

# 2018

## RECTOR'S ANNUAL REPORT TO THE UNIVERSITY COMMUNITY 2018





**RECTOR'S  
ANNUAL  
REPORT  
TO THE  
UNIVERSITY  
COMMUNITY  
2018**



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## ANÁHUAC MEXICO IN NUMBERS





## MISSION

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

Strategic Planning 2016-2020



activities and projects must be satisfied with the work that will transcend ourselves while being part of a great community, ensuring the Mission of our University becomes a reality every day. This is the reason to pursue continuous growth as an excellent higher education institution in Mexico, providing solid comprehensive instruction to our students in the professional, intellectual, human, spiritual, and social areas.

Recognition would only come after hard work. We are excited to know that the society acknowledges our academic work, education quality, and leadership. We feel proud of being a thriving University that is getting stronger and more modern. In this sense, in addition to detailing the institutional activities and outcomes, the annual report prompts at continuing working to achieve our goals, clearly identifying challenges and actions that we shall undertake in every strategic line.

The relevance of everything hereinafter is inspired by our decision to be a proactive university, and not only a university of ideas or research lines, teaching innovation or an approach to the knowledge of different social realities. With our social commitment, our comprehensive instruction, our dynamic entrepreneurship,



we want -above all- that men and women who opt for Anáhuac, who get their education at Anáhuac, and who project themselves from Anáhuac continue being authentic sowers of the most transcendental certainty: being those who truly propose our motto: VINCE IN BONO MALUM.

**Dr. Cipriano Sánchez García, L.C.**



## **COMPREHENSIVE INSTRUCTION**

**Comprehensive instruction for everyone is an essential aspect of the ideal that inspires and leads the efforts of Universidad Anáhuac Community.**





# COMPREHENSIVE INSTRUCTION

## IT OCCURS AT BOTH

South Campus North Campus

AMONG

Students and teachers



THROUGH



Retreats Workshops Seminars

## MAIN ACTIVITIES

- 1 **Comprehensive University Welcome**  
3,330 new students in both campuses
- 2 **First ANÁHUAC CON CAUSA**  
13,000 attendants
- 3 **ADEFA and CAF organized OUT-OF-STATE SOCIAL ACTION SUNDAYS**
- 4 **Bye Anáhuac**  
Farewell to graduating students
- 5 **FESAL** realize the Cofesal at the South Campus, with the participation of **180** student representatives

In order to systematically move forward in its consolidation, in 2018 we have clarified in a document the concept of comprehensive instruction taking our identity into account. In addition to this, we have designed and applied an instrument to measure undergraduate students' involvement and comprehensive instruction. Measurement rubrics were made for comprehensive instruction and leadership. We presented a number of leadership studies at different university forums, at the **Instruction Seminars** for directors, coordinators, academic, and administrative personnel at Hacienda Cantalagua in Contepec, Michoacán. In a global level, they were presented at the Leadership Educators Institute, in Orlando, Florida.

## INDIVIDUAL INSTRUCTION

THROUGH

THE COORDINATION OF INDIVIDUAL INSTRUCTION PROGRAMS

Tutoring



**3,200** students received tutoring

Person Skills and Competencies Program (HCP)- Anáhuac Mentorships

THROUGH THE SUBJECTS

- Being a University Student
- Person and Meaning of Life



## Comprehensive Instruction and Academia



Actions made in favor of comprehensive instruction involve their own conception, discernment, and practical approach. In the North Campus we have taken the first steps with graduate students and teachers, through retreats, workshops, and seminars to prompt meaningful experiences, relating to comprehensive instruction, while in the South Campus we have continued with these same processes and activities.

We have promoted alternatives such as the **Newman Circle and Chesterton Cafe** among undergraduate teachers and students. These events encourage a collaborative dialogue, the exchange of knowledge and the creation of didactic, out-of-classroom proposals.

Besides, we had **Academic Days** with the objective to generate an academic meeting to have a dialogic discussion on current topics in the light of key rethinking matters: gender, human rights, and ethical challenges for professionals.

With the 30th anniversary of the **Teaching Education and Update Center** (CEFAD, by its acronym in Spanish), we have organized the congress “**Teaching and Updating Education**”, where Jon Bergmann, co-founder and academic director of Flipped Learning

Global and a pioneer of *flipped learning* (one of the most innovative techniques in the teaching arena) delivered a keynote address about the university role as a formative institution and the use of new didactic methodologies.

For the full-time administrative staff, we designed two seminars with comprehensive instruction topics: **Professional education and update courses, and teamwork and collaboration areas**. In short, these seminars were also delivered in five sessions to administrative staff and teams.

It is through the **Comprehensive Instruction Academic Directorate** (DAFI, by its acronym in Spanish) that we continue having a positive influence in the community. This year, 85% of undergraduate students were enrolled in six-month comprehensive instruction subjects, which have profound humanistic content, leadership sense, and social impact. With these subjects, our students develop the competencies for the comprehensive development of the person, such as critical thinking, communication and leadership, in addition to the development of *soft skills*, that are really relevant for this global environment.







**Student Societies** joined to these efforts by creating extracurricular workshops for out-of-state students. From these workshops, we can mention the first **Out-of-state Panel** of out-of-state alumni of Universidad Anáhuac México, with the purpose of sharing with the University Community their professional experiences and the influence of the education they received.

Year after year, the work of **Universidad Anáhuac's Social Action** (ASUA, by its acronym in Spanish) presidents of Schools and Faculties has been a key element for the execution, promotion, and supervision of social projects. In 2018, we had 23 ASUA presidents working along with 18 teachers coordinating **Social Commitment**. For the first time, the North and South campuses directorates organized together the award and oath of the president. Also, a team was established at ASUA

South campus, along with the definition of the structure, together with the **Social Action Committee** (CAS, by its acronym in Spanish), reflecting the University Community in projects within the social arena.

Regarding **Anáhuac Leadership and Excellence Programs**, we have tried to strengthen and achieve a great level in our academic and education standards through subjects and workshops with teachers and expert professionals. For example, Alfonso Miranda, Director of the Soumaya Museum, teaches the subject History, Criticism and Appreciation of the Arts, which is part of the **Culmen Leadership in Art and Culture Program**.

The academic and professional partnership activities help us follow the project of meeting personalities who are a reference in the field of each program. This is a great tool to make students aware of the dynamics of the

current labor market in Mexico. For instance, we hosted José Carlos Azcárraga, Director of Grupo Posadas, Carlos Alberto Morales Paulín, Director of Telefónica Movistar, Flavio Rivera, Director of Daimler Vehículos Comerciales, Guadalupe Phillips, Director of ICA, Javier Toussaint Parrodi, CEO of Vips, Paola Albarrán, Founder of Ballet Teletón, among others.

Likewise, there were forums and initiatives for the University Community in order to promote critical thinking and interdisciplinary, collaborative, and creative work among students. For example, we have the **Alpha Talks**, the **Lanterna University International Film Festival** (FICU, by its acronym in Spanish), the **Dialoguemos Mexico project** -different university gatherings with President and Mexico City Mayor candidates for the elections in July-, and the **2nd Forum for Women Entrepreneurs**, from the **Impulsa Social Commitment Leadership Program**.



## Comprehensive Instruction and Leadership

Leadership is an important element in the institutional reflection of this University regarding comprehensive instruction. It is an essential element in our mission and one of the most authentic expressions of our comprehensive instruction. At Universidad Anáhuac México, we understand that everything is a teaching opportunity, and we all feel the calling for teaching. For this reason, the **Comprehensive Instruction Vice-Rector** has made significant efforts to encourage actions in this regard.

The **Students Relations Directorate** shared with our freshman students the relevance of comprehensive instruction and importance of placing the person at the center in Anáhuac's education model. This happened in the **Comprehensive University Welcome** (BIU, by its acronym in Spanish), where there were 3,330 new students in January and August in both campuses. In the same way, we had a warm farewell for our graduates in the **Bye Anáhuac** event, a touching moment to reinforce their commitment to transform our country by being positive action leaders.

The **Student Societies Federation** (FESAL, by its acronym in Spanish) worked on a thorough education for student representatives during the 6th **Congress of Student Societies Federations** (COFESAL, by its acronym in Spanish) held at the South campus. This national forum had a participation of 180 student repre-

sentatives from the Red de Universidades Anáhuac, and outstanding speakers from the political, business, social, and communication areas. In the same way, FESAL from both South and North transformed the traditional **Anáhuac Day** into the first **Anáhuac Benefit Concert**, giving it a profound feeling of solidarity and transcendence. There were 13,000 attendants and we had the opportunity to become agents of change for the Ajusco Medio community –which was affected by the September 2017 earthquakes– with a cash donation to help the housing reconstruction, from the tickets sold for the concert.

Student leaders grouped in the **Anáhuac Out-of-state Student Association** (ADEFSA, by its acronym in Spanish) contributed to the comprehensive instruction with spiritual life initiatives. The **Out-of-State Student Coordination** (CAF, by its acronym in Spanish) organized several social commitment, integration, spirituality, and academic activities. Finally, both areas organized the **Out-of-State Social Action Sundays** as a contribution to the comprehensive instruction of out-of-state students at the North campus. In this way, they have been supporting the REMA program, which groups several ministries of the **University Pastoral Service** at the South Campus, specially addressed to undergraduate students.





## Individual Comprehensive Instruction and Mentoring

Offering individual attention to our students is among the University priorities. We consider personal treatment is essential to reach the objective of educating upstanding people, positive action leaders. It must be said that attention could not be given in a massive manner, as education is a personal process; therefore, and in order to encourage and expand the mentoring programs, we have strengthened the **Personalized Education Program Coordination** during 2018. We now have two programs reinforcing these actions: one is the **Tutoring Program** and the other is the **Person Skills and Competencies Program (HCP)- Anáhuac Mentorships**.



### Tutoring

During the year we worked in renovating the tutoring program and system, getting to develop a more flexible model to serve each School and Faculty according to their needs and profile. Currently, the program has about 200 tutors in the Faculties and leadership programs, serving 3,200 students in the first semesters of their studies. We also have opened a new diploma to continue training tutors and improving their professional performance. Regarding the South Campus, the tutoring program was recently boosted as part of the integration of the Anáhuac Mexico Community.

### Person Skills and Competencies (HCP)-Anáhuac Mentorships

It is an academic mentoring program aimed at freshman students. They receive two types of mentoring:

- In the classroom, through the subject Being a University Student, for those in first semester, and Person and Meaning of Life for those in second semester, and
- With a personal dialogue with their mentor in six-session mentorships.

In this way, we respond to the mission of providing personalized comprehensive instruction to our students. During the second semester of 2018, we started with the undergraduate programs for the Bachelor in Nutrition Science, Physical Therapy and Rehabilitation, Biotechnology, and Dentistry Surgery, serving about 150 students. This year, there were 30 mentors and five coordinators taking part in this program.



## University Pastoral Services and Spiritual Formation

Comprehensive instruction from Universidad Anáhuac México perspective would not be complete without its transcendental spiritual dimension. The **University Pastoral Services** Directorate worked this year in consolidating the process-based model, aimed at generating a cross-sectional presence in every aspect of the University Community and its different audiences. This model involves the search and application of updated and more appealing forms of evangelization, always in a warm and respectful environment for the students from other religions and beliefs.

We have gradually encouraged more people to take part in the evangelization campaign in our community. With this purpose, we have secured the presence of priests to celebrate Mass and provide spiritual assistance in both campuses. We have also arranged the presence of priests and other religious persons in all freshmen undergraduate groups in the subject Being a University Student. For the faculty and administrative personnel, we have started operating five evangelization groups at the South Campus and continue working with the groups at the North Campus.



## Catholic Identity and Community

Universidad Anáhuac México is defined through its mission and Catholic identity and social responsibility. During 2018, about 55 events, projects, and activities were organized for the University Community. These included retreats, celebrations of the Eucharist by university areas, activities and apostolates, missions and pilgrimages, which had participation of 14,490 people in total.

Regarding ongoing training to understand our institutional identity, 626 administrative and academic staff members have completed the **Identity and Mission Diploma**. Also, 296 honorary academics completed the **Introduction to University Mission Course**.

With the purpose of promoting the culture and the value of work-family balance among the University Community -while promoting the dignity of persons- the **Anáhuac Family and Work Balance**

**Committee** (CABAFAT, by its acronym in Spanish) was created. This year, the Committee achieved important goals, including its participation in the Family Institute of the Government of Durango, with the conference **“Work-family balance”**, attended by entrepreneurs from that city. There was also a film forum series with family topics, aimed at strengthening and raising awareness among the University Community on this regard. We also had the **Academic Conference**, co-organized with the DAFI, **“Relationship and engagement”**; the conferences **“Speaking well of your family in your workplace and good of your workplace with your family”** and **“The 5 love languages”**, as well as negotiation and agreement of paternity leave, scholarships for family members and special permits in the **Human Capital** area.



**SOME OF OUR MOST NOTICEABLE  
SPIRITUAL ACTIVITIES**

**PILGRIMAGE TO THE  
BASILICA OF OUR  
LADY OF GUADALUPE  
WITH**

**1,000**

**MEMBERS OF  
OUR COMMUNITY**

**ALPHA AND CONFIRMATION  
EDUCATIONAL CLASSES  
CONFERRED TO**

**175**

**people**

**HOLY WEEK  
MEGAMISSIONS  
with the participation of**

**400**

**University Community  
members**

**RETREATS FOR  
UNDERGRADUATE AND GRADUATE  
STUDENTS, FACULTY AND  
ADMINISTRATIVE PERSONNEL**

**320**

**people**

**A special mention to the Encounter  
of Pastoral Services Teams of the Red  
de Universidades Anáhuac in Mexico,  
attended by directors and coordinators  
of our University Network and held  
in the South Campus.**

**WORKSHOPS  
FOR SPIRITUAL  
FORMATION,  
updated and more  
appealing forms of  
EVANGELIZATION  
IN THE COMMUNITY  
ARE EMPLOYED**

**SPIRITUAL MENTORING  
BY THE LEGIONARY  
PRIESTS ASSIGNED  
TO THE CAMPUS IN  
EDUCATIONAL SEMINARS  
TO**

**830**

**people, including directors,  
academic coordinators and  
administrative personnel**



**IN MEMORIAM**



**Fr. Alfonso Samaniego Barriga, L.C.  
1932-2018**

He started the novitiate for the Legion of Christ in 1949, and was ordained a priest in 1959, in Salamanca, Spain. He studied the B.A. in Philosophy and the Doctorate in Theology at the Pontifical Gregorian University, in Rome, Italy.

Thanks to his work as Rector –from 1978 to 1982–, the national government recognized the quality of Universidad Anáhuac México higher education model, granting the Decree of Autonomy and the Official Validity of Studies. It was then possible for the University to issue its own degrees and generate study programs combining different knowledge areas to make the student comprehensive instruction a reality.

Teachers and students remember Father Samaniego for his kindness, patience and equanimity, virtues that led to the vigorous growth of Universidad Anáhuac México.





# CHALLENGES FOR 2019

Continue with the reflection on comprehensive instruction as a model based on the person at the center, transcending the University Community, through **Training Seminars** and **Academic Conferences**.

Reinforce the social dimension and evangelization through the **Renueva Project**.

Move forward in the implementation of mentoring to cover all the degrees offered at our University. Medicine and Surgery, Education, and Psychology will join the program during 2019.

Offer formative spaces that promote the development of competencies and an authentic social awareness, while accompanying volunteers in combining professionalism and practice or application in comprehensive and socially responsible initiatives.

Consolidate spaces for profound comprehensive instruction in leadership and excellence for all, through tutoring, formative talks, and other activities, and develop research lines in this subject through the **Anáhuac Center for Comprehensive Instruction (CAFI)**.

Raise awareness about the great vulnerabilities in our planet among our University Community. Also, provide the tools for volunteers in our community to take part in social actions with high impact in local communities together with **ASUA** and the **Impulsa Leadership Program in Social Commitment** with the **Faculty of Social Responsibility**.

Continue working in the development of evangelizing communities through apostolates, formative and spiritual activities, participation in the **World Youth Day** and annual pilgrimages to the Basilica of Our Lady of Guadalupe, Santiago de Compostela and the Holy Land.

