



ANNUAL REPORT

2021 DR. EMILIO JOSÉ BAÑOS ARDAVÍN 2022



ACTIONS

THAT DEFINE US

FIRST GOVERNING PRINCIPLE
10

THIRD GOVERNING PRINCIPLE
66

FIFTH GOVERNING PRINCIPLE
94



32
SECOND GOVERNING PRINCIPLE

80
FOURTH GOVERNING PRINCIPLE

114
HIGH SCHOOLS

REFLECTION

In the lives of institutions, as in those of people, we experience different events that define our existence. To a greater or lesser extent, we experience the ebb and flow between tough, challenging times and quiet, stable periods. Difficult times are unavoidable, and when faced with times of turbulence, we must choose between two paths: one of fear and pessimism and the other of courage and hope.

As humanity and as Mexicans, we live in an era that demands from our generation excellent intellectual and emotional capabilities and a steadfast will. Therefore, we must be able to identify critical processes to put in place in pursuit of a more humane and harmonious evolution and development that is respectful of the environment and always centered on human dignity. Given this context, our university plays an even more critical role.

In the run-up to our golden jubilee, on May 7th, 2023, in which we will celebrate the first fifty years of UPAEP University, we bring this 2021-2022 academic year to a close. Over this period, our institutional work has focused on staying true to our identity. To do this, we have analyzed the signs of times to respond with boldness and a commitment to transforming social realities in pursuit of the common good. From this perspective, we share this Annual Report, which aims to explain how our university community has embraced these enormously difficult times. Our work has been guided by alignment with our identity and faith in our Provident God and his most holy Mother, the source of the deepest hope.

In recognition of our UPAEP community, which has made this journey a formidable experience, we present the results of this academic year as a way of thanking those who have accompanied us and with whom we have walked side by side in this venture to "create streams of thought and form leaders who transform society."

UPAEP,
Culture at the service of people.

MISSION AND VALUES

Mission

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

Values

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

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

VISION TOWARDS THE 50TH ANNIVERSARY

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

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

UNIVERSITY'S GOVERNING PRINCIPLES

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

FIRST GOVERNING PRINCIPLE:

to be congruent with our identity.

SECOND GOVERNING PRINCIPLE:

to deliver a formation of excellence towards transformational leadership.

THIRD GOVERNING PRINCIPLE:

to consolidate socially relevant academic systems.

FOURTH GOVERNING PRINCIPLE:

to position our institution as an intercultural university.

FIFTH GOVERNING PRINCIPLE:

to ensure an environment of trust, collaboration, and accountability

STRATEGIC PROJECTS

1. Formación Integral Humanista Cristiana (FIXH):

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

2. University culture and scientific excellence:

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

3. Sistemas Académicos de Pertinencia Social (SAPS):

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

4. Global culture and thinking:

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

5. Student-centered comprehensive management model:

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

6. Organizational alignment and well-being:

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

7. Infrastructure.

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

8. UIC-UPAEP educational alliance.

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

9. "Código" Communication Project:

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

10. International positioning.

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

11. E-University:

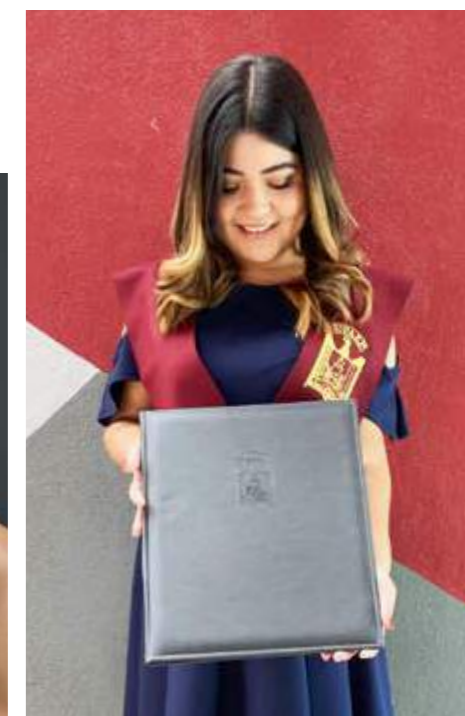
To innovate on management processes and develop new online services without undermining human treatment among the university community and contributing to the institutional strategy towards the 50th anniversary.

12. Effectiveness and comprehensive assessment:

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

13. International Accreditation:

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





IDENTITY

THAT **DEFINES** US

Jessica Sarahí Pavón Luna
Alumni UPAEP

GOVERNING PRINCIPLE 1

To be congruent with our identity

Over the past 49 years of service, we have seen that our founding principles are the hallmark of generation after generation of students studying and continuing to study at UPAEP. We have seen how the families of those first young people in the seventies trusted in the project of a new institution and how the parents of our current students continue to give us that same vote of confidence, year upon year.

The values that first inspired the foundation of our Institution: truth, goodness, beauty, human dignity, freedom, solidarity, subsidiarity, congruence, respect, love, and justice, are still fundamental to our existence and work today.

Therefore, historically, culturally, and educationally, the UPAEP philosophy:

- + Demands that our institutional values and identity are upheld and maintained in the current context, for which social leaders must be formed
- + contribute effectively to the evangelization of culture and the creation of schools of thought as a center of study, research, and dissemination of knowledge,
- + both in terms of the values and attitudes of the students who are trained there, as well as the proposals it puts forward across all fields of knowledge and human activity

17,721 UPAEP STUDENTS

9,900 BACHELOR'S

3,597 HIGH SCHOOLS

981 SPECIALIST

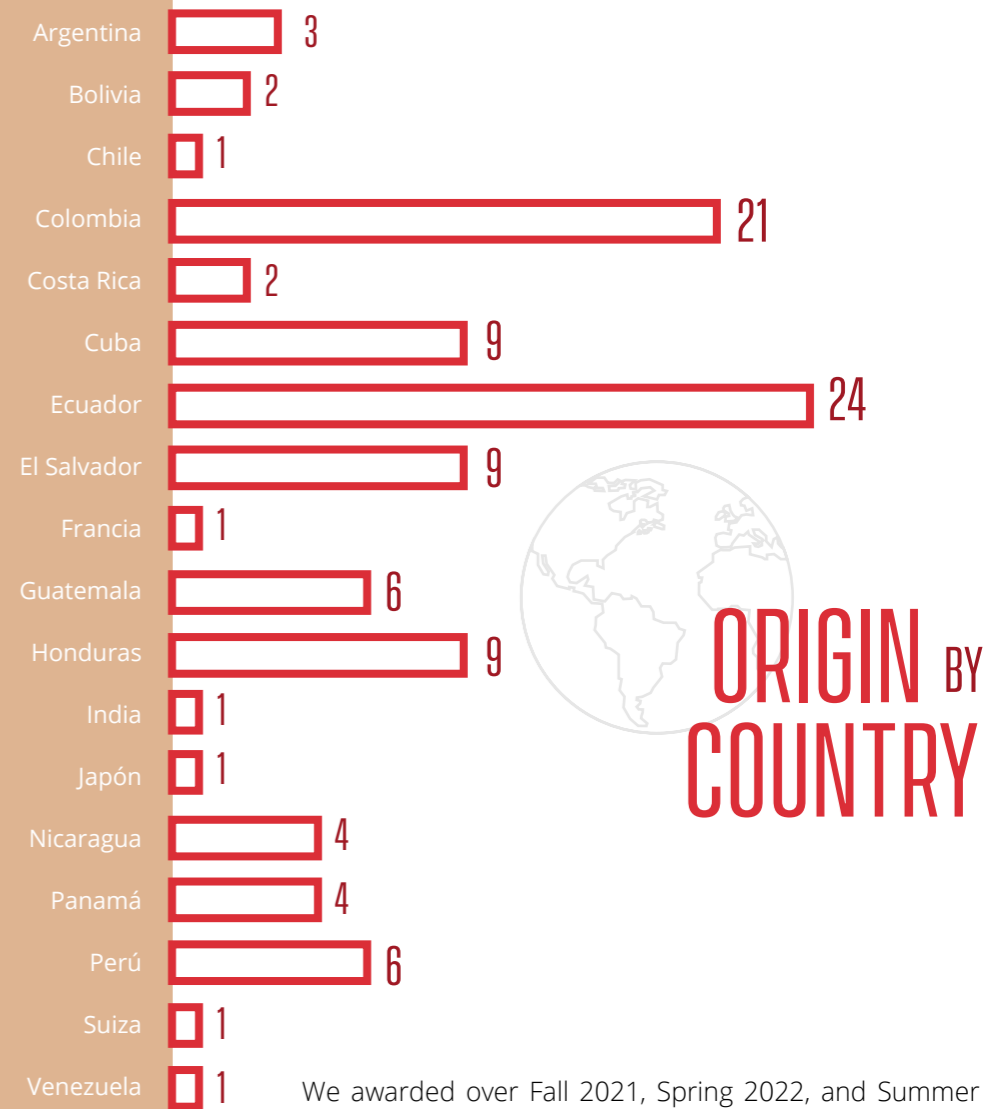
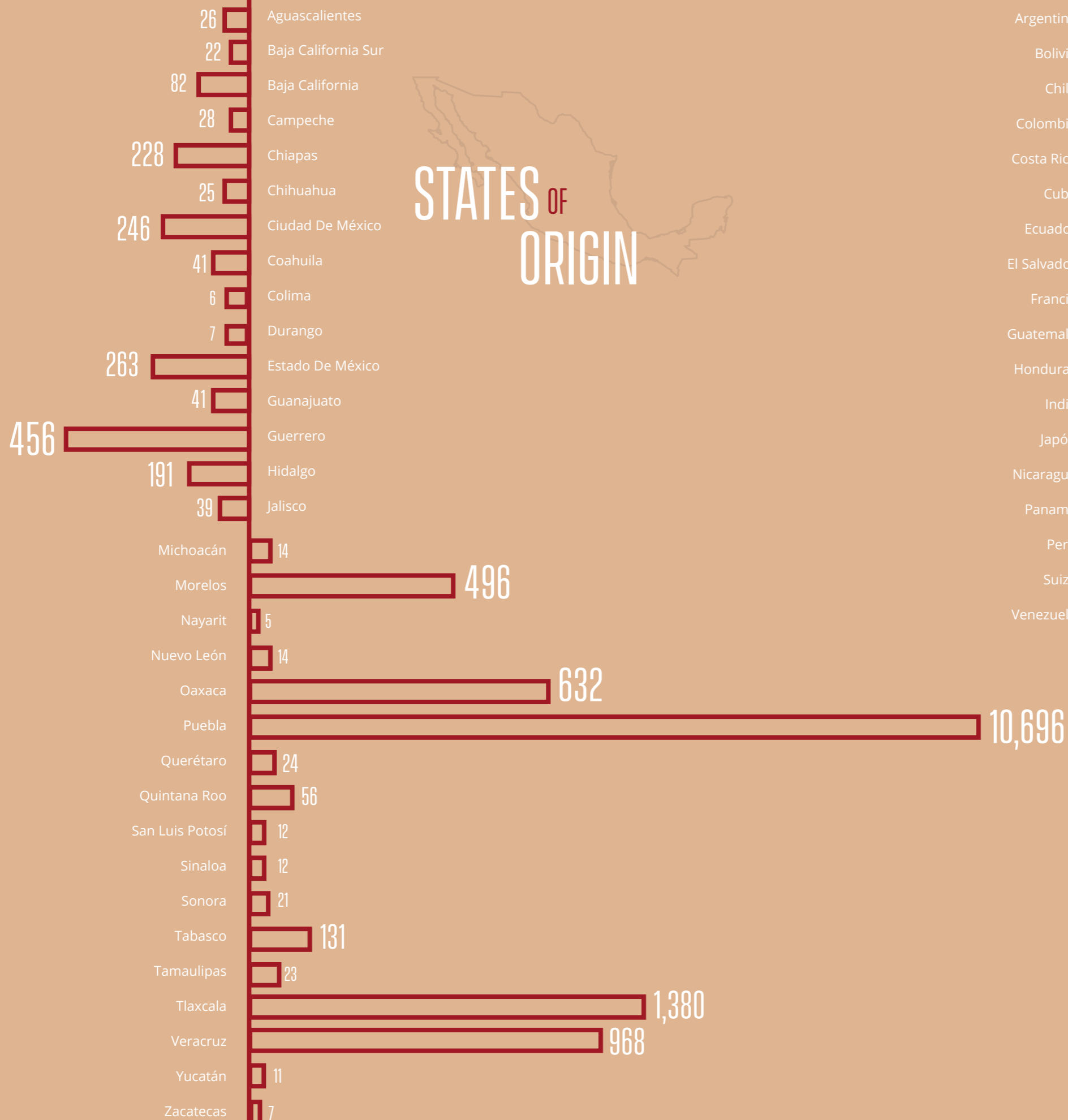
2,528 MASTER'S

448 TEHUACAN

267 DOCTORATE

Currently, **17,721 students** join the ranks of our nearly five-decade history.

Such a call for the genuinely comprehensive education of women and men who leave the Institution as highly competent and caring professionals is how we define ourselves and our work, to ensure that our institutional purpose of «creating schools of thought and forming leaders who transform society in the search for truth, integrating faith, science, and life» is upheld among those who make up the university community. And, of course, we thank all those who have been part of our University to make us what we are today.



We awarded over Fall 2021, Spring 2022, and Summer 2022 many students who wished to be part of our Institution.

2,525 SCHOLARSHIPS *that benefited* **5,674** STUDENTS

Every year, through the **PROEDUCA program**, we provide financial support for our institutional staff to improve access to our educational programs for them and their families. Over the 2021-2022 academic year, 1,035 grants were awarded, broken down as follows: Fall 2021: 430, Spring 2022: 475, and Summer 2022: 130.

A vital path to maintaining and sharing our institutional philosophy across our community is through our **UPAEP internal communication system**. We are pleased to report that the improvements to the system, implemented a little more than two years ago, have been highly successful. As a result, we were among the winners of the AMCO 2021 Award, a prize from the Mexican Association of Communicators (the most important in the country) in the category of «strategy» for the successful communication plan developed for «Mission Eagle-AzTechSat.»

With this campaign, the news of the UPAEP nanosatellite reached more than **40 million people** across all states of Mexico and in 38 other countries around the world. Thanks to a plan involving various University areas, we obtained 43,680,000 total impacts. This campaign also contributed to a cumulative increase of 41% in the Aerospace Engineering academic program enrollment.

Among other actions, the Office of Marketing and Strategic Communication delivered four communication plans for the Internationalization Department and the University Executive Management, which are currently in the process of implementation.



From the incorporation of internal communication tools we impacted

16,909 STUDENTS

4,227 COLLABORATORS

31,592 ALUMNI

Premio AMCO en la Categoría Plan Estratégico de Comunicación.

UPAEP La Universidad Transformadora

To ensure that strategic communication processes underpin UPAEP's mission and project the image of a university with a robust value proposition, the Office of Marketing and Strategic Communication, in collaboration with the Department of Innovation and Digital Development, developed the new «Single Agenda» available to the entire university community; this is a new web tool that allows us to process and capture all institutional events comprehensively in a single space. Through the Single Agenda, event organizers receive instructions about the communication support given to their activities by the Institution.



Guideness and politics for communication

We released the academic dashboard for educational modalities to integrate a communication process that is more closely aligned to the digital ecosystem and the new UPAEP student portal aimed at students across all educational modalities. This project, carried out in collaboration with the **Department of Innovation and Digital Development**, makes it easier for students to access the information that is most relevant to them; with just a single click, they can review press releases, notices, invitations, re-enrollment information, and institutional evaluations, as well as access tools that facilitate university life for students.

Let us not forget that we have taken on the task of **positioning UPAEP as the “Transformative University” in Mexico and the world** due to the features that set it apart as an institution, including academic excellence, transformative leadership, a global culture, and world-class research; an objective that falls under the remit of the Institutional Marketing Department; to achieve this, a promotional campaign was carried out over the period 2021-2022, which has been very effective, both in terms of its content and its scope. Some of the most important activities carried out as part of this project include:

GRADUATE PROGRAMS AND MODALITIES

We have implemented national and international strategies in both public and private organizations regarding graduate programs and modalities. A particular focus was placed at the national level in Puebla, Hidalgo, Tlaxcala, Morelos, Oaxaca, Veracruz, and Baja California Sur; and abroad in Ecuador (Guayaquil and Quito) and Colombia (Bogota and Neiva).

UPAEP VOCATIONAL EXPERIENCE

“open world” was carried out; six «Transformative» programs were organized to boost the experiences of graduates. The first vocational experience was hybrid and was attended by 294 people “live” at the Central Campus and 1,188 via our virtual platform. The second hybrid vocational experience was attended by 206 people “live” at Central Campus, while 236 connected on our platform.

WE VISITED

170 national and 29 international organizations and completed 150 activations across both networks. In addition, «UPAEP Experience» was promoted nationally and internationally and was attended by 1,530 people.

UNDERGRADUATE MARKETING CAMPAIGN

aimed to promote the Institution's complete value proposition to publicize our laboratories' entire infrastructure at a national and regional level. We conducted promotional campaigns at 274 schools in the following states: Tabasco, Veracruz, Chiapas, Oaxaca, Querétaro, Estado de México, CDMX, Morelos, Guerrero, Hidalgo, Puebla, Quintana Roo, Yucatán, Campeche, Sinaloa, Tamaulipas, Baja California Sur, and Tlaxcala.

We would also like to comment that, just as before and during the pandemic, we have continued to hold **press conferences with the media**; an exercise that now, as we return to on-site meetings, we have decided to maintain, as it is a helpful way to cover issues of interest to the population, as well as communicating all the problems that we are using the full force of University to resolve. Over the academic year 2021-2022, **237 press conferences were held** (235 virtual and two hybrids).

Concerning **local news**, over this period, we were involved in 14,761 stories in total: 9,591 in online media, 2,206 on the radio; 2,076 in print media; and 887 on TV. Meanwhile, through our news portal, UPRESS, we recorded 689 thousand events.

As we are aware that **social networks** are the gold standard for raising awareness of our Institution, this year, we have increased the number of institutional accounts and generated an editorial line for organic content for these accounts, based on five pillars of communication, each of which includes different categories designed to raise awareness of our value proposition known.

Another area covered by this Governing Principle is our university identity. While this is promoted in our enrolled students via strategies such as those implemented to safeguard and disseminate our history in the Memorial, this task is also pursued directly through the protocols and institutional relations developed through institutional events.

The 2021-2022 school year encompassed two very different scenarios, the first impacted more severely by the health contingency and the second during which our activities began to open up again. Following all governmental and institutional health protocols,

we conducted our UPAEP ceremonies and events in hybrid formats.

Over this year, events were directed to both the «live» public (students and authorities involved in the various categories of ceremonies or events which were able to attend on-site) and their families, friends, and professors who had the opportunity to participate via their transmission on institutional networks.



These dynamics allowed us to continue sharing our university identity while always adhering to the Salamanca protocol. This year, our ceremonies and events included the use of short videos specifically designed for each, which allowed for breaks in timings, avoiding monotony or fatigue when reading explanations or regulations. This technique has made these events more agile while also allowing us to create an experience for on-site attendees and virtual participants, who can accompany them as “guests” from a distance at a crucial moment in the student’s life.

Although audiovisuals were initially implemented as an essential resource in times of pandemic to hold virtual events or complement remote

experiences, nowadays, they are an irreplaceable complement to our current ceremonies; they have come to stay, to keep events dynamic and help us to fulfill the objective of transmitting UPAEP’s identity. And course, technology also plays an essential role in our ceremonies and events in terms of logistics, which we have now been able to migrate to organizing 100% digitally.

CEREMONY / EVENT	LIVE PARTICIPANTS	YOUTUBE	FB
President’s Inaugural Lecture	185	604	1.2k
Forged Cross Autumn 2021	100	275	2.3k
President’s Report 2021	SN	564	1.2K
Medicine Oath	357	292	2.8k
Dentistry Oath	39	26	629
Nursing Oath	41	127	NA
Physiotherapy Oath	39	30	NA
Degree Ceremonies 2021	2,584	834	20.6k
Forged Cross Spring 2022	160	171	1.3k
49th Anniversary	+1,200	149	874
Doctorate Honoris Causa	198	175	188
Degree Ceremonies 2022	1,503	475	12.1k
High School Graduation Ceremony	1,040	252	2.9k
Tehuacán Degree Ceremony	306	59	348

In terms of **Institutional Ceremonies**, this year, we held the following:



Doctorate Honoris Causa in Humanities

It is essential to mention that throughout this period 2021-2022, from the Office of Protocol and Institutional Relations, we were also advising and intervening directly with other departments to organize all different kinds of events, including the 17th Meeting of Culture Centers, the 10th Family Day, EGEL-CENEVAL recognition, UPAEP Scholarships, the inauguration of the Marketing Congress, Teaching Workshops, Blessing s of Facilities (several laboratories that had new facilities open this year), signing of agreements, the Eagle Award, Leadership Badges for students and Common Good Pedagogy Badges for collaborators, Honors to the Flag, inaugurations of exhibitions, recognition of seniority, and an event for outgoing members of the Student Boards, among others.

Among the Solemn Ceremonies of this year, we would like to highlight the **Doctorate Honoris Causa in Humanities award to Dr. Mauricio Hardie Beuchot Puente**, an outstanding Mexican philosopher, and thinker, before the Board of Trustees, the University Council, and the UPAEP Community. Among his lines of research, Hermeneutics stands out as a field in which he has made a nationally and internationally recognized original and novel contribution.

Dr. Beuchot presented his thesis «The Role of Philosophy and Theology in Universities», in which, after a deep analysis of the origin of both fields of knowledge and their extensive relationship since their beginnings, he shows the relevance of both subjects in the birth of universities in the Middle Ages.

In his dissertation, he emphasizes that philosophy and theology focus on concern for the material and spiritual good of the person. That is why both lead to holistic personalism aimed at transcendence. The response to Dr. Beuchot's thesis, shared by Dr. Roberto Casales García, Director of the UPAEP Department of Philosophy, highlighted the clear relationship with the nature, mission, and vision of the University, not only because philosophy and theology are both considered within its educational proposal, but also because these themes are related to many different concepts that underpin our university ideology.

We must not overlook that for our identity to be upheld and shared among all members of the UPAEP community and through all our institutional acts, all departments must participate; this is why, to organize and execute our ceremonies and events, we have developed the UPAEP **Ceremonies and Events Protocol Manual**, which has been shared throughout the Institution. This manual establishes the definitions and guidelines for different events by protocol to ensure that the University is projected with excellence.

This manual will serve as a guide in the different ceremonies and events that UPAEP participates in, respecting the image and customs of our Institution, ensuring protocol and tradition, correctly establishing the precedence of authorities, and detailing the appropriate use of necessary tools for the organization of any act. In addition, this manual will ensure that we can accurately communicate the UPAEP identity to our university community and society.

When considering our University's identity, it's essential to mention the personalities who gave life to UPAEP, defined it in its origin, and contributed to its growth over the years. Today, we would like to remember and thank **Engineer Vicente Pacheco Ceballos (1943-2021), who served as UPAEP Secretary-General** from its founding in 1973 until 2013.

That same year, as a well-deserved recognition of his career and years of commitment and work dedicated to the University, he was named Secretary General Emeritus by the Board of Trustees, a position he held until his death in 2021.

Due to the fundamental role that he played for our Institution, we would like to dedicate a few lines to his memory:

Mr. Pacheco was a member of the founding Board of Trustees from 1973 to 1998; he was also our first university authority in his role as Secretary General; he served as Academic Vice President from 1986 to 1991, without resigning from his position as Secretary; and he was Secretary of the Honorable University Council from its installation in 1990 until 2013. He was also a professor at the University. As a social leader, he was also a founding member of the Academic Council of the College of Civil Engineers of Puebla. He was also a founding member of the Puebla branch of the National Chamber of the Construction Industry (NCCI); he was part of the founding group of the Consortium for Environmental Preservation (CEP) in the city of Washington, DC. He was President of **The Partners of the Americas**, Puebla-Oklahoma Chapter. Mr. Pacheco was also an expert advisor, in his specialist area, to the State Attorney General's Office and a Member of the Technical Council of Education of the State of Puebla, as well as several local, state, and national governmental agencies.

It's impossible to imagine the early years of our University without the figure, contribution, and legacy of Mr. Pacheco Ceballos.

He was always a cheerful, compassionate, vibrant man who, with his unique personality, had excellent managerial skills, particularly with government authorities, which allowed the University to provide legal certainty to its students and staff regarding the official validity of academic programs and teaching and management activities, even in a politically adverse climate. Vicente was part of the handful of visionary women and men who committed their entire lives to the beautiful task of education. Our Institution is eternally grateful to him and all those who have contributed to making our Institution one of the best in the country. Due to the importance of Mr. Pacheco for UPAEP, as a heartfelt posthumous tribute to the man who was a promoter and protector of the university tradition, the Integrated University Services Center is now known as the Vicente Pacheco Ceballos Center.



