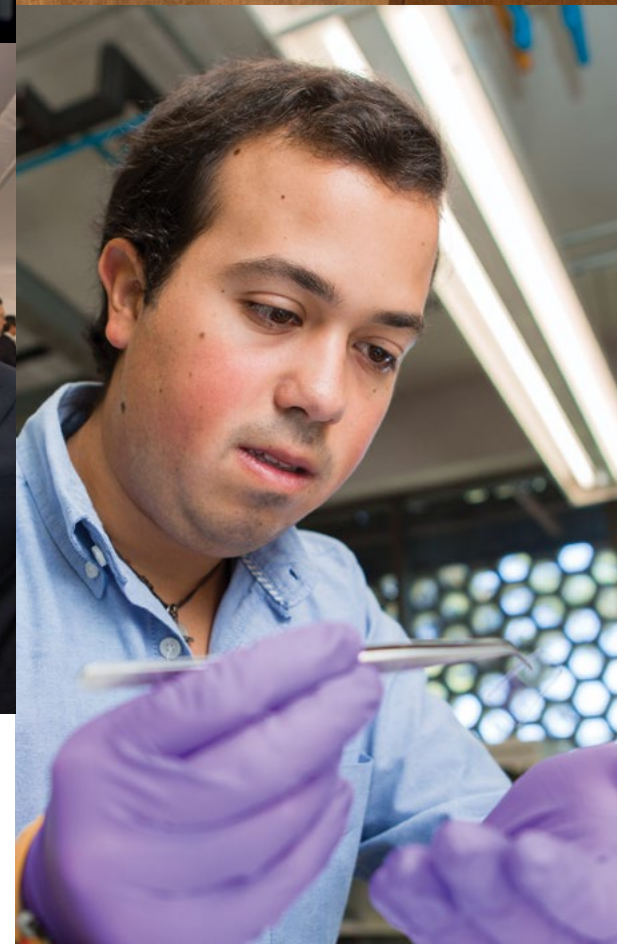
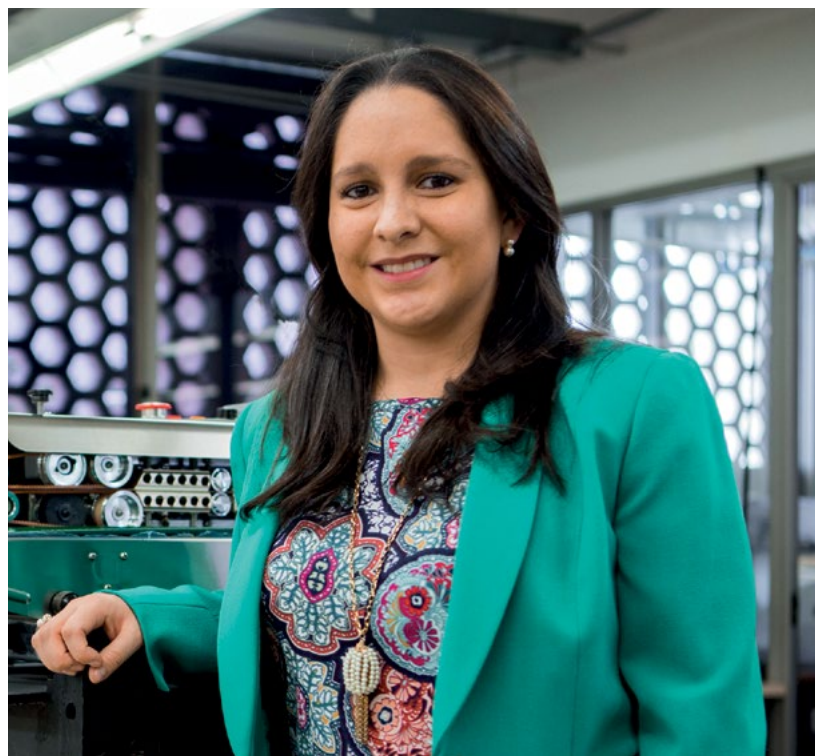
The strategic partnerships with the productive and social sectors has come to life by celebrating collaboration agreements and promoting graduate and continuing education programs with top-tier companies and with a relevant social impact. There are currently more than 100 partnership agreements, in which the University offers scholarships and discounts in specific sectors, to support the education and continuous professional development of the company staff, as well as in public and private institutions to generate a real and positive change in the social scope they have direct influence in.

ACHIEVEMENTS AND AWARDS OF OUR COMMUNITY

School and Faculty directors, thanks to their professional leadership, make our University mission a reality, and their example on leadership testimony makes an impression in teenagers. They promote the development of human beings and in the society, being an example of professionalism, values, and ethics for our students. This year, the Director of the Faculty of Law, Dr. Ricardo Sodi Cuellar, was awarded with the Decoration for Merit in University Law, granted by the Mexican Government. The Director of the Faculty of Psychology, José María López Landiribar, MS, received the 2016 Award for Merit by the National Council of Teaching and Research in Psychology (CNEIP). This is to recognize his professional career and his contribution to the Council for over 24 years. The Director of the School of Architecture, Architect Bernardo Gómez-Pimenta Magar, received the LuxuryLab Award 2017 for his outstanding career. On the other hand, Dr. Miguel Ángel Santinelli Ramos, Director of the Faculty of Social Responsibility, joined the Mexican Academy of Education, thanks to his academic and professional career thanks to his work entitled “La responsabilidad social universitaria como factor de fortalecimiento de la educación superior en México” [University Social Responsibility as a Strengthening Element for Higher Education in Mexico].

In the same way, other members of our community obtained great achievements, among which we can highlight the one obtained by Dr. Carlos Jarque Uribe, Anahuac alumni (Actuarial Science, class of 1976) for being the first executive and CEO of Grupo FCC, which makes him the first Mexican in managing an IBEX 35 company, the biggest among those in the Spanish Stock Market.

In its 2017 edition, the magazine Líderes Mexicanos recognized 34 of our alumni among the most influencing leaders in Mexico, in its renowned list Los 300 Líderes más Influyentes de México. They are heading great companies or institutions, contributing to improve the society. This encourage us to continue boosting the education of leaders whose vision is serving others and searching the common good for everyone.



Once again, our students have demonstrated their excellent professional, cultural, human, and social education. For example, both Pablo Vidal García, student of Mechatronics Engineering, and Adriana Tapia García De Alva, alumni of Industrial Engineering and Management were ranked among the 16 Mexican engineering promises by the Manufactura magazine. They have created innovating projects with the objective of having a social impact in forgotten communities in our country.

Universidad Anahuac joined efforts with the National Autonomous University of Mexico (UNAM) and the Conacyt in order to operate the Binational University Node of Innovation. This is a three-tier effort involving the academia, the government, and the private sector to increase productivity, validate prototypes in the market, and foster technology-based entrepreneurship in Mexico. This brings our University to a cutting-edge position within the entrepreneurial ecosystem.

In order to consolidate our social impact project, we boosted innovation through the opening of the FabLab 2.0 at the School of Architecture. It is the first of its kind in Mexico, and it is part of the worldwide collaborative network, which includes over one thousand laboratories in 108 countries; they exchange information for the technological development and social innovation. The FabLab 2.0 is certified as a Highly Specialized Workshop by the Instituto Nacional del Emprendedor [National Entrepreneurship Institute] of the Ministry of Economy.

To these achievements we can also add one obtained by the Center for Technological Innovation (CENIT) of our University. It won four technology-based projects vía the 2017 Incentives for Research, Technological Development, and Innovation Program by Conacyt. This is the most important innovation incentive program for companies nationwide, as it provides financial aid for companies to get the support of universities and research centers to work on technology-based projects.

Lastly, the University strengthened its liaison with the People's Republic of China by opening the first Chinese Library in our country.

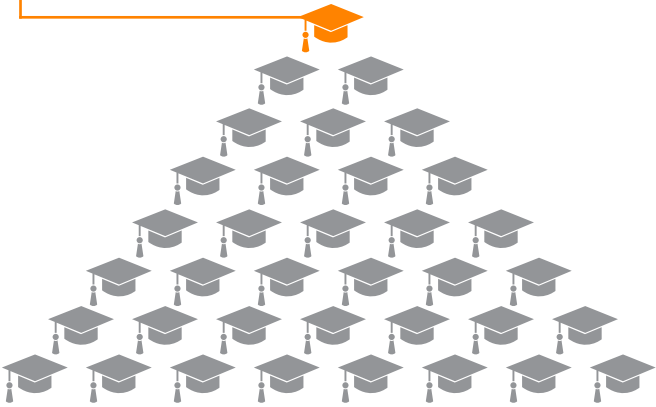
Universidad Anahuac Mexico was recognized among the top 2% of the best universities worldwide, the third in our country, according to the 2017-2018 QS World University Rankings, published during June. Among the indicators reviewed for the ranking are the academic reputation, employer reputation, citations per faculty, international faculty ratio, and international student ratio.