Consolidate the education model for **FESAL**, **ADEFA**, and the **Student Societies**.



# COMMUNITY

Three years after starting the merging of the North and South Campuses, we continue strengthening our Universidad Anáhuac México Community.

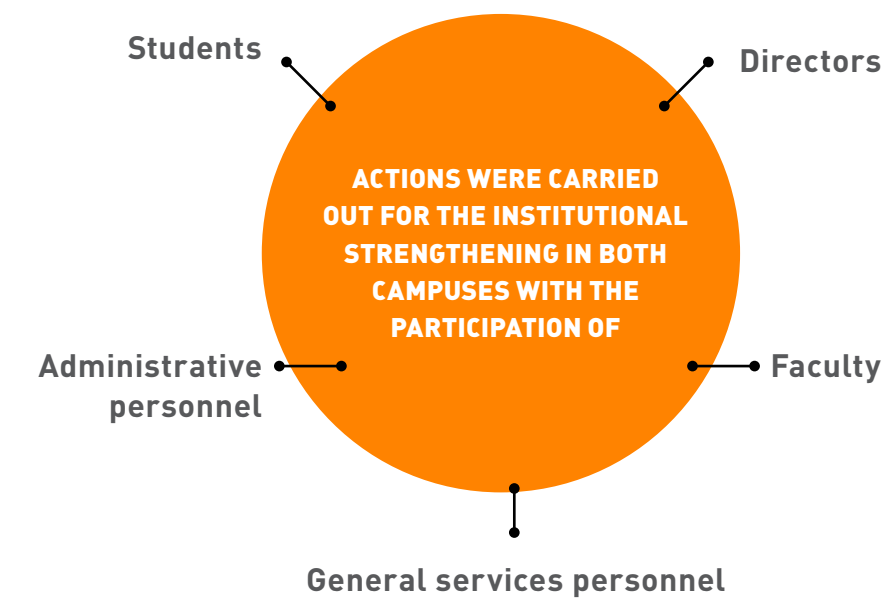




# COMMUNITY

North Campus

South Campus



**W**e still have challenges to meet, but we also count on the effort of our community to consolidate this great project: Universidad Anáhuac México. Its main purpose is the comprehensive instruction of our students, directors, teachers, administrative and general services personnel, in a respectful environment for persons, as well as solidarity, and social commitment. We are all committed to this great responsibility, and we work every day to fulfill this mission.

Motivated by the objective of increasing efficiency -by applying best practices- in the operation of two-campus academic and administrative processes, actions were taken for the institutional strengthening of the Universidad Anáhuac México in 2018. For this purpose, training seminars were held with the attendance of 858 participants from both campuses, including directors, academic and administrative coordinators, and operational support personnel.

To strengthen performance evaluation processes, development plans, training and career, job descriptions were updated, and a two-campus project was launched to align the functions performed by the University personnel, thus generating a high-performance environment. In this same vein, the 360° Evaluation was applied to 300 directors, administrative and faculty staff with subordinate personnel for them to become aware of their effectiveness in terms of adaptability,

communication, staff development, leadership, conflict resolution and negotiation, customer focus and team work. As part of this evaluation process, feedback sessions were eventually arranged according to the results obtained.

The development of high-performance teams is one of the strategies to effectively and efficiently achieve our objectives, and therefore 183 administrative and academic staff members were evaluated. An evaluation instrument on their management capacity was applied in order to know and boost their strengths, as well as to work on opportunity areas, thus improving their performance and leadership.

For the improvement of administrative processes, an application was developed so that, since 2018, the **Human Capital** department could release agreements through QR codes from a cell phone. Hence, they have achieved more agile payment authorizations, providing a better service for teachers on both campuses.

Together with **Red de Universidades Anáhuac General Secretariat** (SERUA, by its acronym in Spanish), we have the Success Factors platform, an integrated network system to optimize **Human Capital** processes.

Likewise, successful synergies were implemented, such as the creation of the electronic vacation system; the process alignment for both campuses for the talent acquisition department; establishment of the directory on the Intranet; celebration of several agreements in economic benefit both for the personnel and students.

## SOCIAL RESPONSIBILITY

IN RESPONSE TO THE EARTHQUAKES

- 59** homes
- 3** classrooms
- 1** community center

were rebuilt



**SATURDAY CLASSES**  
for people with disabilities

**300**  
attendees

**FONATÓN AWARDED**  
**70**  
ACADEMIC EXCELLENCE SCHOLARSHIPS

## HUMAN CAPITAL

**HUMAN CAPITAL DIRECTORATE**  
offered  
**32**  
classes



Talks for retirees  
with  
**240**  
attendees

**7**  
public safety COURSES WITH  
**193**  
participants





## Social Responsibility

In 2018, it was possible to support 70 students with academic excellence thanks to the **Scholarship Fund** through our **Fonatón**, our telephone fundraising system. They raised 7 million pesos, thanks to the collaboration of 2,500 alumni.

Aware of the commitment to the social development of our mission, a new scholarship scheme was implemented to recognize the academic merit of students and to support them when facing economic difficulties. Thanks to this, 27% of graduate students had some type of scholarship.

The **Accessibility Committee for Persons with Disabilities** has been working since 2017 to ensure inclusive access within our facilities for people with disabilities. In the same line, they continue working on activities such as the census of students with disabilities; the creation of a guideline and protocol on disabilities at Universidad Anáhuac México; the creation of an action protocol for admission and follow-up of students with disabilities; the census of contributors with disabilities; the definition of priorities, among other actions.

In terms of social responsibility, the **University Social Responsibility and Sustainability Committee**

continues to work in accordance with its 2016-2020 Activity Plan. In 2018, this Committee carried out a research study on the integrated waste management in the North Campus, by quantifying it and mapping its flow to improve its management. They developed a project to build the University Wastewater and Rainwater Treatment Plant as part of our environmental commitment. They also developed a materiality analysis to identify the social responsibility topics that are more relevant for personnel and students, which will be the basis for the **Global Reporting Initiative (GRI)**. We also had a **breast cancer awareness campaign**.

Likewise, research studies on transportation and parking in the University have been conducted in order to formulate criteria and policies to use them more efficiently. They have also been working on the creation of standards and procedure manuals for the sustainable management of material and energy resources. The **Faculty of Social Responsibility** –in collaboration with other Schools and Faculties– organized the **Universidad Anáhuac México Flora and Fauna Photography Contest**, for both North and South Campuses. The purpose of this contest was to make





the University Community aware of the importance of the ecosystem in our workplace. Also, within the framework of this contest, the Nikon School delivered a photography class to provide the necessary skills to take part in the contest, and they also invited our students to join the Photowalk tours.

For the seventh consecutive year, Universidad Anáhuac México was recognized as a **Socially Responsible Corporation (SRC)** by the Mexican Center for Philanthropy (Cemefi). This is the first time the activities at the South Campus were taken as evidence to obtain such distinction.

From this perspective, as part of the 2019 re-accreditation for the **Bioethically Responsible Company** distinction, there were three classes on emotional intelligence for our personnel.

Through the new **Coordination for the Community Center, Corporate Volunteering and Liaison**, 22 members have been appointed as representatives of the administrative and teaching areas for the management of corporate volunteering projects, as part of the continuing education program for the University Community members.

In response to the 2017 earthquakes, the University –through **ASUA Re-Construye**– has joined the collaborative initiatives of Red de Universidades Anáhuac to help with reconstruction efforts in the State of Mexico, Puebla and Oaxaca, with a total of 59 homes, three classrooms and a community center. A specific example was the construction of two classrooms for the Miguel Hidalgo Elementary School, in Ocuilan, State of Mexico. During a weekend of solidarity and teamwork, University volunteers and collaborators transformed the lives of over 100 families with integrative and recreational activities.

Likewise, **ASUA for the Community** delivered Saturday workshops in the South Campus to 350 attendees, including children and adults, as well as people with disabilities. Also, in the South Campus, for the **Anáhuac Week**, there was a campaign to collect shoes for people in a vulnerable situation in the Tierra Colorada community, in the Ajusco Medio area. During the **Teletón Week**, the inclusion of people with disabilities was addressed through various activities and a discussion forum.

This year witnessed the **TOM Anáhuac event**, organized with Tikkun Olam Makers (TOM) –a global movement of communities connecting makers (designers, developers, engineers and students) and people with disabilities. It had the participation of 75 volunteers, more than 3,000 man-hours in total, in which there were seven prototype solutions for people with disabilities designed, manufactured and tested. These prototypes can be found at the global TOM platform and are available to download and use from 10 countries.







## Human Capital

Regarding the training of administrative personnel, the **Human Capital Directorate** offered 32 professional and personal growth classes to 633 people in both campuses. It should be said that these courses resulted from a study made to identify their needs.

The staff received 12 talks about retirement plans, afores, medical insurances, among other topics. These talks were attended by 240 people.

Besides, we offered seven classes to the **Public Safety Brigades** on evacuation, search and rescue, fires and first aid topics, training 193 members of administrative and academic staff members, interns, and security and cleaning personnel.

In order to support the administrative staff on both campuses, 22 people who had not completed their secondary education received a preparation class for the secondary education examination of the National Evaluation Center for Higher Education (CENEVAL). Out of those people, 73% presented the exam and 65% approved it, obtaining their secondary education certificate.

With all the measures carried out so far, several processes were aligned in both campuses, allowing us to move towards consolidation as Universidad Anáhuac México, after identifying the strengths and best practices of each campus, and striving for maintaining and enriching them. Some examples are the training processes; the **Administrative Professionals' Day**, **Mother's Day**, the **Healthy Anáhuac Campaign**, the **Summer Courses** for the children of our staff, etc. The South Campus was registered at the Secretariat of Labor and Social Welfare, adding the list of skills and work skills, among other activities.

On the other hand, the level of employee satisfaction was evaluated with the **Organizational Climate Survey**. Its results will help us create an action plan to increase the level of satisfaction.





## CHALLENGES FOR 2019

Continue promoting the Catholic identity and social commitment among the Anáhuac Community.

Follow up on the 360° Evaluation project, applying management evaluations to properly position the Anáhuac leadership.

Complete the actions and procedures needed to have an agile and effective university structure for 2020.

Consolidate the Universidad Anáhuac México merging by generating the needed synergies in benefit of the community in both campuses.



## **LEADERSHIP AND PRESENCE**

**The presence of Universidad Anáhuac México represents knowledge, modernity, and innovation, reflected in the fulfillment of its commitment to the society and the development of the community.**





**U**niversidad Anáhuac México is also an important urban and territorial reference, considered a social, scientific, technological, economic, and business driver. In its two campuses and facilities, the University has a remarkable print: it strengthens the social fabric and dynamics in this geographical area; it generates considerable mobility flows; and it has a multiplying effect of academic, social, cultural, and economic activities around it. Since its institution and expansion in the northwest and southwest of Mexico City Metropolitan Area, the University has seen important changes in terms of growth and development. Demographic and social pressure, political demands, educational changes, and, above all, the challenging state of the national and international economy face us with increasingly complex decisions to make and force us to strengthen our promotion and operation efforts, in order to achieve harmonious growth. The University is facing great challenges as it evolves in a moment of change due to the political context and strong competition in the educational market. It was within this framework that we took a critical step to strategically strengthen the merging process of Universidad Anáhuac México.

## LEADERSHIP AND PRESENCE

### UNDERGRADUATE

**49**

Programs

**18**

Schools

The **OV ANÁHUAC DAY** was held with **7,000** pre-university students

Increase of **5.3%** for **FRESHMAN** enrollment

### GRADUATE

Education offer



**18** Doctorates

**54** Masters

**36** Specialties

An enrollment of **2,456** students in both campuses

Students from **22** countries

### CONTINUING EDUCATION

**686**

Programs



**CLASSES  
DIPLOMAS  
WORKSHOPS**

**6,500**

students enrolled in 2018



**320**

**AWARDS AND RELEVANT RECOGNITIONS** to directors, academics, administrative staff, students, and alumni, demonstrating their leadership.



## Undergraduate

Our offer of 49 undergraduate programs in the 18 Schools and Faculties continues positioning Universidad Anáhuac México in the market for high school level. Evidence of this is the 1.7% growth among freshman students compared to the previous year. With this growth, 2018 was the year with the highest number of newcomers to the University.

In compliance with the 2016-2020 strategic plan, Universidad Anáhuac México continues its positioning in the Mexico City Metropolitan Area and as one of the most prestigious institutions nationwide for university studies. This year, there was a 5.3% enrollment growth from local students. The local and out-of-state student distribution for this period was 79% and 21%, respectively.

The University receives students from 706 national and international high schools, recognized for their work preparing young students in their way to their professional, higher education. Hand in hand with these institutions, the admission process has re-

mained challenging, yet with a 7% positive increase in the score averages that students obtained in the Scholastic Aptitude Test (College Board) with respect to the previous year under international standards of quality and demand.

In order to improve the scores that students obtained in their admission processes, they continue receiving vocational guidance through preparation workshops for the admission exam, as well as diagnostic tests to learn about their strengths and areas of opportunity.

As part of the commitment of Universidad Anáhuac México to recognize and promote the most talented secondary students, we hosted 1,200 students from across the country through eight academic competitions in mathematics, oral and written communication skills, social responsibility, law, psychology, history, engineering, and poetry in English. These competitions recognize the talent of the winners as they are granted scholarships of up to 100%.



Thanks to the achievements obtained, the support for young pre-university students and the work done in the Vocational Guidance Day, the annual event known as **ov Anáhuac Day**, this event was recognized as the best communication and marketing practice in Latin America in 2018 with the **CASE Latin America Platinum Award**, granted by the Council for Advancement and Support of Education (CASE). In the last **ov Anáhuac Day** edition, the University gave 7,000 pre-university students vocational guidance and applied 8,600 Anáhuac vocational guidance tests in our online platform.

Aware of the continuous evolution of the professions and the problems the society is facing, and of the skills and abilities required for future professionals, the University has started working towards the new Anáhuac 2020 undergraduate model. This innovative, educational proposal highlights the preparation in soft skills, such as communication, teamwork, leadership, motivation, etc., with a semi-flexible model that will provide continuous updates in topics relevant to the future professional, based on entrepreneurship, internationalization and a continuous cutting-edge professional education. All this under the hallmark that distinguishes our comprehensive instruction, the **Anáhuac DNA**: a solid human vision that leads on how to live and behave well, that provides key insights to our students in a confusing and changing world.





## Graduate

The University is facing the unavoidable challenge of meeting the increasingly competitive labor demand, while assuming the commitment of educating professionals to be highly qualified in science and technology, but grounded in human and ethical values to benefit the development of their social environment.

The educational graduate offer at Universidad Anáhuac México is a living element that keeps changing and adapting to its environment: it currently includes 18 doctorates, 54 master's degrees, and 36 specialties. This year, the **Graduate** area reached 2,456 students enrolled in in-class programs in both campuses: 1,015 new students, 890 in the North Campus, 125 in the South Campus, and 1,441 re-admission students. In their respective academic ceremonies, 289 doctors and masters were conferred their degrees, recognizing them as graduate students of our University. There are currently graduate students from 22 countries, including Argentina, Brazil, China, the United States, Holland and Israel, among others. Operating closed graduate groups has been a successful strategy to strengthen the presence of the University in other areas of the country and to increase their enrollment. This measure has also made it possible to meet the demand for education for the productive sector. Some successful examples are the Master's in Education, taught at the General Hospital of Mexico; the Master's in Public Administration, given to the Banco del Ejército, the Chamber of Deputies,

and the National Water Commission, in their respective facilities; the Master's in Finance, for the Banco del Ejército; and the Master's in Banking and Financial Markets, in the Mexico's Development Bank.

Universidad Anáhuac México positioned and promoted graduate programs in more than 90 fairs, exhibitions, and national business events, five times more than the previous year. For the first time, we had an active participation in four of the most relevant international forums for the promotion of graduate degrees, where the most prestigious universities worldwide promote their academic offer:

- International Education Week, in Spain.
- QS World Grad School Tour, in Colombia.
- International Graduate Studies Fair (FIEP, by its acronym in Spanish), in Argentina and Uruguay.
- IE University Graduate Summit, in Spain.

