



# ANNUAL REPORT

2022 | DR. EMILIO JOSÉ BAÑOS ARDAVÍN | 2023

The dream  
THAT CONTINUES TO MAKE  
HISTORY

# Index

Prologue 6



## 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.*

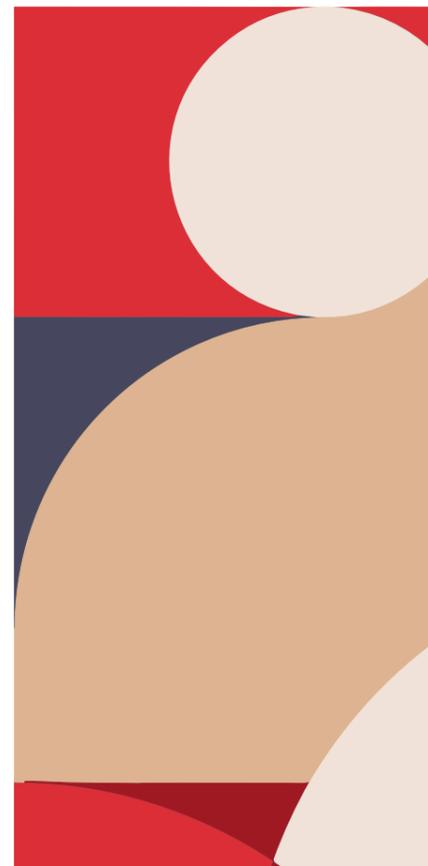
## FOURTH GOVERNING PRINCIPLE

*To position our institution as an intercultural university.*

## FIFTH GOVERNING PRINCIPLE

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

## HIGH SCHOOLS



# Prologue



On May 7th, 1973, a unique social entrepreneurship was born in Puebla, which was likely one of the most emblematic in its history.

On May 7th, 1973, a unique social entrepreneurship was born in Puebla, which was likely one of the most emblematic in its history. In an environment tainted by conflict arising from ideological sectarianism, a group of students, accompanied by their teachers and various social and business leaders, decided to establish a new university that would respect and promote autonomy and freedom.

This is how the UPAEP was born, based on a model of social solidarity that is characterized by three founding principles\*:

First, "a firm commitment to reclaiming and upholding the mission, nature, and enduring values of the Universitas". A community of students and professors committed to academic excellence grounded in the search for, dissemination, and defense of truth.

Second, "the Catholic identity that provided the fundamental principles and framework for the laymen who founded the institution". Today, this identity translates into a university that is outward-looking and promotes Christian humanism, dialogue, and openness to all.

Third, "the spirit, motivations, and expectations of the founders themselves, which fueled the genesis and development of this unique educational project." In other words, a healthy dissatisfaction with the status quo, and a fundamental belief in transformation for the common good.

This year, we celebrated our 50th Anniversary with a festive spirit that we have shared with the community both inside and outside the walls of our institution; of course, with a plethora of advancements and achievements to celebrate, but, above all, with a renewed commitment to tackling important social issues, while remaining faithful to our identity. This is with the courage and confidence of those who understand how to prepare for and respond to, the times that we are living in.

We give thanks to God for his provident care, and we entrust ourselves, today, as we have always done, to the care and guidance of Our Lady of Guadalupe, the patroness of our university.

## **UPAEP**

***Culture at the Service of People.***

UPAEP Ideology, 2016.

## 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:

## Vission towards 50th anniversary

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

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

## University's Governing principles

The Vision statement supports five principles called 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.

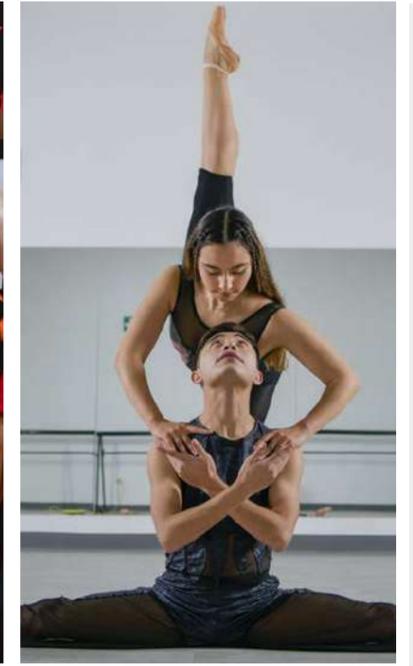
### **FOURTH GOVERNING PRINCIPLE:**

to position our institution as an intercultural university.

### **FIFTH GOVERNING PRINCIPLE:**

to ensure an environment of trust, collaboration, and accountability

## Strategic projects



### 1. Formación Integral Humanista Cristiana (FIHX):

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

### 2. University culture and scientific excellence:

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

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

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

### 4. Global culture and thinking:

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

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

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

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

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

### 7. Infrastructure.

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

### 8. UIC-UPAEP educational alliance.

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

### 9. "Código" Communication Project:

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

### 10. International positioning.

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

### 11. E-University:

To innovate on management processes and develop new 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 us to follow the guidelines (SAPS) and the graduate profile to meet institutional purposes.

### 13. International Accreditation:

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

# identity

THAT CONTINUES TO MAKE HISTORY



## FIRST GOVERNING PRINCIPLE

To be congruent with our identity



Over this extremely important year, in which we have celebrated **our institution's first great jubilee**, we look back at those individuals who, through their passion, spirit, and conviction, gave life and continuity to this wonderful educational project. We also look back at the many emblematic moments over this 50-year journey that have served as milestones to get us to where we are today. And, of course, we consider UPAEP's history based on the identity and values that have made us stand out from the rest, for the past 50 years up to the present day. Because of this, over 2023 we've held many different events that have transported us emotionally, from nostalgia to gratitude. We would like to share some of them below.

In February, we opened our 50th Anniversary celebrations with a major event, the **Alumni Gala**, which brought together more than **1,200 graduates** who returned to their Alma Mater with great enthusiasm and were delighted to reunite with friends, classmates, professors, and directors. Emotions ran high and many memories were shared during this event, which lasted until the early hours of the morning.

And, of course, the evening wouldn't have been the same without the heartfelt words shared by representatives of the University Administration: Mr. Juan José Rodríguez Posada, President of the Board of Governors; Mr. Carlos Reed San Román, President of the Alumni Association and Dr. Emilio José Baños Ardavín, President of the Institution.

A month later, we held a unique and unprecedented ceremony, which served as a framework for the delivery of the **"Forjadores (Forgers)"** Award, to recognize invaluable and emblematic characters in our community, who have been fundamental in the formation and development of our institution. Nominees for this award were identified via an open call to the community. To qualify, they had to have been part of the UPAEP community at any time over the past 50 years, and over the course of their life, they must have demonstrated their commitment to the philosophy, values, and mission of the institution, as well as having made an exceptional contribution to its management or substantive functions. We would like to thank these 50 "forgers" who, with their determination and commitment, made UPAEP what it is today.

After these two events were held in the run-up to our anniversary, the big day finally arrived. In a unique and unforgettable evening, bursting with energy, art, music, audiovisuals, and a wonderful family atmosphere, we began the **countdown to our 50th Anniversary**. The feeling experienced between applause and ovations, that let so many voices be heard, is indescribable.

The opening ceremony benefitted from the music of the Red Eagles marching band, and performers from the Center for Artistic Expression (CAE UPAEP) who livened up the atmosphere with the rhythms and movements of their dances. An unforgettable performance by The Claxons got us all singing, dancing, and having a blast. Finally, the story of the past 50 years, since UPAEP was born, was told via video mapping, including all its difficulties, challenges, and achievements along the way. The night drew to a close with a fireworks display, when the countdown reached zero, to say "Congratulations UPAEP!"

The following morning, in keeping with our tradition, we celebrated the Eucharist, sang "las mañanitas" (a Mexican birthday song) with a live mariachi band, and



AMIESIC-ODUCAL Assembly

FIMPES Assembly

It was a very busy, familial Sunday, with an eagle seal that was immortalized through a massive photograph that dressed our campus in red. An unforgettable way to mark the UPAEP's **50th Anniversary**.

In February, we hosted the XIX Presidents' Meeting of the Mexican Association of Higher Education Institutions of Christian Inspiration, A.C. (AMIESIC) and the Meeting of the Mexico, Central America, and the Caribbean sub-region of the Organization of Catholic Universities of Latin America (ODUCAL) with the objective of analyzing the role of Catholic universities as educational agents of social reconciliation.

In April, more than one hundred presidents of universities affiliated to FIMPES met at our institution, to discuss the role they play in the construction of peace in our country. The LXXXIV FIMPES Assembly "Believing in Peace: the Role of Universities in Social Reconstruction", was held, under the framework of the twentieth anniversary of Anáhuac University Puebla and the fiftieth anniversary of UPAEP.

Over three days of presentations, lectures, workshops, and intense dialogue, some of the highest authorities in the country voiced their concerns and discussed pending issues and possible actions that could lead to significant change in society.

We will also soon be hosting the ANUIES Assembly to continue the festivities.

Now, we would like to discuss the **Strategic Projects** carried out under the framework of our 50th Anniversary.

Growth and Consolidation Project seeks to grow and consolidate our university. For the purposes of this project, growth is understood as:

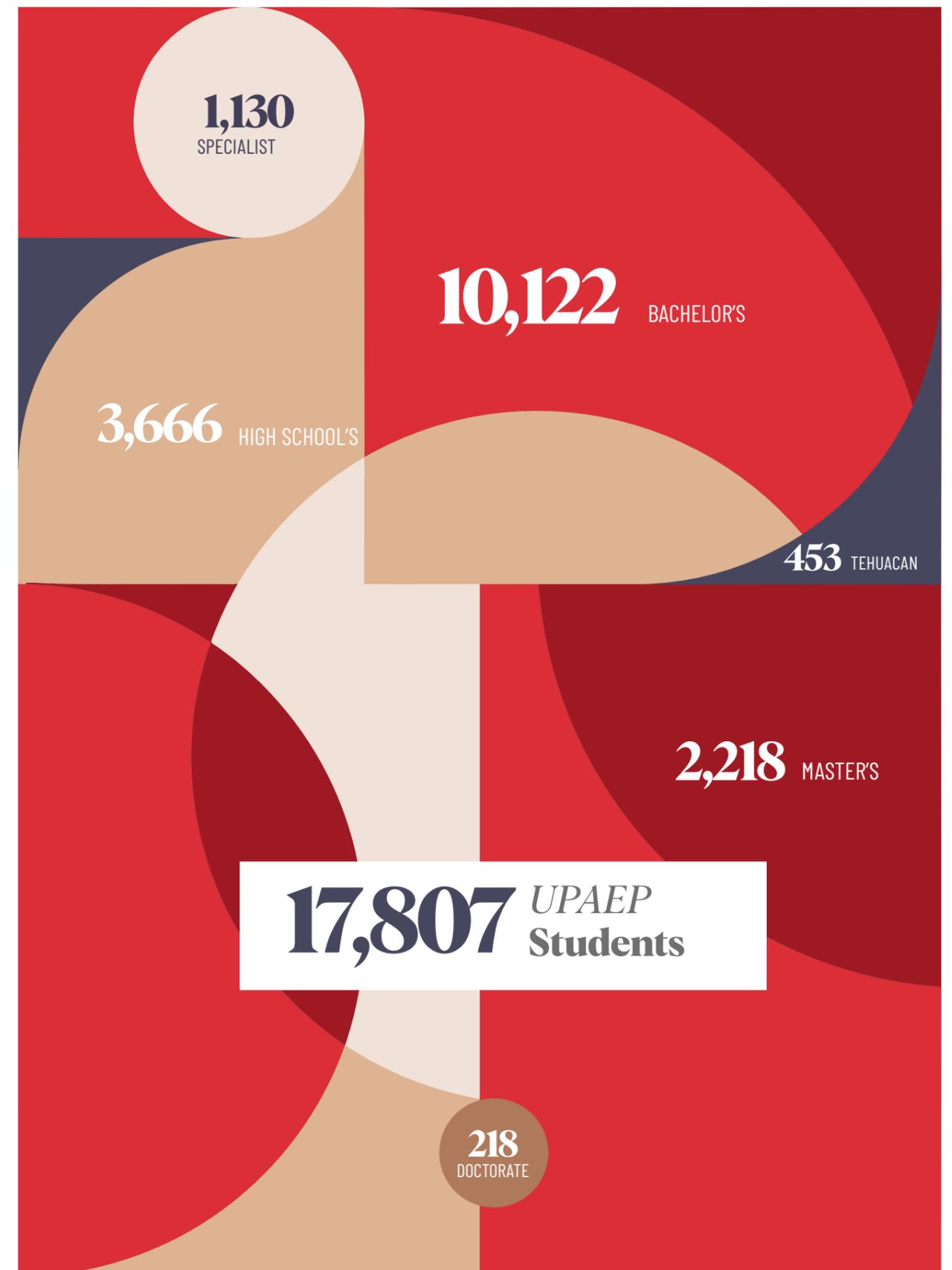
- **Increased** enrollment in the units that require it, along with a higher percentage of previously un-enrolled students.
- **Improved** retention, ensuring that every year, more and more of our enrolled students remain with us through to graduation.
- **Innovation**, with multi-environment learning experiences.
- **Develop** new, and/or stronger alliances.

To achieve these ambitious goals, dialogue, discussion, definition, and feedback have been fundamental. The project has also required the participation of all the university's stakeholders.

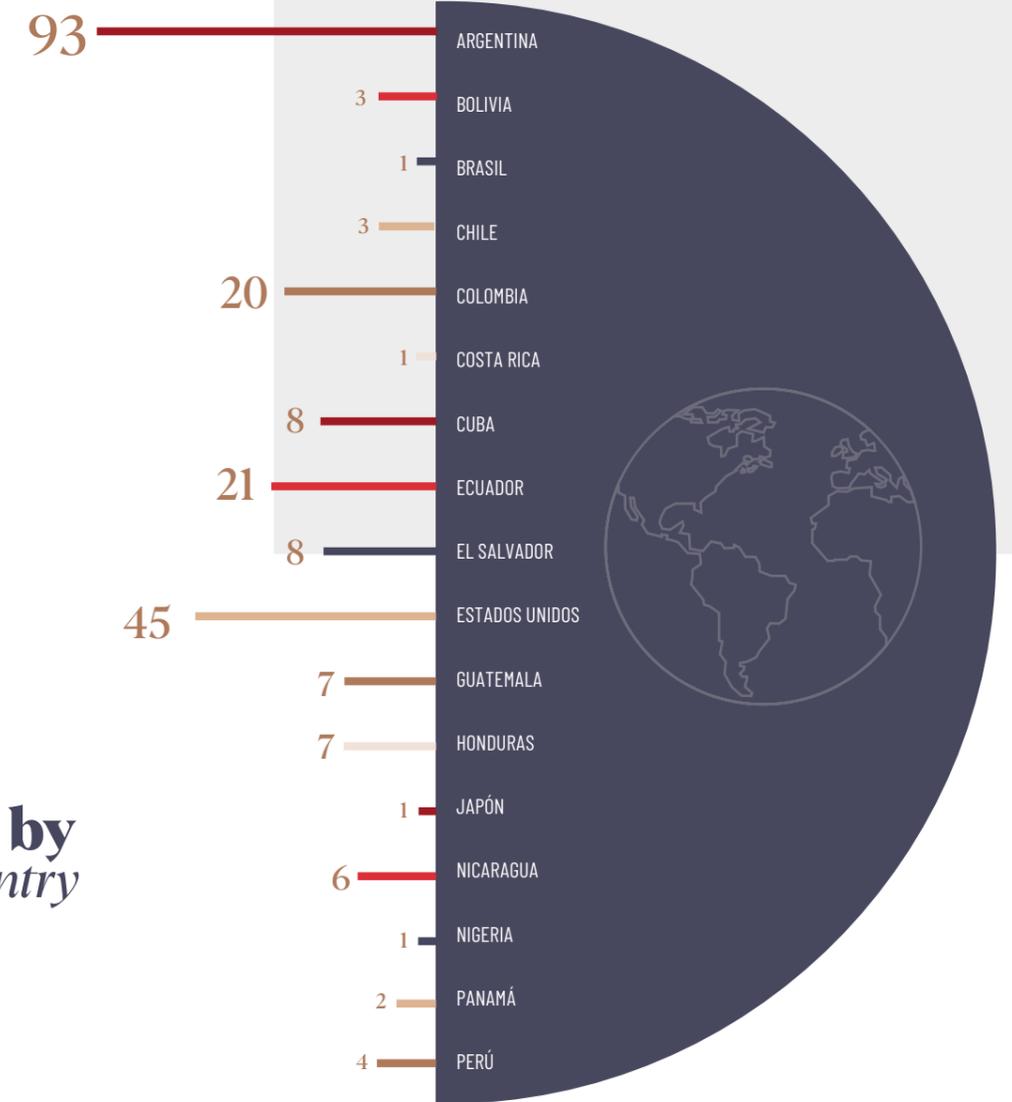
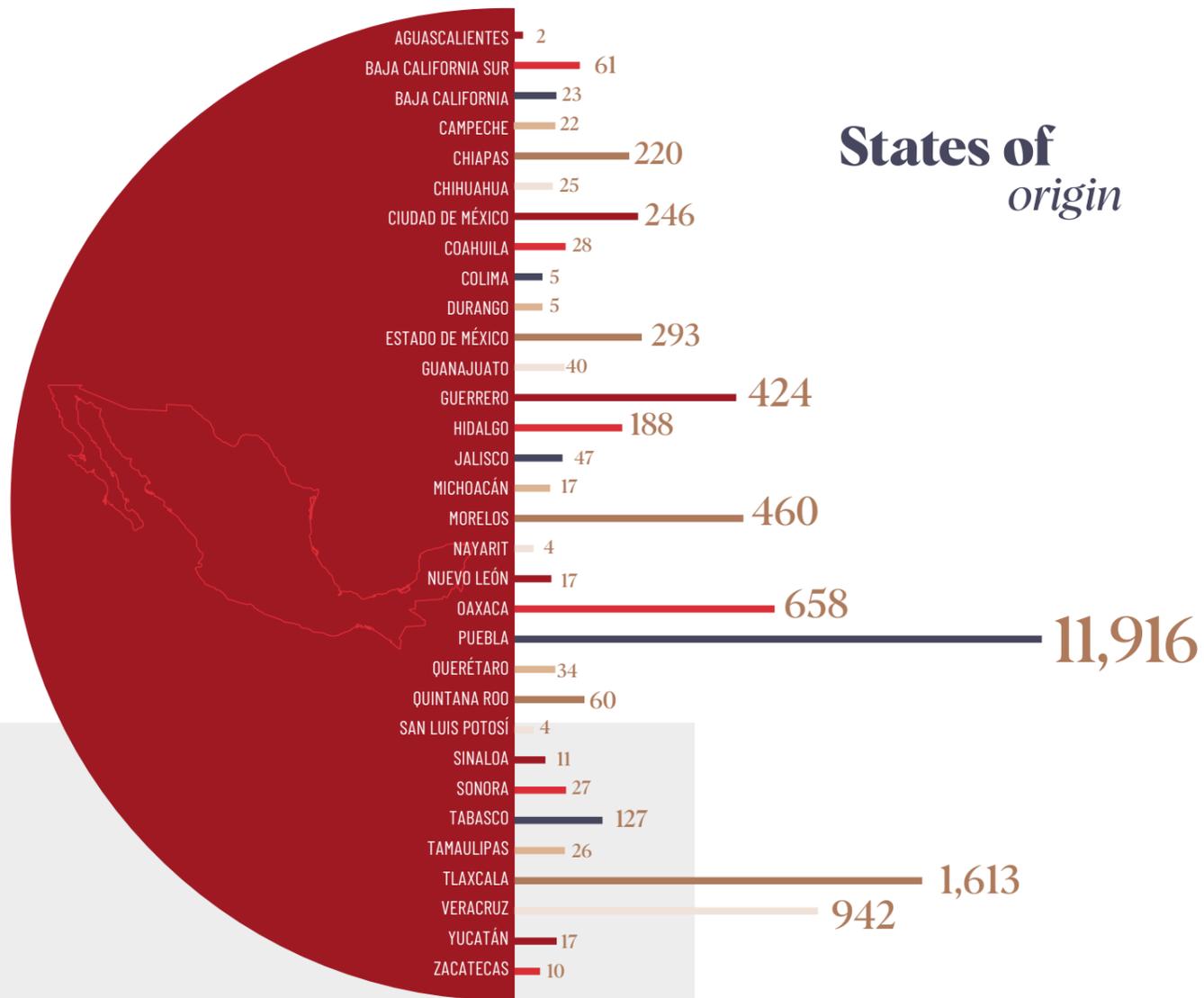
However, although we aim to grow, we don't want to just 'grow' without maintaining the 'quality' and 'identity' that define us. Similarly, we cannot 'educate' without 'quality' or without 'growth', nor can we achieve 'quality' without 'identity' or 'growth'.

We are grateful that, for the past five decades, families from Puebla and other states of the Republic have put their faith in us, and continue to do so, by choosing us to guide their children's academic and formative development.

*At the time of this report, as we continue to work towards 'Growth and consolidation Project', total enrollment at UPAEP stands at 17,807 students, broken down as follows:*



5,660 young people from other states of the Republic and 11,916 from Puebla are currently enrolled at UPAEP.



We are also delighted that many overseas students continue to choose us as their university destination, as seen by the 231 foreign students who studied at our campus this year.

3,329  
BACHELOR'S

1,270  
HIGH SCHOOL'S

445  
MASTER'S AND DOCTORATE'S

40  
MODALITIES

Scholarships  
and students supported

To maintain our position as a benchmark institution, at both a national and international level, we also work to provide financial support so that more talented young people with academic aspirations and UPAEP's university eagle spirit can make their dreams come true.

Over this school year, **8,036 students** received some degree of scholarship. This percentage, together with the other benefits provided through discounts and agreements with other institutions, meant that this year, almost the 60% of our students received some type of financial support.

Of course, we also recognize the importance of providing support to our staff. This year, they once again benefitted from UPAEP grants provided under the **'Proeduca Educational Program'**. This program is available to all UPAEP employees, as well as their spouses and dependent children, and consists of discounted registration, enrollment, and tuition across the UPAEP system. This year, many members of the UPAEP community benefitted from this support, with a breakdown by semester as follows:

Proeduca  
program

347  
SPRING 23

141  
SUMMER 23

382  
AUTUMN  
22





In order to share our identity among the community, communication is fundamental. This is why the **UPAEP Internal Communication System** was created a few years ago, and this year it achieved the following results:

- **Communication plans by area and academic department:** Communication plans were developed for the following departments: Tehuacan Campus, the Office of Educational Innovation, the Vice President's Office for Research, and the Academic Vice President's Office. These four communication plans are all currently in the process of implementation.
- **Strategic communication system and institutional screen system:** In coordination with the Digital Innovation

and Development (DID) department, a new system of institutional screens was developed for the university, to allow the most important information to be easily shared in different locations. Eight new screens were installed, in strategic locations, including the SUI building, the University Store, and the Entrepreneurs HUB. The screens located in the central campus and graduate departments were also updated. Since its implementation, more than 100 academic, cultural, and sports content have been uploaded.

- **Network of strategic liaisons:** A strategic liaison table was created, made up of 23 staff members, representing all of the academic departments and administrative areas. This mapping of the entire university has allowed us to manage university events more effectively and enabled a cohesive response to institutional communication issues. Through this network, relevant topics are classified at the institutional level, such as impact projects, outreach, alumni, and mobility. Coverage is then prioritized through the Single Agenda, which has broadcasted 162 institutional events.
- **New staff portal:** In coordination with the Digital Innovation and Development (DID) team, the staff portal was redesigned, and information is now broken down by campus (Central Campus, Tehuacán Campus, and High Schools).

## Communication *compaigns*

In addition to the above, five institutional communication campaigns were also launched and run over this reporting period:

50th anniversary, let's celebrate who we are!

Long live the red

The value of being UPAEP

Jacket for incoming UPAEP students

There's no where else like UPAEP



Institutional communication campaigns



Outside communication

We want to emphasize that the communication system manages, coordinates, and channels all university communication requests, to inform and share all university events with the community (students, staff, and alumni). This year we received 2,083 requests from employees through Internal Communication, an increase of **239.70%** over last year. The requests were channeled through UPRESS, institutional newsletters (Daily Email, University Newspaper, the Alumni Bulletin), institutional screens and posters, Social Networks, and institutional portals or communication projects).

Between our newsletters and internal portals, we recorded **2,743,967 interactions**; we reached 42,656 alumni, 4,227 staff, and 16,902 students, totaling 63,785 members of our community active in the strategic communication system.





Just as communication within our community is important, it is also fundamental between the institution and the outside world. This is why, over this academic year, we participated in/released the following:

Press conferences	<b>237</b>
Interviews	<b>512</b>
Bulletins	<b>254</b>
News articles	<b>333</b>
Radio programs	<b>40</b>
Broadcasts of sporting events	<b>198</b>

This year, the **UPRESS news portal** played a fundamental role, as a platform that allowed us to project the growth, positioning, and vision for the future of the University, both internally and externally. Through this tool, we have been able to incorporate UPAEP's history into our daily life. Over the reporting period, **1,400 articles** were published via the news portal, which represents a growth of 50% compared to the previous period, with 433 thousand views registered.

Regarding social networks, our digital community grew by 13% from 668,617 to **756,931 subscribers** to our social networks

At the same time, the Postgraduate and Alternative Modalities promotion campaign carried out inter-institutional work at the local, national, and international levels, supported by the Public Relations Plan. The results obtained this cycle are as follows:

## Bachelor's promotion

The undergraduate campaign represented a major challenge, as we aimed to undertake this project in close collaboration with all the partner schools. We reached out to the General Director of each high school to get to know them better and, most importantly, to establish channels for dialogue.



Our **institutional acts** are an important way in which we share our UPAEP identity. This includes all **ceremonies and events** that are related to any of the substantive functions of the university. These acts are an important way in which the values and traditions that guide and rule our daily work can be shared.

This year in particular, all ceremonies and events were framed around the **UPAEP's 50th Anniversary**, either in the build-up to the historical moment, the festivities of the event itself, celebrated over the month of May, or in the follow-up to these events. Both verbal and audiovisual tools were utilized to cover these events.

## Ceremony /event      Participants

First Professorship Ceremony	<b>1,000</b>
Forged Cross	<b>290</b>
President's Report	<b>1,200</b>
Medical Sciences and Health Sciences Oaths	<b>550</b>
Bachelor's, Specialty, Master's, and Doctorate Degree Ceremonies	<b>2,498</b>
Honorary Doctorate	<b>198</b>
Forged Cross, High Schools	<b>98</b>
High School Graduation	<b>1,033</b>
Tehuacan Graduation	<b>247</b>



Protocolos

The Office of Protocols and Institutional Relations provided us with advice and support throughout the 2022-2023 academic year, within the framework of our 50th Anniversary, helping us to organize all kinds of events. This included academic events, as well as those related to networking, education, sports, infrastructure, and the anniversaries of other institutions within the university.

