



2018 - 2019

# ANNUAL **REPORT** CEREMONY

Dr. Emilio José Baños Ardavín





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## PROLOGUE

Nearly one hundred years ago, an Austrian priest and professor, Josef A. Jungmann stated: “an introduction to total reality... this is what education is all about”. How right he was! His statement remains very relevant to the world today. Real education comes inherently from the commitment that both student and teacher assume to comprehend the reality of who we are. From there, we can understand ourselves in relation to others, things, our emotions, and our highest aspirations. Only from such a commitment to reality, can we aspire to the deployment of all human abilities and unique qualities, to forge mature and virtuous people that, after all, as stated within the UPAEP’s educational proposal, become authentic craftsmen of solidarity, peace, and prosperity.

Introducing ourselves to reality involves a duality of movement: to contemplate the world, but also to engage it for transformation. A movement contained in the inseparable binomial of Christian worldview, contemplative life, and active life, *ora et labora*. On one hand, to contemplate means to respect, to let be, to understand, to be docile and humble before the laws of nature around us, in front of us; but, on the other hand, to transform entails change, disruption, to revolutionize something, to be brave, unsatisfied and bold.

At UPAEP, we undertake this logic of thought and action and state it within the U50 Educational Model, which seeks to encourage significant experiences, triggering transformational leadership in each member of this university community. Such experiences are the impetus that deploys the talent of students, teachers, and coworkers to venture into the rough waters of our social context and beyond. *Duc in Altum* (Luke 5:4) is an invitation to defy ourselves, to acquire a formation of excellence and to respond in kind, to charge into fray of the social realities that challenge us, seeking to transform them towards the common good and to deliver ourselves into reality.

*Duc in Altum* is a calling to transform ordinary into extraordinary, is to do things the UPAEP way, and with this hallmark, we wholeheartedly and joyfully share the endeavors and accomplishments of the 2018 -2019 academic year.

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 about 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 *Líneas 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.
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## 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.**

To develop a management model that incorporates the processes involved in the student journey, 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 human 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 to develop new online 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 to follow guidelines (SAPS) and the graduate profile, to meet the institutional purpose.

### **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**

**FIRST** GOVERNING PRINCIPLE

Rodrigo Marina Ramos,  
industrial engineering student



## TO BE CONGRUENT WITH OUR IDENTITY

The first governing principle, as a part of our vision statement “*Rumbo al 50 Aniversario*”, a vision towards the 50th Anniversary of our University, demands us integrity, “*to be congruent with our identity.*” In our case, we are a university of catholic identity, founded by laities, which endow authentic features that make it unique.

UPAEP is a home where students and teachers seek the truth in every field of knowledge. It is a universal quest, a personal encounter, a commitment, and a challenge to effect change. It is diffusive and enlightening, reflecting goodness all over society. Also, it is inclusive, both personally and communally.

As catholic, UPAEP is a university in which reflection is a continuum. Under the light of faith, it contributes to the vast treasure of knowledge, being faithful to the message of the Gospel and remaining as one with the Church. “Catholic” means “universal,” from this statement, UPAEP shall welcome and appraise the contributions of different cultures and traditions, under the certainty that the truth beating within them, shares the same Source.

As for its features, UPAEP’s distinctive characteristic is found in the work of laities committed to the improvement of social realities and the creation of new scenarios for coexistence and fraternity. The profound, constant, and brave search for the Common Good is authentic from our house of studies within its different substantive functions: teaching, research, and outreach. UPAEP is the result of solidarity among various sectors of society, which intends to preserve in their graduates. Therefore, it encourages transformational leadership in the work, family, government, civil society organizations, and others.

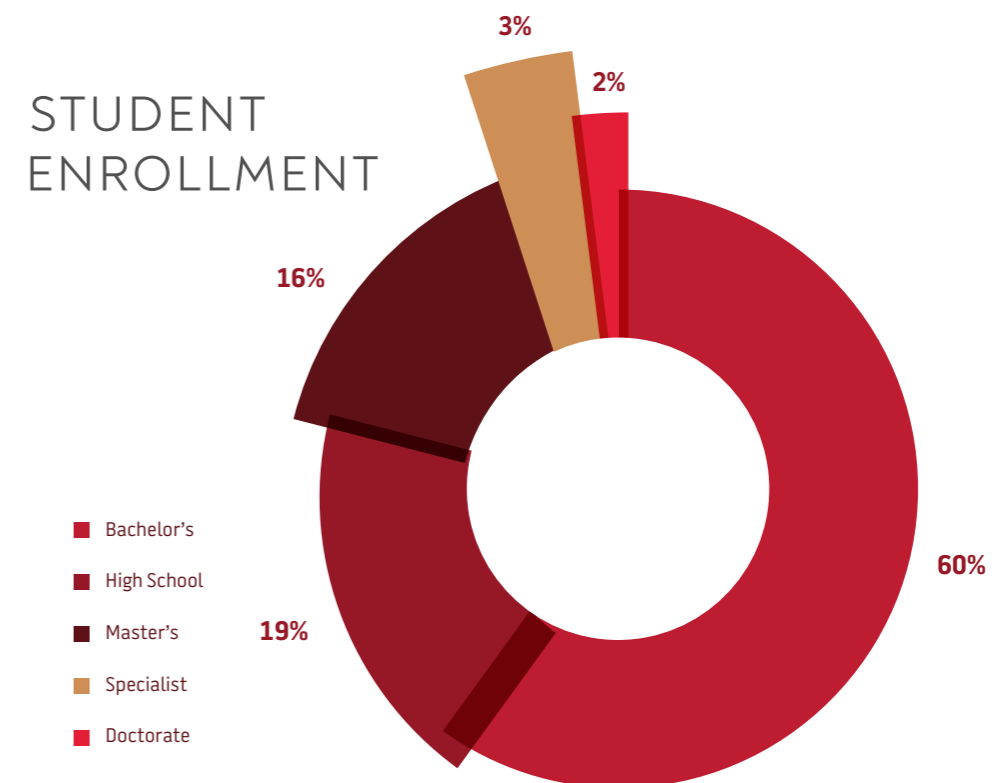
We are proud of our identity, and to be coherent with it, encourages us to give the best of ourselves in each educational activity we undertake.

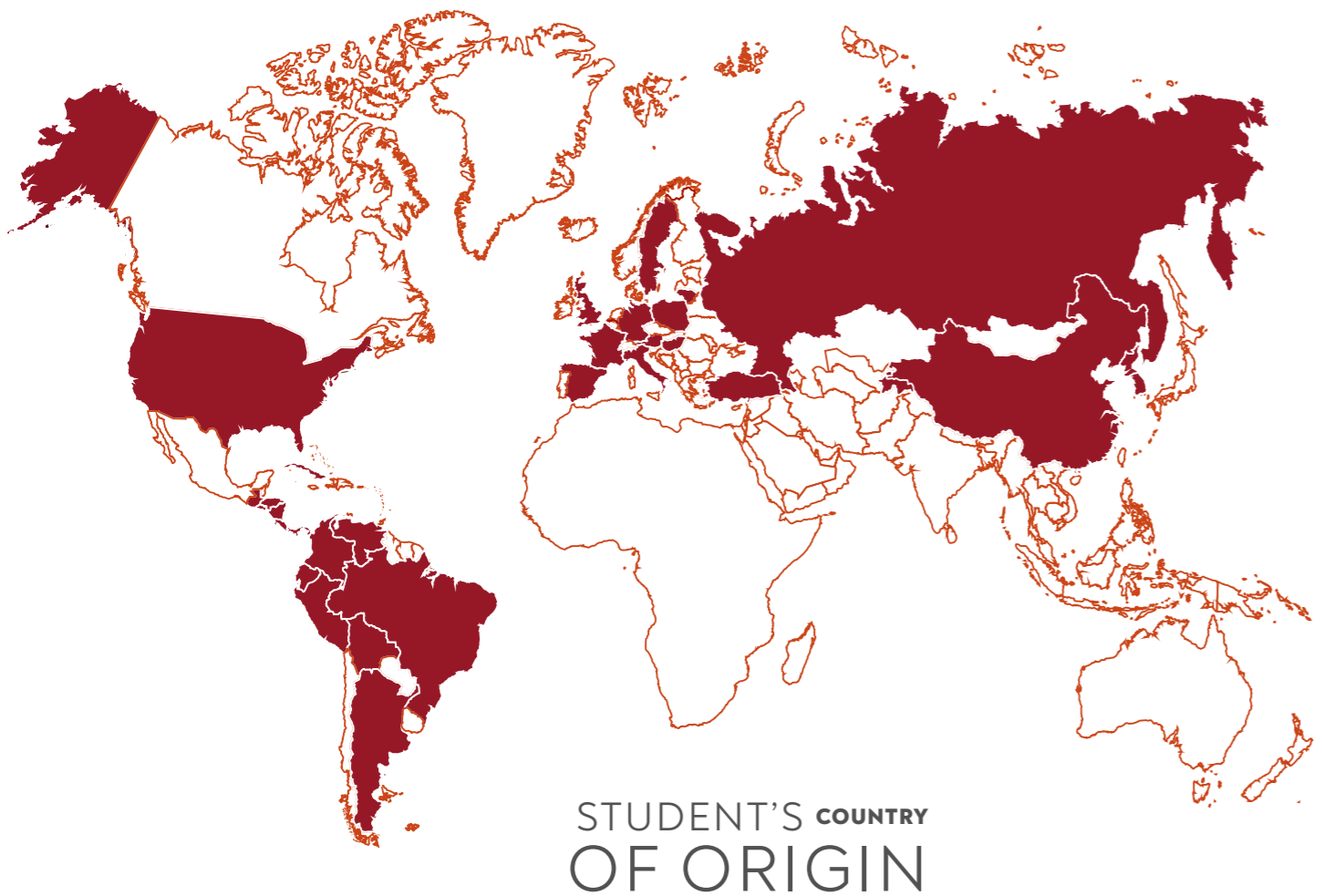
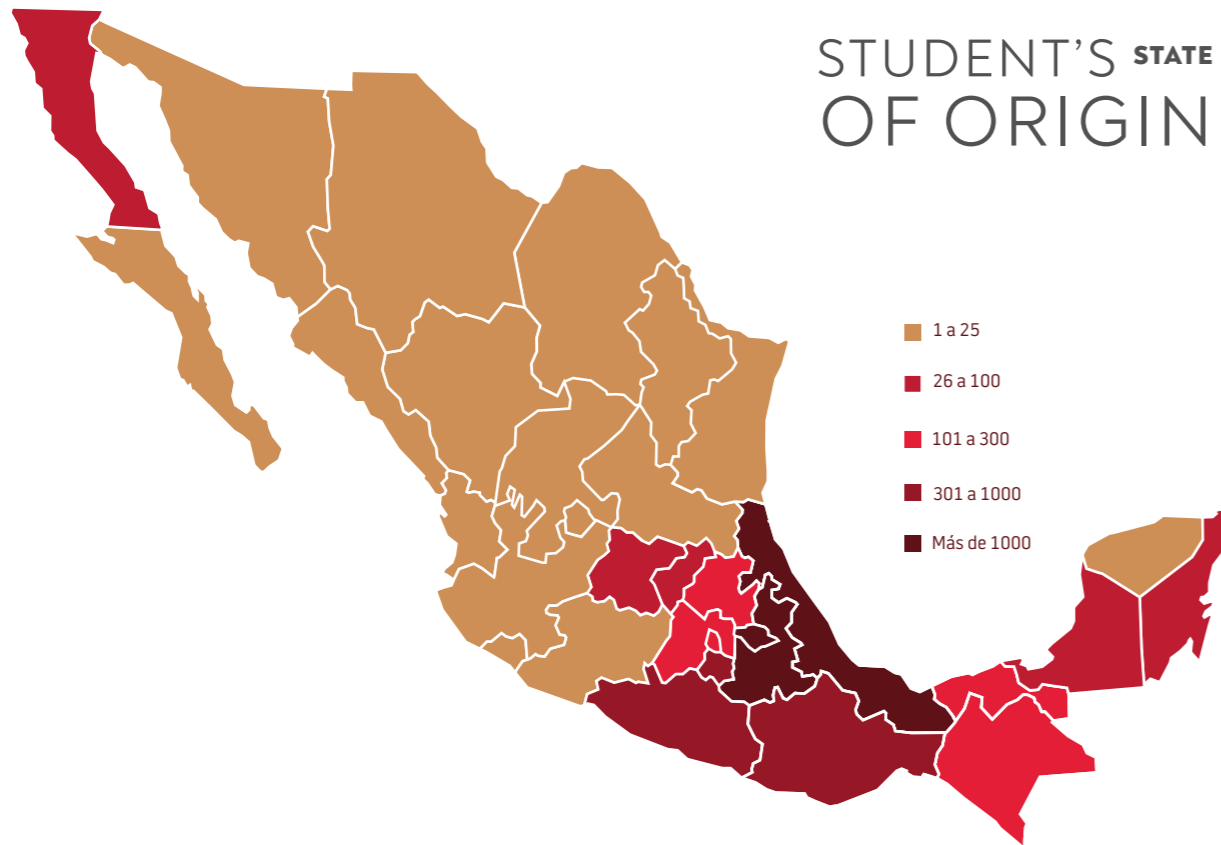
## UNIVERSITY IDENTITY ■

“Fostering the human person and its fulfillment, achieving intimate and full identity of its personal goal and professional exercise, with its unique lifestyle.” That is one of the most significant statements of our Ideario, which requires a long vision that helps us to signify a vocation of service. This process begins in a career and reaches fullness after finding a challenging personal project, worthy of greatness, and that encourages social impact while seeking for the ultimate meaning of existence. To see this purpose in the light of a graduation profile allows collecting all those elements that must be reflected by the being and the mission of our transformational leaders. (UPAEP, 2018).

The comprehensive formation acquired during university life, allows the student to develop personal talents. The values that lead the way of our academic performance are truth, human dignity, solidarity, social commitment, consistency, respect, love, justice, freedom, and care for the environment as our home. We already have **46 years**, an age that means **maturity** but also **youth**. We have a grown experience, and at the same time, we feel very motivated to educate, live life together and to forge virtuous, free and responsible people.

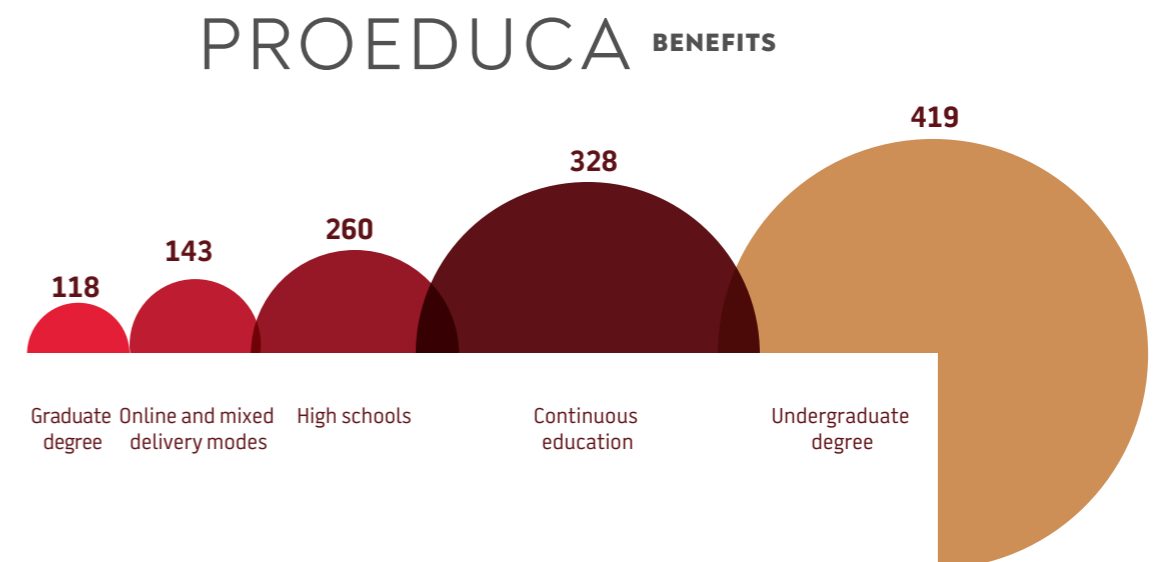
**We feel very committed and grateful to all the young people who, with the support of their families, have embraced UPAEP as their alma mater. This year we welcomed 17 thousand students** who, from high school to doctorate, are willing to be authentic social change agents. They combine a profound knowledge of their field with an approach towards the Common Good and a permanent attitude of service. The convergence of such attributes provides the unique characteristic that distinguishes our community: *espíritu águila*, a spirit represented by our symbol, the eagle. It is very gratifying to witness that young people from the **32 states** of the Mexican Republic and **30 countries**, shape their dreams and develop their competencies in our House of Studies.





Also, we know that students are willing to grow and expand their potential, but some of them could not afford their studies at UPAEP without some support. Given our commitment to solidarity and subsidiarity, we want to say to society that economic difficulties shall never be an obstacle for a hopeful life project. Last year **2,121 scholarships** were allocated to benefit **5,105 students**; we know that the efforts carried out by the institution and the society are worth it because the dreams of our students are worth it.

Our coworkers and their direct relatives are entitled to **PROEDUCA** benefits, through which obtain a discount on enrollment, re-enrollment and tuition payments of our academic, sports, and cultural programs. This year we granted 544 benefits in fall, 588 in spring and 166 in the summer. To share our identity and what we do best with the families of our teaching and management staff is a responsibility, pride, and privilege.







Institutional Memorial



Another means to share our identity is the induction course entitled **Bienvenidos al Nido**, referring to the home of those with eagle spirit, in which we welcomed **286 new coworkers**. This course is about our history and values, promoting our identity and sharing meaningful experiences that reflect our mission and purpose. Also, it contributes to communicating the vision statement towards the **50th Anniversary**. With a shared vision and a collaborative spirit, we know that personal projects grow, and institutional goals are achieved.

To know our university history, to know that we are part of it and to tell it to each generation is a privilege and an honor. To preserving historical memory, five years ago, we developed a project consisting of keeping such heritage organized into three sections: foundation identity and mystics, society acknowledgments, and pride. Since then, the institutional memorial (**Memorial UPAEP**), has preserved the heritage of our identity, a collection growing every day. After opening date, UPAEP's memorial has been visited by 21,188 people, from these, **2,352 visitors** during the 2018-2019 period.

Our internal communication department (**Comunicación Interna**), is a conduit to share and to value our own identity, as well as to be aware of everything that happens in our University. We use the daily official email message (correo del día), an innovative, comprehensive, and friendly means to keep the community up to date. Said space includes news, events, training courses, achievements, acknowledgments, academic participation, success, and leadership examples of both students and coworkers.

Furthermore, there is an exclusive **web portal for coworkers** with useful and relevant information available to facilitate daily work. It is customizable, so every coworker can configure their view to have access to information and services regarding their interests and needs. In addition to this portal, a new site ([www.upaep.mx/bolsadetrabajo](http://www.upaep.mx/bolsadetrabajo)) was created for the general public interested in UPAEP as an option for personal and professional development, and another with information about public security (<https://upaep.mx/seguridad>).

This year, we carried out **16 meetings with 172 directors**, among them, members of the Governing Board, President, Vice-president, Chief Officers, Academic Directors, and Coordinators. As an open dialogue, they addressed issues and challenges to create proposals improving the organizational culture, strengthening trust and orienting processes and procedures to strategic priorities of the University.





The **official ceremonies** are part of the heritage of the original Universitas and part a result of UPAEP's history. They are another means through which we reflect our identity and ideology, serving as occasions to report the most significant academic, cultural, sport, and social activities. Some of these ceremonies are:

- **Primera Cátedra.** An inaugural lecture given by the President on behalf of the academic staff, to start the year with addressing the university community, especially first-year students, reflecting on the being and the mission of the University, motivating and giving crucial advice to seize all that UPAEP will offer during their university life.

- **Premio Académico Cruz Forjada.** The forged cross academic award, represented by the Santiago Cross, to acknowledge students for outstanding academic performance.

- **Ceremonia de Grado.** The graduation ceremonies to award diplomas regarding the conclusion of degree studies.

- Also, there are other unique distinctions awarded by the Governing Board on request of the academic staff. It should be noted that this 2018 – 2019 period, we granted four academic distinctions:

- ◇ Doctorate Honoris Causa Ceremony to award Dr. Walter B. Redmond
- ◇ Doctorate Honoris Causa Ceremony to award to Dr. José Rafael Vicuña Errázuriz
- ◇ Professor Emeritus Ceremony to award Dr. Werner G. C. Voigt
- ◇ Professor Emeritus Ceremony to award Lic. Víctor Manuel Sánchez Steinpreis.

**Dr. Walter Redmond** has taught philosophy and other related courses at universities in the US, Peru, Chile, Mexico, Colombia, Venezuela, Bolivia, Germany, Spain, Poland, and Liechtenstein. His specialties are logic and history, theological philosophy, analytical philosophy, early phenomenology, and Iberian and Latin American philosophy of the Golden Age, as well as the role of humanities studies within the university curriculum. He has published several books and hundreds of articles in English, Spanish, German and Latin; translated



Doctorate Honoris Causa Ceremony to award Dr. Walter B. Redmond



Professor Emeritus Ceremony to award Lic. Víctor Manuel Sánchez Steinpreis.



Professor Emeritus Ceremony to award Dr. Werner G. C. Voigt

three books by Edith Stein into English and *Logica Mexicana* (A. Rubio) and other philosophical texts from the Latin American colonial period into Spanish. As a teacher and writer, he has intended to position perennial philosophy, by pointing out how classical and traditional intuitions are reflected in current philosophy, both phenomenological and analytical. His interest in humanities studies have led him to analyze the current situation of these in North American universities. A long time ago retired, Dr. Redmond frequently travels to give courses and lectures at UPAEP and other universities in Mexico and Latin America, Europe, and the US. He worked at The College of St. Thomas More (Fort Worth); Huston-Tillotson University (Austin); Instituto de Investigaciones Filosóficas at UNAM; Das Institut für Philosophie, at University of Erlangen-Nürnberg; die Katholische Universität (Eichstätt) and national catholic universities of Peru.

**Dr. Rafael Vicuña** is one of the most recognized Latin American scientists within the international field of microbiological research. He obtained a degree in biochemistry from the Faculty of Science at Universidad de Chile and was granted a Fulbright scholarship for a doctorate in molecular biology at the Albert Einstein College of Medicine in New York. In addition to his extensive teaching work, he has been responsible for about thirty leading research projects, subsidized by universities and governments in Chile, the United States, and Italy. He has participated as a lecturer at more than 170 international conferences and has published more than 150 scientific papers for the most recognized journals in his area. He was a world pioneer in studying lignin degradation and its correlation with cellulose and paper manufacturing. His research on cyanobacteria and their extreme survival conditions in the Atacama Desert in the north of Chile have been useful to NASA's planning on the search for life on planet Mars. He is a member of multiple commissions, councils, associations, and scientific academies. He has been an international research advisor; he has a lifetime appointment as a member of the Pontifical Academy of Sciences of the Vatican, as well as a position at the Pontifical Council for Culture.

**Dr. Werner Voigt** went to Law School at Indiana University and carried out postdoctoral studies from the United States International University and Cairo University. He has been a university professor since 1988 and started working in a full-time position at UPAEP in 1997 for International Commerce, Law and International Relations programs. He is a visiting professor at the Instituto Matías Romero, the University of Bremen, the University of Kufstein and the University of Heidelberg. In 2003 he was appointed Director-General of the Centro de Estudios de la Unión Europea, the European Union studies center at UPAEP. He has been appointed CENEVAL's President of the Academy of International Law and acknowledged with the "Distinguished Teaching Award" from Bremen University of Applied Sciences. Also, he is a member of the Board of Directors of the United States-Mexico Chamber of Commerce, Puebla Chapter. He is a founding member of the Mexican Academy of International Law, Puebla Chapter; and was awarded the decoration of the Mexican Order of Law, Culture and Peace. He is the author and co-author of several books and is recognized as an international political authority and a leader of public opinion at a national scale, representing UPAEP as a global collaborator and analyst on radio and television.

**Lic. Sánchez Steinpreis** studied journalism at the Facultad Nacional de Ciencias Políticas y Sociales of Universidad Nacional Autónoma de México from 1958 to 1964. He has collaborated as a teacher in different postgraduate and graduate courses. He is a famous announcer and journalist who worked in Mexico City, Monterrey, and Puebla. He is an outstanding columnist and commentator. He has served as lecturer and advisor for the Confederación Patronal de la República Mexicana, from 1981 to date and awarded the "Premio a la Excelencia" in the years 1992, 1993 and 1994. He worked as a teacher at Universidad La Salle, Instituto Tecnológico de Estudios Superiores de Monterrey, Universidad Autónoma de Nuevo León, Universidad Popular Autónoma del Estado de Puebla and Universidad Anáhuac at the Puebla campus.

He was the academic director of the Escuela de Ciencias de la Comunicación in our House of Studies, for which he remains a mainstay. Because of his exemplarity and proximity, students and graduates have a special affection for him. He has been sent to work as a special reporter in The Vatican, Chile, Spain, Germany, Italy, Great Britain, Colombia, and Venezuela.



Doctorate Honoris Causa Ceremony to award to Dr. José Rafael Vicuña Errázuriz



## FORMATION OF LEADERS ■

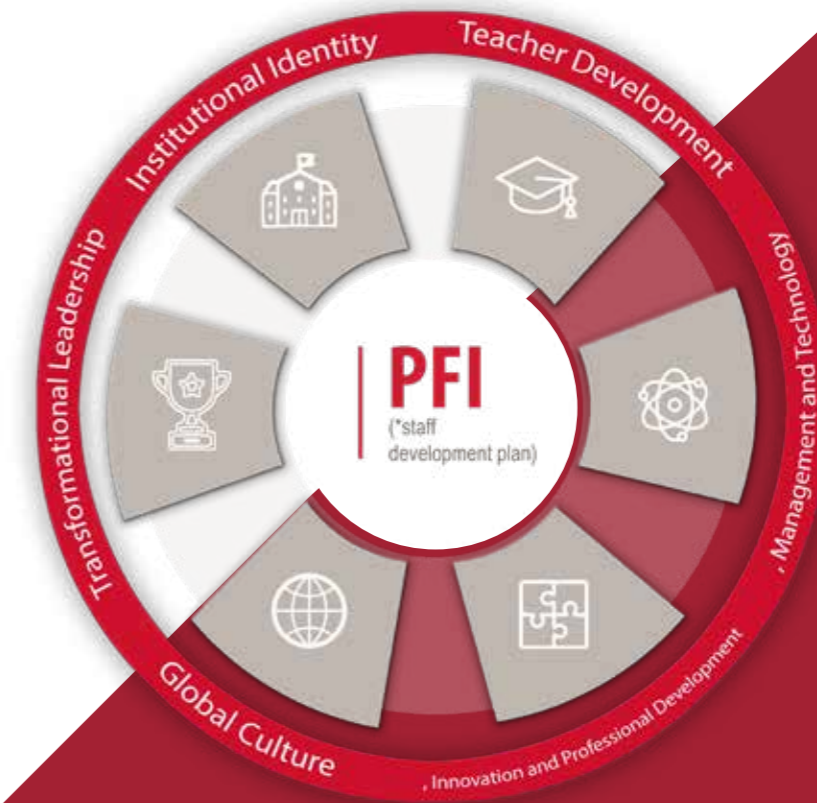
Identity is shared mainly by being present and witnessing. Throughout these years, our university life has gradually forged a style of leadership, a mystics that encourages our activities, and a unique formation that makes the difference. At the beginning of this academic year, several documents were gathered into a compendium, bringing together the fundamentals of the transformational leadership (*liderazgo transformador*).

