



# ANNUAL REPORT

2020  
2021

DR. EMILIO JOSÉ BAÑOS ARDAVÍN





UPAEP  
**COMMUNITY**  
*gathers*

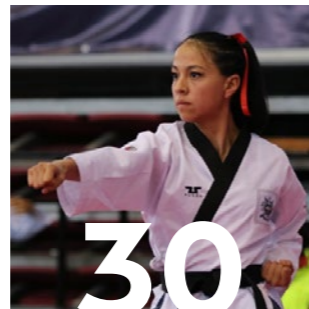
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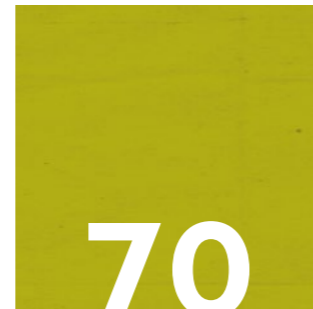
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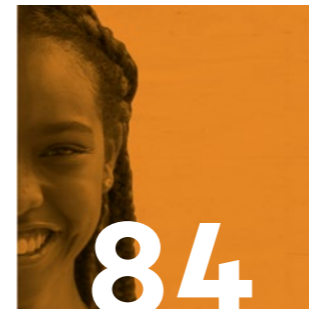
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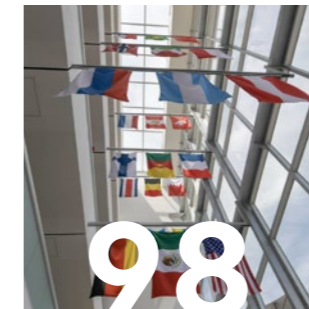
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## FIRST GOVERNING PRINCIPLE

To be congruent with our identity

## SECOND GOVERNING PRINCIPLE

To deliver a formation of excellence towards transformational leadership

## THIRD GOVERNING PRINCIPLE

To consolidate socially relevant academic systems

## FOURTH GOVERNING PRINCIPLE

To position our institution as an intercultural

## FIFTH GOVERNING PRINCIPLE

To ensure an environment of trust, collaboration, and accountability

## UPAEP HIGH SCHOOLS



# PROLOGUE

We are living in extraordinary times. From the history of both individuals and institutions, it is clear that we are free to choose to make something extraordinary out of the ordinary or let time pass by and life happen. However, these times of pandemic have been extraordinary since practically all facets of our lives have been impacted. No one is spared from this. It is a global phenomenon that affects us at an individual level. So, in the words of Pope Francis, people, communities, and institutions face an apparent dilemma - "No-one comes out of a crisis unaltered. We either come out better, or we come out worse."

In this context, this Report covers a highly challenging period for the University. The pandemic placed unprecedented demands on us in terms of health, teaching, and technology, as well as psycho-emotional and financial considerations, additionally to the ambitious objectives and projects set out in our "Vision for our 50th Anniversary", which we will celebrate in 2023. The 2020-2021 academic year is the first of 3 that we have to work towards this Vision, culminating in the jubilee. Our primary focus over this period has been academic quality.

In the face of both these challenges - responding to the pandemic while maintaining our strategic focus on institutional quality, the response of the entire university community has come from the same source: unity through our identity. During this time, UPAEP University has realized what it means to be a social solidarity model. It is an institution committed to searching for truth and transformation for the Common Good, integrating faith, science, and life. This shared identity allowed us to carry out countless initiatives at all levels of the institution and break the limits imposed by the pandemic. Also, to support each other, work tirelessly to ensure that no one would be left behind, go out and meet other communities, reach out to them, process our grief, and look to the future with hope.

By taking the time to reflect on all this past year, we have discovered, during this extraordinary time, that in staying true to our identity, we allowed ourselves to be led by He that is the Truth, he who shows us the path to encounter and complete development, and gives meaning to our lives. Because of all this, we can say that this time has been entirely university-centered.

UPAEP, Culture in Service of the People.

## MISSION AND VALUES

### Mission

"Create streams of thought and to form leaders willing to transform society, in the search for Truth; integrating faith, science, and life."

### Values

Along with truth, good and beauty, UPAEP preserves as central values the following: the dignity of the human person, freedom, solidarity, subsidiarity, integrity, respect, love, and justice.

Following the Mission statement and towards the 50th anniversary, the Vision that shall serve as guide and inspiration considers the attributes within the lines below:

## VISION TOWARDS THE 50TH ANNIVERSARY

We are a fraternal, consistent, cheerful, and committed community university that:

- It is an example to follow the convergence between Christian humanist thought and sciences.
- Forms leaders who demonstrate high professional quality and social commitment.
- Contributes to the transformation of society by delivering relevant and common-good oriented proposals.
- Has presence and influences local, regional, national, and international spheres.
- Encourages person-centered management and optimizes resources at the service of the institutional Mission.

## UNIVERSITY'S GOVERNING PRINCIPLES

The Vision statement supports five principles called Lineas Rectoras, which shall govern efforts, ideas, and projects for the entire university community.

**FIRST GOVERNING PRINCIPLE:**  
to be congruent with our identity.

**SECOND GOVERNING PRINCIPLE:**  
to deliver a formation of excellence towards transformational leadership.

**THIRD GOVERNING PRINCIPLE:**  
to consolidate socially relevant academic systems.

**FOURTH GOVERNING PRINCIPLE:**  
to position our institution as an intercultural university.

**FIFTH GOVERNING PRINCIPLE:**  
to ensure an environment of trust, collaboration, and accountability

<sup>1</sup> Pope Francis, message to ONU because of its 75<sup>th</sup> birth anniversary, 2020.





## STRATEGIC PROJECTS

### **1. Formación Integral Humanista Cristiana (FIXH):**

To encourage through the academic life, a comprehensive humanist education under Christian ideals with UPAEP's hallmark, supported by the community of teachers, coworkers, and students, regardless of their academic field, or education delivery mode.

### **2. University culture and scientific excellence:**

To consolidate UPAEP's community as a prestigious university of catholic identity, due to the quality of their teachers, students, graduates, and its contribution to science and culture.

### **3. Sistemas Académicos de Pertinencia Social (SAPS):**

To orient works (research, teaching, and outreach) towards the approach of socially relevant academic systems (SAPS) to improve the academic performance of the programs and to engage society through solidarity and subsidiarity.

### **4. Global culture and thinking:**

To enhance our status as an intercultural university community becoming an international benchmark, aware of its global context.

### **5. Student-centered comprehensive management model:**

Develop a management model that incorporates the student journey processes, from enrollment to professional performance, and a permanent linkage with graduates to achieve institutional effectiveness and sustainability.

### **6. Organizational alignment and well-being:**

To consolidate a working life based on a friendly, joyful, collaborative, and consistent community, within a climate of humane treatment and service leadership, in which coworkers can be proud to belong to UPAEP.

### **7. Infrastructure.**

To maximize institutional profitability using enrollment optimization and fundraising strategies to provide sustainable infrastructure following the SAPS approach.

### **8. UIC-UPAEP educational alliance.**

To promote the UIC-UPAEP educational alliance to strengthen mutual work, sharing a top formative offer in the country, with academic and operational excellence, commitment, and social linkage from a global perspective.

### **9. "Código" Communication Project:**

To communicate, disseminate, and manage information to achieve actual influence on thought, agenda, and the conquest of social spheres through UPRESS, URADIO, and Utv, to support SAPS.

### **10. International positioning.**

To reinforce collaboration with key universities, promoting academic mobility, Double Degrees, Bridge Programs, academic stays, collaborative research projects, locally and internationally, implementing mechanisms that allow to achieve it. To position the University through SAPS to address our target markets.

### **11. E-University:**

To innovate on management processes and develop new on-line services without undermining human treatment among the university community and contributing to the institutional strategy towards the 50th anniversary.

### **12: Effectiveness and comprehensive assessment:**

To design a comprehensive assessment system for UPAEP that allows us to follow the guidelines (SAPS) and the graduate profile to meet institutional purposes.

### **13. International Accreditation:**

To deliver an international accreditation initiative for UPAEP that meets the institutional strategic and development plan.





To be  
congruent  
with our  
*identity*



**1ST GOVERNING PRINCIPLE**



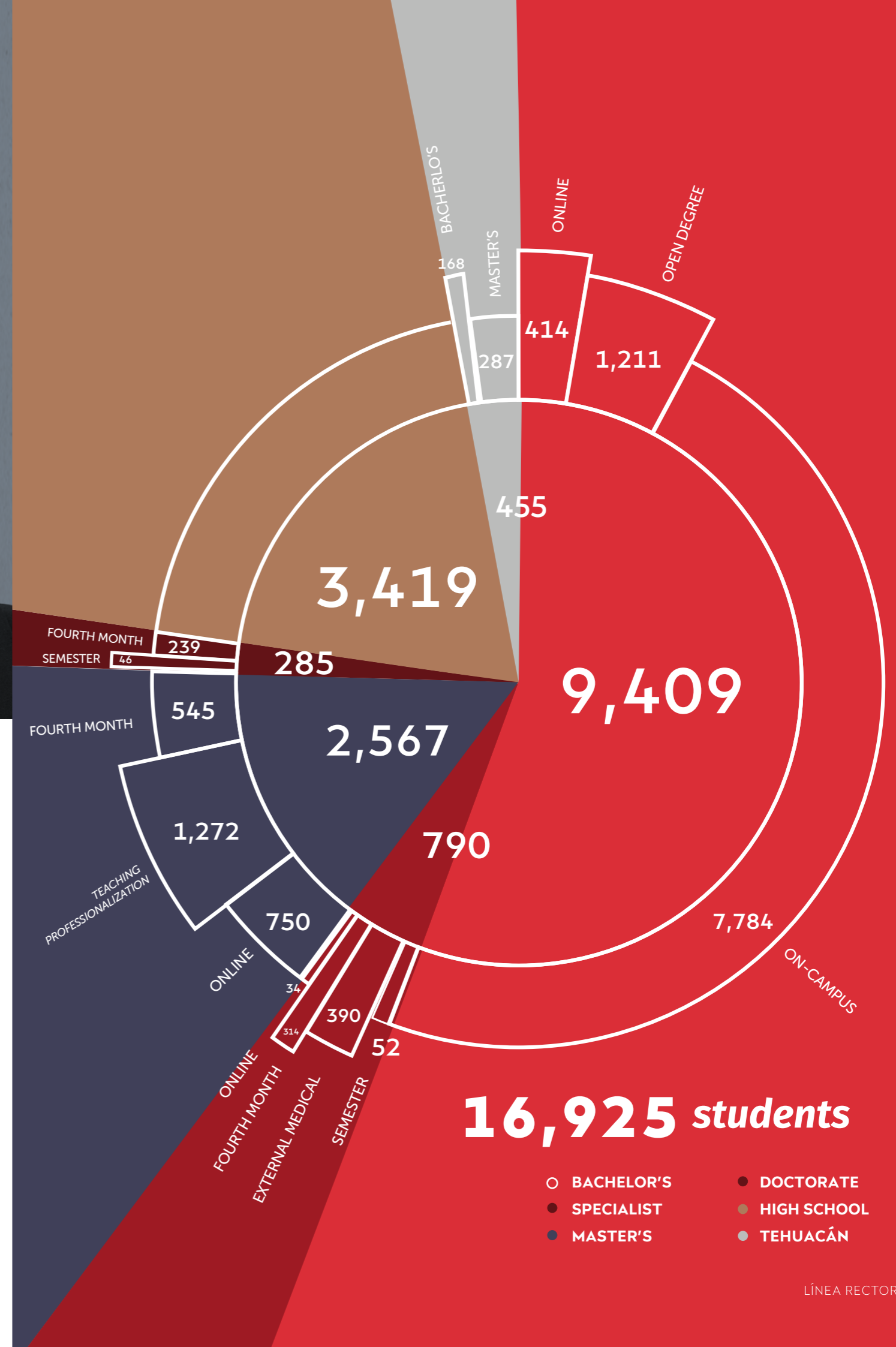
# FIRST GOVERNING PRINCIPLE

To be congruent with our identity

For over 50 years, UPAEP has been and will continue to be the Alma Mater for thousands of young people. It is a place where they can meet like-minded people eager to learn, ingenious, and creative; they can also exchange ideas, form lasting friendships, and create fond memories.

For students and professors alike, UPAEP is a second home where leaders who transform society are forged. We are grateful to our students and their families for choosing us and proud to fulfill the institutional mission we are committed to.

Year upon year, thousands of young people and their families choose UPAEP. In this academic year (2020-2021), a total of **16,925 students were enrolled** at our school, including **both national (5,468 students)** and **international students (170 international students)**.



- BACHELOR'S
- SPECIALIST
- MASTER'S
- DOCTORATE
- HIGH SCHOOL
- TEHUACÁN

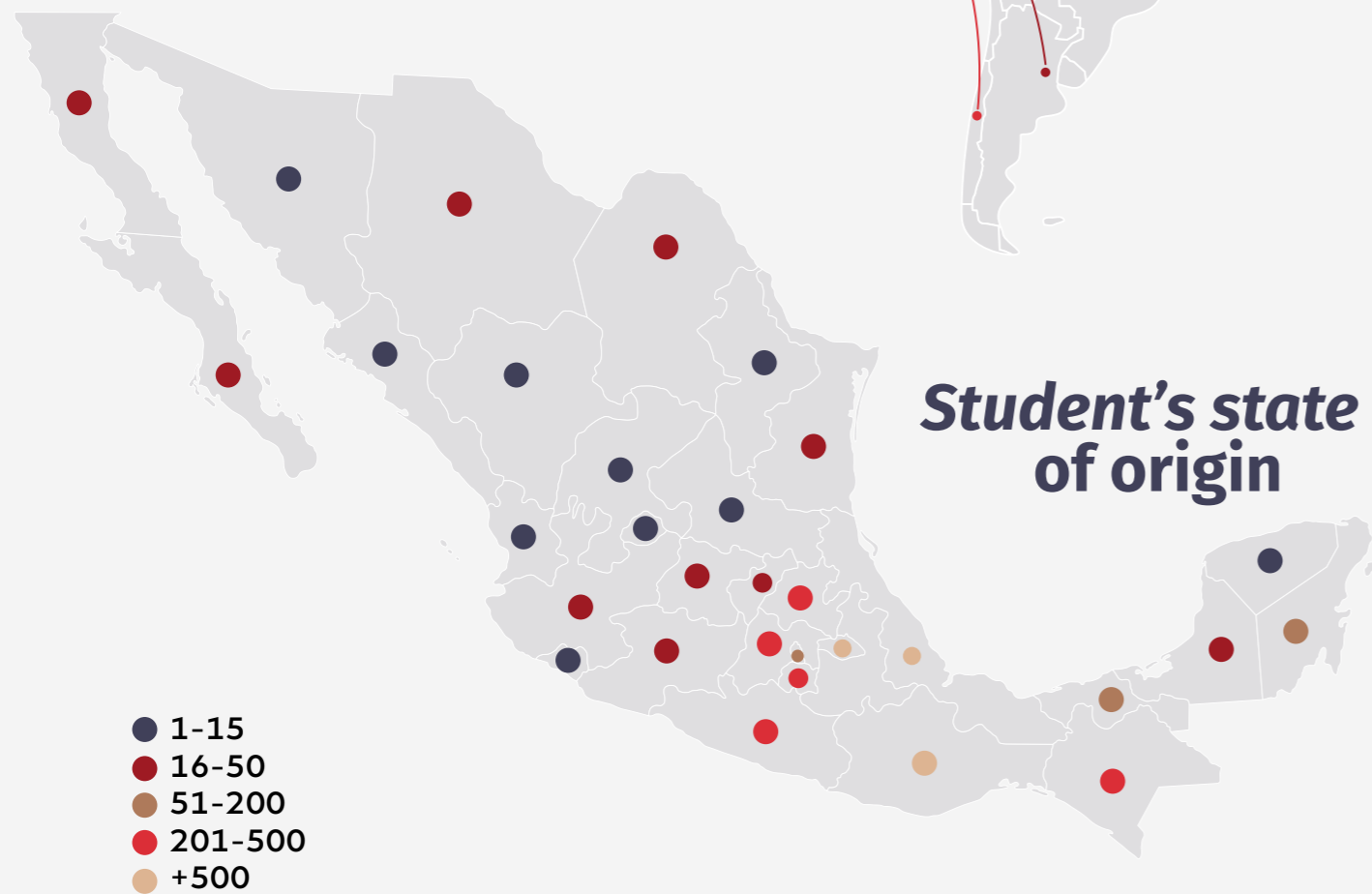


### Student's country of origin



During the 2020-2021 school year, **4,677 students** benefited from UPAEP scholarships, and another 426 benefited from external scholarships, giving a total of **5,103 young people who received financial support**.

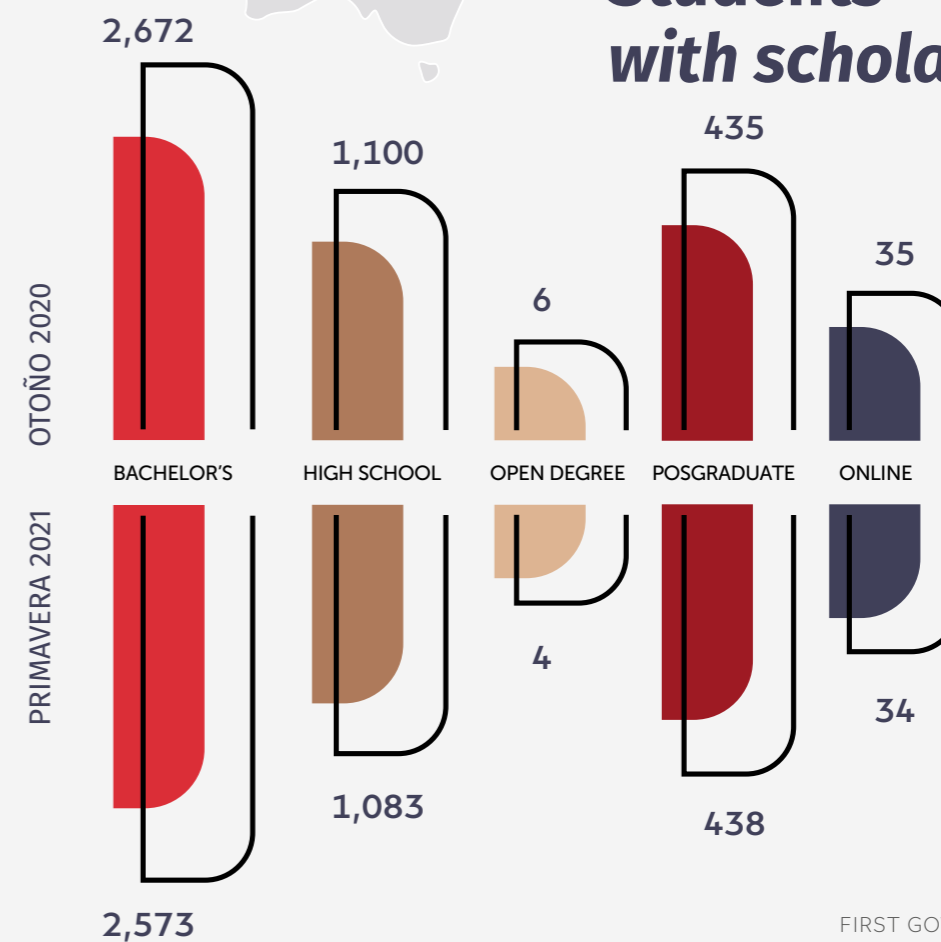
UPAEP has always strived to provide financial support, helping make hundreds of young people's dreams of studying a reality. This year, as part of the **PROEDUCA program** for our employees, we provided 912 grants (Fall 2020: 398, Spring 2021: 393, and Summer 2021:121).



### Student's state of origin

- 1-15
- 16-50
- 51-200
- 201-500
- +500

### Students with scholarships





1975 - INAUGURACIÓN  
DE CURSOS

DESARROLLO DE LA  
UPAEP  
LÍNEA DEL TIEMPO

All our new and ongoing students and graduates and the general public are encouraged to visit the Memorial. In this unique space, we honor the history of our Institution. Everyone who visits can get to know and appreciate the spirit and efforts of our founders, better understand our institutional philosophy, and recognize the impact and significance of the University in Puebla.

At the end of the visit, we ask students to complete a short survey. When asked what they found most interesting about the visit and why about 40% responded that getting to know the history of the University and how it was founded made them value and feel proud of their Alma Mater and the education and experience that they get from it.

**6,269**  
virtual visits  
Memorial UPAEP

**2,688**  
virtual visits  
UPAEP timeline

In terms of **executive training**, this year, we carried out several activities focused on **UPAEP Transformative Leadership**, which consisted of:

- ≈ Evaluation of the leadership styles of 150 directors in collaboration with Reddin.
- ≈ Creation of the Diploma in Transformative Leadership, in collaboration with the Academy, with support from professors who have taught leadership on postgraduate courses.
- ≈ Delivery of 17 different options for training, including five webinars on "Management Skills," based on the transformative leadership model; a course for 28 academics on "Thinking and Acting for the Common Good"; and three conferences entitled "Moving Towards Transformative Leadership," in which 18 directors participated.

Thanks to these activities, we defined and integrated a selection of competencies and management skills based on the **Transformative Leadership Model**, helping us streamline our model and develop trust and synergy in our collaborations with teachers and administrative staff. We have also developed a practical model to optimize teamwork, communication, resource planning, negotiation, and the development of support networks inspired by the Transformative Leadership Model.

As a result of these efforts, we redesigned the classes in which social innovation projects are generated and were able to put these theories into practice in the administration of the University, where we have managed to impact student service.

UPAEP employees were trained in some of the focus areas of the Transformative Leadership Model. As a result, **4,717 accreditations** were awarded over the following areas:



We would also like to share the details of our now Integral Strategic Communication System (internal communication): cross-disciplinary, incisive, multimodal, and dynamic

Through this system, which is robust and effective across the board, members can carry out the needs of their roles with care and professionalism. The scope of the system, both internally and externally, is impressive. It is project-focused and aims to protect the "intangible" values of the University. It works through the integration of different communication platforms, which feed organically into each other. Also, as a complementary feature of the new system, we developed and distributed documents to ensure streamlined use across the university community.

## EXTERNAL UPAEP COMMUNICATIONS PROJECTS

286 Press conferences

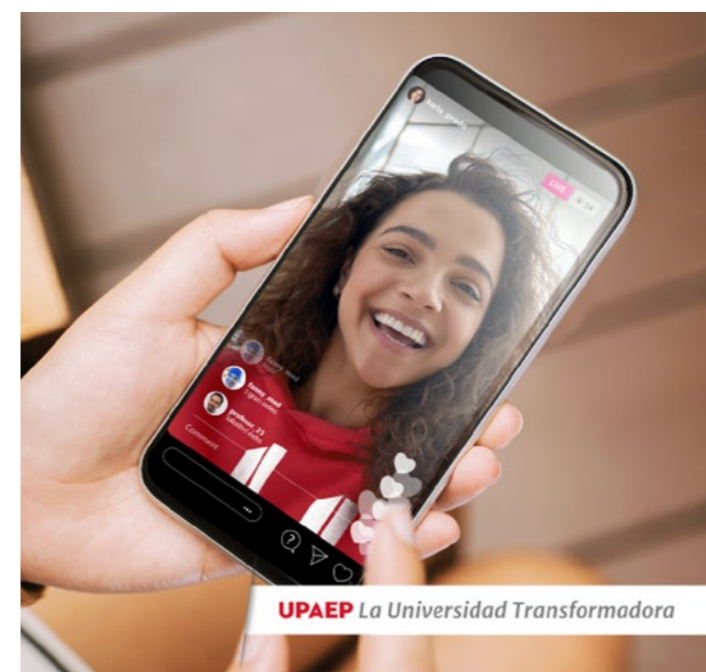
306 Press releases

50 Round-robin interviews

658 Interviews

52 Sports features

19,441 Full UPAEP presence in Mass media



This system aims to optimize processes of Strategic Communication in line with the UPAEP's mission. It facilitates knowledge and adherence to policies for institutional development across all levels of the organization. Also, it stimulates effective teamwork so that plans can be achieved, accompanies student success and institutional growth in its many forms, and promotes a sense of belonging among members. Furthermore, it projects a university's public image with a strong value proposition while maintaining transparency and integrity at all times.

The implementation of this system has had the following impact:

1.

### Communication Plans by Area and College:

four communication plans were submitted for the Office of Formative Education, Culture and Leadership, and the Office of Human Resource Development. The Office of University-Society Linkage and the Office of Management and Finance finalized their plans and implemented them.

2.

### Policies and guidelines for the Office of Marketing and Strategic Communication:

departmental guidelines and policy documents were developed to ensure homogeneity and compliance with UPAEP communication system policies. Guidelines for institutional bulletins. Guidelines for sending mass mailings General Internal Communication Policies. Media Strategy Guidelines. Guidelines for publications and use of UPRESS. University Store Guidelines. Content and Institutional Image Guidelines. Style Correction Guidelines. Guidelines for the use and exploitation of the harrier image.

3.

### Alignment with the institutional brand:

through the development of internal communication plans and collaboration with the Design Center, communication managers and liaisons have been trained on the correct use of the institutional brand, with each department receiving ad hoc content for the generation of graphic and digital material. Continuous support is also provided in this area.

4.

### Alignment of internal communication tools:

in January 2021, institutional newsletters were redesigned to include content from our digital ecosystems, such as the institutional portal and UPRESS.digital material. Continuous support is also provided in this area.

5.

### Alignment to the digital ecosystem:

the digital ecosystem committee was implemented, made up of staff from areas such as the Academy, Institutional Marketing, Internal Communication, Information Technologies, and an external agency to monitor social networks and digital platforms, as well ensuring the appropriate use of the UPAEP brand internally and externally.

The UPRESS portal was also redesigned and updated, and a student newsletter was generated to reach graduate and undergraduate students at the Central Campus and Tehuacán. As a result, from January to May 2021, **542,252 visits** to the site were registered.

We are proud to present our **new UPRESS news portal**, which we hope will become our primary source of institutional information, a virtual space for students, academics, and collaborators, where the focus is on the user. We have redesigned the portal's look using thematic buttons and added a "highlights" section where the most relevant stories of interest to our community and the general public are displayed. We have divided the content into categories such as research, excellence, academia, and global experience, to mention a few. The content of the platform has been optimized, as well as its visual appearance. In addition to this, we have made the platform more user-friendly, helping the user navigate more easily within the categories, thanks to shaded bars.

In terms of digital behavior and social networks, from June 2020 to June 2021, **more than 1.5 million interactions** were recorded by **995,184 active users across our different channels**. This year, we had to think innovatively in response to the pandemic and implemented virtual vocational events. We ran over 36 events to attract new students and position the Institution both nationally and internationally, including UPAEP LIMITLESS, UPAEP FORWARD CHANGE, Encounters, Proyecta, 1st Nursing Day, 2nd UPAEP International Congress of Educational Innovation, 16th Meeting of Culture Centers: A Vocation to Love and the Utopia of the Neutral, UPAEP Drawing, webinars, open houses, and virtual workshops; which reached more than **16 million people**.

More than 16,000 students, 3200 employees, and 49,000 alumni benefit from our communication system.

Finally, we launched and managed our **Spring and Fall 2021** promotional campaign using a hybrid approach this year. Our advisors provided virtual attention via interviews carried out via Blackboard and telephone and messaging follow-ups. The first event we organized was called **"MOMENTO UPAEP."** Directors and vocational counselors from over 300 schools in Mexico were invited to attend the presentation of our strategic plan.

From October to March, we ran the **'UPAEP IN YOUR CITY'** program, holding informational sessions at over **300 schools**. In addition, we presented the Spring Pavilion through "360° Vocational Experience. In October, we held the FWD Limitless event, which over 3,000 participants attended. This 12-hour event presented the entire UPAEP proposal through over 40 workshops, four panels to discuss what makes us different as an institution, and one master class. In addition, we kept our 12 virtual offices active to provide immediate service, along with the help desk. During the campaign, we also held 5 **"Change Makers"** sessions, intending to share the experiences of our graduates and let potential students get to know the campus through pre-recorded video tours of the facilities.

Every week, together with Marketing, we carry out lives on Instagram, in which students from different programs share their experiences at the University. We invited potential candidates to apply for the Leadership Scholarship in collaboration with the Office of Formative Education, Culture, and Leadership.

Throughout the campaign, we have conducted interviews with program directors to provide vocational guidance to potential and current students. We have also developed a public relations strategy for partner schools, collaborating in workshops and talks for students and parents.

We have improved our communication and outreach strategies over this period, working with the Marketing department to promote our Bachelor's programs, optimizing both human and financial resources where possible. As a result, our Institution is well-known and recognized by both public and private organizations that we have relationships with. We have also created new opportunities for interaction with other organizations, leaders in the health field, hospitals, and unions; additionally, we increased our presence in university and polytechnic systems interested in programs recognized by CONACYT.





The 2020-2021 school year was a very different year for everyone due to the global pandemic. As a result, following all federal and institutional health guidelines and regulations, we carried out all **official acts of UPAEP** virtually, through **online Ceremonies and Events**, allowing us to continue sharing the identity of the University and reach more people without putting anyone at risk. With innovative solutions, we **maintain the protocol** that governs us, and through which we define whom we are as an institution, understanding the origin of the formalities, symbols, ceremonies, and the guidelines and their importance for the University in terms of the image and institutional relations that they generate.

At the same time, we are aware that technology is constantly evolving, which impacts our daily tasks and cannot be ignored. Therefore, new technologies must be incorporated into our protocols and be used in conjunction with more traditional elements of the university tradition to maximize efficiency. Because of this, we have relied on **audiovisual media and online platforms** to transmit all our institutional events between August 2020 and July 2021.

