



Annual
Report
CEREMONY

Dr. Emilio José Baños Ardavín

2024 · 2025



Annual
Report
CEREMONY

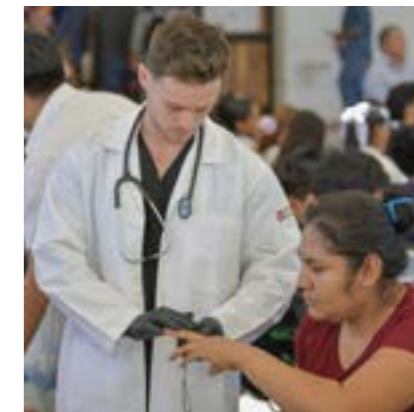
Dr. Emilio José Baños Ardaín

2024 · 2025



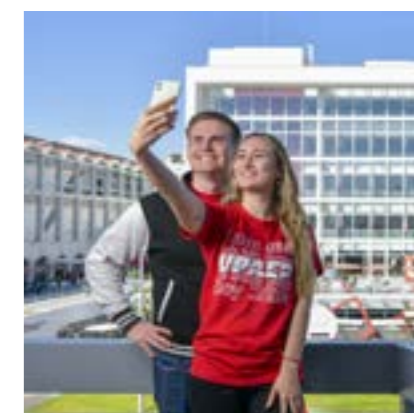
CONTENT

Challenge 1
12



Challenge 2
36

Challenge 3
62



High Schools
92

Prologue



Dr. Emilio José Baños Ardavín
President

The 2024–2025 academic year marked for our University the true beginning of our journey guided by the principles of the new strategic plan, expressed in Vision 2033. This vision calls us, through our university mission, to be a community that inspires and motivates the experience of Christian humanism in Mexico and the world.

We embarked on this adventure, and soon after the academic year began, we experienced an event that not only set the tone for this period but also outlined a roadmap toward achieving our 2033 goals. Indeed, the 19th Meeting of Centers for Culture, which focused on political conversion and Catholic universities as the alma mater of citizenship, was an opportune moment to reflect on our role as Latin American institutions of higher education in offering solutions and proposals to the challenges that society faces in every sphere. As Cardinal Tolentino de Mendonça reminded us, the way forward necessarily involves embracing the wholeness of the human person—working mind, heart, and hands in harmony with these challenges while also giving renewed meaning to our very existence. In this way, beyond transmitting knowledge, universities must become laboratories of the future and of hope.

This event also served as a prelude to Pope Francis' (†) proclamation of the 2025 Jubilee Year, with its call to become pilgrims of hope. As he expressed

in the bull of convocation, this call encourages us not to give in to difficulties, which are undoubtedly immense, but to overcome them when faced with faith and nourished by charity. Within the university's own logic, this journey is further strengthened when reason—cultivated with rigor and intellectual honesty—opens itself to and allows itself to be illuminated by the always fruitful dialogue with faith.

These references were complemented toward the end of this cycle by another convocation, this time voiced by His Holiness Leo, during the 28th Conference of the International Federation of Catholic Universities: to be itineraries of the mind toward God. Thus, the humanism to which we aspire must be a striving for the maximum, not the minimum,—where the search for truth, the very imprint of the university, reaches for the highest, the most transcendent, for that which justifies and directs our vital experience.

From this horizon that inspires us, driven by UPAEP's distinctive Águila spirit and grateful for the trust of the society we serve, we present to you as a community, the results achieved during this academic year.

Mission & Values

MISSION

Create schools of thought and form leaders who transform society in the search for truth, integrating faith, science, and life.

VALUES

Our University, founded on the dignity of the human person who finds fulfillment in freedom and love, embraces the principles that shape life in society and sets them forth as guiding values, aspiring to transform them into virtues that are taught and lived out daily:

truth, solidarity, subsidiarity, justice, respect, and consistency.

Institutional Mandates

Challenges to Undertake

1. Incorporate into society transformative leaders who build the common good.
2. Influence major contemporary challenges and debates.
3. Build with others a culture of encounter, justice, and peace.

Guiding Principles

1. Embrace our identity and founding spirit as pillars of institutional integrity.
2. Develop an exemplary faculty of professors and researchers.
3. Consolidate a culture of excellence and accountability.

Vision 2033

We are a community that inspires and motivates the living experience of Christian humanism in Mexico and the world, making the connection between faith and reason possible, attractive, and relevant.



Strategic Projects

To give decisive momentum to Vision 2033, the Rector, in collaboration with the Executive Network, has defined five strategic projects designed to catalyze the various indicators of the Institutional Development Plan. These projects operate within defined timeframes and will either conclude with the delivery of specific outputs or evolve into permanent strategic activities.

The projects are:

Strengthening transformative leadership capacities in accordance with the different levels of the educational community, ensuring a fluid and meaningful transition in the student's academic trajectory from a systemic vision of the educational continuum.



Renewing university knowledge from a Christian perspective, to:

- Train academics who combine their faith with the demands of intellectual rigor and critical thinking.
- Provide academics access to the primary sources that sustain Christian humanism.
- Create schools of thought that contribute to the common good.



The RAISE Project (Responsible AI Solutions for Education) aims to: (1) provide the educational community with mechanisms for training in the ethical, critical, and effective use of artificial intelligence, while simultaneously promoting (2) interdisciplinary research, (3) the development of inclusive tools, and (4) the proposal of policies and regulations for its responsible implementation.



Promoting actions of mitigation, education, and research to develop Green Campuses, with a systemic, integral, and participatory approach—consolidating a culture of sustainability and minimizing negative environmental impacts in the fulfillment of substantive functions, so that UPAEP may be exemplary in the care of our Common Home.



Ensuring an enhanced UPAEP user experience, as well as efficient and sustainable management, through the simplification, automation, and continuous improvement of academic and administrative processes. The goal is to eliminate barriers, reduce unnecessary burdens, and foster a seamless and intuitive experience for students, faculty, and staff. This approach not only streamlines operations but also frees time and resources that can directly contribute to comprehensive development, student retention, and academic success.



UPAEP Enrollment

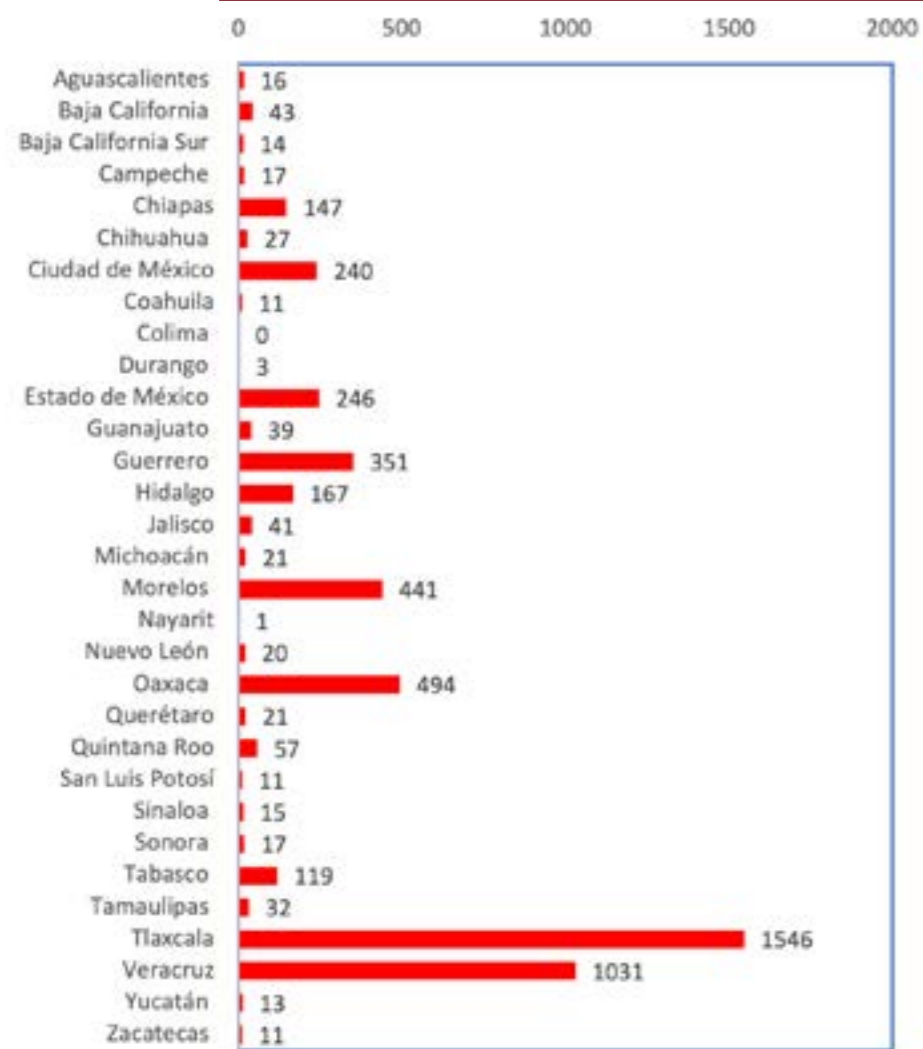
Level	Students
Undergraduate	10,098
High School	3,775
Master's	2,297
Specialization	1,332
Tehuacán	556
Doctorate	200

Total Enrollment
18,258



Place of Origin

UPAEP students come from all 32 states of Mexico and from 15 other countries. Of these, 5,212 students are from states other than Puebla, and 104 are international students.



Students enrolled from Mexican states other than Puebla

UPAEP Community



Students enrolled from other countries

UPAEP
in numbers

+50 mil
Alumni

+18 mil
Students

+2,600
Staff Members

Students Benefiting from Scholarships and Discounts

UPAEP offers several support schemes for its students. The most significant include scholarships—granted for academic excellence, research achievement, or leadership potential—as well as tuition discounts through agreements with partner institutions. During this academic year, **58.7% of the student body received some form of financial assistance.**

Scholarships	Beneficiaries	Enrollment	%	% of Students with Scholarship	% of Students with Benefit
UPAEP Central Campus	4,056	13,927	29.12%	29.07%	
UPAEP Tehuacán	108	556	19.42%		
UPAEP High Schools	1,143	3,775	30.28%		
Discounts	Beneficiaries	Enrollment	%	% of Students with Discount	58.70%
UPAEP Central Campus	4,654	13,927	33.42%	29.63%	
UPAEP Tehuacán	--	556	--		
UPAEP High Schools	756	3,775	20.03%		



FIRST

1

Challenge



Integrate into Society: Transformative Leaders Who Build the Common Good

TRANSFORMATIVE LEADERS

GENERAL EXIT EXAMINATION FOR UNDERGRADUATE PROGRAMS (EGEL)

During the 2024–2025 academic year, **1,466** of our students took the EGEL exam. They achieved a **78% pass rate**, with 136 students earning an Outstanding Performance rating.

Number of test takers: **1,466**

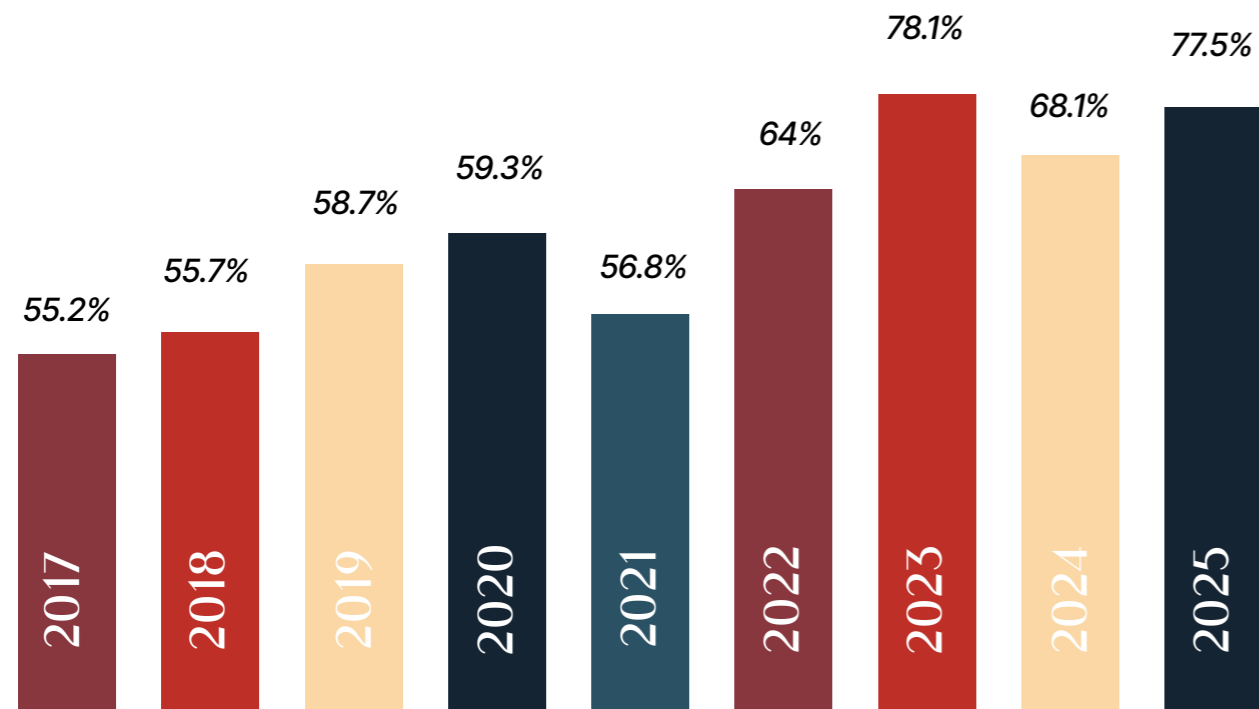
Number of test takers with Outstanding Global Performance: **136 (9%)**

Number of test takers with Satisfactory Global Performance: **1,008 (69%)**



Jessica Gutiérrez Rivas, *Outstanding Performance*

With these results, UPAEP achieved one of its best performances on the EGEL in the past ten years.

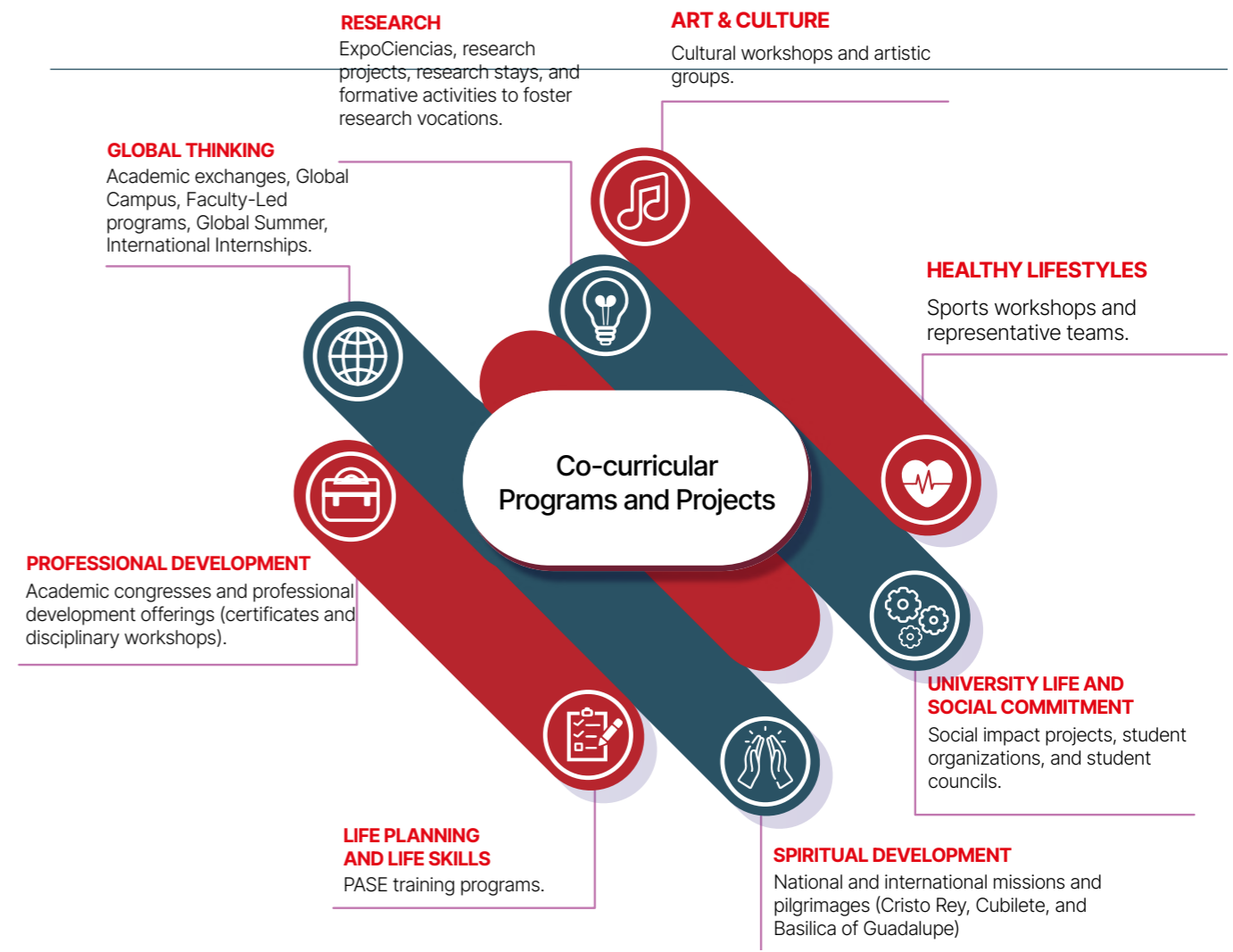


ENARM

To achieve the best possible results on the National Examination for Medical Residency (ENARM), we strengthened the academic preparation of the Medicine program during social service through several strategies. These included academic tutoring, distance learning, and self-paced courses on specialized platforms like CTO (focused on infrastructure, tools, and implementation) and EXARMED (a digital platform that helps students enhance their clinical case-solving skills).

As a result, in 2024, a total of 247 graduates secured residency placements, ranking UPAEP 17th out of 153 institutions nationwide by total accepted candidates.

To further improve these outcomes, we restructured the leadership and coordination of the School of Medicine, introduced courses aligned with clinical practice guidelines and degree preparation, and strengthened both peer tutoring and the evaluation coordination program. These efforts supported the review and update of evaluation processes in collaboration with academic departments (including departmental exams, internship exams, and degree-preparation courses).



Distribution of participation in co-curricular experiences by dimension

Student Participation in Co-curricular Projects

As of the close of the 2024–2025 academic year, **42.59%** of students had participated in the Institutional Formation Plan (PFI.e).



Students in Forums, Contests, and Events

Student participation in co-curricular activities generated meaningful formative experiences, including:

Civic Formation Chair and INE Chair: 3,683 students

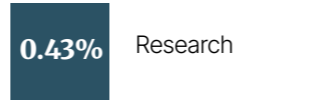
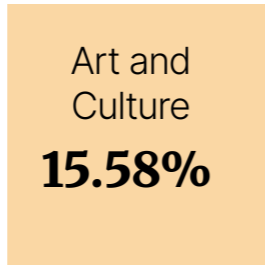
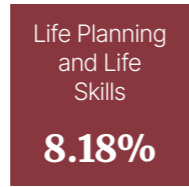
Socio-emotional learning through the arts: suicide, depression, and addiction prevention. Reached more than 3,500 students

Pilgrimage to the Basilica: 1,800 high school and undergraduate students

Diagnosticarte (artistic sensitivity for physicians): 850 students

University Gathering: 960 students

Our educational model is rooted in holistic formation. Students take on a leadership role, guiding peer development and fostering impactful experiences inside and outside the university. This approach builds a culture of encounter and reinforces their commitment to shared transformative leadership.