The first section of the compendium entitled “*La formación de líderes que transformen a la sociedad,*” meaning the formation of leaders willing to transform society, presents the most significant references of the comprehensive education proposed by the United Nations, the Secretariat of Public Education (Mexican federal government), the Ex Corde Ecclesiae apostolic constitution and our set of fundamental ideas known as Ideario UPAEP. Also, it explains the criteria and guidelines governing our humanist education approach under Cristian ideals with UPAEP’s hallmark (**Formación Integral Humanista Cristiana con sello UPAEP**). From the concepts of this method, formation is presented as a crucial and procedural moment of education and culture. It analyzes the meaning of formation from the comprehensive, global, and prospective characteristics. It distinguishes the humanist spirit and its enrichment by the light of the Christian faith. Also, it delves into the UPAEP’s style conceiving knowledge as service and professional exercise, the basis for collaboration to build the **Common Good**.

UPAEP transformational leader (**El líder transformador UPAEP**), considers three basic principles that distinguish UPAEP’s concept of leadership: a) leaders are committed to promoting the Common Good and a more humane social convivence; b) they are prepared under high professional standards, a humanistic approach and attitude of service; c) they are driven by a spirit that transforms social realities, from their vocation and understanding of life for dignity, justice, and peace.

The third section presents in a clear and summarized way the **U50 Educational Model** (Modelo Educativo U50), while the fourth section explains to the reader what the **Sistemas Académicos de Pertinencia Social (SAPS)** are. These two topics will be further dealt with in the second and third governing principles, respectively, from this report.

The formation of leaders willing to transform society (La formación de líderes que transformen a la sociedad) is a compendium that has been shared and communicated with the entire UPAEP’s community. Throughout different events, we facilitated its dissemination, discussion, and understanding, guiding to perform the substantive functions: **teaching, research, and outreach**.



All our courses are formative-oriented because each one of them facilitates significant experiences for transformational leadership. However, there are other curricular means such as the line of humanist formation courses (**Formación Humanista**) that are delivered ex professo for the reflection of basal themes. For example, through the Persona, Familia y Sociedad course, our students delve into the ethical, family and social dimensions of the person, analyzing the principles and values of the Christian Social Doctrine and generating proposals for civil society collaboration and social commitment. During the academic year subject of this report, we inform that 617 undergraduate students took this course, who, through several learning experiences, collaborated in social programs such as:

- ◆ **Puebla comparte.** A social program that aims to help reducing food poverty in Puebla.
- ◆ **Comedor Santa Inés.** An initiative to provide food resources for the homeless and residents of Santa Inés nursing home.
- ◆ **CINNIA.** A social business focused on providing job opportunities to people with disabilities.

An ambitious training and development plan for coworkers (**PFI, Plan de Formación Integral**) serves both means, to share our identity and to form leaders. The PFI has been designed following the U50 Educational Model, the current guideline to our daily teaching work. The plan is divided into six groups of competences, which are developed within each offered formation option.

During this academic year, **1,481 coworkers** participated in some of the **531 formative options** delivered through the PFI, which is evidence of an active, committed, and continuously self-improving community.







Claustro Universitario 2018

Of course, the University also encourages other formative scenarios, more oriented to facilitate the academic dialogue between peers, reflection, and the foresight of our daily work. **The Claustro Universitario** is an institutional assembly that represents a precise example of these scenarios. After its third edition, the objectives we have set ourselves are as follows:

I CLAUSTRO. To facilitate a space of encounter for collaboration within the framework of our vision statement towards the 50th Anniversary, that allows us to reflect and to dialogue on key strategies and actions to consolidate our **proposal of value**.

II CLAUSTRO: to facilitate a space of encounter for collaboration within the framework of our vision statement towards the 50th Anniversary, to reflect and to dialogue on the **educational model** and how to implement it through **socially relevant academic systems (SAPS)**.

III CLAUSTRO: to facilitate a space of encounter for collaboration within the framework of our vision statement towards the 50th Anniversary, to reflect and to dialogue on the **formation of leaders willing to transform society**, in the light of the UPAEP's identity and the original formative documents.

Our community is willing to give a response before the significant challenges facing humanity in this change of era. It has different stories and aspirations; success and learning experiences proof of the endeavor we encourage in a generation of young people, committed to bringing justice and peace to the homeland. To be a **Transformational University** means that there is a determination in the search for scientific-professional excellence and for the formation of leaders who contribute with relevant proposals aimed at the promotion and construction of the Common Good.

The following significant experiences account for the **individual and group leadership** that is forged in our Institution:

SAÚL MORALES

**National Export Award**



VERÓNICA PONCE

**Member of the Forum for Cooperation, Understanding, and Solidarity**



BERENICE MORENO

**Formerly hired by Apple and Disney, and now part of LinkedIn staff**



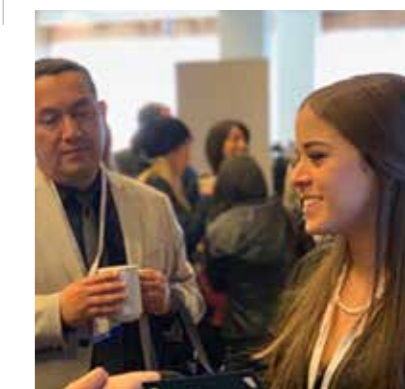
JAIME BARRÓN

**Águilas UPAEP coach, Taekwondo National Champion**



MARÍA TADEA LOVO

**2ND place at the 91st Annual Meeting of the American Prosthodontic Society**



HUGO CABRERA

**Elected president of the CO-MAPROD's advisory board**



ROBERTO CASALES

**Alfonso Caso Medal for the most distinguished graduated. Doctorate in Philosophy by UNAM.**



JUAN PARRA

**Best international student at Spears School of Business**



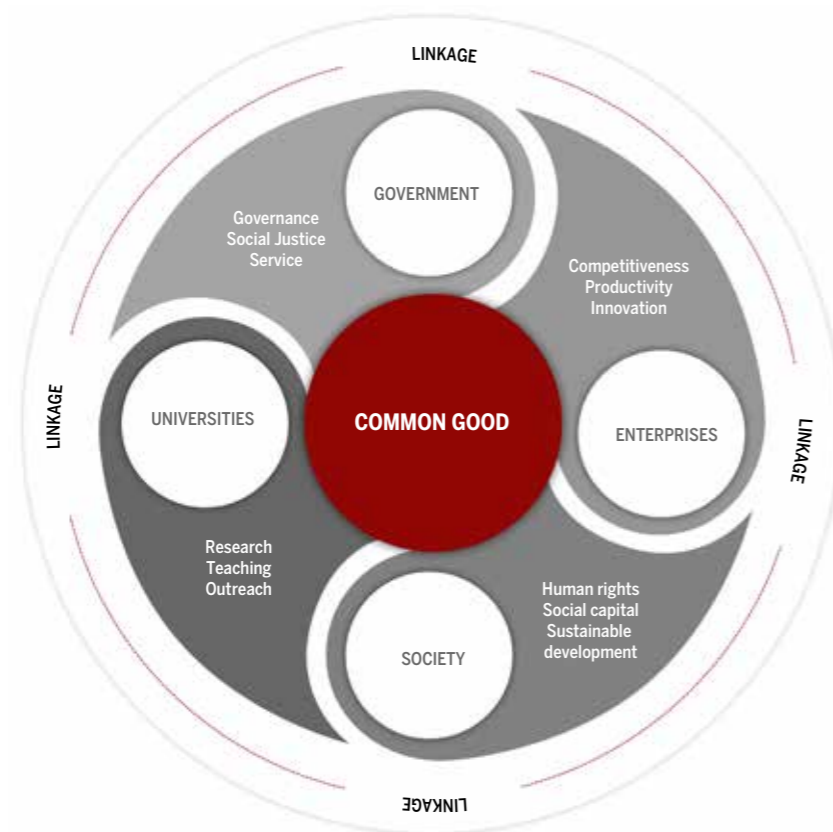


For another year, many members of the academic staff have served as analysts and opinion leaders. They are required by **local and national media**, who asked them for their opinion to enrich the debate and analysis on issues relevant to society. During this academic year, there were almost **18 thousand press releases** that published information provided by UPAEP's academic staff.

Regarding academic competitiveness, our University is a leader at a regional and national scale on high impact research topics. The **Aztech-Sat-1** satellite project can evidence such leadership, being the first satellite designed with national tech resources for civil protection and seismic monitoring purposes. Another example is the

*Escuela de Enfermería Abierta*, a nursing school project focused on health care in native languages. Also, the building of a sustainable home in Tepapayeca, the child cancer research in collaboration with **Una Nueva Esperanza** organization

We make society know about what is happening in thought, research, sports, and cultural activities. The university undertakes communication with society using two means, the **UPRESS** information portal and our internet radio station **URADIO**. From the first one, during the academic year, we had web traffic of more than 230 thousand visitors and 215 thousand listeners from the second one. Through these conduits, we transcend classrooms having a positive impact on society.



## CREATION OF STREAMS OF THOUGHT ■

We have multiple initiatives that encourage the creation of streams of thought. *Instituto Promotor del Bien Común (IPBC)* is an initiative that aims to promote and collaborate for the creation of the Common Good, through social research, dissemination, and social engagement. Its current lines of action are:

- ◆ **Academically**, to create an indicator to measure the Common Good status at the municipal level,
- ◆ **Academically and politically**, to design processes that allow generating new public policy proposals to create links towards the Common Good,
- ◆ **Technically**, to draw up proposals and to develop Common Good oriented instruments of public management.



Some of the most significant activities from the last year were:

- ◆ **Congreso de Humanidades** A humanities studies congress entitled “¿Qué caminos abren un futuro para nuestro país?”, questioning which way to create a future for our country. The event addressed the changes required by our political and economic system to face the future. Also, we reflected on the new democracy that our country needs, based on human values, and to consider a person-centered economy to help us overcome injustice on the structural level.
- ◆ **Tercer Seminario de Investigación del IPBC. “Medidas de la dinámica del Bien Común: Indicadores y estudios de caso”**, a third research seminar by the IPBC on how to measure the Common Good dynamics, carried out at University of Notre Dame, which main objective was to propose the metrics of the Common Good in municipalities, through study cases and the performance indicator designing. .
- ◆ **Presentation of the Informe de desempeño legislativo 2018**. The legislative activity report collected data that according to the state law, the performance of each member of Congress or political party during legislative sessions should be reported. Its ultimate purpose is to provide an analysis of law proposals in Puebla from the perspective of the Common Good.
- ◆ **Primer Congreso Internacional IPBC. “Devolver un carácter práctico y eficiente a la noción de Bien Común”**, The first international IPBC congress held at UPAEP, aimed to restore a practical and efficient approach towards the concept of the Common Good. This congress was the occasion to present a model of metrics for the Common Good dynamics developed during the three previous research seminars. In this Congress, we succeeded bringing researchers who have worked on the development of this concept in Latin America, particularly within the field of its application and measurement.
- ◆ **Application of Common Good metrics in the municipality of Ocoatepec, Puebla**. The matrix and the parameters for the Common Good dynamics still need to be validated after passing a series of empirical applications that put the instrument to the test. Three municipalities have agreed to apply the questionnaire: Ocoatepec, Coronango, and Atlixco.



TO DELIVER A FORMATION  
OF **EXCELLENCE** TOWARDS  
TRANSFORMATIONAL  
**LEADERSHIP**

**SECOND** GOVERNING PRINCIPLE



## TO DELIVER A FORMATION OF EXCELLENCE TOWARDS TRANSFORMATIONAL LEADERSHIP

*“Duc in Altum”* (“put out into deep”) –Luke 5:4– means in Latin, the answer that Jesus Christ gave to Peter and other fishermen, when they tell him that after a long night, they have not caught anything, and yet, Jesus encourages them “to row into deep waters”, and to navigate beyond the zone where they have tried without succeeding.

“To go beyond,” “to take the boat of our life” beyond the routine and the conventional must be the transformational leader’s hallmark. It is true, we all have a comfort zone, a space we always navigate, in waters we know very well. To go beyond is to challenge ourselves, to act under a formation of excellence; it is venturing into the social realities that challenge us, to transform them towards the Common Good.

If we take a look at our founders’ mural, we can find at the end of it (from left to the right), a boat rowing into deep sea. That is the universal calling to give the best of ourselves, to make that extra effort that distinguishes us as committed leaders. We must listen to the words *“Duc in Altum”* at every moment of our life, when we find difficult to overcome our weaknesses, when social and political obstacles emerge, when human relations are one step from breaking, and when our hands are not enough to deal with pain and to work for justice. *“Duc in Altum”* is a calling to transform ordinary into extraordinary, is to do things the way we learned, the eagle spirit way, as *águilas UPAEP*.

Our institutional purpose: “Create streams of thought and to form leaders willing to transform society, in the search for Truth; integrating faith, science, and life” encourages us, with creativity, imagination, and bravery to transform and to influence.

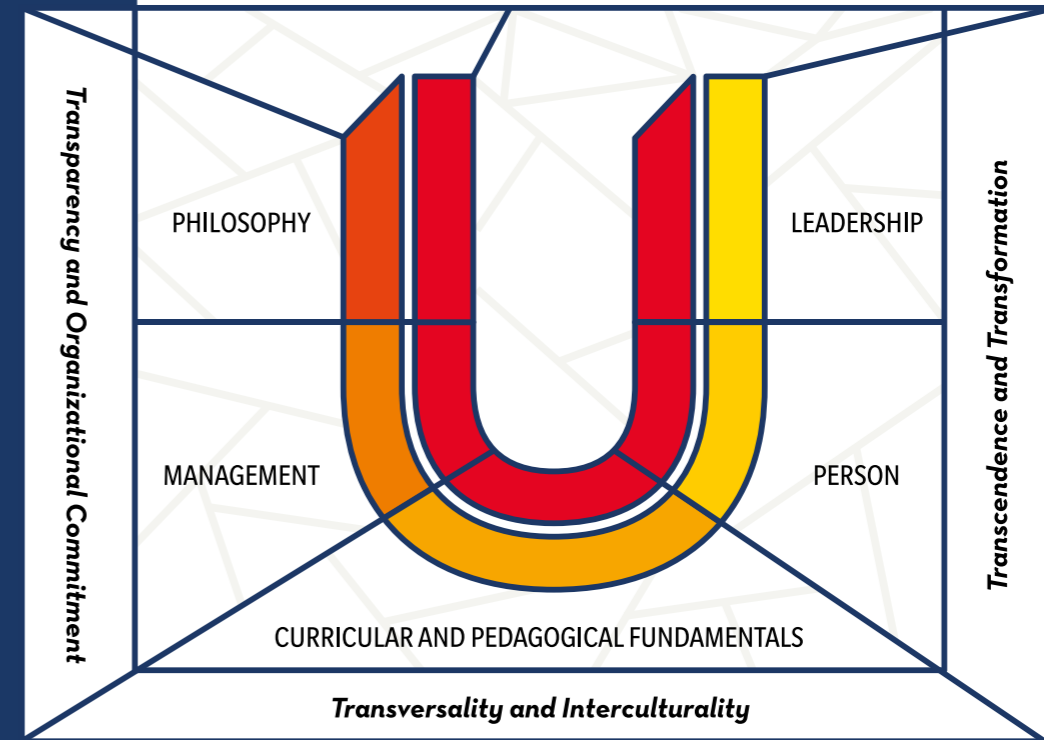


By “rowing into deep waters,” our students have conquered themselves; they have grown and learned... because they went beyond their boundaries and dared to navigate into unknown seas. For that reason, they have transformed lives and have opened new paths to others. This experience is our communal mission. Together we must row; we must be “a university moving forward.” Because by venturing into the Common Good and giving more of ourselves, others will join us, shoulder to shoulder. A successful formation is a blessing, as well as the friendship that teachers and students interweave among themselves; because rowing together is the way to recognize us as a university community. This community is 46 years old and today, as well as yesterday, remembers the vital mission that was entrusted to it, from the moment of its foundation: *“Duc in Altum.”*



## EDUCATIONAL MODEL ■

Over the past 46 years, UPAEP has been delving into, systematizing, sharing, and promoting a way of education. Indeed, our educational task seeks both scientific and professional excellence, as well as the comprehensive formation of students. We carried out this, through unique learning experiences that allow students to fully realize and live their dignity, their communal dimension, their relevance, their ultimate individual role within their history, and the history of the world they are meant to live. There are specific responsibilities in the near and far contexts, and to influence and transform right where we are standing, we must seek the Common Good, directly where we are engaging. This set of convictions, means and ends as the fundamentals of our educational proposal, we called them pedagogics of the Common Good (*Pedagogía del Bien Común*), and this is the heart of our U50 Educational Model.



Based on a philosophical vision (personalist anthropology) and encouraged by a spiritual motivation (a reference to Christ the King), we meant to educate “for the Common Good”, not only considering it as the beginning (“from”) and as the end (“for”) of our actions, but also as the means itself, as the encounter that teachers and students undertake within environments of situated and collaborative learning, facilitated through active methodologies, promoting social virtues such as love, solidarity, compassion, and respect. Therefore, every formative experience allows the student to mature towards the Common Good and enables the graduate to work as a team, solving conflicts and issues, thinking critically, showing an attitude of service in any situation of real life, and putting into practice the role of transformational leader.

Regarding teaching and learning processes, the U50 Educational Model uses **methods** such as learning based on challenges, problems, projects, research, interaction with others, and service, which are purposely oriented to promote the Common Good, seeking a comprehensive formation for transformational leadership. Our academic activity and model’s management, follow the **person-oriented approach**, governed by the experience of the virtues, always in a tone of service.



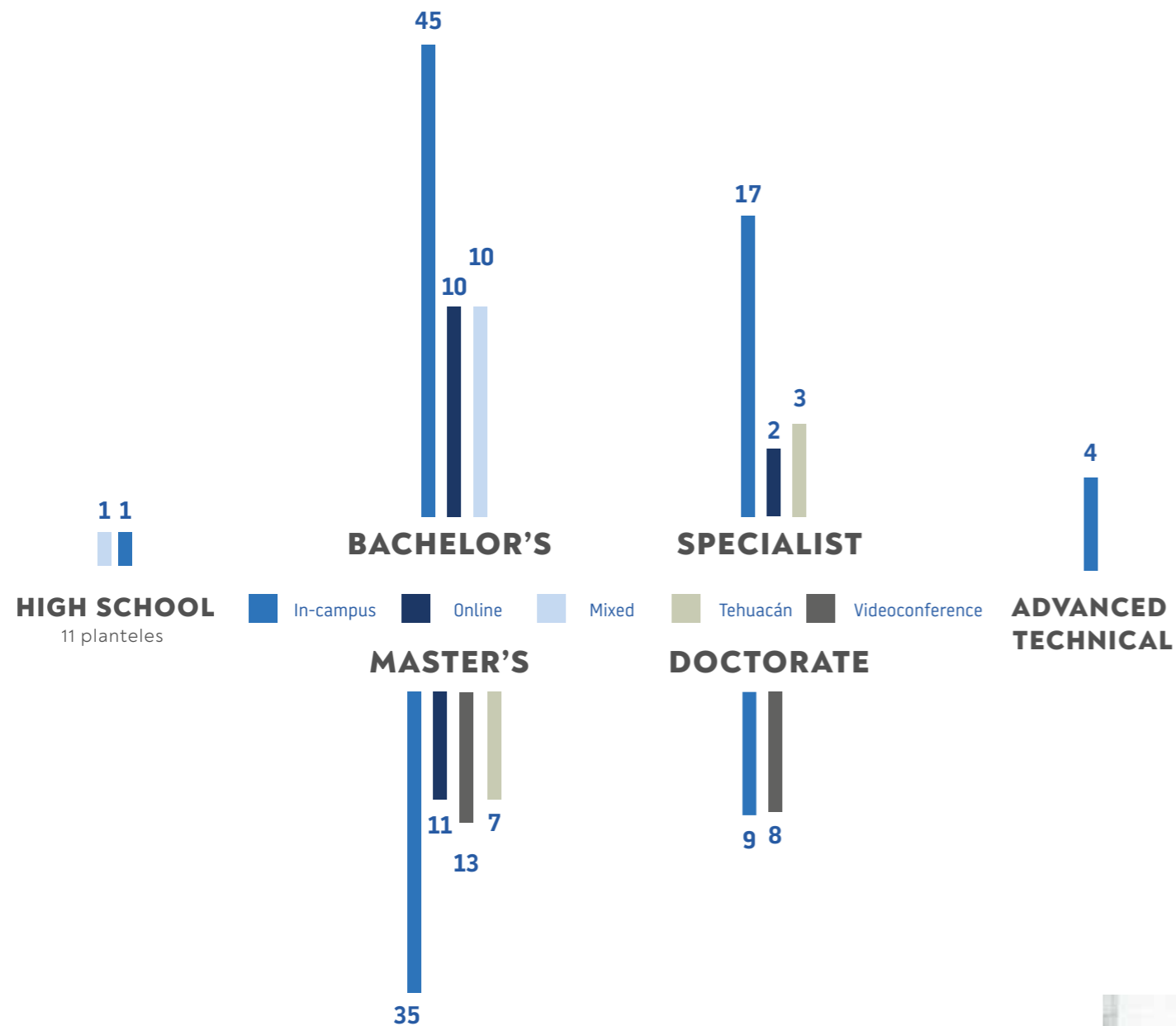
“UPAEP’s **U50 Educational Model** presents a vision that encourages moving forward and transforms society from the person itself. We understand transformation as to be under the light of knowledge and significant experiences in university life, and we know social mobilization as actions to be carried out through initiatives that seek to expand and spread the truth building the Common Good.”

(Modelo Educativo UPAEP U50, 2108).

The fundamentals Common Good pedagogics conceive that the integral formation of the students is enhanced by living meaningful experiences that enable them to work collaboratively to solve the challenges of his nearest environment.



# DEGREE PROGRAMS



Within our formative proposal, the current pedagogical model also takes into consideration the **learning outcomes** approach. Currently, 23 in-campus bachelor's degree programs, 12 in-campus master's degree programs, one mixed master's degree program, 3 off-campus master's degree programs, one online master degree program, one in-campus doctorate program and 4 bachelor's degree programs from Tehuacán campus, have implemented programs designed or upgraded following such approach. Also, one year after their launching, 13 in-campus bachelor's degree programs have already run an assessment for said approach, and currently they are under a process of improvement.

Our institutional purpose: "Create streams of thought and to form leaders willing to transform society, in the search for Truth; integrating faith, science, and life" is our guide to improve all the academic programs we deliver. Every year, thousands of students from high school to doctorate, enroll in one of these programs.

## COMPREHENSIVE FORMATION

We aim to promote community and solidarity life in our institution. Therefore, we create authentic experiences of significant learning, regardless of the space in which they are carried out; whether in U50 classrooms or the rest of the campus, they are in harmony with the programs of comprehensive formation, leadership, community service, sports, fine arts, pastoral care or the museum.

**UPAEP transformational leadership** is the hallmark of our formation, to which **entrepreneurship** is one of the backbones. During this year, UPAEP's Entrepreneurs Hub gathered **2,369 students** who participated in **86 events** designed to encourage vocation towards entrepreneurship with an emphasis on social transformation. As a result of this program, five students were selected to participate in the TrepCamp, and **26 students** participated in the Global Social Innovation Challenge of the University of San Diego, in which, one team made it to the finals.

We joyfully share that our **Changemaker Campus appointment by Ashoka U was renewed for the 2019-2024 period**, which still makes us one of the five universities in Latin America with such qualifications. To celebrate said designation, we were joined by María José Céspedes, Executive Director for Ashoka in Mexico, Central America and the Caribbean and by Angie Fuessel, Ashoka U Changemaker Campus Director.

About our program to encourage comprehensive formation and leadership towards a significant experience of community service (**Programa FILSE**), during the 2018-2019 academic year, we served **5,752 undergraduate students**, supported by **281 coworkers**, graduates, and senior students.







UPAEP Taekwondo team

Concerning **sportive performance**, our students experienced personal growth both individually and collectively, and they showed us once more, they are worthy ambassadors of UPAEP, extraordinary Águilas, who give their heart in training and competition, in every discipline.

We are very proud of our students, and we celebrate their accomplishments. Such as the case of having obtained the National Swimming **Sub-championship "C" youth category**, in which, the following students competed: Luis Enrique González Méndez, Jaime Hernández Zapata, Emiliano Romero Soriano, Rodrigo Sasturrias Hernández, Christian Morales Chiquito, Jonathan Arturo Santibañez Pizar, Gael David Conde Nezahual, Alexis Jiménez Ruiz and Santiago Anthuan Rafael Peña Santiago.

Also, we celebrate the participation of Karen Itzel Pérez Sánchez, Guadalupe de la Luz López Morga, María Fernanda Figueroa Blas, Katia Santiago del Río, Alexa Juárez Palomino and María Belén Jiménez Acevedo, who obtained the **Sub-championship** of Forms and **third place** as a team in single combat ("C" youth category), in the **Taekwondo National Championship**.

In the discipline of athletics, we congratulate Érika Téllez García for obtaining the **third place** in the **400 meters flat** (1ra. Fuerza) and Arturo Hernández Manzano, who achieved first place in the **800 meters flat** ("C" youth category), both during **CONADEIP 2019 National Championship**. CONADEIP is the *Comisión Nacional Deportiva Estudiantil de Instituciones Privadas*, a national scale association that promotes tournaments for different sports among private universities in Mexico.



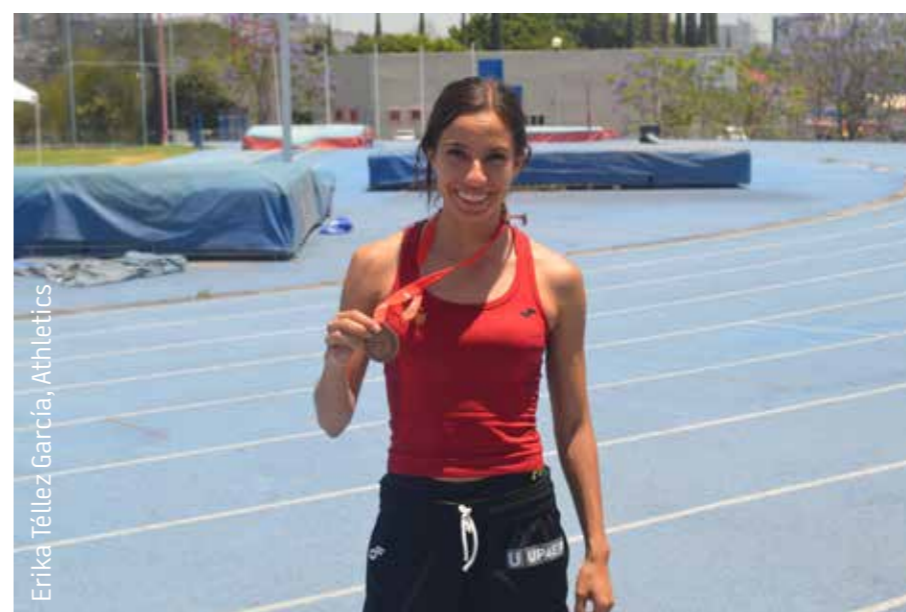
Jaime Hernández, Sub-championship "C" youth category



Iván Montano, basketball member



ABE and CONDE female sub-champions



Erika Téllez García, Athletics

36  
MEDALS

CONADEIP 2019  
National Championship.

10 GOLD

10 SILVER

16 BRONZE

How not to get excited by the performance of our **ABE and CONDE female sub-champions**: Frida Jazmín Figueroa Mendoza, Zaira Alvarado Aldama, Susana González Torres, Ingrid Martínez Treviño, Arandy Aurora Rivas Romero, Janeth Ramírez Mendoza, Ángel Fierro Sánchez, Sandra Saidé Vargas Peraza, Diana Cano Ledesma, Lizeth Barraza López, Dennis Yamileth Castillo Delgadillo, Aidé Miroslava Duarte Moro and Valeria Muñoz Téllez.