### Actos realizados

- 1 First Chair \*online
- 1 President's Report 2020 \*online
- 6 Health Science Oaths (3 per term)  
3 online and 3 with some face-to-face activity
- 1 Gala UPAEP \*online
- 1 Forged Cross Delivery \*with some face-to-face activity
- 1 48th Anniversary\* with some face-to-face activity
- 1 Merit Scholarship Event \*online
- 11 UPAEP High School graduations \*online

The online activities that we organized during this reporting period included the distinctive elements of the Ceremonial Guidelines, which underwent some adaptations to its delivery format. Such adaptations were to carry out these either **100% online** or through a combined modality (hybrid format: recorded interventions combined with live participation, or mixed modality: face-to-face with online interactions). These events were shorter than the traditional format (times were reduced, but continuity was maintained, and due attention was given to each of the parts that constitute an official act, and university customs and traditions were preserved). Although the institutional protocol was maintained, these online events sometimes lacked the solemnity achieved from in-person activities. However, this did not lead to customs being neglected but instead adapted.

It should be noted that the Protocol and Institutional Relations staff was also advising and working directly with other areas throughout this period, aiming to plan and execute events. Such events include the Institutional Assembly (*Claustro Universitario*), year-end events, meetings of Board of Trustees, Teacher's Day, Family Day, the General Meeting of Culture Centers, Academic Conferences and Congresses, the Eagle Award, outgoing and incoming Student Boards, agreement signings, and the U Virtual Passport.

Both the materials generated and the acts (ceremonies and events) transmitted **reached a large audience**, who provided **positive feedback**.

EVENTO	ALCANCE Youtube+Facebook
First chair	60,921
President's Report 2020	61,247
Medical Oath 2020	46,943
Medical Oath 2021	18,124
Nursing Oath 2020	63,548
Nursing Oath 2021	13,707
Physiotherapy Oath 2021	7,549
Physiotherapy Oath 2020	20,524
Gala UPAEP	31,400
Anniversary 48	25,308
Merit Scholarship 2020	197,670





This year, our Institutional Assembly (*Claustro Universitario*), in its fifth broadcast, aimed to share our commitment as a Higher Education Institution with the university community. Amid an unprecedented and challenging environment, we continue to celebrate life and our commitment to quality education and convey confidence and hope while at the same time being empathetic to the situations of each of our Families.

The **5th Claustro Universitario Event: "Quálitás Semper. Our commitment to educational quality as a challenge and a means to build our future"** was carried out over the following moments:

- + 1st moment: "An unprecedented and challenging environment": Interview with the President of the Board of Trustees.
- + 2nd moment: "UPAEP University and its founding and current references": with the participation of the Vice-President for Research and the Secretary-General.
- + 3rd moment: "Our commitment to educational quality at the institutional level": presentation of the 5 strategic projects that make up the Quality Assurance Subsystem and Working Groups.
- + 4th moment: "Meeting the standards and demands of national and international evaluations": academic closure by the Vice-President for Academic Affairs and final message from our President.

#### 5th Claustro Universitario Event

##### Areas involved and various collaborators:

Office of Protocol and Institutional Relations, Office of Marketing and Strategic Communication, Office of Information Technologies, Office of the Vice-President for Academic Affairs, Office of the Vice-President for Research, UPAEP Online, Office of Human Resource Development, Office of the Secretary-General.

##### Event duration

2H  
10M

#### Comments about the Event:

it allowed several University departments to work collaboratively in a significant university event. The production quality was excellent. The support and participation of the Board of Trustees during the presentation of strategic projects were critical.

745  
registrations

546  
participants

110  
working groups

In addition to his position as our **President, Dr. Emilio José Baños Ardavín** also holds other positions and commitments outside the Institution. He was **President of the Steering Committee of the Federation of Mexican Private Institutions of Higher Education (FIMPES)** from 2018 to 2020. Currently, represents UPAEP in the following organizations: in the **National Council of ANUIES**, in the **Advisory Council of Christus Muguerza Central Region / Puebla**, in the Board of Directors of **UNIVERSIA Mexico**, in the **Governing Board of the Intercontinental University**, as a **member of the Board of Directors of Ceneval**. In FIMPES, he serves as a **member of the Southern Zone Council and the Legal Affairs Commission, the International Mobility Commission, and the Permanent Commission for the Study and Update of the Accreditation System**. He also represents the **University Consortium in the Citizen Security and Justice Council of the State of Puebla**.



The **Institute for the Promotion of the Common Good (IPBC)** is a governing body that monitors our research and our identity. Its objective is to collaborate in achieving the common good through research and dissemination for restructuring society.

Through this Encyclopedic Dictionary, the contribution of the Christian faith to the identity, unity, and uniqueness of Latin America can be identified and highlighted, making it an essential source of information about the history of the Latin American Church. It currently includes **650 articles and 1,463 voices**, and it has been consulted by both the general public (those who arrive tangentially) and academics (researchers and investigators).

For some years, a large project that we have been involved in is the Dictionary of the Cultural History of the Church in Latin America, which the **Pontifical Council proposed for culture**. This Council has been in charge of preparing a bibliographic list of collections, studies, and magazines that have been frequently cited in their articles and investigating and developing a list of prominent, intermediate, and minor voices. A commission has been appointed to begin this exciting project, made up of several Consultants from the said Vatican Dicastery and with the support of experts from UPAEP - **Father Fidel González Fernández and Mr. Juan Louvier Calderón**.



The Institute for the Promotion of the Common Good



There are five  
research centers at UPAEP:

## RESEARCH CENTERS



### **The Center for Economic Research and Intelligence: CIIE**



### **The Center for Research on Native Plants (CIPNA)**



### **The Laboratory for Research in Energy Conversion (LICE),**



### **The Center for Oncological Research UNE - UPAEP (CIO),**



### **The Center for Life Sciences and Bioethics, Human and Social Development (Center for Bioethics),**

## OBJECTIVES

The Center for Economic Intelligence and Research (CIIE) seeks to undertake scientific research in migration, food poverty, competitiveness, and public finance of local governments. The research ensures consistency with UPAEP's lines of focus, in particular in terms of the social market economy, education, community health, entrepreneurship and innovation, sustainability, politics, and the common good.

Aims to generate scientific knowledge for the sustainable horticultural use of Mexico's native ornamental phylogenetic resources.

Aims to generate knowledge, technological developments, and innovations in the areas of energy-saving, storage, transformation, transfer, and harvesting, that can be applied to electric and hybrid vehicles, control of electric machines, use of batteries, supercapacitors, and fuel cells, intelligent power micro-grids, and renewable energies, among others.

Aims to develop lines of research that generate knowledge about cancer in our population, with the aim to, in the long-term, improve treatment and raise life expectancy for children diagnosed with cancer.

Aims to generate scientific evidence that supports recognizing the value of human life.

## SPECIFIC ACTIVITIES

Winner of best academic paper: Identifying resilient industries in Mexico's Automotive Cluster, Policy Strategies to Surmount the Crisis caused by SARS-CoV-2, presented at the Microeconomics of Competitiveness (MOC) Workshop, Institute for Strategy and Competitiveness (ICS), Harvard Business School, Boston MA.

Research projects conducted using resources from external institutions: "Mobile technology, entrepreneurial skills and access to financial services" Funding institution: National Council for Science and Technology. Basic Science Fund 2018 Funds received: \$2,000,000.00 M. N. Pesos

Consultancy with the Secretariat of Public Education (2020). Performance Evaluation to the Fund of Contributions for the Educational Payroll and Operational Expenditure (FONE) of the 2018-2019 academic year. Government of the State of Puebla. Funds received: \$137,000.00 MN

1. Management of the biological collection.
2. Coordination of a series of virtual talks on various topics such as "Naturalistic Landscaping" and "Nature and Art" with speakers from five Latin American countries and one from the United Kingdom.
3. Participation with scientific posters by students in the Sixth National Meeting on Biological Diversity.
4. Assignment of national coordination of the Amaryllidaceae Network. SNICS (National Service for Seed Inspection and Certification) -SADER (Secretariat of Agriculture and Rural Development).
- Active participation in the SNICS Technical Group on Ornamentals.
6. Participation in various plant variety exhibitions, courses, conferences, and national and international seminars.

Presentation of research and training projects, with support from the Puebla State Energy Agency, including creating the Energy Training Center (CENCAE), the project "Power Converters and Mechatronic Systems for Distributed Generation."

-Organized the 8th edition of a series of conferences for the international day of the child with cancer. -Managed the second delivery of the donation of Kelly Cares Foundation and the University of Notre Dame for the project "Implementation of therapeutic groups in recipients of Una Apuesta de Futuro program." Nueva Esperanza". (\$12,000.00 U.S. dollars).

-Concluded the project 'Situational health diagnosis of children with cancer in the state of Puebla during 2018' Project funded by Concytep (\$408,000.00 Mexican pesos)

-Initiated the project "Study of SARS-CoV-2 and other respiratory viruses in pediatric cancer patients" funded by CONCYTEP (396,580.00 Mexican pesos).

-Concluded the first stage of the "Expression profile of snoRNAs in patients with leukemia" project funded by CONACYT, within the PRONAH Leukemia, started the second and third stage and 2 million Mexican pesos.

- 16th Meeting of Culture Centers 'Vocation to love and the utopia of the neutral'.
- Political lobbying and social action; National Front for the Family and Civil Associations. Projects carried out:
- Status of hospital bioethics committees in the state of Puebla-
- Analysis of socio-demographic variables associated with mortality by covid19
- Complications in pregnancies generated by assisted reproduction.

## IMPACT

One of the main contributions of the CIIE is the training of young researchers in economics, finance, and strategic planning, as well as researching priority topics, such as the effect of mobile technology and financial tools in communities that receive remittances from migrants and their use.

The CIPNA's primary work focuses on the conservation of Mexican biodiversity, the development of sustainable horticultural technology, and work carried out in collaboration with state institutions for agricultural education, other HEIs, and the federal government.

LICE's activities focus on investigating energy-saving and conversion in various processes and projects that support the agricultural sector, such as the modernization of corn-nixtamal mills.

The research projects funded by UNE, UPAEP, and state and federal funds, aim to share the results obtained with corresponding health authorities, to improve the health and quality of life of children with cancer.

Generation of scientific knowledge and active participation in some local state congresses and collaboration with associations supporting human life.



**The objectives of our academic bodies and research groups are:**

- ≈ **Staff Wellbeing:** this aims to become a space for scientific research and dialogue. Knowledge may be generated and applied in two focus areas: Human Talent Development and Organizational Culture and Workplace Wellbeing. Through this, we aim to impact one of the most critical areas of concern for the country – Health. In this case, specifically Occupational Health.
- ≈ **Health Sciences:** to carry out and promote research by developing projects, publishing articles and sharing the knowledge generated.
- ≈ **Economic and Administrative Sciences:** to develop multidisciplinary research projects to support teaching and research for the School of Business.
- ≈ **Novo-Hispanic Culture:** to create a space that fosters dialogue on what it means to be Mexican, through the creation of a specialized center to investigate facets of the Novo-Hispanic culture between the sixteenth and eighteenth centuries, as well as to promote the dissemination of its findings to both the scientific community and the general public, through from a series of specific programs.
- ≈ **Humanitarian Logistics and Resilience in Logistical Operations in different Economic Sectors:** to develop high-quality projects that help society and different economic sectors be more resilient in the event of disasters caused by any disturbing phenomenon.
- ≈ **Mexican History:** to carry out research and share knowledge related to the history of Mexico.
- ≈ **Supply Chain Logistics Systems Planning:** to integrate different areas of knowledge and develop research projects that sort out logistics systems planning problems within the national and international productive sectors.
- ≈ **Faculty Development:** to develop and work together towards the innovative generation and application of the faculty's knowledge to develop their focus areas and disciplines.
- ≈ **Health, research, and lifestyles:** to solve some of the main problems afflicting our country by generating knowledge in human nutrition
- ≈ **Agrologistic Systems:** to conduct research in the agro-industrial and service sector, to support small and medium producers to increase their productivity, entrepreneurship, and job creation, from a sustainable and inclusive perspective.
- ≈ **Ethics and Educational Processes:** to generate and share knowledge about professional ethics, the construction of autonomy, and educational processes and practices in elementary, high school, and higher education.
- ≈ **INCISO, Research in Social Sciences:** to carry out basic and applied research in areas of interests of INCISO members and promote the dissemination and application of the knowledge generated.

In addition to the Research Centers, UPAEP has **12 research groups and academic bodies:**

1. Staff Wellbeing
2. Health Sciences
3. Economic and Administrative Sciences
4. Research into Novo-Hispanic Culture
5. Humanitarian Logistics and Resilience in Logistical Operations in different Economic Sectors
6. Supply Chain Logistics Systems Planning
7. Faculty Development
8. Health, research, and lifestyles
9. Agrologistic Systems
10. Ethics and Educational Processes
11. INCISO, Social Science Research
12. Mexican History

We also have three study centers: **the Center for Studies in Science and Religion (CECIR), the Center for Guadalupan Studies (CEG), and the Center for Family and Societal Studies (CEFAS).**



Research groups

**The Objectives of our Study Centers are:**

- CECIR:** to study the relationship between science and religion in modern society. With a focus on the relationship between the natural sciences, philosophy, and theology and what each of these disciplines has to tell us, move towards a more rigorous and unified understanding of reality and evaluate their impact on society and culture.
- CEG:** to share information about the Guadalupan Event and investigate related topics.
- CEFAS:** to function as an interdisciplinary university center, providing service to families that is relevant both within and outside of the Institution, and promotes significant experiences in the area of the family, through research, teaching, and scope, with the capacity to generate proposals and commitments with difference social agents, intending to move towards a family culture in society.





UIC and UPAEP have always stood out for their professional rigor and academic excellence. Both are to train professionals and holistic leaders who will transform society based on Truth and the achievement of the Common Good.

The **UIC-UPAEP Alliance**, which began in April 2014, has matured so that we have now teamed up to help us reach new goals. In 2020 - **27 projects** were carried out: 63% were academic, 15% related to processes, and 22% were educational. The most representative of these projects are the following:

- ≈ To support academic development and increase the intellectual potential of our institutions, we signed an agreement so that **staff may apply for a scholarship** to study at our sister institution.
- ≈ The **Master's in Screenwriting**, which started in August, is the first inter-institutional program that we offer thanks to the UIC-UPAEP alliance, starting in August.

- ≈ UIC business school students participated in the **Harvard MOC**, receiving the same benefits as UPAEP students.
- ≈ During the global pandemic, UPAEP's IT department developed a tool to conduct **virtual tours** to promote UIC programs.
- ≈ Both institutions' **Pastoral Departments** maintained constant communication, carrying out various activities with students, such as Christmas missions, conferences, and webinars, among others. Here, UPAEP learned from and supported UIC, especially in the missions fundamental to its origin and nature.
- ≈ The UPAEP provided advice and support to UIC concerning the development of its new methodology for **social services**. Such a collaboration is possible thanks to inter-institutional learning from successful experiences that may be implemented for the benefit of students.
- ≈ We carried out several **clases espejo (mirroring a class), exchanges, and inter-institutional webinars**.
- ≈ We have presented Oklahoma State University to UIC as our sister institution, which means that UIC students are one step away from enjoying the same benefits granted by this North American Institution.
- ≈ **UIC program directors** established contact with their counterparts at UPAEP, giving rise to various activities, such as conferences, *clases espejo* (mirroring a class), Faculty Leads, student and teacher exchanges, research support, and exchange of experiences.
- ≈ The **nursing program** represents an excellent opportunity for the UIC due to its proximity to the most important medical cluster in the country. Through UPAEP, we supported the creation of this program by sharing our knowledge and experience in obtaining the RVOE.
- ≈ **Virtual learning** also represents many opportunities. Because of this, we have shared our multimodality concept, which is a helpful strategy in developing this and other modalities.

We have an agreement with the **Universidad Cristóbal Colón (UCC)** to benefit students from the region - they study the first two years of the Mechatronics Engineering program at the UCC facilities and then conclude their professional training in Puebla. In August of last year, the fourth generation entered the program. We are currently analyzing the possibility of extending this agreement to other engineering programs.

We actively participate in the **Latin American Organization of Catholic Universities (ODUCAL)**. We are represented in 13 of the 15 networks that make up this organization. In addition, a member of our community, Dr. Juan Pablo Aranda Vargas, is the continental head of the Humanist Social Leadership Network, offering a diploma and a Master's degree inter-institutionally across all of Latin America.

Projects with other institutions and associations allow us to share our philosophy and values. They also represent a source of learning and enrichment to make our world a better place where people value and enjoy the Common Good.



To deliver a  
formation of  
excellence  
towards  
*transformational  
leadership*



**2ND GOVERNING PRINCIPLE**





# SECOND GOVERNING PRINCIPLE

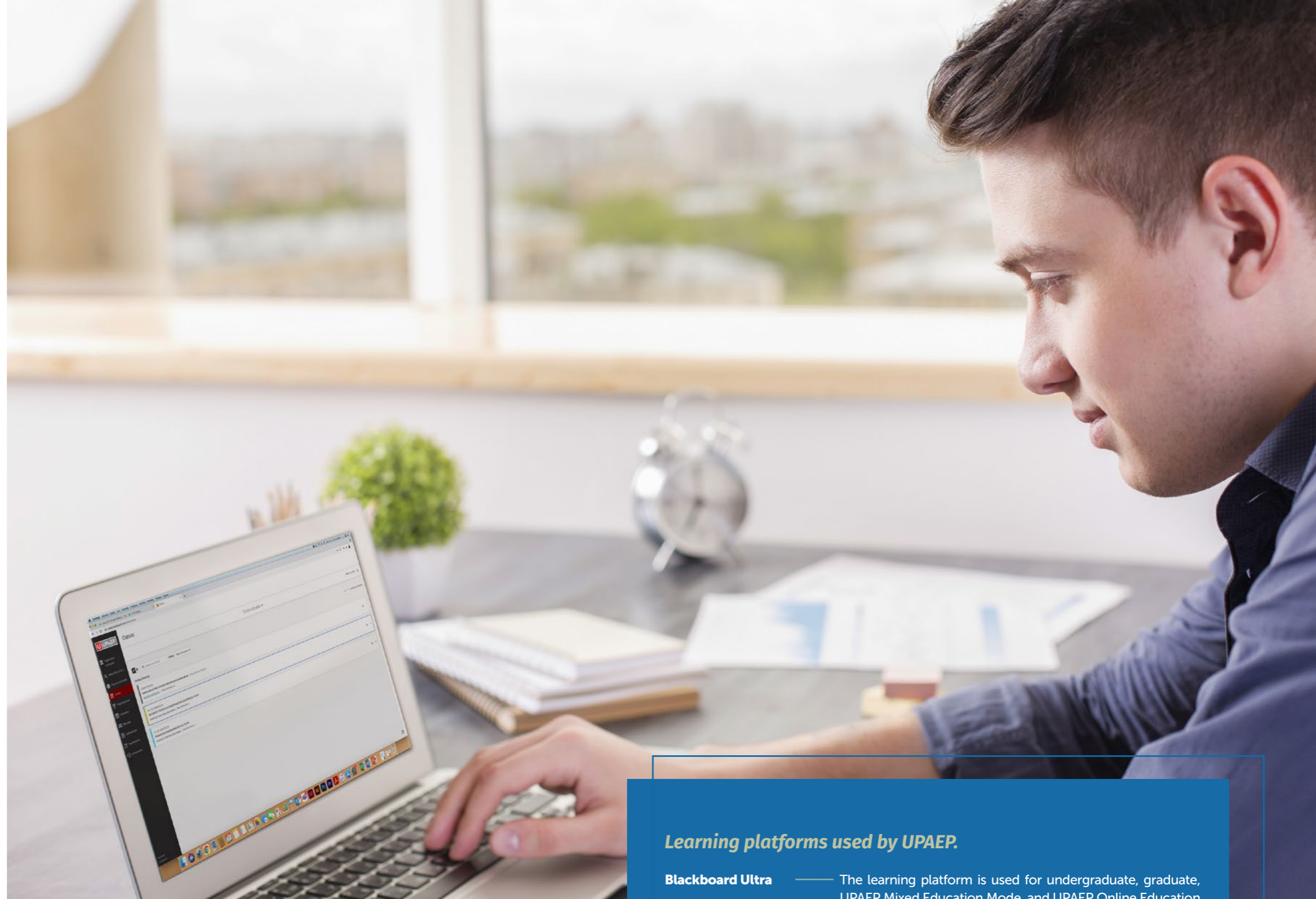
To deliver a formation of excellence towards transformative leadership

The **U50 Educational Model** is a fundamental of the UPAEP educational proposal, which, 48 years on, preserves the richness of the spirit with which it was founded and adapted to the ever-changing challenges that arise in the education of future professionals. Our model covers **three essential dimensions**:

- 1. Identity:** through this dimension, we highlight and protect the elements of our institutional philosophy that contribute to our identity and direction through the clear institutional purpose defined in our Ideology.
- 2. Education:** having updated our educational model collaboratively, we have pinpointed an approach specific to our institution. Such an approach is known as "pedagogy of the Common Good." It is based on four principles that have underpinned the educational proposal of our University since its founding: holistic experience, a culture of encounter, transformative leadership, and impact on the Common Good.
- 3. Training:** through this dimension, the UPAEP educational proposal is solidified through significant tangible experience for the Common Good, specifically: Graduate profiles with characteristics of transformative leaders, UPAEP professor profiles, active methodologies in teaching-learning processes, learning assessments conducted using the Learning Outcomes approach, internationalization, global perspective, entrepreneurship, social impact and innovation, academy life, Socially Relevant Academic Systems (SAPS) and social impact projects, multi-environment learning experiences, co-curricular activities of the Office of Formative Education, Culture and Leadership (DFCL).







Since 2016, the U50 Educational Model has undergone a process of reflection, redefinition, implementation, and socialization. As a result, in 2018, the model's general characteristics were outlined in the "Overview of Training for Transformative Leaders." The model's formative dimension is still being developed, but it has been incorporated into the fundamental processes of the University.

It should be noted that, in the face of the pandemic, we were able to adapt to unforeseen circumstances by using digital platforms while still adhering to this model due to its focus on flexibility and multimodality. Through the successful implementation of our digital modalities, the university community made an exponential leap in implementing technology in teaching and learning processes, developing digital skills for the best educational practice, and making greater use of the LMS (Learning Management System) Blackboard platform.

Similarly, during this quarantine period, our professors actively participated in remote teaching and learning, focusing on teacher training. We also emphasized the importance of interpersonal skills, restraint, and empathy to address students' academic and personal needs in an online teaching environment.

This experience also led to both teachers and students developing their self-management skills in the teaching-learning process.

Thanks to the technological tools available at UPAEP, it has been possible to develop and launch the Learning Outcomes project, which allows us to validate the results obtained by our students per academic program.

The integration of the learning platform into UPAEP's information services has also allowed us to store 8 Terabytes of class session information for all levels and educational modalities, which is an additional resource for those students who should wish to access it.

## PUEBLA

43	—	On-Campus Bachelor's Degree Programs
8	—	Mixed Degree Programs
9	—	Off-Campus Bachelor's Degree Programs
20	—	On-Campus Specialist Degree Programs
39	—	On-Campus Master's Degree Programs
1	—	Mixed Master's Degree Programs
21	—	Off-Campus Master's Degree Programs
10	—	On-Campus Doctorate Programs
9	—	Off-Campus Doctorate Programs

## EDUCATIONAL LEVEL AND MODALITY

## TEHUACÁN

5	—
1	—
0	—
0	—
3	—
0	—
0	—
0	—
0	—

### Learning platforms used by UPAEP.

- Blackboard Ultra** — The learning platform is used for undergraduate, graduate, UPAEP Mixed Education Mode, and UPAEP Online Education Mode.
- Blackboard Learning Outcomes** — A platform for recording and processing the learning outcomes of our students linked to learning outcomes for each period.
- Blackboard Collaborate y Google Meet, Algetec** — collaborative communication tools. A virtual laboratory platform. UPAEP was the first institution in Mexico to use a platform of this kind, which impacted 1,350 students.
- Genially** — An interactive platform for the generation of academic content, with 200 production licenses for professors.
- Google Workspace** — the educational platform, is used by UPAEP High Schools.

### **We incorporate learning outcomes to establish and measure the learning results**

expected to be achieved at the end of a course or academic program as part of a student's graduation profile. The focus on learning outcomes has been established to inform assessments to maximize academic quality and student success.

An archive was created to manage and store the documents generated by program directors to assess learning outcomes. We also developed a short course to inform our community about the focus on outcomes. The response to this course was excellent. It was the course with the greatest enrolment this year due to the importance of learning outcomes in our processes for continuous improvement.

By measuring learning outcomes, we can generate data and identify our programs' strengths and areas of opportunity. These areas include curriculum, learning resources, professors, and student support programs.

The program **learning outcomes (LOPs)** help us to validate the achievement of the professional or disciplinary graduation profile. Using the results of these measurements, those responsible for the program (Program Directors and Faculty) can work together to develop strategies to improve areas that need to be strengthened. We are getting closer to ensuring that our graduating students fulfill the desired established profile through these action plans, which is also one of the institutional goals established in our Institutional Development Plan.

In Fall 2020, **60 academic programs** undertook a program assessment, with another 60 conducting this in the Spring. Program assessments are the primary output measurement of the LOPs and are used to determine whether graduating students achieve or fulfill the professional exit profile. They are fundamental to validating the fulfillment of our institutional mission and our focus on student success and academic quality. Of the programs that have been evaluated, **87 have gone on to develop a continuous improvement plan.**

Since 2018, we have developed learning outcomes for all our courses. These statements describe the knowledge and skills that students should have obtained by the end of an educational program and help them understand how this knowledge can be transferable to other contexts and valuable throughout life.

# 93

of our programs are taught based on

## learning outcomes

The generation of continuous improvement plans is the final step in the learning outcomes approach. It allows faculty to analyze and reflect on its educational practices and how the activities that make up the U50 Educational Model should be organized to provide comprehensive formative education to future graduates.

These continuous improvement plans are stored in archives, organized per academic program. Departments are then able to monitor their achievements and make adjustments to strengthen their respective discipline.

It is important to emphasize that learning outcomes are a core chapter in constructing the Program Review Report (PRR). In addition, the assessment of learning outcomes feeds into the PRR and contributes to program improvement. These two processes are aligned to evaluate academic programs and understand how we are doing, guiding the planning and the decision making and thus improving student success and academic quality.

Additionally, measuring learning outcomes allows us to provide evidence of the fulfillment of the institutional mission. The institutional mission is fulfilled when both the institutional and professional graduation profiles are achieved. The institutional graduate profile is measured through the LOI (Institutional Learning Outcome), already carried out three times for new students on taught bachelor's degrees: Fall 2018, 2019, and 2020. In addition, it was implemented for the first time for new students on postgraduate degrees in Summer 2020. Finally, it has also been carried out for mid-course students in Fall 2020, for the generation that began their bachelor's degree in Fall 2018.

With the information gained from indicators, we can affirm, supported by evidence, that in the two years they have spent with us, students have gained the competencies established in the professional graduate profile relating to transformative leadership and a focus on the Common Good. For example, **27.5% of the Fall 2018 undergraduate cohort students** demonstrated a STANDARD performance in the LOI rubric. Two years on, in Fall 2020, 47.2% of those students met their interim measurement criteria for STANDARD performance. Such indicator reflects the success of institutional efforts to ensure that the highest percentage of students possible fulfill the graduation profile.

The measurements have also been standardized, which represented a considerably complex task, requiring a considerable amount of collaboration between all academic departments and the Office of Institutional Effectiveness to ensure that all measurements and grades are standardized and promote the analysis of the results.

The same evaluation is completed across all programs, modalities, and UPAEP campuses. It reflects the progress of each student at different points in their educational journey, in order to identify to what extent the UPAEP is in fulfillment of the promise made to its students: "UPAEP students develop capacities as transformative leaders, carrying out projects with social relevance."

Measuring **program learning outcomes (LOPs)** has been an extremely productive activity and one that we continue to perform. However, the most outstanding institutional achievement of this 2020-2021 cycle has undoubtedly been the measurement of the outgoing generations' professional graduate profiles. We successfully implemented program assessments, which allowed integrative measurement tools to be developed between different academic departments, and graduation profiles to be brought into line to validate the fulfillment of the institutional mission to train excellent professionals. These results will also be analyzed to inform decision-making and continuously improve programs.



In addition, we implemented a campaign to share information about institutional quality. This campaign has reached more than **1,000 staff members** from different UPAEP areas through social and review meetings and the transmission of a series of webinars called “Voices with Eagle Spirit,” in which UPAEP quality experts and external guests share their experiences with the community.

In this series of webinars, we benefitted from the participation of the UPAEP Rector, Dr. Emilio Baños Ardavín; Dr. Gabriela Croda Borges, quality specialist; Mr. Francisco Maldonado Altieri, specialist in student success; and Ms. Patricia Trujillo and Mr. Dámaso Ruiz of CETYS University.

The Board of Trustees, the Senior Management Network, faculty and staff, operational and maintenance personnel and, the entire community, in general, participate in this process. Different departments coordinate it under the Secretary-General’s Office, including the Center for Research and Curricular Advisory(CIAC), the Office of Educational Innovation and Academic Development (DIEDA), the Office of Educational Administration and Student Services, and the Office of Institutional Effectiveness. Naturally, the academic areas in charge of promoting the UPAEP’s mission in the classroom, teachers, researchers, directors, deans, and all the staff of the Office of the Vice-president for Academic Affairs, as well as staff from online and mixed modalities, and the Tehuacán Campus also participate.

Continuous improvement is monitored through individual archives for each program, allowing us to make decisions and plan for the short, medium, and long term based on formal evidence.

Of particular importance in terms of institutional quality assurance are all administrative departments that provide support and accompaniment to academic departments (the Center for Research and Learning Resources (CRAI), the Information Technology departments, those responsible for linkage and outreach, student services, financial support, the Office of Management and Finance and the Office of Human Resource Development). Finally, we believe that students and their families are jointly responsible for quality. Their feedback, evaluation, trust, study, commitment, and talent allow UPAEP to know whether we are on track and make necessary adjustments to maximize success.

The pillar underlying the teaching-learning process at UPAEP is the **culture of encounter**, where interactions between students, professors, and collaborators enrich and develop their talents and abilities. Our output logic is: to know in order to serve, to love, and to transform. Through this, the personal vocation of those who make up the university community becomes more evident, and our educational tradition is developed, enriched by the passing of generation after generation. For 48 years, the concept of social solidarity, set out by our founders, has guided the development of our institution and continues, through new forms and expressions, to respond to the different challenges of today, but whose essence remains unchanged.