INE Chair, Pilgrimage to the Basilica, and University Gathering



Leadership Activities from Co-curricular Actions

We share below the leadership activities carried out through the co-curricular opportunities we offer:

1. **Preparatory courses** for each University Life group (Student Councils, Student Groups, Residences, UAF) as part of the beginning of their formative path.
2. First cohort of the **VIRTA Program**.
3. Launch of the second cohort of the VIRTA Leadership Program.
4. **Diploma in Transformative Leadership** (courses I and II).
5. Creation of **new digital badges**: Strategic Team Leader, Associate Leader, Ambassador of Change, Accountability, and Fundraiser.
6. Organization of the fifth edition of **TEDx UPAEP**.
7. Organization of the **15th University Gathering**.
8. **Civic ceremonies**: Mexico's Independence, Independence Day Anniversary, Flag Day.
9. **MujerES UPAEP** Program.

We are proud to recognize the students who have distinguished themselves through their leadership and the concrete actions that demonstrate their personal growth and commitment. We would like to highlight:

- Carlos José López
- Michelle Castrejón
- Juan Pablo Castillo
- Fabiola García
- Daniela María Hernández
- Angela Reyes
- Jorge Isaac González



Distinguished students



Eagle Award for Lifetime Achievement winners

The Premio Águila—an award granted by the Academic Vice-Rector through the Office of Formation, Culture, and Leadership—recognizes the most outstanding members of the university community in four categories: Achievement, Recognition, Research, and Lifetime Achievement.

We are proud to share that, many of our students, both individually and in teams, have excelled through a wide range of initiatives in pursuit of academic, professional, and social-impact goals. Over than 130 students from various academic programs showcased their talents in areas such as sports competitions, research presentations, projects and publications, contests, educational programs, and other activities, achieving excellence and bringing recognition to both themselves and UPAEP Forefront at local, national, and international levels.

Achievement: This category celebrates students who embody the Águila spirit through dedication, perseverance, passion, and commitment, demonstrating the heights they can reach in pursuing their dreams while representing UPAEP's values with distinction.

Recognition: This category honors students whose leadership has left a lasting impact on the University. By extending UPAEP's philosophy into diverse contexts, they have been recognized by national and international organizations as agents of positive social change.

The Research category celebrates the initiative and courage of those who go beyond the classroom to reach their goals, showing tireless dedication to each project and enriching the field of research and knowledge.

Finally, the Lifetime Achievement category honors students who have left an indelible mark during their time at the University through their projects, which today stand as examples of transcendence and sources of inspiration for others.

Student Councils

During the reporting period, **37 Student Councils** were established, representing **44 academic programs** and involving 351 students in various roles.

Notable activities include:

- **Emprende Biotec:** organized by the Biotechnology Engineering Student Council in collaboration with Konektor UPAEP, this scientific entrepreneurship event showcased innovations in the biotechnology field.
- **Arte Market:** An initiative of the Visual Design and Innovation Council, this event brought together twelve local designers at CETEC. Approximately 200 students attended, gaining the opportunity to explore the designers' work, purchase local products, and engage in discussions about challenges and lessons learned in creative entrepreneurship.



Grupos Estudiantiles

Student Groups

Currently, **17 active student groups** involve a total of **173 students** involved in various roles.

Among the many activities carried out by UPAEP's student groups, highlights include: **Hermanos de Sangre** promoted altruistic blood donation with the participation of 300 students.

COPARMEX UPAEP organized Entrepreneurship Days in the healthcare sector, with over 240 attendees and the participation of industry experts.

Reto Cumbre opened a new route on Pico de Orizaba during a formative expedition, strengthening both the physical preparation and leadership of its members.

Student Organizations

The activities carried out by formative student organizations were highly successful, particularly their participation in panels on Judicial Reform and the course **The Art of Public Speaking**.

Leadership Program

The **VIRTA Program** was consolidated as an Ecosystem for Formation toward Social Transformation. In January, it was launched with 100 participants from UPAEP high schools, external institutions, and social organizations. Training sessions were offered on human rights, migration, education, and social impact projects.

One particularly significant initiative was the volunteer program at the **Cholula Penitentiary Center**, where participants led workshops on life purpose for inmates.

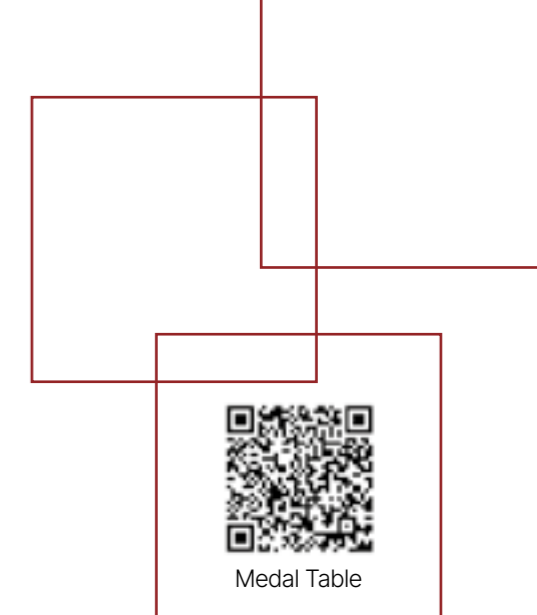


SPORTS

In the sports arena, our UPAEP Águilas students brought us excitement and pride throughout the competitions. As a result of their effort, they won a total of **34 medals: nine gold, five silver, and twenty bronze**, excelling particularly in taekwondo, swimming, tennis, and basketball.



Aranza López, Jaime Hernández y Mario Limón, National Universiade medalist



Medal Table

And what can we say about our alumni, who continue to bring excitement and pride through their athletic achievements:

Iván Montano Macías (Basketball)

National team member. Currently plays in Argentina with Club Atlético Riachuelo de La Rioja.

Luis Alfonso De la Mora López (Taekwondo)

National team member. Competed at the 2024 Taekwondo Poomsae World Championship in Hong Kong.

Ingrid Martínez Treviño (Basketball)

National team member. Professional player. Recently participated and was a finalist in Exatlón México.



Student Support

Committed to providing guidance and support, we have operated the Student Support and Follow-up Program (PASE), for over a decade, contributing to the integral formation of students through a psycho-pedagogical approach. This program strengthens basic thinking skills and addresses socio-emotional issues through meaningful experiences related to topics such as sexuality, addictions, and eating disorders.

Additionally, through PASE, we offer intervention workshops for students at academic risk or with a history of withdrawal, to help develop learning and self-regulation skills. In this way, we promote their retention and growth within the university, while facilitating their connection to institutional services.

A total of **3,447 students** received support through PASE during the 2024–2025 academic year, with assistance by **79 tutors** engaged in various prevention, development, and intervention available processes.

Learning Outcomes

The institutional culture surrounding Learning Outcomes has made significant progress over the past year. The academic community has demonstrated increased knowledge, awareness, and commitment to assessing learning outcomes related to transformative **leadership and social relevance**.

This progress is evidenced by a substantial increase in assessments, rising from 1,179 in 2021–2022 to 5,574 in 2023–2024, thereby consolidating a culture centered on continuous improvement, evidence-based decision-making, and educational quality.

Moreover, initial-to-final assessment results showed a **remarkable increase: globally, the percentage of students who met or exceeded the standard rose from 45% to 75.4%**.

Institutional Ceremonies

Universities host countless activities that form an integral part of community life engaging students, faculty, researchers, staff, administrators, officials, and even alumni. A well-defined protocol establishing clear criteria and strategies has been essential for organizing these events and ensuring effective communication among organizers and participants. This has enabled us to communicate UPAEP's identity effectively, both internally and externally.

It is worth recalling that the institutional university protocol is rooted in the strong Salamanca ceremonial tradition, where solemn ceremonies must include symbols and extraordinary formalities that preserve the richness of noble university traditions, fostering an atmosphere of formality and respect.

Among the institutional ceremonies that adhere to this protocol are: the First Chair, the awarding of the Cruz Forjada academic distinction, Oaths of the Medical and Life Sciences programs, Graduation Ceremonies for all levels, modalities, and campuses, and the Rector's Report.

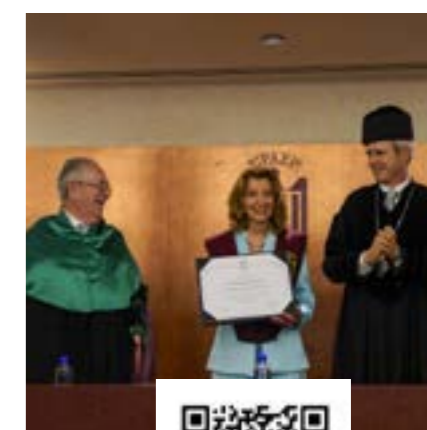
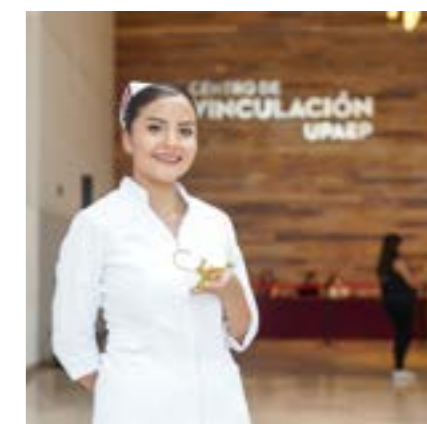
This year, we highlight two special ceremonies:

he awarding of the Profesor Emérito distinction to Dr. María de los Dolores Dib y Álvarez.

The conferral of the Doctorado Honoris Causa in Humanities and Social Sciences to Rocco Buttiglione.

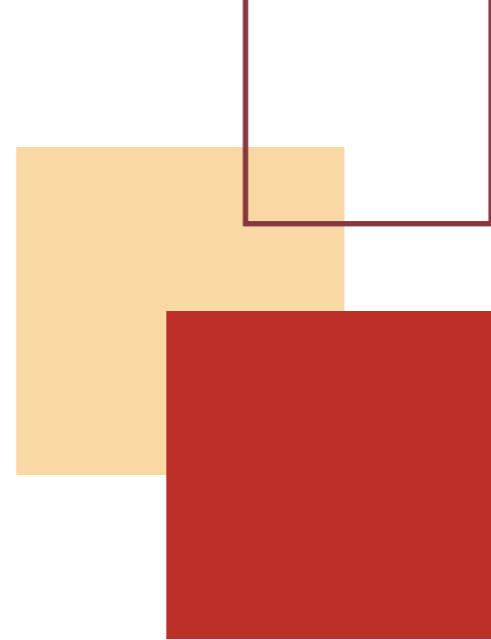
In the first case, Dr. Dib y Álvarez, with more than five decades of service to the Institution, became the first woman to receive this honor, in recognition of her outstanding work in preserving cultural heritage and training architects. This distinction reflects UPAEP's commitment to academic excellence and equal opportunity, while honoring a life dedicated to teaching and the preservation of Puebla's architectural heritage.

In the second case, philosopher and Christian Democratic politician Rocco Buttiglione invited us, on the one hand, to apply the method of transpolitical interpretation of history to enrich our Social Relevance Academic Systems and achieve a deeper understanding of today's realities and challenges; and, on the other hand, to deepen the Theology of the People as a lived experience of humanism that truly responds to the temporal and transcendent concerns of contemporary humanity.



Professor Emerita

TO INTEGRATE LEADERS INTO SOCIETY



Professional Placement Strategy

At UPAEP, a comprehensive **professional placement strategy** has been implemented to strengthen the development of our students and graduates, facilitating their effective integration into the job market at all levels.

During the 2024–2025 academic year, our network of **strategic partners expanded to include 1,056 organizations**, across the business, government, and social sectors, with local, national, and international reach.

This strategy is structured around five key pillars:

- **Skills and Competencies Development on Campus:** through initiatives such as the Employability Without Borders Week and the use of professional simulators.
- **On-site Development:** with more than 2,000 professional internships arranged and new scholarship funds created.
- **UPAEP Alumni Program:** strengthening mechanisms for engagement with graduates and consolidating seven regional chapters, including the first international chapter in the United States.
- **Relevance and Shared Responsibility with Society:** through the work of the Academic Advisory Councils (CAV).
- **Data Intelligence and Analytics:** to inform decision-making based on information gathered from graduates, employers, and labor market trends.

Through this strategy, we reaffirm our commitment to ensuring a successful transition into the workforce, promoting employability, and developing relevant competencies in an increasingly competitive and globalized environment.

Strategy

As part of our professional placement strategy, we have developed various initiatives aimed at strengthening the connection between students, alumni, and the labor market.

- **Employability Without Borders Week:** Two editions were held during the cycle, with the participation of 29 companies and 1,414 students, representing a 10.8% increase compared to the previous year.
- **Internship and Social Service Fair:** Gathered 2,035 students, of whom 1,576 began internships or trainee programs in national and international organizations.

Professional Placement Strategy



01

Skills and Competencies Development on Campus

02

On-site Development

05

Data Intelligence and Analytics

04

Relevance and Shared Responsibility with Society

03

UPAEP Alumni Program

Strategic Alliances in Mexico's Industrial Clusters

As part of our program of strategic alliances with industrial clusters, we identified Monterrey, Querétaro, Guadalajara, and Mexico City as key hubs for professional development.

Through joint visits between academic areas and the Office of Outreach and Internationalization, we established partnerships with 32 leading companies and business organizations, opening opportunities for:

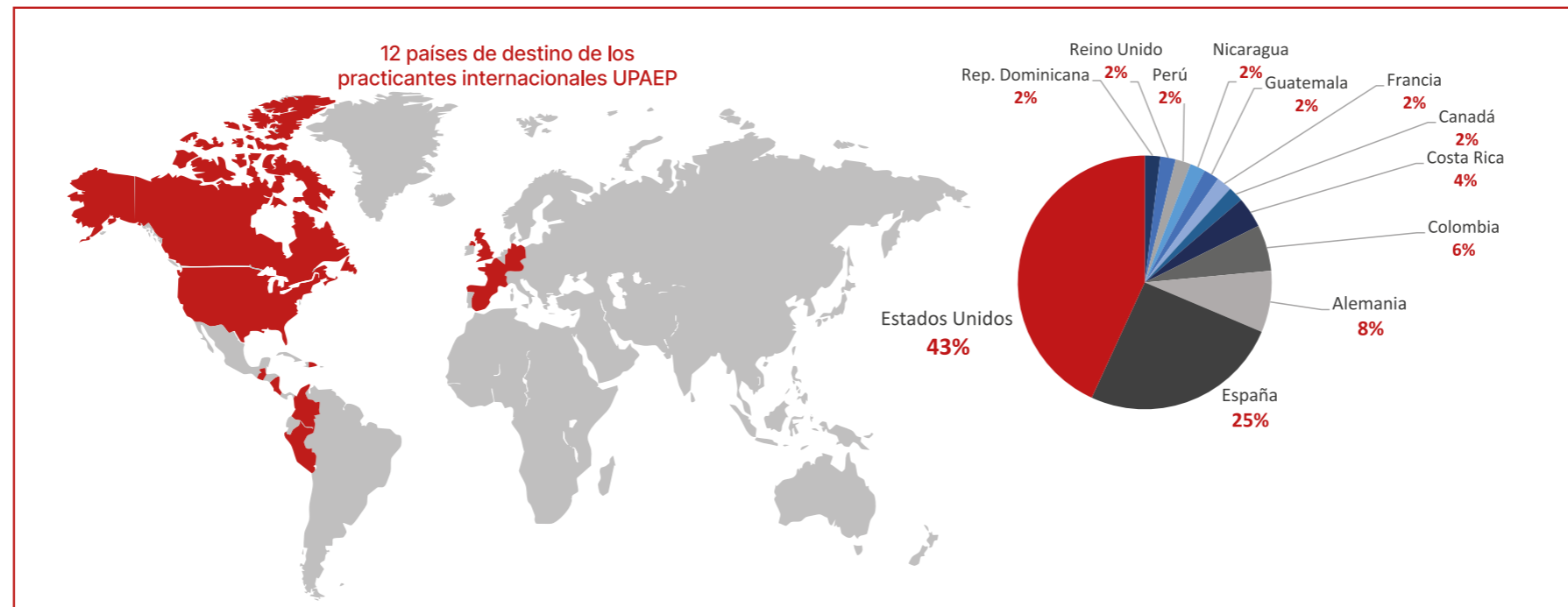
- professional internships,
- participation in institutional events, and
- applied research and consulting projects.

These actions strengthen university–industry collaboration and position UPAEP as an institution committed to high-impact professional training.

Industry Visits to KIA and Intel Mexico



Overview of the International Professional Internship Program
 By number and percentage of students and participants | Cycle 2024-2024



Internships in Tehuacán

At our Tehuacán campus, thirteen students participated in international professional internship programs in the United States and Canada. Ten joined the Dining Services program at Oklahoma State University. Two joined summer camps in Michigan and New Hampshire (Lake of the Woods and Camp Allen). One student completed an internship at Camp London in Ontario, Canada.

The interns' performance was highly satisfactory, resulting in growing demand from international employers. Host organizations highlighted the professionalism, discipline, responsibility, teamwork, adaptability, resilience, and commitment to learning of UPAEP students, recognizing them as valuable profiles within global work environments.

Professional Internships and Job Placement

By the end of the 2024–2025 academic year, **1,620 students completed internships in partner organizations** from the business, social, and government sectors. Of this total, **21.8% received job offers**, evidence of the high level of preparation and talent of our students even before graduation.

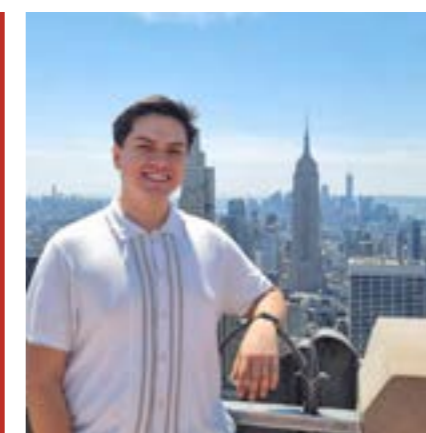
Final internship evaluations reflected outstanding performance, with average scores rated "above standard," reaffirming UPAEP's quality in preparing students for professional placement. This achievement was evident in both conventional internships and trainee-type business programs.

During the reporting period, we strengthened the **international internship program, with 51 students participating**, thanks to **18 new agreements with international agencies and partner universities** that promote this modality as part of their academic mobility strategies.

Reflecting our institutional commitment to professional development in global contexts, we awarded **14 scholarships of up to MXN \$50,000** per student, enabling their international mobility and broadening their opportunities for success in multicultural professional environments.

