UPC

INSTITUTIONAL ACHIEVEMENTS REPORT

UPC

exígete, innova

REPORT STRUCTURE

UPC's Institutional Report presents the main results for 2022 regarding the following areas:

01 Institutional Overview and Key Performance Indicators Results

- Institutional Overview
- UPC Rankings Results
- Retention, Graduation and Enrollment Results
- Completion within 150% Results
- Employability Results
- Faculty Results
- UPC's Alumni Results
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- Students and Faculty Satisfaction Results
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02 Students, Graduates and Faculty Achievements Results

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01

INSTITUTIONAL OVERVIEW AND KEY PERFORMANCE INDICATORS RESULTS

INSTITUTIONAL OVERVIEW

Created in 1993 in Lima, Perú, Universidad Peruana de Ciencias Aplicadas (UPC) is an innovative, private, research focused comprehensive educational institution providing undergraduate and graduate degrees notable for academic quality. It seeks to align academic goals with the labor market demands and offer students a rigorous, meaningful, and integrated educational experience while promoting research as well as cultural, intellectual, and artistic knowledge.

UPC's mission: "To educate upstanding and innovative leaders with a global vision who will transform Peru" is the foundational commitment that guides and inspires all actions within the institution. Periodically, UPC's top management conducts a review of the institutional mission statement with its stakeholders to ensure its currency, suitability, and clarity in defining the essential values and attributes that align UPC's contribution to the transformation of Peru and the public good.

UPC aspires "To be at the forefront in higher education for academic excellence and innovative capability". To achieve its mission and vision, UPC has defined the following core values: leadership, teamwork, service, excellence, and innovation. These represent the DNA of UPC's institutional culture, which guides the decisions and performance of faculty and staff.

UPC has four locations in the city of Lima: Monterrico (main campus), San Isidro (6.21 miles from the main campus), San Miguel (9.3 miles from the main campus), and Villa (9.32 miles from the main campus). The San Isidro Site was opened in 2011, Villa in 2013 and San Miguel in 2015. Additional information and videos of each campus/site is available at the following links: Monterrico (link), San Isidro (link), San Miguel (link) and Villa (link).

UPC is fully authorized to operate as an educational institution in Perú in compliance with the current Peruvian University Law (N° 30220). This law requires that all bachelors programs offer at least 200 credit hours with a minimum of 35 general education credit hours.

In 2016, UPC attained the initial accreditation awarded by WASC Senior College and University Commission (WSCUC) for a period of six years. In 2022, the university has been institutionally reaccredited by WSCUC for the period of 10 years, maximum number of years awarded, in recognition of institutional quality. In addition, UPC was institutionally accredited by the *Sistema Nacional de Evaluación, Acreditación y Certificación de la Calidad Educativa* (National System of Evaluation, Accreditation, and Certification of Educational Quality - SINEACE, in Spanish), the only university accredited institutionally by the Peruvian National System.

Currently, the University has 13 Schools at the undergraduate level: Architecture, Business, Communications, Contemporary Arts, Design, Economics, Education, Engineering, Health Sciences, Hospitality and Tourism Administration, Human Sciences, Law, and Psychology and one Graduate School that offers master's degree programs, executive courses, certificates, etc.

The university offers 64 bachelor's degree programs and 43 master's degree. As of 2nd semester 2022, there are 67,918 students enrolled at the undergraduate level. This includes traditional undergraduate students and working adult undergraduate students. There are 2,770 students enrolled at the graduate level, in master's degree programs.

Table 1.1. Number of Degree Programs offered by UPC (2018-2022)

Level	2018	2019	2020	2021	2022
Undergraduate Programs	56	56	58	64	64
Graduate Master's degrees programs	20	20	28	35	43

Table 1.2. UPC's Undergraduate Programs

School	Program	Level	Year Implemented
Architecture	1. Architecture	Traditional Undergraduate	1994
Business	2. Accounting and Administration	Traditional Undergraduate	1996
	3. Administration and Agribusiness	Traditional Undergraduate	2008
	4. Administration	Traditional Undergraduate	2022
	5. Administration and Finance	Traditional Undergraduate	1996
	6. Administration and Human Resources	Traditional Undergraduate	2005
	7. Administration and International Business	Traditional Undergraduate	2003
	8. Administration and Marketing	Traditional Undergraduate	1996
	9. Sports Administration and Business	Traditional Undergraduate	2011
	10. Entrepreneurial Administration and Management	Traditional Undergraduate	2012

School	Program	Level	Year Implemented
Communications	11. Audiovisual Communication and Interactive Media	Traditional Undergraduate	2009
	12. Communication and Corporate Image	Traditional Undergraduate	2008
	13. Communication and Photography	Traditional Undergraduate	2018
	14. Communication and Journalism	Traditional Undergraduate	1994
	15. Communication and Marketing	Traditional Undergraduate	2008
	16. Communication and Publicity	Traditional Undergraduate	1994
Contemporary Arts	17. Music	Traditional Undergraduate	2010
	18. Performing Arts	Traditional Undergraduate	2017
Design	19. Fashion Design and Management	Traditional Undergraduate	2012
	20. Professional Graphic Design	Traditional Undergraduate	2011
	21. Professional Interior Design	Traditional Undergraduate	2011
	22. Industrial Design	Traditional Undergraduate	2021
Economics	23. Economics and Finance	Traditional Undergraduate	2003
	24. Economics and International Business	Traditional Undergraduate	2005
	25. Managerial Economics	Traditional Undergraduate	2012
	26. Economics and Public Policy	Traditional Undergraduate	2005
	27. Economics and Development	Traditional Undergraduate	2009
	28. Political Science	Traditional Undergraduate	2020

School	Program	Level	Year Implemented
Education	29. Educational and Pedagogical Management	Traditional Undergraduate	2012
Engineering	30. Business Management Engineering	Traditional Undergraduate	2011
	31. Civil Engineering	Traditional Undergraduate	1994
	32. Computer Science	Traditional Undergraduate	2012
	33. Electronic Engineering	Traditional Undergraduate	1994
	34. Environmental Engineering and Management	Traditional Undergraduate	2017
	35. Industrial Engineering	Traditional Undergraduate	1994
	36. Information Systems Engineering	Traditional Undergraduate	1994
	37. Mechatronics Engineering	Traditional Undergraduate	2012
	38. Telecommunications and Network Engineering	Traditional Undergraduate	2006
	39. Mining Management Engineering	Traditional Undergraduate	2012
	40. Software Engineering	Traditional Undergraduate	2004
	41. Biomedical Engineering	Traditional Undergraduate	2022
Health Sciences	42. Dentistry	Traditional Undergraduate	2008
	43. Medicine	Traditional Undergraduate	2007
	44. Veterinary Medicine	Traditional Undergraduate	2018
	45. Nutrition and Dietetics	Traditional Undergraduate	2006
	46. Physical Therapy	Traditional Undergraduate	2009

School	Program	Level	Year Implemented
Health Sciences	47. Physical Activity and Sport Sciences	Traditional Undergraduate	2021
	48. Biology	Traditional Undergraduate	2022
Hospitality and Tourism Administration	49. Hospitality and Business Administration	Traditional Undergraduate	2006
	50. Gastronomy and Culinary Management	Traditional Undergraduate	2015
	51. Tourism and Business Administration	Traditional Undergraduate	2009
Human Sciences	52. Professional Translation and Interpretation	Traditional Undergraduate	2011
Psychology	53. Psychology	Traditional Undergraduate	2006
Law	54. Law	Traditional Undergraduate	1998
	55. International Relations	Traditional Undergraduate	2020
Business	56. Accounting	Working Adult	2013
	57. Banking and Financial Administration	Working Adult	2009
	58. Business Administration	Working Adult	2005
	Entrepreneurial Administration and Management	Working Adult	2012
	59. Marketing	Working Adult	2005
	60. International Business	Working Adult	2005
	Administration and Human Resources	Working Adult	2017
	61. Human Resources Administration	Working Adult	2017

School	Program	Level	Year Implemented
Hospitality and Tourism Administration	62. Hospitality and Tourism Administration	Working Adult	2009
Engineering	Civil Engineering	Working Adult	2012
	Industrial Engineering	Working Adult	2008
	63. Network and Communications Engineering	Working Adult	2011
	64. Systems Engineering	Working Adult	1996

Table 1.3. UPC's Master's Degree Programs

No.	Program	Year Implemented
1	Senior Management MBA	1997
2	Corporate Law	2001
3	Operations Management and Logistics	2003
4	Construction Management	2006
5	MBA for Masters	2007
6	E-MBA	2008
7	Executive MBA	2008
8	Administration and Project Management	2009
9	Health MBA	2009
10	MBA	2010
11	Corporate Finance	2011
12	Dietetics and Nutrition Management and Pedagogy	2011
13	International MBA	2011
14	Public Administration	2011
15	Systems and Information Technology Management	2011
16	Corporate Communications	2012
17	Marketing and Sales Management	2012

No.	Program	Year Implemented
18	Mining Management	2012
19	Senior Management and Leadership	2012
20	Strategic Management of Human Capital	2013
21	Communication and Digital Marketing	2020
22	Cybersecurity and Information Management	2020
23	Data Science	2020
24	Digital Business Transformation	2020
25	Education	2020
26	Environmental Management	2020
27	Health Psychology and Lifestyles MBA	2020
28	Translation	2020
29	Architecture	2021
30	Economics	2021
31	Entrepreneurship and Innovation Management	2021
32	Information Systems and Technology	2021
33	Public Procurement	2021
34	Road Engineering	2021
35	Taxation	2021
36	Applied Statistics	2022
37	Brand Management	2022
38	Business Management	2022
39	Competition Law, Consumer Protection and Intellectual Property Rights	2022
40	Regulation	2022
41	Sports Nutrition	2022
42	Stomatology	2022
43	Sustainable Social Investment	2022

UPC
RANKINGS RESULTS

- Institutionally re-accredited by WSCUC for 10 years (2022-2032).
- 1st Peruvian university, and the newest in Latin America, to achieve 4 QS Stars in the QS Latin America Ranking.
- Ranked #6 (Perú) QS Latam 2023.
- Ranked #5 (Perú): QS World 2023.
- Ranked #6 (Perú): THE (Times Higher Education) Sustainability Development Goals (SDG) 2022.
- Ranked #7 (Perú) THE (Times Higher Education) Latam 2022.
- Ranked #1 in Accreditation by América Economía, with 17 programmatic accreditations, granted by the following accrediting agencies: ABET, ACPHA, IAA, GAC-PMiI, CIUTI, CLAEP, CONAED, ICACIT, SINEACE. Candidate status granted by NAAB and ACCE.
- Ranked #1 in Top of Mind and First Option by high school seniors pursuing higher education (IPSOS 2022).
- Ranked 4th in the Scimago SIR-Iber 2021 Ranking, among Peruvian universities. Between 2018-2022, UPC published 2,294 papers (Source: Scopus/Scimago).
- Ranked #3 in Perú in the Times Higher Education Impact Ranking, which measures the universities' contribution towards the 2030 UN Sustainable Development Goals.
- Ranked as the most international university in Perú by América Economía Ranking, for 8 consecutive years.
- Ranked #1 in Perú in Institutional Reputation among all universities ranked in the MERCO Ranking 2021 (link)
- Only Peruvian University certified under the ISO 9001:2015 (Quality Management System); ISO 21001:2018 (Quality Management Systems for Educational Organizations); ISO 14001:2015 (Environmental Management System), and ISO 37001:2016 (International Standard for Anti-bribery Management Systems).
- Awarded at the 2021 Blackboard Catalyst Awards (link), for the third consecutive year. This distinction recognizes and honors innovation and excellence in the Blackboard global community. In 2021, UPC received three awards in two categories: Leading Change and Teaching and Learning.
- UPC has been categorized in an advanced level of Digital Maturity by Deloitte and the IFC in 2020. The Digital Maturity index assesses five dimensions: strategy, academics, technology, operations, and organization.
- Awarded the *Empresa Socialmente Responsable* (Socially Responsible Company) in 2021, by Perú Sostenible, for the fifth time. This distinction evaluates the social, environmental and governance aspects of the institution through specific indicators aligned to international sustainability standards.

RETENTION, GRADUATION AND ENROLLMENT RESULTS

I. Retention Results:

a. Undergraduate Programs: UPC analyzes retention results at the undergraduate level by evaluating the "First-Year Retention" indicator. The latter evaluates the permanence of UPC's incoming students upon completion of the first year. This information allows identification and design of support and guidance actions to contribute to students' success during their university studies. The indicator is the percentage of new students who continue enrollment after the first year.

First-Year Retention = (New enrolled students who continued their studies to the first year / New enrollment) x 100

Table 1.4. First-year retention results (2018-2022)

Admission cohort	First Continuation Term	Traditional Undergraduate	Undergraduate Working Adult (EPE)
2018-01	2019-01	71.93%	50.00%
2018-02	2019-02	65.58%	43.31%
2019-01	2020-01	69.53%	43.24%
2019-02	2020-02	64.10%	32.37%
2020-01	2021-01	67.42%	47.29%
2020-02	2021-02	80.67%	42.57%
2021-01	2022-01	76.25%	54.64%
2021-02	2022-02	74.40%	49.51%

Table 1.5. First-year retention results (2018-2022) per gender

Admission cohort	First Continuation Term	Traditional Undergraduate		Undergraduate Working Adult (EPE)	
		Female	Male	Female	Male
2018-01	2019-01	73.54%	69.42%	53.40%	48.57%
2018-02	2019-02	66.10%	66.19%	44.40%	40.94%
2019-01	2020-01	72.00%	68.50%	49.04%	45.58%
2019-02	2020-02	71.64%	71.26%	35.05%	32.12%
2020-01	2021-01	71.99%	70.83%	50.30%	45.17%
2020-02	2021-02	81.88%	79.94%	46.70%	44.83%
2021-01	2022-01	77.22%	75.44%	58.03%	52.20%
2021-02	2022-02	76.16%	72.43%	47.53%	51.02%

In 2022, the Retention Office designed and implemented improvement actions oriented to continue enhancing students' permanence and success towards graduation. These are presented below.