This culture is put into practice through the U50 Model, through deepening knowledge areas and practical experience of service leadership, recognizing at all times that it is not possible to solve the challenges we face alone. However, that collaborative and interdisciplinary work is essential to achieve a significant impact. It is a human learning environment with a profoundly transformative, demanding, collaborative, empathetic spirit that guarantees academic quality and produces graduates who are professionals committed to mastering their disciplines and proactively serving their communities.

Our UPAEP professors play the leading role in creating meaningful learning experiences for their students in an environment focused on constructing the Common Good. As mentioned in our **Vision Towards the 50th Anniversary**, we seek to stay true to our identity. Also, we aim to master our disciplines while continuously learning new teaching skills that make it possible to adapt our practice to active methodologies and take advantage of the modern infrastructure and tools provided by the University.

The UPAEP learning environments were adapted in response to the global pandemic through collaborative work, focused on the welfare of both students and teachers. This required excellent coordination between academic and administrative areas, which facilitated access to the LMS platform, the software required for the teaching-learning process, enabled applications for teachers and provided constant training to keep teachers up-to-date. Among many other achievements this academic year, we are proud to report that not a single day of class was suspended for students’ personal and academic formation.

**LEVEL AND EDUCATIONAL MODE**

**TOTAL PRRS BY PROGRAMS**

On-Campus Bachelor’s Degree Programs	43
Mixed Bachelor’s Degree Programs	8
Online Bachelor’s Degree Programs	8
On-Campus Specialist Degree Programs	21
Online Specialist Degree Programs	1
On-Campus Master’s Degree Programs	32
Master’s Degree Programs (Videoconference)	11
Online Master’s Degree Programs	10
On-Campus Doctorate Programs	10
Doctorate Programs (Videoconference)	9
Tehuacán Campus Programs	7



Currently, the **entrepreneurship program** consists of a diverse, institutional line of training that is available to students enrolled in on-campus degree programs and aims to:

- ≈ **Identify** the elements of entrepreneurship and self-awareness that determine the success of an entrepreneurial project.
- ≈ **Design** innovative, sustainable, and replicable business models that are socially-relevant
- ≈ **Value** their professional contribution when dealing with social problems to propose solutions to them with an enterprising attitude.

In addition to the courses, educational formation is accompanied by lectures, workshops, testimonials, competitions, and linkage. These efforts generate an environment that inspires and supports students and reinforces their comprehensive formative education. At the end of 2019, the business incubator was integrated into the faculty, taking the spirit of business creation to the classroom. Any student who wishes to do so can set up their start-up, thanks to the support of the **Emprende Águila Program**, which provides a full range of personalized business advice.

The entrepreneurial actions in which UPAEP students participated during this period are listed below:

**Emprende Águila:** A free support program for undergraduate and graduate students and graduates who want to develop or grow their business or enterprise. (13 students and graduates benefitted).

**SFERA-Experience Partnership:** A team of four members working on including education in the marginalized areas of *Santa Rita Tlahuapan* and *San Matías Tlalancaleca*, designing a systems thinking-based proposal throughout the semester with workshops and coaching sessions.

Participation in the **Universidad Mayor de Chile:** A four-member team participated in the Social Innovation contest.

Participation in the "Up Innovation Award": new products and services designed to benefit humanity are recognized, selected, and awarded. With the support of leading companies in the industry, the aim is to facilitate and consolidate the process to bring the winning projects to the market. A three-member team from UPAEP was among the top five finalists from among 1,500 participants, with their Party App business idea.

**UPAEP Konector** participated in the "X International Business Congress: 2020 and the Future of Business", providing two keynote lectures and a networking event, reaching more than 300 students. In addition, several virtual activities were carried out to support the creation of a community (ecosystem), including workshops, webinar conferences, and talks by entrepreneurs about the social ecosystem. Furthermore, Intra-entrepreneurship, and high-impact projects in which 50 activities were organized in total, promoted an entrepreneurial mindset, and developed and promoted the community of entrepreneurs).

### Successful results of the entrepreneurship programs we obtained this year

- + Five Trep Camp-Santander scholarships were awarded, with one team reaching the finals in Trep Camp Latam.
- + UP Awards – one team reached the finals (5 out of 1500 participants)
- + 2 teams participated in international Social Innovation Competitions and events - Sphera (Spain) and UMayor, Chile.
- + A teacher training event was co-organized with Balloon LATAM and Let's Reforest to support forest enterprise
- + A joint call for proposals was launched in collaboration with the global campus, and webinars were held for the UPAEP entrepreneurial community.
- + A series of international entrepreneurship workshops were organized in collaboration with UNISIMON and UNITEC in Colombia and Tec de MTY and UPAEP in Mexico.
- + An Entrepreneurship Congress was organized in collaboration with Expociencias.



In addition to the academic side of UPAEP's educational curriculum, **sports and the arts** are also a fundamental part of university life. For many years, teams from different disciplines have represented our University, including Tae Kwon Do: since 1974, Men's Basketball: since 1977, Men's Soccer: since 1980, Athletics: since 1982, Women's Basketball: since 1992, Women's Indoor Soccer: since 1992, Swimming: since 2003 and Tennis: since 2007.

We are convinced that sport contributes to the formation of our students by promoting respect for the human body and encouraging holistic wellbeing. It also helps our students to develop healthy habits. Practicing individual and team sports helps promote a sporting spirit, habit and commitment, and an understanding of healthy competition.

Due to the global pandemic, most of our sporting activities were suspended for this academic year. However, in those that could be carried out, UPAEP proudly took its place on the podium, thanks to two worthy eagle representatives:

**Katia Santiago del Rio**, who won gold medals in the Worldwide Sports Online Poomsae Open 2020 and the Nagold Open Poomsae, Germany 2021 (online), and **Naschielly Conde Pazos** who won a gold medal in TKD Poomsae Open Argentina 2021 (Online).

The training we provide, combined with the talent of our young people, creates an enduring passion for the sport—our graduates, who continue to stand out as sports figures long after leaving the University. These include; Diana Luna in Swimming, Gustavo Ayón, Ricardo Calatayud, Jesús González in Men's Basketball, Yadir Asprilla, Saidé Vargas, Ingrid Martínez, Ana Rentería, Italivi Ramos, Andrea Gutiérrez, and Valeria Muñoz in Women's Basketball. In 2021, we also had the unprecedented honor of seeing three players from our starting roster join a **professional Basketball team**.





Through the workshops and artistic events organized by the UPAEP Fine Arts Department, our university students have the opportunity to experience artistic expression, contributing to their holistic education through disciplines such as dance, music, theater, visual and plastic arts, and production.

During this year, **543 students were trained in various artistic disciplines and 185,385** were impacted by the activities of the UPAEP Fine Arts Department. Among the wide range of activities carried out, some of the most note-worthy were: "Teatro Universarte – encuentros con el teatro"; "Las bases de la dirección escénica", a talk with Aurora Cano; "¿Te atreves a escribir?", a talk with Luis Eduardo Yee; the concerts Stabat Mater in the Church of Calvario, the Youth Pastoral of Puebla, Parroquia de Cristo Rey de los Fuertes and UPAEP Pastoral Care Service; the "Naturaleza y Arte" exhibition, "Cerrando el Telón" (UPAEP Santiago High School) virtual exhibition; the "El Beso" capsule; the Borrando Fronteras Festival, Argentina 2021; and the "Nican Fest" Dance Festival.

Another contribution of the Office of Formative Education, **Culture, and Leadership** to the internal and external community is the UPAEP Museum. Our cultural institution was founded in 1995 to be a university museum with a participatory, reflective, and experiential dynamic to influence social, artistic, and cultural issues, promoting our institutional identity and the holistic education of the university community and helping society move towards the Common Good.

In this 2020-2021 academic period, we managed to carry out various activities using creativity and technology, including interviews with artists, talks on museological and cultural topics, courses, concerts, plays, visual arts workshops, and art-related capsules and infographics. Also, we promoted conferences, international panels, forums for dialogues on art, and talks with national and international specialists in the framework of the historical commemorations of the year 2021.

We also conducted educational and cultural activities in collaboration with the faculty and UPAEP High Schools, including the Diagnosticarte Program, aimed at the area of health; the cycle of short films; health week, organized in conjunction with the Faculty of Medicine; the development of school kits (videos and didactic materials) for the programs "My museum in my classroom" and "UPAEP Museum in my school"; online school visits to Museum Exhibitions; workshops for children; and the photography rally. In addition, we developed and recorded activities for our social programs: 'Evocarte' for the elderly, "Art and Braille" for blind people, storytelling for deaf children, and MRIs for people who have Alzheimer's disease.

As part of the Hospital Museum Program, we printed booklets delivered to Caritas Organization for face-to-face work; we encouraged citizen participation in art and history content for our web page. We continued to participate in the "Night of Museums" program. In addition, the URadio program continued to be broadcast.

One of the most significant innovations implemented this year was redesigning the UPAEP Museum's website to be accessed from any device. We also developed online rooms where the Museum's collection and exhibitions could be viewed, with the active participation of the UPAEP community and local society, as well as social and educational programs. We also collaborated with the Alzheimer's Association of Puebla and the Alzheimer León Foundation (Spain) to develop the "Resonancia" program aimed at people with Alzheimer's disease and their caregivers. In addition, with the support of the Mexican Sign Language School, we designed a program of storytelling for deaf people.

Similarly, we communicated weekly using Zoom and Whatsapp as part of the "Evocarte" program aimed at older adults. Furthermore, the 'Art and Braille' workshop for blind people, which was previously held annually in the summer, became a year-round activity, with two sessions per month held live through Facebook, involving the active participation of children and young people with this disability. In addition, we implemented "The UPAEP Museum in Your School" for elementary and high school students, as well as "My Museum in the Classroom," aimed at university students, to support the delivery of topics related to humanistic formation. In supporting the UPAEP High Schools, we carried out cultural activities and created videos collaborating with specialists in art topics. From this, we developed the cycle of short films mentioned above. The live programs "Y tú qué ves" for children; "Mirando más allá" for young people; "Arte en primera persona" and "América Latina: entre Calles y Muros" for the

community in general. Furthermore, for children, creative capsules were created under the "El observador curioso" program. Finally, we carried out educational concerts in which the artists, in dialogue with Archaeologist Eduardo Merlo, discussed the cultural, historical, and musical contexts of the songs presented, the instruments used, and their function and contribution to the style of the songs. In addition, the public could participate via social networks, where they could ask questions and make comments. We promoted direct interaction with users in all the activities listed above, reaching 452,205 interactions on Facebook and people served.

# 543

students were trained in various  
**artistic disciplines**





Another fundamental pillar of the education we offer is the Pastoral de la Cultura UPAEP. Our pastoral care service aims to insert the word of the Gospel into cultures, renew the perspectives of people and society from within and bring them towards the light of the Revelation. As a result, they lead to a more enlightened understanding of man and woman, family and education, school and University, freedom and truth, work and rest, economy and society, and sciences and arts.



## IMPACT OF PASTORAL CARE SERVICE'S ACTIVITIES

**160** people participated in retreats

**620** people registered in the pilgrimage portal

**35** people in sacramental preparation

**350** members of the university community made the virtual pilgrimage to Christ the King

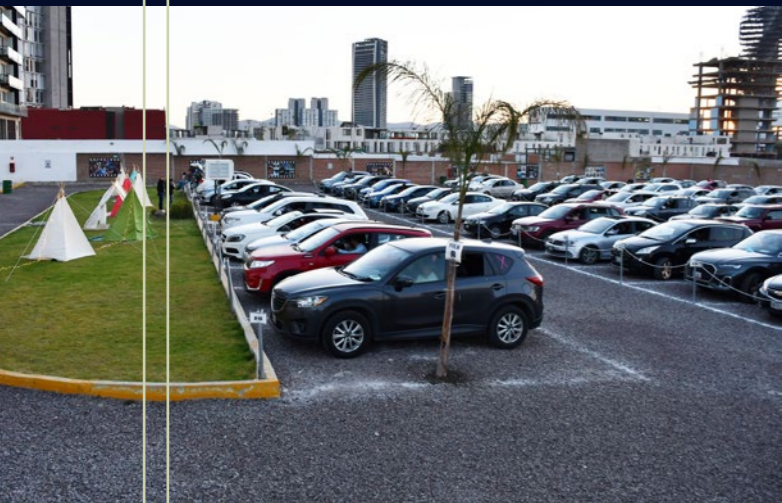
**1,050** bags with ashes were delivered on Ash Wednesday

**90** people participated in social networks for the feast of "Joselito."

*During this year, the activities we carried out consisted of:*

- ≈ **Spiritual re-awakening retreats.** Retreats in which we sought to help people reflect on hope in the context of the global pandemic.
- ≈ **Sacramental preparation** for young children and adults. Catechesis sessions for the reception of the sacraments of initiation: First Communion and Confirmation; with the support of a staff member from UPAEP Online and seminarians Crusaders of Christ the King (CCR) as catechists.
- ≈ **Advent Retreat.** It is aimed at the community to reflect and prepare for the birth of Our Lord Jesus Christ.
- ≈ **Saint John Paul II Week,** in the framework of the dedication of our chapel, we offered a series of talks about the life and work of this saint, in which three students, three staff members, and one external guest participated.
- ≈ **41st Pilgrimage** to the Basilica of Guadalupe (virtual). We continued the annual pilgrimage that our University makes to the Santa María de Guadalupe through our virtual platform. In addition, we organized a series of talks, challenges, acts of mercy, and liturgical celebrations to continue our university tradition.
- ≈ **UPAEP-UIC Conversations.** Youth pastoral members and students from both universities participated by discussing their experiences of university ministry, its challenges, and missions.
- ≈ **The first edition of TIDU** (the UPAEP Workshop on Identity and Youth Development) is an initiative run by six university students. They seek to develop leadership skills and raise awareness of the concept of social responsibility from a faith-based perspective through lectures, social events, and activities that promote the achievement of these objectives.
- ≈ **Christmas Missions (online).** This year, carried out in collaboration with the UIC, we decided to direct the missionaries' families and their spiritual growth.
- ≈ **Pilgrimage to Christ the King** (the Dice Cup Hill known as "cubilete"). Organized by "Hope and Testimony," this pilgrimage gathers young people from all over Mexico to give testimony of their faith. This year it took place in a virtual format.
- ≈ **Ash Wednesday.** As part of the beginning of Lent, bags of ashes were distributed among members of the university community, and the public could make the rite of imposition as a family.
- ≈ **Feast of St. Joseph Sanchez del Rio.** As part of the memorial celebrations, two panels were held on the life of "Joselito" and the process of canonization. Additionally, the movie "Cristiada" was screened to reflect on the life of our Saint.
- ≈ **Easter.**
- ≈ **Penitential days.**





Regarding student life, our young people can participate in the university community to transform their environment. They can use their talents to tackle specific problems by participating in boards, student groups, and student initiatives. Since their creation in 2003, they have involved other students, faculty and staff, and the whole community in general.

The Student Boards are student bodies that our young people are free to participate in. They aim to reaffirm the university spirit and promote the principles of solidarity and subsidiarity among students and with professors, university authorities, and society in general.

Student groups provide an opportunity for active participation in the university community. They aim to promote the integration of students, build a sense of belonging to the University, develop leadership and generate actions for the benefit of the community.

During this period, some of the most important student life events that took place were: the event to thank the 2019-2020 Student Boards, the ceremony to swear in of the 2020-2022 Student Boards, the paper presented at the Organization of Catholic Universities of Latin America and the Caribbean (ODUCAL) Best Practices Conference, the BAMX charity route, the presentation and testimonies of ODU CAL students, the virtual Mexican Night, the virtual Civic Ceremony and the Remembrance Day of the students murdered in February 2020.

For the 2020-2022 period, we have

**37** student boards

**398** students in place

Among the 88 activities carried out during the period, which reached 3,170 people, the most noteworthy were:

- ≈ "Sharing Education" - Tactus Vitae
- ≈ "Yo Por Santiago" economic reactivation in the Santiago Neighborhood" - Slider
- ≈ "Matching Pieces" - TEDxUPAEP.
- ≈ "What Mexico Do You Dream Of" - Comité RED

All of the aforementioned educational activities are recorded in the PFI.e (Student's Comprehensive Formative Plan). In addition, this institutional program recognizes the educational, co-curricular, and extra-curricular activities that undergraduate students carry out throughout their university life, which are reflected in their comprehensive education certificates.

During this academic year, 346 activities, courses, and formative experiences were carried out under the 7 dimensions of the PFI.e: art and culture, professional development, spiritual development, global thinking, healthy lifestyles, university life, and social commitment, and plans and skills for life.

A fundamental element of UPAEP's foundational charm is our commitment to delivering comprehensive Christian humanistic formation to all our students, with the hallmark of our own identity. UPAEP formation is the proposed path through which the university community, particularly our students, may consistently receive knowledge and experiences to fulfill the UPAEP graduate profile. In order to meet our commitment to education, it is essential that this training is provided systematically so that all university departments and students may benefit equally.

There are currently **16 active student groups**

in which 239 students participate.





Students can perform their social service in any project, organization, or institution that the SAPS-Social Service Technical Council has approved.

The University is an educational, cultural, and spiritual environment more than a place or material space. Education is not a task delegated to a few specific persons but involves the entire university community as a whole, creating an atmosphere that favors and ensures a fraternal, congruent, joyful, and committed educational process (Comprehensive, Humanistic, Christian Formation, 2nd part, 2.4). Therefore, at UPAEP, we believe that we are all responsible for contributing to the holistic education of our students, regardless of what our specific role may be. Our students are the center of our university work, which without a doubt is more directly evident in certain areas, such as academic departments. However, we all perform a function that contributes to the comprehensive development not only of individual students but in the development and growth of the university community as a whole.

The humanistic formative course is the route through which students are immersed in the fundamental elements of Christian humanism; they generate meaningful learning experiences that promote deeper assimilation of the elements mentioned above and integrate these concepts into their personal and professional vision. Additionally, personal development is encouraged through participation in student, cultural, and sports groups. Through the training content and identity encompassed by the **Comprehensive Formative Plan**, students can gain relevant experiences and be immersed in the topics covered. Over this period, we provided undergraduate and graduate humanistic training to **350 groups, including 9,850 students** in total.

In order to undertake their social service, all UPAEP students, regardless of modality, must first meet the following criteria

**a) School-based degree students:**

may start the process of social service once they reach the fourth semester of their course. Open or mixed bachelor's degree students: must have completed and approved all the humanistic formative courses.

**b) Online or Mixed Mode Bachelor's degree**

must have completed 50% of the courses of their academic plan.

**c) Bachelor's degree in health areas:**

must comply with the requirements established in each program to perform the year of social service in public health institutions.

1.



**Student-led projects:** social impact projects and initiatives developed by any student or group of students who design and implement their social service projects and seek to benefit from the talent of other students.

2.



**Projects led by UPAEP collaborators:** social impact projects run by faculty and administrative staff, which have social impact and integrate the talent of students to enhance or develop their purpose.

3.



**Institutions and organizations:** proposals generated by civil society organizations and government institutions that address various social issues, in which students may contribute to lead to a more significant social impact.

Students can perform their social service at any time of the year. They can choose from more than **100 options** to put their talent at the service of others. We organize spaces for students to learn about these options through the **Social Service Expo**, held virtually for the Spring 2021 period with **50 organizations and more than 800 students**.

In the 2020-2021 academic year,

**78 Social Impact projects**

**493,360 hours of social service**

We are also involved in the **Socially-Relevant Integrative Projects (PIPS)** program, which is an opportunity to put the knowledge acquired, and skills developed into practice in a real-life context and addressed social issues through educational practice. Students analyze and solve a social issue through real-life experiences and tangible products that demonstrate the learning acquired through two elective courses. In doing so, students contribute to social transformation through interdisciplinary projects that, in turn, enhance their personal and professional training.

The PIPS: - prepare students to analyze and understand a situation and its problems, and identify causes and effects, in order to develop a proposal with social relevance, - develop in the student the ability to develop a social impact project from a multidisciplinary perspective, making use of social innovation tools, for the construction of the Common Good; and -foster an interest in improving the conditions of the immediate environment, considering the person as the center of all social activity, to develop their service attitude. Moreover, perhaps most importantly: they identify and develop a meaningful life project that challenges and "fulfills" them.

Considering the SAPS criteria, the PIPS involves students from the academic programs of Political Science, Law, Economics, Commerce and International Strategy, Hospitality and Tourism Management, Business Administration, Marketing, Psychology, Humanities and Cultural Management, Philosophy, Nursing, and Languages, Teaching and Cultural Diversity. In addition, faculty and other staff who advise students on specific topics covered in the PIPS are deeply involved. Social organizations are also involved, including companies, civil society organizations, government institutions, projects led by students, communities, and social groups. UPAEP administrative areas or departments that present social challenges that require support from these PIPS are also involved. The beneficiaries or end-users of the proposed solutions to the social challenges posed.

The results obtained from the PIPS this year are 3 active organizations (**Vínculos y Redes A.C., Petravía Marmolera Poblana, UPAEP Legal Services**), ten students enrolled in the courses, three projects in development, one thousand people per year assisted in UPAEP Legal Services, and 300 people per year in Vínculos y Redes A. C.

In Fall 2021, the first 13 academic programs with this elective available entered the 7th semester, which meant that several PIPS groups were opened, and work was carried out with eight social organizations so that students could participate in addressing social challenges practically. These organizations were: Instituto Poblano de la Juventud, Caja Depac Poblana, Bellas Artes UPAEP, Balloon Latam, Desarrollo Xaltipan AC, Servicios a la Juventud A.C., Motivando Sueños (student- led project), and Proyecto CaPi de Gastronomía UPAEP.

From now on, the Socially-Relevant Integrative Projects program will be considered a fundamental part of our curriculum. They have become strategies in which the U50 Educational Model is grounded and contributes to our institutional learning outcome and the construction of the Common Good.

UPAEP participates in the following QS Latin American Ranking categories.



The **Student Support and Follow-up Program (PASE)** is an educational service that provides psycho-pedagogical support to students, attending to both their academic and socio-emotional needs, to optimize their ability to carry out personal and professional projects with responsibility.

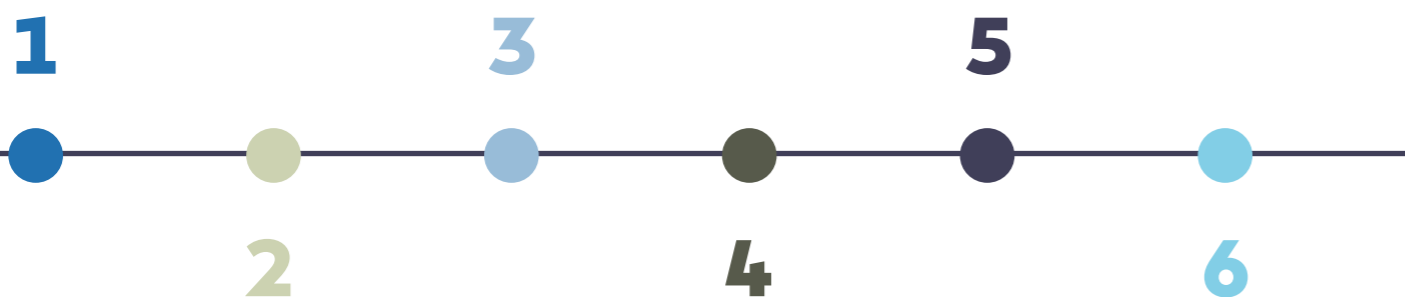
Since 2016, this support service has provided preventive and corrective actions, identifying the psycho-pedagogical, personal, socio-cultural, and other conditions that affect students' performance. In addition, they provide a process of support and referral so students can develop the tools necessary to complete their university courses and meet the competencies of their graduate profile.

**We carried out personalized human, social and cultural, and spiritual training through the following support activities:**

**Different spaces** for students to integrate into university life.

**Support** and students to overcome academic challenges.

**Optimized** educational services as support networks



**Improvement** of academic performance through the identification of early warnings

**Identification** of at-risk students and reduction of desertion rates

**Discover** and encourage talent and leadership.

**Institutional quality** is achieved through a multifaceted, dynamic process of continuous improvement that encourages decision-making based on indicators derived from internal and external factors. Some of the tools that make it possible are self-evaluation and external evaluation, for the achievement of educational purposes, to produce graduates who are capable of developing personally and professionally and strive towards achieving social impact. In order to achieve our institutional mission and vision, we continuously reflect on our performance, guided by the UPAEP Ideology, to provide comprehensive education and create graduates who contribute to social transformation and the achievement of the Common Good.

As part of a culture of monitoring and evaluation, **UPAEP participates in the QS Latin American Ranking**, which evaluates: academic reputation, employer reputation, students, staff with doctorates, citations, citations by faculty, international research network, and web impact. In addition, in the Rating System (audit), universities are evaluated extensively on a series of performance indicators. Since 2004, more than 275 universities from 45 countries have been evaluated. Based on the results, they received a rating from 1 to 5 stars. This year, UPAEP underwent the QS audit process by participating in seven categories: teaching, employability, internationalization, academic development, facilities, arts and culture, and social responsibility.

Last summer, the Qs Rating System certified the Institutional Quality of UPAEP, **awarding us four stars overall**, a rare achievement for an institution undergoing this evaluation for the first time.

We received the highest level of recognition, with 5 stars in the categories of "academic development" and "social responsibility," which demonstrates our commitment to the university philosophy and the UPAEP hallmark in search of the Common Good. We also obtained four stars in the categories of 'teaching,' 'employability,' 'internationalization,' 'arts and culture.'


These rankings will remain valid until July 2024.

At UPAEP, we are convinced that excellence and prestige are built day by day with the help of the university community, along with their commitment to continuous improvement and institutional development.



The **Curriculum Research and Advisory Center (CIAC)** is responsible for analyzing the changes and innovations implemented in the curricular field to respond to the requirements of Higher Education by developing strategies that enhance collaboration and academic monitoring, to improve the quality of education at the University. We aim to generate an academic culture within the University through curricular, pedagogical, and administrative advice, training, and conducting educational research to contribute to the educational quality of the UPAEP.


The work of CIAC is carried out via **5 main processes**:



### Curricular Design and Redesign

- ≈ To incorporate the focus on learning outcomes into academic curricula and contribute to institutional improvement and educational quality processes.
- ≈ The personnel provides personalized academic, pedagogic, and administrative support to all departments in elaborating the curriculum projects.
- ≈ Advise the academies in the elaboration of their assessment plan.
- ≈ To monitor curricular design or redesign, guaranteeing the fulfillment of institutional and administrative curricular guidelines and ensuring the correct implementation of their methodology.
- ≈ To manage the approval of the University's curricular projects with the Board of Trustees and the Academic Formative Body.
- ≈ Additionally, to manage the Registration of Official Validity of Studies (RVOE) before the Secretariat of Public Education at both state and federal levels.


**1.**



### Curriculum development

- ≈ Generate and manage the conditions required for the successful implementation of the curriculum.
- ≈ To manage administrative processes related to curricular projects in the UNISOFT system, such as creating courses, publishing and updating curriculum and equivalencies, and reviewing access, serializations, hours, and credits.


**2.**



### Curriculum assessment

- ≈ To provide theoretical elements and instruments for curricular evaluation.
- ≈ To provide advice and support in the development of proposals aimed at improving the training process.
- ≈ To create a culture of evidence-based educational assessment in the university community.

**3.**



### Curricular research

- ≈ Design and update the curricular guidelines for the elaboration of projects.
- ≈ Produce publications on the assessment and accompaniment in the design and redesign of the curriculum.
- ≈ Participate in national and international educational congresses—elaboration of the new UPAEP academic model.

**5.**



### Training

- ≈ Design and deliver face-to-face and online training courses to deans, program directors, full-time and part-time professors, and occasionally external participants on the curriculum project's design, development, and evaluation.
- ≈ Follow up and evaluate the products developed in the training course, attention to doubts, and recommendations derived from the courses.