Our institution stands out for its academic indicators and the great reputation it has among employers. The latter confirms the excellent outcomes from the 2016-2017 QS Graduate Employability Rankings too, in which Anahuac is ranked among the top ten best universities in Latin America in terms of employability, and it remains among the best 300 universities worldwide.

In sports, our Leones Anahuac had an outstanding participation in the 2017 National Universiade, winning 25 medals (ten gold, eight silver, and seven bronze) in different disciplines. They were also part of the Mexican delegation competing in the 2017 Taipei Universiade, in China, where they obtained excellent results for our country. They won six bronze medals and a silver medal in the following disciplines:

- **Football**
Bronze Medal: Patricio Treviño, Kevin Quiñones, Jorge de León, Pablo Hütt and Rodrigo Fernández.
- **Taekwondo (men)**
Bronze Medal: César Román.
- **Taekwondo (women)**
Bronze Medal: Paulina Armería.
- **Taekwondo (women's team)**
Bronze Medal: Paulina Armería and Renata García.
- **Diving (men's team)**
Bronze Medal: Jahir Ocampo and Diego García.
- **Athletics (women's 4 x 400m relay)**
Silver Medal: Natali Brito.
- **Athletics (men's team 20km walk)**
Bronze Medal: Ever Palma and Isaac Palma.

**ANAHUAC AMONG
2% OF THE BEST
UNIVERSITIES
WORLDWID**



As part of the activities to consolidate our leadership in Mexico City Metropolitan Area, in February 2017, the University took part in the 38th International Book Fair at Palacio de Minería, the oldest in the country, which receives more than 100 thousand people every year. Our University had an outstanding participation by presenting seven new publications, and exhibiting its catalogue.

With the purpose of spreading knowledge generated by academics of the University, through publications made in collaboration with the most important editing houses in the country, our University had a remarkable participation in the first International University Book Fair (FILUNI), organized by UNAM. This forum has the objective to create diverse exchange spaces to enrich the university publishing activity in Ibero-America, with the participation of 150 publishing houses from Argentina, Chile, Colombia, Spain, and Mexico, among others.

In addition to its presence at the FIL Minería and FILUNI, the University continues with the consolidation of an international culture. This is why it took part in the International Book Fair of Guadalajara 2017, the most relevant book fair in the Spanish-speaking world, where we were able to exhibit the publishing production of our Institution. In this fair, we presented nine titles, and we celebrated the Sixth Colloquium to Encourage Research, ¿Dónde estás, Sofía? Leer, pensar y hacer para ser, and the 4th International Forum of Editorial Design, organized by FIL Guadalajara.



#FuerzaMéxico

With no doubt, the most important achievement of our University Community during 2017 has been to channel the support of our community, neighbors, and companies to the people affected by the earthquakes in the past September. With this purpose, we opened donation centers in both campuses, receiving more than 215 tons of food, medical material and equipment, clothes, bottled water, construction equipment and materials. Over 15,000 volunteers participated in this efforts. This help was distributed throughout Mexico City, the State of Mexico, Morelos, Puebla, Oaxaca, and Chiapas. The University coordinated the transport of medical brigades with over 250 doctors (students and alumni), as well as brigades with psychological help, and also from the Faculty of Engineering, and the School of Architecture, to help reviewing structures in the affected areas.

The School of Architecture in the South campus had an outstanding and sustained participation in helping Mexican authorities and in benefit of affected families in the settlement of Santa Rosa Xochiac, in Álvaro Obregón, close to the location of the South campus. With the leadership of architect Jorge Vázquez del Mercado, we quickly created an emergency housing prototype made of wood to help rebuild the main church and some houses for affected people, with the help of the entire community.



In the same way, during the August-December semester, we worked in a master plan for the consolidation of the urban fabric.

Students from the 9th and 10th semesters from the same campus had an active role in the reconstruction of Jojutla, in the state of Morelos.

Universidad Anahuac Mexico is especially grateful to our neighbors, families, private companies, and the entire University Community for their support and solidarity with the victims of and people affected by the earthquakes. We encourage all the Mexican society to continue helping our brothers and sisters who have lost their beloved ones and their heritage.

Our thoughts go to the members of our community whose relatives lost their lives in the earthquake in September 19th, especially to the friends and family of our graduate student Marisol Isabel Souza Reyes. May the lord bless their souls.





EDUCATIONAL MODEL

EDUCATIONAL MODEL

Educational quality implies maintaining the permanent compliance of institutional purposes, through the observance of efficient, effective, and consistent quality standards in favor of generating a quality culture and achieve the impact of the essential endeavor of this Institution. The academic quality assurance and evaluation are a continuous and permanent process.

EDUCATIONAL MODEL OF COMPREHENSIVE INSTRUCTION FOR UNDERGRADUATE PROGRAMS

Currently, our undergraduate offer encompasses 49 programs; there are 13,088 students enrolled at undergraduate level.

The Anahuac Educational Model for Comprehensive Instruction relates closely the institutional identity with the current educational approaches, and expresses the institutional opinion regarding valid debates and education reforms currently happening in this level of studies mostly in Mexico, Latin America, and Europe.

For a year, we have worked hand in hand with academics to achieve a profound comprehensive and professional instruction implementing curricular plans and programs in the 2016 Model. We also continue implementing the Prácticum subjects from the 2016 Model, which provide us with evidence about the high achievement level of the professional competencies of graduate students in different moments in their educative path.



Likewise, the Anahuac Educational Model of Comprehensive Instruction improves the classroom training with online technological didactic resources and support, especially for the online subjects, which seek to develop competencies related to each subject, strengthening technological competencies such as communication and student self-management, as well as encouraging collaborative work with students from different universities at shared virtual spaces. For this reason, when updating the model, online subjects were incorporated in the curricular requirements, so that our students can learn or strengthen the skills demanded by today's professional world.

In 2017, the first online subject from the 2016 Model was Social Responsibility and Sustainability, which will be taught in all the universities of our Network. In this same vein, taking advantage of the benefits of technology, we started the “multi-venue online courses”, online subjects that can be shared in the different venues of the Anahuac Network.

Since the beginning of 2017, a new entrepreneurship program called *Emprende Anahuac México* takes place in both University campuses, as part of the comprehensive instruction characteristic of the educational model for undergraduate levels, and with the purpose of generating an entrepreneurial culture both for students and the academic staff. Among the main initiatives organized to fulfill this, curricular subjects are included, such as “Entrepreneurship and Innovation”, and the elective subjects of the Certificate Program in Entrepreneurship, the services of the business incubator, teacher training, as well as conferences and external events.

The main achievements in 2017 include the launch of the incubation program, based on the Lean Startup methodology, which follows two stages: pre-incubation (or idea validation) and incubation (or business creation). During that period, six-monthly summons were launched, and we received 96 entrepreneurial projects, out of which 42 remain active. On an international level, 11 Anahuac students took part in the TrepCamp, gaining live experience in ecosystems such as Boston, Washington, San Diego, and Stanford, where two students ranked third place in the world.

ANAHUAC EDUCATIONAL MODEL FOR GRADUATE PROGRAMS

In 2017, this Model was updated, serving as a guide to standardize features for graduate curricular plans. An important progress was made by updating and designing new curricular plans, based on the characteristics of the Graduate Educational Model, and addressing four academic quality aspects: relevance (philosophical dimension); pertinence (social dimension); efficacy (educational dimension), and efficiency (operational dimension).

Schools and Faculties worked on integrating and updating most of their curricular programs on both campuses, while promoting synergies and multidisciplinary in the syllabus. This resulted in a great exercise, in terms of dialogue, openness, and coordination of efforts on a personal level, and in a valuable improvement at the professional and institutional levels. Five doctorates, 40 master's degrees, and 24 specialties were updated. Likewise, we worked on the design of new programs: three doctorates, 10 master's degrees, and six specialties. Undoubtedly, the University advanced in its merging and restructuring to adapt to nowadays challenges.

On the other hand, several Faculties moved forward in designing programs of great value and social and institutional relevance, directly related to issues of equity and development, human rights, security and protection of people, social welfare, political leadership, innovation, and social transformation.

ANAHUAC EDUCATIONAL MODEL FOR CONTINUING EDUCATION

In order to improve in terms of educational practice, as well as in academic planning, operation, and evaluation of its programs, the Educational Model of Continuing Education was updated during 2017. Some Schools and Faculties have developed continuing education following a business or economic approach, while others have been more oriented to the dissemination of arts and culture, and some others worked from a professional training and updating point of view.

More than 250 continuing education programs were delivered. Together with our programmes from 2016, we can count more than 450 programs, resulting in a varied, current and relevant offer.