1. Conduct and in-depth analysis of withdrawing student primary reported reason leading to dropout with the aim of designing remediation measures.

The Retention Office developed qualitative studies that included the participation of traditional undergraduate and working adult undergraduate students that withdrew in 2022. The main objectives of the study were to identify main reasons to dropout, generating a non-continuing student profile, and isolating critical variables that impact the persistence of students in the university. Based on this study, the main reason to dropout were related to academic, economical, and personal reasons due to workload and family responsibilities.

To continue enhancing students' permanence, UPC will focus in the following actions:

- Strengthen service level across institutional contact channels (in-person and distance).
- Shorter times of response for queries related to transfer-credit procedures and student general inquiries will be an improvement priority for this area.
- Early detection: The retention risk engine will be recalibrated and adjusted in terms of data to be integrated with CRM for 2023.
- Solutions and support: Continue improving the design of the portfolio of solutions, based on student's needs, working with support areas so that they remain current and updated according to new requirements.
- Improve the traceability of students' academic progress to contribute to on time graduation.

2. Design new financial aid solutions that enhance student retention.

Based on 2022 retention results, the Retention Office determined that withdrawing traditional undergraduate and Working Adult undergraduate students were motivated by economic reasons particularly the lower prices offer by other universities for distance education and semi-face-to-face delivery modalities.

In this context, UPC's Finance Department designed a portfolio of new and improved financial aid products to contribute to the continuity of students at UPC. Among these financial solutions are the following:

o Exemption of the study resumption fee (for all dropouts without exception).
o Exemption of enrollment fee.
o Discounts from 15% to 30% on total semester fees:
- Students who require financial support: between 15% and 30%.
- Discounts according to the student's rank, upper third or fifth, from 15% to 25%.
- Students who lost their honors scholarship: 30%
- Students who returned in the immediately preceding period: 20%
- Newly incoming students: 20%

o Internal financing:
- General products:
  - Students' loans: payment of part of the debt and financing 10 interest-free installments of the remaining debt and the total value of the semester.
  - Students without loans: payment of the first installment and financing 10 interest-free installments of the remaining amount of the semester.

- Specific products:
  - Prospective graduates without student loans: payment of 50% of the first tuition fee and half of the difference is paid on the due date of sixth tuition fee.
  - Prospective graduates with student loan debt of up to 1 tuition fee: payment of 50% of the first tuition fee and half the difference paid on the due date of the sixth tuition fee.
  - Dropout students without debt: payment of 50% of the first tuition fee and the 50% differential is paid on the due date of the sixth tuition fee.
  - Regular students without debt: payment of 50% of the first tuition fee and the 50% differential is paid on the due the date of the sixth tuition fee.

o Debt forgiveness for dropout students:
- Students with debt and 3 semesters of having dropped out: 100% debt forgiveness.
- Students with debt and 2 semesters of having dropped out: 80% debt forgiveness.
- Students with debt and 1 semester of having dropped out: 40% debt forgiveness.

3. Continue improving the undergraduate students' support flow

During 2022 the Retention Office has worked closely with the academic areas to implement the following improvements across student support flows:

• **Campus Academic Directors and Campus Full-Time Faculty:** Campus Academic Directors reinforced counseling and student academic support mechanisms in coordination with full-time faculty. A closer evaluation of counseling and support activities effectiveness was implemented to continue strengthening these mechanisms.

• **Science and Humanities Department:** Based on the results of the mathematical reasoning and language comprehension tutoring satisfaction surveys, improvement actions have been identified in the design of tutoring and tutor support plans, which will allow UPC to continue strengthening the impact and effectiveness of tutoring sessions on student success.

• **Contact Center:** Improvement actions were identified in the student queries service process. The contact center will continue implementing actions oriented to reduce service time as well as to monitor and improve student satisfaction with the information received. Additionally, with the implementation of the distance education delivery modality, UPC will continue to improve the time of response about queries related to distance education, digital support services, access to the Virtual Classroom (Blackboard), etc.

• **Retention Office:** The Retention Office continued working on following-up students who were not attending classes. The following reports were analyzed by this area to prevent dropouts: grade progress reports, academic and financial risk engine reports, attendance reports, at-risk students' reports, etc. Based on these results, the Retention Office designed and implemented effective intervention actions jointly with the support of academic departments.

4. Start the design of an integral APP that enables students' guidance across its university life

In 2022, UPC began with the development of the "SuperApp," an application that will provide students with a unique platform to support them throughout their university experience.

This app has a list of missions or tasks that students must complete, applying the gamification strategy, so that they can receive information and internalize it more closely and effectively.

Through this application, students will be provided with a list of activities prior to the beginning of classes, during classes and prior to the enrollment in the second term, so they know in advance everything they must do to be able to organize themselves and successfully face the beginning of their university studies.

b. Graduate Programs: The analysis of retention results in the Graduate School is monitored annually.

Master's Degree Programs Retention =
(100% Enrolled Students - % Attrition).

Table 1.6. Retention results for Graduate Programs (2018-2022)

Year	%Retention	%Attriton
2018	97.8	2.2
2019	94.0	6.0
2020	96.2	3.8
2021	96.9	3.1
2022	96.6	3.4

Note. On average, the Graduate School retention rate is 96%. However, in 2019, due to economic disruption in Peru, there were master's degree students who had to temporarily interrupt their studies. The good retention results of the GS are based on the following factors: (1) specialized academic programs with high market value; (2) active student-centered teaching and learning methodologies; and (3) international experience.

Table 1.7. Retention results for Graduate Programs (2018-2022) per gender

Year	%Retention		%Attriton	
	Female	Male	Female	Male
2018	98.4	97.4	1.6	2.6
2019	96.1	92.6	3.9	7.4
2020	96.1	96.2	3.9	3.8
2021	96.7	97.1	3.3	2.9
2022	98.1	95.6	1.9	4.4

II. Graduation Results:

a. Undergraduate Programs: The following are the graduation results at the undergraduate level. This indicator considers graduates as those who have completed all UPC's requirements to obtain the academic degree. Figure 1.1 shows the total number of graduates from 2018 to 2022.

Figure 1.1
Undergraduate Programs Graduates (2018-2022)
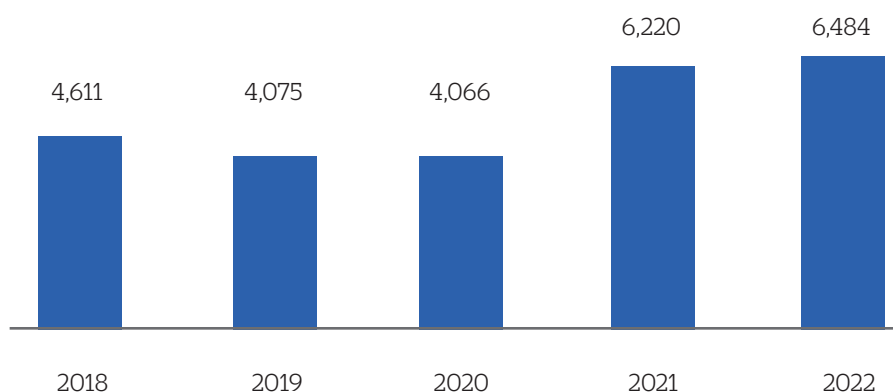
b. Graduate Programs: This indicator considers graduates from master's programs as those who have completed the program's curriculum. Figure 1.2 shows the total number of master's program graduates from 2018 to 2022.

Figure 1.2
Master's Degree Programs Graduates (2018-2022)
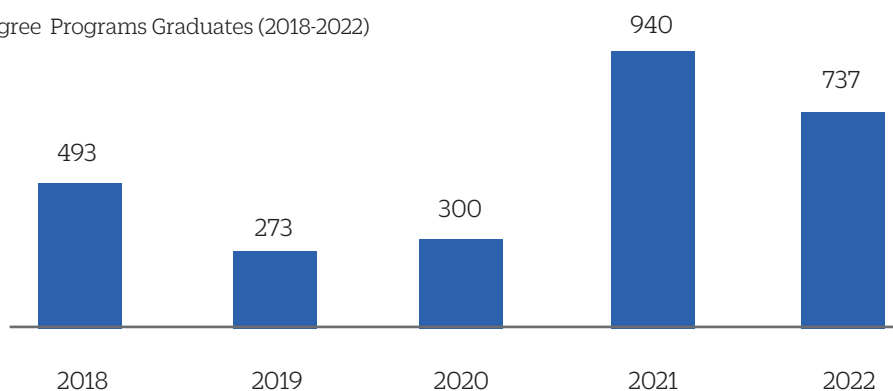
III. Enrollment Results:

This section contains historical information (2018-2022) on the disaggregated total enrollment for Traditional Undergraduate, Working Adult Undergraduate (EPE) and Graduate School (Master's Degree Programs).

Table 1.8. Total Enrollment Results in Undergraduate Programs (2018-2022)

Term	Traditional Undergraduate	Undergraduate Working Adult (EPE)	Total Undergraduate
2018–01	47,436	12,266	59,702
2018–02	44,584	12,020	56,604
2019-01	49,447	11,339	60,786
2019-02	47,169	10,802	57,971
2020-01	50,107	10,427	60,534
2020-02	44,431	9,531	53,962
2021-01	54,173	9,961	64,134
2021-02	53,444	10,582	64,026
2022-01	59,742	10,881	70,623
2022-02	56,943	10,975	67,918

Updated on March 30, 2023.
Note: The amount reported includes all enrolled students. It does not exclude temporary withdrawals or permanent withdrawals, which may occur during the academic term.

Master's degree programs growth has continued every year (Figure 1.3). This increase is supported by the new programs implemented by UPC's Graduate School. At the end of 2022, there were 43 Graduate Master's degree programs (see Table 1.3).

Figure 1.3
Total Enrollment Results in Master's Degree Programs (2018-2022)

2018: 1,220; 2019: 1,395; 2020: 1,625; 2021: 2,240; 2022: 2,770
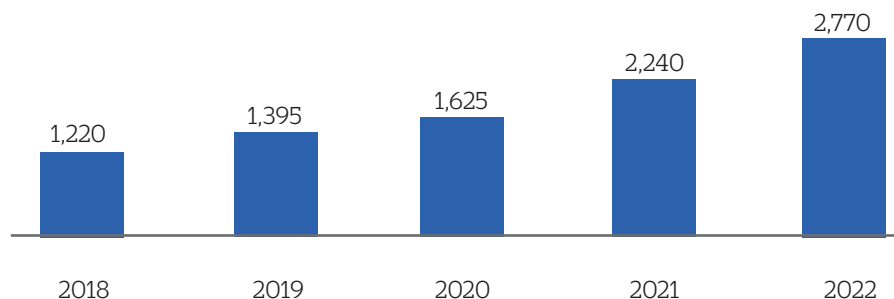
COMPLETION WITHIN 150% RESULTS

This section presents the completion within 150% results at the Undergraduate level (Traditional Undergraduate and Working Adult Undergraduate) and Graduate level (Master's Degree Programs) between 2021 to 2023.

See below the definitions used to calculate the results of completion 150%:

Undergraduate level:

• Completion within 150% is estimated considering the number of students who have fulfilled graduation requirements in 150% of the expected time, over the total incoming students for each admission cohort, respectively.

Table 1.9. Completion 150% (2021-2023) – Undergraduate Results

Gender	2021	2022	2023
Female	30.91%	32.90%	38.50%
Male	20.68%	23.31%	28.99%
Aggregate Completion 150%	25.86%	28.22%	33.76%

Note: These results include both Traditional Undergraduate and Working Adult Undergraduate Programs. Semesters: 01 and 02.

Graduate Level:

• Completion within 150% is estimated considering the number of students who have fulfilled graduation requirements at 150% of the expected time (six years), over the total incoming students for each admission cohort, respectively.

Table 1.10. Completion 150% (2021-2023) – Graduate Results

Gender	2021	2022
Female	63.4%	65.6%
Male	63.9%	66.3%
Aggregate Completion 150%	63.7%	66.1%

Note: Semester 01
(2023 results: Not applicable. Completion 150% results would be available by 2024

EMPLOYABILITY RESULTS

The employability results are reviewed by the University's top academic leaders, the Alumni Office, the Quality Assurance Top Management Committee, and by faculty members and programs directors, to evaluate graduate performance and identify improvement opportunities.

To evaluate the current employment success rate of UPC's graduates, IPSOS, an external market research firm, conducts an annual employability survey of graduates from UPC's Working Adult (EPE) and Traditional Undergraduate programs as well as the Graduate School Master's Degree programs.

Based on the results of the survey, UPC graduates perform as outstanding professionals in the labor market, reaching, in 2023, an employability rate of 94% or more.

Table 1.11. Employability Results (2019-2023)

Indicator	2019	2020*	2021	2022	2023
Traditional Undergraduate Programs	96%	89%	95%	94%	96%
Working Adult (EPE) Undergraduate Programs	97%	92%	93%	96%	94%
Graduate Programs	96%	93%	96%	96%	95%

Source: IPSOS "External Market Research". Leaf indicator in which graduates who do not currently seek a job are excluded from the sample.
*Health emergency during the COVID-19 pandemic.

Figure 1.4 shows the employability results of undergraduate students who work in their field of study. The 2022 results show that more than 94% of UPC undergraduate students are employed in their field of study.