Without any doubt, our representative team of **Taekwondo in single combat** (1ra. Fuerza) has gotten stronger and continues reaping achievements. This year during the CONADEIP National Championship, Jesús Benítez Sandoval obtained **gold medal** in the 54 kg category; Elisa Carus Fernández obtained **silver medal** in the 46 kg category; Melissa Mercado Lara obtained **bronze medal** in the 46 kg category; Abraham Karol Romero Marciales obtained **bronze medal** in the 54 kg category; Ricardo Arturo Salazar Calisto obtained **bronze medal** in the 63 kg category; and Edwin Clemente Vilchis Solórzano obtained bronze medal in the modality of forms. We congratulate and thank all of them for their effort and passion within the sport field, thereby raising the name of UPAEP to the highest plane.

From the student community, **3,226 young people attended to 19 sports workshops**, and **3,107 students** participated in **17 intercollege tournaments** during this academic year. We are aware that not only physical abilities are at stake from training to competitions, but also the fellowship, self-mastery, and character building of our young people. That is why we consider sports as a crucial element in the comprehensive formation we deliver.





María Teresa Huerta Zamora, medical student

Another fundamental part of the person's development is the sensibility towards beauty and the development of artistic expression through workshops fostered by our department of fine arts (**Bellas Artes UPAEP**). During this year, **110 workshops** were delivered, in which **1,756 students** participated under the guidance of **43 teachers**. Besides, we held or participated in **184 events** of diverse nature, such as concerts, contests, awarding ceremonies, presentations, press conferences, event conduction, exhibitions, shows or festivals, with an audience that reached **66,996 attendees**.

A special mention should be made about accomplishments such as the one by UPAEP's official music band (**GMU, Grupo Musical UPAEP**). Our group awarded **2nd place at the Festival Universitario de la Canción (FUCA)**. We applaud the performance in New York by our folkloric dance company (**Compañía de Danza Folklórica UPAEP**); the community project of artistic workshops for children entitled **Escalando Corazones con Ritmos y Colores** which addressed the population of Barrio de Santiago; and the 5th edition of the **Alfrombas de Cuaresma** exhibition in the temples of San Sebastián, San Matías and the Parish of Santiago. Also, we hosted three concerts at the first art festival that celebrates contemporary expression (**1er Festival de Expresiones Contemporáneas**).

Artistic and cultural activities at the institutional museum (**Museo UPAEP**), are experiencing not only an increase of attendees but a growth in its offer thanks to the collaborative work between the academic staff and the museum staff, who year by year, redefine it a space for knowledge, formation, and recreation. This year we held **15 in situ exhibitions**, and **50 more of itinerant nature**.

We acknowledge the achievements of an initiative hosted in our institution for the fourth consecutive year: **the international encounter of museums** held in the City of Puebla (Encuentro Internacional de Museos). On this occasion, the work from these cultural spaces was considered to be encouraging regarding social change in the 21st century. Within such a framework and during conferences and workshops, we decided to engage dialogue on the idea that, museums have an excellent opportunity to promote the closest collaboration with the community. Through this conviction, we can orient cultural projects before social issues such as poverty, discrimination, climate change, inequality, or to foster equity, social justice and human rights from existing art collections or even generating new ones with the community. This fourth international encounter of museums had the participation of different institutions from Mexico and Argentina, as well as from Cuba, the United States, and Canada.

Employing its various social programs, through culture promotion, corporate linkage, national and international events, and through its exhibitions, UPAEP's museum wants to become an agent of change in people's lives. There are already **87,000 people** who have attended the **257 events** delivered by this department.





Good Friday Procession

A key ingredient for comprehensive formation is a spiritual experience. Our pastoral care department (**Pastoral de la Cultura**), through which students and collaborators have shared joy, mercy, empathy, inclusion, and the opportunity to have an encounter with the Lord. In this academic year, **3,974 members of our community** enjoyed, collaborated and participated in **30 formative events**, among which stand out: the thirtieth ninth Pilgrimage to the Basílica de Guadalupe and the thirtieth sixth National Youth Pilgrimage to the Cristo Rey monument. A special mention deserves the collaboration that we have every year with the Archdiocese of Puebla, to carry out the Good Friday Procession, which had its 20th edition, achieving an attendance of more than **160,000 faithful**.

Of course, an integral formation is concerned with developing friendships, seeking healthy recreation and fostering convivence. In this year, 4,904 of our young people participated in 38 formative activities, 52 academic activities, and 30 social integration activities. From these activities, we stand out two that became UPAEP's tradition: the Mexican night (**Noche Mexicana**) and the "Chronos" university encounter (**Encuentro Universitario**). The first one is an event in which 4,500 people ate, shared, shouted, remembered history, and celebrated the independence of our country. The second one is a recreational competition, organized by the leaders of the **37 student committees** in which, **1,338 students** participated in teams. Through challenges in different game stations while having the opportunity to canalize energy and courage, students reflected and to delivered creative solutions on different situations, indispensable elements of transformational leadership for the change of era we are currently facing.

Our students organized their first independent TEDx event called **TEDxUPAEP**, in which 16 national and international speakers shared ideas on the guideline of Disruption and Creativity. Through interdisciplinary dialogue for social commitment and a human vision of professions, they conversed with the community about transformational leadership, creation movements, and social innovation.



Mexican night



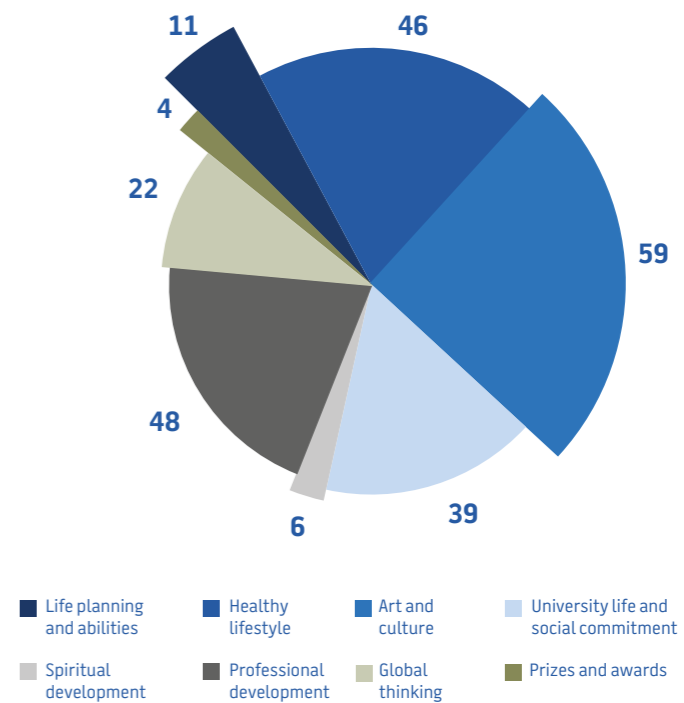
TEDxUPAEP

Considering the above mentioned, it is clear that we have a system of comprehensive humanist education (**Sistema Integral de Formación Humanista**). This set of entities is made of different strategies and actions, formally intended to be delivered within curricular and co-curricular activities of all academic programs. According to its conformation, structure, and context, this system has the purpose of providing a comprehensive formation based on the being and mission of UPAEP, through the university life and the current formative offer.

UPAEP recognizes everything that the student accomplishes to contribute to its profile as a Transformational Leader. Therefore, we have developed a comprehensive developmental plan for students (**PFI.e, Plan de Formación Integral del Estudiante**), an institutional program that acknowledges the formative activities, the extra and co-curricular activities that our young people carry out throughout their university life. These experiences are recorded within a transcript of comprehensive formation.

The PFI.e has been developed considering seven formative dimensions and a special section of prizes and awards. The dimensions of this developmental plan are life planning and abilities, healthy lifestyle, art and culture, university life and social commitment, spiritual development, professional development, and global thinking.

### PFI.E ACCREDITED PROGRAMS



Scan the code to review the chart of the **system of comprehensive humanist education (Sistema Integral de Formación Humanista)**.



## ACCREDITED QUALITY PROGRAMS UNDERGRADUATE

ACADEMIC PROGRAM	ACCREDITED PERIODS	ACCREDITATION BODY
ARTS AND HUMANITIES		
Architecture	2003-2008/2008-2013/2013-2018/2018-2023	ANPADEH
Psychology	2005-2010/2010-2015/2015-2020	CNEIP
Philosophy	2012-2017/2018-2023	COAPEHUM
Humanities	2018-2023	COAPEHUM
Psychopedagogy	2017-2022	CEPPE
Education	2016-2021	CEPPE
Social Work (Online)	2019-2022	CIEES
HEALTH SCIENCES		
Medicine	2002-2007/2007-2012/2012-2017/2017-2022	COMAEM
Nursing	2011-2016/ 2016-2021	COMACE
Nutrition	2017-2022	CONCAPREN
Physiotherapy	2016-2021	CIEES
SOCIAL SCIENCES		
Political Sciences	2010-2015/2015-2020	ACCECISO
International Relations	2010-2015/2016-2021	ACCECISO
Law	2007-2012/2014-2019	CONFED
Communication and Digital Media	2007-2012/2012-2017/2018-2023	CONAC
Economy	2011-2016/2016-2021	CONACE
Cinema and audiovisual production	2017/2022	CONAC

## EDUCATIONAL INNOVATION FOR EXCELLENCE ■

Here at UPAEP, we care for the academic excellence of our educational programs, because thousands of young people are comprehensively formed through them, which lead us to report on RVOEs. An RVOE is an accreditation issued by the Mexican government, to officially acknowledge a program as a part of the national education system, in this regard, and, during the 2018-2019 academic year, **17 state RVOEs** were successfully managed. Also, we were granted **41 federal RVOEs**, and we have 14 more in assessment, which we are expecting to get authorized by November 2019.

Proudly we can share that, the federal secretariat of public education (*Secretaría de Educación Pública*), awarded us as **accredited quality program (Programa de Calidad Acreditada)**. This award acknowledges our institution as outstanding due to the efforts carried out to comply with external assessment and accreditations.

## ACCREDITED QUALITY PROGRAMS UNDERGRADUATE

ACADEMIC PROGRAM	ACCREDITED PERIODS	ACCREDITATION BODY
BIOLOGICAL SCIENCES		
Environmental Engineering	2008-2013/2013-2018/ 2019-2022	CACEI
Agronomy Engineering	2008-2013/2015-2020	COMEAA
Biotechnology Engineering	2016-2021	CACEI
ENGINEERINGS		
Industrial Engineering	2005-2010/2010-2015/2015-2020	CACEI
Computer Systems Engineering	2006-2011/2012-2017/ 2017-2022	CONAIC
Mechatronic Engineering	2006-2011/2011-2016/ 2017-2022	CACEI
Bionic Engineering	2012-2017/ 2019-2022	CIEES
Electronic Engineering	2012-2017/ 2019-2022	CIEES
Software Engineering	2012-2017 / 2019-2022	CONAIC
Industrial Chemistry Engineering	2010-2015/2017-2022	CACEI
Automotive Design Engineering	2017-2022	CACEI
ECONOMIC AND MANAGEMENT SCIENCES		
Business Administration	2003-2008/2008-2013/2014-2019	CACECA
Accounting and Executive Management	2008-2013/2014-2019	CACECA
Trading and Financial Administration	2011-2016/2017-2022	CACECA
International Commerce	2006-2011/2011-2016/2016-2021	CACECA
Marketing	2006-2011/2011-2016/2016-2021	CACECA
Administration and Hospitality	2005-2010/2010-2015/2015-2020	CACECA
Gastronomy	2009-2014/2014-2019	CONAET
Business Logistics Management	2017-2022	CACECA
Business Intelligence and Planning	2019-2022	CACECA

## PROGRAMS WITHIN THE NATIONAL REGISTER OF QUALITY GRADUATE PROGRAMS (PNPC)

PROGRAM	CONACYT
Master's Degree in Executive Management and Marketing	●
Master's Degree in Work and Organizational Psychology	●

## PROGRAMS WITHIN THE NATIONAL REGISTER OF QUALITY GRADUATE PROGRAMS (PNPC)

PROGRAM	CONACYT
Master's Degree in Biotechnology	●
Master's Degree in Environmental Engineering and Sustainable Development	●
Master's Degree in Strategic Planning and Technology Management	●
Master's Degree in Mechatronic Engineering	●
Master's Degree in Applied Economy	●
Master's Degree in Data Science and Business Intelligence	●
Doctorate in Strategic Planning and Technology Management	●
Doctorate in Logistics and Supply Chain Management	●
Doctorate in Mechatronic Engineering	●
Doctorate in Biotechnology	●
Doctorate in Education	●
Specialty in Clinical Pathology	●

## INTER-INSTITUTIONAL COMMITTEES OF ASSESSMENT OF HIGHER EDUCATION (CIEES)

PROGRAM	CIEES
Doctorate in Economic and Sector Development Strategy	●
Master's Degree in Educational Technology	●

Over time, to incorporate assessments from qualified foreign bodies as a strategy for continuous improvement became a constant practice. Such a procedure enables us, on the one hand, verifying our internal academic quality standards and strengthening the disciplinary fields as required. On the other hand, we have provided reliable information to employers on competencies developed by UPAEP's graduates for successful job insertion. During this year, **158 graduates** have obtained a verdict of **outstanding performance (Testimonio Sobresaliente)**, which is the maximum qualification granted on the national licensing examination (**EGEL, Examen General de Egreso de Licenciatura**). This official test is applied by a federal examiner body (CENEVAL, Centro de Evaluación para la educación superior).

Said examination is standardly taken by more than one hundred thousand students from different institutions of the country, measuring the level of knowledge and skills acquired by the graduates from various degree programs to qualify for the exercise of their profession.

Additionally, we proudly share that **26 students** who took the exam mentioned above, were awarded a prize (**Premio al Desempeño de Excelencia EGEL**) that is given to those who achieved outstanding performance in all the fields considered by EGEL examination. At UPAEP, we know that the achievement of these young people is the result of the effort carried out by them, their families, and the entire university community.

Likewise, we make public the 2016 - 2017 list of undergraduate programs that were added to the register of undergraduate programs with high academic performance (**Padrón EGEL de Licenciaturas de Alto Rendimiento Académico**). According to the guidelines set out within the eighth application announcement published by CENEVAL, this acknowledgment will be valid until December 2019.



Students awarded with EGEL prize



EGEL Ceremony

### REGISTER OF UNDERGRADUATE PROGRAMS WITH HIGH ACADEMIC PERFORMANCE

PROGRAM	LEVEL
International Commerce	1 Plus
Industrial Engineering	1 Plus
Communication	1
Accounting and Executive Management	1
Business Administration	1
Nutrition	1
Mechatronic Engineering	1
Marketing	1
Dentistry	1
Psychology	1
Veterinary Medicine and Zootechnics	1
Nursing	2

On the other hand, we requested **the incorporation of 17 undergraduate programs** into the Padrón EGEL: Programas de Alto Rendimiento Académico 2017-2019, increasing by 5 programs compared to the submission of last year's application.



Academic achievements of our students, as well as the quality acknowledgments by official accreditation bodies, have been possible thanks to the extraordinary work carried out by our teachers. For this, we encourage to share better teaching practices among peers and to create a community in which we all learn from each other.

A couple of years ago, UNESCO adopted the concept of “Good Teaching Practices” into its education strategic framework of this decade: “To promote experimentation, innovation, dissemination and exchange of information and best practices, as well as the dialogue on principles of action in the field of education” (UNESCO 31C/4). UPAEP focuses on the development of society: “... promotes the comprehensive formation of the people who compose the university community. This commitment requires a solid professional preparation; primarily, the support and guidance to figure out their unique mission and the meaning of life, which is openness to transcendence and fullness” (Ideario, no. 8).

During the last academic year, the sixth official encounter for good teaching practices (**Encuentro de Buenas Prácticas Docentes**) was held. This event reached an attendance of 274 teachers, who listened to 37 lectures and participated in 8 workshops. Such activities were carried out under the following thematic axes: student support and accompaniment process, social impact, the formation of UPAEP leaders, leader formation learning strategies, learning environments to foster Common Good and development of virtues and values of the leader with a humanist approach.

We know there is a long path to innovation, and also it requires a permanent effort, updating, and systematization. With the support of the department of educational innovation (**Dirección General de Innovación Educativa**), this year we managed to upload the official syllabus information format (Guía de Aprendizaje de Licenciatura Escolarizada) in the school management system (Unisoft). Through this, 87.5% of the courses delivered during the periods of fall 2018 and spring 2019, were documented. This effort required **advisory and accompaniment to 322 teachers**, instructing them on how to fill the syllabus information format for every one of their courses. Also, we redesigned in Blackboard platform, the learning community to provide advisory on pedagogical processes (**COA-PP, Centro de Orientación y Asesoría en Procesos Pedagógicos**) allowing **1,520 teachers** from every educational level and mode to make queries.

Also in regard to innovation, UPAEP has been recognized for its leadership, by actively coordinating the national network of educational innovation in higher education (**RIESA, Red de Innovación de la Educación Superior**), chaired by the national association of higher education institutions (**ANUIES, Asociación Nacional de Universidades e Instituciones de Educación Superior**). This year we held two ordinary sessions involving the south-central region members, with active participation of 40 institutions of higher education from 7 states of the Mexican Republic: Guerrero, Querétaro, Tlaxcala, Estado de México, Morelos, Hidalgo and Puebla, and another two sessions involving coordinators and secretaries from the south-central region of ANUIES network.



Dr. Emilio José Baños Ardaín addresses a message to Andrés Manuel L. Obrador and his presidential cabinet



Furthermore, we are members of the Mexican association of continuous and distance education (**AMECYD, Asociación Mexicana de Educación Continua y a Distancia**). Within the scope of said models of delivery, we belong to the Latin American and European continuous education network (**RECLA, Red de Educación Continua de Latinoamérica y Europa**). Through these entities, we create links with other institutions in thirteen countries of Iberian America and Europe.

From the 5th to the 7th of June, we hosted the third edition of our international congress on educational innovation entitled “transforming education through social leadership” (**3er. Congreso Internacional de Innovación Educativa** “Transformando la educación con liderazgo social”) with an audience of more than 500 visitors from Mexico City, 11 states of the Mexican Republic and other countries. We counted on the presence of educational innovation experts from Spain, Colombia, Canada, and Mexico, among which are **Dr. Mariano Jabbonero Blanco**, Secretary-General of the Organization of Ibero-American States for Education, Science and Culture who delivered the keynote speech at the inaugural conference. The congress was made of six magistral conferences, two panels of experts, two dialogue tables, one session to address e-learning topics, two book presentations, 17 workshops, 42 lectures, and 14 poster presentations.

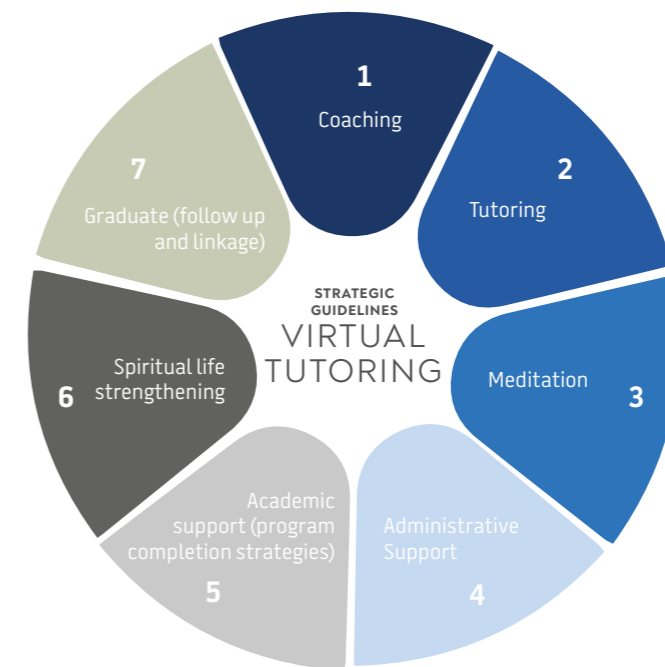
Of course, innovation has permeated every educational level and learning mode at the University. Thus, our tutoring model designed for online courses (**Modelo de tutoría UPAEP Online**), seeks a comprehensive and close interaction to achieve maximum professional and personal development of the student. Therefore, it involves aspects such as mediation for the resolution of situations among students, campaigns to strengthen spiritual life, management, and academic services support, educational program completion strategies and graduate follow up and linkage. Due to its comprehensiveness, this model is unique and a pioneer in its kind.



Andrés Beltramo, alumni UPAEP journalist in Rome and Vatican



6th Official Encounter for Good Teaching Practices opening conference





Educational innovation also has a face of social responsibility. **“Soy UPAEP y transformo mi comunidad en lengua indígena,”** is a project that reflects UPAEP’s commitment to the indigenous communities of our country. In this regard, we intervened in four populations of Guerrero state, to dialogue with its inhabitants on educational issues related to health. The activities consisted of giving first-level information sessions on family planning, child malnutrition, cervical cancer prevention, acute respiratory infections, prevention, and response to violence against women.

Said project included a **visit for intervention in the community of Cochoapa**, considered by many as the poorest and most marginalized municipality in the entire Mexican Republic, whose population speaks only the Mixtec language. We also visited the community of **Metlatónoc**, the second poorest in the region of Guerrero state, where bilingual inhabitants speaking Spanish and Mixtec were found. Other populations visited were **San Juan Guechoapa**, a bilingual community (speaking Spanish and Mixtec) and **Yuvinani** where they speak only Mixtec. With these and other endeavors, we realize that knowledge not only means action, but must be understood in a tone of service, and educational innovation must respond to the social challenges we are facing.

With our official private entity to assess and certify job activities (**ECE-UPAEP**) and the department of continuous education, we have contributed with the state training program called *Programa Estatal de Formadores de la Secretaría de Educación Pública*

*del Estado (SEP)*, delivering training and updating courses for the assessment and certification of teaching and managing staff of elementary education in the State of Puebla.

We reinforced the performance of **403 teachers in tutoring skills, contributing to the activities of a federal mechanism to promote continuous education in public education service** (*servicio profesional docente*). With this effort, we ensure efficiency in the teaching practice, guaranteeing the right of children and adolescents to quality education and accompaniment. In the state of **Tlaxcala**, we trained **50 teachers and directors of elementary school**, also in tutoring competencies.

We certified **172 teachers from public education** (SEP), in peer tutoring competencies for teaching practice; **29 members of the Mexican Army** (*Escuela Militar de Aplicación de las Armas y Servicios*) belonging to the **25th military zone**, in competencies for the development of practices in competency-based learning; **20 teachers from the private school federation** (*FEP, Federación de Escuelas Particulares*), were instructed in skills for tutoring at higher and higher middle education; and nine instructors from different companies of the **automotive cluster network**, in competencies for facilitation of learning processes within the environment of the automotive industry.

Such actions have allowed us to extend innovation for excellence beyond our classrooms and to influence the professional formation of educators positively.

## PROJECTS SUPPORTING SAPS IMPLEMENTATION

At UPAEP, we are focused on person-centered management and optimization of resources at the service of our institutional mission statement. For this, we have a self-organization work based on an interdisciplinary and collaborative approach to deliver a teaching, research and outreach proposal that helps us encouraging innovative initiatives and processes, also **to provide society with intellectual work and a social commitment at the service of the Common Good.**

Our current academic programs are aligned to such educational vision and curricular organization in all levels and modes. They directly contribute to socially-relevant academic systems (**SAPS, Sistemas Académicos de Pertinencia Social**), which represent the being and the mission of a university that creates significant experiences through developing projects of social relevance. From the three substantive functions of the university, we address socioeconomic issues, identify opportunities, and encourage new social and cultural productive projects based on Christian social thought.

Therefore, the implementation of SAPS promotes the creation and management of knowledge, as it influences our plan of institutional development (PDI, Plan de Desarrollo Institucional). Such a project offers a sense of orientation towards academic quality, entrepreneurship, international mobility, and comprehensive formation, by presenting an inclusive, interdisciplinary and committed proposal, making university relevant to the most urgent demands of society.

From this framework, we created courses entitled **Proyectos Integradores de Pertinencia Social I and II**, aiming to incorporate social relevance into projects, allowing students to participate in the transformation of reality, by implementing interdisciplinary projects relevant to society. Our socially-relevant courses challenge students both personally and professionally, to enhance their creativity and sense of responsibility. The projects become part of some of the subsystems that compose SAPS:

### ACADEMIC SYSTEMS RELEVANT TO SOCIETY

Human and Social Development	56	Innovation and Technology	1
Strategy and Competitiveness	15	Life Sciences and Bioethics	23

Another example is about the one called **“Tú transformas,”** which means “you transform,” an interuniversity space on innovation and social entrepreneurship, to connect, innovate and act before social challenges. Said event had two objectives. The first one was to inspire the university community to become change agents. The second one, to strengthen the community of transformational leaders through promotion, dissemination, and action in different contexts; as well as to encourage students to join the community of transformational leaders and the community of change agents. During the 3 days of the event, **1,200 students** participated in conferences, panels, workshops, and life experiences.



3rd edition of our international congress on educational innovation



ECE-UPAEP Ceremony





Students working in Tepapayeca

We also stand out the social intervention project to help rebuild the communities of Tepapayeca and Xochiteopan, severely damaged during the earthquake of September 19th of 2017. This project was strategically undertaken according to the most urgent requirements of the population. Thus, 35 contingency brigades arrived at said communities between September 22nd of 2017 and April 27th of 2019. More than **50 students** participated in this project which, through techniques of bio construction, managed to build a whole house for one family.

Additionally, the works to build two more homes for two families from the community of Tepapayeca began. This social project involved the participation of the academic programs of Economy, Agronomy, Medicine, Nutrition, Architecture, Civil Engineering, Environmental Engineering, Biotechnology Engineering, and Financial Administration. The students started the works considering three fields: a) education, through storytelling and literacy activities, b) agriculture, by identifying crops and opportunities for more and better harvest production, and c) advisory on local businesses to improve profitability.

Another instrument through which we promote educational innovation for excellence is our university incubator, the **UNINCUBE** program, which allows our young people to apply knowledge acquired in their disciplinary fields through academic training and project development in the business world. We assisted **248 entrepreneurs** through incubation and pre-incubation programs, workshops, and courses; of these, 52 were students in our entrepreneurship program (Programa Emprendedores UPAEP); scholarships supported some of these students.

Also this academic year, we provided service to 28 companies; 16 of them were enrolled in the 2018 -2019 incubation program, creating 102 direct and 353 indirect jobs. It is noteworthy that the companies registered in the 2018 incubation program, obtained an average sales growth of 300%, average profitability that increased to 500%, an average employment creation increased to 102% and total private equity of \$9,500,000.00 (MXN) obtained by the companies. It is important to remark that this year, the companies enrolled within the incubation program, also joined the entrepreneur program promoted by the municipal government of Puebla (**Programa Emprendidos**), which provide support to six poblano startups. Additionally, we implemented a program of junior consultants (Programa de Consultores Junior) with five consultants and four consulting projects.

## STRATEGIC ENROLLMENT MANAGEMENT ■

University life is complex. Students are not only concerned about intellectual affairs, but also they experience situations that may require social and emotional engagement. To develop skills that will allow students to face academic, social and emotional challenges successfully, we count on an intervention program to support and follow up students (**PASE, Programa de Apoyo y Seguimiento al Estudiante**). Through this initiative, we help students overcome difficulties by providing individual and group tutoring and a permanent offer of workshops.

During the period subject of this report, 1,299 students were assisted by educational counselors; and another 4,427 young people were attended by PASE associate tutors from each academic field or by teachers who are qualified tutors. In addition to the tutoring plan, our young students have access to a set of workshops that contributes to the fulfillment of its comprehensive formation plan within the dimension of Life Planning and Abilities. Also, 1,904 students went through a process of personal accompaniment in which they could identify student support services provided by the University, as well as strategies to ensure permanence and growth during their life experience at UPAEP.

As a complement to the abovementioned, we carry out **campaigns that incorporate a full plan to address and preserve health in the university community**. Prevention of diabetes, skin cancer, addictions, sexually transmitted infections, skeletal muscle lesions, and hepatitis C, are part of such campaigns. Also, we provide first aid courses and, through radio programs and articles published by our UPRESS news web portal, we address several health issues relevant to our student community. This academic year, we performed 1,785 tests of the multidimensional assertiveness scale (EMA, Escala Multidimensional de Asertividad). Besides, we offered emergency medical care to 4,962 patients of a total of 5,458 users who required it; and we performed 735 general ultrasound scans at the university medical clinic (**Clínica Médica Universitaria**).