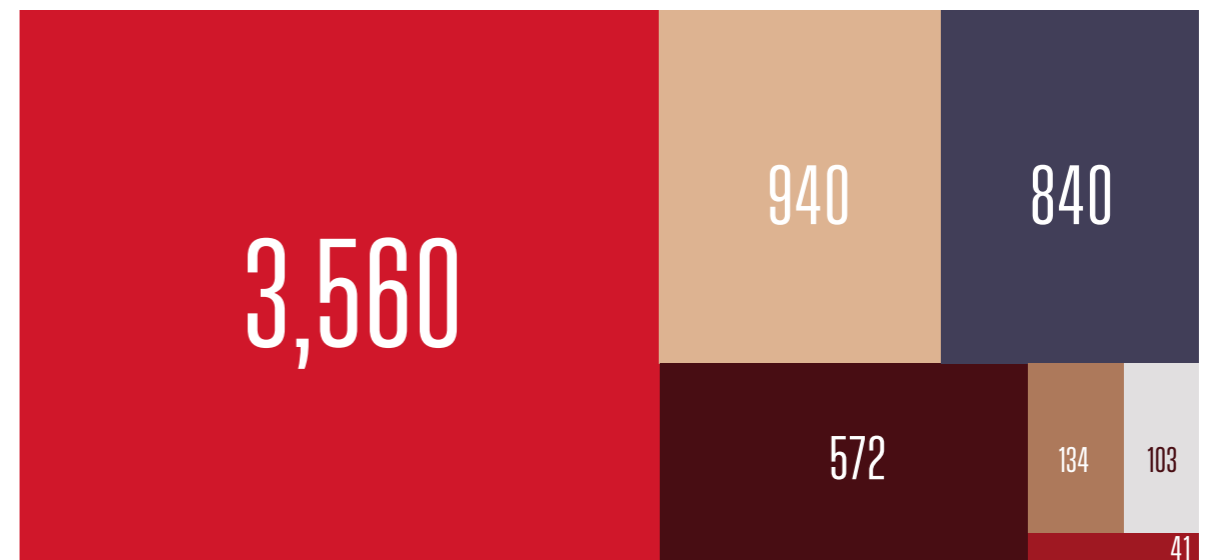
Once we returned to on-site teaching following the pandemic, we also made visits to the **Memorial** available for the student community, alumni, collaborators, and visitors in general, as a way to learn more about the history of the University. In addition, through our “live” and virtual guided tours, we can share the spirit and efforts of our founders, reinforce our institutional philosophy, and raise awareness of the impact transcendence of our University in the state of Puebla. Over this academic year, **130 visits were conducted**, 20 of which were on-site.



Regarding the **UPAEP timeline**, which was presented in 2020, a couple of years from its launch via the portal: <https://upaep.mx/lineadeltiempo>, it has allowed us to look back on the milestones that marked our origin, review the pillars of our Catholic identity, and remember iconic moments for our students and founding professors. All of this, of course, without forgetting the unwavering support of broad sectors of

the wider community in Puebla, through which we have been able to participate in an authentic model of social solidarity over the foundation and development of our Institution. Over the 2021-2022 academic year, this timeline received **1,235 visits**.

COMPETENCE	ATTENDEESE	COURSES	INSTRUCTORS
GLOBAL CULTURE	344	24	25
TEACHER TRAINING	1,228	34	28
MANAGEMENT AND TECHNOLOGY	940	109	125
INSTITUTIONAL IDENTITY	2,598	93	106
INNOVATION AND PROFESSIONAL UPDATING	175	16	13
TRANSFORMATIONAL LEADERSHIP	306	11	11





VI Claustro Universitario Duc in Altum.

This year, there were
493 PARTICIPANTS
 136 on-site and 357 virtually

The format of the VI University Assembly included three elements distributed as follows:

- ✦ **THE <INQUIRY ELEMENT>** is to listen and inform the community about the progress of the projects.
- ✦ **THE 'ENCOUNTER ELEMENT'** generated the opportunity to think collaboratively, from the basis of our identity, which in turn was divided into three stages:
 - a) Past time: The identity faithfully received through the Pedagogy of the Common Good was reviewed.
 - b) Present time: We analyzed how we have achieved a creatively updated identity through the U50 Educational Model and our Curricular Model.
 - c) Future time: where a boldly-dreamed identity was envisioned, takes advantage of educational multi-environments and global competencies.
- ✦ **THE 'INNOVATION ELEMENT'** where new ideas in the meeting with the support of the facilitators.

Through this Institutional Assembly, we can conclude that we shared a fruitful opportunity for dialogue between faculty and staff. We identified the need to promote a comprehensive knowledge of the documents that relate to our identity, generate more spaces for discussion and collaboration to socialize the projects around the SRAP, and generate strategies that allow our identity to permeate the daily life of our community; this is important since each member has the potential to contribute ideas, based on their personal experience of our identity, that could help us to achieve our future goals.

Also, to disseminate and consolidate the UPAEP identity among staff members and students, we held the **6th University Assembly** this year titled "Duc in Altum," which aimed to reflect on the importance of identity values through the generation of significant experiences in multi-environmental spaces to promote the integration of the fundamental elements of the Identity and Training Subsystem (ITS) in our action plans.

UPAEP RESEARCHER ENTERS THE ROYAL COLLEGE OF PHYSICIANS OF LONDON

Dr. Guillermo Ruiz Argüelles, research-role professor at the UPAEP Medical Sciences department, was recently appointed as a new member of the Royal College of Physicians, London. This distinction was awarded for his outstanding training and performance in teaching and his experience as Research Director of the Ruiz Laboratories division.



MANUEL DE LA PEZA Y LAZO DE LA VEGA AWARD FOR UPAEP

Under the framework of the 100th anniversary of the National Union of Parents (UNPF), UPAEP was awarded the Manuel de la Peza y Lazo de la Vega Award for its support and institutional liaison in projects in favor of the family and education.



EXTREME MERIT AWARD FOR AZTECHSAT-1 PROJECT

The first nanosatellite developed by Mexican students and professors has become a benchmark for the new Mexican space age. UPAEP's contribution was recognized by the Municipal President of Puebla Capital and the Synthesis Journalistic Association (APS for its initials in Spanish).



HARVARD RECOGNIZES A UPAEP PROFESSOR AS A BEST PAPER AWARD WINNER.

Dr. Viviana Elizabeth Zárate Mirón, professor of the Faculty of Social Sciences at UPAEP, was recognized by the Harvard Business School with the Best Paper Award for her research paper Regional Resilience and Cluster Strength: The case of the US in the Great Recession, which stood out among the 129 universities that are part of the Harvard Network.

A distinctive characteristic of the UPAEP identity is research carried out along the lines established by the Socially-Relevant Academic System (SAPS), such as the common good, the family, society, and bioethics.

At the **Institute for the Promotion of the Common Good** (IPBC for its initials in Spanish), we research and share information on achieving the common good in society. Currently, our Institute has **68 national and international researchers** assigned to one of its nine lines of research.

One of the crucial activities carried out over this 2021-2022 academic year was the IPCG Humanist Congress. The event was held virtually under the title **«What «Laws of the Indies» are needed for the already populated digital continent?»**. The event addressed the issue of to what extent digital power will lead us to greater democracy or a digital tyranny, based on the metaphor of what laws would be needed for this «digital continent» founded in response to the pandemic. More than 550 people joined this event.

As a result of the work carried out this year, we have been able to extend the IPCG NETWORK to include the Paul VI Foundation and the IIEDH University of Fribourg. Likewise, we attracted the attention of the Ethics, Economics, and Common Goods academic journal. In addition, we were awarded three Visiting Scholarships reserved for IPCG researchers for research stays of one to three months at the Fundación Pablo VI (Institute of the Spanish Episcopal Conference for the promotion and development of the Social Doctrine of the Church, Madrid) and the Institut Interdisciplinaire d'Éthique et des Droits de l'Homme (Université de Fribourg, Switzerland).

We are also pleased to announce that the IPCG published the 370-page book, *A Common Good Approach to Developments*, Cambridge Open Books 2022, as we as a special issue in the academic journal, *Journal for Ethics, Economics & Common Goods*; we held the presentation of the Legislative Report 2021, the Presentation of the RISS Special Issue with UniCatt Milan, and had both the First Internal IPBC Symposium and the Expert Seminar «The Patristic Understanding of the Common Good.»



Another project carried out in line with our UPAEP identity was the creation of the **Dictionary of the Cultural History of the Church in Latin America**, which is an encyclopedia in electronic format (Wikipedia) that offers people interested in the history of the formation of the Latin American continent, an instrument with scientific rigor that highlights the significant contribution that Christianity has made to the identity, culture, and unity of Ibero-America. Of course, it also covers Brazil and the contribution of the Lusitanian culture, so the Dictionary contains many Portuguese words that deal with Brazil's context.

But how did we end up collaborating on such a significant project? **Cardinal Paul Poupard** (then President of the Pontifical Council for Culture and Doctor Honoris Causa UPAEP) wanted to create a document that would be easy to consult and contain a complete cultural history of the Church in Latin America; **Cardinal Gianfranco Ravasi** (who later assumed the responsibilities of Cardinal Poupard and also Doctor Honoris Causa UPAEP) wanted to make the project a reality, designating **Doctor and Presbyter Fidel González Fernández** as the person responsible.

Father and Dr. Fidel González, on behalf of the Pontifical Council for Culture, asked the Board of Trustees of the UPAEP for its approval to begin



the project, which was, of course, accepted and seen as a privilege than a duty. For this purpose, Mr. Juan Louvier Calderón was appointed, responsible for collaboration and coordination with the Vatican Dicastery. In addition, Sigrid Louvier Nava has collaborated on the academic side, and Mario Jaime García Ramírez, Master Eduardo Razo Fabre, Engineer Viridiana Rosas Rodríguez, and Germán Soto Ponce in the technical work.

Currently, the Dictionary contains more than 1,550 articles (or statements), which have been elaborated by more than 350 professors and specialists from all over the continent, as well as from Spain and Italy.

Thanks to its electronic format, we can submit an average of eight new articles monthly. The Dictionary is consulted by around 7,000 people every week. We are also in the process of renovating its image to make it more user-friendly and attractive.



Dictionary of the Cultural History of the Church in Latin America



Professors and opinion topics

In terms of leadership, we also set the tone for opinion topics, with 72 of our professors responding to the demands of the media for interviews on issues related to their areas of particular interest.

Another of the hallmark events for our Institution this year was the **annual Meeting of Culture Centers**, which on this occasion celebrated its seventeenth edition and included the **10th Family Conference**. The theme **«A vocation to love and challenges in the experience of masculinity»** sparked discussions about life, family, and personal dignity focused on masculinity. Listening, participating in dialogue, and proposing ideas continue to be the path that we promote to build new perspectives and points of view to contribute to the growth of humanity.

The **2022 Meeting of Culture Centers** was an initiative organized within the Network of Catholic Culture Centers framework, endorsed by the **Pontifical Council for Culture of the Holy See; Oducal and UPAEP** served as co-hosts. It should be noted that in this edition, we collaborated with the UPAEP Center for Family and Societal Studies to develop the topics of the meeting from the perspective of a family in its various dimensions.

Integramos un diálogo interdisciplinario para la construcción de nuevas perspectivas y paradigmas en torno a la temática de la 'Vocación al Amor y los desafíos en la vivencia de la masculinidad', logramos el intercambio y colaboración en torno a puntos de vista académicos en contribución con el crecimiento de la humanidad y fortalecimos la imagen de la universidad como centro de cultura, **lugar de encuentro y búsqueda de la verdad en la creación de corrientes de pensamiento.**



This event reached more than
1500 PEOPLE AND FAMILIES AT LOCAL, NATIONAL AND INTERNATIONAL LEVELS



Among three days we could to learn and dialogue with personalities as:

Msgr. Víctor Sánchez Espinosa
(Archbishop of Puebla),

Cardenal Gianfranco Ravasi
(President of the Pontifical Council for Culture),

Dr. Carlos Chiclana
(Psychiatrist),

Pbro. Ramón Lucas Lucas
(Professor at the Gregorian University),

Dra. María Calvo Charro
(Universidad Carlos III Madrid),

Lic. Mariolina Ceriotti (Child Neuropsychiatrist),

Msgr. Calvo María Polvani
(Under-secretary of the Pontifical Council for Culture),

Lic. Giulia Di Nicola y Lic. Attilio Danese
(Professors),

Dr. Juan Manuel Burgos
(Philosopher),

Sister María Grazia Caputo
(María Auxiliadora International Institute),

Dr. Xosé Manuel Domínguez Prieto (Director of the Instituto da Familia de Ourense),

Mtro. Andrés Barba Vargas
(Secretary General of ODUCAL),

Msgr. Melchor Sánchez de Toca Alameda (Subsecretary of the Pontifical Council for Culture),

Mtra. Margarita Pérez Nerey
(President of Universidad de Motolinía del Pedregal),

Dr. Fernando Sánchez Campos
(President of Universidad Católica de Costa Rica),

Dr. Miguel Ángel Schiavone
(President of the Pontificia Universidad Católica de Argentina),

Mtro. Gerardo Milano y Mtra. Erika Cruz (Matrimonios en Comunidad Apostolate),

Mtro. Patricio Videla
(General Director of Fundación Integralis),

Dra. María Elena Anaya Hamue
(Director of Marca Familia Foundation).



Research centers' activities



Study Centers' activities

In response to our mission to create streams of thought, we share the activities that each Research and Academic Department carried out during the 2021-2022 period, as well as the impacts of each.

And below, we report the activities and impacts in each of the Study Centers we have at UPAEP.

The work carried out in collaboration with our sister university, **Universidad Intercontinental (UIC)**, stands out for its rigor and academic excellence. As is well known, the mission of both institutions is to train professionals and well-rounded leaders who will transform society based on truth and the achievement of the common good.

The UIC-UPAEP Alliance, which began in April 2014, has matured so that our institutions have now twinned to share more ambitious goals. Over the 2021-2022 period, the projects were broken down into **11 Strategic Projects and 25 Operational Projects**.

The central Strategic Project is the Integral Formation Project. In early 2022, P. Rigoberto Colunga assumed responsibility for the UIC's "Integral Formation" project, in which we participate as part of our strategic alliance, seeking to strengthen our participation in AMIESIC, FIUC, and ODUICAL, international missions, develop a joint proposal for humanistic education, promote the Pedagogy of the Common Good and work in a coordinated manner on issues of family and life.

Our Operational Projects are aligned with the UICs CDP, of which the most representative, in terms of progress, are the following:

1.- At the beginning of 2022, when Fr. Rigoberto Colunga took the reins of UIC Integral Formation, the decision was made to work together strategically. The following projects were created: Strengthen our participation in AMIESIC, FIUC, and ODUICAL, International Missions, a joint proposal for humanistic education, promotion of the PCG, and work in a coordinated manner on issues of family and life.

2.- As a result of the agreement, which allowed collaborators to apply for a scholarship to study at the sister institution, there are currently 8 UPAEP staff members enrolled in a doctorate program at the UIC University.

3. After meetings between the Academic Departments and the director of the UPAEP office in the USA, a plan was drawn to advance the UIC's internationalization process, based on UPAEP's experience in this area. Each department has been assigned projects to work towards this goal.

4.- The relationship with Oklahoma State University advanced significantly, and several academic activities were carried out with the participation of UIC faculty members and students in workshops given by OSU professors.

5.- OSU authorities have expressed an interest in collaborating with the UIC, as they have with UPAEP. As a result, a group of OSU authorities visited the UIC campus in the CDMX, and another visit is planned for July to finalize the agreement.

6.- Publication of the book Pedagogy of the Common Good: Principles and Pillars» which we co-authored.

7.- Those responsible for Social Service in both universities have met frequently to exchange their experiences; this has been of great importance since the UIC participates in the Metropolitan Regional Network of Social Service of CDMX and has shared the experiences, analysis, and challenges faced by the institutions that form part of the network during and after the pandemic.

8.- During this period, the first inter-institutional symposium of graduate business programs was held, with the participation of 132 students and 73 speakers from 8 countries and five working groups. This event resulted from the collaboration between the academic, marketing, and information technology departments.

9.- An engineering symposium was held with the participation of the UIC as evaluators, speakers, and lecturers; this is the first «Engineering» event carried out at the UIC, which opens the possibility for them to venture into this area of knowledge.

10.- Several peer courses, exchanges, and inter-institutional webinars were held.

11.- UIC program directors have established contact with their counterparts at UPAEP, giving rise to various activities, such as conferences, peer courses, faculty leads, faculty, student exchanges, research support, and experiences.



UPAEP TEHUACÁN

From our Tehuacán campus we also carry out our own activities that give life to the preservation of institutional traditions. Among these activities, we carry out three ceremonies in a mixed modality, that is, students in person while family and friends, in a virtual way: a delivery of Forged Cross Academic Award (48 awarded students), and two Degree Ceremonies (annual, 2021 and 2022 with a total of 358 graduates).



Universidad Intercontinental (UIC)





ACADEMIC QUALITY

THAT **DEFINES** US

José de Jesús Ojeda Hernández
Chef and Gastronomy Professor

GOVERNING PRINCIPLE 2

To deliver a formation of excellence toward transformative leadership

Almost 50 years ago, a group of students and professors longed for a university that offered a comprehensive education and educational quality that responded to the needs of its environment. Almost five decades after its founding, UPAEP has consolidated itself with both these hallmark features: education and excellence focused in both cases on the transformation of society. A feat that would not be possible without a committed academic community made of ambitious, committed students and an appropriate educational model that meets the challenges demanded by modern education to train future professionals.

Over the 2021-2022 school year, we finished drafting **two documents that present the reworking of our educational proposal**. The first is the **«U50 Educational Model»**, which describes a common framework of action across all levels and modalities so that work may be organized effectively among the academic and administrative staff that make educational management possible in such a way that both the graduate profile and the fulfillment of the institutional mission are achieved. The second document is the theoretical framework of the **«Pedagogy of the Common Good»**, which examines the main concepts that support our theoretical, pedagogical approach. This document establishes four fundamental principles: comprehensive experience, the culture of encounter, transformative leadership, and transcendence for the common good.

Both documents were presented at the VI University Assembly, where the main **«Strategic Projects» of the Identity and Training System** were also described. Since then, both documents and the constituent elements of the U50 Educational Model have been widely shared among students, professors, and other staff members through social networks and internal media so that each member of the educational community can become aware of what they do and how they may benefit by our academic style being brought to life.

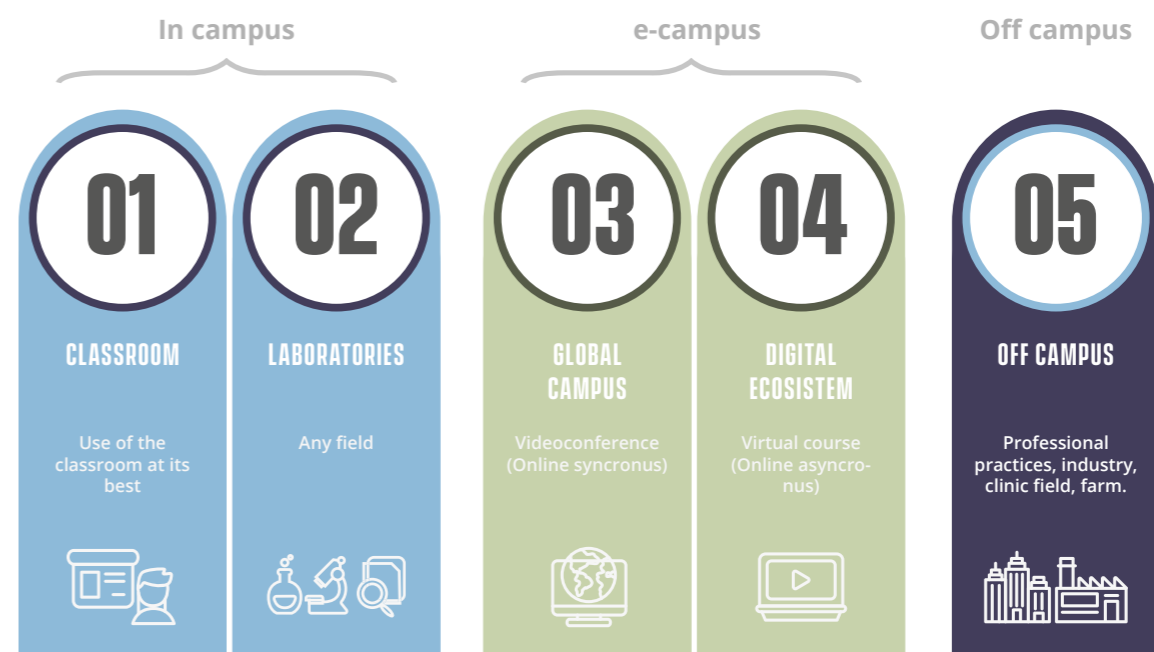
Together with the Training and Talent Development Department, we have awarded **more than one hundred professors with the «Insignia de la Pedagogía del Bien Común»** (Pedagogy of the Common Good Seal), which certifies that these trainers fully understand the UPAEP educational style and strive, daily, to ensure that their teaching or management tasks contribute to the formation of transformative leaders.

Teaching our students to work for the common good involves generating meaningful experiences that allow them to put the Pedagogy of the Common Good into practice. That is why teachers and professors from different subjects, from our high schools to graduate programs, design activities that incorporate the primary **active methodologies** covered by the U50 Educational Model, such as learning based on challenges, projects, relationships, service, teamwork, problems, and simulators, or cases.

This methodology has provided students with learning environments that allow them to experience and achieve the learning outcomes proposed in their initial didactic planning in an experiential, practical, and collaborative way. These methodologies are used by more than 65% of the professors across all educational levels and modalities. These strategies are also accompanied by a formative and final evaluation, in keeping with the initial purpose of the subject.

Our educational model encompasses every one of the programs we offer at UPAEP: The **Multi-Environment Learning Experiences** (EAM for its initials in Spanish) project was born in response to the challenges and reflections raised by the pandemic regarding the most relevant hybrid strategies for university learning. We asked ourselves what these enriched multi-environmental ecosystems should look like; spaces that, by integrating a variety of methodologies, elements, and environments -physical or virtual- could generate an environment conducive to optimal learning.

We can classify the environments available to our University into five main categories:



Educative Offer

We have many multifunctional learning spaces at the University: classrooms redesigned to fully experience the U50 Educational Model, more than 100 laboratories, learning management systems, COIL (Collaborative Online International Learning) courses, and an extraordinary digital ecosystem, in addition to a large number of agreements that can turn many companies, organizations, government facilities and public spaces into authentic environments for generating, applying or evaluating learning.

Thus, our challenge was figuring out many environments to integrate, how much time to dedicate to each domain, and the pedagogical sequence to follow from one environment to another so that everything would result in optimal learning for the students. That is to say, more excellent retention of knowledge, improved relationships between students, and sufficient insight, altogether result in a greater capacity for the application of learning.

The project has gone through several phases so far:

- a) construction of the theoretical model and its registration with Indautor;
- b) initial cataloging of curricula by different types of courses and the preliminary multi-environment proposal for each course type;
- c) project socialization sessions with program directors;
- d) training courses for professors (early adopters) that will be the spearheads of this project;
- e) implementation of pilots.

We would like to comment that in Fall 2021, we conducted the **first pilot tests** of the **Multi-Environmental Learning Experience** model in three UPAEP humanistic training subjects:

The Person and Mexican Identity, The Person and Contemporary Culture, and The Person and Truth, delivered by three professors to a total of **330 students**. In Spring 2022, the **second pilot tests** were applied across four courses in which six professors and **161 students** participated: The Person and Mexican Identity, Cytology and Histology, Mathematics II, and Digital Humanities.

Over the Spring and Summer of 2022, we carried out the planning and coordination process for the upcoming Fall 2022 pilots. This process included

coordination across all areas involved in successfully implementing the pilots, developing formats and manuals for constructing a subject using the Multi-Environmental Learning Experiences model, and designing and implementing training for professors who will participate in its implementation.