Figure 1.4
UPC Students who Work in their Field of Study (2018 - 2022).
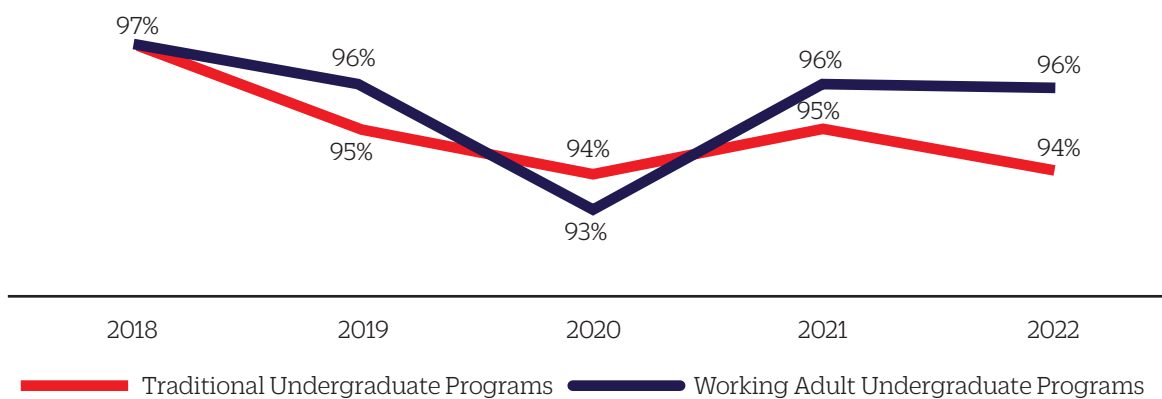
Source: IPSOS "External Market Research".
The indicator does not apply to graduates of UPC´s Graduate School.

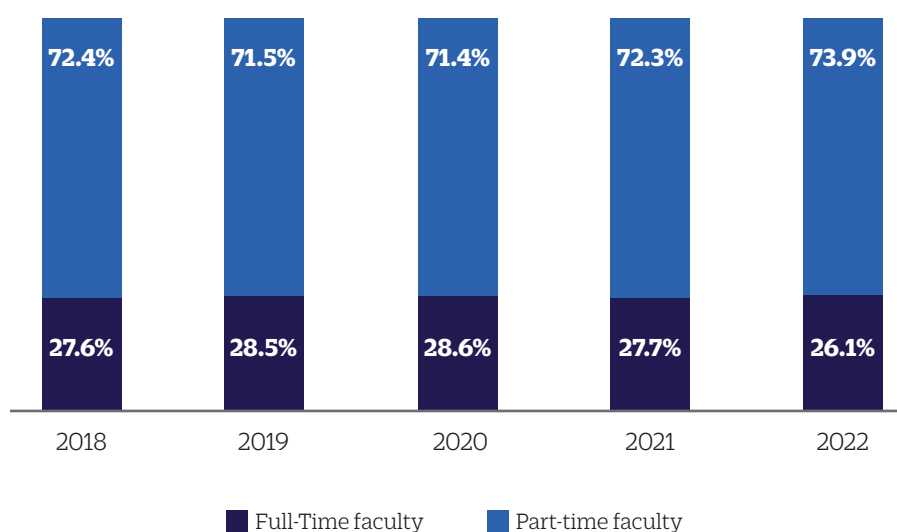# FACULTY
RESULTS

a. UPC Faculty Distribution per contract type (2018-2022)

By the end of 2022, UPC had 3,825 faculty members, of which 26% were full-time and 74% part-time. Table 1.12 and Figure 1.5 show the evolution of the number of faculty per contract type between 2018 and 2022.

Table 1.12. UPC's Faculty Distribution per Contract Type (2018-2022)

Contract Type	2018	2019	2020	2021	2022
Full-time faculty	961	1015	979	954	1000
Part-time faculty	2,515	2,549	2,442	2,495	2,825
Total	3,476	3,564	3,421*	3,449*	3,825

Source: Educational Quality Updated to February 2023.
*Covid-19 Context

Figure 1.5
UPC's Faculty Distribution per Contract Type (2018-2022)

	2018	2019	2020	2021	2022
Part-time faculty	72.4%	71.5%	71.4%	72.3%	73.9%
Full-Time faculty	27.6%	28.5%	28.6%	27.7%	26.1%

■ Full-Time faculty ■ Part-time faculty

b. UPC Faculty Distribution per Academic Degree (2018-2022)

By the end of 2022, UPC's faculty distribution per degree was the following: 8.5% had a doctoral degree, 83.3% had a master's degree, 6.7% had a bachelor's degree and 1.5% had a non-terminal degree (due to the area of specialty in which they teach).

The proportion of bachelor's degree professors has been progressively decreasing. At the end of semester 2022-2 of those in that group, 59% are extraordinary faculty, while the remaining 41% are in the process of advanced degree attainment. As for the Non-terminal Degree category, 97% correspond to extraordinary faculty, while the remaining 3% are in the process of advanced degree attainment.

On November 29, 2021, according to Law No. 31364, the term to adapt to the requirements of Peruvian University Law No. 30220 was extended until December 30, 2023, allowing faculty to attain the required academic degrees to teach at the undergraduate and graduate levels. UPC is expected to adhere 100% to the provisions set on the Law for faculty attainment of master and doctoral degrees.

Table 1.13 and Figure 1.6 show the quantitative and percentage distribution, respectively, of UPC's faculty per degree.

Table 1.13. UPC's Faculty Distribution per Degree (2018-2022)

Degree	2018	2019	2020*	2021*	2022
Doctoral Degree	215	238	232	260	326
Master's Degree	2,005	2,296	2,476	2,804	3,186
Bachelor's Degree	1,166	958	655	333	257
Non-terminal Degree	90	73	57	52	57
Total	3,476	3,565	3,420	3,449	3,825

Source: Educational Quality Updated to February 2023.
*Covid-19 Context

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[1] Ordinary faculty can fall into three academic categories: principal, associate, or auxiliary; while extraordinary faculty are emeritus or honorary.
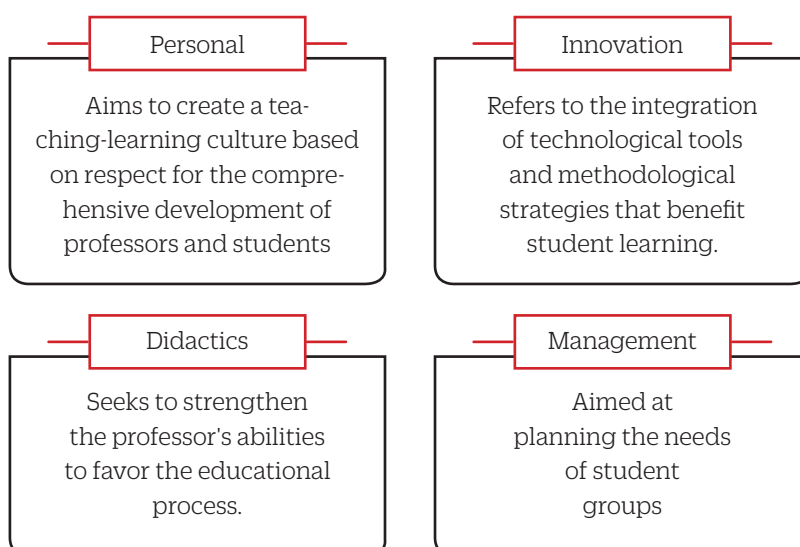
Figure 1.6
UPC's Faculty Distribution by Degree (2018-2022)

2022
- 1.5%
- 6.7%
- 83.3%
- 8.5%

2021
- 1.5%
- 9.7%
- 81.3%
- 7.5%

2020
- 1.7%
- 19.2%
- 72.4%
- 6.8%

2019
- 2.0%
- 26.9%
- 64.4%
- 6.7%

2018
- 2.6%
- 33.5%
- 57.7%
- 6,2%

■ Non-terminal Degree   ■ Bachelor´s degree   ■ Master´s Degree   ■ Doctoral Degree
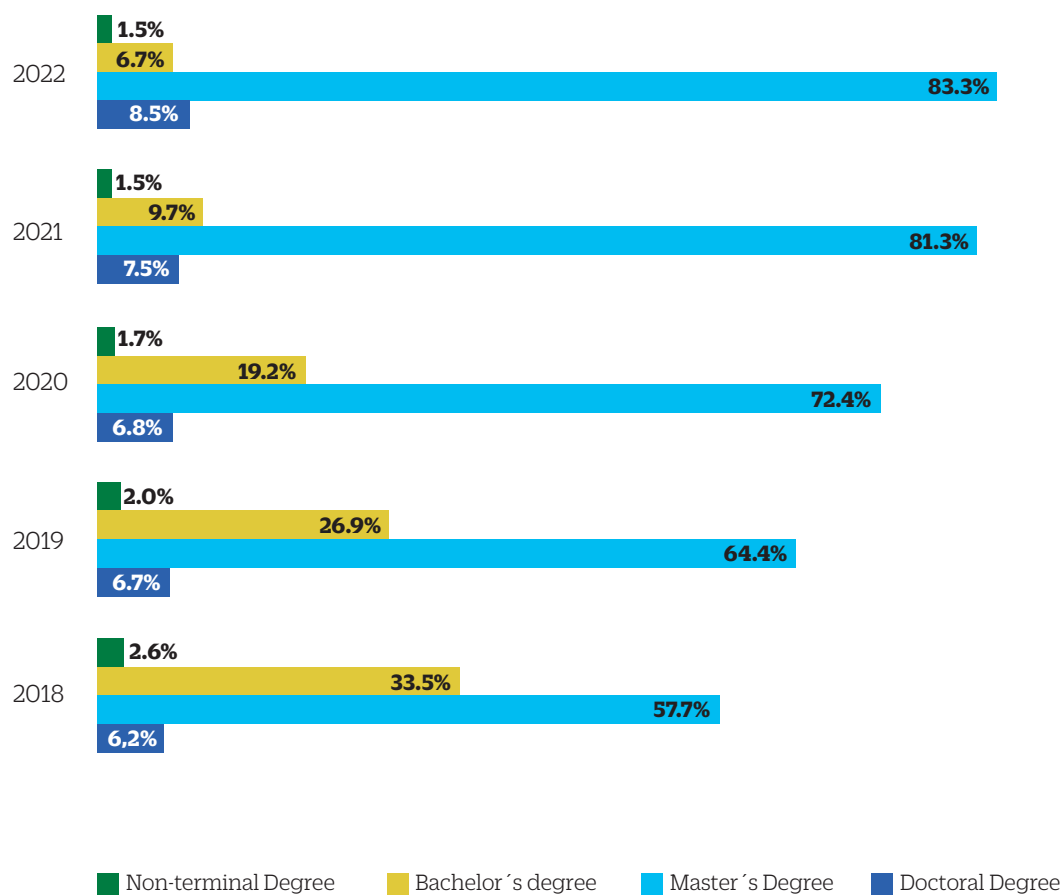
c. Faculty Training

UPC has a comprehensive faculty training plan, specially designed by the Educational Quality Department, with the aim to strengthen faculty teaching competencies, enabling them to succeed in face-to-face, semi face-to-face, and distance education modalities. The courses offered revolve around are articulated to the 4 competencies stated in UPC's faculty profile: personal, management, didactics, and innovation, these are explained below and presented in Figure 1.7.

• **Didactics competency (being a teacher):** ability to design and facilitate class sessions as well as to assess and give feedback about learning outcomes using methodological tools and teaching techniques that benefit the teaching-learning process.

• **Personal competency (being a person):** ability to create a teaching-learning culture based on respect and ethics, where communication, teamwork and democracy are encouraged, fostering faculty and student comprehensive development.

• **Innovation competency (being innovative):** ability to integrate technological tools, methodological strategies and versatile materials that facilitate student acquisition of the learning outcome and promote their innovative spirit creatively and appropriately.

• **Management competency (being a manager):** ability to manage information, didactic and methodological resources, taking care of the necessities and times of each individual and the group's diversity. Likewise, the ability to recognize the importance of sharing knowledge in the development of a professional.

Personal

Aims to create a teaching-learning culture based on respect for the comprehensive development of professors and students

Innovation

Refers to the integration of technological tools and methodological strategies that benefit student learning.

Didactics

Seeks to strengthen the professor's abilities to favor the educational process.

Management

Aimed at planning the needs of student groups

Figure 1.7
UPC's Faculty Competences

The Educational Quality Department monitors and reports faculty training results on an ongoing basis.

All undergraduate faculty who teaches face-to-face, semi face-to-face or distance education modalities, during the periods 2022-1 and 2022-2, are required to complete a minimum of twenty (20) training hours per year. In case of faculty teaching only during one semester of the year, they must complete (10) hours of training. This includes academic online or professional training.

Compliance with mandatory training hours is evaluated as part of the 360° Faculty Evaluation. Table 1.14 shows the total hours of faculty training by area of learning from 2018 to 2022. Note that total training hours in 2022 have increased by +19% from 2020. The increase in the number of training hours in the Innovation Module is also noteworthy, reaffirming UPC's faculty commitment to continue strengthening its competencies at distance education learning environments.

Table 1.14. Total faculty training hours per competency (2018-2022)

Indicator	2018	2019	2020	2021	2022
Total faculty training hours	100,150	84,627	138,866	136,147	165,623
Total training hours in Didactics Module courses	54,972	40,037	33,602	56,716	43,692
Total training hours in Management Module courses	14,926	16,026	7,547	12,413	11,090
Total training hours in Innovation Module courses	15,563	15,652	83,078	27,816	78,571
Total training hours in Personal Module courses	14,689	12,912	14,639	39,202	32,270

Source: UPC Educational Quality Department Updated to February 2023.

d. Academic Survey

The Academic Survey gathers the students' perception of the methodology, motivation techniques, usefulness of the materials, mastery of topics and development of activities carried out by the faculty in a course. During the academic semester, two surveys are applied: an initial one, during weeks 5 and 6, and a final one at the end of the term, during weeks 13 and 14.

The initial academic survey results enable UPC to implement improvement actions prior the end of the semester as well as allowing faculty to improve their teaching-learning strategies and the design of course activities and/or evaluations.

The final academic survey makes it possible to identify how the faculty's performance evolved in the second half of the course and to comprehensively evaluate the following aspects: teaching/learning strategy applied by the faculty in the course, faculty competency for the achievement of the course learning objectives, faculty mastery of the course topics, development of learning activities that promote student motivation and interest in the course, and development of learning activities that promote the practical application of the knowledge acquired in the course. The survey has a range from 1 to 10 and is classified into 4 categories: <6.5 (fail), 6.5 - 7.5 (fair), 7.5 - 8.5 (good), 8.5 - 10 (excellent).

Table 1.15 and Table 1.16 show the results obtained from the academic survey for Traditional Undergraduate and Working Adult Undergraduate, respectively. The results reaffirm that UPC faculty are considered within the excellent category, where an improvement of this indicator for 2022-02 is highlighted.