Of these, some events that we would like to highlight include the **18th Meeting of Culture Centers** and the **11th Family Conference**, the awards for outstanding students in the **EGEL-CENEVAL**, the **Eagle Spirit Scholarship** event, the inauguration of various congresses, the blessing of our university facilities, the **Eagle Award**, the Common Good Pedagogy Badges for staff, the inaugural concert of CAE, the alumni Gala Dinner in Puebla, the Night of the Eagles in Tehuacán, among many others.



Among the Solemn Ceremonies held within the framework of the UPAEP's 50th anniversary, we would like to make special mention of the awarding of an **Honorary Doctorate in Engineering to Andrés Martínez**, Small Spacecraft Program Executive, and NASA Exploration Systems Development Mission Directorate, whose work focuses on the so-called 'new space age', which he presented in the thesis that earned him this recognition: 'A Space for All'.

In the words of Doctor Honoris Causa Andrés Martínez himself,

*"The new space age sees never-before-seen access to space; a democratization of space in which everyone can participate. All STEM (Science, Technology, Engineering, and Mathematics) disciplines are involved, but also the Arts, and Business. In addition, new space agencies have emerged around the world and many of these have advanced exponentially in a very short time. It is time for Mexico to also participate in this new space age!"*



UPAEP Honorary Doctor Andrés Martínez, Space Program Executive for Small Satellite Space Programs and Robotics Discovery Missions at NASA's Exploration Systems Development Mission Directorate (ESDMD), explained in his lecture that he has partnered with academia, industry, and NASA centers to use the 'CubeSat' platform (a program of small satellites developed by U.S. academic institutions and NGOs) to support human exploration through missions and projects that provide information, reduce knowledge gaps, improve our exploration capabilities, and continue to develop technologies that are critical for future missions.

"The first exploration mission of the 'Artemis I' program, the sustainable return of man to the moon, will include 10 secondary 'CubeSat' satellites, carried within our lunar rocket, the Space Launch System (SLS). Each of these 'CubeSats' will then disperse to its own destination and mission, to advance technology and help pave the way for future human exploration in deep space, planetary science, and heliophysics."

In his thesis he also discussed AztechSat-1, a small 'CubeSat IU' class satellite managed, designed and built by an interdisciplinary team of students and professors from engineering and other areas of



UPAEP. 'AztechSat-1's mission was to demonstrate inter-satellite communication between the 'CubeSat AztechSat-1' and the Globalstar constellation satellites.

Dr. Martínez's **thesis was overseen by Dr. Rosa María Cantón Croda**, Head of Engineering. She emphasized that Dr. Martínez's commitment to space exploration by Latin American countries is a commendable task that should be recognized and valued. Daring to change the world and support less powerful countries requires people who are committed to the planet and the universe, and who seek to participate in a new era of space exploration that will help us achieve space democratization for the first time in history.

While planning for and celebrating our 50th Anniversary, we have seen the importance of recognizing and preserving our history through names, photographs, and videos of the most significant moments for our institution. As such, the Memorial has become more relevant than ever, since it is because it is here where the materials that allow us to look back over this half-century journey are gathered.

Guided visits to the Memorial, both in-person and online, are available to the entire UPAEP community, including high school, undergraduate, and graduate students, as well as

UPAEP staff. These experiences have helped significantly to discover and reaffirm our identity and values, as well as promote a sense of belonging to the university. In addition to these opinions being frequently expressed by the visitors themselves, this idea is supported by the results of the surveys and exit polls completed at the end of the visit. These polls have found that visitors recognize the value of our history, our social projects, our identity, and university life. Visitors leave with a greater understanding of what our Institution represents, which in turn helps them to feel proud of being part of this community.

Over the past 10 years, since the Memorial was created, it has received a total of **30,920 visitors.**

Over the 2022-2023 academic year, 148 guided visits were recorded at the Memorial, and the timeline received **1,165 visits.**

For this Governing Principle, in which we focus on our identity, it is important to mention the creation of the **UPAEP Chair of Theology**, which came in response to the call made by His Holiness Saint John Paul II for Universities of Christian inspiration to continuously reflect on the growing treasure of human knowledge in the light of the Catholic faith. St. John Paul II explained, in the Apostolic Constitution *Ex Corde Ecclesiae*, that theology plays a particularly important role in the search for knowledge generation, as well as in the dialogue between faith and reason. In this sense, His Holiness asks for every Catholic University to include a faculty or chair of Theology.

In 2023, we held the **V Theology Conference with the theme 'The Parables of the Kingdom'**, in which we discussed how the Parables of the Kingdom are the heart of Jesus' preaching, and continue to touch our hearts with freshness and humanity.

These conferences allow us to understand more deeply, both the way we understand our faith and how to put it into practice in our actions as trainers and educators.



Since its inception, our university has been committed to generating a positive social impact through its substantive and administrative functions. Our University Social Responsibility model has come together, taking into account many important features that give it structure. The first of these is the Social Doctrine of the Church (SDC), which establishes the guidelines for social actions in any institution that claims to be Catholic. The second is the Socially-Relevant Academic System (SRAP), which prioritizes disciplines and areas of action according to institutional strengths and capacities, taking the SDC as a reference. Another element is the Social Responsibility Proposal, put forward by the National

Association of Universities and Institutions of Higher Education, ANUIES, and finally the perspectives of the Organization of Catholic Universities of Latin America



(ODUCAL) and the International Federation of Catholic Universities. (FIUC)

As part of our institutional philosophy, we also care for the holistic well-being of both students and staff. This is why we have defined a set of policies, rules, protocols, and guidelines for sharing and reporting, all

governed by the same Code of Ethics and Conduct, that promote ethical conduct throughout the university community, for healthy coexistence, as well as ensuring that rights are protected, under a framework of fraternity and respect.

Through the UPAEP Integrity System, we protect the dignity of the people who are part of the community, their rights, and inclusion, within a framework of fraternity and respect, characterized by ethical conduct, and founded on the principles of respect, honesty, and transparency.

To this end, over the 2022-2023 academic year, we delivered 12 courses to 100 employees. To date, 900 employees have taken the extracurricular course "Introduction to the Integrity System"; and 405 students have completed the APA7 extracurricular course. 31,181 visits have also been made to the UPAEP

Integrity System microsite; 198 general complaints and 88 reports of conduct contrary to the UPAEP Code of Ethics and Conduct have been handled.

It is extremely important to us for all employees to understand and identify with our identity. To ensure this, we offer a wide range of courses, which provide an opportunity for our teachers and administrative staff to develop their knowledge of our institution, as well as continuing professional development in other fields.

The use of the digital platforms Blackboard, Stream Yard, RISEy, and CANVAS has allowed us to offer greater flexibility to our employees, and increased opportunities for training. The following table provides a breakdown of the number of courses, participants, and facilitators, for this academic year, as well as accreditations of the full range of competencies we offer under the Comprehensive Training Plan (CTP).

In addition to this, several of the courses that we provide, in collaboration with the Academy, under the CTP, benefit from the valuable participation of International Scientific Humanist Professors. Over the period covered by this report, we received a total of 42 visitors.

## Competence

## Attendee

## Courses

**Courses**  
*PFI*

Global Culture	554	38
Teacher training	1155	80
Management and technology	1136	76
Institutional identity	2266	158
Innovation and professional updating	355	46
Transformational leadership	279	11
<b>TOTAL</b>	<b>5,745</b>	<b>409</b>

## Country of procedence

## Professors

*International  
scientific  
humanist  
professors*

España	14	Argentina	1
Italia	4	Chile	4
México	4	Hawái	1
Canadá	1	Corea del Sur	1
Brasil	1	Perú	1
Colombia	4	Total	42
Estados Unidos	6		

Another internal event, which is an important opportunity to express our identity and reflect on our work, is the **University Senate**. This year, the senate reached its seventh edition, for which the topic chosen was “Growth”.

**UPAEP's growth** can be attributed to many factors, but without a doubt, both our identity as a foundation for growth, as well as the academic quality we offer, are key elements that have propelled our expansion. With this in mind, this year, the University Senate worked to **evaluate, reflect, and recognize the strategies employed and results** obtained, in terms of growth, under the framework of UPAEP's 50th Anniversary. For this, discussion groups were held with the entire university community to analyze what institutional growth has meant over this critical and at the same time energizing (emotional and festive) moment, as our Vision Towards the 50th Anniversary project drew to a close.

The Senate focused on 10 features that underpin the U50 Vision, aligned with the Institutional Development Plan, clearly identifying the growth obtained, recognizing areas for improvement, and celebrating our achievements. This is to identify key elements to include in our next institutional vision.

The discussion groups involved the participation of 624 members of the Board of Governors, directors, teachers, administrators, and students. As a result of this reflection, a formal document was delivered to the Board of Governors, outlining

the strengths and weaknesses identified by the university community, which will be used to inform our institutional planning.

Among the most relevant contributions highlighted by the community, was the important work that has been carried out to clarify our identity, as an institution that seeks to transform society, committed to promoting the common good through concrete projects with a humanistic focus.

In addition to this, the wonderful work carried out by our graduates was also recognized for its impact on society, all thanks to the commitment of our teachers who are constantly seeking to develop and further professionalize their work while creating an environment of collaboration and respect.



While many great strengths were highlighted, areas of opportunity were also identified, in terms of measuring the impact of the projects and actions carried out on a daily basis by students, staff, and graduates. In addition to the above, our university must also work hard to improve communication between departments, offer more flexible scheduling options, develop a better way to share the Socially-Relevant Academic Systems (SRAS), and

support local society and the research community to develop adequate infrastructure, in order to provide continuity to research activities at the university.

The highest authority at our institution is our **University President**, who, as a result of his performance, has been recognized and praised by various academic and civil society organizations, who have invited him to participate in many different roles.

Currently, Dr. Emilio José Baños Ardavín represents UPAEP in the following organizations:

- the Central/Puebla Region Christus Muguerza Advisory Board,
- the Board of Directors of UNIVERSIA Mexico,
- the CENEVAL Board of Directors,
- the Intercontinental University's Board of Governors,
- the ODUCAL Board of Directors,
- in FIMPES as Minister for the Southern Zone and as a member of the Legal Affairs Commission, International Mobility Commission, and Permanent Commission for the Monitoring and Updating of the Accreditation System
- Commissions;
- the Citizen Council for Security and Justice for the State of Puebla, representing the University Consortium.

Part of our mission is to “create of currents of thought”. We put this into practice when, through our staff, we provide an explanation, express a point of view, or set out proposals for action. It is a special honor when the media seek us out so that their microphones and pens may help us to make contact with society on the various issues that are relevant to them and ask us to put forward our point of view. We thank the 145 professors who, over this period, used their knowledge to provide published opinions and statements.

Continuing with the themes of university identity and research, we would like to share some of the distinctive features of UPAEP Authorities and Centers that set them apart as benchmarks in their disciplinary areas.

We began with the **Institute for the Promotion of the Common Good (IPCG)** which, over this year, consolidated nine lines of research:

## Lines of Research

### Institute for the Promotion of the Common Good

- 1 Measuring common good dynamics at the municipal level.
  - **Measurement** of common good dynamics in indigenous localities (Copanatoyac, Gro. and Cuauhtamazaco, Pue.).
  - **Measurement** of Municipal Common Good Dynamics in the state of Puebla (in progress)
- 2 Design of public policies for the common good.
  - **Research seminar**: “Design of public policies for the common good”.
- 3 Measurement of educational quality in Higher Education Institutions.
  - **Measurement** of educational common good dynamics in 9 Higher Education Institutions, presentation of results to 5 presidents.
  - **Scientific** Conference “Generating academic quality” (Querétaro).
  - **The book** “Measuring the Quality of Educational Processes in Higher Education, Proposal of Metrics and Practical Applications” Alejandro Gutiérrez, Pedro Flores Crespo, Mathias Nebel (Eds.).
- 4 Seminar on social responsibility and the common good approach.
  - Articles are being written on Corporate and Social Responsibility, with a focus on the common good.
- 5 Legislative Observatory on the performance of Puebla State Congress.
  - **Presentation** of the Legislative Report 2021-2022.
- 6 Design and validation of a scale to measure leadership for the common good.
- 7 Studying out of poverty: Betting on the future.
  - **Participation** in “Studying out of poverty: preliminary results” organized by the
  - **Pontifical** Council for Economic Development and the Catholic University of Milan
- 8 Common good perspective on environmental issues
  - **Research seminar** “Management of natural resources as common goods”.
  - **The book** “Management of Natural Resources as Common Goods” Adrián Vázquez, (Ed).
- 9 Human rights as common goods
  - **The book** “Human Rights as Common Goods” is in the process of publication. Fernando Méndez Sánchez, Martín Haerberlin, Mathias Nebel (Eds.).



Mass media teachers' leadership



IPBC

We would also like to mention that the IPCG's network of collaborations was extended, to include the Center for Sustainable Development and the Common Good (CSDCG), the Center for Christian Social Thought (Anáhuac University, México), the Center for Atmospheric Sciences and Green Technologies (Universidad Autónoma de Ciudad Juárez), the Faculty of Law (UniRitter; BR), the Center for Social Concern (Notre Dame University, US), the Institut Interdisciplinaire d'Ethique et des Droits de l'Homme (Université de Fribourg, CH); the Pablo VI Foundation (Madrid, ESP) and the Global Center for the Common Good, at Francisco de Vitoria University (Madrid, ESP).

We would like to highlight the importance of the **IPCG 2022 Congress** as an international benchmark in this field.

*This year, the congress proposed to analyze the construction of peace as a common good, in today's context.*

The premise was the increasingly polarized world in which we live, which is marked by pronounced divisions, and where the international balance of power since the Second World War is



proving inadequate to resolve emerging tensions. The promotion of peace and international security based on international cooperation, a consensus on human rights, and the willingness to resolve conflicts through diplomacy, has been seriously put into question by the war in Ukraine. Similarly, the growing violence seen in Mexico – criminal but also cultural, economic, and gender-based violence – brings into question our collective ability to desire and build peaceful coexistence.

Faced with these phenomena, the congress focused on the question: **How will peace be possible?** The response to this question involved reviewing the national and international mechanisms and institutions to which we have traditionally

entrusted peace and security. Why are they proving to be insufficient today? As part of this, it was also important to review the governance of these mechanisms and institutions: Could it be that maximizing national and individual interests has taken precedence over guaranteeing peace and security? To paraphrase Sandel (2020): What has become of the common good? As a tentative answer, the congress proposed

to understand peace as a basic common good, i.e., peace as the result of a dynamic of common good.

The congress was attended by around one hundred attendees and attracted top-level international speakers, such as Gregory M. Reichberg (PRIO, Norway), Ignacio Cosidó Gutiérrez (Francisco de Vitoria University, Spain), Simona Beretta (Università Cattolica di Milano, Italy), Cristián Castaño Contreras (Dir. Division of Criminology and Law at Monterrey Metropolitan University, Mexico) and Gerardo Aranda Orozco (Executive Vice-President of CEPOS, Mexico).



Another emblematic project that we have been working on for several years, is the **Dictionary of Cultural History of the Church in Latin America**, an encyclopedia in electronic format (Wikipedia). This space continues to serve as an invaluable reference service for the academic community and researchers interested in the Christian legacy in the cultures of Latin American countries.

The project, coordinated by Doctor and Presbyter Fidel González Fernández on behalf of the Dicastery of Culture and Education of the Holy See, and by Juan Louvier Calderón on behalf of UPAEP, began in 2010. The dictionary went “live” in 2014, and at the time of its launch included 600 ‘voices’ -articles-.

*Today, the dictionary contains 1,600 articles, thanks to the collaboration of more than 350 academics and researchers from all over the continent, as well as from Europe.*

This year, the web page has been updated to make it more attractive

and user-friendly. The visual appearance of the site has been updated, to include windows where certain topics can be periodically recommended to researchers and the general public. This includes selections of articles relating to historical events, or particular topics, including those that have been maliciously distorted by the Black Legend and must be clarified to strengthen our Christian and Hispanic identity.



For almost two decades, UPAEP has both hosted and potentiated the Meetings of **Culture Centers**. Year after year, the topics discussed here help us to reflect on the important social roles that universities and individuals play in their contexts. This year, for the 18th edition, the theme was “The Role of Women in Building a World of Peace”. This was also a perfect opportunity for linkage with the **XI Family Days Meeting**.

Cardinal José Tolentino de Mendonça, Prefect of the Dicastery for Culture and Education of the Holy See, honored us with his participation in the opening event. He recognized and congratulated the UPAEP for our important work in these meetings, and invited us to continue pursuing open dialogue around the harmonious, holistic development of individuals and society as a whole.



Culture Centers

*One* of the UPAEP's distinctive features is our commitment to research. We have worked to create and consolidate groups, research centers, and interdisciplinary study programs to promote the study, analysis, and discussion of current issues relevant to the training of teachers and students.

Different terms are used to refer to work teams (groups of research professors) at different stages of their consolidation, that develop research projects in a specific knowledge area. These are clarified below:

**Research Group:** This term refers to a group of researchers in the initial registration phase, who are beginning to develop projects in their chosen knowledge area.

**Academic Body:** At this stage, the research group has demonstrated sufficient productivity through scientific evidence. They must have produced at least 5 scientific products, including publication in indexed journals, publication of

books by specialized publishers, patents pending or granted, supervised research theses, or external resources obtained for the development of research projects and projects linked to the productive and social sectors.

**Research Center and Study Center:** These are formed through the evolution of an academic body or, preferably, by the sum of several academic bodies that have delivered solid productivity (abundant and continuous), as evaluated by the Research Committee, and have fully demonstrated the ability to obtain external resources to operate under the focus lines of the SRASs (Socially-Relevant Academic Systems).

#### UPAEP currently has 5

##### Research Centers:

- Native Plant Research Center
- Oncology Research Center UNE
- UPAEP Institute for the Promotion of the Common Good
- Economic Intelligence and Research Center
- And the recently approved
- Power and Clean Energy Research Center.

#### In addition to our 4 Study

##### Centers:

- Center for Guadalupe Studies
- Center for Studies in Science and Religion
- Center for Family Studies
- Bioethics Center

**And 19 teams currently considered Research Groups or Academic Bodies** that carry out research in a variety of areas of interest, as indicated by their names:

- Human Talent Wellbeing Research Group
- Social Science Research Group
- Agrologistic Systems Research Group
- Film and Communication Academic Programs Research Group
- Faculty of Nursing Research Group



- Human Nutrition Research Group
- Academic Body on Novo-Hispanic Cultural Studies
- Academic Body on Supply Chain
- Logistics Systems Planning Academic Body on Teacher Professionalization
- Academic Body on Ethics and Self-Regulation in Educational Processes
- Academic Body on Biotechnology Environmental Research
- Academic Body on Research in Health Sciences
- Academic Body on Humanitarian Logistics and Resilience in Logistics
- Operations in Different Sectors Academic Body on Competitiveness and New Ways of Working Academic Body on
- Basic Science in Engineering
- Academic Body on Family and School
- Academic Body on Person and Action
- Academic Body on Mexican History
- Academic Body on Genetic Resources for
- Agrifood Sustainability



To conclude this first Governing Principle, we would also like to mention the UIC-UPAEP Alliance. This alliance has been developed over nine years, allowing for a deeper and more strategic collaboration. Over this academic year, we have worked together to promote academic development and educational innovation, in addition to sharing best practices for University Administration.

The most important actions carried out under this alliance this year include the following:

**1** **Continuing Education Partnership:** one of the ways in which we have issued certifications in some Intercontinental University programs. Through this collaboration, we have been able to offer joint certifications through UPAEP's Training, Evaluation, and Certification in Competencies Entity (TECCE). This partnership has generated new opportunities for students, as well as increasing the visibility of both institutions in terms of Continuing Education.

**2** **Agreement to support staff development:** We decided to extend funding for the Comprehensive Training Plan, previously available only to UPAEP staff, to include our UIC collaborators. Through this agreement, employees of both institutions now have the opportunity to access any of the educational programs offered by UIC and UPAEP. This initiative has encouraged the continued professional development and professional growth of employees, which in turn has strengthened both our institutional work and our academic relationship.

**3** **Fourth International Congress on Educational Innovation:** Another important milestone this year was the co-organization of the Fourth International Congress on Educational Innovation. Over a year of interdepartmental collaboration, an attractive and updated program was developed, bringing together experts and professionals in the field of education. This congress provided a space for sharing knowledge, experiences, and research in educational innovation, promoting academic exchange and the generation of new ideas.

4

**Mission to Kenya:** Under the direction of Fr. Rigoberto Colunga MG, students from UIC and UPAEP participated in the 'Ad Gentes' mission, which consisted of supporting the work carried out by the Missionaries of Guadalupe in Kenya. The missionaries carried out activities in four communities for a month. This mission marks the beginning of several missions that will be carried out under the Inter-institutional Alliance. We would like to express our gratitude to all those involved in the success of this mission, including the Guadalupe Missionaries Community, the student missionaries, their families, the UIC and UPAEP universities, the Mexican Embassy in Kenya, and the local communities involved in the project.

5

**Holy Week 2023:** Before the mission, participants attended an activity in Michoacan, Mexico, where, in addition to experiencing Holy Week, they had the opportunity to meet the team that would accompany them in Kenya.

The UIC-UPAEP Alliance continues to be a solid and profitable strategic alliance for both institutions. We will continue to work together to promote academic excellence, research, and innovation in education



Our **Tehuacán campus** was also involved in our 50th Anniversary strategies. The Institutional ceremonies held as a part of these celebrations include the Forged Cross Academic Award, Graduation Ceremonies and a special dinner for graduates called the Night of the Eagles Gala Dinner, during which the 'Ayala y Romero' award was presented to the following categories as a way of expressing gratitude: former directors, alumni from the first generations of UPAEP High School, Bachelor's Degree in Business Administration and Public Accounting; supportive staff members, UPAEP family members and the Golden Generation.

# academic quality

THAT CONTINUES TO MAKE HISTORY



## ● ● GOVERNING PRINCIPLE 2

# To deliver training of excellence to develop transformative leadership



UPAEP professors and staff began developing the new U50 Educational Model in 2016, and it first went into implementation in the Fall of 2017, when the general features of the educational model were incorporated into university life. Reflective practice, interviews with founders and alumni, and research conducted through university committees allowed us to confirm that the concrete common good that UPAEP offers to society is the educational relationship established between the student and the professor. These dialogues helped us to confirm that we have a unique educational style, a pedagogical

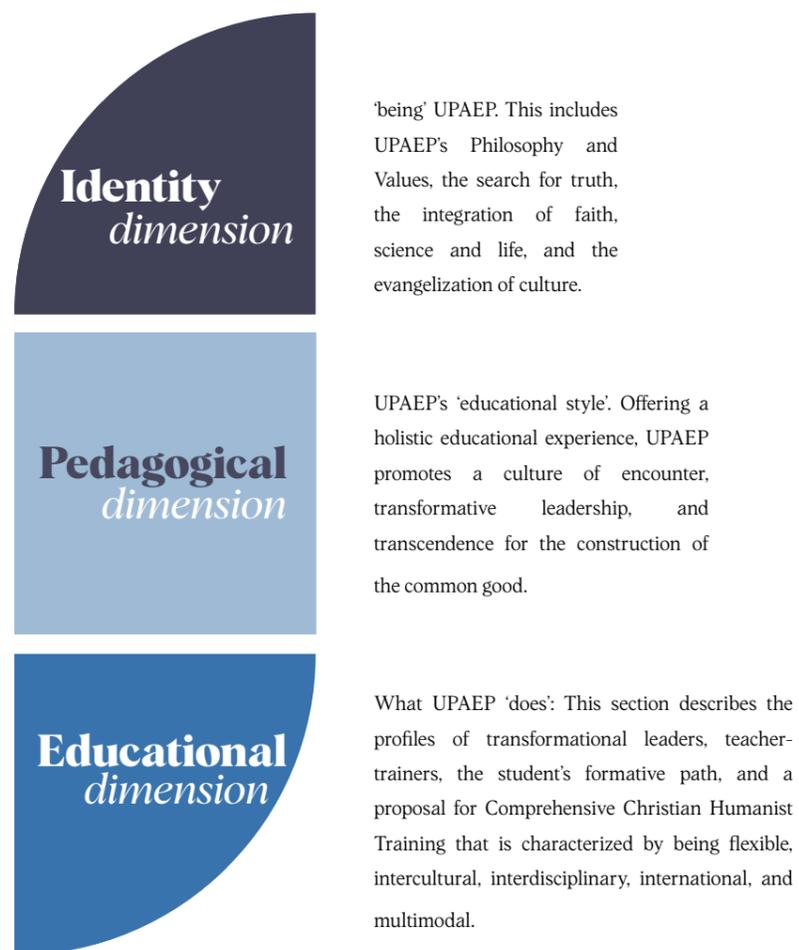
theory borne from the gift received: the Pedagogy of the Common Good. Meaningful experiences throughout their educational experience at our university, allow our students to develop holistically; to learn to live together, to transform and serve, and to transcend, through four main principles: holistic experience, a culture of encounter, transformative leadership, and transcendence towards the common good.

The U50 Educational Model guides institutional management, to consolidate learning environments that practice the Pedagogy of the Common Good.

This can be seen through the learning spaces throughout the central campus, which facilitate collaborative learning experiences for students and professors.

After sharing general aspects of the model with the university community, in November 2020 we presented the document detailing the complete U50 Educational Model, which covers three dimensions:

## Educational model dimensions



The SRAS culture promotes situated and collaborative learning through relevant projects that collectively address a social problem. The academy is the heart of the university as it promotes the tireless search for truth through science.

All these opportunities are organized so that our students, across all academic levels and modalities, may obtain the learning results that ensure their **graduation profile** as transformative leaders.