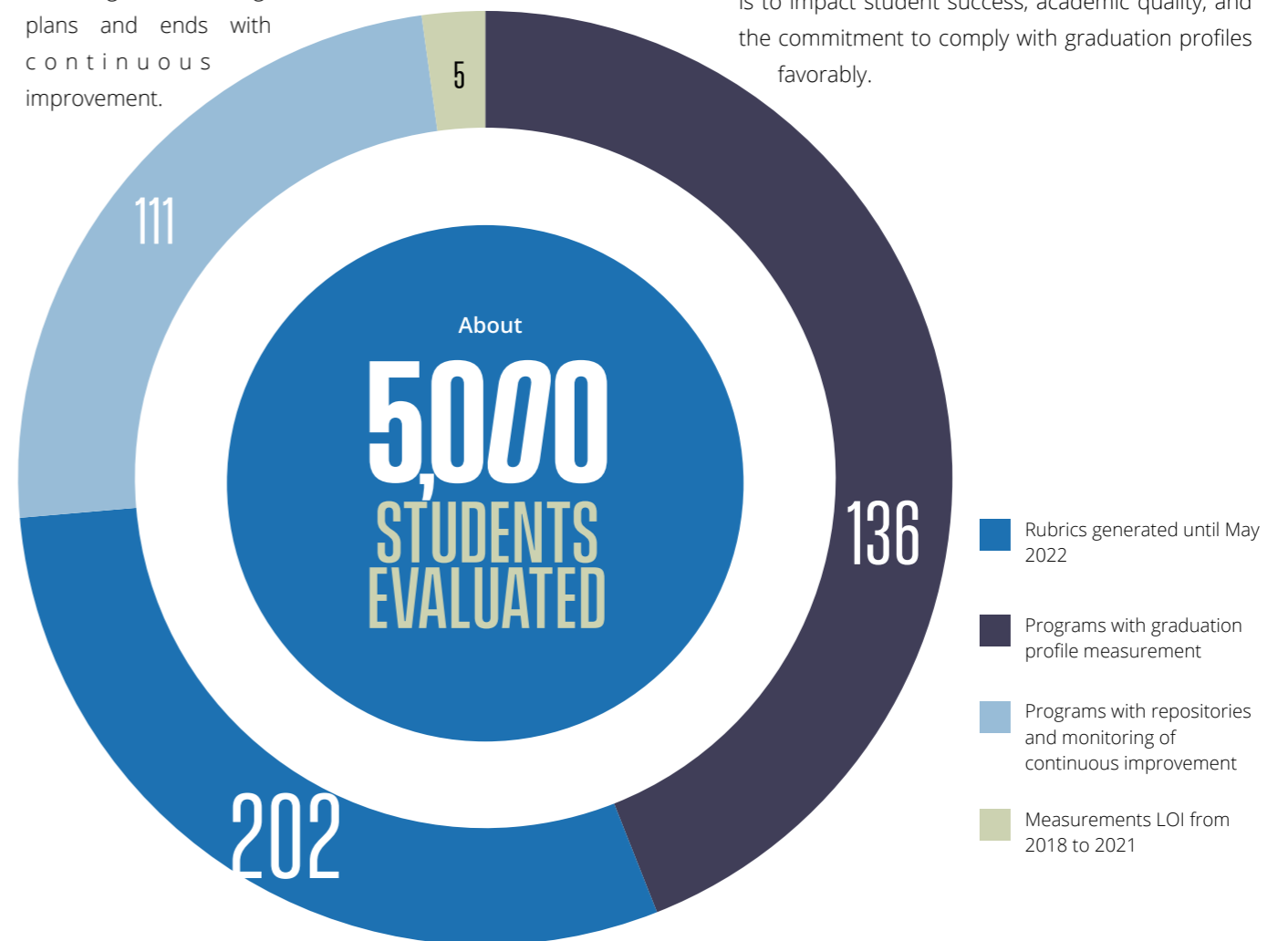
For the Fall 2022 pilot tests, we are working with 34 professors from the same number of courses and programs with a projected reach of approximately **800 students**.

We are confident that, as the project matures, we will be adjusting and perfecting the proposals in terms of the number of environments and hourly dosage in each environment required to make these learning experiences even more meaningful.

In addition, to date, **38 of our programs** focus on learning outcomes.

When our Institution first adopted a learning outcomes assessment approach in 2018, the **Assessment Center**, which was working without its organizational structure, was responsible for the assessment processes. However, since August 2020, it has been housed within the Office for Institutional Effectiveness. This Center brings the institutional mission to life by supporting the faculty through the learning outcomes assessment processes and the management of the institutional quality assurance system to verify compliance with each academic program's graduation profile and the institutional graduation profile.

The Assessment Plan, designed for academic programs and institutional activities, consists of several steps. It begins with reviewing and assessing evaluation plans and ends with continuous improvement.



Next, the Center generates assessment reports. The faculty then analyzes its results and, in this way, makes decisions that create changes in favor of continuous improvement, academic quality, and student success. The Center also creates dashboards **to report the ILO** (Institutional Learning Outcome) assessment results available to the academic community. Finally, it accompanies the co-curricular areas so that they can also display the results of their assessments.

The changes proposed by the academic departments and different institutional areas may include modifications to the rubrics to ensure their relevance and adequacy; teacher training (on learning outcomes and topics of their discipline); changes to how learning is measured; adjustment to subject content; use of significant learning experiences; academic work; course serialization; and even updates to the curriculum when redesigning the program.

The purpose of the continuous improvement process is to impact student success, academic quality, and the commitment to comply with graduation profiles favorably.

Over the 2021-2022 academic year, we have relied on the **Blackboard ULTRA** platform across all educational modalities for undergraduate and graduate education. In addition, we employed the **Canvas** learning platform as a pilot test over Summer 2021 for undergraduate, graduate, and online groups, while we used the **Moodle** platform for Continuing Education. We have added a new platform this year, **Rise**, to design and offer automated nano-courses to complement academic training and our staff members. We also use the **Zoom** platform for videoconferencing and virtual classes linked to our learning platforms.

Through Blackboard Ultra, professors across different academic levels and modalities have a learning platform available 365 days a year, 24 hours a day, to upload materials, request assignments, work collaboratively and teach courses in virtual classrooms. Students use this tool to consult their study materials, deliver presentations, videos, links, and readings, apply for exams, and quickly submit assignments or join virtual classes from a PC or via their App.

Our Learning Outcomes platform measures and visualizes learning outcomes for our students, by the courses taught and their associated rubrics, at an institutional level and per student. This information allows the faculty to validate the results obtained and design better strategies.

With Canvas, we took advantage of a friendly learning tool that is very easy to use for students and professors alike, which allowed us to compare both platforms in search of new solutions for our students. Moodle, on the other hand, was the tool used by the Continuing Education Department for courses that support organizations or institutions in specialist training. The Genially tool helps professors create materials such as infographics, presentations, video presentations, and gamification. It supports learning and is a dynamic and versatile way to deliver content.

During this period, **we enriched our ecosystem of learning applications** through the integrated use of learning platforms, virtual laboratories, videoconferencing services, monitoring tools, anti-plagiarism tools, and applications for creating enriched content benefitting UPAEP's institutional dynamics and educational proposal. The learning platform **was adopted and used intensively, at 86.9%**, over 2021-2022, which was higher than our goals for both 2022 (80%) and 2023 (85%), reflecting our commitment to a technology-driven academic proposal. To date, we have five different learning platforms in the UPAEP system, three videoconferencing service options for virtual classrooms, ten main applications for the generation of educational content and class dynamics, tools for monitoring exams, and anti-plagiarism control.

The **use of our Blackboard platform grew by 50%** over this period, and this figure is expected to continue to rise, both via mobile and desktop devices, for teaching and learning at all levels and modalities of our Institution. We would also like to add that, over the last year, through our virtual sessions, we have accumulated a total of **40 million minutes of virtual classes** via our Blackboard platform. In addition, we have developed a comprehensive scheme of technical support for students and professors alike, and we have created a site where all material and guides for using the available tools

<https://upaep.mx/manuales> can easily be accessed.

As a result of our implementation of Blackboard as a tremendous educational tool, **we won the Catalyst Award in the Assessment and Institutional Effectiveness category** for creating and implementing the structure of the learning outcomes on this platform.

This year, UPAEP students participated in entrepreneurship actions through **KONECTOR UPAEP**, including:

1,688 STUDENTS PARTICIPATED IN THESE ACTIVITIES

It is also important to mention that, through the inauguration of the new **Entrepreneurship and Innovation Hub**, at the Central Campus, we activated space to promote meetings and creativity through events such as networking for students and women entrepreneurs, training, workshops with special guests, and pitch presentations. In addition, the space has allowed us to receive entrepreneurs and consultants who participate in entrepreneurship programs, using the consulting rooms and the pitch room.



Blackboard manuals



KONECTOR UPAEP
entrepreneurship activities



About our UPAEP sporting events, after a long wait to return to on-site activities, our young athletes this year did not disappoint: **30 in Taekwondo, 18 in women's basketball, 18 in men's basketball, 16 in women's indoor soccer, 26 in men's soccer, nine in tennis, eight in athletics and 30 in swimming**, raised the UPAEP high and let the «alerombo» cheer.

We were also excited to present our «new feathers» made by the brand «Titan,» which also served to raise awareness and knowledge of our representative teams within the university community and throughout Puebla.

Over 2021-2022, we also created the first **UPAEP E-Sports** team. This idea came from the situation of the pandemic and used educational innovation to encourage the development of technical and technological skills in our students. It also represents another opportunity to develop leadership schools at our Institution. This pilot project successfully attracted talent through tryouts in each discipline. As a result, the first competitive team that competed for

the first time in the **CONADEIP National Championship** LOL (League of Legends) was developed.

Sports training is crucial because it helps develop character, forges discipline, and promotes fortitude, improving and maintaining physical health.



Sport activities

And just as university sports are an important way our students represent us, so is cultural education. Over the 2021-2022 academic period, 818 students were trained in theater, fine art, dance, and music and reached **29,060 people through events held in different modalities.**

We are very proud to share that our students stood out artistically in activities such as the **Cinco de Mayo and Day of the Dead at the Consulate in Raleigh, North Carolina, USA**, as part of the internationalization project for the university arts groups. In addition, the **interdisciplinary Performing Arts**

Company performed outstandingly and was recognized by the Mexican Consulate in North Carolina for their work sharing Mexican history, customs, and traditions.

In addition, for the second year running, the **UPAEP Multidisciplinary Dance Company** participated virtually in the World University of Design, India's **"Cult Fest"** as part of the same internationalization project. The Company won 1st place in the Play Dance Mexico competition, sponsored by the Toyota automobile company.

The **UPAEP Music Group (UMG)** participated virtually in the traditional UICSTOCK university band festival organized by the Universidad Intercontinental. Meanwhile, taking advantage of hybrid modalities, the Tiago Art, Community, and Life Collective, participated in the social practice of art projects carried out under the framework of the Socially-Relevant Academic Systems (SAPS).

At the **UPAEP Museum**, we continued our activities in hybrid formats to reach local and virtual attendees and national and international audiences. We also created playful and interactive 360° exhibits in Spanish, English, Nahuatl, and Mexican sign language. Through this, we reached 160,420 people.

160,420 PEOPLE IMPACTED AT UPAEP MUSEUM

Undoubtedly, the activities organized by the **Pastoral Care Department** complemented the students' cultural training. Some of the most important of these were the **Pilgrimage to the Basilica of Guadalupe**, where we were able to contemplate our origins at the feet of the Blessed Virgin Mary in the Basilica; and the **feast of Christ the King**, in which Our Lord the Sacrament comes out to meet the university community, who present the fruits of their daily work and give thanks for the gifts received

throughout the year. We also shared the success of the **TIDU** with the **Christian leadership workshop** organized by students for undergraduate and high school students; the Holy Week Evangelization Missions that took place in five communities of Atlixco and nine communities of Nanacamila, Puebla. In addition, of course, we were delighted to carry out the Thirtieth Good Friday Procession on-site, in which seven Archdiocese churches participated with eight images. This year the image of the Lord of the Divine Mercy was integrated within the framework of the 25th anniversary of the International Center for the diffusion of the Divine Mercy, which has its headquarters in Puebla. In addition, we celebrate the Easter Triduum with the Holy Week services at the University, and we can enjoy and share the church's most important feast with our community. Finally, we could not miss the Advent Retreat to prepare for our Christmas festivities.

Through the activities mentioned, we reached around **100,500 people.**



Museo UPAEP Activities

This year, **student life** also extended beyond the University, which we are happy about and want to highlight so that it may serve as an example for our community and others. For example, we participated in nine charity trips with the **Food Bank of Mexico** (BAMX for its initials in Spanish), in which **72 volunteers** participated; we trained 52 students from different high schools in Puebla through the 6th edition of the Transformative Leadership Diploma; and we were able to return to the on-site activities of the Student Groups, which impacted more than **10,000 people**. These on-site and outdoor activities included mountain ascents, camps, and mental health meetings. We also organized 11 volunteer trips to the Food Bank and delivered 294 food packages for those affected by Hurricane Grace in Puebla's Sierra Norte. In addition, we held the 3rd **TEDx UPAEP**, which is already becoming a tradition at our University. This year, the slogan was Matching Pieces, and 210 students participated. This year has been very productive.

There is no doubt that our young people are full of energy and want to express it to the fullest through multiple meaningful activities to satisfy their desire to change the world, improve it, and contribute to society, which is very much in keeping with our institutional objectives. The Student **Board and student groups** serve to channel the energy of our young population and bring their multiple innovative ideas to life.



Activities reported STUDENT BOARD

DECAN	ACTIVITIES	PEOPLE IMPACTED
ARTS AND HUMANITIES	66	1,303
BIOLOGICAL SCIENCES	15	815
HEALTH SCIENCES	28	1,189
ADMINISTRATION AND ECONOMIC SCIENCES	68	6,250
SOCIAL SCIENCES	33	735
LANGUAGES	8	375
ENGINEERING	39	3,044

PFIE DIMENSION	NO. ACTIVITIES	PEOPLE IMPACTED
HEALTHY LIFESTYLE	7	152
PROFESSIONAL DEVELOPMENT	32	430
PLAN AND CAPACITIES FOR LIFE	10	318
GLOBAL THOUGHT	10	250
UNIVERSITY LIFE AND SOCIAL COMPROMISE	53	4,169
ART AND CULTURE	9	165
SPIRITUAL DEVELOPEMENT	5	175

Activities report

STUDENTS GROUPS

In 2021-2022, **326 students** made up the Student Board, while **372** became part of student groups.

This year, we began to award **Transformative Leadership Badges**, granted to **62 students** for 2021-2022. These badges are in recognition of an **outstanding university trajectory** in which the students have developed clear skills that would be useful in an international context. To win these badges, students had to have participated in courses focused on promoting four of the dimensions considered in the Comprehensive Formative Plan, being part of a leadership group, student group, or the Student Board, having a leadership scholarship, being a peer tutor, resident trainer or be a scholarship holder of the program «A Bet on the Future»; have completed the Transformative Leadership diploma, have an average equal to or higher than 8.5 and have participated throughout their career in activities that enrich their training.

The contribution of the Transformative Leadership Badges, along with the Pedagogical Model of the Common Good and the UPAEP educational proposal, aims to help resolve complex issues through creative and innovative proposals that positively impact society based on a comprehensive formative education model.



Students groups activities





But how do the SAPS work at UPAEP? First, it runs via two terminal elective courses. Students analyze and solve a real social problem by coming up with ideas, experiences, and products that demonstrate what they have learned in one or more courses.

We would like to share that, in addition to all the academic, sporting, cultural, and board activities, we also run the **Socially-Relevant Academic Projects** (SAPS for its initials in Spanish) program, which provides an opportunity to connect the knowledge acquired and the skills developed over their time at the Institution, to real-life challenges. In the SRAP, students carry out interdisciplinary projects with social relevance that aim to transform society and empower them personally and professionally.

Throughout their studies, we work with the students and teach them to identify and analyze the context and issues in the environment and relate causes and effects to come up with a proposal with a social impact. Then, based on analyzing a social issue, they formulate a project to address the problem using multi-disciplinary teamwork and apply social innovation tools to

construct the common good; this helps to consolidate our students' commitment to improving the conditions of their environment, always understanding that the person is the center of all social activity, thus strengthening their attitude toward service.

This year, students from the following disciplines participated in Socially-Relevant Academic System Projects, carried out under the SAPS criteria, on behalf of the UPAEP: Political Science, Law, Economics, International Commerce and Strategy, Hospitality and Tourism, Business Administration, Marketing, Psychology, Humanities and Cultural Management, Philosophy, Nursing, and Languages, Teaching and Cultural Diversity. In addition, professors from these academic areas also participated, along with professors and staff who advised students on specific topics. And of course, these projects were carried out with the collaboration of social actors such as companies, civil society organizations, government institutions, projects led by students, communities, and social groups, and areas or departments of the University itself that face social challenges that require support from these Socially-Relevant Integrative Projects, of course, are also the beneficiaries or end users of the proposed solutions to the social challenges posed.

In Fall 2021, students from two groups presented the results of three projects developed for the UPAEP Office of the **General Counsel and Vínculos y Redes A.C.**; first, the Office of the General Counsel ran an information campaign to inform more people about their services. Second, **Vínculos y Redes** (Links and Networks) A.C. developed a model of 'professional tutoring' for young people in vulnerable situations and 'peer tutoring' for the same young people who participate in the organization's 'Órale' program. These two projects have impacted the lives of **1,220 people**.

Over Fall 2021 and Spring 2022, two groups of students worked with three organizations on four different projects. These projects were developed for **«Saberes y Sabores del Campo»** (Countryside Flavor and Wisdom) in Calpan, Puebla, and consisted of a strategy for training the community on three topics: Cooperativism, rural tourism, and basic finance; all intended to increase community participation in Calpan in issues related to tourism. In addition, a web page (www.guardianescalpan.mx) was also developed for the organization and the tourist experience, Noche de Leyendas (Night of Legends).

For **«Motivando Sueños»** (Encouraging Dreams), our Leadership Scholarship project, a strategy was developed to add allies to www.motivandosueños.com through a forum aimed at primary caregivers for managing emotions, collection campaigns for homes, and a proposal for the management of social networks.

Balloon Latam developed a digital literacy plan for female entrepreneurs from rural areas, which will be implemented with the support of the UPAEP Engineering department. The four projects mentioned above had an impact on **630 people**.

Finally, in Spring 2022, two groups began working on four proposals for three social partners: with the Center for Psychological Integration and Learning (CPIL) to increase inclusion for people with disabilities in the workplace; with **Junior Achievement Puebla** and Oselotl Vegetales, the projects aim to reduce food waste and environmental impact, and with **Tiltik arts workshop** in Cuetzalan to professionalize the training model for young people from rural and indigenous communities. These projects will affect **210 people**.



guardianescalpan.mx



motivandosueños.com

The challenges we can identify and experience in our increasingly complex societies force us to analyze, reflect and act to adapt to change. Faced with this reality, educational institutions play a fundamental role in forming young people with the skills necessary to lead positive transformations in their communities.

UPAEP, UDEM (Universidad de Monterrey), Tec de Monterrey Campus Guadalajara, and Ashoka are convinced that we can do more and better together. Therefore we decided to come together to hold the **First Inter-University Meeting** of

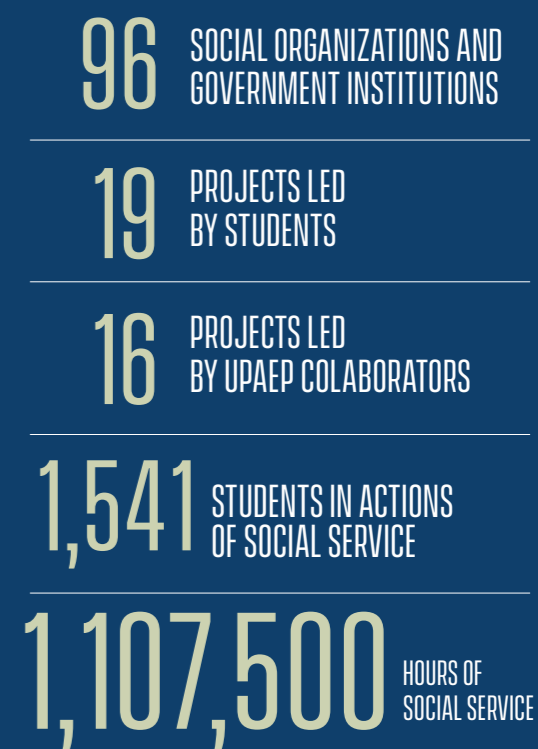
Agents of Change, a space for dialogue and learning. Through this experience, we could share and connect among all those who want to build more empathetic, sustainable, just, and peaceful societies. UPAEP hosted this meeting in a virtual format, aimed at **748 people** from 20 states of Mexico, seven countries, 37 higher education institutions, seven primary education institutions, nine civil society organizations, two companies, and two government institutions.

The title "Changemaker Campus" is designated by Ashoka to recognize universities with a proven track record of campus-wide excellence in social innovation and agents of change training. UPAEP is one of three universities in Mexico that holds this designation and currently holds a seat on the **Network Advisory Committee (NAC)**. The NAC represents the interests of the Changemaker Campuses, works with Ashoka Global to promote the needs and management of the network, and advises Ashoka on the potential to engage other higher education institutions as key partners and collaborators for advancing the creation of change around the world. The actions carried out over the 21-22 academic year were:

As part of our university ideology, we see social service as one of a series of actions that help to prepare students to exercise the ideals developed through their studies and time at the University, throughout their professional careers.

Through UPAEP's social service programs, students learn to "understand and analyze the social, economic and political problems in our country," which in turn «creates awareness of their responsibilities in promoting the common good» (UPAEP Ideology, 74 and 75). Social Service is a fundamental part of our student's education since they collaborate directly in developing communities, resolving social problems, developing solidarity and subsidiarity, and contributing to constructing a more just and peaceful society.

During the 2021-2022 academic year, students had the opportunity to perform their social service in collaboration with 131 projects and organizations



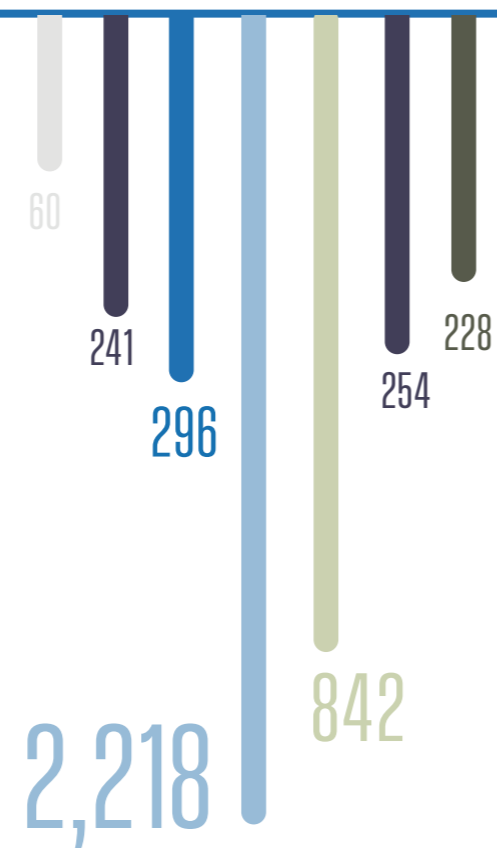
- † **1st Inter-university Meeting** of Agents of Change Universities, Ashoka U. U. UPAEP, UDEM, TEC with headquarters at UPAEP, July 2021.
- † **Inter-university co-design** of the 2nd meeting.
- † **Participation** in meetings with Ashoka to define the value of the network, possible joint actions, and work plans
- † **Representation** of Latin American Universities in RED through the Network Advisory Committee (NAC)
- † **Participation** with Ashoka Mexico and Central America in the development of a book of best practices to improve the education of agents of change.
- † **Participation** in the cluster of urban Catholic Universities in the Changemaker Campus Network in the search to improve the education of agents of change from the Catholic education system comprises the University of San Diego, St. Thomas University, Fordham University, Marquette University, and UPAEP.



STUDENTS

attending by PASE

- carrer change
- preventive risk
- in attention
- groupal tutoring new entry
- psicopedagogical workshop
- personalized tutoring
- at risk of desertion



One of the strategies that the UPAEP has established to support students in their Comprehensive Education is the Programa de Apoyo y Seguimiento al Estudiante (PASE). This service contributes to the holistic development of the student in their academic career through strategies for the early detection and prevention of risk factors that may interfere with their ability to meet the requirements to remain on their chosen course; this is carried out through integrating psycho-pedagogical interventions, delivered both individually and in a group setting, to help students to catch up, considering their possibilities for academic and personal development from a Culture of Encounter (U50 Model) perspective.

To this end, this year, a team of **219 tutors: 150 academic tutors, 24 tutor-role professors, and 45 support tutors** made this program possible by providing psycho-pedagogical support, learning and retention communities, group and personal tutoring, academic catch-up courses for students at risk, and on-going support for students trying to improve their academic performance.

Let us now turn to academic quality. First, we would like to report that over this academic year, we have systematized the formats of the Institutional **Planning of Academic TOPs (Tactical Operational Plans)**, Administrative TOPs (Tactical Operational Plan), and PRR (Program Review Reports). In this second version, 16 academic areas and 23 administrative departments carried out TOPs, while 147 educational programs carried out PRRs, resulting in a total of 186 institutional planning documents where we can visualize progress made towards the fulfillment of the **Institutional Development Plan 2023**.

Based on the panoramic view provided by the PRRs and TOPs, analytical reports were generated that allowed reflection. They informed decision-making to continually improve the quality of our academic programs, working hand in hand with the faculty and the Office of Institutional Effectiveness.

RANKING 2021

15° INTERNATIONAL
3° NATIONAL

This new streamlined and homogenized Institutional Planning allows us to present an Institution with a strategic vision and a plan that will enable us to address challenges such as achieving national or international accreditations, improving our position in world rankings, and improving our global competitiveness. In this regard, it should be noted that UPAEP ranks first among private and Catholic universities in the **Times Higher Education (THE) Social Impact Raking**. Also, since April 2022, we have been listed in the **QS world ranking**. This academic year is the first time that we have made it into the **QS Rating, obtaining four stars**, which is a truly extraordinary feat for an institution participating for the first time, as mentioned in the 2020-2021 report.

UPAEP is among the top 25 universities worldwide that offer Online MBAs; only four Mexican universities made it onto this list, according to the FSO Ranking Hamilton emagister 2021.

Our position in the international ranking confirms that our **Alternative Modalities Subsystem** (SUMA for its initials in spanish) is achieving its goal of providing innovative, flexible, relevant, and academically excellent programs via alternative modalities. Based on the U50 Educational Model at SUMA, we promote active participation in alternative modalities through educational strategies that contribute to developing competencies and the construction of knowledge both in individual and group settings.