To ensure operational efficiency, the policies to open graduate programs were updated, making it challenging to keep an active educational offer. Also, the foundations were laid to strengthen our strategic work with companies and organizations, by ordering and endorsing the 208 partnership agreements we already have. In addition, we signed 15 new agreements as part of a strategy with the business sector to make our professional education services available to their employees.



## Continuing Education

The University has 686 continuing education programs, including classes, workshops, and updating, training and professional education classes in subjects such as business, humanities, health, sports, arts and culture, among others. There were 212 programs taught in 2018. The number of students enrolled in Continuing Education has a significant increase going from 5,126 in 2017 to 6,500 in 2018.

In addition to the programs taught at the University, we delivered classes in the facilities of the institutions that requested it. Such was the case of the Ministry of the Navy, the Chamber of Deputies, the City Council of Nicolás Romero, the Institute of the National Fund for Workers' Housing, the Senate, among others.

The **Faculty of Humanities, Philosophy and Literature** has notably worked in a close manner with

the Ministry of National Defense and the Federal Police to deliver courses and diplomas on leadership, strategic management, gender equity, harassment prevention, among others.

The areas and faculties worked in identifying the needs of their different publics and in promoting synergies between the different professions.

It is important to mention that the **Latin American Consortium for Micro Finance Education** (COLCAMI, by its acronym in Spanish) –an organization in the South Campus dedicated to continuing education– has worked 20 years in strengthening people's financial institutions in our country and the rest of Latin America, with the purpose of developing their business skills and providing quality financial inclusion services for the benefit of those in need in our society.



One of the  
**THREE BEST  
UNIVERSITIES  
IN MEXICO**

QS World University  
Rankings 2019

**SECOND PLACE  
NATIONWIDE IN  
EMPLOYABILITY  
for recent  
graduates**

QS Graduate Employability  
Rankings 2019

**Community  
Achievements  
and Recognitions**

Universidad Anáhuac México –promoter of academic excellence and comprehensive instruction in our community– encourages the development of solidary people governed by righteousness and human dignity; men and women who are capable of defeating evil with good, true positive action leaders. Throughout 2018, directors, academics, administrative personnel, students and alumni demonstrated their leadership and obtained well-deserved recognitions, out of which we would like to highlight:



- José Luis Manrique de los Santos, student at the **Faculty of Economics and Business**, obtained the third place with his Armonett Pinturas project, in the Business Innovation Projects category; and Edgar Ortiz Beltrán, of the **Faculty of Actuarial Sciences**, also obtained the third place for his Intelentes project, in the category of Business Projects with Social Impact, within the **13th Santander Award for Business Innovation**.

- The graduate Bruno Guerrero (International Relations, class of 2018) obtained the first place of the **Jacques Delors Prize**, granted by the European Union delegation in Mexico for his undergraduate thesis "Mexico-European Union Relations within the Global Agreement Context".
- Engineer Jaime Camara Creixell (Mechanical Engineering, class of 1986) –CEO and founder of PetStar– obtained the **National Quality Award** in the manufacturing category, the highest distinction to organizations concerned with integrated management.

- Ricardo W. Gali Saucillo, of the **Faculty of Law**, was the winner for best idea in legal innovation at the Conposium event by **Law Without Walls 2018**, promoted by the University of Miami, for the creation of Weaver, a startup that seeks to combat defrauding during the reconstruction processes after natural disasters.
- Ámbar Miranda García and Erick Alfonso León del Ángel –students of the **Faculty of Engineering**– worked on a project focused on the development of state-of-the-art technology at the Bosch Automotive Products plant in Sozhu, China.



At an institutional level, the Federation of Private Mexican Institutions of Higher Education (FIMPES, by its acronym in Spanish) granted the **"Lisa y Ilana" (outright) accreditation** to Universidad Anáhuac México (both North and South Campuses) for meeting the requirements and the highest level of quality.

The **Fab Lab Mexico** has been validated for the third consecutive year by the Evaluating Committee of the National Institute of the Entrepreneur (Inadem, by its acronym in Spanish) to be part of the National Network of Highly Specialized Workshops, allowing it to nominate its projects in future Public Calls for High Impact Incubation. With the inauguration of the **Fab Lab** in the South Campus, all students are guaranteed access to this technology.

The **Faculty of Tourism and Gastronomy** was recognized with the **2018 Mexico City's Tourism Award** in its academic category, for promoting the tourism culture in the capital of the country.

Given the international influence of its educational innovation, the **Faculty of Social Responsibility** was honored with the **Century International Quality Era Award** in its Gold category. The award was granted during the 20th edition of the Business Initiative Directions (BID, by its acronym in Spanish) International Convention, held in Geneva, Switzerland.

Within the 2018 Incluye Awards, granted by the Movimiento Congruencia organization, the University received a special mention for our outstanding practice in the "Education Inclusion" category, due to the inclusion of people with disabilities with the **Diploma "Development in Social and Vocational Skills"**.

At international level, Universidad Anáhuac México was recognized as one of the three best universities in Mexico by the QS World University Rankings 2019. The QS Graduate Employability Rankings 2019 includes it among the 500 best universities worldwide in terms of employability, positioning it in the second national place in the category of employability for recent graduates in Mexico, among the 10 best universities in Latin America, and in an overall fourth place nationwide. The Times Higher Education Latin America University Rankings 2018 remarkably included the Universidad Anáhuac México in the *industry income* (employability) and *international outlook* (internationalization) indicators.







Meanwhile, the **School of Design** was part of the eighth edition of **Zona Maco México Arte Contemporáneo 2018** –the most important art fair in Latin America– which brings together the most relevant national and international artists and designers. In the prestigious Franz Mayer Museum, the **exhibition "Ways of Seeing, Making and Using Design"**, a two-decade retrospective with the most relevant works of students and teachers was held.

Regarding the University's book production, there was a continuous growth in co-publishing agreements with national and international publishing houses. With these synergies, our published works received wide visibility and distribution in Mexico, in some Latin American countries, and in Spain. The University is now present in the most important international book fairs in our country, including an outstanding participation in the **International Book Fair of Guadalajara**. This same motivation to disseminate our book offer makes us participate in the **International Book Fair at Palacio de Minería** and in the **International Book**

**Fair of the National Autonomous University of Mexico**. The latter is still recent, but not less important, as it brings together the university publishing production from Mexico and abroad.

This year we were at the **Liber18 International Book Fair in Spain**. Also, in 2018, the National Association of Universities and Higher Education Institutions (ANUIES, by its acronym in Spanish) and the National Chamber of the Mexican Publishing Industry (Canem, by its acronym in Spanish) invited Universidad Anáhuac México to participate –for the first time–, at the **Frankfurt International Book Fair**, the oldest and most important book fair in the world. Our publications were exhibited in the Mexican Pavilion, where there were successful co-publishing and collaboration negotiations.

Also, the University places itself at the forefront and remains in continuous communication with our community through the development of a digital ecosystem where the web page is the backbone supporting digital services which provide immediate access to the different communication resources of the University. We developed a mobile application that has been downloaded over 13,000 times. It serves the community to keep them informed of the most important University news, events, and announcements, as well as to provide the main services for students, academics, and administrative personnel.

The **Anáhuac Energy and Sustainability Interdisciplinary Committee** has been operating for two years already. This year it has worked strategically in partnering with energy organizations and companies in Mexico and other countries, in order to become a thinking center to exchange knowledge, perspectives, and experiences on energy topics, as well as contribute to the education of professionals in different related specialties. Significant progress has been made in the

design of a master's degree and various diploma courses in energy-related topics.

The first **Energy Forum at Universidad Anáhuac México** was held: **Humane Entrepreneurship with Social Impact** and a discussion table with experts, called **"The Energy Agenda for Mexico, 2040"**. Both events brought together authorities from different energy areas, making progress in the insertion of the University into the country's energy sector. During this same year, we met with representatives of various government bodies and companies to analyze the possibility of having joint projects and enriching the Committee's scope. Among them, we can mention the Embassy of the United States in Mexico, the Norwegian Embassy in Mexico, the Canadian Chamber of Commerce, the Penn State University, Petróleos Mexicanos, Energía CB, The Anglo Foundation, Energea, Amexhi, TransCanada, Groasis, StatOil, Norwep, Vive Energía, Gran Tierra, and Kroll. The Committee moves forward in its consolidation and aims at the institutionalization of the future **Anáhuac Energy Center**.

The Multilateral Investment Fund (MIF) of the Inter-American Development Bank (IDB) and Universidad Anáhuac México developed the **Lean Startups Mexico** program. This program was executed by **IDEARSE, Anáhuac Business Accelerator** with partners such as INADEM, Santander Bank, CONACYT, IBM, and others. This collaboration aims at strengthening the support for Mexican entrepreneurs through the Lean Startups methodology.

Each year, the *Líderes Mexicanos* magazine issues the list of the 300 Most Influential Leaders in Mexico. In 2018, 32 Anáhuac alumni were taken into account because of their careers: Twenty-one entrepreneurs, five in civil organizations, two opinion leaders, one in culture, one in sports, one in executive power, one more in the media, and another one in the show business.



## A Great Year for Anáhuac Sports

At Universidad Anáhuac México, sport is regarded as a remarkable means to shape the human spirit and the greatest ideals and aspirations. It is a very generous means to shape the person, his/her character, discipline, effort, resilience, and competitiveness. Achieving this goal with the students requires an integrated and trained team of coaches, for which the University allocates important resources.

The effort of more than 30 years participating in competitive university sports at national and international levels and the work of all our representative teams has been greatly rewarded this year. We have been ranked first place in the National Sports Commission for Private Institutions (CONADEIP, by its acronym in Spanish). About the public/private sports arena, of the National Council for Education Sports (CONNDE, by its acronym in Spanish), we achieved the fifth national place at the **2018 National Universiade**, including the first place as private university with **13 gold, 3 silver, and 12 bronze medals.**



### REPRESENTATIVE TEAMS

- |                               |                      |
|-------------------------------|----------------------|
| Chess                         | Judo                 |
| Athletics                     | Karate               |
| Basketball                    | Karate do            |
| Baseball                      | University wrestling |
| Sport Climbing                | Swimming             |
| Fencing                       | Tae kwon do          |
| Football                      | Tennis               |
| Five-a-side football          | Archery              |
| Golf                          | Indoor volleyball    |
| Cheerleading and dance groups |                      |





Our athletes participated in events organized by CONADEIP, CONNDE, and the American Football National Student Organization (ONEFA, by its acronym in Spanish). They were also part of the first division university football conferences, especially the Telmex University Cup (CUT, by its acronym in Spanish) and the Student Basketball Association (ABE, by its acronym in Spanish).

This year brought a milestone for our university, since we were present in the **23rd Central American and Caribbean Games 2018**, held in Barranquilla, Colombia. There, the Anáhuac Lions demonstrated their sporting quality by obtaining 48 medals for the Mexican delegation: **25 gold, 13 silver, and 10 bronze.**

The main sports achievements for this year were:

- First overall place in the CONADEIP ranking in the first division category.
- Fifth place in the 2018 National Universiade, thus ranking as the best private university in the country.
- Two students who were qualified in the World University American Football Championship, in which Mexico won the first place.
- Two students qualified in the World University Golf Championship.
- Eleventh place in the national CONADEIP ranking.
- Twenty-fourth place in the 2018 National Universiade medal table.

### International achievements

- 43 students qualified for the 2018 Central American and Caribbean Games, in Barranquilla, Colombia. This competition is a very important step in the Olympic cycle. In this edition, 48 medals were obtained (25 gold, 13 silver, and 10 bronze), 12% of the total medals obtained by Mexico.
- 10 students qualified for the 2018 Pan-American University Games, organized by the International University Sports Federation (FISU) in São Paulo, Brazil. They obtained 15 medals in the disciplines of tennis, judo, tae kwon do, and athletics.
- 12 students qualified to the Pan-American Games to be held in Lima, Peru, in 2019.

### Academic field

- The CONNDE and the School of Sports Sciences of our University organized the Second FISU Americas Forum, with the attendance of 10 countries and important Mexican and Latin American universities. The topic was the sport in the university curriculum.
- Opening of the Master's in Administration and Applied Sports Sciences with 21 students enrolled.





## Arts

During 2018, the **School of Arts** held a total of 504 artistic productions: 399 in the North Campus, 71 in the South Campus, and 34 in both campuses, with a total attendance of 52,300 people. In addition, more than 25 international activities were carried out, including representing Mexico in Vienna, the capital city of Austria, with a Mexican dance and music performance by the students of the artistic undergraduate degrees.

This year, the cross-sectional education offers for arts included elective subjects, artistic groups, diplomas, courses, and workshops, with a total of 546 options to study artistic disciplines, taken by more than 4,700 students. There was an increase in the enrollment to Bachelor's in artistic disciplines, and this is the first year with graduates from the three disciplines: Theater and Acting, Visual Arts, and Contemporary Music.







Be attentive to social and market needs to respond with an innovative academic approach.

Reconfigure the graduate offer, taking into account the new political, economic, and market realities of our country.

## CHALLENGES FOR 2019

Improve our position for the 2020 QS Graduate Employability Ranking, to be among the 20 best in Latin America.

Reinvigorate the graduate promotion and marketing strategies, and reconfigure the approach to the market and the sales process operation.

Implement academic quality assurance processes and more efficient and profitable operating standards for continuing education programs.

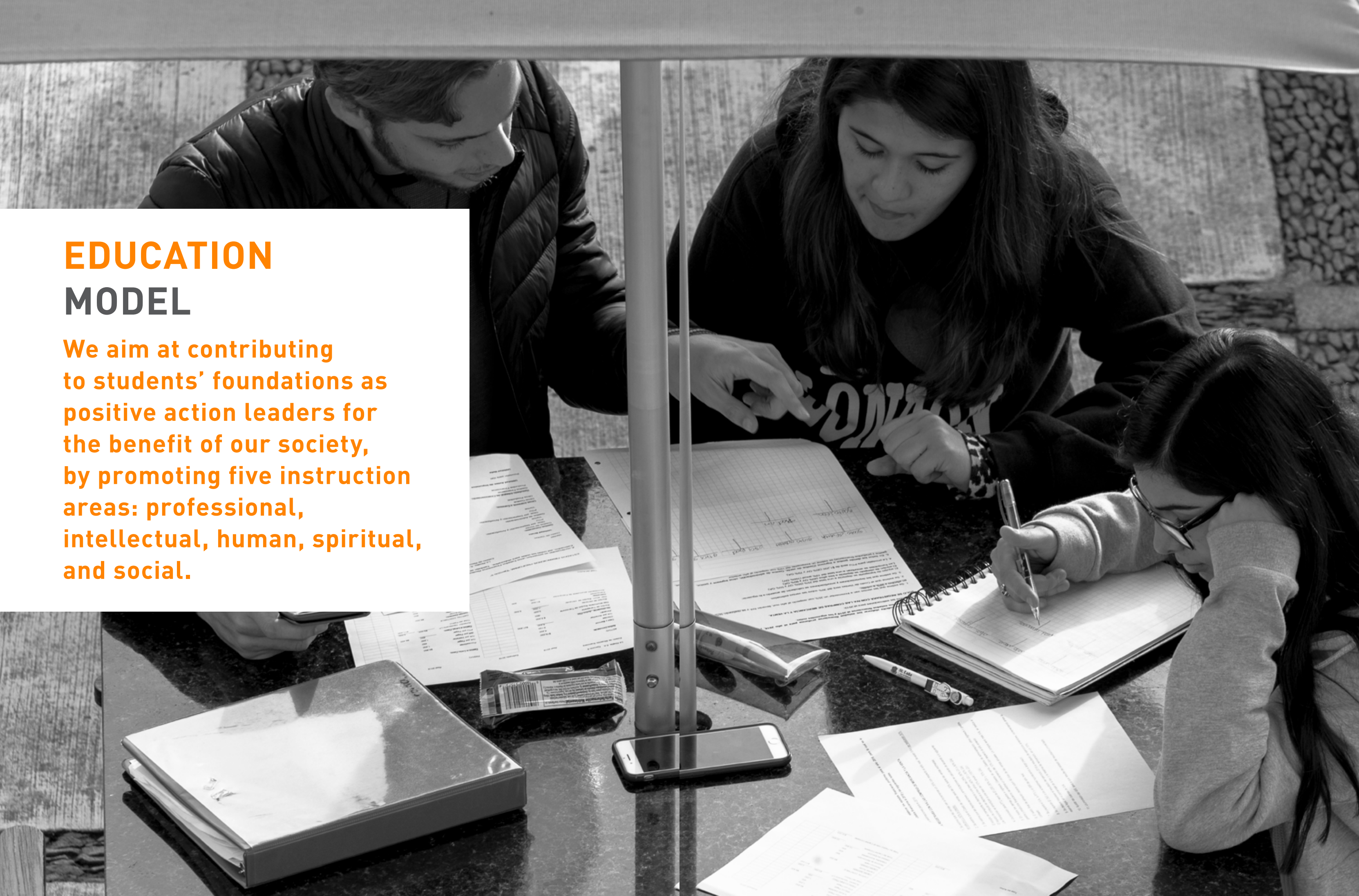
Continue consolidating our third position in Mexico for the 2020 QS Ranking of the Best Universities Worldwide.