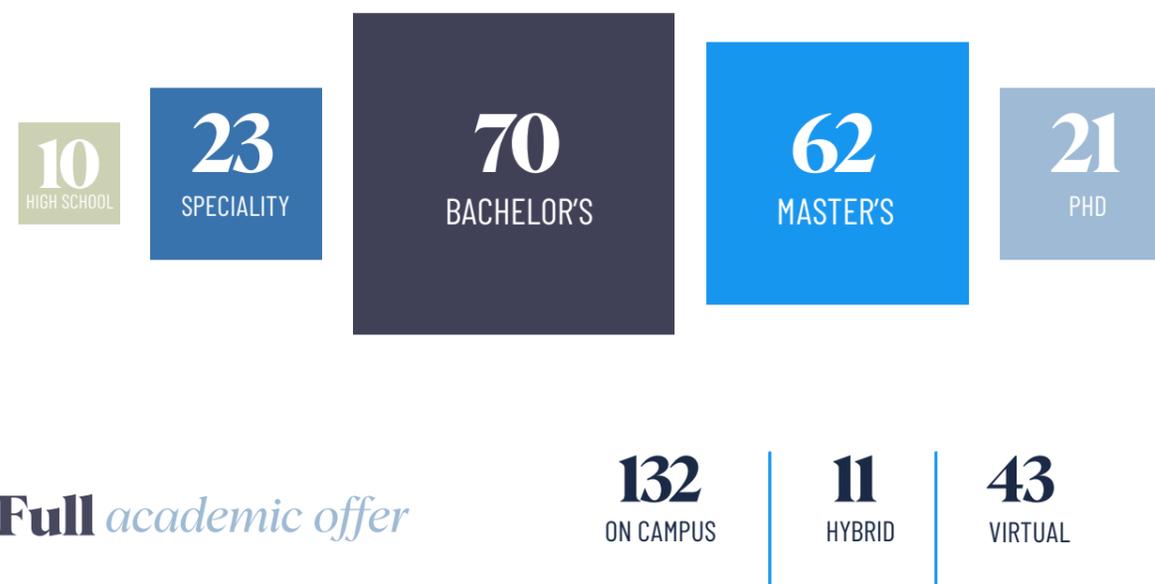
Our educational model is innovative from the development of the curriculum, lesson planning, the experience of each subject through active methodologies and teaching-learning techniques, and assessments guided by the learning outcomes specific to each institutional profile, broken down by program and subject. Through this, we can guarantee academic quality across all of UPAEP's academic programs, in addition to the holistic education that is developed through the many co-curricular experiences that students have access to throughout their university life.

Each theoretical, theoretical-practical, or practical course includes one or more active methodologies to facilitate experiences for the common good, taking into consideration the knowledge area, content, and learning outcomes to be achieved.

Students develop skills in analyzing issues, proposing solutions, and developing projects to address real-life social challenges. This is a meaningful, experiential, and collaborative learning experience that gets them used to working with others to build the common good in their immediate environments.

The subjects also make use of multi-environmental experiences, international teachers, mirror classes, and expert lectures, to guarantee conceptual, procedural, and attitudinal learning. All these experiences help our students to understand and live the common good, so that, upon graduation, they will continue to work towards it throughout their working life.

This year, we have had students enrolled in 186 academic programs, across all educational levels and modalities, under the U50 educational model.



UPAEP is always at the cutting edge of education. We offer **Multi-Environment Learning Experiences (MELE)** which enable our students to participate in meaningful experiences in multiple environments, designed to increase understanding, association, retention, and transfer of knowledge, in a context related to subjects of their curriculum.

The objective of the Multi-Environment Learning Experiences is to provide students with an enriched learning experience for that is highly engaging and sustainable.

This year we carried out pilot tests of the Multi-Environmental Learning Experiences. The **Center for Learning Innovation (CLI)** was responsible for this project. **Thirty subjects from 23 programs and a total of 531 students** participated in the aforementioned pilot scheme. At the end of the scheme, we used surveys to assess levels of student satisfaction, learning, and teacher evaluation. The results of the surveys were positive, showing an above-average level of learning and teacher evaluation, and a high level of student satisfaction, including positive comments about the experience

This pilot scheme and evaluation surveys provided us with a great deal of information and important feedback. Among the most significant feedback that we obtained from this project was the importance of dialogue with the teacher so that he/she is aware of all the resources and environments available at the university, so that he/she may take advantage of them strategically and creatively in his/her subject, taking into account the desired learning outcomes. In terms of scope, the MELE project could be applied to a significant number of subjects within the



institution, across all academic departments and programs, in the medium term.

We rely on **learning outcomes** to measure the impact of our educational model. These are defined as the learning that students acquire at the end of a period of study and represent the knowledge and skills that students should achieve by the end of an educational program or course.

In 2018, the university adopted a learning outcomes assessment approach, to **improve our educational quality standards**. Through the analysis of assessment results, continuous program improvement is encouraged, to boost student learning and continuously promote a culture of evidence and evaluation, collaborative analysis, and update of PRRs (Program Review Reports) and PTOs (Tactical Operational Plans).

This means that these programs have incorporated an evaluation plan for their program learning outcomes within their curricular design or redesign.

However, for all cohorts who have completed their study plan, across all programs, graduation profiles are measured through a program assessment evaluation.

This year, **150 rubrics** were applied across the different modalities and campuses, representing 63% of the programmed measurement rubrics. In Fall 2022, 58% of students were found to be at or above the desired standard. The biggest impact of the project is the continuous improvement process derived from the analysis of the results. Currently, 120 programs develop their continuous improvement plan based on the analysis of assessment results. Academic departments and other institutional actors may make suggestions, including modifications to the rubrics to ensure they continue to be relevant and appropriate, training of professors (on learning outcomes and subject topics), modification of topics where learning is assessed, adjustments to subject content, use of significant

learning experiences, work in the academy, course serialization, and even modifications to the curriculum when redesigning the program. The purpose of continuous improvement analysis is to positively impact student success, academic quality, and the achievement of graduation profiles.

Of the 186 programs offered at our institution, 96 of them already focus on Learning Outcomes.

Another impact of the project has been the **systematization of the Institutional Learning Outcomes (ILO) dashboard and the creation of 6 dashboards** for General Education Learning Outcomes: critical thinking, ethical reasoning and social commitment, information management, oral communication, ma-

thematical reasoning, and written communication. These dashboards facilitate the consultation of evaluation results for decision-making.

In addition, we have also seen the importance of familiarizing the students themselves with learning outcomes.

To achieve our learning objectives for High Schools, we rely on the **Blackboard platform**. For this year, our goal was for 85% of teachers to be using this platform. We surpassed this target, achieving 95.6% participation.

Working in close collaboration with the Academic Quality and International Accreditation departments, we have developed individual dashboards for the following topics: **Institutional Learning Outcomes, Student Achievement, and 6 General Education Learning Outcomes**. This makes it easier to monitor our students' development.

While we use **Google Classroom** for High Schools, Rise is the platform we use to manage nano courses and training courses for teachers and other staff.

We have boosted our educational proposal, improving the use of technology and digital skills in our community, through the following actions:

- Specific support portals for teachers and students, where the most common processes and tasks that allow them to successfully use the options available to them are presented in an easy-to-use format.
- A specific support channel for teachers and students, which has facilitated the submission and resolution of questions and queries related to our learning platforms and instructional content tools.

Our Institution also benefits from the **Center for Entrepreneurship and Business Development: KONECTOR UPAEP**.

The Center serves two main areas: academic and service. The first of these



is cross-disciplinary and offers opportunities to put transformative leadership skills into practice through entrepreneurship. All on-campus undergraduate programs have a main curricular subject, with the option of selecting entrepreneurial experiences from other disciplines, which are designed to foment the student's entrepreneurial spirit while respecting their vocation.

The department provides support to entrepreneurs to launch, consolidate, or accelerate their projects. We provide free support to students and recent alumni from all UPAEP undergraduate and graduate programs, under the Eagle Entrepreneurs Program, to help them to put their ideas into action. We also offer programs for startups and MIPYMES, which are open to the UPAEP community, as well as the general public.

Over this academic year, our entrepreneurship activities included the 'Frameworks for Sustainability for the Design of Triple Impact Enterprises' Conference at the University of Ecuador, the testimonial talk by CINIA, The Speaker Show, Nana Pancha's talk for Entrepreneurship students; a talk on Female University Leadership, participation in the panel 'Challenges of Employability' with the topic 'Entrepreneurship as a way of breaking into the labor market' as part of the event 'Youth in the Labor and Educational World', the Conference on Social Innovation at the University of Colorado and participation in the International Meeting of Museums with the Conference 'The value of a Participatory Internal Community'.

Some of the important achievements of our entrepreneurship programs this year include the launch of the second company created by the Eagle Entrepreneurs Program: Kinekids. We provided free assistance to three Engineering undergraduate student projects, through the Technological Entrepreneurs Program. We also supported ten more projects from UPAEP's Community, including students from both graduate and undergraduate programs, through the Eagle Entrepreneurs Program. Through our Business Strengthening Program, we provided free assistance to nine companies from UMarket and four from the EcoSol Collective, in collaboration with students of the 'Business Incubation' course provided under service learning.

To support the creation of a community (Ecosystem), activities such as workshops, conferences, and presentations by entrepreneurs were carried out. These focused on topics including the social ecosystem, intra-entrepreneurship, and high-impact entrepreneurship, and were intended to impact students in different ways (44 activities were carried out in total, designed to cultivate the mindset in the student and to develop and promote the culture of innovation and entrepreneurship in the community of entrepreneurs).

All of this involved **771 students** during the Fall 2022 semester and 810 in Spring 2023.





For the first time in the history of **UPAEP tennis**, we obtained a national runner-up in women's doubles at the 2023 CONADEIP National University Tennis Masters Circuit and two second places in doubles in the first and second stage of the CONADEIP National University Tennis Circuit (CNTU) in MTY.

In **Taekwondo (poomsae and combat)** we won three gold, six silver, and nine bronze medals in the CONADEIP National Taekwondo Championship, in October 2022. We were also the national runner-up in the men's 1st teams in combat, and we won five bronze medals in the 2023 University Championships, in Hermosillo, Sonora.

We were also happy with our third place in the National Championship of **women's fast soccer** 1st teams of CONADEIP, CETYS; our students did a great job. We also congratulate the

members of the men's soccer team for their runner-up position in the soccer 2nd division championship and subsequent promotion to CONADEIP's First Division. We were also the hosts of the CONADEIP 2nd division soccer national championship.

In **athletics**, we won one gold medal, one silver, and one bronze in the CONADEIP National Athletics Championships 2023; while in basketball we achieved third place in the National Championship "Ocho Grandes" of the women's basketball team of the ABE League. It is worth mentioning that student-athlete Diana Laura Villalobos Cruz was selected in the ideal team (the 5 best players of the whole event).



## Medals

GOLD



SILVER



BRONZE



**Sport** is an excellent way to promote all kinds of important values. From a university perspective, it can contribute to students' holistic education, through the generation of meaningful experiences that help them in their process of formation as leaders. Teamwork, leadership, resilience, solidarity, and respect are just some examples of values that can be promoted in daily life through sport.

This year, our sportsmen, women, and teams achieved the following:



The **Center for Artistic Expression (CAE)**, a project with a long history and a modern flair, is the reflection of an innovative university that, over its 50 years of existence, has always looked to the future with enthusiasm and a commitment to the academic quality and prestige that have made it what it is.

CAE is a space for the arts, but also a center for innovation in the creation, production, investigation, and expression of art, at the service of our university community and beyond.

With a splendid infrastructure, specially developed for the teaching and promotion of art, along with an equally specialized team who are all committed to this new stage, CAE intends to transcend as a strong artistic and cultural offering.

The artistic disciplines taught at the CAE are **Music, Theater, Dance, Visual Arts and Literature.**

This year, 1,071 young people were trained in these disciplines and 6,542 were impacted by the activities carried out by the center.

We firmly believe that the practice of art contributes favorably to students' academic performance, as it encourages neurological development, develops communication and expression, and enriches the daily experience to build a fuller, happier life. When we educate the aesthetic sensitivity of the person, a space is opened to learn to look at the environment, oneself, and others in other ways. Art is capable of transmitting humanizing values that elevate and dignify the person, through the construction of inclusive and community processes; it harmonizes the life of those who practice it and encourages human creativity.

Our young artists showcased their talents through:

- Interdisciplinary presentations and performances at the inauguration of the new facilities of the Center for Artistic Expression.
- Performances at the inauguration of the CONADEIP national championship.
- Performances at the inauguration of the ABE Big 8 league tournament
- Participation in the 50th Anniversary events: Participation in the countdown 3,2,1 ...; Let's Celebrate Who We Are (including the premiere of the play 'Radio50' and the workshop 'Dale color a tu Brumildo'), and the artistic program developed for the UPAEP's Golden Gala.

Some important social projects were also carried out, through the Community Theater, Artistic Initiation for a Culture of Peace, and Inclusion and Sustainability programs; projects in which art is a tool for socio-emotional development, that fosters healthier coexistence and dialogue. Of these social programs, one that had the greatest impact was the workshop and performances in Mexican Sign Language (MSL) for deaf people and the general public.

Over the 2022-2023 academic year, the following performances were held:

- Performing arts students participated in multi-, inter-, and transdisciplinary projects, through theater and dance companies, as well as music groups.
- The fine arts collective organized shows, exhibitions, master classes, and specialized workshops.
- As part of the CAE's internationalization projects, an opera recital was held with the international soprano Maria Katzarava, winner of the Operalia award, the most prestigious in the world of opera, in 2008, who has performed on the most important opera stages. This exciting event also served to formally inaugurate the new UPAEP Theater.
- Over the summer we hosted the International Wind Symphony, which brought together internationally recognized artists in a space for development and learning exchange for young wind and percussion musicians and is recognized as the most important event for symphonic Bands in Latin America. Five students from the recently formed 'UPAEP Red Eagle's Marching Band' participated in this project, which was led by an aerospace engineering student who made his debut in the University's 50th-anniversary celebrations.

Our **UPAEP MUSEUM**, which was founded 28 years ago, is a space that has an inclusive, educational, participatory, and sustainable approach and promotes the social development of communities through art and culture.

This academic year, 36 exhibitions and a total of 586 social, cultural, and educational events were held.

This included: 134 activities to promote arts and culture, 55 training activities, 103 social programs, 286 under the program 'Diagnosticarte: your senses in art' aimed at students in the area of health; publication of the 2nd edition of the magazine 'Relacionarte', publication of the proceedings of the 7th International Meeting of Museums, and 7 International Events.

Over this period, the UPAEP Museum has worked in two ways. Internally, it has placed special emphasis on working in collaboration with the various faculties that make up the UPAEP Academy, favoring a **'Laboratory Museum'** approach. This aims to consolidate students' comprehensive education through co-creation and critical reflection, where they not only interact with the museum as patrons but also as cultural managers from their academic disciplines, helping them to develop leadership attitudes.

At the same time, in keeping with its mission, the Museum has continued to develop social programs that serve diverse communities. These projects seek to promote the common good and achieve social transformation. Over the 2022-23 academic year, initiatives include the 'First

National Inclusive Chess Tournament', as well as disability awareness workshops for students. The 'Hospital Museum' was also reopened and several important programs were renewed for another year, including 'Evocarte' for the elderly, 'Arte Andante' for traveling exhibitions, and 'Resonance' on Alzheimer's disease.

Our institution has always been at the forefront of cultural issues. Seven years ago, we saw the need and opportunity to bring together important actors in the field, in a space for dialogue, which is what we know today as the International Meeting of Museums. This proposal was well-received, and the meeting has been held every year since.

For 2022, the main theme was 'Facing the Future, How to Define the Museum', and in November we will hold the eighth edition whose theme will be 'Giving Life to Museums. A Review from a Museography Perspective'.

Our students' leadership was demonstrated through community projects, acts of solidarity and leadership events, including the University Meeting, September 16th Celebrations, Civic Ceremonies, Solidarity Thursdays, the Eagles with You Campaign, Volunteers, TEDx, and the creation of the Inter-University Committee of Puebla (IUCP). These serve as proof of the impetus and the scope of these new generations, who also managed to achieve their goal of **50 tons of donations to the Food Bank**, through events such as Solidarity Thursdays.

43 undergraduate academic programs are currently represented by our **Board of Directors**. This equates to 100% of all existing programs. From Fall 2022 to Spring 2023, the activities of the Board reached 43,260 people.



Some of the most emblematic activities of the boards of directors include the 'Eagle Tournament', which brought together all undergraduate programs for a football tournament that ran across two semesters, and the 'Eagles with You' event, through which 350 meals were delivered to people in situations of homelessness.

The number of **student groups** has also grown by 19% over the past year, while student group membership has grown by 65.5%. This has made it possible to impact **7,602 people** this year through diverse activities.

The **CTP** is the institutional program through which we recognize and accredit our students' participation and achievement in co-curricular activities and formative experiences. This program has been running since 2016, and in 2023 it was extended to include postgraduate programs. The program is research-based and runs across all modalities and campuses. This period we accredited 1122 training programs – 726 for undergraduates and 396 for graduates.

**7,631 undergraduate** students participated over the academic year, with an average participation rate per period that grew from 32% in 2022 to 44% in 2023. In graduate programs, we incorporated Specialty and Teaching students into the program, increasing participation from 391 students in 2022 to 828 in graduate programs by 2023.

As a Catholic institution, we aim to provide training in Christian values for the entire university community, through the intellectual analysis of faith, rooted in its doctrinal foundations; spiritual formation as missionary disciples of Christ, and pastoral and testimonial education, as a reference for the evangelization of intelligence and culture; promoting transformative leadership, committed to the construction of the Common Good.

The activities carried out this year by the **Pastoral Service** are listed below:

- Pilgrimage to the Basilica of Guadalupe:** This pilgrimage is a fundamental part of the spiritual experience at our institution. There are two ways to participate. 1) On foot: a day trip of approximately 42 kilometers through the Iztata-Popo National Park, leaving from San Rafael Ixtapaluca, Puebla. The following day, this party joins the second group, 2) By bus: this contingent leaves from the central campus, the Tehuacan Campus, and the 10 High Schools of the university to meet with the walking groups at Llano Grande. From there, everyone continues together to the Basilica of Guadalupe, where Holy Mass is celebrated presided by the university chaplain and in which the consecration of the University to our Lady of Guadalupe, patroness of the Institution, is renewed.

- Christmas Missions:** These are carried out during the last week of the Fall semester; they took place in the parish of San Juan Epatlán; nine communities out of the 11 that make up the parish were attended. We visited families and cared for the sick, as well as carried out all the activities of the liturgical season, such as the celebration of the posadas and catechesis in preparation for Christmas.

- Youth Pilgrimage to Cubilete:** In collaboration with the Testimony and Hope Movement, we participated in the national youth pilgrimage to Christ the King on the Cubilete Mount. This event brings together young people from all over the country and takes place on the last Saturday of January. This year, this event was attended by a significant number of UPAEP staff members, as well as students.

- Good Friday Procession:** In coordination with the Archdiocese of Puebla and the churches of San José, Santa Mónica, Santo Ángel Custodio de Analco, the parish of Santo Niño Doctor de Tepeaca, La Soledad, El Carmen, and La Compañía, the XXI edition of this procession was held. It was supported by the municipal governments of Puebla and Tepeaca, the government of the State of Puebla, and the federal government. This event is a landmark event in our state, as

this year it attracted around 150 thousand people in person and through Facebook 116 thousand 474.

- Holy Week Missions:** These were carried out during Holy Week of the Spring semester; they took place in the parishes of San Juan Epatlán and San Jerónimo Coyula; a total of 12 communities were visited across the two parishes. Over this week, we visited families and cared for the sick as well as the traditional Holy Week activities: praying the rosary, the Palm Sunday procession, the Easter triduum, and the Easter Vigil.

- Celebration of the Easter Triduum:** Holy Week celebrations were held in the university chapel - from Palm Sunday to the Easter Vigil - with an average of about 80 people participating in each celebration.

- International Missions:** The first international mission was carried out from May 24 to June 23 in Nairobi, Kenya. For this, for an inter-university team was formed, in collaboration with Intercontinental University. This team included 8 UPAEP students and one staff member. The main objective of these missions was to share the gifts we have received, and our students' professional knowledge, with the communities of the parishes of Christ the King, St. Mary of Guadalupe, Lenkitem, and Mas-huru.

- Sacramental preparation:** Sacramental preparation courses were held for children and young people in the university community. The preparation lasted 9 months, during which the students studied the principles of the Faith to receive the sacraments of Eucharist and Confirmation.





The **Social Impact Projects (SIP)** are an opportunity to put the UPAEP social innovation model into practice, and the result of working closely with students of specific courses such as 'A Commitment to the Future' and the 'Leadership Spirit Grant' or those interested in transforming a specific social reality through a project.

They also analyze existing solutions and areas of opportunity, where an intervention might have a relevant impact. After this, they use their creativity skills to come up with proposals for innovative solutions to the issue identified. In the final phase of planning, students assess the value of the project in the community that it is designed to benefit.

After this, students execute their projects in collaboration with social allies in a community, school, institution, etc. Throughout the project, students have opportunities for learning, reflection, and making

improvements, after which the project can be evaluated, systematized, and replicated.

In addition to this, the **Socially Relevant Integrative Projects (SREPs)** are an opportunity to apply the knowledge acquired and skills developed at the institution in a real-world context, which, in turn, become challenges to be addressed from an educational perspective.

Through two terminal elective subjects, students analyze and solve a real social issue and generate experiences and products that demonstrate the learning acquired in one or more of their academic subjects. Through this program, students can transform reality through interdisciplinary projects with social relevance that empower them both personally and professionally.

In these projects, students identify a challenging issue and then carry out a deep analysis process based on systemic thinking to identify the root causes and define which cause has the potential to be addressed by a project.

This year, **88 students** participated in the **Social Impact Projects**, and **19 projects** were carried out as part of "A Commitment to the Future" and the "Social Leadership Grant".

As for the Socially Relevant Integrative Projects this year

**7 projects were completed, benefiting 750 people**, and 6 projects are currently in the process of development, with a total participation of **80 students**.

In the Fall 2022 period, students from 2 groups presented the results of 4 projects developed for the company Oselotl (through IMPULSA), the Tiltik Art Workshop, and the organization CIPAAC.

The deliverables from the project for Oselotl in San Juan Tuxco, a family-run vegetable producer, were two manuals - one for good agricultural practices from planting to packing, and one on composting to reduce organic waste.

The project with Tiltik Art Workshop, from Cuetzalan, consisted of generating a pathway for the workshop's training program to obtain official certification, including the option of becoming CONOCER certified or generating a CONOCER certification.

The project with CIPAAC, an organization that works with people with disabilities, was more ambitious. For this, a prototype website was developed, offering a self-managed course to inform and sensitize employers about labor inclusion for people with disabilities.

In Spring 2023, 3 teams of students presented the results of their work, carried out over 2 semesters, with 3 partner organizations. One team worked on the topic of occupational mental health within a company (Airtemp), in collaboration with the UPAEP project #Amolavida. Students developed a

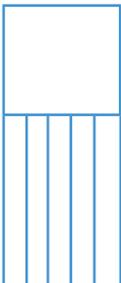
communication strategy for the company to share information on the importance of mental health with its workers, as well as offering the #Amolavida platform as a tool to incorporate this topic into their daily lives.

The second team developed a proposal to improve the work environment and internal organization of the 'Gilberto Bosques Saldivar Library Park Community Development Center in the state of Puebla. This project consisted of building a more functional organizational chart, with job descriptions, as well as a selection of courses and training to strengthen job profiles within the organization, ultimately contributing to the Center's objective of strengthening the social fabric of its community.

Finally, the last team worked with the "Guardianes de Saberes y Sabores de Calpan" (Guardians of the Knowledge and Flavors of Calpan) cooperative and a group of producers, to encourage collaboration. The team began by working with the producers to develop a shared vision for the group. Next, they began to develop their theory of change for how they see themselves evolving over the coming years. A tangible product of this process was the participation of the agricultural collective in UPAEP's 50th Anniversary, sharing a glimpse of what there is to see in do in Calpan as a tourist-gastronomic-cultural destination.



Socially Relevant Integrative Projects



In this section of the Report, we would also highlight that, in the face of the challenges we see and experience in our societies, which are increasingly complex, and force us to analyze, reflect, and act to face change, the 3 **Changemaker Campuses in Mexico** (Tec de Monterrey Guadalajara, Universidad de Monterrey UDEM, and UPAEP) are making a joint and committed effort. For the third consecutive year, we held the Inter-University Meeting of Agents of Change, hosted by the Tecnológico de Monterrey, Guadalajara .

This meeting sought to encourage dialogue between trainers, students, and partners of educational institutions for the construction of sustainable solutions to social problems **that concern us as agents of change.**

Over 3 days, strategies were shared on how to educate people to become empathetic, collaborative, and ethical agents of change; experiences in learning systematization, institutionalization of initiatives, good practices for sharing change agency, and the knowledge that the university contributes as a center of social innovation, and good practices for sharing initiatives, methodologies, and experiences that inspire others to continue promoting change through Higher Education Institutions.

The importance of **social service** at UPAEP is highlighted in point 75 of Chapter IV of our Ideology: “The primary purpose of our university is to encourage students to analyze and understand social, economic and political problems in our country, and to



underprivileged social sectors, and forming a sense of solidarity and service that complements their professional practice and leadership.

That is why social service is a fundamental part of our student’s education. It provides an opportunity for them to collaborate directly in the development of communities, the resolution of social problems, the practice of solidarity, and the construction of a more just and peaceful society. For a student to perform their social service, they must complete 70% of the approved credits according to their study plan. Students performing their social service must register with a government agency and be provided with a letter of acceptance.

Social Service should preferably be carried out continuously, at a single institution or agency, and students should perform the activities indicated by the program in which they are enrolled.

This year the students performed their social service at **43 public institutions** of different levels including education, health, municipal, state, and federal.

awareness of their responsibility to promote the common good. For this reason, we consider social service to be an essential part of the student’s formation, which, while contributing to the development of the community, brings them closer to the most needy social sectors, and forms in them a sense of solidarity and service that remains with them throughout their professional life”.

Social service consists of the student being involved in a project in which they collaborate directly for the benefit of their fellow man and society, bringing them closer to the most



Changemaker Campus México

## Social Service

637  
STUDENTS

882,336  
HOURS OF SERVICE



The **Student Support and Follow-up Program (SSFUP)** was created to strengthen students' holistic development through meaningful accompaniment experiences, focused on encounter. Although academic performance is an essential and fundamental way to evaluate educational quality in higher education, it is also associated with sociocultural factors, learning practices, and to a greater extent, the individual situation of the student in all their complexity as a human being, mainly academic-cognitive and/or socioemotional aspects. The above must be considered within a situated academic context and highlights the need for continuous intervention strategies.

Therefore, PSSFUP interventions include formative, preventive, and remedial processes. Through this program, we accompany incoming students through group tutoring, based on their admission profile. In the Fall 2022 period, we implemented another strategy to support academic recovery, offered through the 'Self-regulation of Learning' workshop for conditional students, providing continuous monitoring throughout the time that they are studying under this condition. We also increased our support for groups of students flagged for early warning with the 'Development of Skills for Academic Achievement' workshop, consolidating the Student

Support and Follow-up Academy. In addition to this, we ran workshops with a psycho-pedagogical approach that enhanced the academic skills of all our students, making use of an innovative approach that incorporated play.