Table 1.15. Initial and Final Traditional Undergraduate Academic Survey Results (2019-2022)

Indicator	201901	201902	202001	202002	202101	202102	202201	202202
Initial Survey Average of Faculty Qualification (Maximum score: 10)	8.73	8.78	8.65	8.83	8.87	8.87	8.87	8.95
Final Survey Average of Faculty Qualification (Maximum score: 10)	8.72	8.74	8.70	8.72	8.79	8.78	8.77	8.83

Source: Quality Assurance Department Updated to March 2023.

Table 1.16. Initial and Final Working Adult Undergraduate Academic Survey Results (2019-2022)

Indicator	201901	201902	202001	202002	202101	202102	202201	202202
Final Survey Average of Faculty Qualification (Maximum score: 10)	8.81	8.82	8.53	8.54	8.65	8.69	8.70	8.67

Note: In WA Undergraduate only the evaluation of the final academic survey is performed.
Source: Quality Assurance Department Updated to March 2023.

e. Faculty Performance (360° Evaluation)

The 360° Evaluation is a comprehensive evaluation of faculty performance that includes five dimensions: Faculty's Academic Survey Results, Peer Evaluation Results, Faculty Development Results, Compliance with Faculty Rules and Regulations and Self-Assessment Results (see Table 1.17).

This performance evaluation is conducted annually, and the results are reviewed by the department and institutionally, so that specific and comprehensive improvement actions are developed with faculty who obtained a "Fail" rating. It also helps to determine areas where faculty development can provide additional training, or each professor can develop their own improvement plan. Additionally, the results of the 360° review are used by UPC along with other indicators to determine faculty recognition.

Table 1.17. 360° Faculty Performance Evaluation

Actors	Evaluation Mechanisms
Students	**Academic Surveys (30%)** - Students conduct an overall evaluation about faculty performance in class with regard to methodology, motivation techniques, usefulness of materials, mastery of topics, and development of activities carried out by faculty in a course. The academic survey is conducted in two stages in each academic term. The initial academic survey is applied in week 5 and the final academic survey in week 13 of the regular academic term. The average grade obtained by the faculty in the academic survey has a range from 1 to 10 and is classified into 4 categories: <6.5 (fail), ≥6.5 <7.5 (fair), ≥7.5 <8.5 (good), ≥8.5 <10 (excellent). Question regarding the modality of the course have been added since the beginning of the pandemic.
Program Director	**Peer Evaluation (30%)** - Coordination meetings: participation - Materials and syllabus: design and register - Evaluations: design, relevance, and punctuality in the submission - Other merits: professional background and prestige, collaboration with the program, external training.
Educational Quality Department (EQD)	**Faculty Development (10%)** - Compliance with the training hours established in the year. Under this category, EQD reviews training in the four dimensions stablished and correlates them with the modality of the course to check if additional training is required.
Academic Records	**Compliance with Faculty Rules and Regulations** - Class attendance and make-up - Punctuality - Submission of grades - Class representative election - Recording of student attendance
Faculty	**Self-Assessment (10%)** - Faculty members' perception of their professional, personal, and teaching competencies. It's an opportunity for each professor to express areas that they want to strengthen.

Source: Quality Assurance Department Updated to March 2023.

Tabla 1.18. 360° Faculty Performance Results (2018-2022).

Level	2018	2019	2020*	2021*	2022
Undergraduate Programs	8.87	8.9	9.13	9.21	9.18
Graduate Programs Master's degrees	8.37	8.65	8.83	8.95	8.89

Source: Quality Assurance Department Updated to March 2023.
Maximum score: 10 points
.

f. Faculty Recognition

UPC recognizes faculty through the *Formando Juntos* Program (link). This program recognizes faculty members who have achieved academic excellence and are models for the UPC teaching community for their continuous effort to continue learning and developing professionally and who have obtained the best results in the 360° Evaluation. The recognition is done through the annual faculty awards ceremony based on three categories: Gold Talent, First Place and Silver Talent.
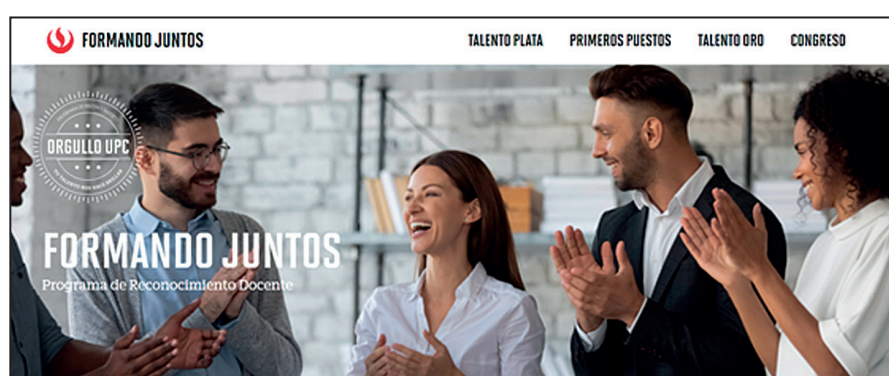
Figure 1.8
Formando Juntos Program Faculty Website

"Formando Juntos"

Silver Talent: To be Silver Talent, faculty must fulfill the following requirements: a good score in the 360° Evaluation (higher than 8.5 points), have a master's degree or the category of "Extraordinary" and fully adhere the UPC code of conduct. Silver faculty correspond to the 10% of teaching staff with the highest evaluation scores by the end of the year. For the undergraduate level, it considers full-time and part-time faculty evaluation scores, and for the graduate level, only faculty that have taught at master's degree programs.

First Places: Faculty who meet the Silver Talent criteria are eligible to become First Place. To belong to the "First Place" category, the faculty member must fulfill the following requirements: a good score in the 360° Evaluation (between 8.5 and 10 points), a master's degree and/or doctorate, have published in scientific journals or at the UPC Editorial (link), have included technological tools in the teaching-learning process, and have English knowledge at an intermediate level (level 2 at least). The First Place faculty member of the program/area is selected according to the total score obtained in the evaluation rubric.

Gold Talent: Gold Talent faculty are chosen for having the highest score in the First Place category (10%).

Table 1.19. Faculty awarded per Category

Category	2019	2020	2021	2022
Gold Talent	5	5	7	9
First Places	48	61	65	70
Silver Talent	375	466	472	541

Source: Educational Quality Updated to March 2023.

UPC'S ALUMNI RESULTS

UPC's Alumni and Development Office builds enduring relationships between UPC's alumni and their alma mater. The mission and vision of this office are presented below:

Mission: "Serve and support UPC's alumni community and inspire their lifetime engagement with UPC aligned with the university's mission."

Vision: "To be recognized as a proud alumni body that strengthens UPC's mission and builds a better future for the communities they serve."

a) Alumni Strategy

The Alumni strategy has four main objectives:

• **Reputation enhancement:** Oriented to visibility of UPC as a community contributor engaged with the public good, the continuous development of its' alumni community and the transformation of Peru.

• **Educational Model and Mission:** Alumni success in aligment with UPCs' Educational Model and Mission of effective attainment of the institutional and program learning outcomes. Also, looking to increase industry relations and enhance the student's "journey."

• **Grow and Sustainability:** The strategy aims at creating more funding opportunities for UPC's students based on alumni's employability results as well as to design and develop meaningful learning opportunities for graduates that strengthen its professional profile.

• **Alumni success:** Contribute to the alumni's success in the labor market and the professional pathways they want to pursue.

Under the quote, "One UPC, a vast legacy," the Alumni and Development Office has defined four action areas to articulate its activities and strategy model:

• **Alumni's Personal and Professional Growth**: Activities aimed at developing professional and personal development, promoting lifelong learning among alumni.

•**Alumni's Engagement towards the continuous improvement of UPC:** Engage alumni in UPC's continuous improvement by providing feedback of its academic experience at the university and its contribution to its professional development. Also, it refers to contributing to students' learning journey by inviting them to be part of mentoring programs, presentations, or evaluators of projects, among others.

• **Relevant and meaningful content:** Share information and relevant content for UPC's alumni community. As part of this information, UPC's alumni achievements are shared to promote UPC pride.

• **Services and experiential programs:** Offer alumni the opportunity to serve the community, be part of networking sessions, lead alumni chapters and affinity groups, and engage with peers in travel seminars and projects.

Figure 1.9 presents UPC's Alumni and Development Office Strategy Model.

Figure 1.9
Presents UPC's Alumni Strategy Model.
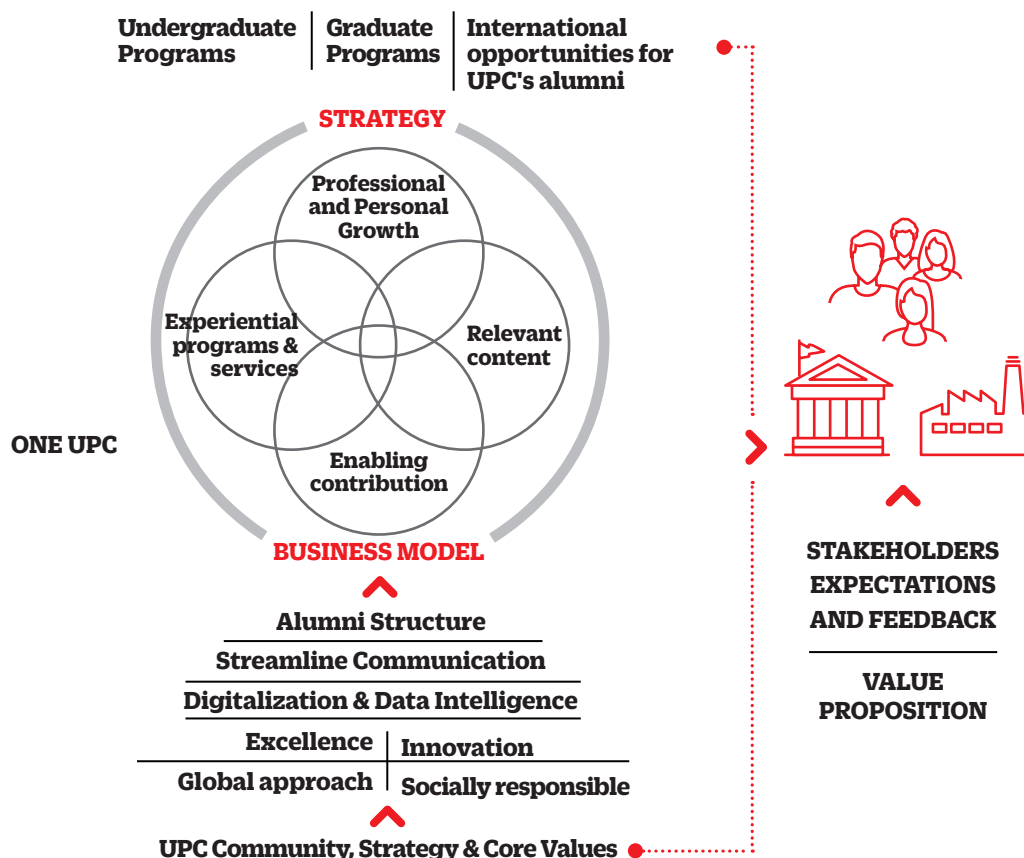
b) Alumni Activities

UPC's Alumni and Development Office leads the following activities annually to strengthen alumni bonds with the university, employability potential, professional development, and life-long learning:

- Employability workshops, fairs
- Career development events/conferences
- Strengthen communication means with alumni
- Alumni annual reunion

In 2022, the Alumni and Development Office organized the UPC Alumni Annual Meeting to build an engagement-driven culture, foster networking, enhance employability, and provide opportunities for continuing education. See below a summary of this virtual event:

9th UPC Alumni Meeting – *#SIEMPRECONECTADOS*

In November 2022, Traditional Undergraduate, Working Adult Undergraduate, and Graduate School Alumni were invited to the eighth UPC Alumni Reunion event. All the activities for this reunion announcement kept the concept of #SeguimosConectados since the use of an online connection was required for all participants.

More than 806 attendees participated in this event. Alumni enjoyed a great evening, in which UPC's Vice-Rector for Academic Affairs and Research, Milagros Morgan, addressed the gathering. Then, Mrs. Inés Temple, president of the board of LHH Peru & LHH Chile, the world's #1 leader in outplacement and executive coaching, and author of employability best sellers, explained about employability challenges and personal branding.

Figure 1.10
UPC's 2022 Alumni Meeting Invitation

c) Alumni in numbers

Table 1.20 shows UPC's Alumni results between 2018 and 2022. The reported graduates are those who fulfill all graduation requirements.

Table 1.20. UPC's Cumulative Alumni Results (2018-2022)

Indicator	Result
UPC Total Graduates through 2022[5]	Total Graduates: 59,407 Traditional Undergraduate graduates: 33,248 Working Adult Undergraduate graduates: 15,618 Graduate School graduates[6]: 10,541
UPC Total Graduates through 2021[4]	Total Graduates: 52,186 Traditional Undergraduate graduates: 28,868 Working Adult Undergraduate graduates: 13,514 Graduate School graduates[6]: 9,804
UPC Total Graduates through 2020[3]	Total Graduates: 45,026 Traditional Undergraduate graduates: 24,274 Working Adult undergraduate graduates: 11,888 Graduate School graduates[6]: 8,864
UPC Total Graduates through 2019[2]	Total Graduates: 40,660 Traditional Undergraduate graduates: 21,246 Working Adult Undergraduate graduates: 10,850 Graduate School graduates[6]: 8,564
UPC Total Graduates through 2018[1]	Total Graduates: 36,312 Traditional Undergraduate graduates: 18,318 Working Adult Undergraduate graduates: 9,703 Graduate School graduates[6]: 8,291

Note 1: Cumulative graduate results updated as of December 2018.
Note 2: Cumulative graduate results updated as of December 2019.
Note 3: Cumulative graduate results updated as of December 2020.
Note 4: Cumulative graduate results updated as of December 2021.
Note 5: Cumulative graduate results updated as of December 2022.
Note 6: Graduates of graduate programs with more than nine months.