FACULTY MEMBERS

In a renowned university, an element that guarantees an educational quality is its faculty. Being a university faculty member is one of the greatest privileges that a person can have, and even more when teaching at the Universidad Anahuac Mexico, because those who teach here are *persons* teaching, educating, and instructing other persons.

It is essential for our University to count on trained human capital, willing to improve day by day, who are committed to the university mission, and to acknowledge the importance of their work as instructors of future positive action leaders.

Our University has a rigorous hiring process, including an assessment of the academic and professional background of the candidates, as well as their pedagogical ability and their affinity with the institutional mission.

We have 2,768 faculty members between undergraduate and graduate classes; 489 are full-time teachers and 2,279 teach by subject.

In 2017, 97 percent of the full-time academic staff held at least a master's degree, from which 61 percent had a doctorate degree. In general terms, 91% of undergraduate classes were taught by academics with at least a master's degree, and 65% of graduate classes were taught by academics with a doctorate degree.

Nowadays, it is essential to have structures supporting training for teachers and to keep them updated. We can proudly say that we have the Teaching Education and Updating Center (CEFAD), a strategic area for the University, which celebrated its 30th anniversary at the end of 2017.

During that same year, the CEFAD delivered 280 humanistic education, intervention and updating courses for 2,013 attendees, including pedagogical advice for 181 teachers. The faculty members of Universidad Anahuac receive humanistic instruction in the areas of arts, history, literature, philosophy, psychology, social responsibility, as well as religion, spirituality, and theology. Regarding didactic intervention and updating courses and workshops, the offer includes didactics, technology, languages and disciplinary classes, including entrepreneurship, in addition to teaching pedagogical advice or educational coaching. We offered 232 didactic intervention and updating classes for 1,652 attendees.

CEFAD is a good example of the merging of both campuses, since all the classes, workshops, and services are offered in parallel.



UNDERGRADUATE ACADEMIC QUALITY

Universidad Anahuac Mexico is convinced that assessment is the best way to guarantee the academic quality that distinguishes and positions it as one of the best private universities in our country. Academic quality examination is carried out in different forms, both internal and external, including every educational level and every factor interacting in the teaching-learning process.

The Assessment Plan for the graduate profile and learning outcome is an institutional project that aims to guarantee that our students obtain our graduate high profile. As a higher education institution, we seek to assure that the educational promise we made to society is fulfilled through the academic programs offered by the University.

The Assessment Plan works in two levels: the first one identifies the key moments to verify the students achieve the professional and generic competencies that comply with our graduate profile. In turn, the second level verifies the achievement of learning outcomes through the different subjects of the syllabus; in other words, how they add up to the achievement of both professional and generic competencies.

This project has been implemented by the Office of Undergraduate Educational Programs (CPE-L) together with a group of pedagogical advisors, in collaboration with CEFAD, and thanks to the committed participation of the different Schools and Faculties. As of today, there is an assessment plan for the undergraduate programs we offer.

As part of the project, and in order to strengthen the identity, mission, and academic quality of the University, we selected two types of subjects from the syllabus: core subjects and fundamental identity subjects, which are, in practice, a thousand selected subjects. Core subjects are those whose theoretical or practical contents are essential to the performance of a profession; in other words, they represent the essence for the development of the skills or features needed by the profession. Fundamental identity subjects are those that allow professionals to guide their work in relation to other people in the pursuit of a common good. Given their nature, they subscribe to the identity and mission of the University; it can be said that these subjects are those in which the institutional identity is present, delivered or interlaced. In these subjects, the profile of the professors, and the contents of what they teach, are closely monitored to make sure they are delivered in an integrated manner, with a right vision of humankind, the world, and God.

There was also a selection of those subjects within each study programme that add up to the internationalization or global teaching and entrepreneurship or professional connection. The internationalization competency is complemented with at least two subjects in English, which affect the development of cognitive and communication skills in such language, as well as the diverse specific skills required globally within this field in English. We identified about 400 subjects contributing to the internationalization of our programme.

This year, the pedagogical advisors examined 800 syllabuses made by academics from different subject programs of each degree. This process improves continuously, since through the syllabus teachers communicate the most representative pieces of evidence accounting for the achievement of learning outcomes. This is to verify the consistency and relevance of said pieces of evidence, reviewed at the end of the semester and providing feedback to the academic leaders in order to assure compliance with the graduate profile and the learning outcomes of each programme.

The Assessment Plan is closely related to the midterm and collegiate examinations, as a mechanism to assess and standardize the academic quality of programs in both campuses of Universidad Anahuac Mexico.

The purpose of collegiate examinations is to ensure the learning outcomes of our University students are homogeneous, regardless of the teacher they have or the campus they study in.

The collegiate examinations project was first implemented at Universidad Anahuac Mexico in the August-December 2016 semester. This was done through final exams to evaluate subjects from more than one group taught by more than one teacher or from both campuses.

As of 2017, the collegiate examinations are being carried out for those subjects regarded as the core of the profession, the ones that will demonstrate the achievement of the competencies defined in the graduation profile, those in which it has been considered important to perform these examinations. As the 2016 Curricular Plan is being implemented, the project will move forward in both online examinations for core subjects, as well as in other means of collegiate examination for the subjects that, due to their nature, are susceptible of being assessed by other means. For example, projects, practices, portfolios, essays, works, etc. During this year, 1,643 collegiate examinations were made for 183 subjects.

Regarding midterm examinations, the objective is to carry out an internal academic work process to establish general criteria and equivalent evaluation levels. As of the August-December 2017 period, midterm examinations were conducted for all subjects in both campuses. This type of assessment has been previously applied in the South campus. However, in the North campus the midterm evaluation system was carried out for the first time in such term.





CREDITS

Quality assurance, as concluded from external evaluations, is the foundation for assessment and accreditation processes under national and international standards. Therefore, we carry on with the effort to maintain and obtain new accreditations during 2017.

National Undergraduate Credits

From the 49 undergraduate programs offered by the University, 35 have national accreditations:

- 33 programs from organizations recognized by the Council on Higher Education Accreditation (COPAES);
- Two programs assessed by the Inter-institutional Committees for Higher Education Assessment (CIEES);
- Six programs are in process to receive their first accreditation;
- Seven programs are in reaccreditation process.

National Graduate Credits

The CIEES has evaluated 27 programs:

- 25 programs in Level 1;
- Two programs in Level 2;
- Two programs in evaluation process for the first time;
- Five programs in the reassessment process.
- The University worked on the follow-up and continuous improvement of its programs registered in the National Quality Graduate Programs (PNPG) of Conacyt:
 - Communication Research (Doctorate) - Faculty of Communication;
 - Technologies for Sustainable Development (Master's) - Faculty of Engineering;
 - International Tourism (Doctorate) - Faculty of Tourism and Gastronomy.

International Credits

The undergraduate programs with international accreditation are:

- Four programs from the Faculty of Engineering and the Accreditation Board for Engineering and Technology (ABET):
 - Industrial Engineering;
 - Chemical Engineering;
 - Civil Engineering;
 - Mechatronics Engineering.
- Four programs of the Faculty of Tourism and Gastronomy accredited by the UNWTO TedQual Certification System-Program Applicable to any Tourism Education Training and Research:
 - Tourism Administration;
 - Gastronomy;
 - International Hotel Management;
 - Restaurant Management.

- The Communications Degree is recognized by the Accrediting Council on Education Journalism and Mass Communications (ACEJM) and by the Latin American Council for the Accreditation of Education in Journalism and Communication (CLAEP).
- The Master's in Business Administration (MBA) is internationally accredited by the Association of MBAs (AMBA).

EXTERNAL EVALUATIONS

General Examination for Undergraduate Degree (EGEL)

In 2017, for the fifth consecutive year, some measures were implemented to strengthen the performance of our students in the General Examination for Undergraduate Degree (EGEL) applied by the National Center of Evaluation for Higher Education (CENEVAL). This exam positions the University as a benchmark in academic quality, due to the high approval percentage we have. The number of students who passed the exam increased from 82 to 84 percent between both campuses at the end of the 2016-2017 academic year.

Five percent of our students who presented the EGEL examination during 2017 were recognized with the Ceneval Award for Excellence in Performance, granted only to 1.2 percent of the candidates nationwide.

In addition, 27 undergraduate programs were incorporated into the Register of High Academic Performance Programs in the 2016-2017 period, consolidating the Anahuac University as an institution of academic quality and excellence in the Mexico City Metropolitan Area. Three programs were included in Level 1 Plus (for programs with more than 80 percent of approval, among which at least 50 percent have outstanding performance), 22 programs in Level 1, and 2 programs in Level 2.