This would not be possible without the collaborative work of the liaison tutors, academic tutors, support tutors, and peer tutors, who are committed to **continuously supporting** their assigned students at an individual and group level

Through the SSFUP we also offered courses for these formative agents, as well as a training camp that was run for the first time this year.

UPAEP defines educational quality as a multidimensional and dynamic process of continuous improvement, focused on reflection for decision-making based on indicators derived from internal and external factors, through self-evaluation and external evaluation mechanisms for the achievement of the institutional mission and vision, based on and guided by the UPAEP Ideology, in search of graduates capable of developing in the personal, social and professional spheres.

To begin with, we would like to mention that, as part of our **international accreditation** process, in the Fall of 2022, we were delighted to welcome two important personalities from WASC, Dr. Linda Petersen, Vice President of WASC, and Dr. John Hausaman, an expert in substantive change, to our university. The visit took place in November 2022 and allowed us to address issues of form and substance of utmost importance for the preparation of the institutional evaluation process towards WASC candidacy in 2024.

In spring 2023, we submitted the Letter of Intent to WASC for our candidacy. Institutions applying for Initial Accreditation with WASC must submit a Letter of Intent, which addresses the concerns identified by the Eligibility Review Committee. This letter provides all the information required by WASC to proceed with the candidacy process and details how the institution is preparing for the WASC visit. UPAEP submitted this letter in February 2023, with the visit scheduled for early 2024.

In Spring 2023, we shared the impressions from WASC's 2022 visit with all university departments, to prepare for the 'next steps' in the Institutional Accreditation process and share the impressions of the visitors. We

addressed the main topics with approximately 321 people, both academic and administrative.

We would also like to mention that this year's WSCUC 2023 Accreditation Resource Conference (ARC), held in Orange County, CA, was aimed at addressing the new 2022 Accreditation Standards, which express a commitment to the success of all students, ensure institutional quality, and promote and institutional culture of evidence informing improvement. They are of particular interest to UPAEP, as these are the standards under which we will seek candidacy and accreditation.

In the initial sessions, we learned that it is critical to prioritize student success, demonstrate commitment to evidence in action, and define what DEI (Diversity, Equity, and Inclusion) means for our institution. It was established that diversity, equity, and inclusion reinforce each other to help institutions create an environment of inclusive excellence and student success.

Also, as part of our commitment to constantly improve our quality processes, the UPAEP General Education department, with support from the Professors Fund for Mexican and International Humanist Scientists (PFIMHS), invited Dr. Monica Stitt-Bergh from the University of Hawai'i at Manoa to visit our institution. Dr. Stitt-Bergh has extensive experience in assessment particularly General Education Learning Outcomes (GELOs). The visit focused on 3 main objectives

- 1) to reinforce understanding of the fundamentals of the GELO assessment process among key stakeholders,
- 2) to develop an effective and sustainable long-term plan for assessing and integrating GELOs into programs and courses,
- 3) to identify Agents of Change and coordinate efforts.

Core members participated in two workshops with Dr. Stitt-Bergh, focused on generating environments and conditions conducive to the learning processes associated with General Education. In turn, we also reviewed how to design successful and sustainable mechanisms for the development of these competencies and their measurement. Additionally, Dr. Stitt-Bergh led two talks with strategic agents at UPAEP to support our efforts toward international accreditation.



In addition, in collaboration with the Data Analytics and Indicators Department, in May, 4 BI (Microstrategy) dashboards were released for the benefit of the academy, in which the data from the evaluation of 4 GELOs can be reviewed. The dashboards for oral communication, information management, critical thinking, ethical reasoning, and social commitment, are in addition to two dashboards released in Summer 2022: mathematical reasoning and written communication.

In terms of accreditations, this year, we have achieved **national and international accreditation for the Bachelor's Degree in Medicine**, by the Mexican Council for the Accreditation of Medical Education, A.C. (COMAEM). Both accreditations are granted by the same organization, but the international accreditation is endorsed by the **World Federation for Medical Education**. The course is currently accredited under this program until May 2028.

As our last point on academic quality, we would like to share that we have a total of 120 continuous improvement drives in operation, for the analysis of Learning Outcomes. These drives correspond to academic programs across all modalities, educational levels, and campuses. They are a key element in the implementation of the Learning Outcomes approach, as they provide evidence of action plans designed to improve academic quality and student success.

To analyze the changes and innovations that are implemented in the curricular field and respond to the requirements of higher education, from

the design of strategies that enhance academic linkage and monitoring to improve educational quality, we have the **Curricular Research and Advisory Center (CRAC)**.

This Center offers curricular, pedagogical, and administrative advice and training, as well as carrying out educational research, to continuously improve the quality of education provided at UPAEP. The CRAC provides support to High Schools and Higher Education (Undergraduate and Postgraduate: Specialty, Master's, and Doctorate) and works across all three modalities offered by the University: on-campus, virtual, and hybrid. It is also closely linked to other departments and areas of the University.

Over this reporting period, the impact of the Center included:

- 34 curricular projects entered into Mexico's federal platform for official registration of higher education programs from September 2022 to March 2023, of which 10 have already been approved.
- From November 2022 to June 2023, we have worked with 31 academies to develop or redesign their curricula, to bring them into line with the new curricular model. These new curricula will also be entered into the same federal registration platform in July 2023.
- 28 curricular programs were officially registered: 1 at the state level and 27 at the federal level.
- We received 17 favorable Technical Academic Opinions from CIFRHS (the authority responsible for specialist medical training in

Mexico) from August 2022 to June 2023.

- We published the document that defines our Curricular Model, Comprehensive Formative Trajectories (CFT), which meets new needs, favoring flexibility, as it includes elements that help to put the comprehensive and autonomous training of the student into practice, favoring direct and active participation in the educational processes.

The creation of the CFT curricular model has set UPAEP's educational offerings apart from the rest. Innovative proposals have been developed according to the needs, level, and educational modality of each project. At the same time, the model serves as an institutional structure based on clear curricular guidelines, to facilitate development and management.

Our curricula were redesigned reflectively and proactively. Academies had to understand how the curricular model is incorporated into their curricula, as decisions were made collaboratively, taking into account their relevance, pertinence, social and individual usefulness, contextualization, applicability, and impact on the comprehensive education of the students.

- We participated in the Institutional Learning Outcomes Committee, to advise and support academies in the development of their rubrics.



We are pleased to announce that, we currently have **16 programs** registered in the **National Graduate System (NPS)**:

## Master's Degree

Biotechnology  
 Environmental Engineering and Sustainable Development  
 Management and Marketing  
 Data Science and Business Intelligence  
 Mechatronics Engineering (Postgraduate with Industry)  
 Work and Organizational Psychology  
 Strategic Planning and Technology Management  
 Applied Economics  
 Industrial Innovation Engineering  
 Energy Management

## PhD

Strategic Planning and Technology Management  
 Biotechnology  
 Education

## Speciality

Family medicine



### Five of these were incorporated in 2023:

Master's Degree in Applied Economics  
 Master's Degree in Industrial Innovation Engineering

Master's Degree in Energy Management  
 Master's Degree in Integrated Manufacturing Systems and Quality Strategies (Awaiting confirmation of acceptance)

Family Medicine Specialty (Run over six sub-sites in Social Security clinics)

The purpose of the Center for Learning Innovation (CLI) is to research digital tools for learning, support professors in the use of technology for education and develop digital educational products for the benefit of the different areas of the university.

This year, CLI developed more than 800 hours of digital educational materials that benefited 3,817 people, including students and teachers across all educational levels.

Among the CLA's success stories are:

- the Diploma in Comprehensive Training of Elementary and High School Teachers, which benefitted teachers from low-income schools in the states of Oaxaca, Guerrero, Tlaxcala, and Puebla
- the development of digital materials for the Transformational Leadership course, in collaboration with the area of Humanistic UPAEP's Humanistic Training department, for the course to be automated,
- the development of the Educational Anthropology course for secondary education teachers promoted by the BECAR Foundation, which aims to transform teaching through reflective practice;
- the development of courses that help train and promote University projects among the university community, such as the UPAEP Curricular Model and the Social Innovation Model course.

At UPAEP our process of continuous development allows us to remain at the forefront of our field. We offer high-quality undergraduate and graduate programs through **alternative modalities**. These programs are flexible, relevant, and of academic excellence.

We are a benchmark institution for alternative modalities, at a national and international level. We are renowned for our academic prestige, for our mastery of innovative educational methodologies, and for the personalized, holistic support that we provide to our students.

Success stories in the area of alternative modalities include:

- The "I transform my community in an indigenous language" project.
- Denver-Puebla collaboration has been strengthened. Ten years after this fruitful alliance first began, collaboration



between both entities has been promoted, to generate new projects aligned with UPAEP's strategic growth.

- Based on our differentiator (4 to 1 Tutoring Support) we developed a series of 20 videos for the students of alternative modalities for SSFUP and the Tehuacán Campus whose content -identified by Tutoring - covered the different academic products most often requested by the student population.
- A Culture of Peace was promoted in our educational community through a virtual course developed by SUMA. The purpose of this course was to contribute to the development of a more empathetic citizenship, based on dialogue. For the first stage of this project, the course was implemented in UPAEP High Schools San Martín and Lomas.
- DGIME was recognized by the Telethon Foundation. The 'Eagle Solidarity' appreciation ceremony was organized by the Training, Culture, and Leadership Department, and recognized DGIME (Continuing Education, CENIA, and SUMA) for the financial contribution that the area was able to collect, with the support of the educational community and donate to the Telethon.

Another of our educational commitments is in **Continuing Education**; an integrated unit that aims to contribute to the holistic development of individuals and organizations, satisfying the training, education, and continuing professional development needs of companies, institutions, and society in general, through flexible and innovative programs, with a high level of academic quality and a Christian humanistic approach. Through Continuing Education, we also contribute to the transformation of society, through relevant proposals aimed at promoting the common good.

Currently, the UPAEP Continuing Education model is centered on the concept of Lifelong Learning, meaning continuing education before, during, and after obtaining the academic degree. It is based on two principles - 1. Learning opportunities for all, and 2. Development based on the Pedagogy of the Common Good.

In the 2022 - 2023 period, a total of **4,640 students** were enrolled, with a terminal efficiency rate of **98%**. Important achievements include:

Highly specialized programs that allow for continuing professional development, innovation, and interdisciplinary work among colleagues at an international level.

Development and implementation of the CERTIFICA - T certification model for higher education training paths.

Design and launch of the KIT SOFT SKILLS program with 30 training options delivered via videoconference.

Design and development of high-technology programs: such as the Systems for Artificial Vision course, Diploma in ROVERS, Diploma in Service Robotics, Diploma in Mobile Robotics for Industry, and the Diploma in Small Satellite Development, among others.

The **Good Teaching Practices Meeting** is an innovative action that we have carried out to promote knowledge exchange and create a learning community. This event has already celebrated its tenth anniversary. Since 2013, this meeting has functioned as a space for professors from both UPAEP and Intercontinental University (UIC) to share their experiences in teaching and educational administration and review success stories that have contributed to the teaching-learning process and comprehensive education. Each meeting focuses on a particular theme. Teachers present papers related to this topic, which are designed to improve the quality of education and presented in such a way that other teachers can replicate them. This exchange of knowledge in turn contributes to the process of comprehensive education of students, according to their specific graduation profile. This year, the teachers' experiences focused on the theme of 'The Role of the Teacher in Educational Transformation'.

We use specialized and state-of-the-art equipment to achieve "multi-environmental", meaningful learning experiences for our students. Through this, it is possible to consolidate our institutional value proposition of forming transformative leaders.

This year, we have developed more and improved **interdisciplinary spaces**, so that students may put the skills and knowledge acquired in their subjects into practice.

To address this important strategic initiative, several **multidisciplinary**

**committees** were formed to analyze the three major stages of the student trajectory - admission, permanence, and graduation, and design strategies to strengthen each phase and coordinate between them, placing the student at the center of their activities. Thanks to this work, which began in 2015, we have been better able to accurately assess the profile of each of the students entering our institution, identify their specific support needs promptly; intervene through the various programs and actions of the SSFUP (Student Support and Follow-up Program), and thus reduce the dropout rate by up to three points.

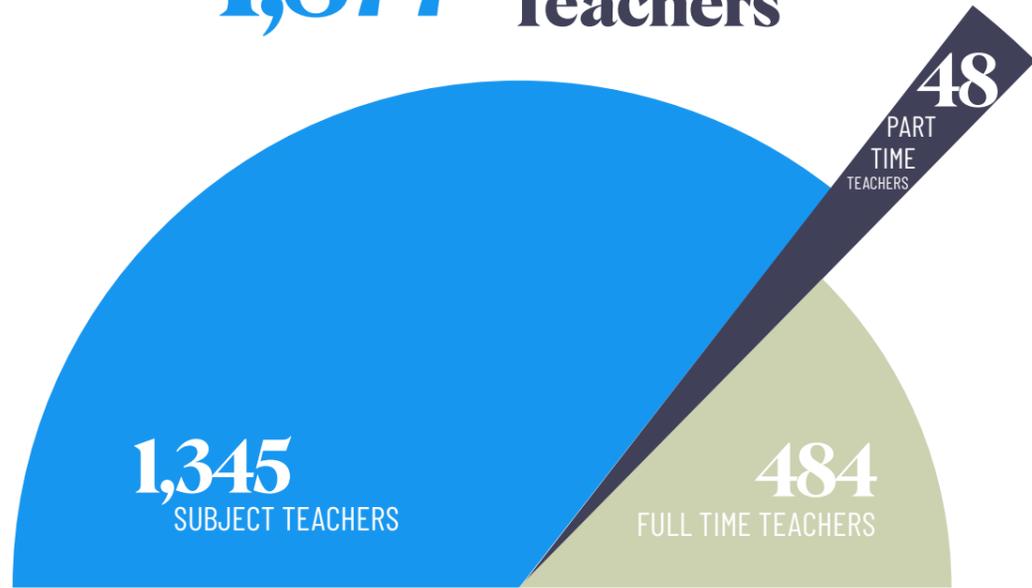
During the student enrolment process, we evaluate applicants' learning, as well as their social and emotional skills. This allows us to detect areas of potential as well as areas for improvement promptly so that we can provide them with the appropriate support options for each individual during their formative process. This is to enhance the entry profile of UPAEP students to ensure their academic success and the fulfillment of their graduation profile as transformative leaders.

During this reporting cycle, **the Student Admissions Department** has conducted an in-depth and detailed analysis, led by specialists in the field, of the impact of global events in recent years on the different skills and behaviors of applicants to the university at different levels. The purpose of this analysis was to further refine the diagnosis carried out during enrolment so that UPAEP's coordinated efforts to ensure the success of its students will better respond to the ever-changing reality of our times. This is to ensure that society will always receive new professional transformative leaders, whatever the conditions of the environment.

As part of the holistic support that we provide to our young people, this year we offered them **medical services**, both in the Medical Clinic and in the Emergency Room, which included general medical and specialty consultations, as well as emergency care. 137 students (randomly selected) received medical attention free of charge on the Second University Health Day, including laboratory tests and medical consultation, for the detection of diseases. We also held the 7th Health Fair, with the theme of organ and blood donation. We acquired ultrasound equipment to offer these tests to the university community. Finally, we offered advice to the SSFUP program and the Admissions department for updates to the Holistic Health Diagnosis (HHD) completed at enrolment.

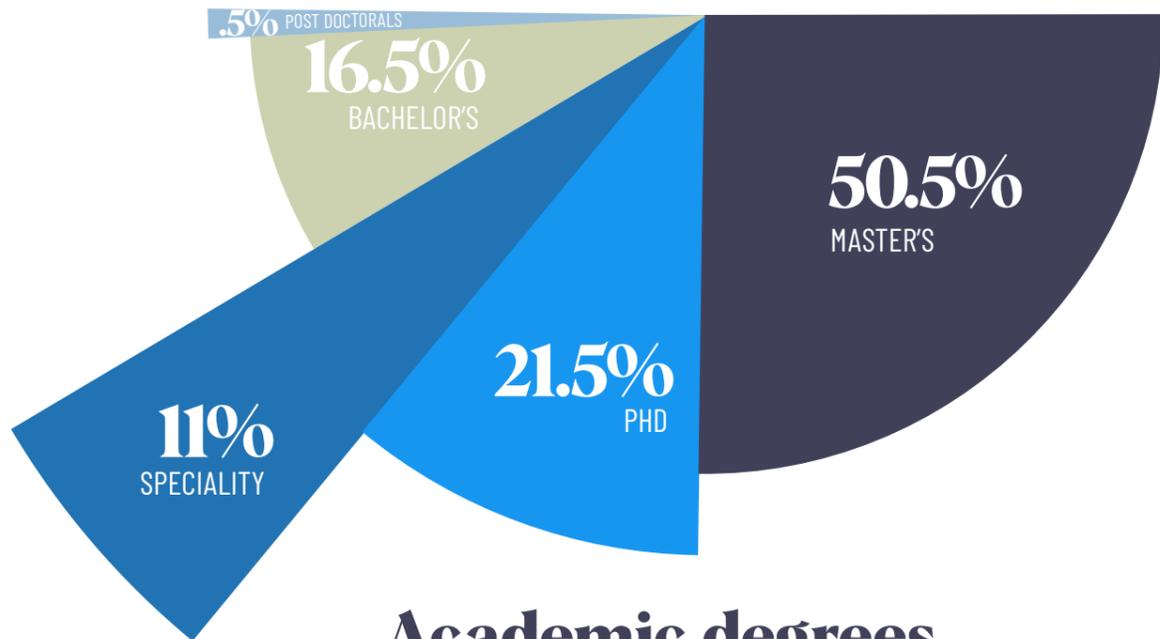


# 1,877 UPAEP Teachers



Our students are our university's raison d'être.

Their holistic development, as well as their academic education in the subject area of their choice, is thanks to the work of the professors who accompany them semester after semester.



## Academic degrees of UPAEP Professors.

As we constantly strive to maintain and consolidate the quality of the programs we offer, the **Academy is the collegiate body** that strengthens the substantive function of teaching to work on aspects of the area or areas of knowledge, and provides feedback on design, development, and curricular evaluation, favoring the academic quality of the academic programs and the integral humanistic and Christian formation of the students to ensure compliance with the graduate profile. The **Departmental Academies** set the course of collegial work in the daily operation of university activities, promote the development of institutional projects, and validate the agreements and decisions made by the academies under their jurisdiction.

In the program academies, topics are discussed, and agreements are reached based on the guidelines set by the **Departmental Academies** and proposals are generated on: academic quality, market relevance, evaluation, and continuous improvement of educational processes, academic programs, and professors, with a focus on multimodality and collaboration between campuses.

The faculty academies respond to the needs of the environment from the SRAS and contribute to academic quality through the development of learning guides, the design, validation, and application of instruments for measuring Learning Outcomes, as well as proposing solutions to emerging problems with a relevant and interdisciplinary vision, among others.

In the Fall 2022 period, we established 156 academies: 8 Departmental Academies, 9 Program Academies, and 139 Faculty Academies. In the Spring 2023 period, most of these Academies are still in force. Two Faculty Academies participated in the 4th International Congress on Educational Innovation (CINNED 2023).



The **National System of Researchers (NSR)** aims to, among other things, promote and strengthen the quality of scientific and technological research and innovation produced in the country, through monitoring and evaluation.

The System contributes to the education and development of researchers with the highest-level scientific and technological knowledge as a fundamental element to increase culture, productivity, competitiveness, and social welfare.

To date, 96 UPAEP professors are currently enrolled in the National System of Researchers. Of our researchers, 20 are classified as 'Candidates', 64 hold a Level 1, 11 are Level 2, and 1 is a Level 3 Researcher.

With these **96 researchers**, UPAEP is the private university with the **sixth-highest number of NSR researchers** in Mexico. In Puebla, we are the university with the third-largest number of researchers with this distinction, and we are third in terms of the number of NSR researchers among Catholic universities at the national level.

**107** UPAEP STUDENTS  
ARE COLABORATING  
*with NSR distinction*  
**researchers**

This year, the **total investment** for the development of research projects was **more than 8 million pesos**. 65% of this funding was provided by UPAEP, with the other 35% contributed by institutions such as the Council of Science and Technology of the State of Puebla (CONCYTEP), the National Council of Humanities, Sciences, and Technologies (CONAHCYT), and Notre Dame University, among others.

Over the Fall 2022 to Spring 2023 period, **78 basic and applied research projects, 157 educational research projects** funded by the university, and 9 projects co-funded by external institutions and UPAEP were registered.

UPAEP filed **five patent applications** and two industrial designs with the Mexican Institute of Industrial Property.

We were also granted **three patents** and one industrial design that had previously been submitted, over the period between August 2022 and June 2023.

Concerning rights registered with INDAUTOR, **12 international standard book codes** (ISBN: International Standard Book Number) were submitted and granted.

This year has been one of prolific production by our researchers, who have published **158 articles** in peer-reviewed scientific journals and 119 articles in journals recognized in indexes such as SCOPUS.



Patents

Continuing in the theme of research, we would like to mention that, for 20 years, we have supported **Expo Science**, the largest science and technology event for children and young people in Mexico, which brings together the entire student population from preschool to higher education. This is a RED program recognized by the International Movement for Scientific and Technical Recreation (MILSET) and serves to promote the participation of children and young people in scientific and technical research, innovation, and outreach projects.

We have supported this event for the past two decades, since it encourages the participation of institutions and companies dedicated to education, along with publishers and teachers.

This year:

In ExpoCiencias Puebla 2022 we had the participation of 133 projects from 17 municipalities in the state of Puebla in a conference format at the UPAEP Liaison Center.

In ExpoCiencias Puebla 2023 we had the participation of 152 projects from 23 municipalities of the state of Puebla in an expo format at the UPAEP Liaison Center.



During ExpoCiencias Puebla 2022, we had the participation of 110 advisors, and in 2023 we had 135.

At the awards ceremony for ExpoCiencias Puebla 2022, 30 accreditations were given to ExpoCiencias Nacional 2022 San Luis Potosi and 3 international accreditations (EXPORECERCA 2023 Spain / ISIF 2023 Indonesia and Encuentro Internacional de Semilleros de Investigación 2023 Colombia). And during the award ceremony of ExpoCiencias Puebla 2023, 30 accreditations were given to ExpoCiencias Nacional 2023 Sonora and 3 International Accreditations (ExpoCiencias Europe 2024\_Bosnia & Herzegovina/Cirasti 2024\_France and Expociencias ASIA 2024\_Indonesia).

We are very pleased with the great participation we had in the ExpoCiencias Nacional San Luis



Potosi, which had fantastic participation: 1,500 participants who were part of the 492 national projects and 33 international projects from 7 countries (Brazil, Italy, Peru, Paraguay, Chile, Colombia and Belgium), supported by 435 teachers.

In 2022, UPAEP was honored by the participation of four projects in the London International Forum, and for 2023, we obtained accreditation for three projects.



Below, we share the awards that the Mexican delegation obtained in international events:

2022:

#### **Gold medals in:**

- 1 medal at the International Festival of Engineering, Science and Technology in Tunisia - ATAST iFEST 2022.
- 4 medals at the MILSET ExpoSciences Brazil 2022 held in Fortaleza, Brazil.
- AI JAM 2022\_Competition for International AI Innovation and Research held virtually from Silicon Valley, USA.

#### **Silver Medals in :**

- International Festival of Engineering Science and Technology in Tunisia - ATAST iFEST 2022.*
- MILSET ExpoSciences Brazil 2022 held in Fortaleza, Brazil.*

#### **Bronze medal in**

- Taiwan International Science Fair, TISF 2022 (virtual).*

#### **First place in :**

- ExpoCiencias Costa Rica 2022, virtually.
- International Science and Technology Exhibition -MOSTRATEC 2022 (on-site).
- 2 first places in the International Science Innovation Fair 2022, held in Bali, Indonesia.
- 2 first places in the Northeastern Science and Technology Fair-FENECIT 2022, held in Recife, Brazil.

#### **Second place in**

- the International Meeting of Research Groups 2022, held in Colombia in person.

#### **Recognition as an outstanding project:**

- 1 project at the International Conference of Youth Social Scientists, developed virtually in Serbia.
- 2 MILSET ExpoSciences Brazil 2022 projects held in Fortaleza, Brazil.
- 1 project at the Asia Pacific Conference of Youth Scientists, conducted virtually from Russia.
- Outstanding participation in the Stockholm International Youth Science Seminar, in person from Stockholm, Sweden.

During the first quarter of 2023:

**Gold medals in:**

- Canada Wide Science Fair (CWSF 2023) held in Edmonton, Canada.
- 1 medal at the Latin American Meeting of Young Entrepreneurs, held in person in the city of Ambato, Ecuador.
- 2 medals at the International Festival of Engineering, Science and Technology, held in person from Monastir, Tunisia.

**Silver medals in:**

- the Bosnian Science Engineering Project Olympiad 2022, held online from Bosnia Herzegovina-BOSEPO 2022.
- Italian Young Scientist of the Year 2021, held in person from Milan, Italy.
- 2 medals at the International Festival of Engineering, Science and Technology, held in person from Monastir, Tunisia.

**Bronze medal in:**

- at the International Festival of Engineering, Science and Technology, held in person from Monastir, Tunisia.

**Second place in**

- the International Conference of Youth Social Scientists, held virtually from Bali, Indonesia.

A few years ago, we marked a milestone in Mexican space history with the launch of the AztechSat-1 nanosatellite. Following this project, Constellation Aztechsat was born - An inter-institutional project between UPAEP, UNAM, Universidad Panamericana, Universidad Aeronáutica de Querétaro, Universidad Politécnica de Querétaro and the Mexican Space Agency, to design, build, and operate four satellites, for a single purpose, to monitor and track marine mammals from space to promote their protection, and make a more rational use of the oceans' resources.

The project is structured across 13 systems where students and professors from the five universities participate directly under the leadership of Eugenio Urrutia Albisua, UPAEP Coordinator of Aerospace Projects and General Director of the project.

Last May, under the framework of FAMEX 2023, this project passed the first evaluation known as "Mission Concept Review" or MCR by NASA.

The four satellites will be launched into space by NASA in collaboration with the Mexican Space Agency.

Another of our aerospace projects is Gxiba-1, the winner of the sixth call by the UN Office for Outer Space Affairs (UNOOSA) and the Japan Aerospace Exploration Agency (JAXA).

JAXA will be in charge of transporting our Gxiba-1 satellite to the International Space Station to later be deployed and begin the execution of its mission.