UNINCUBE program



Health campaigns





Dr. Andrey Petrov



Dr. Carlos Magro



Dr. Gregorio Luri



Dr. Marten Brien



Dr. Ignacio Arellano

In undergraduate degrees, **70% of class hours** are given by teachers with a graduate degree, which exceeds the standard that is usually considered by national professional certifying bodies such as **CIEES, COPAES or FIMPES**. About graduate degrees, there are only 1,041 private higher education institutions with graduate programs; UPAEP belongs to 1.6% of the private institutions with one or more degree programs within the national register of quality graduate programs (PNPC) of the national council of science and technology (CONACYT). Of course, we are within the circle of quality thanks to the talent of teachers and researchers who teach, manage research projects, and accompany students.

The academic staff is joined by humanist and scientific international teachers (**Profesores Humanistas Científicos Internacionales**). They carry out academic stays that vary from one week to one semester, working with our teachers and students in collaborative research, teaching, and tutoring. Their presence at the university represents an opportunity for enrichment and, in turn, they usually refer to their visit as a growth opportunity for themselves.

This year, **73 visitors from a humanist and multidisciplinary background**, made up the group of guest teachers and researchers. They mentioned how embraced they felt, because of the welcome and hospitality the whole community gave to them. Not to mention the learning experience they had, and the multiple projects that were created and other open projects that connect UPAEP's community with other institutions. We are proud that foreign visiting teachers become, by conviction, true ambassadors of our University in different latitudes around the globe.

## TEACHING TALENT

Our teachers assume the responsibility to fulfill the commitment in our Ideario. As an educational institution, we have been guarding this for 46 years: "to consistently profess the love for truth and its communal quest, and thus become, authentic witnesses of values, as well as to be profound connoisseurs of the field they teach." For this reason, we put our best efforts into the selection of teachers and also committing ourselves to their permanent updating.

Every period, we carry out the teacher assessment through a survey instrument that gathers the perception and opinion of the students. This academic year, the results from the **teaching assessment for undergraduate programs**, show an average of **3.69 over 4.00** based on a Likert scale, and **3.64** on the same scale for **graduate programs**.



Dr. Dan Herbert



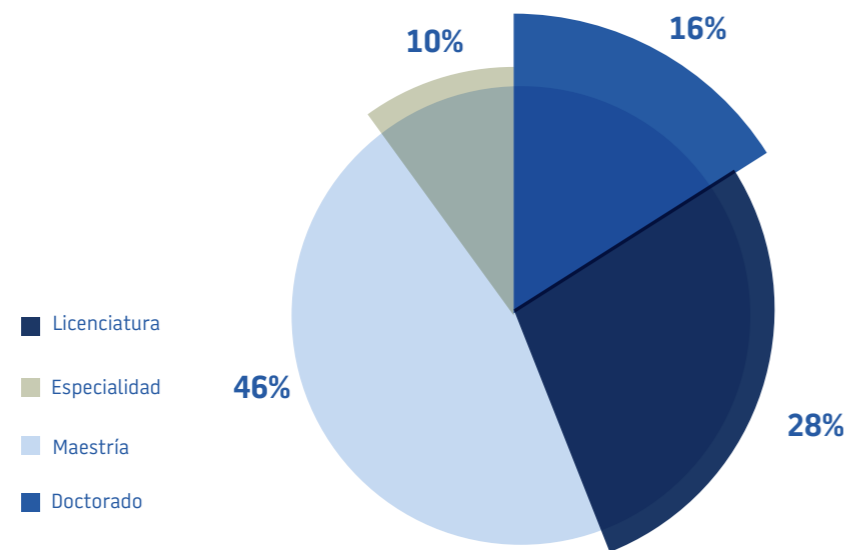
Dr. Esteban Fernández



Scan the code to review details about humanist and scientific international teachers.



## GRADO ACADÉMICO DE PROFESORES



Our academic staff carries out the university's substantive functions: teaching, research, and outreach. According to **UPAEP's teacher profile** description, the leading roles of the teaching staff are teaching, research, tutoring and linkage, and, in some cases, the academic direction. This provision is in compliance with the legal framework of Higher Education and with the fundamentals that ensure the integrity, quality, and relevance of degree programs.

These roles seek to effectively incorporate the personal interests and abilities of each teacher, with the objectives and institutional requirements:

•**Profesor docente:** A teacher whose primary responsibility is to lead a class in front of a student group; we refer to this same role as profesor asesor, which is a teacher within the context of non-presential or semi-presential learning modalities, such as distance education (UPAEP Online) and mixed (UPAEP Abierta).

•**Profesor investigador:** A teacher and researcher, whose primary responsibility is to carry out research, commonly as a member of the CONACYT's national system of researchers, known as SNI.

•**Profesor tutor:** a teacher and qualified tutor, whose primary responsibility is to support students by providing individual and group accompaniment, through preventive interventions, aimed at improving academic performance and personal and professional development.

•**Profesor vinculator:** a teacher promoting linkage between students and productive society sectors, whose primary function is to manage the processes and actions regarding student involvement in social, academic, professional, labor and economic spheres, enhancing his formation in such areas as necessary.

## RESEARCH MASTER PLAN ■

Our research master plan, called Plan Rector de Investigación, considers different lines of research suggested by the federation of private higher education institutions known as FIMPES. The first of them, called applied scientific research and technological research, concerns research related to knowledge creation in science and technology, linked to undergraduate and graduate academic programs in which teachers and students immerse themselves into the depths of knowledge and its development. The second one is called institutional research, referring mainly to the university's organization and planning processes. The third sort of line is called educational research, addressing educational support and is carried out by the teachers themselves, to contribute to permanent course content updating and education quality improvement. Finally, a line that addresses supporting students in their process of research.

Our commitment to socially relevant research, along with the continuous preparation of our teaching staff, leads us to rank among the best universities in the country. We are pleased to report that **UPAEP already has 60 researchers as members of the national system of researchers, the SNI by CONACYT**, which position us within the group of the first six private universities in the country. From our SNI researchers, 17 work for the Engineering and Business area in graduate degrees, four for the Engineering area, two for the Economic and Management Sciences, 12 for Arts and Humanities, 11 for Biological Sciences, 9 for Social Sciences and 5 for Health Sciences.

## NATIONAL SYSTEM OF RESEARCHERS



Judith Cavazos A.  
Socio-cultural Marketing

Rodolfo Cruz V.  
Policies, Disabilities and Inclusion  
in Education

José Luis Martínez  
Logistics and Supply Chain



Miguel Cruz V.  
Labour Economics, Migration  
and Finances

Manuel González  
Biomaterials, Human Bioengineering  
and Instrumentation

José Pablo Nuño  
Strategic Planning

The principles of our Plan Rector de Investigación are:

**1. Research shall be one of the substantive activities** of UPAEP, along with teaching, linkage, and disseminating culture.

**2. Research contributes not only to human, scientific, and technological progress** but also to the integral formation of students and teachers.

**3. Without undermining basic research**, emphasis will be placed on the development of applied research and impact on the community at regional and national scales.

**4. Humanist and social research** will have special care when dealing with issues at a local or national scale, and when the expected results benefit the community directly or indirectly.

**5. Each year, UPAEP shall allocate budget** for research development.

**6. The research carried out at UPAEP**, in any field of knowledge, shall be subject to the principles of scientific ethics according to the university's Ideario.

**7. UPAEP's structure and policies** shall favor the exercise of this activity and recorded in official regulations and operational documents of the institution.





Yésica Mayett M. Agribusiness  
 Santiago O. Caballero Artificial Intelligence, Optimization  
 Diana Sánchez P. Logistics and Supply Chain Management  
 María Catalina Ovando Economic Analysis of Technology Mobile Networks  
 Fernando Rey Castillo Merchandising



Gabriela Croda B. Educational Processes and Innovation  
 Emma Verónica Santana Family  
 Robin Ann Rice Spanish and New Spain Golden Age  
 Jorge Medina D. Metaphysical Foundations of Ethics  
 José Martín Castro Logic and Formal Methods



Hertwin Minor P. Logistics and Supply Chain Management  
 Emmanuel Olivera Econometric Models  
 Omar Aguilera M. Applications of Artificial Intelligence and command systems  
 A. Berenice Urbina Educational Technology  
 Damián Emilio Gibaja Mathematical Economic Analysis



Rubén Sánchez M. Phenomenology  
 Noé Blancas B. Discursive Insertion and Mexican Narrative  
 Roberto Casales Modern Philosophy  
 Dora Ivonne Álvarez Applied Semiotics for Design Processes  
 Alejandro Ruiz A. Autoimmunity



Alfredo Toriz P. Robotics  
 Edgar Peralta S. Power Electronics and Electrical Machines  
 Aurelio H. Heredia Electro-Optical Devices  
 Mario Edgar Cordero Reactors Engineering  
 Luis Cuautle G. Quality



Solon Javier Garcés Molecular Diagnostics  
 Helena Leszczynska-Borys Floriculture  
 Genoveva Rosano Sustainable Development in Processes and Products  
 Beatriz Pérez A. Bioremediation and Functional Foods  
 Zaida Nelly Juárez Bioactivity of Natural Products and Plants



Ingrid N. Pinto New Ways of Working  
 Gabriel Cardoso Food Science  
 Juan Martín López C. Education Theories  
 Martha Leticia Gaeta Psychopedagogy  
 Arturo Lorenzo V. Financial Time Series Analysis



Elizabeth Bautista Biotechnology  
 Luis Daniel Ortega Protected Agriculture  
 Estefanía Martínez Environment  
 Fabiola C. Espinosa Food Environmental Physiology of Arboreal Mammals  
 Francisco J. Sánchez Process Simulation and Control





Mariano Rojas H. Wellness Theory  
 Alonso Mendoza V. Applied Economics and Finance  
 Karen Watkins F. Corporate Governance and Family Business  
 Alfredo Cuecuecha M. Economic Development Studies  
 Felipe Miguel Carrasco Labor Law, Corporate Law, and Teaching



Juan Pablo Salazar A. History of Law and Legal Institutions  
 Ma. Teresa Herrera Capabilities Approach and Real Effective Exchange Rate  
 Herminio Sánchez De la Barquera National Defense Policies  
 Josafat Raúl Morales Social Imaginaries  
 María del Rocío Baños Respiratory System Viruses



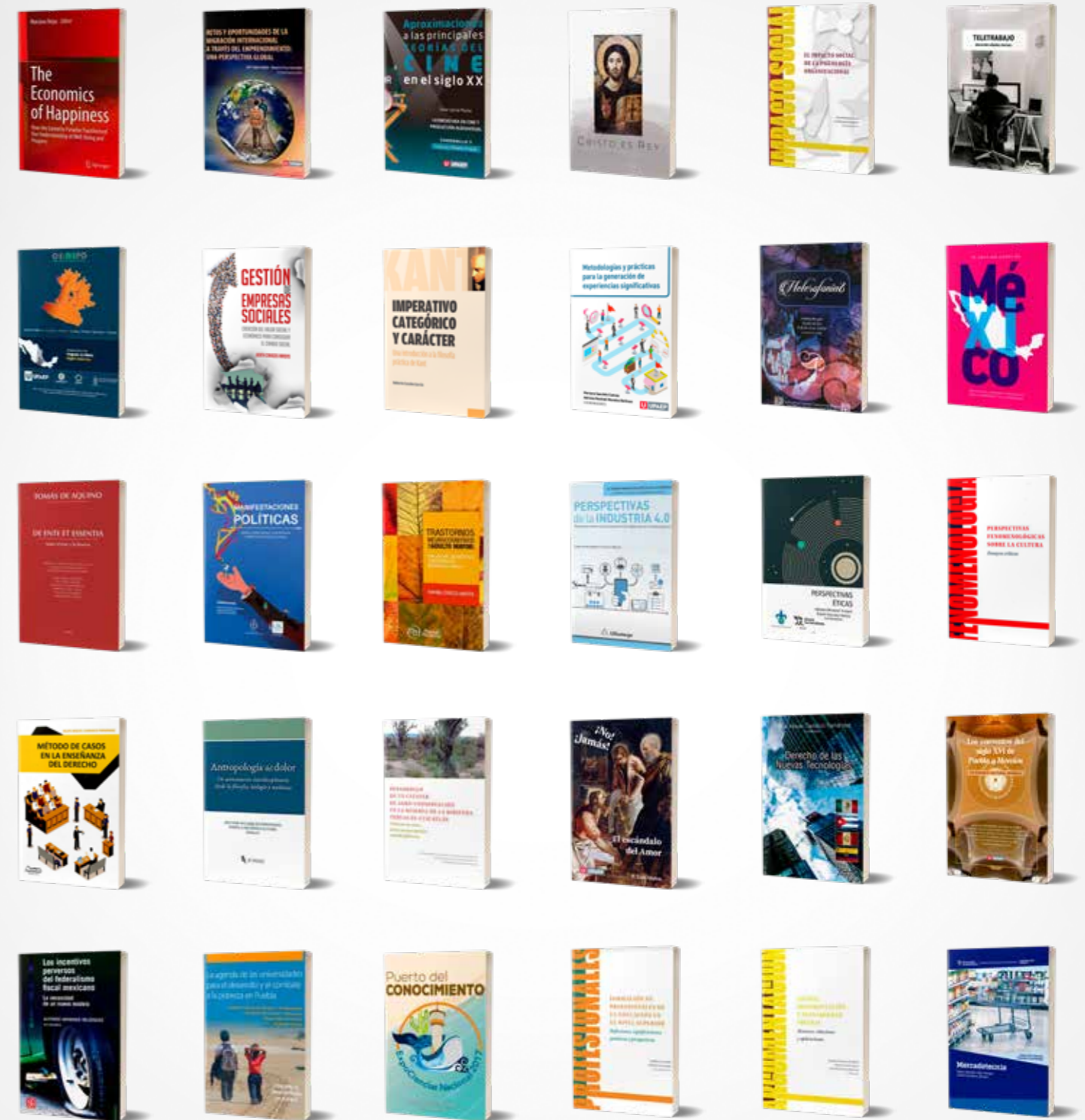
Guillermo J. Ruiz A. Hematology  
 Guillermo J. Ruiz D. Hematology  
 Virginia Sedeño M. Biomedicine  
 Tania Estrada J. Immunology

The dynamism we have imprinted on research development reflects the production we achieved this year: 30 books, 96 book chapters, 67 articles published in peer-reviewed journals, and 86 articles in indexed journals. Also, three awards for research and project assessment, the submission of five patent applications, and the registration of an industrial design. Scan the code to review Research Works.

Scan the code to review **research production**



## BOOKS PUBLISHED



Scan the code to see **more about the books**

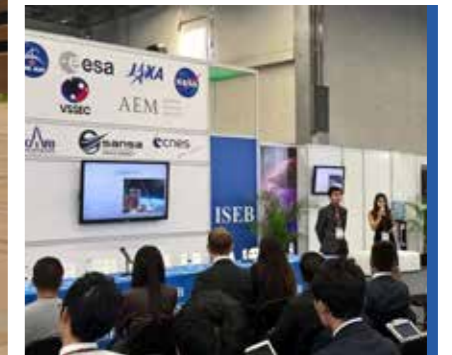




It makes us proud to know that we are encouraging vocation for research. To mention a few examples, some interns performed with **dedication and leadership**.

Such is the case of **José Sebastián Uribe López**, who last year was invited to conduct a research stay at the Multiphase Flows and Reactor Engineering and Applications Laboratory by Dr. Muthanna Al-Dahhan. José Sebastián collaborated in the mathematical modeling of an industrial acetylene hydrogenation plant. Also, he worked on the development of models to predict the thermal behavior of nanofluids. After this research stay, he was invited by the same Dr. Al-Dahhan, to start his doctoral degree at the Missouri University of Science and Technology, developing the experimental study and mathematical modeling of a bitter gas treatment process.

We also have the case of **Nilli Saraí Martínez** Sinnegaga who has participated as a speaker in international congresses such as “Congreso de la Mujer en la Ciencia 2018”, and congresses “Advances in Nano, Bio, Robotics, and Energy” and “Advances in Structural Engineering and Mechanics” in South Korea. Besides, Nilli is co-author of the article “Low-cost Educational Resource using Optical Fibers to send 4-bit images in Grayscale”. This article was published in 2018, in the indexed journal “Computer Applications in Engineering Education,” which is also part of the book “Desarrollo Científico en México” published in April this year.



Another testimony of research vocation is, **Félix Quirino Morales**. 3 years ago, he collaborated on relevant research and technological development projects. The first of them is entitled “Sistema de ahorro de energía para los trenes del metro de la ciudad de México” and “Red de inversores de potencia para la recuperación de energía en el metro de la ciudad de México.” Both regarding systematization and technology development to save energy in the subway wagons of Mexico City, a research that is part of his doctoral thesis.

Finally we see an example to follow in **Laura Isabel Carrillo Flores**. Laura is a research intern who developed a project entitled “Estudio del efecto de ozonación en la estabilización del cianuro presente en relaves mineros de oro y plata.” A study of the treatment of cyanide contained in tailings of silver and gold mines. Subsequently, she did an academic and research stay at the Mexican Institute for Water and Technology (IMTA). Derived from the results of this research, she wrote a book chapter and was granted the academic degree of master in environmental engineering and sustainable development (Maestra en Ingeniería Ambiental y Desarrollo Sustentable). Finally, based on the technology developed, she submitted a patent application at the Mexican Institute of Intellectual Property.

On May 11th of 2017, the **AzTechSat-1** project officially kicked-off and since, under the support of the **Mexican Space Agency** (AEM, for its initials in Spanish Agencia Especial Mexicana) and the **National Aeronautics and Space Administration (NASA)**, students and teachers of UPAEP designed and manufactured the first Mexican nanosatellite. The satellite’s mission is to establish interconnection based on the Global Star network from our satellite to other satellites in orbit. Last August 2019, the final technical tests were approved under the supervision of **Dr. Eugene L. Tu, Center Director at NASA’s Ames Research Center**. Hence, we found ourselves in the final stretch of this exciting project. The satellite’s launching has been planned to be carried during fall this year.

It has been 20 years since Mexico launched a satellite of its own or developed by any academic institution or Mexican company. The success of this project positions **UPAEP as leader within the aerospace field for small satellite development**, making its undergraduate program in **Aerospace Engineering**, a benchmark in the country.

The AzTechSat-1 project has inspired the dreams of UPAEP’s community and, indeed, it will keep on doing this for many more years, because the aerospace research possibilities have made us clear that there is no limit, we only have to look up at the sky. However, dreams grow and become real here and now on Earth, with every calculation, experiment and test carried out by all the researchers, teachers and students of UPAEP, who, by making an extraordinary team with the Mexican Space Agency and NASA, raise high the name of Mexico.





Also, in each one of our study and research centers, we achieve strategic objectives aligned with the institutional development plan (Plan de Desarrollo Institucional), such as:

## CENTER FOR ECONOMIC INTELLIGENCE AND RESEARCH (CIIE)

- The book chapter entitled "Measuring the meta-capability of agency: theoretical basis for creating a responsibility indicator" by Cambridge University Press, was published.

- Four articles and eight book chapters were accepted for publication. Also, three books were edited.

- Several dissemination and networking activities were carried out, as well as the organization of academic events and presentations at congresses and forums.

- Our researcher Alfonso Mendoza, in collaboration with Ana Elena Pérez Gómez, awarded first place from the Premio Nacional de Investigación en Nutrición 2018, Fondo Nestlé para la Nutrición de la Fundación Mexicana para la Salud, A.C., Instituto Nacional de Ciencias Médicas y Nutrición Salvador Zubirán.

## LABORATORY FOR ENVIRONMENTAL BIOTECHNOLOGY RESEARCH

- Four bachelor's degree theses and six theses to obtain the Master's degree were developed and completed. Currently, 45 theses for bachelor's and master's degrees are being directed.

- 25 articles were published in indexed journals of international relevance, 12 book chapters, and 19 conferences. Three of their researchers became members of the SNI.

- The 3rd Student Research Forum by the Deanship of Biological Sciences and the Deanship of Health Sciences was carried out, featuring 60 student speakers, 66 invited evaluators, among professionals and researchers, with an audience of 130 attendees.

- A collaboration agreement was signed with the Mexican Institute for Water and Technology (IMTA), and another one with Corporación Huila of Colombia was signed.

- We participated at the 10° Coloquio Interdisciplinario de Posgrados, a tenth edition of the interdisciplinary colloquium of graduate studies, on the 29th and 30th of June, with the intervention of 16 students speakers of the Master's Degree in Environmental Engineering and 14 students speakers of the Master's Degree in Biotechnology Engineering, respectively.

- "Método de tratamiento para relaves mineros" project stands out, which is a project for the treatment of mine tailings, under intellectual property (patent application submitted) before the IMPI, for its initials in Spanish, Mexican Institute of Industrial Property.

## CENTER FOR FAMILY AND SOCIETY STUDIES (CEFAS)

- The renewal of the partnership with the Union Estatal de Padres de Familia and five activities were carried out together with this family and parenthood state organization.

- An agreement was signed with the Sistema Municipal DIF of Atlixco, and consequently, 4 activities were carried out in collaboration with the aforementioned local government agency, whose main function is the health and protection of families.

- We have ongoing research on family Common Good dynamics, in collaboration with OUR institute to promote the Common Good (IPBC). The purpose of this research is to provide a tool that helps municipal DIF systems to assess and identify the primary family issues, taking less time, and accelerating intervention and creation of effective public policies.

- We participated at the symposium of university family institutions (Jornada Internacional de Trabajo de Institutos Universitarios de Familia). A work meeting carried out under the framework of the IX Encuentro Mundial de las Familias, which promotes our linkage to REDIFAM and the Vatican's Dicastery for Laity, Family, and Life.

## CENTER FOR NATIVE PLANT RESEARCH (CIPNA)

- Granting of three plant breeder's titles for breeding three ornamental varieties from Mexican species (Echeveria): Koltik, Quiltic, and Tememetla.

- Participation at the XXX International Horticultural Congress 2018, held in Istanbul, Turkey.

- Participation as speakers in several encounters and meetings on research topics within the fields that concern us.  
- We had two international students who made a professional stay.

- Two undergraduate theses were directed, and we carried out the degree title registration for both.

- Students from the program of Agronomy Engineering who participated at the event ExpoCiencias 2019, were provided with academic advisory and they were granted one of the four accreditations for the national competition to be held in Monterrey, Nuevo León, in November of this year. They participated within the environmental field with the project "Efecto morfogenético de las citosinas iP, BAP, y K en cortes longitudinales y epicótilos invertidos de Echinocactus platyacanthus", referring to the morphogenetic effect of specific cytokines on a cactus species.

## CENTER FOR GUADALUPAN STUDIES

- Five courses regarding the Guadalupean Event were delivered, three for the UPAEP community, one for seminarians at Notre Dame and one for the diocese of Denver, Colorado.

-Sixteen conferences were organized and delivered and production of 52 radio shows of "Guadalupe Hoy," broadcasted on Cinco Radio.

-Five videos for dissemination of guadalupan studies were produced: "Guadalupe y la Independencia de México," "La Virgen de Lepanto," "Primeras construcciones en el Tepeyac," "Construcciones más recientes del Tepeyac," "Primeras pintura firmada y fechada de la Virgen de Guadalupe."

## ENERGY CONVERSION LABORATORY

- Within an area of 120 square meters and with an investment of approximately 12 million pesos, we have developed many projects. One of them turned out into close collaboration with the public agency that manages the subway transportation system in Mexico City (Sistema de Transporte Colectivo Metro de la Ciudad de México).

- We supervised the operation of the prototype from the saving energy project named "Red de Inversores de Potencia para la Recuperación de Energía en el Metro de la Ciudad de México." This second project is aiming to save up to 20% of subway energy consumption.

-One patent application was submitted, one doctoral and three master's degrees thesis were developed, and four indexed publications were generated.

## CENTER FOR SCIENCE AND RELIGION STUDIES (CECIR)

The Diploma course (online) on Pedagogía del Diálogo en Ciencia y Religión was concluded. This certification is focused on pedagogics of dialogue in science and religion.

- UPAEP Science and Religion Club undertook activities as part of the SCIO-Oxford project

- Lectures, educational visits to museums, workshops, exhibitions, and debates were held promoting international teaching experience by linking them to the experiences delivered by foreign visiting teachers.

-Together with Fundación DECYR (for its initials in Spanish, dialogue between science and religion), from La Plata, Argentina, we published the number 10 of our semi-annual international digital journal, Quaerentibus. Theology and sciences.

- We participated in the works of the science, faith, and culture dialogue committee of AMIESIC, the Mexican Association of higher education institutions of Christian inspiration.

## CENTER FOR ONCOLOGIC RESEARCH (CIO)

- Six international students participated in research activities.

-Three articles were published, and 250 citations from CIO publications were found.

- Five Master's degree students and one Bachelor's degree who collaborated in research graduated; currently, 10 theses are in process.

- A scientific and outreach event was organized.

- Winners of the Convocatoria Fundación Gonzalo Río Arronte I.A.P. by submitting the project entitled "Capacitación a terapeutas tradicionales para apoyar en detección oportuna del cáncer pediátrico en población indígena en Zacapoaxtla," about therapists training on early detection of childhood cancer within a local indigenous population.

- Winners of the Convocatoria Fundación Comunitaria by submitting the project "Implementación del Estudio General de Orina (EGO) para diagnóstico oportuno de trastornos urinarios, renales y metabólicos," a medical study regarding early diagnosis of urinary system diseases.

## CENTER FOR BIOETHICS

- Publication of the articles entitled "Mortalidad materna en México y la despenalización del aborto en la Ciudad de México" and "¿Es la despenalización del aborto una solución?". Both titles address motherhood and abortion concerning law creation in Mexico.

- The First International Bioethics Congress was held with an audience of 1,300 attendees. Within this event, conferences on family and sexuality were carried out: Jornada de la sexualidad and Jornada de la Familia.

- We participated at the 49th Regular Session of the OAS General Assembly, held in Colombia.

- At a national scale, we have participated at Foros para la Vida, which are state forums on rights and life protection, held in Baja California Sur, Puebla, Tlaxcala, Mexico City, and Aguascalientes.

- Through the EUVIDA group, we participated at the Parlamento Juvenil, an encounter space for learning and law creation, presided by the Senate of the Republic, on behalf of our country's youth.

- Presentation of the book "Objeción de Conciencia Sanitaria" by Agustín Antonio Herrera Fragoso, member of the academic staff from the Center for Bioethics.



At UPAEP, we are convinced that science has the power to transform. We have witnessed how, after 16 years, the **ExpoCiencias** continues to be a national, recreational, and scientific movement with **more than 20,000 participants** from all levels of education. Together, they have submitted 5000 scientific-technological projects, advised by more than 1,500 teachers and researchers.

Once again, UPAEP led the most recent edition of ExpoCiencias event, through the national network for youth involvement in science and technology (RED Nacional de Actividades Juveniles en Ciencia y Tecnología), supported by the Latin America office of the International Movement for Leisure Activities in Science and Technology (MILSET AMLAT), the science and technology state council in Puebla (CONCYTEP, Consejo de Ciencia y Tecnología del Estado de Puebla), and the national council of science and technology (CONACYT, Consejo Nacional

de Ciencia y Tecnología). This year, during said event, 30 accreditations were granted in different categories and fields of knowledge; and students from our high schools as well as from undergraduate and graduate programs, obtained the following certifications to be part of the poblano delegation of 2018:

1. **Bioremediation of wastewater** using fungi.
2. **Pento**: the eco-ergonomic pen.
3. **Thermoelectricity**.
4. **Evaluation of bactericidal** effectiveness from the rhamnolipid produced by pseudomonas aeruginosa.
5. **Hazardous waste environmental impact assessment**, from measuring the chemical oxygen demand in Puebla.
6. **CFD modeling of a percolated bed reactor**: a multiscale approach.