Because our programs need to be cutting-edge, the **Center for Research and Curricular Advisory** (CIAC for its initials in Spanish) has worked on the curricular design and redesign of 49 projects, four at the state level and the remainder at the federal level, and has followed up on 51 projects at the national level, of which nine are on-campus bachelors degrees, two online modality bachelors degrees, ten on-campus specialties and one in mixed modality; 12 on-campus masters degrees, two in mixed modality and four in online modality; five on-campus doctorates and six in the online modality. CIAC also took steps to obtain three state RVOEs and 17 favorable OTAs at the federal level.

Through the CIAC, we have participated in the CIFRHS Committee for the creation of the assessment guide for medical specialties, as well as in the creation of the **Curricular Model**, Comprehensive Formative Pathways, which has already been approved in general by the collegiate bodies, and all the designs and redesigns are developed under the guidelines of the Curricular Model.

Among the many interdepartmental collaborations in our Institution, the CIAC has participated actively in the **Institutional Learning Outcomes Committee**, providing advice and support to the schools in the development of their rubrics; as well as maintaining relationships with the Center for Family and Societal Studies (CEFAS for its initials in Spanish) and the Student Support and Follow-up Program (PASE for its initials in Spanish), as well as with the Office of Educational Administration.

Regarding educational research, through the Committee for the **Promotion of Institutional and Educational Research** (COPRIIE for its initials in Spanish), we are working on a history of educational research conducted over the decade 2012-2021, which includes articles, book chapters, books, publications in congresses, and those generated from graduate programs in educational research.

This information is provided through the **Research Network on Educational Research of Puebla** (REDIIEP for its initials in Spanish) and the **Mexican Research Network on Educational Research** (REDMIE for its initials in Spanish), through which articles and books are published nationally in collaboration with UPAEP. The resulting text will be published soon following negotiations with the **Council of Science and Technology of the State of Puebla** (CONCYTEP), and the articles have been published in the journal of the **Mexican Council of Educational Research** (COMIE).

The **Learning and Innovation Center** (CENIA for its initials in Spanish) is the area in charge of promoting educational innovation through research and the implementation of virtual learning models and tools. In addition, the LIC offers professors training and support in using technology for education and builds Digital Educational Products to benefit the different university departments.

This year the LIC has produced almost **450 hours of educational content** in collaboration with 14 areas and 36 faculties of the University, including the Central Campus, High Schools, and Tehuacán Campus. These include: (1) the automated course «Clinical Propaedeutics,» developed in collaboration with the UPAEP School of Medicine, aimed at incoming students, which consists of 160 hours of study, split over three modules (2) We transferred the APA 7 course for professors to a virtual format, in collaboration with the PFI area, which benefitted a total of 104 staff members. This collaborative project, run across administrative and academic departments, has benefitted more than 900 people, including students and professors.

Almost all of the products developed by LIC generate a long-term impact since they can be used several times, increasing the number of people that can be reached.

Concerning our external projects, we also transferred courses for the Morelos Police Academy to a virtual format. For this, we designed and developed 20 courses, including 530 hours of study. The classes began operating in the spring of 2022 and have reached 217 beneficiaries.

We continue to undergo rigorous assessments to accredit the programs we offer, building upon the work carried out years ago about academic quality and maintaining our standards.

40 of our undergraduate educational programs delivered on-campus, online, and via hybrid models are accredited by COPAES or CIEES

In addition, **nine of our graduate programs appear in the National Register of Quality Programs**. This year, seven programs were reaccredited by CONACYT's National Standard of Quality Programs.

QUALITY UNDERGRADUATE PROGRAMS

ACCREDITED PROGRAM

Arts and Humanities

Architecture
Psychology
Philosophy
Humanities
Psychopedagogy
Education
Design and Advertising
Graphic and Digital Design

Health Science

Medicine
Nutrition
Dentistry

Social Science

Political Sciences
International Relations
Communication and Digital Media
Cinema and Audiovisual Production

Language and Culture Studies

Languages, Teaching and Cultural Diversity.

ACCREDITED PERIOD

2003-2008/2008-2013/2013-2018/2018-2023
2005-2010/2010-2015/2015-2020/ 2021-2026
2012-2017/2018-2023
2018-2023
2017-2022
2007-2012/2013-2018/2020-2025
2005-2010/2011-2016/2020-2025

2002-2007/2007-2012/2012-2017/2017-2022
2017-2022
2008-2013/2013-2018/2019-2024

2010-2015/2015-2020/ 2021-2026
2010-2015/2016-2021/ 2021-2026
2007-2012/2012-2017/2018-2023
2017/2022

2020-2024

ACCREDITING AGENCY

ANPADEH
CNEIP
COAPEHUM
COAPEHUM
CEPPE
CONAC
COMAPROD

COMAEM
CONCAPREN
CONAEDO

CIEES
CIEES
CONAC
CONAC

CIEES

QUALITY UNDERGRADUATE PROGRAMS

ACCREDITED PROGRAM

Biological Science

Environmental Engineering
Agronomy Engineering
Veterinary Medicine and Zootecnics
Biotechnology

ACCREDITED PERIOD

2008-2013/2013-2018/ 2019-2022
2008-2013/2015-2020/ 2020-2025
2020-2025
2016-2021/2021-2024

ACCREDITING AGENCY

CACEI
COMEAA
CONEVET
CACEI

Engineering

Industrial Engineering
Computer Systems Engineering
Mechatronic Engineering
Bionic Engineering
Electronic Engineering and Telecommunications
Software Engineering
Industrial Chemistry Engineering
Automotive Design Engineering
Civil Engineering

2005-2010/2010-2015/2015-2020/ 2021-2024
2006-2011/2012-2017/ 2017-2022
2006-2011/2011-2016/ 2017-2022
2012-2017/ 2019-2022
2012-2017/ 2019-2022
2012-2017 / 2019-2022
2010-2015/2017-2022
2017-2022
2008-2013/2019-2022

CACEI
CONAIC
CACEI
CIEES
CIEES
CONAIC
CACEI
CACEI
CACEI

Economic and Management Science

Business Administration
Accounting and Executive Management
Trading and Financial Administration
International Commerce
Marketing
Administration and Hospitality
Gastronomy
Business Logistics Management
Business Intelligence and Planning

2003-2008/2008-2013/2014-2019/2019-2024
2008-2013/2014-2019/ 2019-2024
2011-2016/2017-2022
2006-2011/2011-2016/2016-2021
2006-2011/2011-2016/2016-2021
2020-2025
2009-2014/2014-2019/2020-2025
2017-2022
2019-2022

CACECA
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CACECA
CACECA
CONAET
CACECA
CACECA

ACCREDITED PROGRAM

Online Degree

Social Work
Law
Business Administration

ACCREDITED PERIOD

2019-2022
2021-2026
2021-2026

ACCREDITING AGENCY

CIEES
CIEES
CIEES

Open Degree

Business Administration
Nursing
Industrial Engineering

2019-2025
2020-2026
2021-2024

CIEES
CIEES
CIEES

ACCREDITED GRADUATE PROGRAMS

ACCREDITED PROGRAM

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

CONACYT

in process
•
•
in process
in process
•
•
•
•



Among the multiple programs endorsed by CENEVAL, the International Business program stands out, which was supported for the 8th time. In addition, the Industrial Chemical Engineering program was also included for the first time, and the Civil Engineering program was reincorporated again after having been on the register for the last time in 2016.

PROGRAM ENDORSEMENTS

Business Administration	4 ^a
Communication and Digital Media	6 ^a
International Business	8 ^a
Accounting and Senior Management	4 ^a
Nursing	5 ^a
Gastronomy	2 ^a
Agronomy Engineering	2 ^a
Civil Engineering	4 ^a
Industrial Engineering	6 ^a
Mechatronics Engineering	5 ^a
Industrial Chemical Engineering	1 ^a
Medicine	2 ^a
Veterinary Medicine and Zoology	6 ^a
Marketing	6 ^a
Nutrition	3 ^a
Dentistry	6 ^a
Psychology	6 ^a

We are pleased that **93 of our students** obtained an **outstanding evaluation** in their final exams, and **21 were distinguished with the EGEL excellence award**.

We also recognize that the achievements of our students go essentially hand in hand with the quality of our professors. Hence, we thank them for their dedication, guidance, and support in every one of their classes, which has provided excellent results, as seen from the grades achieved.

17 UNDERGRADUATE PROGRAMS

were incorporated into the CENEVAL EGEL Standar, in which we have

2 · 10 · 5

LEVEL 1 PLUS LEVEL 1 LEVEL 2



The **Global Agenda** has been a critical issue for many years. Therefore, we have conducted comprehensive planning for the accreditation of all academic programs, including Bachelors, Specialist Degree, Masters, and Doctoral programs based at the Central Campus, Open/Online Programs, and programs run at the Tehuacán Campus. As a result, we currently work with **24 different accrediting bodies**.

We are pleased to note that a few years ago, UPAEP began a process of international accreditation with the WASC Senior College and University Commission, and last December,

we were informed that we are eligible to apply; a milestone that brings us great joy at the same time as it challenges us to continue working to achieve the goal that we have set for ourselves.

When we at UPAEP refer to quality, we use the term in the strict universal sense and not only in terms of academic standards. To this end, for some years now, we have been **striving to ensure a quality service**, which we measure through the institutional assessment system, under the quality criteria for clinics and laboratories, administrative services, and facilities.

The UPAEP community (students, professors, and staff members) have also participated, expressing their expectations and level of satisfaction with our services through surveys that collect data on reliability, safety, empathy, responsiveness, and other more specific elements of the service evaluated. The assessment can be continuous and periodic, providing feedback to the areas responsible for these services.

With the service quality surveys, we contribute to the continuous improvement of institutional processes and seek to meet the needs and expectations of the UPAEP community. The data we collect is an integral part of the decision-making process for strategic planning, provides valuable feedback to the staff involved in the services, can be used as evidence for national and international accreditation agencies, and contribute to monitoring results for the **CDP system of indicators**.



WASC letter



Services evaluated

In the **8th Good Teaching Practices** Training Day, 217 professors participated, and 27 papers were presented, 23 by UPAEP and three by UIC. It was held on May 28, 2022, in an online format, with the title «Preparing for the New Normal: Redefining Teaching and Learning.»

Three conferences were given, the first on Learning Communities for a new stage in education, presented by Dr. Federico Malpica Basurto, Director of the Escale Institute in Barcelona, Spain; in the afternoon, two discussions were held, titled «Educators in the Post-Pandemic World” and “And now, who can help us?»

As part of the quest for excellence and educational innovation, the **Technological Platform Department** supported the organization of 69 different events, including promotional events, congresses, and special events. A total of 54,241 sign-ups were recorded, supporting teaching, linkage, and extension, as well as student recruitment and enrolment processes across all educational modalities and levels.

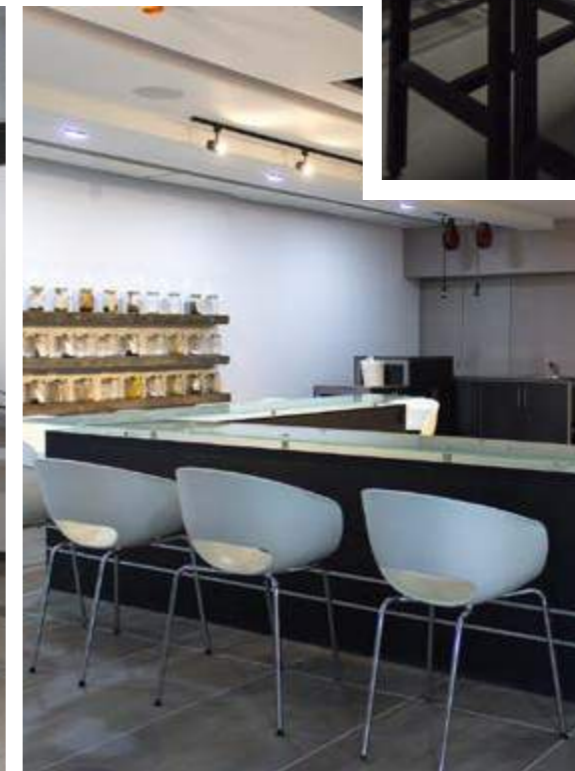
The **UPAEP virtual platform** now offers the following functions: integration and tracking of registrations in our CRM, Salesforce, registration for events both distance and on-site modalities (hybrids), new dynamic registration forms, chat, workshops, and minutes of the event according to the user's profile, online event tracking dashboards, and the creation and generation of personalized certificates according to the event.

The quality of the learning environment is fundamental in the teaching-learning process. Because of this, we have renovated the furniture in more than 30 classrooms, equivalent to 970 places, based on the U50

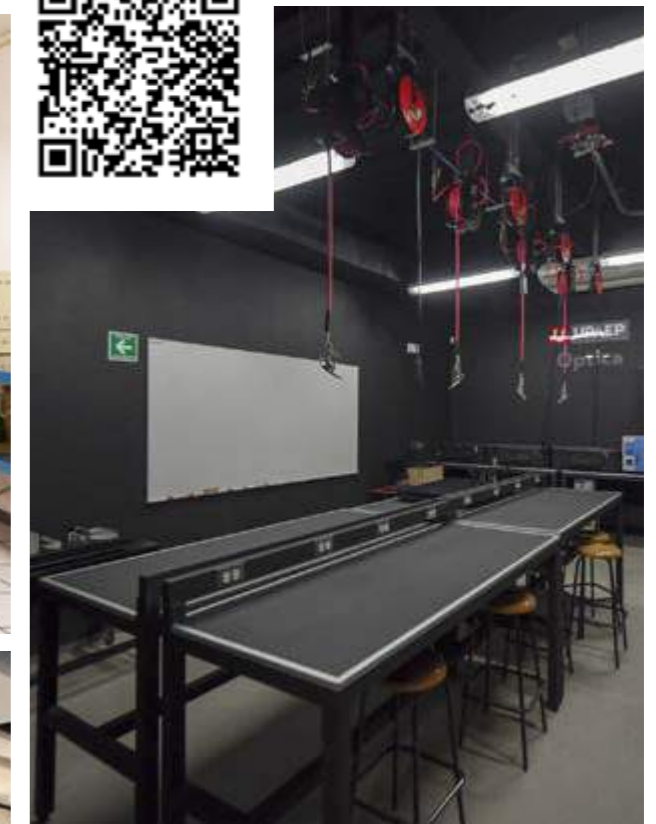
educational model; we enabled two Innovation classrooms in building B,

and we carried out the 2nd stage of the Simulation Center works: AHA classrooms, the new Gastronomy Laboratories, the construction of the new CIPNA laboratory at the Posta de Atlixco, the new Measurement, Materials Science and Optics Laboratories, and the Medical and Pharmaceutical Biotechnology Laboratory as well as the Plant-Protection Laboratory.

Through these new spaces, our students benefit from classrooms whose environment favors flexibility in teaching following the U50 educational model; the furniture and equipment are tools that facilitate multi-environmental experiences, as is the case in the area of disciplinary practice with the state-of-the-art laboratories, which provide students with practical experiences and serve as a reference when they enter the workplace.



Eventos virtuales



Optimal conditions need to exist within our Institution so that UPAEP students may achieve their educational objectives and, as a result, for the Institution to fulfill its mission; this is ensured through the project that we have called “Management for Student Success.»

Everything we have mentioned in this chapter would not be possible without the dedication and professionalism of our professors, whom we always recognize for inspiring young people, sharing their knowledge, and supporting them throughout their university careers. We thank them for their noble work, seen in our classrooms, backed up by their preparation, and lived in every corner of our campuses.

As an example of their commitment and teaching standards, over the period 2021-2022, our professors obtained ten certifications in the facilitation of higher education learning processes based on competency-based curricular programs, eight certificates in Teaching Knowledge Test (TKT), four certifications in the Application of Basic Research Methodology in Education, two certifications as Lego Serious Play Facilitators, 49 external disciplinary certificates: 34 in the Biological Sciences Department, nine in Language and Cultural Studies, four for the Health Department and two for Business.

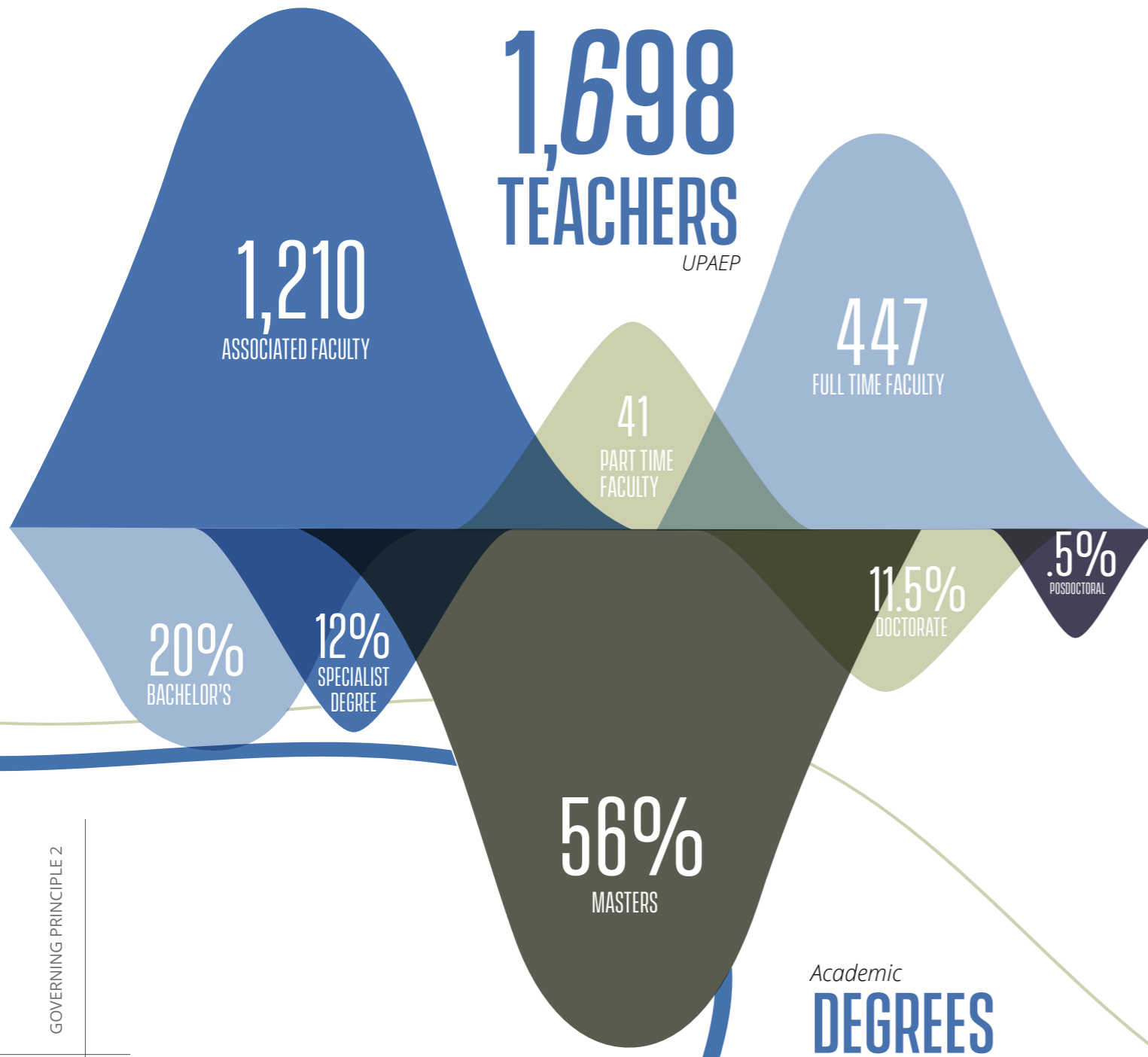
Promoting research, one of the Institution's substantive functions and *raison d'être*, is essential for our University. We are proud to have **90 research-role professors** who are currently registered in the National Council of Science and Technology's National System of Researchers, on our staff, along with six more researchers collaborating with UPAEP.

In addition, **298 undergraduate and graduate students collaborate directly with 120 UPAEP researchers in registered projects**, making us the **4th private University with the highest number of members of the National System of Researchers** (SNI for its initials in Spanish), according to the information published by CONACYT in 2022.

We offer a **research scholarship program** as we want to encourage the consolidation of scientific vocations in UPAEP students and promote the generation of knowledge and technological development in the country through the participation of students in research projects carried out by outstanding professors-researchers.

As an example of shared training, we run professorships across other university departments, for instance, the **DICEX Professorship that reached 211 students and the DHL Professorship that impacted 70 students**, both in the Business Department, that linked young people with business activities and provided opportunities for continuing professional development for professors in the department, contact with senior executives, opportunities for internships and jobs for graduates, bridging the gap between academia and the workplace.

The students who benefit through the research scholarship program actively participate in the publication of knowledge to bring it closer to the scientific community. Students have contributed to publishing articles in indexed journals, book chapters, and patents through this program. As an example, the following QR code can be consulted:



Researcher list



Articles, books and patents

Our interest in research generation and publication has driven us to innovate and register the resulting products.



UPAEP allocated **five million pesos to carry out 53 research projects**. We also received an award of **\$2,272,833 MN** to carry out research from other institutions, including the University of Notre Dame in the USA, CONCYTEP, and CONACYT, among others. In addition, we have allocated a fund of three million pesos to recognize and encourage the publication of knowledge generated by UPAEP professors.

This year, we applied for a patent for the 'Industrial design of a nixtamal mill, mainly but not limited to direct use by the end buyer, accessible for home use by people in rural communities. In addition to this, we also applied for the registration of two patents for the 'Energy recovery system based on an inverter synchronized to the grid' and 'Device for measuring thermal decay.

Over the academic year 2020-2021, we obtained two patents for 'Trans buccal device for osteosynthesis manufactured to provide a tool for surgeries in the jaw of a patient which has the advantage of being light, ergonomic, and easy to handle, the trans buccal device for osteosynthesis is made up of a grip handle with a series of interchangeable guides; and for

a 'Sound amplifying device for persons with hearing problems, which has been designed to improve hearing in people with hearing weakness through an electronic device which amplifies the frequencies in which the person has a weakness (prior diagnosis).>

We reaffirm our commitment to research, which the **17 registrations can see for publications before the National Copyright Institute** that we obtained this year. We also published **109 articles** in peer-reviewed scientific journals, **122 chapters** in books published with national and international publishers; **133 articles** in journals recognized by CONACYT, SCOPUS, and the Web of Science databases; and **28 books** with prestigious national and international publishers.

Another example of our commitment to research was our participation in the **Virtual ExpoCiencias Puebla 2021**, in which 256 of our students participated across 136 projects; and in **ExpoCiencias Puebla 2022** (on-site), where 221 students participated in 133 projects. Across both of these events, 188 advisors also supported the young people who presented their projects very closely. As a result, we received **59 accreditations by ExpoCiencias Nacional 2021 and five international accreditations**.

Our worthy UPAEP representatives won us nine first places, **five special mentions for outstanding projects, and 18 international accreditations to other events**.



Publications role

We were pleasantly surprised to find that for the Virtual ExpoCiencias National 2021 Durango, 898 students participated in **440 projects** and were supported by **379 advisors**. In addition, as a result of this event, four UPAEP projects had the opportunity to participate in the London International Youth Science Forum, including two high school projects and two university projects.



As we reach the end of this Governing Principle, once again emphasizing our commitment to research and interdisciplinary student and staff participation, we are happy to report that UPAEP's **new aerospace project, «Gxiba-1,»** successfully passed the six rounds of the KiboCUBE 2021 competition, promoted by the United Nations Office for Outer Space Affairs and the Mexican Space Agency. The mission was selected among institutions from various countries around the world.

The list of winners was announced during the **59th Session of the Scientific and Technical Subcommittee (STSC) of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS).**

The name was «Gxiba-1,» in Zapotec, which means «universe» or «stars.» This name was inspired by our Mexican identity, representing us in our research work and reflecting how far we want to go.

With the Gxiba-1 nanosatellite, we aim to capture the dispersion of volcanic ash through an internal process to download data through an amateur radio frequency, in addition to establishing communication with a constellation of satellites to send a more significant amount of data in a more agile way.