Gxiba-1 is a CUBESAT format satellite that will take photographs, from a low orbit (400 km), of active volcanoes in Mexico, especially Popocatepetl, to trace the propagation of ash from different stages of eruption and generate an early warning system for the protection of the **population near the volcano.**

For this project, 7 professors and 53 students from our Engineering programs have designed and built the Gxiba-1 which recently passed JAXA's phase 0-1-2 evaluation. We now move into phase 3, which consists of preliminary testing before its shipment to Japan for its launch into space scheduled for 2024.



From the Tehuacán Campus, we also contribute to research. On this occasion, we would like to highlight the congresses organized by the academies of the different undergraduate academic programs in which our professors participated. A few examples include Accounting Day, the 3rd International Legal Refresher Course, the XXII UPAEP International Law Congress, the Business Congress, the International Seminar on Constitutional Law, Administrative Law: Advances and Challenges, International Congress: Challenges of Contemporary Labor Law, Social Media Day and The Marketing Day.

Through the internationalization department, we participated in the Integrating Digital Technologies and Online Learning in Higher Education and Erasmus+ Mobilities, with the paper: 'Digital literacy and online skills - challenges or opportunities for both students and academics?' at the University of Transylvania in Romania by Iván Quintana; We were published in the X International Congress of Entrepreneurship in Salamanca, Spain, in the book: 'Person, Company, Society and Entrepreneurship in the Context of the SDGs' by Editorial Dykinson S.L., with the paper 'Stress and Anxiety Factors that affect entrepreneurial potential in young university students'.

# solidarity

THAT CONTINUES TO MAKE HISTORY



## GOVERNING PRINCIPLE 3

# To Ensure the Consolidation of the Socially-Relevant Academic Systems

Luis Alfonso Villaseñor concluded his term as the leader of the Liaison Advisory Council (LAC), and Juan Pablo Murguía Ashby took his place as the new president. Lorena Hernaiz Arce, Lydia Nava Vázquez, and Enrique Saiz Cueto also joined the Board of Directors. We would like to take this opportunity to thank the following members for their invaluable work during this period: Carlos Sandoval, Habib Chamoun, José Arturo Germán, Alejandro Kasuga, Juan Luis Prieto, Sergio Peralta, Carlos Sandoval, Héctor Villareal, Alberto López de Nava +, Juan Enrique Murguía +.



The **Professional Development Programs are designed by the Academy** to provide continuing professional development and co-curricular professional training, to improve rates of terminal efficiency and graduation, and to help our undergraduate (on-campus and online) and graduate students prepare for their different exams.

The Professional Development Programs that have been found to have the greatest impact on our students are CENEVAL, TOEFL, remedial courses to improve GPAs for admission to specialties, and professional certifications, among others.

Networking and building alliances with national and international academic institutions and other training institutes are fundamental for professional development. This allows us to continue to offer our intercultural programs, as well as provide diverse experiences and career opportunities that consolidate our students' education.



In Fall 2022, as part of the agreement with the IECA (State Training Institute) of Guanajuato, the first edition of the Artificial Vision Systems UPAEP-IECA course was run, in which 10 students participated.

In addition to this, 80 students from different universities in Latin America attended tailor-made Professional Development Seminars to enhance their training in International Logistics, Market Intelligence, and International Business Management.

The students who visited us from universities such as the Corporación Universitaria del

Huila (Colombia), Oklahoma University (USA), and the Catholic University of El Salvador had access to experiential workshops, cultural visits, internships in laboratories, workplace visits, simulations with real customers, and conferences with specialists in the area.



We congratulate the students who obtained outstanding results, some of the highest in the country, in the following programs:

- COMMUNICATION AND DIGITAL MEDIA  
Alejandra Quintana Carrasco
- LAW  
Angélica Gálvez González (Tehuacán), Leilani Rebeca Ruiz López and Antonio Eduardo Tetitla Flores
- INTERNATIONAL RELATIONS  
Valeria Carrillo Cortina

The **Socially Relevant Academic Systems** help us put our educational proposal into practice. Students have the opportunity to experience a culture of collaborative, interdisciplinary work to solve social challenges, through projects that have an impact, through the university's three substantive functions. Over the year, we have organized several talks with national and international experts, as well as academics from different academic departments. These events have helped us as an institution to value this framework, which helps us to channel our efforts as an educational community towards generating new domains of common good and consolidating our Socially Relevant Academic Systems.

Looking ahead to 2031, we are working to consolidate the domains of the common good or lines of focus, grounded in a realistic understanding of the metaphysics of the person, the Pedagogy of the Common Good, and the Social Doctrine of the Church. We hope that the four SRAS: Human and Social Development, Life Sciences and Bioethics, Innovation and Technology, and Competitiveness and Entrepreneurship will focus their impact on generating and restoring relevant domains of

the common good.

From the conclusions obtained from talks held with experts and the university faculty, and the work that the different academic departments have carried out, we can see that students who participate in SRAS or PIPS projects are more consciously aware of transcendence through transformative leadership. These projects provide an opportunity for students and professors to work in an interdisciplinary manner, -in collaboration with partners from the Tetrahelix Model, to search for relevant solutions to the social challenges identified in their communities, through the three substantive functions - teaching, research, and outreach, to improve the dynamics in the main domains of common good in which we have chosen to influence as a university.



SRAS Matrix



The **Collaborative Community Days** take place outside the walls of the institution. Students and professors from different academic programs participate in activities aimed at addressing some of society's problems and contributing to the common good, which is the purpose of our Educational Model, with particular emphasis on the Socially Relevant Academic Systems (SRAS).

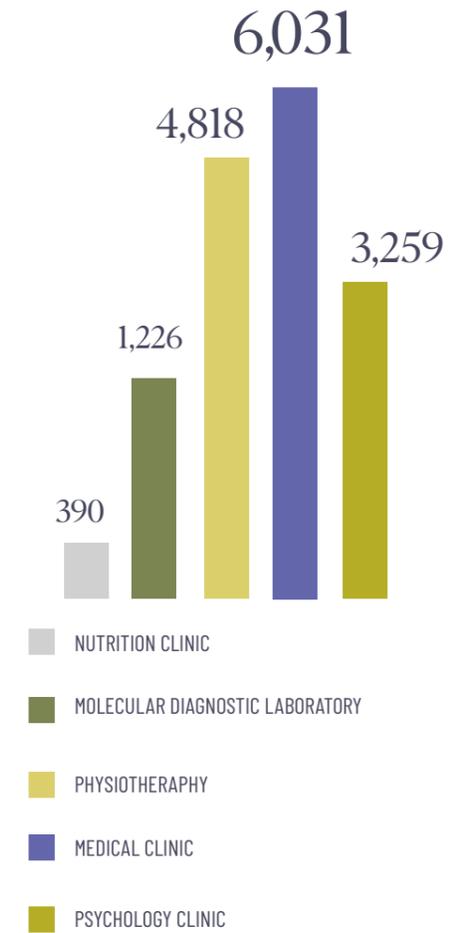
This year, the **UPAEP Office of the Academic Vice President and the Secretary of Welfare and Citizen Participation of the Municipality of Puebla** collaborated to provide professional services to people who attend various Community Development Centers in the San Aparicio, San Ramon and Solidarity neighborhoods in the city of Puebla, as well as in the municipality of Juan C. Bonilla. Students and staff from Agronomy, Law, Nursing, and Graduate Programs in Nursing, Physiotherapy; Languages, Teaching, and Cultural Diversity; Environmental Engineering, Medicine, Veterinary Medicine and Zootechnics, Nutrition, Dentistry, Pedagogy and Educational Innovation and Psychopedagogy; Psychology, Social Work and Educational and Organizational Psychology Online, as

well as educational counselors and tutors from the SSFUP Student Support and Follow-up Program have participated in educational interventions at selected public schools.

In the four Collaborative Community Days held over the 2022-2023 period, transformative leadership and UPAEP university values were demonstrated, especially our commitment to service, since these interventions **benefitted an average of around 264 people per day.**

Workshops, advice, and demonstrations were given, such as ecological paint made from cactus, how to take care of your pet, learning to grow vegetables at home, legal advice, save your teeth, healthy food, self-esteem, and mental health, storytelling for children, energy use and sustainability, and 'primary health care' with nursing, dentistry, general medicine, psychology and veterinary medicine and animal science consultations.

## Holistic Health Center *Services*



Academic Behavior

One of the ways in which we care for people, both inside and outside UPAEP is the area of health. In this section, we'd like to make a special mention of the **Holistic Health Center (HHC)**, which for more than five years has offered general and specialty medical consultation services, nutrition counseling, psychological care, physiotherapeutic and rehabilitation care, and molecular diagnostic tests.

This year, the most popular services at CSI were medical and specialty consultations, physiotherapy and rehabilitation services, as well as psychological care.

Since opening in March 2018, **77,430 services** had been performed as of May 2023, broken down as follows: **15,724 attendended services**

It should be noted that **HHC's Molecular Diagnostics Laboratory** is the first in our country to have digital PCR (dPCR) equipment for

molecular diagnostic tests, allowing researchers, professors, and students to obtain very accurate information that provides solutions to the current problems of all the disciplines that use this technology.

Our **Dentistry Clinic** has now been in operation for **45 years** and currently offers diagnostic services, check-ups, intraoral and extraoral radiographs, emergency consultation, preventive dentistry, surgery,

prosthesis, prosthodontics, endodontics, periodontics, oral surgery, pediatric dentistry; Orthodontics Postgraduate Orthopedics, Postgraduate Periodontics, implant surgery, resection, regenerative surgery, periodontal plastic surgery, third molar surgery; Postgraduate in Restorative Dentistry, Digital Dentistry Laboratory, design, scanning, and CAD CAM restorations.

To give us an idea of the impact that

this clinic has on oral health issues, we are pleased to report that, over the 2022-2023 academic year, we provided **13,030 services.**

UPAEP seeks to improve the quality of life of the inhabitants of the **Santiago University neighborhood**, through **four main strategies**, which focus on processes of planning, linkage, research, teaching and management, detecting areas of opportunity, generating spaces for dialogue for action and monitoring strategies, in the pursuit of the common good.

The participation of the university community in Barrio de Santiago Universitario and its surroundings takes place through different collaboration schemes such as social service, professional practice, thesis development, research development, and the practical part of some academic programs, where professional placement schemes are set up, to provide invaluable experiences for students, while responding to the demands of the environment.

The program of work for this period involved a team of **131 people**, of which 111 were students, in collaboration with Academic Programs, Professional Practice, Scholarships Department, the Pastoral Service, two medical interns, and 18 teachers and administrative staff, benefiting **7,920 people** from the Santiago University neighborhood.

## Linkage strategy

1. In Fall 2022 and Spring 2023, four collaboration agreements were signed with the City Council. of Puebla (1 Municipal Institute of Art and Culture of Puebla, 2 Municipal System DIF Puebla, 1 Municipal Archive of Puebla). Two agreements were renewed with the Secretary of Administration and Information Technology. We have followed up on many commitments made through these agreements.
2. Participation in the VIII Regional Forum for LAC and LAC Territorial Social Responsibility, presenting the lecture "Art and Memory, a Strategy for the Dignification and Appropriation of Public Space".
3. Participation in Smart City Expo LATAM Congress from May 23 to 25.

## Social strategy

- Holistic Health Program in schools and for the general public
  - **Hermanos Serdán Elementary School:** we have provided 660 consultations, talks for parents and teachers, and a pediculosis campaign that benefitted 120 students.
  - **Héroes de la Reforma High School:** Talks were given to 600 students on basic sex education and contraceptive methods.
  - **Ignacio Comonfort Primary School** A talk on balanced nutrition was given to 50 students
  - **UPAEP Santiago Elementary and High School:** 76 diagnoses were made, 34 Zero Cavities Certificates were delivered, and we participated in their health fair.
  - **Carmen Millán school** talks were given to 128 students.
  - **Pablo Neruda High School** : we held a holistic workshop on adolescent health, which benefitted 330 students
- A workshop on self-esteem and thanatology was provided for a group of 15 blind people from the Centro Vicentino Santa Catarina Laboure
- Fifty grandparents from the Santiago neighborhood were celebrated with a mass and a small gift to commemorate their special day.
- 85 food and necessity packages were donated, with the support of SSFUP, the Pastoral Service, and UPAEP Liaison.
- The Neighborhood "Posada" event was held
- General Committee for the Children's Day and Mother's Day celebrations

## Estrategia cultural

- In collaboration with UPAEP Fine Arts, the Instituto Municipal de Arte y Cultura de Puebla (IMACP), and the Santiago Neighborhood Association, the 1st Festival a la Mexicana was held on September 25.
- The art forum and craft bazaar were attended by 800 people.
- The 9th All Saints in My Neighborhood Festival was held in collaboration with the Municipal Institute and the Santiago Neighborhood Association. 500 people participated in the visit to the offering and cultural event.
- Collaboration with the La15 Collective in the 10th 'Llévelo Llévelo' Festival, in which 25 children participated in workshops and 85 members of the community attended presentations.
- The 9th Edition of Lent Carpets, a tradition in our neighborhood, was held with the participation of Santiago Apóstol Parish, San Sebastián Mártir Parish, San Sebastián Mártir Church, St. James Parish, St. John's

## Estrategia ambiental

- A physical space for encounter and citizen participation that seeks to help rebuild the social fabric, reinforce the community's sense of belonging, and generate local leadership.
- Follow-up with city hall authorities on the project to improve the image of the UPAEP central campus.
- Follow-up with the Historical Center Management of the reordering of overhead wiring in the Santiago neighborhood.





Another example of our institution's social outreach programs is our **professional internships**. We see these as training activities that are generated through learning opportunities, offered by the partners involved in the **Tetrahelix Model of UPAEP Outreach**. These contribute to our students' personal and professional growth, as they can develop and reinforce their subject-specific competencies, through significant practical experiences.

Externally, this process is supervised by an expert tutor in the field, and internally it is validated by the Academy and supported by the Alumni and Inter-Institutional Relations Department, which in addition to managing spaces with employers, provides orientation programs that facilitate the student's successful professional placement through interview simulators, workshops and a variety of resources.

Internships in most academic programs begin after 60% of the approved credits have been completed, as established in the Professional Internship Policies and Guidelines.

**professional internships companies**

**3,157** NATIONAL | **102** INTERNATIONAL

In the 50 years since our university was founded, a total of 53,169 students have graduated (from undergraduate and graduate degrees across all modalities); this year alone, **2,675 UPAEP Eagle students graduated.**

The relationships that we develop with employers can be divided into two categories: professional internships and job placements. We are extremely proud of the feedback that we have received about our UPAEP students who have undertaken internships, as well as the positioning that we have achieved in terms of job placements.

**work entry week**

**28** PARTICIPATING COMPANIES | **745** STUDENTS



labor market insertion

# inter- culturality

THAT CONTINUES TO MAKE HISTORY

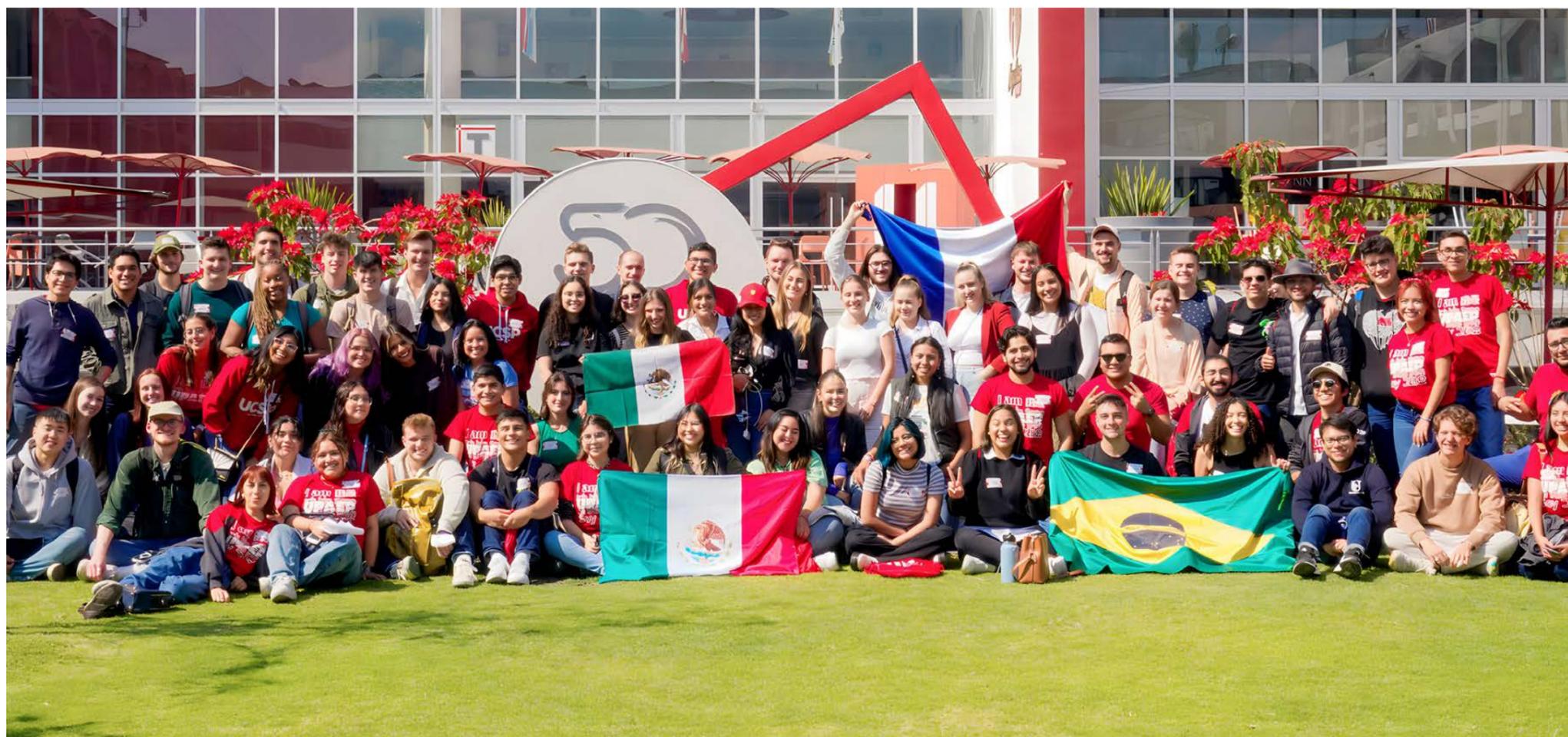


## GOVERNING PRINCIPLE 4

To position our institution  
as an intercultural  
university

Years ago, we set out with the goal to provide international experiences to as many students and staff as possible. Little by little, more and more members of our community have had the opportunity to participate, and with the implementation of UPAEP Global Campus, possibilities have expanded even more.

**UPAEP GLOBAL CAMPUS** integrates and links each of the activities that offer an international experience for our students throughout their academic and formative trajectory, with the aim for each academic program to include significant international curricular and extracurricular academic experiences in its curriculum, via different modalities: on-campus and at home.



This, in turn, has allowed us to develop a broad and diverse proposal of options to ensure an international graduation profile that demonstrates the development of global and multicultural competencies.

Each academic period, UPAEP Global Campus reviews and integrates reports from students participating in international on-campus programs (exchange program, Faculty-Led, Double degree, bridge program, and summer camp), and internationalization activities at home (in our house of studies) in activities with visiting foreign professors, both virtually and on-site, to develop academic activities that strengthen their academic training and multicultural skills, through conferences, webinars, mirror classes, international seminars, and Global Speaker among other activities that are carried out jointly with educators within our classrooms.



**Canadá**

**Estados  
Unidos de  
América**

**Mé.  
xi  
co**

Guatemala, Honduras, El Salvador, Nicaragua, República Dominicana, Costa Rica

**Colom  
bia**

**Perú**

**Brasil**

**Chile**

**Ar  
gen  
ti  
na**

Irlanda, Gran Bretaña, Suecia, Estonia, Alemania, Francia, España, Austria, Suiza, Rumania, Italia, Libano

**Rusia**

**China**

**Corea**

**Taiwán**

**Ke  
nia**

**UPAEP Global**  
*Campus*

# Incoming mobility

414

BACHELORS ON-SITE

296

BACHELORS AT HOME

392

POSGRADUTE AT HOME

17

HIBRID POSGRADUATE

119

ON-SITE

## Outgoing mobility

	International Program				International Program				
	Bachelors	Posgraduate	Tehuacán		Bachelors	Posgraduate	Tehuacán		
<b>On-site</b>	Bridge Program	10	-	-	<b>at Home</b>	Cycle of conferences	109	311	-
	Summer Camp	145	2	13		Mirror Class	385	296	62
	Double Degree	94	41	-		Co-Teaching	10	26	-
	Research stay	-	9	1		COIL	79	-	-
	Faculty Led	76	40	-		Faculty Led	1	-	-
	Exchange	69	4	4		Global Crew/Global Speaker	191	216	-
	Mission	8	-	-		Virtual Exchange	1	30	-
	Intership	59	-	11		Mini Global Week	43	100	-
						Coloquium	26	33	-
						Webinar	109	-	-
				International conference	391	586	-		



## UPAEP Global Campus





Under the framework of our 50th Anniversary, we hosted the

'3rd Congress of the Internationalization Commission of FIMPES: Intercultural Collaboration of Mexican Higher Education Institutions for greater International Representation'

This congress, in addition to increasing the visibility of the University, set a precedent for the organization of congresses on international associations, quality, organization, and program agenda, as it promoted and encouraged national collaboration and solidarity for a work agenda that favors intercultural competencies and linkage, as an educational cluster at the international level.

We want to share our **Off-Campus** success stories:

- **New dual degrees** at the undergraduate level: This year we formalized a dual degree with the UPAEP School of Medicine, Nutrition, Physiotherapy, and Dentistry with City U of Seattle, which will allow students to obtain two bachelor's degrees upon graduation with UPAEP and a Bachelor of Science in Healthcare Administration with CityU in the United States.
- **To accredit** the Dual Degree program between UPAEP and City U, students will have to complete just 10 subjects at CityU, which can be taken in different modalities: online or in on-campus summers in Seattle, United States, or Prague, Czech Republic.

- **Consolidation** of strategic Pre-MED programs: After the pandemic, our program was adapted to a new modality, due to the limited rotation in hospitals. The components of the course were adjusted without affecting the experience for international students. The academic standard was maintained, to prepare them for their future careers in health.
- **The Pre-MED semester** program for the University of Notre Dame is an important academic offering that continues to be strengthened so that students can now come to UPAEP over the Spring semester as well as in the Fall.
- **The University of Oklahoma**, Hope College, and the University of Arkansas have restarted their international programs and will be sending groups this summer (2023).

By other hand, we comment proudly that with our Institutional Leadership

it was constituted the Mexcan Court at Anual NAFSA Conference: Association of International Educators,

which is the most important high and international education expo in North America; which join more than 10,000 university officials and international educational professionals for more than 100 countries.



FIMPES' Reports



Off-campus success stories



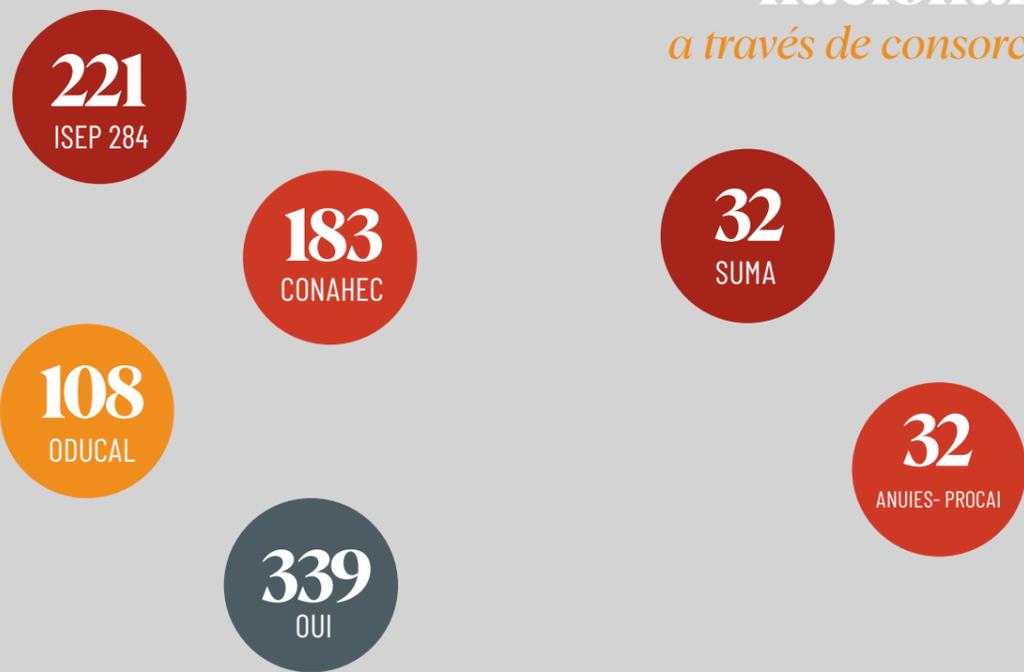
For all the opportunities we mention to be available for our community, we have worked to maintain and generate new international relationships with institutions that can offer relevant study options for our students.

During this academic year, a total of **243 foreign universities held bilateral agreements** with UPAEP, without intermediary organizations or consortiums, of which 69% apply to both undergraduate and graduate programs, 22% apply to undergraduate programs only, and 9% apply to graduate programs only.

Of these agreements, **165 are currently in active use with partner universities, representing 67.9% of the total.**

In addition to the bilateral agreements established between UPAEP and other universities, UPAEP students also have access to exchange programs through our alliances with consortiums.

## Intercambio internacional a través de consorcios



## Intercambio nacional a través de consorcios

Through bilateral agreements, and alliances with international consortiums such as ISEP, CONAHEC, ODUCAL, OUI, UPAEP maintains relationships with foreign institutions, that not only provide opportunities to undertake conventional student exchanges, but also the option to study different international programs and carry out international activities at home, such as mirror classes, COIL, Webinars, and Global Speaker.

Of our bilateral agreements, **221 cover undergraduate programs, and 189 cover graduate programs.**

We have strengthened our alliances with partner universities through international agreements, and last semester, as part of our 50th Anniversary celebrations, we opened the offices of the Universities

of Notre Dame and Oklahoma State at our main campus. With the inauguration of the permanent office of **The University of Notre Dame (UND)** office, on the

second floor of the T building, we strengthened the relationship that we have developed over **more than a decade** with this institution, in favor of student mobility and cultural exchange between Mexico and the United States.

We have also worked with **Oklahoma State University (OSU)** for more than 30 years,

and as part of our deepening academic cooperation, a physical office was established on the fourth floor of the T building, within the Central Campus. For this event, 18 members of OSU came to visit us to strengthen ties with their Mexican counterparts and generate dynamics of cooperation in different projects in the areas of education, business, and health.