At the ExpoCiencias Nacional 2018 event, held in Morelia, Michoacán, more than 1,500 participants were enrolled, submitting 450 projects in different categories and fields of knowledge, with 10 international guest countries: Brazil, Colombia, Chile, Costa Rica, Panama, Paraguay, Italy, Ukraine, Russia, and Turkey.

As a result of their participation, UPAEP's Santa Ana students awarded the following accreditations:

- ◇ **InsectiNoIMax** was granted accreditation to attend the Genius Olympiad in New York.
- ◇ **¿A quién quieres engañar? Aprende lógica y demás**, earned accreditation to attend the International Research School in Kaluga, Russia.

Social impact at international scale, promoted by research thanks to events such as the above mentioned, has become more relevant. The Young Citizens Conferences (YCC) on Artificial Intelligence, was an event held as part of the activity schedule for participants at ExpoCiencias Nacional 2018.



ExpoCiencias 2018



International Research School in Kaluga, Russia.



scientific-technological projects

The purpose of the YCC is to listen to the point of view and concerns of young people. Young people are eager to express their opinion on topics related to artificial intelligence and to participate in the debate for future living conditions actively. We are sure that openness to the ideas of young people combined with scientific development, will make a significant contribution to see the current world scene from another perspective.

Over the course of these 16 years, Mexican Delegations selected to represent the country on international events, have been made up of 2,500 Mexican children and young people and 1,000 teachers and researchers, presenting 1,200 research, technological development and innovation projects at 230 international events in 40 countries: China, Russia, Brazil, Turkey, Chile, Namibia, South Africa, Peru, Tunisia, Sweden, Belgium, Malta, Paraguay, Azerbaijan, Italy, United States, Canada, Hungary, Argentina, Denmark, Colombia, Netherlands, Germany, Korea, England, Slovakia, Bahrain, France, Kenya, United Arab Emirates, Uruguay and Romania.

During these international events, Mexican delegations have earned 53 medals and 87 honor first places, in addition to the 51 accreditations that were granted to them to attend other international events.

It should be mentioned that from 2003 to 2018, UPAEP has organized and coordinated the delegations that proudly have represented Mexico at 7 world ExpoCiencias events and 9 Latin American ExpoCiencias events carried out over the past fifteen years.





TO CONSOLIDATE  
SOCIALY **RELEVANT**  
ACADEMIC SYSTEMS

**THIRD** GOVERNING PRINCIPLE



## TO CONSOLIDATE SOCIALLY RELEVANT ACADEMIC SYSTEMS

During the years of UPAEP's foundation, and in parallel with the establishment of our institutional ideals, the university motto was forged: "Culture in Service of the People" (*La Cultura al Servicio del Pueblo*). "Culture" means the person's formation, the maturity of the potential and abilities in a constant seek for perfection. A set of works, institutions, virtues, ideals, and principles as the fruit of the human spirit, reflecting their high dignity and transcendence (Ideas, n. 31).

Therefore, the very formation of the person shall be at the service of the people. We learn to serve, and through serving, we learn. The more relevant knowledge is, the more applicable it becomes. Since the last 46 years, UPAEP has been particularly sensitive to social issues, not only a concern but a subject of our work for the here and now of the Homeland.

Also, our large production such as scientific, technological, artistic, literary, religious, among other works, must be put at the service of the people, as they are the most beautiful imprint of humankind on the world and history. We must share the best of humanity with others, humanizing the surroundings and bringing beauty, goodness, and truth to today's different social realities that demand us and challenge us.

UPAEP was founded 46 years ago by students and teachers. It was the fruitful result of solidarity from broad sectors of society, such as parents, merchants, professionals, and civil society organizations. By its genesis and development, our Institution has become a model of social solidarity, where society forms people who, in return, give back to society in order to improve it. The most significant gratitude of the one who knows itself blessed with a gift that transformed him for better is to think of its life and actions as a gift for others.

A substantial part of our Institution's essence, meaning our teachers, graduates, directors, students, and coworkers, consists of directing efforts and aspirations, talents and abilities, knowledge and tasks towards the Common Good. The third governing principle wants to give account of this turn from the entire University to the attention, study, improvement, and transformation of social realities, so they remain under the highest human dignity.



Service attitude in Tepapayeca

## RELEVANT ACADEMIC PLANS AND PROGRAMS ■

Improving our context requires recognizing the core of social activity: the person. Also, to strengthen the service attitude of our young transformational leaders, we have designed social project-oriented courses such as **Proyecto Integrador Social I and II**. These courses enable us to analyze the context and the problems of the environment, under a cause-effect approach to formulate projects of social impact, through the implementation of social innovation tools to foster the construction of the Common Good.

These core curriculum courses and other promoting social activities, help building our institutional mission statement. We teach students interdisciplinary collaborative work, contributing to the transformation of the near environment and the development of rigorous thinking, in order to justify projects before and during their implementation.

Proyecto Integrador de Pertinencia Social I and II courses, reinforce the commitment to improving in the most immediate environments in which young people experience their lives. Hence, it is possible merging in the same formative action, both the leadership growth and the transformation to improve society.

A crucial aspect of university social relevance is about fulfilling educational demands through an offer of **continuing education programs**. In our case, these programs have been created and are currently distinguished for complying with the needs of those seeking training either in presential, semi-presential, or online modes with innovative learning methodologies. This year, we had 1,719 students enrolled in one of the **136 offered programs**, which is evidence of the above mentioned.



In summary, accomplishments carried out this year are **96% growth in In-Company programs, 28% increase in distance learning programs, and a 240% increase regarding alliances and commercial partners.**

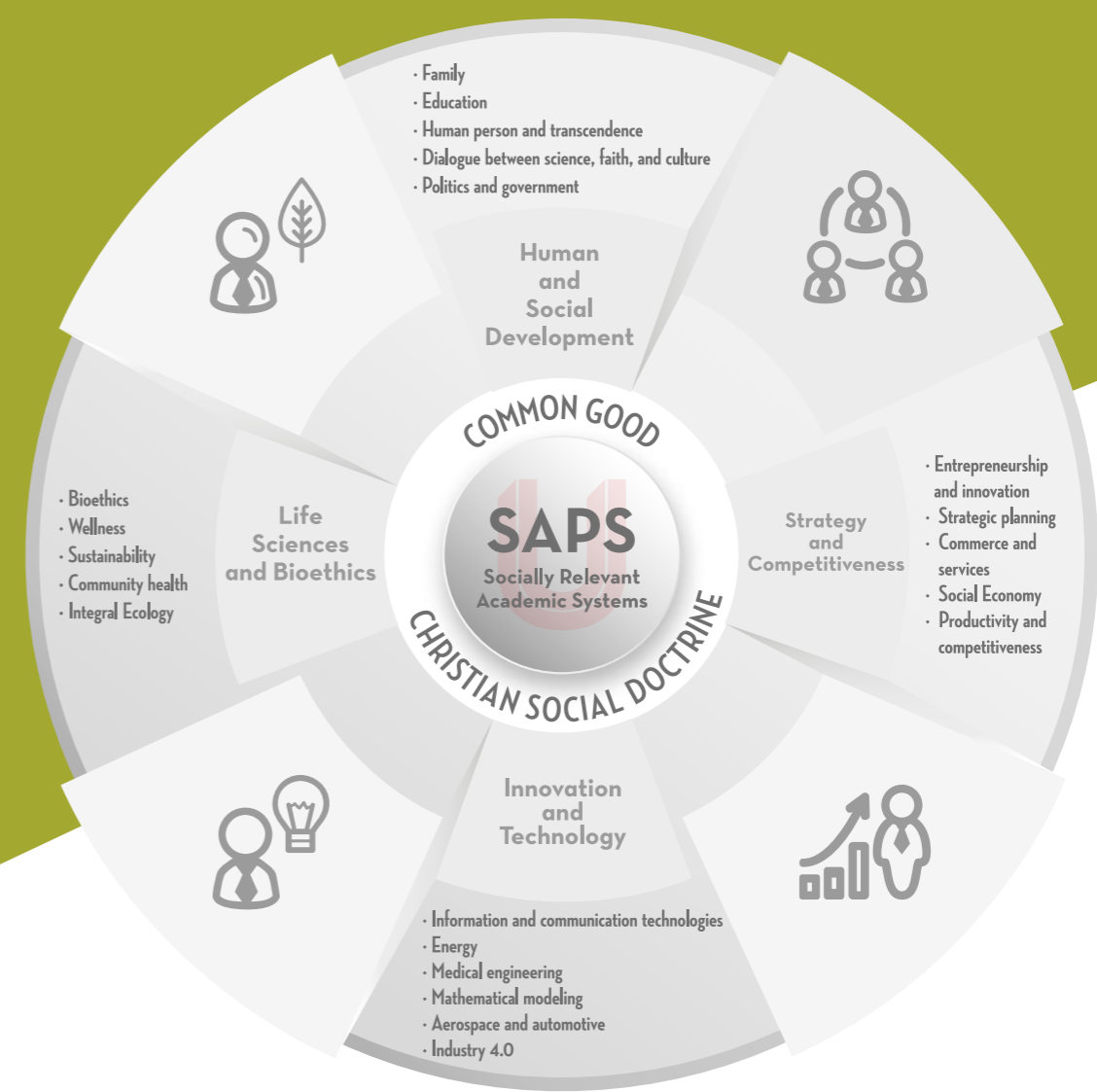
We believe that continuous education is an opportunity to train and to form creating meaningful experiences under UPAEP's hallmark. Our academic programs contribute to successful job insertion, develop social leadership, and encourage family development. We want everyone to become agents of social transformation.

To ensure the **relevance of our programs**, we count on an outreach advisory board (**Consejo de Vinculación**). This body facilitates communication between the University and several society sectors. Thus promoting the generation of initiatives to enhance the University's activity regarding social relevance. This year, four ordinary and one extraordinary sessions were held.

As of August this year, this body has served not only our Institution but also our sister college **Universidad Intercontinental**. This alliance led to new policies that govern this board, and the broad collaboration and commitment within the different social, academic, and financial support projects provided by UPAEP.

We thank every member of this board:  
 María Luisa Aspe Armella, Habib Chamoun-Nicolás, Jesús Campos Orozco, Martha Eugenia Carvajal Specia, Jorge Familiar Haro, José Arturo Germán Belmont, Francisco Javier González Garza, Alejandro Kasuga Sakai, Alberto López de Nava Pérez, Juan Enrique Murguía Pozzi, Sergio Peralta Sandoval, Juan Luis Prieto y Jacqué, Luis Regordosa Valenciana, Francisco Javier Salazar Sáenz, Miguel Szekely Pardo, Luis Alfonso Villaseñor Zepeda, Jorge Víctor Villalobos Crzybawicz, Héctor Juan Villarreal Páez, Rosa Marta Abascal Olascoaga, Javier Alarcón Benet, Gerardo Aranda Muñoz, Elena Barrero Espinoza de los Reyes and Juan Pablo Murguía Ashby.

Scan the code to review more about the academic works of this year.



## SOCIALLY RELEVANT ACADEMIC SYSTEMS

At UPAEP, we form highly qualified professionals with social commitment, who contribute to the transformation of society with relevant proposals. Our leaders combine technical and scientific knowledge innovatively and in harmony with Christian Humanism ideals, working towards the Common Good.

In the light of this declaration, our university community, fraternal, congruent, joyful and committed, sustains a self-organization work based on an interdisciplinary and collaborative approach to meet our teaching commitments on research and outreach. Therefore, we created socially-relevant academic systems (SAPS), that will serve the core purposes of a) acting on the basis of a profound humanism; b) offering society a rigorous intellectual work and social commitment at the service of the Common Good; c) fostering global thinking acting locally; d) promoting innovative processes and initiatives; e) focusing efforts on strengths; f) promoting collaboration and cross-work in areas and academic departments within all study modes and degrees.

Our current and future academic programs, must directly address and contribute to topics that we have categorized within four systems as follows: 1. Human and Social Development. 2. Life Sciences and Bioethics. 3. Strategy and Competitiveness. 4. Innovation and Technology.

With these systems, we could manage to enhance several projects and activities that support disciplinary work. We have focused our efforts on creating interdisciplinary and collaborative dialogue scenarios, facilitating our teaching staff, our researchers, young students and the UPAEP community in general, to work with academic discipline, innovation and transversality and coordinating efforts to create conditions of development, justice, and peace.



Scan the code to review some of the most meaningful SAPS projects and social initiatives of the Institution.

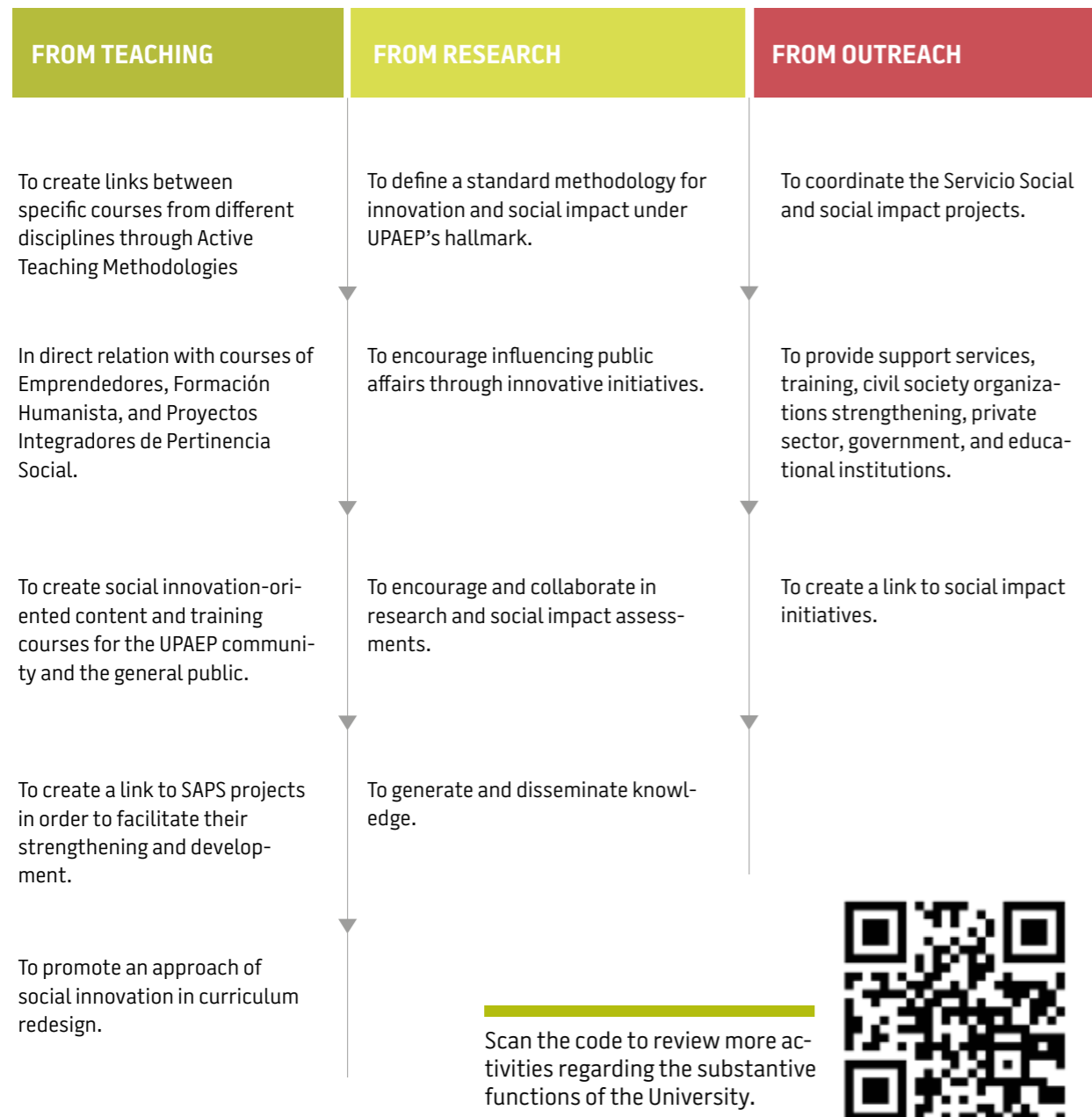


### UPAEP CENTER FOR INNOVATION AND SOCIAL IMPACT (CIIS)

A center that will foster innovation and social impact, seeking to promote social innovation within the UPAEP Community in order to increase social relevance and to encourage transformational leaders. Among its functions, the most important are as follows:

- ◆ **Institutional promotion** of the culture of social innovation from the SAPS approach.
- ◆ **Advisory** during design, implementation, and assessment of social innovation projects providing a physical space for co-working.
- ◆ **Definition of policies** for the creation, implementation, monitoring, and measurement of project impact.
- ◆ **Mapping** of the institutional innovation environment and social relevance, generating pieces of evidence for certifications, accreditations, and research.

From the substantive functions of the University, CIIS seeks:



6th Cultural Festival at Barrio de Santiago



Disco Sopa Activity

## COMMUNITY ENGAGEMENT

**Barrio de Santiago** is one of the neighborhoods that, because of its location, represents our nearest environment. The leadership under which we are forming young men and women must be accountable for its ability to transform our dear Barrio. The work for this period was carried out by a team of **163 students, 2 medical interns, 32 teachers, and management staff, for the benefit of 7,114 people.**

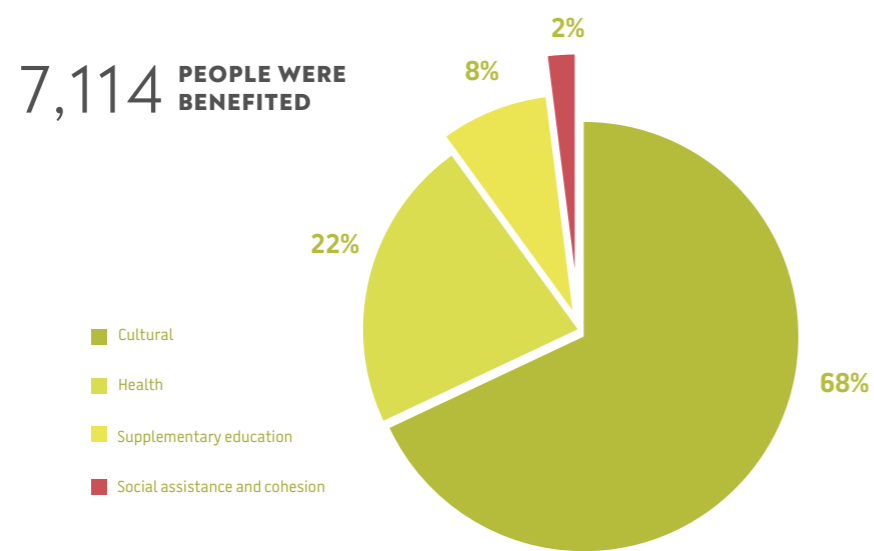
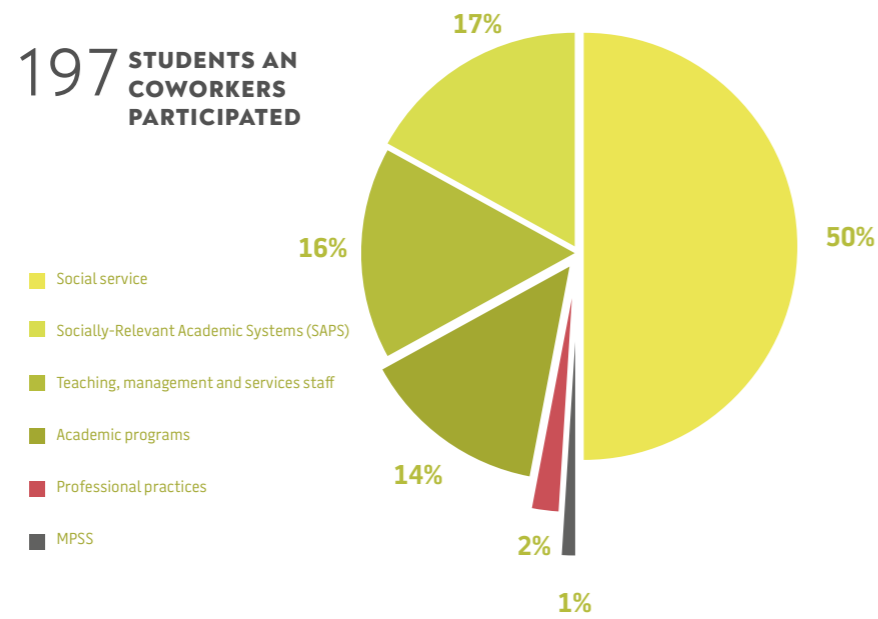
The activities were managed in accordance to four strategies: a) engagement strategies; b) social strategy, which includes a comprehensive health program in schools and open population, a supplementary education program in schools and organizations, social assistance, social cohesion, and recreation; c) cultural strategy and d) urban strategy.



Community work by Bellas Artes UPAEP



# BARRIO DE SANTIAGO



On the other hand, we are aware that poverty and lack of opportunities are social burdens that cannot be irrelevant to the work of the University. Twelve years ago, a group of entrepreneurs, social leaders, and members of the UPAEP community, decided to promote the talent of young people from the marginalized areas of Puebla and surrounding states. Later, the idea of betting for the future led to a social program called **Una Apuesta de Futuro**. This program is focused on identifying young people with leadership skills within rural and indigenous communities, to be enrolled in the University with fully covered expenses of maintenance, tuition, and tutoring. These young people, in turn, will engage their communities by developing intervention initiatives. To

date, we have **73 graduates**; their stories are the best testimony that makes us see that education towards solidarity is the best transformation tool for our country. To this day, the program has been supported by donations of **354 contributors**.

**Fundación MAPFRE**, a foundation created by MAPFRE Company, visited the Sierra Norte mountains to meet the staff of the Ixmalana Hum program and students of Una Apuesta de Futuro. Together, they delivered toys as gifts on the occasion of the Día de Reyes 2019. More than 10 years ago, Fundación MAPFRE and UPAEP consolidated an alliance based on collaborative work and shared purpose and interests from both organizations.

In the same way, **Fundación Espinosa Rugarcía** and **Fundación Amparo** have joined this cause, the first one by promoting international projection of the students, and, the second one, by contributing with the program's scholarship fund.

**Sorteo UPAEP**, our official yearly prize drawing, has produced satisfactory results contributing to the scholarship fund of the Institution, one of the primary columns of *Una Apuesta de Futuro* program sustainability. This year the drawing exceeded the expected goal by 94% of sales and distribution of tickets.

Regarding the university life experience of our young people from *Una Apuesta de Futuro*, **50% of the students** enrolled in this program, **have experienced studies abroad** and, for the first time, three of these students are doing internships abroad: Karla Cruz Prado at Universidad de Extremadura, Spain; Jesús Ernesto Lucas Murrieta in Valladolid, Spain and Javier Valencia Cuatzo in the United States. On the other hand, Anette Rocha is awarded a scholarship to attend the TredCamp at the University of San Diego, in California.

We are interested in following up on our graduates; therefore, we created a graduate follow-up committee, especially for this program (Comité de Alumni Una Apuesta de Futuro). This committee aims at strengthening relations between those who concluded their studies, the current enrolled and the members of social impact projects within the communities.

Also, we created a peer tutoring program (Programa de Tutores, UAF). Through this initiative, 15 graduates from Una Apuesta de Futuro became tutors who accompanied first-year students during the semester. In order to strengthen community learning processes and with the collaboration of scholarship holders, during the formative commissions, several activities were carried out regarding professional development, spiritual development, global thinking, university life and social commitment, art and culture, healthy lifestyle and life planning and abilities. Also, each student designs a personal formation schedule based on individual diagnoses, under the support of tutors and the formation team. The personnel involved, help to fulfill a developmental plan for students (PFIE, Plan de Formación Integral de Estudiantes) concerning crucial aspects to support an integral formation.



Javier Valencia Cuatzo



Annet Rocha Diaz



Jesús Ernesto Lucas Murrieta



Karla Cruz Prado

Finally, about Una Apuesta de Futuro, we report that this program was granted a special award within the category of Learning and Service, during the fifth Latin American congress of educational research (5to. Congreso Latinoamericano de Investigación Educativa) organized by Pacto de América Latina por la Educación con Calidad Humana (**PALECH**), a multinational social engagement movement. For such an event, different Latin American universities were summoned in order to work on an approach that addresses education, society, and human quality.

Another program to provide financial support is **Alas a tu futuro**, which benefits women who have not been able to finish their studies due to economic difficulties. During the fall 2018 - spring 2019 period we benefited three students with a total amount of \$66,000, having **58 beneficiaries**, of which **43 have already obtained a degree**.

*Alas a tu futuro* is undeniable proof of solidarity and subsidiarity. Not only because of the generosity of those who made it possible but also because of those who received it, which upon graduation, reimburse 40% of the amount they received allowing other women to enjoy the same benefit.



Special award for UPAEP at the 5th Latin American Congress of Educational Research





Xmalana-Hum project, UAF



Tepapayeca project



Disability management project



INEDU project, UAF



NATIONAL  
PROFESSIONAL PRACTICES  
(STATES)



INTERNATIONAL  
PROFESSIONAL PRACTICES  
(COUNTRIES)

Our social internship program (**Servicio Social**) is focused on creating talent looking into the logic of otherness, the ability to give itself to others.

Between fall 2018 and spring 2019, **1,112 students** participated in **62 projects** of social impact, in collaboration with **74 institutions** and civil society organizations. Not to mention the projects of **Beca de Liderazgo**, *Una Apuesta de Futuro*, the community work undertaken by Odontology and Medicine students as well as the *Servicio Social* carried out by students of Health Sciences, giving a total of 1,617,595 person-hours invested by personnel committed to society.

**Professional practices** are relevant to community engagement. This year, **758 young people** carried out practices, among them, **24 international students**, within a range of options that includes **2,032 national and 120 international companies** in which they can make a difference and influence society.





It is important to remark that, within the field of community engagement, coworkers, teachers, and students have addressed all their efforts, knowledge and experience on one of the noblest tasks: the well-being of the people. Regarding the law, our office of legal services (*bufete jurídico*), provides counseling and defense to people who require such services but cannot afford them. This year we delivered a service by solving **1,168 queries** (legal information on issues that require interpretation and application of laws and regulations).

Another fundamental aspect of community engagement is a permanent relationship with our graduates (alumni). They are still showing a unique transformational leadership. Besides, they recognize UPAEP as their *Alma Mater*, a home where they can return and, at the same time, they carry with them the UPAEP transformative spirit throughout the country and the world. To date, we have **more than 45,000 graduates from 890 generations** of the different programs in the history of UPAEP. We are a **big family of strong ties**.

One crucial responsibility towards graduates is to make available for them a large job bank. In our case, we share the following indicators:

INDICATORS	UNIVERSIA	OCC (MUNDIAL)
Number of companies available in our job bank system.	189	90
Number of vacancies offered within job search engines (Universia, OCC Mundial)	253	188
Number of graduates with a user account within job search engines (Universia, OCC Mundial)	370	1,324
Network of companies created by graduates	526	-





TO POSITION OUR INSTITUTION  
AS AN **INTERCULTURAL**  
**UNIVERSITY**

**FOURTH** GOVERNING PRINCIPLE

Soe Hee Park, an international student  
from the Catholic University of Korea.



# TO POSITION OUR INSTITUTION AS AN INTERCULTURAL UNIVERSITY

The “logic of otherness” is about conceiving the presence of the other as the subject of our actions, both in needs and aspirations, to whom we owe ourselves, whose personal growth and fullness reciprocally give meaning to our lives. When knowledge is shared as a service to others, and learning is an experience of interpersonal encounters, life at the university acquires a higher meaning.

There are no boundaries for otherness. There are others next to us, whose life experience is calling us to action; also, there are others beyond our Homeland, with other languages, mores, culture, and beliefs. No matter how near or far from each other, encounter always brings us personal enrichment, because it represents an opportunity to grow for each student, teacher, and the university as a whole.