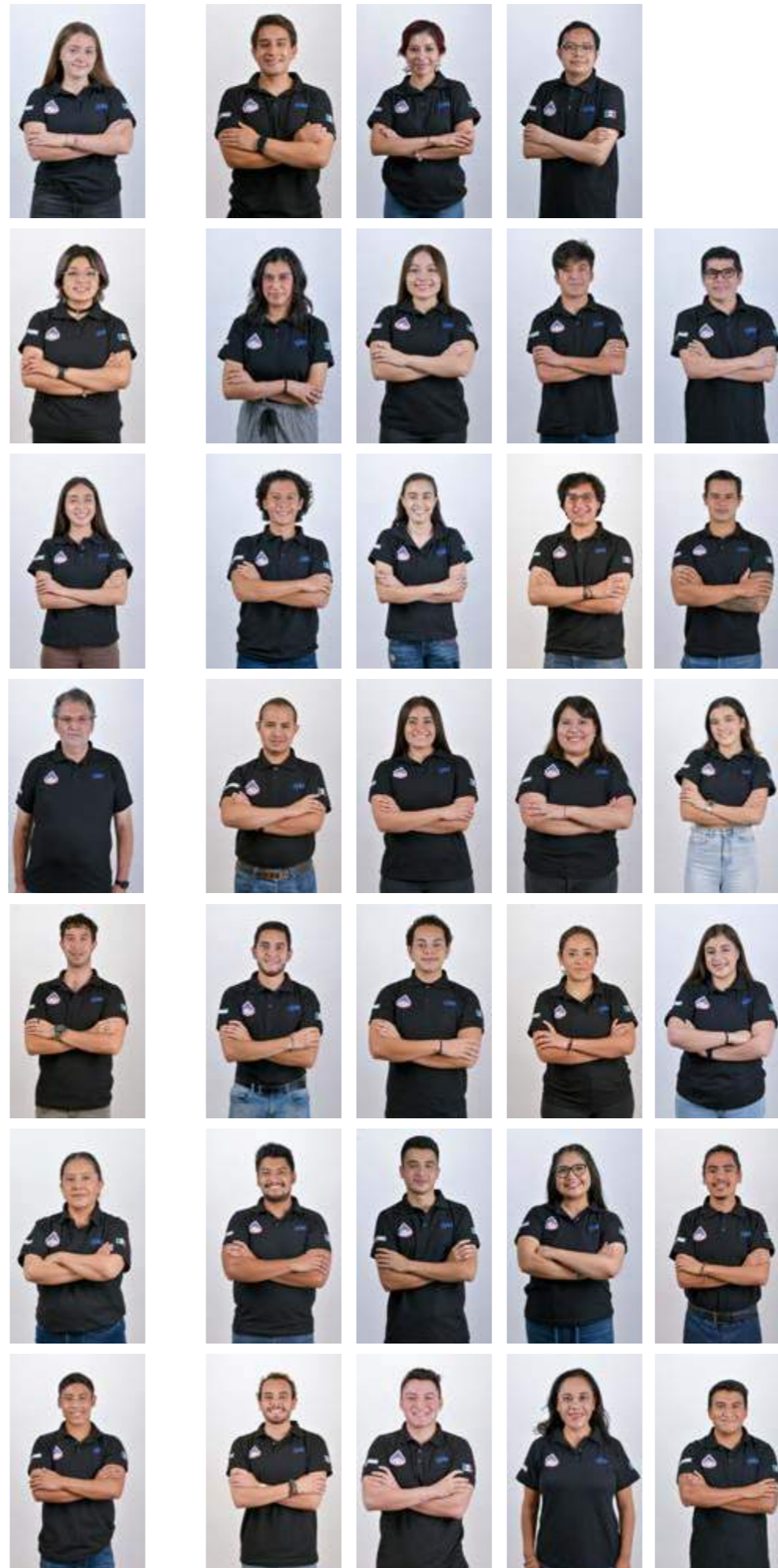
In the case of Gxiba-1, this data will provide images of the behavior of active volcanoes in Mexico.

Currently

13 | **86**

PROFESSORS | **STUDENTS**

from various academic programs are participating in this project.



UPAEP TEHUACÁN

In Tehuacán, the Academy also opted for research work and has looking for forums in which to participate to present teachers work, among them, we highlight the presence of UPAEP in the 2nd Business Congress, 2nd Legal Update Course, 3rd Cycle of Updating in Education "The teacher as a transforming leader of realities", XXI Law Congress of the Tehuacán Campus, 1st Updating Cycle in Work and Organizational Psychology, Entrepreneurs Forum, Regional Accounting Conference; Social Media Day; 9th Education Colloquium "Education as a means for human and social development", The importance of the Role of Human Resources in the organization and the 2nd. Congress of Corporate Strategies for Business.



Research works presented in academic congresses



SOLIDARITY

THAT **DEFINES** US

Luisa Fernanda Yoalli González
Administration and Hospitality Student

GOVERNING PRINCIPLE 3

To Consolidate the Socially- Relevant Academic Systems

Socially-Relevant Academic Systems (SAPS for its initials in Spanish) are a way of being and working at our university that generate significant experiences by carrying out integrative projects. As a result, challenges are overcome through **teaching, research, and collaboration**, socioeconomic problems are addressed, opportunities are detected, and new productive, social, and cultural projects are developed based on Christian social principles. The SAPS systems, therefore, pervade throughout all university life.

Academic studies in line with the SAPS are an essential part of university life, so to ensure this, we have established **Academic and Linkage Councils**, whose purpose is to update, link, and extend the academic program based on the four areas of the **Tetrahelix Model: government, business, society, and academia**, and in turn contribute to the generation of agreements for professional practices, social service and other spaces where students can complement their comprehensive formative educations as transformative leaders.

We return to the core of this chapter, the Socially-Relevant Academic Systems (SAPS), and through them, we see the specific way in which UPAEP's educational proposal is made possible. The SAPS systems promote interdisciplinary, collaborative, and practical learning in students by participating in projects that solve social challenges in a socially-relevant way. The SAPS culture also helps channel the university's substantive functions to focus on identifying social difficulties that can be addressed in an interdisciplinary manner.

The educational community has been made aware that, for a project to be considered a «SAPS Project,» it must comply with the characteristics mentioned in the U50. Educational Model: SAPS systems are a frame of reference for each member of the academic community. Therefore, everyone, from students to professors, staff, alumni, parents, and the wider community, may benefit from them as a practical way to solve social challenges through collaborative work.

These projects stand out from other university activities because the following eight characteristics define them:



Academic and Linkage Councils' work



BASED ON THE PRINCIPLES OF THE SOCIAL DOCTRINE OF THE CHURCH The approach from which a solution to a social challenge is analyzed and proposed is based on the principles of the Christian Social Doctrine: the person, solidarity, subsidiarity, and the common good, among others.



INTERDISCIPLINARITY SAPS projects promote interdisciplinary teamwork to resolve social challenges by combining and integrating agents, elements, and values from multiple areas of knowledge, wisdom, and practical techniques.



COLLABORATION The project can be proposed by students, professors, or any actor associated with the «Tetrahelix Model. To meet the characteristics of a SAPS project, at least two actors must participate. Members of the UPAEP community collaborate with universities, the government, private companies, and other social actors.



IMPACT ON SUBSTANTIVE FUNCTIONS Through research, teaching, reach, and dissemination of culture, the SAPS systems are woven into the cornerstones of the university itself: vocation, comprehensive formative education, and integration of professional, theoretical, and practical knowledge of scientific disciplines.



ALIGNING A SOCIAL CHALLENGE TO ONE OR MORE FOCUS LINES

The SAPS project can address a social challenge impacting one or more focus lines in Socially-Relevant Academic Systems.



SOCIAL INNOVATION

Social innovation is developing and implementing new ideas (products, services, processes, models) to meet social needs and promote new social relationships or collaborations. It seeks to provide a novel, efficient, effective, fair, and sustainable solution to a social problem that generates shared value.



MEASURING IMPACT

SAPS projects must identify impact indicators that can be used to evaluate their performance and the learning obtained.



FOCUSED ON ACADEMIC QUALITY, KNOWLEDGE MANAGEMENT, ENTREPRENEURSHIP, INTERNATIONAL MOBILITY, AND COMPREHENSIVE EDUCATION.

The SAPS systems make it possible for any member of the university community to identify priority actions and topics for study.

The fifth version of the «SAPS Matrix» has been enriched to highlight the actions and projects related to our three substantive functions that have been carried out during this last year, across all different levels, modalities, and campuses, to continue to underpin the ten priority lines of focus defined as we head into the year 2023:

- | | |
|--------------------------------|-----------------------------------|
| 1 Family | 6 Aerospace and Automotive |
| 2 Education | 7 Industry 4.0 |
| 3 The Person and Transcendence | 8 Social Economy |
| 4 Community Health | 9 Entrepreneurship and Innovation |
| 5 Sustainability | 10 Strategic Planning |

Over the 2021-2022 school year, we conducted ten webinars called «**Let's talk about Social Relevance**» to inform professors and other staff about the ten priority lines of focus for the SAPS heading into 2023. Each webinar was moderated by the «Linkage-role Professor» from the department responsible for each direction line. First of all, they gave a brief overview of the SAPS system, then the person responsible for the line of focus explained its «Conceptual Guide,» or in other words, «What it means for UPAEP to study it. Professors, staff, and students also presented the most iconic projects to explain how the SAPS Projects have been implemented, aimed toward each focus line.

Our university dynamics cannot be fully understood without the additional spaces in which we offer this adjunct to their **academic subject studies**; we recognize that each one of the faculties, as well as the various academic program directors, put all their efforts into holding, over this 2021-2022 academic year, an endless number of events that nurtured knowledge-development in both students and faculty alike, by providing opportunities for exposure and dialogue through participation in the various workshops, congresses, symposiums, conferences, agreements, and visit.



Professor Naresh K. Malhotra, Emerging Markets Conference BOARD



Our academic endeavors for the past year described above not only address our substantive functions of teaching and research but also promote interdisciplinarity, collaboration, and projects that aim to address social challenges, all of which are the hallmarks of our SAPS system

Another area of focus for our institution is the **Barrio de Santiago community**. Because of this, we continue to create and update linkage strategies and carry out relevant activities in this area.

The work program for this period included a team of **79 students** in collaboration with other SAPS, Professional Practice, and Social Service participants, **two medical interns, 17 professors, and administrative personnel, and it benefitted 9,899 people**.

Over the Fall 2021 term, our activities were carried out online, but in Spring 2022, we conducted our activities in an on-site setting.



Annual academic activities

The linkage strategies are based on four areas and the following actions:

LINKAGE:

- ✦ We participated in the 6th Smart City Expo LATAM Congress in Merida, Yucatan.
- ✦ As part of the «Impulsando territorios» (empowering lands) initiative, working meetings were held with the Tehuacán campus and High Schools (Sur High School: student groups, Santiago High School: Altum).
- ✦ We signed seven collaboration agreements with the **local government of Puebla**; one with the Office of the Historic Downtown and Cultural Heritage Management, one with Welfare and Citizen Participation, two with the Secretariat of Administration and Information Technology, and one with the Secretariat of the Environment, and two with the Maintenance Service Operating Agency.

SOCIAL:

COMPREHENSIVE HEALTH PROGRAM FOR SCHOOLS AND THE WIDER POPULATION

- ✦ Through the Comprehensive Health Program, we used a hybrid mix of activities to train 1,615 professors, parents, and students in the protocol for a safe return to school. We also gave first-aid talks at the elementary and high school levels, benefiting **1,615 people**.
- ✦ We donated **485 masks** to schools, neighbors, and associations.
- ✦ We ran online workshops on oral health for schoolchildren, benefiting **1,097 students** from UPAEP Santiago Elementary and High School and the Hermanos Serdán school.
- ✦ At the Pablo Neruda High School, we held a holistic health workshop for adolescents, benefiting **358 students**.

URBAN-ENVIRONMENTAL:

- ✦ In collaboration with the School of Agronomy, we carried out a project to improve and increase green spaces and their environmental benefit at the institution by installing planters at 21 South.
- ✦ We followed up with IMPLAN on the Partial Program for Sustainable Urban Development run in collaboration between the university and the Santiago neighborhood community and regarding the Santiago Neighborhood-University collaborative project to promote learning communities, as well as with the Historical Center and Cultural Heritage Management on the Management Plan for the areas corresponding to the western neighborhoods.

SOCIAL SUPPORT AND COHESION:

- ✦ We resumed celebrating Grandparents' Day, attended by 50 grandparents, always following health protocols.
- ✦ 24 food and supply packages were delivered with the support of UPAEP Santiago Elementary and High School and the UPAEP Security Department.
- ✦ We supported the Barrio de Santiago Neighborhood Association in their Children's Day and Mother's Day celebrations, benefiting 250 people.

CULTURAL:

- ✦ We held an online event in collaboration with the Secretariat of Culture and UPAEP Museum: 8th Festival «**Todos los Santos en mi barrio**» (1378 facebook views, 50 children participated in workshops).
- ✦ We collaborated with Colectivo La15 in the 9th Festival «**Llévelo, Llévelo**» (Take it, take it), which was held in a hybrid format: 87 children participated in workshops and 120 theatrical performances, and 42 in online activities.
- ✦ We created three murals in collaboration with the **Mobile Culture Brigades, Oxical, and CAPAC** at the Puebla and Tehuacán campuses.
- ✦ We carried out the **8th edition of Lent Carpets**, a tradition in our neighborhood, with the creation of 24 sawdust carpets in the Santiago Apóstol Parish, San Sebastián Mártir Parish, San Matías Church, and the Founders Hallway of the Central Campus, as well as six canvas designs for San Miguel Church.
- ✦ We organized the **8th Santiago Neighborhood Cultural Festival**, which was held on-site with the participation of 120 people.

COMPLEMENTARY EDUCATION:

- ✦ With the support of the **School of Psychology**, three virtual talks were given to the Participation Committee and schools in school zone 034.
- ✦ We conducted on-site Day of the Dead and Christmas workshops with neighbors from the neighborhood.
- ✦ We resumed the Science and Technology workshops to benefit **92 children** from the Club de Leones school afternoon shift.



Another area in which the Socially-Relevant Academic Systems have an impact is through the services of the **Comprehensive Health Center** (CSI for its initials in Spanish), which responds not only to the needs of the university community itself but also to those of the surrounding neighborhood (Barrio de Santiago) and the general public. Through this health center, we offer **medical, nutrition, psychology, physiotherapy, and molecular diagnostic laboratory services**. The medical clinic, physiotherapy, and molecular diagnosis (PCR and antigen tests) were our most popular services this year.

Providing the different health services covered by the Comprehensive Health Center and the Dental Clinic at very affordable prices allows the most vulnerable populations access high-quality services to maintain or restore their physical and emotional health.

The work of the Molecular Diagnostics Laboratory has been vital over this period, as we have continued and continue to prioritize biosafety protocols. At the Laboratory, we participated in three research projects; we organized screening campaigns for the Central Campus, Tehuacán Campus, and High Schools; we performed tests for all UPAEP teams that represented the university externally and in institutional events. In addition, we have provided discounts on all diagnostic services to the entire university community and developed agreements with companies and other educational institutions to offer special prices.

Specifically, 88 employees received nutrition services, 112 psychology, and 188 physiotherapies. In addition, 2,271 used the Molecular Diagnostics Laboratory services, and 3,184 attended the Dental Clinic.



*Our **Una Apuesta de Futuro (UAF)** program exemplifies our commitment to solidarity with our community. This program was designed to respond to and address a specific context. It would not exist without the generosity of the 374 donors whom today support 59 residential students at our institution to cover tuition, room, and board costs.*

We are proud to report that **six UAF scholarship students** have graduated in the past academic period 2021-2022, to join the **90** who have already gone through this emblematic program and, in doing so, have been able to implement the projects they have developed throughout their university career, in their communities of origin.

The UAF program is carried out in partnership with the following institutions:

Fundación Empresarios por Puebla, I.B.P, Fundación Krispy Kreme, Bancomer Adelante, Casa de la Mujer Indígena YOLTIKA, Club Rotario Puebla Angelópolis, Club Rotario Puebla Colonial, Colegio de Bachilleres Plantel Tihosuco, Cruz Roja Puebla, Enseña Por México, Fix Education / Radio Tzinaca, Fondo Mónica Gendreau, Fundación Amparo, Grupo Mozkalti, INAOE, La Esperanza del Mañana, La Pila, La Salle Ayahualulco, Mariposas Cambiando el Mundo, Mujeres Transformando un Futuro, Niños Totonacos A. C, Parral del Peñón, Parroquia de San Juan Bautista,

Radio Tzinaca, Save the Children, Secundaria 48, Sihamej Matachuanij, Tlahuapan la Tierra que nos Une, U.S. México Leaders Network, Universidad Loyola del Pacífico, Yohualichan A.C.

We also run the «**Alas a Tu Futuro**» program to support currently enrolled undergraduate students who have completed 90% of their courses and who, for economic reasons, are unable to continue their studies to complete their degree, or for former undergraduate students who, for financial reasons, did not meet their studies, who have two or three courses pending and are in the process of completing their degree. **Seventeen students** are currently enrolled in this program.

NUTRITION CLINIC 299

MEDICAL CLINIC 3,809

MOLECULAR DIAGNOSTICS LABORATORY

7,233

PHYSIOTHERAPY CLINIC 5,471

PSYCHOLOGY CLINIC 2,751

SERVICES
Comprehensive Health Center

TERM	TOTAL NUMBER OF INTERNS	NATIONAL	INTER NATIONAL
SUMMER 2021	198	190	8
AUTUMN 2021	401	397	4
SPRING 2022	904	886	18

Another critical area for our institution, in terms of our **broader social relevance**, is our **professional internships program**, in which **1,503 students** participated over the 2021-2022 academic year, working at both national and international companies.

Thanks to the outstanding performance of our students at the sites where they carry out their internships, we continue to strengthen the company-student-university relationship. In some cases, interns were recognized for their contributions that led to the improvement of processes and development of their skills, in addition to contributing to the development of new projects or establishing links to expand internal and external networks.

We congratulate all our young UPAEP interns because the companies we partner with have consistently identified the responsibility, simplicity, and commitment they perform in their reviews. We are delighted to see that their unparalleled attitude of service and the ability to apply what they have learned is consistently highlighted in their assessments. Those who have completed their internships have given our institution a good name.

Another area where our students also work as interns in socially-relevant projects is the **UPAEP Office of the General Counsel**. Through this service, we advise anyone who may require it, including members of the university community, with a particular focus on vulnerable groups. This year, we gave **725 legal consults**.

This year, we also signed

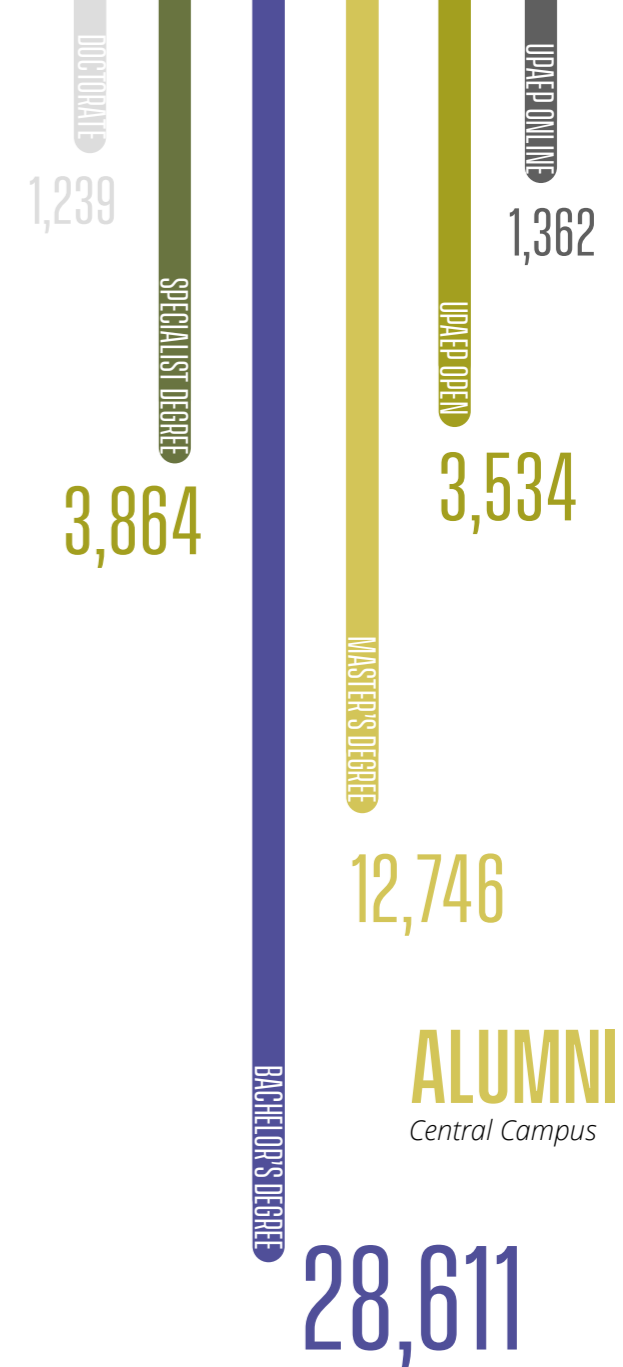
124 NATIONAL AGREEMENTS

97 with universities, 11 with companies, 7 with the government, 7 with associations, and two more with foundations.

UPAEP students are characterized by academic excellence and social leadership. Since our founding, we are proud to know that **51,356 alumni from the Central Campus and 3,337 from the Tehuacán Campus** have gone on to work and promote our university philosophy and identity.

Specifically, over the 2021-2022 period, there were **1,615 graduates** from the Central Campus and **111 from the Tehuacán Campus**.

MODALITY	NUMBER OF GRADUATES TEHUACAN CAMPUS
BACHELOR'S DEGREE	1,323
SPECIALIST DEGREE	24
MASTER'S DEGREE	1,990



ALUMNI
Central Campus



Under the Socially-Relevant Academic Systems program, our thirty-third generation of graduates carried out 28 projects, and the thirty-fourth generation ten projects, which in total had a direct impact on **923 students, 99 professors, 20 directors, 115 parents,** and the general population in 3 municipalities, as they were projects open to the community.

-- UPAEP TEHUACÁN

The scope of these projects was regional since they were implemented in the district of Tehuacán, as well as in other districts and towns in the State of Puebla. They also had an impact on some communities in the State of Oaxaca.

The results and evidence of the **38 educational proposals** were presented in an internal symposium on campus, at national and international congresses, and in other forums for knowledge-sharing.



Students' projects
Tehuacán Campus

The importance of promoting this type of action-research project with students lies in the fact that being a practical learning methodology, students have the opportunity to put into practice and at the same time demonstrate the professional traits and competencies that they have developed throughout education, which are part of the graduation profile.

We would particularly like to comment on the **«Impulsando territorios»** (Empowering Lands) project, which seeks to promote the common good and the comprehensive education of the people who live in the surrounding area of the university. The project brings together the government, business people, society, and academia under the Tetrahelix model to achieve significant transformation through collaboration. This project benefits more than **ten thousand people** who live and travel through the area covered through actions such as improvements to parks and gardens (cleaning of more than 2,500 square meters), installation of a sports court with scoreboards and painted designations, and the removal of more than four tons of garbage that were scattered along the drainage.

In addition, 60 people from the community received support and advice from the **UPAEP Office of the General Counsel**. Trees were cleaned and pruned in different avenues in the area. Four committees were formed to lead other project areas; the university supported paving work in streets and parks and installing appropriate lighting in unsafe areas. Festivals were also held for children attending the DIF preschool in the project area, and activities were carried out to support the children from **«La casa de la niñez»** (the children's home) located in the area.

This project is complete because it includes educational, health, legal, social service, sports, and cultural guidance, as well as training for business development and economic and spiritual support for the community.



INTERCUL- TURALITY

THAT **DEFINES** US

— GOVERNING PRINCIPLE 4

To position our institution as an intercultural university

Now more than ever, we have seen how what happens in one part of the world can have repercussions across all latitudes; and how, from different cultures and in common disciplinary areas, we must work as a team. Undoubtedly, today we can say that no one can be unaware of what is happening in their local neighborhood, region, country, and world.

For this reason, it is even more relevant that the UPAEP name is synonymous with interculturality, a scenario where distinctive models and methods are discussed and shared, where our vision of humanity is broadened, and where we have the opportunity to have a positive impact on others by sharing the best of ourselves, where we can reflect on our failures and embrace the crucial lessons of others; in this way, professors, students, and collaborators can learn more, think more, express themselves more in their personal and cultural dimensions, and even do so in another language. Moreover, UPAEP, through its alliances and strategies abroad, knows how to give and receive so that our community can experience what it truly means to cross borders.

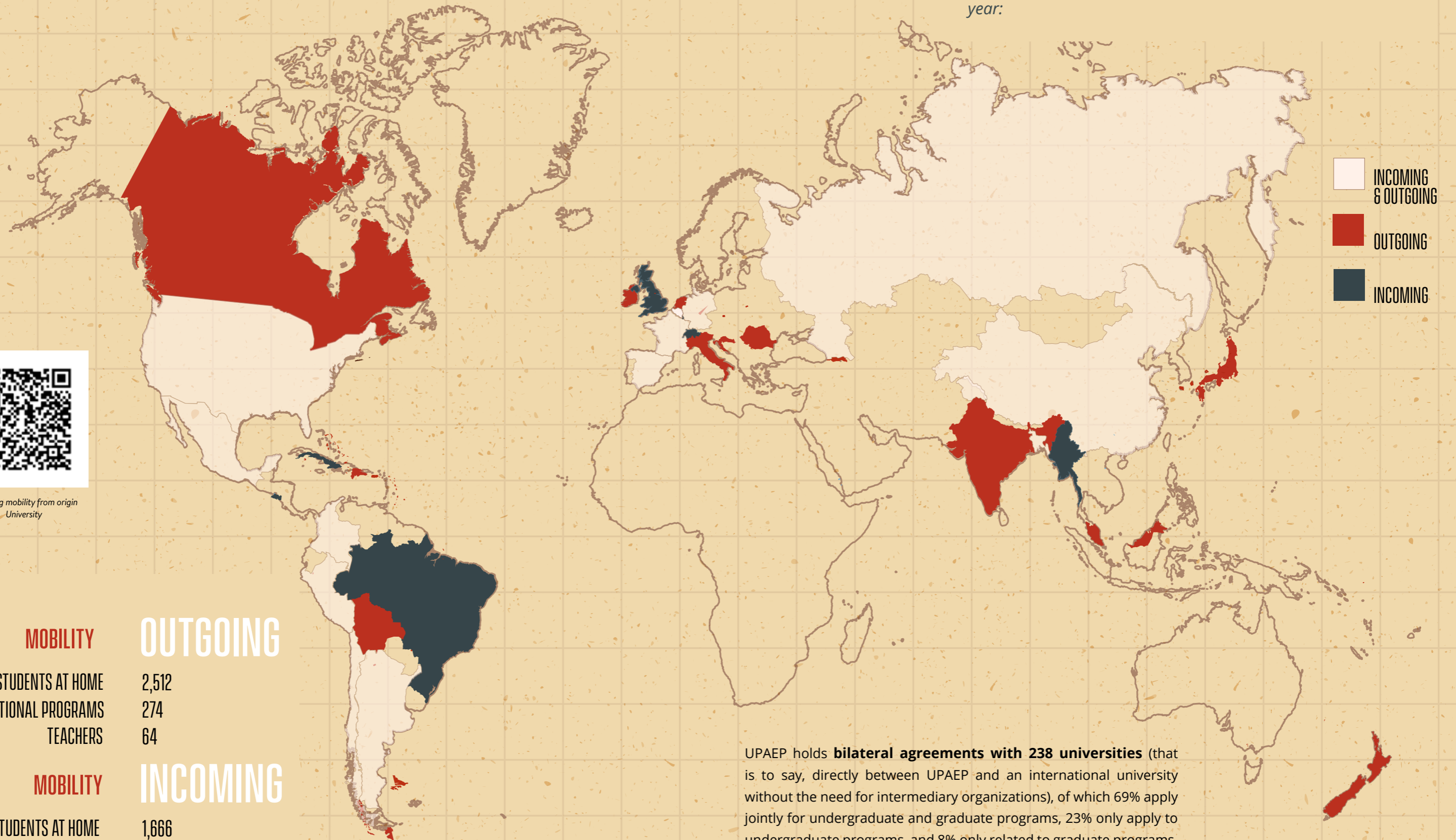


To this end, we created the **UPAEP GLOBAL CAMPUS** international strategy, which seeks to develop outstanding student leadership through meaningful international experiences, and a global vision with cutting-edge knowledge and skills in a multicultural environment. This project uses innovative strategies to develop competencies with high human value, to support transformation for achieving the common good in the world.

