



2019-2020

# ANNUAL REPORT

Dr. Emilio José Baños Ardavín



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To be congruent with our identity

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To deliver a formation of excellence towards transformational leadership

## THIRD GOVERNING PRINCIPLE

To consolidate socially relevant academic systems

## FOURTH GOVERNING PRINCIPLE

To position our institution as an intercultural

## FIFTH GOVERNING PRINCIPLE

To ensure an environment of trust, collaboration, and accountability

## UPAEP HIGH SCHOOLS

# PROLOGUE

There are decisive moments in the history of people and institutions that eventually forge their character. Perhaps these moments are surprisingly unique or even undesirable, but still trigger an internal process that makes us overcome the adversity, resignifying it for ourselves and our whole context.

After concluding the 2019-2020 academic year, we can undoubtedly say that it will be a memorable year for UPAEP. The experiences that we share in this annual report are a testimony of a university community with a personality of its own—evidence of talent and capability through high impact innovation projects. A community capable of launching into space and putting into orbit the first Mexican nanosatellite (AztehcSat-1), but also an outraged one, with the courage to face the murder of fellow medical students. As one consciousness, we gathered together with other university communities and the civil society in a movement that demanded a response for the deficient public security we are experiencing all over the region. Furthermore, we have witnessed the solidarity spirit in times of the COVID-19 pandemic. As a response, we delivered multiple initiatives to mitigate its impact on the UPAEP community and their families, on the medical personnel, and the vulnerable population, not to mention the technological infrastructure to ensure the continuity of quality teaching and learning through digital tools.

This year has been marked by living the eagle spirit that distinguishes our institution. This imprint speaks of UPAEP's transformative leadership and the commitment to the transformation of all realities towards the common good. A spirit that undertakes the logic of donation and otherness as an explicit expression of the humanism we profess. In short, it is an unstoppable spirit that arises the noblest aspirations of thousands of free souls who spread their wings with strength and determination, even in extreme adversities, towards horizons of plenitude and transcendence.

Culture in Service of the People

Emilio J. Baños Ardavín

President

## 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.

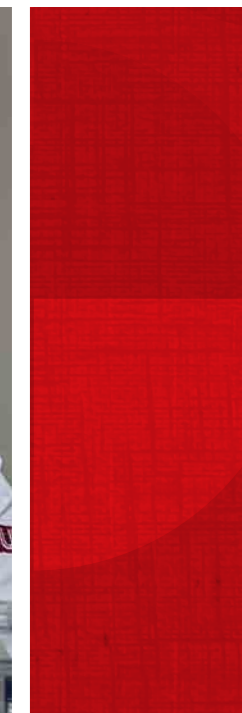
**FIRST GOVERNING PRINCIPLE:** to be congruent with our identity.

**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.

*To BE*  
CONGRUENT  
WITH OUR  
IDENTITY



FIRST GOVERNING PRINCIPLE

## TO BE CONGRUENT WITH OUR IDENTITY

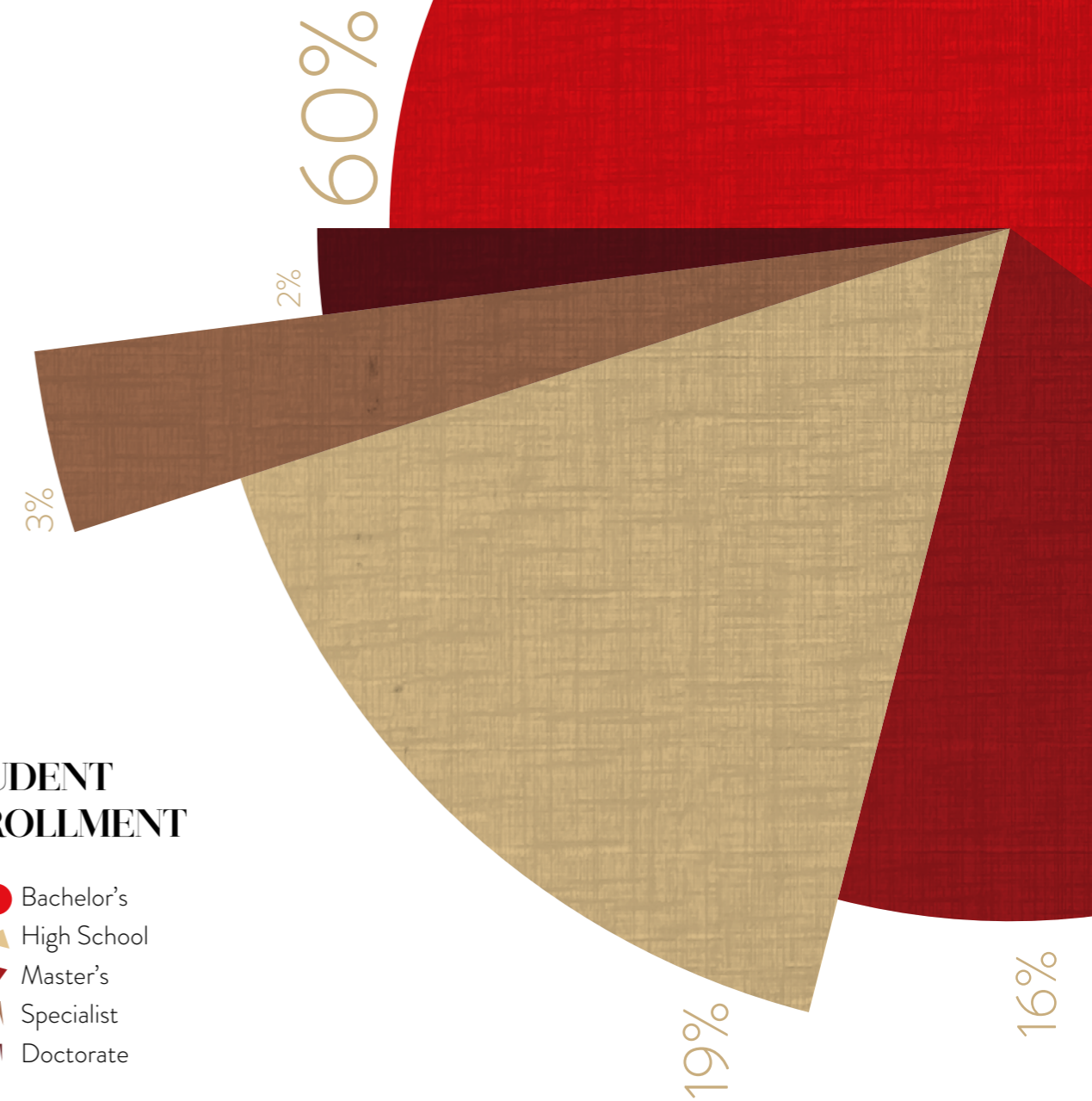
The University is essentially a place where students and teachers found each other motivated by a mutual search for the Truth. Searching for Truth change people's lives, creates a community-oriented thought, makes fairer societies, give place to innovation, and helps taking care of our common home. Therefore, as long as there is a University, it will be human development and culture fostering. As universities, we must be authentic temples for human values.

UPAEP community wants to be congruent with its identity based on the Christian social doctrine. Their principles are the handle we hold on to and, at the same time, the strength required for this challenges us. Our history is a reason to be proud but also to feel hope for the future. The dream that inspired a group of young teachers and social leaders forty-six years ago has become the mission and vocation for those who are part of this exceptional educational community. We are a community committed to create streams of thought and to form leaders willing to transform society in the search for Truth; integrating faith, science, and life.



## STUDENT ENROLLMENT

- Bachelor's
- ▲ High School
- ▼ Master's
- ∟ Specialist
- ∟ Doctorate

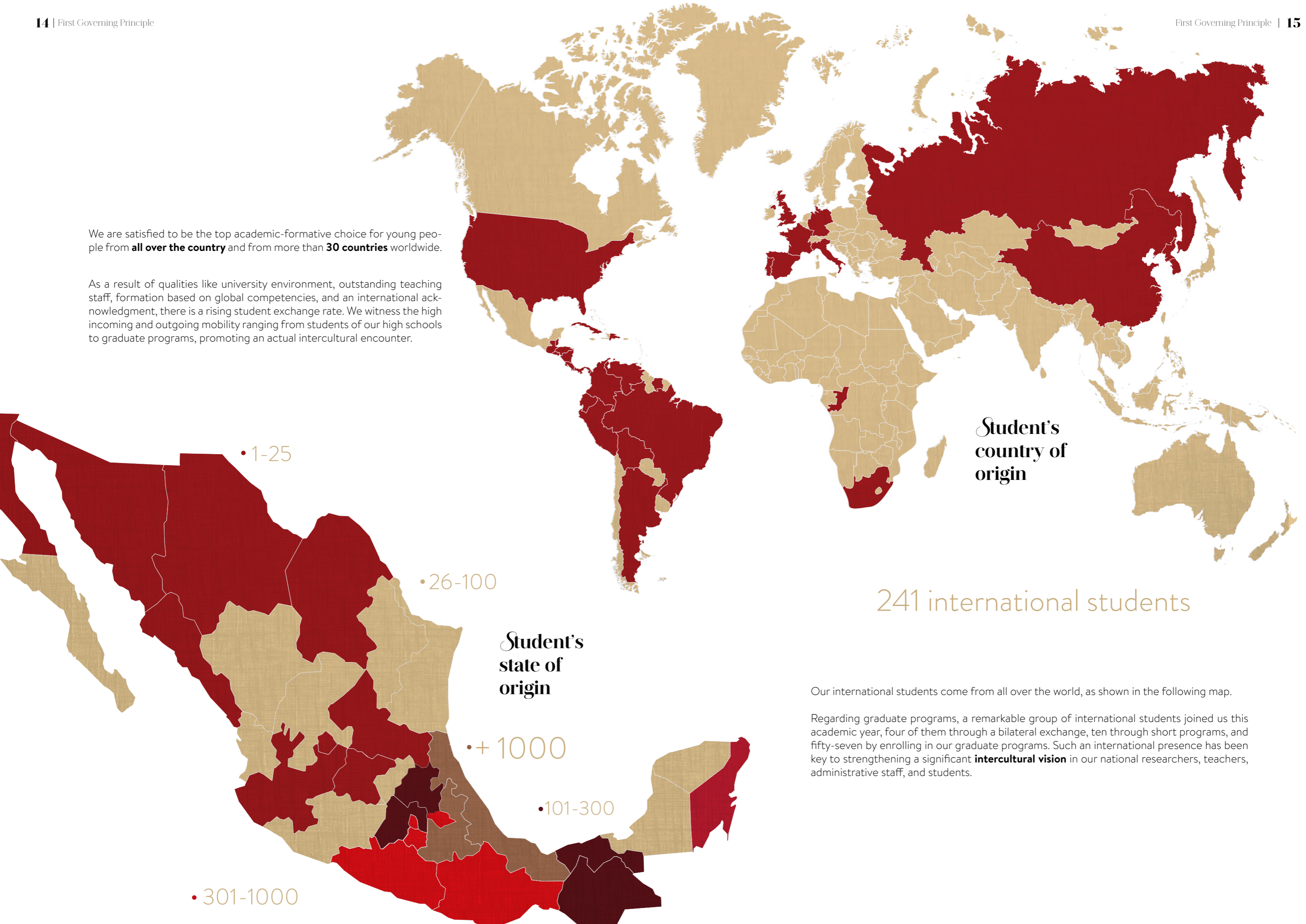


We are proud to see how, every year, our institution provides education through quality and relevant academic programs with the academic staff members' effort. Through UPAEP, students from all over the country and the world look forward to making their dreams come true and to enhance their talents. Nearly fifty years after UPAEP's foundation, we want to reaffirm our commitment to offering a comprehensive formation of high academic rigor, dedicated to social transformation.

Today we have a community of **17,017** students enrolled. It is exciting but challenging to have a duty to form thousands of young people. For them and their families, we develop innovative academic programs. We push the envelope in research and for unique extracurricular activities; this is possible through leading educational technology and infrastructure that ensure maximum development and success of those who have chosen UPAEP as their *Alma Mater*. Not only do we want our students to enjoy a fundamental stage of their lives, but we also want them to forge deep and meaningful friendships. Achieving this goal requires to broaden their vision about the world and develop professional skills and social virtues to consolidate new and better citizens.

We are satisfied to be the top academic-formative choice for young people from **all over the country** and from more than **30 countries** worldwide.

As a result of qualities like university environment, outstanding teaching staff, formation based on global competencies, and an international acknowledgment, there is a rising student exchange rate. We witness the high incoming and outgoing mobility ranging from students of our high schools to graduate programs, promoting an actual intercultural encounter.



*Student's  
country of  
origin*

241 international students

*Student's  
state of  
origin*

Our international students come from all over the world, as shown in the following map.

Regarding graduate programs, a remarkable group of international students joined us this academic year, four of them through a bilateral exchange, ten through short programs, and fifty-seven by enrolling in our graduate programs. Such an international presence has been key to strengthening a significant **intercultural vision** in our national researchers, teachers, administrative staff, and students.

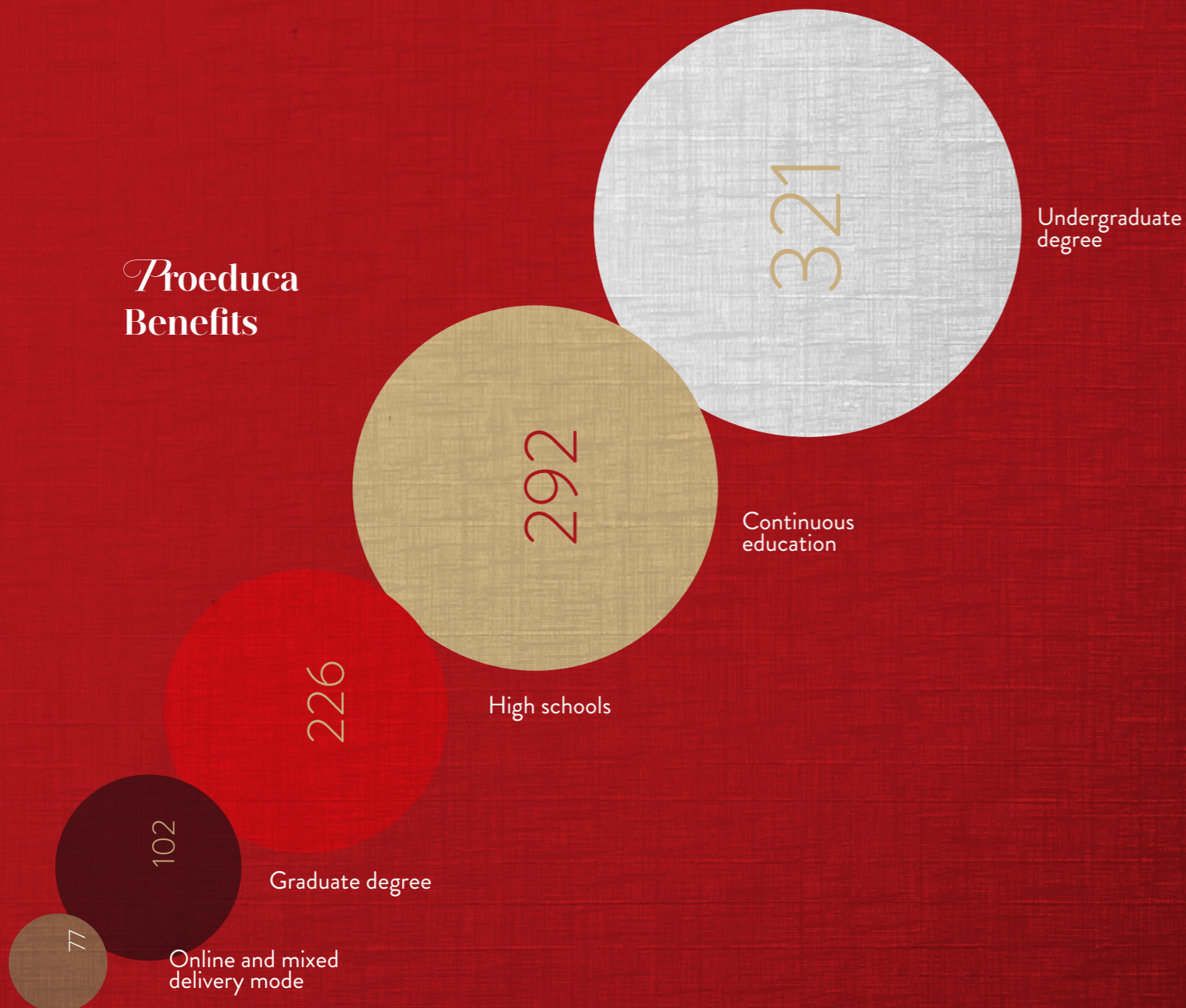
From fall 2019 to summer 2020, **8,585 students** benefited from the different financial support modalities that UPAEP grants.

There are no limits to solidarity. That is why we support our staff members by offering the *PROEDUCA* program, which provides substantial **financial support** for them and their direct relatives to guarantee them access to UPAEP's educational offer contributing to impulse education and career goals.

It is gratifying to see how more collaborators and their family members benefited from the program every year. On this occasion, we granted more than **1,000 scholarships**.

Identity can become history and, consequently, history bears witness to an identity. Proudly we are part of UPAEP's community, such a sense of belonging demands assuming responsibility for transmitting it from one generation to another. Thus, a few years ago, **UPAEP Memorial** was created to keep and store a collection of the most relevant moments of our existence.

## Proeduca Benefits



Scan the code to review UPAEP Timeline

This historic hall reminds us that we are an educational institution of Catholic identity founded by a community of students and teachers who decided to undertake an educational project together with Puebla's civil society, consolidating a real social solidarity model. During the 2019 – 2020 period, **1,625 people** (1,047 on-site and 578 on a virtual tour) had a learning experience about UPAEP's history, a number rising to a total of **22,800 visitors** since its creation.

In 2020, and within the framework of our **forty-seventh anniversary**, we introduced the **UPAEP Timeline**. This application allows navigating through an organized display of the most relevant fragments of the University's history. The events captured through it are the legacy of experiences forged from dreams, perseverance, and testimony of the transformative leadership that characterizes our community. Such technology gives us all the opportunity to take a journey through time, re-experience history, and become enthused about discovering everything that encloses the five letters that can say a lot about ourselves.

This year we carried out **24 meetings for an open dialogue** with **361 collaborators** from different departments and work positions. Through these sessions, we addressed various topics related to organizational culture. We also defined the goals that will strengthen our transformative leadership, promote an environment of trust, and align our processes and procedures to the University's strategic priorities.

The points that concerned us were: flexible hours, work from home, career development and growth, workspaces to enhance personnel integration, spaces for childcare, and other perks and benefits for the staff. Regarding culture and organizational development, we put significant attention to the proposals for promoting collaborative work.

This year, the Department of Innovation and Digital Development (Spanish: *Departamento de Innovación y Desarrollo Digital*) designed the **Internal Communication System**, a platform that allows us to channelize data from different departments, organizing them in key performance indicators, segmenting valuable information to measure effectiveness. Such technology aims to share and process crucial information for decision-making, contributing to more strategic work, reducing time consumption, and facilitating actions regarding the students' necessities, academic, and management staff.

With this achievement, we improved the functionality of **Correo del Día**, our daily email message service that keeps posted our collaborators on institutional affairs. A dashboard of internal communication effectiveness allows to follow-up information published regarding news, events, training and development opportunities, achievements, recognitions, academic articles, leadership, and success stories of both students and collaborators, among other indicators.

We would also like to share that during our yearly event known as **Bienvenidos al Nido**, we gave a welcome to **245 new collaborators** into the "eagle's nest." Through this induction, our new colleagues got to feel at home and knew each other while learning about UPAEP's history and values.



We aimed to create an environment that fosters a sense of belonging. Additionally, we shared meaningful and successful experiences that reflect our Mission and purpose, and the Vision towards our **50th Anniversary**.

UPAEP community is becoming more prominent and complex, demanding new strategies to exchange information within the organization and outside. Facing this challenge required a **rigorous assessment** during four months to carry out **nine different analyses** of qualitative and quantitative data and the collaboration of **444 people**.

The results obtained from such an effort confirmed that Strategic Communication is a crucial element for UPAEP's future, leading us to consolidate the closest collaboration with Press, Marketing, and Internal Communication departments.

The new strategic communication approach included introducing two new performance indicators as a part of the Institutional Development Plan (PDI for its initials in Spanish), creating the foundations for developing a General Communication Plan for UPAEP that reaches all management and academic departments.

Besides, we created and validated a **protocol for the process of official communications emitted by UPAEP's Office of the President**, and two new protocols for the obituary publishing process and other functions related to social media and organizational communications.

On the occasion of the COVID-19 pandemic, we designed two provisional action plans to address communication during the health emergency: Contingency Communication General Plan (March-June 2020) and the Safe Return General Communication Plan (currently in development).

About public relations, UPAEP's President went on the **first national executive tour** held in Oaxaca with 50 members of the press and media industry executives.

About our performance on press and media activity, UPAEP was the only University in Puebla that, during the COVID-19 pandemic, provided **daily online conferences** with our specialists' collaboration considered to be key opinion leaders by regional and national media.

As a result, of the above mentioned, UPAEP has become the most important University in Puebla regarding media coverage, with a total of 17,360 articles and press releases, a remarkable record over other recognized educational institutions.



Concerning our news web portal, **UPRESS** turned into the beating heart of information and university press content, increasing traffic up to 196%, and, additionally, **URADIO** keeps growing its audience. Such demand required a significant change in the content of all media and communication platforms. Today, 60% of UPRESS releases are multimedia, incorporating video, photography, and infographic resources.

In sports communication, we support innovation by signing up an agreement with AyM Sports TV to broadcast all El Nido competitions. The games played by UPAEP Eagles and broadcasted before the health emergency reached more than 11,000 views.

Thanks to the strategic communication approach, the convergence of content, and the **strengthening of digital marketing**, the University's social media resources boosted their traffic significantly.

In this area, we emphasize that thanks to the development and implementation of a new endomarketing campaign, we had a record-breaking number of course enrollments during summer 2020, with more than **9,000 courses** delivered virtually.

Special occasions are an opportunity to experience the diversity of institutional ceremonies, whether academic, cultural, sports, or social events. We recognize in students, teachers, and personnel, the elements and symbols that identify our University. We do it by following the proper protocols to ensure the people's awareness of nature, tradition, and the noble mission of UPAEP.

This academic year we held **53 on-site ceremonies and events**. Organization and management are in charge of the **Protocolos y Relaciones Institucionales** department, a team dedicated to design and implement event protocols and to manage institutional relations, providing training, support, and advice for the people and other departments requiring professional execution of their events.

Global health contingency affected significantly on-site activities, demanding voluntary isolation and preventive measures, which led to the temporary suspension of massive events. In response to the confinement due to the health emergency measures, we created 18 creative, emotive, and emblematic audiovisual materials as a bridge for acknowledgment of those who should be recognized. Among the events that we recreated through multimedia formats is the 47th Anniversary of UPAEP, the *Beca al Mérito* for granting scholarships based on merit, and the *Reconocimiento EGEL* to acknowledge outstanding academic performance in national professional tests. Other important events include the oath-taking ceremonies for medicine, nursing, physiotherapy students, and the UPAEP high school graduation ceremonies.

This year, we established a close partnership with the personnel in charge of Protocols at *Universidad de Salamanca*. Through this collaboration, we shared knowledge and experience regarding common traditions and university symbols, aiming to homologate such elements of identity that contribute to institutional ceremonies' solemnity and distinction concerning other official events. Consequently, we carried out activities to exchange good practices about university protocols, organization, and logistics.

Likewise, we initiated a close collaboration with personnel in charge of protocols and ceremonies from the Technical University of Madrid (Spanish: *Universidad Politécnica de Madrid*) to share the outcomes of our activities and best practices for mutual enrichment.

## FORMATION OF LEADERS

The comprehensive formation of the students is crucial. Therefore, we designed the course entitled "**Persona, Familia y Sociedad**" meaning person, family, and society, as a part of the **Humanistic Formation** core curriculum for undergraduate programs. Through the contents of this course and with the teachers' accompaniment, we seek from our young people to acknowledge the ethical, family, and social dimensions of the human person, encouraging the analysis of the principles and values of Christian social doctrine, to contribute to the construction of the common good.

The course has been key to witness how students had satisfactorily developed social initiatives and commitments to promote their fulfillment, analyzing their context to provide solutions that let them engage community issues.

During the 2019-2020 academic year, 950 undergraduate students took this course. Through several learning experiences, they got to participate or know about social programs such as **Puebla Comparte** (Spanish for "Puebla shares") to help overcome food poverty in Puebla, the **Centro de Innovación e Impacto Social UPAEP**, a center for innovation regarding social concerns, and **Memorial UPAEP Modelo de Solidaridad**, a solidarity model based on UPAEP's Memorial activities.

Each one of them allows students to learn and practice the distinctive value of UPAEP's solidarity. From discovering their vocation of service, they decide to get more deeply involved in the programs that the University already runs or even set the grounds for creating their social venture with UPAEP's transformative leadership's full vision.

The continuing training of our staff is of the essence. Therefore, each academic term, we create new courses to respond to the different departments' specific needs to ensure academic and management staff's improvement.

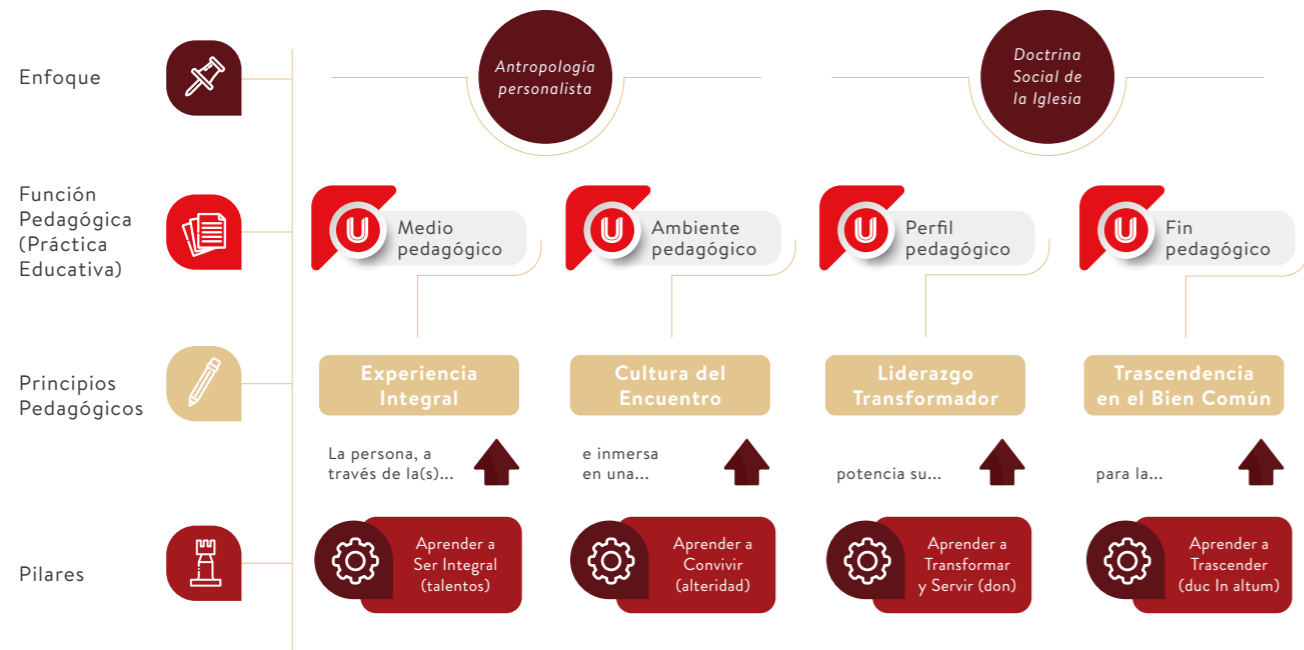
This year we acknowledged our staff more than **8,000 times** for the completion of different training courses included within the comprehensive training plan or **Plan de Formación Integral (PFI)**

Our talent development program offers the most extensive range of training options in comparison to other educational institutions, from a line of fundamentals to advanced topics within the fields of:

- Professional skills upgrade
- Organizational culture
- Health development
- Psychospiritual development
- Humanistic formation
- Life and career planning
- Retirement life planning
- Management
- Transformative leadership
- Cultural globalization
- Teacher training
- Economic development
- Family development
- Pedagogics and educational technology



## “EXPERIENCIAS SIGNIFICATIVAS PARA EL BIEN COMÚN”



This year, we held our **Claustro Universitario** for a fourth consecutive time. During this institutional assembly, and within an anthropological and pedagogical framework, we share all significant experiences contributing to the common good, promoting reflection, and dialogue among the university community. It is noteworthy to mention that UPAEP's community is loyal to its history, values, and mission, and recognizes that education is their contribution to the society, by establishing a comprehensive educational relationship between teacher and student.

Through the different activities carried out during our Claustro Universitario session, we agreed that the **pedagogics of the Common Good** (PBC for its initials in Spanish) become a students' habit when experiencing a personal encounter with their teachers and mates. Such a context helps them acquire humanistic or disciplinary concepts, applying them to bring solutions before challenges and problems of their context, while assuming attitudes of service towards other people and together discover reality, resignify and transform it for the sake of all.

We are sure that transformative leaders' formation is possible only through comprehensive experience and within an environment of sincere encounter. Because an **experience** from a **culture of encounter** is, by all means, a significant experience, and transformative leadership can only transcend by following the concept of the common good.

Therefore, we motivate our teachers to stimulate their students through comprehensive experiences. Also, to push the envelope and awake them, leaving an imprint on them to help them find the sense of their lives, meaningful experiences that enrich life, gather us together in an emotional, intellectual and conscious way, helping us understand reality deeply. Gratefully, we can say that UPAEP's teachers personify these pedagogics and challenge themselves to assume such a formative dimension we have stated within our **Ideario**.

Trust in our institution is based on a reliable network that positively influences its internal and external dynamics. We thank the trust placed in our President, who serves on behalf of UPAEP with the following organizations:



Federation of Private Higher Education Institutions (*FIMPES* for its acronym in Spanish), as President of the Board of Directors. The organization extended his term for another six months.



National Association of Universities and Higher Education Institutions (*ANUIES* for its acronym in Spanish), as a board member representing the private institutions.



*Christus Muguerza* group, as part of the Advisory Board for the Betania and UPAEP hospitals.



*Universidad Intercontinental*, as a member of the Governing Board, resulted from the *Misioneros de Guadalupe's* educational alliance.



*Uniersia Mexico*, as a member of the Management Board.



State Citizen Council of Public Security and Justice, as representative of Puebla's university consortium.



National Parents Coalition (In Spanish: *Unión Nacional de Padres de Familia*), as a member of the council.



Technical Committee of the Fund for Scientific Research and Technological Development of the National Institute of Astrophysics, Optics, and Electronics (*INAOE* for its acronym in Spanish), as an external member of the board.



Advisory Board for the promotion of social economy of the National Institute of Social Economy (*INAES* for its acronym in Spanish), a decentralized federal entity of the Secretariat of Welfare (In Spanish: *Secretaría de Bienestar*)



*CENEVAL* (Spanish acronym for National Center of Evaluation for Higher Education), as a member of the Advisory Board.

Given the high-quality professional preparation, ethical responsibility, and expertise of our academic staff, national and regional media regularly ask them to serve as opinion leaders during interviews and news reporting. There are already **69 teachers and researchers** who have become referents of opinion, attending media's knowledge and analysis requirements.