Many years ago, the intercultural encounter became an attribute of our University. Each year hundreds of students and teachers serve abroad as authentic representatives of our University and our nation. Also, hundreds decide to discover Mexico and our great cultural richness, within and from our House of Studies.

Today, to be an “international” university is not enough. One can have a “touristic view” of the existence of others by keeping the distance or remaining indifferent towards a witnessed reality. Neither is enough to be a “multicultural” university in which different cultures coexist but without real interaction. We are aware of the need to look beyond the surface: to aim the encounter of the cultures and the people and mutual personal enrichment in favor of dialogue, comprehension, joint work, collaborative learning and the forge of friendship along the globe. UPAEP aims to be

a workshop for all humankind, in which the contrasts between human beings are to be recognized and valued as beautiful similarities.

UPAEP has a young and intercultural angle. At the corridors or the cafeteria, in the classrooms or the museum, it is not strange to witness authentic intercultural encounters of mutual enrichment. They are, in fact, a reflection of our ideology on the ethos: “With openness to dialogue, promotes knowledge, encounter and reciprocal enrichment with other cultures. Carefully considers reflection, comprehension, and insight of the modern culture, by committing itself to cultural contribution with a prospective view, in benefit of the person and the society”. (Ideario, n.9).

## ACADEMIC MOBILITY ■

We are facing a new global scenario. For that, our U50 Educational Model promotes in all community a wide range of international projection experiences, such as the **permanent program of international teachers, study abroad programs, Faculty Led, Double Degree Programs, Bridge Programs and collaborative projects between institutions**. With these channels, it is possible to enhance the self-determination ability of the UPAEP transformational leader that vigorously ensures the existence of an openness attitude, to discover and analyze the realities of our context and others abroad.

From a global and intercultural perspective, UPAEP’s comprehensive formation becomes a reality when we **appreciate other points of view, experience otherness and promote development and projection of the best** of Mexico to the world, as well as to get the best of the world into our country to enhance growth and professional projection.

We are proud of **362 undergraduate students** that had completed the experience of a mobility program, and also we have embraced and supported the experience of **516 international students** at UPAEP. Regarding graduate degrees, **247 students** participated in some mobility program, and **132 international students** chose us as an option to carry out studies. We stand out as one of the best universities in the country for student mobility (incoming and outgoing)

As a result of an almost **ten-year** relationship, we managed to create a Double Degree Program with **City University of Seattle**, for undergraduate students enrolled in academic programs from the fields of Economic and Management Sciences, Engineering, and for the undergraduate program of Psychology.

Effectiveness of **UPAEP’s intercultural proposal** relies upon enhancing the global cultural experience of our students, by designing international-oriented courses. Today we have **146 bilateral partnerships** in effect, both for undergraduate and graduate degrees, besides **49 additional partnerships** just for undergraduate students and **19 partnerships exclusively** for graduate students.

This academic year, we report the allocation of **112 CONACYT’s Mixed Scholarships** to support mobility on research stays, Double Degrees, Exchange, and Faculty Led. The scholarship **fund for international projection is an initiative created by the international projection office** (*Departamento General de Internacionalización*). With almost one million pesos, we helped 37 undergraduates and graduates enrolling in international programs and events.

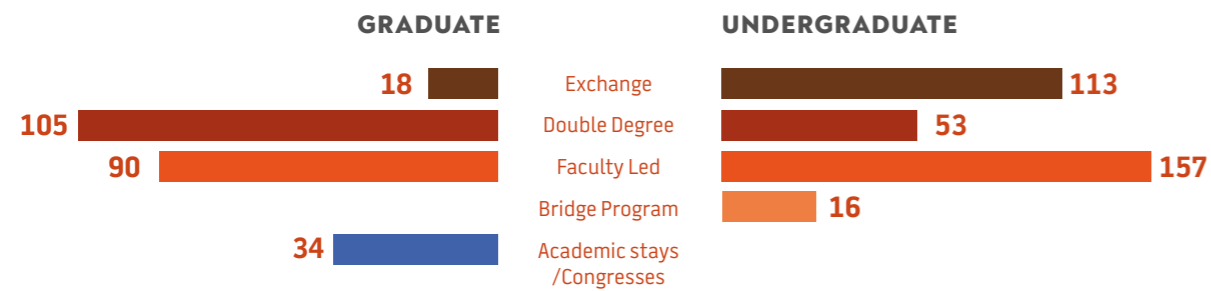


200 options for our students to have an experience abroad

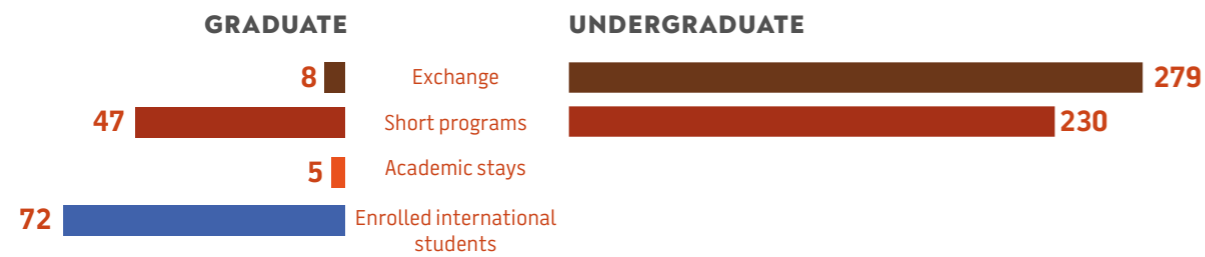


# STUDENTS ABROAD

## OUTGOING MOBILITY



## INCOMING MOBILITY



## GLOBAL THINKING ■

Given our interest in forging a culture of assessment, measuring indicators at an international standard, we have entered into a new approach in **learning outcomes** for our academic programs. Therefore, we have gathered a team to address the strategic project of **international accreditation**. With the help of our center for research and curriculum advisory (CIAC, Centro de Investigación y Asesoría Curricular), we expect to have ready under said approach all academic programs by fall 2020.

Our U50 Educational Model also integrates an **intercultural vision** and a **global perspective**. Thanks to these elements, people from other cultures and backgrounds can join us for mutual enrichment.

In this regard, we offer **125 courses in the English language** for in-campus undergraduate programs and 16 academic programs with a curriculum that includes the course entitled Global Perspective (Perspectiva Global). Such a course helps measuring Learning Outcomes as evidence of the learning achievements. The relevant aspects in different cultures and regions of the world, the analysis of historical and current events in relation to sociocultural patterns, the questioning of belief systems, and the identification of issues in power structures, that are unnatural to human dignity regarding multicultural interactions, as well as a productive collaboration with a humanist-based approach.

UPAEP's international projection office (**Dirección General de Internacionalización**) promotes activities to bring the university community together with international students, providing a cultural encounter and fostering dialogue to learn more about universities abroad, their culture and economy. To set an example, this year, the international plan (Plan Internacional) was delivered to **1041 students**; also, we carried out the international linkage fair (**Feria Internacional**), a tradition related to the contemporary culture and person course (Persona y Cultura Contemporánea).

Global and intercultural perspective





Many **significant experiences** were developed under said international programs. Here there are some of them:

## ROXANA CASTILLO LÓPEZ

**Double Degree Program; Master's Degree in Biotechnology (UPAEP) / Universidad de Jaen, Spain.**

Lecturer at the Sixth Symposium on Research in Biotechnology and Biomedicine of Jaen.



## ALFONSO ORTEGA

**Academic Exchange Program Bachelor's degree in Cinema and Audiovisual Production/ University of Notre Dame.**

He had the chance to carry out a cultural, social, aesthetic, and semiotic analysis of cinematographic content.



## MADAY GALEANA

**Double Degree Program; Master's Degree in Biotechnology (UPAEP) / Oklahoma State University (OSU).**

She participated in the 15th Annual Research Symposium in Biological Science.



## ALFREDO RIVERA

**Double Degree Program; Bachelor's Degree in Psychology / City University of Seattle**

First student of UPAEP's Psychology program to get a double degree from said program.



## CARLOS GUILLERMO VALDERRABANO

**Double Degree Program; Master's Degree in Biotechnology (UPAEP) / Universidad de Jaen, Spain.**

Lecturer at the BAC Madrid 2019 Annual Congress of Biotechnology and the Sixth Symposium on Research in Biotechnology and Biomedicine of Jaen.



## MARÍA JOSÉ MADRID

**Double Degree Program; Master's Degree in Housing Studies (UPAEP) / Oklahoma State University (OSU)**

She works at WJE Associates firm in Texas.

## BLANCA VÁZQUEZ

**Double Degree Program; Master's Degree in Executive Management and Marketing (UPAEP) / MBA in Paris (IEMI)**

Internship Laboratoire Juva Santé



## ARTURO GARCÍA

**Double Degree Program, Trading and Financial Administration program / City University of Seattle.**

Due to his studies abroad, he has a competitive advantage regarding labor opportunities.



## HARIM GONZÁLEZ

**Master's Degree in Public Health**

He was elected to participate at the 3rd Russian Interuniversity GXP-Summit with International Participation in Yaroslavl, Russia.



## DAVID CUAUTLE PARRA

**Double Degree Program; Master's Degree in Strategic Planning (UPAEP) / Oklahoma State University (OSU).**

He collaborates at Intercontinental Exchange (ICE).





## PARTNERSHIPS ■

There are more than 200 options for our students to have an experience abroad, considering the partnerships signed this year to collaborate with other educational institutions.

UPAEP keeps a close collaboration with international consortia such as ISEP and CONAHEC, through which, our University has international participation, creating alliances to more than 480 universities around the world to increase the range of international programs for the mobility of students, teachers, and employees. ISEP is a nonprofit educational community dedicated to helping students overcome financial and academic barriers to study abroad. Also, it is one of the world's largest program affiliation networks, with more than 300 member universities in more than 50 countries. On the other hand, the Consortium for North American Higher Education Collaboration (CONAHEC) is a nonprofit network with more than 180 higher education institution members in North America, Latin America, Europe, and Asia.

## NEW BILATERAL PARTNERSHIPS



Dr. José Pablo Nuño, was announced for the Affiliate Network "Hall of Fame" of Harvard

## ACHIEVING SUCCESS ABROAD ■

Transformational leadership is one of the greatest attributes of our university; we feel very proud to be seen and recognized for our leadership abroad. This year, Dr. José Pablo Nuño de la Parra, Chief International Projection Officer at UPAEP, was announced for the Affiliate Network "Hall of Fame" of the Institute of Strategy and Competitiveness (ISC) of Harvard Business School.

ISC's Network of Universities, known as MOC (Microeconomics of Competitiveness) has affiliated more than 115 universities from 65 countries; its primary purpose is to promote economic and social growth of countries through three axes: teaching, research, and collaboration for development. Each year, Harvard's ISC chooses a member from the Network to be part of the ISC's "Hall of Fame" of Harvard Business School; on this occasion, our Chief International Projection Officer was honored with such distinction.

Eleven years ago, UPAEP started its affiliation with the ISC based at Harvard Business School and founded by Dr. Michael E. Porter.

Sintonía is UPAEP's initiative specialized in analysis, research, and collaboration in several industries and regions of Mexico, developing and implementing economic growth strategies towards action. This year was very prolific; on the one hand, we concluded the first stage of consulting services in Supplier Development, provided to the Industrial Automotive Cluster of the Central Zone. On the other hand, we hosted 10 engineers from Colombia, who came to learn about the operation of the energy cluster at Puebla. Also, through UPAEP's office at Oklahoma State University (OSU), 31 engineering students from said institution, carried out several activities at the labs, who learned about the automotive cluster of the region. Likewise, a group of teachers from Honduras visited the local educational cluster.

Lean Six Sigma is an international program making available first-level resources for companies in our region, to face a globalized and increasingly complex world, as well as the most demanding customers and markets. Under the program's guidelines, we seek to effectively implement specific strategies and simplified processes to ensure quality, combining innovation and continuous improvement to obtain better products and services, satisfying customers and citizens to secure long term conditions of regional competitiveness.



We hosted 10 engineers from Colombia



# PROYECTOS ADDRESSSED BY THE SINTONÍA INITIATIVE

PROJECT	COMPANY	ABOUT THE COMPANY	PROGRAM'S AUDIENCE AND DURATION
Development of managing competencies: "RASSINI LEADER"	RASSINI	Rassini is the largest manufacturer of components for the suspension of light commercial vehicles in the world and the only manufacturer of discs for vertical braking systems in the American Continent.	60 collaborators 96 presential hours 40 online hours
Development of managing competencies: CLAUZ	CLAUZ	CLAUZ is a private corporation that links companies from specific sectors to academic and government institutions sharing a vision and collaborating to encourage competitiveness through encounter and systematical partnership practice.	45 collaborators 96 presential hours 40 online hours
Development of managing competencies: Farmacias Fleming	Farmacias Fleming	Farmacias Universitarias Alexander Fleming is committed to providing high-quality standard medications at competitive prices, characterized by a professional, kind and humane treatment through the continuous improvement of services and in compliance with international requirements by the ISO 9001-2008 Quality Management System.	20 collaborators 96 presential hours 40 online hours
Development of managing competencies: Pollo Feliz	Pollo Feliz	A food company delivering to its clients happy and healthy experiences on products and services.	20 collaborators 96 presential hours
Efficient Economic Actions	Volkswagen de México, S.A.	Volkswagen de México, located at Puebla, is an automobile manufacturer company founded in 1964, currently the most prominent car manufacturing facility in Mexico, capable of producing 2,500 cars a day.	80 collaborators 16 presential hours for each group of 20 collaborators.



The projects undertaken with Lean Six Sigma are focused on the **development of the automotive industry**. In this regard, UPAEP's expertise has been noticed. Success stories driven by this methodology have been well documented, providing highly competitive benefits, both quantitative and qualitative, within the productivity and positioning of that industry. It is important to remark that the sector's competitiveness aims to influence them in order to generate higher productivity and **development of the region from the perspective of the Common Good**. This year, we developed improvement processes under the Lean Six Sigma methodology for the company **Unicar Plastics**. Together, we carried out two projects. In the first project, we improved the plastic tank process and the scrap reduction, modified the cooling system, and optimized the cycle time. The second project was about root cause analysis, experiment design, and scrap reduction in right and left chromed moldings, allowing the company to have an annual savings of \$4,699,412.

Among other activities carried out through Sintonía, and in close collaboration with the academic staff, we achieved the participation of **27 teachers and 20 students from graduate degrees**, on the International Strategy and Marketing Seminars held in Honduras and Colombia.

Also through Sintonía, a calculation of the Social Progress Index (SPI) was carried out for all municipalities in Mexico, including the development of an interactive web platform displaying the charts and the **SPI** in its three dimensions. Without any doubt, this incredible tool will be useful for economists, political scientists, entrepreneurs, and public servants with interest in the progress, welfare, and the comprehensive development of the municipalities all over the country.



Scan this code to review the **Social Progress Index**

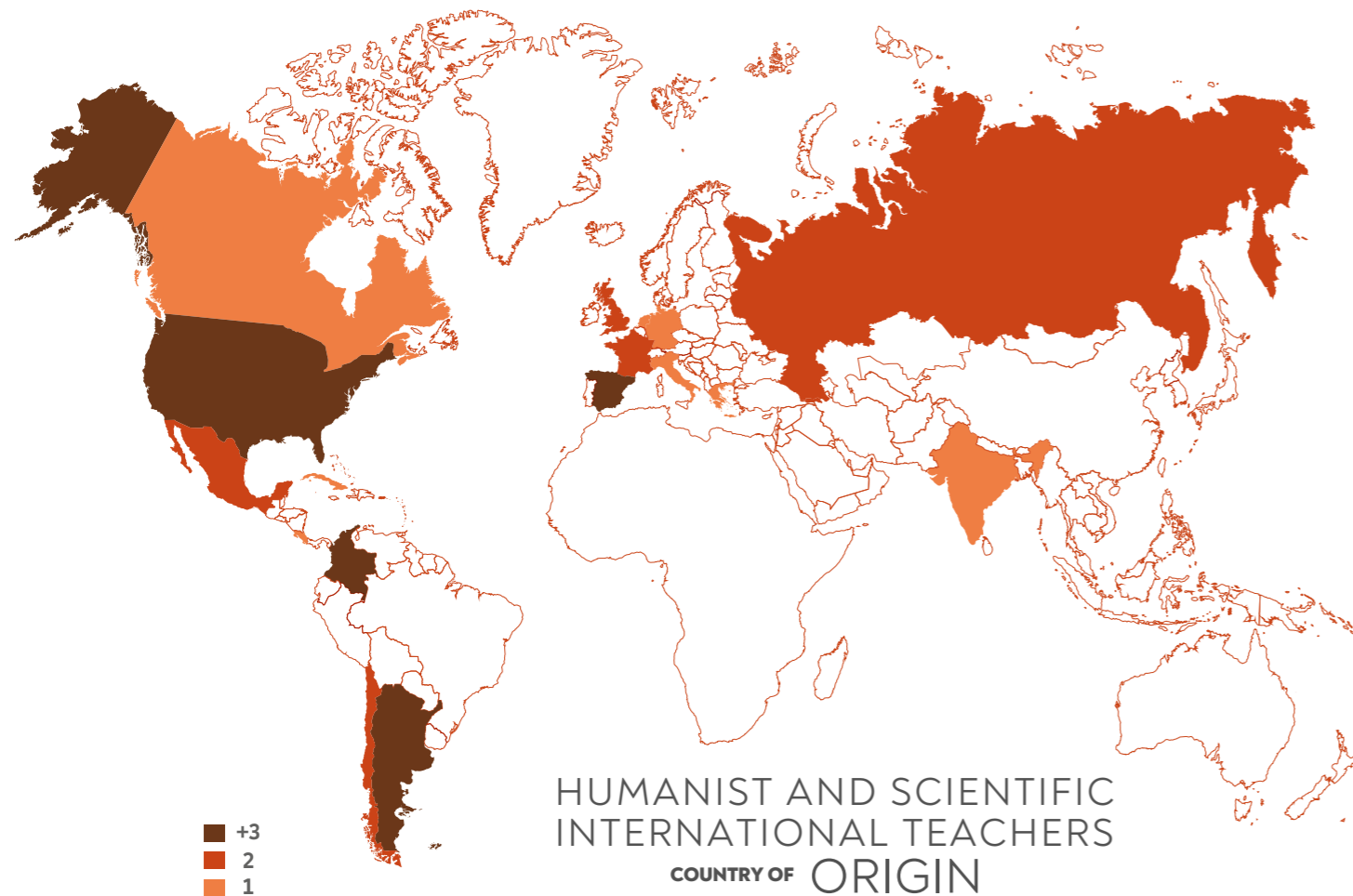


## INTERNATIONAL TEACHING EXPERIENCE ■

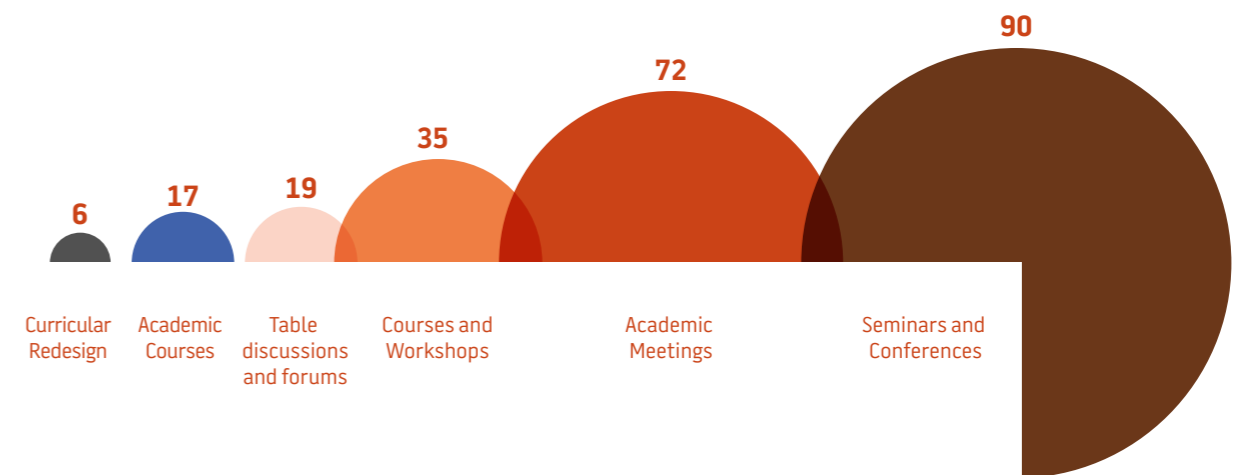
One of the five features of our U50 Educational Model is to **enhancing international projection and interculturality**. The experiences of our teachers and students are the best testimony of such work. They are sensitive to world issues, putting to test their transformational leadership. Such a philosophy allows us to appreciate the differences, experiencing otherness, and **promoting the construction of actual local development with global thinking**.

As an example, we have the **academic stays of a selected group of foreign teachers** (*Profesores Humanistas Científicos Internacionales*) who, within a framework of science and humanism, and from their cultural and institutional traditions, they have trained our personnel and lived among our students. This practice has allowed us to enrich and to strengthen our academic curricula, promoting the comprehensive development of our university community. This year we increased our number of academic stays to **73 foreign teachers**, a group consisting of 72.7% humanist teachers and 27.3% scientific teachers.

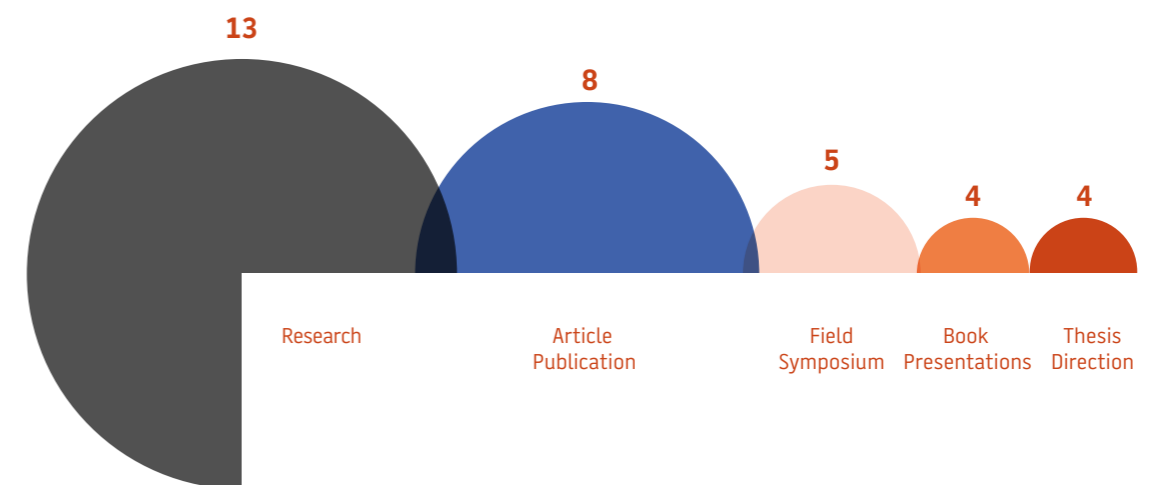
Many national and international colleagues who visited us, carried out either academic stays or research work. Also, they delivered courses and facilitated outreach activities, both for undergraduate and graduate degrees, in all educational delivery modes. Therefore, their presence helped us to upgrade our international perspective and global thinking on the three substantive functions of the University.



## PHCIM TEACHERS ACADEMIC ACTIVITIES



## PHCIM TEACHERS RESEARCH ACTIVITIES




Through all these experiences, programs, and initiatives, we are positioning the institution as an **Intercultural University**, accrediting internationally-relevant competencies, in which students learn and work within a global context.






TO ENSURE AN ENVIRONMENT  
OF **TRUST**  
COLLABORATION  
AND ACCOUNTABILITY

**FIFTH** GOVERNING PRINCIPLE



María Regina Peña Corral  
Veterinary Medicine and Zootechnics student.





# TO ENSURE AN ENVIRONMENT OF TRUST, COLLABORATION, AND ACCOUNTABILITY

At UPAEP, our main concern is to form leaders willing to transform society. UPAEP Transformational Leadership is based on three fundamental principles: 1. We are committed to promoting the common good by implementing transcendent social projects and a more humane social coexistence; 2. We are characterized by high professional training, a humanist approach and attitude of service; 3. We are driven by a spirit force capable of transforming social reality, from our vocation and a sense of life for dignity, justice, and peace". (*El líder transformador UPAEP*, 2018, p.28)

This high and magnanimous duty, could not be undertaken without an environment of significant collaboration of all members of the university community, the full trust among teaching and management staff, and transparent and accountable work. Students deserve the best effort in our daily doing. Therefore, we must meet the higher standards of quality and deliver all services extraordinarily.

The fifth governing principle is not about the ultimate purpose of University, but to create the conditions to form the leaders of today and tomorrow. Enthusiastic

young people characterize our House of Studies, with a constant attitude of service and active solidarity between both teachers and students. An essential condition for the pursuit of the common good, is the community dimension because by pursuing good together, we know ourselves a generous and robust community.

Because our students' dreams are worth it, we take care of the environment in which dreams are developed to become a reality. Therefore, we count on the human talent of teachers, researchers, and coworkers; plus infrastructure and multiple learning resources.

UPAEP owes to society, as the fruitful result of social solidarity. An act of gratitude to the past is to give the best of ourselves in the present. We have certainty that the university environment we provide for our young people will, in turn, help them to transform and influence other contexts responsibly. We want to be a lab for solidarity and trust, a school of humanity. Over the years, we want our students, graduates, and coworkers to be creators of new environments that change social dynamics.

## UNIVERSITY COUNCIL ■

Between fall 2018 and summer 2019, the University Council held six ordinary sessions, two extraordinary sessions, and five institutional ceremonies. The members of the council intervened in the third institutional assembly (Tercer Claustro Universitario), in which, we discussed relevant common issues for the university community. The University Council was composed of **176 members, 15 ex-officio members, 79 student advisors, and 84 teacher members and alternates** appointed by staff of the 42 undergraduate degree programs.

The topics addressed during the sessions of the University Council were the adjustments to the Regulation on the University Council, the General Regulation on Collegiate Academic Bodies, the Regulation on Student Mobility and the General Regulation on Postgraduate Degree qualification, the Code of Ethics and Conduct. Also, two nominations to award Honoris Causa Doctorate and one nomination to Professor Emeritus award were approved.

## COLLEGIATE BODIES ■

The essential guidelines and actions are taken with the collaboration of our university community. Representatives participate in the different **Collegiate Bodies**, submitting initiatives, encouraging dialogue, and decision making that allow us to fulfill our mission at all times. Such Collegiate Bodies align with the university's governing principles that lead us into the vision statement towards the 50th Anniversary.

One of these Collegiate Bodies is the **Colegio Académico Formativo**, created to bring together the different academic areas with the responsibility to analyze and evaluate the educational initiatives typical of academic life. From August 2018 to July 2019, we held 16 sessions, addressing topics such as academic stays of foreign humanist teachers (Profesores Humanistas Científicos Internacionales); assessment of 5 curriculum designs and 24 re-designs; multiple research projects; academic processes and procedures updating; review of critical academic quality indicators; relevant methodologies to operate the U50 Educational Model; and guidance for the development of formative initiatives.

Another of these collegiate bodies is the process management commission (**Comisión de Gestión y Procesos**), which has reviewed, analyzed, and developed processes to improve institutional work. This year, we addressed more than 30 topics relevant to the improvement of academic and administrative management, such as information technology security; business communication process improvement; the design and implementation of the digital issuance process for degree titles; a new model for intervention process under the Design Thinking methodology; the path to multiple modalities at different levels of education; the indicators of international projection and the efficient partnership management; the security and emergency protocols in case of incidents; the technological support in our Library and the improvement of user experience; the use of infrastructure and technology resources; as well as organizational culture and student permanence. These and other topics were reviewed during 11 meetings by 11 departments in cross-work, and more than **30 authorities** of our Institution were involved.