This year, we reinvented the **International Fair!** In this 2023 edition, the Internationalization Department encouraged our foreign students to share information about their countries and cultures in the International Gastronomic Fair, which was held, for the first time, in collaboration with Student Life, with the support of the Student Groups: Global Crew, Fuerza Foránea and Student Residences.

This activity helped to promote university life, social commitment, and an appreciation of art and culture, as well as strengthening global thinking. In addition to this, this event also supported the Food Bank, with the collection of rice and beans.

This year, 14 teams participated, representing Romania, Colombia, Peru, Venezuela, Brazil, Chile, and Mexico; the latter with samples from the states of Guerrero, Veracruz, Hidalgo, CDMX, and Puebla, with a total of **260 participants.**

Visitors to the Fair tasted the dishes and then cast a vote for their favorite. On this occasion,



the representatives of Venezuela won first place with their delicious 'arepas'; second place went to Peru with their dish 'causa rellena', while third place went to Romania with their 'sarmales'.

During the Spring 2023 semester, the **student group Global Crew** was officially formed by the Internationalization Department. Through this group, we intend, to offer intercultural support, and promote connections with international exchange students, as well as organize activities for the entire UPAEP university community that favor the development of multicultural competencies, in a safe environment of respect, empathy, inclusion, solidarity, tolerance, social commitment and global transformational leadership.

These strategies help us to get closer to our objective of becoming the best international community in Mexico, becoming a benchmark for social and transformational leadership.

Another of the ways in which UPAEP has continued its international expansion is through the promotion and development of literary culture.

Some of the main achievements of the writing center over the past year, in line with its action plan, are listed below.

Establishing mutually beneficial relationships with international peers is fundamental for the growth and consolidation of any writing center.

This allows approaches and strategies to be shared and compared, while also making it possible for locally generated knowledge to be shared widely. To this end, this year, Dr. Abigail Villagrán, Coordinator of the UPAEP Writing Center, initiated a reciprocal mentoring process with Dr. John Eliason, Director of the Gonzaga University Writing Center in Spokane, WA. The results were presented at the International Writing Center Association (IWCA) conference held in Vancouver last October. Thanks to the project, UPAEP benefited from the Global Engagement Faculty Development Grant, awarded by Gonzaga University to Dr. John Eliason, who used the resources to visit the UPAEP Writing Center during April of this year and provide consultation on the management and training of our tutors.

Another goal that we achieved this year was to increase **the participation of our UPAEP Writing Center in international discussions**, to be considered in decision-making that impacts our field of study. Dr. Abigail Villagrán Mora was appointed representative of the Latin American Network of Writing Centers and Programs (NALWCP) to the International Writing Center Association (IWCA). Our professor also served as a judge for the International Writing Center Association's Best Article Award, making the judging panel more representative of our global region.

We also note that all tutors at our Writing Center hold the International Tutor Training Certificate from the College Reading and Learning Association, which attests to the quality of our tutor training program. Students who attend tutoring receive support throughout all stages of their writing process and with any type of text. In addition, this year we have tutors at both the undergraduate and graduate levels, with training focused on the specific situation. In the 2022-2023 cycle, the UPAEP Writing Center certified five undergraduate tutors and three graduate tutors.

*The writing centers present an innovative model in terms of their style of student support.*

It is important for this model to be shared among higher education institutions in the country, so that more students may benefit from this type of support. With this in mind, UPAEP was one of the founding institutions of the Mexican Network of Writing Centers (MNWC), which brings together specialists from ITESO, UAM, CIDE, Ibero Norte, and ITAM, among others. In April of this year, UPAEP convened the MNWC Meeting to discuss the impact of artificial intelligence on writing to prepare us to face the opportunities and challenges it poses.

Finally, the UPAEP Writing Center's unique proposal was published in the article *Crafting a Practice of Our Own: A Writing Center in Mexico in Writing Centers Across Borders*, a reference publication for writing centers around the world.



Since its inception, tutors have been recruited from the student community and trained to support other students.

This peer-to-peer and one-to-one approach has yielded excellent results, as shown by the feedback received from service users.

This year, we supported students in the following **specific competencies**:

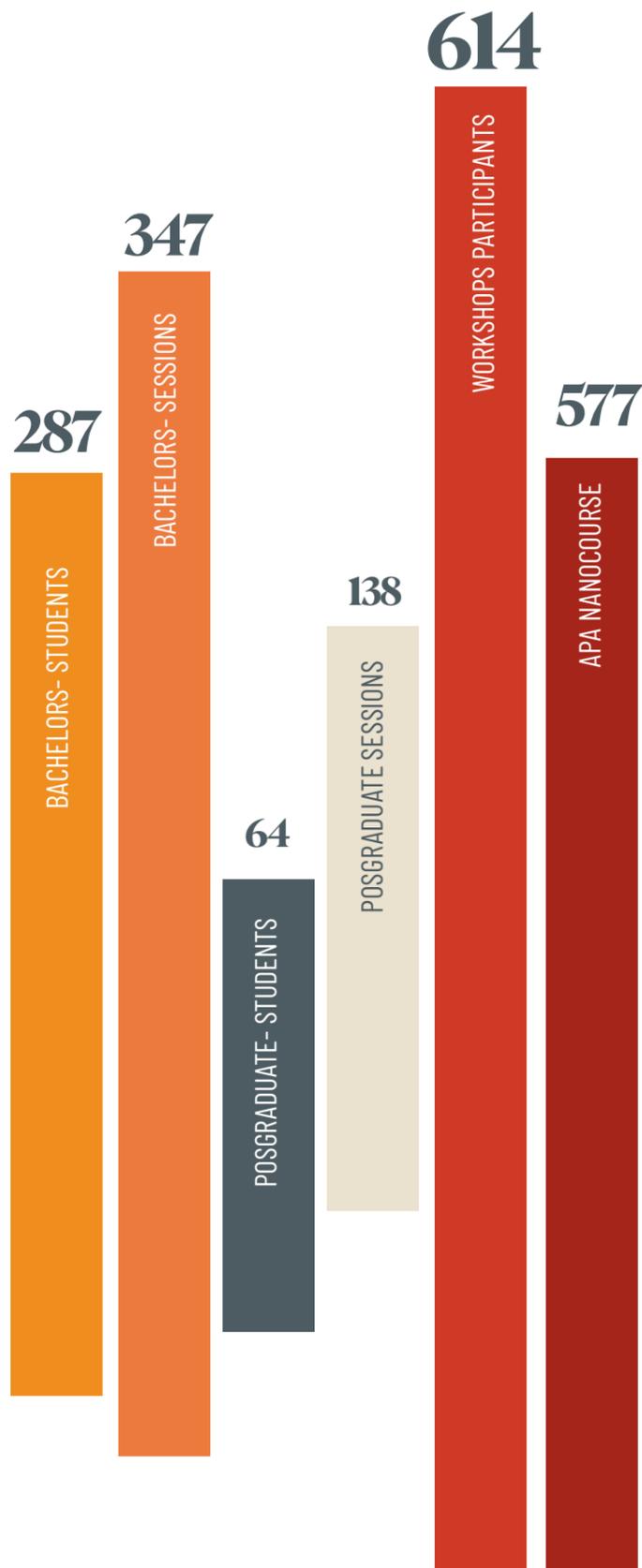
**Bachelors**

Communicative intention	<b>37%</b>
Organization of ideas	<b>24%</b>
Support of ideas	<b>5%</b>
APA	<b>24%</b>
Language consensus	<b>9%</b>

**Posgraduate**

Organization of ideas	<b>50%</b>
Communicative intention	<b>30%</b>
Support of ideas	<b>4.5%</b>
Use of the APA model	<b>11%</b>
Language consensus	<b>4.5%</b>

**Writing Centers**



In our Tehuacan Campus, as a result of their **professional internships abroad**, our students have a better command of a second language (English) and have also developed professional skills, such as teamwork, empathy, solidarity, communication, and multiculturalism, among others, favoring the holistic development of future professionals. In particular, we seek to encourage students of the Bachelor's Degree in Institutional and Hospitality Management, to have opportunities in different parts of the world, through academic mobility, and for language not to be a barrier, but an opportunity for their career.

**Presentations in international forums** are an excellent adjunct to the professional training of students at the Tehuacan Campus, giving them a

window of opportunity for continuous improvement in the development of soft skills such as teamwork, conflict resolution, oral and verbal communication, as well as the opportunity to learn about new cultures, fomenting an attitude of multiculturalism. These exchanges are the result of the linkage and collaboration with universities in Colombia (Universidad Luis Amigo, Universidad Manuela Beltrán, Universidad

Lastly, we cannot fail to mention our **mirror classes**, which have become a popular way to exchange knowledge and culture around Latin America. It is because of this that, through linkage with universities that come together in the search for truth and activations of bridges for learning, we have been able to generate and share professional experiences for the students of both study centers. In particular, we would like to mention our collaboration with the Pontificia Universidad Católica, Universidad César Vallejo Perú, Universidad Luis Amigo, Politécnico Grancolombiano, Universidad Manuela Beltrán, and Universidad Colombiana De Carreras Industriales.

# confidence

THAT CONTINUES TO MAKE HISTORY



## GOVERNING PRINCIPLE 5

# To Ensure an Environment of Trust, Collaboration and Accountability



**U**PAEP has set itself apart from the rest in the way it carries out its work, an achievement that is largely thanks to the context in which our staff can perform, which combines trust in the delegation of tasks and responsibilities, presentation and analysis of results and, of course, the guidelines set by our directors.

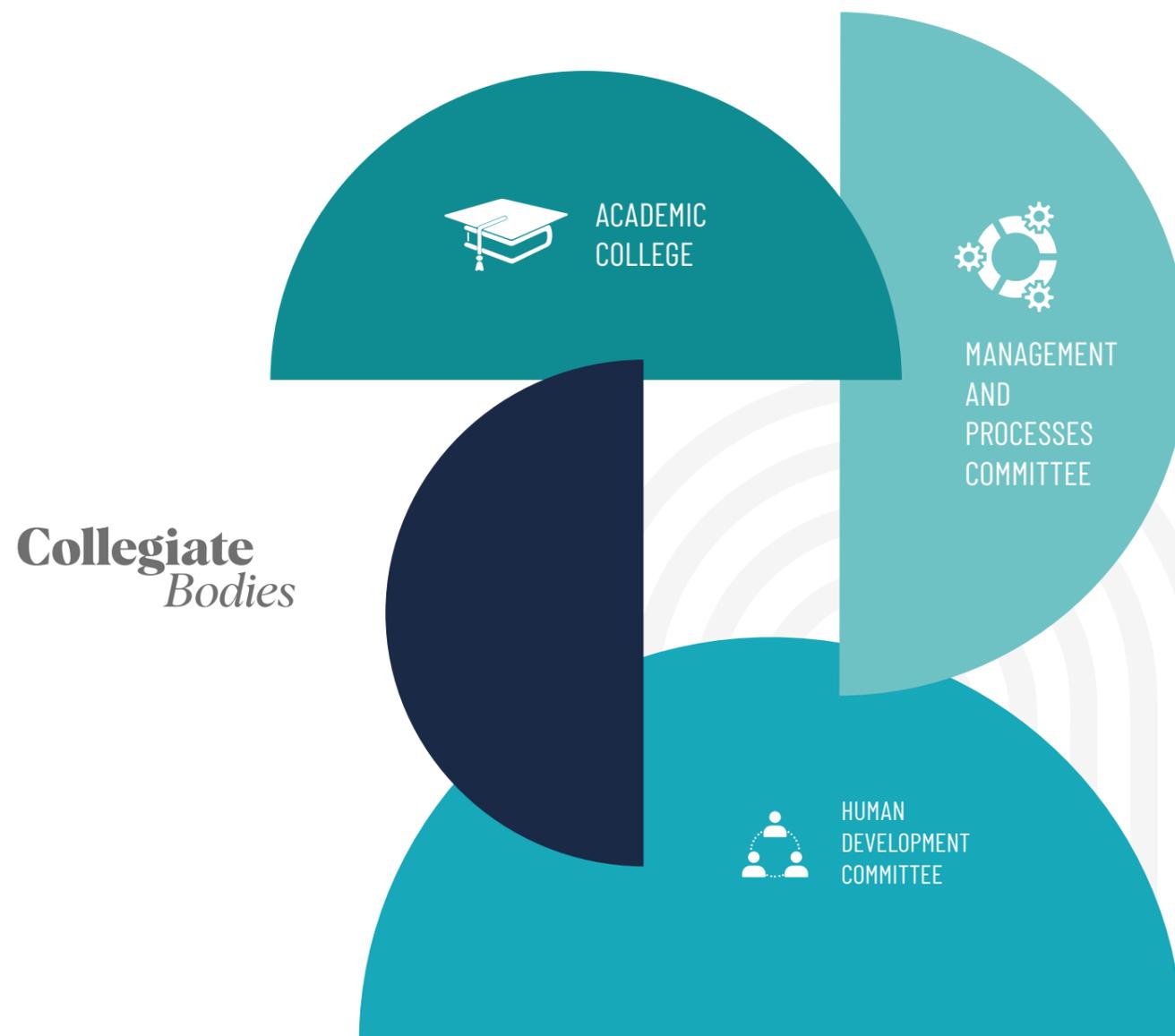
To maintain our efficient and effective administration, we must be able to count on well-defined institutional bodies that establish and define actions to be undertaken. The first of these, by our regulations and General Statute, is the **University Council**, which is defined as a collegiate body for participation in university life. It is currently made up of 6 ex-officio representatives, 11 departmental heads and directors, 66 proprietary student councilors, and 41 proprietary professors.

During the 2022-2023 school year, the University Council met in **five general meetings** in which the topics to be discussed were:

- Integration of the Commissions to participate in the Academic Integrity Committee and the Formative College.
- Presentation of the proposal for the Academic Probitry Chapter in the General Regulations for Students and Users of Academic Services, as well as its subsequent approval.
- Integration of the Committees for the analysis of the Student and University Council regulations.
- Notification of changes in student regulations by the General Law on Tobacco Control.
- Presentation of the University Integrity System Annual Report
- Presentation of the proposal for the inclusion of the Graduation Requirements Annex in the Regulations for Graduation, as well as its subsequent approval.
- Proposal to award Architect Fernando Rodríguez Concha Professor Emeritus status.
- Presentation on the WASC International Accreditation Progress.

Another of the institutional agencies that help us to define our path is the collegiate bodies, which serve to integrate and unify the work, projects, and actions of the entire UPAEP system. These bodies establish our main lines of action and integrate, unify, align, and focus all our institutional work, always ensuring that this aligns with our ideology. In this way, these are the entities that define our work and direct decision-making.

The **four Collegiate Bodies** are:



The first of these, the **Academic College**, is the institutional body that focuses on matters related to academic life.

It is a space for dialogue and reflection that maintains close ties with the different academic departments.

Some of the most relevant topics discussed by the **FAC** over this academic year include: the approval of International Humanist Professors invited to collaborate with UPAEP, work sessions focused on topics such as artificial intelligence in education, review and reflection on SRAS systems, multi-environment learning experience projects, digital capabilities and learning tools, governance of academic offerings, evaluation of Learning Outcomes; as well as reviewing the results of projects related to global competencies and sustainability. In addition to the above, it is worth mentioning that the Electric Power and Clean Energy Research Center was also approved, which was already operating at UPAEP as a Research Group, and as of June 23 was awarded Research Center status.

The **Academic College** is made up of the first-level areas that allow decision-making to support the President's Office in its institutional management within the following functions:

- **To guide** and monitor the proper functioning of academic departments across all levels of the Institution, to support and promote a holistic vision of the curriculum, and to continuously improve the quality of education provided at our institution.
- **To analyze** proposals for the implementation of study plans, programs, and study modalities, to propose alternatives where necessary.
- **To establish** agreements for the formulation of proposals related to academic life in collaboration with the people who will carry them out.
- **To evaluate** processes for academic administration in day-to-day life..
- **To advise** in the decision-making process, and to provide the necessary support for academic activities to be carried out.
- **To monitor** and support collegiate academic bodies for their proper functioning and linkage.
- **To collaborate** in the President's annual report, on indicators related to teaching and research..



The **Human Development Committee** is the collegiate body that supports the academic departments. It advises, proposes, and promotes decisions and guidelines on strategic areas of human development and productivity. This committee focuses on supporting employees, improving working life at the University, and strengthening our organizational culture.

Of the issues addressed over the current school year, the work done to strengthen our organizational culture had a particularly important impact.

We also reviewed our vacation policy following the reform to the Federal Labor Law and identified that the benefits offered by our institution exceed the minimum number of days granted by law. Another of our important achievements this year was the systematization of payroll, to allow increased flexibility. We also developed a proposal to measure the organizational climate. We also continued to monitor the status of academic loads: students supported and complementary activities.

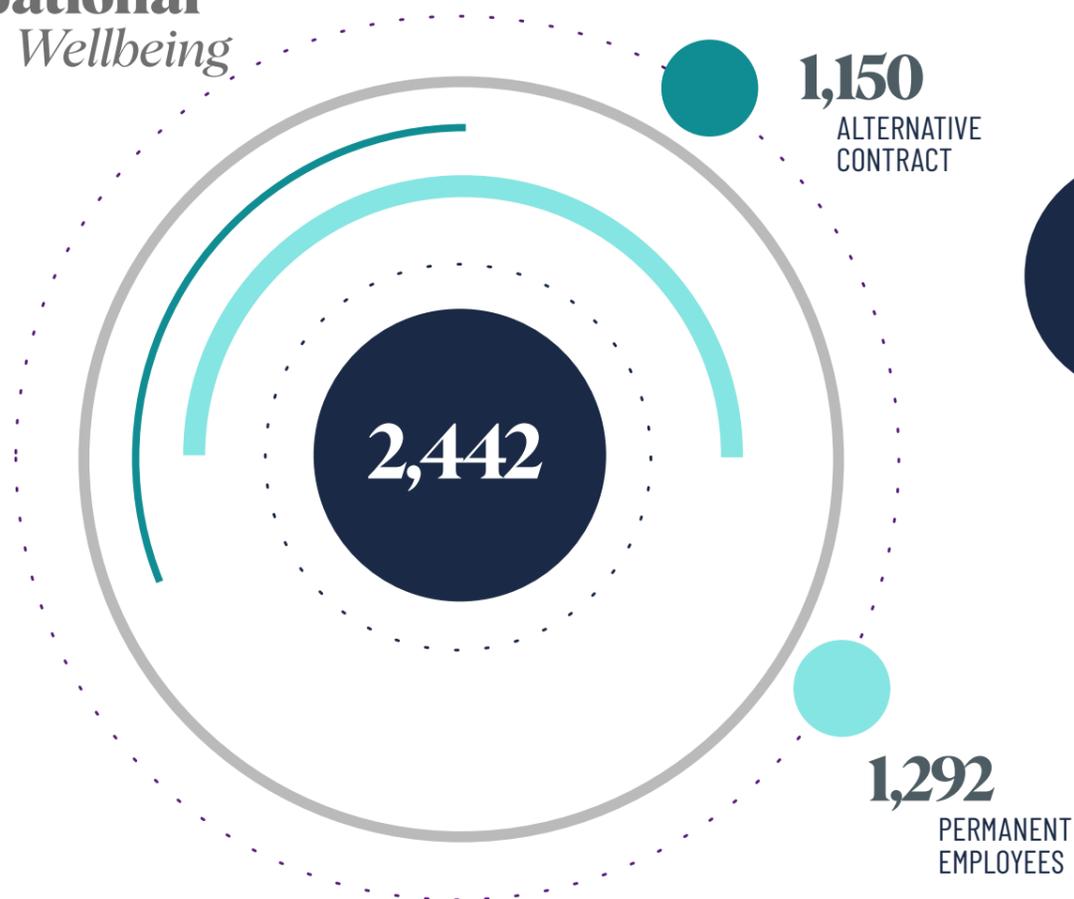
**The Management and Processes Committee**, as a collegiate body, discusses and proposes topics that contribute to efficiency, continuous improvement, and innovation in both the academic and administrative management of UPAEP, thus contributing to institutional growth and consolidation.

For this reporting period, we would like to highlight the work done to improve the experience of applicants in their enrollment process at UPAEP, the optimization of course offerings and the management of learning spaces, the establishment of criteria to measure the success of our students, as well as an in-depth analysis of the processes that provide internal support to academic and management areas, to prioritize Digital Innovation and Development (DID) projects that provide greater benefit to the management and projection of the University.

The strategic areas that are permanently assessed by this committee are as follows:

- a) Management model:** implement a renewed and relevant management model, focused on collaboration and decision making that allows for a more efficient and effective administration.
- b) Organizational culture:** design, model and manage the change in the organizational culture that UPAEP requires to face the challenges towards the 50th Anniversary.
- c) Ensuring student success:** contribute to the design, analysis and improvement of processes to improve student enrolment, increase permanence and terminal efficiency, and achieve compliance with the ILCs.
- d) Multi-environments for learning:** to analyze and contribute to the alignment, design or improvement of processes that enable the multi-environment for learning, as a pillar of the institutional Value Proposition, in the face of current challenges.
- e) Institutional planning and international accreditation:** to facilitate the processes required for the execution of the IDP (Institutional Development Plan), the implementation of TOPs (Tactical Operational Plans) and compliance with eligibility and accreditation criteria.
- f) Encouraging continuity of studies:** design mechanisms that help our students to be able to carry out additional studies

## Occupational Wellbeing



Following clear guidelines derived from our institutional regulations, UPAEP's **2,442 staff work** towards our institutional mission every day.

Currently, we have **1,292 permanent employees** hired through payroll, and 1,150 hired with an alternative contract.

To monitor staff performance, we carry out a performance evaluation every six months. To do this, we establish goals related to their different responsibilities, that are linked to performance indicators; we also establish attitudinal objectives

for personal development, commitment, and collaboration with the University, as well as actions that promote our organizational culture. The overall average by our staff for the Fall 2022 period was 88.76%, and for Spring-Summer 2023 it was 86.47%.

In recent years, by our internal regulations, and given that we aim to comply with the criteria required by different accreditation bodies, we have placed a special emphasis on ensuring that our faculty comply with the academic and professional qualifications required for their positions. To this end, we have established essential requirements to be met:



- To hold an academic degree higher than the level at which he/she teaches; in the case of the doctorate level, he/she may teach with a doctorate.
- Academic grades must be aligned to the subject matter being taught, i.e., be relevant.
- For professors teaching undergraduate courses, relevant professional experience may be accepted in place of a Master's qualification.
- In addition to holding an academic degree in a relevant subject, at a grade higher than the one that they are teaching, we also prefer for our staff members to have the following teaching experience:
  - + Experience in academic research projects.
  - + Training of future professionals (participation in projects and thesis supervision).
  - + Teachers must have professional (subject-specific) training, an academic degree higher than the one they teach, along with evidence of:
  - + Courses and continuing professional development over the last 2 years for undergraduate and graduate students.
  - + Academic and scientific productivity within the last 5 years (preferably researchers) and academic or scientific productivity (teachers).

A committee was formed to monitor our faculty's professional trajectory, with the participation of different areas, including the Academic Vice President's Office, Educational Innovation, and Human Development. In this committee, we created a map of the professor's professional trajectory at UPAEP, including important milestones in their development and growth at the university. We now have a preliminary trajectory in place, which includes important milestones, such as **recruitment and selection, training and development, teacher evaluation, and retirement**. We have also worked with other areas on this project, including Infrastructure, Academic Support, Information Technology, Academic Life, and SIEDD Evaluation.

Through this, we have developed a process that will ensure that UPAEP teachers receive training, support, accompaniment, and attention from the day of their interview until the day they leave the UPAEP eagles' nest.

To achieve the professor's desired trajectory from start to finish at UPAEP, we have created **strategies to attract talent to the university**, using the main electronic and international job boards to search for the best candidates. We have also consolidated our link with the Academy, strengthening our impact with candidates from each specialty. Following recruitment, we have also designed strategies to retain and/or promote talented staff at our institution. To achieve this, we have improved processes to increase mobility by monitoring available vacancies and identifying the most appropriate candidates. Over this reporting period, we have recorded **96 promotions and 13 lateral movements**.



## UPAEP Collaborators



“**Sintonía**” is the Institute for Competitiveness and Collaboration that focuses on promoting shared value strategies to boost social progress and competitiveness, through a clustering strategy (formation of clusters).

Founded in 2012, and inaugurated by Dr. Michael Porter, Sintonía works in three areas: **Training, (through the Microeconomics of Competitiveness Course), Research, Consultation, and Advice in International Competitiveness.**

During this year, Sintonía

- advised the Ministry of Economy, for the second consecutive year, in the consolidation of 5 clusters and the creation of 5 more clusters, advising each one on its structure, strategy, and development of the Competitiveness Detonator Project.
- launched the first specialized international program for Successful Cluster Managers in which 14 clusters from Puebla participated.
- taught the Microeconomics of Competitiveness course to graduate students at the UPAEP Campus Tehuacán, as well as to businessmen from Puebla.

Finally, we would like to comment in this section that Sintonía presented its proven methodology for the creation and growth of clusters at the **TCI Global Congress**, with great success.

Another area that has allowed many of the activities of university life to be carried out is the **UPAEP Liaison Center**, which has a large hall, measuring **1,850 m2**, with a maximum capacity of **2,200 people**, that can be divided into 6 independent rooms, each with its own audio and projection system.

Additional services at the venue include a parking lot with 735 parking spaces, dressing room areas, a kitchen, a platform, 2 study rooms, and 2 private conference rooms, as well as a lobby that can hold up to 1,200 people, with food and coffee outlets.

During the reporting period, 143 events were held at the center, serving 54,944 people.

In addition to taking care of the UPAEP professional trajectory and working conditions for our staff, we also promote institutional growth and consolidation, for which we have made important investments in the renovation and construction of spaces that, while maintaining our architectural identity, respond to the new trends and professional requirements of our students; places that simultaneously promote creativity and dynamism, propitiating significant experiences.

Currently, we are nearing the end of our strategic planning under the remit of our 50th Anniversary, which includes the conclusion of the corresponding program of building works, and the development of a new infrastructure master plan for our institutional future. The objectives of infrastructure development must always be aligned with the strategic objectives of the university, taking care to comply with applicable local, state, and federal building regulations, whilst considering social responsibility and their impact on the environment.

This year saw the completion of the work plan for the university's 50th anniversary celebrations, and today major projects that in many cases were the dreams of alumni, professors, and students have become a reality.