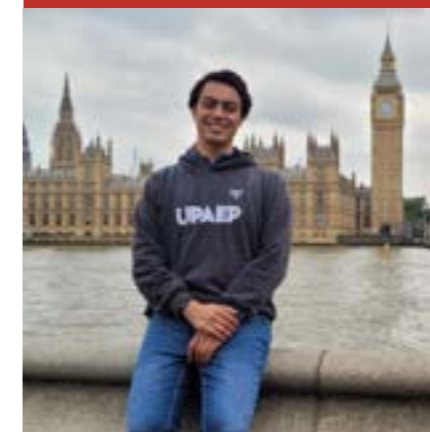
Víctor Manuel Jiménez Navarrete

Automotive Design
 Qualus
 Londres, Reino Unido



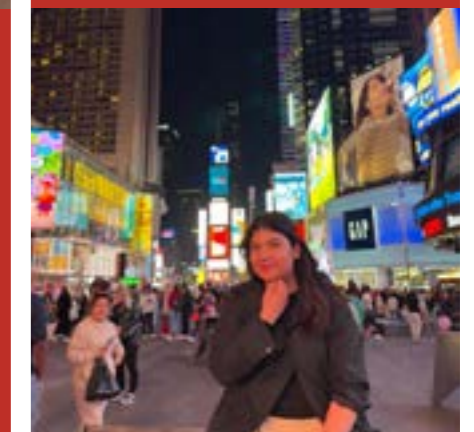
Perla Salgado Salas

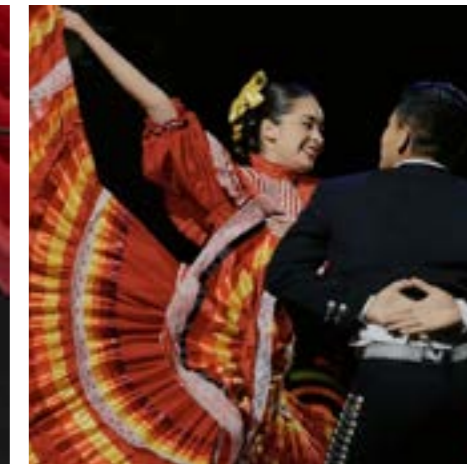
Gastronomy
 Sun Valley Resort
 Nueva York, Estados Unidos



Carlos José López Tort

Film and Audiovisual
 Production Studies
 The Intern Group | BQE Media
 Nueva York, Estados Unidos





CREA

Within UPAEP's Fine Arts Division, known as CREA (Centro de Expresión de las Artes), the university offers workshops and performing groups in disciplines such as dance, music, theater, and visual arts. Through artistic performance, we strengthen students' holistic education by developing creativity, aesthetic sensitivity, critical thinking, emotional expression, discipline, teamwork, and leadership—all in harmony with the University's Christian humanist model.

During the reporting period, over **1,100 students enrolled** in CREA disciplines, and **1,004 cultural activities** were conducted, reaching **48,925 people**.

Special mention goes to outstanding national and international participations: four students and one faculty member from the Mexican Folkloric Dance Company represented UPAEP at the **Third International Folklore Festival at Parul University in India**; **the Arab Dance Group won first place nationally for the second consecutive year at the Arab Fest competition in Veracruz**; the Marching Band performed at several events in Puebla, and the GMU group participated in the first Interuniversity **Battle of the Bands at UPAEP** and at the UickStock festival hosted by Universidad Intercontinental in Mexico City.

Museum

During this academic year, the UPAEP Museum presented a comprehensive and diverse program encompassing artistic, scientific, and cultural activities.

Among the most notable exhibitions were:

Transcending Matter, Beyond Bronze by José Sacal, Puebla: Living Heritage (collection of Poblano Religious Folk Art), Bodies and Voices of the Earth by Abby Blanco, Objects and Situations Are Closer Than They Appear by Nélica, Art in Process by the Institute of Visual Arts, among others.

In addition, permanent virtual exhibitions, including Chronicle of a Battle (focused on the Battle of May 5) and Our History Uncovered were maintained, alongside scientific exhibitions such as Infinite Patterns (exploring fractals, patterns, and symmetries).

In connection with academia, exhibitions such as Crooked Points with Philosophy, Chronotopias IV, and Route 20 Engineering on the Move were held.

The Museum also carried out multiple social and academic impact activities, such as:

- Evocarte benefits 835 senior citizens.
- I Play and Learn, featuring activities for people with disabilities, including the International Adapted Chess Tournament with participants from five countries, as well as a summer workshop on art and Braille.
- Hospital Museum, which engaged 546 hospitalized children and their families.
- Resonances, aimed at people with Alzheimer's and their caregivers.

The Museum offered workshops, activations, and guided tours for the general public and students of all levels at UPAEP. It also organized the **9th International Museum Meeting in Puebla, with 126 participants.**

This year, the Museum innovated by collaborating with the Research Group on Women in Spain and the Americas (GEMELA) to co-organize the group's Biennial Symposium, held in Mexico for the first time, thereby expanding its global reach.

As a result of these activities, the Museum received **16,033 in-person visitors and reached 26,348** people through on-site, virtual, and outreach actions.



Pastoral

To Foster faith and spiritual growth within the university community, the Pastoral Ministry launched the Prayer and Life workshops, designed to explore and deepen various forms of prayer. Formation groups addressing anthropological topics in light of the Bible and doctrine were also consolidated.

We organized local, regional, and international missions in Tlapacoya, Puebla, and in mission areas in Kenya, Africa, in collaboration with the Guadalupe Missionaries. We also held liturgical retreats that offered spaces for reflection and encounter with God, and participated in the national youth pilgrimage to Cristo Rey, encouraging young people to rediscover their faith through the Testimonio y Esperanza movement.

The traditional pilgrimage to the Basilica of Guadalupe brought the community together in a 42 km physical and spiritual journey across the Izta-Popo National Park, concluding with a camp at the foot of the Iztaccihuatl volcano.

The Good Friday Procession, organized in collaboration with the Archdiocese, **attracted approximately 180,000 participants** and has achieved both national and international recognition.

The Ideas Lab was also launched a space for reflection on the role of women from a Catholic and social perspectives leading to the establishment of a working group with concrete initiatives. Additionally, sacramental preparation continued to be a key and important focus, supporting university students and children seeking to receive the sacraments of Christian initiation, further consolidating the Pastoral Ministry's commitment to holistic formation.



Entrepreneurship

Since its redesign in fall 2012 and transformation in 2019 with the creation of **Konektor UPAEP**, the University's Entrepreneurship Program has become a cornerstone for fostering entrepreneurial spirit within the university community. Through the Entrepreneurship and Business Development Center, the program provides both academic training and direct support to entrepreneurs.

At the curricular level, all undergraduate programs incorporate entrepreneurship courses, enabling students to develop projects aligned with their personal vocation. Additionally, the *Emprende Águila* program provides free mentoring to students and alumni, as well as specialized support services for startups and SMEs.

Two projects supported by Konektor UPAEP—*MyMeMo* and *Ecologic*—were selected among more than 350 proposals in the *Teachers Who Leave a Mark* call by iLab, where Professor Ana Laura Domínguez was recognized as one of 25 outstanding educators for her work in social entrepreneurship.

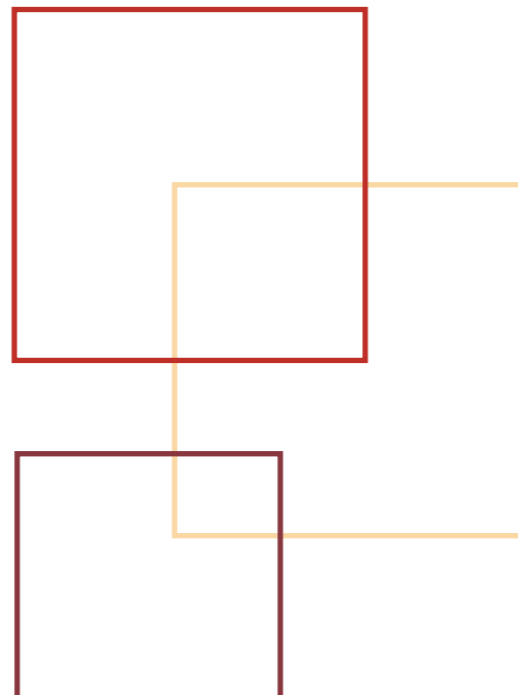
MyMeMo, developed by students from the Graphic Design and Mechatronics Engineering programs, aims to transform perceptions of mental health among university students.

Ecologic, developed by students from various disciplines, proposes an intelligent system for solid waste separation in educational settings.

Both projects will be featured in the book *Changemakers*, helping to highlight innovative methodologies in education for social change.



Business Strengthening Program - Konektor



Center for Innovation and Social Impact

During the 2024–2025 academic year, the Center for Innovation and Social Impact strengthened its commitment to social transformation through three strategic areas: **Social Relevance Integrative Projects (PIPS)**, University Social Service, and the *Águilas Solidarias* program.

In the PIPS, 59 students collaborated with four Civil Society Organizations: *Vínculos y Redes A.C.*, *Fundación ¿Sabías Qué?*, *Fundación Juconi México A.C.*, and the *Red para Infantes, Adolescentes y Jóvenes de Puebla A.C.* The initiatives undertaken included institutional training, workshops on emotional well-being and financial education, the development of educational resources, the strengthening of social enterprises, and sustainability strategies, **benefiting over 5,100 individuals**. These interventions exemplify a sustainable, long-term approach to generating relevant and enduring solutions with meaningful community impact.



Transformative Inclusion Volunteering - Águilas Solidarias

Social Service

As for University Social Service, **1,392 students participated in over 200 projects, achieving a total of 2,407,120 service hours**. We implemented a new digital platform for service management, improving accessibility and the overall experience for both students and institutions. In addition, 92 collaboration agreements were consolidated, and official authorization was obtained to work with **Civil Society Organizations (CSOs)**.

Finally, the *Águilas Solidarias Program* continued to promote student social leadership through four lines of action: food security, first aid, inclusion, and environmental education. Over the course of the year, four volunteer projects were organized, strengthening the culture of encounter and solidarity within the university community.



Mass CRP Training - Águilas Solidarias

EDUCATIONAL QUALITY

All of the above enables us to offer an integral educational model that naturally stands out, while reinforcing the educational quality that, since our beginnings, we have been committed to across all programs, levels, and modalities.

Accredited Programs

Within the framework of academic quality assurance, we report the following progress in accreditation:

On-site Undergraduate:

100% of programs are accredited or in the process of accreditation.

On-site Graduate Programs:

72.9% of programs are accredited or in the process of obtaining accreditation.

Online Undergraduate:

6 out of 7 programs are accredited. The remaining program is awaiting its first graduating class to begin the accreditation process.

Online Graduate Programs:

Of the eight programs offered, seven are accredited, while one is in the preparatory phase to initiate the accreditation process.

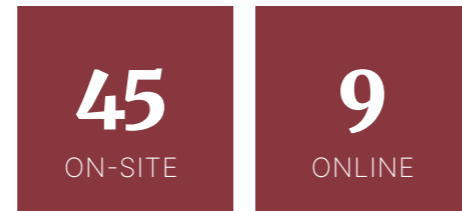


Academic Offering

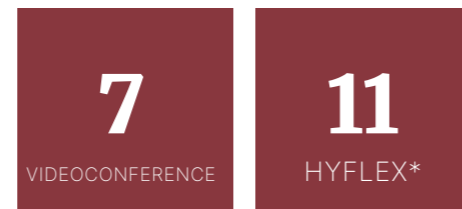
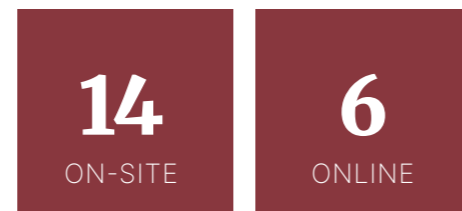


Accredited Programs

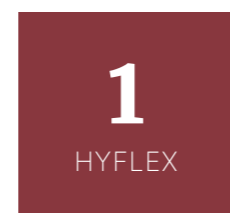
Academic Offerings



UNDERGRADUATE



MASTER'S



SPECIALITY



DOCTORADE

*Flexible Hybride System

Programs Registered in the National Postgraduate System (SNP)

Registration in the National Postgraduate System (SNP) of CONAHCYT provides eligibility to participate in calls for student scholarships. Currently, we have **23 programs** registered in the SNP, which strengthens the academic and scientific profile of our graduate programs.

Programs Registered in the SNP

1. PhD in Strategic Planning and Technology Management
2. PhD in Biotechnology
3. PhD in Education
4. Master's in Biotechnology
5. Master's in Environmental Engineering and Sustainable Development
6. Master's in Management and Marketing
7. Master's in Data Science and Business Intelligence
8. Master's in Mechatronics Engineering (Industry-based Graduate Program)
9. Master's in Work and Organizational Psychology
10. PhD in Logistics and Supply Chain Management
11. Master's in Strategic Planning and Technology Management
12. Master's in Logistics and Supply Chain Management
13. Master's in Applied Economics
14. Master's in Industrial Innovation Engineering
- 15-20. Medical Specialties in Family Medicine (Clinics 1, 2, 6, 9, 22, 57 of IMSS)
15. Master's in Energy Management
16. Master's in Integrated Manufacturing Systems and Quality Strategies
17. Medical Specialty in Clinical Pathology (La Margarita)

Additionally, we have programs accredited by an international accrediting agency.



Chemistry Industrial Engineering
Automotive Design Engineering



Veterinary Medicine and Animal Science



Film and Audiovisual Production



Medicine



CENEVAL's High-Performance Registry

Within the CENEVAL Registry of High-Performance Academic Programs (EGEL Plus), which recognizes undergraduate programs whose graduates demonstrate a high level of learning in the General Exams for Undergraduate Exit (EGEL), UPAEP has **17 undergraduate programs included**.

The results obtained by graduates in the EGEL Plus exams reflect the academic quality of UPAEP, the commitment of our faculty, and the strength of our curricula. Sustained presence in this registry—especially at levels such as 1PLUS—testifies to the joint efforts of students, professors, and administrators in consolidating a university education of high impact.

International Accreditation

In July 2024, the **WASC Senior College and University Commission (WSCUC)** granted **UPAEP candidacy status for international accreditation**, valid for a maximum period of five years. This recognition reflects significant progress toward full compliance with international quality standards.

The University is currently implementing seven recommendations issued by WSCUC, with the objective of submitting a follow-up report in fall 2025 and hosting a second evaluation visit in spring 2026.

This international process has strengthened institutional capacities, especially in systematizing learning outcomes assessment. As of March 2025, 71.6% of academic programs were already operating under the learning outcomes approach.

Since fall 2020, 14,883 students have been evaluated against the Institutional Graduate Profile (LOI), with 84.7% achieving standard or higher levels. Regarding Professional Profiles (LOPs), 10,075 students have been assessed, with 85% demonstrating performance at or above the standard.

Programas at Level 1PLUS

Program

International Trade
Veterinary Medicine and Animal Science

Programs at Level 1

Programs

Communication and Digital Media
Gastronomy
Civil Engineering
Agronomy Engineering
Industrial Engineering
Mechatronics Engineering
Industrial Chemical Engineering
Nutrition
Dentistry
Psychology

Programs at Level 2

Programs

Business Administration
Accounting and Senior Management
Nursing
Medicine
Marketing



Institutional Accreditations

As part of our commitment to educational quality, we engage in both national and international evaluation processes.

National Accreditation: we maintain our FIMPES accreditation until October 2025. In 2024, we carried out an intensive self-evaluation process with interdisciplinary teams, who prepared the institutional self-study and compiled evidence demonstrating compliance with FIMPES criteria. This process included virtual sessions with various stakeholders, as well as an on-site visit conducted between April 28 and May 1, 2025. The official resolution is expected to be received in fall 2025.

In parallel, we responded to the second call of the Higher Education Evaluation and Accreditation System (SEAES), submitting the corresponding self-study in November 2024. As part of this process, three UPAEP community members were trained as SEAES peer evaluators and will participate in the co-evaluation stage scheduled for fall 2025.



SECOND

2

Challenge

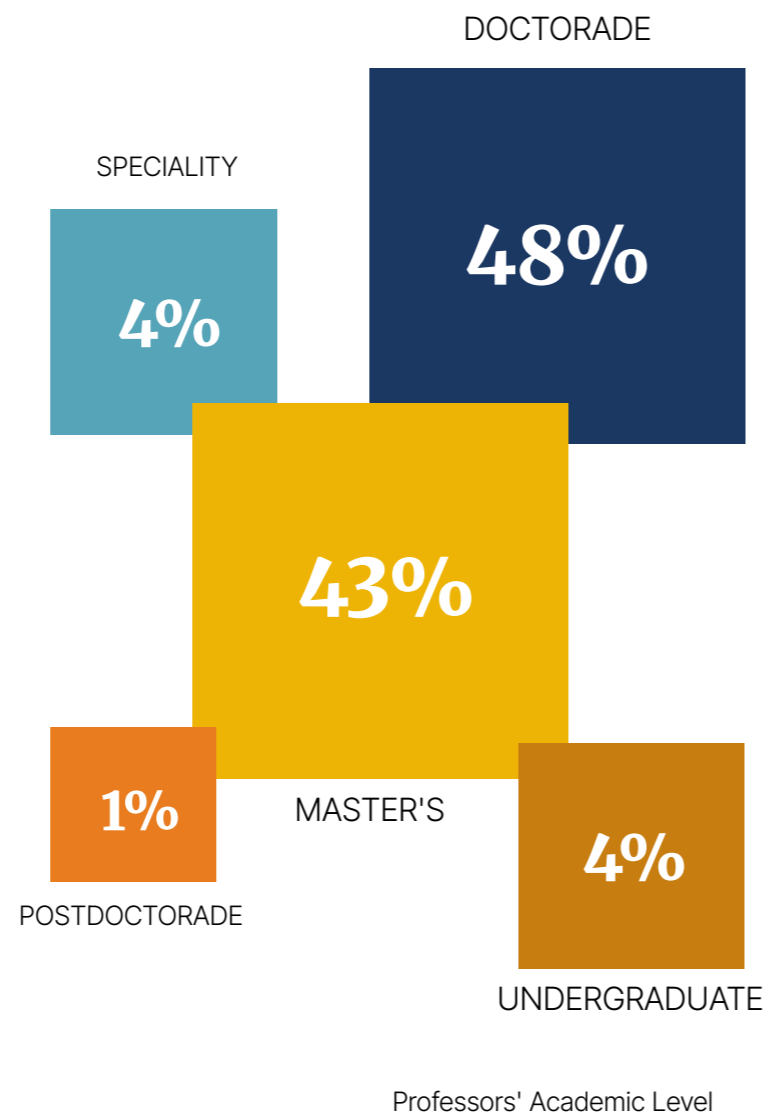


Addressing Major Contemporary Challenges and Debates

EXEMPLARY FACULTY

Faculty

Our academic commitment is clear and directly reflected in the work of our professors, who interact with students daily, guiding them in their holistic formation. At UPAEP, we currently have **381 full-time professors**, of whom **49% hold a Doctorate or Postdoctoral degree**.