A social engagement commission (**Comisión de Relaciones de la Sociedad**), was created to identify, articulate, and align projects and activities to the institutional strategy. Such projects are developed between UPAEP and different agents of society following our **Engagement Tetrahelix Model**. Last year, we addressed several topics, among them, the amendments to the Regulations of Academic Councils, considering the new Program Academia structure. We had the participation of the different learning modalities and the outreach office, as well as 50% + 1 of the External Advisors, and the Alumni representative of each program. The commission approved the integration of teachers promoting university-society linkage (profesor vinculador). Teachers with such a profile, propose engagement strategies and actions, contributing to the comprehensive formation of students, inside and outside the campus.



University Council 2018-2019



## CULTURE OF HEALTH AND EFFORT

We know that the first task to build the common good is to practice it at home. Therefore, we want **to point out a health prevention culture and a comprehensive performance assessment.**

Regarding the first aspect, as a productive collaborative work with the academic staff and prestigious health Institutions, we delivered courses, workshops and social campaigns oriented to prevent typical deceases at different age stages of our colleagues.

About healthy habits, UPAEP promoted a racing featuring 376 contestants. Through this event, we met a social commitment collecting **more than six tons** of packaged rice and beans for the initiative **“Puebla Comparte,”** aiming to help people of the City of Puebla in need of primary food resources.



Teacher's day



Continuing Education Program



Health Career



Christmas meal



Sport activity

Regarding the second aspect, we have reinforced a culture of assessment by having 95% participation, and we strengthened our annual training plan through the results we obtained from the **360-degree feedback assessment.** This tool provides us a full picture of performance from several sources, as it involves managers, peers, coworkers, and internal clients, who evaluate the environment in which they are interacting. The results of this multi-source assessment allow us to design strategies, both professional and personal from each one of our coworkers.



## INFRASTRUCTURE ■

Teachers and students are the core of the University's work; however, physical infrastructure contributes significantly to meet our mission. Through our facilities, we create environments for teaching, research, and educational outreach, making possible the implementation of the educational model.

This year, we delivered our **2023 infrastructure plan (PMI, Plan Maestro de Infraestructura)**; a guideline to allocating investment based on our proposal of value. With this plan, we support our mission, prioritizing resources, detecting strengths, and ensuring correct and sustainable operational conditions, improving UPAEP's facilities.

To successfully meet the objectives of the institutional development plan (PDI, Plan de Desarrollo Institucional), information on infrastructure is crucial. During several sessions, we came out with a list of relevant and feasible projects, creating a **master plan of works (Plan General de Obras 2019-2023)**. This plan considers four essential criteria: campus shaping, image, architectural identity, regulations, and needs. Thus, UPAEP strengthens its proposal of value by becoming a benchmark regarding infrastructure.

To support the development of transformational leaders, this year UPAEP carried out remodeling of more than **5,200 m<sup>2</sup> in property, built more than 1450 m<sup>2</sup> land and acquired 1,740 m<sup>2</sup> more.**

Among these works, **remodeling and additions to the different UPAEP high schools are remarkable**, such as the construction of a perimeter wall and a third floor of classrooms at San Martín school, the perimeter wall at the Atlixco school, remodeling of internal facades at Santa Ana, Huamantla and Tehuacán schools; an emergency staircase



and a terrace roof at Cholula school; renovation of bathrooms at Santiago School 2; remodeling of the management office at Huamantla school and a roof for the sports court at Sur school.

At Central Campus, shaping spaces that foster student learning stands out, such as renovation and additions made to **14 classrooms** at "A" building to ensure the implementation of the new U50 Educational Model. Also, we carried out adaptations on the fourth floor of the Student Center to create the Center for Social Innovation, oriented to the promotion of the social innovation culture, following the approach of SAPS. Furthermore, we remodeled the spaces designed for recreation and development of students in the terraces of the "T" building and the complete refurbishment of the University Computer Center with new spaces for collaborative work.

About the awareness of the institution's impact on the environment, UPAEP decided to invest in acquiring **982 solar panels**. With this project, UPAEP becomes a benchmark in the use of solar energy, with a total of **2,167 installed panels** capable of producing **1,123,076 KWh/year**, generating approximately **30.3% of the total energy consumption**. To reduce power consumption, we installed **470 LED technology lamps**, replacing 1,067 fluorescent lamps.



Tehuacán front



Huamantla front

### INFRASTRUCTURE

Total land area in m <sup>2</sup>	<b>226,830.5</b>	Total number of solar panels	<b>2,167</b>
Total land to building area in m <sup>2</sup>	<b>180,217.35</b>	Installed capacity of PV generation	<b>1,083,610 KWh/año</b>





## CENTER FOR LEARNING AND RESEARCH RESOURCES

The way people interact in spaces is evolving, and the current generations are seeking more affordable and dynamic spaces that facilitate interaction. Libraries are breathing and changing spaces. One of these changes is that they are becoming places where users come to share experiences, enjoy the services, and learn in multiple ways interactively.

Libraries are no longer just temples of knowledge but modern agoras, to create links and to strengthen communities under a new concept of libraries, as learning and research resource centers.

Management of the center for research and learning resources (**CRAI, Centro de Recursos para el Aprendizaje y la Investigación**) is a flexible and integrated process; contributing to the ultimate purposes of the academic bodies in three ways:

**Transversality.** Enriches the formative work in such a way that connects and coordinates the knowledge across the different learning sectors and gives sense to disciplinary learning, creating connections between the instructive and formative aspects.

**Cooperation.** Promotes knowledge exchange through courses and seminars for human resources training, improving specific knowledge areas.

**Management.** Centralized, and flexible, allowing to make decisions in a context of change.

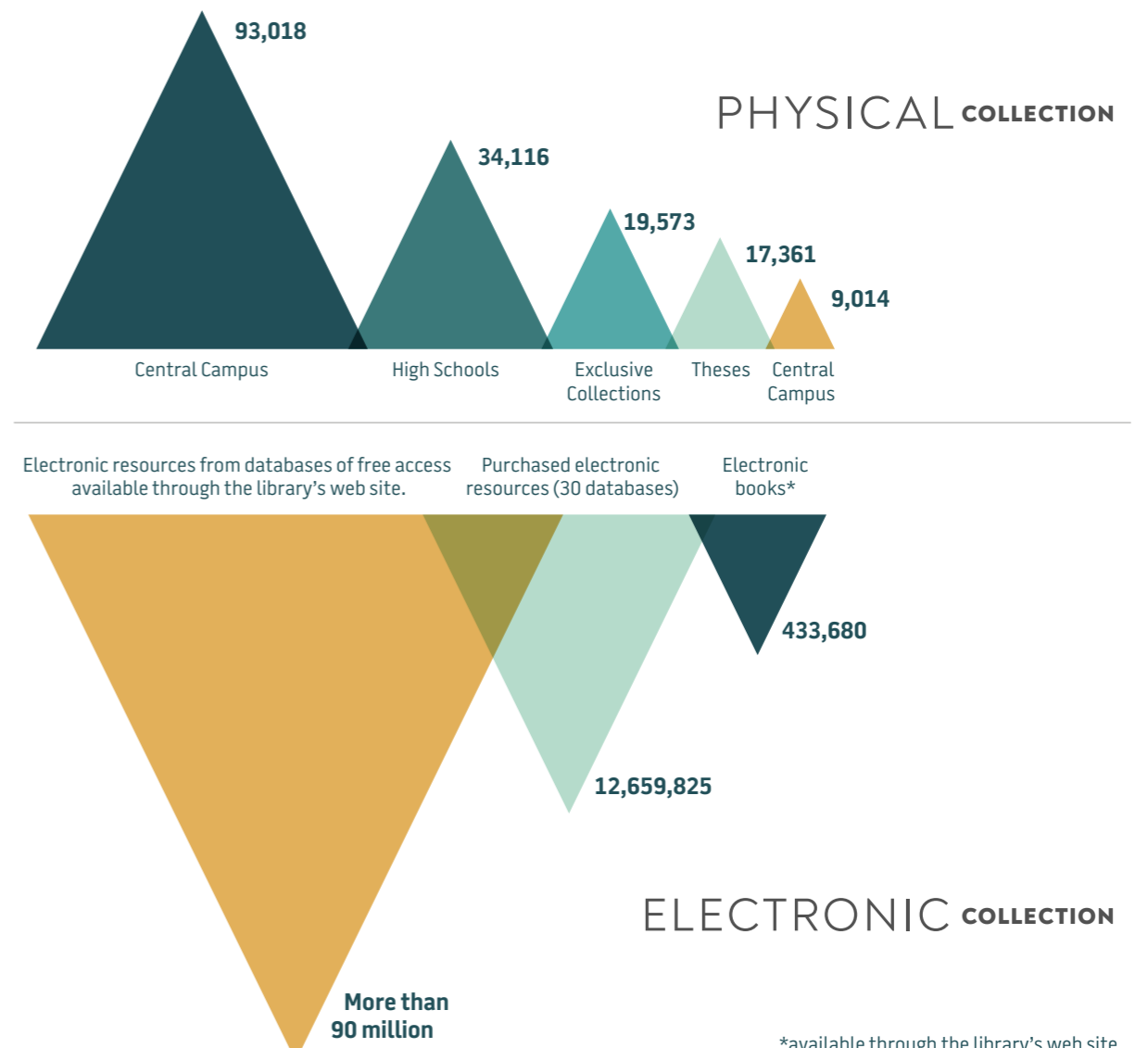
In response to nowadays excess of information, we have re-cataloged the services of the **EBSCO's Discovery meta-search engine**. We provided active users with open access for multidisciplinary indexing, facilitating a more straightforward and better quality search experience. Furthermore, the library's web site provides direct access to the purchased databases, including theses, own publications, and online services for renewing loans from our physical collection.

Our institutional Library is a crucial resource to accomplish the comprehensive and academic development of the students. Managing information from our Library users is a priority. We are rapidly addressing this, given the number of requests for authentic and authorized sources amid the undeniable need for reliable references for research

work. From this perspective, the center for research and learning resource facilitates access to reliable and replicable academic resources. During the academic year subject of this report, we can share that 29,441 loans were made annually, 728,042 electronic queries and 75,426 physical queries.

The tools available at the library help the user to carry out adaptations and indexations during his research process by creating his reference catalog within the concerned field. During this academic year, we served **554,109 users** who also made more than 200 thousand bibliography movements.

Our physical collection is composed of **173,082 books**, while electronic books increased to **433,680 files**, also in this category, we have **12,659,825 electronic resources**.





## EQUIPMENT ■

Technological assets are a necessity to support the academic performance of our university community. This year we provided the following services:

### VIDEOCONFERENCE

• **Video-based collaboration spaces.** High-performance supplies for three graduate classrooms. We provided support to UPAEP Posgrados to convert three classrooms at “P” building, into video collaboration spaces, improving the service on videoconference modality for master and doctorate students. The video conference equipment is 4K definition capable and provides high fidelity sound from wireless microphones, allowing to get the best performance from the video conferencing platform in the cloud.

• **A new space into the video-conference room.** With the support of UPAEP’s video-conference department staff, remodeling and equipping a new videoconference room at the “F” building (CETEC) was carried out through innovative aerial microphone technology. With these actions, we improve the service offered to students and teachers of master and doctorate programs.

### PLAN OF INFRASTRUCTURE

• **Information and communication technologies.** We designed a master plan of works following the objectives stated in our vision towards 2023, which include requirements from all departments of UPAEP. This great effort allowed technology initiatives to be planned within a long term perspective while undertaking long term projects in synergy with the efforts of other departments.

### LEARNING SPACES

• **Remodeling of 13 classrooms at “A” and “T” buildings.** With the collaboration of the construction department and the academic vice-presidency, we provided technical support to upgrade classrooms into the new U50 prototype. For this, we installed audio and video supplies, remodeling spaces for collaboration and learning, according to the requirements of teachers and students.

The remodeled classrooms are from A205 to A214, as well as T301, T352, T401, and T501 classrooms.

### UNIVERSITY COMPUTER LABS

• **High-performance work stations renovation of E213 hall computer lab at CUC.** With the academic engineering staff, we acquired supplies and designed new work stations, enhancing services for students and teachers of the mechatronics, airspace, automobile design, and engineering programs. This renovation in computer equipment ensures maximum use of the new versions of applications for computer-assisted design and advanced analysis software owned by UPAEP.

### IMPROVEMENT OF INSTITUTIONAL PROCESSES

• **New Process Intervention Model.** The process department developed and implemented a new model, which enables the creation of agile and efficient processes based on the Design Thinking methodology. The process improved under this new scheme has led to the development of more creative and specific solutions that better meet the requirements of UPAEP users.

• **Official web portal.** We renovated our graphic and content proposal. Such effort positions our website as one of the best in the country; offering relevant content to web users, also available in both Spanish and English languages.

• **Information management systems.** Our institutional ERP (Unisoft), was fully developed at home and has been updated to meet the requirements of our users. This application has been upgraded to the 5th version, ensuring compatibility with new technologies and mobile devices.

• **UPAEP Data Center Facility.** We acquired and installed a new mainframe computer as part of the renovation of the institutional data center. At the forefront of technology, it offers high performance in response, recovery, processing and storage capabilities, increasing the processing power to support critical processes and applications for institutional operation.

• **Student training in Technology Platform projects.** In collaboration with the academic staff and the department of internships, we encourage the participation of senior students in projects of our institutional apps currently in operation, including the areas of business intelligence, web content, management system development, and CRM, with successful results. All this allows students to experience operating with the latest technologies and to carry out fully productive projects of significant use for UPAEP.





Reconstructive model



Atomic Heart Model

## LABORATORIES ■

At UPAEP, we have 124 state of the art labs designed to provide flexibility and versatility required by academics and researchers. **U.Fab is a “makerspace”** with the design and innovation tools necessary to build a culture of transformational entrepreneurship.

This initiative was created within our graduate degrees and included three engineering programs: Master’s Degree in Integrated Manufacturing Systems and Quality Strategies, Master and Doctorate in Mechatronics, and Master and Doctorate in Biomedical Engineering. These innovative programs hold quality acknowledgments by federal evaluative entities (**PNCP by CONACYT for Manufacturing and Mechatronics, and CIFRHS for Biomedical Engineering**).

One of the most important projects developed within UFab is the design of haptic models using **FDM technology**. This technology, known as fused deposition modeling, is used in reconstructive and pediatric surgery planning, also, helped us create a human heart model.

Our health services center (**Centro de Salud Integral**), aiming at the health care and well-being of the person, is part of a socially-relevant project. Also, it is used for student training purposes. Since its first year, **7,394 consultations** have been delivered, of which, 4,574 without charge. Such a service represents a saving of almost one million pesos for the attended people, with which UPAEP reaffirms its vocation and social commitment.

Likewise, we have reinforced infrastructure providing maintenance and supplying labs

with an investment of nearly 10 million pesos. Our new odontology center (**Centro de Odontología Digital CAD-CAM**) is at the forefront of its field. With computer-aided design technology, it allows us manufacturing porcelain and zirconium dental restorations, and other bio-materials.

In April, UPAEP inaugurated two high technology laboratories: an **engineering laboratory for modeling methods and ergonomics, and a virtual reality laboratory**, in response to the teaching strategies fundamented on the U50 Educational Model. The virtual reality laboratory specializes in essential automotive design experiences; which allows students evaluating designs with digital modeling, prototype developing, and assessing the stages before the manufacturing process. As for the methods and ergonomics laboratory, its purpose is to design a manual assembly process for products/parts. Such a process determines the optimal production time, the number of work stations, line balancing, station distribution, and finally to meet production goals.

Among the innovative programs carried out at the methods and ergonomics lab, is the **3DSSPP program from the University of Michigan**, United States, to practice biomechanical analysis and manual material handling. Also, it is possible to make a kinematic assessment of the back physical effort and other parts of the human body.

All of these actions ensure that current generations learn and acquire knowledge by using the innovative and modern technology required from their disciplines.

FACILITY	TOTAL OPERATIONAL HOURS	TOTAL STUDENTS SERVED	BENEFITS FROM THE USE OF LABORATORIES AND/OR THEIR PROJECTS
MÉDICO BIOLÓGICAS L1 (Medical and Biological labs)	70,052	11,580	100 courses were delivered for 100 groups; which directly benefited students of Medicine, Odontology, Nursing, Nutrition, Physiotherapy, Veterinary, Agronomy Engineering, Environmental Engineering, and Biotechnology Engineering undergraduate programs, and indirectly to graduate programs and high school. Also, these labs are available at the request of any teacher or student.
INGENIERÍAS L2 (Engineering labs)	34,470	3,269	Building skills in abilities required for job placement.
HOSPITAL VETERINARIO (Veterinary hospital)	2,904	301	Contributing to animal wellbeing while providing medical and surgical care to canine and feline patients giving full attention and resources, also contributing to build skills and abilities for veterinary physicians in training.
POSTA CITAP (Center for innovation in agricultural protection technology)	3,720	784	A place for learning and developing skills for students and teachers regarding agricultural and livestock farming topics, creating links with producers and buyers of these products.
CETEC (Media labs at the center of educational technology)	17,140	1,332	Supports institutional projects and events by helping to promote them and to position them both internally and externally, through the development of media solutions within audiovisual media and art labs.
CLINICA DE ODONTOLOGÍA (Odontology clinic)	25,939	1,598	Undergraduate and graduate students, use digital odontology equipment, to design and manufacture porcelain and zirconium dental restorations, and other bio-materials. It is faster than using traditional methods and ensures precision for adjustment of fixed dentures.
CENTRO DE SALUD INTEGRAL (Health Integral center)	11,657	1,598	Social relevance and student formation projects concerning the health care and well-being of the community.
GASTRONOMÍA (Gastronomy)	19,819	1,607	To deliver a more useful practical class and to obtain lower costs of supplies.  Lab room capacity has been increased, allowing more students to take nutrition and gastronomy classes.



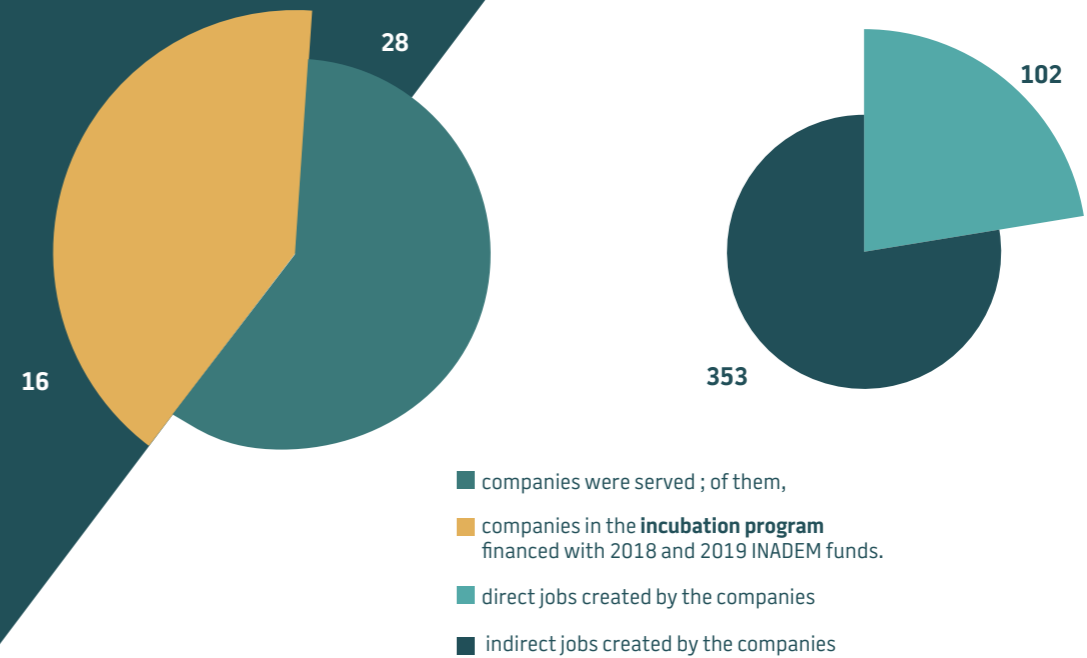
## UNIVERSITY ENTERPRISES ■

Another topic we are interested in delving and participating in is the development of Puebla and the region. In this way, we contribute positively to the surrounding context and, of course, we can enhance the transformational leadership of our community.

These innovations and transformations are the results of the work of UPAEP enterprises (Empresas UPAEP). To set an example, we have **UNINCUBE**, a program that allows our students to understand and experience the relationship between the academic world and the enterprise world.

Among the acknowledgments we received this year for entrepreneurship, stands out the one awarded by the Municipal Council of Puebla for participating in the seventh generation of **Grupo Asesor Empresarial**, an initiative committed to developing relevant entrepreneurship projects in the region. The **Hackathon**, carried out at the **Smart City Congress LATAM**, is an event that maximizes our students' leadership capacity, addressing the issues of mobility, government, security, resilience, and environment during the competition. Our participants were awarded first and third place. Also, last year, the team awarded first place went through pre-incubation at UNINCUBE. Besides, team members have already presented their project in **Barcelona**, and within the next months, they will be in **Stockholm**.

In terms of innovative proposals, we had a very productive year. The most prominent national organization that acknowledges entrepreneurship (**INADEM, Instituto Nacional del Emprendedor**) awarded us with the **national entrepreneurship prize (Premio Nacional del Emprendedor)**. Following this, our initiative was acknowledged as a high impact incubation program (Incubadora de Alto Impacto). In addition to such distinctions, in this period, **231 entrepreneurs** have been assisted and advised in incubation programs, pre-incubation, workshops, and courses. We also recruited the first generation of **JUNIOR CONSULTANTS** who are currently working on four consulting projects.



### COMPANIES ENROLLED IN THE 2018 INCUBATION PROGRAM OBTAINED

- Average sales growth of **300%**
- Average profitability increased to **500%**
- Average employment creation increased to **102%**
- Total private equity obtained by the companies: **\$9,500,000.00**

## CESAT ■

To get certified on the **ISO17025** standard, our high technology services center, the Laboratorio del **CESAT**, participated as part of this process in four tests of technical capability, with successful results in mechanical bending properties test, tension-impact test in plastic materials, as well as in **DSC** thermal analysis. We participated in two international technical capability tests. First, a test by **ASTM** (American Society of Testing Materials) involving **20 laboratories, 19 from other countries** and only CESAT UPAEP as laboratory from Mexico; the second test by **DRRR** (Deutsche Referenzbüro für Ringversuche und Referenzmaterialien) in which, **10 laboratories from other countries joined us**.



Participants in the Hackaton



Félix Ahmed Nader, Hackathon winner



Additionally, we successfully developed innovation projects before the National Council of Science and Technology, CONACYT, with the following companies:

### PROCESADORA VIERY

Development of a pilot test facility for standardization of lyophilization processes (water removal in low pressure and temperature environment) of avocado pulp products.

Development of a proprietary lyophilization system for the avocado pulp processing. The traditional lyophilization system is a batch basis system; the system designed at CESAT is a continuous system. In the traditional system, the avocado pulp takes on average 25 hours to be processed. In the new system, the process takes about 10 minutes.

With this system, it is possible to increase the profitability of the avocado producers and processing companies in many ways:

- Avocado pulp with external imperfections can be used as a first-class pulp.
- Fruit can be processed and preserved as a first-class product, regardless of market conditions, which is very convenient for producers.
- High-vacuum packaged dry product can be preserved for years, and has only 10% of the fresh fruit weight, providing the ideal logistic conditions for global marketing.

### DAVAD

An electronic device of bidirectional optical communication for electric power consumption meters (electronic type) that enables programming, consulting, monitoring, and control.

We provided support in:

- The R+D process by verifying that optical radiation measurements meet the requirements of the ANSI C12.18 standard, as well as checking the magnetic probe attachment to the optical ports of the electric power consumption meter; and in
- Testing bidirectional communication with modern digital meters from at least three international manufacturers.

### SERVNET

A platform developed for management and administration of housing complexes through the incorporation of the internet of things (IoT).

This system integrates high population density condominium users and managers into a friendly and interactive platform, making more efficient the process of management, security, maintenance, and internal communication.

We provided support to review part of the programming code of several functional modules of the system.

We validated the functioning of some electronic sensors and control devices that were suggested for the implementation of the system pilot in a residential complex in Mexico City.

Some of the software modules are:

- Visitors access
- Access to services
- Fees payment
- Parking lot management
- Surveillance cameras management
- General notifications board
- Instant messaging to management

### KNOWLEDGE & CAPITAL (NEXUS)

NEXUS: an intelligent irrigation and precision agriculture platform for water and power optimization in crops based on real-time data analysis.

The project consists of an agrarian monitoring platform using remote sensors to collect data that is sent to a control center located at the main irrigation pump. With this internet-based system, it is possible to make decisions and take proper actions remotely, which is critical concerning saving water and power. Also, it allows collecting historical data to support farmer's activities for future cycles.

We provided support in:

- General developing of the sensors system concept.
- Helping the company to get outsourcing from the previous customer who helped them with the implementation and use of submersible pumps for agriculture.
- Developing sensors to measure flow.
- Selecting measurement instruments and suppliers.
- Developing the CONACYT final report, which includes several educational institutions and a private company.

## UNIVERSITY SOCIAL RESPONSIBILITY

Our institutional identity impels us to seek the common good in every professional field. This year, we created a model of university social responsibility towards the common good (**Modelo RSU para el Bien Común**), following the Latin American University Social Responsibility Alliance (URSULA). Besides, we are developing the RSU glossary along with the **Universidad del Pacífico del Perú** and partner **Faculties of Taquara, Brazil**.



One successful case is our participation in the research work **Investigación Continental: El Estado del Arte de la Responsabilidad Social Universitaria en América Latina 2018**. This research is the first worldwide effort in which universities from different countries are measured with the same standard, delving into cross-functioning management of university social responsibility in Latin America.

**60 universities from nine Latin American countries** (Argentina, Brazil, Bolivia, Chile, Colombia, Costa Rica, Mexico, Peru, and Uruguay) participated in this research. In Mexico, 9 of the 12 universities involved are public institutions, and three are private. Therefore, our participation in this research study is the result of our social leadership and social commitment to society.

Such research was carried out following a model of university social responsibility created by **Dr. Francois Valleys** and **Dr. David Solano**. They proposed that a job in university social responsibility should cover four areas of university life: organizational management, formation, cognition, and social projection, delivered in 12 goals. With a standardized instrument, universities evaluated themselves in 66 indicators and five levels of achievement.

After the research was concluded, the Latin American University Social Responsibility Alliance (URSULA), built a database of good practices based on the 12 goals delivered by member universities. Only 18 RSU good practices from universities in six countries were selected from the RSU continental research. UPAEP was chosen for two good practices: **Sistemas Académicos de Pertinencia Social (SAPS)** and **Reto Global de Innovación Social**.





Universidad Intercontinental



Fragment of the annual report presided by Bernardo Ardaín Migoni, M.S., President of UIC.

“We have entered into the fifth year of an active alliance between UIC and UPAEP. Also, the first year of its second phase, now within a long-term horizon, and, therefore, with more defying challenges and more ambitious goals to be met, to contribute with the development of the university.

The UIC – UPAEP alliance has been consolidated for better synergy and collaboration. Furthermore, it opens the possibility within the long-term, to develop academic projects in research, goods production, and university outreach. The basis of this activity relies on the service and comprehensive formation to accomplish the positive transformation of society.

Both universities enhance their potential, not because of the sum of potential, but because their talents, resources, projects, and goals are multiplied. UIC, as well as UPAEP, find each other on the path towards the 50th Anniversary of their creation. Now we can walk this path together, sharing a perspective of consolidation into the future of one of the most relevant institutional alliances for higher education in Mexico”.

## UIC-UPAEP ALLIANCE

*Words of Rev.Fr. Raúl Ibarra, Governing Board Chairman of UIC (Universidad Intercontinental).*

“The ratification of this alliance will create even more new paths for cooperation in the fields of knowledge, management, and professional formation. Its consolidation, responds to society’s demands on the formation of the new generations, before a panorama of uncertainty like the one we are living in all spheres of our daily life”.