Over the 2021-2022 academic year, we continued international activities that were significant to our university community and **available to all students** through both **on-site international programs** (such as traditional exchange programs, Faculty Led, Dual Degree, Bridge Program, and summer camp), and

Internationalization at Home (at our Institution) which was comprised of visits by international professors in both virtual and on-site formats, to carry out activities to promote academic training and multicultural competencies, including conferences, webinars, mirror classes, Collaborative Online International Learning (COIL), international seminars, and Global Speaker among other activities that coordinated within our classrooms.

Below, we report the mobility, destination countries, and home universities of the young UPAEP students (**2,765 outgoings** and **1,898 incomings**) that participated in the program this academic year:



Incoming mobility from origin University

MOBILITY

OUTGOING

STUDENTS AT HOME
ON-SITE INTERNATIONAL PROGRAMS
TEACHERS

2,512
274
64

MOBILITY

INCOMING

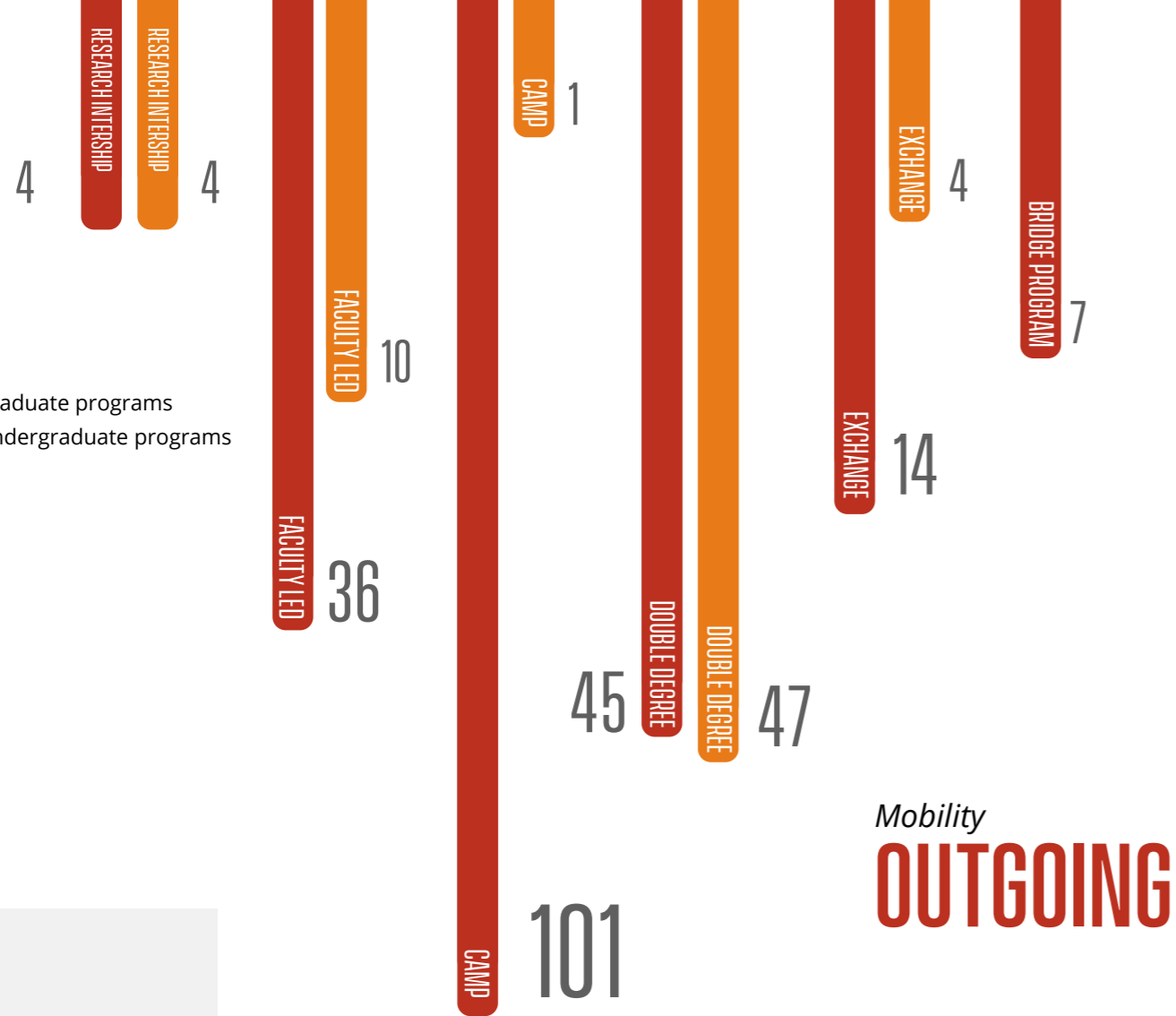
STUDENTS AT HOME
STUDENTS ON-SITE

1,666
259

UPAEP holds **bilateral agreements with 238 universities** (that is to say, directly between UPAEP and an international university without the need for intermediary organizations), of which 69% apply jointly for undergraduate and graduate programs, 23% only apply to undergraduate programs, and 8% only related to graduate programs. Of the total agreements, 165 (69.3%) are actively used with partner universities.

The bilateral agreements that UPAEP establishes with other institutions allow UPAEP students the possibility to undertake an international program in those institutions; however, in addition to

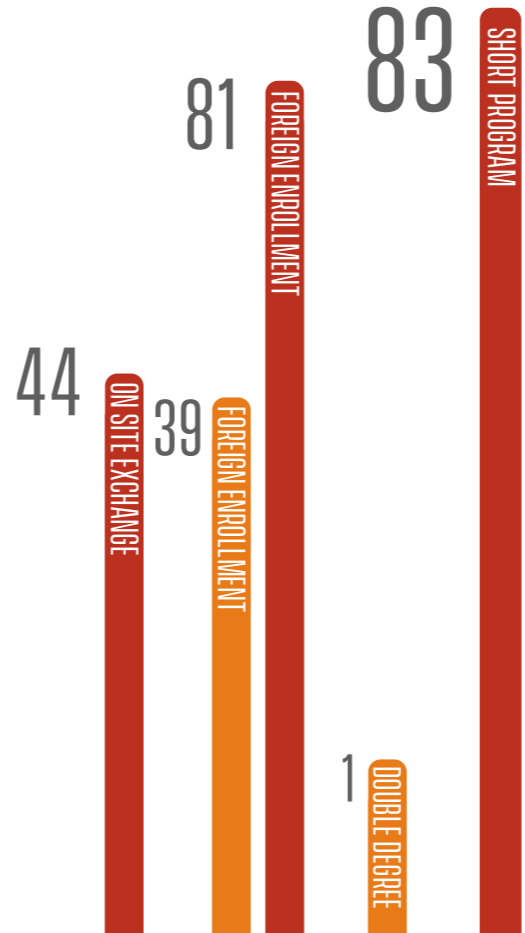
this, UPAEP students are also able to participate in exchange programs through our alliances with syndicates.



Mobility
OUTGOING



Mobility
INCOMING



ACTIVITIES INTERNACIONALIZATION AT HOME	UNDERGRADUATE PROGRAMS	GRADUATE PROGRAMS
PEER COURSES	374	334
COIL	78	-
CONVERSATION	47	2
GLOBAL SPEAKER	219	279
VIRTUAL EXCHANGE	198	-
CONFERENCES	-	109
VIRTUAL SEMINAR	-	10

ACTIVITIES INTERNACIONALIZATION AT HOME	UNDERGRADUATE PROGRAMS	TEHUACÁN	GRADUATE PROGRAMS
CONFERENCES	213	-	238
PEER COURSES	364	44	457
COIL	67	-	-
CONVERSATION	33	-	1
FACULTY LED	3	-	26
GLOBAL SPEAKER	236	417	155
EXCHANGE	7	-	13
SEMINAR	107	2	5
INFORMATIVE SESSION	-	99	-
WEBINAR	25	-	-

Universities AGREEMENT

218 UNDERGRADUATE PROGRAMS | **184** GRADUATE PROGRAMS

INTERNATIONAL EXCHANGE through our alliances

ISEP	284
CONAHEC	183
ODUCAL	108
OUI	339

NATIONAL EXCHANGE through our alliances

SUMA	32
ANUIES-PROCAI	203

This fourth Governing Principle also covers the work that UPAEP carried out through the Sintonía program over this period concerning competitiveness and clustering:

PROJECT ADVISING THE GOVERNMENT OF THE STATE OF PUEBLA,

through the Secretariat of Economy, in forming five strategic clusters to promote Competitiveness and Social Progress.

Sintonía led the formation of 5 clusters in the State of Puebla, analyzing, guiding, training, and accompanying the State Secretariat of Economy and developing the strategy for the clusters.

The consultancy consisted of the following steps:

- Sintonía analyzed economic variables using Michael Porter's Methodology, where it identified the economic clusters with the most significant development potential in the State of Puebla. It also examined the Social Progress Index of the districts of the State of Puebla.
- Train the government in its role as a cluster builder
- Led the formation of 5 clusters, helping them to develop their strategic plan and competitiveness detonator project.



Sintonía Projects

We want to recognize those UPAEP students who became ambassadors for our university and our institutional culture by representing us through their international success:

BRANDON GARCÍA RODRÍGUEZ AEROSPACE ENGINEERING FRANCE UNIVERSITÉ DE VERSAILLES SAINT - QUENTIN

Project in an engineering research laboratory in France. He served as a mechanical developer within a multidisciplinary team.



The impact of this work lies in two fundamental categories:

1) First, the State Government, with the help of Sintonía, identified the importance of generating a Development Policy based on clusters as a tool for developing Competitiveness and Social Progress. This policy is currently being evaluated by the Economic Development Commission of the Congress of the State of Puebla to be integrated into the Law.

2) Formation of 5 new clusters in Puebla with 120 representatives from companies and organizations, under the leadership of Sintonía, which today has both a Strategic Plan and a competitiveness detonator project:

FOOD CLUSTER

51 representatives of agribusiness and food companies

EDUCATION CLUSTER

Formed by 32 Higher Education Institutions

PUEBLA'S FOUNDATIONAL NEIGHBORHOODS CLUSTER

Formed by 54 tourism industry representatives, institutions, and organizations related to the revitalization of the foundational neighborhoods of Puebla.

BUSINESS SERVICES AND ICT CLUSTER

Formed by 20 ICT and Business Services Companies that also integrate the former IT Cluster of Puebla.

TEXTILE AND APPAREL CLUSTER

Formed by 42 companies in the Textile and Clothing industry that are working together for the first time, creating synergies.



JOSÉ ALFREDO RIVERA GRAILLET PSYCHOLOGY CITY UNIVERSITY OF SEATTLE.

CityU Dual Degree Alumnus Alfredo got a position at Brose (a German auto parts manufacturing company). He began to participate in an international group for the projection of young leaders, which selects potential young people to train them for management positions in the future. He is currently the Training Coordinator.



VALERIA CARRILLO CORTINA INTERNATIONAL RELATIONS FRANCE UNIVERSITÉ CATHOLIQUE DE LYON

Thanks to her participation in an exchange, Valeria secured an internship at the same Institution to undertake six months of paid research with a multidisciplinary team on the topic: How do women resist patriarchal discourses?

We would also like to mention the topic of educational quality and accreditation, which, although addressed in the second chapter of this report, is also relevant to this Governing Principle as it is related to an international process:

the international accreditation of the Veterinary Medicine and Animal Husbandry Program by the Pan American Council on Veterinary Science Education (COPEVET for its Spanish acronym)

this is an outstanding achievement since we have now begun to cross borders even in terms of accreditations. Therefore, we would like to share how this process was carried out. First, we had to be evaluated and **nationally accredited by the National Council of Education of Veterinary Medicine and Zootechnics, A.C.**

We also participated in a meeting of the Pan-American Federation of University Faculties and Schools in Veterinary Sciences in Argentina in 2017 to learn about the process and generate links with other universities in Central and South America. Next, we worked on bringing our curriculum and graduate profile into line with the criteria of the World Organization for Animal Health (OIE), FAO, and the Pan American Federation, as well as implementing processes and resource management to cover the basic requirements. Over the Fall 2021 term, we were visited by one evaluator from Colombia, one from Mexico, and two from Argentina and Chile.

As a result of the international accreditation by COPEVET, we have increased our value proposition, as this is the only private Veterinary Medicine and Animal Science program in the country to have both accreditations. In addition, we have also paved the way by being the youngest program to undergo such assessment; this has increased our international visibility and, in the future, will lead to increased student and faculty mobility between accredited programs, facilitate the recognition of studies, careers, and degrees abroad and make it easier to obtain collaboration agreements.

We would also like to highlight the work of the **UPAEP Writing Center**, which, by accompanying students in their role as writers, helps them to develop their skills as a means of self-knowledge, dissemination of culture, and empowerment at a personal and societal level that every transformative leader of our Institution must possess.



Acreditación Internacional para el Programa de Medicina Veterinaria y Zootecnia por el COPEVET.



We aim to become a benchmark at a **national and international level for the comprehensive formative education of writing tutors** and the cultivation of communities of tutorial practice based on shared leadership, constant learning, and the generation of relevant knowledge in the Latin American context.

Over the 2021-2022 academic year, we carried out a wide variety of activities, among which we highlight:

- † The organization of the first forum on academic integrity in writing centers brings together various specialists and practitioners from the Mexican Network of Writing Centers (MNWC) to understand the role that writing centers play in academic integrity. This forum brought together subject matter specialists from within our Institution, as well as various writing center directors and tutors, and was run over three discussion workshops. In addition, the first automated nano course for the training of professors in the APA 7 documentation model was presented. Finally, an internal workshop to develop academic integrity policies in the UPAEP Writing Center.
- † We selected, recruited, and trained the first generation of graduate writing tutors.
- † Prof. Abigail Villagrán, Zayra C. Cabañas, and Ricardo J. Ortiz represented us at the XVI Latin American Congress for Reading and Writing, where we presented the learning evaluation model in the tutorial session in collaboration with a group of undergraduate tutors.
- † The Coordinator of our Writing Center, Prof. Abigail Villagrán, participated in a professional exchange with the University of Notre Dame in the United States. She collaborated with the Romance Languages department and established links with the Center for Social Issues and the Notre Dame Writing Center.
- † We concluded the training of the first group of tutors to fulfill one of the essential requirements for Level 2 of the International Tutor Training Certificate of the College Reading and Learning Association.

These activities had wide-ranging impacts: the **automated APA 7 nano course** has allowed for accessible training for large numbers of participants from the university community, and it is the only one of its kind at the national level. In addition, through our graduate tutors, the peer-to-peer offer can now extend to different levels of professional training. Finally, the writing center benefits from new options for support and developing writing projects. The presentation at CONLES 2021 was the first at the national level to present a data-based model for monitoring the quality of the tutorial service based on concrete pedagogical foundations and a 360-degree vision.

372 WRITING TUTORIALS

154 APA ONGOING RECORDS

We would also like to highlight the impact of **our visit to the University of Notre Dame** in the United States. This experience put us in contact with specialists in university community impact projects, which will help us as we begin to develop the writing center's social impact projects starting next academic year. In addition, we have reached agreements with Dr. Matthew Capdevielle, Director of the Notre Dame Writing Center, and Michael Talbot, Director of Notre Dame's university initiatives in Mexico, as we seek to generate spaces for collaboration and strategic visits to strengthen the UPAEP Writing Center and the **Mexican Network of Writing Centers**.

UPAEP TEHUACÁN

Internationalization has also been on the agenda at the Tehuacán Campus, where 16 students completed their professional internships abroad, studying undergraduate programs in Institutional Management (10), Business Administration(5), and Marketing (1). In addition, two Law program students joined the project to live the international experience.

In general, through the professional practice report document, employers reported that the students had shown themselves to be effective at carrying out the responsibilities of their different roles, as well as always maintaining an excellent service attitude, and were particularly adept at working in a team.

Twenty-five students and one professor from the Masters in Education program also participated in presentations in international forums, addressing topics in the following areas: Tutoring, Development of educational resources, Sustainable education, Teaching strategies for improving educational practice, and Educational Management. In addition, a professor from the Academic Coordination of the Bachelor's Degree in Public Accounting, Marketing, and Communication also participated in presentations in the thematic area of Entrepreneurship and Innovation. Con temas relacionados a la formación integral y la cultura emprendedora, resúmenes de 10 equipos de estudiantes de la Maestría en Educación participaron en el IX Congreso Internacional de Emprendimiento de la AFIDE a celebrarse en línea y fungiendo como sede la Cátedra Emprendedores de la Universidad de Salamanca, España.

Representatives from 10 students of the Masters in Education participated in the IX International Congress of Entrepreneurship of AFIDE, in topics related to comprehensive education and entrepreneurial culture, held online and hosted by the Entrepreneurship Chair of the University of Salamanca, Spain.



These students traveled to the following locations to complete their internships:

-Runoia Camp in Belgrade, Maine EE.UU.

-JCA Shalom Camp in Malibu, California EE.UU.

-Honey Creek Camp in Hunt, Texas EE.UU.

-Taconic Hinsdale Camp, Maine EE.UU.

-Trails end Camp in Beach Lake, Pensilvania EE.UU.

-Wazyatah Camp in Waterford, Maine EE.UU.

-Saginaw Camp in Oxford, Pensilvania EE.UU.

-Camp Louise in Cascade, Maryland EE.UU.

Our professors and students also participated in the following congresses:

IX International Congress on Entrepreneurship of AFIDE, Salamanca, Spain, University of Salamanca, Spain. I International Congress on Educational Research and Innovation, Peru, Universidad Nacional Mayo de San Marcos, Peru. National Meeting of the School of Economics, Administration and Business, Bogotá, Colombia, Universidad Pontificia Bolivariana. 13th International Congress. Havana, Cuba, Artemisa University. 1st International Virtual Education Congress - CIVE 2021: Challenges and horizons of education in times of uncertainty, Tuxtla Gutiérrez, Chiapas, Center for Advanced Studies and Research in Social Sciences and Humanities, Tuxtla Gutiérrez, Chiapas. 6th International Congress of Engineering «Innovation and Entrepreneurship», Ajalpan, Puebla, Instituto Tecnológico Superior de la Sierra Negra de Ajalpan. 1st International Congress on Entrepreneurship «Breaking Frontiers», Bogota, Colombia, Universidad Antonio Nariño.

In addition to this, four professors from the Tehuacán campus taught international peer courses:

1. Patricia González Hernández gave classes on Market Research, Types of Trademarks and Trademark Registration in Mexico, and Visual Identity. University: Politécnico Grancolombiano de Medellín.

2. Dra. Lourdes González Romero taught Personal and Family Law classes and the General Theory of the Process. University: César Vallejo, Peru.

3. María Elena Cabrera gave classes on Criminal Procedural Law and Common Law Crimes. University: César Vallejo, Peru.

4. Mtro. Gerardo Sánchez Luna taught classes on new product design and development. Universidad Católica Boliviana; Entrepreneurship. University: Manuela Beltrán, Colombia and Strategic management. University: César Vallejo, Peru.

UPAEP Tehuacán gains a competitive advantage due to our collaboration with international educational institutions. This learning element sets us apart from the rest - internationalization as a strategy to consolidate the teaching and learning process. Our professors assumed the responsibility and performed as actual international-level professors. As a result, peer universities will now be more inclined to collaborate with our Campus.



CONFIDENCE

THAT DEFINES US

Oscar Ballesteros Ramírez
Security Guard



¿Cómo se integra el Consejo Universitario?

GOVERNING PRINCIPLE 5

To ensure an environment of trust, collaboration, and accountability

Under the UPAEP's General Statutes, the University Council is the collegiate body that represents participation in university life, whose responsibilities include:

- I. I. To shape the «Universitas» that spread the authentic spirit that defines our University as "Alma Mater" in the community: a nurturing source of knowledge, invigorated and unified by the holy spirit, the bringing-together of multidisciplinary knowledge, which seeks unity in diversity.
- II. Act as the guardian and custodian of the Fundamental Principles embodied in our university philosophy and current legislation.
- III. To propose UPAEP Academic Legislation within the framework of the present Statute and submit it to the Board of Trustees to be enacted.
- IV. To participate in consultation for the creation, update, or closure of the study plans and programs proposed by the faculty before the Academic Formative Body.
- V. To propose academic mentions and distinctions.
- VI. To integrate the Honor and Justice Tribunal and the Academic Integrity Committee.
- VII. Attend the Dean's report event in the presence of the Board of Trustees.
- VIII. Propose the internal regulations for the operation of the University Council itself to the Board of Trustees, via the Dean, to be enacted.
- IX. Any other duties conferred by the applicable statutes and regulations.

The UPAEP University Council is made up of **221 university counsel advisors**, comprised of 16 ex officio members, and 103 regular and 102 alternate student members who represent 69 undergraduate academic programs in Puebla and Tehuacán as well as graduate programs in Puebla, Tehuacán, and

SUMA (for its acronym in Spanish); and 73 faculty counselors (36 regular and 37 alternates), representing 37 undergraduate academic programs or faculties in Puebla and Tehuacán, as well as graduate programs in Puebla, Tehuacán and SUMA.

Over the Fall 2021 term, we held two ordinary sessions and one extraordinary session, and over the Spring 2021 term, three ordinary sessions addressed the topics listed below:

-Induction to the University Council. To explain the importance of the council advisors for communicating and presenting proposals by representatives from their faculties and student community.

-Formation of the University Council committees and working groups to adapt and modify regulations.

-Invitation to the VI University Assembly event, Duc in Altum.

-March 8th Commemoration, with special recognition for all the women who are part of the university community: in the faculties, professors, professional women, and all those working in university administration and operation. We gave heartfelt recognition for the contribution they make for the good of the university community, as well as recognizing our female students across all educational levels.

-Invitation to the ceremony to award an Honorary Doctorate to Dr. Mauricio Beuchot on May 18.

-Extraordinary general meeting on November 30, 2021, a memorial ceremony for Engineer Vicente Pacheco Ceballos, Secretary General Emeritus and First Secretary of the University Council, held on November 30 in the Main Hall and transmitted live through social networks.

INDUCTION

EVENTS

-Presentation of the General Regulations for Professors' amendments, also published in the Newsletter on January 31, 2022.

-Presentation of proposals to update undergraduate and graduate degree regulations, which were approved by a majority vote.

-Presentation of proposals on preventing coercion by the authorities and pirated software by the Academic Integrity Committee, which was approved by a majority vote.

-Presentation of the Undergraduate Degree Regulations, effective as of the Fall 2022 term.

-Final revision of the Social Service Regulations.

- Social Service Regulations approved by a majority vote.

-Drafting the final document of the Academic Integrity Policy with the additions made by the Academic Integrity Committee.

PRESENTATION

DOCUMENTATION

In addition to the University Council, we also have **Collegiate Bodies** that propose, analyze, discuss and make decisions on issues of interest to our Institution under three approaches: **academic training, management, processes, and relations with society.**

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

Over the Fall 2021 term, ten sessions of the Academic Formative Body were held. In the Spring 2022 term, seven sessions were held. The topics presented included:

Fundamentals for finding new meaning in life during the pandemic. Skills and tools for leaders in the context of the pandemic. The Master's Degree in Business Management, hybrid modality, the Bachelor's Degree in Family Sciences, virtual modality, and the Bachelor's Degree in Marketing, virtual modality were presented, along with the campus-based Specialist Degree in Critical Care Medicine. Various topics related to the UPAEP Professor Profile, including assessments, organizational diagnosis methodology for teacher training, and the PFI matrix of the UPAEP Professor. Learning Communities. Presentation of the annual plan for Humanist Professor visits, Engineering, Business, Biological Sciences, Arts and Humanities, Research Department, the Office of Formative Education, Culture and Leadership, UPAEP High Schools, and the Office for Innovation in Educational Modalities. The process of WASC international accreditation.