We thank all of them for their formative work beyond the classrooms and seek to influence society's broad sectors.

## Faculty of Health Sciences

<p><b>Víctor Manuel Caballero Solano</b></p> <p>Respiratory diseases COVID-19 Atypical pneumonia Bioethics</p>	<p><b>Rocío Baños Lara</b></p> <p>Children with Cancer COVID-19</p> <p><b>Diana Morales Koelliker</b></p> <p>Food psychology Clinical nutrition Eating habits</p>	<p><b>Mercedes Paola Dehesa</b></p> <p>Geriatric diseases Older adult health</p>	<p><b>Gabriela Cordero Parraguirre</b></p> <p>Cavity treatment Dental procedures Oral diseases</p>	<p><b>María del Pilar Castro Fernández de Lara</b></p> <p>Roles in nursing Nurse's technical and professional work</p>
<p><b>Alma Nubia Mendoza Hernández</b></p> <p>Eating disorders Meat chemicals Healthy eating plate</p>	<p><b>Lourdes Silva Fernández</b></p> <p>Eating habits Healthy eating plate Obesity and overweight Product nutrition fact labeling</p>	<p><b>Lupitha Elizabeth Flores Rojas</b></p> <p>Eating disorders Eating habits Product nutrition fact labeling</p>	<p><b>Miriam Ríos Kosa</b></p> <p>Joint diseases Therapeutic exercises Poor posture skeletal impact</p>	<p><b>Ricardo Salas Monroy</b></p> <p>Exercises to fight arthritis Physical therapy for older adults</p>

## FACULTY OF ECONOMIC-ADMINISTRATIVE

<p><b>Anselmo Chávez Capó</b></p> <p>Public finance The economic development of Mexico Tax system National and international economic analysis Economic indicators Employment Remittance</p>	<p><b>Juan Carlos Bote-Ilo Osorio</b></p> <p>International markets Exports International trade agreements Foreign direct investment</p>	<p><b>Werner Voigt</b></p> <p>Middle Eastern Politics International treaties Mexico-United States relations</p>	<p><b>Montserrat Sánchez Espinosa</b></p> <p>Consumer behavior Marketing campaigns</p> <p><b>María Valentinotti</b></p> <p>El turismo y la cultura Desarrollos turísticos</p>	<p><b>Mauro García Domínguez</b></p> <p>Market research Marketing campaigns Market segmentation Opinion polls</p>
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## Faculty of Engineering

<p><b>Hugo Ferrer Toledo</b></p> <p>Seismic culture Volcano behavior Construction engineering</p>	<p><b>Eduardo Ismael Hernández</b></p> <p>Structure Design Earthquakes Hydraulic concrete handling</p>	<p><b>Gerardo López Arciga</b></p> <p>Structure design analysis Hydraulic concrete handling Buildings and earthquakes</p>	<p><b>Pedro Luis Díaz Bermúdez</b></p> <p>Hydraulic concrete pavements Civil engineering in education</p>	<p><b>Daniel Dámazo Juárez</b></p> <p>Pavement quality Hydraulic bridges</p>
<p><b>Edgar Peralta Sánchez</b></p> <p>Electric power in cars Energy efficiency in different projects</p>	<p><b>Héctor Simón Vargas Martínez</b></p> <p>Nanosatellites Robotics Projects</p>	<p><b>Charly Galindo</b></p> <p>Nanosatellites Atmospheric studies</p>	<p><b>Erika Sevilla García</b></p> <p>Nanosatellites Women and science</p>	<p><b>Pilar León Franco</b></p> <p>Industrial safety Fire brigades</p>

## Faculty of Social Sciences

<p><b>Herminio Sánchez de la Barquera</b></p> <p>National Security The political situation in Mexico</p>	<p><b>Juan Pablo Aranda Vargas</b></p> <p>Democracy Education Leadership</p>	<p><b>Derzu Ramírez Ortiz</b></p> <p>International treaties International politics Trade agreements Migration United Nations</p>	<p><b>Nora Arroyo Carrasco</b></p> <p>Latin American Studies International relations</p>	<p><b>Fernando Méndez Sánchez</b></p> <p>Constitutional law</p>
<p><b>Matías Rivero Marines</b></p> <p>Electoral right Electoral processes</p> <p><b>Ana María Guadalupe Peregrina Ruiz</b></p> <p>Cultural history of Puebla Mexico's history</p>	<p><b>Felipe Carrasco Fernández</b></p> <p>Labour law New modalities of work Worker's rights</p>	<p><b>Claudia Ramón Pérez</b></p> <p>Electoral system Elections for representatives Gender alert Political parties</p>	<p><b>Lourdes Rosas López</b></p> <p>Migration International politics Latin American migration Remittance</p>	<p><b>Marcos Gutiérrez Barrón</b></p> <p>Monetary politics Economic development Financial crisis Stock Exchange</p>

## Faculty of Arts and Humanities

Juan Martín López Calva    Dulce María Pérez Torres    Dolores Dib Álvarez    Octavio Flores Hidalgo    Marco Antonio Fernández Casas

Education in Mexico  
Education during the COVID-19 pandemic

Social Fabric  
Domestic violence  
Mexican culture  
Youthful behavior

Historic monuments  
Contemporary architecture  
Baroque architecture

Urban development  
Urban mobility programs  
Sustainable development

City Architecture  
Development  
Modern architecture

David Sánchez Sánchez

History of Mexico  
Archaeological pieces of Mexico  
Viceregal period

Mónica Monroy Kuhn

Mathematics in distance learning  
Mathematical applications for children

Arturo Villanueva González

Educational processes  
Children and the school  
Educational programs

## Faculty of Biological Sciences

Ileana Zorhaya Martínez Ramos    Antonia Luna Flores    José Antonio Luna Reyes    Beatriz Pérez Armendáriz    José Juan Zamorano Mendoza

Animal behavior  
Animal health  
Pets (companion animals)  
Animal rights

Animal health care  
Pets (companion animals)

Animal behavior  
Pets (companion animals)  
Animals and COVID-19

Food processing  
Benefits of *pulque* probiotics  
Oil-contaminated soil remediation

Weather meteorological processes  
Agribusiness development  
Use of rainwater

Luis Andrés Cabrera Mauleón

Mexican countryside development  
Agribusiness development  
Export opportunities

María José Alvarado López

Mining and ecosystems  
Environment and climate change

Genoveva Rosano Ortega

Sewage water  
Climate Change

Francisco Javier Sánchez Ruiz

Renewable energy  
Fossil fuels

María Rosa Maimone Celorio

Air pollution  
Environmental sustainability

## Upaep Online

José Luis González Torreblanca

Digital platforms security  
Apps management  
Distance education  
Technology waste  
Cybersecurity

Ivonne Martínez Hernández

Digital platforms for children  
Online Education for children  
Communication and social networks  
Social networks and young people  
Technological barriers

## Chemistry Field

Raciel Flores Quijano

Environment  
Corporate chemistry  
Chemical substances management

## Physics Field

Iztbeth Hernández López

Astrophysics  
Optical models  
Physics and education

## CEFAS

(Spanish initials for Center for Family and Society Studies)

Margarita Teyssier Larios

Family models  
Family and society  
Social fabric

## University Medical Clinic

## PASE

(Spanish initials for Student Support and Follow up Program)

Eduardo López Villalobos

Addictions  
Medical emergency  
Allergies  
Organ and blood donation  
Epidermal diseases

Montserrat Pliego Azcué

Sleep disorders  
Addictions  
Stress management

Eduardo Saldaña Ibáñez

Stress Management  
Allergies  
Gastrointestinal disorders

María del Carmen Mora Ávila

Youth behavior  
Social behavior  
Resilience and aggression  
Stress and anxiety  
Family therapy

María del Coral Andrade Martínez

Educational guidance  
Stress and anxiety  
Social behavior

## UPAEP Museum

Eduardo Merlo Juárez

History of Mexico  
Traditions of Mexico and the World

## Graduate Studies

Juan Manuel López Oglesby

Educational technology  
Biomedical sciences  
3D technology

## Research

Eugenio Urrutia Albisua

Nanosatellite  
Space

## Barrio de Santiago development and community relations

Angélica Delgado Machado

Community development  
Community social work

## CREATION OF STREAMS OF THOUGHT

The **institute to promote the Common Good** (*IPBC* for its initials in Spanish) was born out of the conviction that the common good idea is neither exclusively partisan nor religious, but a universal concept. Moreover, to see through a common good perspective allows us to overcome the limits and contradictions of some currents in political and economic thought, reintroducing the teleological dimension as a critical element of development.

Considering this institute's primary goal, we sustain that the notion of the common good is both a normative and, at the same time, a useful and practical notion. Based on this, IPBC has developed through international research seminars, a **matrix of the common good's social dynamics**, and the indicators to measure the quality of the common good nexus among municipalities.

The IPBC activities rely on a scientific committee that reviews and evaluates the quality of its operations. This interdisciplinary group is made up of **Dr. Clemens Sedmak (University of Notre Dame)**, **Dr. Paul Dembinski (Université de Fribourg)**, **Dr. Jorge Medina Delgadillo (UPAEP University)**, and **Dr. Mathias Nebel (UPAEP University)**.

This year, several researchers from both UPAEP and other national and international institutions worked together on the following lines of research:

- I. Creation of a matrix analysis and performance indicators for the common good (2017-2020: International Research Group).
- II. Application of the Common Good Dynamics Metric (MDBC for its initials in Spanish) to study the municipalities of Ocotepc, San Andrés Cholula, and Atlixco.
- III. Legislative Observatory on activities of the Puebla's Congress.
- IV. A model of pedagogy for the common good.
- V. Corporate governance to promote the common good.
- VI. "Studying out of poverty."
- VII. Design and validation of a scale to measure common good-oriented leadership.



Among the activities carried out this academic year, we highlight the **Congreso de Humanidades: instituciones en pos del bien común**, a humanities congress pursuing the common good, which opened a space for reflection on the role and purpose of the institutions that conform the Mexican social, political, economic and educational life. In this Congress, we started from the premise that no institution can be solely self-referential; institutions are created for a particular purpose, to generate some shared good or benefit. If an institution has no other function but to perpetuate its existence, it cannot achieve its goal.

During a two days' work program, and after the presentations, we concluded that no institution exists alone, but coexists with others as a part of a broader set that articulates the purpose of each one with the others, in a more or less consistent way.

We are having a fruitful year regarding research and activities. We have interwoven a new web of relationships, making us proud and pleased to progress on the common good matters. We signed many relevant agreements with organizations such as:

- ☐ **USEM México**, a collaboration agreement for the creation of corporate governance instruments.
- ☐ **Universidad Tecnológica de Querétaro**, an agreement for intensive collaboration (IPBC institute network) regarding common interests in activities with its new Research Centre named "Technology, Development and Common Good."
- ☐ **The Municipality of San Andrés Cholula**, a collaboration agreement for the application of the Common Good Dynamics Metric (MDBC for its initials in Spanish) questionnaire.
- ☐ **The Municipality of Atlixco**, a collaboration agreement for implementing the MDBC questionnaire, and personnel training and advisory.



One of the substantive functions of the University is research. Therefore, continuously for several years, we have been promoting the work developed in our research centers. We encourage those innovative ideas that make us spearhead regarding cutting-edge topics from all fields of knowledge. Besides, this year, we have produced many publications like articles and books and several patent applications. We will further share more about it in the second governing principle of this report.

The achievements of our research centers during this academic year are:

### Center for *Family and Society Studies (CEFAS)*

- Participation in the Symposium and work coordination with the International Network of University Family Institutes (REDIUF) in Rome.
- Presentation at UPAEP along with the keynote speech “*Machismo y Masculinidad*” delivered by Dr. Juan Manuel Burgos, President of the *Asociación Española de Personalismo*.
- Results publication and awarding of the winners of the contest “*Cartas a la Familia*” with about one hundred letters from eight UPAEP undergraduate and nine high school students as the first generation of participants.
- Presentation of the report on the family’s evolution in Ibero-America within the framework of the 1st Congress on Family Policy organized by the *Instituto de Análisis y Política Familiar* and held at the State Congress.
- The 4th course/workshop on Pastoral Care for the Family for deacons of the Archdiocese of Puebla.
- Graduation of the first generation of the course “Marriages in Community.”
- Monthly issuance of the second edition of the magazine on family issues entitled “*Correlatos*.”
- Monthly publication of articles for the “Family and Culture” section of the weekly journal “*Angelus*” by the Archdiocese of Puebla.
- Survey to evaluate the public policies with a family perspective in collaboration with the International Family Observatory.
- Weekly broadcast of the “*Familias Caminando*” program at URADIO station.
- Delivery of an online conference on “Properly living my emotions during the contingency.”
- Redesign of CEFAS UPAEP official site.

### Center for *Economic Intelligence and Research (CIE)*

- 15 publications in academic journals, eight book chapters, four books.
- Two funded research projects.
- Delivery of 17 seminars
- 2 memberships in scientific committees for financial and business models.
- 1 executive license.
- 10 thesis direction.

### Center for *Oncologic Research (CIO)*

- Production of an arbitrated and indexed article.
- Production of 10 scientific articles.
- Presentation of two research papers in international congresses and nine papers in national congresses. The titles are “Small nucleolar RNAs profile expression in acute lymphoblastic leukemia and study of its role in the disease,” “Geographical location of childhood cancer in the state of Puebla,” “Implementation of therapeutic groups in beneficiaries of *Una Nueva Esperanza*, and characterization of MUC1 in patients with acute lymphoblastic leukemia”.

### Center for *Guadalupan Studies*

- Delivery of the conferences entitled “*Construir en México una Casita Sagrada*”, “*Desarrollo histórico de las fiestas de Santa María de Guadalupe en el Tepeyac*”, “*Identidad Mexicana*”.
- Organization and conduction of the photo contest entitled “*Ojo de águila*” under the theme: “*Virgen de Guadalupe*”, with the participation of more than 80 photographs.
- Organization and conduction of the “*Concierto Guadalupano*” at the “*Templo de la Compañía*” in the Historic Center of Puebla, with the performance of the “*Maitines a la Virgen de Guadalupe*” by Manuel de Arenzana featuring UPAEP’s “Cadenza” Chamber Choir, along with the choir and orchestra of the “*Escuela Superior de Música Fausto de Andrés y Aguirre*” (ESMUFAA) and under the direction of maestro Hugo Ricardo García y García of UPAEP.
- Inauguration of the “The miracle of an image” exhibition at UPAEP Museum. The ceremony initiated with a lecture of the same name given by Dr. Eduardo Merlo. The exhibition was available to the public until February 15th.
- Reception of 15 groups of the *Persona e Identidad Mexicana* master class and other institutions such as the *DIF* (Spanish acronym for the Mexican system of family development) of Puebla at the Maria hall (Guadalupan exhibition).
- Delivery of conferences at the *Instituto Angeles* in Puebla and Esperanza, Puebla, and Libres communities.
- Shooting of two Guadalupan videos for the documentaries’ production entitled “*Construcciones más recientes en el Tepeyac*” and “*La primera pintura firmada y fechada de la Virgen de Guadalupe*.”
- Publication of four articles on Guadalupan studies, along with 36 radio broadcasts on the HR of 1090 AM frequency, during the “*Guadalupe Hoy*” program, which belongs to *Cinco Radio*; and 30 broadcasts of “*Guadalupe en la Red*” produced by UPAEP’s URADIO station.

### Center for *Science And Religion Studies (CECIR)*

- Delivery of two six-month duration courses entitled “*Diálogo entre ciencia y religion*” regarding the discussion and convergence between science and religion. The course is part of the international exchange program between the University of Notre Dame from the United States and UPAEP. Also, a six-month duration course on the philosophy of nature entitled “*Filosofía de la Naturaleza*” at the School of Philosophy of the *Pontificio Seminario Palafoxiano* of the Archdiocese of Puebla; and an annual course on science and faith named “*Diálogo entre ciencia y fe*,” at the School of Theology of the *Pontificio Seminario Palafoxiano* of the Archdiocese of Puebla.
- Coordination of UPAEP’s Club of Science and Religion activities as a part of the SCIO-Oxford international project.
- Nine international conferences.
- Issuance of the 11, 12, and 13 editions (covering July-December of 2018 and 2019) of our international half-year web magazine “*Quaerentibus: Theology and Sciences*” in collaboration with DECYR Foundation (dialogue between science and religion for its initials in Spanish) from *La Plata, Argentina*.
- Publication of the Spanish translation by Dr. Francisco O’Reilly (University of Montevideo) of “Thomas Aquinas on Creation” by Dr. William Carroll (University of Oxford).
- Publication of an in-depth article in the *L’Osservatore Romano* journal (21/02/2020), entitled *De la casa común a la “globalización especial” y sus desafíos*, by Professor Juan José Blázquez Ortega (UPAEP).
- Participation in the Board of Dialogue works for faith and culture of the Mexican Association of Higher Education Institutions of Christian Inspiration (AMIESIC for its initials in Spanish).

### Center for *Native Plant Research (CIPNA)*

- UPAEP hosted and held the XVII National and X International Congress of Ornamental Horticulture (Ornato 2019), organized by the School of Agronomy of our University in collaboration with the Mexican Association of Ornamental Horticulture (AMEHOAC) and other Mexican educational institutions.
- 9 interventions in the V Symposium on native plants of Mexico, potentially becoming ornamental within the framework of the XVII National and X International Congress of Ornamental Horticulture.
- Delivery of the workshop entitled “In vitro propagation of carnivorous plants and succulents.”
- Organization of the 7th Working Meeting of the Board of Directors of the Mexican Association of Ornamental Horticulture, and the general assembly.
- Participation in the 66, 67, and 68 meetings of the SNICS-SADER Ornamental and Forestry Technical Support Group.
- In collaboration with the Graduate College Campus Córdoba, the Mexican Association of Ornamental Horticulture (AMEHOAC for its acronym in Spanish), and other entities, we organized the international online series conferences on Naturalistic Landscape Design.
- Guided group tours to CIPNA.
- Two dissertations currently in development and the publication of one arbitrated article.
- Organization of international online conferences during the COVID-19 pandemic.

*To* DELIVER  
A FORMATION  
OF EXCELLENCE  
TOWARDS  
TRANSFORMATIONAL  
LEADERSHIP

SECOND GOVERNING PRINCIPLE





## TO DELIVER A FORMATION OF EXCELLENCE TOWARDS TRANSFORMATIONAL LEADERSHIP

To form is to transfer from one generation to another, the best of culture, science, and technique; it is also about helping other human beings to forge character, exercise freedom responsibly, and have a virtuous life. Furthermore, it means to generate the conditions to use our full potential, abilities, and talents. In other words, forming is an educational vocation that consists of helping the other to grow integrally.

At UPAEP, we consider ourselves as educators who form. Gestures, as well as words, unconditional acceptance, respect, and appreciation of each member of the community's highest dignity, supporting dreams, and accompanying through their development, are our passion, our reason for being, and our daily task. Formators are the parents bringing their testimony of life and invaluable effort, the researchers generating knowledge and understanding from the practice, the teachers through their closeness, guidance, and experience. Formators are the tutors providing personalized accompaniment, the colleagues when their genuine concern for others makes them supportive and friendly. Formators are all the administrative personnel caring for others with a service attitude.

## EDUCATIONAL MODEL

We can define an educational model as the particular way in which an entire academic proposal is provided, developed, and evaluated, with a clear purpose and putting to the test all the necessary elements to achieve it.

During forty-seven years of educational tradition, UPAEP's programs remain one of the best choices because of an educational model that ensures and supports the development of competencies in the different academic programs and emphasizes the fundamental values as a part of our identity.

Our University's spirit and history as an expression of who we are, and embodied within our **U50 Educational Model**, is what we called **pedagogics of the Common Good**. Said guidelines describe the habits that the students obtain by living a personal encounter with their teachers. Students acquire and refine human or disciplinary concepts, which apply to problem-solve in their immediate context, assuming an attitude of service towards encounters with others, knowing reality, and resigning it together. This encounter is a perfect detonator of the dynamics of the construction of the common good.

Our educational model makes available **technological tools** and **pedagogical techniques** that allow **flexibility** and comply with the curricular plan and multimodal learning.

UPAEP's multimodal learning combines different scenarios and environments that promote flexible, innovative, versatile, and collaborative learning. Through focused, committed, and purposeful accompaniment, the teachers propose several active methodologies with the formative use of information and communication technologies (**ICT**), learning and knowledge technologies (**LKT**), and technologies of empowerment and participation (**TEP**). Such a set of technology has driven us to an unprecedented effort to virtualize courses and deliver them through a Learning Management System (**LMS**).

Metodologías Activas del Modelo Educativo U50

METODOLOGÍA	CARACTERÍSTICAS	CONTEXTO PEDAGÓGICO	COMPETENCIAS PRIORITARIAS A DESARROLLAR	DISCIPLINAS CON MAYOR POSIBILIDAD DE EMPLEO
Aprendizaje Basado en Problemas	Centrada en el estudiante, abordaje de situaciones reales o simuladas descritas en escenarios problemáticos. Problemas abiertos, estructurados, contextualizados y relacionados con propósitos de las asignaturas.	Paradigmas Constructivista, Sociocultural y Cognitismo Aprendizaje experiencial Aprendizaje Cooperativo Aprendizaje Significativo	Pensamiento Analítico Investigación Colaboración Pensamiento científico Aprendizaje auto-dirigido Habilidades sociales y comunicativas Razonamiento Clínico Solución de problemas	Ciencias de la Salud Ciencias Económicas- Administrativas Ciencias Sociales Ciencias Naturales Ingenierías
Aprendizaje Basado en Proyectos	Diseño de proyectos multidisciplinarios a partir del análisis del contexto. Ambientes de aprendizajes dinámicos, interactivos y enfocados a problemas y retos del contexto. Visión del aprendizaje como proceso útil, relevante y pertinente.	Constructivismo social Aprender a emprender Pensamiento complejo	Gestión de proyectos Auto-reflexión Pensamiento analítico Pensamiento científico Compromiso social y ético Emprendimiento	Ingenierías Ciencias Artísticas Ciencias Biológicas Humanidades
Aprendizaje Basado en Retos	Abordaje colaborativo de desafíos sociales a través de la inmersión en estudiantes en contextos formativos reales. A partir de la detección de los retos se analiza, diseña, ejecuta y evalúan proyectos multidisciplinarios.	Paradigma constructivista y sociocultural Aprendizaje experiencia	Diseño y gestión de proyectos Investigación Trabajo colaborativo Compromiso social y solidario Liderazgo Pensamiento creativo Solución de problemas Auto-reflexión Habilidades sociales y comunicativas	Ciencias de la Salud Ciencias Sociales Ciencias Humanísticas Ciencias Artísticas Ingenierías Ciencias Económicas
Aprendizaje Basado en el Servicio o Service learning	Proyectos comunitarios que favorecen actividades de servicio vinculadas al currículo. Experiencia auténtica in situ.	Pedagogía social Aprendizaje experiencial Enseñanza situada Constructivismo sociocultural	Trabajo colaborativo Responsabilidad social Pensamiento reflexivo y crítico Conciencia moral, social y cívica	Ciencias Sociales Artes y Humanidades Ciencias de la Salud Ciencias Biológicas
Método del caso o estudio de casos	Parte de un problema real mediante el cual el estudiante analiza el contexto y las variables que intervienen en el caso. A través del diálogo y discusión se llega consensos y se toman decisiones fundamentadas.	Paradigmas constructivista y sociocultural	Gestión de la información Investigación Toma de decisiones Pensamiento analítico Habilidades de comunicación e interpersonales Trabajo autónomo Trabajo colaborativo	Ciencias Económico Administrativas Ciencias Sociales Ciencias de la Salud Humanidades
Aprendizaje Basado en la Investigación	Vincula el proceso de enseñanza con la investigación. Las actividades y proyectos de investigación se convierten en componentes integrales del proceso de aprendizaje. Los estudiantes aplican técnicas y habilidades investigativas para resolver problemas del contexto.	Paradigma constructivista Aprendizaje por descubrimiento	Autoaprendizaje Solución de problemas Pensamiento científico Toma de decisiones sustentables Pensamiento analítico Pensamiento reflexivo Competencias multidisciplinarias Pensamiento creativo	Ciencias Biológicas Ingenierías Ciencias de la Salud Humanidades
Aprendizaje Basado en Relaciones	Propuesta educativa para la enseñanza y el aprendizaje que pone a las relaciones como el eje conductor de la clase y las actividades en el contexto. Conexiones humanas como la base del desarrollo personal, profesional y social. Se basa en 3Cs: Conectar, colaborar y cultivar.	Aprendizaje servicio Conectivismo Constructivismo Aprendizaje experiencial	Trabajo colaborativo Pensamiento reflexivo Aprendizaje profundo Empoderamiento del estudiante Habilidades sociales Compromiso social Creatividad Solución de problemas	Ciencias Sociales Ciencias Económicas Administrativas Ciencias de la Salud Artes y Humanidades
Aprendizaje Basado en Simulación	Enseñanza con entornos que imitan aspectos de la realidad, mediante contextos simulados o virtuales. Permite la reproducción de un determinado procedimiento o técnica y posibilita que todos apliquen un criterio normalizado. Puede emplearse también para procesos evaluativos de habilidades y destrezas.	Paradigmas Constructivista, Sociocultural y Cognitismo Conectivismo Aprender haciendo	Pensamiento analítico Toma de decisiones Competencias digitales Aprendizaje autónomo Trabajo colaborativo Solución de problemas complejos Sentido ético	Ciencias de la Salud Ciencias Económico administrativas Ingenierías
Aprendizaje Basado en Trabajo en Equipos	Metodología para el aprendizaje activo a través de equipos de trabajo. Se base en el diseño instruccional de actividades secuenciales de trabajo individual, colaborativo y retroalimentación.	Constructivismo Paradigma sociocultural Aprendizaje experiencial	Trabajo colaborativo Pensamiento colegiado Habilidades sociales Pensamiento científico Solución de problemas	Ciencias de la Salud Ciencias Económico-Administrativos Ciencias Sociales
Investigación- Acción	Metodología que contempla en sus principios básicos los siguientes postulados: está orientada a la solución de problemas, centrada en el sujeto –persona-, es retadora del estatus-quo y generadora de experiencias relacionadas a la vida cotidiana y profesional.	Pedagogía social Paradigma sociocultural Aprendizaje experiencial	Indagación reflexiva Pensamiento científico Pensamiento profundo y analítico Pensamiento reflexivo Diseño y gestión de proyectos Solución de problemas Compromiso social	Humanidades Ciencias Sociales

We carried out all this by promoting different types of active methodologies included within our U50 Educational Model:

This methodology favors abilities oriented to developing a transformational leader profile in each of our students, carrying out social relevance projects.

Because the University is the environment that welcomes and promotes the value of the person in their relationships, UPAEP’s teacher has the capacity of listening, of empathizing, and of dialogue, which allows entering into relation with the inner world of the student, not as a passive vessel but as a responsible individual with autonomy. Furthermore, the teachers consider learning a critical social nature only to transform if they know it, identify the problems, and feel accountable for the community and the world.

In short, through UPAEP’s U50 model, we form students to develop an **attitude of service** towards their professional and civic actions. When facing social problems, they try to find the best solution always from the common good perspective.

Finally, we want to share that, this year, we published the book entitled **“Methodologies and practices for creating significant experiences,”** work carried out with the collaboration of the members of the Academic Vice-Rector. The book coordinators gathered the methodologies and practices that differentiate higher education, enriching our educational model. This compilation address: a) the concepts and contexts of creating meaningful experiences; b) active teaching and learning methodologies; and c) strategies for social transformation.



Our educational model is operational in every one of the **academic programs** we have, from **high school to doctorate**. The number of academic programs is distributed in the different degree levels as follows

## Degree Programs

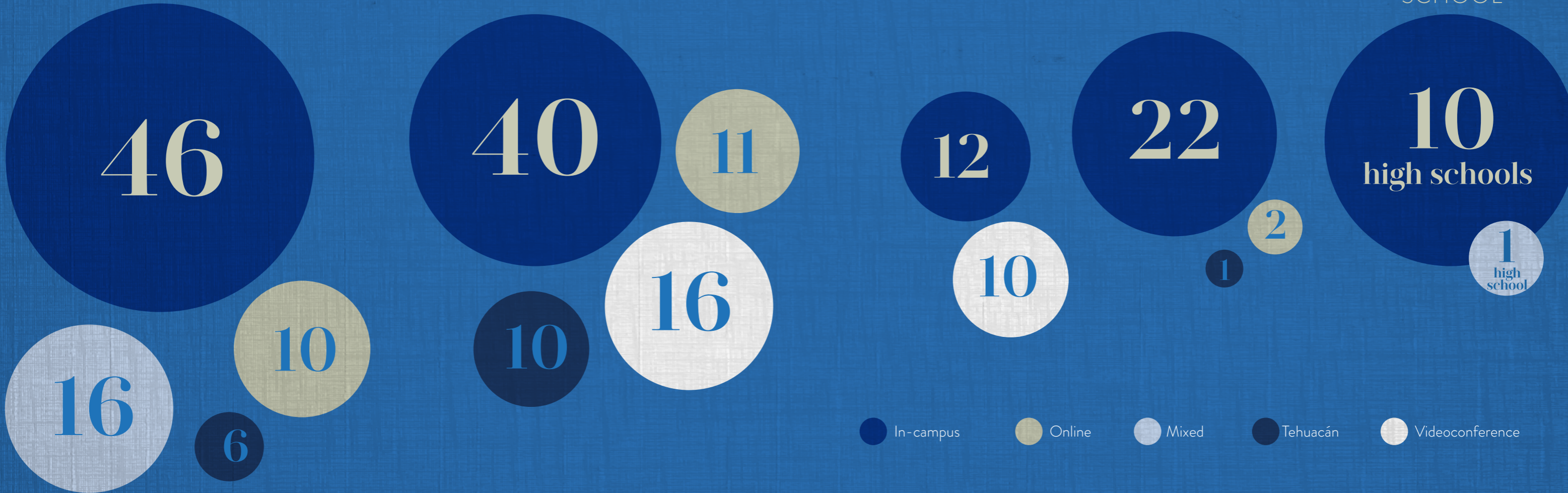
### BACHELOR'S

### MASTER'S

### DOCTORATE

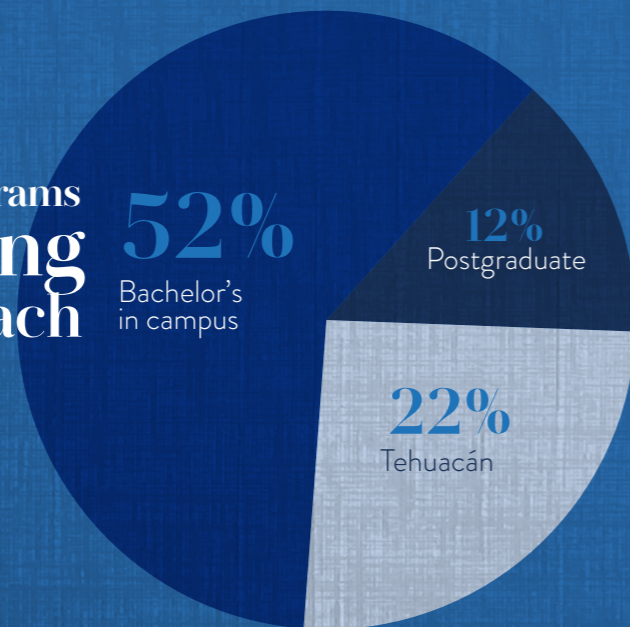
### SPECIALIST

### HIGH SCHOOL



● In-campus    
 ● Online    
 ● Mixed    
 ● Tehuacán    
 ● Videoconference

### 68 academic programs under learning outcomes approach



Since last year we have been reporting our achievements on our pedagogical model, which includes an evidence-learning approach (**learning outcomes**), in which we have made significant progress. Currently, we deliver 68 academic programs under this approach (52% of undergraduate programs; 12% of graduate programs; 22% of Tehuacán Campus programs). Besides, we evaluated about **2,500** undergraduate students according to the Institutional Learning Outcome; we submitted **98 groups** to initial or intermediate learning outcome assessment of their academic program, equivalent to **6,240 undergraduate and graduate students**. Additionally, there is a **29% progress** regarding the Learning Outcome of undergraduate degree courses for a total of today's amount of **126 courses** delivered under this approach in undergraduate, graduate, and Tehuacán Campus programs. Moreover, there are already **36 action plans** to keep track of the continuous improvement in undergraduate and graduate degree programs.