Level 1 Plus

- Law
- Corporate and Executive Management
- International Business

Level 1

- Tourism Management
- Communication
- Law
- Corporate and Executive Management
- Graphic design
- Economy
- Finance and Public Accounting
- Gastronomy
- Civil Engineering Management
- Systems Engineering and Information Technology
- Industrial Engineering Management
- Mechatronics Engineering
- Chemical Engineering Management
- Marketing
- International Business
- Nutrition
- Pedagogy
- Psychology
- International

Level 2

- Public Administration and Government
- Communication

Quality Assurance System

The University is committed to the current challenges in higher education in Mexico and worldwide. For that reason, we have implemented an Internal Quality Assurance System for Graduate Programs (SIAC), based in the most relevant guidelines of different national and international accreditation departments. The system includes 15 criteria, with multiple indicators, and progress was made in its development for the 58 doctorates and master's degrees updated this year.

In recent years, the SIAC system has been applied to graduate academic programs to strengthen their development and evaluation. In order to monitor the system, a computer platform was developed to make this task easier. This year we obtained 70 percent of the specifications required for the development of the computer system.





To support the education of our community and to achieve our competency-based educational model, the University has three libraries in the North campus, and one in the South campus. Also, for providing study areas in different environments, we continue remodeling our facilities in both campuses. So far, we have individual study rooms and collaborative work rooms, in which users select the way of working that best suits their needs. For instance, there are individual and group cubicles, computer rooms, as well as the possibility of working at an outdoors terrace.

We have recently inaugurated the Chinese Library as part of the North campus library. It was donated by the State Council Information Office of the People's Republic of China, to promote their country abroad and make their cultural exchange public. This is usually granted to national libraries or to the most prestigious universities in the host countries.

In the Collection Development area, the Library has strengthened its collection with the acquisition of 5,930 printed titles and 264 journals.



It is also worth mentioning our Digital Library, which currently has 105,000 electronic books, more than 1,600 electronic journals and 95 databases (books and electronic journals). All these cover the needs of the different academic and research areas in the University and can be used inside and outside the campuses, which had an impact of 581,243 hits during 2017. At the same time, we are working to strengthen the Anahuac Library network and offer a wider service to our community.

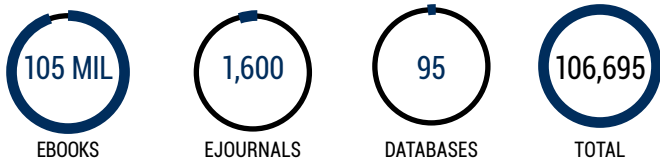
As for the classrooms, actions were taken to update the physical infrastructure of our University. In the first phase of the project, classrooms of different Schools and Faculties were renovated with cutting-edge furniture, which allows the use of active methodologies, in addition to techniques that facilitate the constructivist teaching-learning process, such as brainstorming, collaborative work, case resolution, problem solving, etc.

The CEFAD teachers' lounge was designed and built in the North campus library. It will be an area for reflection, work, learning and rest for our professors. It will be open in 2018, as the starting point for the celebrations of the 30th anniversary of the CEFAD.

NEW LIBRARY ACQUISITIONS:



DIGITAL LIBRARY COLLECTION:



PARTNERSHIPS AND LIAISON

PARTNERSHIPS AND LIAISON

STRATEGIC PARTNERSHIPS

Given the relevance of establishing and developing strategic alliances within educational, scientific, and business environments, this year we created the Strategic Partnership Management, linking the most outstanding companies in the country with the University to encourage collaboration and interaction in the various fields of knowledge. This is beneficial for the instruction of the students, developing the connection of the University with the productive sector, either through Corporate and Research Professorships, or the close relationship with associations and top-level business organizations.

In this way, the companies contribute to the university mission. It is through its intellectual capital and human talent that the university develops innovative ideas with great potential to cover the needs of the society and the companies.



To boost the committed participation of business and social leaders, inviting them to university projects and initiatives, in 2017 we worked on:

- Reinforcing strategic alliances with our alumni and with productive, public, and social organizations, fostering a relevant and innovative educational environment for our students.
- Continue boosting these effective partnerships through Corporate and Research Professorships.
- Contributing to the mission of higher education associations and institutions, of which the University is a part of.
- Linking leaders of the business, social, cultural, and governmental sectors with the University, through academic collaboration agreements and research projects.

Corporate Professorships are particularly important for these partnerships, which are a business linking model aiming to establish a cooperation and exchange framework that contributes to the development of different projects and activities of com-

mon interest, to favor both the university as well as companies and organizations.

For Universidad Anahuac Mexico, partnerships with the productive sector are essential to face future challenges and thus contribute to raising competitiveness and productivity. This, in turn, drives the economic and social development of our country through a long-term win-win partnership. This relationship implies, among other things, joint actions that go from professional practices, participation in academic events, conferences or workshops, visits to facilities, university competitions, social service, job listings, projects and activities; all these according to the priorities and strategies of the organizations. There are currently 107 active Corporate and Partnership Professorships.

During 2017, our Schools and Faculties signed the following 20 new Corporate Professorships with companies and institutions of great relevance:

NEW CORPORATE PROFESSORSHIPS:

BBVA Bancomer
Creando Oportunidades

citibanamex
Educación Financiera

EL HERALDO

Nestlé

IBM

Chemours™

BASF
We create chemistry

Penguin Random House
Grupo Editorial

KidZania

GENTERA

Travelport
Redefining travel commerce

POSADAS

SANOFI

laComer

CHODRAUI
cuesta menos

NEW PARTNERSHIPS PROFESSORSHIPS:

ABM
ASOCIACIÓN DE BANCOS DE MÉXICO

amAfore
Asociación Mexicana de Afores

100 años
AMERICAN CHAMBER
MEXICO

10 años
PRO MÉXICO
Inversión y Comercio

OCDE

During this same period, the Follow-up and Management Platform for Corporate Professorships was developed. It is a central information system that facilitates interdisciplinary collaboration of Corporate Professorships between the various Schools and Faculties, as well as with other areas of the University. This platform generates valuable information for the University, also useful for the accreditation processes, and, in general, to have a complete overview of the business connections.

The productive connection to establish Research Professorships is understood as the alliance with companies that provide resources to create knowledge to solve specific problems, from an applied research perspective. This year, our University won the Conacyt summon for sectoral funds, obtaining resources from the sectoral fund of tourism to establish the Research Professorship in Tourism Supply, housed in the School of Tourism and Gastronomy.

We are working on 16 proposals to fund new Research Professorships, for researchers capable of undertaking quality projects in an interdisciplinary manner.

Twenty Research Professorships are currently operating thanks to the annual investment of companies and the work of senior researchers, in addition to the effort of our Schools and Faculties in generating knowledge.

Here is a brief list of some of them and their activities throughout the year:

- School of Health Sciences, Carlos Peralta Professorship in Public Health. The report and study of the Information System to Promote Road Safety (SIMSEVI) before the Toyota CSRC division was submitted.
- School of Communication, Bank of America Merrill Lynch Professorship. Their third book, entitled “Voluntariado de la Banca, compromiso al servicio de México” [Volunteering in the Banking Sector, a commitment to serve Mexico] was published.
- School of Education, Santillana Professorship. Publication of a study to assess the digital competency of their readers.
- School of Global Studies, A.G. Leventis Professorship and BP Professorship, which celebrated seven years of productive and uninterrupted operation.
- School of Engineering, DESC Professorship. Results about alternative energies and sustainable processes were presented.
- School of Psychology, Johnson and Johnson Professorship on Obesity. Presented results in scientific journals, in the National Congress of Surgery for Obesity and Metabolic Diseases, as well as in the American Society for Metabolic & Bariatric Surgery (ASMBs) Congress.



- School of Social Responsibility, Shimon Peres Professorship for Peace. At the Guadalajara International Book Fair 2017, the new book series on Business for Peace was co-published with Editorial Limusa in collaboration with IDEARSE. This series addresses the following topics: corporate social responsibility, inclusive business, green business, and social entrepreneurship.
- School of Social Responsibility, Carlos Slim Professorship for Fighting Poverty. Development of case studies “Towards the Construction of a Multidimensional Model to Fight Poverty and Food Vulnerability of Indigenous Communities in the State of Mexico”, as well as “Multidimensional Model to Fight Poverty in Indigenous Communities in Mexico”.
- School of Tourism and Gastronomy, Professorship of the Tourism Business National Council (CNET). Production and four-month period publication of the report on the overview of tourist activity in Mexico; the bimonthly report on the Tourist Activity Overview Progress in Mexico, as well as newsletters to analyze the tourist activity.



The companies and organizations linked to the University make the operation of the following Research Professorships possible:

1. Mexichem
2. La Costeña
3. Fundación Alejo Peralta
4. Bank of America Merrill Lynch
5. Alumni Council of the Faculty of Law
6. GBM Casa de Bolsa
7. Fundación Cuervo
8. Fundación Santillana
9. DESC/KUO
10. La Moderna
11. Government of the State of Mexico IMCA
12. Johnson & Johnson Medical Companies
13. Fundación A.G. Leventis

14. British Petroleum
15. Fundación Carlos Slim
16. Consejo Nacional Empresarial Turístico
17. Asociación Nacional de Cadenas Hoteleras
18. Gobierno de Baja California Sur
19. Conacyt: Fondo Sectorial
20. Family funds for research in Bioethics.