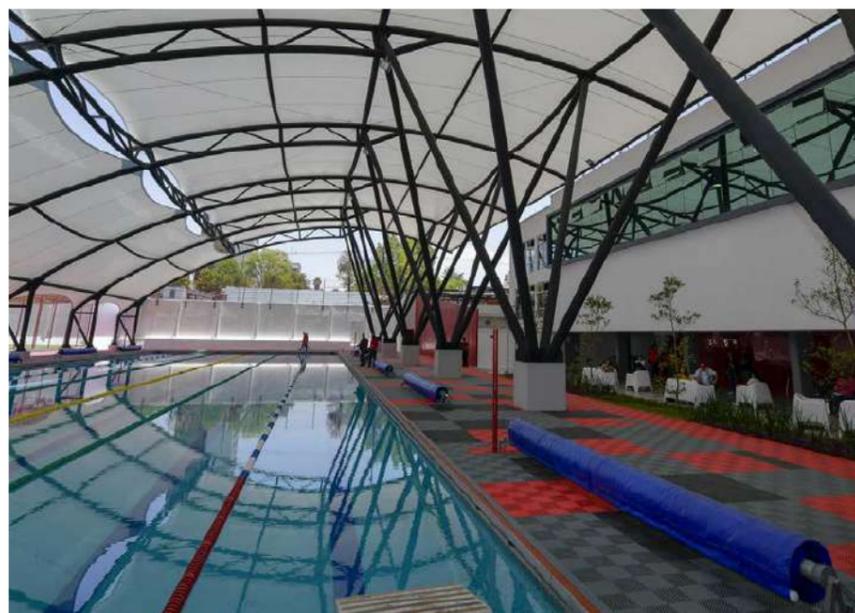
The renovations carried out over the current school year were as follows:

- New offices for Marketing, Alumni, Protocols, and Scholarships in the Liaison Center.
- New offices of the Office of Marketing and Strategic Communication.
- New first aid and emergency medical care facilities for the university community.
- Learning and Research Resource Center (LRRC)
- Installation of university identity elements incorporated into the architecture between the Medical Laboratories, Holistic Health Center, Languages, and the 'Transcendence' Sculpture at the Postgraduate Campus.
- Center for Artistic Expression (CAE).
- Sports complex: 2 paddle tennis courts, 2 tennis courts, a multi-purpose court, new weights gym, locker rooms, indoor pool, spinning, e-sports, boxing and taekwondo, multi-training gym, and running track.
- 1st stage of remodeling of the Audiovisual Media Laboratories.
- 3rd stage of the Simulation Center.

This translates into the following numbers of square meters that were impacted during this period, through construction and remodeling:

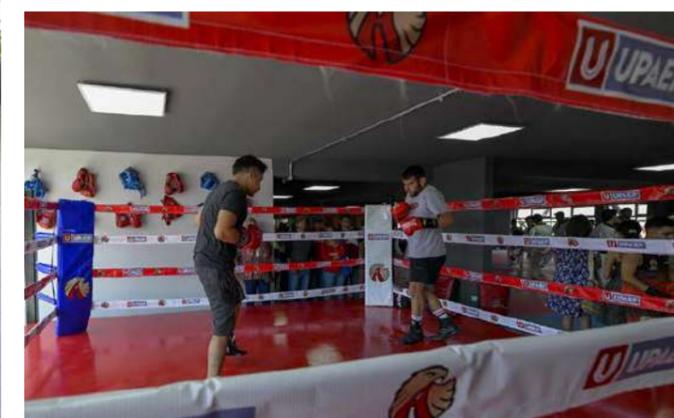
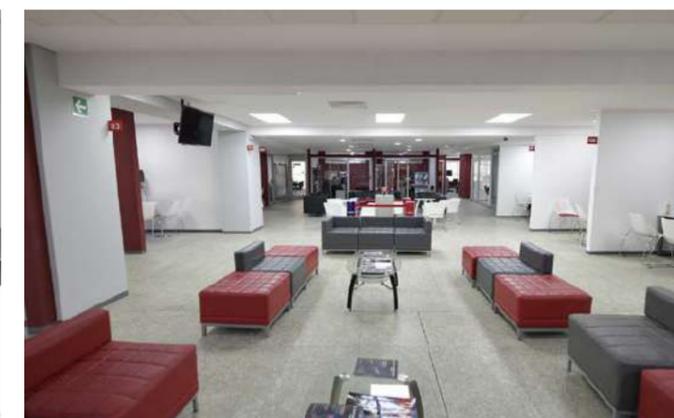
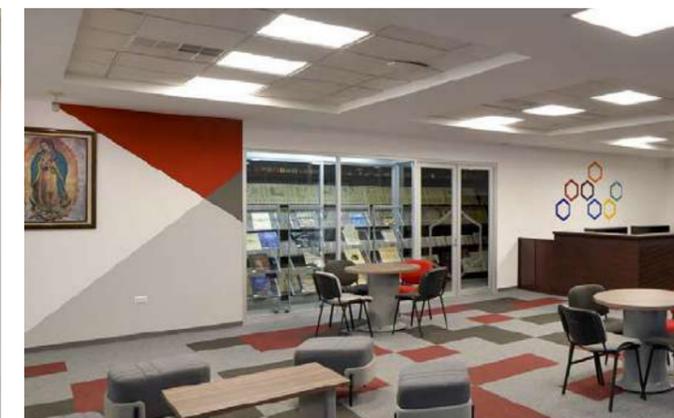
<b>7,187 m<sup>2</sup></b>	BUILT
<b>13,955 m<sup>2</sup></b>	REMODELED
<b>5,175 m<sup>2</sup></b>	ADAPTED

To continually develop our infrastructure to meet the changing needs of different stakeholders and make the UPAEP's mission possible, we must ensure that our



projects use materials and methods that have the least impact on the environment, and include components that make the most efficient use of water and energy.

In addition, right from the initial design phase, the use of natural ventilation is encouraged as much as possible, to avoid the use of air conditioners. Today, we can say that UPAEP has a coverage of 93.62 % of water-saving equipment and we have replaced 1,200 lighting fixtures with LED technology.



We have spoken at length about the importance of guidelines in making the UPAEP project a success. We also recognize that it would not be possible to carry out the work of our institution without its staff members. In addition to this, we have mentioned the projects that have allowed us to expand our infrastructure. However, we must not forget the projects and spaces that support the substantive functions of our Institution: teaching and research. Our students' development not only requires excellent staff but also spaces in which they can flourish.

An important development over this period was

the complete renovation of all areas of the Learning and Research Resources Center (LRRC), including the Karol Wojtyla Central Library

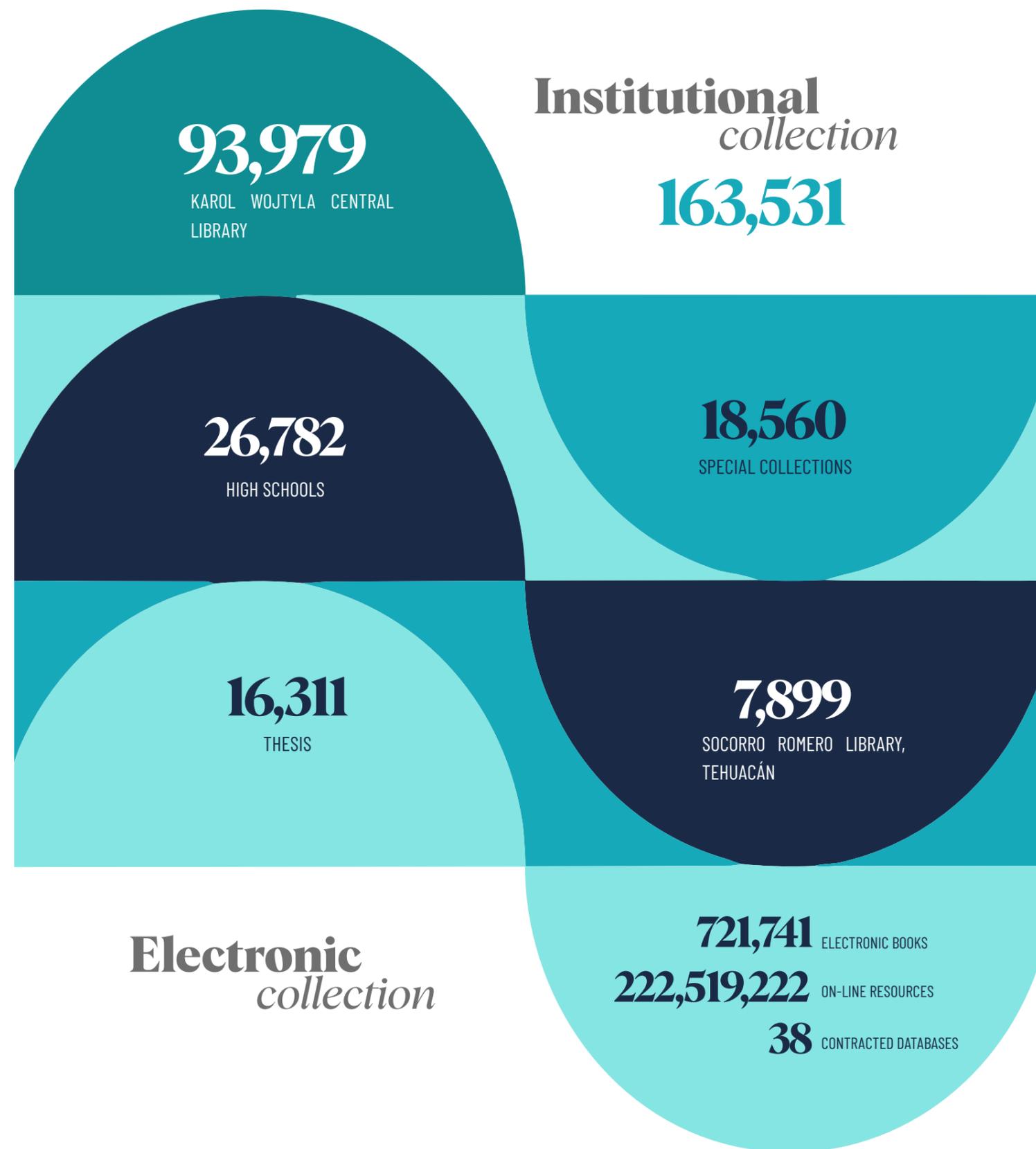
However, during this time, we remained open. We communicated with users about the remodeling work and recorded **36,319 movements** of our collection over this period, including physical products checked out, as well as those accessed in the reading room.

**70 single-session face-to-face workshops** were also held, and we have begun a transition away from 90-minute face-to-face workshops, moving instead towards self-study workshops, through Blackboard. **178 workshops** were offered in this format, designed to take from 9 to 12 hours to complete, to achieve a greater impact on our users. All these changes are part of an information literacy program that also includes courses and consulting services in information management, both at intermediate and advanced levels. Personalized workshops and online counseling continue to be provided as an integral part of this process. A total of **248 workshops** were held during this period.

A total of 1,216 students attended the single-session face-to-face workshops and 3,792 students attended the self-study course. A total of 114 teachers were supported with the self-study course provided under the Comprehensive Training Plan (CTP) giving a total of **5,122 people** trained.

It should be noted that the remodeling of the LRRC allowed us to clear out all of the obsolete, worn, or damaged physical volumes in all the libraries and replace some publications, with a focus on moving toward electronic resources.

Regarding the **UPAEP Libraries' electronic collection**, we have completely updated our portal, resulting in significant improvements, and making it more intuitive in terms of search functions, systems, and access to the databases. Adjustments were made to the interface and navigation features; a search algorithm was also implemented, with filtering options, to improve searches. Data security and privacy were also improved; system updates were applied to improve the general performance of the portal. All this is to offer our users a more satisfactory and efficient experience.

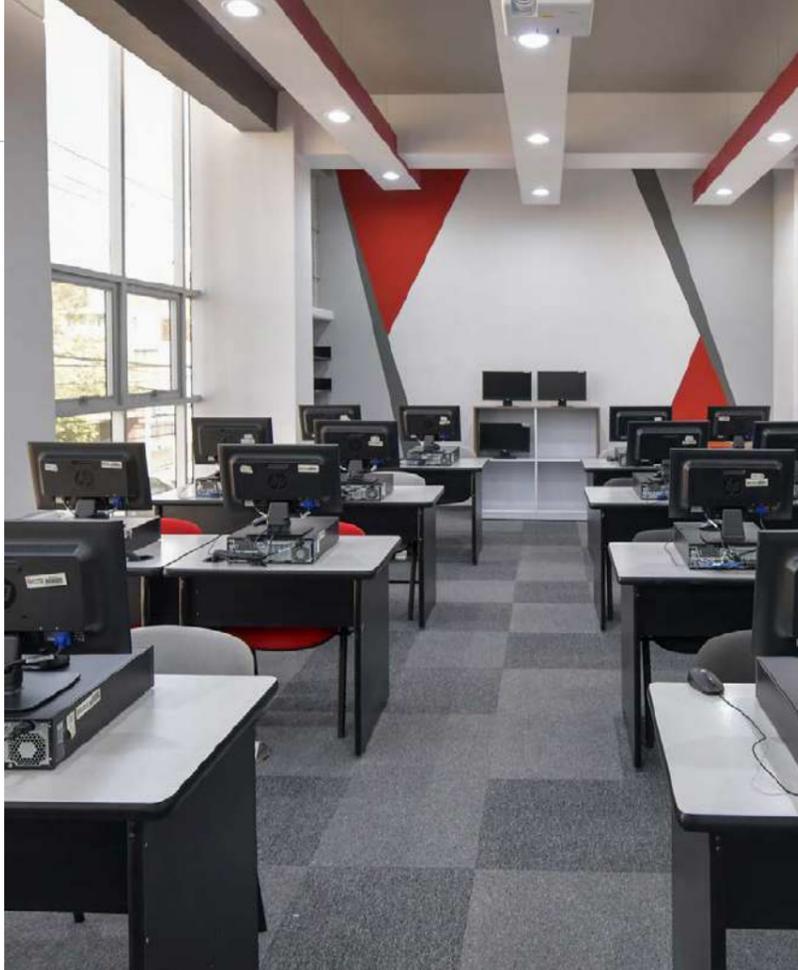


**LRRC services** have been invaluable to our institution this academic year. First of all, library services have demonstrated outstanding performance in providing access to a vast collection of books, journals, scholarly articles, and other study materials.

The team has also been available to offer advice and guidance to students, helping them find relevant information for their research and projects. In addition, LRRC's digital services have played a key role in providing online access to specialized databases, electronic resources, and advanced search tools. Students have been able to access these resources from anywhere and at any time, which has facilitated their research and study process.

The LRRC's study and work spaces also offer a welcoming and conducive environment for learning. Students have had access to **study rooms equipped with technology and support resources**, as well as a **Maker Space with tools and 3D and laser printers**, which has fostered collaboration and knowledge sharing.

The LRRC service has proven to be an invaluable resource for students, providing access to a wide range of resources and offering comfortable and accessible study spaces. Its contribution has been instrumental in promoting academic success and the development of research skills among students.





Transformación digital

Thanks to the collaborative work and spirit of innovation demonstrated by our staff, we are happy to report the following results:

**Information**  
security

**Improvements**  
in the systematization of the management of our courses

**IT** Quality

**Processes**

**New**  
institutional web portal:

**New**  
web portals for students and collaborators:

**Innovation**  
and digital development

**User**  
experiencia

Another way in which we support the university community is through the digital transformation plan, updated in 2019 to bring it into line with our vision towards the 50th Anniversary, and subsequently adapted to meet the major changes experienced, including the new needs and expectations of our students and UPAEP staff.

UPAEP's digital transformation strategy has two main objectives:

1. To facilitate students' success by investing in new technological infrastructure and information services that meet their needs and support their holistic development.
2. To ensure the achievement of institutional objectives, through equipment, processes, and information systems that provide professors and staff with the tools necessary to guarantee quality institutional administration.

The development of the plan has evolved as a result of the demands and challenges that our community has faced: the COVID-19 pandemic, a return to campus in a hybrid format, and finally the return to presential learning. The plan also responds to new proposals and technologies that boost our value proposition and the quality of education and training provided.

To date, the institutional technological equipment available to respond to institutional demands includes a total of 2,583 computers for academic and administrative use in the Central Campus; 1,095 computers distributed across 164 classrooms, 5 professional exam rooms, 33 computer rooms, and laboratories, 7 conference rooms, 3 executive rooms with videoconferencing systems, and 13 videoconferencing rooms. There are also 212 projectors and screens installed in academic spaces; as well as a total of 100 specialized applications and software.

Meanwhile, **1,488 computers are assigned to the university's employees: 697 desktops and 745 laptops.** There are also 34 iMacs and 12 MacBooks.

<b>697</b>	<b>745</b>	<b>34</b>	<b>12</b>
DESKTOPS	LAPTOPS	IMAC	MACBOOKS

In addition to the physical facilities available, we have promoted the remote use of specialized software. This year, the following results were obtained: 71 remote access reservations for the software offered in our Business Center, 595 requests for remote access to computer equipment in the University Computer Center (UCC) in Fall 2023, and 922 requests for access in Spring 2023, for a total of 1,517 remote sessions.

This year, we completed the bidding process for desktop and laptop computer equipment, which will result in the purchase of 318 laptops and 251 PCs to improve the computer service, to ensure that UPAEP students benefit from state-of-the-art equipment.

**Improvements**  
to equipment in classrooms and learning spaces

**Equipment**  
improvements for staff:

**Data**  
Center

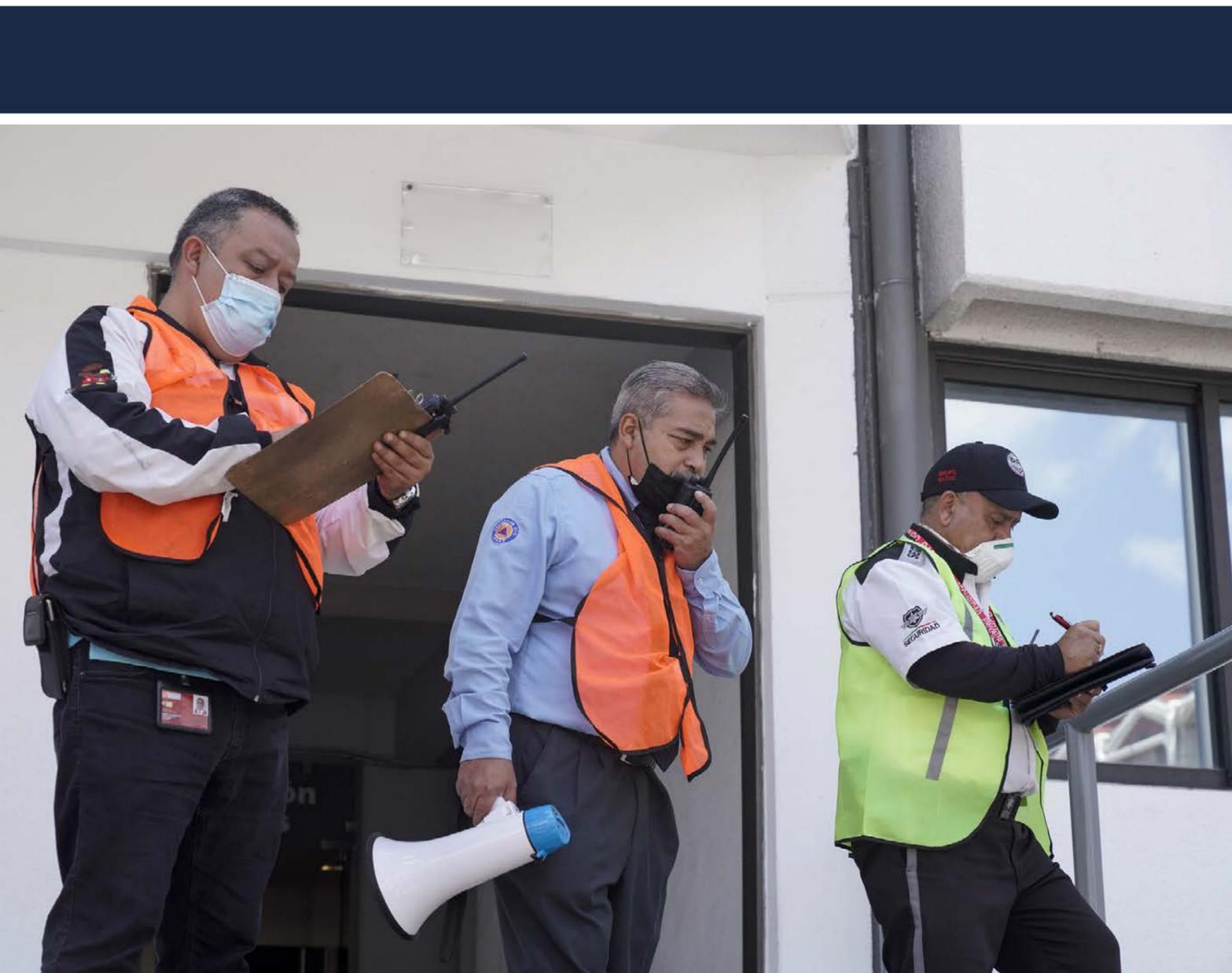
**University**  
Computer Center

**Digitization**

**Technological**  
*Equipment*



Technological equipment



To guarantee that the spaces at our institution are safe for our community, we have developed a **Comprehensive Risk Prevention Plan**, which consists of carrying

out an updated risk analysis, and generating an Occupational Health and Safety Program that allows us to comply with the requirements established by applicable regulations. This is the tool through which preventive activities are integrated into risk analysis by job position, fire prevention and firefighting, and handling of hazardous materials.

As a result of this plan, **518 emergency brigade members** have been coordinated and trained, thanks to an investment of \$954,666.00.

We have also completed the review and testing program for fire detection, warning, and firefighting equipment systems installed in the university buildings, which required an investment of \$429,624.00. We have evaluated our evacuation plan in case of emergencies, identifying the main internal and external risks in coordination with the building brigades. We have also analyzed the risks to which our employees are exposed, by job position, including psychosocial risk factors, and we have also attended 28 visits for the inspection of preventive measures against fires in the Puebla Campus and High Schools, all with favorable results.

With regard to the safety and civil defense of our university community, important investments were made in various projects to guarantee the integrity of our students and collaborators.

One of the projects with the greatest impact was the installation of new video surveillance equipment, which was the result of a total investment of **1,354,525.68 million pesos**.

Project	Cameras
Acceso 21 sur	6
Gimnasio Nido	8
Planta Física	3
CREA	11
CRAI	19
Arombo	3
Complejo Deportivo	24
Torre de Rectoría	5 / CCTV Telecom
Cafetería	12
Entrada 9 Pte.	13
Apuesta de futuro	11
E1	16
E2	16
CETEC	16

In addition to this, in conjunction with the Human Development Department, we delivered 14 communication radios to the heads of brigades responsible for buildings, to enable better communication in the case of an emergency.

Over this period, we also established constant communication with the authorities of the **Secretary of Civil Security** to implement an intelligence project, to protect against robbery and assault on students. We also received visits from the “Alert With You” module at the central campus and UPAEP buildings.

We also participated in the bimonthly meeting of the council, where we were accompanied by the director of C5 at the BUAP facilities, whose objective was to reaffirm the liaison with the C5 authorities by analyzing the situations or problems that have arisen in the Puebla facilities.

Lastly, we report that all UPAEP internal security personnel have completed the course “**Multifunctional Brigades**”.

To preserve the atmosphere of trust that defines our institution, while maintaining our **UPAEP work culture**, we launched the ‘The Value of Being UPAEP’ campaign, in addition to holding integration meetings with different university departments.



In the global evaluation, we obtained a result of **80% vs. 78%** the previous year.

As part of our strategy to measure work culture, we carried out a **Culture Perception Study** with students, as well as a **Climate Study** in coordination with the **Business Department's Observatory of Competitiveness and New Ways of Working**.

72.1 of the target population completed the Organizational Climate survey (1% higher than in the previous survey). The topics most mentioned by students were: UPAEP environment, well-being, UPAEP benefits and tools; communication, agile processes and procedures, living UPAEP values, congruence, and different perceptions in student subcultures.

To support our university community to carry out projects and events, the **Sponsorships Office**, searches for companies that might want to support and sponsor them while, in turn, creating a strategic link with the university. We currently have two institutional sponsors and a large number of allies that sponsor specific events and projects.

We want to continue supporting our students in everything they set out to do, so we invite the business world and the private sector to become sponsors of the university, giving them the satisfaction of contributing to the formation of transformational leaders, while at the same time receiving the benefit of promoting their brand among the entire university community.

This year, we were able to support **117 events and/or projects** through sponsorships, which helped 93,140 people to benefit from these activities, significantly raising awareness of the brands of our sponsors among the university community.

An activity primarily focused on supporting young people who wish to study an academic program at our institution, is the **UPAEP Raffle**. This initiative has existed since our institution was founded but was put on hold for a significant recess, only to resume years later.

For almost ten years, UPAEP has had a **system of institutional indicators** in place, a platform that allows key strategic information for the institution to be visualized clearly and practically. The system consists of a dashboard for monitoring the objectives of our Institutional Development Plan (IDP), and executive management dashboards for key processes, such as monitoring admissions and academic programs.

Through this platform, users can analyze large volumes of data, establishing relationships between model components by creating reports and dashboards that are used to inform decision-making.

This year, we worked on the enrollment dashboard - commercial vs. financial goals, the dashboard for the projection of financial scenarios of academic income, the international accreditation dashboard, programs with a focus on Learning Outcomes, Roster in Spanish and English, the development of 6 General Education



The remainder generated from the 2023 lottery was **\$10,755,928**, which went to the university's different scholarship programs, benefiting **4,616 scholarship** recipients from different areas (High Schools, Undergraduate, and Postgraduate).

The **types of scholarships** supported through this scheme are:

- Academic
- Doctor Abelardo Sánchez Gutiérrez Award
- Research
- Excellence
- Leadership
- Sports
- Cultural
- International Exchange or Mobility
- A Bet on the Future.

Learning Outcomes (GELO) dashboards, analytics for student retention, the program relevance evaluation dashboard with external quantitative and qualitative information, as well as analyzing patterns to identify students at risk ('No show and Dropout'), the incorporation of more indicators to the academic performance dashboard by school of origin, the creation of an algorithm for the prediction of the next 4 years of those enrolled in Medicine and Dentistry program. Additional data and visualizations were added to the academic load dashboard, the subject progress dashboard was also developed, according to the 'Learning Guides' for each curriculum, and improvements were made to the re-enrolment dashboard, which includes all units.

In **our Tehuacan Campus**, there were 93 technological acquisitions in the 2022-2023 period, with a total investment of \$570,416.78.

The acquisitions for classrooms were broken down as follows: 5 desktop computers, 5 laptops, 2 65" screens, 4 projectors, 11 Google Chromecast, and 4 USB network adapters. For the administrative area, 4 desktop computers, 2 laptops, 3 tablets, 3 tablet cases, 1 ecotank printer, 1 22" monitor and 1 256 GB solid state disk were acquired.