Students are the leading promoters of their learning. From such an approach, the **U50 Educational Model** encourages them to experience awareness of the real needs in their context to provide relevant solutions that contribute to constructing the common good.

Encouragement of the **learning environment by the formative teacher and the active student** is always focused on searching for the truth of the discipline they delve into. Both relate to each other so that the teacher's life and work experience guide students to develop their transformative leader profile. This relationship of trust fosters a culture of encounter that is the community's basis that builds common good.

Regarding learning environments promoting **significant experiences**, there are three examples of physical infrastructure in the University that we want to share.

To implement the U50 Educational Model has also led to adapt **educational spaces** to comply with the proposed pedagogics. New models of teaching and learning are in direct correspondence to materials, furniture, and even colors, which contribute to creating environments conducive to the development of the institutional Mission.

This year, we remodeled and equipped another **sixteen U50 classrooms**, and now we have **30 classrooms** where we deliver courses that already use these new methodologies.

# U50 Classroom type



## Mind Room

A classroom with a wooden structure that simulates tiers with three levels and cushions. The floor is upholstered with artificial grass or heavy-duty carpet. The side walls are upholstered in blackboard paint, where students can outline their ideas. Equipment: projector and screen. The purpose is to change the expected position of the body. Students can lie down, sit with their legs extended, and change positions as needed because no furniture restricts movement. This space encourages in-depth discussion and development of new ideas.

## Coworking

It promotes collaborative work through active methodologies. It has a projector, a screen, and a whiteboard per student team and the main whiteboard. Tables and chairs have wheels to facilitate movement and teamwork organization.



## Innovation

It facilitates collaborative work supported by information technologies. It has a projector, a screen, and whiteboard per student. Tables and chairs have wheels to facilitate movement and teamwork organization. Computer equipment is available for searching content. There are also high tables for prototype designing and armchairs that promote creative and relaxed student's activity.



## Center for Innovation and Social Impact

The **Center for Innovation and Social Impact (CIIS)** for its initials in Spanish) aims to promote social innovation within UPAEP Community, energize the socially-relevant academic systems, raise the level of positive social impact and ensure the formation of transformational leaders.

To meet its purpose, the *CIIS* provides a space for **collaboration, co-design, and prototyping**. Teamwork and creative processes are fundamental, and, at the same time, we encourage students' interaction and encounter with reality: social, economic, or environmental problems involving them in their solving process.

### Brand Center

Space where we design **consumer experiences** to study the relation between the market and products and create **brand concepts**. Activities rely on simulation-based learning as an active learning methodology. The Brand Center space facilitates three types of practices:

**1) Neurotechnology** applied to consumer behavior. We acquire the Face Reader software to analyze consumers' emotions to a specific stimulus and perform focus group and product testing. In this way, we enrich market research.

**2) Retail Lab:** a simulated point of sale where we analyze the elements involved in product design. Using color psychology and sensory marketing strategies, we can identify consumer perceptions of the specific environments proposed by the brand and thus design the emotional connection of the consumer experience.

**3) Branding:** design and develop a brand, brand identity management, positioning strategies, brand value measurement, brand development, and extension.

This center with specialized technology is used not only for marketing students, but also for nine other programs of the Business School and the Entrepreneurs program and other undergraduate programs such as Design and Advertising Production, and Communication and Digital Media.



About educational infrastructure, we improved the services and the learning experience by installing the new **CAD-CAM** equipment installed at the Dental Clinic and the development of a new Dental Clinic. Such technology supports the approach and tendency of introducing cutting-edge academic spaces.

With such interest, we support students' practice within the best conditions possible, representing an essential part of our formative proposal.

From the facilities of our **entrepreneur HUB**, this year, we conducted 37 activities, among which are testimonies of entrepreneurs, conferences, training, and workshops. More than 1,400 people participated in these initiatives that promote community, trigger innovation, and encourage entrepreneurship.

To strengthen the **entrepreneurship ecosystem**, we have to mention, among other announcements, the participation of five UPAEP students who obtained a scholarship to join the leading training program

for high-impact entrepreneurs known as **TrepCamp 2019-2020**.

Concerning social impact projects, during this period, we addressed the following tasks:

#### Rural community development projects in Huejotzingo

In collaboration with Ballon Latam, Mexico, we developed a project in which students of the Business Incubation course lived the significant experience of advising and accompanying rural entrepreneurs of Huejotzingo. We provided a total of 225 hours of advisory and 46 hours of training, and we developed 20 rural projects at the different stages of the incubation process. Through such activities, we reviewed and accepted 12 business proposals, and we delivered three corporate image designs with the support of students of the Design and Advertising Production program. Additionally, we incorporated eight small companies to preserve 14 jobs and improve at least 20 families' living conditions through employment preservation.

**Collaborative Network**

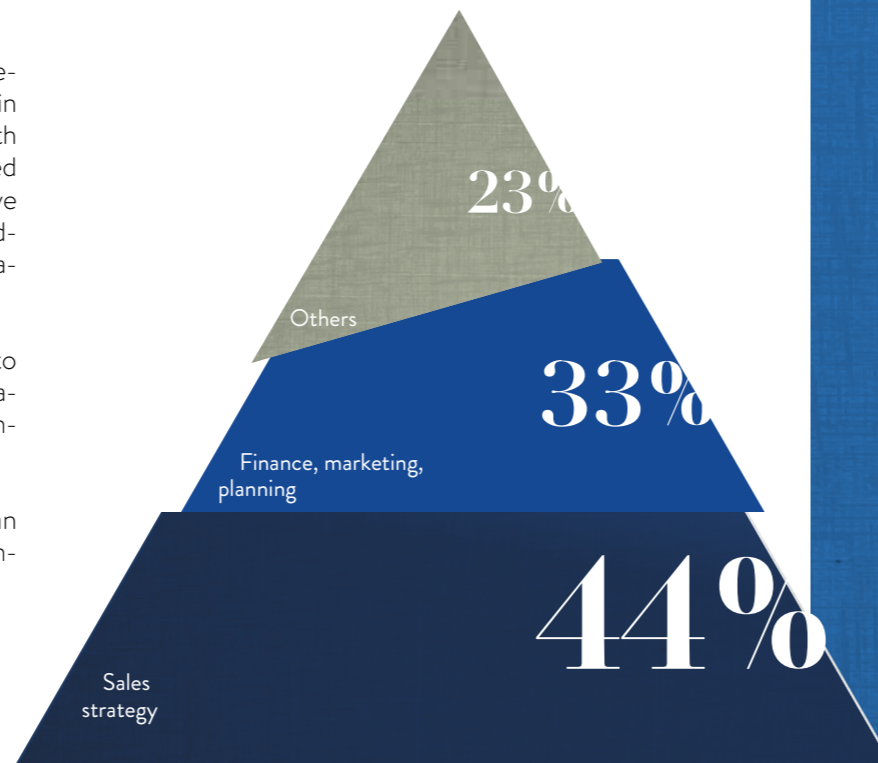
We are motivated by the conviction of supporting entrepreneurs and companies to help them face difficulties in health emergency contingency times. During the month of April and as **UNINCUBE's** project proposal, we created an initiative called **Red de Colaboración**, a collaborative network support program for companies that require advice with volunteer mentors to provide solidary accompaniment on different business topics.

At the same time, we held different content webinars to offer resources and useful information to guide companies in their operations, particularly to manage uncertainty and changes generated by the health contingency.

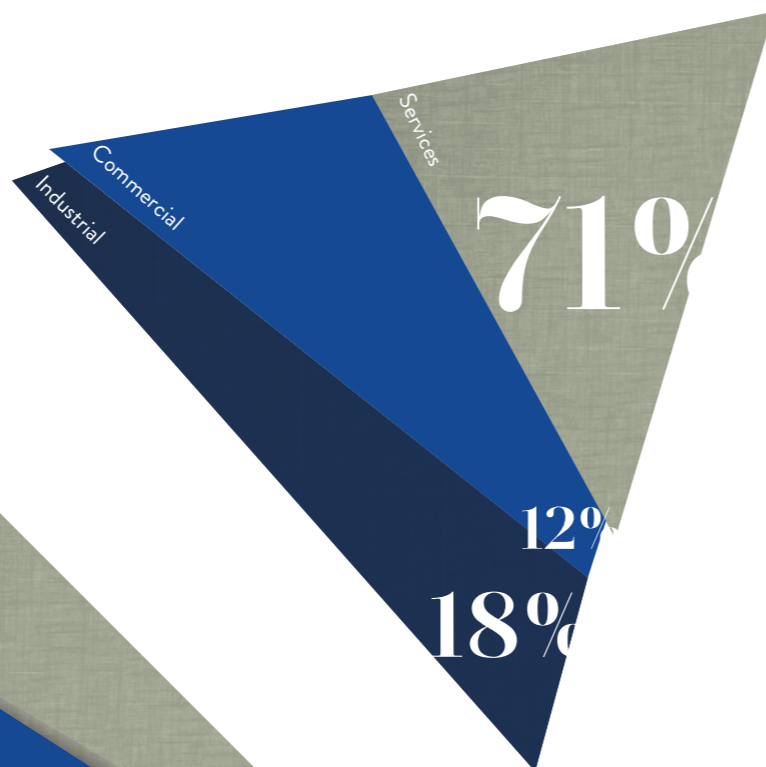
**Red de Colaboración** continues to serve companies as an ongoing project. We share the following performance indicators results obtained until the summer of this year:

# Colaborative Network

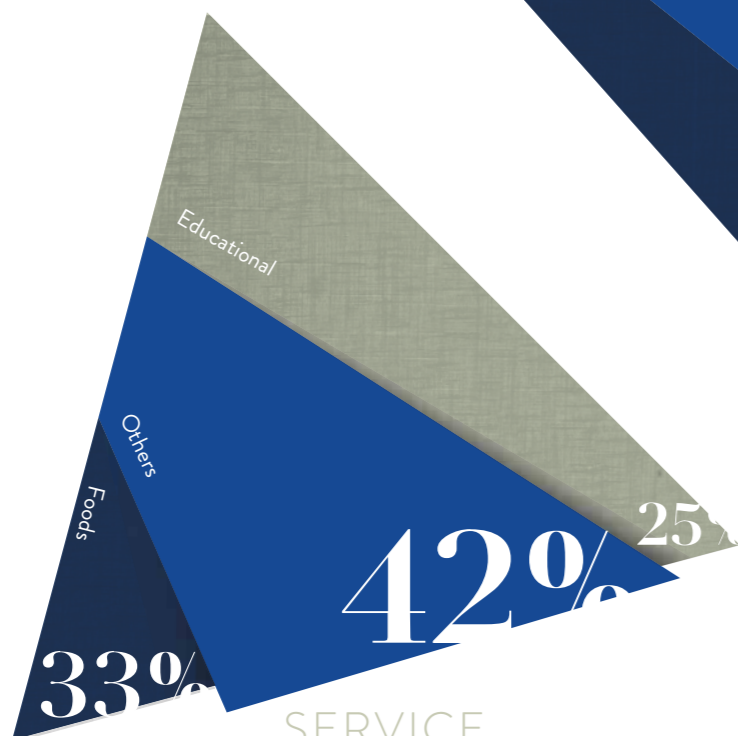
**50 hrs** personalized advice  
**10 webinars**  
**245 people** served



ADVISORY AREAS



BUSINESS FIELD



SERVICE COMPANIES

**Fuerza MIPYMES**

In alliance with **COPARMEX Puebla**, UPAEP, and UNINCUBE, we developed an initiative called Fuerza MIPYME (initials referring to micro, small, and medium-sized enterprises). The project aims to support Puebla's post-COVID-19 economic reactivation through a systemic solution provided by different organizations, to create shared value by triggering a chain of aid, reciprocity, and synergy with agents involved. This initiative comprises Universities, Councils, Chambers of Business, private bodies, and other entities to support entrepreneurs in our State.

Fuerza MIPYMES has an online platform where beneficiaries can access resources regarding four main support areas:

- Training. Featuring webinars and online workshops.
- Consulting. Integrated by consulting services and personalized accompaniment on specific business issues.
- Operational information. Includes content on regulations, protocols, permits, and official documentation on COVID-19 management by enterprises.
- The support includes supplementary services to enterprises, such as credits, web development, and graphic design.

As for certifications, the entrepreneurship and the incubator academic areas obtained affiliation with the *Asociación Mexicana de Centros para el Desarrollo de la Pequeña Empresa A.C.* (Spanish for Mexican Association of Small Business Development Centers). The areas together have become one of the **30 Mexican centers** that share with the University of Texas the **Small Business Development Center Model**, which will allow us to provide more comprehensive support to MIPYMES to export their products.

It is remarkable that this year, we obtained a scholarship from **Banco Santander** for the entrepreneurship areas and managers at **Babson College**, which positioned UPAEP among the universities that train entrepreneurs internationally.

With regard to collaboration with other academic institutions, we highlight the participation with the *Universidad Tecnológica de Acapulco*, the *Instituto Tecnológico Superior de la Sierra Norte de Puebla Zacatlán*, the *Universidad de Monterrey* and the *Tecnológico de Monterrey*, Guadalajara Campus.



We are also proud of those students who, in different disciplines in which UPAEP provides accompaniment, stood out for their dedication, tenacity, and success. This academic year more than forty contestants won during the following competitions:

- CONADEIP National Swimming Championship.
- CONADEIP National Taekwondo Poomsae Championship.
- CONADEIP National Taekwondo Combat Championship
- CONADEIP National Championship of Tennis for teams and stages of the National Circuit of University Tennis (CNTU for its initials in Spanish).
- CONADEIP National Athletics Championship.
- Our students qualified at the Universiada Nacional regional stage from a total of 29 athletes in both branches -female and male- in sports such as chess (1), athletics (5), tennis (5), archery (1), Poomsae Taekwondo (7), Combat Taekwondo (10).



### MEN'S TEAMS' NATIONAL CHAMPIONSHIP "C" YOUTH CATEGORY

**Tomás Uriel Ferreiro Flores**  
Gold in 100 m butterfly  
Silver in 100 m, 400 m combined, and 200 m free.  
Bronze in 200 m combined and 1500 m free.  
Male singles champion by points "C" youth category.

**Luis Enrique González Méndez**  
Gold in 400 m free and 200 m butterfly, Silver in 50 m free, 200 m combined, and 100 m butterfly.  
Bronze in 400 m free.  
A most distinguished male swimmer for FINA points.

**Jaime Hernández Zapata**  
Gold in 200 m free and 200 m backstrokes.  
Silver in 400 m free.

**Santiago Anthuan Rafael Peña**  
Bronze in 200 m butterfly.

**Andrea García Elizalde**  
Bronze in 50 m and 100 m butterfly

### NATIONAL ATHLETICS CHAMPIONSHIP

**Three first-place medals:**  
KARINA ITZEL HERNÁNDEZ LÓPEZ is champion in the women's 3000-meter steeplechase (obstacles race) (Ira. Fuerza).  
ERICA TÉLLEZ GARCÍA is champion in the women's 400-meter free (Ira. Fuerza).  
HUMBERTO ALEJANDRO RODRÍGUEZ CRUZ is champion in the men's 110-meter hurdles "C" youth category.

**Three-second place medals:**  
KARINA ITZEL HERNÁNDEZ LOPEZ in the women's 1500-meter (Ira. Fuerza).  
ARTURO HERNÁNDEZ MANZANO in the men's 800-meter (Ira. Fuerza).  
HUMBERTO ALEJANDRO RODRÍGUEZ CRUZ in the n the men's 400-meter hurdles "C" youth category.

**One third-place medal**  
KARINA ITZEL HERNÁNDEZ LÓPEZ in the 5000-meter race.  
KARINA ITZEL HERNÁNDEZ LOPEZ was the third-best athlete of the women's branch in the whole event

### CONADEIP NATIONAL TAEKWONDO POOMSAE CHAMPIONSHIP

**Second place** in mixed pairs (Ira. Fuerza): Ana Belén Peña Ocampo and Edwin Clemente Vilchis Solórzano.

**Third place** in three-woman team (Ira. Fuerza): Ana Belén Peña Ocampo, Karla Sánchez Flores and Katia Santiago del Río.

**Third place in three-man team (Ira. Fuerza):** Edwin Clemente Vilchis Solórzano, Román Antonio Molina Salomón and Ever Ojeda Hernández.

**Third place in three-woman team (Ira. Fuerza)** "C" youth category: María Fernanda Figueroa Blas, Ana Karen Ramírez Rodallegas and María José Velázquez Velázquez.

### CONADEIP NATIONAL FEMALE TAEKWONDO COMBAT CHAMPIONSHIP

**First place:** Melissa Mercado Lara. Champion of the 46 kg category.

**Second place:** Guadalupe Patiño Rocha in "C" youth category.

**Third place:** Elisa Carus Fernandez in the -46 kg category (Ira. Fuerza).  
Andrea Marisol González Posada in the -49 kg category (Ira. Fuerza).  
Andrea Solórzano Suárez in the -73 kg category (Ira. Fuerza).  
Valeria Hernandez Mundo in the +73 kg category (Ira. Fuerza).

# 46 Medals

12 Gold □ 12 Silver □ 22 Bronze

### CONADEIP NATIONAL CHAMPIONSHIP OF TENNIS FOR TEAMS AND STAGES OF THE NATIONAL CIRCUIT OF UNIVERSITY TENNIS (CNTU FOR ITS INITIALS IN SPANISH).

**Sixth place** at the CONADEIP tennis team national championship.

**Semifinalists** in the third stage of the CNTU featuring Jessica Gutiérrez Rivas and Josefina Ramírez Marín.

### CONADEIP NATIONAL MALE TAEKWONDO COMBAT CHAMPIONSHIP

**First place:** Jesús Isaac Benítez Sandoval (two-time national champion in 2019 and 2020) in the -54 kg category (Ira. Fuerza).

**Third place:** Bruno Domínguez León in the -63 kg category (Ira. Fuerza).  
José Erick Nava Ávila in the -74 kg category (Ira. Fuerza).  
Luis Hernández Torres in the -80 kg category (Ira. Fuerza).  
Zahir Vidahurrazaga Marin in the -45 kg category (Ira. Fuerza) "C" youth category.  
Francisco Javier Hernández Gómez in the -73 kg category (Ira. Fuerza) "C" youth category.



It is possible to develop UPAEP's transformative leadership through artistic expression. It contributes to students' comprehensive formation; it also helps the university community acknowledge the talents and works produced through the different artistic disciplines. Additionally, such expression increases society's aesthetic, cultural, and expressive appreciation, which allows us to establish a multicultural encounter and an inclusive dialogue, especially at the *Barrio de Santiago*, where our fine arts center, **UPAEP Bellas Artes**, is located.

This year more than **1,900 students** participated in the **97 workshops** that we offer in collaboration with **40 teachers** of *UPAEP Bellas Artes*; also, we organized and conducted about **190 events** for different artistic disciplines, which gathered a total of **85,662 attendees**. We highlight the presentations of the *Compañía de Danza Folklórica UPAEP* (Spanish for UPAEP's folkloric dance company) on tour in Argentina, the presentations by the Theater Company on tour in North Carolina, U.S, and to serve as the venue for the 1st International Meeting of Latin American Poets and the participation in the 18th Inter-University Tour.

Even with the world health emergency contingency, we did not stop the artistic activities nor our ingenuity. As an example, we highlight the so-called Marathon *Cervantes*, an online and multidisciplinary event in which poets, academics, and artists of our Institution collaborated to attract adults and children's interest in the life and work of the most important representative of Spanish literature.

About the academic contribution of such an event, an intervention analyzed "*Los excesos de ficción en el Retablo de las Maravillas*," one of the eight entremeses of Miguel de Cervantes Saavedra that he published in 1615. As for the theatrical discipline, we carried out "*Las ingeniosas cápsulas de Cervantino*," a puppet-type character who represented the Golden Age author to share some curiosities about his life. Creativity also took the stage as literature, painting, and dance through a performance poetry reading, a mural, and even theatre-dance performance.

Our **UPAEP Museum** has distinguished itself as an inclusive, dynamic, and innovative university museum. It is a space for encounter and communication with the community, a verifiable feature through the various activities that address concerns about the environment, ranging from exhibitions, concerts, museum nights, radio programs, certification courses, and workshops. This year we carried out more than **270 activities** with an influx of **70,600 attendees**.

Already a tradition, every year we dedicate a particular space for the mentioning of the **Encuentro Internacional de Museos** (Spanish for museums international meeting), with the participation of members of cultural institutions in Mexico and abroad, such as museums, galleries, members of artistic collectives, civil organizations interested in culture, students and teachers of Humanities, Education, Psychology, Visual Arts and other fields, as well as the general public interested in museum topics. This year we held the 5th edition of this meeting whose central theme was: "Beyond the procurement of funds. Planning and management of resources for the cultural ecosystem", seeking reflection, dialogue, and good practices in obtaining economic, material and human resources from cultural institutions and managers in Mexico and Latin America.



We are a **University of Catholic identity** open to everyone, seeking to form people within a world view of respect for human dignity, solidarity, otherness, listening and dialogue, promoting values, and appreciating and caring for our common home.

This year, we created **support networks** for those who have less; today, we have an apostolate presence in three institutions of assistance: *Casa de las Hermanas Misioneras de la Caridad*, a religious order caring for the terminally ill, the *Una Nueva Esperanza* children's home, providing shelter and support for children with cancer, and the *Hospital del Niño Poblano* children's home.

Among other pastoral activities aimed at forming our young university students, we carry out spiritual accompaniment and catechetical formation.

Another area of particular interest is the missionary work that we classified in two kinds of missions: first, the local missions, which take place in the Parish of Ahuacatlán, Puebla, located in the northern mountains, the *Sierra Norte* of our State; the parish gathers ten communities to which we serve. And secondly, we have international missions, in alliance with the UIC University and the *Misioneros de Guadalupe* through a three-year mission program in communities in Peru and Brazil.

There are two significant moments in which our faith had a communal expression. One is the **pilgrimage to the Basilica of Guadalupe**, which on its 40th anniversary, had the participation of 1,500 people from the UPAEP community. The second one is the **national youth pilgrimage to the Cristo Rey** statue on the *Cerro del Cubilete* (Spanish for "dice cup hill"). This event was a combined effort with UPAEP High Schools, which counted with 540 students and collaborators.

At the beginning of this year, we also want to emphasize that we hosted the **XXVI Seminario-Taller de Agentes de Pastoral de la AMIESIC**, a seminar-workshop in which we have the presence of 25 pastoral agents from 18 universities in the country.

An essential part of the life of faith is to have the Eucharist as the center of our community. That is why we have daily, Sunday, extraordinary, and online religious celebrations to serve the commu-

nity and as the center of our university life. The online modality has been crucial for the UPAEP community and the general public during the health contingency.

The energy and impetus of young people are unstoppable. Therefore, we are delighted that they are taking advantage of their ingenuity, time, and will in shaping projects that seek society's well-being. This year we formed 15 student groups with 129 members. They developed a total of 26 activities that benefited almost 600 people. Additionally, we carried out 87 formative activities, 14 of these delivered online due to the COVID-19 contingency, reaching around 2,400 people.

We also carried out institutional activities such as social Wednesdays, the Day of the Dead offering contest, the traditional Mexican Night, our civic ceremonies, UPAEP 360, Foodraiser, induction course, *Claustro Académico*, among others that involved more than 7,280 participants.

Likewise, sharing is an action that we promote as part of our dynamics. We are proud to show that, in two social programs, we were able to collaborate directly with good results: the **Puebla Comparte** food raiser with 2,395 kg of grocery packages that benefited 2,350 people, the **Teletón** with an amount of \$ 26,906;

besides, we raised 1,000 grocery packages during the health emergency contingency period, and we manufactured 16,000 masks as COVID-19 protection equipment.

We have to mention the important work that this year the **37 student boards** carried out, in which 267 UPAEP leaders made their part with excellence by conducting 34 integration activities for 1,510 members of the university community, 67 academic activities involving 2,250 participants, and 45 formative activities for **3,240 students**. In this last category, we carried out some activities online due to health contingency. Under such modality, we concluded the plans and projects of leadership planned for this academic term.



The murder of the three university students Ximena, José Antonio, and Francisco Javier, and the driver, Josué Emanuel, was a tragedy that put our university community in mourning. Our students launched initiatives in response and took actions to promote justice and peace in our community. They carried out an emotional act in our Central Campus with classroom benches, study materials, and the white coats distinctive of the health sciences programs. There were a symbolic roll call and a massive offering of white roses in front of the whole student community. **Monsignor Felipe Pozos Lorenzini**, Auxiliary Bishop of Puebla, officiated the Eucharistic celebration, a gesture of closeness, hope, and spirituality that gathered together the parents of the deceased students, their colleagues, and teachers.

On March 5th of this year, an unprecedented and unique day, **150,000 students from 30 state universities** marched peacefully through the streets of the city of Puebla to demand security and justice.

At the first hour of the day, the environment experienced that day was different; it was of solidarity, of struggle, of trust in a new generation of students who showed that unity and organization do make a difference; and coming from a society that empathized with such an important cause.

The presidents of several universities respected the request of Puebla's university student committee. They decided to accompany the marching students to the zócalo. Students were the ones who made the last stretch of the march to *casa Aguayo* to hold the meeting with the Governor of the State, **Luis Miguel Barbosa Huerta**, and present both proposals and demands regarding public security.

**From this good exercise of citizenship, civility, and political maturity, we want to emphasize the trustworthy, united, fraternal, and powerful inter-university entity developed by our city's young students.**



Along with the academic programs, we offer an additional and primary feature for the student's comprehensive education through an institutional program that encourages and recognizes **formative and extra-curricular activities** that the students carry out throughout their university life, activities we recorded within their integral formation transcript.

Through the student comprehensive formative plan (*PFI-e* for its initials in Spanish), UPAEP recognizes and values everything students do to contribute to their transformative leadership. The program covers seven formative dimensions (life planning and abilities, healthy lifestyle, art and culture, university life, social commitment, spiritual development, professional development, and global thinking.), plus a special section of Awards and Recognitions.

For the 2019-2020 academic year, we already have **2,187** programs within the *PFI-e* accrediting agenda. In this regard, we highlight social impact projects (SAPS), student leadership activities, international experiences, and professional practices.

The Humanistic Formation area is an academic unit always searching to promote different experiences for the university community. This year its members collaborated with several formative entities of the University to offer **ten humanistic formative courses** during the fall, spring, and summer terms, with an audience of around **9,200 students**. Collaboratively, this academic area, and other UPAEP's formative bodies, make efforts to promote activities that support young people's life plans, prioritize personal reflection, the perspective of their family relationship, and their professional goals others. To do this, we carried out both on-campus and off-campus sessions that allowed us to achieve the goal of introspection and work in our students' life vocation.

The value of solidarity is part of the university life's experience, but in a much more accentuated way through the **Social Service program**, distinguished by its marked intentionality in favor of understanding life as giving ourselves, following otherness's logic.

Between the academic terms of fall 2019 and spring 2020, **1,459 students** participated in 119 social projects with an orientation to the lines of the socially-relevant academic systems, which means that we accumulated a total of **1,107,600 hours** of service on behalf of others, especially those most in need.

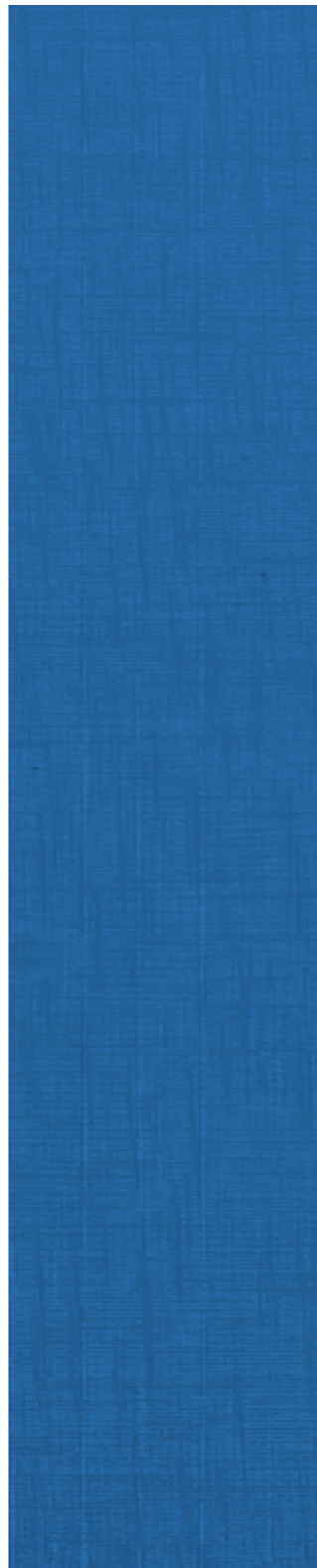
We started the **Proyectos Integradores de Pertinencia Social**, our socially-relevant integrative projects in addition to the social service program. These endeavors align with the common good's pedagogics and enhance students' integral formation by living significant experiences that make them work collaboratively to face challenges of their context by analyzing reality and proposing relevant solutions to common problems.

Integrative projects in the university context are teaching and learning strategies that allow students to generate innovative solutions to the many social problems. Based on this framework, the courses entitled *Proyectos Integradores de Pertinencia Social I and II*, aim to involve students in the transformation of reality through interdisciplinary projects with social relevance that enhance personal and professional development.



As an example of the above mentioned, we carried out a pilot test with a group of the *Persona, Familia y Sociedad* course in 2019. From this, we came out with **five project proposals** for the *Internado Julián Hinojosa*, a public boarding school that serves **273 children**. The recommendations addressed problems such as health prevention culture, hygiene habits for children, tools for managing children's emotions, recreational activities outside the classroom to reinforce learning and strengthen teacher training. We implemented these proposals during the spring of 2020.

This academic year, we concluded the accompaniment project for the social reconstruction after little more than two years of work with bio construction techniques in **Tepapayeca and Xochiteopan**, affected by the earthquake of September 19th, 2017. Fifty-one brigades and more than 147 students selflessly gave their time and effort to this project from September 22th, 2017, to March 7th, 2020.



Since its creation four years ago, the student support and follow-up program (**PASE** for its initials in Spanish) provide personal and academic support throughout our Institution students' educational process. As an **essential part of said program, tutoring** contributes to developing young people's cognitive, affective, and social skills to improve academic performance, solve methodological problems, and develop study habits, work, reflection, and social interaction.

**This year we assisted more than 3,300 students through interviews and tutoring sessions, in addition to 276 students who participated in the workshops offered by the PASE and the PFI-e program.**

Some of the topics addressed were cognitive skills, information recovery tools, crime prevention in social networks, academic stress management, self-efficacy and motivation, and digital resources to support study habits.