Due to the relevance of the Research Professorships, some considerable efforts are made to operate effectively until the objective is reached. We also continue identifying opportunities to develop new applied research projects in the business and government sectors, as well as foundations, and multilateral organizations.

PARTNERSHIPS WITH ACADEMIC, SOCIAL, GOVERNMENTAL, AND EMPLOYEE SECTORS

This department is celebrating its second anniversary working for favoring points of convergence between the university and the employment, government, social, and academic sectors.

To take care of the main employers of our students, we have the Job Development Department, which favors the placement of Anahuac talent using the following tools and strategies:

- Technological: we helped an average of 5,000 active companies and 8,000 students from both campuses this year through the job portal.
- Training: we put together five workshops, so 200 students could develop a high-impact curriculum vitae.
- Contact between employers and students: activities such as two working days that allowed 30 reputable companies to be contacted by 250 students and graduates. There were also 50 on-site recruitments, with the participation of 50 leading companies who contacted around 600 students.
- University-employer relationship: we hosted several breakfast meetings with employers from 120 leading companies from the consumer, technology, services, financial and banking fields. Also, we participated in five exchange groups bringing 200 different companies from different sectors together. During the events we had this year, the University was five times in the top three in terms of efficiency of the candidates interviewed and hired.

We can also highlight the surveys and studies we made to generate specific strategies of effective partnerships with the 150 leading companies nationwide. This happened through trainee programs, exchange meetings, workdays, and periodic recruitments on campuses. Among these companies, we can mention Procter & Gamble, AT&T, BBVA Bancomer, Nestlé, Walmart, Kraft Heinz, Deloitte, L’Oreal, Henkel, Grupo Financiero Santander, Kimberly Clark, Colgate-Palmolive, among others, with whom we have programs to favor institutional employability.

The Job Development Area at Anahuac is also related to the main human resources associations in the country, and it is member of the Mexican Association for Human Resources Management (AMEDIHR). In October 2017, we had the Annual Job Fair, with the participation of 110 leading companies and attended by more than 3,000 students and alumni.

For 2018, the Job Development Area will continue its consolidation, offering better options for a more efficient and personalized contact between students and employers. Likewise, contact sectors will be expanded to favor employability in the areas of knowledge of our students and graduates in the most important groups and institutions in the country.



Also, our partnership with the government sector seeks to favor the interaction with the three administration branches at their various levels. For this, and to encourage a democratic dialogue, we invited candidates to the State of Mexico governorship to present their proposals in the North campus. Around 1,200 students had the opportunity to interact with them. Similarly, there is a close collaboration relationship with the municipality of Huixquilucan and Álvaro Obregón, where the campuses are located. Thanks to this this collaboration, 14 projects were promoted for the benefit of the university community and those agencies. We also fostered a harmonious relationship with the social sector, cultural entities, third sector organizations, international organizations, embassies, chambers and non-business associations. All of the above is achieved mainly through agreements, special projects, consultancy, institutional representation and the presence of leaders in the campuses.

The growing and necessary connection with the academic sector include the relationship with academic associations and institutions on a national and international level. To make progress on this matter, we celebrated an agreement with the University of Cantabria, Spain, to obtain the double doctorate degree in Engineering, Health Sciences, History, and Architecture. We also signed an agreement with the Instituto Mora, which promotes continuing education and research projects; and an agreement with the Higher Education-Enterprise Foundation (FESE) of ANUIES. From this alliance, five projects have been promoted: My first company, Mexico South by Southwest, Corporate Care, Training for Employability, and the Seventh Entrepreneurship Competition.

Also, in terms of academic partnerships, this year, along with university executives, we visited three universities in Israel: The Tel Aviv University, the Technological Institute of Israel,

Technion, and the University of Jerusalem, in order to generate closer ties and address the possibility of creating joint projects.

On the other hand, the University also participates in the RIE360 Educational Innovation Network, with the objective to reduce school dropout in the first university year by developing mobile apps.



LIAISON WITH GRADUATES

Aware and convinced of the importance and influence of having nearly 50 thousand graduates developing in the academic and institutional fields, the University continues consolidating its liaison program with graduates supporting their *Alma Mater*, either with their time, their knowledge or their personal or business resources, which translates into benefit for our students. This program includes diverse actions, such as:

- Interviews with former students in the University media, discussing their professional career, their work experience, and their time at the University, motivating current students to follow their example.
- 14 graduates Councils from Schools and Faculties, in which outstanding alumni are invited to share their experience and knowledge.
- Creating Corporate and Research Professorships.
- Partnerships with employers to attract student talent through job centers.
- Continuing education programs.
- Inviting outstanding alumni to participate in the different events that the University carries out, such as conferences, workshops and ceremonies.

The Former Students Services Department offers them a communication program about the achievements of their University, as well as conferences and workshops on a number of subjects, which reflect on important subjects for their lives. In 2017, we offered 20 special workshops and conferences for our alumni. Besides, they have access to our library services and get support to organize their class reunions.

Another way in which our alumni are linked to the mission of the University is the Fonatón, a successful program through which they are invited to support the Scholarship Fund through periodic donations. This program has been operating for 20 years and since its creation it has raised more than 180 million pesos in donations from over 9,000 collaborative alumni.

All the benefactors who continue collaborating to complete the paramount project of the Yitzhak Rabin Cultural Center in the State of Mexico deserve a special mention. It is a monumental 15,400-square meter construction, with a 194 million pesos investment to date, already in the equipment and finishing stage. People, companies, and institutions keep joining this great work (the Ángel and Tere Losada Theater and the facilities of the School of Arts) that will become the beacon of art and culture West of the Mexico City Metropolitan Area.

RESEARCH

RESEARCH

Research is a priority for Universidad Anahuac Mexico, since it is evident that a respected University cannot be limited to transfer knowledge. Instead, it must go further and generate new knowledge, knowledge that is relevant and that has social impact. The research developed in our University must be distinguished by this hallmark.

RESEARCH CULTURE

This strategic line is based on five major strategic objectives defined in an academic manner and in coherence with the University vision:

- 1. To restructure the research plan oriented to social impact, giving emphasis to this distinctive seal. Doing research with a social impact means being sensitive to the environment needs. Therefore, national priority topics, established by Conacyt or the UN Sustainable Development Goals, should be an obligatory reference when thinking about the research lines and projects.
- 2. To focus the University research lines, favoring collaborative work among researchers, as well as an institutional research agenda, while prioritizing certain lines with the aim of making a contribution to relevant knowledge and a solid positioning, in accordance with our philosophy and values. Our focus is centered on social impact, which we achieve thanks to the experience of our researchers.
- 3. To get researchers interested and engaged, promoting and recognizing their productivity. Our Institution is convinced that the most important resource a researcher can count on is time, since doing research requires concentration, study, analysis, reading, writing, and so on. Therefore, the University ensures that our researchers have quality time to research, which will consequently bring relevant scientific productivity.
- 4. To strengthen the link between institutional research lines and graduate programs.
- 5. To promote research competence among academics, as well as undergraduate and graduate students.

In other words, it is about developing a research culture and university life. This is not an exclusive task of the research team or limited to research centers, but it shall spread the entire University through curricular plans and a wide variety of activities.

In the last months of 2017, we have been working based on these five strategic objectives, making some important progress.



It is worth highlighting the strengthening of the institutional structure focused on research with the creation of the Scientific and Technological Innovation Department, complementing the already existing Research Department, with the aim of enhancing and making more efficient the use of research laboratories and equipment, as well as the University partnerships with other institutions in the field of innovation. Through this new Department, the ProLab program was launched, aimed at the generation, repair or modernization of equipment and products for research, with the participation of students, academics, and researchers from various Schools and Faculties.