RESEARCH RESULTS

UPC is committed to promote scientific research in all its areas of knowledge. The university actively fosters the participation of faculty members and students in research projects.

UPC's Research Director, under the leadership of the Vice-Rector for Academic Affairs and Research (VRAAR), is responsible for supervising and supporting all institutional research activities.

UPC organizes an Annual Research Contest (ARC), which aims at promoting research among faculty members and provide funding to support its research projects. An ad hoc committee is appointed by the Research Office to review project proposals and recommend their funding to the VRAAR. The funding criteria are explicit about the desired outcomes in terms of the quality. It is expected that the research must be published in a peer-reviewed journal indexed in ISI-Web of Science (WOS) or SCOPUS.

See below UPC's main research results:

a) Research Ranking among Peruvian Universities:

- In 2018, UPC ranked **4th** among Peruvian universities (Source: Scimago Globe IR)
- In 2019, UPC ranked **2nd** among Peruvian universities (Source: Scimago Globe IR)
- In 2020, UPC ranked **2nd** among Peruvian universities (Source: Scimago Globe IR)
- In 2021, UPC ranked **7th** among Peruvian universities (Source: Scimago Globe IR) / **4th** per Scimago Iber IR
- In 2022, UPC ranked **9th** among Peruvian universities (Source: Scimago Globe IR) **4th** per Scimago Iber IR

b) Total Citable Papers Accepted for Publishing in Indexed Journals:

Total citable papers accepted for publishing in Indexed Journals (including not yet published or indexed).

Figure 1.11
Total Citable Papers Accepted for Publishing in Indexed Journals
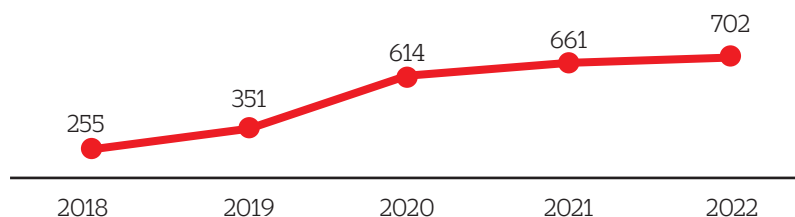
Note. Results updated to March 2023.

c) Total Papers Published in Peer Review and Indexed Journals by Five-Year Periods:

- During 2013-2017, UPC published **537** papers (Source: Scopus/Scimago)
- During 2014-2018, UPC published **737** papers (Source: Scopus/Scimago)
- During 2015-2019, UPC published **1,028** papers (Source: Scopus/Scimago)
- During 2016-2020, UPC published **1,383** papers (Source: Scopus/Scimago)
- During 2017-2021, UPC published **1,734** papers (Source: Scopus/Scimago)
- During 2018-2022, UPC published **2,294** papers (Source: Scopus/Scimago)

d) Students and Faculty Members Involved in Research:

UPC is committed to actively promote research among students and faculty. Therefore, academic and scientific research emerges as one of the fundamental drivers of university life at UPC, which boosts and strengthens its capacity for innovation and academic excellence in a more robust and comprehensive way. Figure 1.12 shows the involvement of faculty members and students in research projects.
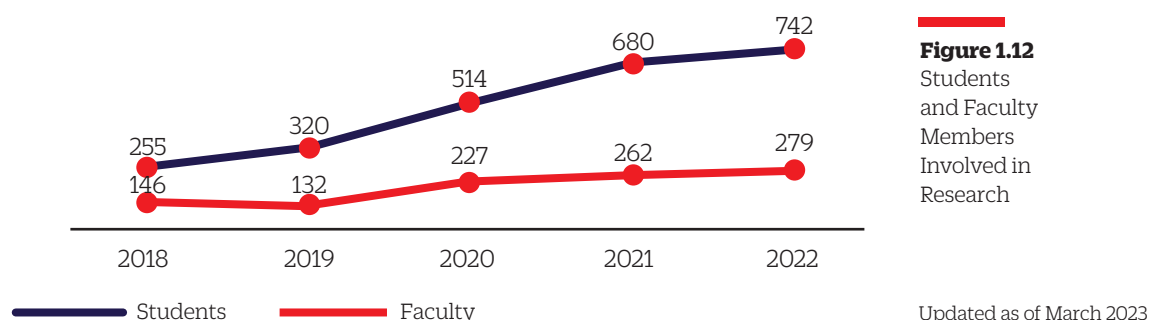
Figure 1.12
Students and Faculty Members Involved in Research

Updated as of March 2023

e) UPC Patents (Cumulative Results) Registered in Indecopi and Patentscope:

Figure 1.13
UPC Patents (Cumulative results) Registered in Indecopi and Patentscope

Updated as of March 2023
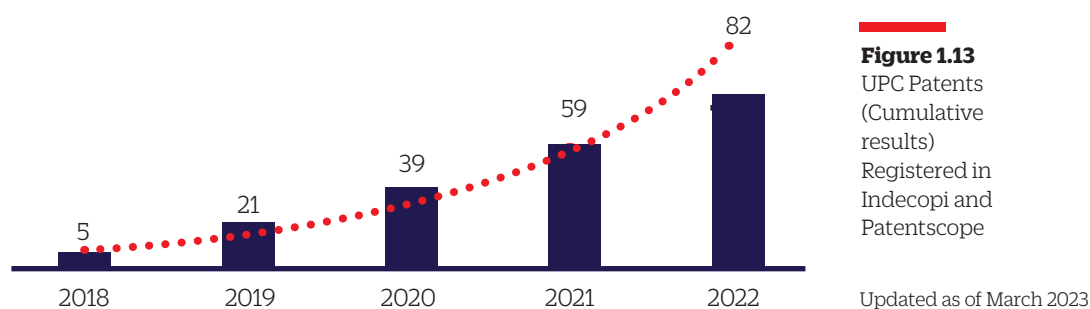
f) UPC Research Projects (Internal and External Funding):

Table 1.21. UPC Research Projects

Year	Internal Funding	External Funding
2018	343 projects S/. 2,194,289	7 projects S/. 3,716,223
2019	354 projects S/. 2,469,035	4 projects S/. 2,834,832
2020	454 projects S/. 2,281,242	7 projects S/. 4,183,891
2021	472 projects S/. 4,927,587	5 projects S/. 2,556,891
2022	599 projects S/. 4,172,064	3 projects S/. 2,395,034

Updated as of March 2023

SOCIAL RESPONSIBILITY RESULTS

UPC defines sustainability as the management of the social, environmental, and economic impacts of its operations in the fulfillment of all the dimensions of its mission (teaching and learning, research and creation of new knowledge, and social outreach) on its various stakeholders, aiming at creating value through a meaningful relationship with its stakeholders that considers their expectations and needs.

University Social Responsibility (USR) is embedded in the concept of sustainability and is defined as the transversal management of UPC's educational proposal through research policies and social outreach. This way, UPC contributes to the Sustainable Development Goals (SDGs) by training future professionals who are fully aware of the impact they have on society in the pursuit of more just, inclusive, and sustainable world.

UPC aims to have a positive impact on society through innovation, which is the number one tool to transform realities. The University seeks to be an agent of change that offers sustainable solutions to the greatest challenges facing Peru and our planet through novel and different approaches.

The management of sustainability at UPC includes three lines of action:

• **Quality Education for All:** UPC understands that education forms the base for the development of any society. Therefore, based on its mission, UPC is committed to offer a quality education, by embracing a diverse and inclusive culture, and to train professionals who focus on social responsibility to transform their environment and contribute to the creation of a sustainable Peru.

• **Green Campus:** UPC has implemented an environmental management system that provides the academic community with an environmentally responsible campus that incorporates responsible resource management. In line with the latter, in 2022, UPC achieved the ISO 14001 recertification in recognition of its commitment to environmental management.

• **Innovation for Sustainable Development:** Innovation is the never-ending search for better solutions to the greatest challenges facing our country and the planet, with a view to sustainable development.

Table 1.22 shows UPC's total investment in sustainability activities and projects in 2022 as well as the level of participation of students, faculty members, and staff in all initiatives.

**Table 1.22.** UPC's Sustainability Impact (2022)

Indicator	Result
Total Investment in sustainability initiatives (*)	PEN 51,531,572.27
Number of students who participated in UPC's sustainability initiatives (**)	10,823
Number of faculty members who participated in UPC's sustainability initiatives (**)	1,182
Number of staff who participated in UPC's sustainability initiatives (**)	2,846

Note (*). The amount includes investments related to the following activities: Comprehensive student training (courses, workshops, and academic and extra-curricular activities), positive impact on the community, student support activities, knowledge production, applicant support activities, and employee recognition, benefits, and welfare. This amount does not include scholarships or financial aid, which are reported by UPC's Credits and Collections department.

Note (**): This indicator measures the level of participation in UPC's sustainability initiatives. Students, faculty members and staff participate in sustainability initiatives related to the following areas: Strengthening of ethics and integrity, human rights defense, diversity and inclusion, positive impact on the local community, environmental efficiency, human capital development activities, environmental management, responsible consumption, sustainable innovations, climate change, labor and decent work, students and client management, sustainable supplier management, and sustainable products and services development.

Key Sustainability Activities and Results in 2022:

• In February 2022, UPC held the "United Nations Workshop: Academia's Contribution to the SDGs," which sought to disseminate the importance of the 2030 Agenda, the national priorities regarding the Sustainable Development Goals (SDGs), and the opportunities for universities to contribute to their fulfillment. More than 80 UPC academic and administrative authorities participated in the event to discuss and articulate the University's main contributions, commitments, and educational proposals in terms of its Sustainability and Social Responsibility Policy. This initiative took place within the framework of the MoU signed between UPC and the United Nations.
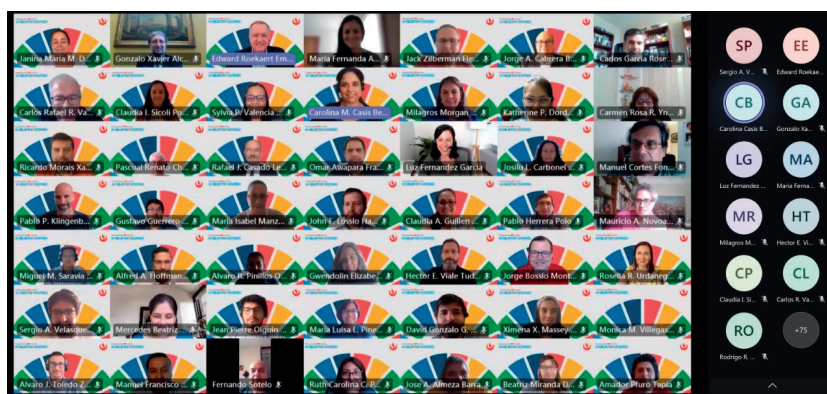
Figure 1.14
United Nations Workshop: Academia's Contribution to the SDGs

• In February 2022, UPC inaugurated the 22nd edition of its International Congress of Educators, which allowed sharing, discussing, understanding, and subsequently applying the latest trends in educational innovation. The event was held online on February 15-17, and featured more than 30 international speakers from prestigious universities, such as the University of Cambridge and Harvard University. (Link)

• In April 2022, as part of its commitment to environmental sustainability, UPC created the UPC Environmental Brigade program with the aim of forming a community of student volunteers to promote environmental protection and encourage the fight against climate change. During the 2022-1 and 2022-2 editions, the Brigade received training and participated in activities to promote a culture of responsible plastic use and invite UPC's academic Community to work towards the end of plastic use. As a result, more than 100 students gathered over 3,200 environmental commitments. (Link)

Figure 1.15
UPC's
Environmental
Brigade

• In April 2022, UPC launched the 2022 edition of UPC's Protagonists of Change, a sustainability program that recognizes entrepreneurs with initiatives that have a positive impact on society. In April, the call for applications was launched, receiving more than 100 applications from young people from 19 cities nationwide. After evaluating all applications, 20 finalists were selected and received online training for their final presentation. On August 26, the ten winners of the 2022 edition of UPC's Protagonists of Change were announced (link).

Figure 1.16
Winners
of UPC's
Protagonists
of Change
(2022
Edition)

• In May 2022, UPC celebrated the 26th edition of its Business Creativity Award, which recognizes institutions that create, innovate, and have a positive impact through their products, services and/or strategies that seek to transform Peru for the better. UPC received more than 300 nominations in 23 categories. The awards were presented during a ceremony in partnership with organizations such as El Comercio, Caja Sullana, Southern Peru Cooper Corporation, and Bryson Hills Peru, among others. (Link)

Figure 1.17
26th Edition
of the
Entrepreneurial
Creativity
Award

• In August 2022, UPC renewed its University Social Responsibility Committee, under the name UPC Sustainability and University Social Responsibility Committee, thus expanding its management capacity by addressing sustainability-related issues. The objective of this new Committee is to ensure that the Policy is included across all areas/departments of the organization. Therefore, UPC is creating synergies between the different academic and administrative areas/departments to promote initiatives to promote a culture of sustainability and social responsibility.

• In November 2022, UPC received the international recertification ISO 37001 Anti-Bribery Management System, yielding satisfactory results in the External Maintenance Audit. The certification was renewed until 2023. This key achievement showcases UPC's commitment to promoting a culture of values, emphasizing transparency and integrity, and recognizes the development of efficient anti-bribery and anti-corruption management practices within the organization, such as its Anti-bribery Policy, Anti-bribery Management System Manual, control matrices, whistleblower channels, and regular internal training.

Mantenemos la certificación ISO 37001 "Sistema de Gestión Antisoborno" con resultados satisfactorios en Auditoría Externa de Mantenimiento.

Mira la información **AQUÍ**

Figure 1.18
Dissemination of the ISO 37001 "Anti-bribery Management Systems" Certification.