Percentage of teaching hours delivered by professors with a higher degree

Academic Level	% of hours
Undergraduate	92.34%
Speciality	56.80%
Master's	64.35%
Doctorade	100%

In addition, our academic community is enriched by 1,182 adjunct professors, 91% of whom hold a graduate degree, while the remaining 9% stand out for their professional experience and specialized knowledge in the areas they teach. Thanks to this solid faculty, the percentage of teaching hours delivered by professors with an academic degree higher than the level they teach is as follows:

Instructional Planning and Faculty Support

During the 2024–2025 academic year, we significantly strengthened teaching practice and academic support through various strategies aligned with the U50 Educational Model and the Pedagogy of the Common Good.

Implementation of the U50 Educational Model

The implementation of the U50 Educational Model remained an institutional priority. Key actions during this period included:

- Socialization of the model with faculty and students**, emphasizing its application inside and outside the classroom.
- Faculty training in active methodologies**, with the most commonly used being problem-based learning, teamwork, and the case method.
- A student-focused campaign to foster **understanding and appreciation of how the model** shapes their integral formation toward the profile of a transformative leader.
- A pilot project on **Peer Classroom Observation**, designed to encourage collective faculty reflection. More than 100 professors participated in this first stage, strengthening a culture of collaboration and continuous improvement in the classroom.

Academic Support

To further strengthen faculty development, we structured academic support through concrete actions such as:

- Academy Day (Fall 2024)**: created a space for dialogue and exchange of experiences among 141 professors, fostering the collective construction of academic life.
- Academy Advising**: provided follow-up to the 168 active academies, promoting instructional planning, results analysis, and pedagogical updating.
- Learning Guides and CANVAS Platform**: progress was made in systematizing Learning Guides, with the following results:

Period	Learning Guides in the System	Validated
Otoño 2024	Licenciatura	72.30%
Primavera 2025	Especialidad	75.90%

During the 2024–2025 academic year, we conducted a comprehensive assessment of the Learning Guide and the institutional template on the CANVAS platform through 19 focus groups with 296 community members. This analysis enabled improvements both in technical aspects and in pedagogical practice on the platform, taking into account the particularities of each educational modality.

Institutional Commitments

Faithful to their vocation and committed to academic excellence, our professors updated their teaching practice in accordance with the five guidelines established for the Spring 2025 term. These guidelines are aligned with UPAEP's institutional commitments to academic quality.

STATEMENT OF COMMITMENTS

For a Culture of Academic Excellence

Being UPAEP means learning through a unique teaching model based on the Pedagogy of the Common Good!

1

Comprehensive Guidance

Your directors and professors will always be there for you, guiding your formation as a transformative leader.

Culture of Encounter Inspired by Christian Humanism

At UPAEP, relationships of respect and harmony are fostered among with professors and classmates.

2

3

Learning Experiences Grounded in a Culture of Excellence

Punctuality of your professors, complete sessions, advising, feedback on your progress, and learning outcomes.

Exemplary and Well-Trained Professors

Experts in their disciplines who enhance your learning with up-to-date content and technological resources.

4

5

Learning Environments

University laboratories and spaces that are multimodal and innovation-driven.



Behavior Academy

Academic Activities of the School Year

As mentioned in various forums, UPAEP maintains a strong commitment to strengthening academic life and promoting knowledge with social impact. Within this context, the University's Deanships played a key role during the reporting period, driving a wide range of activities that reflect their dynamism, intellectual leadership, and capacity for collaboration.

This section provides an overview of academic activities, highlighted through the organization of conferences, workshops, cour-

ses, and diploma programs, as well as the production of publications, exhibitions, and academic and research projects. It also emphasizes active participation in national and international conferences, the management of agreements and academic stays, and the promotion of social outreach initiatives across disciplines. Finally, we highlight the awards and recognitions received by our professors and students, which stand as a testament to their commitment to excellence and to the transformation of our environment.

Conferences and Lectures 251	Publications and Exhibitions 155	Workshops, Courses, and Diploma Programs 176
Agreements and Academic Stays 109	Courses and Competencies 118	Social Outreach 84
Congresses 84	Projects 63	Recognitions 20



Global Summer Wellcome

Global Faculty Profile

During the school year, we intensified our efforts to strengthen the international projection of our teaching and research faculty, in line with the strategic objectives of the PDI 2033. Through a range of strategic initiatives, we worked to strengthen the global profile of our faculty, consolidating UPAEP's position as a university with recognized presence and impact at the international level. Key initiatives included:

- UPAEP Global Summer
- International Humanist Professors
- Faculty-Led Programs

In addition, we promoted the active participation of our faculty in international conferences, seminars, and academic stays, while also facilitating professional development opportunities and graduate-level training in global contexts. These actions reaffirm our institutional vision of an academic community with global presence and impact.



Professor Miss Hasimawaty Binti Mat Kiah

New International Mobility Fund for UPAEP Faculty

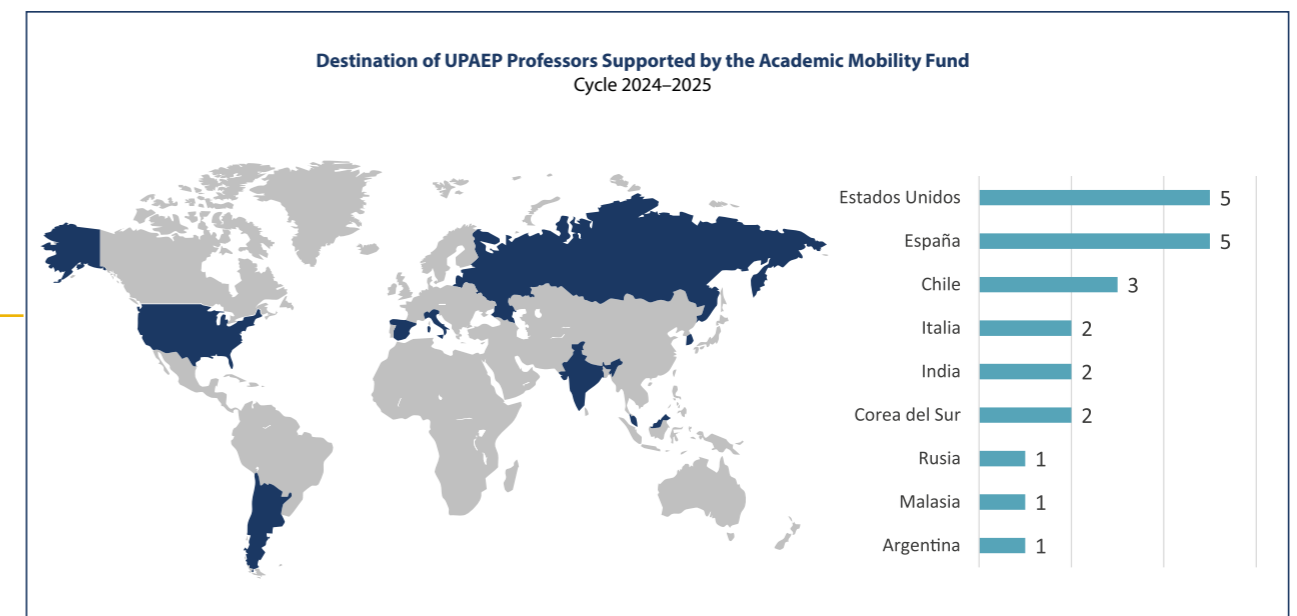
One of the most relevant initiatives of this cycle was the creation and implementation of the International Mobility Fund for Professors and Academic Staff, designed to foster international academic collaboration with institutional impact.

This fund enables our professors to engage in activities such as sharing best practices, co-designing programs, participating in academic consulting, and collaboratively developing research projects—all guided by a multicultural approach and in coordination with academic peers from international institutions.

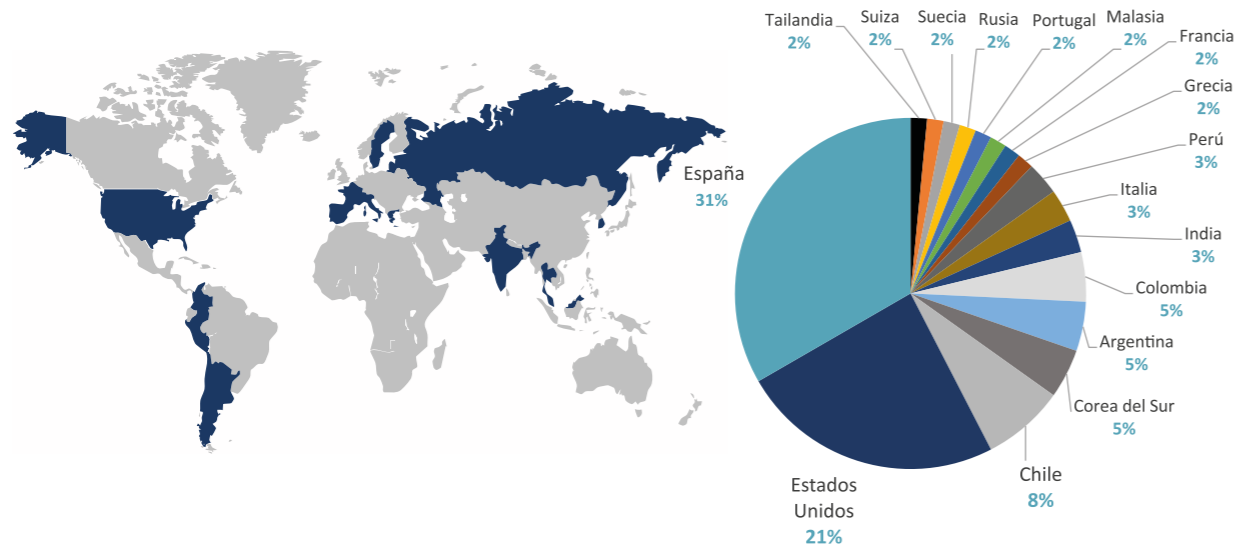
The fund is managed by an Academic Mobility Committee, a collegiate body responsible for reviewing applications and allocating support. The committee includes represen-

tatives from various areas of UPAEP and from the Fundación de Estudios Medios y Superiores AC (FEMSAC). It developed its own evaluation rubric, ensuring criteria of representativeness, academic relevance, and contribution to the University's international profile.

During its first operating cycle, twenty-two professors and researchers were selected based on the strength of their proposals and their potential for institutional internationalization. The beneficiaries engaged in activities in collaboration with academic peers from different regions of the world, focusing on binational projects, co-design study programs, and the creation of transnational academic networks.



Countries where UPAEP Professors Carry Out Activities that Strengthen Their Global Profile and are Supported by Institutional Funds
Percentage of Beneficiaries | Academic Year 2024–2025



Across various areas, UPAEP has implemented a total of six programs and funds designed to strengthen the global profile of its faculty. These initiatives foster meaningful connections with international academic peers, promote graduate education at foreign higher education institutions, and support the implementation of research and internationalization projects.

Two of these programs were activated in the last two years, helping strengthen UPAEP's outreach and internationalization strategy. In total, 140 UPAEP faculty members benefited from various incentives, enabling them to establish international academic collaboration networks that further consolidate their global profile.

This initiative represents a significant milestone in UPAEP's academic mobility strategy, institutionalizing a competitive, cross-cutting, and impact-oriented support model.

This new International Mobility Fund for Professors and Academic Staff, managed by the Office of Outreach and Internationalization, complements two existing institutional mechanisms:

- Fund for Participation in National and International Academic Conferences, coordinated by the Vice-Rector for Research, which promotes the dissemination of quality academic work.
- Competitive Fund for Graduate Studies, managed by the Office of Human Development, which supports graduate studies abroad.

Together, these three funds strengthened the global profile of 76 faculty members during the 2024–2025 cycle. Most international academic activities took place in seventeen countries, with Spain, the United States, and Chile standing out as main destinations, and with increasing participation in Asia.



Prof. Salvador Arellano and Medical Students



Chef Jesús Pérez

Incentives and Programs

Global Summer Hosting Professors	42%
International Mobility Fund	16%
International Research Dissemination Fund (in international conferences)	15%
Graduate Studies Abroad with Institutional Support	13%
Faculty Led	10%
External Support	4%

Comprehensive Training Plan (PFI)

In line with our commitment to institutional training and professional development, we implemented the Comprehensive Training Plan (PFI) v10, which systematically integrates different training options for the University's collaborators. This report includes the number of courses delivered and their distribution across training areas and learning pathways. This provides a comprehensive view of UPAEP's institutional effort to strengthen the professional and human development of its academic and administrative community.

Training Areas	Learning Pathways	Accredited Participants	Courses	Training Hours
Global Culture		190	22	589
Faculty Development		949	56	221
Educational Management		947	70	843
Institutional Identity	Workplace Culture	928	44	82
	Personal Development	1,380	61	310
	Humanist Formation	647	32	153
Innovation and Updating		755	44	394
Transformative Leadership		289	24	112
Total:		6,085	353	2,704

UPAEP Faculty Career Path

Aware of the key role professors play, UPAEP has designed a comprehensive faculty development model called the UPAEP Faculty Career Path. This model maps the formative and professional journey of each professor, from entry into the University until the conclusion of their academic career.

The purpose of this model is to ensure continuous excellence in training, oriented toward developing transformative leadership and fully embodying the Pedagogy of the Common Good. Through this career path, we:

- Identify personalized support needs,
- Clarify educational intentionality, and
- Promote active methodologies that strengthen pedagogical skills, foster collaborative, interdisciplinary, and international learning, and encourage the design of educational projects with social impact.

The UPAEP Faculty Career Path is structured through seven strategic macro-processes that guide teaching practice toward an exemplary experience of the educational vocation.



Each of these processes has been designed to provide meaning, support, and development for faculty members, aligning their training with institutional values and with the needs of a university committed to social transformation through knowledge.



Teacher Profile

ENGAGING IN MAJOR CONTEMPORARY DEBATES AND CHALLENGES

Research and Study Centers

Our commitment to quality is not only reflected in the classroom through faculty–student interaction; it is also embodied in a strong community of researchers made up of 108 members dedicated to generating knowledge in the service of society. We currently have thirty active research bodies, including research groups, academic bodies, study centers, and research centers—all focused on strengthening science, innovation, and critical reflection from a humanist perspective.

This structure allows us to address local, national, and international challenges through interdisciplinary projects that connect teaching, research, and social outreach.



Research Professor Héctor Simón Vargas

Collegiate Bodies

Research Centers:

Center for Research in Horticulture and Native Plants
Center for Research and Economic Intelligence
Center for Research in Electric Power and Clean Energies
Una Nueva Esperanza–UPAEP Oncology Research Center
Center for Research in Humanist Education
Institute for the Promotion of the Common Good

Study Centers:

Center for Studies in Science and Religion
Center for Family Studies
Center for Guadalupan Studies
Center for Bioethics

Academic Bodies:

Ethics and Educational Processes
Teacher Training
Community, School, and Family
Sustainability
Research in the Culture of New Spain
Planning of Logistics and Supply Chain Systems
Health Sciences
Observatory of Competitiveness and New Forms of Work
Mexican History

Research Groups:

Business Management and Leadership in the Agri-food Chain
Human Nutrition
Nursing: Science and Art of Care
Institutional and Educational Research Group (COPRIIE)
Humanitarian Logistics and Resilience in Operations across Sectors
Human Talent Well-being
Basic Science in Engineering
Social Sciences
Film and Communication
Mathematics Education in Higher Education
Creative Sciences

108
Researchers

90 of whom are recognized by the National System of Researchers – SNI



Academic Publications in Refereed Journals and Prestigious Publishers

During the 2024–2025 academic cycle, UPAEP reaffirmed its commitment to producing and disseminating high-level knowledge by actively publishing in refereed and indexed journals of international recognition, particularly in Scopus and other prestigious publishing platforms. In total, 222 publications were produced in distinguished scientific journals and academic publishing houses.

The analysis of these publications shows a growing, distinctly interdisciplinary output. The disciplines with the strongest presence include: Materials and Nanotechnology (MRS Advances), Agri-food Sciences (Plant Disease), Sustainable Development and Environment (Sustainability), Biology and Zoology (American Journal of Primatology), Health and Oncology (Frontiers in

Oncology), Computer Science (Lecture Notes in Computer Science), Business (Competitiveness Review), Hematology (Hematology), Biotechnology (Fermentation). This diversity demonstrates UPAEP's progressive consolidation as a reference point for research with both social and scientific impact.

Our academic community has also achieved strong participation in high-impact journals and indexed conference proceedings, reflecting the quality of the research conducted at UPAEP and its growing international projection. The institutional strategy of promoting publication continues to be a key element in strengthening our academic prestige and advancing knowledge across multiple disciplines.



Book Presentation: Fogón de Piedra, Gastronomic Heritage of the Sierra of Puebla, Published by UPAEP Editorial

Editorial UPAEP

During 2024–2025, Editorial UPAEP consolidated its relaunch with the publication of **47 titles** in both print and electronic formats, far surpassing the historical benchmark of 19 annual publications. **The brand “Editorial UPAEP” was officially registered** as a distinctive mark of the University, and its editorial policies and regulations were approved by the Academic Council.

New collections with their own identity were launched—such as Epifanías, Vida Nueva, Mauricio Beuchot Series, and Books of Faith—featuring a renewed design and contributions from national and internationally recognized authors. In the Fundamentos series, we published key institutional Works, including **Pedagogy of the Common Good, the new version of Academic Systems of Social Belonging, and Being UPAEP, which compiles the University’s philosophy.**

In parallel, we strengthened the distribution and visibility of publications through agreements with national and regional bookstores, including Gandhi, Fondo de Cultura Económica, Porrúa, BUAP, Profética, and others in Puebla, Guadalajara, Oaxaca, and Zacatecas. Direct sales were optimized through the UPAEP Store, while collaborations with government agencies, publishing houses, and universities fostered joint projects.

UPAEP Publishing House also maintained an active presence in specialized fairs and forums—such as the Puebla International Book Fair, FIL Guadalajara, FIL Minería, and other literary events—positioning itself as a prominent actor in Mexico’s academic and cultural landscape.



Explore Science Workshop with Great Women Scientists



Youth Inventors Workshop

Fostering Scientific Vocations from Childhood

Beyond the research conducted at the University, UPAEP has promoted a comprehensive strategy to spark scientific interest from early childhood through university level, strengthening key skills for knowledge generation.

Highlights include: **Young Inventors** Workshop, where students developed innovative solutions aimed at intellectual property registration, **Children Explore Science with 'Great Women Scientists' Workshop**, which fostered scientific thinking from an early age through a playful, gender-equity approach. In the field of science outreach,

UPAEP participated in the Night of the Stars with interactive community activities, and supported research mobility with more than 20 students participating in the Delfin Program.

Interdisciplinarity was also promoted through initiatives such as the "Graphic Innovation and Science" Workshop, while students from various programs designed workshops to further promote science dissemination.

Media Strategy

As part of UPAEP's institutional communication strategy, we strengthened our presence in public debates and socially relevant issues through an active media approach based on two pillars: **The consolidation of UPRESS, the University's news portal**, as a central space for information and analysis, Active participation of professors and researchers as **opinion leaders** in national and international media, sharing university thought, and a commitment to the common good.