# EDUCATIONAL INNOVATION FOR EXCELLENCE

At UPAEP, we are determined to consolidate an institutional culture of academic quality that incorporates ongoing evaluation and accreditation of processes and programs to national and international institutions. In this regard, we are pleased to share our position in the most prominent rankings:

**AMÉRICA ECONOMÍA 2020:** We are ranked 23rd out of 50 national universities, ranking 6th among private institutions and 2nd among Catholic institutions.

**THE TIMES HIGHER EDUCATION LATIN AMERICA UNIVERSITY RANKINGS 2020:** 166 universities from 13 countries participated, and we are ranked 16th among 22 Mexican universities and 4th out of the list private institutions.

**THE TIMES HIGHER EDUCATION IMPACT RANKINGS 2020:** 768 universities from 85 countries participated. In the SDG 1 category entitled “No poverty,” measuring universities research on poverty and their support for poor students and citizens in the local community. This ranking considered 372 universities from 71 countries, and we ranked 86th worldwide, and nationally we are in the first position.

**QS:** Currently, we are on the audit phase and waiting for results to start obtaining stars.

## DATOS DE IES PRIVADAS DE LAS 23 PRIMERAS POSICIONES DEL RANKING AMÉRICA ECONOMÍA 2020

- 4° LUGAR Número total de profesores (1251)
- 4° LUGAR Porcentaje de maestros de tiempo completo (27.8%)
- 4° LUGAR En recibir la mayor cantidad de estudiantes extranjeros de intercambio con 239 estudiantes
- 3° LUGAR Programas de Posgrado en PNPC (6 doctorados y 8 maestrías)
- 3° LUGAR Mayor número de estudiantes de licenciatura en intercambios en el extranjero con 299 estudiantes.
- 1° LUGAR Mayor % de mujeres en cargos directivos con 47.5%
- 1° LUGAR Inclusión y diversidad con 98.2 puntos

## RANKINGS DE IMPACTO THE 2020\*

	MUNDIAL	MEXICO	MÉXICO PRIVADA
GENERAL (806)	401-600	13	5
ODS 1 (372)	86	1	1
ODS 3 (620)	301-400	10	3
ODS 8 (479)	301-400	7	3
ODS 17 (806)	401-600	13	5

## CATEGORÍAS DE PARTICIPACIÓN AUDITORIA QS 2020

- 1 Docencia
- 2 Ambientes de Aprendizaje
- 3 Internacionalización
- 4 Empleabilidad
- 5 Investigación y Desarrollo Académico
- 6 Fortaleza del Programa Final
- 7 Criterios Avanzados (Arte- Cultura y Responsabilidad Social)

We want to share one of the relevant achievements of this year, involving the UPAEP’s **Center for Research and Curricular Advisory** (CIAC for its initials in Spanish). Their team digitally published the first book regarding curricular research.

The CIAC team realized the need to **systematize curricular practices** in higher education institutions and to meet the requirements that the Secretariat of Public Education of the State of Puebla (**SEP** for its initials in Spanish). In their book, they address issues such as theoretical approaches in higher education, curriculum, guidelines of SEP Puebla regarding academic and administrative records delivered for the obtaining of RVOE (initials in Spanish for recognition of official validity of studies), as well as a brief analysis of the theoretical methodology for curriculum development and assessment. Moreover, the book includes several sections for conducting exercises and reflections, making it a didactic and proactive resource for the academic staff, collegiate and academic bodies.

Hoping this valuable document helps in the elaboration of curricular projects both within our Institution and other universities, we made it available at UPAEP’s research website:



Curricular Practices in Higher Education Institutions

\*En esta clasificación, participaron 806 universidades de 86 países, de México fueron 18 universidades (13 públicas y 5 privadas). La UPAEP decidió participar en los siguientes objetivos: ODS 1 Fin de la pobreza, ODS 3 8, Trabajo decente y crecimiento económico y el ODS17 Alianzas para lograr los objetivos.



We seek to stay ahead and offer the best quality in our programs and activities that promote our students' comprehensive formation. For this reason, we submit ourselves to rigorous evaluation and accrediting bodies. Below we share with satisfaction the results:

As for **Ashoka**, the #AshokaFellows #Change-Leaders from transformative schools and universities and #Líderes of Ashoka educational innovations came together to co-create weave learning experiences to drive more #Agentes-deCambio in Mexico. We held this working meeting at the offices of Ashoka Mexico, with civil society organizations, social entrepreneurs, and representatives of UPAEP and the other two **Changemaker Campus** in Mexico.

As a strategy to know about the actions made in favor of the training of leaders and agents of change from each Institution, the University of Monterrey (UDEM for its acronym in Spanish) organized a monthly webinar for the entire international network of the transformative Ashoka U Campus. In this space, the UPAEP Educational Model was shared with examples of its actions, internationally positioning UPAEP as one of the institutions that have a model for **forming change leaders**.

We also participated in the campaign entitled **Miliones de Agentes de Cambio**, which had an audience of more than 60 social agents of the government, civil society organizations, youth movements, academia, companies, and members of our network social entrepreneurs. Within this event's framework, UPAEP participated in the panel entitled "El rol de las universidades en la formación de agentes de cambio" regarding universities' role in developing students as agents of change.

We also participated in the **Exchange of Ashoka U 2020**, A "bet" for rural and indigenous students in Mexico. We presented our U-50 Educational Model and significant entrepreneurship experiences with rural communities.

In an otherwise productive year, we participated at the Change Leader Retreat of the Ashoka U network, with work and discussion session entitled Educating Agents of Change in the post-COVID world.

Through the Commons program of Ashoka U, we participated as mentors of the **José Camilo Cela University in Madrid** on Social Innovation, which led us to join in Sfera, a new Social Innovation competition for university students in Latin America, coming soon this year.

Due to our relationship with Ashoka, we collaboratively organized and conducted a connection event for students. We managed that **70 young entrepreneurs and 30 projects** had space to share dreams and evoke inspiration together. #somoschangemakers

Finally, we want to share that, in collaboration with Ashoka Mexico, we held a systemic leadership workshop for students of our University, intending to strengthen their skills and provide tools for social impact projects. The workshop had an audience of **40 students** supported with the **Liderazgo Social** scholarship.

Another scenario that helped us become a quality benchmark is our incorporation to the **Padrón EGEL Programas de Alto Rendimiento**, an official record of undergraduate programs with high academic performance in the national licensing examination (*EGEL* for its initials in Spanish). The federal examiner body that administers the *EGEL* examination is the *Centro de Evaluación para la Educación Superior (CENEVAL)* for its initials in Spanish).

The incorporation of a program into this register is based exclusively on the percentage of graduates who obtained one of the following performance qualifications: Satisfactory Performance Testimony (*TDS* for its initials in Spanish) or Outstanding Performance Testimony (*TDSS* for its initials in Spanish).

Based on the results of the *EGEL* examinations, *CENEVAL* acknowledges undergraduate programs and categorizes them according to the following levels:

### EGEL Standards Levels High Academic Achievement Programs

<b>LEVEL 1 PLUS</b>	Undergraduate programs with a rate of 80% of students who obtained a qualification defined as satisfactory performance ( <i>TDS</i> ) or outstanding performance ( <i>TDSS</i> ) and a 50% or more with <i>TDSS</i> performance.
<b>LEVEL 1</b>	Undergraduate programs in which 80% or more of the students obtained <i>TDS</i> or <i>TDSS</i> performance qualification.
<b>LEVEL 2</b>	Undergraduate programs within a range of 60% or more, but less than 80% of the students obtained a <i>TDS</i> or <i>TDSS</i> performance qualification.

In 2017-2019, we achieved the incorporation of seventeen programs into the *EGEL*'s register of undergraduate programs with high academic performance: 14 of them are in Level 1 and 3 in Level 1 Plus. It is noteworthy that the International Commerce and Strategy program has remained in the register for a seventh occasion.

### ZPAEP undergraduate programs incorporated into the EGEL Register of "High Academic Performance Programs"

UNDERGRADUATE PROGRAM	LEVEL	UNDERGRADUATE PROGRAM	LEVEL
Business Administration	1 PLUS	Industrial Engineering	1
Political Sciences	1	Mechatronic Engineering	1 PLUS
Agronomy Engineering	1 PLUS	Medicine	1
Communication	1	Veterinary Medicine and Zootechnics	1
International Commerce	1	Marketing	1
Accounting and Executive Management	1	Nutrition	1
Economics	1	Dentistry	1
Nursing	1	Psychology	1
Gastronomy	1		

We evidence our commitment to educational excellence for our students through our offer of 61 accredited quality programs, which have been evaluated by official accrediting bodies.

### Quality programs

### Undergraduate programs

ACCREDITED PROGRAM	ACCREDITED PERIOD	ACCREDITING AGENCY
<b>ARTS AND HUMANITIES</b>		
Architecture	2003-2008/2008-2013/2013-2018/2018-2023	ANPADEH
Psychology	2005-2010/2010-2015/2015-2020	CNEIP
Philosophy	2012-2017/2018-2023	COAPEHUM
Humanities	2018-2023	COAPEHUM
Psychopedagogy	2017-2022	CEPPE
Education	2016-2021	CEPPE
Social work (Online)	2019-2022	CIEES
<b>HEALTH SCIENCES</b>		
Medicine	2002-2007/2007-2012/2012-2017/2017-2022	COMAEM
Nursing	2011-2016/ 2016-2021	COMACE
Nursing (Mixed education)	2020-2026	CIEES
Nutrition	2017-2022	CONCAPREN
Physiotherapy	2016-2021	CIEES
Dentistry	2008-2013/2013-2018/2019-2024	CONAEDO
<b>SOCIAL SCIENCES</b>		
Political Sciences	2010-2015/2015-2020	ACCECISO
International Relations	2010-2015/2016-2021	ACCECISO
Communication and Digital Media	2007-2012/2012-2017/2018-2023	CONAC
Economy	2011-2016/2016-2021	CONACE
Cinema and Audiovisual Production	2017/2022	CONAC

### Quality programs

### Undergraduate programs

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

## Accredited Graduate Programs

Accredited program	CONACYT
Strategic Planning and Technology Management (Doctorate)	●
Logistics and Supply Chain Management (Doctorate)	●
Mechatronic Engineering (Doctorate)	●
Biotechnology (Doctorate)	●
Education (Doctorate)	●
Executive Management and Marketing (Master's)	●
Work and Organizational Psychology (Master's)	●
Biotechnology (Master's)	●
Environmental Engineering and Sustainable Development (Master's)	●
Strategic Planning and Technology Management (Master's)	●
Mechatronic Engineering (Master's)	●
Applied Economic and Sector Development Strategy (Master's)	●
Data Science and Business Intelligence (Master's)	●
Clinical Pathology (Specialist)	●
Accredited program	CIEES
Economic and Sector Development Strategy (Doctorate)	●

## Undergraduate programs in the process of accreditation

Accredited program	ORGANISMO
Industrial engineering	CIEES
Law (mixed education)	CIEES
Law	CONFED
Advertising Design and Production	CONAC
Neonatology	CIEES

In the field of **institutional research**, through the **Committee for the Promotion of Educational Research (COPRIE for its initials in Spanish)**, we integrated and disseminated the many institutional research works intending to promote the participation of educational researchers, producing the necessary evidence of impact and share it with the university community for continuous improvement.

Of the total research projects carried out at our University, and of which we will detail later, 17% are educational research projects. Among the annual investigations in this area, the following stand out:

- University structural models
- Technical analysis of UPAEP-Tehuacán
- A Comparative study of private higher education institutions (*IES*, for its initials in Spanish) in Puebla
- Monitoring and analysis of employability and remuneration of UPAEP graduates
- A graduate profile assessment model
- University's organizational mission assessment model
- Career Test (Universum Global) survey for undergraduate students
- Study for Strategic Enrollment Management

In collaboration with the area of **Management Processes and Educational Innovation**, we published the **digital event memory** of the **3rd. International Congress on Educational Innovation 2019 (CINNED for its initials in Spanish)** entitled "Transforming Education with Social Leadership." The event aimed to reflect on innovative educational trends through national and international experts' experiences to strengthen training processes that impact the development of transformative leaders committed to society. This report includes **55 contributions** from national and international participants, divided into five axes: innovation in the necessary training, innovation in educational management, innovation in pedagogical processes, and technologies applied to education.

While from UPAEP Abierta (our mixed education system), we continue strengthening the **Soy UPAEP y transformo mi comunidad en Lengua Indígena** social program. To continue to care for these communities during the coronavirus disease pandemic, we produced infographic videos on the prevention and contagion of COVID-19 in the indigenous communities of the state of Puebla, Oaxaca, and Guerrero.

Through the processes and educational innovation management department (Spanish: *Procesos de Gestión e Innovación Educativa*), we delivered the course-workshop entitled "Research methodology" and wrote scientific texts to 27 teachers of the Instituto Jaime Torres Bodet. The higher education institute focuses on the training of teachers of early childhood education and junior high school.

We also delivered the workshop entitled "Quantitative and Mixed Research in Social Sciences and Humanities" to 50 undergraduate students of the *Benemérita Universidad Autónoma de Puebla (BUAP for its acronym in Spanish)* in the framework of the 1st Symposium of Young Researchers on Education.

From August 2019 to July 2020, the **ANUIES Higher Education Innovation Network (RIESA)** South-Central Region held four ordinary general meetings.



**Thirty-three higher education institutions** participated in this Network: one national research center, one school, one national institute, three technological institutes, four higher education technical institutes, seven public universities, four private universities, and eight technological universities in the states of **Guerrero, Hidalgo, Mexico, Morelos, Puebla, Querétaro, and Tlaxcala.**

One of the most significant achievements of work carried out by the Network was the Progress Report on Innovation Axes, elaborated with the information provided by 25 private higher education institutions from the South-Central Region, in the following axes: **1) Quality Assurance, 2) Internationalization, 3) Systemic innovation, 4) Service to students through technology and 5) Mobility of students, teachers and researchers.**

We participated in five face-to-face and two virtual meetings with the **COPARMEX Nacional** members in Mexico City during the period. The members of the Puebla Education Commission presented their work progress. Also, as chair of the COPARMEX Education Commission in Puebla, we held nine face-to-face and two virtual meetings, among which we addressed topics that involve civil society and business. The sessions included presenting special projects by the initiative called Alternatives for Mexico: “Digital Alternatives for Teaching in Mexico,” “How to react to the COVID-19 health contingency”, “Higher Education Law,” and the “Learn at Home” program.

Through our **continuous education department** (Spanish: *Educación Continua UPAEP*), we concentrate on strengthening educational innovation. In this regard, we launched **20 online short training programs** known as Nano Open Online Course (NOOCS), offering quick learning experiences. Such a concept refers to learning a “micro” skill in a short period, allowing learning in a focused, situated, and fast fashion, following today’s work necessities of time organizing.

The nano learning experience offers useful content, practical activities, and an assessment process for accrediting knowledge through a digital badge.

We have currently developed online open micro-courses regarding **organizational and human development, health, and education.**

Today’s demand for personalized learning is stronger than ever. Users take advantage of the Internet’s extraordinary power as a source of information, resources, teaching methodologies, and permanent motivation. As a response, we made available to companies, government, and organizations with training needs, **60 flexible online programs** on soft skills through On-Demand Continuing Education. With such programs, we provide participants the opportunity for mobile and personalized learning through relevant content that focuses knowledge and optimizes economic resources, making it affordable and time-efficient, with a duration of no more than four weeks.

With the support of the **educational innovation department** (Spanish: *Dirección General de Innovación Educativa*), through its evaluation and certification body (*ECE-UPAEP* for its initials in Spanish), we collaborated in the Vocational Training Studies Program promoted within the Vocational Guidance Program of the UPAEP International Baccalaureate, working as an accrediting agency to validate the competencies acquired by the students regarding five professional lines: prototype design, entrepreneurship, health coach, community manager, and cultural management.

This validation process involved developing six assessment instruments to evaluate **266 high school students’** digital portfolios.

Additionally, through the *ECE-UPAEP* body, we contributed to the Training State Program of the Secretariat of Public Education (*SEP*), providing training, evaluation, and certification of elementary school teaching staff. We contributed to enhancing 200 teachers’ performance in a set of competencies known as the **professional teaching service’s tutoring skills** to ensure children’s and teenagers’ right to quality education and accompaniment through efficient teaching practice.

Through this effort, we certified in teaching skills fifty elementary school teachers from the State of Tlaxcala.

Also, the *ECE-UPAEP* body created links to provide knowledge and certify **nine execu-**

**tive officers of the Defense College** (Secretariat of National Defense) as evaluators of working competencies.

Moreover, **thirty UPAEP junior high school teachers** got certified in tutoring competencies, and 25 teachers who work as tutors in private schools got certified.

Continuing with the educational innovation department’s work, the *ECE-UPAEP* certifying body, and in collaboration with the *ECAEMS* civil society organization, we worked with **Puebla’s City Council** in the Educational Communities Committed to School Safety program by offering a distance training plan regarding schools public security. The program addressed superintendents, managers, and teachers of 120 elementary and junior high schools of Puebla City.

The program aims to provide Puebla’s educational community with a set of actions and knowledge to strengthen teaching practice during the COVID-19 pandemic. It addresses hygiene and health, distance education, resilience to the COVID-19 health emergency, learning strategy, and educational assessment from the **New Mexican School’s** perspective.

During the COVID-19 contingency, and supported by UPAEP Online, we built a self-access platform that includes resources, video classes, and technological tools to support UPAEP teachers at all systems and modalities.

To facilitate the transition from classroom conventional methods to virtual classroom environments, we built a register to identify UPAEP teachers who required technical and pedagogical assistance to implement an emergency remote teaching methodology. We assisted 300 teachers simultaneously by creating 24 support groups using WhatsApp and email support contact, ensuring permanent technical-pedagogical advisory during spring 2020.

We delivered **12 teaching skills webinars** to **768 teachers** regarding three essential topics: essential facts of the transition from the classroom to virtual learning environments, and Blackboard platform lesson planning. Additionally, we delivered to more than 200 teachers the Nano Open Online Course (NOOC) on ten remote teaching methodologies for a virtual classroom.



Didáctica digital

Throughout didactic planning, accompaniment to teachers is a process we addressed by delivering **12 workshops** on the *Guía de Aprendizaje*, our syllabus model. In this effort from August 2019 to July 2020, we reviewed the content of 240 syllabus courses and provided advice to **986 teachers.**

In this regard, we updated our syllabus model’s structure, aligning didactic planning to the Learning Outcomes approach in undergraduate and graduate programs for all learning modalities of the Puebla and Tehuacán campi.

It is worth mentioning that the systematization process of the *Guía de Aprendizaje* within the Unisoft V5 platform began in fall 2018 for all undergraduate programs, and, currently, there is a record of **1,652 syllabus templates** and **8,342 reviews of teacher’s work** per group since the semester mentioned above.

Throughout this academic year, our teachers have been receiving the opportunity to advance their training, developing each of the U50 Educational Model competencies. Some of the most important topics are educational model, institutional identity, transformative leadership, social innovation, global perspective, and pedagogical and technological competencies.

The training and human development department (Spanish: *Departamento de Capacitación y Desarrollo Humano*), through the comprehensive formative plan (*PFI* for its initials in Spanish), delivered annual training courses, and among the **5,458 accreditations** we reached from many courses and workshops, 554 were regarding the **U50 training methodologies**.

Students experience the socially-relevant integrative projects (*PIPS* for its initials in Spanish) through *SAPS 1* and *SAPS 2* courses we proposed as part of the programs' senior subjects designed from 2018. These final courses require teacher accompaniment through the problem-solving process or a challenge in the contexts of companies, organizations, special projects, initiatives, or communities, using a problem-based learning method and social innovation as a tool to generate creative solutions. These two subjects also involve implementing solutions and learning to evaluate it to provide recommendations for continuous improvement.

The U50 Educational Model of which we have already referred at the beginning of this governing principle, sustains, from its Formative Dimension, that the means used to achieve the learning goals of our students include the following elements:

A flexible and multimodal student formative pathway. Interdisciplinary projects address social challenges. The starting point is analyzing the problem through the *SAPS* approach, allowing through teaching, research, and extension, to offer suitable solution options.

A global perspective through the internationalization department (Spanish: *Dirección de Internacionalización*) and the Global Thinking Committee. With this perspective, we encourage learning a second or third language and the experience of interculturality. Also, we strengthen the national identity and knowledge of the history of each student's cultural background, and the flexible and critical thinking that allows students to enrich themselves by living with international students through mobility and exchanges.

Throughout the student's formative path, we evaluated learning outcomes to ensure a comprehensive, productive, and disciplinary profile. Each semester we review and analyze the progress in this regard for our students' continuous improvement until consolidating their graduate profile.

Carefully selected active methodologies generate meaningful experiences towards the common good. All the educational activities carried out at UPAEP are designed to encourage students of all academic levels and modalities to experience and live under the common good concept, and learn to build it no matter where they are.



U50 Educational  
Model Report

The integrative projects are an opportunity to linkage the **acquired knowledge** and skills developed with the context's realities, which become challenges addressed by educational practice. Integrative projects in the university context are teaching and learning strategies that allow students to generate **innovative solutions to social problems**. The *PIPS* subjects enable significant experiences habituating the student to work collaboratively to solve their nearest environment's challenges.

This year, we report the *PIPS* pilot results of fall 2019, after having organized an interdisciplinary group of 23 students, with three teachers' guidance and accompaniment. We introduced students to the *SAPS* through a methodology of social change. As a project, we visited the **Julián Hinojosa public boarding school** on three occasions to learn first-hand about the realities faced by children, teenagers, families, and administrative staff. As a result, the students proposed solutions regarding comprehensive health, teacher training, values, and intelligent management of emotions. The students submitted such proposals to the authorities of the boarding school for validation and implementation.

## ENROLLMENT MANAGMENT

One of UPAEP's team's priorities is the community (students, teachers, employees, residents of the *Barrio de Santiago*, and the general population), which is why we always offer **training, consultation, and follow-up resources on health issues**.

This year, in addition to recurring health campaigns ranging from routine laboratory tests to specific medical studies for disease prevention and control, along with educational and training workshops, we attended **3,452 people at the University Medical Clinic**. Furthermore, from April to July and already within the COVID-19 pandemic context, we established a protocol to provide training and a call center for medical consultation, benefiting 754 people.

# TEACHING TALENT

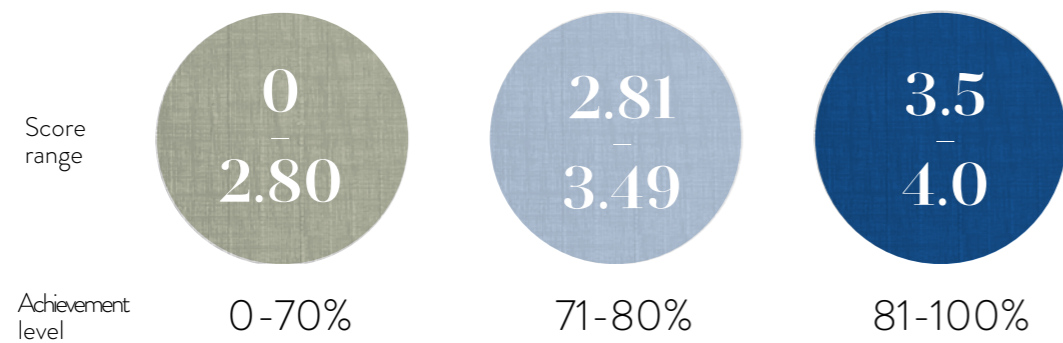
The **UPAEP Teacher Assessment and Development System** aims to establish a mechanism for providing feedback to teachers. The system seeks to contribute with the development of teacher's skills and propose an action plan to correct, develop, or enhance skills, knowledge, attitudes, and talents required by the teacher's profile we seek and promote.

The **teaching assessment** is carried out every semester through a survey answered by the students of each academic level and modality. The instrument comprises 31 items, and the analysis of results meets the required validity and reliability features considering a representative student sample.

The evaluation results indicate the teacher's average score and achievement level in each of the teaching competencies.

## Warning color code

This year, more than 70% of students participated in such exercise from fall 2019 to summer 2020. The results yielded an average of 3.69 points out of 4.



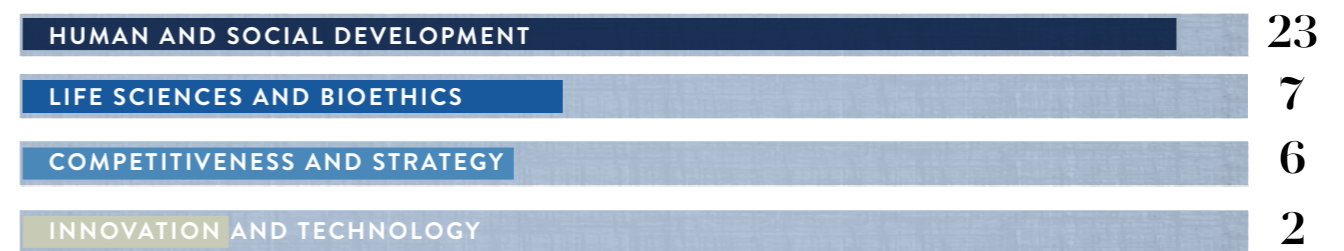
This year we received **32 teachers, 23 humanists, and nine scientists** to carry on with the **project of humanist and scientific international teachers** (PHCIM for its initials in Spanish). We have been pushing strongly for almost a decade of interdisciplinary dialogue and a multicultural perspective through this project. Such an exchange of thought and training exercises ranged from one-week to one-year visits and has become a success among teachers or directors and within academic activities designed for students.

### Country of origin PHCIM teachers

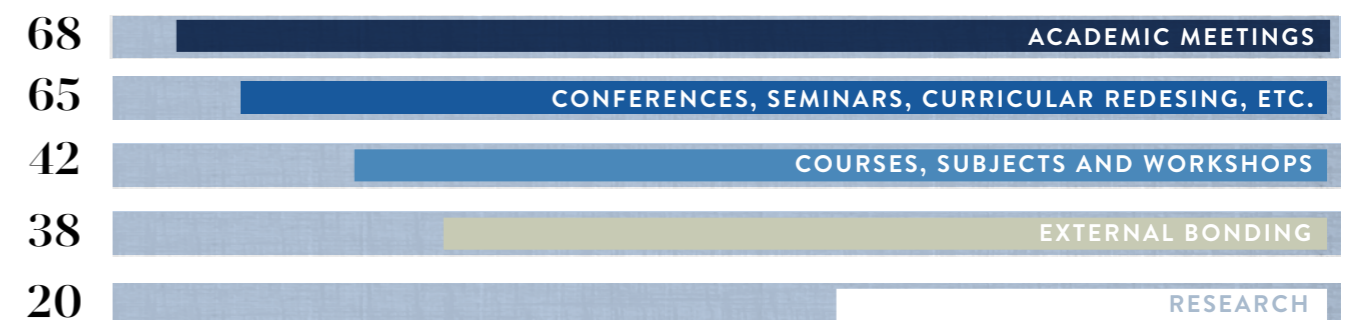
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## Projects benefited through the collaboration with PHCIM teachers

Through conferences, workshops, courses, meetings, and research projects, international teachers have contributed significantly to **consolidating the aspects considered within the SAPS projects**, benefiting the university community's entire structure.



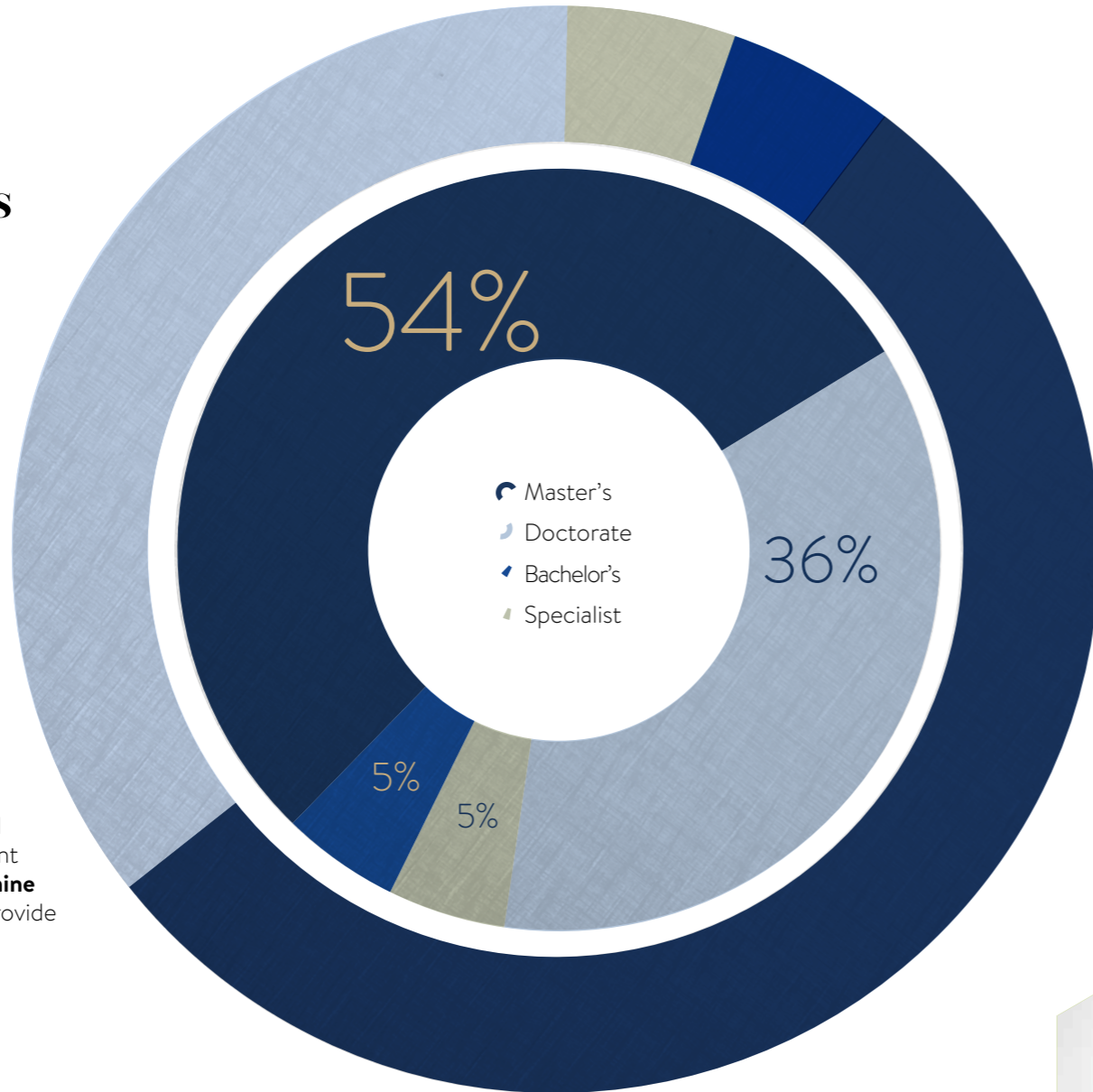
## PHCIM teacher's academic activities



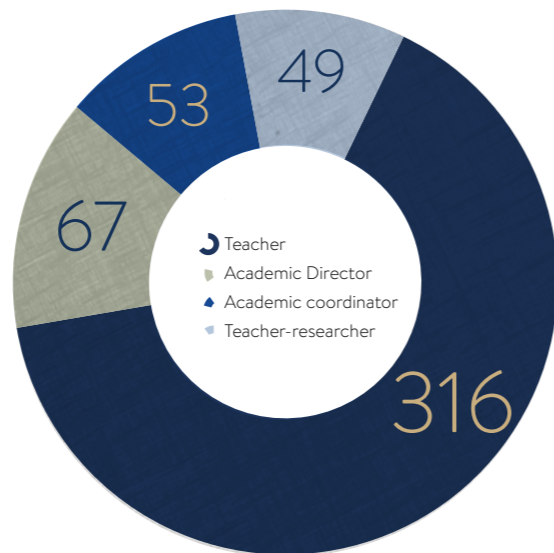
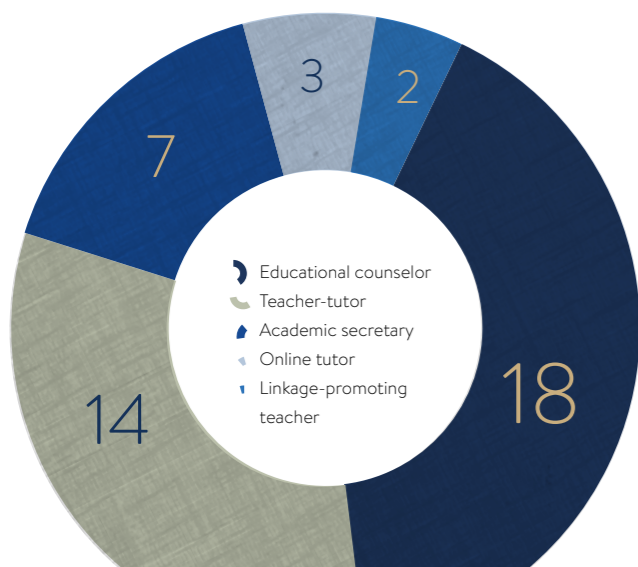
## Academic Degrees

The **academic degrees** of our personnel is of the essence. Well-prepared personnel reflects the University's progressiveness spirit within the different systems of our academic programs. Preparation allows us to comply with the parameters established by the various accrediting agencies related to our programs, the educational guidelines provided by the government, and certifications with which we corroborate the quality of our academic proposal.