Improve the sense of pride and belonging among students in the different academic levels, and the satisfaction of the University's personnel.



## EDUCATION MODEL

We aim at contributing to students' foundations as positive action leaders for the benefit of our society, by promoting five instruction areas: professional, intellectual, human, spiritual, and social.





# EDUCATION MODEL

## UNDERGRADUATE

ACADEMIC OFFER  
**49**  
PROGRAMS

ENROLLMENT  
**15,328**  
Students

Multi-venue  
MATERIALS

**28**  
subjects

## GRADUATE

**20**  
programs updated and

**15**  
designed



Currently the  
**MASTER'S** in  
**GLOBAL BIOETHICS**  
is fully taught  
**IN ENGLISH**

## CONTINUING EDUCATION

CREATION OF  
innovating **PROGRAMS**  
in collaboration with public  
and private institutions,  
companies, consultants.

## FACULTY

**3,113**  
TEACHERS

584  
FULL TIME

2,529  
SUBJECT TEACHERS

**93.50%**  
WITH  
MASTERS

**57.90%**  
WITH  
DOCTORATE

## ACADEMIC QUALITY

**31**

PROGRAMS  
ACCREDITED

by the Higher Education  
Accreditation Council

PROGRAMS  
ACCREDITED  
IN 2018

- Modern Languages and Cultural Management
- Theater and Acting
- Multimedia Design

The Bachelor's  
in **PSYCHOLOGY**  
obtained the first  
national place in  
the Excellence-  
EGEL Awards





# 2018 Academic Year Opening Ceremony





## Anáhuac Education Model for Undergraduate Programs

The Education Model of Universidad Anáhuac México is based on a pedagogical approach of approximation to competencies. The aim is to transfer not only knowledge to our students, but also to develop skills and attitudes for them to successfully perform in their professional and personal life at the service of others.

Our pedagogical approach promotes the development of the professional competencies and skills a professional needs in these times of change. For example, a global perspective, an innovative spirit, critical thinking, social responsibility and sustainability, as well as the ability to make decisions, teamwork, social and emotional intelligence, the ability to establish interpersonal relationships in different professional arenas, and active social participation.

The academic offer at undergraduate level includes 49 programs, with a total enrollment of 15,328 students.

In the current Education Model, created in 2016, taking two fully online courses is a curricular requirement. The aim is developing competencies such as strengthening communication and self-management and encouraging collaborative work with students from different universities in shared virtual spaces. To cover the demand of all 2016 Model programs, we

have developed and implemented 26 of these classes, as the curricular plans have advanced. It is expected to develop a total of 59 classes before the model is completed in 2020.

Another important aspect is the implementation of online multi-venue subjects shared with other universities of the Red de Universidades Anáhuac. Thus, a total of 28 subjects are taught to students from across the Network.

Our University strives to remain at the forefront, therefore it has started to develop a new Education Model for the year 2020. In this new Model, all undergraduate curricular plans will be updated to integrate the most relevant education trends to train the future professionals, meeting the current and future needs of the society.

It should be said that the revision and curricular design work started in inter-institutional and interdisciplinary tables. There were academics from Universidad Anáhuac México involved along with academics from other universities of the Red de Universidades Anáhuac: Cancún, Mayab, Oaxaca, Puebla, Querétaro, Tampico, and Xalapa, with the purpose of starting to implement the new Model in August of 2020.



## Anáhuac Education Model for Graduate Programs

The updated Anáhuac Graduate Education Model stands out mainly due to the following characteristics:

- It is focused on student learning processes and is created by abilities.
- It is focused on the construction of theoretical-practical learning.
- Its operation is planned to allow students to combine their studies and their professional activity.
- It adapts to the different needs of the market, by offering relevant programs oriented to either the profession or to research.
- The obligatory segment of subjects allows students to develop the professional abilities needed to comply with the graduation profile.
- The model incorporates mechanisms that allow students to trace their academic path in a certain level. They will focus their education in achieving a graduation profile in accordance with the curricular plans, while developing specialized knowledge of their discipline, complementing their professional education and developing a multidisciplinary vision with a global view of the studied phenomena and the reality.



**1**

**Obligatory segment**

Obligatory professional subjects

**2**

**Optional segments**

Professional optional courses and Disciplinary training

**3**

**Anáhuac segments**

Anáhuac education

2020 Graduate Education Model





In order to comply with the commitment to maintain a forefront graduate academic offer, 20 programs were updated and 15 more were designed in relevant areas for the development of the country, in various areas such as integrated communication and social transformation, global bioethics, education innovation, political leadership, energy, territory management, among others.

During the revision and updating of the Graduate Education Model, the University remained faithful to its philosophical principles, ensuring the social relevance of its offer for the labor and productive world. This formula has contributed to the recognition and positioning that the University has achieved throughout its history.

We worked hard in incorporating information and communication technologies with the aim of generating creative ways to go beyond physical borders and to enhance the remarkable strength of virtual communities. Likewise, the Master's in Global Bioethics was developed, the first graduate program fully taught in

English, which has attracted the interest of professionals in Europe and Africa.

Currently, with the support of **Anáhuac Online**, nine online graduate programs are operating, serving 1,040 students. We are currently working on designing 20 programs under this modality in the areas of Bioethics, Health Sciences, and Education. Operating online graduate programs will make it possible for the University to teach to professionals who need to continue improving their education through this type of programs that allow them to combine their professional and personal needs.

The Massive Open Online Courses (MOOC) implemented in 2018 were Introduction to Crowdfunding and Foundations for Performance in the Operating Room, with students from Spain, 24%; Mexico, 21%; Peru, 11%; Colombia, 9.2%; and Venezuela, 5.3%. Likewise, we are preparing two more MOOCs for 2019: Introduction to Bioethics, at the **Faculty of Bioethics**, and Telecommunications for Brilliant Minds, at the **Faculty of Engineering**.

## Education Model for Continuing Education

For Universidad Anáhuac México, continuing education implies a collaborative work model, involving efforts from different disciplines –through the Schools and Faculties– as well as business centers, who are aware they are undertaking a task of the University.

The strategy of creating innovative programs in collaboration with public and private institutions, companies, and consultant firms specialized in a number of topics has been very successful.

This year, we have devoted to a revision of the Continuing Education Model, generating a document on that Model, which reflects the mission and vision of this area. This document presents a brief history on the development of continuing education worldwide, describes various theoretical models, and details the operating model in our University.

In addition, a hybrid model was implemented in which each School and Faculty continued with the design and promotion of courses and programs on the topics of their specialty. At the same time, they offered other classes with the support of the COLCAMI and the **Center of Excellence in Corporate Governance** of the South Campus.







## Faculty Members

It is essential for our University to have well-trained human capital, willing to improve day by day, and who are committed to the university mission, and to acknowledge the important work they do as instructors of future positive action leaders.

Universidad Anáhuac México has a strict hiring process, including an assessment of the candidates' academic and professional background, as well as their pedagogical ability and their identification with the institutional mission.

We have 3,113 faculty members between undergraduate and graduate classes. From such amount, 2,529 are subject teachers and 584 are full-time teachers.

In 2018, 93.50 percent of the full-time academic staff held at least a master's degree, and 57.90 percent had a doctorate degree. In general terms, 89% of undergraduate courses were taught by academics with at

least a master's degree, and 84% of graduate courses were taught by academics with a doctorate degree.

Nowadays, it is essential to have structures supporting teacher training and updating. During 2018, the CEFAD –which is celebrating its thirtieth anniversary– delivered 259 humanistic instruction and intervention and updating courses for 3,577 attendees, including 101 teachers for pedagogical advice. Regarding intervention and updating courses and workshops, the offer included didactics, technology, languages and subject courses, including entrepreneurship, in addition to teaching pedagogical advice or educational coaching. 183 intervention and updating courses were taught, with 3,476 attendees. It is important to point out that all the courses, workshops, and services are offered at the same time in both campuses, which is why the CEFAD is a remarkable example of integration in the University Community.





## Academic Quality

### Accreditations

Universidad Anáhuac México acknowledges the importance of being evaluated and recognized by external bodies, thus ensuring objectivity in high-quality evaluation processes.

#### National Undergraduate Accreditations

Out of the 49 undergraduate degree programs offered by the University, 36 have the characteristics established by accrediting bodies to be accredited (at least one graduated class). From these 36 certified programs, 31 programs have been recognized by the Council on Higher Education Accreditation (COPAES, by its acronym in Spanish); one program has the highest evaluation level by the Inter-Institutional Committees for Higher Education Assessment (CIIES, by its acronym in Spanish); and four programs are in the process of their first certification.

This year, three programs joined the list of certified programs or in process of their first accreditation:

- Modern Languages and Cultural Management.
- Theater and Acting.
- Multimedia Design.



#### National Graduate Accreditations

Twenty-six programs have been evaluated by the CIIES at the highest level and three of them have confirmed their permanence in 2018:

- Master's in Bioethics.
- Master's in Education.
- Doctorate in Education Evaluation.

Three programs are part of the National Quality Graduate Program (PNPC, by its acronym in Spanish), of the National Council on Science and Technology (CONACYT, by its acronym in Spanish):

- Doctorate in Communication Research (**Faculty of Communication**), which ratified its permanence for three more years.
- Master's in Technologies for Sustainable Development (**Faculty of Engineering**).
- Doctorate in International Tourism (**Faculty of Tourism and Gastronomy**).



#### International Accreditations

Internationally accredited undergraduate degree programs are listed below.

Programs of the **Faculty of Engineering** in the North Campus with the Accreditation Board for Engineering and Technology (ABET, by its acronym in Spanish):

- Industrial Engineering.
- Chemical Engineering.
- Civil Engineering.
- Mechatronics Engineering.

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 Bachelor's in Communications is certified by the Accrediting Council on Education Journalism and Mass Communications (ACEJMC) and by the Latin American Council for the Accreditation in Journalism and Communication Education (CLAEP, by its acronym in Spanish).

This year, the Master's in Business Administration (MBA) ratified its international accreditation at the Association of MBAs (AMBA).

The University enjoys a solid culture of continuous evaluation, which has allowed it to define effective action procedures to achieve its strategic objectives.



## External Evaluations

In 2018, for the sixth consecutive year, there were measures implemented to strengthen the performance of our students in the General Exam for Undergraduate Certification (EGEL, by its acronym in Spanish) applied by the National Evaluation Center for Higher Education (CENEVAL, by its acronym in Spanish). This exam has positioned the University as a benchmark in academic quality given the high percentage of approval obtained: 80%.

There was an increase of 5 to 6% of students honored with the **CENEVAL Award for Excellence in Performance**, which at a national level only reaches 2% of the students.

The Bachelor's in Psychology obtained the highest number of CENEVAL Awards in the country, with 16 awarded students, placing it in the first place nation-

wide. It represents 30% of the students who took the exam, obtaining an outstanding performance in all areas.

Twenty-seven undergraduate programs maintained their registration into the Register of High Performance Programs for the 2017-2019 period. This has consolidated Universidad Anáhuac México as an institution of quality and academic excellence in Mexico City Metropolitan Area. Three programs are in 1 Plus Level (programs with more than 80% of approval grades, from which at least 50% had an outstanding performance), 22 programs are in Level 1, and 2 programs in Level 2.

It should be said that our academics are present in 20 out of the 23 EGEL Technical Councils applied in the University.

## Evaluation Plan: Graduation Profile and Undergraduate Learning Outcomes

Two years after updating the **2016 Education Model**, we have worked closely with academics to achieve an in-depth comprehensive and professional instruction, in addition to ensure academic quality in the programs offered, during the implementation of curricular plans and syllabuses of said model.

To attain this, we have worked hard to demonstrate the fulfillment of the formative promise we make to our students and the society in general. This is done through an agreed academic procedure, through the Evaluation Plan project: Graduation Profile and Undergraduate Learning Outcomes, which has also favored an intense reflection process and change in our academics.

As an important achievement, Universidad Anáhuac México can define and analyze the success indicators. In other words, the measure to observe the compliance or noncompliance of the competencies and the particular learning outcomes.

The Evaluation Plan is closely linked to the collegiate and mid-term evaluations, as a mechanism to evaluate and standardize programs' academic quality in both campuses of Universidad Anáhuac México.

We have gradually been incorporating online exams for core subjects as other means of collegiate evaluation for those subjects that, by their nature, are susceptible to being evaluated. From January to June 2018, collegiate evaluations were applied to 105 subjects, corresponding to 811 courses, 15,216 enrolled students, and 356 academics.

Regarding mid-term evaluations, its objective has been to carry out an internal academic work process to establish general criteria and equivalent evaluation levels.

## Internal Quality Assurance System (SIAC)

We began this year with the development of a computer tool that will strengthen the management and self-regulation of the Internal Quality Assurance System (SIAC, by its acronym in Spanish) for undergraduate and graduate academic programs.

The SIAC will allow us to have an efficient internal mechanism to determine the actions needed for the continuous improvement of our academic offer, in order to reach the highest competitiveness levels.





## LIBRARY



### PRINTED COLLECTION

South Campus

North Campus

**71,499**

Titles

**119,621**

Titles

**99,596**

Copies

**223,976**

Copies

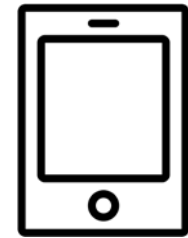
### INTERLIBRARY LOAN AGREEMENTS

**287**

Local

**94**

Transnational



### DIGITAL COLLECTION

**500,000**

Online books

**10,000**

Online journals

**2,555**

Online newspapers

**107**

Databases

### ANÁHUAC MÉXICO ACQUISITIONS

Printed materials

**1,645** Titles

**2,850** Volumes

**121** Journals



### LIBRARY MANAGEMENT SYSTEM

The new library system was set up and will be launched in January 2019. It will provide integrated searches in all the library resources, and also a single catalog for the Anáhuac Network. It will also provide a direct connection with the Finance and Banner systems to offer a better service to our users.





# CHALLENGES FOR 2019

Develop the strategic plan for the remodeling of the libraries in both campuses.

Implement the plan for generic competencies, core subjects and the subjects chosen to measure cross-sectional axis.

Continue to provide courses and personalized education that contribute to innovation, creativity, and the permanent use of active teaching methodologies.

Continue efforts in the accreditation and external evaluation processes that have given excellent results, strengthening the Internal Quality Assurance System too.