In this same area, the work of the Center for Technological Innovation (CENTI) is relevant. Its main function is the liaison with companies to work on technological development and innovation projects. During 2017, we carried out projects for different business sectors, such as manufacturing, biotechnology or in systems and information technology companies. The projects carried out in 2017 were:

Company	Name
Accesos sin Límite S.A. de C.V.	Prototype of portable crane for the movement of people with motor disabilities
Accesos sin Límite S.A. de C.V.	Anthropometric, ergonomic, low-cost parapodium prototype, designed for the Latino anatomy, for the rehabilitation in vertical position of people with paralysis
Axis Ingeniería S.A. de C.V.	Energy-autonomous system to monitor wild fauna in areas without Internet
Accesos sin Límite S.A. de C.V.	Beta prototype of an automated hoist system for car roof, with an anti-theft device compatible with all types of wheelchairs
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 telemedicine system
Tremet S.A. de C.V.	Water-based, high performance polymer system for industrial flooring applications
Ofisitemas Paradigma S.A. de C.V.	Integrated hybrid technological system for the sustained development of inclusive business network, 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. de C.V.	Energy-autonomous network system to monitor wild fauna in areas without Internet.E2
Emot Ingeniería S.A. de C.V.	Pilot experimental plant for radiation masks for cancer treatments
RASE Proyectos Productivos S.A. de C.V.	Free VOC gelcoat from UPR-WB, for compound automotive, aerospace, and solid surface materials
Blue Beats S.A. de C.V.	Development of a prototype system based on geolocalization and mobile technologies to get information of tourism places in the city of Merida, Yucatan, through augmented reality
Idea Planeta, S.A. de C.V.	Development of an environmental education model, based on film discussions, through a digital platform
Tecnologías de Diseño e Impresión 3D S.A. de C.V.	Design and development of a 3D reconstruction and printing platform, based on biomedical ultrasound imaging

Likewise, we are making a rigorous critical review process for the University research lines, as well as the partnerships between research and graduate studies. This has allowed us to identify some needs and proposals to address them, which should bring greater strength to our research. Regarding the research lines, we can proudly say that we are working consistently on topics such as neuroscience, public health, bioethics, development of advanced materials, addiction prevention, sustainability, innovation and entrepreneurship, communication or human rights, among others.



RESEARCH AND UNIVERSITY LIFE

In terms of university life and research, the thirteenth edition of the traditional Anahuac Research Symposium was held in 2017. This event is an excellent opportunity for scientific dialogue and as a meeting point, gathering the academic community (students, academics, and researchers) every year with panels and an exhibition of research posters presenting the work of our Schools and Faculties. This year, with the theme “Social Impact Research”, more than 100 posters and almost 30 panels or conferences were presented in both University campuses.

The Anahuac Research Poster Competition for undergraduate students is also worth mentioning. This event started in the South campus four years ago; in 2017 it celebrated its sixth and seventh editions, and, for the first time, it was celebrated in both campuses. So far, this competition has received more than 550 posters, involving more than a thousand students from every academic area.

In this same vein, there are diverse activities promoted by our Schools and Faculties, such as the Investiga program by the Faculty of Health Sciences, in which more than 100 students developed research projects, all of them backed by one or more researchers. Likewise, the research training for academics continue through the CEFAD and the Scientific and Technological Innovation Department, and the Certificate Diploma in Research course (research protocol, intelligent documents, critical thinking, inferential statistics and SPSS management, elaboration and validation of instruments in social sciences, etc.) was held again.

Lastly, progress was also made with a focus on reported scientific productivity, working with Conacyt and international standards. With regards to strengthen our team of researchers, we assigned more than 30 new researcher profiles. Currently, our University continues having research members in the National System of Researchers, both part and full-time.



RESEARCH AWARDS AND PARTNERSHIPS

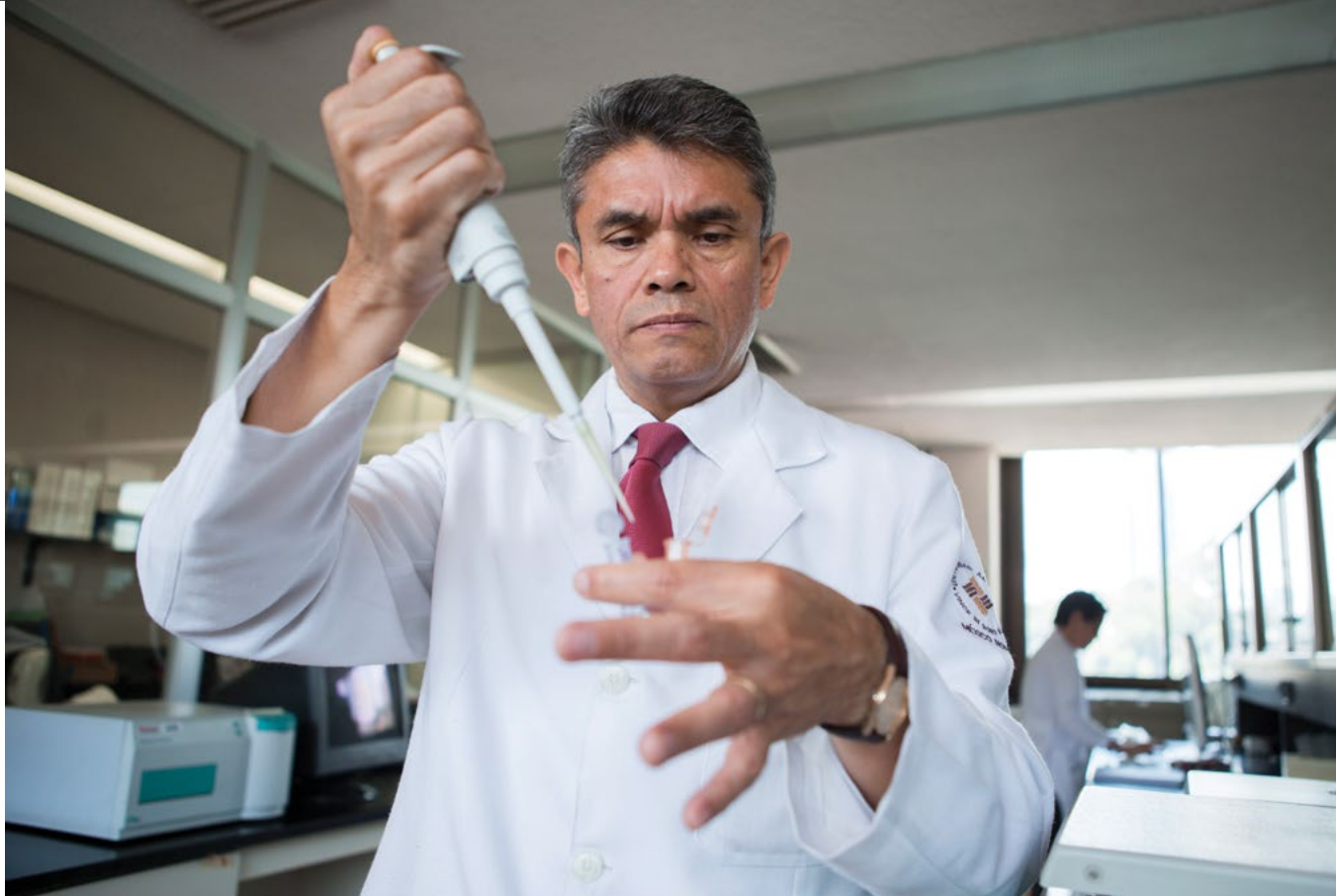
In addition to this strategic progress, 2017 has been a year of important achievements in terms of research, such as:

Researchers Known for their Scientific and Academic Work

- Dr. José Juan Antonio Ibarra, coordinator of the Research Center for Health Sciences (CICSA in Spanish), won the State Award on Science and Technology (Pecyt) in the Health Sciences category, granted by the Council on Science and Technology in the State of Mexico (Comecyt). Also, Dr. Ibarra joined the National Academy of Medicine in 2017.
- Patricia Martínez Lanz, PhD, Director of the Interdisciplinary Research Center (CII) and Academic Coordinator of the Doctorate in Interdisciplinary Research, joined the Mexican Academy of Sciences, the most prestigious academic institution in our country.
- A patent developed by Dr. María Elena Sánchez Vergara, Coordinator of CENIT for technological development of organic semiconductors and their use in the biological and optoelectronic areas, was recognized in the top five nationwide by UNAM, through the Program for Patent and Innovation Promotion (PROFOPI).
- The Embassy of Israel acknowledged the archeology team that worked on the Magdala project, led by our academic, archaeologist Marcela Zapata Meza, for both her scientific work in this important project taking place in Israel (by the Sea of Galilee), and for promoting interreligious, cultural and academic dialogue. This event took place in the Chamber of Deputies, as part of the Week of Israel.



- Alejandro López Niño, MS, academic and researcher of the School of Sport Sciences, won the first place in the National Research Competition in Physical Culture and Sport for his work “Aprendizaje mixto por medio de las redes sociales en la educación superior” [Mixed learning through social networks in higher education].
- Dr. Arnulfo L’Gamiz, coordinator of the Anahuac Public Health Institute (ISPA), joined the Mexican Academy of Education.
- Víctor Alpízar, MS, and student of the PhD program in Tourism, won the Santander-FIMPES Award in Research and Postgraduate Studies 2017 for his work on a cross-sectional methodology for public tourism administrations in Mexico.
- Pavlina Miteva, MS, academic at the Faculty of Global Studies, was part of the working group of the International DAAD Alumni Expert Seminar Hidden Hunger, in Germany, where she presented a model that contributes to improving food security in Latin America.