To ensure the comprehensive formation and accredited education mentioned above, we categorized the teaching process by roles designed to comply with our students' different learning needs. To this end, we have **nine specific categories** that allow us to provide proper support for our young people.



## Teachers (roles)



During the process of accompanying the academic staff, we updated the document entitled **Guide for the establishment and operation of the academic bodies**, promoting the formalization process for the consolidation of said bodies.

To date, we have 180 academic bodies: 7 faculties, 30 academic program bodies, and 143 Teacher academic bodies.

The information produced from the academic bodies' work is recorded and coordinated by the processes and educational innovation management department through the Blackboard Academias UPAEP community. We store all the minutes of academic body creation, work plans, minutes of meetings, monitoring and evaluation documents, and final reports through this space.

## RESEARCH MASTER PLAN

Speaking of research is not only to mention the number of research works and projects developed as part of the University's substantive functions but to recognize our **70 researchers'** work, whom, with dedication and professionalism, broaden into socially-relevant research. They position us among the best private universities in the country, particularly regarding the number of researchers registered at the researchers' national system of CONACYT (Acronym in Spanish for national council of science and technology).

Currently, we have a researcher staff of fifteen doctors at the Faculty of Arts and Humanities, one at the Center for Family and Society Studies (CEFAS), one at the department of educational innovation, 13 at the Faculty of Biological Sciences, five at the Faculty of Health Sciences, nine at the Faculty of Social Sciences, one at the Institute for the Promotion of the Common Good, six at the Faculty of Economic and Management Sciences, one at the department of internationalization and 18 at the Faculty of Engineering.

## National system of researchers



Judith Cavazos A.  
Socio-cultural Marketing

Rodolfo Cruz V.  
Policies, Disabilities and Inclusion in Education

José Luis Martínez  
Logistics and Supply Chain

Miguel Cruz V.  
Labour Economics, Migration and Finances

Manuel González  
Biomaterials, Human Bioengineering and Instrumentation



Livia Bastos A.  
Social application and interdisciplinarity

Alma Rosa Solano B.  
Physiology of phytopathogenic fungi

Elie Girgis El Kassis  
Molecular Biology

Matthias Etienne A. Nebel  
Social ethics and theological ethics



Santiago O. Caballero  
Artificial Intelligence, Optimization



Yésica Mayett M.  
Agribusiness



Diana Sánchez P.  
Logistics and Supply Chain Management



Fernando Rey Castillo  
Merchandising



María Catalina Ovando  
Economic Analysis of Technology  
Mobile Networks



José Martín Castro  
Logic and Formal Methods



Robin Ann Rice  
Spanish and New Spain Golden Age



Emma Verónica Santana  
Family



Jorge Medina D.  
Metaphysical Foundations of Ethics



Gabriela Croda B.  
Educational Processes and Innovation



Hertwin Minor P.  
Logistics and Supply Chain Management



Damián Emilio Gibaja  
Mathematical Economic Analysis



Omar Aguilera M.  
Applications of Artificial Intelligence and command systems



Mario Edgar Cordero  
Reactors Engineering



Emmanuel Olivera  
Econometric Models



Rubén Sánchez M.  
Phenomenology



Noé Blancas B.  
Discursive Insertion and Mexican Narrative



Roberto Casales  
Modern Philosophy



Dora Ivonne Álvarez  
Applied Semiotics for Design Processes



Francisco J. Sánchez  
Process Simulation and Control



Alfredo Toriz P.  
Robotics



Edgar Peralta S.  
Power Electronics and Electrical Machines



Aurelio H. Heredia  
Electro-Optical Devices



A. Berenice Urbina  
Educational Technology



Luis Cuautle G.  
Quality



Solon Javier Garcés  
Molecular Diagnostics



Helena Leszczynska-Borys  
Floriculture



Genoveva Rosano  
Sustainable Development in Processes and Products



Beatriz Pérez A.  
Bioremediation and Functional Foods



Zaida Nelly Juárez  
Bioactivity of Natural Products and Plants



Ingrid N. Pinto  
New Ways of Working



Gabriel Cardoso  
Food Science



Juan Martín López C.  
Education Theories



Martha Leticia Gaeta  
Psychopedagogy



Arturo Lorenzo V.  
Financial Time Series Analysis



Elizabeth Bautista  
Biotechnology



Luis Daniel Ortega  
Protected Agriculture



Estefanía Martínez  
Environment



Fabiola C. Espinosa  
Food Environmental Physiology of Arboreal Mammals



Ricardo Iván Álvarez.  
Optics



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



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



Guillermo J. Ruiz A. Hematology  
 Guillermo J. Ruiz D. Hematology  
 Virginia Sedeño M. Biomedicine  
 Tania Estrada J. Immunology  
 Patricia Cano Logistics and Supply Chain Management



María González de Cossio Information Design  
 Cintia Robles G. Spanish phenomenology and philosophy  
 Erik L. Álvarez Business administration and innovation  
 Paniel Reyes C. American pragmatist philosophy of the 19th century  
 Ma. de Lourdes Meza Non-technical technologies and food product processing



José Pablo Nuño Strategic Planning  
 Juan Pablo Lozoya R. Non-technical technologies and food product processing  
 Gabriela González Pedagogy

At UPAEP, we encourage young people's participation in research activities, one of our Mission's main axes. Therefore, we have a program aimed at outstanding students who wish to develop their vocation as researchers working with UPAEP's recognized and prestigious teachers registered at CONACYT'S researcher national system.

From August 2019 to July 2020, **43 undergraduate and 25 graduate students** completed their studies supported by this program.

Among the projects, we highlight the following examples:

The project entitled **Intervenciones del Parque Paseo de San Francisco** is about improving the urban and social conditions of the Barrio del Alto. The students who managed are Andrea Ivonne Ruiz Martínez and Paulina Noriega Morales, under the direction of Dr. Octavio Flores. This project aims to renovate the infrastructure at the Paseo de San Francisco, recreating a meeting place for the community of *Barrio del Alto*. With this project, we promote social integration at the *Barrio*, from an unsafe and desolated environment with deteriorated spaces to a revitalized park, where recreational and cultural activities promote a sustainable city.

Another project is **Sistema de monitoreo integral corporal sin contacto físico** or body contactless integral monitoring system, run by the students Germán Barrientos Carbera, Brían Etienne Escamilla González, Julio David Carrizales Briones, and two students with a research scholarship: Citlalli Pale Baez and Jeanfred Ramirez Lima, with the advisory by Doctors Aurelio Horacio Heredia, Marian Denisse Volver Ríos and Marco Antonio Ramírez Barrientos.

This project's research aims to develop a remote system for monitoring vital signs (temperature, heart rate, breathing) without physical contact. It will also report data in real-time and record to send alert information to a family member or doctor about the patient's condition.

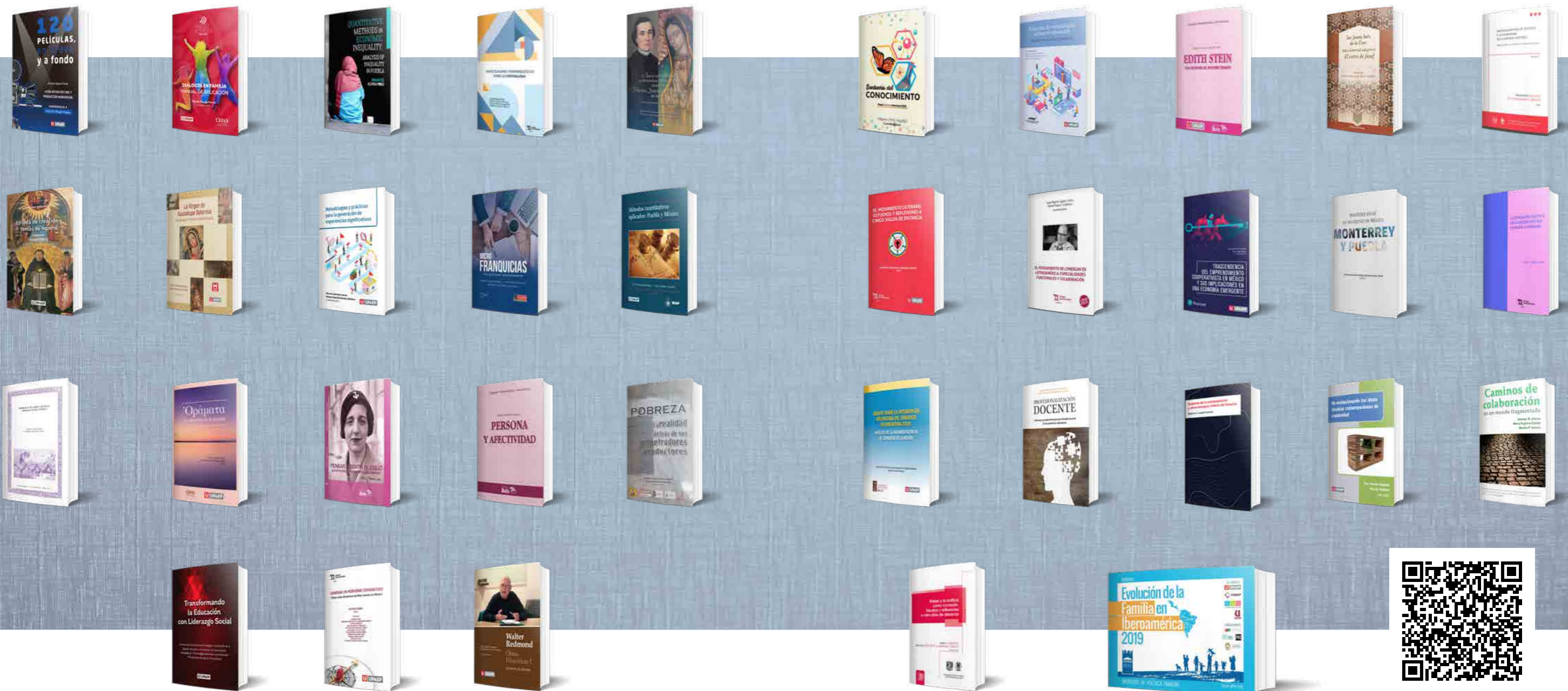
Citlalli and German are medical students who were in charge of researching and delivering all the information regarding the symptoms of COVID-19. Also, they verified and validated that each of the subsystems that integrate the body integral monitoring system provides the correct measured values in each physiological signal. Brían, Julio, and Jeanfred are Bionic Engineering students and are responsible for designing and assembling each of the monitoring subsystems.

This year we obtained almost four and a half million pesos for research activities. As a university, we invested the same amount, which added a total investment of just over nine million pesos for research activities in **87 research projects**.

Thanks to researchers' efforts in the different projects they lead, we published **36 books** with prestigious publishing houses and **168 articles in peer-reviewed journals**. Moreover, we published **80 articles published in indexed journals of JCR and SCOPUS**.

Of the vast production, we make mention of some of it, although you can review it by scanning the QR code available in this section to know the complete works that this great team has achieved during this year:

This year, we formally submitted **four patent** applications. We highlight the method to produce ethanol from multilayer films of cellulose-enriched vinasse, which consists of developing a new control strategy for a two-phase, interlaced, bidirectional, direct current to direct current power converter. The process includes a central control that regulates the system's total current and a slave control responsible for controlling the current in each converter phase. The central control modifies the entire work cycle available for the converter (0-100%). In comparison, the current rolling control affects a minimum percentage (about 5%) the work cycle calculated by the central control, depending on the system's characteristics. The new strategy has been programmed and implemented for a power supply of 30 kilowatts, direct current to direct current converter, bidirectional, interlaced, and two-phase.



Research projects



Once again at UPAEP, we organized and conducted the **ExpoCiencias Puebla 2019**, in collaboration with the national network for youth involvement in science and technology (Spanish: *RED Nacional de Actividades Juveniles en Ciencia y Tecnología*), supported by the Latin America office of the International Movement for Leisure Activities in Science and Technology (**MILSET LATAM** for its acronym in Spanish), the science and technology state council in Puebla (**CONCYTEP, Consejo de Ciencia y Tecnología del Estado de Puebla**), and the national council of science and technology (**CONACYT, Consejo Nacional de Ciencia y Tecnología**).

In our convention center (*Centro de Vinculación*), we enjoy more than **550 students** from early childhood to junior high school and young people from high school to higher education institutions, public and private different parts of the State.

Without a doubt, it was interesting to see students in action, presenting 202 projects before the visitors and the evaluation committee that came to their stands. The event categorizes projects in eleven fields of knowledge: Medicine and Health, Social Sciences and Humanities, Engineering Sciences, Agriculture and Food, Scientific Outreach, Environment, Mechatronics, Materials Sciences, Exact and Natural Sciences, Biology, Computer Sciences, and Software.

As a result of this day, the projects got direct international accreditation to participate at the *ExpoCiencias Latinoamérica ESI LATAM 2020* in Santa Rosa, Argentina, and the *ESA 2020* in Dubai, United Arab Emirates.

The best scores earned their accreditation to continue at the *ExpoCiencias Nacional 2019* in November in Monterrey, Nuevo León. At the national event, they had the opportunity to obtain accreditation to represent Mexico in one of the 34 high-quality international events for which there is an agreement with 26 countries, or to participate at the Stockholm International Youth Science Seminar in Sweden, if they earn the title of absolute winner.

At *ExpoCiencias Puebla 2019*, the judges granted **30 accreditations** in the different categories and fields of knowledge. UPAEP obtained the following accreditations to be part of the 2019 Puebla's delegation:

- 1. Analysis of miRNA** expression profiles associated with metastasis in luminal-type breast cancer. The project earned accreditation to attend the *ExpoCiencias Nacional 2019* in Monterrey, Nuevo León, ESA 2020.
- 2. Morphogenetic** effect of cytokinins 2iP, BAP, and K on longitudinal and inverted epicotyl slices of *Echinocactus platyacanthus*. The project earned accreditation to attend the *ExpoCiencias Nacional 2019*, in Monterrey, Nuevo León.
- 3. 3D scanner** prototype using a triangulation method for quality control in materials manufacturing. The project was granted accreditation to attend the *ExpoCiencias Nacional 2019*, in Monterrey, Nuevo León.
- 4. Gaia Capsule.** Accredited to attend the *ExpoCiencias Nacional 2019*, in Monterrey, Nuevo León.
- 5. Effect** of *Beauveria Bassiana* on *Hermetia Illucens* and *Eisenia Foetida*. The project earned accreditation to attend the *ExpoCiencias Nacional 2019*, in Monterrey, Nuevo León.

During the **ExpoCiencias Nacional** event, more than 1,500 participants registered 462 projects within the different categories and fields of knowledge, featuring ten countries (Brazil, Colombia, Chile, Costa Rica, Panama, Ecuador, Guatemala, Ukraine, Russia, and Argentina).

UPAEP was granted accreditation to attend the London International Youth Science Forum with the project "Beauveria Bassiana effect on *Hermetia Illucens* and *Eisenia Foetida*."

Additionally, UPAEP has conducted **16 events of ExpoCiencias Nacionales** (from 2003 to 2019), in which more than 22,000 participants among early childhood to junior high school and young people from high school to higher education, presented **5,500 scientific and technological projects** with the advice of more than **1,750 teachers and researchers**.

It is worth sharing the positive social impact that this exercise has at the international level in promoting research, science, and technology. In the course of the last sixteen years, the Mexican delegations selected to represent the country at international events have gathered a total of 2,500 Mexican children and young people supported by 1,000 teachers and researchers, presenting 1,200 research projects, technological development, and innovation at 230 international events in 40 countries. Moreover, from 2003 to 2019, UPAEP has organized and coordinated the delegations representing Mexico with dignity in eight world *ExpoCiencias* and nine Latin American *ExpoCiencias* events.

In the above-mentioned international events, Mexican delegations have won **53 medals and 87 first places of honor, in addition to 51 accreditations to attend other international events**.

Within this field, the *Mouvement International pour le Loisir Scientifique et Technique (MILSET)* appointed Eugenio Urrutia Albusua, the director of the AztechSat-1 project, and Vice-Rector of Graduate Programs and Research at UPAEP, as worldwide "Special Advisor for Executive Committee and its President." Last September in Abu Dhabi, Eugenio Urrutia Albusua was awarded the Derek Gray Award, which he received for his personal and outstanding contribution to the movement and the activities he has carried out as a member of the organization.



Nickel Phytoextraction with Water Lily Project



Identification of Cutibacterium Strains Related to Acne Project



One of the projects that gave us unlimited inspiration since 2017, and, at the same time, challenged our efforts and patience, was undoubtedly the design, construction, and operation of the CubeSat nanosatellite called AzTechSat-1, built by UPAEP teachers and students.

The device was named after the Aztecs (Az) as part of our cultural background. Also, it represents a technological challenge (Tech) as the first of many future Satellite projects (Sat-1) in collaboration with personnel of the **National Aeronautics and Space Administration (NASA)**.

After a rigorous selection by NASA, the primary objective of the mission commissioned to UPAEP in collaboration with the Mexican Space Agency (AEM for its initials in Spanish, *Agencia Especial Mexicana*), was to test the satellite's intercommunication with the constellation GlobalStar. Such a process includes developing, implementing, and integrating a subsystem, which will improve communication in future missions of CubeSat-class nanosatellites.

After six supervisions by NASA at UPAEP and a series of environmental tests conducted at NASA within the Ames Research Center, the satellite got clearance in August of 2019 to be included within the flight manifest of the Falcon 9, a launch vehicle designed and manufactured by Space X.

On December 5th of 2019 at 11:29 h, Mexico City time, the launch was performed from **Cape Canaveral in Florida** and, later, the Dragon capsule successfully delivered the AzTechSat-1 to the **International Space Station** on December 8th with arrival at 7:47, ET.

The deployment to its final orbital plane took place on February 19th of 2020, sending its first signal 45 minutes after the release. From the first moments, the communication with the **constellation Globalstar** and the Earth stations in different parts of the world started to be verified, which confirmed the mission's success.

Over the years, **12 teachers and 48 students** worked hard on this endeavor, demonstrating the development of a multidisciplinary project that brought together the knowledge, efforts, and even dreams of both students and teachers. The action endorsed our U50 educational model's relevance since it emphasizes learning based on challenges and problems. Today, it will enable us to position ourselves as a leading university that sets the standard in the Mexican space era.

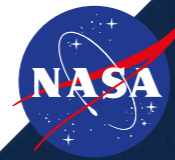
As a conclusion to this significant experience, on February 25th of this year, the national postal service (Spanish: *Correos de México*) printed the **AzTechSat-1 commemorative postage stamp**.



AzTechSat website



Mission Operations



SCT  
SECRETARÍA DE  
COMUNICACIONES  
Y TRANSPORTES



AEM  
AGENCIA ESPACIAL MEXICANA



*To* CONSOLIDATE  
SOCIALLY RELEVANT  
ACADEMIC SYSTEMS



THIRD GOVERNING PRINCIPLE



## TO CONSOLIDATE SOCIALLY RELEVANT ACADEMIC SYSTEMS

To think about the being and mission of the University leads us to visualize the encounter of teachers and students who seek the truth with such passion and dynamism that eventually not only transform their lives but have a positive impact in their nearest social reality. Our knowledge acquires its fullness when we seek the good for others and create beauty in the world.

The use of knowledge to serve and as an element of personal growth to transform are two distinctive features that an authentic university encourages. Since its origins, UPAEP has been responsible for bringing “culture in service of the people,” meaning to share the best we can be and do to improve the community. That is why it continually seeks to be relevant, responsive and dedicated to improving its members’ living conditions and the environment where they develop themselves.

## RELEVANT PLANS AND PROGRAMS

To preserve our curricula and academic programs’ relevance and quality, we have created **35 Consejos Académicos de Vinculación (CAV)**. Such academic advisory boards for each undergraduate program hold sessions periodically to provide consultancy, reaffirming the liaison between University and the productive society. Among these boards are entrepreneurs, outstanding professionals, academics, and, of course, graduates.

In addition to these boards, the University has a *Consejo Consultivo de Vinculación*, a professional advisory board conformed by 23 advisors. This year they met regularly on four occasions. Once again, we thank all its members for their contribution, the trust they put in us, and their ability to help us explore new horizons:

Rosa Martha Abascal Olascoaga  
*Founder of EstrategiaWeb360 and Yoinfluyo*

Javier Alarcón Benet  
*CEO of Christel House Mexico*

Gerardo Aranda Muñoz  
*CEO of Gallup México & Latinoamérica*

María Luisa Aspe Armella  
*Ex-president of IMDOSOC*

Elena Barrero Espinoza de los Reyes  
*Owner and CEO of The Wingate School*

Habib Chamoun Nicolas  
*Corporate and government lecturer and advisor  
Keynegotiations*

Jesús Campos Orozco  
*President of the FIDES board*

Martha Eugenia Carvajal Specia  
*President of Fundación Comunitaria Puebla*

Jorge Familiar Haro  
*President of the Board of Directors of CEMEFI*

Francisco Javier González Garza  
*National president of A Favor de lo Mejor*

Alejandro Kasuga Sakai.  
*CEO of Yakult in Puebla*

Alberto López de Nava Pérez  
*President of Grupo Alden*

Juan Pablo Murguía Ashby  
*CEO of Murguía Consultores*

Juan Enrique Murguía Pozzi  
*President of Aserta Afanzadora*

Sergio Peralta Sandoval  
*President of FUNDECO*

Juan Luis Prieto y Jacqué  
*President of Corporación Alfil*

Luis Regordosa Valenciana  
*CEO of C. Montoto Automotriz*

Francisco Javier Salazar Sáenz  
*Ex-secretary of Labor and Social Welfare (Mexico)*

Adriana Sánchez Guzmán  
*Member of Nafinsa’s Council*

Carlos Sandoval Romero  
*CEO of Casaro Consultores*

Jorge Víctor Villalobos Grzybowicz  
*Executive president of CEMEFI*

Luis Alfonso Villaseñor Zepeda  
*President of Nafinsa’s Council*

As a part of our commitment to offering training following the needs of the context, our **continuing education department** (Spanish: *Educación Continua UPAEP*) offered **79 different programs** with the collaboration of 262 facilitators and instructors who contributed to the continuous education and training of **1,138 participants**.

Similarly, we provide courses that, without being part of our academic programs' curriculum, contribute to expanding and enhancing the set of skills and knowledge of our students, providing them with technical training and acquiring core competencies that complement their comprehensive formation.

Units	Number of programs	Number of students
Faculty of Engineering	13	182
Faculty of Business	17	233
Faculty of Health Sciences	51	1196
Faculty of Biological Sciences	9	177
Faculty of Arts and Humanities	7	91
Faculty of Health Sciences	6	104
Sport workshops	19	269
Football (Soccer)	2	175
Fine Arts workshops ( <i>Bellas Artes UPAEP</i> )	57	300
Department of Languages	9	32
UPAEP Museum	1	28
Health Sciences graduate programs	5	367
Social Sciences graduate programs	2	12
Business and Engineering graduate programs	4	30

Total of programs	Total of students
<b>202</b>	<b>3,196</b>

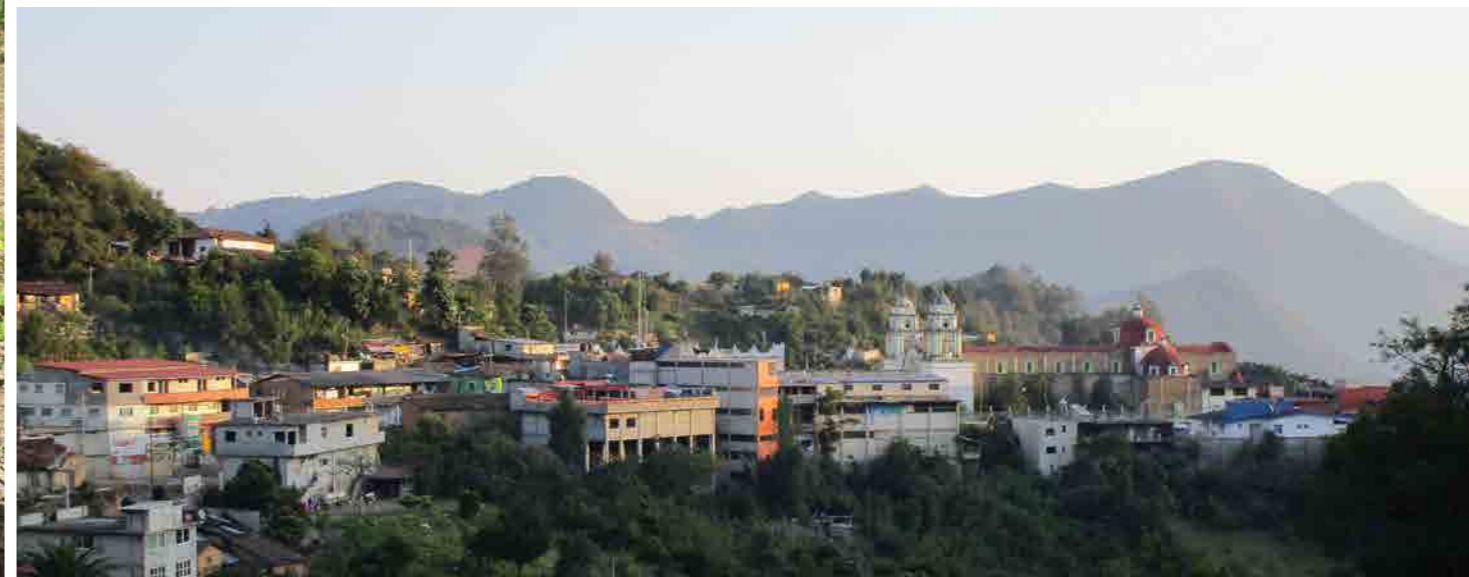
**D**uring the 2019-2020 academic year, we created the **Comité SAPS Vinculadores**, a committee specialized in the relationships between our University and society, whose purpose is to promote the **socially-relevant academic systems** (SAPS for its initials in Spanish) as a **culture**. Let us keep in mind that the SAPS systems represent the University as a way of being and doing. They trigger significant experiences by developing comprehensive projects that, from the teaching, research, and extension activity, address social and economic issues, identify opportunities and promote new productive, social, and cultural projects based on the Christian social thought.

SAPS systems set up the framework of reference for the University to take action through social innovation and knowledge management by influencing the Institutional Development Plan (*PFI* for its initials in Spanish) and offering a sense of orientation towards academic quality, entrepreneurship, international mobility, and comprehensive formation. For this reason, the linkage-oriented teachers recognize that their work is to collaborate strategically to impulse the experience of the SAPS culture within the Faculties, stimulating the creation of more projects and agreements of collaborative work with other entities and organizations.

The *Comité SAPS Vinculadores* consists of the Center for Innovation and Social Impact (*CIIS* for its initials in Spanish), the Academic Vice-rectory members, and eight teachers from each one of the Faculties. Among their many functions, they are responsible for disseminating and implementing the SAPS culture, the liaison between the academic programs of each Faculty and the members of the *Modelo Tetrahélice*. Other functions are the accompaniment to the academic directors during the registration and monitoring of professional practices, the coordination with the Direction of Alumni and Inter-institutional Relations for the follow-up and placement of graduates, the planning of professional practices, and the follow-up to the work of the *Consejos Académicos de Vinculación*; the promotion, recording, and monitoring of SAPS projects as well as the authorization and support of social service projects.

The SAPS systems' projects characteristics are as follows:

- They take inspiration on the principles of the Christian social doctrine: the human person, solidarity, subsidiarity, and the common good.
- Interdisciplinary: the project addresses social issues from different fields of study.
- Collaborative work: to analyze and solve the challenge of this project, students, teachers, and staff work together and in collaboration with external entities of the society, government, industry, and other educational institutions as a joint effort.
- Substantive functions of the University: the SAPS project is carried out through at least one substantive function of the University, whether it is teaching, research, or extension.
- Primary social challenge: the SAPS project addresses a specific social challenge that is a priority, aligning with one or more SAPS approach lines.
- Indicators and measurement: SAPS projects consider designing the necessary indicators to measure and assess their performance.
- Social Innovation: the SAPS project provides a creative solution that improves its target population's living conditions. There is evidence of social innovation.
- Academic quality and UPAEP's graduate profile: the SAPS project represents a means to achieve academic quality. It allows us to manage knowledge by going deeper into specific disciplines. Also, it promotes entrepreneurship, international mobility, and the comprehensive formation of our students, teachers, collaborators, and partners.



It is important to remark that we already have an App to manage the social impact. Such technology is currently hosting ten projects. The information from the projects is redirected to our web portal so that visitors will be able to identify the experiences from each academic program involved in SAPS projects, and we will continuously update said information.

SAPS primary lines matrix has been developed with the collaboration of all academic departments and programs, allowing identifying the contributions by each approach line to teaching, research, and extension. Moreover, we highlighted the courses, programs, research products, and SAPS projects that are available for each approach line, with details of their purpose.



Impact Projects

We have carried out several activities regarding UPAEP's internal objectives and external during the whole academic year. For each of the academic programs included in our educational offer, such actions contribute to professional training and the construction of new significant experiences that will forge the **young leaders for social transformation** that our society needs.

In a context of professional preparation, academic commitment, and quality, we conducted hundreds of activities such as contests, competitions, festivals, projects, congresses, workshops, courses, and certifications during this period, among many others that contributed to strengthening the theory.

Teachers and students with a solid commitment made this wealth of knowledge possible during this 2019-2020 academic year.