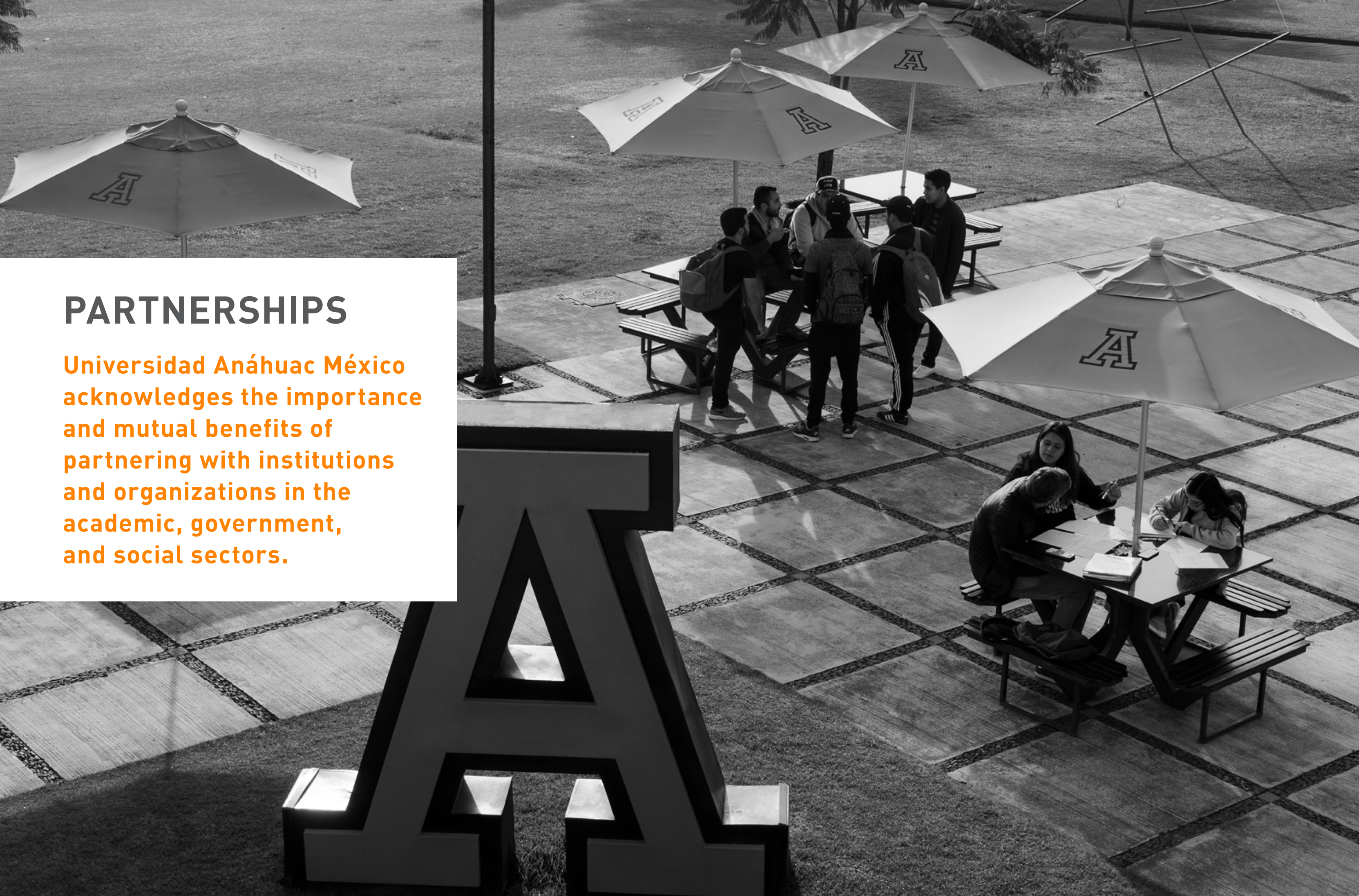
Advance in the Evaluation Plan of the Graduation Profiles for undergraduate programs, ensuring that the education professional outcomes and the formative and soft skills are met.

Provide timely follow-up to the universities defined as strategic, to jointly promote and advance in research projects, academic mobility, and the development of both undergraduate and graduate academic programs.



## PARTNERSHIPS

Universidad Anáhuac México acknowledges the importance and mutual benefits of partnering with institutions and organizations in the academic, government, and social sectors.





# PARTNERSHIPS

**122** Corporate Professorships  
**22** Research Professorships

**CORPORATE PROFESSORSHIPS**  
 BENEFITED  
**2,754**  
 STUDENTS

**RESEARCH PROFESSORSHIPS**  
 BENEFITED  
**5626**  
 STUDENTS



COMMUNICATION  
 with over  
**50,000**  
 alumni  
 through the  
**GENERACIÓN ANÁHUAC**  
 magazine

THE JOB  
 CENTER  
 PUBLISHES  
**800**  
 offers  
 every month

THE RECRUITMENT  
 FAIR  
 linked

**104**  
 leading companies with  
**2,500**  
 alumni

STUDENTS' JOB  
 PLACEMENT INCREASED  
**60%**  
 compared to last year

The percentage of students  
 benefited by the  
**EMPLOYABILITY COORDINATION**  
 increased  
**140%**

The government-academia-society relationship grew by **40%**

It is an objective of the University to promote the employability of our students and alumni through significant actions, and at the same time strengthen those links. The Strategic Plan of our University highlights the academia-business partnership, especially as a factor that has great impact in the economic development of the country. It allows knowledge and technology to turn into a source of business innovation, in an environment that requires new professions and the development of new skills for the future. An example of this is the 22 **Research Professorships**, which provide innovative solutions for the development and growth of Mexico.

To take care of the more than 50,000 Anáhuac graduate students who are currently part of every sector in our country, this year we created the **Alumni Directorate**, which seeks to enhance the various actions that we have long undertaken to serve this essential segment of our University Community.

Employability is one of the core strategic elements of this link. With this in mind, the **Employability Coordination** is working so that the Anáhuac talent can get in touch with the leading employers of our country in order to achieve their optimal job placement. This year, their efforts have been recognized by QS World University Rankings, which

has ranked Universidad Anáhuac México within the top five higher education institutions in terms of employability in Mexico and in second place nationwide in employment rate for recent graduates.

The above has been achieved through our **online Job Center**, which has offered a monthly average of 800 vacancy offers. In this regard, the **Online Employability Fair** also stands out, which this year served 101 participating companies and had 6,328 job applications in total.

To complement this, we held the **2018 Recruitment Fair**, attended by 104 leading companies, who had direct contact with about 2,500 students and alumni. This time, the event was inaugurated by BS Martha Hilda González Calderón, Secretary of Labor in the State of Mexico.

Throughout the year, we had **Labor Seminars** and **in situ Recruitments**, making it possible for our students to have direct contact with 80 leading companies. Besides, we also organized more than 60 conferences and employability workshops and established important agreements with the Mexican Association in Human Resources Management (AMEDIRH, by its acronym in Spanish) and with Compañía de Talentos -strategic partners in this area- in order to join efforts to link our students' talent with job opportunities.



## Partnerships with the Social, Government, Academic, and Business Sectors, and with our Alumni

The **Liaison Directorate**, on the other hand, had been actively working to promote effective interaction between the University Community and different non-business areas, civil society, cultural entities, non-business chambers and associations, and ecclesiastical communities, in order to generate projects and solutions for the common good. It is worth mentioning the relation with the Vicariate of Huixquilucan, State of Mexico, for advising on remodeling and conservation of the Archdiocese's temples, as well as for managing skills training offered to over 40 priests. In addition, an agreement was signed with the Scholas Occurrentes Foundation, an institution promoting the education of young people in benefit of the community.



The relation of the University with the public sector witnessed important experiences this year. In favor of democracy and free choice, the seven mayor candidates for Mexico City visited the South Campus between April and May. Likewise, presidential candidates, youth representatives of political parties, and electoral experts were invited to have a dialogue with our students. For Universidad Anáhuac México it is a responsibility and priority to support the democratically elected governors in order to contribute to the main government action lines.

We kept in close collaboration with both the municipality of Huixquilucan and with the Álvaro Obregón municipality, where our campuses are based. This relationship fostered the execution of projects carried out by our students and academic personnel in benefit of both communities.

Likewise, the agreements established with the National Institute of Nutrition, the Anti-corruption System of the State of Mexico and the Mexican Commission for Assistance to Refugees of the Ministry of the Interior are remarkable.

The agreement for the **ProMexico Patrimonial Professorship** with the **Faculty of Global Studies** became a reality. This is an important achievement in our relationship with a federal entity for the positioning of our graduate students.

Regarding the academic sector, interacting with other universities and university associations is of special interest for the University, since it enriches

the contribution of the academia to the life of the country. We took part in the study carried out by the Organization for Economic Co-operation and Development (OECD), the Council on Higher Education Accreditation (COPAES, by its acronym in Spanish), and the Secretariat of Public Education (SEP, by its acronym in Spanish) to analyze the relevance of the labor market and the higher education system outcomes in Mexico.

Similarly, we attended meetings of the Latin American and Caribbean Universities Union (UDUAL, by its acronym in Spanish)-Coimbra Group, establishing a relationship with recognized higher education institutions, such as the University of Edinburgh, Scotland; the Jagiellonian University, Poland; the University of Bergen, Norway; the University of Coimbra, Portugal; the Pontifical Catholic University of Peru, and the University of Panama. Likewise, an alliance was achieved for the research project "Developing Collaborative Smart City Solutions to Manage Adaptation and Monitoring Climate Change Related Risks in Mexico", between our **School of Social Responsibility**, the Pro Bosque Trust of Chapultepec and the University of Edinburgh.

The presence of Universidad Anáhuac México in the Mexican Association of Christian-inspired Higher Education Institutions (AMIESIC, by its acronym in Spanish) was consolidated by participating in the Faith, Science and Culture Dialogue as Spokesperson in the Board of Directors. We also took part in the organization





of the **First Social Debt Days**, together with the Mexican Institute for the Christian Social Doctrine, and the National Council for the Evaluation of Social Development Policy (CONEVAL, by its acronym in Spanish). As members of the Fédération Internationale des Universités Catholiques (FIUC), the **Faculty of Education**, the **Faculty of Psychology**, and the **Faculty of Health Sciences** had an active participation in their relevant sector groups. In the Federation of Private Mexican Institutions of Higher Education (FIMPES, by its acronym in Spanish), we were part of the Research Commission and in the coordination of Visiting Teams.

The relationships between our University and the Catholic Institute of Paris, the Australian Catholic University, the University of Murcia, the Pontifical Catholic University of Chile, the Boston College and the University of Valencia are also significant. Likewise, our University hosted the Mexico in Harvard Foundation to promote its graduate education system in Economics and Business. Additionally, with the aim of promoting the common good vocation of the University, we signed various agreements with the Impact Investment Alliance in Mexico working group and with HEC Montreal-Yunus Foundation, for the achievement of social entrepreneurship.

In our relationships with the business sector, the **Strategic Partnership Directorate** signed several collaboration agreements with the Business Coordinating Council (CCE, by its acronym in Spanish) and the Communication Council (CC).

At the same time, we continued promoting partnerships with business leaders who are not graduate students of our University, for example, our Anáhuac Leadership and Excellence Program students were with 26 non-alumni leaders at the **Meetings with Positive Action Leaders** (ELAP, by its acronym in Spanish).

We celebrated the first Anáhuac Business Encounter, with the outstanding participations of Ms Juan Pablo Castañón (Actuarial Sciences, class of 1982) -President of the Business Coordinating Council-, and Ms Alejandro Delgado Ayala, President of the National Institute for Entrepreneur (Inadem). During this event, PetStar and Deloitte were recognized -the latter along with the **Employability Coordination-** for their support to activities and projects in benefit of our students.

The **Corporate Professorship Program** is strategic for our University, with the participation of 122 companies. Twelve more companies joined the program this year: AT&T, BD, Danone, Lala Group, General Motors, FCA, Mexichem, Televisa, Mondeléz, Pemex, IUSA, and Infonavit.

In the same way, we continued with the efforts to get companies and entities to join the **Anáhuac Research Professorship** program, which has contributed since 2004 to the generation of knowledge through applied research. Several Professorship holders participated in the **14th Anáhuac Research Seminar**, an event in which they presented the contributions of their programs according to the Sustainable Development Goals (SDG). The main achievements of our Research Professorships during 2018 were:

**A.G. Leventis-Anáhuac in Studies of Cyprus:** it has an active academic production and organized the **International Day on Transnational Justice**, led by Dr. Iosif Kovras.

**Bank of America Merrill Lynch-Anáhuac Professorship in Communication and Values:** it carried out the **First Fintech Bootcamp**, organized together with the **Faculty of Social Responsibility** and the **Faculty of Economics and Business**.

**BP Professorship in Strategic Studies:** it has been operating for eight years. Among its main activities are the World Energy Outlook and the Statistical Review of World Energy.

**Carlos Peralta Professorship in Public Health:** it presented the publication "A Decade of Contributions to Public Health", to document the work done in ten years of collaborative research.

**Carlos Slim Helú Professorship in Comprehensive Combat to Poverty in Indigenous Communities:** it presented the case study of the Mazahua community, describing the work strategy scope of the Pro Zona Mazahua Foundation.

**Chihuahua-Anáhuac Professorship:** it was founded, together with the government of that state, with the aim of analyzing the viability of new tourism proposals.

**National Tourism Business Council (CNET, by its acronym in Spanish) Professorship and National Association of Hotel Chains (ANCH, by its acronym in Spanish) Professorship:** they successfully continue being benchmarks in the analysis and publication of indicators and reports on tourism activity in Mexico.

**Dr. Jesús Kumate Rodríguez Professorship in Addictions:** it renewed its activities for three more years in order to continue monitoring new research protocols in the field of addictions.

**Santillana-Anáhuac-ICIF Foundation Professorship in Digital Competencies:** they presented the keynote "Research and Evaluation of Digital Skills". They also presented the lecture "Digital competencies of students and teachers of elementary education" within the framework of the **6th Meeting of Academic Bodies and Research Groups** organized by the National Association of Education and Pedagogy Schools and Faculties (ANEFEP, by its acronym in Spanish) in coordination with the Faculty of Education of the Autonomous University of Yucatan (UADY, by its acronym in Spanish).

**KUO-DESC Professorship in Sustainable Processes:** it has been operating for seven years. The professor participated in the Ibero-American Polymer Congress and in the Latin American Polymer Symposium with a comparative study of the mechanical and thermal properties of bio-based plastics from different starch sources.

**José Cuervo Patrimonial Professorship in Marketing:** the publication of indexed articles focused on the use of international sporting events as part of the brand building strategy.

**Shimon Peres for Peace Professorship:** they launched the **Peres for Peace Center** and a memoire for 17 years of uninterrupted work, promoting the development of a culture of peace.



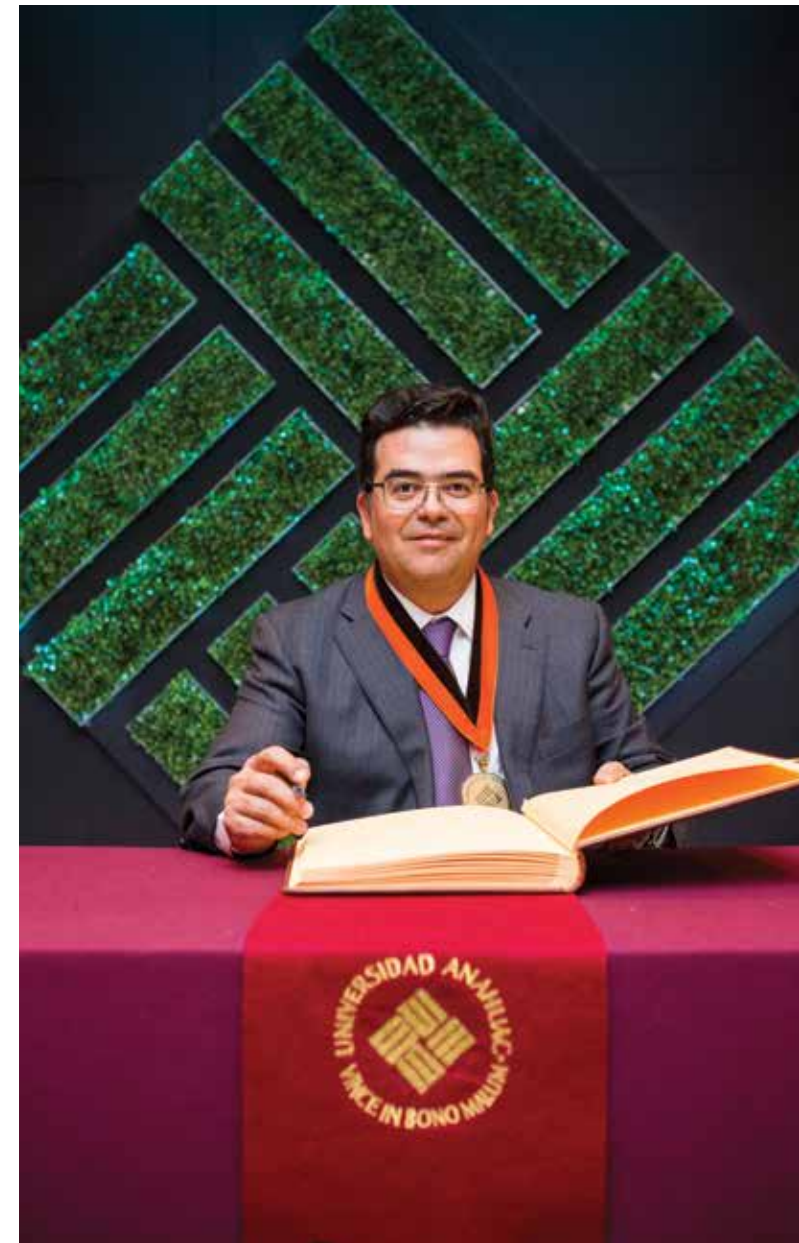
This year there was a consolidation of the **Platform for the Follow-up and Management of Corporate and Research Professorships**, which let us measure their impact. This instrument showed that the **Corporate Professorships** program benefited 2,754 students, and the **Research Professorships** program benefited 5,626 students. We also developed a matrix that measures the interrelation degree of the University with the leading companies in the country, through 19 specific means.