• In November 2022, UPC started disseminating an awareness and education campaign on sustainable management among its academic community, by launching its #Sostenibilidad [#Sustainability] seal, a graphic piece used throughout the campaign, along with the slogan "Actions that Have an Impact" to promote its many initiatives and showcase the management strategies that support them. In addition, a Sustainability Training program was disseminated among all staff within the framework of the campaign. (Link)

Figure 1.19
UPC Sustainability Seal

• In November 2022, UPC developed a Sustainability Training program aimed at its staff to strengthen concepts related to sustainability and sustainable development, and to disseminate UPC's guidelines such as its Sustainability and University Social Responsibility Policy, its management strategies, and pillars. The training consisted of four audiovisual modules: (1) Sustainability and Sustainable Development; (2) UPC and Sustainable Development; (3) UPC's Sustainability Strategies; and (4) UPC's Sustainability and University Social Responsibility Policy.
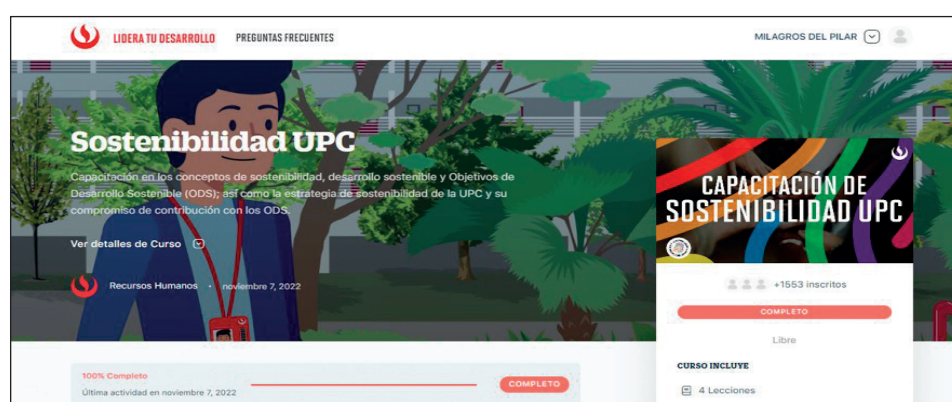
Figure 1.20
UPC's Sustainability Training Program.

• In November 2022, as part of its commitment to strengthen its sustainability management capacity, UPC started updating its Materiality Analysis. The latter refers to a diagnosis that allows identifying the most pressing social, environmental and governance issues for the organization and its main stakeholders. To this end, during the first phase, UPC conducted an analysis of the organization's context, benchmarking of the sector, and interviews with UPC's authorities.

• In November 2022, UPC prepared its first Sustainability Report under Global Reporting Initiative (GRI) standards, which refer to international standards on sustainability indicators focusing on economic, environmental, and social impacts in order to assess and disseminate the main results in terms of sustainability and university social responsibility in line with the Sustainable Development Goals and issues identified as a result of the diagnosis. This Report will be published in 2023 on UPC's website available to its stakeholders and the public.

• In 2022, UPC continued to promote its "UPC Zero Plastic Campus" program, which aims to implement initiatives to progressively eradicate single-use plastic on all its campus/sites. The main activities included the preparation of the Zero Plastic Campus Guidelines, which detail the framework of action proposed to achieve UPC's institutional goals, the program's work plan, and the implementation process of a Sustainable Purchasing Training program for UPC's Purchasing department in partnership with the United Nations in Peru.

• Last year, the Sustainability Education Campaign was implemented at the institutional level. Through informative briefs uploaded on its newsfeed, internal newsletters, and external channels (social media), UPC disseminated information on concepts related social, environmental and governance best practices in order to promote a culture of sustainability (Link).

• In December 2022, UPC achieved the ISO 14001 - Environmental Management System recertification, showcasing the University's commitment to provide students with environmentally responsible campus /sites and educational spaces to mitigate the effects of climate change in line with Sustainable Development Goal 13 - Climate Action, and the Green Campus initiative within the framework of UPC's Sustainability and University Social Responsibility Strategy.

STUDENTS AND FACULTY SATISFACTION RESULTS

UPC evaluates students and faculty satisfaction through the Net Promoter Score (NPS) on a yearly basis as part of its KPIs to assess the students and faculty members' overall level of satisfaction. The NPS is built around the following question: "Based on your experience at UPC, would you recommend the University to a friend or family?". The NPS is measured using a Likert Scale 0-10, where respondents who scored 9 and 10 are promoters and those with responses 0 to 6 are detractors. The NPS is calculated by subtracting the percentage of promoters from the percentage of detractors.

a. Student NPS Results
Table 1.23 shows the 2022 student NPS results, which highlight promising progress made over the last five years. The factors that explain last year's results are mainly due to: (a) UPC's teaching methodology; (b) the teaching skills and overall perception of UPC's faculty members; (c) the level of academic performance; (d) the tutoring services available at the University; and (e) the infrastructure of each campus/site.

Table 1.23. UPC's Students Satisfaction Results

Indicator	Description	2018	2019	2020*	2021*	2022
NPS (Net Promoter Score) %	Measures the students' recommendation and satisfaction level on a scale from 0 to 10. NPS= % Students who scored 9 and 10 - % students who scored between 0 and 6.	15	26 (+73.3%)	21 (-19.2%)	35 (+66.7%)	42 (+20.0%)

b. Faculty NPS Results

To evaluate and improve the satisfaction level of UPC faculty members in a consistent manner, as of 2021, the NPS has been measured annually among its faculty members. Table 1.24 shows the results of UPC's faculty NPS for 2021 and 2022.

Table 1.24. UPC's Faculty Satisfaction Results (2021-2022)

Indicator	Description	2021*	2022
NPS (Net Promoter Score) %	Measures the faculty members' recommendation and satisfaction level on a scale from 0 to 10. NPS= % faculty members who scored 9 and 10 - % faculty members who scored between 0 and 6.	72.9	76.9 (+5.5%)

With respect to the 2022 results, the aspects most valued by faculty members were as follows: (1) recognition and prestige of the University; (2) continuous training and technological tools provided to faculty members; and (3) UPC's commitment to positively impact higher education in Peru.

UPC'S FINANCIAL AID SOLUTIONS GRANTED TO STUDENTS (SCHOLARSHIPS, DISCOUNTS, AND RE-CATEGORIZATIONS)

The mission of UPC's Scholarships, Credits and Collection Services Area is to contribute to the achievement of students' academic objectives, providing financing alternatives for the payment of their tuition fees and support through scholarships and reclassification, thereby expanding their educational opportunities.

UPC has a scholarship and discount program that offers partial or full funding alternatives to outstanding and low-income students to help them solve their university expenses, based on a case-by-case assessment. Detailed information on the types of scholarships offered by the university is disseminated in the "Scholarships, Credits and Collections" Section of UPC's website (Link). It also provides more information on (a) UPC's payment system, (b) the tuition fees policy, (c) the external financing program, and (d) scholarships and reclassifications.

Results of Scholarships and Discounts Awarded in 2022

At the end of 2022, UPC awarded PEN 133,183,526 in scholarships and discounts provided to more than 46,000 Traditional Undergraduate and Working Adult Undergraduate students. Tables 1.25 and 1.26 show a record of benefited students, as well as the evolution of the amount awarded for the 2019-2022 period, showing a constant growth of the amounts granted as student aid.

Table 1.25. Number of Students Benefited from Scholarships and Discounts (2019-2022) – Undergraduate Programs

Benefit	2019 Students	2020 Students	2021 Students	2022 Students
Scholarships for Administrative Staff	**900**	**1,036**	**1,144**	**1,117**
Scholarships for Staff's Children	646	732	828	797
Scholarships for Administrative Staff (Working Adults – EPE)	254	304	316	320
Scholarships for Outstanding Students	**14,097**	**19,564**	**14,920**	**16,668**
Honor Roll Scholarships	13,184	18,356	13,604	15,405
Benefits for Athletes	913	1,208	1,316	1,263
Scholarships for Low-Income Students	**18,157**	**20,661**	**22,630**	**28,775**
Orphan Scholarships	112	312	622	202
Benefit for Admission Campaign	7,518	7,915	9,627	13,864
Benefit for Last Term Students	2,566	2,747	2,913	3,853
Socio-Economic Benefit	3,740	5,950	5,289	5,444
Payment for Courses	3,713	3,448	2,958	3,382
On-Time Payment	-	53	1,099	1,715
Benefit for supporting Students at Academic Risk	508	236	122	315

Table 1.26. Total Amount Awarded in Scholarships and Discounts (2019-2022) – Undergraduate Programs

Benefit	2019	2020	2021	2022
Scholarships for Administrative Staff	**6,393,775**	**7,643,117**	**8,601,378**	**8,912,034**
Scholarships for Staff's Children	5,397,172	6,456,694	7,356,107	7,584,023
Scholarships for Administrative Staff (Working Adults – EPE)	996,603	1,186,424	1,245,272	1,328,011
Scholarships for Outstanding Students	**39,064,880**	**56,877,616**	**44,513,840**	**5,133,2877**
Honor Roll Scholarships	34,837,225	51,053,352	38,106,091	4,4821,469
Benefits for Athletes	4,227,655	5,824,264	6,407,749	6,511,408
Scholarships for Low-Income Students	**46,081,357**	**56,509,143**	**60,247,631**	**72,938,615**
Orphan Scholarships	1,084,236	2,979,734	6,098,978	2,028,730
Benefit for Admission Campaign	9,051,127	11,595,130	11,523,524	15,337,790
Benefit for Last Term Students	16,478,951	17,921,384	19,249,849	25,857,768
Socio-Economic Benefit	8,728,913	14,026,898	13,239,845	16,417,712
Payment for Courses	9,573,840	9,276,741	8,429,988	10,108,945
On-Time Payment	-	61,471	1,388,602	2,384,148
Benefit for Supporting Students at Academic Risk	1,164,291	647,784	316,844	803,523
Grand Total	**91,540,012**	**121,029,876**	**113,362,849**	**133,183,526**

All amounts in Peruvian Soles (PEN)

DISTANCE EDUCATION RESULTS

UPC's main distance education results, between 2019 and 2022, are presented in Table 1.27.

Table 1.27. UPC's Distance Education Results per KPI from 2019 to 2022

KPI	2019	2020	2021	2022
Number of Recorded synchronous sessions	88,108	688,704	589,944	692,757
Total participants in live class sessions	909,465	13,489,033	12,648,570	12,095,124
Total Online Teaching Assistants	N.A*	793	773	691
% student satisfaction with the faculty member's use of the platform and digital tools (Source: Academic Survey)	N.A*	2020-2: 84.8%	2021-1: 86.2% 2021-2: 86.5%	2022-1: 86.2% 2022-2: 86.5%
% satisfaction with the performance of distance learning classes and learning tools used (Source: Academic Survey)	N.A*	2020-2: 75.6%	2021-1: 79.2% 2021-2: 80.6%	2022-1: 82.3% 2022-2: 83.0%

KPI	2019	2020	2021	2022
% satisfaction with course content and study material available for distance learning (Source: Academic Survey	N.A*	2020-2: 80.5%	2021-1: 82.1% 2021-2: 82.8%	2022-1: 82.1% 2022-2: 82.7%
Satisfaction with the videoconferencing on Blackboard. (Source: Class Delegate Survey. Scale: 1 to 5)	N.A*	2020-1: 3.8 2020-2: 4.2	2021-1: 4.4 2021-2: 4.4	2022-1: 4.6 2022-2: 4.6
Satisfaction with the faculty members' adequate management of the platform (Blackboard). (Source: Class Delegate Survey. Scale: 1 to 5)	N.A*	2020-1: 4.5 2020-2: 4.7	2021-1: 4.7 2021-2: 4.7	2022-1: 4.7 2022-2: 4.7

*Note:
Started in 2020 due to the COVID-19 pandemic and the state of emergency.

02

STUDENTS, GRADUATES AND FACULTY ACHIEVEMENTS RESULTS

SCHOOL OF ARCHITECTURE

Student Achievements

a) The MOWOOD Project won the 4th Module of the Leadership Program offered by the Academic Excellence Group.

UPC's Academic Excellence Group (AEG) offers to its members a Leadership Program This program develops and strengthens soft skills, self-awareness, and capacity geared towards innovation and social responsibility. The program covers 140 hours, lasts 2 years and includes 4 modules of 20 hours each: Personal Leadership, Emotional Intelligence and Transcendental Leadership.

The Mowood Project, which won the 4th Module of the Leadership Program, is a venture that offers easy-to-use multipurpose furniture designed to replace two or more traditional products and is produced from wood derivatives. The challenge was to organize a house with small spaces in which it is possible to live with order, harmony, and minimalism. The goal is to make it easy to live in a small home with the same comforts of spacious houses by optimizing space.

Members of the winning team included the following UPC students:

• Estefanía de María Llave Vásquez (Architecture)
• Gianella Alexia Lau Ramírez (Architecture)
• María Fernanda Oblitas Valdivia (Architecture)
• Micaela Alessandra Mejia Antezano (Architecture)
• Naara Alessandra Amoretti Arce (Architecture)
• Keff Anaya (Mechatronics Engineering)

Additional information is available at: link.

Figure 2.1
Winning
team of
the Mowood
Project.

Graduate Achievements

a) Graduate won 1st place in the Public Contest on "New Building and Expansion of the Villa Country Club in Lima, Perú," organized by the Peruvian Architects Association.

Alex Hudtwalker, student of the Architecture program, won first place in the public contest titled "New Building and Expansion of the Villa Country Club in Lima, Peru".

This open contest was organized by the Peruvian Architects Association (CAP) and the Villa Country Club. A total of 48 teams participated in the contest. The results were published on October 24, 2022.

Additional information is available at: link.

Figure 2.2
Alex
Hudwalcker
Rey,
a member
of the
winning
team.

b) The Perú Pavilion at the 2020 Dubai World Expo won second place.

Samuel Povis Dávila, graduate of the Architecture program and Richard Asto Altamirano, faculty member of the Architecture program, were part of the team that designed the Peru Pavilion at the 2020 Dubai World Expo. This pavilion has won two awards.

Firstly, in 2020, Perú won the World Expo Awards in the People's Choice Awards category, a contest organized by the Exhibitor magazine, based on the votes of the audience.

Secondly, on March 30, 2022, the Perú Pavilion won gold at the BIE Day Awards in the category of Self-built Pavilions - Category B (between 1,750 and 2,500m2). The award was given in recognition of the architecture and landscape, exhibition design, and interpretation of themes.