**4.**

## Quality Undergraduate Programs

ACCREDITED PROGRAM	ACCREDITED PERIOD	ACCREDITING AGENCY
<b>Arts and Humanities</b> Architecture Psychology Philosophy Humanities Psychopedagogy Education Design and Advertising Graphic and Digital Design	2003-2008/2008-2013/2013-2018/2018-2023 2005-2010/2010-2015/2015-2020/ 2021-2026 2012-2017/2018-2023 2018-2023 2017-2022 2016-2021 2007-2012/2013-2018/2020-2025 2005-2010/2011-2016/2020-2025	ANPADEH CNEIP COAPEHUM COAPEHUM CEPPE CEPPE CONAC COMAPROD
<b>Health Science</b> Medicine Nursing Nutrition Physiotherapy Dentistry	2002-2007/2007-2012/2012-2017/2017-2022 2011-2016/ 2016-2021 2017-2022 2016-2021 2008-2013/2013-2018/2019-2024	COMAEM COMACE CONCAPREN CIEES CONAEDO
<b>Social Science</b> Political Sciences International Relations Communication and Digital Media Economy Cinema and Audiovisual Production	2010-2015/2015-2020/ 2021-2026 2010-2015/2016-2021/ 2021-2026 2007-2012/2012-2017/2018-2023 2011-2016/2016-2021 2017/2022	CIEES CIEES CONAC CONACE CONAC
<b>Language and Culture Studies</b> Languages, Teaching and Cultural Diversity.	2020-2024	CIEES

## Quality Undergraduate Programs

ACCREDITED PROGRAM	ACCREDITED PERIOD	ACCREDITING AGENCY
<b>Biological Science</b> Environmental Engineering Agronomy Engineering Veterinary Medicine and Zootechnics	2008-2013/2013-2018/ 2019-2022 2008-2013/2015-2020/ 2020-2025 2020-2025	CACEI COMEAA CONEVET
<b>Engineering</b> Industrial Engineering Computer Systems Engineering Mechatronic Engineering Bionic Engineering Electronic Engineering and Telecommunications Software Engineering Industrial Chemistry Engineering Automotive Design Engineering Civil Engineering	2005-2010/2010-2015/2015-2020/ 2021-2024 2006-2011/2012-2017/ 2017-2022 2006-2011/2011-2016/ 2017-2022 2012-2017/ 2019-2022 2012-2017/ 2019-2022 2012-2017 / 2019-2022 2010-2015/2017-2022 2017-2022 2008-2013/2019-2022	CACEI CONAIC CACEI CIEES CIEES CONAIC CACEI CACEI CACEI
<b>Economic and Management Science</b> Business Administration Accounting and Executive Management Trading and Financial Administration International Commerce Marketing Administration and Hospitality Gastronomy Business Logistics Management Business Intelligence and Planning	2003-2008/2008-2013/2014-2019/2019-2024 2008-2013/2014-2019/ 2019-2024 2011-2016/2017-2022 2006-2011/2011-2016/2016-2021 2006-2011/2011-2016/2016-2021 2020-2025 2009-2014/2014-2019/2020-2025 2017-2022 2019-2022	CACECA CACECA CACECA CACECA CACECA CACECA CONAET CACECA CACECA

### ACCREDITED PROGRAM

### ACCREDITED PERIOD

### ACCREDITING AGENCY

#### Online Degree

Social Work  
Law  
Business Administration

2019-2022  
2021-2026  
2021-2026

CIEES  
CIEES  
CIEES

#### Open Degree

Business Administration  
Nursing

2019-2025  
2020-2026

CIEES  
CIEES

## Accredited Graduate Programs

### ACCREDITED PROGRAM

### CONACYT

Strategic Planning and Technology Management (Doctorate)  
Mechatronic Engineering (Doctorate)  
Biotechnology (Doctorate)  
Education (Doctorate)  
Executive Management and Marketing (Master's)  
Work and Organizational Psychology (Master's)  
Biotechnology (Master's)  
Environmental Engineering and Sustainable Development (Master's)  
Mechatronic Engineering (Master's)  
Applied Economic and Sector Development Strategy (Master's)  
Data Science and Business Intelligence (Master's)

in process

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in process

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The **National Center of Evaluation for Higher Education (CENEVAL)** is a not-for-profit civil association whose purpose is to design and utilize instruments to evaluate knowledge, skills, and competencies and analyze and disseminate test results. Therefore, it is great to share that our students underwent an external evaluation of their educational quality as they do every year. This year **1,684 students took the CENEVAL exam. Of these, 211 obtained the evaluation of outstanding, and 25 received the excellence award.**

The coronavirus pandemic has had an enormous impact on traditional learning at all levels of education and all corners of the globe. In the face of this situation, we had to develop new ways to use technology and distance learning methodologies and change how we think about the future of education. Through UPAEP Online, as experts in virtual learning environments and strategies, **we provided uninterrupted support and training to students and faculty of all modalities and educational levels in response to this challenge.** Support was provided through teacher training micro-courses, personalized training and technical advice for teachers and students, and the creation of a self-access mi-

cro-site with material, tools, and a wide range of educational support for self-directed learning.

One of our success stories during this period was our involvement in police training programs. As a leader in innovation, UPAEP Online was tasked with implementing the "Virtual Police School" for the Public Security Training Institute of the State of Tlaxcala. This program sought to innovate how different professional training courses are conducted to meet the needs of the current context by optimizing the use of classrooms and resources and proposing innovation by providing online training. As a result,

in a record time of only six months, we helped design the educational model for online training, implemented and customized the **Moodle LMS**, made 15 courses of introductory training virtual and trained systems, administrative and teaching staff in the creation and management of online programs.

We started this program in Fall 2020. Thanks to its great success, the **Secretariat of Public Security of the State of Morelos** signed an agreement with UPAEP Online to run the same project in their institution for 2021.

### *COPRIIE is responsible for*

- 1) Producing** and promoting institutional and educational research systematically.
- 2) Strengthening** evaluation processes before accrediting bodies across the institution and per academic program.
- 3) Promoting** quality and educational innovation through research.
- 4) Meeting** our institution's commitments in terms of the U50 Educational Model.
- 5) Providing** the educational and institutional research results to improve UPAEP's educational processes and academic programs continuously.

The **Committee for the Promotion of Educational Research (COPRIIE)** is a research group created with the Office of the Vice-president for Research. It is composed of researchers representing the different academic, research, and management areas of UPAEP across its two campuses, whose objective is to generate and systematically promote educational and institutional research. The purpose of this committee is to generate and promote educational and institutional research in the UPAEP in a systematic way, by its commitment to the educational mission, and to demonstrate that it uses the results of educational and institutional research for continuous improvement and achievement of academic graduate profiles. COPRIIE is also responsible for reporting the results of this research accrediting bodies.

We also launched **Online on Demand**, which consisted of making a vast number of courses, materials, resources, and content available virtually, with immediate access, and a responsive design (that can be viewed from any electronic device), to respond to the needs of the ever-changing context.

The objective of Online on Demand is to respond to the institution's needs in terms of knowledge management and training swiftly and efficiently by improving processes for the delivery, distribution, and scope of content and making the most of the time and pace of learning. UPAEP Online provided micro-courses through the RISE educational platform, training 40 people from different areas of the University in the design and production of courses, lessons, and content, from the heutagogic view of education, promoting self-directed learning.

UPAEP Online also designed and produced the micro-course "Learning Outcomes," using the Office of Institutional Effectiveness content. The Department of Talent Development offered the course as part of the PFI program and was the first 100% automated and self-managed course provided via the RISE platform. The course was provided to 120 staff members for 2 weeks, with a terminal efficiency of 97%. It was also taught to 246 students.







Through **UPAEP Abierta** (mixed education system), we developed projects in: “Educational and Organizational Psychology,” “Nursing,” “Internationalization with La Sabana University in Colombia,” and “Developing multicultural competencies that help to improve education in Latin America.” We also organized a teacher exchange aimed at mutual participation in sessions, exchanging perspectives to develop a global psychologist profile and consolidate international cooperation between institutions. We also held

- a) the first Nursing Conference “Experiences and Challenges in Nursing” aimed at students and the general public, which was attended by more than 800 professionals in the field, from different parts of the world, and where topics of interest were addressed in the face of the challenges presented by COVID-19,
- b) the Hispanic American Congress on Nursing: “COVID-19, challenges, barriers and change of perspective” with expert speakers from countries such as Spain, Colombia, Brazil, Germany Argentina Chile, Cuba, and Mexico, which 2,000 Nursing professionals and
- c) the 1st. Distance Learning Symposium “Business Trends during and after the pandemic.”

We were also able to promote educational innovation through the **Evaluation and Certification Body (ECE-UPAEP)**, responsible for evaluating staff competencies. Professional staff must demonstrate, with evidence, that they have the knowledge, skills, and abilities necessary to perform a particular function at a high level, as defined in the Standards of Competence. If accredited, they obtain a Certificate of Competency, issued by the National Council for Standardization and Certification of Labor Competencies (CONOCER), the highest-level regulatory body of Certifications in Mexico, whose certifications are recognized nationally.

The objective of the certification promoted by the ECE-UPAEP is to increase levels of mastery of the different professional skills developed at the University, in companies and government agencies, or the private sector, that allows an individual to successfully integrate into the labor market and contribute to the development of the workforce in Mexico.

This year, our University’s Evaluation and Certification Body (ECE-UPAEP) contributed to:

- + **The accreditation** of the Agronomy program, certifying its teachers,
- + **The professionalization** and certification of Gastronomy teachers from the Business School.
- + **The certification** of teachers involved in the UPAEP Tutoring Program as official Tutors, capable of providing adequate tutorial support to UPAEP High School students.
- + **Certification of Private School** Teachers in the evaluation of competencies in the classroom.
- + **Given the growth** of the use of private transport through digital platforms, the Evaluation and Certification Body (ECE-UPAEP) helped to develop a Standard of Competencies (EC) for private land transport operators, in collaboration with the Secretariat of Infrastructure, Mobility, and Transport of the State of Puebla (SMT). As a result, the standard was officially registered in the Official Journal of the Federation under the code EC1291 and the title “Provision of transport service with land vehicles through technological platforms.”

- + **For the second consecutive** year, we collaborated in the Professional Orientation Program of the International Baccalaureate UPAEP to validate the competencies of high school students. As a result, 285 digital portfolios were evaluated, from students across the nine campuses, the Celta School and the D’Amicis School, in order to accredit the competencies acquired under the five professional lines that are covered by this program: Prototype Design, Entrepreneurship, Health Coach, Community Manager, Leadership and Cultural Management.
- + **To support** professionalization in the global pandemic, we also developed the following programs: Online Course Designer Certification, Competencies Evaluator Certification, and Competencies Development for Educational Researchers Certification.

The ECE-UPAEP also certifies both UPAEP and external teachers in the following **CONOCER Competency Standards**:

- + Evaluation of the competencies of candidates based on competency Standards,
- + Preparation of popular and traditional Mexican gastronomy,
- + Execution of virtual work through the use of information and communication technologies,
- + Facilitation of higher-level learning processes based on curricular programs by competencies,
- + Tutoring in High School e and Higher Education,
- + Application of basic research methodology in the field of education,
- + Food preparation, and
- + Delivery of human capital training courses in a group face-to-face manner.

By certifying teachers’ and students’ competencies, UPAEP continuously improves educational quality and publicly states that teachers and students meet national quality standards. It also means professional recognition, better salaries, better jobs, and personal improvement. For students, it is a way of demonstrating the skills and knowledge that they have acquired. It is also an essential requirement of the graduation profile since certification is provided at the federal level.



Without a doubt, our educational innovation this year was focused on **digital events**. We developed a **technological platform** that combined communication events and processes, marketing and student enrollment, student life, academic content, and outreach. The platform facilitated us to hold digital mass events and created interactive experiences to learn about UPAEP's value proposition.

The objective of this platform was to create engaging and exciting experiences and interactions for applicants, students, and external audiences, through which they could learn about UPAEP's proposition, ideas, and courses offered. We used tools, design proposals, and cutting-edge technologies to eliminate physical barriers and bring UPAEP closer to its audiences of interest.

For example, we developed a 360° web platform, which allowed potential students to experience a guided virtual tour of UPAEP High Schools facilities through high-resolution photographs. In addition, induction days for new students were also delivered through a **100% interactive virtual environment**. This format allowed new High School, Undergraduate, Graduate, and Mixed Mode Education students to get a taste of UPAEP life and understand our educational proposal.

We were also involved in designing and using new registration and virtualization platforms to hold two virtual mass events: UPAEP 360 and the Congress of the School of Business. For both events, attendance



was registered and recorded, and students and organizers provided excellent feedback. In conjunction with other institutions, we also conducted the 360° guided tour for UPAEP High Schools and the virtual tour through UIC (Universidad Intercontinental, our sister institution).

We also developed: The "Break your limits" platform for our 10 High School campuses, the Nursing Congress, the virtual Institutional Assembly (Claustro Universitario), the Christmas Food system and platform, the virtual Science Expo Puebla, the UPAEP Clinical Nutrition Congress, the Networking event, the Humanities Congress, the International Prospective Technology and Innovation Congress, International Workshop, Gastronomic Tourism Destination, the Anniversaries: XXV International Trade and Strategy and the X of Business Logistics, the Data Science and IT Webinar, the Psychology Congress, and the Congress of the Faculty of Economics.

The **Institutional Syllabus Template (GA)** is an educational planning instrument that helps organize and facilitate teaching. Pedagogical processes are designed, based on the academic plan and syllabus for a particular course and the current curriculum map, under the U50 Educational Model. The GA encourages reflection on teaching practices, collaborative work with the Academic Teams, and inter and multidisciplinary training. The aim is to identify, share and generate experiences or good teaching practices and link them with other collaborative networks and institutional academic programs.

Comprehensive Formative Plan (PFI). In addition to this, teachers also benefit from personalized counseling and organization through the **Center for Guidance and Advisory in Pedagogical Processes (COAPP)** available in the Blackboard platform, which includes many different resources for academic support and tutoring. To date, the COAPP has served 1,866 UPAEP professors, and its Institutional Syllabus support resources have been viewed 7,667 times.

From Fall 2020 to Spring 2021, we offered **42 training options and trained 1,084 professors**. In addition, we also provided follow-up and support to 4,675 professors from the different programs, modalities, and higher education faculties belonging to the Puebla Campus, Tehuacán Campus, UPAEP Mixed Education Mode, and UPAEP Online Education Mode.

Throughout the 2020-2021 academic year, we developed **6,677 Institutional Syllabus**, using the Learning Outcomes approach for Undergraduate and Graduate programs across all UPAEP campuses and learning modalities.

An invaluable aspect of this training support for faculty is sharing information and their own successful experiences in the classroom with each other as peers. Another space for peer discussion and improvement is the: **Conference on Good Teaching Practices**, which in the cycle 2020-2021 reached its eighth edition and was titled "Preparing for the post-pandemic: re-signifying teaching and learning."

**The topics covered were:**

1. Active methodologies in learning environments,
2. The use of digital tools to make learning spaces more dynamic,
3. Strategies for holistic support in remote education,
4. Flexible learning in multi-environment teaching, and
5. Evaluation processes in remote learning.

We appreciate the contribution of the 27 speakers and 217 participants from UPAEP and the Universidad Intercontinental (UIC). They shared their experiences of a year with colleagues that have undoubtedly changed the educational field a great deal.

**The GA :**

- + ensures that essential pedagogical criteria are covered in the planning and implementation of teaching practices.
- + helps UPAEP professors promote active learning and meaningful experiences, focused on the characteristics of students of different levels and modalities.
- + contributes to the achievement of the expected Learning Outcomes for the course and academic program, allowing teaching planning to be adapted to the needs and characteristics of different students.
- + helps students assume an active role in their learning and evaluation, aimed at their comprehensive education.

**Our GA is made up of 10 elements :**

1. General details
2. Foundations of the course
3. Learning outcomes to be developed
4. General purpose of the course
5. Educational content
6. Learning strategies
7. Assessment of learning outcomes (LO)
8. Resources
9. Course guidelines and
10. References

Training is essential for the development and consolidation of the GA process. Consequently, face-to-face and online workshops are offered in each academic period as part of the

UPAEP Strategic Enrollment Management (GEM), also an approach to managing student success, is a set of intertwined processes that fulfill students' institutional mission and educational objectives.

It is a broad approach that integrates all programs, practices, policies, and institutional plans that affect the student's academic and formative trajectory, from studying at UPAEP until graduation, focusing on their academic and professional success and the fulfillment of our mission.

Strategic Enrollment Management (GEM) aims to develop a comprehensive management model to cover processes related to admission, the student trajectory, professional performance, and alumni services to achieve student success and institutional effectiveness and sustainability.

The main actions achieved under GEM in the academic year 2020-2021 were:

- + Authorization of the project granted by the Management and Processes Committee
- + Harmonization of the organizational framework of the model with the organizational structure of the institution
- + Proposal for the formation of the model's Steering Committee
- + Leaders of the Recruitment, Retention, and Data Management teams appointed
- + Integration into the Institutional Growth Project
- + Integration into the Multimodal Learning Environments Project
- + Creation and integration of indicators, especially those related to the entry profile and LOI.
  - a) Deliverables built and processes transferred or to be transferred:
- + Retention Committee integrated into the Model
- + Data Committee created and began operations.
  - b) Impact on indicators:
- + existing indicators incorporated into MicroStrategy.
- + Once the proposed actions and work method have been applied, their impact on indicators of success may be reviewed.

One of the main benefits of GEM is that it allows variables that reflect student success to be identified and mapped, translating them into indicators that can be tracked using MicroStrategy in order to design and implement actions necessary to improve performance:

- Indicator 50 of the PDI: Lexium score for university entrance,
- PDI Indicator 51: incoming students from preferred schools,
- PDI Indicator 52: High School dropouts,
- PDI Indicator 53: overall, current and incoming undergraduate dropouts,
- PDI Indicator 54: terminal efficiency,
- PDI Indicator 55: net graduation efficiency,
- PDI Indicator 55: net graduation efficiency.

In the face of the pandemic, we also had to transform our **admission process**, which was transferred entirely to an online modality, in record time. Such an endeavor was a great success since we efficiently responded to and evaluated practically the same number of applicants as in regular periods, without requiring them or departmental staff to be present in person.

**As a result, they were transferred to a virtual format:**

- + **the Comprehensive Health Diagnosis** (DSI) system was implemented and used online
- + **the process for admission** evaluation applications for specific groups was adapted according to needs.
- + **internal processes** were improved, which improved response times and efficiency; 90% of the assessment process is now carried out through the Salesforce system, which is the database that we use for the entire admission process.

*During this academic year (2020-2021), we implemented several innovations. For example,*

- + **the systematization** and automation of various process stages,
- + **the automatic integration** of admissions test results,
- + **sending** complete files to graduate program directors for admission interviews, and
- + **the systematization** of BI accreditations for UPAEP High School students.

At UPAEP, we aim to **educate the community for health**, contributing to our students' holistic education by promoting a culture of self-care. We offer these services through the University Health Program:



#### Medical Consultations:

free of charge for the student community and staff. The service is provided from Monday to Friday and includes general medical care and advice and, where necessary, referral to a specialty.



#### Emergency Care:

care is provided for urgent or emergencies that arise on campus. If necessary, patients are either treated in-house or referred to a public (social security) or private (insurance) hospital for comprehensive management.

#### Preventive medicine

is another important aspect of university health. We run prevention campaigns aimed at the most frequent issues identified within or affecting the university community. For example, addictions are identified promptly through random or specific drug testing, and holistic support is provided for recovery. We also hold talks on pathologies affecting different age groups.



#### Sports Medicine:

care is provided to students from the different teams representing the University at no cost. Support is provided preseason, during tournaments, on and off-campus nationally, to ensure that our athletes are in the best possible condition to compete, for which health care is paramount. These services are provided in collaboration with the areas of nutrition and physiotherapy.

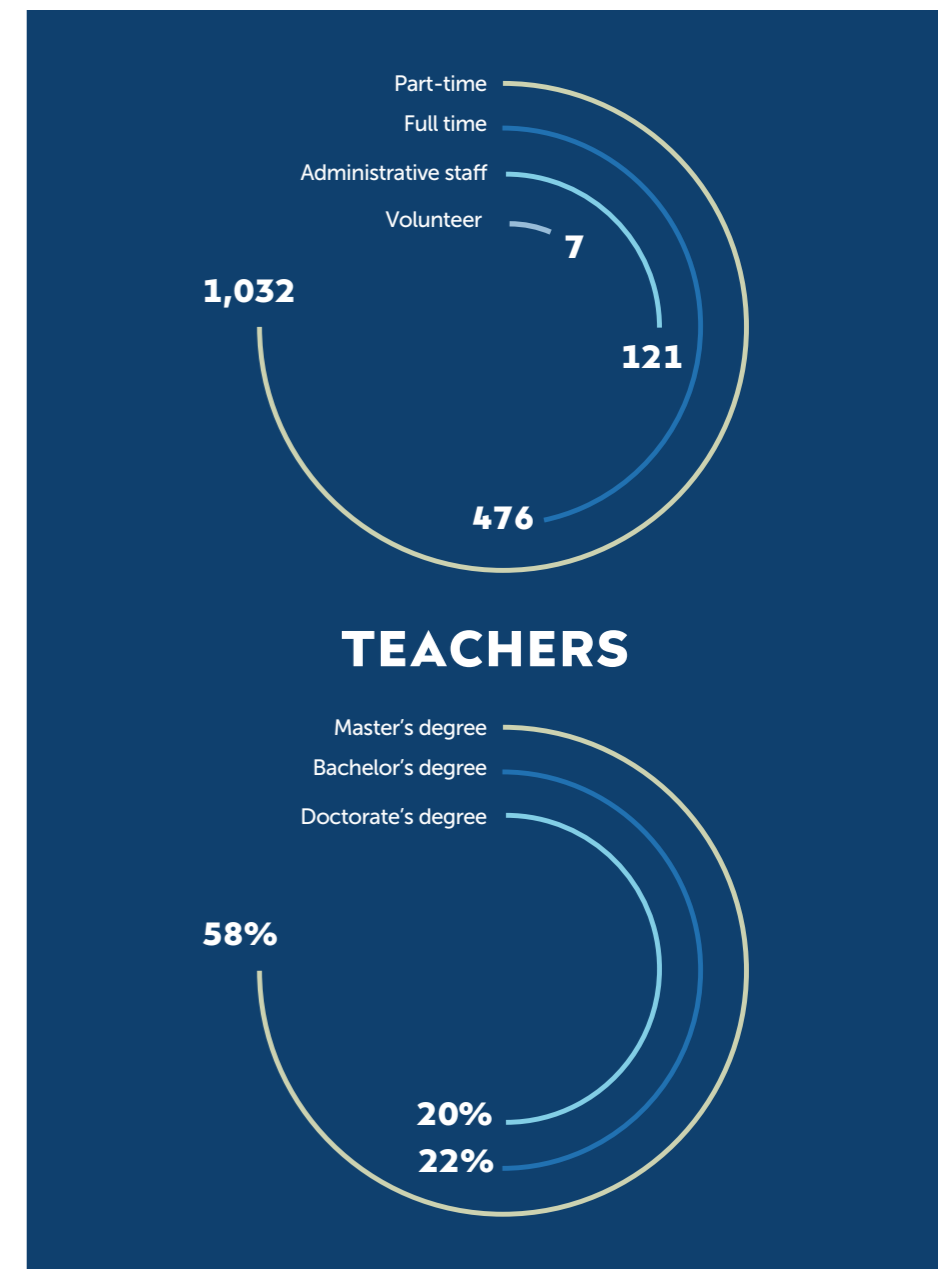
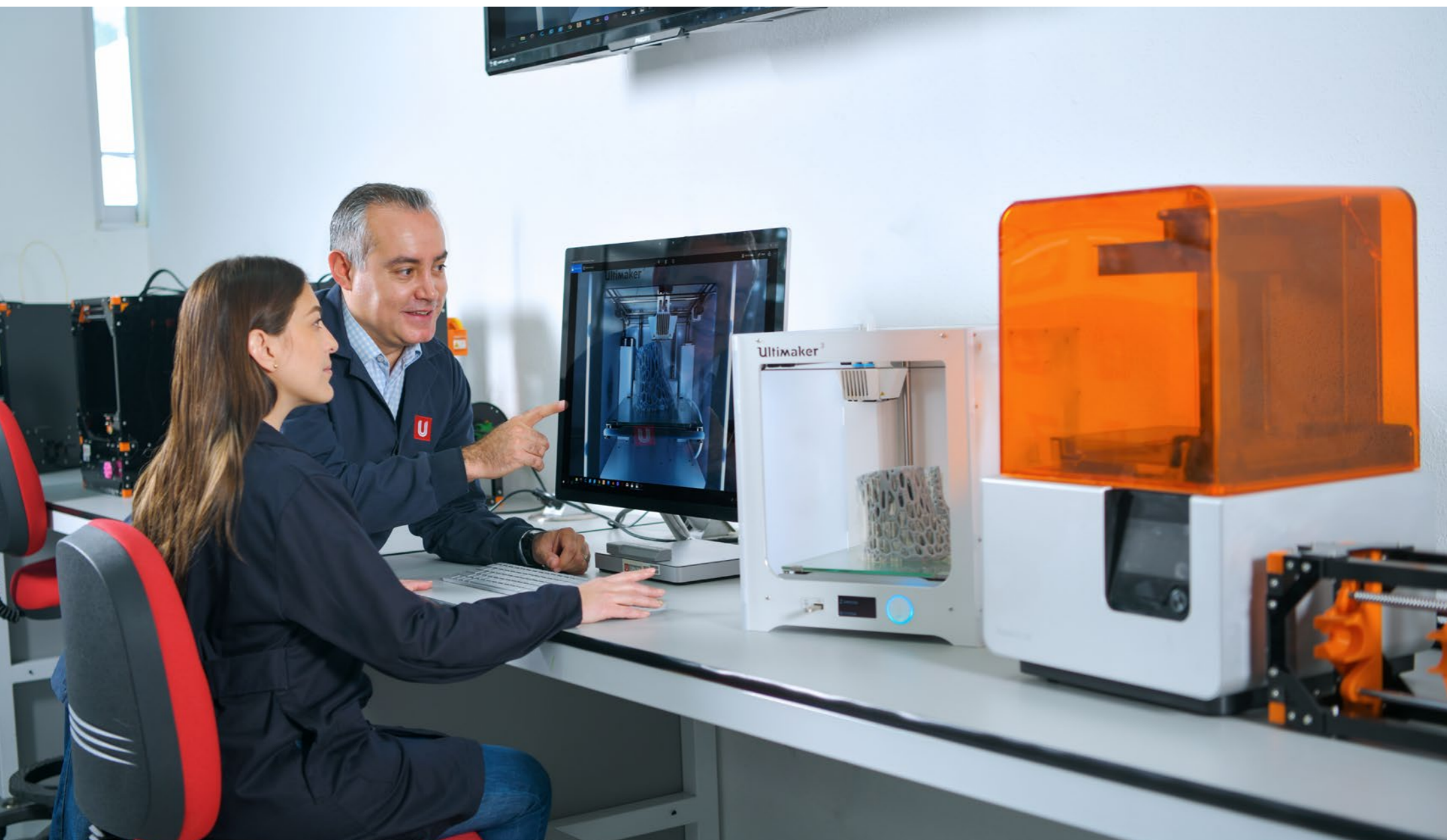


In response to the pandemic faced worldwide, university health had to develop different strategies to guide and protect our university community and their families and promote the recovery of their health.

#### *In the year 2020-2021, we implemented:*

1. A UPAEP Covid-19 Call Center, with 17 telephone lines manned twenty-four hours a day, seven days a week, providing guidance and attention related to COVID-19 or any other condition.
2. We also collaborated with the Psychology department to provide support in situations of stress and anxiety resulting from the loss of a family member or a positive diagnosis of COVID-19.
3. We worked with medical specialists to assess and refer patients.
4. We began to provide online consultation or advice using telemedicine technology through an alliance between The CONCAMIN Foundation and UPAEP. We implemented a platform that allowed us to provide video call consultations to patients who requested them through 16 virtual clinics. This platform has allowed us to attend to 509 people with different ailments and strengthen our medical guidance over the 2020-2021 academic year. Our medical support has reached different states of the Republic and even Central America. The Telemedicine platform has also been updated to make it more user-friendly. In addition to this, we have developed new strategies as part of the UPAEP-CONCAMIN alliance to enhance our service.





UPAEP professors are classified according to their primary function: Teaching-role professor, Tutor-role professor (service role), Linkage-role professor, and Research-role professor. These categories allow faculty and staff to pursue and fulfill the needs, goals, and expectations of their role across all educational levels, modalities, and academic departments; and, in doing so, to meet the needs of the University in general.

Thus, recruitment, selection, hiring, training, development, evaluation, recognition, remuneration, and distribution of workloads are determined according to this classification.

An **Academic Teamwork** is the collegiate body designed to support faculty members in developing specific aspects or areas of knowledge. Academic Teamwork provides feedback used in the design, development, and assessment of academic curriculum, thus promoting the quality of academic programs and the comprehensive formative education of students to ensure that the graduate profile is achieved. In addition, it supports **teaching, learning, and assessment processes through proactive reflection.**

The **School Academic Teamwork** conducts teamwork in each School; they are made up of the main decision-makers: Deans, Educational Mode Directors, Faculty, School or Department Directors and Academic Coordinators of the college's programs; they discuss issues from an institutional strategic perspective and reach agreements together. In addition, they present general lines of work for the Program Academic Teamwork through teamwork and shared responsibility processes. Finally, their decisions must be ratified by the Vice-President for Academic Affairs.

The **Program Academic Teamwork** comprises the academic coordinators of undergraduate and graduate programs across similar fields taught in different educational modalities and campuses. Topics are discussed, agreements are reached based on the guidelines set by the School Academic Teamwork, and proposals are generated for their consideration. The main issues discussed by the academies are related to academic quality, social relevance, evaluation and continuous improvement of educational processes, and academic programs and teachers, with a focus on multimodality and collaboration between campuses.

The **Professor Academic Teamwork** is made up of full-time and part-time professors and designed to respond to the ever-changing needs of the School from the perspective of the Socially Relevant Academic Systems and improve educational quality. These academies can be formed: by Faculty, by School, by Department, by Academic Program, by discipline, by curricular line, by course, or in an interdisciplinary and diverse manner.

As a result of collaborative work, the teams could participate in the different Linkage councils that have already been formed in their corresponding areas. In addition to this, we have also achieved:

- ≈ **Joint** organization of academic events.
- ≈ **Self-study** processes for accreditation purposes.
- ≈ **Strengthening** of academic programs with multimodality and intercampus vision.
- ≈ **Support** in teacher training and comprehensive student education.
- ≈ **Participation** in the "Learning Outcomes Assessment System" workshop and drafting the respective document (currently under revision).
- ≈ **Improved** educational planning processes through the elaboration of the Institutional Syllabus.
- ≈ **Participation** in the process of achievement and measurement of learning outcomes.

# 76 SNI

Regarding the number of researchers from the National System of Researchers, UPAEP occupies the eighth place among private universities at a national level, with 76 full-time members of the NSR - we congratulate all of them for helping us reach this position. At the same time, we encourage them to continue contributing to research, our responsibility as a university. In addition, we are also delighted to share that 187 students (73 undergraduate students and 114 graduate students) are currently working with these researchers.