Regarding the relationship with our graduate students, in order to serve the different generations and areas of interest, we held events that prompted networking, education activities and reunions, with an attendance of 1,000 graduates to both campuses.

In addition, a gala was organized for the alumni who are part of the councils of Schools and Faculties, with the attendance of counselors, medalists, and benefactors. In this framework, the **Generación Anáhuac Medal** was granted to Eng. Bernardo Quintana Kawage (Civil Engineering, class of 1993). In the same way, we continue sharing with our alumni the achievements of their alma mater through different communication means, including the **Generación Anáhuac** magazine, which is celebrating 30 years.

The commitment to the job placement of our students is evident in the significant growth of activities –60% more than in the previous year– and of students benefited by the **Employability Coordination**, which increased by 140%.

The University is deeply involved in providing solutions to the government,

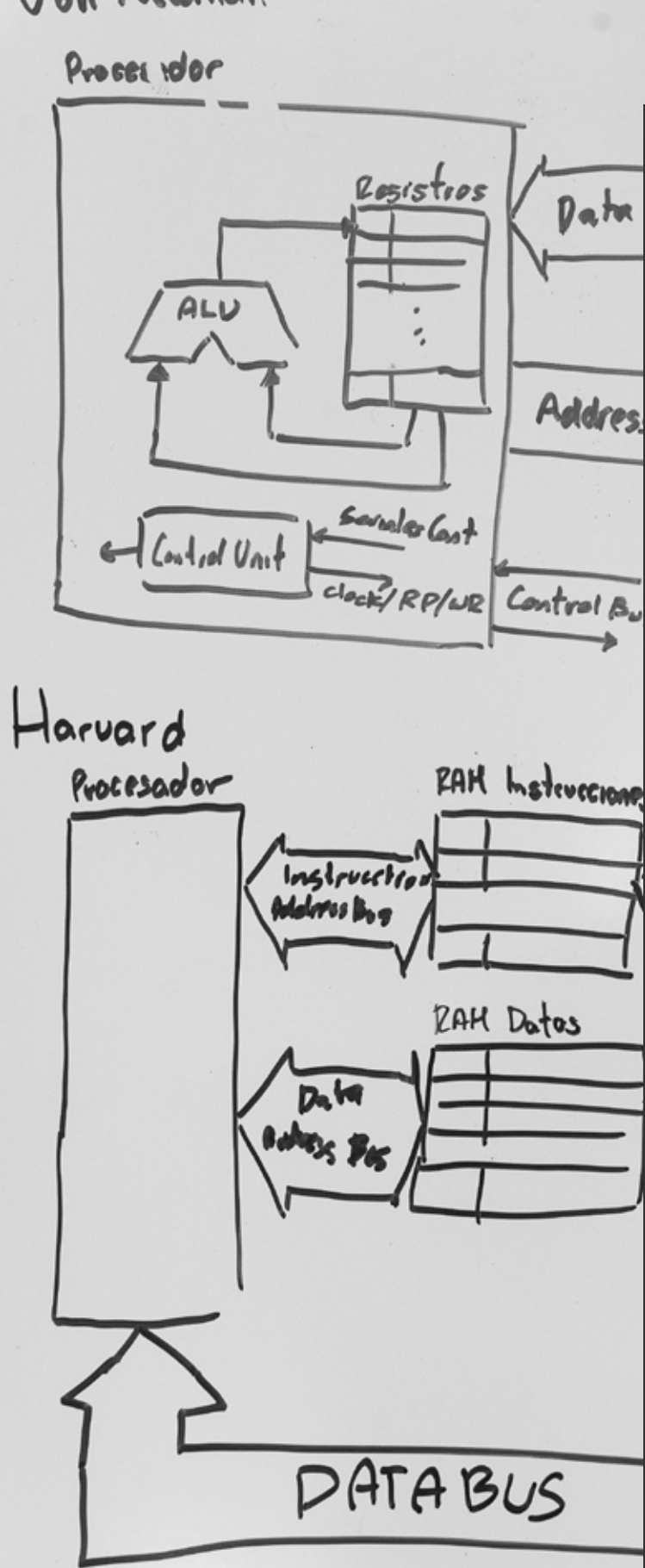


academia and society needs. In this sense, we have been strongly promoting relationships and projects with said sectors, achieving a growth of more than 40% over the previous year, both in related entities and in plans and programs. This result leads us to optimize processes for a more efficient achievement of the proposals.

In our relationship with companies, a more integrated relationship has been promoted, with special focus on the main business groups in our country. In this sense, we must move forward to achieve a more articulated collaboration between the different Schools, Faculties and areas in order to expand and make the wide range of links that exist with companies more accessible and suitable through corporate volunteering, professional practices, professional stays, consultancies, social service, **ELAP**, **Research Professorships**, **Corporate Professorships**, among other actions.

About our alumni, the means that the University allocates for mentoring in its various stages of life are considered positive. The same is true for the fact that the Schools and Faculties **Alumni Councils** continue operating. The attendance of alumni as guests of honor to the various academic events continues being an excellent means to link them and present them as an example worth following. The generous commitment of individuals, companies, families, and institutions to finance academic infrastructure, research and scholarship projects is remarkable and relevant. However, we are aware that there is still a long way to go, and that strengthening the University is synonymous with a better future for Mexico.





# CHALLENGES FOR 2019

Strengthen the range and depth of each one of the strategic alliances that we have so that we continue having long-term win-win relationships, forging the talent that international competitiveness demands.

Strengthen the relationships with the companies with which we already interact and get closer to those with which we do not yet have a strategic relationship.

Specify the operation of the **Alumni Associations**.

Continue strengthening institutional capacities to make the most of the thrust and affection that the most outstanding graduates in all fields have for their *alma mater*, both for the benefit of the students and the future of the country.

Increase the number of **Research Professorships** with diverse actions, for example, with the accomplishment of the **Anáhuac Business Meeting 2019**.

Consolidate academic projects relevant for the society with the best universities worldwide and with the main academic associations at national and international levels.

Develop a new online employability platform to provide an optimal response to the needs of our University Community members.

Transform the **Alumni Councils** in Advisory Councils, where external experts can share their vision and recommendations to our University.

Cooperate with the new government's policies and support their projects in the areas of priority development.

Consolidate communication tools with our graduates –which are appropriate for each generation– and work with Schools, Faculties, and other University areas to better serve those who were trained in this institution.

Strengthen relations with the sociocultural sector and reinforce employability strategies to achieve greater efficiency in the employment of our students and recent graduates.

Bolster the **Scholarship Fund** campaign to get more determined support from a greater number of alumni and companies.

Establish a more relevant relationship with the QS World University Rankings, in terms of employability for our graduates.





## RESEARCH

**Research with social impact is one of the strategic lines of Universidad Anáhuac México, to respond to the current context.**



**T**he maturity of Universidad Anáhuac México -after its first 50 years of history- reflected in its dimension and projection, as well as in the demands of the international accreditation rankings and processes, are a clear indicator that we are on the right way by strengthening research on our campuses. For this purpose, in 2018 we have worked with the aim of achieving important advances in the following three strategic areas:

- Updating of the Anáhuac Research Model.
- Strengthening the team of researchers.
- Consolidating a research culture and university life.

Significant progress has also been made in raising awareness on the relevance of research and the recognition of the researcher's work as essential stakeholders in our characteristic reputation.

## RESEARCH



### ACADEMICS AND RESEARCHERS

published

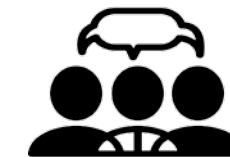
**113**

papers in indexed journals

Increase of

**5%**

in research, reflected in the number of papers and books indexed in Scopus



**71**

RESEARCHERS in the NATIONAL RESEARCH SYSTEM of the CONACYT

We held the **FIRST RESEARCH MEETING** OF THE RED DE UNIVERSIDADES ANÁHUAC

8th **COMPETITION OF RESEARCH POSTERS**

where more than

**150**

posters were registered



In the **ANÁHUAC RESEARCH SYMPOSIUM**, more than

**100**

posters

were submitted



## Updating the Anáhuac Research Model

We do not want to promote any type of research or aimless research, but a research with the Anáhuac hallmark, focused, coherent with our values and characterized by its social impact, in order to achieve a relevant contribution to knowledge and a solid institutional positioning. This implies an exercise of constant reflection on our research lines and projects, making us sensitive to the needs of the environment. Therefore, the national priority issues established by the National Council on Science and Technology (CONACYT) or the UN Sustainable Development Goals (SDGs) must be a compulsory reference. In this manner, we are promoting research on topics such as social development, neurosciences, chronic degenerative diseases, public health, development of new materials, applied ethics, prevention of addictions, entrepreneurship, among others.

The University has promoted the meeting and collaboration between peers through interdisciplinary thematic areas (health and well-being, person and society, technology and innovation, economics and business). This promotes the sense of belonging and Universidad Anáhuac México identity among researchers, as well as a necessary focus of the institutional research and a thorough reflection on the role that the Universidad Anáhuac México must play in each of these areas.

In November 2018, we had the **First Research Meeting of the Red de Universidades Anáhuac**, with the participation of researchers from other universities of the Anáhuac family: Anáhuac Puebla, Anáhuac Querétaro, Anáhuac Xalapa, Anáhuac Cancún, Anáhuac Oaxaca and the Instituto de Estudios Superiores de Tampico. We are thus promoting the creation of research groups who generate synergies for greater impact.



## Strengthening the Researchers' Team

Making our research effort grow implies mainly having academics capable of generating new knowledge and of making it real in a scientific productivity of impact. For this, it is essential to provide researchers with an appropriate environment, which above all implies that they have quality time to investigate. This must be reflected in a recognized productivity centered in papers in first-rate indexed journals and in books published by prestigious publishing houses.

About this productivity, it should be noted that in 2018 our researchers and academics published 113 papers in indexed journals, 65 of them in journals that are part of the Scimago Journal & Country Rank (SJR). There were also 67 books or book chapters in recognized publishing houses such as Oxford, Taylor & Francis, Emerald, Porrúa, Palgrave Macmillan, The Royal Society of Chemistry, the World Tourism Organization, among others.

### PAPERS IN SJR JOURNALS BY FACULTY





An aspect of utmost importance in terms of research is the university-business relationship. Our University promoted these partnerships through the CONACYT Innovation Incentive Program (PEI, by its acronym in Spanish) –in which the **Faculty of Engineering** won seven projects–, and through the CONACYT Institutional Fund (FOINS, by its acronym in Spanish) with a project by the **Faculty of Economics and Business**. In addition, the Faculty of Engineering registered 11 projects and the Faculty of Health Sciences registered one project for a total of 12 new projects registered in the 2019 PEI call.

In order to strengthen the university's team of researchers, in the second semester of 2018 we started the **Researchers in Development Program**. Its objective is to encourage full-time faculty with the vocation and potential to do research by assigning them research hours and defining a work plan, with the mentoring of a consolidated researcher. With this,

we intend to increase the number of academics actively involved in research projects. We closed the year 2018 with 71 researchers in the CONACYT National Researchers System (SNI, by its acronym in Spanish).

Internationalization is another area in which special emphasis has been placed in terms of research. The possibility of conducting research stays in institutions abroad, receiving visiting researchers, and presenting the progress or results of a research in congresses of reference represents an extremely valuable experience to promote the development of our researchers and the University itself. Therefore, we had a significant investment in this area in 2018, and developed an institutional procedures manual for scientific mobility.

An example of this is the student Valentina Machado, from the University of Genoa, Italy. Thanks to the universities' agreement, she made a Master's research stay in the **Faculty of Actuarial Sciences**, directed by Dr. Carlos Cuevas Covarrubias.

Universidad Anáhuac México is convinced that in order to have a real grow in research, it cannot be the exclusive work of the research team, nor be restricted to the research centers, but it must permeate and involve the entire University Community through the curricular plans and of a wide variety of activities.

In this regard, in 2018 we held the **8th Anáhuac Research Poster Contest**, the first one hosted in the North Campus and to include a category for graduate posters. It should be noted that this has been the edition with the greatest participation in both the number of posters registered (over 150) and the number of research evaluators (48).

We also held the fourteenth edition of the **Anáhuac Research Symposium**. This event is a space for scientific meeting and dialogue, bringing together the academic community (students, faculty, and researchers) each year around panels and an exhibition of research posters, mostly reflecting the research work developed in the different Schools and Faculties. This time, there were more than 100 posters presented.

The **Scientific and Technological Innovation Directorate** conformed an interdisciplinary team of researchers, students, and faculty from various Schools and Faculties in order to promote the **ProLab Program** to develop, repair or update equipment and products of the University's laboratories. Through this program, we are working on the development of projects such as a metabolic chamber and a radial maze for rats, an ultrapure water filter, medical simulators, shaking incubator or equipment for the alignment of prosthesis and orthosis, among others.

Likewise, we continue boosting research instruction for faculty through the CEFAD and the **Scientific and Technological Innovation Directorate**, with new openings of the **Research Diploma**. In the same way, through the **Research Directorate** and some Faculties, we offered several research-training seminars on topics of interest, such as strategies to publish in high-impact journals.

On the other hand, the **Coordination of Education Programs** and the **Research Directorate** promoted the assurance of research competency among undergraduate students through the **Evaluation Plan: Graduation Profile and Learning Outcomes**.

A positive aspect to mention is the focus on the type of scientific productivity to be achieved, papers in indexed journals, especially in Scimago Journal & Country Rank (SJCR) and the Journal Citation Reports (JCR), which are the two main quality and impact references worldwide.

## SNI RESEARCHERS BY AREA







# CHALLENGES FOR 2019

Increase the number of researchers in the National Researchers System, as well as the number of publications in international peer-reviewed journals, without forgetting about our projects of research with social impact.

Focus the priority research institutional lines and topics.

Analyze the scientific productivity generated in 2018 to establish goals for the following years.

Link graduate areas with research.

Encourage growth in three senses: more researchers, more time allocated to research, and more publications of scientific nature.

Increase the participation of undergraduate and graduate students in the **Anáhuac Contest of Research Posters**.

Strengthen the **Evaluation Plan: Graduation Profile and Learning Outcomes** for the research competency by working closely with the Schools and Faculties to support teachers of key subjects in training students in the research competency.

Consolidate a research culture in all academic levels at the University.

Guide researchers to increase their productivity. In this sense, special follow-up will be given to the **Researchers in the Development Program**.





## INTERNATIONALIZATION

The current debate about the scope of the internationalization of higher education institutions shows us that the need to develop the international dimension in the formative process of the future global society has intensified in a more strategic way.





**A**ware of the challenges of remaining at the forefront of education in such a dynamic and complex world, at Universidad Anáhuac México we worked during 2018 to develop a diagnosis to identify where we are located in the international paradigm. From there, we addressed our efforts to achieve a greater understanding and experience of the international comprehensive instruction that we hope to develop in every member of the Anáhuac Community. This has allowed a thorough review of all the achievements and areas of opportunity in internationalization matters. This, in turn, has led to the achievement of important improvement actions, such as the restructuring of the **Internationalization Directorate**.