Additional information is available at: link.

Figure 2.3
Perú Pavilion at the 2020 Dubai World Expo

c) Outstanding participation of Graduates and Faculty Members of the School of Architecture in the 19th Biennial of Architecture of Perú in 2022.

The 19th Biennial of Architecture of Perú 2022, organized by the Peruvian Architects Association (CAP) was held in October 2022 and addressed the topic of "Building the Heritage of the Future," focusing on the social responsibility of architects in terms of the legacy that is being built for future generations.

Graduates and faculty members of the School of Architecture received the awards, presented in Table 2.1.

Table 2.1. Awards received by UPC's School of Architecture at the 19th Biennial of Architecture of Perú (2022)

Works submitted	Author(S)	AWARD
"Casamar"	Graduate: Diego Hernández	Honorable Mention: Category 01: Buildings. Subcategory: Low-scale Multifamily, Fifth and Housing Building up to Ten Floors.
"Yuknit - Remodelación Plaza de Armas de Juliaca" [Yuknit - Remodeling the Main Square of *Juliaca]*	Graduate: Jaime Sarmiento	Honorable Mention: Category 06: Subcategory: Large-scale Project of More Than 2,000 m2 of Roofed Area.
"Detrás del Diseño: Las Escuelas Latinoamericanas de Arquitectura y el Movimiento Moderno" [Behind the Design: Latin American Schools of Architecture and the Modern Movement]	Faculty Member: Fánel Contreras Guevara	2nd Place. Category 08: Theory and Criticism / Publication and Research. Subcategory: Book.
"Mamushka-Transforma-ciones de la Arquitectura Indígena en la Cuenca del Madre De Dios, Perú" [Mamushka-Transfor-mations of Indigenous Architecture in the Madre De Dios Basin, Peru]	Faculty Member: Tanith Olortegui del Castillo	2nd Place. Category 08: Theory and Criticism / Publication and Research. Subcategory: Book.
"Grieg - Edificio Multifa-miliar Balta Porta" [Grieg - Balta Porta Multi-family Building]	Faculty Member: Mario Bragagnini Rubino	Honorable Mention: Category 01: Buildings. Subcategory: Large-scale Multi-family and Residential Complex of More Than Ten Floors.
"Yuknit - Remodelación Plaza de Armas de Juliaca" [Yuknit - Remodeling the Main Square of Juliaca]	Faculty Member: Favio Chumpitaz	Honorable Mention: Category 06: Subcategory: Large-scale Project of More Than 2,000 m2 of Roofed Area.

Works submitted	Author(S)	AWARD
"Escuela Posgrado FIEE UNI" [FIEE UNI Graduate School]	Faculty Member: Fernando Tuesta Llaja and Blecker Ryan Ruiz Vizarreta	Honorable Mention: Category 06: Subcategory: Large-scale Project of More Than 2,000 m2 of Roofed Area.
"Hal 9000 - Proyecto Bicentenario" [Hal 9000 - Bicentennial Project]	Faculty Member: Javier Artadi	Honorable Mention: Category 06: Subcategory: Large-scale Project of More Than 2,000 m2 of Roofed Area.
"Valoración Patrimonial de la Unidad Vecinal N°3 (UV3) a partir de la perspectiva del sentido del lugar (SOP) de sus residentes" [Heritage Valuation of Neighborhood Unit No. 3 (UV3) Based on the Sense of Place (SOP) of its residents]	Faculty Member: Víctor Benza Tassara	Honorable Mention: Category 08: Theory and Criticism / Publication and research. Subcategory: Scientific paper.

Additional information is available at: link..

Figure 2.4
Diego Hernández, UPC Graduate, Honorable Mention, Category 01, Subcategory, Low-scale Multi-family, Fifth and Housing Building up to Ten Floors. "Casamar" project.

d) Presentation at the 9th International Seminar on Sustainable Social Housing.

Graduates and faculty members of the School of Architecture participated as speakers in the 9th International Seminar on Sustainable Housing, organized by the Ministry of Housing, Construction and Sanitation, *Construye para Crecer, Fondo Mi Vivienda, Legado de los Juegos Panamericanos, Fondo Mi Vivienda*, Latin America Investment Facility (LAIF), German World Bank (KFW), French Development Agency (AFD), and the European Union. The seminar was held at the Lima Convention Center, San Borja, on December 6, 2022.

UPC participated in the event with the following presentations:

• *"Reflexiones sobre el Conjunto MAMBO –Mención Honrosa XIX Bienal de Arquitectura Peruana Lima – Categoría Multifamiliar de más de 10 pisos".* [Reflections on the MAMBO Complex - Honorable Mention 19th Biennial of Peruvian Architecture Lima - Multi-family Category of More Than Ten Floors] Speaker: Graduate and Architect Jorge Sánchez Herrera.

• *"Sostenibilidad"* [Sustainability] Speaker: Graduate and Architect Tamy Noguchi Toyofuko.

• *"Proyecto que ocupó el 1er lugar - Vivienda Social Sustentable en la Villa Panamericana en Villa El Salvador, Lima, Perú".* [First Place - Sustainable Social Housing in the Villa Panamericana in Villa El Salvador, Lima, Peru] Speaker: Faculty Member, MBA, and Architect Deysy Mondragón Rodas.

Additional information is available at: link.
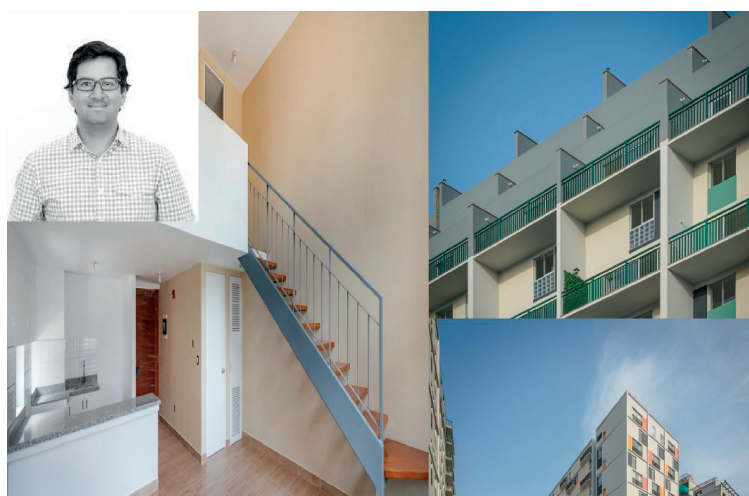
Figure 2.5.
Architect
Jorge Sánchez,
Mambo
project.

Figure 2.6
MBA and Architect Deysy Mondragón, Villa Panamericana project.

Faculty Achievements

a) Flash International Professional Urban Planning Workshop

Carlos Morales Dávila, faculty member of the School of Architecture, along with professionals from 13 other countries, participated in the Urban Planning Workshop organized by the French NGO Les Ateliers de Cergy at the request of the Town Hall of Cape Town and with the support of the French Development Agency.

The workshop sought to reflect on alternative, creative and tangible ways to complement and contribute to the materialization of urban plans and policies developed by the Town Hall of Philippi, one of the most complex urban informal settlements in Cape Town (considered one of the most violent and dangerous cities in the world), with the participation of political, administrative, technical and civil society actors.

The workshop was held on November 5-9, 2022. The group first visited the Philippi Opportunity Area, where participants took part in a brainstorming session. On the last day of the workshop, the participants presented their proposals during an exchange panel made up of local community stakeholders, city officials, local interest groups, national and international experts, the City's Deputy Mayor, and the Mayoral Committee Member for Spatial Planning and Environment.

This important event contrasted the reality of a metropolitan city of the Global South such as Cape Town with the city of Lima, considering different perspectives, experiences, and knowledge.

Additional information is available at: link.
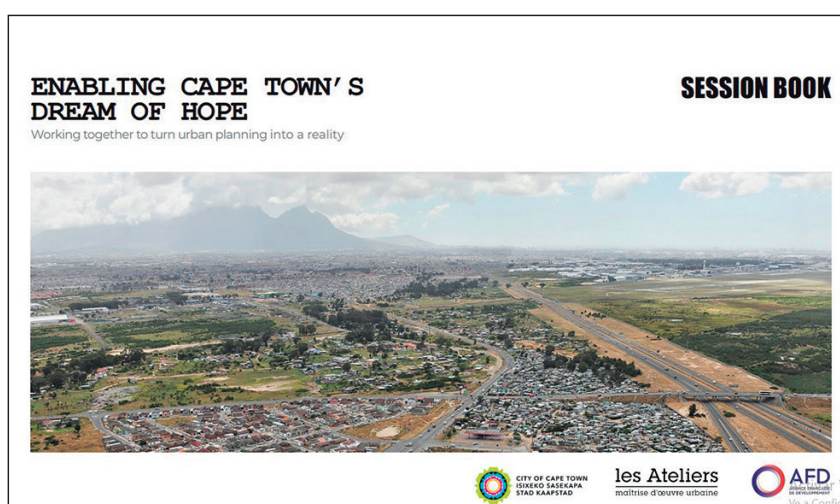
Figure 2.7
Session Book - Municipality of Cape Town.

b) Presentation at the 6th International Alfamed Congress on "Social Networks and Citizenship: Cybercultures for Learning" Held in Arequipa, Perú.

Faculty member and architect Gwendolin Heyne Flores made a presentation at the 6th International Congress on Media Competencies, organized by the Euro-American Inter-University Network Alfamed, and held in Arequipa in October 26-28, 2022.

During the event, researchers, faculty members, and students from different Iberoamerican universities and research centers in different countries from the Alfamed Network, as well as the scientific and academic community interested in the topic of the Congress (link).

Title of the paper submitted: *"Innovación Digital y Ética Ciudadana para la Valorización del Patrimonio Cultural"* [Digital Innovation and Citizen Ethics for the Valorization of Cultural Heritage] Topic of the Congress: *"Ciberciudadanía, ética y valores"* [Cybercitizenship, Ethics and Values] The article was published in the proceedings at the end of the congress.

Additional information is available at: link.

c) Publication of the Proceedings of the 1st International Congress of Andean Architecture.

Faculty member Miguel Guzmán Juárez compiled and published in 2022 a series of papers from the proceedings of the 1st International Congress of Andean Architecture (I CIAA PERÚ 2019), being involved in the event as both an organizer and participant.

The book highlights the cutting-edge nature of the first architect who conducted field research on archaeological sites: Emilio Harth-Terré.

A round table with leading academics was held for the presentation of the book.

Additional information is available at: link.

d) Publication of the Paper: *"Salir a caminar: Empatizar con las calles a través de sus fachadas en Lima"* **[Going out for a Walk in Lima: Empathizing with the Streets through their Facades]**

In May 2022, the scientific paper titled *"Salir a caminar: Empatizar con las calles a través de sus fachadas en Lima"* [Going out for a Walk in Lima: Empathizing with the Streets through their Facades], developed by Architect Miguel Córdova was published in the INVI journal (link).

Figure 2.8
Cover of the INVI journal, Vol. 37, May 2022.

SCHOOL OF BUSINESS

Student Achievements

a) The Administration and International Business Program organized its 14th International Business Congress: "Global Resilience: The Future of Business in the Midst of the Fourth Industrial Revolution".

The Annual International Business Congress organized by the Administration and International Business program aims to provide a forward-looking approach to different activities relevant to the following topics: international trade, internationalization management, and supply chains, among others. The 2022 edition, held on March 4, 2022, proved to be the most important international business congress in Perú.

Both international and local exhibitors, as well as leading companies in the sector took part in the 14th edition of this annual congress. It has also brought together students, graduates, applicants, and the general public, gathering close to 3,000 attendees. More than 60 students from eight different programs of the School of Business participated in the organizing committee.

Additional information is available at: link.

Figure 2.9 International and national exhibitors in the 14th International Business Congress.

b) Students published a research paper in the proceedings of the 14th International Latin American Congress of Social Communication.

Four students from the Administration and International Business program published a research paper within the framework of the 14th International Latin American Congress of Social Communication (CILCS) organized by the Universidad Complutense de Madrid (Spain) and the Revista Latina de Comunicación Social (indexed in Scopus - Q1) in 2022. The congress held different sessions in the field of communication in order to disseminate research works and papers related to social networks, gender, public relations, neuro communication, and journalism, among others.

The title of the scientific paper published in the Proceedings was as follows: "Actuales tendencias de investigación sobre el cambio climático, comercio internacional y responsabilidad social empresarial en Latinoamérica durante la década del 2010" [Current Research Trends on Climate Change, International Trade and Corporate Social Responsibility in Latin America during the 2010s]. The students and authors of the scientific paper are Judith Milla Morales, Álvaro Tafur Varas, Edwing Vásquez Holgado, and Adriana Tapia Guerra, under the guidance and co-authorship of faculty members Ricardo Moscoso Cuaresma (full-time staff faculty member) and Mark Barrueta Pinto (full-time research faculty member).

Additional information is available at: link.
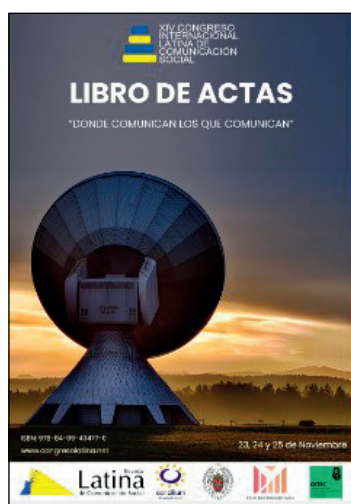
Figure 2.10
Cover of the 2022 CILCS Proceedings.

c) Building a Marketing Community for Entrepreneurs on TikTok with 198,000+ Followers.

Omar Andranik Mendoza Huamani, student of the Working Adult (EPE) Marketing program, started a project mid-2021 aiming to create a marketing community that helps entrepreneurs to learn about freely accessible tools and resources to be applied in their businesses through TikTok.

The year 2022 it had 165,000+ followers on TikTok, 600+ newsletter subscribers, and 3,200+ members in the Telegram group. This growth occurred organically with videos of up to one minute using a user-friendly approach that the entrepreneur can understand. The project is seeking sustainability in 2023 through the possibility of providing subscription courses.