RESEARCHER	DISCIPLINE
Aguilar Mejía, Omar	Technology Science
Álvarez Aros, Erick Leobardo	Business and Administration
Álvarez Tamayo, Dora Ivonne	Arts and Characters
Álvarez Tamayo, Ricardo Iván	Physics
Baños Lara, Ma. Del Rocío	Life Science
Barrón Villaverde, Diana	Business and Administration
Bastos Andrade, Livia	Philosophy
Bautista Rodríguez, Elizabeth	Pedagogy
Blancas Blancas, Noé	Arts and Literature
Caballero Morales, Santiago Omar	Technology Science
Cano Olivos, Patricia	Engineering
Cantón Croda, Rosa María	Management
Cardoso Ugarte, Gabriel Abraham	Technology Science
Carrasco Fernández, Felipe Miguel	Law and Legal Science
Casales García, Roberto	Philosophy
Castillo Villar, Fernando Rey	Business and Administration
Castro Manzano, Jose Martín	Philosophy and Logic
Cavazos Arroyo, Judith	Economic Science
Cordero Sánchez, Mario Edgar	Engineering
Croda Borges, Gabriela	Pedagogy
Cruz Vadillo, Rodolfo	Pedagogy
Cruz Vásquez, Miguel	Economic Science
Cuautle Gutiérrez, Luis	Business and Administration
Cuecuecha Mendoza, Alfredo	Economic Science
Durán Encalada, Jorge Alberto	Economic Science
El Kassis, Elie Girgis	Agricultural Biotechnology
Espinosa Gomez, Fabiola Carolina	Agronomic and Veterinarian Science
Estrada Jiménez, Tania	Life Science
Gaeta González, Martha Leticia	Psychology
Garces Eisele, Solón Javier	Health Science
Gibaja Romero, Damián Emilio	Economic Science
González De Cossio Rosenzweig, María	Arts and Characters
González Ocampo, Gabriela	Pedagogy
Herrera Pérez, Lusmila	Sociology
Herrera Rendón, María Teresa	Economic Science
Huidobro González, Nayeli	Life Science
Juárez, Zaida Nelly	Technology Science
Leszczynska Kowalczyk, Helena	Agronomic and Veterinarian Science
Lopez Calva, Juan Martín	Pedagogy
Lorenzo Valdés, Arturo	Economic Science
Loyola Rodríguez, Juan Pablo	Health Science

RESEARCHER	DISCIPLINE
Martínez Flores, Jose Luis	Economic Science
Martínez Tavera, Estefania	Earth Science and Cosmology
Mayett Moreno, Yesica	Economic Science
Medina Delgadillo, Jorge	Ethics
Méndez Sánchez, Fernando	Law and Legal Science
Mendoza Velázquez, Alfonso	Economic Science
Meza Jiménez, María De Lourdes	Technology Science
Miranda Pérez, Argelia	Engineering
Minor Popócatl, Hertwin	Economic Science
Montaudon Tomas, Cynthia María	Business and Administration
Morales Rubio, Josafat Raúl	Sociology
Nebel, Matthias Etienne Alphonse	Ethics
Nuño De La Parra, José Pablo	Economic Science
Olivera Pérez, Emmanuel	Economic Science
Ortega Martínez, Luis Daniel	Agronomic and Veterinarian Science
Ovando Chico, María Catalina	Technology Science
Peralta Sánchez, Edgar	Technology Science
Pérez Armendariz, Beatriz	Technology Science
Pérez Villarreal, Héctor Hugo	Economic Science
Pinto López, Ingrid Nineth	Business and Administration
Reyes Cárdenas, Paniel Osberto	Philosophy
Rice Carlsohn, Robin Ann	Arts and Literature
Robles Luján, Cintia Candelaria	Philosophy
Rosano Ortega, Genoveva	Technology Science
Ruiz Argüelles, Guillermo José	Life Science
Ruiz Delgado, Guillermo José	Medicine and Human Patology
Salazar Andreu, Juan Pablo	History
Sánchez De La Barquera, Herminio	Political Science
Sánchez Muñoz, Rubén	Philosophy
Sánchez Partida, Diana	Economic Science
Sánchez Ruiz, Francisco Javier	Engineering
Santana Valencia, Emma Verónica	Medical Research
Sedeño Monge, Virginia	Health Science
Urbina Nájera, Argelia Berenice	Pedagogy
Zárate Lopez, Luis Guadalupe	Engineering

For the period August 2020 - July 2021, the University allocated a Research Fund of 3 million 750 thousand pesos and 5 million 170 thousand 342 pesos, which was obtained from different funding agencies, including the Council of Science and Technology of the State of Puebla (CONCYTEP), and the National Council of Science and Technology (CONACYT), among others. This fund supported the development of 57 multidisciplinary research projects.



We also run a **scholarship program** through the Research Department to promote the consolidation of scientific vocations in undergraduate and graduate students through participation in research projects developed by outstanding researchers to promote knowledge and technological development in the country. The scholarship consists of a 50 to 80% contribution towards their fees to study their desired program and become researchers. Currently, **32 graduate and 41 undergraduate students benefit from the research scholarship.**

To share the main findings of the projects in which our postgraduate research fellows work, during the 2020-2021 academic year, we published 6 articles in different journals. For example, the article "Bacteria and endophytic fungi of the Cactaceae family and their applications" in the journal Revista TIP Especializada en Ciencias Químico -Biológicas (*LATINDEX*) by Clara Angélica Rodríguez Mendoza, a Biotechnology Doctorate student. Also, the article entitled "Blockchain Software System Proposal Applied to Electric Self-driving Cars Charging Stations: A TSP Academic Project" in the proceedings of the 8th International Conference in Software Engineering Research and Innovation by Mr. Jesús Juárez Vázquez from the Master in Mechatronics Engineering, among others.

During the 2020-2021 academic year, two of our research students presented their projects at national research conferences. One of them is Gloria Anai Valencia Luna, a Biotechnology Doctorate student, who made an outstanding contribution by presenting her project "Bioremediation as a strategy for the use of agricultural soils contaminated with hydrocarbons" at the 4th National Congress of Interdisciplinary Research. Undergraduate students also produced some fantastic work, including:

1. A comprehensive update of hepatitis C virus (HCV) infection status in Mexico, a systematic review and meta-analysis (2008-2019) ISSN: 16652681 Original language: English DOI:10.1016/j.aohep.2020.100292,
2. They are not just numbers,
3. Creation of a scientific team in collaboration with the Honorio Delgado General Hospital, Arequipa, Perú.
4. Publication of a UPAEP Health Sciences paper in a scientific journal: Prevalence of Hepatitis C in Mexico,
5. Publication of a UPAEP Health paper in a scientific journal entitled "Prevalence of Hepatitis C in Mexico" (modality: scientific poster).

About **patents**, between August 2020 and June 2021, we submitted three applications:

- + Satellite communication device.
- + Method for the treatment of mining tailings.
- + Process for the remediation of soils contaminated with hydrocarbons.

During the same academic year, we were granted **7 patents**:

- + Process of composite material by agglomeration of aseptic containers.
- + Service robot.
- + Red Can simulator for automotive systems.
- + Actuator control and automation system.
- + Energy recovery system for electric transport.
- + Electro-pneumatic simulation system for aerial and terrestrial handling.
- + Controllers for DC power converters
- + Bidirectional DC interlocked with digital control.

In addition, we registered **29 books** for ISBN assignment in the INDAUTOR platform and registered 2 literary works for copyright. We also published 92 articles in peer-reviewed scientific journals and 128 articles in journals indexed in *CONACYT*, *SCOPUS*, or the Web of Science indexes. We published 25 books, and professors and students participated in 78 chapters in different books published by prestigious publishers.

Another example of our commitment to conducting and sharing research is "Expociencias," a National Network of Youth Activities in Science and Technology program recognized by the International **Movement for Leisure Activities in Science and Technology (MILSET)**. Expociencias is carried out to promote the participation of children and young people in science through scientific and technical research projects, innovation, and dissemination. The expo also provides a space where institutions and companies dedicated to education can participate, along with publishers and teachers. UPAEP has participated in ExpoCiencias since the first edition in 2003, at both a state level and nationally.

On this occasion, in **ExpoCiencias Puebla 2020 virtual**, 124 projects from different educational institutions from all over the state participated, and 100 advisors provided support from different educational institutions.

In the 2020 issue, 29 accreditations were delivered to ExpoCiencias National 2020 Sonora virtual, including international accreditations (ExpoCiencias Chile 2021, ExpoSciences International 2021, ATAST IFEST 2021 Tunisia).

At a national level, in virtual ExpoCiencias Nacional 2020 Sonora, **445 projects** participated, along with **395 advisors**. Through ExpoCiencias Nacional 2020, UPAEP was offered the opportunity to attend London International Youth Science Forum (LIYSF) to present the project: 'Staggered flowering in Aztec Lily (*Sprekelia formosissima*), a Mexican plant with ornamental value' by the student Larissa Macías Aguilar. Unfortunately, due to the Covid-19 pandemic, the 2020 edition of LIYSF was canceled, but we plan to participate in the 2021 edition.

UPAEP is also participating in two new aerospace and technological projects:

1. Aztechsat Constellation: Design and construction of at least 4 satellites – through inter-institutional collaboration between public and private universities, NASA, and the AEM -, in order to be able to track marine mammals with greater precision, from space, to better understand their migratory habits, so that steps may be taken to minimize the impact on them when exploiting the oceans' natural resources.
2. As part of the UN cooperation program, in collaboration with the Japanese Space Agency for the deployment of CubeSats through the KIBOCUBE module, a nanosatellite is to be designed and built under Japanese standards, capable of taking images of the country from space, at different frequencies of the electromagnetic spectrum.

Several professors and undergraduate and graduate students from seven universities are involved in these new projects and staff from three state science councils, the Mexican Space Agency, and NASA.







To consolidate  
socially  
relevant  
*academic*  
*systems*



**3RD GOVERNING PRINCIPLE**





# THIRD GOVERNING PRINCIPLE

## To Consolidate the Socially-Relevant Academic Systems

Linkage Academic Councils have been developed to support the planning, execution, and evaluation of academic decision-making in different knowledge areas, covering different modalities and levels of study. In addition, they aim to optimize the use and development of resources and contribute to the fulfillment of the graduate profile, according to Title Three, Chapter II of UPAEP's General Statute.

The purpose of the Linkage Academic Councils is to update, link, and extend the academic program based on the four areas of the Tetrahelix Model: government, business, society, and academia. These Councils identify societal needs and use them to develop a relevant graduate profile from the Socially-Relevant Academic Systems (SAPS) perspective.

They also contribute to the generation of agreements for professional practices, social service, and other spaces where students can complement their comprehensive formative education as transformative leaders. They are, without a doubt, an essential link through which the University can raise awareness of its work and its impact on the transformation of society.

In addition to this, the **Linkage Council** is a space for **analysis, advice, consultation, and proposal** where representatives of society participate in economic, social, and cultural areas. The council contributes to UPAEP's mission through proposals that increase the institution's participation in society and contribute to the continuous improvement of its functions and services. This council is composed of 21 councilors. The current president is Mr. Luis Alfonso Villaseñor Zepeda. Together, these councilors provide a rich perspective to the axes of our **Tetrahelix Model of linkage (Business, Government, University, and Society)**.

**Continuing Education at UPAEP** is a non-formal educational modality focused on training programs, certification, and humanistic education across the different stages of life. We seek to meet the ever-changing needs of society by identifying new trends that arise from economic, political, social, and scientific changes.

In UPAEP Continuing Education, our mission is to satisfy the training needs of companies, institutions, and society in general. Such mission is carried out through unique, high-level programs across different knowledge areas to enhance their skills, contribute to the development of their environment, and maintain ongoing relationships with organizations and the general public.

These Councils are organized as follows:

Academic Program: **1.**

If no graduate degree is offered in the same field or other modalities, on-campus undergraduate degree programs.

Faculty: **2.**

on-campus undergraduate and graduate degree programs by the academic

Program Academy: **3.**

undergraduate and graduate degree programs across all modalities and campuses.

To achieve this, we offer a variety of multimodal training activities and active learning and evaluation methodologies across different knowledge areas:

- + **245 on-site**, blended, online, and videoconference programs.
- + **Innovative learning methodologies** delivered by reputable instructors and professors.
- + **Certified laboratories** and teachers.
- + **Academic quality** evaluated by the Federation of Mexican Private Institutions of Higher Education (FIMPES).
- + **Diplomas, courses, seminars**, workshops, workshops, forums, conferences, and more.\*
- + **Member of the Continuing Education Network of Latin America and Europe (RECLA)** and the Mexican Association of Continuing and Distance Education, A.C. (AMECYD). Registered training provider by the Secretariat of Labor and Social Welfare (STPS).
- + **Personalized In Company** training.

Each program we offer is designed to create professional, transformative leaders, enhancing their skills through training, certification, and humanistic education and promoting productive environments to generate proposals to address social challenges.

Over this period, we have provided training to the following companies:

COMPANY	MODALITY	COURSE
Thyssenkrupp Presta	Videoconference	Finance for non-financiers
Driscolls Fresas	Hybrid	Effective communication and leadership
Benteler	Hybrid	Project management in accordance with the ISO 21500:2012 and PMBOK international standards
La Zarza	In person	Beverage preparation course
Porcelanite	Videoconference	Leadership for changing environments
VW Calidad	Videoconference	Design and construction of high impact presentations

In addition, we collaborated with UPAEP Online to train 62 teachers in "Instructional Design for Online Teaching." Over the 2020-2021 academic year, we offered **142 programs for 664 students.**

Through the **UPAEP co-curricular programs**, we offer our students complementary programs (diplomas, courses, workshops, seminars, and events). We aim to meet their needs in terms of remedial education, updating, professional training, and exam preparation, fulfilling the objective for our young people to acquire additional skills outside of their academic curricula.

The SAPS system was developed as part of the framework of the Vision Towards the 50th Anniversary program and based on **Christian Humanist Formative Education (FIXH)** and the Transformative Leadership model, whose overarching principle is to contribute to the Common Good.

The SAPS establishes frameworks for university action aimed at social innovation and promotes knowledge management by influencing the **Institutional Development Plan (PDI)**. They also help provide direction in academic quality, entrepreneurship, international mobility, and comprehensive formative education. In the U50 Educational Model context, the SAPS is a concrete way to fulfill UPAEP's educational proposal. We seek to identify "how" to achieve a comprehensive education for all students by implementing this system.

Over the year, we offered

**106**  
programs

delivered by

**246**  
facilitators

through which we trained

**3,917**  
students

## Entrepreneurship and innovation projects that were implemented

### PROJECT

**Business Training Program** for the promotion of economic revitalization of MSMEs that are located in the Municipality of Coronango, Puebla.

**Business development program** for 5 micro-enterprises in the Balloon Latam Huejotzingo community. Companies benefited: Oromiel, Mixlali- Organic fertilizer, Atxintli, Agroindustrias RC, Production and sale of mushrooms).

**Business development program** for 6 micro-enterprises in the U-Market community.

**Companies benefited:** Almaral, Moleé, Hoja Santa, Vidamiel, Helados de nata Don Gil and Setas del Bosque.

**Personalized attention** through the Business Development Program for 7 companies: Code 01 Mexico, YOLLO, Omental, Abremex, App for transportation, and Real Estate.

**KONECTOR UPAEP** - Center for Entrepreneurship and Business Development, Balloon Latam and Reforestamos Mexico held the Latin American Seminar on Education to Promote Rural Entrepreneurship.

### DESCRIPTION

- Objective: Provide business tools to strengthen administrative, personal and social skills for MSMEs that are operating in the municipality of Coronango, Puebla, through 7 group workshops and specific advice to a group of micro-entrepreneurs
- Video to invite companies to participate in the program: <https://fb.watch/4ldXWmmcAG/>
- Workshop attendees and 5 micro-enterprises benefited from specific advice.

- With support from 7 junior consultants, 5 social service students, 3 students, and 1 professor in the area of graphic design.
- They were advised in the following areas: business model, finances, processes, and graphic design, which helped them to create new strategies for institutional development and move forward in the face of the pandemic.

- With the support of 6 junior consultants, 6 social service interns, 3 students, and 1 professor in the area of graphic design
- They are advised in the following areas: business model, finances, processes, and graphic design. The program ends in May. However, the micro-enterprises are currently developing a digital strategy to strengthen their business model.

- This event was aimed at teachers and directors of schools in Latin America that work in rural areas and focused on professional careers, entrepreneurship, and social impact. The aim is to learn about trends, challenges, and opportunities for entrepreneurship in rural areas through the work done by middle and higher education institutions. This seminar was attended by 115 people from different parts of Latin America, who connected online to 6 conferences and 4 panels, given by 25 experts from various partner institutions.



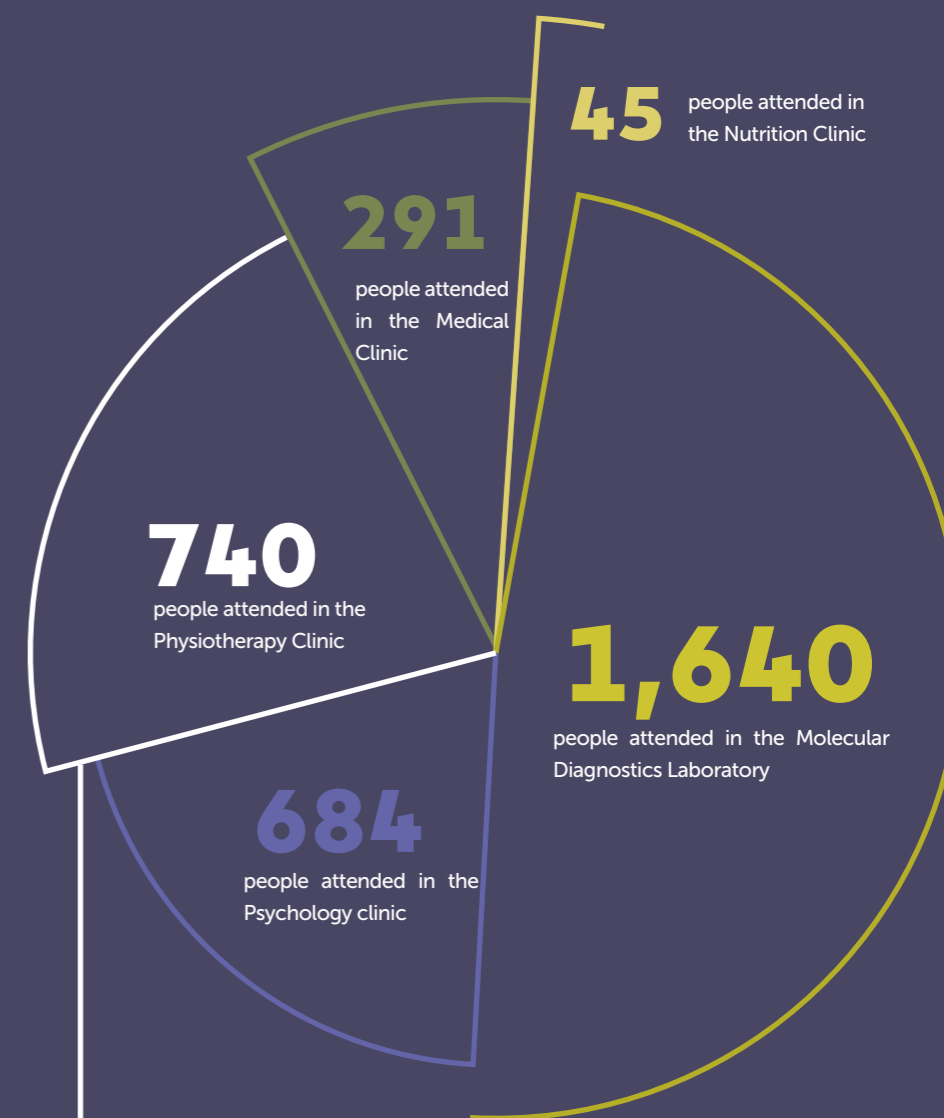
During this period, we finalized the model for Strategic Consulting and shared it with some of the directors of the UPAEP community. We also created a team of internal consultants with the support of the faculties. Currently, we are undertaking a consulting project with the **Historic Downtown and Cultural Heritage Management Office**, which concludes in May. We have also submitted a proposal to IMEX. If accepted, the project will be carried out in September. Furthermore, in collaboration with **UPAEP Konector**, we submitted a proposal to City Hall for the **"Yo Compro Poblano"** program and are awaiting a response. We are currently working on a list of companies for potential future projects. We also began talks with the Office of Marketing and Strategic Communication team to create the Consulting Service website.

One of our socially relevant projects is the UPAEP Comprehensive Health Center (CSI), which was inaugurated on March 1st, 2018, and offers the following services to both the university community and the general public:



To date, the services that have been most in demand by both the UPAEP community and external clients are the Molecular Diagnostic Laboratory (PCR and antigen testing), physiotherapy, the general medical clinic, and psychological testing. To date, the CSI has served **23,945 people**.

Those requiring the Molecular Diagnostics Laboratory service have requested the test through the **COVID laboratory microsite**. They can register and schedule their appointment to make their payment and receive confirmation via email. After presenting the sample, they also receive the result electronically. In addition, the results report is available in different languages so that, if required, it can be used for travel. Since its opening, this laboratory has served 2,991 people, detecting **2,491 negative results and 501 positives**.



3,400 number of people attended in-person over the 2020-2021 academic year in the CSI



UPAEP's relationship with Barrio de Santiago has been one of trust and commitment since it began in 1995.

Through the creation of the **Asociación de Colonos del Barrio de Santiago A.C.**, we have developed a long-term planning process with a shared vision of the local area and established a community office to implement various programs. For this, we work collaboratively with the participants of the Tetrahelix Model of Linkage (University-Society- Business-Government) to develop and carry out plans under five main areas: **linkage, social, cultural, urban-environmental, and economical.**

Each area has a specific focus:

#### LINKAGE:

to generate and consolidate strategic alliances with the social, public, and private sectors through new strategies for participation, cooperation, and social management in the region.



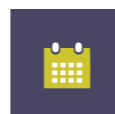
#### SOCIAL:

to develop comprehensive programs regarding health, education, institutional development, social welfare, promotion of social cohesion, and values.



#### CULTURAL:

to rescue the historical memory, customs, and traditions of the neighborhood and its surroundings, to transmit this knowledge from generation to generation, to strengthen social cohesion and family coexistence, and to integrate active citizen participation in the cultural agenda.



#### URBAN-ENVIRONMENTAL:

oriented to the improvement and development of the potential of the institution's surroundings, in terms of public spaces, urban image, public services, and the environment.



#### ECONOMIC:

to detect, consolidate and develop areas of opportunity aligned with the entrepreneurial vocation of the area and generate a local economy.



This year's team consisted of **51 students, two medical interns, and 27 professors and administrative staff, benefiting 15,460 people.** Most activities were carried out virtually, with on-site activities carried out only when strictly necessary.

**Nevertheless, we achieved an impact this year through the following actions:**

#### LINKAGE STRATEGY

- ≈ In collaboration with the Municipality of Puebla, we worked with Social Welfare (participatory budgeting) and participated in COPLAMUN.
- ≈ Two cooperation agreements (framework and collaborative work) were signed with the Historic Downtown and Cultural Heritage Management Office.
- ≈ We participated in the Smart City Expo Latam Congress. Rethink, Reactivate and Rebuild.
- ≈ The research project "Urban Art as a Mechanism for Cohesion and Community Social Development in CDMX and Puebla" was concluded. The project was conducted by The Social Research Consulting Agency, A.C. (SORCA) and UPAEP, thanks to the "System for Support for Cultural Projects" (Fonca) program to Support Cultural and Co-investment Projects 2018.

#### SOCIAL STRATEGY

- ≈ The Safe Return to School Protocol was developed, and online training was provided to 4 preschools, 10 elementary schools, 2 middle schools, and 1 high school, with the participation of 302 teachers, administrative staff, custom facility services, health committees and parents, with on-site visits to selected schools.
- ≈ 500 masks were delivered to schools, neighbors, parishes, and churches.
- ≈ The Connected Emotions workshop was delivered online to students at one public elementary school.
- ≈ An online workshop on Oral Health was given to the students of a school in the area.

#### SOCIAL WELFARE

- ≈ In August, in coordination with the Workplace Wellbeing Department, groceries were delivered to 40 people in the neighborhood.

#### CULTURAL STRATEGY

- ≈ In October 2020, the Urban Murals, Identity, Daily Life, and Community exhibition collaborated with the Museum and SORCA.
- ≈ The "All Saints in my Neighborhood Festival" took place from October 30th to November 7th, collaborating with the S.C. of Puebla. 108 children and families participated in the call and workshops.
- ≈ The book "Urban art – A Resource for Social Dialogue" was presented with SORCA and URa-dio.
- ≈ The 8th Llévelo, Llévelo Festival, organized by Colectivo La15, collaborated with UPAEP from December 16th to 22nd. As a result, 87 children participated in the online artistic activities.
- ≈ From February 19th to March 26th, the 7th Edition of Lent Carpets took place, with the participation of the Parishes of Santiago Apostle, San Sebastian Mártir, San Miguel Church, and San Matías Temple, where carpets were placed, and their designs were shared with the parishioners through social networks.
- ≈ The 7th Barrio de Santiago Cultural Festival was organized.



## GRADUATES

Total UPAEP

3,089

2020  
2021

50,782

Professional practices are also included in our Vision of Service. Students may join once they have completed at least 30% of their credits. Since their conception, these experiences have aimed to benefit society by developing proposals to address social issues and using comprehensive knowledge to support the most disadvantaged sectors at a local, regional, national and international level.

This year, 669 students carried out their professional internships.

Professional internships contribute to the personal and professional growth of UPAEP students since they carry out activities and projects relevant to their graduate profile, which become significant experiences and develop and

reinforce disciplinary competencies for their professional practice.

An excellent example of this process, where students may acquire significant experience and not practice but indeed carry out our missions, is the UPAEP Legal Services. Part of the Faculty of Law, the firm provides general legal advice and, where necessary, processes trials in particular areas and circumstances. It is designed to support economically vulnerable sectors of society. To date, we have provided **10,251 legal consultations.**

The courts were closed for several months in the 2020-2021 academic year due to the pandemic. However, once they reopened, we continued to follow up on previously initiated and pending cases.



We want to thank those who have contributed to the financial campaign "Una Apuesta de Futuro (UAF)" over the past 15 years. The program remains active thanks to the generosity of **364 donors** (262 UPAEP staff donors and 102 external donors). It allows **54 students** from rural communities to study at our University by covering their tuition, room, and board. We are proud to share that 90 of these scholarship students have graduated from the UAF program and have implemented projects in their local communities to achieve the Common Good, which is ensured through UPAEP's transformative leadership.

We have also run **Alas a tu Futuro** (Wings to your Future program) for the last ten

years. This successful initiative aims to improve job prospects for female UPAEP students, promote their social inclusion and enhance their life projects by providing financial support towards their studies of up to \$50,000.00. Alas a tu Futuro absorbs 60% of the support provided, and the students cover the remaining 40%. The contributions the students make go towards supporting other young women, creating a virtuous cycle. Currently, six young women are receiving support from this program, and 53 graduates have benefited.

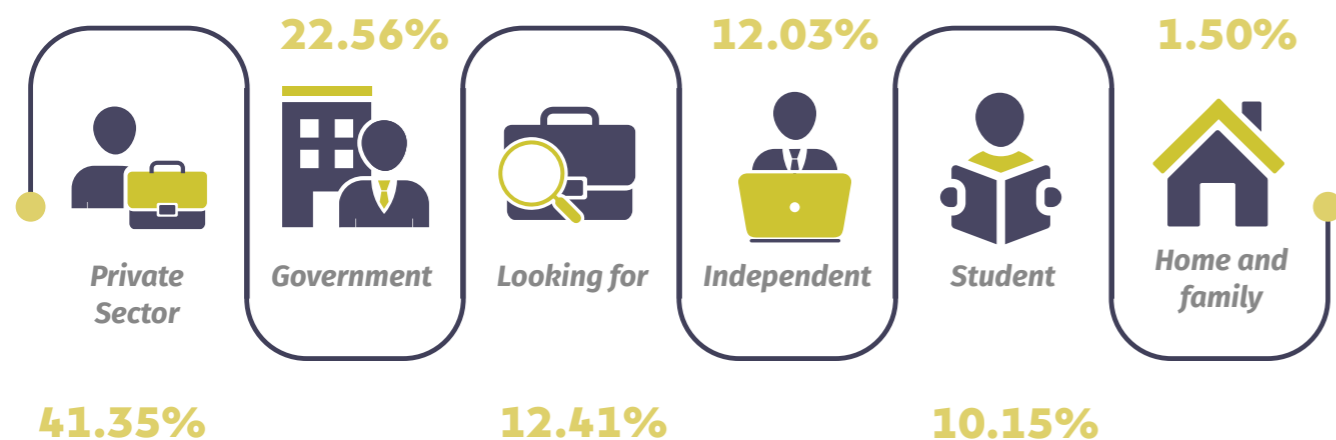
We started the Aliados Program in the spring term of 2020, which, with the support of 16 donors, helps students with tuition payments. Currently, 20 young people benefit from the program.

**928**  
offers for internships  
**nationwide**

Through the **Office of Alumni and Interinstitutional Relations**, UPAEP identifies opportunities and manages the knowledge and actions generated by the University and the participants of the Tetrahelix Model in search of the Common Good. This department has developed several initiatives for linkage that help students and graduates to access professional opportunities. There were two pathways to achieve this. First, the job bank facilitates bilaterally appropriate and relevant job placements between employer organizations and graduates and responds to the local, regional, national, and international labor market demand—secondly, the management of agreements with **companies, government departments, universities, and civil society organizations**.



#### OCCUPATIONAL STATUS OF GRADUATES OF BACHELOR'S DEGREE



We currently have signed 320 agreements in place; 125 national and 195 international.

The objective of the agreements is to achieve collaboration between UPAEP, the government, businesses, and Civil Society Organizations (OSC), to achieve bilateral benefits that allow us to develop comprehensively in the different aspects of social life and contribute to the work of our institution.





To  
position our  
institution  
as an  
*intercultural*



**4TH GOVERNING PRINCIPLE**





# FOURTH GOVERNING PRINCIPLE

**To position our institution as an intercultural university**

To speak of UPAEP has become synonymous with speaking of an intercultural institution because every year, we manage to broaden our vision of the diverse cultures and ways of thinking in other parts of the globe. We send and welcome dozens of young people who aim to learn from other professors, engage in dialogue with other students, understand other perspectives, and encounter other cultures and ways of thinking. Such activities help them better understand themselves and value others, learn both in and from other countries, and teach the best of our own.