Although our mission seeks social transformation beyond any border, and we see the leadership in our students that will take them to success, we are aware that our nearest environment is our primary responsibility.

Therefore, the outreach program to take care of the **Barrio de Santiago** is fundamental, and year after year, we put special attention to it. For this period, we addressed the outreach project for our neighborhood through three strategies executed by a team of **156 students, two medical interns, 34 teachers, and management staff to benefit about 7,400 people.**



### OUTREACH STRATEGY

Through Puebla's City Hall, we collaborated with the following projects: *BIENESTAR SOCIAL* (Participatory budgeting for social welfare), *IMPLAN* (FONCA and *COPLADEMUN*), *DIF* (Child Development, Human Rights Instrument for children and teenagers), *SEMOVI* (urban mobility survey) and the Commission on Education, Science and Technology (Learning Cities). 2. Presentation of a paper at the Forum on Social Inclusion in Urban Areas of the State of Puebla, organized by the Urban Development Commission of the State Congress. 3. Research follow-up "Urban art as a mechanism of community social cohesion and development in Puebla and Mexico City. 4. For the sixteenth consecutive year we organized the Grandfather's Day for the residents of *Barrio de Santiago* and surroundings.

### CULTURAL STRATEGY

In collaboration with *Unidades Básicas UPAEP Santiago*, we organized the exhibition entitled *Una P/Arte de mi arte* that gathered the works of first grade UPAEP Santiago High School students as a part of the activities of *Corredor Cultural del Barrio*. As a part of the Day of Dead Mexican tradition and for the sixth year, we carried out the *Todos los Santos en mi Barrio* festival in collaboration with our fine arts department (Spanish: *Bellas Artes y Proyección Cultural*); the event had an attendance of over 1,500 people. In collaboration with the *Colectivo 15*, we carried out the seventh festival called *Llévelo, Llévelo*, with more than 260 people. We organized and conducted the sixth edition of the event called *Alfombras de Cuaresma* with the fine arts department's collaboration. The exhibition took place in the parishes of *Santiago* and *San Sebastián*, as well as in the churches of *San Miguel* and *San Matías*.



### SOCIAL STRATEGY

The social strategy consisted of the development of four programs which are as follows:

#### Comprehensive healthcare program for schools and population without social security

-At the *Escuela Primaria Matutina Hermanas Serdán* (public elementary day school), we gave 835 medical consultations for the school community. We provided 52 comprehensive health diagnoses for new students, 198 research protocols assessments, support to assess the *Ver bien para aprender mejor* program, and the SEP's eye health care initiative (Spanish Acronym for Secretariat of Public Education). Also, we participated in two massive safety drills and conducted talks on coronavirus to benefit 974 students and the school's teaching and management staff. Furthermore, we organized a thematic poster design contest with 26 teams' participation.

At the Pablo Neruda High School, we delivered a workshop on comprehensive health for teenagers and health preventive measures on COVID-19 to benefit 285 students.

We created a linkage with the *Colegio Senda* to implement the oral care program called *Librando Obstáculos SENDA-UPAEP* with the Dentistry academic staff's collaboration. As a result, we carried out 33 oral healthcare diagnoses for the school community.

-We collaborated with a group of residents from the neighborhood to deliver workshops on spending free time, medicine, and physiotherapy.

- We offered general medicine consultations to the residents of the *Barrio de Santiago* and its surroundings at the University Medical Clinic of the Comprehensive Health Center UPAEP.

#### Complementary education program for schools and organizations

- We delivered English workshops and a Science and Technology workshop at *Escuela Primaria Club de Leones* for 92 students.

-At the *Escuela Héroes de Nacoziari*, we had English workshops for 132 students.

-At the *Escuela Carmen Millán*, we delivered a workshop on masks for 47 children, within the framework of the Day of the Dead festival entitled *6to. Festival Todos los Santos en mi Barrio*.

We delivered English classes to 47 students of the *Estancia Infantil Cáritas*, which concluded with an achievement demonstration before the parents.

-With the collaboration of the Business SAPS and the students on social service, and under the coordination of the *Voluntarias Vicentinas del Centro Santa Catalina Laboure*, we delivered English and Computer classes for people with a visual impairment or blindness.

- We delivered the formative homework assessment and Science and Technology workshop at the *Estancia de tareas Paulo Freire*

With the Psychology department's collaboration during the Technical Council carried out in March, we delivered a talk on "Human Rights and Socio-emotional Education" to the teaching, management, and operational staff of the *Escuela Primaria Hermanos Serdán*.

#### Social assistance

In collaboration with the University's pastoral care department (Spanish: *Pastoral de la Cultura*) and the *Barrio de Santiago* resident's association, we delivered 40 grocery packages to benefit 20 families in need.

In collaboration with *Unidades Básicas UPAEP Santiago*, we delivered 40 grocery packages to the neighborhood people.

In collaboration with the employee well-being department (Spanish: *Bienestar Laboral*), we delivered 20 grocery packages to the neighborhood people.

We supported the *Voluntaria Vicentinas del Centro Santa Catalina Labouré* during the Christmas bazaar to resupply their dispensary.

#### Cohesión social y esparcimiento

We celebrated for the sixteenth consecutive year the Grandparent's Day at the *Barrio de Santiago* area.



The **Alas a tu futuro** program, like the wings to reach a successful future, aims to provide financial aid to women who have not completed their university studies. Through this program, scholarship holders finish their degree, and we contribute to their social and work inclusion, providing the opportunity to impulse their life project.

Until today, the program has allocated **1,557,980 pesos** for the benefit of **62 students**, out of which, 50 made the dream of obtaining a degree come true. During the fall 2019 - spring 2020 period, 13 scholarship holders benefited with a total amount of \$269,289.80.

The *Alas a tu Futuro* program has the distinctiveness of encouraging the spirit of solidarity in the contributors who provide the necessary resources and the beneficiaries themselves who commit to returning 40% of the amount granted. After obtaining their degree, they contribute to the program's sustainability, allowing the next generation of women to achieve the same goal.

UPAEP reaffirms its commitment to bringing opportunities to those who need it most through **Una Apuesta de Futuro**. This emblematic social program is evidence of UPAEP's character of solidarity, entrepreneurship, and support, a lab of humanity and leadership to transform lives, which, in turn, will change many others.

*Una Apuesta de Futuro* program consolidates each of our contributors' solidarity value, students in scholarship-holder service as social projects, teachers and tutors who perform their daily work, and volunteers. They strengthen the program by joining in.

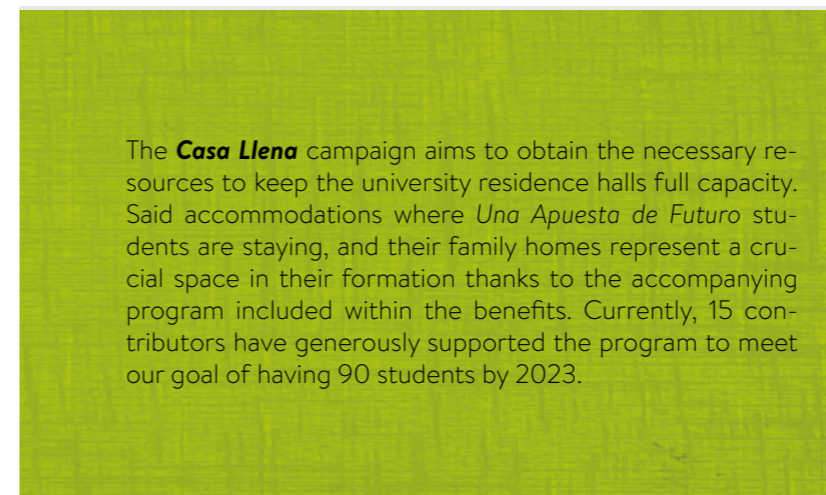
To continue with this program, we require the support of contributors and organizations that share our objective, providing the tools to talented young leaders who wish to make the difference within their context significantly.

This year, we have had the support of **376 contributors** who make donations to help with the tuition, maintenance, and accompaniment program of 59 scholarship holders. The 86 graduates are the testimony of the transformative power of education. Each life improved, each dream realized, drives us to strengthen and grow the program.

The **Fundación Espinosa Rugarcía** and the **Fundación Amparo** joined the *Una Apuesta de Futuro* program becoming crucial partners to promote the international experiences of the scholarship-holders.

We support philanthropy and the strengthening of networks of international institutions for those who need it most. We have collaborated for more than 12 years with the **Fundación MAPFRE**, through the **Instituto de Acción Social en España** and the **Fundación en México**. We sincerely thank them for their support by having invested almost 13 million pesos in the education of young people who joined the *Una Apuesta de Futuro* program, a benefit of 213 families from 112 rural communities.

We also want to make a much-needed acknowledgment of Puebla's society for their solidary participation in *Sorteo UPAEP*, our traditional drawing. This annual drawing aims to collect economic resources for the institutional scholarship fund, particularly for the *Una Apuesta de Futuro* program.



The **Casa Llena** campaign aims to obtain the necessary resources to keep the university residence halls full capacity. Said accommodations where *Una Apuesta de Futuro* students are staying, and their family homes represent a crucial space in their formation thanks to the accompanying program included within the benefits. Currently, 15 contributors have generously supported the program to meet our goal of having 90 students by 2023.





We distinguish ourselves from our commitment to encourage students to create bridges between what they have learned in the classroom and what the field of work requires. For this reason, we pay special attention to **linking up with companies** that offer them off-campus learning and contribute to their professional experience. Of the many relationships we have, we remark the top ten companies where most students have carried out their internships this year.



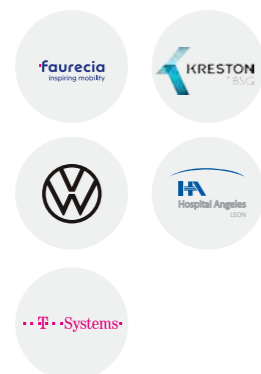
Currently, we have a new system that adapts to mobile phones and computers, providing our students with a more comfortable and secure professional practice registration process. The system allows the users to complete all the process steps from a friendly interface whenever they are. The mobile platform also has a module to upload their CV, apply to a project of their choice, respond to an internship completion survey, and assess their experience.

Among the more than **4,800 options** to choose and apply, 584 students got accepted into the internship program of national and international corporations this year.

international



national



local



2,427

COMPANIES REGISTERED



2,291

NATIONAL COMPANIES



136

INTERNATIONAL COMPANIES

Countries like:



Through <https://upaep.mx/empresas>, each company can:

1. Sign up
2. Choose a stand and personalize it with their logotype
3. Upload their professional practice projects
4. Review the candidates who applied for the available projects.
5. Accept candidate applications.
6. Respond to the follow-up survey.
7. Close the internship process with a final assessment.
8. Create and submit the student acceptance and completion letter automatically.
9. Download the results of the final assessment to provide feedback to interns.



Also, in this regard, after receiving the announcement from **Faurecia** to participate in the Tech Rally, 15 students from different undergraduate programs (Business Administration, International Commerce, Industrial Engineering, Mechatronics, Bionics, and Automotive Design) represented us, and we got **first place**.

With a timely and effective participation, Paula Isabel Barajas Castro, student of Business Administration; Andrea Martínez Salgado of International Commerce; Luis Daniel Domínguez Ayerdi, Edgar Alfredo Peregrina García, Francisco Javier Altieri Kuri, Blanca Isabel Garibay Velázquez, Industrial Engineering students; Ana Imelda Soriano Sánchez, Bionic Engineering; Erwin Guillermo Walter Sánchez, Luis Ángel Bustamante Rosas, students of Mechatronic Engineering and Mario David Galindo Aguila, Pablo Vera García, Luis Donald Reyes Pacheco, Ana Karen Meléndez Jiménez, Carlos Josué Alvarado Pérez, students of Automotive Design Engineering, all of them put the name of UPAEP in the best possible light at the rally, in which they met the participants of six local universities during a series of challenges: 1) design and construction of seat for car that will be released in 2025, 2) board design, 3) representation of a large-scale production line, and 4) programming of two robots using the Lego Mindstorms code language simulating a company's production process.

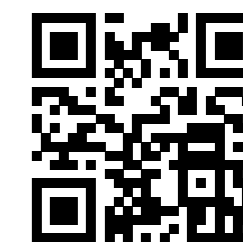
With this achievement, the members obtained their position as interns in different departments of Faurecia.

**The alumni relations** department (Spanish: *Egresados y Relaciones Interinstitucionales*) announced the first Alumni-Academy official meeting. The directors of the academic programs and undergraduate Alumni regular and alternate members, and other UPAEP's graduates and directors, shared ideas on strategies and plans for graduates to join the training and academic activities. During this session, we introduced the UPAEP Alumni Council members, the new Alumni Platform (the first social-professional network exclusively for graduates of an educational institution in Mexico), and the events planned for this year.

Also, at our sister institution's facilities in Mexico City, the **Universidad Intercontinental (UIC)**, we held a meeting to explain the graduates' activities and define which graduates would become Alumni Council Board members, Mexico City Chapter.

Besides, we held the **"Encuentros Alumni con el Rector,"** a series of meetings between graduates and UPAEP's President, who carried out a tour through different states of the Mexican Republic. The first meeting took place in Oaxaca. We shared the UPAEP's progress on academic matters, infrastructure, human resources, technological resources, and presented the projects planned towards our 50th Anniversary commemoration in 2023.

In this regard, we introduced the new **Alumni Platform** that allows networking and the possibility of delivering mentoring or consulting services and advertising products and services to benefit all the Alumni community. Finally, we agreed to create the Alumni Council, Oaxaca Chapter, through a member election carried out online.



UPAEP's Comprehensive  
Health Care Center

**U**PAEP's commitment and fidelity to its principles always ensure solidarity, so we preserve and encourage services that support the population. This year, for example, our office of legal advisory (*Bufete Jurídico*) solved 353 legal queries on civil, labor, commercial, and family law matters.

As mentioned before, UPAEP always looks to offer state-of-the-art facilities, on the one hand, to allow our students to get the maximum benefit of infrastructure and apply what they have learned in theory. On the other, to put the knowledge acquired in the service of the community. With this principle as a driving force, we carried out hundreds of activities in our clinics' different facilities in which formation and community service converge.

At UPAEP, we have two healthcare clinics (**Dental Clinic and the Comprehensive Healthcare Center**) and a veterinary hospital, all three offering services to the general public and contributing to the students' development of knowledge and skills within their 20 laboratories.

During this academic year, both in the clinics and in the veterinary hospital, a total of 3,422 students provided services, translating into 4,855 hours of professional practice in the different health sciences programs involved in this training process. Also, 34,616 patients received healthcare services, out of which 21% (7,372) was for free, representing a subsidy of almost 1.2 million pesos for the benefit of our UPAEP community. We help families have significant savings through medical specialty consultations at low cost, benefiting more than 34 thousand patients with these actions.

**UPAEP's Comprehensive Health Care Center (CSI)** for its initials in Spanish) consists of four clinics in the fields of Medicine, Nutrition, Physiotherapy, and Psychology, two care and community support centers, the Family Care Center and the Task Workshop. These facilities offer quality services with a social purpose and at low prices and teaching laboratories, Physiotherapy, and the Objective Structured Clinical Examination (OSCE). Additionally, there is a surgical simulation center with state-of-the-art equipment, which started operations at the beginning of the academic year. We always make sure that our spaces are the most suitable to ensure the learning process. Therefore, we have created an investment of almost half a million pesos in acquiring new equipment and renovation of the current one; thus, the Comprehensive Health Care Center remains at the forefront of healthcare services.

Over the 2019-2020 academic year, at the Comprehensive Health Care Center, 1,548 students practiced what they learned in the classroom. Together they sum a total of 1,390 practice hours for the different programs and courses at their laboratories. Besides, we have treated 12,879 patients, of whom 58% (7,372) were served free of charge.

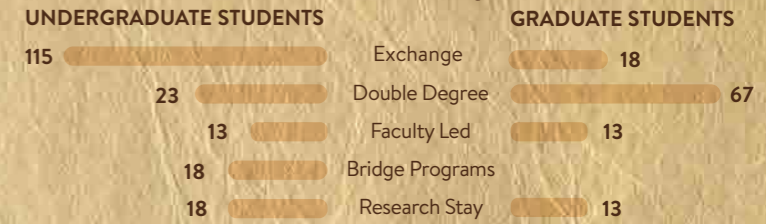
*To* POSITION  
OUR  
INSTITUTION  
AS AN  
INTERCULTURAL



FOURTH GOVERNING PRINCIPLE



### outgoing mobility



### incoming mobility



## Posicionamiento internacional

## TO POSITION OUR INSTITUTION AS AN INTERCULTURAL UNIVERSITY

A central pillar of our educational approach is the “culture of encounter.” Human beings not only built their lives by following this goal, but they fulfill their mission to the extent that they become being-for-others. Our actions and most beautiful endeavors come to their full fruition when representing real well-being for others and vice versa. The logic of otherness acquires higher relevancy in the presence of educational, linguistic, geographical, and cultural differences. Still, it is also true that the encounter as a result of these differences is even more enriching: the intercultural encounter.

At UPAEP, the encouragement of the international mobility of students and teachers is distinctive. Such incoming and outgoing mobility let us generate research on global relevance in collaboration with peers from other

countries. Having an intercultural perspective in education means letting the rest of the world know about it and learning from it and contributing to its improvement. Said perspective means coexist, to travel, to discover other cultures. Today more than ever, being a university student means being universal.

For many years, UPAEP has considered international projection a primary task, creating global linkage scenarios, and getting involved in the university community’s formation and intercultural development. This interest in establishing relations with other countries has yielded satisfactory results.

In the 2019-2020 period, the mobility behaved favorably for the incoming population who chooses us as a destination and for our outgoing eagles who decided to take flight. Continuing with this dynamics enable us to prepare ourselves for cultural encounter and mutual enrichment.

**187 undergraduate students** experienced a national or international academic mobility program, also, we welcomed **455 students from 17 countries**, including our own, in which 11 young Mexicans experienced a national exchange in Puebla.

Our mobility programs also provide opportunities for those interested in continuing their studies through a graduate degree. In this regard, 111 UPAEP students opted for one of the internationalization programs we offer: **Bridge Programs, Faculty Leds, Exchange, Double Degree, and Research Stays.** At the same time, our House of Studies was a destination for 71 students from 12 countries, in addition to 6 national students who finished their graduate degree in our Campus.



To further proceed with internationalization programs and their promotion, during the period from August 2019 to July 2020, **CO-NACYT** granted more than 5.5 million pesos, which allowed the allocation of 31 mixed scholarships for mobility in Research Stays, Double Degrees, Exchange, and Faculty Leds.

Besides, through the scholarship fund of UPAEP's international projection office (*Dirección General de Internacionalización*), we provide financial aid for an amount of almost 900 thousand pesos to 37 undergraduate and graduate students to carry out an international program and to participate in international congresses and events.

We want to thank and make special mention of the universities we established a close relationship contributing to creating double degree programs for our graduate programs. There are already 250 students who have had the opportunity to continue their degree studies abroad and the experience of an intercultural education without equal, supported by prestigious universities.

This year we developed new Double Degree programs in collaboration with the following universities abroad:

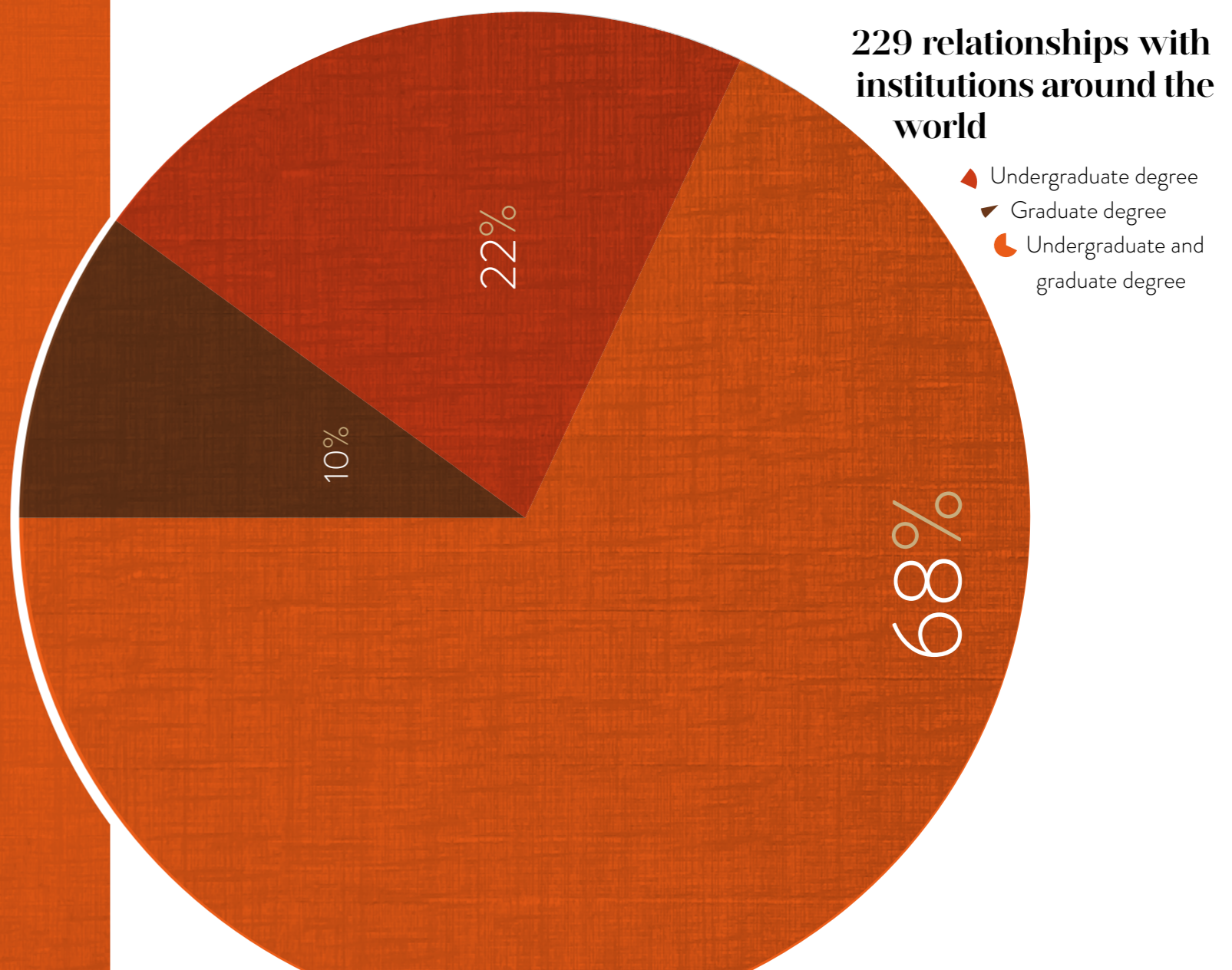
- Oklahoma State University**  
New programs in the field of education.
- Dublin Business School**  
New programs in the fields of business and engineering.
- Université de Pau et des Pays de l'Adour**  
New programs in the field of information technology.
- The University of Arizona**  
New programs in the fields of public health and engineering.

Regarding international partnerships for student mobility, we have established 229 relationships with several institutions around the world. Such an effort will enhance the academic and transformative experiences that positively affect our undergraduate and graduate students. One hundred fifty-six institutions offer suitable options in both cases, out of which 51 concern only undergraduate programs and 22 only graduate programs.

During this academic year we signed student mobility agreements with the following institutions:

- Universitas, *Indonesia*
- SolBridge International School of Business, *Corea del Sur*
- Université de Pau, *Francia (MoU)*
- Boston University, *Estados Unidos*
- LIUC-Università Cattaneo, *Italia*
- École Supérieure de Commerce et de Management (ESCEM), *Francia*
- Technical University of Košice, *Eslovaquia*
- Universidad Católica de Santa Fe, *Argentina*
- University of Malaya, *Malasia*
- Organización de Estados Iberoamericanos, *México*
- Zagreb School of Economics and Management, *Croacia*
- Universidad San Sebastián, *Chile (MoU)*
- Instituto Tecnológico Superior de Tantoyuca, *México*
- Universidade Federal de Minas Gerais, *Brasil*
- Universidad Autónoma de Bucaramanga, *Colombia*
- Universidad de Vigo, *España*

### 229 relationships with institutions around the world



- ◆ Undergraduate degree
- ▲ Graduate degree
- ◐ Undergraduate and graduate degree



Virtual Exchange Program

The current global health emergency due to the COVID-19 pandemic brought significant changes that challenged the academic community. In response, UPAEP keeps pushing on innovation to overcome change adaptation. Taking the interconnectivity of today's world as an advantage, we developed and offered a wide range of online academic activities. Following the same line, we created **UPAEP Global Campus**, specifically for competencies and skill development that allow students to understand and integrate the knowledge acquired with the work from different fields and global perspectives and interact collaboratively and inclusively, strengthening their cultural competencies remotely.

Without any doubt, the situation we have experienced since the second quarter of the year has made us reflect on the opportunities. Consequently, we seek collaboration with national and international institutions to strengthen the academic network through all points of convergence: from flexible interdisciplinary curricular updating to research projects and academic collaboration regarding teaching.

The objective of the UPAEP Global Campus is to integrate different educational activities that foster the environment and dynamics to realize international projection in most students, making it affordable and accessible through the method of internationalization from home.

UPAEP Global Campus provide the following benefits: more students have access to internationalization in the distance, face-to-face or hybrid formats; to increase the global and intercultural knowledge of students; to address problems from a global perspective; the expansion of the number of international academic programs; to ensure the international acceptance of the curriculum. As for the teachers, UPAEP Global Campus improves the global competencies of them. It allows the creation of collaboration networks with colleagues from foreign universities (curricular advice, research, and article publication); it expands the academic perspective with peers from other countries and strengthens international projection of the academic programs.

In addition to the program options that the office of international projection offers (*Dirección General de Internacionalización*), UPAEP Global Campus in-

tegrates and promotes academic activities based on international cooperation. This linkage will positively impact the university community's inside and outside, strengthening UPAEP's positioning and projection.

We believe that international and interinstitutional collaboration enriches student learning regarding their core field topics. It stimulates interaction through virtual coworking with international students and teachers. Besides, it promotes networking and knowledge generation at an international level for students and teachers.

Activities included within UPAEP Global Campus offer are:

**DISCUSSION BOARDS.**

International videoconferences on topics related to the field of study.

**WEBINARS**

Expert panels with a variety of specialists discussing core field topics from different international perspectives.

**SEMINARS**

National or international lecturers with an outstanding experience.

**GLOBAL SPEAKERS**

International symposiums or series of conferences that include working meetings and videoconferences.

**COIL**

A virtual classroom in which UPAEP's students and students from foreign universities gather together to take a full course based on a standard syllabus.

**VIRTUAL EXCHANGE PROGRAM**

Full semester classes delivered online and under a distance teaching methodology hosted at UPAEP's learning management system and platforms of other foreign partner universities.

**CLASES ESPEJO TEACHER EXCHANGE**

An international visiting teacher gives lectures on specific topics of UPAEP courses, and in turn, UPAEP teachers do the same for our foreign partner university.

UPAEP Global Campus started in the summer of 2020 with its first collaboration projects and activities for the Nutrition undergraduate degree, such as the teacher exchange program (*clases espejo*) with the *Universidad de Ciencias Médicas*, in Costa Rica, and the webinars delivered by the Veterinary Medicine and Zootechnics program.

**Sintonía**, meaning to be in tune with others, is UPAEP’s initiative specialized in analysis, research, and collaboration in several industries and regions of Mexico, developing and implementing economic growth strategies towards action. In this regard, we remark the following projects carried out this year:

a) Rassini Leader Certification Course with the participation of 140 employees. Rassini is the world’s largest manufacturer of lightweight commercial vehicle suspension components and the only producer in the Americas of vertically integrated brake discs.

b) The workshop entitled “From creative thinking to innovation” for 14 executive officers of *Volkswagen de México, S.A.*, the automotive manufacturing plant founded in 1964 in our city, and currently the largest car manufacturing facility in Mexico with a production capacity of 2,500 vehicles a day.

Also, through *Sintonía* and using the existing information on the study of municipalities that we conducted last year, we performed a new one focused on the resources for preventing and confronting the Covid-19 in cities with positive cases within the State of Puebla. The study uses the Social Progress Index indicators and other measuring instruments related to resources for the **prevention and confrontation of SARS-CoV-2** in the 118 municipalities that currently have positive cases in the State of Puebla.

We want to share and present some significant experiences from mobility programs:

- **Joshua Manuel Martínez López**, graduated from the Intelligence and Business Development degree program and the Bridge Program at Oklahoma State University. He is first place winner in the category of “Main-street lifestyle” at the Spears School of Business, President at Latin American Student Association, and Vice-President of External Relations at the MBA Association. The company hired him immediately after finishing his graduate degree studies at ISN (Information Services and Technologies).
- **Cecilia Berenice Cuautle García**, she did a research stay during her Master in Organization Management by volunteering for older adults through the AIE-SEC organization in *Mourisca do Vouga*, Portugal, at the *Os Pioneiros* association. She works at Dunlop-Poland.
- **Georgina Belem Carrasco**, double degree of the Master in Direction and Marketing (UPAEP) / Master in Global Studies (Oklahoma State University). International Student Recognition Day, Oklahoma State Capitol. “NASBITE International Annual Conference” to improve global business practices, education, and training.
- **Eduardo Felipe Cuervo**, double degree of the Master in Applied Economics (UPAEP) / Master in Business Administration (Oklahoma State University). He was appointed as “International Affairs Vice President of the MBA student association.”
- **María del Consuelo Peláez Velázquez**, double degree of the Master in Strategic Planning and Technology Management (UPAEP) / Master in Business Administration (the University of Tennessee at Chattanooga). She works in the area of Organizational Development at Volkswagen Chattanooga.



18 municipalities with positive cases of COVID-19 analysis





This year we initiated an ambitious and demanding project because of its complexity regarding the collaboration required by UPAEP and other abroad universities. The endeavor consists of conducting online academic sessions known as **Aulas Espejo** (referring to “mirroring” a class). In this type of study, two teachers from different universities and countries share with students of both institutions knowledge and experiences on a common topic, using virtual classrooms as communication means, with UPAEP Online as the host.

We conducted *Aulas Espejo* in collaboration with **Institución Universitaria Politécnico Grancolombiano, Universidad ECCI, Universidad Santo Tomás, Universidad de San Buenaventura, Universidad Católica de El Salvador and Universidad Tecnológica de Panamá.**

At the end of this period, we reported 107 *aulas espejo*, 93 participating teachers, and 2,719 students benefited in 19 professional and knowledge areas: International Commerce, Marketing, Business Administration, Psychology, Education, Industrial Engineering, Communication, Entrepreneurship, Economy, Environmental Engineering, International Law, Organization Management, Human Resources, Government, Strategic Planning, Tourism, Technology, Finance, and Industry.

Due to the success achieved in the fields mentioned above, since last summer, *UPAEP Abierta* (UPAEP’s mixed education system) and the Nursing degree program initiated teachers’ academic exchange through *Aula Espejo* methodology, in collaboration with *Universidad de la Sabana* in Colombia. We contribute to our students’ global competencies already immersed in a completely online methodology with this effort. We will soon replicate the same exercise with our teachers’ participation in the areas of Nutrition, Epidemiology, and Primary Care Health Sciences.

Through *Aulas Espejo* classes, we have confirmed for students and teachers that the project represents a learning opportunity and also for intercultural relationships. Additionally, it allows us to appreciate cultural differences, develop their capacity to understand and consider multiple perspectives, enhance critical and analytical thinking, generate creative responses to uncertainty and change, and understand global problems’ complexity.