21 de junio de 2019

Dr. Emilio José Baños Ardavín  
Rector  
**Universidad Popular Autónoma del  
Estado de Puebla, A.C.**  
21 Sur 1103  
Col. Santiago  
72160 Puebla, Pue.

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 2018 se publicó en el Diario Oficial de la Federación de fecha 19 de enero de 2018, 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 2018, 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.  
Miembro de Deloitte Touche Tohmatsu Limited

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

## INDICATORS SYSTEM ■

We developed an indicator system model, which allows critical data browsing for decision making, getting information in real-time from a reliable source. Users can analyze large volumes of data at different levels. Also, they can cross attributes from different indicators, producing reports, and dashboards for academic and financial management.

We can carry out analysis and research, generating reports from the results of our official surveys, to collect data on the quality of service and desertion of students in each academic period. Also, through a progress board, academic directors track progress on student enrollment under pre-defined goals. Besides, they are enabled to consult contact information of students who are eligible for re-enrollment, to communicate with them, and to support them in this process.

With this system, we created a record of indicators, with a standard chart view mode and a single data source to deliver annual reports, from each Office to the Presidency and the Governing Board. Also, it has been a useful tool to automatically generate results from the graduate follow-up survey, applied for the different university academic systems.

## INDICATOR DASHBOARD








INTERNATIONAL, PRE-UNIVERSITY AND  
**TRANSFORMATIONAL**  
EXPERIENCE

**UPAEP** HIGH SCHOOLS



Andrea Patricia Gleason Fonseca and Estefanía Fernández Cordero,  
Lomas High School students

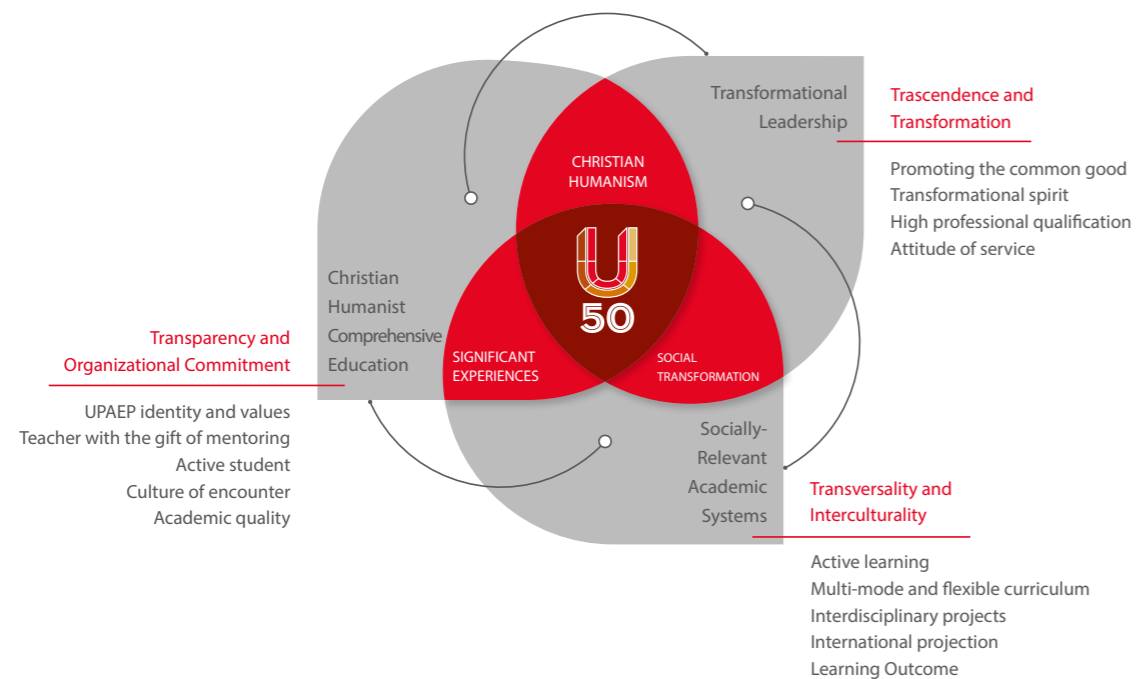


# INTERNATIONAL, PRE-UNIVERSITY AND TRANSFORMATIONAL EXPERIENCE

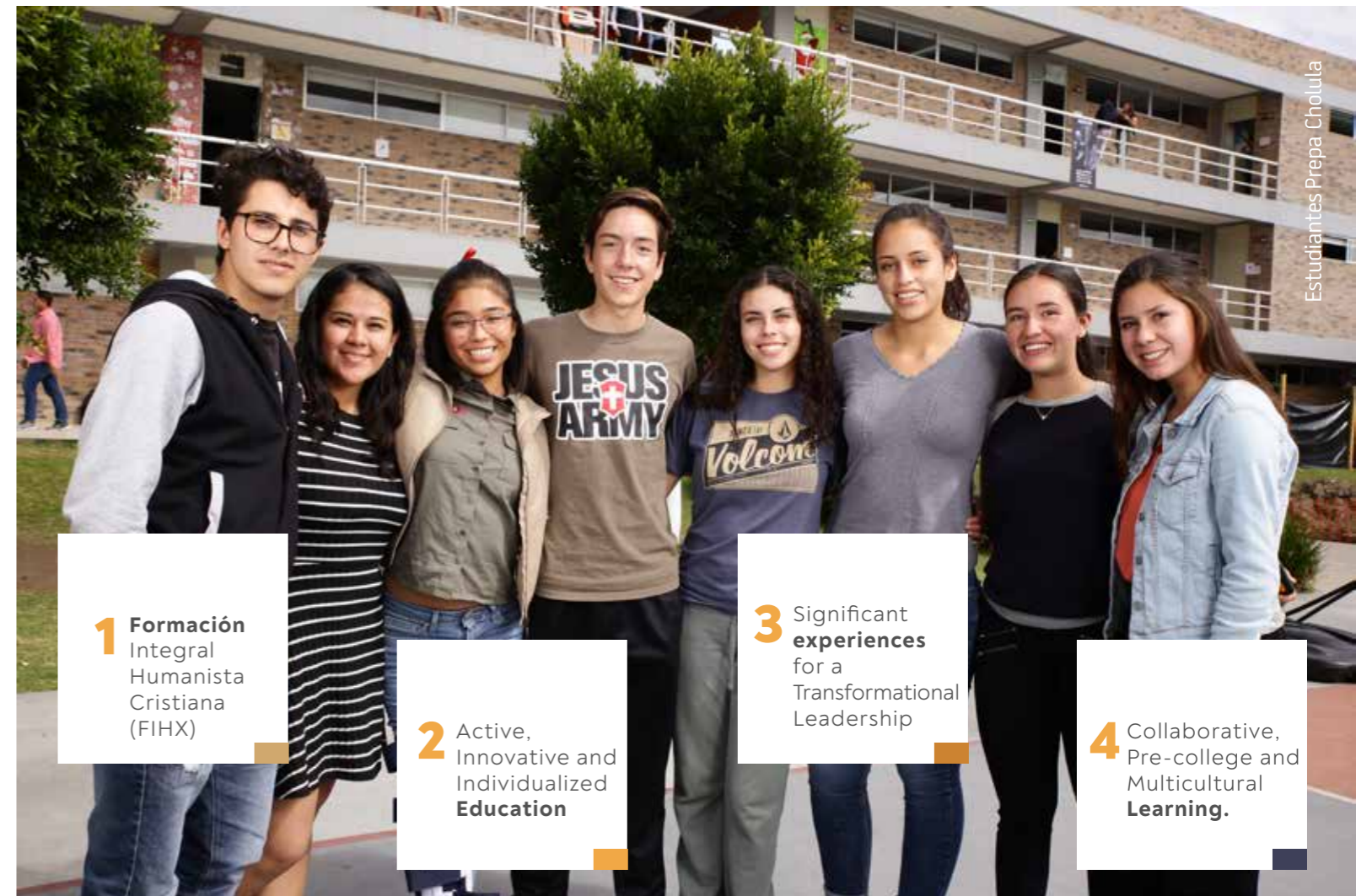
## ACADEMIC MODEL OF FORMATION ■

UPAEP High School System contributes to the comprehensive formation of the student, through implementing an updated curriculum plan (*Plan de Estudios 06*) under the **U50 Educational Model** of our institution. This model intends to achieve significant learning, development of skills, attitudes, and values allowing us to improve every ability and potential skill of our students.

“The ultimate purpose of education is the inner improvement of the person” (Ideario UPAEP, no. 38). Under this conviction, we consider formation to be more than just the accumulation of knowledge without purpose, but the integration and correlation of three specific dimensions: **transparency and organizational commitment, transversality and interculturality, and transcendence and transformation.** Each dimension exists independently from each other, representing a constant challenge to us. The student, as the primary receptor of education, becomes the main actor in its learning process:



The model is based on the Formación Integral Humanista Cristiana (FIHX), a system of comprehensive humanist education under Cristian ideals, that encourages experiencing a transformational leadership (*Experiencias Significativas para un Liderazgo Transformador*). This proposal of value includes innovation and adaptation to the current educational requirements, established for this level by the Secretariat of Public Education, and also becoming an international example for schools around the world as International Baccalaureate (IB), offering an education program with strategic objectives that are as follows:



Estudiantes Prepa Cholula

The academic and formative model of our high schools, in its concretion and according to the proposal of value, promotes **meaningful experiences** described by three essential aspects:

- ◇ **Learning** as a result of a deep and personal reflection.
- ◇ **A high relevance** in moments that marks the life of the student.
- ◇ **A sense of transformation** towards the common good that motivates the student to come out from itself and to use its talents to serve others.



To reach the comprehensive development of the student, we encourage curricular flexibility to address formation necessities from the perspective of three dimensions:

**Formative Dimension.** Supports an extensive formation for the student, integrating fundamental aspects of the modern culture, scientific, technical, and humanist knowledge, that allow the student to assimilate and to be part of the evolution of society. It is required to manage the appropriate instrumental tools to face the fundamental problems of our context, strengthening the values of freedom, solidarity, democracy, and justice; all of this by aiming to achieve harmonic individual and social development.

**Propaedeutic Dimension.** Prepares the student to continue towards the next level of education, through the knowledge of different disciplines. Also, it allows an efficient adaptation to circumstances and features of the environment by managing principles, laws, and basic concepts. UPAEP High School is not focused on the delivery of specialized training but prepares young students interested in specific fields of knowledge.

**Professional Dimension.** Offers the student first training in several aspects of the professional field of interest; it promotes the development of skills and abilities in specific areas of knowledge related to work and professional sphere to facilitate incursion into university studies.

Along with these dimensions, learning foreign languages is considered to be a critical element to enhance intercultural interaction and an international mindset (IB). In consequence, students are provided with intensive training in English as a second language and, within our bilingual schools, they have access to a program in which 60% of the class hours are taught in English. Starting from the 2019 - 2020 school, we provide the opportunity to study a third language.

As a school recognized by the **International Baccalaureate Organization**, UPAEP High School System is committed to promoting the **IB Learner Profile** upon graduation. The main objective of this profile is to develop internationally minded people, to recognize their common humanity, and to share guardianship of the planet as our home.

In our high schools, **every teacher assumes responsibility as a trainer**. According to this stage of education, **they promote and facilitate the acquisition of knowledge and foster the development and assessment of skills. Our teachers are committed to continuously accompany students to help them build their life projects to meet goals and purposes.** This accompaniment is carried out through Tutoring and Psychopedagogical Orientation.

As a complement, we added the leadership and entrepreneurship program (**Programa de Liderazgo y Emprendimiento**). Through this program, the student's formative journey is coordinated, monitored, and evaluated to deliver the development paths (**Rutas de Formación**). Every effort follows our system of comprehensive formation (FIXH, Formación Integral Humanista Cristiana) and the transformational leadership model (Modelo de Liderazgo Transformador). For this, we start from the subjects of UPAEP's line of education to set up links with meaningful experiences and projects that the student can develop along his path through High School.

In this sense, Rutas de Formación is the formation instrument that guides the student in his formative journey during his development within our House of Studies. This journey consists of the accompaniment of the teacher, meaningful experiences, both formal and non-formal (activities with educational purposes but off-classroom), projects, and programs to build his Life Plan and way of leadership.

According to the institutional student formation plan (PFIE, Plan de Formación Integral del Estudiante) "to meet the objective of a formation that gives birth to transformational leadership, co-curricular and extracurricular formative activities must be identified and encouraged (PFIE, 2018). In UPAEP, these activities and experiences are organized in seven developmental areas that are evaluated by different people responsible for accompanying the student during the formative process:



-  **PCV** Life planning and abilities
-  **EVS** Healthy lifestyle
-  **AC** Art and culture
-  **LT** Transformational leadership
-  **DE** Spiritual development
-  **DP** Pre-university development
-  **PG** Global thinking.



# ACCOMPLISHMENTS

TAE KWON DO	SWIMMING	BASKETBALL
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**2nd place** in CONADEIP women forms ("C" youth category)

**2nd place** in CONADEIP teams ("C" youth category)

**2nd place CONADEIP men** ("C" youth category)

**3rd place** in CONADEIP women single combat ("C" youth category)

**Andrea García Elizalde:** national qualifier (under 16 years old category)

**3rd place CONADEIP women** ("C" youth category)

**Daniel Montiel Hernández:** national qualifier (under 17 years old category)

**Lesly Darian Romero Vazquez, Nahomy Xcaret Lopez Gomez, Frida Aide Arriaga Alvarado y Valeria Jaili Cerino Díaz:** national qualifiers (Under 16 and 17 years old categories)

As part of our formative proposal, we consider sports culture as an effective means for health preservation and character formation, being a necessary element in the comprehensive development of the student. In sport workshops as well as in all activities carried out in the formative line of Healthy Lifestyle, young people work to develop good habits regarding nutrition, hygiene, and physical activity.

Within this category, we want to remark on the accomplishments that our official teams of Taekwondo, Swimming, Tennis, and Basketball achieved during the school year. There is no doubt that sports also empower talents, involve hard work and discipline, and teach meaningful life lessons.

Luis Enrique González, Santiago High School student



## FORMATION OF LEADERS

At UPAEP High School, developing strategies that generate real meaningful experiences for our students, which gradually help them to discover their potential as transformational leaders, is the main priority of our Academic - Formative Model.

One of the main goals of our academic model is to contribute to the formation of mature, autonomous and reflective students, capable of making decisions from a humanist and Christian view, creating transformational leaders along the path. In response to this, an academy of transformational leadership approach (**Academia de Líderes Transformadores ALTUM**) was created. Such a development scenario is a source of inspiration for triggering transcendent social projects that give meaning to community life and to make possible building a more dignified, more just and peaceful world.

ALTUM is a flexible, relevant, adaptable, and voluntary leadership approach academy that triggers initiatives to undertake and promote the common good. During the academic year subject of this report, we have completed three years of creating this great project, with an impact that reaches more than 1,200 students.

These five programs constitute our leadership academy, and they follow the "LÍDER" methodology, which is read as "leader," for its initials in Spanish.

### LECCIÓN

A lesson as an initial reflection on the topic of concern.

### INMERSIÓN

An immersion to the subject delivered by an expert who shares his experience.

### DINÁMICA

The dynamics, activities that allow putting into practice the explanation of the lesson.

### EJERCICIO

A workshop to put into practice the contents of the immersion phase.

### RETOS

The challenges, activities carried out during the week that allow the student to review all the work from previous sessions.

In these first years, five editions of ALTUM have been consolidated to enrich the formative proposal on transformational leadership; they are as follows:



#### ALTUM 1

focused on the development of the necessary skills to practice leadership through the creation of social-oriented projects.



#### ALTUM 2

focused on knowing and living an experience of leadership, inspired by the five stages of the "leadership challenge" by Kouzes and Posner.



#### ALTUM 3

focused on communicating UPAEP's transformational leadership through different challenges.



#### ALTUM 4.0

addresses sixth-semester students to let them put into practice all they have learned in ALTUM academy to deliver solutions for a social problem within a deadline. This program brings the opportunity to compete for UPAEP's social leadership scholarship, thus, allowing our new leaders to have a college education.



#### ALTUM LEADERSHIP SUMMER ACADEMY

During July 2019, the first edition of the Altum leadership summer academy was carried out. We had 10 students from Cristo Rey High School located in Oklahoma, under the accompaniment of 12 students from our high schools in the ALTUM project. They experienced 2 consecutive weeks of UPAEP's leadership approach.

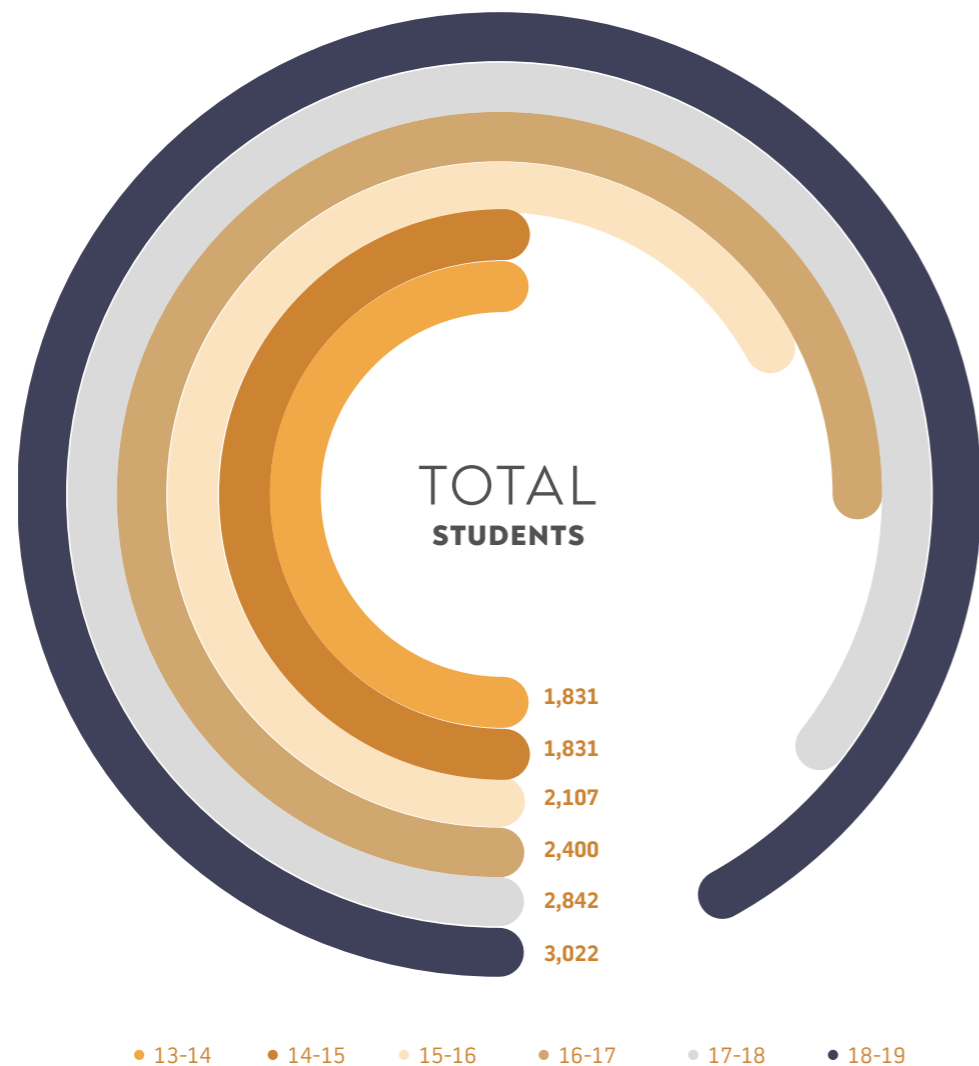




## ENROLLMENT MANAGEMENT ■

In the last six years, a remarkable increase in student enrollment has been achieved, from **1,831** students to more than **3,000** students today.

It makes us proud and challenges us even more to be the most demanding baccalaureate system in the region. Society recognizes the quality and distinction of our educational offer, and parents see us as a great ally in an essential part of the sacred task they share with us as the foremost educators of their children.

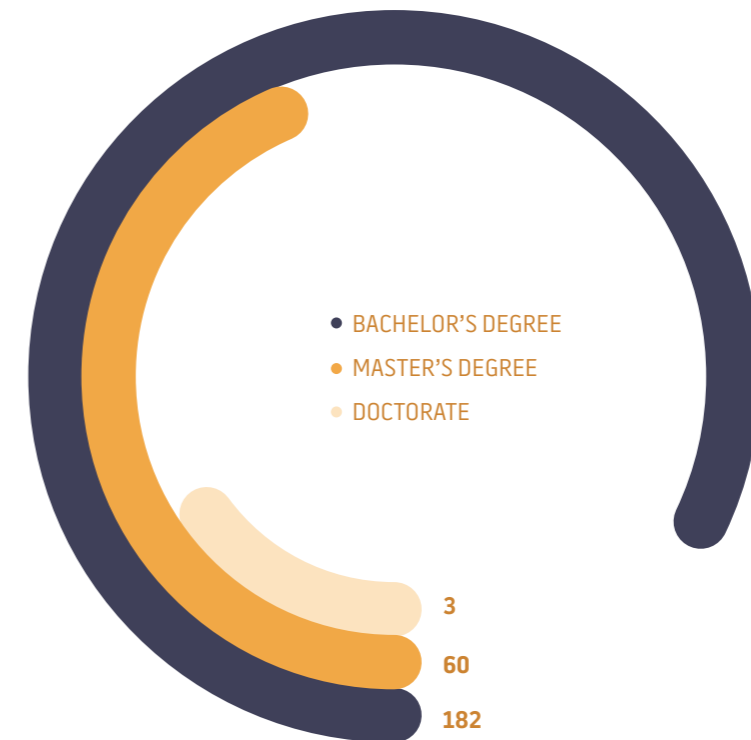


## TEACHING TALENT ■

We provide our high school teachers with a catalog of courses based on a plan of comprehensive formation designed by UPAEP's Training Department, allowing them to learn more about the University, as well as to develop a bond of identity to our institutional values. To this day, 40% of our staff have taken courses such as "Introduction to UPAEP," "Identity and Commitment," "From the Service to Transcendence" and "How to form students from the course I teach."

Our teaching staff consists of **245 full-time teachers**; 25% of them have a **graduate degree**, mainly in topics regarding the fields of Management, Pedagogy, Psychology, and Education.

## ACADEMIC DEGREE NUMBER OF TEACHERS







Sur High School



Huamantla High School



Lomas High School



Santiago High School



Santa Ana High School

## INFRASTRUCTURE ■

To strengthen the quality of education, we have worked to improve facilities and technology in our schools. Without any doubt, we believe that facilities must meet the necessities and features of our students. Following the aforementioned, today we have:

- ◆ **Two schools** in the state of Tlaxcala, with capability for 200 students.
- ◆ **Three schools** in municipalities such as Tehuacán, Atlixco and San Martín Texmelucan, with capability for 400 students.
- ◆ **Three schools** in the City of Puebla with capability for 450 students.
- ◆ **One school** practically on one side of the University's Central Campus with capability for 830 students.

Additionally, it is important to highlight on the new **UPAEP HUB**, a specialized campus built within the city area of Lomas de Angelópolis, featuring state of the art facilities, standing out the following innovations on infrastructure:

- ◆ **A Maker Lab** for the teaching of engineering courses within a library of 2 floors.
- ◆ **A Gym** with sports facilities for basketball, taekwondo, and dressing rooms.
- ◆ **Science, art, and innovation**-oriented spaces.
- ◆ **Classrooms for 450 high school** students.
- ◆ **The main hall** for the delivery of continuous education and postgraduate courses.
- ◆ **Cafeteria** with roof garden.
- ◆ **A Chapel** in honor of the Virgin Mary in her different advocations.

Regarding technological innovation, UPAEP's high schools offer digital display technologies in the classroom. All classrooms are provided with flat panel screens and a Chromecast device to stream relevant content in each session. To this day, we have **340 Chromebook laptops**.





We have completed 10 years with the IB

## EDUCATIONAL INNOVATION FOR EXCELLENCE ■

The 2018 - 2019 academic year represents a milestone for the history of UPAEP high schools. On this occasion, two significant events took place: the tenth anniversary of the launching of the International Baccalaureate Program for the Santiago and Angelópolis schools, and the granting of authorization for this latter to become the tenth of UPAEP High School System. Therefore, **we have completed 10 years with the IB** (International Baccalaureate), and **10 schools have completed the authorization process to become IB World Schools.**

With all our high schools authorized by the IB, we offer academic quality 100% certified by the International Baccalaureate Organization. Besides, **we became the largest group of IB schools in Latin America with the Professional Orientation Program (POP).** With this accomplishment, we are a global model for its implementation. The curriculum plan named "Plan 06" was designed to be implemented along with the POP, positioning this plan at the forefront of educational innovation. This plan allows our students to have a pre-university experience through the Professional Formation Studies: "Health Coach," "Entrepreneurship," "Prototype Design," "Cultural Management" and "Community Manager", a great achievement since **there are only 222 schools in the world authorized to deliver the POP and only four institutions in Mexico have been approved; we are one of them.**

Starting from August this year, students receive an education with the highest academic standards valid internationally. Upon graduation from our high schools, our students are assessed under the same criteria as the students in the United States, China, United Kingdom, Brazil, or Australia. With this achievement, we confirm that our academic and formative initiative of the high school system is the most demanding and innovative of the states of Puebla and Tlaxcala.



Without any doubt, accomplishments like **these make us pioneers in Mexico** but also becomes an enormous responsibility as educators committed to the region, to continue spearheading the involvement of other schools and educators to prepare our young people for future challenges.

Finally, we want to make mention of our response towards an environment of changing needs and the trends in educational innovation that resulted in the issuance of **"Digital Badges"** for students and staff. In a changing educational and work context, it is now of the utmost importance to show that we have a set of ideal skills related to professional performance.

Digital badges are the new tool for identifying and validating people's skills, knowledge, achievements, and competencies; basically, they are an image display in the ".jpg" format file with embedded metadata to authenticate the insignia. Metadata embedded are the sender, receiver, date of issuance, achievement description, developed skills, and expiration date. The insignia incorporates blockchain technology securing information to prevent any eventual alteration or modification. With this, a person can easily demonstrate the acquired achievements and skills and educational institutions or employers can verify them thanks to all the information contained.

This academic year, we started the "Piloto 0", a pilot test in which we award with insignia, only the participants of the ALTUM Leadership Summer Academy, students graduated from the International Baccalaureate programs, the vocational formation studies of Plan 05, and graduated teachers from the Diplomado courses that certify them on teaching and tutoring skills. During the current academic year (2019-2020) the offer of digital insignia has increased, but only for those awarded at the end of this educational level; in addition to the above-mentioned, formation paths and vocational formation studies of Plan 06 are included. Finally, in the coming 2020-2021 academic year, we will keep the offer of badges, but the population likely to obtain them will grow. In response to this, we will award them not only in the final year of the high school studies but also at the end of the second year.

Strengthening our educational work towards excellence, led us to train **125 teachers** directly by the IB, **80 staff members** are certified **Google educators Level One** and **19 members** are **Google educators Level Two.** These more than 90 teachers trained and certified in Google tools, assume responsibility for using new technologies and innovation as a possibility to enrich our teaching.

Due to the above mentioned, **Google for Education has granted us the certification as the First Educational System "Google Reference School."** This certification makes our high schools a model in the use of Google technologies and tools, improving the teaching practice, and generating a significant impact on the learning process of our students.

Additionally, we have worked hard, both teachers and management staff, collaborating to promote several initiatives, which have enable us to obtain the certification mentioned above. Among these projects, the "1:2" stands out, which has allowed 3,000 students to have access to computers to work in the classroom, transforming technology into a transversal asset for the delivery of courses, and creating a friendlier environment for the learning process. The implementation of portable technology, such as the Chromebooks module, helps teachers to be closer to students concerning collaborative work, improving the mobility of teaching resources.





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Mtro. Rogelio Maldonado Becerril

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Mtra. Alejandra Thalía Figueroa Ramírez

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