Strategic Linkage and Infrastructure to Boost Research

- Our University, UNAM, and Conacyt launched the Binational University Node of Innovation (NoBI). It is an effort between the government, the academia, and the private sector to increase productivity, validate prototypes in the market and promote technology-based entrepreneurship in Mexico.
- The link with the business sector in research and innovation was promoted through various projects of the Faculties of Engineering, Health Sciences, and Tourism and Gastronomy. This was funded by the Conacyt through the Innovation Promotion Program (PEI), the call to Basic Science SEP-Conacyt, and the Sectoral Fund for Research, Development, and Technological Innovation in Tourism.
- The School of Architecture presented for the first time the FabLab 2.0, expanding the facilities of its Digital Manufacturing Laboratory for it to house high technology equipment with the aim of manufacturing almost any product at low cost. It is important to mention that our Fab Lab was the first of its kind in Mexico and it is part of a collaborative and global network with over one thousand labs in 108 countries, with information exchange for technological development and social innovation.
- The Faculty of Tourism and Gastronomy opened the Gastronomic Research and Development Laboratory at the South campus, as part of a culinary research program focused on avant-garde Mexican cuisine, as well as promoting well-being and health.



INTERNATIONALIZATION

INTERNATIONALIZATION

The internationalization of the Anahuac Community is becoming increasingly evident, involving not only students in academic exchange, but students coming to our campuses, researchers, academics, administrative staff, and alumni. This has been made thanks to a collaborative effort of the Internationalization Department and the academic areas supporting the Academic Vice-Rector's Office, within the context of the University's Internationalization Model. It has the objective "to foster a comprehensive culture that pervades our university community through the intervention of academia, management and services, hence, developing the global competencies of every stakeholder involved, enabling them to make decisions in their professional work field with suitable knowledge, as well as with the skills and attitudes needed to perform in their current area in a globalized world".



INTERNATIONALIZATION MODEL

The application of the Internationalization Model is being achieved thanks to the work of the Internationalization Committee, made up by executives, academics, researchers, and administrative staff from our Schools and Faculties, together with various areas, and under the protection of the university authorities. This has fostered a multidisciplinary approach that allows taking into account the organizational and programmatic dimensions of the University.

In 2017 we developed an internationalization plan in each School and Faculty, establishing the specific objectives and goals, and covering the essential functions of Universidad Anahuac: teaching-learning, research and innovation, comprehensive instruction and continuing education, and community service, which is reflected in activities within the campus, strategic institutional partnerships, mobility of students, and academic and research staff, use of Information and Communication Technologies (ICT), strategic positioning and effective management.

Since it is part of a network of international universities, this model will soon be implemented in other Anahuac universities.



INTERNATIONALIZATION ACTIVITIES

The international dimension of the activities that take place in our campuses impacts the entire academia. For this reason, coordinators of undergraduate and graduate educational programs will identify and promote the subjects that can contribute to structure a global competency in our students, through specific contents and anticipated learning results. As a consequence, 90 subjects were selected in the undergraduate programs, and they will be used to evaluate the progress of the students achieving this competency.

The international experience expressed in the University activities impacts all students. Proof of this is FabLab 2.0, a project of the the School of Architecture, as it has become a benchmark in our country. The relationship established with international companies allows our students for carrying out professional practices, research, or even work on technological innovation projects.

In 2017, more than 100 academics and researchers have been speakers at international seminars and conferences, such as:

- American Psychological Association Congress, held in Washington, United States;
- Annual meeting of the North American Actuarial Council, in Puebla;
- International DAAD Alumni Expert Seminar Hidden Hunger, in Stuttgart, Germany;
- Agritechnika International Congress in Hannover, Germany;
- Latin American Congress on Physical Therapy and Rehabilitation, in Peru;
- Latin American Nutrition Congress, in Argentina.

Nineteen of our academics have taught classes as visiting lecturers, co-organizers, advisors, and curators, invited by universities, institutions, and organizations such as the National Football League (NFL), the UNWTO, among others.

Strategic partnerships help us generate an improvement in academic quality and obtain an international vision. Therefore, a strategy was created to establish links with universities and organizations by country. An example of this was the agreement with the Université Savoie, Mont Blanc, France, and the Doctoral School of Grenoble, France, to generate a double doctoral degree with the School of Communication, as well as with the University of Cantabria, Spain. In 2017, a total of 15 agreements were signed for specific projects, and nine agreements were renovated with renowned international universities.



To promote research, the Research Department has generated an effective partnership and participation strategy in international research networks. In 2017, ten members of our team traveled to the University of Antwerp, Belgium, and the Polytechnic University of Barcelona, Spain, as visiting researchers, just to name a few. Likewise, strategic partnerships with international companies have allowed the promotion of applied research. It is worth mentioning the Professorship with the Santillana Foundation, of the Faculty of Education, and the Bank of America Merrill Lynch Professorship, which is celebrating its 11th anniversary with our Faculty of Communication.

During 2017, we celebrated different international events, providing a global perspective to current issues of interest. In total, there were more than 90 international exhibitors, including:

- 7th Financial Research Congress FIMEF, with the participation of Dr. Robert C. Merton, Nobel Prize in Economics 1997, organized by the Faculty of Economics and Business, and IDEA.
- 4th Symposium on North American Integration, organized by the Faculty of Global Studies, together with the University of Calgary, Canada, and the Arizona State University (United States). This time, it was called “Intent, Reality and Future of the North American Free Trade Agreement”.
- International Forum on Research, Architecture, and Society, with the participation of 13 researchers from six countries.
- CNET International Tourism Congress: Risks and Challenges of the Tourism Boom in Mexico, with the participation of Dr. Taleb Rifai, Secretary-General of the UNWTO. He later held a meeting with students of the Faculty of Tourism and Gastronomy.
- 4th International Congress on Judeo-Christian Dialogue, with the participation of Dr. Adolfo Roitman.
- 7th Meeting of the Latin American Council on Education in Journalism and Communication, with the participation of 18 Latin American universities.
- First International Sports Forum, organized in collaboration with international companies and organizations, such as the NFL, Under Armour, Mexican companies, as well as the United States Embassy in Mexico.

As a collaboration with international universities, our Schools and Faculties invited visiting academics this year to give courses or workshops so that students from both campuses could obtain different perspectives of their profession. This year there were more than 50 academics from the Complutense University of Madrid (Spain); University of Cantabria (Spain); Vancouver Film Academy (Canada); Istituto Europeo di Design, (Spain); University of North Carolina (United States); Shakespeare's Globe (UK); and the Regina Apostolorum Athenaeum (Italy).

These are great opportunities to reflect on international subjects for our students, academics, and researchers. An example of this is the attendance of our students and academics from the Faculty of Social Responsibility and Sustainable Development to the Global Social Business Summit, in Paris, France, as well as students of the School of Design, from the School of Fashion, Innovation, and Trends, and Design, who went on an academic trip to Milan, Italy, summoned by the Italian Chamber of Commerce within the framework of the Fashion Week. Similarly, students and graduates of the Masters in Logistics, from the Faculty of Engineering, attended a global seminar at the University of North Carolina, in the United States. Also, students of the Anahuac MBA had the opportunity to attend the international week at the EADA in Barcelona, Spain.

Our half-year and annual mobility options have increased, so our students from both campuses now have the same opportunities. Spain, France, Australia, the United States, and Germany are the most requested countries by our over 600 students



who went on exchange programs, professional practices or clinical cycles during 2017. It should be noted that the Universidad Anahuac Mexico also receives visiting students. This year, there was an increase of 60% compared to last year, and a reason for this is the university integration program #BuddyProgramAnahuac. This has been essential to support national and international students improving their experience at the University, accompanying them not only in their academic stay, but also in their comprehensive instruction through social, cultural, and sports action programs. This adds up to a program of activities organized by the academic exchange and international promotion coordinators, who, together with volunteer students, make integration activities for the program.

Continuing with our strategic internationalization line, in order to promote a global socially responsible culture at the Universidad Anahuac Mexico, we continue promoting massive online open courses under the Anahuac MOOC project, which involves the main national and international platforms, such as Académica de Telmex, and Miríada X of Telefónica Educación Digital. With the use of open platforms, the quality and experience of our academics is shared with students mostly from Latin American countries: Spain, Mexico, Peru, Colombia, Argentina, among others. These courses promote social and collaborative learning, by means of free instruction with international quality standards.



This year, the School of Architecture took part in the MOOC called "Introducción al diseño paramétrico en Arquitectura" [Introduction to Parametric Design in Architecture], with 1,827 students for the first edition, and 1,321 for the second. Also, the Faculty of Health Sciences participated in the MOOC "Introducción al quirófano" [Introduction to the Operating Room], which in the first edition had the participation of 6,897 students. In October, this MOOC won the third place from 240 medical education works, which were presented at the 61st International Surgery Congress "Empleo de un MOOC de educación quirúrgica para construir una sociedad del conocimiento" [Using a Surgical Education MOOC to Build a Knowledge Society], by Dr. Fernando Azcoitia Moraila.