From May 2024 to May 2025, **UPRESS consolidated itself as a leading platform for university news**, registering 620,000 visits, with a peak of more than 18,000 interactions in the second week of January, coinciding with the community's return after the winter break. The implementation of a Search Engine Opti-



Paola Vera and José de Jesús Ojeda Press Conference

mization (SEO) strategy significantly boosted digital presence, with **2,700 indexed contents**.

In terms of institutional positioning in media,

147 professors and researchers participated as opinion leaders

in interviews, op-eds, and press conferences. A total of 271 press conferences, both in-person and virtual, were held, strengthening the University's visibility.

Student and Faculty Satisfaction Surveys

Conducted each term to gather key data on academic quality and services. A faculty version is under development.

Graduate Follow-up Study

An annual survey providing insights into graduates' performance and perceptions of their training, offering strategic data on program effectiveness.

CareerTest Universum

Applied in partnership with Universum, a global employer branding firm, providing insights on student satisfaction, brand positioning, professional profiles, and employability trends.

Evaluation of Sports and Cultural Instructors

Periodic evaluations of workshop leaders, teachers, and trainers in UPAEP Sports, CREA, and PASE, based on the institutional teaching evaluation model.

Global Competencies and Interculturality Studies

Using tools such as intercultural sensitivity tests and global competencies assessments, measuring student and staff preparedness for international contexts.

Organizational Climate Survey

Applied every two years with the Labor Observatory of the Business School and the Organizational Development Department, assessing employees' perception of workplace climate

Active Methodologies Survey

aimed at top-rated professors to identify best teaching practices, innovative pedagogical strategies, and didactic trends.

Active studies initiated in the reporting period include

Institutional Research

To support continuous improvement and provide evidence for decision-making, UPAEP conducted a series of institutional research studies that had a positive impact on academic and administrative processes. Conducted in collaboration with multiple areas, this line of work analyzes key data to assess service quality, institutional performance, and external trends.

These studies represent a strategic axis for data-driven management, institutional monitoring, and UPAEP's adaptation to the challenges of contemporary higher education.

Employer Opinion Survey

The results analysis stage, measuring employer perceptions of UPAEP graduates' professional profile.

Talent Insights Studys

In partnership with LinkedIn, analyzing graduate labor market data, including employers, competencies, job positions, and sectors of employment.

Projects currently under development include



Cardinal José Tolentino de Mendonça receives a Poetry Collection of Selected Works by UPAEP Editorial

Eng. Rodolfo Gallo Cornejo
Former President of Oducual



Synodal Dialogue Through Round Table Discussion



Carlos Garatea Grau, Former President of Pontificia Universidad Católica del Perú (PUCP)



Monsignor Lizardo Estrada Herrera, General Secretary of CELAM



Tamara Taraciuk Broner, Peter D. Bell
Program President

XIX Meeting of Cultural Centers

“Political Conversion and Catholic Universities of Latin America and the Caribbean as Alma Mater of Citizenship”

From September 19 to 21, 2024, UPAEP hosted the XIX Meeting of Cultural Centers with the participation of rectors, academics, and researchers from universities in ten Latin American countries. The event focused on reflecting on the role of Catholic universities in renewing politics and the economy, in alignment with the call of Pope Francis—may he rest in peace—through the Global Compact on Education. Its purpose was to promote a formative vision rooted in Christian identity, responsive to the region’s social, political, and cultural challenges.

The event featured **Cardinal José Tolentino de Mendonça, Prefect of the Vatican Dicastery for Culture and Education**, who delivered the keynote lecture “The University, Alma Mater of Citizenship.” In his remarks, he urged Catholic universities not to drift away from their essential vocation as spaces of universal and plural thought. He emphasized that we are living through a change of era, rather than simply an era of change, marked by a profound crisis of trust in institutions. In this context, he asserted that universities must serve as **laboratories of hope** and promoters of a new pact

of trust, forming citizens committed to ethics, critical thinking, and social responsibility. He also stressed that these institutions are missionary communities, where the dialogue between faith and reason must permeate every dimension of university life.

At the closing session, the responsibility of Catholic universities to form leaders who respond with hope and commitment to the fragmentation and social challenges of Latin America was highlighted. A call was made to credible institutions that promote a new citizenship based on Christian humanism. Among the main conclusions were commitments to: read the signs of the times from within the Church; form well-rounded citizens with mind, heart, and hands; promote a culture of encounter and critical thinking; and embrace a political conversion that shapes people, not just parties.

The Meeting concluded with a message of hope and commitment to a transformative, humanist, and profoundly Christian education.

International Rankings

For over a decade, UPAEP has consolidated its presence in international rankings, beginning with QS Latin America and gradually expanding to other high-impact listings such as THE Latin America University Rankings (2017), THE Impact Ranking (2019), and, since 2022, the global QS and THE rankings. Currently, UPAEP actively participates in five international rankings, in addition to the QS Stars rating system.

This global projection strengthens our institutional positioning and provides the opportunity to measure our performance against prestigious universities worldwide. Through these evaluation processes, we highlight institutional progress and identify areas of improvement, enabling us to continue enhancing UPAEP's academic quality, research impact, and social relevance.

In the QS Stars system, UPAEP achieved an outstanding five-star overall rating in six out of eight categories in 2024:

Very Good



- Teaching
- Employability
- Internationalization
- Academic Development
- Arts and Culture
- Social Responsibility

This recognition was formally awarded during the QS Stars Summit: Americas 2024, held in Mexico City, where UPAEP representatives also participated as panelists in the "QS Stars Users Community" forum. This achievement strengthens our institutional reputation and reinforces our strategy of internationalization, talent attraction, and continuous improvement.





THIRD

3

Challenge



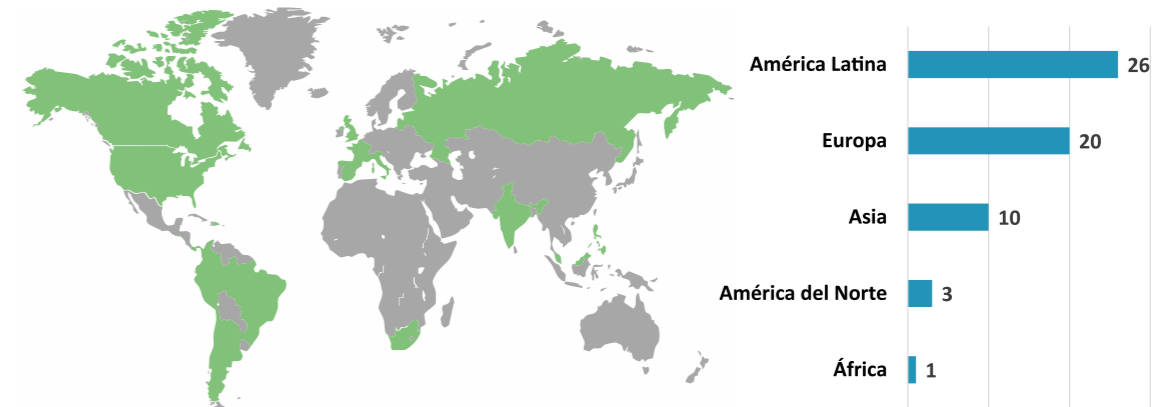
Building Together a Culture of Encounter, Justice and Peace.

STRATEGIC ALLIANCES

INTERNATIONALIZATION

Coverage by Country and Region of Origin of International Professors Participating in UPAEP Global Summer 2025

Cycle 2024-2025



UPAEP Global Summer

At UPAEP, we held the second edition of our Global Summer program, which strengthens our “internationalization at home” strategy. Following an international call for applications launched in September 2024, we received more than 300 submissions from international academics, from which **sixty professors were selected, representing forty-three universities across twenty countries.** For the first time, this edition included participants from El Salvador, the Philippines, France, Italy, the United Kingdom, the Dominican Republic, and South Africa.

The **overall impact of UPAEP Global Summer 2025 reached 2,557 participants**, of whom 77% were UPAEP students; 15% were UPAEP professors and researchers who engaged academically with visiting faculty; 4% came from the social, business, and government sectors; 3% were UPAEP administrative staff; and 1% were members of the Alumni community.

International professors taught more than fifty accredited courses at our Puebla and Tehuacán campuses, benefiting over 1,000 UPAEP students—a 23% increase in student participation compared to the previous year. Notably, more than half of these courses were taught in English, doubling the number of foreign-language courses offered in 2024.



Global Summer Wellcome Breakfast

Institutional Global Summer Impact Map

In addition to teaching, visiting academics participated in a complementary engagement agenda that included lectures, workshops, and meetings with UPAEP faculty, administrative staff, strategic partners, and external stakeholders.

Throughout UPAEP Global Summer 2025, a total of 324 complementary activities were organized. Combined with the courses offered, these benefited 1,976 students, while 451 UPAEP faculty and staff interacted directly with visiting professors, alongside 109 representatives from the social, business, and governmental sectors in the state of Puebla.

Beyond the courses themselves, the complementary agendas are designed to maximize the impact of international faculty presence on our campus and to explore new potential collaborations with them and their home institutions across the same four strategic axes.

Within this context, UPAEP Global Summer has become the university’s most impactful internationalization program—both in geographic reach and number of beneficiaries.



Strategic Axes



Virtual Programs Participation

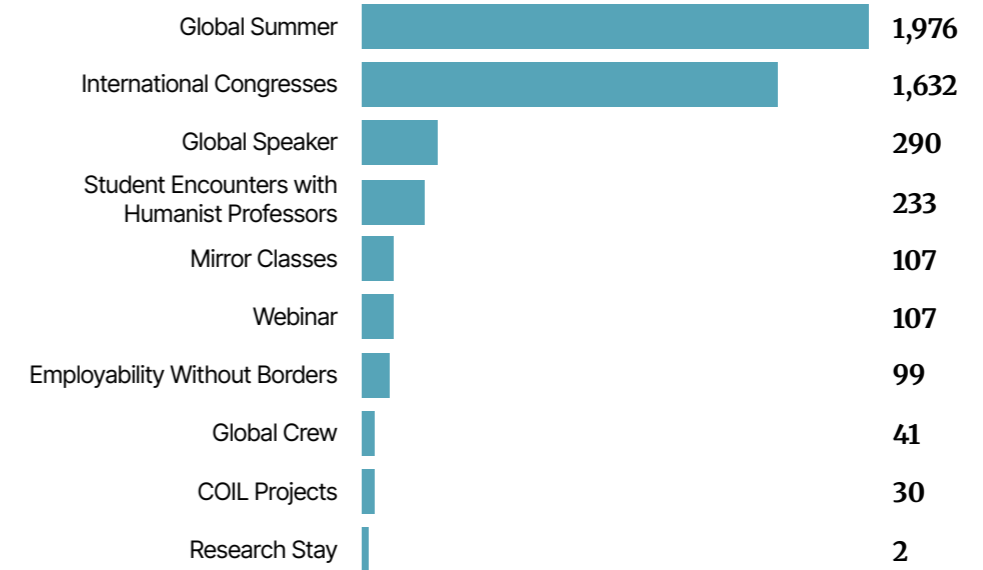
Internationalization on Campus

During the 2024–2025 academic year, UPAEP reaffirmed its commitment to “internationalization on campus,” a strategy that enables students to experience meaningful global engagement without leaving the country.

Through activities such as mirror classes, COIL (Collaborative Online International Learning) projects, panels, seminars, workshops, international congresses, and the Global Summer itself, 4,558 UPAEP students participated in academic interactions with institutions and communities from countries including Argentina, Chile, Colombia, Costa Rica, the United States, Papua New Guinea, Peru, Russia, Serbia, and South Africa.

These activities were made possible through collaboration with over twenty universities across Latin America, North America, Asia, Europe, and Oceania. In doing so, we strengthened the global and intercultural competencies of our academic community and reaffirmed our institutional commitment to providing a truly international learning experience.

UPAEP Students Participating in On-Campus Internationalization Activities Academic Year 2024–2025



Complementing these initiatives, we also promoted virtual internationalization experiences through mirror classes, COIL projects, and remote conferences, engaging 244 UPAEP students and 243 international students from institutions such as Universidad Andrés Bello (Chile), Universidad de Piura (Peru), Universidad Manuela Beltrán (Colombia), Ural Federal University (Russia), and the National University of Sciences and Technology (Pakistan).

These virtual exchanges not only expanded the reach of our internationalization strategy but also strengthened UPAEP’s academic and multicultural networks, fostering a flexible, inclusive, and sustainable approach to global engagement.

Global Speaker (virtual)
52%

Mirror Classes
21%

Webinar
21%

COIL Projects
6%

Distribution of UPAEP Student Participation in Remote On-Campus Internationalization Programs Academic Year 2024–2025

UPAEP Students in Outgoing Mobility Programs

During the 2024–2025 academic year, we continued to promote international in-person mobility as a key component in the global education of our students.

Students from various academic programs participated in academic exchanges, professional internships, summer programs, and research stays at highly prestigious international institutions, thereby strengthening their academic, intercultural, and professional competencies.

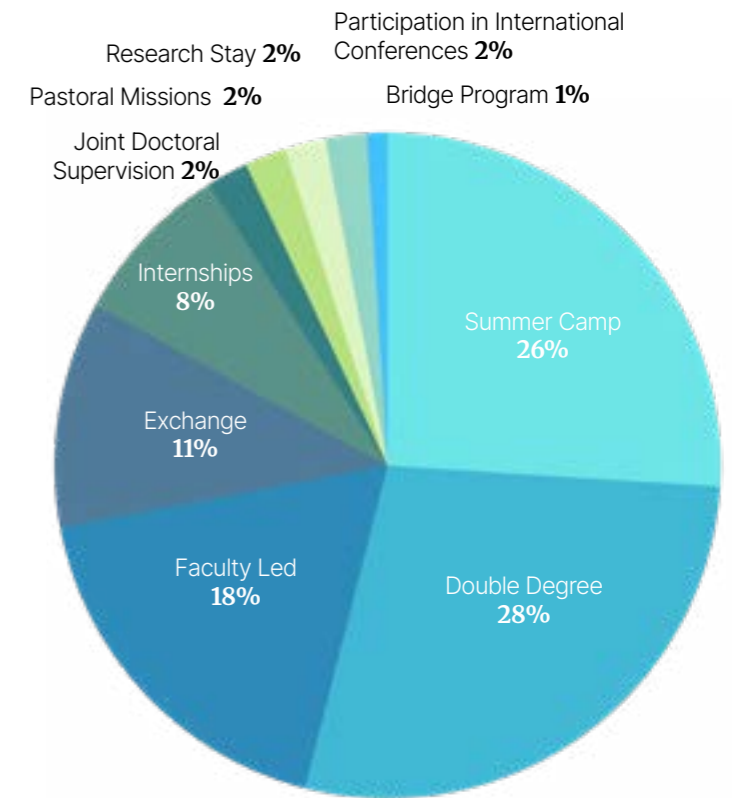
Among the host universities were Vrije Universiteit (Belgium), University of Regina (Canada), Hankuk

University of Foreign Studies (South Korea), several universities in Spain (Málaga, Santiago de Compostela, Murcia, Valladolid, IE University), Oklahoma State University, University of Notre Dame, and University of Texas at El Paso (USA), University of Jyväskylä (Finland), Université de Bordeaux (France), and Széchenyi István University (Hungary), as well as other institutions in Germany, Argentina, Cyprus, Colombia, South Korea, and India.

In the professional field, our students took part in valuable work experiences at companies such

as The Walt Disney Company, Hard Rock Hotel & Casino Punta Cana, Sun Valley Resort, Audi AG, Neoplastics, Agrosavia, and Merithia Business Builder Inc., among others. These experiences reinforce UPAEP's institutional commitment to developing leaders with a global outlook and international competencies, while also fostering academic and professional networks across continents, contributing to the University's global positioning.

As a result, 668 UPAEP students participated in international in-person activities abroad, through one of the seven options that make up our portfolio of global mobility programs.



Distribution of UPAEP Students in On-Site International Mobility by Internationalization Program Academic Year 2024–2025



UPAEP Students in Outgoing Mobility Programs

Incoming International Mobility

In addition to the above, during this academic year we strengthened our visibility and trust-building strategy with partner universities and international consortia, allowing us to promote and facilitate the reception of international students at our campuses. During the 2024–2025 academic year, UPAEP welcomed **358 international students from 58 universities across 14 countries**.

These students undertook academic stays ranging from one semester to one year and also participated in short-term programs lasting between one and five weeks. The active participation of these visiting students not only enriches academic and cultural exchange but also strengthens UPAEP's international positioning as an open, diverse, and globally engaged university.

UPAEP's Participation in International University Networks

To sustain a strategic, open, and diverse institutional policy of collaboration with other universities, UPAEP maintains active participation in several international higher education networks and consortia that promote global engagement. This policy strengthens our commitment to building and consolidating academic relationships

both in Mexico and abroad, amplifying the impact of our academic mission.

Some of the most relevant networks that form part of UPAEP's internationalization portfolio include:



FIUC - International Federation of Catholic Universities (IFCU): International Federation of Catholic Universities (IFCU): Brings together over 240 Catholic universities from five continents and is the main global association of Catholic higher education institutions.



ODUCAL - Organization of Catholic Universities of Latin America and the Caribbean: Integrates 128 higher education institutions in Latin America and the Caribbean that share a common identity and mission.



AMPEI - Mexican Association for International Education: The leading organization promoting international higher education in Mexico.



ISEP - International Student Exchange Program (USA): A network comprising more than 300 institutions across five continents.



OUI - Inter-American Organization for Higher Education (IOHE): Headquartered in Canada, bringing together more than 400 universities from 28 countries in the Americas.



Ge4 - Global Education for Engineers and Entrepreneurs: Connects universities worldwide that excel in the teaching of Engineering, Business, and Entrepreneurship.



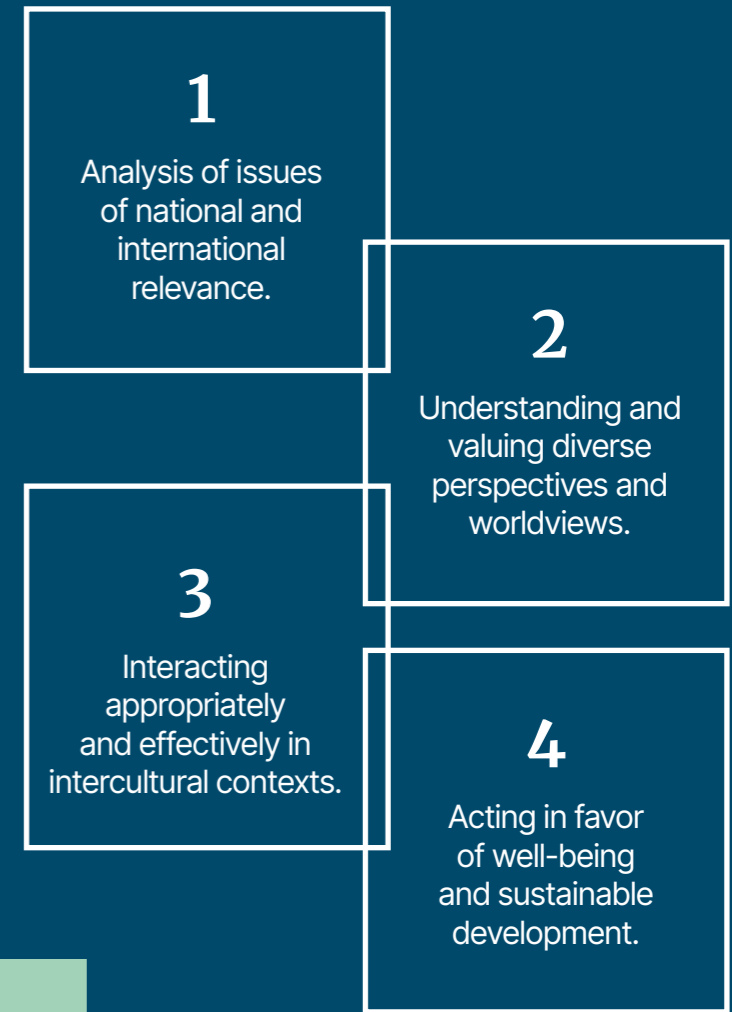
Grupo Compostela de Universidades: Promotes the values of collaboration and dialogue symbolized by the Camino de Santiago, with over 60 member universities around the world.