For the academic area, 3 desktop computers and 1 laptop were acquired.

Twenty-eight Category 6 network nodes were installed in building E and 15 video surveillance cameras in buildings A, D, and E were renovated.

# youth

THAT CONTINUES TO MAKE HISTORY



## ● ● HIGH SCHOOLS

# International, Pre-university and transformational experience



An institution gradually consolidates its educational proposal over many years, and this is precisely what we see in the history of UPAEP; the university was founded

50 years ago, consolidated over time, and will continue to grow and develop, through the younger generations that are currently studying with us, as well as future generations who will trust us with their dreams and continue toward our founding purpose of forming transformative leaders.

To achieve our objectives for UPAEP High Schools, we must have a solid academic and educational model in place. Our model considers development in different dimensions: **academic, personal, social, and spiritual.**

It also focuses on solid humanistic development, promoting ethical values and citizenship; the development of skills and competencies that allow students to face the challenges of today's world.

In addition, our educational model encourages active participation in social and political life, as well as a commitment to social justice and sustainable development. We promote the integration of faith, science, and life, and the spiritual development of our young people. We also offer options for flexibility and personalization, to adapt to the needs and interests of each student, through Training Pathways and meaningful experiences. We would like to take this opportunity to recognize our staff and students' hard work in implementing social projects and social service, as well as participating in activities that contribute to local development.

Evidence of academic development through research. We are very proud to share that after 10 projects from UPAEP High Schools participated in the national “Ex-pociencias” competition, we were awarded 3 international passes. Diego Oswaldo Rodriguez Collado and Sarah Michelle Reyes Zamora, from Huamantla High School, were invited to the 2023 Canada Wide Science Fair 2023, in Edmonton Canada, and Nancy Flores Muñoz, from Santa Ana High School, was invited to the 2023 London International Youth Science Forum 2023, in London, England.

Over the 2022-2023 school year, some of the most important formative experiences for our students included the 2022 Teletón and the collection of more than **20 tons of food to donate to the food bank**. Participating in Teletón helps students to develop social sensitivity, and a commitment to inclusion and helping those who face special challenges. The Food Bank project demonstrates their commitment to the fight against hunger and poverty.

In this section, we’d also like to comment on another significant formative experience that our students have the opportunity to participate in – the Missions carried out during Holy Week 2023 in the Parish of San Agustín, located in the Hermenegildo Galeana neighborhood in Puebla’s Sierra Norte. This mission provides an opportunity for our students to experience service and solidarity, in an environment with unique cultural and linguistic characteristics. Most of the people in the community speak Totonac, meaning that this experience also highlights the importance of interculturalism and respect for

diversity, promoting values such as empathy, social responsibility, and a commitment to others in our UPAEP High School students.

*Being* an International Baccalaureate means following a rigorous and comprehensive curriculum that promotes students’ **academic**, personal, and social development, through an approach that focuses on critical thinking, inquiry, and problem-based learning.

The **IB program** challenges students to think deeply, analytically, and reflectively, rather than simply memorizing information. They are encouraged to investigate, formulate questions, and seek creative solutions to the challenges they face, as well as develop intercultural skills and global awareness. This promotes a better understanding of issues, tolerance, and the ability to work with people from diverse cultures and backgrounds.

In addition, the IB encourages teamwork. Students participate in collaborative projects, oral presentations, in-depth research, and diverse assessments, through which they acquire essential skills for their future academic and professional lives.

Another important feature of the IB is its emphasis on values and holistic development. Students are encouraged to reflect on their actions and to make ethical and socially responsible decisions.

## IB program



Over this academic year, we have provided support to our students, to encourage both their academic and formative development. This included personalized tutoring, academic monitoring, support in planning and organization, vocational and professional guidance, personal development programs, and accompaniment.

At Santiago High School, we ran a pilot program through the Wellbeing Center, providing support to monitor, detect, and prevent possible problems in

students’ psychological, psycho-pedagogical, and physical health over their three academic years. The program seeks to promote and establish good practices in the care of students’ physical and psychological health that will lead to better academic performance and healthier lifestyles.



Many of our young students participate in the numerous **sports disciplines** offered at our institution, demonstrating hard work, energy, and commitment. This year, they have represented us admirably, and given us moments of great joy and satisfaction when they have won medals and reached the podium. To all these young people, we would like to share our deep appreciation and encourage them to continue developing in their academic and sporting lives.



Medal's podium



GOLD



SILVER



BRONZE

**Total Medals**



The great hallmark of our institution, across all educational levels, is the development of transformative leaders. To achieve this, we must start at an early age.

*We* have created the ALTUM Academy to train agents of change who strive to transform their realities and contribute to the common good.

Through meaningful experiences, students learn about different dimensions of holistic development, including physical, emotional, intellectual, volitional, and spiritual aspects. The development of soft skills, collaborative work, and an interdisciplinary approach to address problems from different perspectives are encouraged.

This year, **more than 450 students from our 10 high schools** were called upon to develop their leadership skills through a call to action, visiting hospitals, and collecting food for the families most in need. As a result of this activity, they became more aware of social issues, demonstrated an attitude of service to others, and were able to work as a team to generate a positive impact.

We emphasize the importance of social skills, respect for human dignity, and solidarity, along with other social virtues as part of the transformative leadership profile that UPAEP seeks to develop in its students.

Another opportunity to develop transformative leadership, was the XXIX edition of the **“Interprepas” Tournament (2023)**, with the participation of **2,305 students from middle and high schools** in Puebla, Tlaxcala, and Mexico City. In addition to sporting and cultural competitions, the Hunger Race was organized; a recreational race against hunger in which 564 runners participated and more than 3,600 kilos of food were collected for the Food Bank.

In collaboration with the Open System of Alternative Modalities, we developed a course on the culture of peace for 181 students from the San Martin and Lomas High Schools.





We would also like to mention the **2023 High School Missions**, in which a group of 147 students and 29 teachers participated in the Holy Week Missions in the Bienvenido community, from the Hermenegildo Galeana neighborhood, located in Puebla's Sierra Norte.

It gives us great pleasure to share the work of these student groups, as they facilitate spaces for participation and association, in which young people can develop their transformative leadership skills. The student groups are organized under a work plan and carry out activities both inside and outside the institution, which allow students to hone their skills, acquire life experiences, and strengthen their leadership through collaboration and community outreach.

No less important is the formation of the student assembly, which is the highest body of student representation at UPAEP. It is made up of the student council, group leaders, and student group leaders. The student assembly fulfills various functions, such as discussing, collaborating, organizing, proposing, and carrying out meaningful activities in conjunction with the Leadership and Entrepreneurship Coordinator and the Director of each High School. By participating in the student assembly, students develop transformative leadership skills, represent their peers, and work to improve the school environment and life at our institution.



**Students**  
*2022-2023*



All these experiences demonstrate our commitment to transformative leadership and concrete actions that generate a positive impact on society, promoting solidarity, social commitment, and the holistic development of students.

Enrollment in UPAEP High Schools **increased by 2.7%, on average**, over the past year. At the beginning of the 2022-2023 cycle, 1,466 new students were enrolled. Currently, a total of **3,666 students** are enrolled in the Higher Secondary Education System.



All the young people who are educated at our high schools and who we see develop, would not be able to achieve their goals without the support of our teachers. This year, 317 academic staff, are employed at UPAEP High Schools, of which 167 are full-time, and 150 are hourly.

To maintain educational quality, we offer a wide range of courses for teachers, which are part of our institution's Comprehensive Training Plan (CTP). These courses allow each staff member to learn more about the university and our institutional values, which in turn helps them to identify with them. To date, 67% of full-time teachers have participated in at least one of the basic courses, including: "Introduction to the U50 Seal", "Identity and Commitment", "From Service to Transcendence", and "How to Educate Holistically for my Subject".

In 2022, High School employees took around 837 courses offered under the CTP. In addition, we also run the 'Trainer of Trainers' diploma course, directed at the leaders of the UPAEP High Schools, to educate this community on the founding principles of our institution.

Here, we would like to acknowledge staff who have represented UPAEP in congresses or competitions, over the period covered by this report:

#### ADRIÁN FLORES ESCOBAR

- participated as a speaker at the "9th Meeting of Good Teaching Practices" on Multimodal Education

#### ANA BEATRIZ CRUZ ÁLVAREZ

- was awarded the CONCYTEP scholarship for her thesis "Attributes and Argumentative Strategies of Pyrrhonian skepticism"

#### MIGUEL ÁNGEL ANDRADE CARBALLO

- coordinator of the missions program and founder of the TIDU program at UPAEP's Pastoral Service, received the "Eagle Award".

#### JOSÉ JAYRO BERMÚDEZ MARTÍNEZ

- Martínez spoke at the "VII National Symposium of Narratives" held by the Communication Sciences Department
- at the Benemérita Autonomous University of Puebla, and was also a judge in the 2023 Public Speaking Contest 'International Year of Dialogue as a Guarantee of Peace', at the Universidad del Valle, Puebla
- screenwriter, director, and cinematographer of the short film 'Recógete el Cabello' (Tie Back Your Hair) was a finalist in the 6th Short Film Contest on Gender Equality at the Institute for Scientific and Ecological Research in Seville, Spain

## High School teacher researchers

#### JOSUÉ VÁZQUEZ RODRÍGUEZ

- who achieved the level of "Candidate" in the National System of Researchers

#### LUIS ALBERTO JUÁREZ LEYVA

- won the State Expociencias, this year, and later went on to win the National competition, earning himself a pass to the London International Youth Science Forum, held in London from July 26 to August 9, 2023, as well as international accreditation for the "2023 National Meeting of Research Groups 2023" in Cali, Colombia.

#### ARMANDO CASTAÑEDA SÁNCHEZ

- was advisor to the Tlaolli Xiuhtic project that won the gold medal at the Canada Wide Science Fair 2023 in the Health and Wellness category.

#### JUAN PABLO AGUILAR

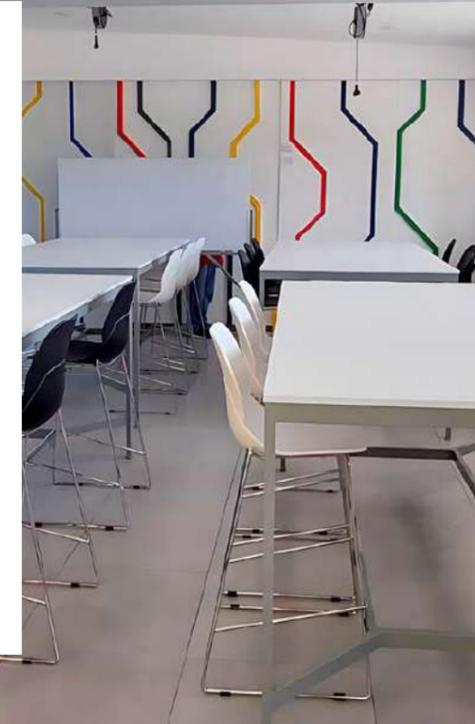
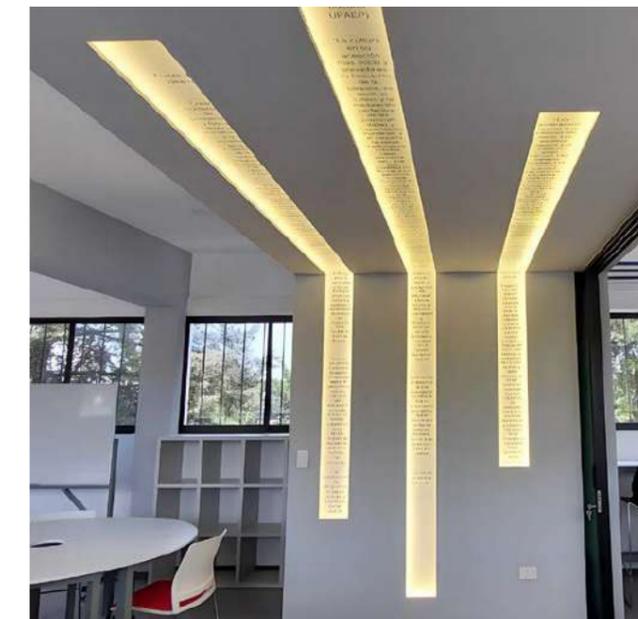
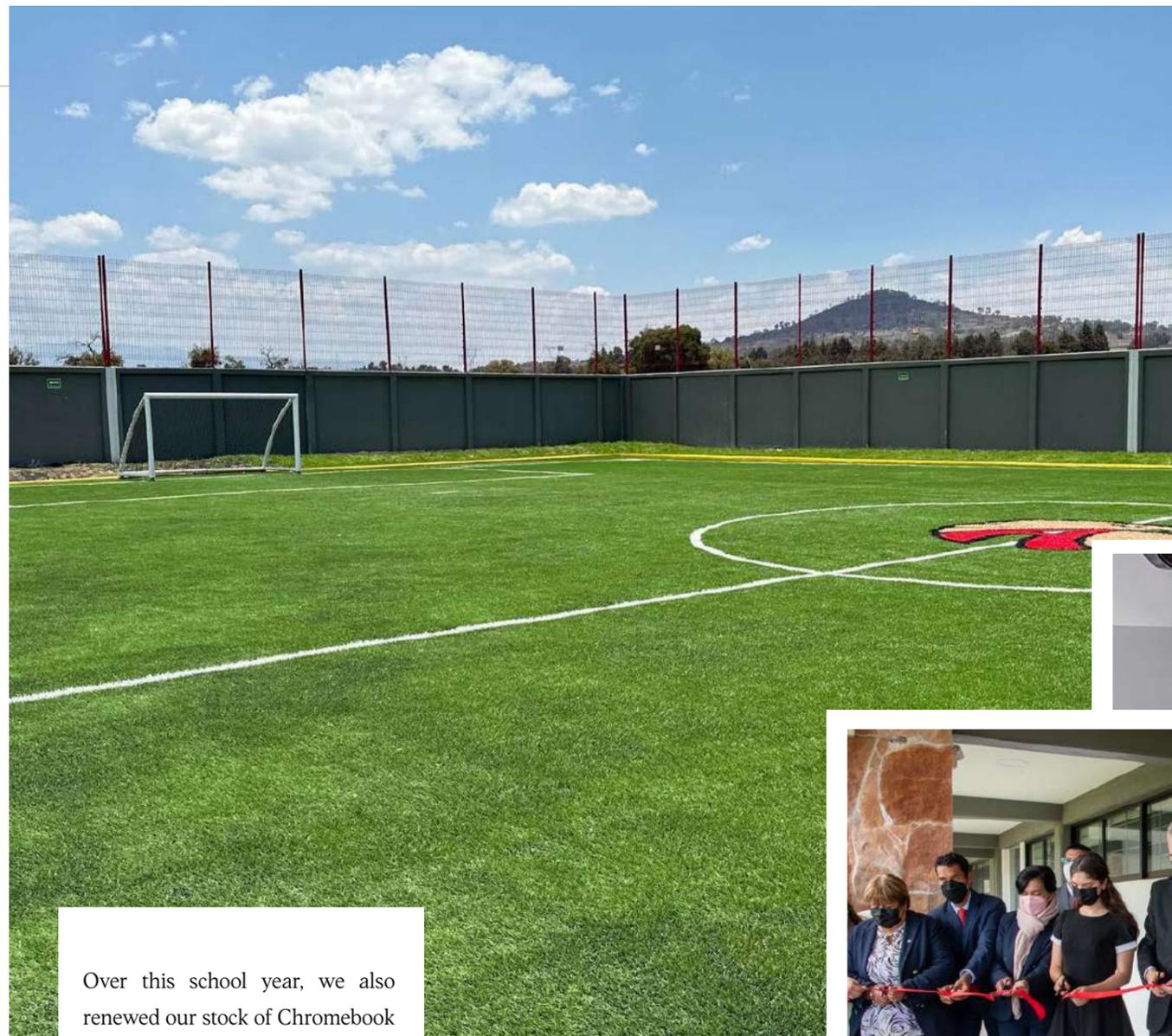
- for his publications: 'Three Versions of Underdetermination Arguments in the Interpretation of Images' in the journal Xipe Totek,
- ITESO's philosophical journal, and 'Representational Technological Determinism' and 'The Weight of the Alphabet in the Construction of the Natural Number' in the UNAM's philosophy journal, 'Marginal Reflections'.

Our students, teachers, and staff can all perform better, and in better conditions, when appropriate spaces for learning are provided. For example, at UPAEP Huamantla High School, a new classroom building was inaugurated at the beginning of this academic year, which includes two classrooms, each for up to 30 students, a restroom, and a newly renovated science laboratory. In addition to this, the space known as the “Cúpula” was also upgraded, to include a teachers’ lounge, following the current architectural style and needs of the faculty. These spaces were blessed by Monsignor Julio César Salcedo Aquino, Bishop of Tlaxcala.

At San Martín High School, the soccer field was improved, to create a space that promotes healthy coexistence among our students.

As part of our commitment to improving conditions for our students, in accordance with the educational reality in Mexico and the rest of the world, we have moved towards the creation of spaces known as “Maker Labs”. Here, our UPAEP High School students have access to spaces that allow them to create, develop, and bring their ideas to life. This program has been consolidated through the second phase of development at South High School, investment in equipment in Atlixco and Cholula High School, the adaptation of the library at Santa Ana High School, and the remodeling of Lomas High School.

In terms of our technological infrastructure, we decided to upgrade our on-campus connectivity this year, as classes were 100% face-to-face. Because of this, internet services were upgraded and investments were made to renew network equipment, coordinated by the Information Technology team.



Over this school year, we also renewed our stock of Chromebook devices for students. The institution invested in 11 new batches of equipment, one for each UPAEP High School campus.



Over this year, we continued to develop our innovative project, awarding digital badges to certify compliance with the VET plan, ALTUM, and other educational experiences such as the IB Student Conference: Breaking Horizons. The security locks provided by this kind of technology represent a significant improvement, demonstrating our continued commitment to quality assurance.

To ensure that UPAEP High Schools remain at the forefront of educational innovation, the Professional Orientation Program was implemented in all UPAEP High Schools, and the Diploma Program was relaunched in the high schools across Puebla.

In addition to this, we continued to consolidate our presence in Latin America as a **strategic provider of the IB** for the implementation of Vocational Studies. Last year we were able to sub-contract a license for part of our curriculum, specifically the Vocational Studies curriculum line, for the first time outside of Mexico. In 2023, the Noordwijk School in Argentina, and the English School in Colombia, acquired a license to implement Vocational Studies for their students, through the UPAEP Center for Licensing, International Programs, and Certifications (CLIC). With the addition of these schools, there are now five members of the CLIC licensing network, three in Mexico and two in South America.



We are also proud to celebrate our recertification as a Google Reference School, for the **fifth consecutive year**. This achievement reflects the commitment of UPAEP High Schools to the integration of educational technology and the promotion of a responsible digital culture among their students and teachers.

Certification as a Google Reference School is the result of meeting rigorous requirements established by Google, as well as promoting a school culture that leverages technology for the benefit of education. By obtaining this distinction, UPAEP High Schools joins a select group of outstanding educational institutions in Latin America that are characterized by their innovative approach to education. With an enrollment of 3,500 students and a faculty of 400 teachers, UPAEP High Schools has managed to excel in the active use of Google for Education tools and devices.

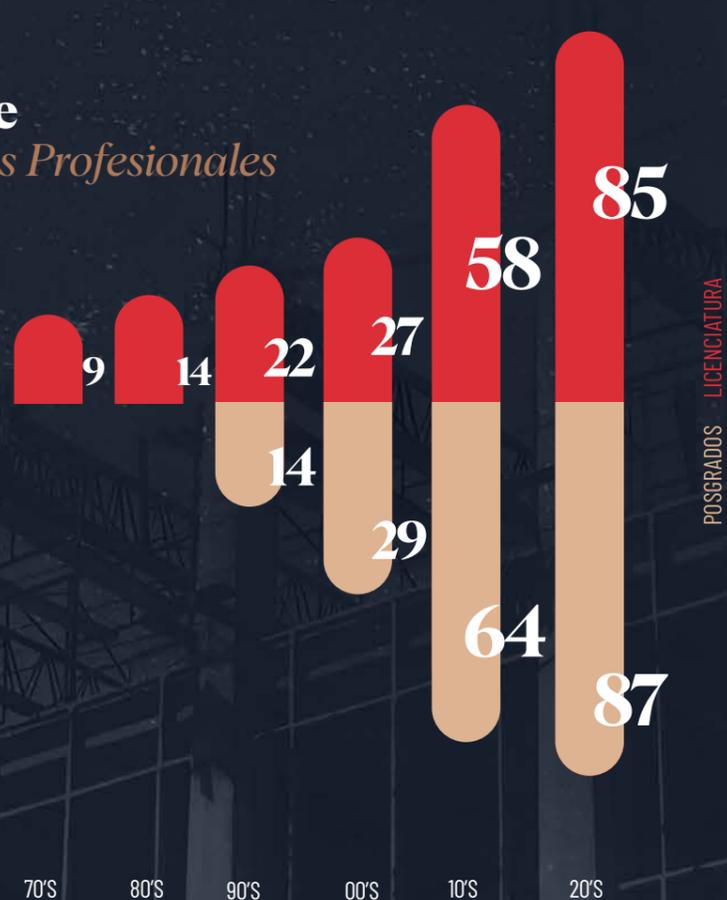
We have 4,000 active users of our Google Classroom, with 862 Chromebooks connected.

A highlight of this recertification is the number of teachers certified at different levels of training. In particular, we would like to mention Daniel Federico Montes de Oca Gil, Luis Esteban Oliva Rojas, Miguel Angel Lozano García, and Juan Mario Pérez Rosas, who have obtained the prestigious level 3 certification as Google Certified Trainers, Coaches or Innovators, becoming references in the field of education in Mexico. These educators have demonstrated commitment and excellence in the integration of technology in the classroom, serving as role models for their colleagues and students.

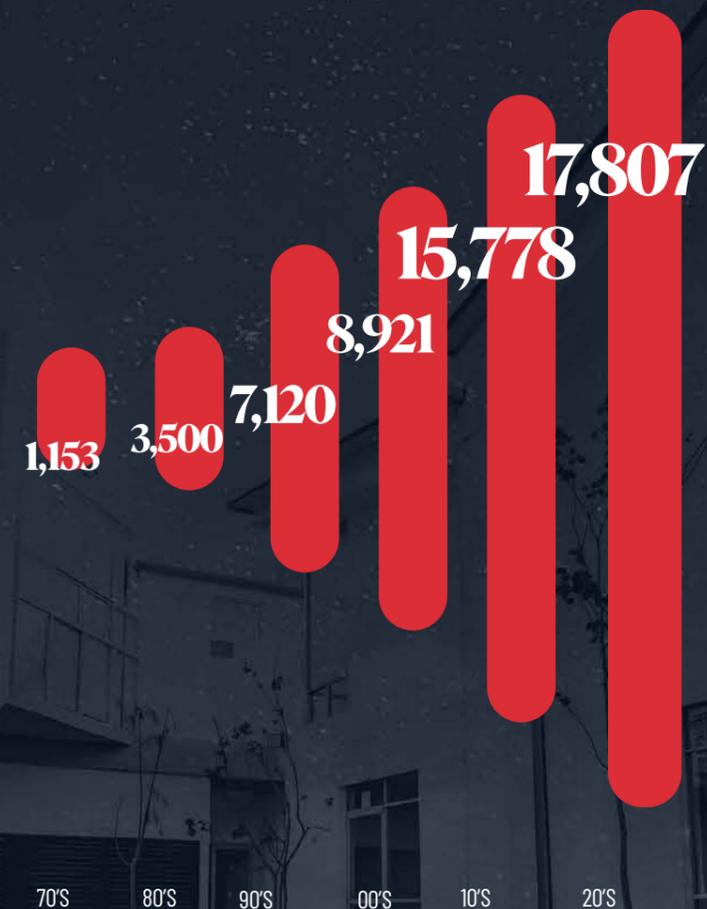
Finally, we report that UPAEP has implemented a comprehensive approach to training its educators, using **Google Trainers certified trainers** from the same educational institution. This ensures that teachers are prepared to take full advantage of the tools and resources provided by Google for Education, promoting an enriching learning experience tailored to the needs of students.

# El sueño QUE SIGUE HACIENDO HISTORIA

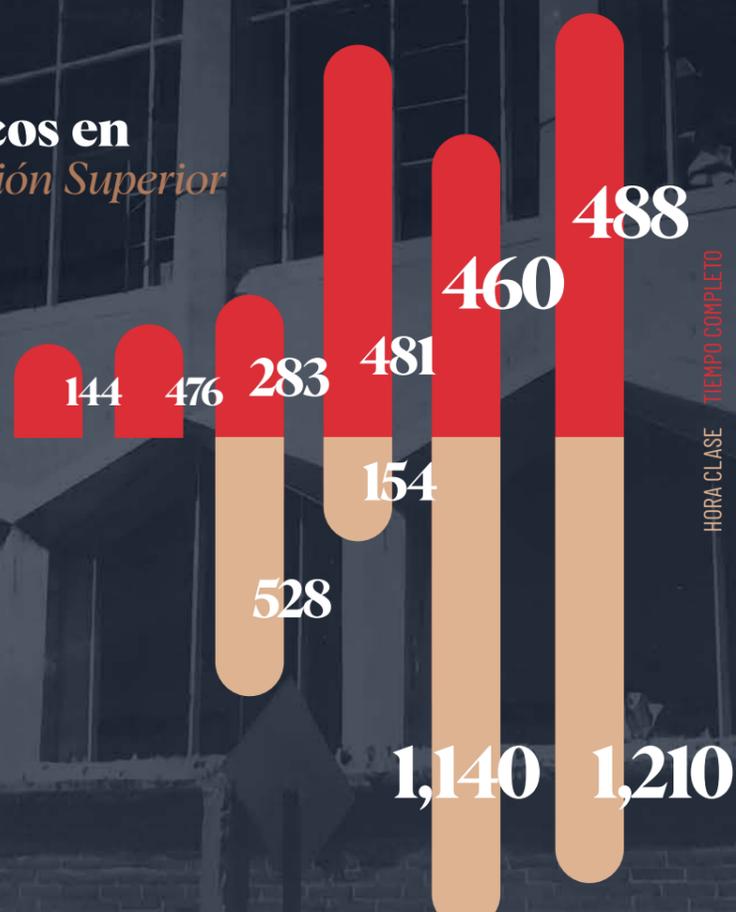
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## Alumnos inscritos



## Catedráticos en Educación Superior



## Crecimiento en infraestructura





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# ANNUAL REPORT

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