During the first half of 2018, we worked on the development and implementation of various support and follow-up tools to the **Internationalization Model**. As an example, we can mention the creation of the Internationalization Rubric, which makes it possible to clearly measure the progress, challenges, and opportunity areas in the region.

The priority of the **Internationalization Directorate** is to be a guide to join the efforts of Universidad Anáhuac México. Students and academics of the North and South Campuses are the priority in this effort to achieve international awareness and develop intercultural competencies that respond significantly to the needs of a global society, an objective that is framed in our University Mission.



The **INTERNATIONALIZATION RUBRIC IN CHARGE OF MEASURING PROGRESS, CHALLENGES, AND OPPORTUNITIES** was created

**275**

undergraduate and graduate students made an academic exchange



**26**

MEDICINE AND SURGERY STUDENTS MADE THEIR INTERNSHIP ABROAD

Strategies for effective partnership and participation in global research networks were generated



Meetings with **100** universities allowed the academic exchange of students, faculty, joint research, development of double degrees, online mirroring class



MORE THAN

**120**

academics, researchers, and international speakers were invited to various forums at the University

**29**

international agreements focused on student and academic exchange were signed



## Internationalization Model

As part of the international positioning strategy, our participation and collaboration with eight consortia and educational associations for internationalization in the global arena has been maintained and, in some cases, reactivated:

- Mexican Association for International Education (AMPEI).
- European Association for International Education (EAIE).
- Association of International Educators (NAFSA, by its acronym in Spanish).
- Hispanic Association of Colleges and Universities (HACU).
- Consortium for North American Higher Education Collaboration (CONAHEC).
- Inter-American Organization for Higher Education (OUI).
- Latin American Organization of Catholic Universities (ODUCAL).  
Union of Universities of Latin America and the Caribbean (UDUAL).



The close work and the participation and presence in the different conferences, fairs, and international meetings favor the strategic positioning of our Institution and the partnership for the generation of new projects of international impact. During 2018, we participated in meetings with these organizations, allowing an approach with over 100 universities for the generation of student and academic exchange, joint research, development of double degrees, online mirroring classes, among other projects.

Thanks to the collaborative work and follow-up of these meetings, this year we signed 29 international agreements, focused on student and academic exchange, as well as the development of joint programs with universities in the following countries: Australia (1), Canada (1), Colombia (4), Spain (6), United States

(4), France (2), Georgia (1), Italy (3), Lithuania (1), New Zealand (1), Pakistan (1), United Kingdom (1) and Switzerland (1). Among these universities, the Catholic University of Colombia, the University of Valencia, the Arizona State University, the University of Strasbourg, the Sapienza Università di Roma and Coventry University stand out.

One of the advantages of increasing the academic partnerships with institutions abroad is to open spaces for student mobility. As a result, during 2018, 275 undergraduate and graduate students went on exchange to foreign universities. In turn, 26 students of the Bachelor in Medicine and Surgery made an internship in hospitals abroad as part of their international training. In the same way, special attention has been placed on personalized attention, quickly addressing –through



various means- the cases or doubts of students and teachers in both campuses; it is a strategy that we must leverage in order to increase and promote international mobility.

To promote research with an international focus, together with the Research Directorate, strategies for effective partnership and participation in global research networks were generated, so that the participation of our faculty and researchers in world conferences, research stays or invitations to teach a class or workshop in a foreign university was very active. There were more than 100 experiences in countries such as Argentina, Brazil, Spain, the United States, France, Finland, Hungary, India, Italy, among others.

For example, we mention the research stays of Dr. Ángel Lambert Lobaina, of the **Faculty of Engineering**, at the University of Hamburg, Germany, and of Dr. Daniel López Barrientos, of the **Faculty of Actuarial Sciences**, at the State University of Saint Petersburg, Russia.

Among the research projects of international relevance, the **Archaeological Project of Magdala** -in Israel-, and after eight years of activity, has positioned the University in the field of history, archeology, anthropology, and religion. One of the outcomes of this year is the academic collaboration with the University of Valencia through the Faculty of Geography and History, which began with the presentation of a conference by the Arch. Marcela Zapata, who managed to establish an agreement between that university and Universidad Anáhuac México to continue collaborating. Likewise, the Harvard University, the University of Oslo, and the University of Lund have also been linked to this project through the academic program Space Art and Identity in Synagogue, Church, and Mosque.



## PARTICIPATION OF OUR STUDENTS AND ACADEMICS IN INTERNATIONAL FORUMS

- The School of Design participated in the 5th Design for Humanity International Congress, of the Scuola Italiana. It was also present in the Mexico Design Time exhibitions, within The London Design Festival in London, England; Nude, in Valencia, Spain; Wanted Design, in New York, and Fuori Salone/Ventura Future, in Milan, Italy.
- The Faculty of Tourism and Gastronomy participated in the Third Global Wine Tourism Forum in Moldova, with the conference "Anáhuac Vineyard as a success case".
- Le Cordon Bleu Mexico offered a series of demonstrations and workshops at Le Cordon Bleu schools in Paris and London.
- The Faculty of Global Studies participated in the Fifth Annual North American Process Symposium, held in Ottawa, Canada.
- The School of Architecture took part in the Architecture Biennial in Venice, Italy.
- The Faculty of Social Responsibility participated in the 6th Regional Forum on Territorial Social Responsibility, Latin America and the Caribbean, organized by UNESCO and held in Ecuador; and in the International Summer School Sustainable Management Course, in Bogota, Colombia.

Similarly, in 2018 more than 120 academics, researchers, and international exhibitors were invited by our Schools and Faculties to teach classes, conferences, and seminars in different forums, including the following:

- The National Defense Seminar of the Mexican State, with guest lecturers from Spain, Colombia, Brazil, Peru, and Portugal.
- The Ethics in Technoscience Seminar and the Workshop on the Publication of Humanities Papers in high impact journals, given by Dr. Juan R. Coca, a prominent researcher and Vice-Dean of the Faculty of Education at the University of Valladolid, Spain.
- The Course on Integrity in Scientific Research, taught by Dr. Sergio Litewka, research professor and international director of the Institute for Bioethics and Health Policy, at the University of Miami, United States.
- The keynote address in the Fab Labs 1.0 and 2.0, delivered by MS Benito Juárez Vélez, from Peru.
- Mauricio Wiesenthal, renowned Spanish writer, Gold Medal for Merit in Fine Arts in Spain, visited the Faculty of Tourism and Gastronomy to give a lecture and lead a series of wine tastings.
- In the 2nd Dircom Ibero-American Congress, in the Faculty of Communication, the well-known communicator and Catalan designer Joan Costa was present.
- The Faculty of Philosophy, Humanities and Literature organized the conference with Rabbi Lord Jonathan Sacks, one of the great religious and opinion leaders of our time.



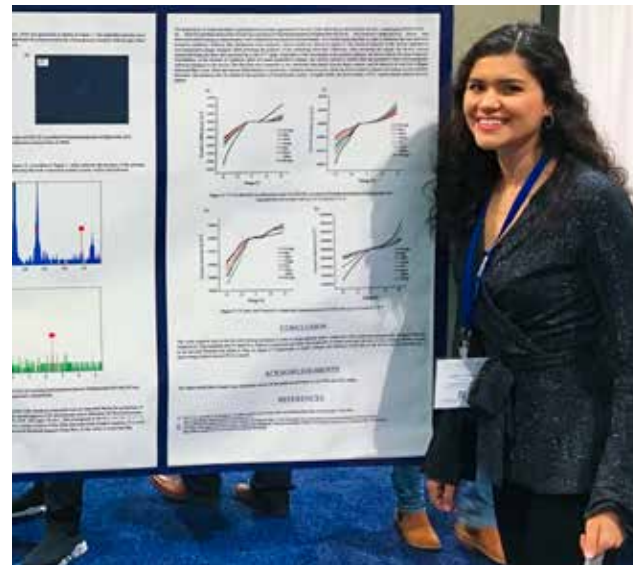
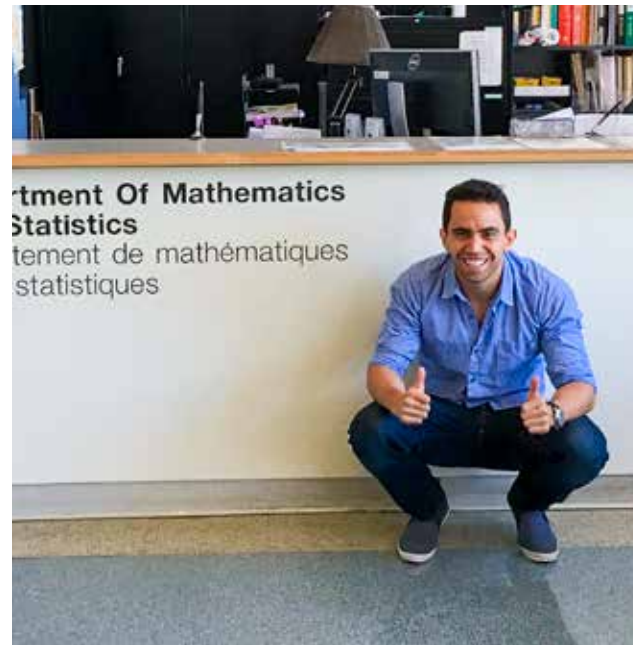
In order to improve academic quality and have an international vision, schools and faculties have focused on partnering with foreign universities to offer students the opportunity to obtain a double degree that makes them more competitive in the totality of their professions. This is reflected in the signing of agreements such as the School of Architecture with the Francisco de Victoria University, the Faculty of Economics and Business (for graduate studies) with the Abat Oliba University in Barcelona and the open agreement for the degree with the International University of Geneva.

For example, this year mutual recognition was obtained by Universidad Anáhuac México and the Pontifical University of Mexico, for their respective degrees: the canonical degree of the License in Philosophy with the degree of Master's in Philosophy of our University.

On the other hand, we must recognize the impact and relevance of receiving foreign students.

In this aspect, a 16.6% increase in the number of countries of origin of our students for this year was remarkable:

- Germany
- Argentina
- Australia
- Belgium
- Brazil
- Chile
- China
- Colombia
- South Korea
- Spain
- United States
- France
- Guatemala
- Israel
- Italy
- Mexico
- Peru
- Portugal
- Puerto Rico



We received 214 national mobility students, which also contributes to the development of the global competition of Universidad Anáhuac México, by sharing a vision in accordance with the place of the country they come from.

Thanks to the continuous work of the **Internationalization Committee** -headed by directors, academics, researchers, and administrative staff from all Schools and Faculties, along with various service areas-support and follow-up has been given to the **Internationalization Model** of our University with a multidisciplinary approach. The purpose has been to promote internationalization in each of the essential

functions of Universidad Anáhuac México, whose diverse activities have increased their quality and volume in both campuses. This has motivated student, academic, and researcher mobility, giving way to the innovation of distance education.

An example of this is the renewal of the Collaboration Agreement with Telefónica Digital Education so that through the MiríadaX Platform we can continue disseminating knowledge free of charge and with the academic quality that distinguishes Universidad Anáhuac México. Since 2016 there have been three Massive Open Online Courses (MOOC) that have been developed in five editions, with a total of 16,262 students enrolled:



**Faculty of Health Sciences:** Introduction to the Operating Room and Bases for Performance in the Operating Room developed by Fernando Azcoitia Moraila, with a total of **9,639** students enrolled.

**Faculty of Economics and Business:** Introduction to Crowdfunding developed by Pilar Madrazo and Rogelio Castillo, with **2,578** students enrolled.

**School of Architecture:** Introduction to Parametric Design in Architecture developed by Rodrigo Shiordia López, with **4,045** students enrolled.





Achieve a better use of the scholarships offered by different governmental, non-governmental institutions and institutions of higher education to promote internationalization.

Give timely follow-up to the universities defined as strategic to promote and advance on research projects, academic mobility and joint development of academic programs.

Achieve specific summer courses for the attraction of foreign students (Summer School Anáhuac).

Achieve a more timely approach with diplomatic representations in Mexico and with the embassies of Mexico in the world to make synergy in benefit of our internationalization strategy.

Achieve the consolidation of the new mentoring model for the foreign visiting student: Buddy Program.

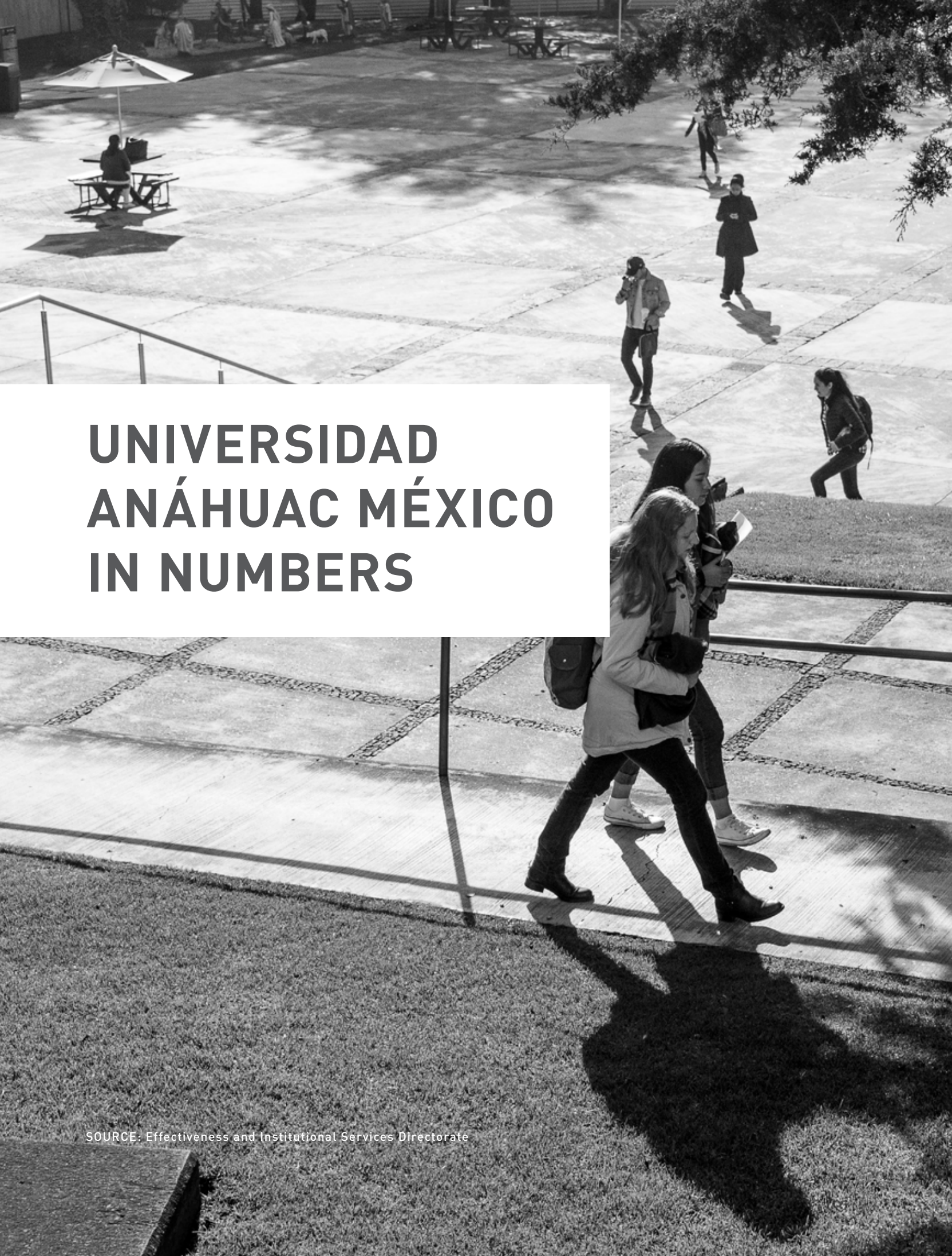
Consolidate the reception strategy for foreign teachers, as well as sending Anáhuac teachers and researchers as part of the academic mobility strategy.

Make greater dissemination of the exchange opportunities that both students and faculty have, and that Universidad Anáhuac México offers.