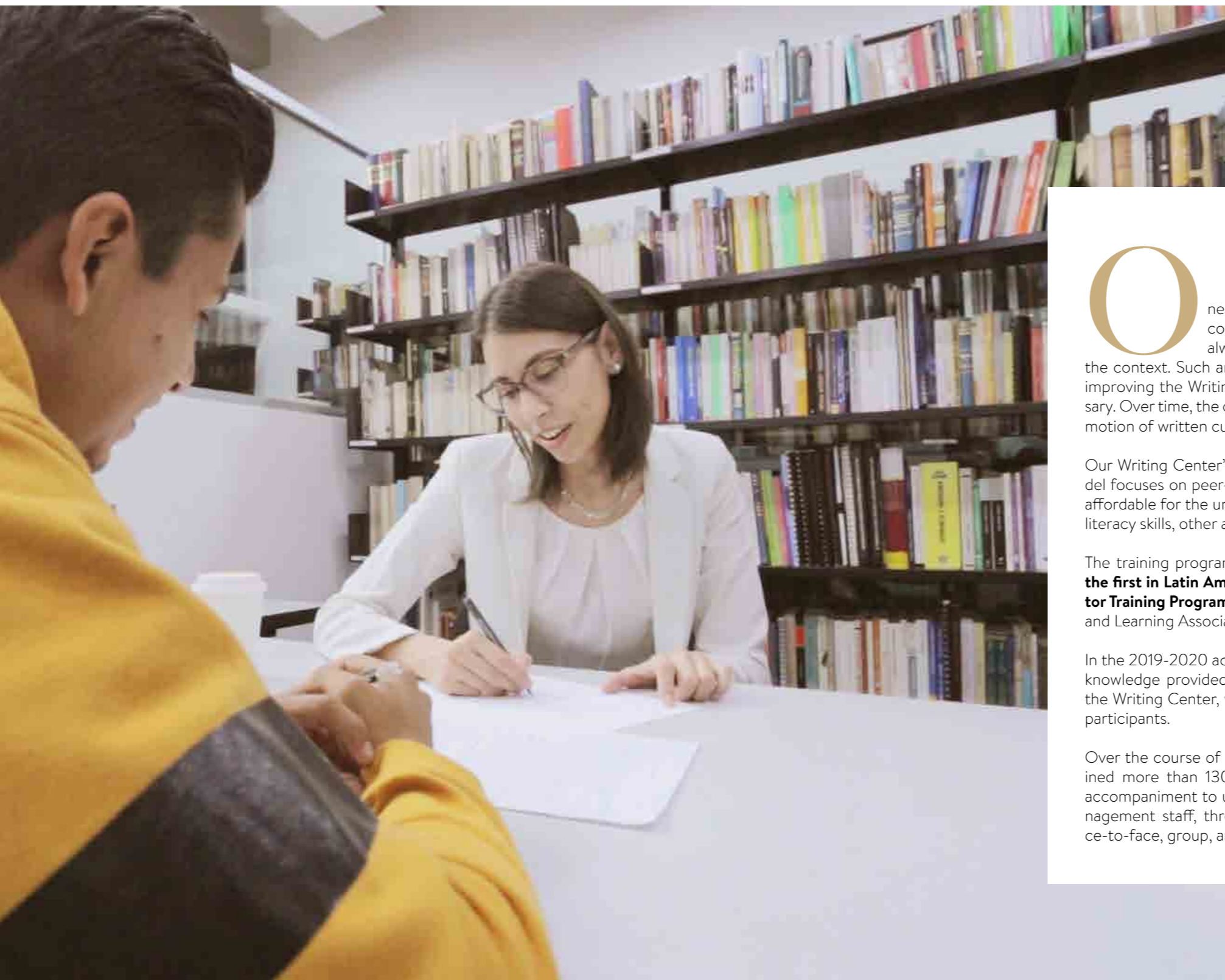
## GLOBAL THINKING

As part of the activities carried out to promote global thinking, we held the Microeconomics of Competitiveness (MOC) Harvard 2019 course, in which 41 students analyzed 21 different case studies. We had Dr. Fred van Eenennaam as a special guest during this edition, a leading economist with a doctorate in strategy by the Vrije Universiteit of Amsterdam. He is also a strategist-consultant and board member of investors of different industries from the United States and Europe.

Developing global competencies using an internationalization approach encouraged by our University can be seen through the different activities of daily academic work.

This year, we delivered 156 curricular courses in English and taught 13 extra-curricular workshops in this language. Also, we held nine open events to the university community altogether in English. Additionally, we should highlight that, for the first time, and privileging interculturality, we delivered a workshop in *Nahuatl*, the native language of central Mexico.

During the months of September 2019 and February 2020, we held the **international fairs** with **1,250 students**. In these events, our international guest students set up their thematic stands decorated with their country’s motives, aiming to share information and cultural elements for a day, including the opportunity to taste their country’s traditional dishes. Such recreational activity is evaluated by judges who ask them about their customs, traditions, and music, including their country’s academic and working life. At the fairs, we celebrate cultural diversity and enjoy creating new friends from different backgrounds and nationalities.



One of the essential characteristics of UPAEP is concerning the enthusiasm we put on projects, always innovating as a response to the needs of the context. Such an attribute allowed us to create and continue improving the Writing Center, which celebrates its tenth anniversary. Over time, the center has become an icon of support and promotion of written culture and reading.

Our Writing Center's collaborative and personalized learning model focuses on peer-to-peer training and tutoring, making it more affordable for the university community, who also works alongside literacy skills, other abilities such as respectful listening and trust.

The training program for tutors of the **UPAEP Writing Center is the first in Latin America to obtain level 1 at the International Tutor Training Program Certification** granted by the College Reading and Learning Association in the United States.

In the 2019-2020 academic year, 27 tutors from different fields of knowledge provided 209 student advisory sessions, and through the Writing Center, we delivered 17 workshops for more than 350 participants.

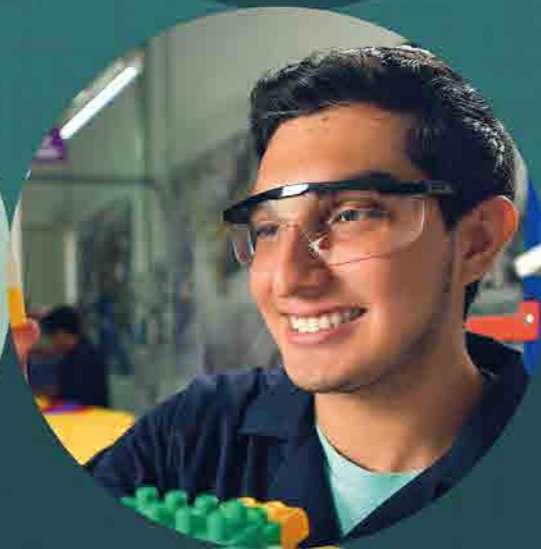
Over the course of ten years, the UPAEP Writing Center has trained more than 130 tutors, accumulating 1,772 active hours of accompaniment to university writers: students, teachers, and management staff, through different modalities such as online, face-to-face, group, and on-site tutorials.

Also, we want to share that the tutors who join the project as part of their social service carry out different activities to promote written culture inside and outside the University. We have supported public and private institutions in primary, middle, and higher education, healthcare centers, and children's homes.

Finally, we would like to mention that a year ago, the **Red Mexicana de Centros de Escritura**, the official Mexican network of writing centers, was created. We are currently affiliated to this network, supporting an inter-institutional collaborative research project with its members. The research focuses on studying the learning culture and the generation of knowledge within the community of writing tutors, with immediate applications to developing a formative vision following our context.

*To ENSURE  
AN ENVIRONMENT  
OF TRUST,  
COLLABORATION,  
AND  
ACCOUNTABILITY*

FIFTH GOVERNING PRINCIPLE





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

Helping others to grow personally and professionally is a miracle of education that requires a proper environment to make it possible. Just as a good crop cannot grow without sun, water, nutrient-dense soil, the farmer's work, and, essentially, without the silent and tenacious effort of the seed itself, students are the protagonists of its growth. Still, there is no doubt that a unique environment will be crucial for its development.

At UPAEP, we have set out to encourage environments that stimulate growth. The management services and educational facilities, technological equipment, laboratories, sports, and cultural areas all depend on one purpose: every young person grows to make its dreams come true and transform the world through its leadership and a transcendental life.

During the fall 2019 term, the University Council had **179 members: 15 ex-officio members, 80 regular and alternate advisor teachers, and 84 regular and alternate advisor students** from the 42 undergraduate programs.

From fall 2019 to summer 2020, the advisors participated in four ordinary sessions, one extraordinary session, and the fourth edition of our main university assembly known as **Claustro Universitario**.

We presented the adjustments to undergraduate programs' academic standards during the University Council sessions, including the Online and Mixed education programs, and the general regulations for obtaining specialist, master, and doctorate degrees. Also, during these sessions, we discussed adjustments concerning the Library's general rules.

Another topic we addressed was the **Sistema de Integridad UPAEP**, UPAEP's standards of personal integrity, which include protocols for preventing and addressing workplace harassment, as well as an academic integrity

policy. The committees on environment and academic integrity counted with the participation of teacher and student advisors.

The Faculty of Engineering submitted a candidacy for the Doctorate "*Honoris Causa*" distinction, which obtained the approval to be given. We will hold the ceremony as soon as the health emergency contingency ceases.

The Council members witnessed an act of gratitude from the Díaz Terés family, who donated the book collection of Professor Emeritus Manuel Antonio Díaz Cid.

We presented the **draft of the General Higher Education Act** (In Spanish: *Ley General de Educación Superior*) and **the proposal to participate within the QS World University Rankings**.

Likewise, the University Council participated in the *Primera Cátedra* ceremony (an inaugural lecture given by the President to the student community), and the President's Annual Report held last year in August and September.

**I**nstitutional decision-making responsibility regarding the academic and formative course of action relies on the permanent analysis and work of a group of directors, teachers, and students involved in the different Collegiate Bodies. Such groups coordinate the University's management towards the direction pointed out by UPAEP's Governing Board.

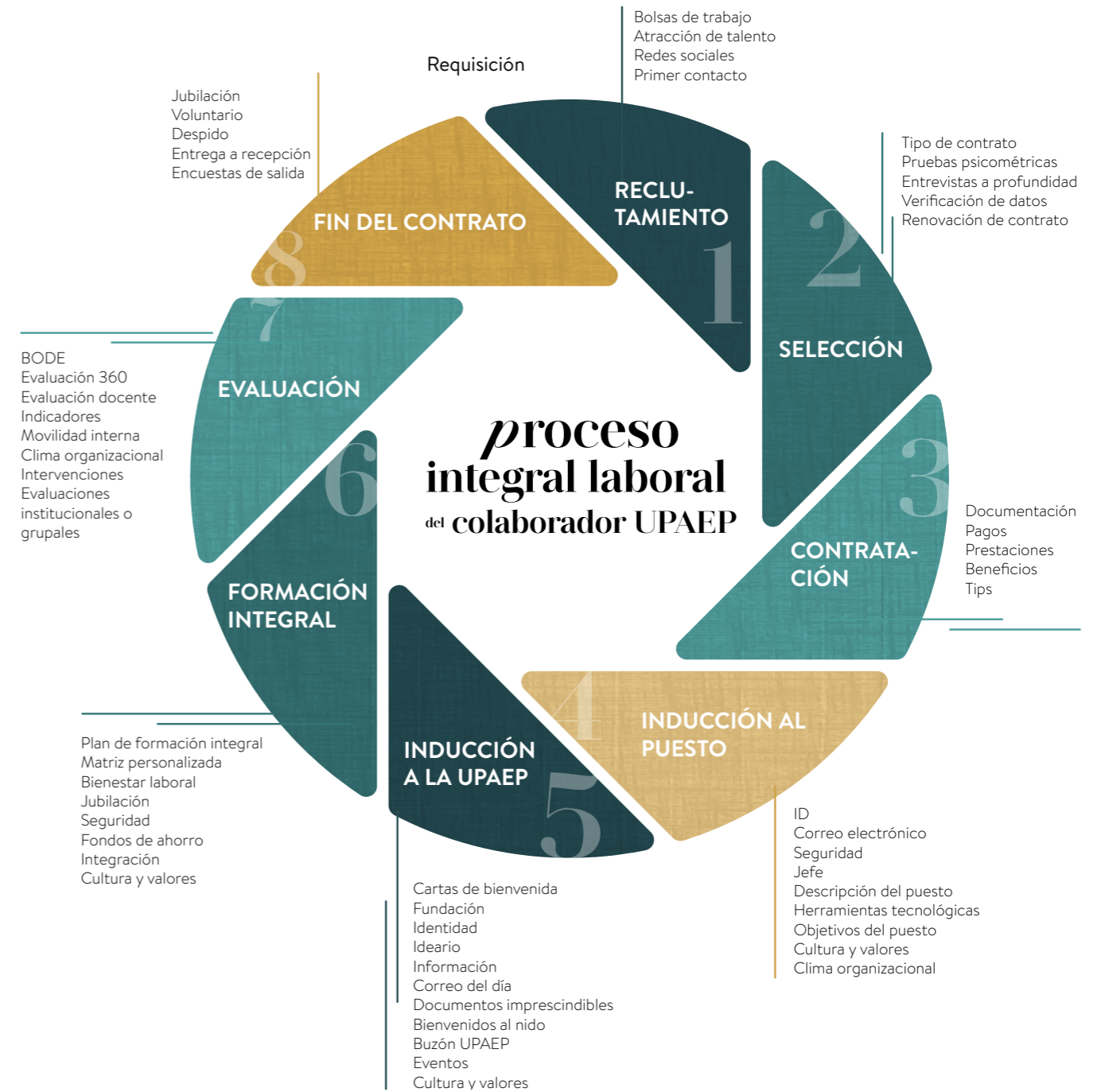
In fall 2019 and spring 2020, the *Colegio Académico Formativo* (Spanish for Formative Collegiate Body) had 15 meetings. During these meetings, they addressed topics such as the visit of 24 humanist and international scientific teachers (*Profesores Humanistas Científicos Internacionales*), modifications to the syllabus design guideline, the academic staff activities, and the review of the basic bibliography. Also, we presented the International Baccalaureate Academic Acknowledgement document, one curricular design and 25 re-designs, the UPAEP 2023 Research Governing Plan, the Formation and Identity, Quality Assurance, and the Growth and Development systems. Furthermore, the Collegiate Body reviewed the University's multiple learning modalities, teacher quality assessment process, and URSULA 2019 research plans.

Likewise, the Body carried out an assessment of academic quality and management during the health emergency due to COVID-19 to ensure the distance teaching and learning processes.

Through the *Comisión de Gestión y Procesos*, a Collegiate Body working as a process management commission, we set out to generate ideas for efficient operation, continuous improvement, and UPAEP's academic and administrative management, thus contributing to the growth and institutional consolidation. This year, the Commission addressed more than 20 relevant issues. Among the most important are the digital transformation and cybersecurity, the path to multimodality at the different degree programs, the analysis of the use and challenges of installed capacity, the achievement and follow-up of institutional agreements. Other crucial topics included cultural and organizational alignment, interdepartmental collaboration to design institutional processes, student academic success, and the intelligent course availability offer system. To achieve all these and other topics, we counted with the participation of personnel from 11 transversal work areas and 25 leaders of the Institution, all of them delivering proposals of improvement and innovation projects that make a difference in the formation and experience of our students.

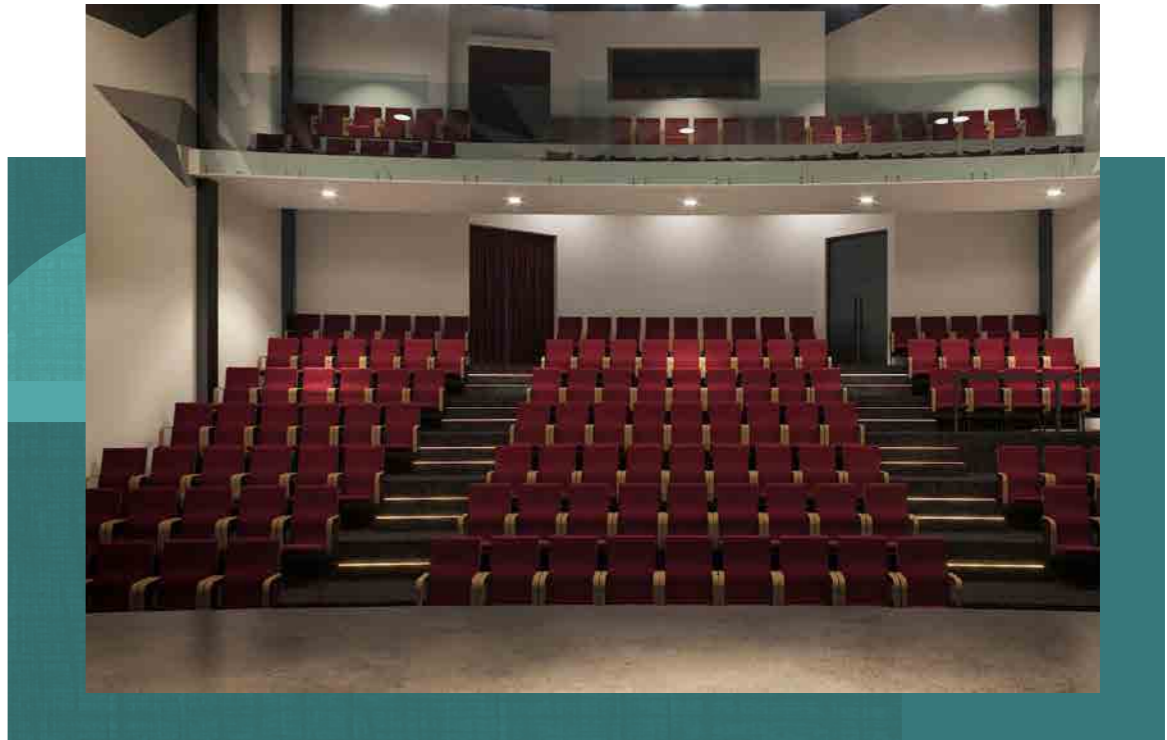
The Society Relations Commission met on six occasions this year. During such sessions, the Commission defined the appointments of *Profesores Vinculadores*, the role of a certain number of teachers in each Faculty, aiming to promote the linkage between students and productive society sectors; members of the academic staff are also assuming this role. The Commission supported the work of the Institute for the Promotion of the Common Good (*IPBC* for its initials in Spanish) within Puebla's municipalities. Also, we generated a diagnosis to obtain information to create UPAEP's office of strategic consultancy, and we supported the creation of the Employability Commission.

Given the contingency experienced in the first half of this year, this Commission also ensured the collaboration of UPAEP in the project "**COVID-19 Response Headquarters**". As a result, we helped design a continuity plan that included collecting and delivering food for the most vulnerable families and the manufacturing of face shields to protect healthcare personnel at hospitals.



UPAEP's employee lifecycle is an integrative view of the University's processes regarding staff management from a strategic perspective of the *Dirección General de Desarrollo Humano* (Spanish for General Office of Human Development), whose main objective is the development of the person.

Thanks to the design of this process flow, we can identify the most significant milestones in each employee's work trajectory, from their recruitment process to the moment of their retirement. This model makes each stage of the employee's development cycle a significant, rewarding, and personal growth-oriented experience.



The process allows us to anticipate the staff's needs and visualize each area and person's dynamics, providing them with the necessary input to perform their tasks most efficiently and effectively.

This year we implemented the **UPAEP job portal**, using social networks such as LinkedIn and video-interview technology as part of a strategy based on the Fourth Industrial Revolution (**Industry 4.0**). These advances allowed us to know the potential candidates better and broaden the spectrum of talent attraction and increase the network of valuable contacts.

At UPAEP, we assume co-responsibility for our personnel's physical and mental health, as well as the commitment to make a positive impact on the family environment in which each of them operates.

With the entry into force of the **NOM-035** standard, in UPAEP, we improve the working climate by preventing psychosocial risks.

To comply with the standard's provisions, we published the Psychosocial Risk Prevention Policy, which includes a commitment to preventing psychosocial risk factors, preventing workplace violence, and a favorable organizational environment. Through Unisoft, our data management system, we keep track of the cases and provide a proper response. Additionally, through the Transform your Health program, we can identify and analyze psychosocial risk factors and assess the organizational environment.

To achieve this goal, we conducted a course and three conferences to train and sensitize our directors and chief officers to promote a favorable organizational environment and prevent psychosocial risk factors.

## INSTITUTIONAL GROWTH

We continue to strengthen our facilities providing the university community with new environments that facilitate learning activities and the integral development of our community.

The implementation of the first phase of the master plan of works (**Plan General de Obras 2019-2023**) based on the infrastructure plan (**Plan Maestro de Infraestructura**), brought with it more and better spaces, facilitating teaching, research, and outreach in the different academic levels and learning modalities of our Institution.

This year we invested more than 7,800 m<sup>2</sup> in remodeling, and we carried out construction projects of more than 2,700 m<sup>2</sup>. Among the most outstanding works, we can refer to the 16 new classrooms of building A, designed according to the U50 educational model, the construction of the first stage of the UPAEP Simulation Center at the Integral Healthcare Center, and a new functional space as University Theater to enhance the experience of cultural and academic acti-

vities. Furthermore, we expanded the university integrated services building (**SUI** for its initials in Spanish) by adding two additional floors for management departments that provide services to the university community. Also, we remodeled the ground-floor to offer better and more comfortable workspaces for our employees.

Furthermore, social responsibility and the reduction of the ecological footprint are of the utmost importance for the Institution. For this reason, we invest more than \$400,000 in water-saving and energy-saving equipment. We rehabilitate water-heating panel facilities that supply the dressing rooms and the pool to improve their efficiency.

About electric power production, UPAEP's photovoltaic system operates at maximum capacity through 14 installation locations, producing 2,994.74 KWhr daily on average. For the dissemination and awareness-building purposes, the photovoltaic production is now available in real-time on our web portal and displayed at the Karol Wojtyla Library screens. In this way, we produce more than 29% of the power through solar panels. Thus, UPAEP becomes a national benchmark on ecosystems and energy-efficient

resources to provide services to users.

With these and other actions, we want to contribute our world's care while increasing ecological awareness and inculcating an environmental sustainability approach in each of our students and employees.

Undoubtedly, facing the COVID-19 pandemic represents a difficult challenge for the entire university community in different action fields. We are aware that infrastructure is essential but much more the relationship between students and teachers. Therefore, the master plan of works had to be modified, from the work schedule to prioritizing investment allocation. We have gradually reactivated all postponed works and equipment installation according to their purpose and importance. We are sure that, like this year, we will have crucial additions again to continue improving our University's educational offer.

### UPAEP'S TOTAL GROWTH AND RENOVATION

- 182,880.53 Land to building area in m<sup>2</sup>
- 226,965.59 Land area in m<sup>2</sup>
- 1,093 MWhr Installed capacity of PV generation

The progress of the digital era brought another stage in libraries' evolution. To connect, interact, innovate, produce; such concepts summarize our future ambitions and present actions that made the center for research and learning resources (CRAI for its initials in Spanish) what it is today.

Our UPAEP Libraries System provides the university community access to the digital information resources that the University has, ensuring that academic activities get the necessary support to manage and navigate the quality information available. Through useful tools, users can access all these online resources, which also means to provide the proper training and to assist them in their needs and every field of knowledge.

These requirements led us to offer specialized training related to efficient search through different webinars. The signing up procedure was available through the UPAEP Library website within the workshop section. Through the courses available, we provided on-demand training as requested by teachers who managed the groups. The web portal includes a help section offering useful resources such as tutorials and frequently asked questions and YouTube playlists to enhance content search experience and answer questions regarding the resources.

To increase the number of channels through which we interact with the users, the Library counts with official social network accounts to provide assistance and respond to any query our users may have.

For a more significant interaction with our users, we have the Library's social networks to support them and answer their questions.

As part of the User Training Plan, we implemented digital library induction workshops for new students and intermediate and advanced workshops on information management skills and other specialized workshops related to resources or tools. This academic year, we served more than **2,700 users in 136 face-to-face workshops with 70 teachers' support**. Many library users who attend for initial training use to take more than one workshop; this is about 40% of attendees returning to the next workshop. Besides, three groups of UPAEP Online programs joined for the first time; likewise, we started a pilot plan with two groups of UPAEP Abierta (mixed educational system). With approximately 80 students, these five groups participated in the first edition of the basic level workshop fully delivered online.

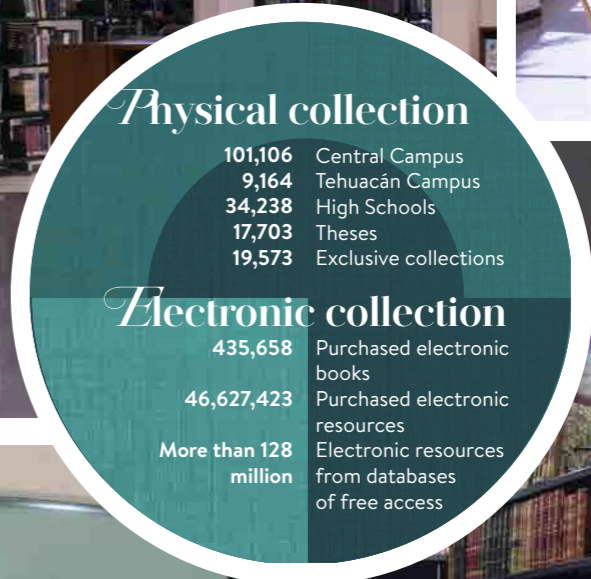
We have provided support and assistance to almost **415,000 library users** during the current academic year, and we provided **more than 150,000 book loans** from our physical collection.

Due to the global health emergency, UPAEP's library system puts its capabilities to the test by contributing the learning and teaching process from home. Many decades ago, this was just a dream, but with today's internet speed, we have a fully functional online library service to benefit our students and teachers.

This year we implemented several projects regarding technical equipment and the platform of our University, including the computer security plan. This latter involved an exercise of a comprehensive assessment of computer risks, carried out in collaboration with a recognized tech advisory firm, which led to a general protocol considering 20 lines of action for the information security and operational continuity of UPAEP.

With new intelligent computer security applications, we automatically detect and manage vulnerabilities on 65 main servers.

Incidentally, we attended junior high school and high school users by launching the new **Prepa UPAEP App**. Through innovative design, we offer students and parents free access to institutional information, news, school calendar, homework, and even the possibility of issuing electronic payments, reviewing their account statement and activity, library access, and other services.



UPAEP Library website



Regarding internal communication, we strengthen our processes by re-designing the *Correo del Día*, our means of mass communication, which allowed the generation of segmented content for each type of audience of our university community, aligned and synchronized with the existing institutional media.

We highlight the successful intervention of the Institutional Data Center with the consolidation of services and the adoption of new technologies, such as introducing last-generation equipment like the **Cisco Hyperflex**, replacing the previous VBlock equipment. This change allows us to manage **179 virtualized servers** and reduces power consumption by 25.6%. Furthermore, as part of our disaster recovery plans, we strengthen critical services' infrastructure to ensure the university community's operation and better service.

Among other improvements, and combined with the procurement processes, we started the new comprehensive method to approve new contracts. This new process is more efficient and transparent, allowing better use of resources to benefit users in the comptroller, purchasing, systems, processes, and legal departments.

We cannot omit the acquisition of new network equipment successfully coupled to the core UPAEP network, which improved the availability and resilience of network, telephony, and server services. As a result, the university community got higher speed and better network services stability, even in an emergency.

Regarding the equipped spaces, and thinking about the academic and administrative management, we renovated the Architecture lab and the Design and Multimedia lab with 43 HP Workstations of the last generation.

Simultaneously, we renovated 41 projects at Central Campus classrooms; we installed new projectors with LED technology at T Building and working rooms; such technology reduces by 50% the power consumption without the need for maintenance and increasing brightness compared to the old equipment. We acquired four Rally Logitech video conferencing systems with Zoom Rooms to renovate our *aula magna* and other meeting rooms.

Finally, we want to mention the **Contingency Plan in the Technology Platform**, managing to enable UPAEP's academic and administrative activities in record time and remotely; we already have **1,290 trained teachers** and **4,087 active groups in Blackboard and Google Classroom platforms**.

The direction of academic facilities and equipment (*Dirección de Apoyos Académicos*) manages 134 laboratories, 96 designed for teaching, 16 for research and development, and 22 used as business units offering services to the public.

During this term of regular classes, **20,873 students attended the 134 laboratories over 18,409 practical hours for different courses**. In the same period, we delivered service to the public in 34,616 times. Additionally, we assisted the people who requested it during 553 consultancies. To keep the equipment up to date in the different laboratories, we invested 10.8 million pesos in the purchase and renovation of the current equipment and facilities.

Finally, we have 15 ongoing research projects within our laboratories using our resources, which directly impact the corresponding productive sectors regarding the transfer of knowledge and technology.



UPAEP Laboratories

This year, at **UPAEP'S high technology services center (CESAT)**, we provided services of DSC analysis and thermal behavior, mechanical bending properties testing, and physical and chemical properties testing of plastic and metal materials, as well as climatic and machining testing to more than 160 companies from

different industries such as automotive (63%), plastics (11%), chemistry (6%), manufacturing (6%), metallurgy (5%), consulting (4%), consumer products (2%), textile (2%), construction (2%), packaging (2%), pharmaceutical (1%) and mining (1%), located in different states of the Mexican Republic.

For the industrial sectors we served, we performed the following testing services regarding:

#### ANALYSIS OF MECHANICAL PROPERTIES IN PLASTIC:

Stress resistance  
Compression testing.  
Tear/stress resistance determination on rubber and elastomers.  
Hardness determination  
Ball drop impact testing  
Bending resistance  
Impact resistance  
Peel resistance determination in adhesive joints.  
Tensile and compressive strength determination in foams and polyurethanes.

#### ANALYSIS OF MECHANICAL PROPERTIES IN METALS:

Stress resistance  
Compression testing  
Bending resistance  
Materials hardness determination

#### CLIMATIC TESTING:

Climate change resistance testing  
Saline corrosion testing  
Condensation exposure  
High and low-temperature exposure  
UV exposure

#### MACHINING PROCESS

CNC test specimen extraction  
Heat compression plates manufacturing

The **Latin American University Social Responsibility Alliance (URSULA)** for its initials in Spanish) is a space of convergence between different agents of development (civil society organizations, governments, and corporations) in pursuit of an in-depth discussion on the social role of the University and the various strategies and methodologies to make this possible.

URSULA has developed a comprehensive proposal on how universities can develop **University Social Responsibility (USR)** that will lead them to meet three main goals: to be healthy, sustainable, and supportive.

By following URSULA's model, we have built our own USR model that allows us to map, document, and keep track of the performance of our socially -relevant best practices and programs to participate in research and also in international rankings.

To ensure our model's dissemination, we facilitated dialogue spaces with the administrative and academic departments, creating awareness of such a project's commitment and relevance.

Our institutional commitment to global challenges demands reviewing Sustainable Development Goals (SDG), volunteerism, environmental management systems, and community research. Leaders' positioning in public agendas like educational, local, national, and social marketing required us to create an academic and research space to work with sensitivity towards university social responsibility topics.

At UPAEP, our community's safety is of the utmost importance; for this reason, we strengthen security measures in the Central Campus's surroundings and its facilities to safeguard the students' and staff's integrity and the people living and passing through the neighborhood.