ICUSTA - International Council of Universities in the Spirit of St. Thomas Aquinas: Founded in 1993, this network of more than 30 institutions across five continents fosters collaboration among professors and students through the exchange of best practices, academic mobility, and joint research initiatives.

Global Competencies

During the 2024–2025 academic year, we evaluated the development of our students' global competencies through self-assessment surveys focused on four key dimensions:



The results revealed particularly strong performance in the second dimension, highlighting a high level of respect for people from different cultural backgrounds, as well as a growing interest in learning about other cultures. We also observed steady improvement in the first dimension, reflected in greater awareness of global challenges and increased confidence in students' ability to analyze and respond to them independently.

These findings reaffirm our commitment to forming global leaders capable of transforming society.

Among the university's key initiatives to foster these global competencies were:

- Establishment of the **Center for Global Competency Development**.
- Redesign of the **Global Perspective course for multi-environment learning**.
- Organization of conferences, lecture series, and **visits from ambassadors**.
- Creation of PFI courses to strengthen faculty development with a global outlook
- Promotion of extracurricular activities focused on social relevance and integration.
- Expansion of academic mobility programs**.
- Launch of the Academic Ambassadors initiative**

UPAEP Integrated Business Services

To more effectively coordinate the **eighteen business-oriented services** offered by UPAEP, we reorganized them into **five strategic pillars** designed to better respond to the needs of the industrial, governmental, and social sectors.

This reorganization has clarified our institutional offering, strengthened its impact, and made these services more accessible to partners and clients.



Detailed overview of the five strategic pillars and main components.



University Consulting Services

CESAT
Centro de Vinculación



Training and Skills Development

Centro de Salud Integral
Clínica de Odontología
Hospital Veterinario
CITAP
Arombo
Prácticas Profesionales
Bolsa de Trabajo



Business Units

Consultoría Estratégica
Konektor
Sintonía
IPBC y Centros de Estudio



Student Formation and Impact Services

Investigación comercializable
Editorial UPAEP

Technology Transfer and Scientific Dissemination

Educación Continua
Certificación Competencias
Formación (Promoción)

Fundraising

In this section, we present how we strengthened our fundraising strategy through a systematic and diversified management of financial and in-kind resources, aimed at supporting priority programs and advancing our mission of social transformation through education.

This strategy is implemented through five main fundraising channels, which can be consulted via the QR code provided.



Fundraising Channels



UPAEP Raffle

Total Fundraising 2024-2025

The combination of these five fundraising channels has enabled us to sustain and expand our capacity for action in support of students and communities, consolidating UPAEP's reputation as a trustworthy, committed, and forward-looking institution in resource management for the common good.

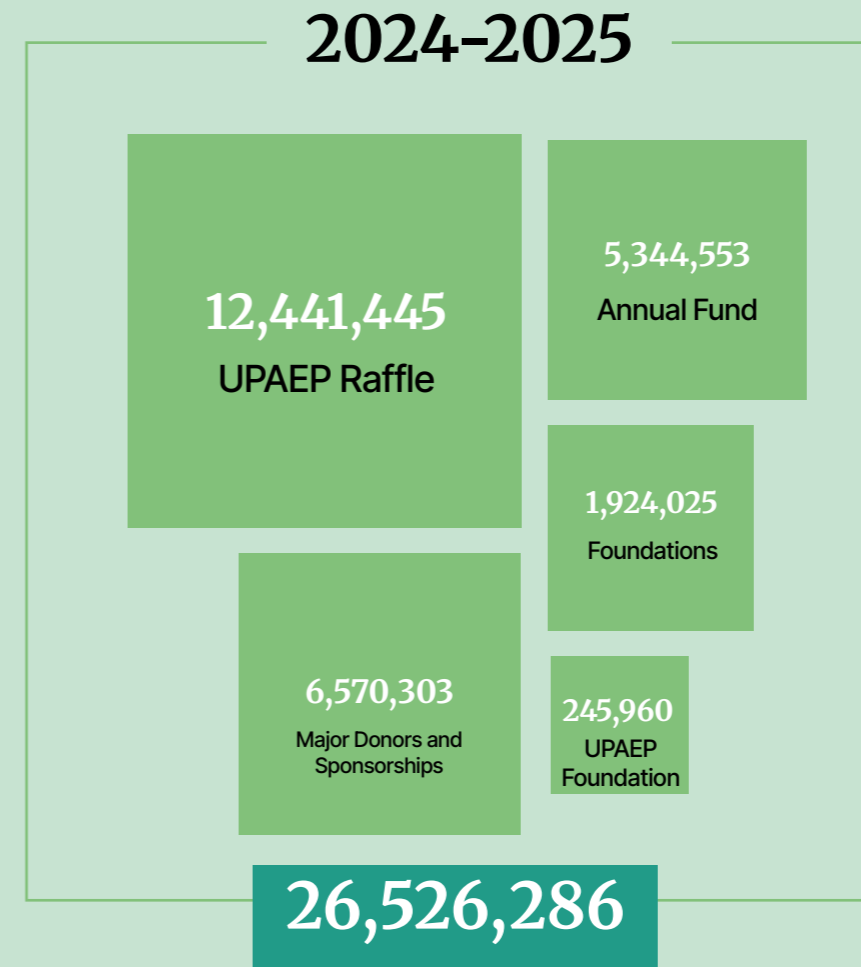
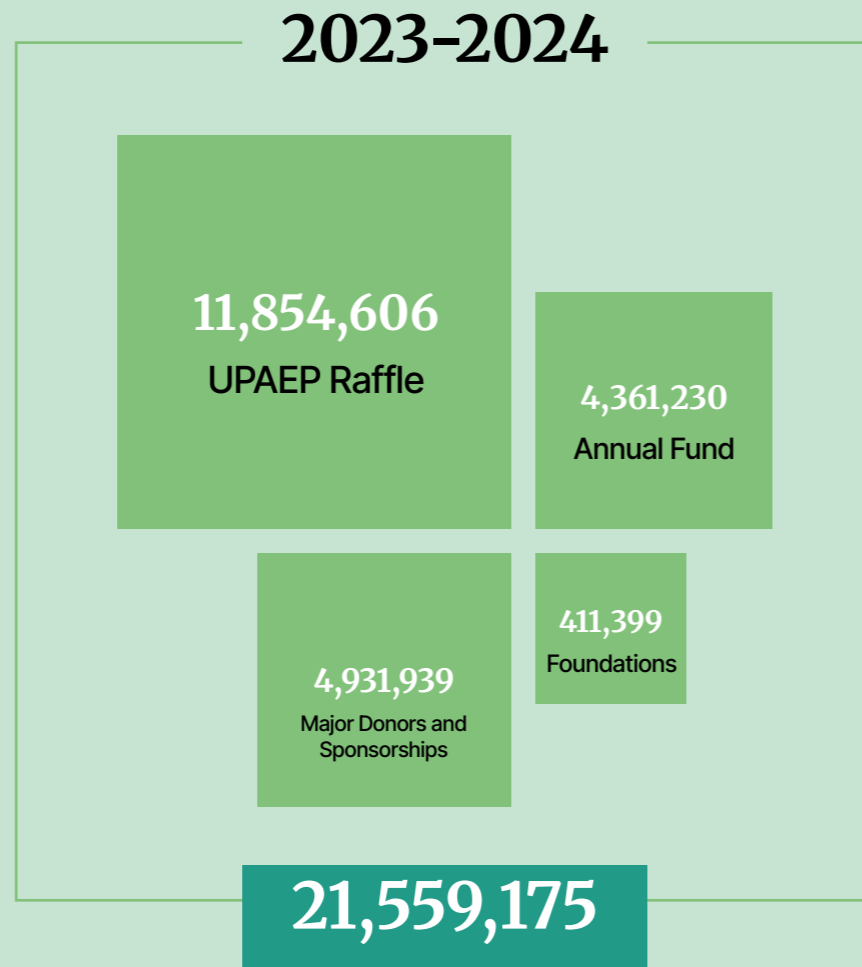
Through diversified fundraising strategies and strengthened relationships with individual donors, foundations, companies, and partner organizations, during the 2024–2025 period, **we raised a total of \$26,526,286 MXN.**

This figure includes revenues from the Raffle, sponsorships, foundation support, the Annual Fund campaign, and, for the first time, contributions from the UPAEP University Foundation USA.



Fundraising 'Empresarios por Puebla'
Helping 'Una Apuesta de Futuro' Program

Net Fundraising Income by Channel Comparison
2023-2024 & 2024-2025
(in Mexican pesos)



The outlook for fundraising at UPAEP is positive and strategic. Building on the lessons and achievements of previous years, we aim to further consolidate and diversify our funding sources while strengthening relationships with donors, companies, foundations, and strategic partners.

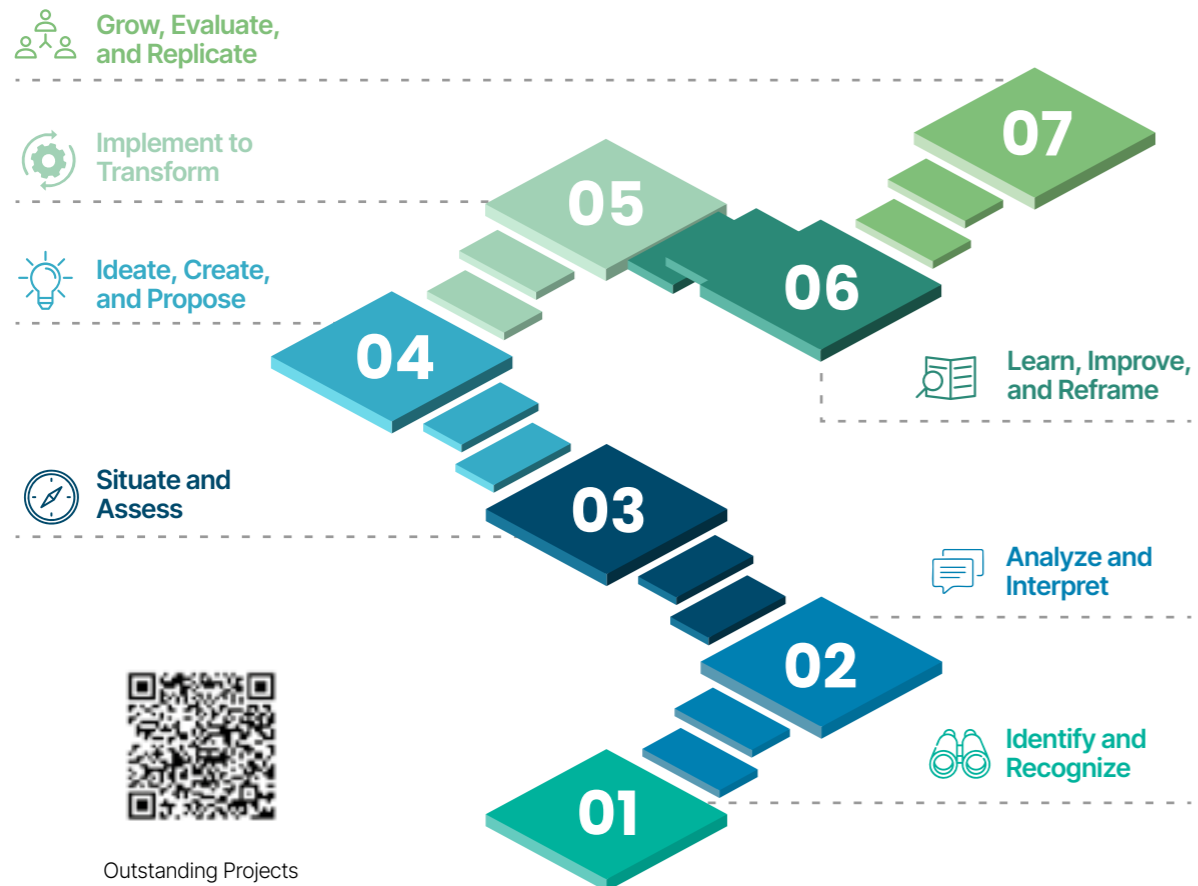
Continuing Education

During this academic year, we strengthened Continuing Education through a **microcredential strategy implemented on the new Learn Plus UPAEP platform**. Since its launch in January 2025, Learn Plus enrolled **700 students** by April, with a projected annual growth rate of 300% over the next three years. The platform offers programs in diverse areas, including finance and accounting, philosophy, education, business, soft skills, technology, human development, marketing, management, and health.

During the reporting period, Continuing Education launched a total of **442 programs** across 21 fields of knowledge, consolidating a comprehensive and multidisciplinary academic offering. From a financial standpoint, Continuing Education generated 34 million pesos in revenue, with more than 5,000 enrolled students.

In the area of certification, the UPAEP Certification and Evaluation Entity certified 575 students. We also collaborated with SEBN México and the National Council for Standardization and Certification of Labor Competencies (CONOCER) in designing the national standard "Assembly and Wiring of Electrical Harnesses for Automobiles", which foresees the initial certification of 3,500 employees. Additionally, we conducted the "Soft Skills for the New Millennium" diagnostic, providing training for 150 employees of Puebla's Ministry of Education, further reinforcing our commitment to professionalization and employability.

TO MAKE AN IMPACT FROM THE SAPS LOGIC



Outstanding Projects

Significant Experiences for the Common Good

UPAEP Social Innovation Model

During this year, we strengthened our Social Innovation Model, led by the Center for Innovation and Social Impact. This model guides the design, implementation, and evaluation of social impact projects, integrating the Pedagogy of the Common Good that characterizes UPAEP. It is based on four fundamental pillars:

- Integral Experience
- Culture of Encounter
- Transformative Leadership
- Transcendence Oriented toward the Common Good

The model has been adopted by students from various institutional programs, including A Bet on the Future, Leadership Scholarship, and VIRTÁ, as well as by students seeking to **develop solutions to social challenges through the Social Relevance Academic Systems (SAPS)**.

An example of the above can be found in our alumna of Industrial Chemical Engineering, Valeria Hattem Vázquez, originally from Xochitlán de Vicente Suárez in the northeastern region,



Yolchikawak - A multidisciplinary project promoting healthy habits through play.



Ziandalu' and Yolchikawak Projects from UPAEP received and Honorary Mention at the State Youth Award 2024

who was part of the Una Apuesta de Futuro program and was recognized as the best graduate by the National Association of Faculties and Schools of Engineering (ANFEI).

Currently, **72 students lead 20 projects** that are in different stages of the model—from identifying the social problem to implementation, evaluation, replication, and transfer to communities or partner organizations.

These multidisciplinary teams, made up of students from engineering, health sciences, business, social sciences, and humanities, **benefited 6,872 people in 62 municipalities of the state of Puebla**, working in collaboration with more than 23 strategic partners, including:

- National Council for Educational Development (CONAFE Puebla)
- National Human Rights Commission in Puebla
- Fundación JUCONI
- Fundación Empresarios por Puebla
- Niños Totonacos A.C.

Social Impact

Barrio Santiago University Program

Through the Barrio Santiago University Program, we consolidated our institutional social responsibility efforts with a multidimensional strategy designed to strengthen the ties between UPAEP and its immediate surroundings. This initiative directly benefited **6,516 residents of neighborhoods and communities in the University District**, including Barrio de Santiago, San Sebastián, San Matías, and San Miguelito, as well as the Rivera de Santiago, Los Volcanes, San Miguel las Pajaritas, Jesús García, El Águila, and Benito Juárez neighborhoods, along with parts of the downtown and Zona Esmeralda areas.

During the reporting period, we formed a working **team of 404 people**, including:

- 376 students (260 from the Integral Clinic, 83 from the Dentistry social service, 6 from Psychology, and 25 service scholarship holders),
- 2 medical interns, and
- 28 collaborators (faculty, administrative, and support staff).

Thanks to active student and faculty participation, the Barrio Santiago University Program has become a model of community engagement grounded in interprofessional collaboration and the Pedagogy of the Common Good.

This dynamic strengthened relationships with key local stakeholders and enabled relevant, context-based actions within a framework of shared social responsibility, articulated in four strategic lines:

s:



Strategy Overview



11^o edition of traditional Sawdust Carpets made during Lent



UIC visits UPAEP

Institutional Partnership: UIC-UPAEP

During the Summer of 2024, in collaboration with the Universidad Intercontinental (UIC), we held the **second edition of the Kenya Mission Program**.

In this edition, a group of committed students participated in activities of evangelization, education, health workshops, and community development in the **communities of Lenkisem, Nairobi, Mashuru, and Kybera**, positively impacting vulnerable families and children.

This collaboration with UIC strengthened a mutual support network between both institutions and allowed our students to become protagonists of a mission that transcends borders.



Tehuacán Intervention Projects

UPAEP Innovation & Development Hub

As part of our social commitment, the Tehuacán Campus implemented a series of educational intervention projects with a strong social impact, designed and executed by graduate students to address specific needs within **diverse educational communities**.

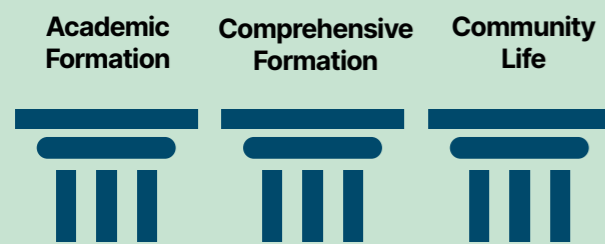
These interventions, carried out in preschool, elementary, middle, and high schools in the states of Puebla and Oaxaca, covered a wide range of topics such as socio-emotional skill development, logical-mathematical reasoning, reading and writing promotion, linguistic inclusion, tutorial accompaniment, and environmental education, among others. In total, **78 students developed 24 projects, directly benefiting 25 schools**.

'Una Apuesta de Futuro' Program (UAF)

Our A Bet on the Future (UAF) program currently serves **57 students**, primarily from **rural communities in the state of Puebla**—and some from neighboring states—who otherwise would not have access to quality higher education.

Since its launch 18 years ago, the program has graduated **128 professionals**, of whom 52% work in their home communities, 31% in social organizations, and 17% in private companies.

The program provides an integral education grounded in three formative pillars:



Applied Research and Knowledge Transfer

This year, we strengthened our strategic linkage model with the business, governmental, and academic sectors through collaborative projects of applied research and technological transfer, reaffirming our commitment to solving real-world challenges through university knowledge.