Implement the internationalization rubric.

## CHALLENGES FOR 2019





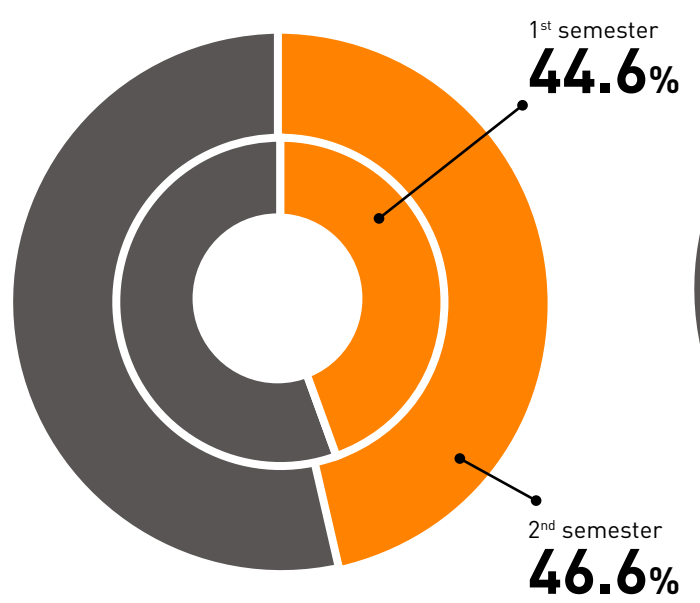
# UNIVERSIDAD ANÁHUAC MÉXICO IN NUMBERS

SOURCE: Effectiveness and Institutional Services Directorate

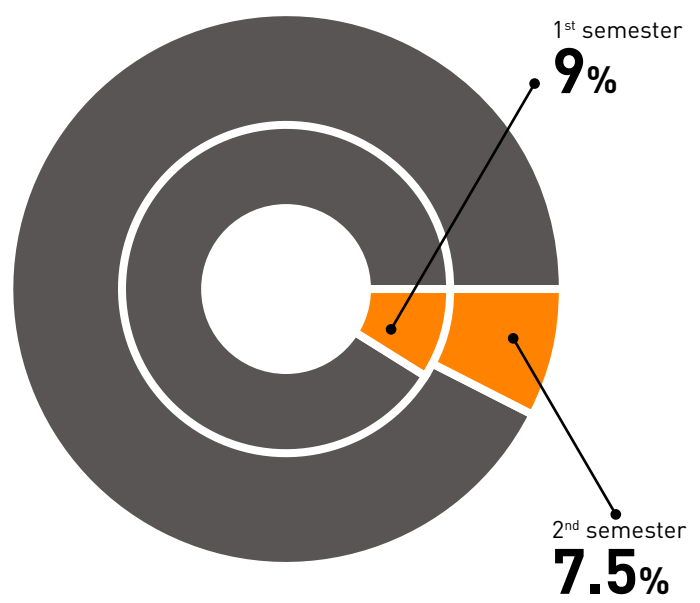
## UNDERGRADUATE STUDENT POPULATION

SCHOOL / FACULTY	1 <sup>ST</sup> SEMESTER	2 <sup>ND</sup> SEMESTER
	JANUARY/JUNE	AUGUST/DECEMBER
Architecture	534	581
Arts	163	181
Actuarial Sciences	370	411
Sport Sciences	128	141
Health Sciences	2,845	2,939
Communication	1,333	1,362
Laws	909	929
Design	708	771
Economics and Business	2,589	2,861
Education	86	91
Global Studies	240	290
Humanities, Philosophy, and Literature	12	21
Engineering	1,123	1,273
Languages	54	50
Psychology	538	578
Social Responsibility	118	121
Tourism and Gastronomy	563	603
<b>TOTAL</b>	<b>12,313</b>	<b>13,203</b>

Percentage of Students with Scholarship



Percentage of students with student loans



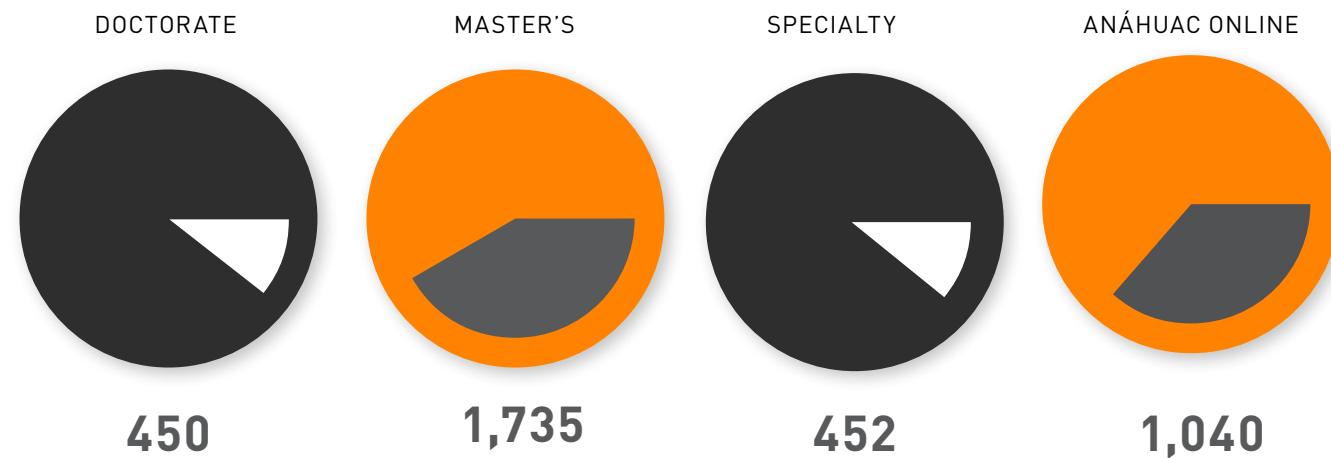


## GRADUATE STUDENT POPULATION

### SCHOOL / FACULTY

Anáhuac Online	1,040
Architecture	77
Bioethics	144
Actuarial Sciences	68
Sport Sciences	21
Health Sciences	375
Communication	202
Laws	596
Design	18
Economics and Business	551
Education	198
Global Studies	54
Humanities, Philosophy, and Literature	85
Engineering	223
Languages	2
Psychology	135
Social Responsibility	196
Tourism and Gastronomy	96
<b>TOTAL</b>	<b>4,081</b>

## STUDENTS BY GRADUATE LEVEL



## ACADEMIC PERSONNEL

SCHOOL/FACULTY	Doctorate	Master's	Medical Specialty	Specialty	Bachelor's	TOTAL
Architecture	36	101	0	2	12	151
Arts	18	35	0	7	15	75
Bioethics	18	4	0	2	0	24
Actuarial Sciences	28	44	0	0	4	76
Sports Sciences	6	19	1	5	13	44
Health Sciences	96	144	344	24	23	631
Communication	89	174	0	7	24	294
Law	142	114	0	12	18	286
Design	10	125	0	2	22	159
Economics and Business	247	269	0	3	9	528
Education	33	24	0	0	1	58
Continuing Education	2	0	0	0	0	2
Global Studies	37	54	0	0	7	98
Comprehensive Instruction	44	52	0	0	14	110
Humanities, Philosophy, and Literature	64	83	0	0	2	149
Engineering	105	99	0	1	7	212
Regina Apostolorum Institute	9	3	0	0	2	14
Languages	5	23	0	4	20	52
Psychology	44	62	2	2	1	111
Social Responsibility	34	19	0	0	0	53
Tourism and Gastronomy	30	51	0	6	21	108
<b>TOTAL</b>	<b>1,097</b>	<b>1,499</b>	<b>347</b>	<b>77</b>	<b>215</b>	<b>3,235</b>



# WE ARE ANÁHUAC MÉXICO

## Positive Action Leaders

Anáhuac in Nahuatl language means "close to the water". This is the word with which Aztecs identified the central lakes where Tenochtitlan was founded.



### Our emblem

Represents the fraternity and peace with which we must face the challenges in our life. It also represents the expertise, ability, promptness, and intelligence of the two-headed eagle, as well as the union between the thinking being with the spiritual one, and with the active professional.

Our motto

VINCE IN BONO MALUM

DEFEAT EVIL WITH GOOD



### Our colors

Orange, which represents the sun and the divine.

Brown, which represents the earth and the human.

15 RESEARCH CENTERS  
4 RESEARCH INSTITUTES



### UNIVERSIDAD ANÁHUAC SOCIAL ACTION (ASUA)

WAS FOUNDED IN

# 1985

- ASUA Constructs
- ASUA for the Children
- ASUA for the Elderly
- ASUA for a Smile
- ASUA for our Fellows

Student volunteering program fostering the development of an authentic social awareness and encouraging leadership at the service of the neighbor



**1964**  
Foundation of **Universidad Anáhuac North Campus**, home of Ahumada Villagrán

**1968**  
Opening of **Universidad Anáhuac Lomas Campus**

**1981**  
Foundation **Universidad Anáhuac South Campus**

# 2016

year of the integration to establish the **UNIVERSIDAD ANÁHUAC MÉXICO NORTH AND SOUTH CAMPUSES**

### SCHOOLS AND FACULTIES

- School of Architecture
- School of Arts
- School of Sport Sciences
- School of Design
- School of Languages
- Faculty of Bioethics
- Faculty of Actuarial Sciences
- Faculty of Health Science
- Faculty of Communication
- Faculty of Law
- Faculty of Economics and Business
- Faculty of Education
- Faculty of Global Studies
- Faculty of Humanities, Philosophy, and Literature
- Faculty of Engineering
- Faculty of Psychology
- Faculty of Social Responsibility
- Faculty of Tourism and Gastronomy



### RED DE UNIVERSIDADES ANÁHUAC

**Mexico**  
Instituto de Estudios Superiores de Tamaulipas  
Universidad Anáhuac Cancún  
Universidad Anáhuac Mayab (North and South Campuses)  
Universidad Anáhuac Oaxaca  
Universidad Anáhuac Puebla  
Universidad Anáhuac Querétaro  
Universidad Anáhuac Xalapa  
Pontificio Instituto Juan Pablo II para Estudios sobre Matrimonio y Familia

### International Network

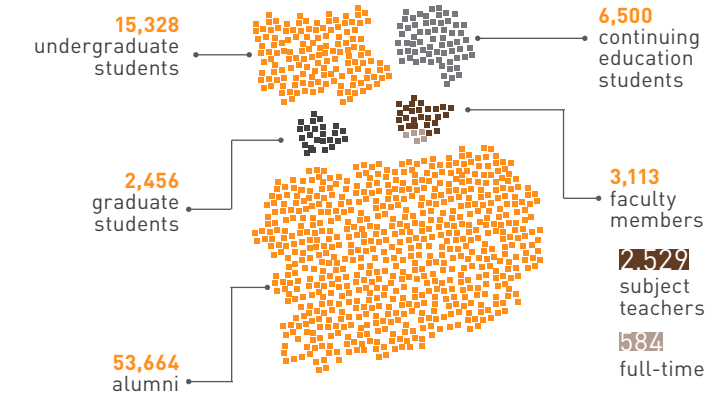
**Chile**  
Universidad Finis Terrae

**Spain**  
Universidad Francisco de Vitoria

**United States**  
Divine Mercy University

**Italy**  
Università Pontificia Regina Apostolorum  
Università Europea di Roma

### ANÁHUAC MEXICO COMMUNITY



### UNIVERSITY PASTORAL SERVICES

Promotes meaningful experiences of encounter with God, with oneself, and with the environment.

#### Programs:

- Sonríe Conmigo
- Vico Valores
- Gaudium
- Integra
- Day by Day Talks
- Switch
- Luz en la Calle
- Megamisiones
- Misiones Médicas

### STUDENT SOCIETIES FEDERATION (FESAL)

Student body: Students' voice in the University

Comprised of

- ANÁHUAC OUT-OF-STATE STUDENT ASSOCIATION (ADEFA, by its acronym in Spanish)
- Student societies

### ACADEMIC OFFER

49 undergraduate programs  
18 doctorates  
54 master's  
36 specialties  
686 continuing education programs

### Anáhuac Leadership and Excellence Programs

- Anáhuac Vertice Excellence Program
- Genera Business Leadership Program
- Sinergia Leadership Program in Public Administration
- Culmen Leadership Program in Art and Culture
- Impulsa Leadership Program in Social Commitment
- Crea Leadership Program in Communication
- Acción Leadership Program in Sports
- Alpha Leadership Program in Medicine
- Cima University Leadership Program

### ANÁHUAC ADN COURSES

1 Being a University Student  
2 Person and Meaning of Life  
3 Ethics  
4 Classical and Contemporary Humanism  
5 Person and Transcendence  
6 Leadership





# INFRAESTRUCTURE AND SERVICES

## North Campus

- 7 classroom buildings.
- Chapel.
- Infirmary.
- Dental clinic.
- Physiotherapy clinic.
- 2 exhibition rooms.
- 6 learning resources centers (CERAP, by its acronym in Spanish).
- 3 libraries.
- CAD materials library.
- Chinese library.
- 25 computer rooms with 2,044 computers.
- 39 specialized laboratories, and 19 workshops.
- Fine Cuisine Academy Le Cordon Bleu-Anáhuac.
- 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.
- Anáhuac Research and Strategic Development Center (CAIDE, by its acronym in Spanish).
- 15 research centers and 4 research institutes.
- 2 parking lots with about 3,000 parking places.
- 3 covered parking lots and 8 open parking lots.
- Travel agency.
- University transport.
- Staff transport.
- 5 staffrooms.
- Students' lounge room.
- 13 seismic alarms.

## South Campus

- 4 classroom buildings.
- Chapel.
- Infirmary.
- 2 exhibition rooms.
- Fine Cuisine Academy Le Cordon Bleu-Anáhuac.
- Computer room with 483 computers.
- Travel agency.
- Library.
- 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 courts.
- Employee dining room.
- Parking Lot.
- 4 seismic alarms.

# DIRECTORY

## SCHOOLS AND FACULTIES

D Arch Bernardo Gómez-Pimienta  
SCHOOL OF ARCHITECTURE

Dr. Adriana Molina de la Rosa  
SCHOOL OF ARTS

MS Héctor Igor Rubio Sosa  
SCHOOL OF SPORT SCIENCES

MS Ricardo Salas Moreno  
SCHOOL OF DESIGN

BS Petra Gwinner Briechle  
SCHOOL OF LANGUAGES

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

Dr. Oliva Sánchez García  
FACULTY OF ACTUARIAL SCIENCES

Dr. Tomás Barrientos Fortes  
FACULTY OF HEALTH SCIENCE

MS Carlos Cienfuegos Alvarado  
FACULTY OF COMMUNICATION

Dr. Ricardo Sodi Cuellar  
FACULTY OF LAW

MS Alfredo Nava Govela  
FACULTY OF ECONOMICS AND BUSINESS

Dr. Luz del Carmen Dávalos Murillo  
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MS Carlos Camacho Gaos  
FACULTY OF GLOBAL STUDIES

MS Carlos Lepe Pineda  
FACULTY OF HUMANITIES, PHILOSOPHY,  
AND LITERATURE

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FACULTY OF ENGINEERING

MS José María López Landiribar  
FACULTY OF PSYCHOLOGY

Dr. Miguel Ángel Santinelli Ramos  
FACULTY OF SOCIAL RESPONSIBILITY

Dr. Francisco Madrid Flores  
FACULTY OF TOURISM AND GASTRONOMY

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MS Abelardo Somuano Rojas  
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DIRECTORATE

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CONTROLLER'S OFFICE

MS Sylvia Virginia Villaseñor Barragán  
CONTROLLER'S OFFICE SOUTH CAMPUS



Check the following QR codes for further information on the ceremony for the 2018 Rector's Annual Report to the University Community

Click on any option to go to site

Message  
from the Rector

Anáhuac  
Achievements  
in Numbers

Anáhuac Identity  
and Leadership

Education Model  
and Partnerships  
Achievements

Streaming to the 2018  
Rector's Annual Report

Photo Gallery  
of the Ceremony

VINCE IN BONO MALUM

CREDITS

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Campus Norte Campus Sur