Results of the last QS Ranking (Quacquarelli Symonds). Proposal for a dual degree, VI University Assembly. The topic of social vulnerabilities was addressed, focusing on poverty and social inclusion, and the presentation of the UPAEP vulnerability agenda: poverty, women and life, social inclusion, and older adults. Given the integration of the Open-Online modalities were formalized at the beginning of the closing process of five RVOES in AMS. The «Young Researchers» project run by the Health Sciences Department was presented. Proposal for the UPAEP Memorial journal: «Identidad Águila» (Eagle Identity) New «History of Mexico» academic body. Given the international accreditation process, the collaborative work required between the library personnel and the faculty was presented; awareness of the importance of «intellectual property» was raised.

Two proposals from International Humanist Professors: Dr. Montserrat Franquesa-Soler Fondo and Dr. Juan Manuel Rodríguez Caso, were presented and approved. Pedagogy of the Common Good: Advances and Prospects. Presentation on the curricular architecture for undergraduate and graduate programs. Multi-environmental Learning. Several reflective sessions were held to identify related topics for improvement with professors and directors. Project «Diagnosis of the institutionalization of social and environmental sustainability at UPAEP» Presentation of the project «I transform my community in my indigenous language.» 8 Humanist Professors presented proposals. In addition, the following Continuing Education Graduate Programs were offered: Specialty in Supplementation and Clinical Nutrition (hybrid) - Master's Degree in Clinical Nutrition (hybrid).

In the seven sessions of the **Commission for Society Relations**, we worked on identifying the linkage activities and projects carried out in collaboration with different actors in society, pulling them together, and bringing them into line with our institutional strategy, under the framework of the Tetrahelix Model of Linkage, both nationally and internationally, positioning the University as a transformative University for the construction of the common good. To this end, the following topics were addressed: the IPBC Humanist Congress, the Linkage Advisory Council, and the Academic Linkage Councils; the CONACYT agreement, agreements with the state government of Puebla, and the MILSET World Virtual Summit. In addition, we reviewed assessments for professional internships, essential elements for an employability strategy, the status of the UPAEP Foundation in the United States, and held a discussion group event for candidates from the financial campaign.

Other areas that were discussed included document management, the integrity pact, Puebla City Council, the proposed dissemination campaign of the Linkage Advisory Council, the registration of clinical fields under the Medical and Health Sciences faculties, and the progress of several projects: agreement with CISAV, presentation of results of the project for the family, the project run with the Citizen Council for Security and Justice of the State of Puebla; and projects in collaboration with UDEFA and the National Sergeant Academy and the Tehuacán Linkage Council.



As we have expressed many times and in many other documents, our university community is characterized by its foundational charm and collaborative environment. Today, we are pleased to report that our Institution employs **2,300 UPAEP collaborators**, of which 1,078 have an indefinite contract, 142 have a fixed-term contract with law benefits, and 1,080 under another employment contract, mainly hourly-based professors.

To promote an environment of trust and collaboration, we must also submit ourselves to a process of accountability; this is why **we continually evaluate the fulfillment of our mandate to establish goals related to the execution of our work and performance indicators**. This assessment is carried out every six months. Using the results as a foundation, we established attitudinal objectives for personal development, commitment, collaboration with the University, and actions to promote our organizational culture. The average score in this year's assessments was 89.02 in the Spring-Summer 2021 term and 88.68 in the Fall 2022 term.

To improve the retention and promotion of existing staff members, we developed a system for internal mobility to identify and channel employees who request a change of position within the Institution; this allowed us to increase their possibilities of mobility and promotion to continue developing their skills and interests. As a result, in this 2021-2022 period, **84 promotions were given, and 16 lateral moves** were facilitated. We also attracted new talent to the University through international and national job boards and social networks.

1,080
ANOTHER SCHEME

2,300
COLLABORATORS

This year, we placed a particular, holistic focus on our UPAEP staff since we were able to return to on-site teaching and administration, which once again implied a drastic change to the habits and routines adopted over the pandemic.

To support our staff, we offered several virtual physical activities: boxing, dry swimming, home gym, cross-training, and crossfit, which employees could participate in from home, or any other comfortable space.

142
PL

1,078
HIRING BY PAYROLL

For many years, we have offered the **«Transform Your Health»** program to take care of our employees. This year, the program took a **well-being approach**, covering four focus areas: **physical, emotional, spiritual, and social**.

In terms of physical wellness, we ran exercise from home classes, developed infographics, and tutorials, and provided a medical check-up that consisted of screening to obtain glucose, triglycerides, and cholesterol (HDL and LDL) figures; consultations were then offered to receive a diagnosis from the fields of nursing, medicine, nutrition, physiotherapy, dentistry, and ophthalmology. For emotional wellness, we provided 26 webinars on topics of interest suggested by staff to promote employees' mental health and their environments. Spiritual wellness was addressed through four webinars on spiritual accompaniment and personal reconciliation. We also carried out social welfare activities designed to improve the welfare of the community both internally and externally; we ran a «solidarity chain» campaign, whose purpose was to raise funds to contribute to the provision of food and other necessities for UPAEP employees, Food Bank Puebla, nuns from the Bienaventuranza community, communities of the Sierra Norte, and homeless people. We also helped to collect toys for the DIF for Children's Day.

In addition, we held **28 information sessions** on benefits, services, and entitlements for all staff members. Regarding the **UPAEP work culture**, the same exercise of assessment and analysis of results was used to develop our culture. The

participants found this exercise valuable, as they could share their ideas in a frank and open manner. In the meetings, we defined the priority topics to work on: 1- collaboration, 2- the relationship between academia and management, 3-communication, and 4- assessment, feedback, and accountability.

Ten interviews and 15 group meetings were held with representatives from all levels and systems of the organization to understand this culture better. Subsequently, five meetings were held to review the results and generate proposals to strengthen the organizational culture.

Alongside this, we have also been participating in a committee integrated by different areas, such as the Office of the Vice-President for Academic Affairs, the Office of Educational Innovation, and the Office of Human Resource Development, to map the trajectory of the faculty according to the various milestones in their development and growth in the University, to support them in their development and growth in our Institution.



Sor Juan Inés de la Cruz Room



Entrepreneur Hub



OSU MicroCampus



Simulation Center



UPAEP, focusing on **institutional growth and consolidation**, has made substantial investments to build and renovate spaces that respond to our students' new trends and professional requirements. These spaces simultaneously promote creativity and dynamism, maintain our architectural identity and foster meaningful experiences. We are currently in Year 3 of the general work plan of the Infrastructure Master Plan.

This year, we took on the task of remodeling some spaces that support academic development as their function as

vital meeting points for university life; among these, we highlight the Entrepreneurs Hub and the 2nd stage of the Simulation Center at the Comprehensive Health Center, the new micro-campus of **Oklahoma State University (OSU)** at UPAEP, the offices of the Strategic Communication Department, the Sor Juana Inés Cruz Room, the Maker Lab at Prepa Sur, as well as the esplanade of Prepa Tehuacán and the administrative area in the same campus;

the offices of the Strategic Communication area, the Sor Juana Inés de la Cruz Room, the Maker Lab at Prepa Sur, as well as the Tehuacán High School plaza and administrative offices; two new classrooms and restrooms were also built at Huamantla High School. In addition, an advanced firefighting system was installed in the Biotechno-Environmental Research Laboratory and a backup plan for contingencies at the Dentistry Clinic.

The return to on-site activities at UPAEP after the COVID-19 pandemic has led to **new trends** in electricity consumption, favoring open spaces and the permanent use of **mechanical ventilation systems**. However, thanks to the investments in photovoltaic generation, it has been possible for our Institution to reduce our energy consumption to a considerably lower level, even compared to the years preceding the pandemic.

The efficiency of the photovoltaic systems in Puebla continues to surprise, as it exceeds even the theoretical projections that were considered when evaluating the benefit of the project concerning the consumption of energy from the CFE grid.

UPAEP has incorporated **LED technology and water-saving equipment in all remodeling and construction works as part of our commitment to social responsibility** and reducing our ecological footprint. Furthermore, we are gradually replacing all existing systems with these technologies across the University to achieve a coverage of **91.19% with water-saving equipment** and replace **300 lighting systems with LED technology**. In addition, we have replaced the refrigerant gas in the Institution's air conditioning equipment with 100% ecological gas to bring us into compliance with the Montreal protocol and the good practices recommended by SEMARNAT.

3,757 M²
WERE REMODELED
6,617 M²
WERE BUILT

UPAEP TOTALS
187,042 M² OF CONSTRUCTION
236,074 M² OF FIELD

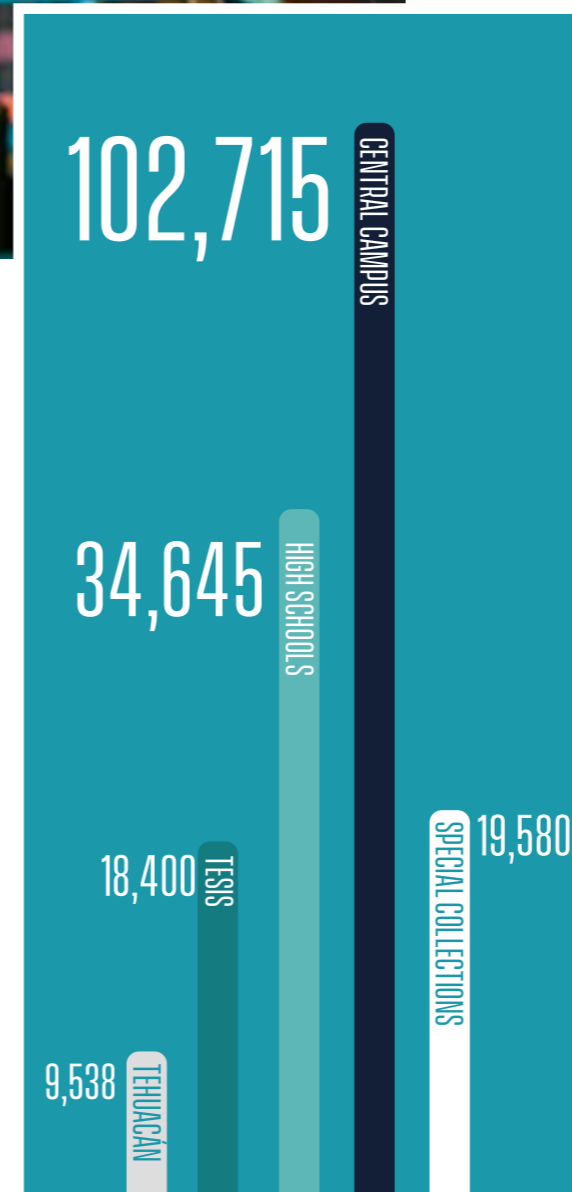


In electronic media, **759,184 electronic consultations** were made via institutional databases.

TAs we have now been permitted to return to on-site activities and in strict adherence to the procedures, protocols, and sanitary measures recommended by our Institution, including the library's guidelines for

the disinfection and quarantine of books in circulation, over this period, the **Center for Research and Learning Resources** (CRAI for its initials in Spanish) served **78,585 users** in the library, and **33,605 resources** were provided, either in the circulation of for use in the reading room.

The CRAI also provided direct services to develop information management skills: we taught courses, intermediate, advanced, and personalized workshops, and we offered consultancy services through the user training department. In addition, we provided **177 online workshops** through Blackboard and Zoom to all incoming undergraduate students and on-demand to the rest of the university community. And to give these information tools in full compliance with of University's U50 Model, during this period, **our workshops impacted 4,394 students, with the involvement of 92 professors**. Finally, it should be noted that all CRAI processes are aligned with the U50 learning outcomes under a process of continuous improvement.



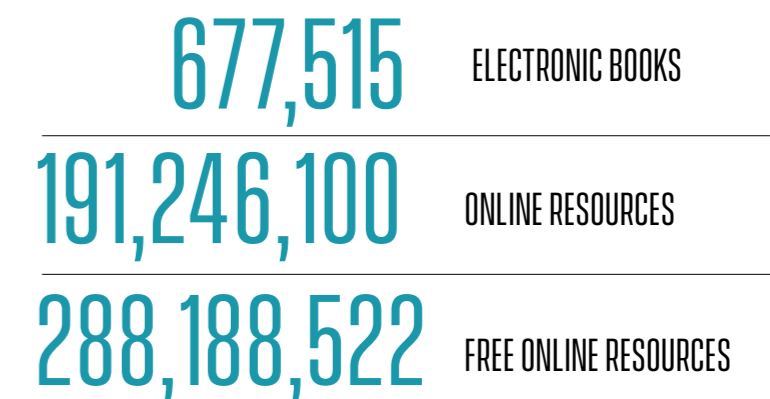
We would also like to share that, during the 2021-2022 period, we updated our processes and methods for acquiring our library collection, collaborating by training users to instruct professors on how to complete syllabuses, which will provide us with the requirements for the acquisition of the primary bibliography requested.

The **UPAEP Convention Center (UCC)** began its operations in May 2015, and its central hall **can hold up to 2,200 people**, making it the ideal place to hold exhibitions, conferences, seminars, and conventions, as well as business, musical, cultural, and social events. But unfortunately, the global pandemic caused by COVID19 forced a suspension of activities that have, over six years, become part of the dynamics of UPAEP.

In August 2021, after 16 months of inactivity, the UCC began to reactivate some events, which were mainly academic and has gradually increased its activity in general, even while restrictive measures remain in place.

Over the 2021-2022 academic year, 88 events were held, with a total attendance of 14,515 participants.

To offer UCC services safely and in compliance with governmental and institutional biosecurity guidelines, for all events, we took COVID-19 diagnostic tests, installed access filters with sanitary mats, took temperatures with thermometers and thermographic cameras, applied antibacterial gel, providing access only to those wearing facemasks, and reduced capacity to guarantee social distancing; We processed and obtained the QR code from the State Department of Civil Protection, to ensure compliance with the protocols and sanitary measures implemented.





This return to on-site classes also **required modifications to our digital system**, moving from an online to a hybrid and on-site modality, without neglecting continuity or impacting academic quality across all levels and educational modalities; we prioritized our efforts toward **information security, connectivity, and communications services**, as well as in providing reliable sources of information for decision-making at UPAEP.

Currently, all main facilities have secondary internet networks to ensure access to communications services. In addition, all main buildings at the Central Campus, Tehuacán Campus, and all the High Schools are equipped with a new pedestrian access control system linked to the Covid health control system allows us to manage access in strict compliance with the current protocols.

All classrooms, computer labs, and videoconferencing rooms have the necessary infrastructure for online, hybrid, and on-site teaching, and efforts have been made to renew computer and videoconferencing equipment.

Online classes and evidence of learning have been stored as an additional temporary resource for our students, increasing the institutional storage of documents, courses, and evidence from 150TB in 2021 to a total of 280 TB in 2022. In addition, we have strengthened the data security and digital culture at UPAEP, reviewing our continuity plans, which can be seen through our timely response to necessary adjustments and the continuity of high-quality academic and administrative processes and systems.

Over this period, we trained **671 professors and administrative staff** using the following digital tools:

As of August 2021, we have created **13,903 Classroom courses**, 10,935 for High Schools, and 2,909 via Blackboard for the University.

Blackboard Learning Outcomes, Zoom, Genially, and Asana. We also taught **281 students** to use their institutional portal and Blackboard. In total, **952 members of the University** participated in on-demand online courses to develop their skills using all available digital tools.

To support the community of professors and students, we designed a portal containing all the manuals, guides, and other support for using the available learning tools. We also transformed the support and attention scheme for professors to offer a comprehensive support

scheme ready for on-site or hybrid work. In addition, we conducted training sessions to promote the use of indicators in the Institution, which impacted a total of **62 program directors and decision-makers.**

Over the last year, we have increased the broadband capacity to 3.2Gbps, 125% more. Regarding security, we installed state-of-the-art firewall equipment to secure the communication network, improving the threat filtering capacity by 100% over the old technology. About High Schools, we adjusted the internet access for broader coverage, also enhancing security at all facilities; with this, we ensured that seven High Schools have an additional wireless network to support their operations.

Additionally, we acquired new videoconferencing equipment for the graduate programs building and the central campus facilities. Through this, we updated eleven spaces with Zoom as the leading videoconferencing platform at UPAEP.

Concerning surveillance to ensure the safety of our community, we increased the monitoring capacity up to 61 critical services in real-time with new technology.

Also, we renewed computer equipment in learning areas: 21 state-of-the-art workstations, 89 personal computers, 19 projectors, and monitors, in addition to the technological update of 79 additional pieces of equipment. Finally, we acquired a total of 168 laptops for both academic and administrative collaborators, in addition to providing support for equipment needs through 1,900 computer equipment support tickets.

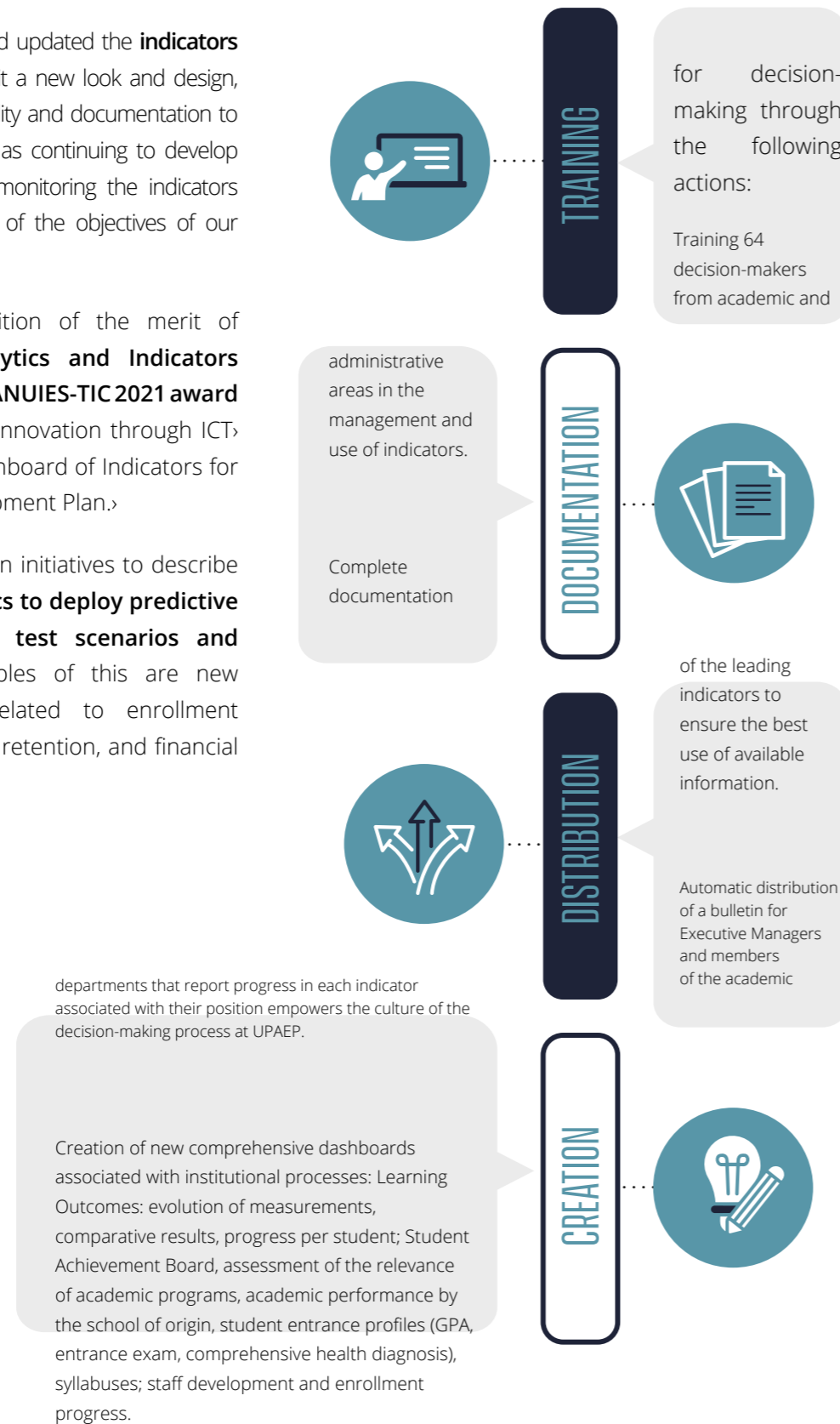
Over this period, we improved and updated the **indicators platform (Microstrategy)**, giving it a new look and design, along with improvements in usability and documentation to facilitate decision making, as well as continuing to develop mechanisms for evaluating and monitoring the indicators associated with the achievement of the objectives of our Institutional Development Plan.

In October 2021, in recognition of the merit of this project, the **Data Analytics and Indicators Department** was awarded the **ANUIES-TIC 2021 award** in the category «Management Innovation through ICT» for the «Automation of the Dashboard of Indicators for the UPAEP Institutional Development Plan.»

In addition, we have undertaken initiatives to describe achievements and **use analytics to deploy predictive indicators that create and test scenarios and anticipate situations.** Examples of this are new dashboards and projects related to enrollment forecasts, analytics for student retention, and financial

forecasting for revenue estimation.

In terms of this metric, we can conclude that we have successfully promoted the use of indicators



As part of the digital transformation strategy, we carried out an initiative to **automate processes** that have allowed us to automate administrative and academic methods to increase the productivity of the Institution. As a result, four automated processes are currently in place, associated with processing accounting policies, invoice processing, degree processes, and massive information delivery; improvements that have allowed us to automate the handling of **59,000 accounting policies** and ensure the delivery of 45,000 pieces of information to external agencies, reducing the time required from days to just minutes.

Regarding digitalization projects, the following progress has been made: the **updating and digital signature of all of our employees** employment contracts; the launch of the **single employee file system**, which represents the management of **89,000 digital documents** related to each academic and administrative employee's career; as well as the launch of a platform for the digital control of documents and forms associated with international accreditation processes, following the guidelines of the Institutional Effectiveness Department. As a result, our digital repositories contain more than **262,000 documents** managed via a state-of-the-art platform.

Among the areas that directly benefited from these digitalization initiatives are:

THE OFFICE OF EDUCATIONAL ADMINISTRATION

through the new digital processes for certification.

THE OFFICE OF HUMAN RESOURCE DEVELOPMENT

through the single employee file and payroll management, as well as improvement to hiring processes and updating work contracts.

THE OFFICE OF MANAGEMENT AND FINANCE

through the accounting, fiscal and internal process controls now in place.

THE OFFICE OF INSTITUTIONAL EFFECTIVENESS

thanks to the digitalization of master documents for international accreditation and, of course, our students, professors, and staff members can now receive the result of these services more conveniently and promptly.

Therefore, we can say that digital transformation efforts have driven collaborative and multidisciplinary work to solve challenges and meet the community's needs. In addition, the adoption of agile methodologies, new technologies, improvements in service design and user experience has allowed us to obtain satisfactory results:

-Synchronize annual planning of courses, including budget planning processes. This improvement impacts student satisfaction through the variety of classes offered and more efficient management of spaces, quotas, professors, and academic workloads. We released updated student help and service guides for all educational levels and modalities in the student portal. In the portal for collaborators, we released updated guides for professors from all levels and educational modalities, which gives them greater autonomy and a unique reference for their activities at UPAEP.

-The development of a control system for access to the Institution, incorporating health surveys and access control following Covid-19 protocols.

-Review and improvement of services, payment options, and account statements.

-Upgrade from the Unisoft management system of the Oracle platform and launch operations in Oracle Cloud.

-Improvements in all processes associated with student incorporation and enrollment have resulted in a smoother and more satisfactory process for both students and staff.

-Redesign reports in our Unisoft management system to meet criteria for flexibility and visual management of indicators.

-Adjustments to 30 applications and reports for UPAEP High Schools to support the management model.

-Creation of a chatbot for staff members to respond to frequently asked questions and provide assistance for verifying and reimbursing expenses.

-New professional examination modules for PL staff management.

-Master Applications and syllabuses according to international accreditation.