Strategic Alliances

To promote innovation projects with social and economic impact, we formalized new institutional partnerships:

Through the Vice-Rectorcy for Research, five high-impact, socially oriented projects were defined to provide concrete solutions to real challenges.

These projects will be developed in **close collaboration with SECIHTI Puebla**, integrating scientific, technological, and outreach capacities to generate useful, transferable knowledge for the Common Good.

- 01 CIPEEL: Electromobility and Clean Energy
- 02 GXIBA-1: Aerospace Projects
- 03 Biotechnology and Sustainability
- 04 Atoyac River Sanitation
- 05 Oncology: Childhood Leukemia, Breast Cancer, Endometriosis

Research Projects with Technological Transfer

We advanced technology transfer initiatives involving companies and university researchers, generating intellectual property and graduate scholarships.

Some of the most notable projects include:

- **Valorization of Industrial By-products:** Conducted with ITT Motion Technologies México, focused on utilizing industrial waste for reintegration into brake pad manufacturing. The project includes joint intellectual property generation and has supported two graduate students through company-funded scholarships.
- **Automated Portable Mill for Nixtamal:** Developed in collaboration with AGA Productora, this project promotes the use of native corn varieties in rural communities. It already holds a registered industrial design and a patent pending—both owned by UPAEP—and is currently undergoing technical adjustments prior to commercialization.

These projects illustrate UPAEP's capacity to create applied solutions with economic, social, and environmental impact, combining technical expertise, student talent, and multisector collaboration.

Business Sector

- Framework and specific agreements with ITT Motion Technologies México to develop applied research projects focused on the circular economy.
- Framework agreement with AGA Productora S.A. de C.V., currently finalizing a specific agreement for the technological development of an automated portable mill.
- Framework agreement with Sociedad Cooperativa Instituto Biocanna, pending signature.

Government Sector

- General collaboration agreement with the Puebla Secretariat of Science, Humanities, Technology, and Innovation (SECIHTI) to promote the state's scientific and technological agenda.

Academic Sector

- Participation in a joint project to study the quality of life in Puebla, in collaboration with BUAP, UVP, and IBERO Puebla (agreement in process).



CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Ser **UPAEP** es
CUIDAR
nuestra comunidad con reglas justas y transparentes.

Sistema de *integridad*
UPAEP



Integrity System

During 2024, the UPAEP Integrity System processed **121 reports submitted through the institutional ethics channel, achieving 100% resolution with corresponding sanctions.** Key measures included: dismissals (30%), verbal warnings (24%), written warnings (14%), conciliation processes (8%), and recommendations (5%).

In the area of integrity training, 101 staff members and 2,162 students were trained on key topics such as the Code of Ethics and Conduct, Academic Integrity Policy, and the Protocol for the Prevention and Response to Harassment and Sexual Mis-

conduct.

This content was integrated as a mandatory course in the Comprehensive Training Program (PFI). We also optimized online access to the Integrity System on UPAEP's website, which registered 8,532 visits. Additionally, we established the **Academic Integrity Committee**, responsible for reviewing and **improving the policy, recommending sanctions** in cases of academic dishonesty, and developing a communication plan to strengthen the culture of integrity across the University.



Detailed information about implemented actions

Strategic Security Program

As an urban university with multiple locations throughout the city, UPAEP has taken on the responsibility of providing a safe environment for its community.

Aware of the social context and national challenges related to public safety, we **designed and implemented the Strategic Security Program (PES)**—focused on risk prevention and timely response—in coordination with local authorities and strategic partners.

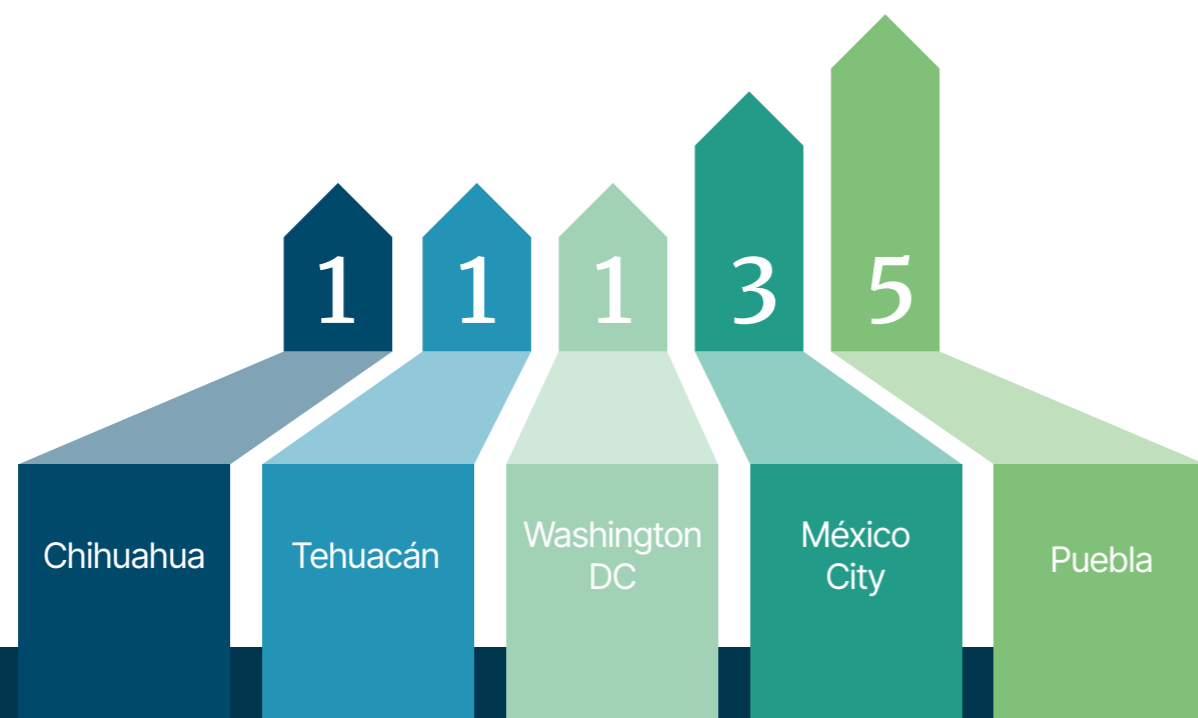
Strategic Consulting

In addressing the needs of the business sector, during this period, we focused primarily on small and medium-sized enterprises (SMEs), developing projects aligned with one or more of our seven strategic service areas: market studies, business and organizational diagnostics, technology consulting, organizational psychology and workplace climate, com-

mercial management support, political-administrative consulting, and educational models. These initiatives were carried out by seven UPAEP consultants across five cities, including one international project. As a result, eleven consulting projects were completed, generating a gross committed income of \$1,418,564.50 MXN.



Eleven consulting projects



Macro Agreements for Business Services

In April 2025, we signed our first **Macro Agreements for Business Services with CANACINTRA, CANACO, and COPARMEX**. These strategic partnerships provide benefits to chamber members across the University's 18 business service areas, including academic discounts and preferential access to services such as CESAT, Continuing Education, laboratories, the UPAEP Clinic, Strategic Consulting, and more.



Business Attraction

The Strategic Consulting Directorate thus continues to consolidate its role as a bridge between academia and the productive sector, creating new business opportunities for the University and fostering purpose-driven, high-value corporate engagement.

High Technology Services Center (CESAT)

UPAEP's High Technology Services Center (CESAT) is a **specialized laboratory that conducts materials testing to analyze physical and chemical properties**, offering comprehensive services in metrology, machining, and technical consulting. With over a decade of experience and more than 50 internationally recognized reference methods (ISO, ASTM, DIN, PV, TL, TP, NES, GMW), CESAT has established itself as a strategic partner in both the national and international industrial sectors.

During the 2024–2025 academic cycle, CESAT further strengthened its position as a national benchmark in specialized testing, achieving:

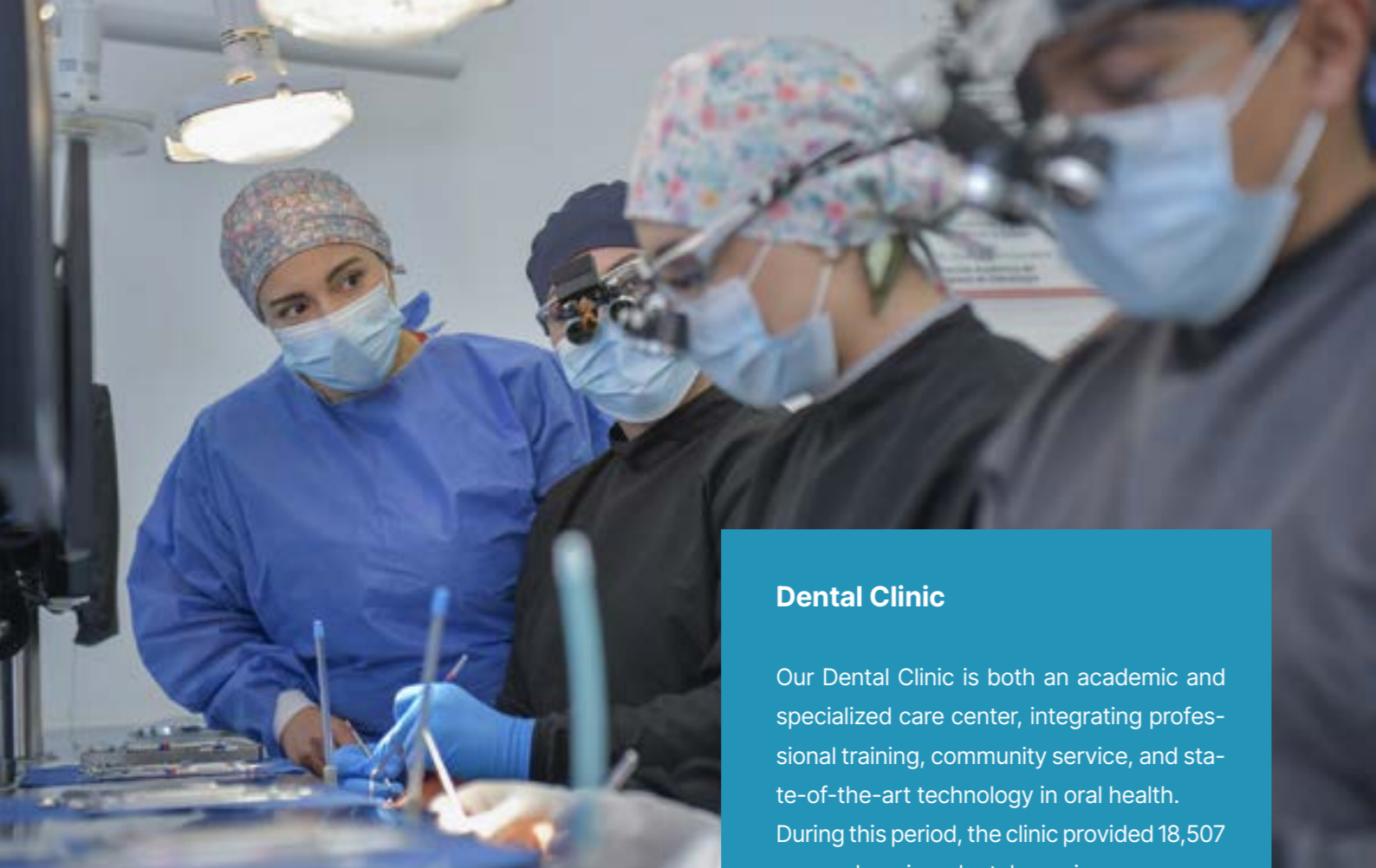
- ❑ **1,311 services delivered for 101 clients** in strategic sectors including automotive, textile, polymer manufacturing, and metalworking.
- ❑ **119 types of tests were performed in areas such as analytical chemistry**, accelerated aging, environmental exposure, stress, tension, and mechanical performance.
- ❑ **963 tests accredited by the Mexican Accreditation Entity (EMA)** under the ISO/IEC 17025 standard, and homologated by Volkswagen North America's central laboratory, ensuring scientific rigor and reliability.

CESAT's active role responds to the technical demands of industry, positioning UPAEP as a reliable partner in applied innovation.

This enables access to high-demand projects in key sectors such as automotive, manufacturing, and polymer production, while ensuring internationally valid results through EMA accreditation and Volkswagen homologation.

During this same period, more than 188 national and international clients entrusted CESAT with the evaluation of their materials' quality, performance, and safety, resulting in 681 certified reports that complied with the most rigorous industry standards.





Dental Clinic

Our Dental Clinic is both an academic and specialized care center, integrating professional training, community service, and state-of-the-art technology in oral health. During this period, the clinic provided 18,507 comprehensive dental services across a wide range of specialties, including diagnosis, prevention, general dentistry, orthodontics, endodontics, periodontics, prosthetics, oral surgery, pediatric dentistry, implantology, and esthetic dentistry.

These services are offered to both the university community and the general public at accessible costs. Care is delivered by advanced-level students under the supervision of specialized faculty. The Clinic also promotes social responsibility through oral health campaigns, community service brigades, and preventive programs that benefit vulnerable sectors—strengthening UPAEP’s institutional commitment to comprehensive well-being and the formation of socially responsible professionals.

Health Services

Comprehensive Health Center

UPAEP’s Comprehensive Health Center **provides multidisciplinary medical care with an integral, humanistic, and person-centered approach.** During the reporting year, the center offered **18,667 health services**, including general medicine, nursing, nutrition, psychology, and physiotherapy, through consultations, self-care workshops, health campaigns, and chronic disease management. The center also serves as a clinical training site for health sciences students, **upholding ethical and safe standards of medical practice.** In alignment with our social commitment, the Center organizes medical brigades in vulnerable communities and maintains partnerships with public and private institutions to broaden its impact.

UPAEP Veterinary Hospital

We also highlight the work of the UPAEP **Veterinary Hospital**, an academic and clinical care unit that contributes significantly to the practical training of Veterinary Medicine and Zootechnics students. During the 2024–2025 cycle, the hospital provided **3,455 medical services** for small and large animal species, including diagnostic studies, surgeries, laboratory tests, and hospitalizations.

The hospital offers specialized services in diagnostic imaging, surgery, hospitalization, internal medicine, rehabilitation, and other clinical areas, all operating in accordance with ethical and scientific standards. Additionally, the hospital organizes community animal health campaigns, contributing to applied research and reinforcing UPAEP’s commitment to social responsibility through outreach and support to low-income sectors.



Institutional Infrastructure Master Plan 2033

Completed Infrastructure and Operations Projects from the PMI33

During the 2024–2025 academic cycle, UPAEP made significant progress in strengthening its academic and operational infrastructure. A major milestone was the completion of the **Engineering Complex**, a strategic project that added **2,291 m²** of new laboratories and renovated 3,019 m² of existing facilities, totaling 5,310 m² dedicated to engineering learning and practice.

Other key projects included:

- Construction of the Equine and Large Animal Clinic, as well as a new classroom at the Livestock Station.
- Installation of a Moot Court Room and a Film Appreciation Room.
- Renovation of the Main Cafeteria and the Aula Magna auditorium.

Within UPAEP's broader educational system, a major highlight was the construction of the new Prepa Santiago campus, providing 10,440 m² of new facilities for students.

Additional developments included:

- A new cafeteria at the Cholula campus.
- Implementation of a garden and classroom area at Colegio UPAEP Atlixco.

In total, 10,730 m² of existing facilities were remodeled and 10,728 m² were newly built, bringing UPAEP's consolidated infrastructure to 208,614 m² of built space across 287,410 m² of land throughout its educational system.

These developments mark the successful completion of the Infrastructure Master Plan commemorating the University's 50th anniversary, and the beginning of a bold new Institutional Infrastructure Master Plan with a vision toward the year 2033.

Santiago High School



Oral Trials Courtroom



Central Cafeteria



Equine Hospital



Infrastructure Projects



Engineering Complex



Santiago High School



Film Appreciation Room

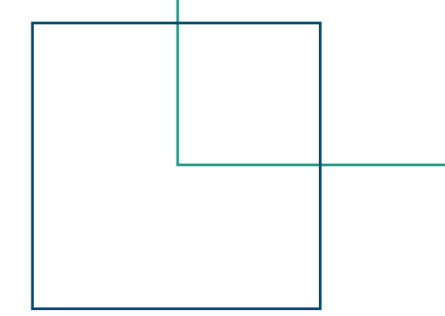


Engineering Complex

UPAEP's academic infrastructure comprises **415 educational spaces** across its various levels and modalities. These include classrooms, specialized laboratories, computer rooms, auditoriums, workshops, active learning spaces, the Central Library, and other academic support units. Together, these facilities enable the simultaneous service of 9,114 students, ensuring the appropriate conditions for a comprehensive, relevant, and high-quality educational experience.

Beyond academic facilities, UPAEP also offers **cultural, sports, and multipurpose spaces** that enrich university life and address the integral needs of the community. These include cafeterias, dining halls, auditoriums, exhibition rooms, cultural forums, sports fields, and gyms, all designed to foster encounter, well-being, and holistic development among students, faculty, and staff. These environments complement academic formation with opportunities for recreation, artistic expression, physical activity, and community building.

	Land Area (m ²)	Built Area (m ²)
Central Campus	115,596	150,391
Upper Secondary Education (EMS)	121,991	39,096
Tehuacán	21,824	5,769
Total	259,411	195,256





UPAEP Library

Through its **Learning and Research Resource Center (CRAI)**, the UPAEP Library continues to consolidate itself as a strategic space for academic development, information literacy, and the promotion of research.

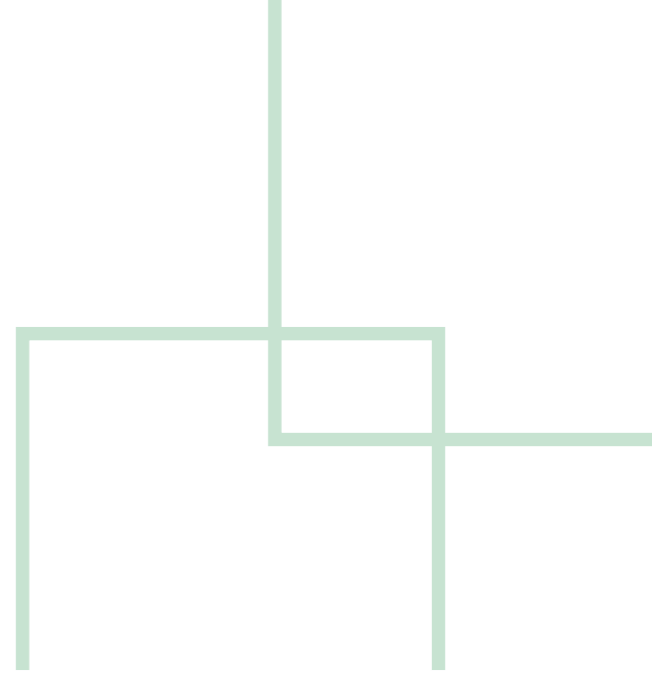
The physical collection includes a total of **165,935 materials**.

The **electronic collection** currently provides access to:

- 1,632,683 e-books
- 502,709,519 full-text documents
- 615,456,251 online resources
- 37 licensed databases.