To support the positioning of the University, this year it had an active participation in various international education forums, such as the Association of International Educators (NAFSA). This event brings together more than 10,000 professionals from 110 countries. At NAFSA, we were part of the Mexican Pavilion with our own university stand. We also attended the meeting of the European Association for International Education (EAIE), bringing 6,000 professionals from 95 countries together. We were also present in the Conference of the Americas on International Education (CAEI), where 640 professionals from 29 countries of the Americas met to share experiences. Likewise, we participated in international fairs to promote

the University, such as the L'Etudiant Salon: depart étudier à l'étranger, organized by ANIUES, which this year was visited by 17,000 youngsters, with 120 exhibitors from 56 countries. We were also at the BMI Fair in Colombia, attended by 100 universities from 12 countries, mostly European, with an attendance of 6,500 young people.

ANAHUAC IN NUMBERS

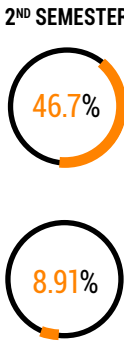
UNDERGRADUATE STUDENT POPULATION 2017

	1 ST SEMESTER	2 ND SEMESTER
	JANUARY / JUNE	AUGUST / DECEMBER
ARCHITECTURE	495	555
ARTS	138	173
COMMUNICATION	1410	1433
ACTUARIAL SCIENCE	321	383
HEALTH SCIENCES	2809	2959
RELIGIOUS SCIENCES	61	79
LAW	753	963
SPORTS MANAGEMENT AND ADMINISTRATION	115	131
DESIGN	677	744
ECONOMICS AND BUSINESS	2579	2759
EDUCATION	81	87
GLOBAL STUDIES	207	240
ENGINEERING	1102	1246
LANGUAGES	52	56
PSYCHOLOGY	513	572
SOCIAL RESPONSIBILITY	110	114
TOURISM AND GASTRONOMY	571	594
TOTAL	11,994	13,088

MORE THAN 50% OF OUR STUDENTS RECEIVE ANY TYPE OF ECONOMIC AID FOR THEIR UNDERGRADUATE STUDIES

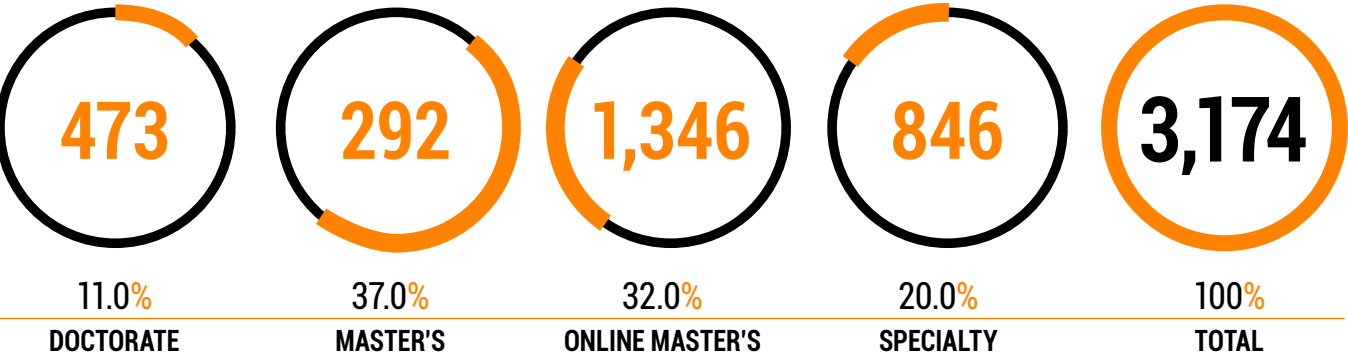
PERCENTAGE OF STUDENTS WITH SCHOLARSHIP

PERCENTAGE OF STUDENTS WITH STUNDET LAON



GRADUATE STUDENT POPULATION 2017

ARCHITECTURE	85
BIOETHICS	91
COMMUNICATION	170
ACTUARIAL SCIENCE	55
HEALTH SCIENCES	398
LAW	638
DESIGN	27
ECONOMICS AND BUSINESS	594
EDUCATION	221
GLOBAL STUDIES	57
HUMANITIES, PHILOSOPHY, AND LITERATURE	108
ENGINEERING	224
PSYCHOLOGY	133
SOCIAL RESPONSIBILITY	267
TOURISM AND GASTRONOMY	106



FACULTY MEMBERS

	DOCTORATE	MASTER'S	MEDICAL	SPECIALTY	UNDERGRADUATE	TOTAL
		*	SPECIALTY	**	**	
ACTUARIAL SCIENCE	20	37		0	2	59
ARCHITECTURE	29	65		1	15	110
ARTS	10	24		2	17	53
BIOETHICS	10	1		0	0	11
COMMUNICATION	58	140		1	27	226
HEALTH SCIENCES	86	82	606	32	21	827
LAW	127	103		6	25	261
SPORTS MANAGEMENT AND ADMINISTRATION	2	19	2	1	13	37
DESIGN	11	108		2	18	139
ECONOMICS AND BUSINESS	147	238		1	13	399
EDUCATION	27	21			2	50
HUMANITIES, PHILOSOPHY, AND LITERATURE	41	61			3	105
ENGINEERING	68	77	1	1	9	156
INSTITUTO REGINA APOSTOLORUM	2	9			4	15
LANGUAGES	4	22			2	28
COMPREHENSIVE INSTRUCTION	10	15	0		10	35
PSYCHOLOGY	24	55	3	2	4	88
INTERNATIONAL RELATIONS	26	33			4	63
SOCIAL RESPONSIBILITY	24	16			0	40
TOURISM AND GASTRONOMY	15	45		2	21	83

TOTAL 741 1,171 612 51 210 2,785

*DOCTORATE INCLUDES PHD CANDIDATES
**MASTER'S INCLUDE MASTER'S CANDIDATES
***UNDERGRADUATE INCLUDES SPECIALIZED TECHNICIANS AND SUFFICIENCY JUDGEMENTS

INFRASTRUCTURE AND SERVICES

NORTH CAMPUS

- 7 CLASSROOM BUILDINGS
- CHAPEL
- INFIRMARY
- DENTAL CLINIC
- 2 EXHIBITION ROOMS
- 3 LIBRARIES
- 1,924 COMPUTER UNITS
- 23 COMPUTER LABS
- 38 SPECIALIZED LABORATORIES, AND 19 WORKSHOPS
- FINE CUISINE ACADEMY LE CORDON BLEU-ANAHUAC
- WIRELESS NETWORK ACROSS THE CAMPUS
- 6 AUDITORIUMS
- 8 FOOD AREAS AND 18 FOOD CONCESSIONAIRES
- SPORTS FACILITIES WITH ATHLETICS RUNNING TRACK, GYM, SHOWERS, DRESSING ROOMS, OFFICES, SOCCER, FOOTBALL, TENNIS, PADDLE TENNIS, FIVE-A-SIDE FOOTBALL, VOLLEYBALL, AND BASKETBALL COURTS
- BANK BRANCH AND 3 ATMS
- ANAHUAC RESEARCH AND STRATEGIC DEVELOPMENT CENTER(-CAIDE)
- 15 RESEARCH CENTERS AND 4 RESEARCH INSTITUTES
- 4 ONLINE CLASSROOMS
- 2 PARKING LOTS WITH ABOUT 3,000 PARKING PLACES
- 1 CULTURAL CENTER
- TRAVEL AGENCY
- WIRELESS NETWORK FOR INTERNET ACCESS FROM ANYWHERE ON CAMPUS
- UNIVERSITY TRANSPORT

SOUTH CAMPUS

- 4 CLASSROOM BUILDINGS
- CHAPEL
- INFIRMARY
- 2 EXHIBITION ROOMS
- FINE CUISINE ACADEMY LE CORDON BLEU-ANAHUAC
- COMPUTER CENTER
- TRAVEL AGENCY
- LIBRARY
- 483 COMPUTER UNITS
- 8 SPECIALIZED LABORATORIES, AND 5 SPECIAL ROOMS
- INTERNATIONAL CULTURAL CENTER
- WIRELESS NETWORK ACROSS THE CAMPUS
- BANK BRANCH AND 2 ATMS
- SPORTS FACILITIES WITH ATHLETICS RUNNING TRACK, GYM, SHOWERS, DRESSING ROOMS, OFFICES, SOCCER, FOOTBALL, TENNIS, PADDLE TENNIS, FIVE-A-SIDE FOOTBALL, VOLLEYBALL, AND BASKETBALL COURTS
- AUDITORIUM
- DINING HALL AND FOOD COURT
- EMPLOYEE DINING ROOM
- PARKING LOTS



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