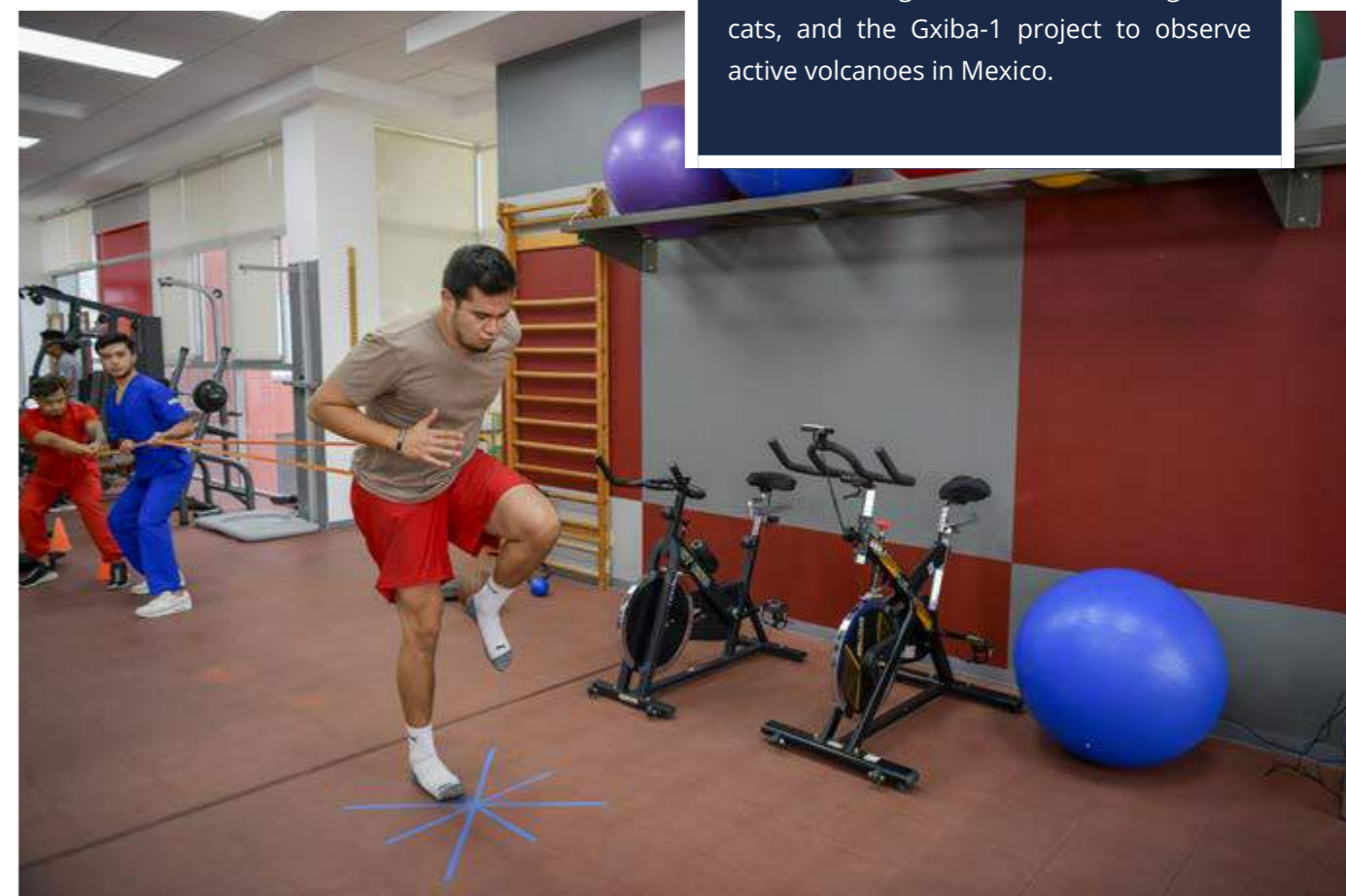
We would also like to mention our **Strategic Consultancy department**, formed in October 2020, whose project was carried out in March 2021. Since then, and to date, we have carried out consulting projects for the **Management of the Historic Center of the City of Puebla, the Mexico Institute, CETYS University, Doctums LLC, the Honorable City Council of Puebla's Transparency Department, the Cencalli Institute** and currently have several more in the process of negotiation. The impact of the projects has been to support these institutions or companies with an issue they were struggling to solve while simultaneously providing a source of income to the Institution that does not come from tuition.

Our **clinics and laboratories** are crucial spaces for academic training at UPAEP, and proof of this can be seen by visiting them. We have supported **26,044 students** across the **ten buildings** in which we have laboratories over the 2021-2022 academic year. In addition, through the virtual laboratories implemented at the start of the pandemic, we have supported 1,868 students; 6,270 log-ins were made to carry out virtual practices; this translates to a total of **46,774 hours provided across the 155 laboratories**.

These same clinics and laboratories have also supported **5,018 staff members for academic reasons and 45,063 people for external care, of which 13,314 consultations were free of charge, and 31,749 incurred a cost**.

In response to the situation of the pandemic, we offered a preferential price and comprehensive packages for the services provided at **our clinics and laboratories** to patients affected by covid in diagnosis, medical and psychological consultations, physiotherapy, and nutrition at all stages of the development of the disease. In addition, we also offered comprehensive oral health care and pets' care and welfare.

In the teaching and research laboratories, we support and prepare students to carry out projects with a social impact focused on protecting the environment, human and animal health, innovation, and development. More than 40 projects of this nature were carried out over this period, including a project to measure the psychological impact on people affected by covid, the diagnosis of covid in dogs and cats, and the Gxiba-1 project to observe active volcanoes in Mexico.



Under the remit of **University Social Responsibility**, we carried out the following activities over the 2021-2022 period:

- 1.- Creation of the UPAEP University Social Responsibility Committee (internal committee).
2. Leadership in the ODUICAL University Social Responsibility Network. Students, founders, collaborators, and alumni have given UPAEP a good name. Of the 45 universities that participate in the network, we are the only Institution that participates in the committee of theory, student listening, and responsible consumption, as well as in the Youth Network.
3. Jorge Alberto Méndez González, a graduate of Financial and Trade Administration, received recognition for the social leadership skills he demonstrated in the Youth Network.
4. Socially responsible leadership by the International Relations students Juan Antonio Llergo Sánchez and Sebastián Urcid Robredo for their organization of the International Solidarity Meeting «Ukraine - Latin America»; 128 people participated in the meeting from 6 countries (Colombia, Argentina, Bolivia, United States, Ukraine, Mexico), which was shared across the RSU ODUICAL Youth Network.

As can be seen, the actions of RSUpaep have benefited not only the university community (students, graduates, founders, staff, neighbors, and communities involved in social projects) but also the Latin American and European participants. They attended the RSU ODUICAL meetings and conferences.

5. Dr. Laura Contreras Mioni participated as a panelist on the topic «Environmental University Curriculum» in the II Meeting of Good Environmental Practices of Catholic Universities in Latin America and the Caribbean, organized by the ODUICAL University Social Responsibility Network.

6.- Representation of 12 student leaders in the Second Youth Meeting: «Lights, Camera, RSU in Action.»

7. International positioning in THE Impact ranking for the actions that UPAEP carried out in 2021 concerning the Sustainable Development Goals (SDGs). One thousand four hundred six universities from 106 countries participated in the ranking. UPAEP ranked 4th among Mexican universities, 2nd among private universities, and 1st among Catholic universities in Mexico, distinguishing itself for actions in SDG 1 End Poverty, SDG 3 Health and Wellbeing, SDG 8 Decent Work and Economic Growth, and SDG 17 Partnerships for the Goals.

8.- Record of UPAEP University Social Responsibility Reports: Dental workshops for adults and the elderly, CAPI, UAF, I love life, Chain of solidarity, dental health, Santiago neighborhood project.

9.- Training for directors, professors, and students on the RSUpaep model and the implementation of the SDGs.

10.- Proposal of environmental sustainability indicators according to the RSUpaep Model and the requirements adopted by the University about the SDGs.

11. Public access website to provide information about UPAEP University Social Responsibility.

Regarding security, the comprehensive risk prevention plan for this academic period focused on obtaining the QR code granted by the State Department of Civil Protection, which accredited the opening of the University's buildings as having all necessary protocols in place in the event of the Covid-19 health emergency. In addition, we obtained approval from the Internal Civil Protection Program and Fire Prevention Measures Certificate for each of our buildings, which certifies that the University has the necessary prevention and relief strategies in the event of an emergency.

We also adopted institutional protocols to allow the adoption of distancing measures, mitigation of the risk of contagion, and specific and individualized recommendations for a safe and orderly reopening endorsed by the authorities. In addition, we implemented actions that reduced or eliminated risks caused by natural or human agents, as well as actions aimed at preparing our first-aiders to respond to any eventuality or biosecurity event to safeguard the physical well-being of the university community and visitors.

Many of our **Institution's academic, educational, cultural, and sporting events** are often organized by the students throughout their education. They could not be carried out without the support of sponsors. We want to take this opportunity to mention that, thanks to their contributions, in the Fall 2021 and Spring- Summer 2022 terms, **105 events** were held across the different areas and undergraduate programs of the University, as well as in the High Schools, which impacted approximately **87,552 people**. We want to thank our institutional sponsors, Telcel and Pepsi, for another year of their support. We want to mention that Akron has recently joined the Baja SAE project by providing in-kind sponsorship.

Also related to financial support, we also ran the UPAEP Drawing event, which took place at our Linkage Center in November of last year. **The remainder from the 2021 drawing event totaled \$10,179,118.00**, allocated to our different scholarship programs, including **Una Apuesta de Futuro** (UAF for its initials in Spanish).

UPAEP TEHUACÁN

In 2021-2022, we reported **45 technological acquisitions**.

Regarding classroom equipment, the following acquisitions were made: 12 desktop computers, nine 65» and five 75» TVs, ten TV wall mounts, and two mobile TV carts with wheels. Also, we acquired two desktop computers, two laptops, and a multifunctional printer to support staff activities. Additionally, we installed two Poly Studio videoconference bars to improve the performance of virtual communication and meetings.





YOUTH

THAT **DEFINES** US

Gilberto Zuñiga Larque
High School student

— HIGH SCHOOLS

International, Pre-university and transformational experience

When we refer to our UPAEP High Schools, their name is synonymous with youth, energy, dreams, challenges, and conquests.

Lively characters, unique talents, and skills to be perfected all come together in our UPAEP students. Guided by our teachers and administrators, they live one of the most intense stages of life and forge, in turn, values, discipline, and friendships that will accompany them for many years to come.

Undoubtedly, UPAEP High Schools offer the academic quality and comprehensive formative education to the young «eagles» to meet the demands of parents who trust us to educate their children and have a meaningful impact, even at this early stage, on social transformation.

Therefore, the High School academic model is based on the **comprehensive development** of the student through the implementation of strategies that allow them to develop in any situation, living and promoting meaningful experiences, which is reflected in the following **strategic aims**:



FORMATIVE DIMENSION

provides students with a comprehensive education that includes fundamental aspects of the culture of their time, as well as scientific, technical, and humanistic knowledge that will allow them to assimilate and participate in the constant changes of society; handle the appropriate instrumental tools to face the fundamental problems of their environment and strengthen the values of freedom, solidarity, democracy and justice, all aimed at achieving harmonious individual and social development.



PROPAEDEUTIC DIMENSION

prepares students to continue to higher studies by gaining knowledge of different disciplines; this, in addition, will allow them to integrate efficiently into the circumstances and characteristics of whatever environment they may find themselves in, based on the management of principles, laws, and basic concepts. Without seeking an early specialization, UPAEP prepares young people who have oriented their vocational interest towards a specific field of knowledge.



PROFESSIONAL DIMENSION OR WORK TRAINING

the student is offered training that allows them to be initiated in different aspects of the work environment, fostering a positive attitude towards work and, where appropriate, their integration into the productive sector through the development of their skills and competencies. The contribution of the Academic-Formative Model has been fundamental, over time, to promote meaningful experiences as moments characterized by three essential aspects:

- + learning that occurs as a result of deep and personal reflection,
- + highly-relevant experiences, becoming something that will mark the student's life
- + education guided towards transformation for the common good, which invites the student to look outside of themselves to put their talents at the service of others.

These experiences are promoted from the formative model based on a proposal that incorporates a mixture of academic courses and formative experiences that reinforce the student's development process, making it a unique and transcendent experience.

During this process, the student makes a comprehensive plan for the three years of high school, which involves them in different vital decisions related to their objectives and professional orientation.



As **schools authorized** to offer the Diploma Program and the Professional Orientation Program, we strive daily to provide the highest academic quality under the international standards of the International Baccalaureate.

*In addition, we are part of the **International Baccalaureate**, a community of students and educators who share the same vision and mission; we want to create a better and more peaceful world by giving our students the skills, values, and knowledge necessary for that purpose.*

That is why, year after year, our students are evaluated with the same rigorous teaching and learning processes as students in countries such as the United States, Korea, New Zealand, and Canada, to mention a few. Globally, we are currently one of only **3,556 schools** authorized to offer the Diploma, and **311 schools** qualified to provide the Professional Orientation Program.

Based on the UPAEP Ideology, **every teacher in our high schools is considered a trainer within the institution** and at this educational stage, which means that, in addition to promoting and facilitating the acquisition of knowledge, fostering the development of skills and abilities, and evaluating these abilities, they must also perform their work in the following aspects:

THEY ARE FIRM,

flexible, and caring to help students to develop their personalities through their academic experiences and fulfillment of institutional norms.

PARTICIPATES

in academic training to build upon and update knowledge of their subject area and pedagogical techniques, to improve, update and promote meaningful learning.

PROMOTES

the development of a sense of identity and belonging in each student

CONSISTENTLY PLANS

implements, and evaluates teaching and learning processes in such a way that they contribute to students academic development and training.

IS AN EXAMPLE

of living by and promoting values and virtues that favor their students' integrity, autonomy, openness, and uniqueness.

THEY KNOW HOW TO LISTEN

support, and understand their students empathetically so that the educational process considers their context.

CLEARLY AND SYSTEM-ATICALLY CONTRIBUTES

with a spirit of service to the continuous improvement projects undertaken in High Schools and on the campus where they work.

In addition to their academic teaching work, the **teacher-tutor and the psycho-pedagogical counselor** figure are vital in supporting the student because they provide more personalized attention and timely monitoring of their intellectual, social, emotional, and formative development.

During this school year, when returning to on-site classes via a hybrid modality, the tutors employed a series of strategies that allowed them to monitor both physical and emotional health to reduce risks and help them adapt to the end of the confinement due to the COVID-19 pandemic. In addition, our counselors carried out a **process of formative support** with the students through individualized interviews and family dialogues, which were reincorporated into the classroom to support the culture of encounter within our educational communities.

As we returned to an on-site academic learning environment, spirits and expectations were exceptionally high for our **young athletes** who had continued their physical preparation during the months of the pandemic and returned to our campuses full of excitement and desire to give the best of themselves; this can be seen through the **multiple awards** that were achieved for the period 2021-2022, a medal list glittering with gold, silver, and bronze, as well as smiles and «alerombos» We want to congratulate the coaches, thank the parents, and say how proud we are of our students, worthy representatives of UPAEP in any sports field.



MEDAL TABLE



High Schools' Medal Table

As part of the training process referred to at the beginning of this chapter, the approach to leadership is an essential facet of our institutional mission. Therefore, for this period, in the 2021 edition of the **ALTUM Leadership Academy**, around **420 students** participated in the hybrid mode, going through the entire program based on the **LÍDER** (for its acronym in Spanish) methodology, under which, over ten weeks, they received speakers from different areas and projects, who shared their leadership experience with the students.

The young people who participated in this Academy could identify a social problem and develop a project in collaboration with an association, civil organization, or community near the high schools.

Some of the **associations that benefited from social linkage with ALTUM** leaders were:

- ✦ **ASIMINEI TRI21**, a foundation that supports people with Down syndrome. The students helped in workshops for parents and fundraising through different activities and on-site volunteering tasks.
- ✦ **IN THE SANTIAGO NEIGHBORHOOD**, the leaders from Santiago High School developed campaigns and activities in conjunction with the neighborhood residents.
- ✦ **THE TECNO FOUNDATION** had ALTUM leaders participating in the construction of houses.

Through these projects, the students could practically apply leadership strategies to their weekly activities and challenges to form more permanent ties with the social sectors identified.

Independently of the ALTUM Academy, at UPAEP High Schools, we try to ensure that students live significant academic and formative experiences that reflect their ability to transform their lives or their environment. For example, the Dis 2021 institutional experience, aimed at all third-semester students, allowed students to participate in workshops on social entrepreneurship organized by different associations and foundations in Mexico.



The associations participating in the institutional experience shared their expertise on financial independence, funding, storytelling, information technologies at the service of the common good, and the convenient choice of social projects.

The following participated in these workshops: Techo, Fucho para ciegos, Altruistic Donors, Teletón, Banco de Alimentos, Embajada social Mx, Yo ayudo app, and UPAEP's strategic ally, Ashoka.

UPAEP High Schools, to offer a space for reflection on the importance of youth citizen participation, also held a roundtable meeting with experts to address the need to reorient youth policy and participation based on the common good. Similarly, each UPAEP High School member reached out to organizations such as Creando Verde, Casa del Sordo, Banco de Alimentos, and Comedor Palafoxiano to encourage our students to understand and empathize with different social realities, as well as identify their talents and gifts.

Similarly, as part of our efforts to integrate with our local communities, Atlixco High School participated in meetings with inspectors from adjacent neighborhoods and representatives from neighborhood associations. In addition, UPAEP provided financial support for the purchase of cleaning materials and weed removal and supported the installation of street lighting on Camino a la Uvera St., where the entrance to the school is located.

As part of the Public Relations plan with the neighbors of Angelópolis High School, visits were made with the Director of CRIT, the Manager of the Ronald McDonald House, the President of the neighborhood, and the Director of Colegio San Ángel to discuss support projects, donations, and volunteering.

*In terms of enrollment, for the beginning of the Fall 2021 school year, **1,466 students** were enrolled, the highest number of new enrollments on record for our High School campuses. And overall, over the 2021- 2022 period, **3,570 students** attended our High Schools.*

Fundamental for our students to reach their maximum potential is the support the academic and administrative staff can give them. We are delighted with the performance of the **342 staff members, 190 class-hour** and **152 full-time**, who contribute daily to the academic and formative development of our young people; to achieve this goal, all UPAEP High School employees are offered a catalog of courses that are part of a comprehensive formative plan in the UPAEP training area, which allows each of them to learn more about the university and its institutional values, so that they may identify better with them.



3,570
STUDENTS
over the 2021-2022 period

1,466
STUDENTS
Fall 2021 school year

To date, 61% of our full-time teachers have already participated in at least one of the induction courses, including An Introduction to the U50 Seal, Identity, and Commitment, From Service to Transcendence, and How to Educate from my Subject. In addition, in 2021, 9 virtual workshops were held for UPAEP High School teachers on: Diploma Coordination, Approaches to Teaching and Learning, Theory of Knowledge, Monograph Workshop, Mathematics Workshop, Analysis, and Approaches; POP Coordination Workshop, Business Management Workshop 13, Theory of Knowledge Workshop, History Category 2 Workshop, resulting in a total of *21 teachers trained by the International Baccalaureate Organization.*

Also, during this period, we conducted training on tools to facilitate the return to the classroom to take advantage of the opportunity to trigger teaching-learning processes and regain ground with our students in terms of improvement. Training for teachers and administrative staff is developed and provided under the guidance of the High Schools Training Council, which administers and covers the primary training needs of UPAEP High Schools.

Just as we mentioned training, we would also like to say the teachers who have participated in lectures, workshops, or experiences that favor collaboration and training by sharing educational practices with others. For this reason, we congratulate

-Josué Vázquez Rodríguez, speaker at the 8th International Congress of Mathematics and its Applications in the Geometry Session (Faculty of Physical and Mathematical Sciences-BUAP).

-José Jayro Bermudez Martínez speaker at the VII International Congress of Fantasy Narrative of CELACP in Lima, Peru.

-Fanny Badillo Pérez was recognized as an Honorary Member of the Mexican Academy of Sciences.

-Alejandro Badillo, professor of the Literature Academy at Santiago High School, joined the journal Latin American Literature Today, University of Oklahoma, as a contributor.

-Alejandro Cossio Rodríguez for his participation in the 2nd National Congress of Community Radio and Latin American Expressions organized by BUAP, with the presentation «La voz radiofónica o teatralizar la voz en la radio».

-Germán Díaz Hernández COE, for his workshop on «User-centered approach; usability standards, accessibility and good practices in the use of content viewers» for the Pontificia Universidad Católica de Chile and lecture on «Scrum, agile frameworks for project management for the Higher Education Department of the Benemérita Universidad Autónoma de Puebla».

In terms of infrastructure, we had the privilege of having **Monsignor Víctor Sánchez Espinosa, Archbishop of Puebla, consecrate the chapel of the UPAEP Angelópolis High School**, which was dedicated to San José Sánchez del Río. At the end of the Eucharistic celebration, the President, Dr. Emilio José Baños Ardavín, accompanied by members of the Board of Trustees, Executive Managers, and the UPAEP Angelópolis community, cut the ribbon to inaugurate the chapel.



Monsignor Víctor Sánchez Espinosa, consecrate the chapel of the UPAEP Angelópolis High School

We concluded the first stage of **remodeling the library and computer center at UPAEP Sur High School**. With the guidance of Physical Campus Administration, the leadership of its Director, Professor Águeda Martínez, and the external support of Hewlett Packard through its RTCi initiative, space was converted for students to benefit from the use of physical resources. The purpose of this classroom is to provide the community of students and teachers with a space with an open and flexible design that encourages and motivates situated learning.



We want to share that at Santa Ana High School, **we completed the acquisition of a bus** with a capacity of 33 passengers, enabling us to bring UPAEP High Schools' value proposition closer to the community.

Let us not forget that the 2021-2022 academic year represented a significant challenge in terms of technological infrastructure since, at the beginning of the academic year, we moved from a virtual/online model to a hybrid model. Nevertheless, we were able to meet the needs of our students and staff in terms of technological infrastructure, maintaining stable and sufficient connectivity conditions for students in the classroom and those in the distance modality. Furthermore, we

made use of the **entire Chromebook infrastructure available**, including the final batch of **200 computers**, which were received and assigned to the ten different high schools.

Our UPAEP High Schools stand out thanks to our constant search for and implementation of **innovative educational practices**; among them, we can highlight the following, all of which were applied in the 2021-2022 academic year:

For the third consecutive year, we maintained our investment in equipment to improve the wireless network. Furthermore, in collaboration with the Innovation and Digital Development Department, we developed the improvement project **«The experience and management of the UPAEP High Schools admission process,»** which in turn is supported by the 3rd stage of development of CRM Salesforce. As a result, using an experience map methodology and a matrix collaboration between different institutional areas, a lean and transparent process flow will be released for the 2023-2024 commercial campaign.

WE HELD the first international panel of IB students Breaking Horizons, based on the question What does it mean to be an IB student? In this panel, we promoted reflection on international mindedness. We had the participation of the UPAEP High School student community, as well as guests from Canada, India, Qatar, Saudi Arabia, Ghana, and Australia.

WE PARTICIPATED in FORBES Tech future, in the panel on CLOUD-based education, and the change of culture that it implies among the educational community of UPAEP High Schools.

WE PILOTED the WriQ extension to assess our students' written production in English.

WE ORGANIZED the chat with an expert, which consisted of a series of 6 talks by students and professors with professionals from business and corporate areas to contextualize learning in the Business Management discipline. The chat covered production management, corporate leadership challenges, management efficiency and effectiveness, MKT, advertising, and organizational changes.

WE CELEBRATED Health Week: Environmental Health Impacts through a series of webinars on the impact of the environment on health.

WE DESIGNED In collaboration with the Secretariat of Public Education of the State of Tlaxcala, the SEP magazine to disseminate the progress, practices, and characteristics of all private high schools in the state.

WE RAN internships with students from Mexico and Ghana in collaboration with the Morgan International Community School. We conducted a workshop on oral expression techniques for business purposes to promote effective communication in the workplace and business fields and to encourage students to reflect on the need to improve communication in all areas of life.



*Another innovative project, the program of awarding **digital seals backed by blockchain technology**, continues to consolidate among the 10 UPAEP High Schools.*

Based on a scheme of internal validation, external moderation, and strict adherence to campus assessment criteria, digital seals, were awarded to students across five professional training categories and different UPAEP formative routes, such as the ALTUM Leadership Academy. In addition, we have extended the digital seals to certify students through the Center for Licensing, International Programs, and Certifications (CLIC): Instituto D'Amicis, Colegio Celta, and British-American School.

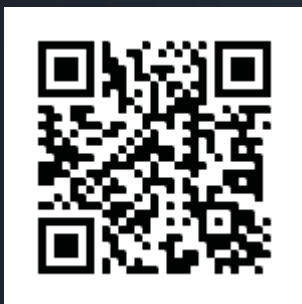
Regarding the status of Licensing, we continue to strengthen CLIC and the licensing of EFPs in UPAEP High Schools and international schools. All second and third-year students of UPAEP High Schools are the main beneficiaries of this program, in addition to students from Instituto D'Amicis (PUE), Colegio Celta (QRO), and the British-American School (CDMX).

In addition, we have made progress in the negotiations for the **licensing and implementation of the EFPs** in other schools both nationally and internationally, allowing us to impact more lives and for the academic-formative model of UPAEP High Schools to transcend the borders of our campi.

Additionally, UPAEP High Schools, through CLIC, have been confirmed as strategic partners of the International Baccalaureate Organization for implementing the Professional Orientation Program; this expands UPAEP's opportunities for growth and development as an official provider of Vocational Studies in Latin America, explicitly recommended by the IB.

Finally, we would like to share that in May 2022, the UPAEP High Schools were endorsed as **Google Reference Schools**, which confirms the commitment of our authorities, professors, and students to design cutting-edge educational practices through the use of technology in the classroom and facilitating the teaching, learning and evaluation processes.

This endorsement **confirms the status of UPAEP High Schools as the first school to obtain and renew Google Reference School status in Mexico**; this was presented as a Google success story in Latin America in an event held by Google for Education at an international level, with the participation of universities in Mexico, Peru, and Colombia.



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EN ESPAÑOL E INGLÉS**

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