In **cybersecurity**, UPAEP integrated the OAuth authentication system and deployed the LUMU solution, enabling detection and response to digital threats in under two minutes across the institutional network—significantly reducing response times and operational load. We also advanced in the development of **data models and dashboards for strategic decision-making** through the INSIGHT system, reinforcing the University's analytical and planning capacity.

Additionally, modern collaborative spaces were enabled in the **University Computing Center**, positioning UPAEP on solid foundations for continued innovation in the digital realm.



University Computing Center

Technological Infrastructure Projects

UPAEP has implemented an integrated portfolio of technological modernization projects to enhance institutional infrastructure, raising standards of security, operational efficiency, and digital experience for the entire university community.

Among the most significant achievements were implementation of the ParKu **intelligent parking system**, strengthening of our **digital learning ecosystem**, including optimization of Canvas LMS and its complementary tools; and continuous improvement of the ACADEMICS system under a model of ongoing innovation.

Completed Technological Infrastructure Projects under PMI33

Access Control

ParKu System for Parking Management



Learning Tools

Implementation of Canvas LMS and Other Solutions



ACADEMICS Development

Comprehensive Academic System with Advanced Integrations



Information Systems Enhancements

Server Component Upgrades and Security Improvements





Tehuacán Campus

At UPAEP Tehuacán Campus, 36 technology investments totaling \$310,001.16 MXN were implemented to renew infrastructure, enhance connectivity, and strengthen security.

The investments were distributed across key areas as follows:

- Network cabling to renew and expand 21 network nodes.
- Computing equipment for six computers and three monitors.
- Video surveillance for three 5MP security cameras.
- Network equipment to improve capacity and wireless connectivity.

Green Campus

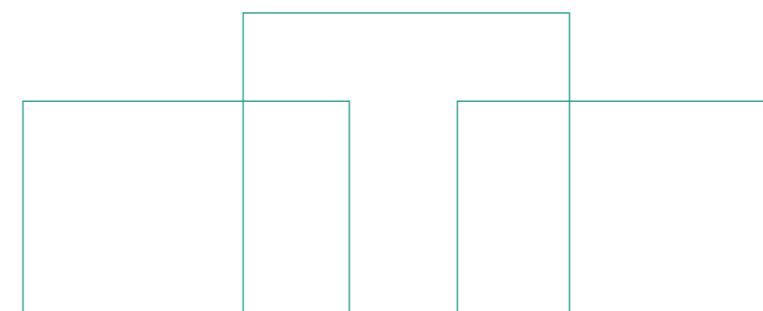
In alignment with UPAEP's institutional policy of environmental stewardship and sustainable development, the University strengthened its **efforts to prevent and mitigate environmental impacts** arising from academic, administrative, and service activities during the 2024–2025 cycle. Through six strategic lines of action, we promoted projects focused on:

- Energy efficiency
- Responsible water use
- Sustainable waste management
- Sustainable mobility

Key achievements of the period include, installation of 2,273 solar panels in the Graduate Building and Engineering Complex, replacement of 250 lighting fixtures with LED technology; modernization of heating systems and installation of 115 solar water heaters in the swimming pool. In addition, we worked on optimization of backwash water reuse at the campus purification plant, installation of eight water monitoring points for early leak detection; 99% replacement of faucets and sanitary fixtures with low-consumption devices, and the implementation of a comprehensive waste separation system with color-coded containers across campus.

In partnership with the Municipality of Puebla, UPAEP planted 113 trees and more than 18,000 plants. As part of our sustainable mobility strategy, we also integrated a hybrid vehicle into the institutional fleet.

These actions reaffirm UPAEP's commitment to environmental care and sustainable development.





High Schools



Transformative Pre-University Experience

FORMATION

ACADEMIC AND FORMATIVE MODEL

The UPAEP High Schools stand out for their focus on the student's integral formation, promoting learning through reflection, action, and transcendence. Their continuous improvement has transformed the way we conceive education, **centering it on formative competencies, comprehensive assessment, and close mentorship.**

The integration of **Pedagogía del Bien Común (Pedagogy of the Common Good)** into our educational model has enabled students not only to acquire knowledge but also to internalize fundamental values that will shape their personal and social lives. Experience has shown that this model fosters the development of critical thinking, autonomy, and social commitment among students, in full alignment with our educational mission. During the past academic year, we strengthened our **transversal tutoring program** to provide comprehensive guidance to students, monitoring their academic performance and promoting their human development in all its dimensions. To this end, we implemented a **comprehensive assessment system** that articulates key aspects such as:

1 Evaluation System Based on Formative Competencies.

2 Biannual Tripartite Interviews.

3 Meaningful Experiences for Integral Development.



Integral Evaluation System

Sports

Students at UPAEP High Schools prepare not only physically for athletic competitions, but also emotionally and morally — cultivating values such as collaboration, solidarity, subsidiarity, and human dignity. Each student develops technical skills in their discipline alongside human formation, gaining the resilience and sense of community needed to face challenges.

The results of our representative teams are a testament to this commitment:

Discipline	Tournament	High School	Result
Men's Basketball	CONADEIP	Santiago	1st Place – National Youth Championship C
Men's Basketball	CONADEMS 2024-25	Santiago	National Champions – SEP National School Sports Games
Women's Volleyball	CONADEMS 2024-25	Angelópolis	State Champions and Inter-system Runners-up

Discipline	Tournament	Student	Gold	Silver	Bronze
Taekwondo Combat	National CONADEIP 2024	Frida Carolina Landa Pérez	1		
Taekwondo Combat	National CONADEIP 2024	Juan Pablo Loyola Ordoñez			1
Athletics	National CONADEIP 2025	Team	5	4	2
Swimming – 100m Backstroke	CONADEIP 2025	Santiago Hernández Morales			1
Swimming – 100m Butterfly	CONADEIP 2025	Jesús Daniel Aguilar Mejía	1		
Swimming – 200m Butterfly	CONADEIP 2025	Jesús Daniel Aguilar Mejía		1	
Swimming – 50m Butterfly	CONADEIP 2025	Jesús Daniel Aguilar Mejía		1	
			7	6	4

Leadership Formation

At UPAEP High Schools, **leadership formation** lies at the heart of our educational project. We believe deeply in the power of transformational leadership — one that arises from within, is built in community, and is directed toward the common good. This is how we form UPAEP leaders: through lived experiences, close mentorship, and an ethical vision of service.

We challenge our students to go beyond themselves, to discover their purpose, to connect with the needs of their surroundings, and to commit to concrete actions that create real impact.



From this vision initiatives such as the **ALTUM Leadership Academy** and the **Macro Assembly of Student Life**, vibrant spaces where young people develop both technical skills such as public speaking, teamwork, and project planning, and human virtues such as empathy, resilience, self-awareness, and community spirit.

Through these initiatives, each student learns to influence others, build together, and contribute meaningfully to their community. In essence, they are taught that leadership is not about standing out, but about transformation — of themselves, their peers, their school, and ultimately, their reality.



ALTUM Leadership Academy

Enrollment Management

During this academic year, we initiated a process to align the admission and graduation profiles across the UPAEP Educational System — spanning from Colegios ALTUM and Colegios UPAEP (preschool, elementary, and middle school) through the high school level — ensuring a seamless transition to university life.

These profiles align each stage of the **academic and formative journey** with UPAEP's comprehensive educational continuum, from early education to higher education. They not only highlight the unique challenges and opportunities of each educational level, enabling students to progress with greater purpose and readiness, but also guide teachers in applying formative strategies and mentoring approaches suited to each developmental stage.

These aligned profiles have contributed to positive outcomes, as reflected in the 5.3% dropout rate at UPAEP High Schools — the lowest in the past four years and the second lowest in the last seven. Seeking to go even further, we implemented tripartite interviews involving students, parents, and teachers as a mechanism for personalized academic and formative guidance. Additionally, we strengthened our tutoring and psycho-pedagogical support programs, which have helped us identify risk behaviors, academic needs, and opportunities to reinforce student retention.

Complementary efforts included expanding financial aid benefits to more precisely address the economic needs of our students' families.



Loyalty Breakfast Huamantla High School

Teaching Talent

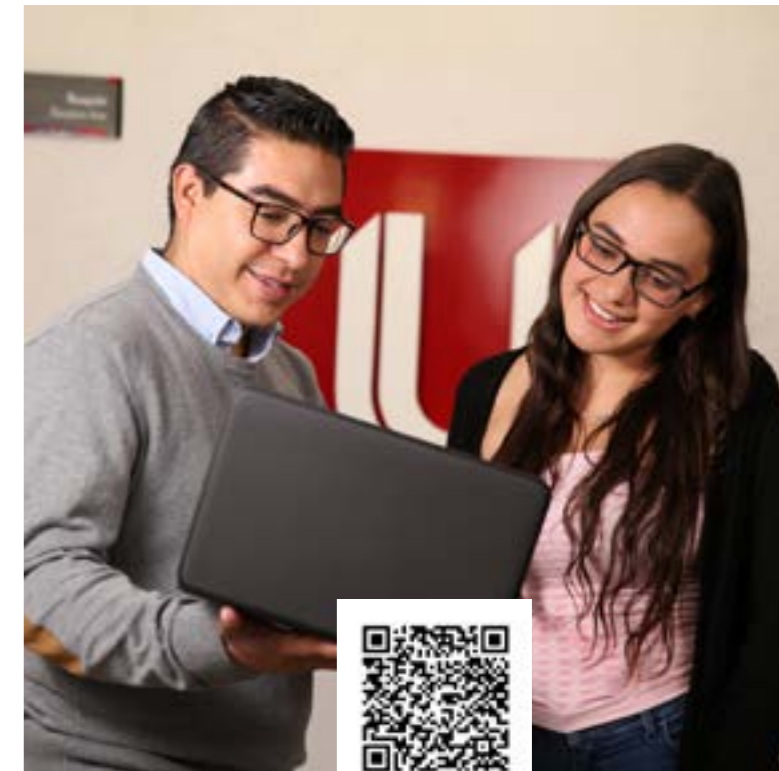
The teaching staff of UPAEP High Schools consist of **332 faculty members**, who play a fundamental role in both academic and personal developmet of students.

Of this total, 43% are full-time faculty members and 57% are adjunct professors, maintaining a healthy balance between permanent educators and subject-matter experts. This structure ensures a comprehensive and high-quality education for all students.

The outstanding achievements of our teaching staff can be consulted via the QR code accompanying this section.

Adjunct Professors
(Hourly Class) **57.5 %**

Full-time Faculty
(Institutional Payroll) **42.5 %**



Special Mentions

Regarding the transition from UPAEP High Schools to UPAEP undergraduate programs, this year we enhanced the benefits and support available to our graduates. Among these is the **Course Recognition Program**. This initiative allows students—based on their academic performance and objective validation by international, national, and institutional authorities— to receive official university credit for their demonstrated academic competencies.

This initiative is complemented by unprecedented financial support packages, allowing students to optimize their study duration, financial planning, and professional development.

At UPAEP High Schools, we also value the importance of extracurricular engagement. We offer sports and cultural workshops that students can join during the summer before classes begin. Additionally, they are invited to participate in international experiences at the university level even before graduation, preparing them to become global leaders with access to all institutional programs available to them.

Institutional Growth

We firmly believe that the infrastructure of our High Schools is essential, as it provides the ideal spaces for both learning and community life. For this reason, we remain committed to their maintenance, improvement, and expansion.

In October 2024, we successfully completed the construction of the **new cafeteria at UPAEP High School Cholula**, designed to meet dining needs and encourage interaction, dialogue, and collaboration among students, faculty, and staff.



As part of our commitment to safety and access control, the institutional **Digi Pass Access Control System** was successfully implemented at UPAEP High School Lomas.

In May 2025, we inaugurated the **new facilities of UPAEP High School Santiago**—a direct investment in educational infrastructure to provide students with a modern, comfortable, and sustainable learning environment across more than 10,000 square meters of constructed space.

In keeping with the strong sense of community that defines UPAEP High Schools, the **courtyards at UPAEP High Schools Tehuacán and Santa Ana** were renovated. These areas serve as natural gathering spaces that promote spontaneous interaction, intergenerational connection, and a stronger sense of belonging.

Recognizing the importance of sports as a cornerstone of holistic formation, we invested in significant **improvements to the sports facilities** at UPAEP High Schools Lomas and Angépolis.



These facilities include a Maker Lab, Health Sciences Lab, Music and Art Labs, Digital Media Studios, an Entrepreneurship Hub, a Student Center, and a Functional Gym. The incorporation of cutting-edge technology and specialized furnishings enhances practical, interdisciplinary learning while promoting creativity, innovation, and holistic student development.

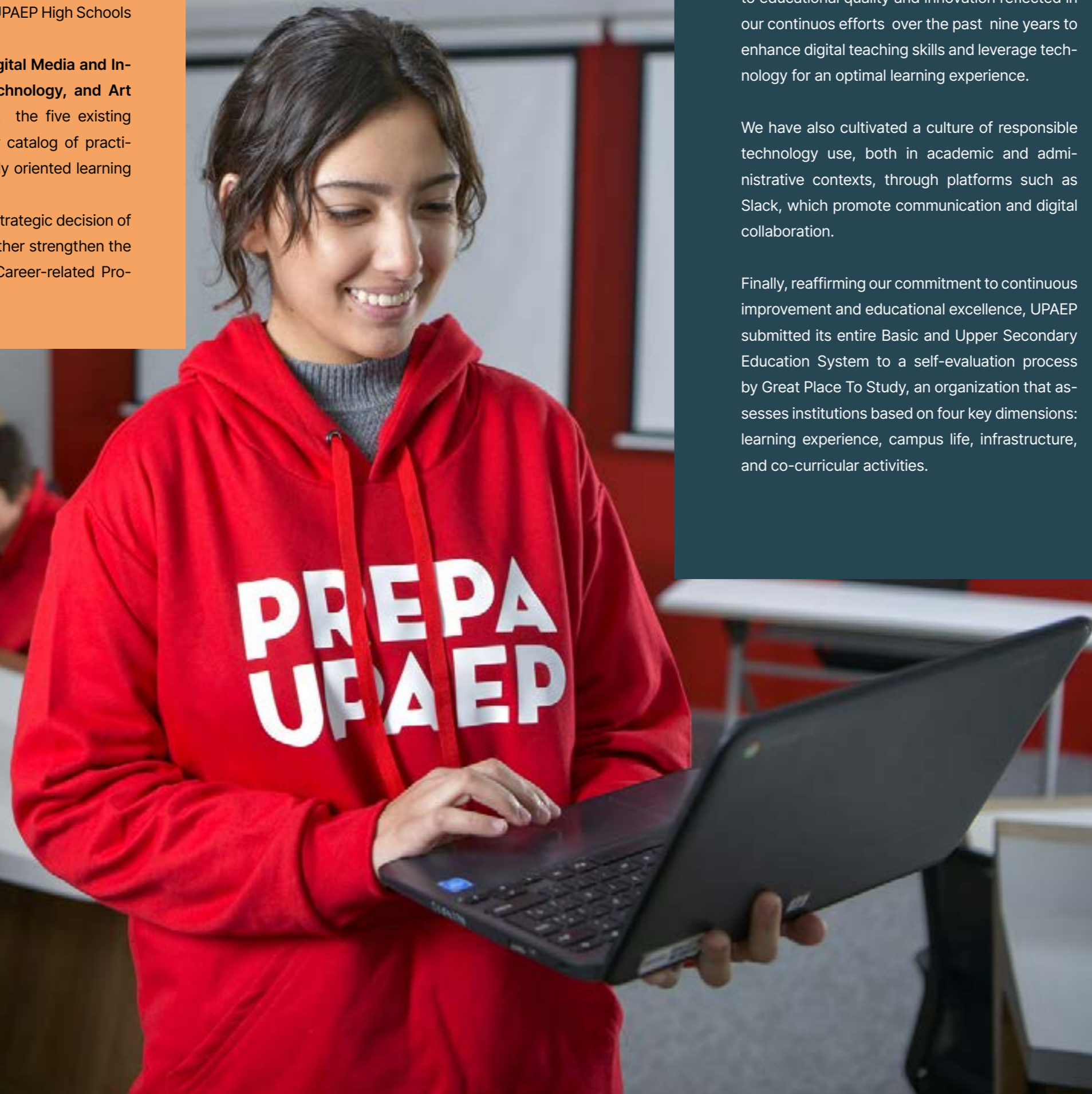
New Facilities of UPAEP High School Santiago

Innovation

In the area of innovation, we completed the design of **three new Professional Formation Studies (EFP)** programs, which will be implemented in August 2025 at UPAEP High Schools and with external partners.

These new programs —**Digital Media and Information, Aerospace Technology, and Art Production**— complement the five existing EFP tracks, expanding our catalog of practice-based and professionally oriented learning opportunities.

Their design reaffirms the strategic decision of UPAEP High Schools to further strengthen the implementation of the IB Career-related Programme (CP).



For the ninth consecutive year, UPAEP High Schools have successfully obtained recertification as a Google Reference School. This recognition is a testament to our ongoing commitment to educational quality and innovation reflected in our continuous efforts over the past nine years to enhance digital teaching skills and leverage technology for an optimal learning experience.

We have also cultivated a culture of responsible technology use, both in academic and administrative contexts, through platforms such as Slack, which promote communication and digital collaboration.

Finally, reaffirming our commitment to continuous improvement and educational excellence, UPAEP submitted its entire Basic and Upper Secondary Education System to a self-evaluation process by Great Place To Study, an organization that assesses institutions based on four key dimensions: learning experience, campus life, infrastructure, and co-curricular activities.

This study engaged approximately **15,000 participants** — 90% of the community, including students, faculty, and parents — across UPAEP's **seven schools and ten high schools**.

As a result, five schools and seven high schools received Great Place To Study certification, joining the exclusive **League of Greats**, which recognizes the nation's top educational institutions. It is worth noting that Great Place To Study is a nonprofit organization with international presence in countries such as Spain, Colombia, Ecuador, India, Peru, and Panama. In Mexico, only a select number of institutions located in Mexico City, Toluca, and Querétaro, — belong to this distinguished League of Greats. The certification is awarded to schools that, after a rigorous evaluation process, demonstrate the capacity to provide a comprehensive, high-quality educational experience.





"Culture at the Service of the People"

UNIVERSIDAD POPULAR AUTÓNOMA DEL ESTADO DE PUEBLA
21 Sur 1103 Barrio de Santiago C.P. 72410 Puebla, Pue. México.



EDICIÓN Y COMPILACIÓN DE CONTENIDOS

Mtra. Silvia Rubín Ruiz

Mtro. Erik Dieter Álvarez Mejía

Mtro. José Emilio Macías Ibañez

REVISIÓN DE CONTENIDOS

Mtro. Javier Taboada Cortina

Dr. José Antonio Llergo Victoria

Dra. Paola Ochoa Márquez

Mónica Higuera Cesín

DISEÑO EDITORIAL

Mtra. Ana Cristina Cozaya Acosta

ADMINISTRACIÓN DE RECURSOS

Mtro. Abraham Emilio Calderón Minero

Lic. José Fernando Ruiz Chacón

FOTOGRAFÍA

Lic. Misraim Gilberto Álvarez Bolaños

Lic. Alejandro De La Vega Cantor