From January 2020, we launched a permanent strategic communication campaign entitled and tagged as **#YoVivoSeguro**. This full communication scheme includes a series of recommendations to promote people's safety and tips to take care of the community members themselves and report suspicious activity detected by the people passing through the university buildings and their journey back home.

This year we reinforced the surveillance and support outside the University by deploying more than 70 private security guards throughout the surroundings, in the entrances of the Institution and in the street corridor we call the *Senda Universitaria*, meaning the university path.

We also count on a reinforcement operation in peak hours when there is the highest volume of student traffic at the University's entrances, along with periodic car and motorcycle patrols. Additionally, we have a crime report module to attend any security incidents in coordination with the Attorney General's Office of the State of Puebla. We manage the crime reports in collaboration, and in real-time with the C5, we have monthly meetings with the operational middle management staff of the Secretariat for Public Security. Moreover, we run a system of more than 370 surveillance cameras through a new platform.

In this regard and with the health emergency due to the COVID-19 pandemic, we have a permanent presence of security personnel guarding day and night the buildings and equipment at the Central Campus, Convention Center, Gastronomy building, university residences, veterinary hospital, *CETEC* facilities, and UPAEP museum, as well as night patrols by our security personnel throughout the perimeter area of UPAEP and even package reception service. Additionally, our employee well-being department (Spanish: *Departamento de Bienestar Laboral*) provided 109 members of UPAEP's security staff and private security company with grocery packages to thank them for their extraordinary efforts.

At UPAEP, we create the conditions for an environment of innovation, commitment, and high performance in favor of our personnel's well-being and development. Thus, in 2008 we started to carry out diagnoses of organizational climate. Since then, we have performed seven diagnoses to generate improvement actions that allow the preservation of a healthy corporate environment that contributes to our personnel's performance. Top Companies is a consultancy corporation that carried out 2008, 2009, 2011, 2012, and 2013 climate surveys; Hay Group collaborated with us for 2015, and the Korn Ferry Company carried out the last one in 2019.

In this last survey, **1,762 employees collaborated**. We carried out a qualitative study with **61 employees who share their insights through five focus group discussions and personal interviews** from the results obtained. After presenting the results to the board of directors, we designed the work plans to continue with those aspects that our community considered valuable and give proper attention to those that require improvement. The effect of such work plans will be verifiable through the 2021 organizational climate survey.



We have been proud members of *ARSEE* for ten years, collaborating within the Secretariat of its Board of Directors. Additionally, UPAEP presides over the accrediting Commission (*AccreditARSEE*), the Vice-presidency, and now the Board of Directors' Presidency.

# W

e develop a digital platform to manage and store our academic and administrative staff's data and official documentation. This tool facilitates information control and consultation by the different University departments.

Employees manage their files, which allows us a permanent update, making it easier to extract and cross information from other institutional databases in a single application.

Therefore, we have a regularly updated database that can easily report information required by authorities, bodies, and accrediting agencies. We share information with the Secretariat of Public Education (*SEP* for its acronym in Spanish), Secretariat of Labor and Social Welfare (*STPS*), Mexican Federation of Private Institutions of Higher Education (*FIMPES*), National Council of Science and Technology (*CONACYT*), Inter-Institutional Committees for the Evaluation of Higher Education (*CIEES*), and the Council for Higher Education Accreditation (*COPAES*, Mexico).

We strengthened our indicator platform to keep tracking the Institutional Development Plan (*PDI*) progress by creating a key performance indicator system that incorporates a set of **141 indicators** aligned to the specific and strategic objectives of our 2023 Vision. Through this system, users can review and analyze the different departments' status about the objectives and goals, facilitating decision-making and action plan development for their achievement.

In addition to the *PDI* indicators, the performance indicator platform includes a dashboard exclusively for the board of directors concerning enrollment management and the integral forecast system that incorporates the historical information of new students, graduates, and returning students per academic program.

In October of 2019, on behalf of UPAEP, **Francisco Maldonado Altieri** was appointed **president of the officers' association for educational administration and student services (Spanish: *Asociación de Responsables de Servicios Escolares y Estudiantiles, A.C., ARSEE* for its initials)** for the 2019-2021 period. This national organization gathers 900,000 students from more than 130 public and private high schools and higher education institutions. *ARSEE* aims to contribute to the continuous improvement of high schools and higher education institutions using their educational administration service departments as a crucial element to ensure academic security and student services.

Moreover, because of its outstanding work in internationalization and leadership in Latin America, in 2018, the **Groningen Declaration Network** requested UPAEP to host its 8th Annual Meeting. We received about 200 participants from the five continents during this event, who met for three days to present and discuss best practices and globally accepted standards for secure and person-centered student information management. Such innovation allows citizens with global mobility to share this information at will and wherever they are. Attendees to the meeting rated the event as the best to date; other meeting venues took place in Groningen, Beijing, Washington DC, Málaga, Cape Town, Melbourne, and Paris.

Established in 2012, this Network based at Groningen, the Netherlands, has more than 100 signatories worldwide, including higher education institutions, education authorities, accrediting agencies, and central student data administration systems, among many others. The organization seeks common ground to better meet citizens' academic and professional mobility needs worldwide by bringing together key agents in the digital data ecosystem to make possible students and professionals' global information portability.

UPAEP holds the **Network's Vice-Presidency effective during the 2020-2021** period. Furthermore, the Network now appointed our chief officer of educational administration services, Francisco Maldonado Altieri, for the **World Presidency in the next 2021-2022 period**.

Also, we want to point out that UPAEP has actively participated, both locally and nationally, in the drawing up of educational cutting-edge legal framework, according to our State and our country's reality and educational needs. Also, adapted to a new world context defined by the Coronavirus, with a long-term vision that promotes the development and continuous improvement of education, an essential activity in every society's life, capable of increasing educational coverage within conditions of equity and quality.

As mentioned above, we took part in several working groups with the federal educational authority and the leading private institutions of higher education to discuss proposals for the new General Law of Higher Education (Spanish: *Ley General de Educación Superior*). We will submit the bill as proposed legislation to the legislative branch and the state level, for the executive and legislative branches. Together with other universities, schools, and civil society organizations, we will promote the necessary amendments to the currently in force State of Puebla's Educational Law, approved without prior consultation nor agreement. The modifications are required to have an education according to our State's reality and the needs of its children, teenagers, and young people.



UIC and UPAEP are institutions that stand out for their rigor and academic excellence. Both share the mission of molding professionals and integral leaders willing to transform society based on Truth and Common Good achievement.

Six years ago, we consolidated the UIC-UPAEP alliance, and now, it reaches a stage where the goals are more challenging and ambitious. With this vision, we have begun to design academic programs for undergraduate and graduate degrees and research projects to ensure close collaboration between the two institutions. In the same way but regarding administrative activities, employees from both institutions have been working together to share experiences that allow their departments' continuous improvement.

The final purpose of these works is to strengthen both institutions' capabilities for society's benefit, but always focusing on the mission that both UIC and UPAEP share: evangelizing through education.

**UPAEP's technology platform** operates with acceptable usability standards to offer users the best possible experience regularly. We are delighted with such an effort, particularly concerning the COVID-19 continuity plan, becoming an indispensable tool that allows us to continue our work academically and administratively to keep our University running.

#### **ACADEMIC STAFF:**

UPAEP's Medical Sciences Faculty is in charge of the Medicine, Nursing, Nutrition, Physiotherapy, and Dentistry programs, which launched the project called *Telesalud* that came into action with two aspects of care: Telemedicine and Tele-nursing, providing medical and nursing assistance and guidance to the population throughout the region.

Through the *Telesalud* program, we gave remote medical attention. We provided advising services to several communities by implementing strategies that involved our social service interns and our doctors and nurses, reaching people from populations who have difficulties accessing health services.

This year, we provided services such as the diagnostics of respiratory deceases and orientation regarding COVID-19. We advised on the necessary measures to take care of sick people or experienced the disease caused by the new Coronavirus or for any other reason that required health care attention, contributing to diminishing the demand for hospital services and medical units in the State and the country.

We made this possible thanks to the alliance that we established with the *CONCAMIN* Foundation (initials in Spanish for Confederation of Industrial Chambers of Mexico). The strategy consisted of implementing a virtual intercommunication platform, and creating an electronic record to provide medical consultation, facilitating people to access medical care without leaving their homes.

#### **UPAEP LEARNING PLATFORM (BLACKBOARD):**

Undergraduate and graduate degrees in the different modalities  
 More than 10,100 students currently in virtual courses  
 More than 3,260 virtual classes (more than 5,000,000 minutes per month of virtual classroom delivery)  
 More than 1,000 teachers delivering virtual courses  
 Support staff  
 47 training courses and workshops delivered in one week  
 Thirty-five highly qualified support advisors in online education.

#### **COMMUNICATIONS AND DATA CENTER:**

A system with 1.3 Gigabit active communication link will increase in august to 3.1 Gigabits of network capacity, which favors academic continuity and our remote transmission and operation capabilities.

We installed four mass storage servers of 132 Terabytes, which guarantees our storage requirements for institutional evidence and supports academic continuity.

We enabled remote working schemes providing our staff flexibility to operate as a home office with access to University's data resources.

#### **UNIVERSITY COMPUTER CENTER AND VIDEOCONFERENCE SERVICES:**

From March to date, we have delivered 816 videoconference sessions hosted at Zoom with 19,199 participants.

We participated in 14 special institutional events hosted at Zoom videoconferencing with more than 1,500 participants. Additionally, we broadcasted three of these events on YouTube and Facebook, which increased our audience significantly.

We enabled remote access to 90 computers in 6 rooms of the University Computer Center, making it possible to use them by students and teachers from 6 groups for practical online classes.

#### **OFFICE OF TECHNOLOGICAL SUPPORT:**

We agreed with our software manufacturers and suppliers for license borrowing to allow our teachers and students to use what they require for online classes in spring and summer 2020.

#### **ONLINE ENROLLMENT PROCESS:**

4,055 undergraduate students (on-campus programs)  
 Students enrolled for the summer term: 8,038 students  
 As a response to the new challenges we are living since the first quarter of the year, we decided to take a further step and develop projects capable of enhancing the service that characterizes the University's health area.

#### **COMMUNICATIONS:**

We created two call centers to provide psychological support and orientation regarding the COVID-19 health emergency contingency.

INTERNATIONAL,  
PRE-UNIVERSITY AND  
TRANSFORMATIONAL  
EXPERIENCE



UPAEP HIGH SCHOOLS



## INTERNATIONAL, PRE-UNIVERSITY AND TRANSFORMATIONAL EXPERIENCE

Unquestionably, University means *Alma Mater* because it enlightens our path in this world into the Truth; it guides, motivates, and brings us together. But also, such aspects are more likely to develop during our high school years. Max Aub was right when he said: "*se es de donde se hace el bachillerato*" (we become what our high school makes of us). The phrase refers to the idea that an excellent high school sets out the essentials to conduct ourselves for the rest of our lives, forging ideals that will define our most important choices. In high school, we will know great friends, and we will become aware of our responsibility as citizens, we will understand the love for the Truth and the transcendent meaning of our existence.

We are very proud to have the most dynamic high school system in the south and southeast of the country. The academic quality, teaching training, the curriculum plans, the humanistic and leadership approach, the strategic alliances, the educational technology implemented, and all the awards achieved put UPAEP High Schools at the forefront of high school education.

UPAEP High School System contributes to the student's comprehensive formation by implementing an updated curriculum plan (**Plan de Estudios 06**) under the **U50 Educational Model** of our institution. This model intends to achieve significant learning, development of skills, attitudes, and values, improving our students' abilities and potential talents.

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

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

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

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

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

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

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





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

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

The **IB student profile** distinguishes itself by its values and competencies, such as solidarity, integrity, critical thinking, communication skills, open-mindedness, thoughtfulness, and cautiousness. As a learning community, students result from the formative efforts made by UPAEP's IB trained educators.

INDICADORES DE RUTAS DE FORMACIÓN	RÚBRICA	AGENTE FORMATIVO
PLAN Y CAPACIDADES PARA LA VIDA	2	Rutas de Formación (PFI-e) Autoevaluación
ESTILOS DE VIDA SALUDABLES	3	Agentes Formativos Orientador Psicopedagógico
ARTE Y CULTURA	2	Medios de Evaluación Tutor
COMPROMISO SOCIAL	1	Temporalidad de Evaluación Docente asignatura: Identidad y Proyecto de Vida
DASARROLLO ESPIRITUAL	2	Indicador Docente asignatura: Personal y Trascendencia
DESARROLLO PRE-UNIVERSITARIO	1	Encargado Formación Espiritual
PENSAMIENTO GLOBAL	2	Coordinador de Liderazgo y Emprendimiento
		Docente Interculturalidad y Desafíos contemporáneos

- ÓPTIMO
- SATISFACTORIO
- SUFICIENTE
- INICIAL

13 INDICADORES

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

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

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

Each semester, the teachers provide accompaniment and orientation to students to plot their formative path. The student's path must be considered and reviewed by a tutor (tutoring), a psycho-pedagogical advisor, and a coordinator of leadership and entrepreneurship, to manage the students make a balanced choice of activities, thus ensuring the comprehensive development during the next three years and the fulfillment of the graduation profile.

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





In other distinctions, we want to mention **Luis Enrique González Méndez**, who was considered the "most outstanding swimmer" at the CONADEIP swimming championship of the youth "C" category; he scored the best mark of the competition. **Tomás Uriel Ferreiro Flores** of the same category obtained the highest score and won the men's championship.

Finally, we proudly share that **Frida Aidé Arriaga Alvarado** and **Daniel Montiel Hernández** were nationally selected to participate at the Basketball pre-World Cup within the under-18 category. Both are students of the 6th semester of Santiago High School.

The sporting life is one of the best experiences that students will remember with emotion and joy, a memory of learnings and victories on behalf of UPAEP.

This year, our worthy representatives harvested privileged places and honorable denominations. For example, we obtained the first place at **CONADEIP** men's swimming team championship youth "C" category, with **24 medals** earned by Rodrigo Saturrias Hernández of Santiago High School, Santiago Anthuan Rafael Peña of Angelópolis High School, Jaime Hernández Zapata, and Rodrigo Jail Aguilar Martínez both from Angelópolis High School, Diego Jafet Calatayud Rubio of Cholula High School, also, in collaboration with their colleagues at the University, Luis Enrique González Méndez of the Mechatronic Engineering program and Tomás Uriel Ferreiro Flores of Medicine.

Over three months, in each one of our ten High Schools, we formed the **fourth generation of ALTUM leaders** made up of 371 students, whom each week tested their skills and qualities to continue to forge their transformative leadership. We are proud to report that *Altum* is the first leadership group to obtain a digital badge that supports a young person's skills corresponding to this developmental stage. This group of students is the first generation of UPAEP High Schools to receive such an insignia.

During the health contingency, we had to face the obstacles to delivering a face-to-face education. As a response, we put to the test disruptive ideas to take advantage of the confinement conditions, allowing students to demonstrate their UPAEP transformative leadership in times of uncertainty and crisis. Our UPAEP High School students finished the semester and prepared for the summer 2020 period at their homes and with total confinement, without classes and chores to attend to. **Momentum by ALTUM** emerges in this context as an initiative to continue with the formative path our students as transformative leaders, except that they would do it from home and online.

*Momentum* consisted of a 5-week online summer program which, through gamification, students worked each week on a social problem, a habit to develop, a leadership skill, a challenge (personal, family, or social), and a masterclass where an expert on the topic of the week talked with them.

After its launching and less than 24 hours, the initiative had a quota limit of 100 people, which required an extension, allowing 150 students from 10 high schools to participate, working remotely as a team, challenging themselves, and contributing their formative path. Consequently, *Momentum* by ALTUM became the first virtual leadership academy of UPAEP High Schools.

During the months of April, May, and June and with the COVID-19 emergency health contingency, students had the opportunity to live meaningful experiences. Under the leadership and entrepreneurship department's coordination, each of our high schools designed creativity, action, and service challenges. Among them, we remark the following:

**1.Communicating through art:** the students created an artistic expression in which they reflected their life experiences and feelings during the quarantine.

**2.If not using anymore, donate it:** a campaign to review clothes kept at home but no longer used to donate to parents with children at the *Hospital del Niño Poblano*, through the group called "altruistic donors."

**3.Brumildo challenge:** during a month and through four levels, carry out an average of 20 physical, creative, family, and service activities.





3,290  
total students



Significant experiences also include:

**1. Santiago High School Expociencias event:** the science teachers organized the first virtual *Expociencias*. Students from the second and fourth semester presented their research projects, previous selection, and feedback to improve the regional stage. Participants of the 13 projects produced a video to show their projects published on the high school website. The projects were evaluated through Google Classroom using the *Expociencias Regional 2019* rubric adapted for online content, for example, the creativity of the video, duration, and the digital resources used. All these projects are ready to be presented online at *Expociencias Regional*.

**2- Symposium on Life and Family at UPAEP High School San Martín:** inspired students to reflect on good decision-making in different daily life topics. This event reminded families that each member's interests are always an opportunity to strengthen ties and walk together as what they are, a family. The topics addressed were: cybersecurity, sports activation, treasure your family, nutrition at home, being a teenager, art at home, addiction, emotional management, and sexuality. The event counted with nine speakers' participation in three simultaneous sessions (27 talks), 251 students and their families, and 27 employees also with their families.

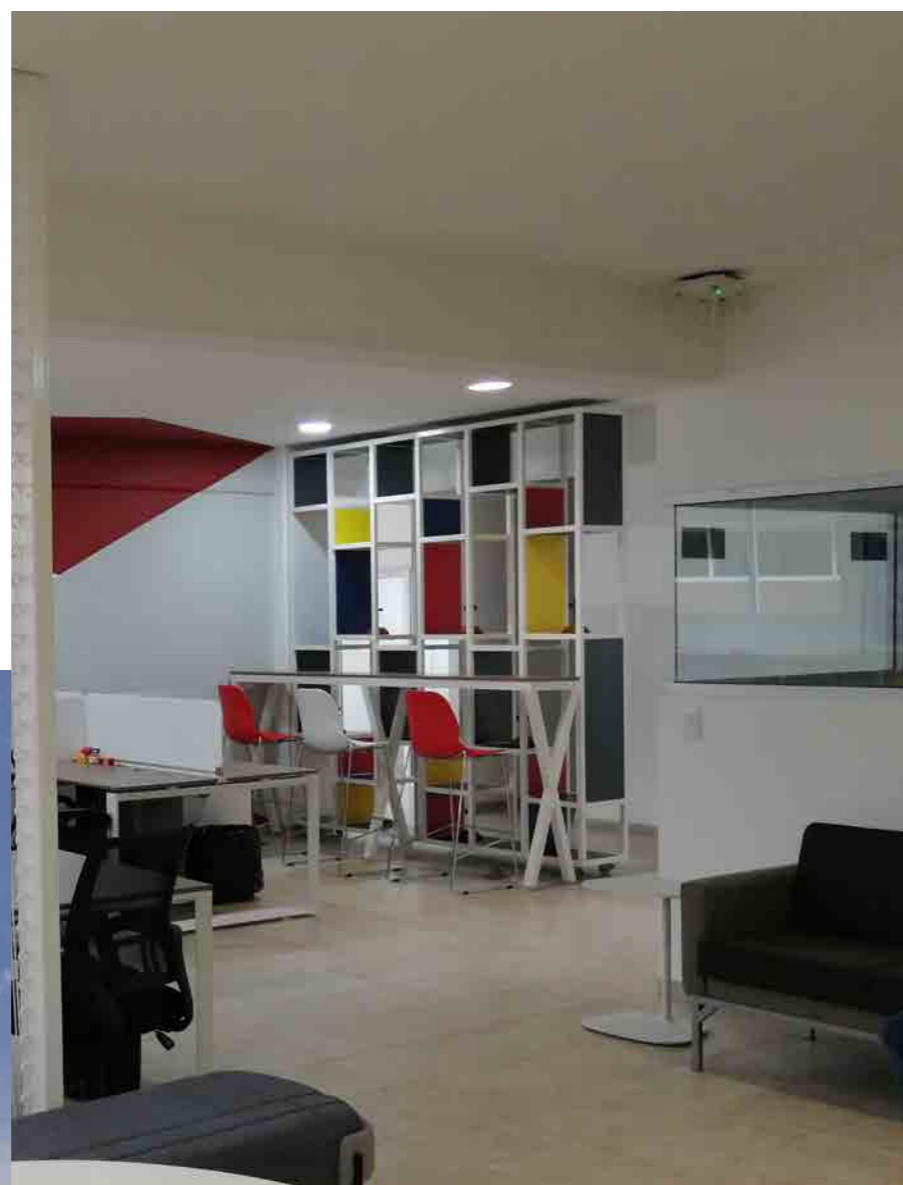
In the last six years, enrollment numbers have increased significantly, with an **average annual growth of 12.5%**. Each year our High Schools receive more than 1,000 new students. **Currently, more than 3,200 young people are studying at UPAEP High Schools.**

It truly fills us with great pride to know that we are the most robust high school system in the region, but at the same time, it represents an enormous challenge and responsibility. Society recognizes the quality and distinction of UPAEP's educational offer. Also, parents see us as a great ally in the irreplaceable task they have as their children's primary educators.

UPAEP's High Schools staff comprises **344 teachers**, of whom **192 are part-time, and 98 are full-time teachers**. Among academic and administrative staff, we have 44 full-time collaborators in different functions such as formative academic coordinator, leadership and entrepreneurship coordinator, vocational guidance program coordinator, and psycho-pedagogical counselor.

To enhance our personnel's talent at the High Schools, we encourage them to make the most of the training opportunities we deliver based on our comprehensive training plan developed by UPAEP's training department. Such an option allows them to learn more about the University and its institutional values and create a sense of belonging to our community, and exploit teaching and training skills to improve their daily performance with young people.

So far, 40% of the employees have already taken more than one course, such as the "Introduction to UPAEP University," "Identity and Commitment," "From the Service to Transcendence" and "How to form students through my course.", among others of particular interest regarding teaching strategies, learning, educational model and digital educational tools.



Strengthening academic quality also means working on improving the physical and technological infrastructure of our High Schools. Without a doubt, the spaces we have must respond to the needs and characteristics of our students:

As a response to this, now we have:

- **Four UPAEP High Schools** within the metropolitan area of Puebla City with a capacity to host 450 students.
- **One UPAEP High School** only a few steps away from the Central Campus with 830 students.
- **Two UPAEP High Schools** that in the state of Tlaxcala with capacity for 200 students.
- **Three UPAEP High Schools** in the municipalities of Tehuacán, Atlixco and San Martín Texmelucan, with capacity to host 400 students.

Besides, during the last academic year, we made significant improvements to the physical infrastructure of UPAEP High Schools. They are as follows:

- At Angelópolis High School, we made the complete renovation of the computer laboratory.
- At Huamantla High School, the construction of the Maker Lab.
- At Santa Ana High School, the construction of the Chapel.
- At Sur High School, we remodeled the administrative staff spaces and the terrace for students.
- At Atlixco High School, the construction of the third floor of classrooms and the seats in the sports arena.
- At San Martín Texmelucan High School, the construction of an emergency staircase.
- At Huamantla High School, we build a new classroom and new bathrooms.
- At Cholula High School, we initiated the works to build the new cafeteria.
- We are building a new campus in the Angelópolis Area.

Regarding progress on technological innovation, at UPAEP High Schools, we support education within the classroom with more than **600 Chromebook computers** that facilitate interaction on the Google Classroom.

The first generation of students who completed the curricular plan known as **Plan 06** and the vocational training studies (*EFP* for its initials in Spanish) graduated in the 2019-2020 academic year. Our students took the *EFP* courses for two years and got prepared through the International Baccalaureate Career-related Program. To measure the achievement level of the student's professional competencies, the *ECE-UPAEP*, our evaluating body, performed an assessment verifying the educational outcomes.

With the issuance of digital badges for our students, UPAEP High Schools remain at the forefront of education trends worldwide. Digital badges are the graphic representation of students' achievements, incorporating blockchain technology to secure information and metadata, allowing adequate data verification. Such an innovation makes us the only High School to award digital insignias to its students.

During the academic year, we awarded 364 badges to students who completed our *ALTUM* Leadership Academy program and 764 badges for students who went through the vocational training program (*EFP*).

In addition to this, at UPAEP High Schools, we continue licensing the **vocational training studies** (*EFP*) related to the *Plan 06* curricular plan, which we implemented under the International Baccalaureate Organization's support. During the 2019-2020 academic year, besides continuing the program implementation at the *Colegio Celta Internacional of Querétaro*, we started a new project at *Instituto D'Amicis* in the city of Puebla. We renewed the agreements with both schools for the generation that will complete the *EFP* program in 2022.

### Licensed schools and programs:

#### COLEGIO CELTA INTERNACIONAL

Cultural Management  
Health Coach  
Entrepreneurship

#### INSTITUTO D'AMICIS

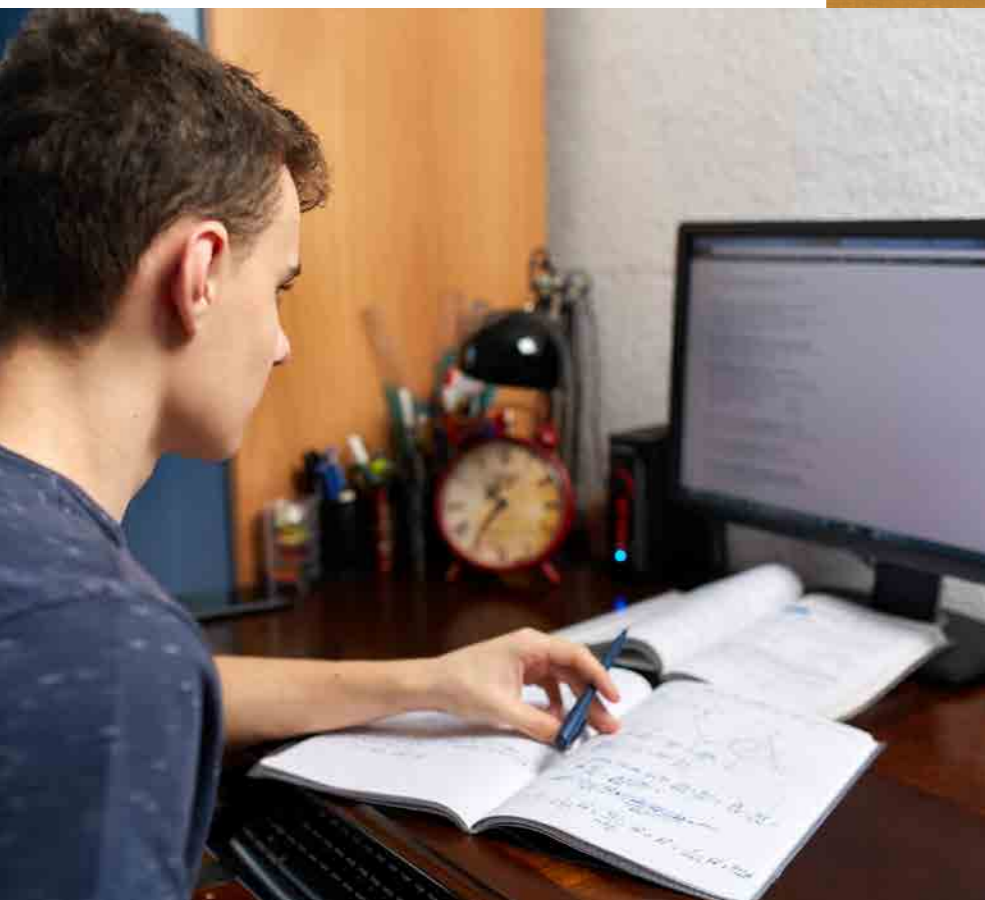
Health Coach  
Entrepreneurship  
Prototype design

We also want to highlight that during the 2019-2020 academic year, as a fruit of the effort and cooperation between the UPAEP's General Directorate of High School Education and the University's Vice-rectory, we published a **new policy on the official recognition of the International Baccalaureate courses and the vocational training studies** for high school students.

UPAEP will attract and receive more talented students from high schools around the world through this forward-looking policy. We can offer both the Diploma Program and the Professional Orientation Program with support from the International Baccalaureate Organization. UPAEP will also grant credits for undergraduate programs to students who accredit courses from the Diploma Program and UPAEP's vocational training studies.

About educational innovation for excellence, last October, UPAEP High Schools received recognition as Google Reference School, making us the sixth institution in Mexico and the twelfth in all of Latin America to receive this award.

Such an achievement means that **100% of our teachers acquired training** in the necessary skills; more than 100 teachers earned the Google Certified Educator Level 1, 40 teachers have obtained the Google Certified Level 2. Moreover, within our educational system, we have two of the 50 Mexicans recognized by Google as **"Educational Innovators."**



The present challenges and commits us to continue facing the future, making accessible our learning spaces, whether physical or virtual, with digital technology in favor of education. This approach allows us to improve our high schools' technological infrastructure, turning computer labs into mobile stations with Chromebooks. Today, teachers and students in any course take advantage of technology to enhance their teaching and learning experience.

Regarding the COVID-19 health contingency, we also want to address the academic response of UPAEP High Schools. As of March 17th, when our

State Government and our University Authority decreed the temporary suspension of face-to-face academic activities, the High Schools shifted their academic and training activities to the online modality to safeguard the health of our entire educational community.

Thanks to the great willingness and experience of our teachers certified in the use and application of the Google Suite for Education tools, on the first day of the confinement, our students were able to continue with synchronous and asynchronous learning and assessment.

During this process, the use of three specific tools was essential: the learning management system (LMS), Google Classroom, and the Google Meet video conferencing system. Using them and other applications, we manage to complete our programs and finish the 2019 - 2020 academic year.

Regarding Google Classroom, we managed **1,200 courses** corresponding to the different subjects throughout the High School System to be taken by the students from March 17th to June 12th, which means more than **25,000 synchronous classes** delivered Google Meet.

It is also remarkable how UPAEP High Schools joined the University's efforts by providing the Health personnel of Puebla's state with personal protection equipment. To this end, since April 16th, we enabled the **UPAEP Lomas High School makerspace lab** as a project operations center entrusted to manufacture protective masks for medical personnel, using a 3D printing method with eight printers working every day for five weeks. The UPAEP talented staff managed to accomplish this remarkable feat.

The engineers who worked on this project were Emilio Domínguez Cháñez, Ernesto Nava Hernández, and Erwin Zúñiga Torillo. They are teachers of Prototype Design in High Schools, led by Jesús Vargas Ayala, the Prototype Design vocational training program's academic coordinator at UPAEP High Schools.

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Estimado Dr. Baños:

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

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

Cada año la Universidad refrenda la autorización para ser una asociación donataria. El refrendo para el ejercicio 2019 se publicó en el Diario Oficial de la Federación el 3 de mayo y el 21 de agosto de 2019, en donde la Secretaría de Hacienda y Crédito Público autorizó a la Universidad a recibir donativos para el citado ejercicio, mismos que son deducibles para sus donantes para efectos del Impuesto Sobre la Renta (ISR).

Derivado de nuestra auditoría a los estados financieros por el año terminado el 31 de diciembre de 2019, hemos indicado que dichos estados financieros de la Universidad cumplen con las NIF y sus estatutos establecen que los asociados no tienen derecho a reparto de excedentes. Por tal motivo, los excedentes de cada ejercicio son reinvertidos y pasan inmediatamente a formar parte de su patrimonio.

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

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

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

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

Atentamente,

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