From August 2020 to July 2021, we faced unprecedented changes due to the Covid-19 pandemic, which impacted mobility in study abroad programs. However, we were still able to carry out certain activities, always following health protocols. Details of these are provided below:

## International On-Site Programs Outgoing Mobility

### International on-site programs

UNDERGRADUATE PROGRAM	Bridge Program	15
	Summer Camp	2
	Dual Degree w/ City University of Seattle	50
	Faculty Led	1
GRADUATE PROGRAM	Summer Camp	5
	Double Degree	41
TOTAL	On-site	114

## Internationalization at Home Outgoing Mobility

### Internationalization at Home

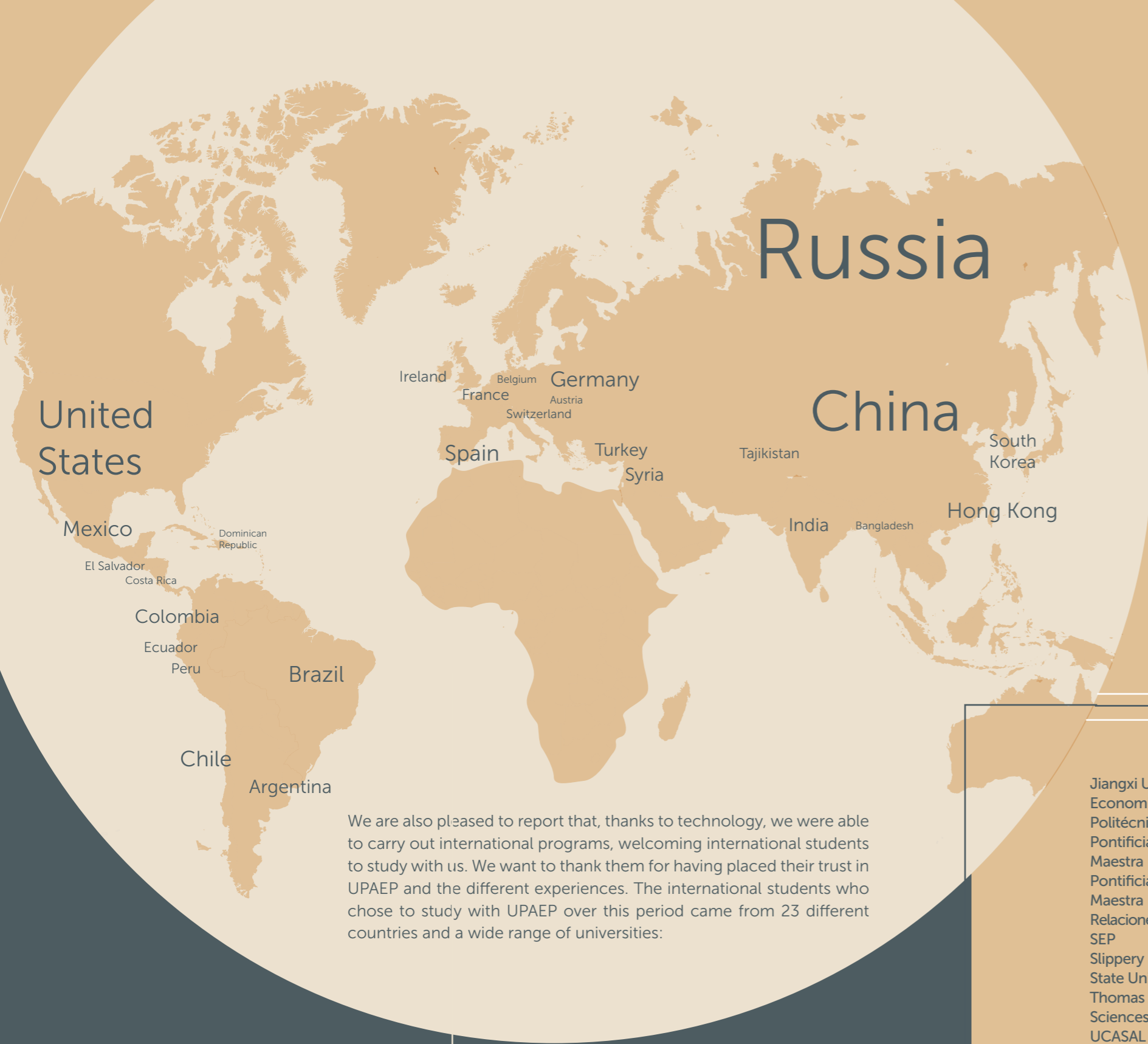
UNDERGRADUATE PROGRAM	Series of conferences	409
	Clase espejo (mirroring a class)	566
	COIL	59
	Global Speaker	404
	Virtual exchange	19
	Panel	41
	Seminar	103
	Webinar	412
	Total Undergraduate	2,013
	GRADUATE PROGRAM	Series of conferences
Clase espejo (mirroring a class)		260
Double Degree		1
Faculty Led		47
Global Speaker		68
Virtual exchange		9
Webinar		228
Total Graduate program		626
UPAEP HIGH SCHOOL	Global Speaker	53
	Faculty Led/Cultural Program	1
	Immersion Short Film	54
	UPAEP Virtual Passport	732
TOTAL	Total Internationalization at Home	3,425

Which universities and countries did we collaborate with? Full details are provided below:

### Outgoing Universities

- Chitkara University
- CORHUILA
- City University of Seattle
- Corporación Universitaria Unitec
- Dublin Business School
- Europea de Madrid
- Instituto Tecnológico de Sonora
- Lingnan University
- Oklahoma State University
- Politécnico Grancolombiano
- UNIAGUSTINIANA
- UNINORTE
- Universidad Alberto Hurtado
- Universidad Antonio Nariño
- Universidad Autónoma de Chile
- Universidad Bernardo O'Higgins
- Universidad Católica de El Salvador
- Universidad Científica del Sur
- Universidad Continental
- Universidad de Costa Rica
- Universidad de Jaén 12
- Universidad de Quintana Roo
- Universidad de San Buenaventura Cali
- Universidad de Valladolid
- Universidad del Rosario
- Universidad del Salvador
- Universidad Intercontinental
- Universidad La Gran Colombia
- Universidad Manuela Beltrán
- Universidad Mariana Pasto Nariño
- Universidad Militar Nueva Granada
- Universidad Sanbuenaventura
- Universidad Santo Tomás
- Universidad Simón Bolívar
- Université de Pau et des Pays de L'Adour
- University of Tennessee at Chattanooga
- Ural Federal University
- UTAD
- VRIJE Universiteit Brussel





Russia

China

United States

Mexico

Brazil

Chile

Argentina

We are also pleased to report that, thanks to technology, we were able to carry out international programs, welcoming international students to study with us. We want to thank them for having placed their trust in UPAEP and the different experiences. The international students who chose to study with UPAEP over this period came from 23 different countries and a wide range of universities:

**Incoming Universities**

Carinthia University of Applied Sciences	— 2
Centro Universitario UNINTER	— 3
Corporación Universitaria UNITEC	— 30
Daffodil International University	— 2
Escuela Colombiana de Carreras Industriales	— 15
Facultada de Internacional de Curitiba FACINTER	— 3
FCA UNAM y otras Universidades	— 1
FH Kufstein Tirol University Applied Sciences	— 4

FHNW-University of Applied Sciences Northwestern Switzerland	— 1
HABESHA	— 2
Hochschule Bremen / University of Applied Sciences	— 17
Hochschule Düsseldorf University of Applied Sciences	— 1
Independiente	— 1
ISSSTE	— 1
ITSLibres	— 1

Inbound Mobility

**International on-site programs**

UNDERGRADUATE PROGRAM	Summer Short Program - The University of Oklahoma	22
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**Internationalization at Home**

UNDERGRADUATE PROGRAM	Clase espejo (mirroring a class)	696
	COIL	101
	Virtual exchange	151
	Virtual Seminar	211
	Webinar	12
	Total Undergraduate	1171
GRADUATE PROGRAM	Clase espejo (mirroring a class)	187
	Global Speaker	278
	Virtual Seminar	497
	Total Graduate program	962
	U Virtual Passport	288
TOTAL	Internationalization at Home	2,421

Jiangxi University of Finance and Economics (JUFE)	— 4
Politécnico Grancolombiano	— 135
Pontificia Universidad Católica Madre y Maestra	— 1
Pontificia universidad católica Madre y Maestra	— 1
Relaciones Comerciales Internacionales SEP	— 1
Slippery Rock University	— 46
State University of New York, Fredonia	— 1
Thomas more university of applied Sciences	— 4
UCASAL	— 1
UNINORTE	— 24
UNIVA	— 9
Universidad Antonio Nariño	— 100
Universidad Autónoma de Bucaramanga	— 1
Universidad Católica de Colombia	— 6
Universidad Católica de El Salvador	— 17
Universidad Católica San Pablo	— 1
Universidad Científica del Sur	— 7
Universidad de Castilla La Mancha	— 1
Universidad de Ciencias Médicas	— 5
Universidad de Costa Rica	— 78
Universidad de La Sabana	— 1

Universidad de San Buenaventura Cali	— 47
Universidad de Santo Tomas, Bogotá	— 171
Universidad del Quindío	— 85
Universidad del Rosario	— 4
Universidad del Valle de Atemajac	— 2
Universidad EAN	— 2
Universidad Gran Colombia	— 73
Universidad Intercontinental	— 285
Universidad La Gran Colombia	— 71
Universidad Manuela Beltrán	— 226
Universidad Mariana	— 41
Universidad Mariana Pasto Nariño	— 19
Universidad Nacional Mayor de San Marcos	— 11
Universidad Santo Tomás	— 16
Universidade de Passo Fundo	— 1
Universidade Tiradentes	— 10
Université de Cergy-Pontoise	— 1
Université de Versailles-Saint-Quentin-en-Yvelines	— 1
University of Cergy Pontoise	— 1
URAL Federal University	— 31
UVAQ	— 1
Amavi Co.	— 1

For the past year, the **UPAEP Global Campus (UGC)** as UPAEP's internationalization strategy has offered internal or external students the opportunity to gain international experience through on-site international program options. In addition, due to the pandemic, we have also developed **virtual or hybrid internationalization activities** with variable durations that respond to each student's possibilities and expectations.

As a result, UPAEP Global Campus has been able to develop spaces for learning through the competencies and skills of students who understand and integrate topics from their discipline with other fields and global perspectives and **interact** collaboratively and inclusively, strengthening their cultural competencies at a distance.

The situation over the past year made it necessary for us to reflect on the opportunities that could be addressed. As a result, we began to communicate with similar departments from national and international institutions, strengthening our academic network and looking for opportunities for collaboration. The results of this can be seen in a wide range of initiatives, ranging from flexible, interdisciplinary curricular updating to research projects and academic teaching collaborations. These, in turn, help to develop a new form of internationalization, which is highly enriching while being much more easily accessible both technologically and economically.

The creation of the UPAEP Global Campus allowed us to develop student leadership based on **meaningful international experiences** and a global vision, including cutting-edge skills and knowledge related to their plans for their career and life. Thanks to innovative strategies for acquiring intercultural competencies, this project has been possible, supporting transformation in pursuit of the Common Good in the "glocal" village. Through this platform, UPAEP can provide international experiences that are within everyone's reach.

The innovative development of the UPAEP Global Campus positioned the university as a **reference for internationalization** since it paved the way for the exchanges of the future, as the university's response to the need for university students to gain international experiences amid the pandemic. In addition, this project has also helped to deepen the strategic alliance between UPAEP and **Arizona University**; thanks to this unprecedented collaboration agreement, young Mexicans will be able to study in Arizona directly from Puebla. Through this, **UPAEP consolidates its position as the only institution in Mexico** to offer Dual and Bridge Program degrees with Tucson University.

**We developed** a preliminary site to market UPAEP Global Campus, in which we published information on the academic courses and activities offered.

**We established** and strengthened strategic alliances to offer virtual internationalization alternatives through partner universities, consortiums, and international organizations..



**In order to achieve this objective, we carried out several actions, which are listed below:**

**We consolidated** our existing academic offer in its different virtual and hybrid modalities in order to incorporate international experiences in webinars, talks, forums, and seminars for incoming and outgoing students, as well as external audiences.

**We promoted** student interaction and enriched learning through virtual shared spaces with international students and professors to gain different perspectives on addressing problems in their disciplines.

The international activities that have been integrated into the UPAEP Global Campus include:

- **Webinars:** international videoconferences on topics related to a particular knowledge area.
- **Global Speakers:** either international students or Mexicans who are living abroad discuss notable projects.
- **Conversations:** either with international speakers or Mexicans living abroad in order to discuss projects.
- **Seminars:** international conferences or cycles of conferences with working groups and videoconferences.
- **COIL (Collaborative Online International Learning):** integration of UPAEP and international students into the same virtual classroom, sharing at least one complete module, creating intercultural educational environments where teachers from two different institutions work together to develop classes that conclude with some form of deliverable (work or project) by students, emphasizing collaborative and interdisciplinary learning.
- **Virtual exchange:** full semester classes in virtual mode, through the UPAEP platform and our foreign partner universities. These were offered for UPAEP students through other universities and for international students through virtual classes at UPAEP.
- **Clases Espejo:** (mirroring a class): the international visiting professor provides content for UPAEP course topics, and the UPAEP professor provides content for the foreign university. Mirroring a class is an international learning experience where equivalent or complementary academic courses are enriched through shared teaching. The aim is to bring both groups together, share educational content, and develop inter-class dynamics with the support and use of IT between multicultural groups in one or more synchronous and asynchronous sessions. Additionally to the international programs managed by the Internationalization Department (Exchanges, Faculty Led, Bridge Program, Double Degrees, Academic Missions).



The UPAEP Global Campus allowed 5,772 participants from all academic levels to experience some form of internationalization, either at home or on-site. The global learning outcomes assessment placed students at over 80% in terms of the learning and development of global thinking across all of the lines of focus of the Socially-Relevant Academic System (SAPS).

As part of the process, not only of internationalization but also the development of global culture for UPAEP staff, we carried out **ten training events** endorsed by the faculty, where **339 staff members were accredited**. In addition, we supported **46 staff members** with English courses. As a result, we currently have 291 professors across the institution with scores equal to or higher than 500 points on the TOEFL test.

UPAEP also holds **one-to-one agreements with other foreign universities** in addition to our online activities. UPAEP Global Campus aside, we hold **bilateral agreements with a total of 227 universities**, of which 68% apply jointly for undergraduate and graduate programs, 22% exclusively for undergraduate, and 10% exclusively for graduate programs.

163 of these agreements with partner universities are currently active, representing almost 72% of the agreements in place.

Due to the number of bilateral agreements that UPAEP has established with other institutions, our students can exchange with 181 different universities. In addition to this, UPAEP students also have access to exchanges through our alliances with consortiums such as ISEP (284), CONAHEC (183), ODUICAL (108), SUMA (32), ANUIES-PROCAI (203), resulting in **1,330 options** to choose from.

**Juan Parra,**

Dual Degree student of UPAEP and OSU in the Master of Integrated Manufacturing Systems and Quality Strategies. He was recognized at the Oklahoma City Capitol during International Student Recognition Day. (On April 21st, 2021, the Oklahoma State House of Representatives declared "International Student Recognition Day" at the state Capitol to recognize and thank top international students for their contribution to the state.) In addition, he has recently signed a contract to work with ISN in Toronto, Canada.



**Jocelyn Rosete Pérez,**

Master's student in Management and Marketing. She continued her Double Degree studies at the Ural Federal University, thanks to the continuation of the CONACYT Scholarship.



**Dr. Hugo Oswaldo Ferrer Toledo,**

is a UPAEP faculty member who participated on-site at the College of Engineering, Architecture, and Technology of Oklahoma State University (CEAT - OSU), in various projects of importance to both institutions. Among them are: 1) meetings with deans and career directors, in order to share good management practices, 2) development of new opportunities for collaboration through online classes taught by doctoral postdoctoral OSU students, 3) taught the course of Earthquake Engineering for undergraduate and graduate engineering students, 4) developed a new stage of collaboration UPAEP- OSU, through the possibility for joint research in several areas. In this case, UPAEP could share its knowledge and experience to elaborate the seismic risk map for Stilwater, OK. Structural Engineering, Geophysical Engineering, and Geotechnical Engineering researchers such as Dr. Norbert Delatte, Dr. Mohamed Soliman, and Dr. Jaimal Priyank are involved in this project.



**Andrea Marín Rovira,**

student of Environmental Engineering. Winner of the Open Metier Scholarship, for certification through Ferris State University in Michigan USA, who extended the invitation to students worldwide to participate in the "Global Engagement e-Certificate" program, a 6-week co-curricular program. This program offers the opportunity for students to learn, reflect and discuss the UN Sustainable Development Goals as a unique opportunity to build global competencies and train students in the skills that the 21st century requires and demands.

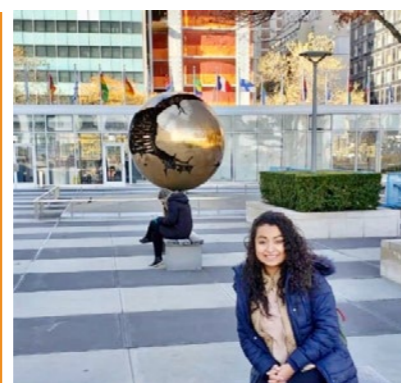


**Carlos Hernández Gómez,**

student of Mechatronics Engineering. He participated in an exchange at the Hochschule Bremen City University of Applied Sciences in Germany. His proactivity led him to get a place at the company Würth Elektronik eiSos GmbH & Co. KG. He completed his internship and developed his thesis: Definition of test procedures and parameter verification for IC LEDs. He is currently under contract with the company, which in turn has led to an offer to study for a Master's degree in Applied Photonics at the Hochschule Aalen University.



We would also like to take the opportunity to mention those UPAEP ambassadors who have represented us in other countries through a mobility program and made some excellent achievements:



**Carmen Hernández Hernández,**

a graduate in International Relations. She managed to conquer her dream by being offered an internship at the UN after 38 attempts. Her path to the UN began when she decided to do a Bridge Program in Global Studies at Oklahoma State University (OSU), which consisted of studying the last semester of her Bachelor's degree and some Master's degree courses at the American university. With programs like these, students also have the opportunity to work at a company in the United States when they finish their graduate studies.

**Jaqueline Molina Calderón, Berenice Negrete Romero, Claudia Valencia Olivares y Andrea Gordillo Castañeda,**

students of the Master's Degree in Biotechnology. They were able to continue with their Double Degree studies at the University of Jaén, Spain, in the Cytogenetics Laboratory, thanks to the continuity of the CONACYT Scholarship.



**A**s part of our internationalization efforts, in the last school year, we offered 169 undergraduate and 22 graduate courses entirely in English, in addition to specific Engineering lectures and webinars provided Department of Language and Culture Studies.

We also want to report that this year taught us to identify the opportunities within challenges, to change management processes and means of linkage. Also, to do more with less, adapt, innovate, create proposals for a new reality, coordinate with teachers, and make internationalization more accessible and inclusive for the entire university community. Therefore, in place of the International Fair, we created the **U Virtual Passport** in coordination with the Internationalization Department, the Global Thinking Committee, and the Training and Talent Department, which helped bring internationalization to the entire university community.

This exercise aimed to develop an agenda to highlight and present global contrasts in various scopes of study and how they can be linked to Mexico. Many UPAEP teachers, colleagues from foreign universities, and international organizations worked together to develop this event. As a result, it was trendy, with **1,256 participants** who trained in global competencies such as global awareness, cross-cultural skills, cultural perspectives, attention to diversity, and open-mindedness.

Undoubtedly, **U Virtual Passport** was a great success; an event that resulted from collaborative work between different areas of the institution and aimed to build on current international networking through outstanding participation from UPAEP speakers, colleagues, and international partners. Topics discussed included the importance of internationalization At home, the resilience of the automotive industry, the culture clash between East and West, the Latin force around the world through engineering, the development of curriculum vitae for the international context, working in multicultural environments, professional training in global health systems, COVID19 as a driver of change in education, challenges and opportunities; in addition to talks on flavors of the world and a sample of international dances, among others.

Another critical element of our integrated, intercultural vision is the **UPAEP Writing Center**, which, since its opening in 2010, has provided individualized support to writers both within and outside of the university community, on-site and online.

Through this Center, we offer tutoring services, workshops, writing sessions, and editing activities. Each of the Writing Center's activities is carried out by writing tutors and aims to promote writing as a means of self-knowledge, cultural dissemination, and empowerment on a personal and societal level.

We aim to become a **national and international benchmark** for the comprehensive training of writing tutors and developing a community of tutorial practice based on shared leadership, constant learning, and the generation of relevant knowledge in the Latin American context.

*Within UPAEP, the Writing Center seeks to continue supporting the student community throughout their academic career and consolidate a culture of learning supported by writing. The activities carried out this year include:*

1

Recertification - Level 1 of the International Tutor Training Certification by the College Reading and Learning Association, currently under review. If obtained, UPAEP will be certified for 3 years.

2

In order to remain at the forefront of tutoring services both regionally and nationally, in January 2021, the Writing Center purchased and adapted WCONLINE software to manage our tutoring. The program is specially designed for writing centers and offers various types of reports, session management, videoconferencing, and a system for asynchronous tutoring, among others. ([upaep.mywconline.com](http://upaep.mywconline.com)).

3

On December 4th, 2020, Dr. Abigail Villagrán Mora, who coordinates the Writing Center, was invited by the Federal University of Paraná in Brazil to give the webinar Fostering a Community of Practice for Writing Tutors about her research on training writing tutors.

4

This year, tutors produced the first podcast on writing center issues in the country.



Since purchasing **WCONLINE** (software specially designed for organization, registration, and reporting in writing centers), from January 1st to April 30th of this year, the UPAEP Writing Center has provided 311 tutoring sessions to 102 writers. 74 of those writers have attended more than one session at the Writing Center. In addition, 42 of these sessions were asynchronous, and 269 were synchronous.

Finally, we would like to mention the **Sintonía** initiative, which began in 2012 with the participation of Michael Porter (UPAEP Honoris Causa Doctorate), a leading speaker on issues of competitiveness and clustering.

### ***This year, through Sintonía, we carried out the following projects:***

- 1. Study on the Social Progress Index (SPI)** application to evaluate the capacity of the Municipalities of the State of Puebla to respond to COVID-19 and to identify lethality in municipalities with more COVID-19 positive cases. Both presented at a) the Annual Global Meeting of the MOC Network at the Harvard Institute for Competitiveness and Collaboration 2020, b) the Global Meeting What Works in Social Progress Index 2020, c) the Annual Meeting of the MOC Latin America Network, d) the Annual Meeting of the world's largest global cluster network TCI (The Competitiveness Institute), e) the Latin American Annual Meeting of TCI.
- 2. First Sintonía meeting:** "Strategies for Covid -19" 2020.
- 3. First International Mission** Mexico-Colombia 2020.
- 4. Second International Mission** Mexico-Colombia 2021.
- 5. Development of the first MOC** (university-wide graduate program course) with a group of 9 students at UPAEP Tehuacán Campus, a milestone that will allow the development of clusters.
- 6. Development of the first Covid-19 integrated risk and response tool** Covid-19 (IRR tool). This tool allows the analysis of social, economic, health, and interaction risk variables to generate practical actions in the face of the Covid-19 emergency. The tool was derived and adapted from the Social Progress Index and carried out collaborating with the State Government and INCAE Business School. This prototype version was tested in a group of municipalities.

As we can see, the impact of the Writing Center is unprecedented, and some of the success stories that have come from this year of hard work are:

1. Most of the tutors have published texts produced as part of their service at the Writing Center, in national and even international media. Notably, **Edgar Ulises Escamilla Tiburcio** published his essay "Nabokov y sus cartas a Vera: la palabra escrita aún es más potente que los emojis y los chats" in the international portal Infobae

Other tutors have continued writing, even after graduating from the university. For example, **Omar de Felipe Solís**, published in national media, including El Universal's cultural publication, "Confabulario."

2. Several tutors attribute their experience at the Writing Center to have acquired skills necessary to continue their graduate studies. For example, **Zayra Carolina Cabañas Zárate** was recently accepted into the Rhetoric program at Carnegie Mellon University in Pennsylvania. **Ricardo Jesús Ortíz Zárate** has also gained admission to the Neuroethology program at the University of Veracruz.

The UPAEP Writing Center is a groundbreaking institution, offering internationally certified writing tutoring by the **College Reading and Learning Association (CRLA)**. Our commitment to the Common Good is demonstrated by providing these tutoring services free of charge to the UPAEP community and the general public. In addition, we are national pioneers in research on training peer tutors and assessing or evaluating the learning in each tutoring session.

We also impact institutional processes for academic quality by supporting faculty in designing and implementing writing activities across the curriculum, aligned to their learning outcomes (Learning Outcomes). In addition, we are in charge of institutional measurement and continuous improvement of processes to develop written communication competencies (General Education).







To ensure an  
environment  
of *trust*,  
collaboration,  
and  
accountability



5TH GOVERNING PRINCIPLE





# FIFTH GOVERNING PRINCIPLE

**To ensure an environment of trust, collaboration, and accountability**

Participation in university life is, on the one hand, a right, and on the other hand, a responsibility, particularly for faculty and students who participate in the University Council. The council is a collegiate body with powers of voice and vote in meetings where initiatives are presented, opinions are generated, and committees are formed to resolve issues of institutional relevance.

The UPAEP University Council comprises 221 council advisors, 118 regular, and 103 alternates. The advisors are divided into 15 ex-officio and 128 student advisors and alternates representing 64 faculties or academic programs (undergraduate or graduate) in Puebla, Tehuacan, Online, and Open; 78 professor advisors and alternates, representing 39 faculties or academic programs (undergraduate or graduate) in Puebla, Tehuacan, Online Education Mode, and Mixed Education Mode.

Over the 2020-2021 academic year, we held four ordinary sessions, plus the session for presenting the President's Annual Report. These were all held by videoconference and met the required quorum for voting. In addition, we discussed the following topics:

 <p>Policy for the <b>USE OF INSTITUTIONAL STATIONARY</b> seals, signature, and institutional emblems <i>Presentation</i></p>	<p>UPAEP <b>INTEGRITY SYSTEM</b> <i>Presentation</i></p>	
 <p>Academic Distinction of <b>DOCTOR HONORIS CAUSA</b> by the board of trustees for the College of Arts and Humanities <i>Approval</i></p>	<p>Award  <b>FORGED CROSS PRIZE FOR GRADUATE PROGRAMS</b> <i>Presentation</i></p>	 <p>Develop a policy for <b>PEOPLE WITH DISABILITIES</b> by the College of Social Sciences <i>Proposal</i></p>
<p>Amendments to <b>UNIVERSITY COUNCIL REGULATIONS</b> <i>Approval</i></p>	 <p>Members of the <b>ACADEMIC INTEGRITY COMMITTEE</b> <i>Renewal</i></p>	 <p>Distinction <b>PROFESSOR EMERITUS</b> Mr. Juan Louvier Calderón Mr. José Antonio Arrubarrena <i>Approval</i></p>
<p><b>PROTOCOL FOR CONDUCT</b> Contrary to the UPAEP Code of Ethics and Conduct <i>Approval</i></p>	 <p>Celebrations for <b>UPAEP 48<sup>TH</sup></b> anniversary <i>Presentation</i></p>	<p>Proposal <b>UNIVERSITY SOCIAL RESPONSIBILITY</b> for the Common Good <i>Presentation</i></p>

In addition to the existence and functions of the University Council, decisions that mark the course of UPAEP are also made by the **Collegiate Bodies**, who meet regularly, expose and discuss the most relevant issues and strengthen the development of our institution.

The **Academic Formative Body** is the highest academic collegiate body of the University. It is a space for dialogue and reflection, where linkage and coordination are encouraged. It is responsible for analyzing, evaluating, and making strategic decisions about educational proposals for academic life: opening, updating, or closing of study plans and programs; reflecting on the University's work and essence; the presence of visiting professors; updates and innovation in topics related to the internationalization of the curriculum; flexibility, multimodality and interdisciplinarity; reviewing lines for knowledge generation application; and attention to training needs and situations that arise at the institutional level. Additionally, its purpose is to advise, propose and promote guidelines for institutional academic management that support and promote the comprehensive vision of the curriculum and thus ensure the quality and relevance of the institutional educational proposal.

The **Management and Processes Committee** discusses and proposes topics that contribute to efficiency, continuous improvement, and innovation in the academic and administrative management of UPAEP, contributing to institutional growth and consolidation. This year, the Committee held 10 sessions, covering the following topics:

- Digital transformation: platforms for learning and educational management.
- Multimodality and its impact on the development and strengthening of the institutional value proposition.
- Quality: processes and evidence for institutional accreditation
- Intelligent system for the management of materials and use of infrastructure.
- Educational management model: processes and objects that support the model.
- Challenges and Opportunities: Dual Degrees, Bridge Programs, and Dual Enrollment Programs
- Technological support and processes for strategic communication
- Actions for Student Success

### Fall Season

- Curricular Reform. ≈
- Doctorate in Education offered by UIC in Tehuacan ≈
- Campus. ≈
- Challenge of teacher training in Catholic Identity ≈
- Universities. ≈
- Teacher development in professional learning ≈
- communities for innovation. ≈
- Status and proposal for teacher training at UPAEP. ≈
- Ideas to consolidate the comprehensive formative ≈
- education and continuous growth of teaching staff. ≈
- Evaluation of the UPAEP educational process. ≈
- Research on experiences and reflective learning at ≈
- the Catholic University of Chile. ≈
- Research Master Plan; Progress made in measuring ≈
- graduation profiles of UPAEP students. ≈
- Perspectives of internationalization in the ODUCAL. ≈
- Life education. ≈
- Integral formation with a Catholic vision in Hong ≈
- Kong. ≈
- UPAEP Global Campus; Progress of the Running ≈
- Start proposal. ≈
- SRAS Matrix of priority focus lines. ≈
- "Welcome to the Nest" induction course. ≈
- Proposal for Multimodal Environments for Optimal ≈
- Learning. ≈

Over the 2020-2021 academic year, **17 meetings** of the Academic Formative Body were held. In the Fall season, the following topics were discussed:

### Spring Season

- ≈ 5 International Humanist Professors participated in the Body.
- ≈ We discussed curricular projects: Master's Degree in Language Teaching and Cultural Diversity, Specialty in Administration and Construction Management, and Medical Specialties: Internal Medicine, General Surgery, Imaging, Diagnostic and Therapeutic Ophthalmology.
- ≈ Request for closure of some academic programs of the DGIME.
- ≈ Topics of experiences and benefits of international accreditation.
- ≈ Catholic Identity.
- ≈ Lifelong Learning.
- ≈ Experiences and practices with the theme of "Populations not traditionally served by Higher Education".
- ≈ Candidatures for Professor Emeritus - José Antonio Arrubarrena and Juan Louvier Calderón.
- ≈ Advances in the Curricular Proposal.
- ≈ Review of the continuous work of the UIC – UPAEP alliance.
- ≈ Reflections on "flexibility" in the University; Work in Academies - Good Practices in Transversal Academies.
- ≈ Making collegiate work in Academic Teams more dynamic: CETYS experience.
- ≈ Research: Conformation and development of the Mexican Center for Innovation in Smart Grids and Microgrids (CONACYT).
- ≈ PRONACE Project; Aztechsat Constellation Project; and Expression profile of snoRNAs (small nucleolar RNAs).

The Workplace Wellbeing Department, part of the Office of Human Resource Development, responds to the requests and needs of the UPAEP's.



**2,232**  
staff members

**1,122** payroll

**910** part time professors

**125** benefits required by law

**75** professional fees





For UPAEP, accountability is an essential characteristic of all staff at the institution. Because of this, we conduct **performance evaluations every six months** to establish work-related goals associated with the specific tasks that each person performs. These are then monitored using performance indicators. Objectives are also established for their personal development and commitment, collaborating with the University and encouraging actions that promote our institutional culture.

We also organize several **activities to care for the health** of our community, including exercise classes (GAP, Zumba, pilates, stretching, boxing, dry swimming, home

gym, crossfit, and multi-training) for physical well-being. These activities complement our "Transform Your Health" program, which we have run for over 10 years. 741 employees have participated in this program, which gives them access to specialized conferences, spaces for dialogue, physical workshops, infographics, and informative videos. All materials are focused on holistic well-being and cover social, spiritual, environmental, and emotional aspects of health.

To care for our community's psychological well-being, every 15 days, we hold dialogue workshops in conjunction with the Psychology Department to promote positive mental health among all members.

We also carried out the **solidarity campaign**, collecting food for UPAEP collaborators and service companies that needed it the most.

To promote an environment of trust and a sense of collaboration, we have created a comprehensive process for staff, focused on trust and collaboration, right from the moment of first contact with a candidate who aspires to work at UPAEP. First, through the recruitment and induction processes, then throughout their personal development and career, until their retirement or resignation from the institution.

In each step, the different departments under the **Office of Human Resource Development** work according to established processes, guidelines, procedures, parameters, and indicators that periodically evaluate whether they are being fulfilled to take appropriate measures and develop action plans, if necessary. In addition, the comprehensive process for staff is regularly reviewed by each of the departments involved so that improvements may be made based on the results obtained, and new processes and innovative technologies may be incorporated.

We are currently redesigning our human development processes to integrate them into macro processes that provide continuity and support staff members' different life-stages and work trajectories. We aim for the different departments of Human Resource Development to work together to provide streamlined, holistic support to all staff.

Such endeavor has helped make our human resources processes more agile by reducing the number of steps to follow and providing support to staff more efficiently.

As part of the **talent attraction** process, we use social networks such as LinkedIn, Facebook, external national and international job boards, digital platforms such as OCC and Conacyt, in addition to the UPAEP job board and the collaborative recruitment across sites. In order to maintain and promote talent, through the Department of Personnel Recruitment, Selection and Assessment, we favor internal promotion where possible. In addition to this, we also provide an open channel of communication where staff may request a change of area within the UPAEP platform.



The **Infrastructure Master Plan (PMI)** was developed as part of our Vision towards the 50th Anniversary in 2014 (PMI14) and updated in 2019 (PMI19).

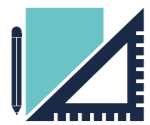


### Campus structure

The elaboration and monitoring of the IMP allow us to carry out projects and activities in an orderly manner, according to the institution's needs. It also ensures that resources can be allocated in a balanced and timely manner. Therefore, it is critical to establish general criteria for development based on the specific plans that can be made in the short and medium-term.

#### The plan should

- Guide** decision making regarding the development of physical infrastructure
- Determine** what infrastructure is needed to meet changing demands, with a vision to 2023,
- Provide** proposals and recommendations to optimize and strengthen existing infrastructure,
- Identify** strengths and areas of opportunity concerning the existing physical infrastructure,
- Achieve** an architectural identity that allows us to capitalize on investments made, through their impact on institutional image and brand positioning,
- Propose** basic criteria for evaluating returns investments.



### Image and architectural identity

The pandemic caused by COVID-19 took the world by surprise. It had a drastic impact on all of the University's plans, and the IMP is no exception. The General Works Plan 2019-2023 had to be re-thought and replaced by the works plan 2021-2025.

During this time, while the University has had to conduct **distance activities, teleworking, and semi-presential** modalities, we have confirmed what has been stated on many occasions: the professors are the fundamental core of the work of the University. The physical infrastructure, spaces, equipment, and materials necessary for the optimal development of educational work effectively contribute to the achievement of our mission. All of them provide means and create environments that favor teaching, research, and outreach, facilitating the implementation of our educational model and contributing to the responsible management of the institution.



### Regulation and social responsibility



### Academic, formative, and administrative needs

This year, **technological infrastructure** has proven to be a fundamental element in order to continue university activities. However, we are also proud to say that, once conditions allow it, UPAEP students and professors will be able to benefit from an ideal, attractive, and motivating physical environment at UPAEP's facilities, helping them move towards their goals. Furthermore, we believe that the model for transformation leadership is more effective when it involves interaction, encounters, and interdisciplinary teamwork for SAPS projects, so we aim to make this experience attractive and appealing.

Among the existing, tangible results of the PMI are: the **UPAEP theater, the expansion of the 3rd and 4th floors of the SUI, expansion of the 2nd level of EMS Atlixco classrooms, expansion of the 3rd and 4th levels in the same campus; first stage of the development of the Medical Simulation Center, Molecular Diagnostic Laboratory, 1st stage of remodeling of the central esplanade of the Central Campus and of course, the new Angelópolis High School Campus.**

The **PMI** considers our commitment to social responsibility with a focus on the Common Good. Therefore, it seeks to reduce our ecological footprint by installing and operating the UPAEP photovoltaic plant that is successfully working at 100% of its capacity. In addition, the new Angelópolis High School infrastructure was designed and built to have the least possible impact on existing trees - more than 29 trees were relocated. As a result, more than 39 additional trees were planted.

**2,348m<sup>2</sup>**  
of remodeling  
**1,636m<sup>2</sup>**  
of construction  
**1,031 MWhr**  
produced this year





Our laboratories are an essential part of our institutional infrastructure. These laboratories provide support to the different academic departments. We currently have **156 laboratories in 9 buildings**, of which 132 are used for teaching and research, 34 also serve the public (clinics, restaurants, greenhouses, and metrology), and 17 are used exclusively for research.

During the COVID-19 pandemic, we purchased a platform to offer our students online laboratories to allow the development of skills, knowledge, and abilities virtually. After much research, we decided to use the ALGETEC platform, which offers more than 250 different virtual laboratories in different knowledge areas. The virtual labs allow the development of at least the same number of virtual practices, using equipment, supplies, and security measures identical to those that students would find in a physical laboratory, and a design fully in keeping with the learning outcomes that the courses required. Furthermore, students can access these labs through a single click from their courses' Blackboard area.

## LABORATORIES

## TARGET

### Virtual Labs

Through the use of technology allow students to develop skills, abilities, and knowledge, from home, through Blackboard courses since the quarantine regulations and global pandemic did not allow for physical laboratories or face-to-face interactions.

### Medical and Biological Laboratories

They provide the necessary services for academic and scientific development. Specifically, they are oriented towards the areas encompassed by health sciences, such as Medicine, Dentistry, Nutrition, Nursing and Physiotherapy, and Biological Sciences, including Chemistry, Biology, Biotechnology, Environmental and Veterinary Sciences. Five laboratories are dedicated to research; twenty-eight laboratories are used for practical teaching in different areas (Chemistry, Biological Sciences, Anatomy, Health Sciences, Dentistry, Veterinary, Environmental and Biotechnology). The facilities also include a general reagents warehouse, two temporary warehouses for hazardous waste (RP) and infectious biological hazardous waste (RPBI), an inventory of state-of-the-art equipment, which includes approximately two thousand pieces, 32 full-time employees (workers), and a fluctuating population (faculty and students) of 1,500 people.

### Engineering Laboratories

These are used for both academic and research work. Currently, three coordinators and a general coordinator are in charge of verifying that both the building and the equipment and consumables are available and in good condition for students and research staff use.

### Audiovisual Media Laboratories

Currently, coordinators are in charge of verifying that the equipment, physical infrastructure, materials, and supplies are optimal to be used for academic practices. Both the L3 coordinators and the administrative assistance of the Legal Services Department can request, manage and execute equipment maintenance and purchase the materials and supplies necessary for academic practices. L3 labs contribute to the integral formation of students at all levels, both undergraduate and graduate. L3 labs are fundamental for growth, development, and competitiveness to benefit from effective communication processes, structured work plans, and highly trained staff working every day to make the most of this fantastic resource.

## LABORATORIES

## TARGET

### Dental Clinic

The clinic covers four floors. Level 0 or basement: where clinic C, with 10 dental units, and clinic D, with 9 dental units, are located; the equipment and sterilization center (CEYE), the instrument washing area, and a laboratory; seven office cubicles: for academic management, professors, a secretary's office and a meeting room. Level 1: corresponds to Level 100 of the B building. It includes clinic A, with 10 dental units, clinic B with 10 dental units, and the diagnostic clinic with four dental units; the UPAEP Digital Dentistry Center, administrative staff office, an x-ray processing room, and a pair of individual restrooms for patients.

23 Sur #1101

### Center for Technological Innovation in Protected Agriculture (CITAP).

Located in Atlixco, Puebla, 30 minutes from the UPAEP Central Campus. It has 2.5 hectares of land, of which one is used for greenhouses, which are mainly used for practices, research, and commercial production. Students are involved in all the different activities of the Center. It has the equipment, material, and tools necessary to meet the objectives of the Center and comply with quality standards.

Carr. Federal Puebla - Atlixco Km 25

### Zootechnical Post

UPAEP has a zootechnical post located in the municipality of Atlixco, Puebla, together with CITAP. The post has an area of 16,000 m2 and is divided into the following areas: parking, bathrooms, living-laboratory, the agricultural field, warehouse, equine module, sheep module, poultry module, cattle module (meat and milk), round for equines, and meadows grazing by an electric fence. The activities carried out in the Zootechnical Post are governed by a biosecurity manual that includes aspects such as clothing, entry to the facilities for both staff and new animals.

Carr. Federal Puebla - Atlixco Km 25

### Veterinary Hospital for Dogs and Cats

The hospital staff comprises two large teams from the program of Veterinary Medicine and Zootechnics and the area of academic support. In the academic area, the students of Veterinary Medicine perform social service, professional practices, and practical courses throughout the academic year. In addition, graduate students in medicine and surgery for dogs and cats take their courses in the hospital classroom and perform their daily clinical practice with patients that the hospital receives. Here, we serve both the UPAEP community and the general public. We offer high specialty veterinary medical, diagnostic, 24-hour hospitalization, and surgery and preventive medicine.

15 Sur 710

## LABORATORIES

## TARGET

Comprehensive Health Center (CSI) Since it opened its doors, two fundamental objectives were set under the University's mission and vision. First, the academic objective is to serve as a space that favors learning according to the curricula of the health programs. Secondly, to deliver excellent health services at the lowest cost for the entire community of Puebla, thus fulfilling our commitment to solidarity. The CSI is an integral part of the student's academic training from health disciplines. It actively contributes to their curriculum, allowing significant learning according to the study plans of the different programs that make up this area through spaces for teaching classes and best practices. In addition, the CSI is equipped with state-of-the-art materials and equipment to respond to the different needs of our students and users. Because of this, we can offer services in the following areas:

1. Medical clinic. General medical consultation, medical examinations, specialty consultation (Gynecology, Neurology, Orthopedics, Traumatology, Pediatrics, Psychiatry, Gastroenterology, Otolaryngology, Nephrology, Internal Medicine, Surgery, Ophthalmology), clinical laboratory sampling, health certificate, anti-doping tests, prevention campaigns.
2. Nutrition Clinic. Nutrition consultation for children and adults, athletes, patients with chronic pathologies, body composition evaluation by air-displacement plethysmography, body evaluation by spectrophotometer, body evaluation by electrical bioimpedance, anthropometric evaluation using ISAK methodology, evaluation of energy expenditure through indirect calorimetry.
3. Physiotherapy Clinic. Assessment and diagnosis of motor function, multiple stimulation, sports physiotherapy, orthopedic physiotherapy, neurological physiotherapy, geriatric physiotherapy, neuromuscular activation, shock wave therapy, therapeutic percutaneous electrolysis, dry needling, mechanical traction, neuromuscular taping, kinanthropometry.
4. Psychology Clinic. First level interview, psychological follow-up, psychological intervention, couples' therapy, family therapy, family inclusion therapy, cognitive stimulation, neuropsychological evaluation and diagnosis, homework workshops for children, psychometric evaluation, vocational orientation processes, application of psychological tests.
5. Workshops and training in these areas.
6. Emergencies that do not involve hospitalization.

The UPAEP Comprehensive Health Center is currently the only space providing various health services to offer excellent, comprehensive care at preferential costs for the university community and society.



### Comprehensive Health Center (CSI)

Av 9 Pte 2309

## LABORATORIES

## TARGET



### Gastronomy Laboratory

Av 11 Pte 2310  
Centro de vinculación UPAEP



### Center for High Technology Services (CESAT)

Av 15 Pte 1910

**Gastronomy Laboratory** In these laboratories, programs such as Gastronomy, Nutrition, Hospitality, and Service Management participate. The practical approaches of these laboratories are different from traditional teaching methods, where the professor stands at the front of the group and dictates the class. Here, students also consider research processes, product development, and other models of complete application with real customers, as is the case of the UPAEP Restaurant, where students contribute to complete cycles of attention to customers. Some of the areas of the laboratories and their specific functions are:

**Gastronomy laboratories warehouse:** to provide supplies, utensils, and tools to the faculty for the execution of practical classes in gastronomy, nutrition, hospitality management, and services, as well as managing spaces and maintaining laboratories.

**UPAEP Restaurant:** to offer food service to the university community with the objective of training students of gastronomy and nutrition, as well as institutions, and to provide support for institutional events held in the restaurant.

**Pico Cafeteria:** to provide food and beverage service to employees and students in the Central

Campus and external buildings.

In the Center for High Technology Services (CESAT) of UPAEP, we perform a whole battery of tests on materials to analyze their properties. Our team of technical consultants specializes in inflammability, mechanical, physicochemical, and climatic tests. We have more than ten years of experience applying more than 50 international reference methods: ISO, ASTM, DIN, PV, TL, TP, NES, GMW. In CESAT, we evaluate materials such as plastics, rubbers, elastomers, polymers, adhesives, foams, metals, textiles, and recycled material; for different industrial sectors, such as automotive, chemical, metal-mechanical, textile, environmental, agricultural, livestock, packaging, construction, among others, serving 164 companies throughout the Mexican Republic between August 2020 and July 2021.





As a result of the pandemic and due to public health regulations in place, we could not provide physical book loan service to users. As a result, 3,200 active book loans were extended indefinitely. We were only able to assist in some specific cases at the request of resources for research or materials for professors who required them for their courses. So, instead, we focused our efforts on the **electronic interlibrary loan on demand**.

Through the use of the database, we were also able to provide services to 178,943 users through **545,235 queries and downloads**.

We consolidated all **online workshops for the user training program** - all incoming undergraduate students took the basic training in information management. We continued to provide intermediate, advanced, and personalized workshops. In addition, we offered a counseling program, available Monday through Friday over 4 different schedules and Saturdays on demand, to provide more timely and personalized support to any member of the university community.

We held 16 workshops involving 109 professors and offered around 80 monthly consultations to provide further support to the whole community regarding their information requirements.

Through these actions, we impacted **3,313 users** over the reporting period within the same training program.

Due to the pandemic, the acquisition of physical materials decreased considerably; However, we could respond to urgent requests and requests for basic bibliography.

In addition to the laboratories' creation, conservation, use, and service that complement academic education, UPAEP has also sought to share and develop our institution's library collection.

**The Center for Research and Learning Resources (CRAI)** is a significant, dynamic, and holistic environment offering materials to support the teaching-learning and research processes at the University. The CRAI integrates our Libraries, produces catalogs, publishes resources, and provides user training, consultation, study, and multimedia services to promote collaborative learning in our university community.

The CRAI aims to contribute to the educational process at our institution in order to achieve academic excellence by providing our students with the full range of information resources and tools that they require during their time at the University. All this, through a dynamic environment that integrates information resources that support learning, research and education. Students can also develop competencies in information management through the CRAI, where they can practice reflective learning processes by identifying the need for information, obtaining, evaluating, and deciding to use it ethically, either by physical or digital means, to turn this information into knowledge.

## PHYSICAL COLLECTION

**101,415** *Central Campus*

**9,323** *Tehuacán Campus*

**34,630** *High Schools*

**18,098** *Thesis*

**19,573** *Special Collections*

**453,006** *E-books*

71,546,581 Online resources in contracted databases (in 34 databases)

158,990,544 Online resources in open access databases

As the pandemic progressed, we developed the hygiene protocol for libraries and, when staff attended the facilities, we carried out all sanitary measures according to University protocols. In addition, we applied quarantine rules and dry nebulization techniques to sanitize bibliographic materials, including those stored in the library and any that were returned during this period.

We continued to provide library services throughout this period, including dealing with materials returned by post, returns in person, renewals, debts, loans of material to professors, clarifications, user guidance, and electronic consultations. In addition, we followed up on requests for reports and statistics for the different schools or faculties in accreditation. Similarly, we attended interviews and virtual visits to the facilities with peer evaluators via videoconference.

Another important area covered by this Governing Principle is the **Information Technology Strategic Plan**, which we renewed in 2019 to establish the foundations for the digital transformation that today allows us to continue working towards our Vision for the 50th Anniversary and the success of our students. This proposal is complemented by institutional planning in investments, project execution, and the development of a technological platform that has allowed us to successfully face current challenges and offer new services to the UPAEP community.

This Plan aims to ensure our students' success and contribute to sustainability and institutional growth through state-of-the-art **infrastructure and technological solutions, supported by agile and transparent processes, in an environment of innovation and institutional collaboration.**

The development of the Covid-19 response plan has allowed us to strengthen the UPAEP value proposition. We increased our internet transmission capacity **100% up to 4Gbps**, and wired and wireless network coverage is adequate across all our facilities.

We updated and complemented the learning platform with new technological solutions for learning, supporting professors and students alike in their academic continuity.

In addition, we made investments to equip **213 classrooms** and laboratories with video and audio cameras and equipment for the hybrid use of spaces, and we activated 289 computers for virtual remote use

These actions allow students and professors to access and use academic software resources from wherever they are.

We increased the storage capacity of the **UPAEP private cloud from 90 to 150 Terabytes** of information to host digitization, library, and class storage services from the Blackboard and Google Classroom platforms. We also strengthened the support we provide to users, solving 73.2% of reported incidents at the first contact and developing online support channels to assist students and faculty with academic issues, procedures, and services. We also reviewed our monitoring and information security capabilities, and the availability of IT services at UPAEP.

As a result of these efforts, we provided continuity in UPAEP academic and administrative services. As a result, the levels of use of the learning platform exceeded 17%, which was the goal previously set for 2023.

Over this academic year, we taught **56 courses, impacting 1,665 professors, skills and procedures** for using Blackboard and learning tools, and publishing online tutorials for professors and students. Additionally, 20 professors were trained to teach their classes using computer labs in remote mode.

All of these actions were carried out to maintain the most critical function of our University: teaching. With this in mind, from August 2020 to date, we have created **12,096 groups in Blackboard.**

From August 2020 to date, we have created **3,097 groups** in the UPAEP High School system in Google Classroom.

### **The technological equipment at UPAEP consists of:**

- ≈ **Two Cisco Hyperflex data centers** and an institutional Oracle cluster.
- ≈ **An internal cloud** storage with 6 NAS equipment for a total of 150 Terabytes. The storage capacity was increased from 90 to 150 Terabytes for institutional document management services, digitization, library, and class session storage.
- ≈ **-Next-generation firewall**, vulnerability management system, SIEM monitoring, and log management system. Threats detected and blocked, daily average: 662,046 URLs filtered in web browsing, daily average: 844,033.
- ≈ **Cisco Systems Enterprise**-class wired network and 10 Gbps fiber optics are used between the 43 buildings in the urban area.
- ≈ **51 Intermediate Distribution Frames** (IDF Intermediate Distribution Frames) and **one Main Distribution Frame** (MDF Main Distribution Frame) at our central campus.
- ≈ **Wireless network** with 220 access points covering all offices, classrooms, and laboratories.
- ≈ **Telephony**, Enterprise Avaya with an Avaya Aura switch, and a contact center with IP Office and IP Office contact center.
- ≈ **Central campus buildings** and the residence hall area have Internet links with a combined capacity of 4 Gbps, of which 2 Gbps was increased during 2020.
- ≈ **A Computer Center** with specialized computer labs, a general reference room, and access to specialized academic software available on-site and remotely.

### **New technology acquisitions in the period were:**

- ≈ **Adoption of Blackboard Ultra** learning platform. Virtual labs platform integrated to our Blackboard platform.
- ≈ **Acquisition of 200 licenses** for access to the Genially learning content generation platform.
- ≈ **224 laptops** and state-of-the-art desktop computers.
- ≈ **82 new state-** of-the-art LED laser video projectors.
- ≈ **213 full HD 1080P** webcams.
- ≈ **213 camera** mounts to classroom desk.
- ≈ **40 headsets** with integrated microphone for classroom support, with Bluetooth modules.
- ≈ **The updating of 444 equipment** utilizing solid-state disks.
- ≈ **UPAEP data center** upgrade ensures greater availability and resilience of information services and maintains continuity of operations for distance learning and home-based work.
- ≈ **We increased the storage** capacity of our private cloud from 90 to 150 Terabytes to meet the needs in terms of institutional document management, digitization, library, and class registration services of our LMS (Blackboard and Google Classroom).
- ≈ **Upgraded versions of Contact Center** CRM and telephony support to the latest version available from the manufacturer and, in addition, from on-site to Home Office.
- ≈ **Acquisition and installation** of 248 new wired network ports to meet connectivity needs in our facilities, which added to the existing 5,857 total 6,105 access points to our UPAEP network.



In terms of progress in digitization, we carried out the Integral Employee File project. As a result, the repository of digitized documents and electronic information about UPAEP collaborators was established, making monitoring, reviewing, and validating documents more agile, aligned to institutional processes, strategic projects, and the information needs of UPAEP users.

**4,665**  
electronic  
staff records

Currently, the digital repository stores more than **4,365 electronic staff records**. Due to the success of this program, it was recognized by Laserfiche as a winner in the category "Run Smarter Award Regional Choice - Latin America." This achievement demonstrates the success of this project in digitizing and concentrating all digital documents associated with our operations and services and highlights its quality among the projects reviewed.

We also designed a new integral process to approve and manage digital contracts, which received a special mention in the **ANUIES TIC 2020** event in November 2020 for the project "System to Control and Manage Certificates UPAEP."

We have also made progress in robotizing solutions in accounting management processes, integrating this operation into the institutional ERP and the digital archive. We have processed **28,973 digitalized accounting policies**, avoiding the use of paper in our internal processes.

This digitalization process has helped to streamline institutional processes in the Office of Human Resource Development, the Office of the Vice-President for Academic Affairs, the Office of the Secretary-General, the Office of the General Counsel, the Comptroller's Office, the Office of Educational Administration, and Student Services, and the Procurement Services Department, which allows us to provide better services to our students, faculty, and staff.

Through the **entrepreneurship and innovation projects** implemented during the period, 213 microenterprises benefited, 197 entrepreneurs were trained, 16 business models were strengthened, and 115 professors were trained.

Through **UPAEP Enterprises**, we extended the University's value proposition, offering services to society, according to the Tetrahelix model, Strategic Consulting, Technological Innovation and the promotion of Entrepreneurship, with the participation of faculty and students, thus contributing to the diversification of income for the University.

### For collaborators:

-A technological upgrade of the Unisoft platform to improve current applications' user experience, performance, image, and functions.

-1,112 applications were migrated for more than 22 thousand active users.

-Salesforce Lightning CRM platform release.

-Signing of digitized teacher contracts

-Digital process of registering and uploading supplier documentation.

-Questionnaire of the NOM035 Standard.

-Digital process of management, review, and acceptance of part-time teacher's contracts.

### For students:

-Online tutor evaluation, allowing students to evaluate the performance of the assigned tutor through a form.

-Reinforcement of payment platforms and operations with banks to improve user experience and security.

Digitalization of degree-issuing processes made it possible to streamline and operate the management and issuance of titles during the pandemic.

-Learning guide applications and reports with direct links for library reference.

-Academic Dashboard: a tool for direct communication between students and their academic program directors.

-Blackboard continuity dashboards, which show a view of student and teacher activity and usage levels.

-New institutional newsletters by UPAEP digital media.

-Student portal, online pre-enrolment. -New portal for laboratory tests COVID.

-Integrity system portal.

-Information portal for safe return.

-Public documents section for international accreditation (Office of the Secretary-General)

-Learning Outcomes system for extracurricular activities

-Forms and processes for content management associated with Learning Outcomes.

-Digital admission form for high schools.

-Parent forms.

**213**  
microenterprises  
benefited

Regarding the model of **University Social Responsibility (RSU)**, we want to emphasize that its focus on the Common Good is the hallmark that has set it apart since its foundation. The areas covered by the RSU model are **training, social cognition, social participation, and organizational management**. Through providing holistic education and encouraging interdisciplinary collaboration, the University seeks to respond to the current challenges and, in keeping with its mission: "form leaders who transform society."

In addition to a clear vision and policy on University Social Responsibility, from a perspective of the Common Good, based on the Social Doctrine of the Church, UPAEP also assumes the **17 goals for sustainable development and integrates them into its institutional work**. Our commitment is to be responsible as an educational institution through transparency, a commitment to our values, and an attitude of service. Our responsibility to educate young people means that we are committed to offering everything necessary to develop competencies, generate knowledge, increase capacity, diagnose impacts, find innovative solutions and promote sustainable development from a perspective of the Common Good.



### Las acciones que se han desarrollado a partir del RSUBC son:

- ≈ Update of the University Social Responsibility for the Common Good Policy.
- ≈ Generation of the University Social Responsibility Model from the perspective of the Common Good.
- ≈ Representation in the University Social Responsibility Network ODUCAL:
  - Student committee: Students Jorge Alberto Méndez González and José Ramón Rodríguez Fabre.
  - Scholarship in Diploma in Training and participation in the Theories Committee: María Teresa Salinas and María Gpe.
- ≈ Incorporation of MSW in institutional planning through PRR and PTO. Participation in THE's Impact Ranking (ODS). In this third edition, 1,115 universities from 94 countries/regions were evaluated.
- ≈ UPAEP within the national ranking is in 5th place, along with other universities, and in 2nd place along with the UDEM among the best private universities and is the only one in the south-southeast region.
- ≈ Updating of RSU content in the institutional portal.
- ≈ As part of **UPAEP Social Responsibility**, we decided to maintain private security in buildings and safe paths, even when the community was ordered to stay home due to the pandemic.
- ≈ We understand the importance of preserving sources of employment and the well-being of the families in our local community, so our University covered the contracts of 85 security guards during the year reported, which was also beneficial in guaranteeing our staff's safety facilities.

### In addition, the following training courses were held:

- ≈ Training course for all internal and external security staff in the institutional integrity system.
- ≈ Training course for monitors for the healthy return of internal guards.

In addition, **QR codes** for turnstile access were created by the technological platform area.

UPAEP works to guarantee a risk-free environment for our university community, complying with occupational **health and safety regulations for civil protection**.

We implemented and maintained a permanent program to review fire equipment, warning systems, and risk assessments during this period. Competent authorities issued us all corresponding certificates of compliance. We have maintained our emergency plans updated and integrated with the internal programs approved by the civil protection authorities, including compliance with the protocol for implementing COVID-19 preventative measures. In coordination with the Training and Talent Development departments, brigade members have also been trained virtually during the pandemic, supported by the training department of the Red Cross Puebla.

In order to maximize the efficiency of our work culture, we implemented **single employee files** for all staff from January 2021. In 2020, a comprehensive needs analysis was carried out across all related academic and administrative areas. As a result, a technical solution was implemented, which allowed us to launch a massive campaign in early 2021 to update and digitize the files of all UPAEP employees. These are now stored in a full archive containing all personal, academic, professional, and training information.

This archive of digitized documents operates according to industry best practices. As part of the new management and update processes, we have incorporated a validation table to ensure the quality of the information received. Thus, the institutional archive facilitates processes for updating information, accreditation management, quality control, and follow-up processes for UPAEP personnel, simplifying processes of validation and documentation of UPAEP faculty and staff, avoids the use of paper, and facilitates management under remote working conditions.

### The following documents have been developed over the Fall 2020 and Spring 2021 semesters:

- ≈ UPAEP Code of Ethics and Conduct
- ≈ Update to the integrity system regulations
- ≈ Academic Integrity Policy
- ≈ Environmentally Friendly Policy
- ≈ Politics: university social responsibility for the common good
- ≈ Protocol for the prevention, attention, and sanctioning of sexual harassment.
- ≈ Protocol for the prevention, attention, and sanctioning of conduct contrary to the Code of Ethics and Conduct.
- ≈ Protocol for attention in case of robbery or assault and updates to the Integral Security Manual.
- ≈ Integration of committees for the resolution of complaints.
  - related to integrity
  - related to academic integrity and
  - environmental care and sustainable development

### Among other actions, the following were carried out:

- ≈ Development of the sexual harassment and stalking complaint box.
- ≈ Procedure updates for following up on complaints, suggestions, and conduct contrary to the Code of Ethics and Conduct.
- ≈ Development of the induction course to the integrity system for UPAEP professors and collaborators, with 475 collaborators.
- ≈ Development of the online micro-course on the induction to the integrity system for students, with 108 students.
- ≈ Other dissemination actions were conducted through induction and immersion courses hosted in Blackboard access and the Syllabuses for students and collaborators.
- ≈ The integrity system microsite <https://www.upaep.mx/sistemadeintegridad> was developed.



18 de agosto de 2021

Dr. Emilio José Baños Ardaín  
Rector

**Universidad Popular Autónoma del  
Estado de Puebla, A.C.**

21 Sur 1103  
Col. Santiago  
72160 Puebla, Pue.

Muy estimado Dr. Baños:

Por medio de la presente, les confirmamos que somos los auditores externos de la Universidad Popular Autónoma del Estado de Puebla, A.C. (la Universidad) y nuestros exámenes se realizan de acuerdo con las normas internacionales de auditoría, las cuales requieren que la auditoría sea planeada y realizada de tal manera que permita obtener una seguridad razonable de que los estados financieros no contienen errores importantes, y de que están preparados de acuerdo con las normas de información financiera mexicanas (NIF). Por tratarse de una entidad con propósito no lucrativos, la Universidad presenta sus estados financieros de acuerdo con la NIF B-16 "Estados financieros de las entidades con propósitos no lucrativos".

La Universidad es una Asociación Civil no lucrativa dedicada a iniciar, fomentar, y dirigir escuelas de educación media superior y superior de grado de preparatoria, licenciatura y posgrado. La Universidad opera los campus UPAEP en los estados de Puebla y Tlaxcala. Su principal fuente de ingresos está representada por las inscripciones y colegiaturas obtenidas en cada uno de los ciclos escolares.

Cada año la Universidad refrenda la autorización para ser una asociación donataria. El refrendo para el ejercicio 2020 se publicó en el Diario Oficial de la Federación el 13 de enero, el 14 de mayo y el 27 de julio de 2020, en donde la Secretaría de Hacienda y Crédito Público autorizó a la Universidad a recibir donativos para el citado ejercicio, mismos que son deducibles para sus donantes para efectos del Impuesto Sobre la Renta (ISR).

Derivado de nuestra auditoría a los estados financieros por el año terminado el 31 de diciembre de 2020, hemos indicado que dichos estados financieros de la Universidad cumplen con las NIF y sus estatutos establecen que los asociados no tienen derecho a reparto de excedentes. Por tal motivo, los excedentes de cada ejercicio son reinvertidos y pasan inmediatamente a formar parte de su patrimonio.

Asimismo, el patrimonio estará afecto estrictamente al cumplimiento de los fines de la Universidad y en caso de disolución, la Asamblea General ha determinado que los bienes siempre serán destinados a otra entidad con un propósito similar a ella.

De igual forma, los estatutos de la Universidad establecen que sus Consejeros, miembros de la junta de Gobierno, no reciben retribución alguna.

Por tratarse de una Asociación Civil con fines no lucrativos, la Universidad no es contribuyente del ISR.

Se emite la presente carta para ser utilizada en el informe anual del Rector de la Universidad y no debe ser utilizado o distribuido para otros fines.

Atentamente,

Galaz, Yamazaki, Ruiz Urquiza, S.C.  
Afiliada a una Firma Miembro de Deloitte Touche Tohmatsu Limited

C.P.C. Ricardo Echegaray Guillaumin  
Socio Auditoría & Assurance

Currently, UPAEP has two institutional sponsors, **Pepsi and Telcel**, who are present in many events in the university community. We also collaborate with various companies in many events through their relationships with our University's faculty and different administrative areas. For example, in the academic year 2020-2021, we organized **70 events for students, faculty, and staff**, which, thanks to support from our institutional sponsors, reached more than 70 thousand people. In addition, due to the COVID-19 pandemic, events were held virtually through various digital platforms.

About our **UPAEP Drawing** affiliate program, this year's drawing represented a considerable challenge due to the restrictions in response to Covid-19. However, despite this, we achieved the highest sales in history, which allowed us to obtain the necessary resources required to cover our full range of scholarship programs.

Finally, we cannot conclude this Governing Principle without mentioning the system of indicators in the MicroStrategy platform.

The UPAEP indicators system is a centralized information platform that currently includes more than **65 dashboards** of different types to concentrate and display the most relevant information related to vital institutional processes. It also offers more than 948 different types of metrics that can be used to formulate the indicators necessary for decision-making by users in our institution, who can obtain relevant information

in a clear and timely manner through the institutional data source.

This system of indicators incorporates monitoring dashboards associated with the progress of the strategic and specific objectives contained in the **Institutional Development Plan and master indicator dashboards** for financial management, human resources, academic and research departments, enrollment management,

quality, and service evaluation data. The indicators contained in the system can be consulted under different criteria: academic or administrative periods, campus, academic level, faculty, academic department, or program; dashboards also exist for specific processes, such as academic program management, retention, and recording learning outcomes,

among many others.

Through this, and in conclusion, we can comment that, by adopting and strengthening a centralized source for processing institutional indicators, decision making, and streamlining institutional efforts, we can strengthen the UPAEP value proposition and maximize our use of available resources. In addition, through dynamic views, updated and standardized under institutional criteria, it is possible to corroborate the progress of institutional efforts towards achieving the vision and objectives set out in the Institutional Development Plan (PDI).

UPAEP seeks to build and maintain alliances with companies related to our institution and values that, through sponsorships, contribute to the growth and development of the projects that bring our University's mission to life. These collaborations allow interdisciplinary student, academic and administrative activities to be carried out. The resources obtained annually are managed by the Sponsorship Department of the Institutional Development Office.





International  
Pre-university  
and  
*transformational  
experience*



**UPAEP HIGH SCHOOLS**





# HIGH SCHOOLS

## International, Pre-university and transformational experience

Without a doubt, to talk of a UPAEP High School is to speak from within, see it from every aspect that it is made up of, and all of the educational options that it offers and that make it what it is.

Therefore, we will begin by addressing the Academic Model of the Baccalaureate that is incorporated into Plan 06, which is focused on the Comprehensive Formative Education of the Student and it is developed based on four characteristic pillars: Comprehensive Christian Humanist Formation; a Personalized, Innovative and Active Education; Meaningful Experiences for transformative leadership and collaborative, pre-university and intercultural learning.

In order to work towards these pillars, Plan 06 was developed to combine 5 curricular components:

**UPAEP formative education**, aims to support the student in developing their skills and potential, outlining their life plan and personal vocation, and promoting a culture of encounter for leadership and participation in community service based on the principles of **Christian humanism**.



2.



**The primary component**, which allows students to address the different knowledge areas established in the national curriculum, contributes to developing a general culture that allows them to understand, appreciate and reflect on the contributions of science to the development of humanity. Also, from an integrated approach to science, technology, engineering, art, and mathematics, **to develop their capacity for inquiry, creativity, innovation, and action**.

**Vocational training** allows students to develop basic and professional skills based on free choice and their interests and abilities. Such component is possible through intentional and structured immersion in an academic program of Professional Orientation, which puts students in line with their university vocation and develops educational projects by detecting and taking advantage of the needs of their immediate environment.

The areas of professional training that the student can choose from are: Prototype Design, Entrepreneurship, Health Coach, Community Manager Direction, and Cultural Management.



3.



**Pre-university training**, prepares students in a specific area of knowledge according to their interests and vocational aptitudes, providing them with the essential learning required to undertake their university studies successfully. This training is offered to students in 5 disciplinary fields: **Engineering, Business, Health, Social Sciences, Arts and Humanities**.

**The international component**, whose objective is – along with the three previous components - to contribute to the academic implementation of the Professional Orientation Program and the IB Diploma Program, in addition to the achievement of linguistic proficiency through the implementation of English and French programs and subjects taught in English and French in the system's bilingual high schools. Finally, this component offers a space for intercultural education.



5.





In addition to this, another factor that sets our programs apart is the pre-university component, helping students experience the university academic environment by developing learning activities that lead to meaningful experiences, which help them discover and strengthen their interests and talents. Finally, in addition to the above, our students also form part of a high-quality, rigorous academic program, such as the **Diploma Program and the International Baccalaureate Professional Orientation Program**, which help them develop skills, values, and knowledge with a global perspective.

Our model also allows students to participate in an educational process developed from solidary humanism and transformative leadership, which allows them to contribute to their **material, social and cultural environment**.

We have spoken before about the benefit of UPAEP High Schools being part of the **International Baccalaureate program**, but it is worth explaining what this means in a little more detail. More than just providing education in a foreign language, being an International Baccalaureate means being part of a community of schools, educators and students, who share that same vision and mission. We want to create a more prosperous and peaceful world by providing our students with the necessary skills, values, and knowledge.

As schools authorized to offer the Diploma and Career Guidance Programs, we strive to provide the highest academic quality every day in our classrooms, according to the international standards of the International Baccalaureate. Therefore, our students are evaluated year after year by the same rigorous and demanding standards as students in other countries like the United States, Korea, New Zealand, Canada, and others. An assessment at this level ensures that the teaching and learning processes maintain the highest quality and most significant social relevance. Currently, 3,612 schools are authorized to deliver the Diploma, and 290 schools are authorized to deliver the Career Guidance Program globally.

These 5 components come together to form a unique curriculum, recognized by the State Secretary of Education, consisting of

# 62

subjects

distributed in 6 semesters that the student takes over three years.

It is important to note that the Academic Model, specified in Plan 06 for Higher Secondary Education, was first implemented in the High Schools in the State of Puebla in 2017 and 2018 in the High Schools in the State of Tlaxcala.

In UPAEP's High Schools, the Academic Model, implemented through Plan 06, is constantly adapted and continually updated to respond to the needs of a globalized and ever-changing world and the aspirations of our students.

Our UPAEP High School Education Model has elements that make it stand out from other educational offerings. First, the model is **centered on the student as an individual**, making it a model of personalized attention that sees the student as the main protagonist of the educational process. Secondly, the entire curriculum must ensure the comprehensive development of their skills and talents, not only for personal and vocational improvement but also to meet the needs of their environment.

In 2020 the first generation of the program graduated, which was made up of

# 1,023

students

In 2021, a further

# 1,097

students

will graduate from this academic program.

The **bilingual program** has been extended to the 5 High Schools in Puebla, and

# 2,053

students

are actively incorporated into this program. In addition, to develop multilingualism, the offer of French classes has been extended to the High Schools in Puebla, currently serving 130 students.



Regarding the educational support provided at UPAEP High Schools, each of our students is accompanied by a Personal Tutor throughout the entire three years of the program. Tutors are teachers who provide fraternal support and opportunities for open dialogue and help them achieve academic sufficiency and develop a wide range of aspects of self-improvement and personal growth.



## Tutoring

Additionally, students and their parents are supported by a **psycho-pedagogical counselor**, who analyses diagnoses and vocational, professional, and university-focused programs, designs support strategies and curricular adaptations that are shared with the tutor and teachers. As a result, a personalized plan is developed to contribute to each student's academic and personal development.



## Educational Guidance

The following programs strengthen the support plan: Tutoring, Educational Guidance, Leadership, and Spiritual Animation, through which students can experience different opportunities for learning, supported by teachers, under specific educational pathways, known as **Formative Routes**.



## Leadership

Although due to the Covid-19 pandemic, all the sports tournaments in which our young high school students usually participate were canceled, sports practice remains an essential feature of student life at our High Schools. Practicing sports helps young people develop skills and attitudes such as discipline and resilience and provide a space for integration into the UPAEP community. In addition, through sports activities, students can develop socio-emotional skills more spontaneously.



## Spiritual Animation

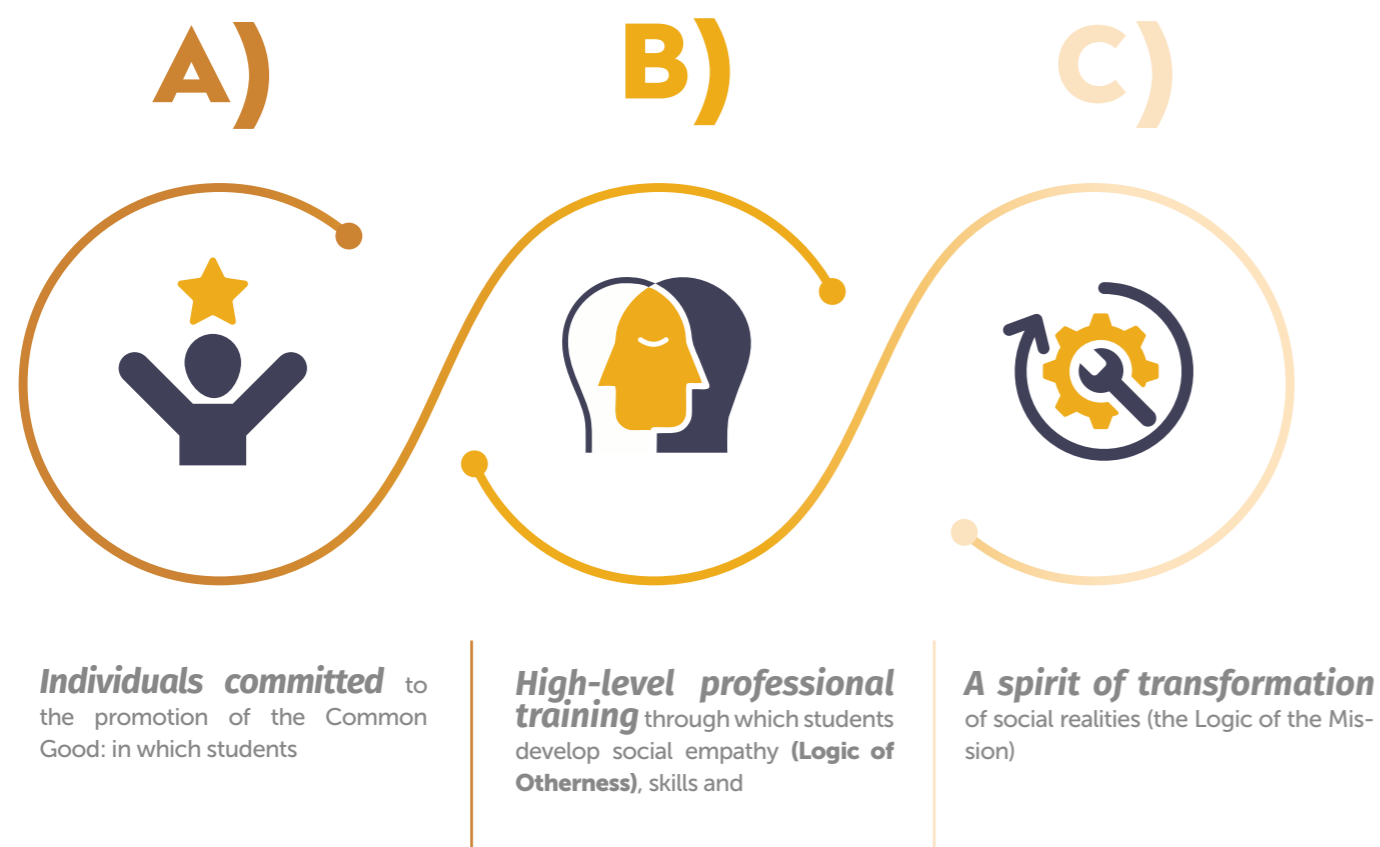
Since no sports tournaments have been held, there are no medals to report. However, we do want to mention that students who practice any sporting discipline go through an induction. The **induction** course explained how to prepare for training, what clothes to wear, and hydrate and nourish, among other related topics.

A fundamental part of formative education is preparing physically to avoid injuries, which lays the foundation for **technical and tactical preparation**. In the technical training, students mainly focus on the fundamentals of the sport individually, and tactical training is carried out mainly on the court. They can put their technical skills into practice in combination with the game strategy. Videos are also used to demonstrate game plans and tactical moves in practice.

Due to the Covid-19 pandemic, we have had to adapt our formative education. Students have been sent **personalized physical preparation plans** electronically, explained online to keep up with their studies. Additionally, technical and tactical practice sessions are also provided online.

Another area that we are very interested in developing in UPAEP High Schools is the **formation of leaders**, as described below. Over the student's three-year formative journey, he or she will become accustomed to identifying vulnerable sectors of society, where the need for transformative leaders who inspire change through interaction with others, with a particular focus on the most vulnerable, is evident.

The formation of leaders in UPAEP High Schools is based on three fundamental characteristics:



The leadership program begins by exposing students to different sectors of society and social needs to understand and empathize with them. Then, over the last two years, they can use their talents and skills **to plan and implement a social project for the Common Good**. This program helps students to be sensitive, analyze social contexts and act to promote improvement. Finally, students can also impact transformative leadership, a fundamental facet of the UPAEP identity, through the different student groups they create and their advisors' guidance.

Our UPAEP High School System also seeks to promote leadership and entrepreneurship, which is why we have a program promoting meaningful experiences. As a result, students can



Student and teacher participation in Altum is particularly relevant, given that the best way to positively impact social issues - in this case - is through group interactions. Achieving this goal requires maximizing the participation of our community in a creative and challenging way. In order to achieve this, we aim to foster a generalized environment of participation, through which issues can be addressed from a personalized perspective while always maintaining the **spirit of shared problem-solving**.

Altum 2020 ran from September 23 to November 25. More than 300 participants met every week, over ten synchronous sessions, led by the coordinators of the High Schools' Leadership and Entrepreneurship programs. Participants were divided into teams that, in addition to learning the Altum methodology, developed interesting projects that aimed to **transform the social contexts of the most vulnerable**.

Through their participation in this program, students were able to gain **significant experiences** and practice their UPAEP High School transformative leadership skills. Some of the most valuable experiences gained from this initiative came from non-formal learning activities designed to impact students, consolidating their commitment to transforming social realities.



Over this reporting period, some of the most remarkable student experiences were:



### Conexion 2020

more than 1,200 incoming students were able to live their first university experience through a virtual tour of the main campus and some other locations, where they learned about facilities and had online workshops. Ignacio Llantada, vocalist and entrepreneur, opened the event by sharing his tips and advice for pursuing and realizing dreams and aspirations with young people.

1.

Through their participation in this program, students were able to gain significant experiences and practice their UPAEP High School transformative leadership skills. Some of the most valuable experiences gained from this initiative came from non-formal learning activities designed to impact students, consolidating their commitment to transforming social realities.

2



### Disruption and social innovation 2020:

The second-year high school students learned real entrepreneurship stories in a completely synchronous digital format. They participated in the macro workshop "from empathy to action," which sought to promote a spirit of social action.

3.



### Interprepas 2021

the virtual edition of the most recognized sporting event at the regional level; new ways to participate were developed, through the inclusion of e-sports and chess, in addition to the cultural categories. 662 participants attended this event.

**1,280**  
new incoming students

for the 10 high schools in the system

4.



### Teletón 2020

as they do every year, the ten UPAEP High Schools joined the fundraising efforts for the Teletón Foundation. Understanding the importance of participating, the students developed new ways to fundraise with family and friends. As a result, without having to leave home, they were able to achieve their goals.

**3,338**  
students  
are currently enrolled in UPAEP High Schools, representing our highest enrollment on record.

Our High Schools have  
**316**  
employees

How many young people are we training, guiding, promoting, and projecting as transformative leaders? First, let us look at trends over the last three years. UPAEP High Schools' value proposal is highly regarded by society in general, as **we have recorded an average annual increase in enrollment of 6%.**

The 2020-2021 school year represented an administrative challenge due to the global pandemic in terms of new admissions. Over the last few months of the admission period, all established processes had to be adapted so that we could continue to attend to the future families of our institutional community. After a complex but successful adaptation, we enrolled **1,280 new students across our system's 10 different high schools.**

**3,338 students** are currently enrolled in UPAEP High Schools, representing our highest enrollment on record.

We understand that it is a great responsibility to impact the souls and minds of the young people who, along with their families, choose UPAEP as their educational institution at such an impressionable age. This outcome can only be achieved thanks to the commitment of teachers who reflect the UPAEP's eagle spirit.

Our High Schools have 316 employees who perform daily academic work, of which **175 are part-time teachers, 101 are full-time teachers divided into teaching-role professor and tutor-role professor. Additionally, 40 are full-time collaborators** working as coordinators of leadership and entrepreneurship, coordinators of the professional orientation program, and psycho-pedagogical counselors.

We want to comment that, to achieve the goals we have set for this 2020-2021 period, the day-to-day work of the professors is indispensable, and we are grateful for their willingness to make it possible. To support our academic staff, we provide a **comprehensive formative plan**, which allows them to learn more about the institution and its values and develop a sense of belonging.

As of today, **36% of full-time staff members** have already participated in at least one of the introductory courses: U50 Hallmark Induction, Identity, and Commitment, From Service to Transcendence, and How to Train Through my Subject. In November 2020, 4 virtual workshops were held for our teachers in Mathematics, English, Language, and the Literature and Reflection Project. As a result, the International Baccalaureate Organization trained 94 teachers. In addition to this, a CLIL methodology course on teaching content in English was held for bilingual teachers in January 2021.

Lastly, in 2020, 18 teachers were certified as Tutors and 35 in Teacher Training. Currently, 35 teachers are preparing to be certified as Tutors and 44 in Teacher Training.

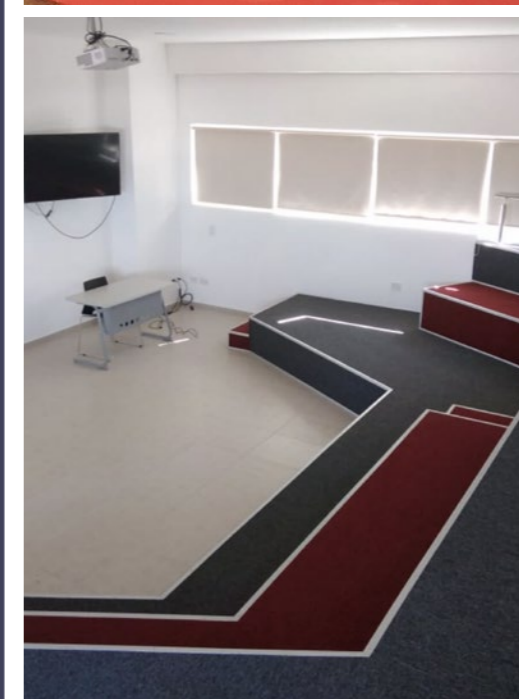
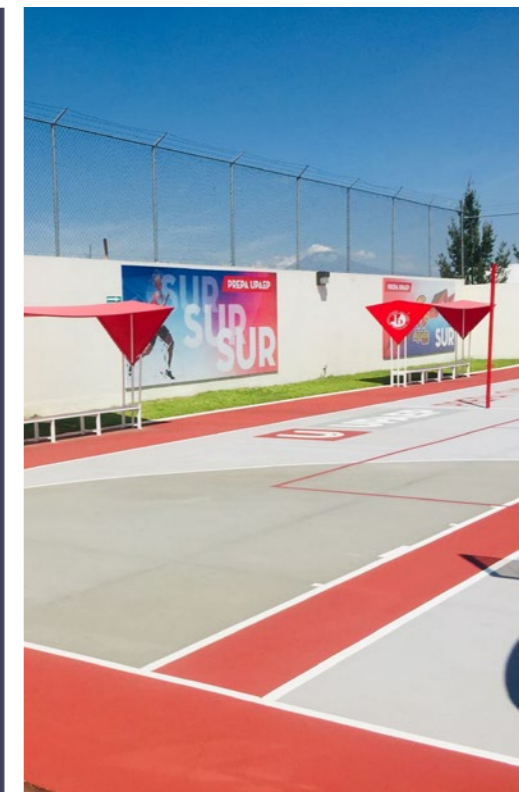
We are proud of our teachers and delighted to see them representing us at other institutions. For example, **Professor Juan Alejandro Badillo Cervantes** of Santiago High School was invited by the Mexican Cultural Institute of New York to talk as part of Hispanic Culture Month. Through this event, literary critics and writers shared their experiences with readers and book clubs in Spanish in the United States.

**Professor Martha Yazmin Vivar Coyotl** from Prepa Sur, was invited to participate in The 21st Warwick International Conference in Applied Linguistics (United Kingdom), giving the conference Best Practices in "Normales" and Public Universities in Mexico: Student and Teachers' Perceptions and in the II Congreso Internacional de Formadores en la Enseñanza de lenguas (Puebla) / IX Seminario Permanente de Lingüística Aplicada (UGTO) / XI Coloquio de Investigación en Lenguas Extranjeras (Universidad Nacional de Colombia) - Language Teaching Practicum in "Normales" and Public Universities in Central Mexico.

UPAEP Sur **High School's Entrepreneurship and Leadership Coordinator, Germán Díaz Hernández**, also participated last June in an Open Science event at the University of Sonora UNISON, giving the lecture: "Scientific Dissemination, Trend or Necessity?" and in the event, Open Science Day BUAP 2021, giving the lecture: "Dissemination between Researchers and Areas."

Finally, in this section, we would like to discuss infrastructure, which undoubtedly complements the education of our students. During this year, due to the pandemic, academic life has continued through quarantine, through virtual classes. In addition, we have continued to maintain our on-campus facilities in an optimal state, eagerly awaiting the return of hundreds of young people to breathe life back into our UPAEP High Schools. Nevertheless, that is not all we have been doing. We have also carried out some important projects:

- **Atlixco High School** was expanded, adding 4 more classrooms to the laboratories and multipurpose rooms already existing in the facilities. One of the new classrooms can also be used as an auditorium to enhance other types of activities. Building work also aimed to improve student traffic by adapting two entrances to access the third floor.
- In **UPAEP Sur High School**, recreational and student collaboration spaces were renovated with furniture for students and professors to carry out their academic work or rest and enjoy the high school's incredible view. Furthermore, to prepare for the imminent return, first multimodal and then entirely face-to-face classes, adjustments were made to the natural ventilation in 5 of our most important buildings.







Without a doubt, the biggest challenge for UPAEP's Higher School Education system, in terms of infrastructure growth, was the development of the new Angelópolis High School. In addition to being the first project designed and developed within the new normality framework (post-pandemic), it was an enormous project, covering more than 25 thousand m2 of land with approximately 6'600 m2 of construction.

The new Angelópolis High School has been developed using **creative, innovative spaces** to allow our students to explore their talents and abilities to the fullest and face the new and challenging realities that the world presents to them.

**So, what do we aim to achieve with this avant-garde proposal?**

- **Reach** more families, creating meaningful experiences for transformative leadership.
- **Create** spaces for meeting, reflection, and collaboration within our educational community.
- **Expand** our infrastructure with new and innovative spaces that allow us to respond to students' academic and formative needs and challenges.
- **Expand** and develop sports and cultural spaces that allow us to make the most of the talents of our community.



In terms of technological infrastructure, the pandemic brought with it both successes and challenges for UPAEP High Schools:

A lot of our success came from the good decisions that were made in the past. For example, the decision for the entire system to become the **only institution in Puebla** certified as a **Google Reference School**. The pandemic challenged us to put everything into practice that we had learned under this program. Alongside this, we invested in Google Workspace for Education Plus licenses for teachers and students to enhance and maximize our use of technology in the learning environments within our virtual classrooms. At the beginning of 2021, in UPAEP High Schools, we collected all the evidence necessary to endorse the Google Reference certification. In April, we received the confirmation that this had been **renewed across our 10 campuses** by Google for Education.

Finally, the near future represents some new challenges not only for UPAEP High Schools but for educational institutions worldwide due to the imminent return to multi-model and subsequently fully face-to-face teaching. At UPAEP High Schools, our foundations are solid, and we continue to invest in technology. For example, at the end of this school year, we purchased **200 new Chromebooks** to develop a blended education, not as a complement to our primary curriculum or a temporary strategy in the face of Covid-10, but as a critical piece of our institution's educational model.

We invested in specialized equipment for the new Angelópolis High School for **makerspace** activities, laboratory, sports, multi-training, and chapel. Furthermore, other investments were also made across the entire high school system, improving our equipment to meet the needs arising from the new normality. Thus, among other things, our high schools were equipped with multimedia cameras, audio equipment, Chromebooks for interaction through digital whiteboards, handheld thermometers, thermal cameras, CO2 detectors, oximeters, and other elements that have become an indispensable part of our operation.

After discussing our physical infrastructure and technological equipment, it is appropriate to comment that we have moved teaching, learning, and evaluation processes to a virtual modality. Such activity required implementing a model known as **"Multimodal Model A/B"** supported by the 5E educational cycle and input from Google Classroom, Google Meet, and Google Suite for Education. This project keeps us at the forefront of educational innovation for excellence.



As a **Google Reference School**, all our employees must be Google Educators, which means becoming specialists in using the tools offered by the G-Suite for Education. This year we carried out the Google Next Level week, in which 275 employees participated in training through various webinars and were subsequently certified in the different levels of the Google system. Today, 43% of the 316 teachers at UPAEP High Schools are certified as **Level 1 educators, with 14.5% at Level 2.**

We have also identified opportunities for educational innovation in other areas. For example, we have implemented **digital badges**, awarding them to the ALTUM Leadership Academy graduates of the UPAEP Professional Training Studies program. For the first time, in the 2020-2021 school year that we concluded, we awarded digital badges to our students. Students who achieve the highest levels in the formative pathways are awarded a badge. To date, we have awarded **1,692 badges** and expect to reach just over 2,500 in the current cycle.

Finally, we report that the **UPAEP Professional Training Studies programs** are currently being implemented in our 10 High Schools and the **Celta International School in Querétaro, the British American School in Mexico City, and the D'Amicis Institute in Puebla**. This school year, the second generation from the Celta School and the first generation from the D'Amicis Institute will graduate. The programs were successfully implemented in the current context thanks to supporting from the Coordinators of Vocational Studies, who made sure to make the necessary adaptations for online teaching.





## Versión digital



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