In addition, the project built a directory of free digital marketing tools called Emprendetools.com containing 220+ tools at no cost.

Additional information is available at: link.
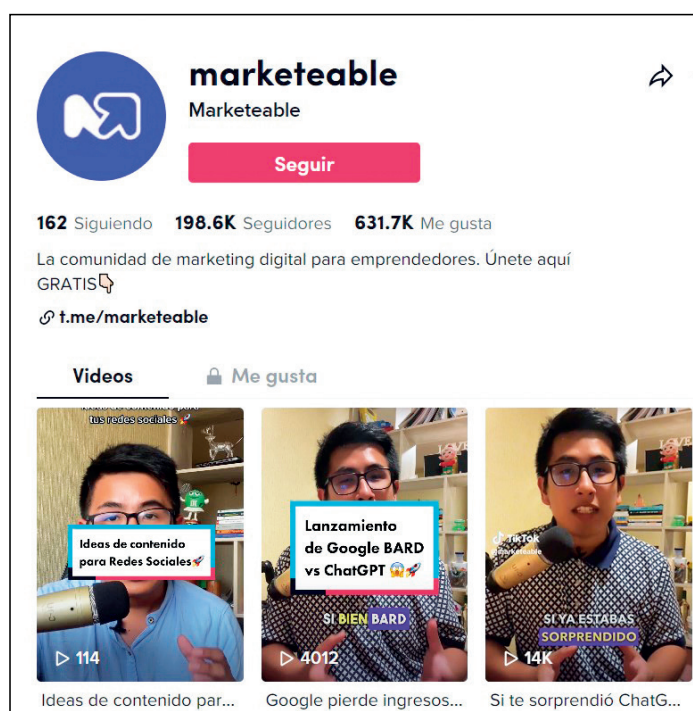
Figure 2.11
Omar
Mendoza,
who helps
entrepreneurs
through
TikTok.

d) Global Talks Organizes Talks to Students of the Administration and International Business Program.

Global Talks is a space created by a group of students from the Administration and International Business program that seeks to provide general information about international current affairs. The following lectures were part of the Global Talks program:

- Blended Talk with the Representative of MasterCard Peru on the "Internationalization of Master-Card Franchises".

The students of Global Talks organized a talk on the "Internationalization of MasterCard Franchises". This was the first face-to-face event after the COVID-19 pandemic. The event was held in a hybrid format in the Aula Magna of UPC's San Miguel site and was broadcasted live on the Global Talks Facebook account on September 2, 2022, from 1:00 to 2:30 pm. The speakers were Pamela Carbajal, from MasterCard Peru, and Iván Rodas, UPC's faculty member. The moderator was student Amy Lee Castillo and the student responsible for organizing the event was Susana Álvarez Ríos with the support of 12 other team members. A total of 510 participants registered in the event, of which 112 attended in person (maximum capacity) and 189 online.

Additional information is available at: link.

Figure 2.12.
Students who organized the Global Talks, full-time faculty members, speaker Pamela Carbajal (from MasterCard Peru), and students who attended the event.

- Face-to-face Talk with two National Speakers on the "High Performance Mindset".

The students of Global Talks organized a face-to-face talk on the "High Performance Mindset" at the Luis Bustamante Auditorium of UPC's San Isidro site, on November 11, 2022, from 1:00 to 3:00 pm. The speakers were Ronald Huamán, faculty member of the Universidad del Pacífico, and Michael Vásquez, UPC student.

The moderator of the event was Susana Alvarez Rios and the student responsible for organizing the event was Amy Lee with support of 20 other team members. A total of 156 students registered, of which 72 attended.

Additional information is available at: link.

Figure 2.13
Students who organized the Global Talks, speakers Ronald Huamán and Michael Vásquez, and students who attended the event.

e) Students of the Administration and International Business Program won silver at the World Rowing Under 23.

Alessia and Valeria Palacios, students of the Administration and International Business program, who represented Perú, won silver at the World Rowing Under 23, in the town of Varese, Lombardy, in northern Italy, on July 28-31, 2022.

Figure 2.14
UPC students won silver at the World Rowing Championship

f) The Administration and Human Resources program organized the HR FORUM 2022: Challenges in People Management.

On October 18-20, 2022, the Administration and Human Resources program organized a series of conferences featuring national and international speakers who shared their knowledge on the topic "Challenges in people management". The event attracted a total of 600 participants, including students, graduates, faculty, and general public.

The following thematic axes were developed: (a) Challenges for professionals and HR departments, (b) Workplace challenges: People management from a legal perspective, and (c) Challenges for a successful employee experience.

This event was important for several reasons:

1. Knowledge sharing: The conferences provided a platform for national and international experts to share their insights and expertise in the field of people management. Participants had the opportunity to learn from experienced professionals and gain valuable knowledge to enhance their skills in HR and administration.

2. Professional development: The conferences addressed the challenges faced by professionals and HR departments, offering practical strategies and solutions to overcome them. Attendees acquired new perspectives and approached to enhance their professional development and improved their effectiveness in managing people.

3. Legal awareness: The sessions focused on the legal aspects of people management helped participants stay informed about the latest laws, regulations, and compliance requirements. This knowledge was crucial for HR professionals to ensure they operate within legal boundaries and mitigate any potential risks or liabilities.

4. Employee experience enhancement: The conference presented the challenges involved in creating a successful employee experience: employee satisfaction, engagement, and overall organizational performance.

5. Networking opportunities: With 600 participants, the event provided broad networking opportunities. Attendees connected with professionals from various backgrounds, exchange ideas, and establish valuable contacts in the field of HR and administration. Overall, this event served as a significant platform for learning, professional growth, legal awareness, and networking in the field of people management.

Overall, this event served as a significant platform for learning, professional growth, legal awareness, and networking in the field of people management.

Figure 2.15
HR
Forum
2022

g) In 2022, the total number of free accounting counselling sessions provided by UPC's Accounting and Administration students increased in 379% compared to 2017

Since 2017, the National Superintendence of Tax Administration (SUNAT, in Spanish) launched the Accounting and Fiscal Support Centers Program ("*Núcleo de Apoyo Contable y Fiscal Program*" - NAF, in Spanish") which provides higher education students of the Administration, Accounting, Economics, Law, International Business and related academic programs specialized training in accounting, tax and customs issues for free. This training program has a total duration of seventeen hours in tax and customs by SUNAT (link).

The objective of the Program -after completing the training- is that students provide social service based on conducting free accounting counselling sessions (virtual or face-to-face) to entrepreneurs, small business entrepreneurs, vulnerable populations, and the general public.

UPC was the first university to implement the NAF program in Peru. Since April 2017, fourth to tenth-term students offer free tax advice to the university community (faculty, administrative staff, and students) as well as for taxpayers and entrepreneurs, through the NAF program, across UPC sites (Monterrico, San Isidro, San Miguel, and Villa). In addition, taxpayers were assisted by NAF students in LHH - DBM (link) offices because of an alliance with the Peruvian Entrepreneurs' Association (ASEP).

More than 14,730 students of the different NAF (Accounting and Tax Support Center) registered by SUNAT nationwide, were trained in tax issues during the period from April 2017 to December 2022. UPC contributed 2.32% of participants with 341 students. At the same time, NAF UPC is first in service provision, having solved 9,679 taxpayer inquiries from April 2017 to December 2022. The total number of consultations increased from a total of 402 in 2017 to 1,926 in 2022 (+379%).

h) In 2022, UPC's Accounting and Administration program held its fourth edition of the World Accounting Week (WAW)

On September 5-7, 2022, the Accounting and Administration program held the "2022 World Accounting Week (WAW)". Through this event multiple conferences related to accounting and business trends were presented.

The overall theme was "Ethics and Auditing in Accounting" and included the following topics: accounting fraud prevention, ethics in accounting information and corporate governance, transfer pricing, etc.

Renowned national and international representatives were invited to attend the event, which had nearly 60 participants per event, including students, graduates, and the general public. The conferences were broadcasted on UPC's Accounting and Administration program Facebook.

Table 2.2 presents the list of the conferences offered at the WAW 2022.

Table 2.2. Conferences Offered at the WAW 2022

Date	Topic	Lecturer
9/05/2022	Transfer Pricing Reporting Challenges	Herbert Albornoz - Deloitte
9/06/2022	Emerging trends in risk management and internal control	Tania Sanchez - EY
9/07/2022	Ethics in audit development	Eduardo Alejos - KPMG
9/08/2022	Fraud sources in financial information	Nancy Yong - PWC

Additional information is available at: link.

Graduate Achievements

a) Graduates of the Administration and International Business Program made a presentation at the 57th International Congress CLADEA in 2022.

The Latin American Council of Management Schools (CLADEA) is an international network that brings together higher education institutions and organizations that focus on teaching and research in the field of management.

The 57th International Congress CLADEA, focusing on Business Schools that Build a Future with Equity and Sustainability, was held in Guayaquil, Ecuador, on October 23-26, 2022.

Three graduates of the Administration and International Business program made a presentation with a scientific paper titled: *"Competitividad empresarial y estabilidad laboral: un análisis de la Alianza del Pacífico desde su entrada en vigor"* [Business Competitiveness and Labor Stability: An Analysis of the Pacific Alliance since its Entry into Force].

The graduates and faculty members who participated in the scientific project included: Julio Ricardo Moscoso Cuaresma (full-time staff faculty member) and graduates Vincenzo Domenico Julio-Rospigliosi Porretti, Fabiola Gabriela Bosmans Flores, and Valeria Borda Mendoza.

Additional information is available at: link.

b) Graduates and Faculty Members published: *"Desafíos fiscales en un mundo post-COVID. Valoración y retos pendientes a nivel interno e internacional"* [Fiscal Challenges in a Post-COVID World. Assessment and Pending Challenges at the Domestic and International Levels].

Graduates of the traditional and Working Adult (EPE) undergraduate Administration and International Business programs published a book chapter in the prestigious Spanish publishing house Tirant lo Blanch (Q1 of the ISI Index) in the collective work: *"Desafíos fiscales en un mundo post-COVID. Valoración y retos pendientes a nivel interno e internacional"* [Fiscal Challenges in a Post-COVID World. Assessment and Pending Challenges at the Domestic and International Levels]. The book chapter, which was blind peer reviewed, is titled: *"La digitalización del proceso de importación de bienes en el Perú como medida de facilitación del comercio y su sostenibilidad en el tiempo"* [The Digitalization of the Process of Importing Goods in Peru to Facilitate Trade and Ensure its Sustainability Over Time].

The authors were Rossmery Aymara, Marian Chapoñan, Rosario Napa, Rodolfo Orellana, and David Lezama, UPC graduates, and full-time staff faculty members Julio Ricardo Moscoso and Juan Eduardo Acosta.

Additional information is available at: link.

c) UPC Graduate received recognition from MetaRed X.

Oscar Fernando López Lara, graduate of the Administration and International Business program, received recognition from MetaRed X, the Collaborative Network of Entrepreneurship Units and Offices of Ibero-American Higher Education Institutions, for his performance in the 1st edition of the "International Initiation Course on the Development of an Entrepreneurship Management Center". During the session, Oscar López implemented a methodology designed by the business accelerator StartUPC.

Additional information is available at: link.

Figure 2.16
Oscar López recognized by MetaRed X

Faculty Achievements

a) Presentations in International and National Congresses, Conferences, and Academic Events.

• On Wednesday, April 6, 2022, faculty member Ralphi Jáuregui presented his research work titled "The Relationship of Human Capital Management and Productivity in a Construction Company in 2021" at the 3rd African Industrial Engineering and Operations Management (IEOM) Nigeria Conference, organized by the University of Nigeria in Nsukka. The presentation was conducted online. The research work will be indexed in Scopus.
• On Thursday, April 07, 2022, faculty member Ralphi Jauregui presented his research work titled "Relationship between Service Quality and Customer Satisfaction in Restaurants in Los Olivos, Peru" at the 3rd African Industrial Engineering and Operations Management (IEOM) Nigeria Conference, organized

by theUniversity of Nigeria at Nsukka. The presentation was conducted online. The research work will be indexed in Scopus.

b) UPC Faculty Members Participated in an Event on Physical Activity and Sports Research.

Mario Reyes-Bossio, full-time research faculty member, and Raúl Rosales Zavaleta, director of UPC's Sport Administration and Business program, participated as speakers in the event titled: *"Compilación de Investigaciones: Repositorio de la Actividad Física y el Deporte"* [Compilation of Research: Repository of Physical Activity and Sports], organized by the Peruvian Institute of Sports (IPD).

The event was broadcasted through IPD's YouTube page. UPC made a presentation on the results of the Victoria - National Network of Academic Information on Sports and Physical Activity, which is a historic milestone for sports in Peru. This tool seeks to promote research in the fields of sports, recreation, and physical activity.

Additional information is available at: link.

Figure 2.17
Mario Reyes Bossio and Raúl Rosales Zavaleta, both speakers at IPD's event.

SCHOOL OF
OF COMMUNICATIONS

Student Achievements

a) Students of the Communication and Photography Program participated in the Photography and Environmental Conservation Project with SERNANP and the Paracas National Reserve.

The Director of the Communication and Photography program has signed an agreement with the National Service of Natural Areas Protected by the State (SERNANP) to highlight the role of photography in the conservation of natural resources. The project seeks to increase knowledge and raise awareness among the general public through images about the importance of caring for Peru and its ecosystem. Faculty members, students, and the staff assigned to the natural protected areas of the Paracas Reserve conducted photographic workshops.

The workshops took place on November 4-6, 2022, under the guidance of Mariana Montalvo, Program Director, and Claudia Cavassa, faculty member. A representative of UPC TV's team was also on site to cover the activity. Finally, three students from the program were selected to participate in the project.

- Kevin Palacios (student)
- Ximena Mostajo (student)
- Claudio Pettina (student)
- Claudia Cavassa (faculty member)
- Leo Aguayo (UPC TV)
- Mariana Montalvo (director)

Additional information is available at: link.

b) Students of the Communication and Photography Program participated in the Photography Contest "Images for Sustainable Development".

The Director of the Communication and Photography program and the Embassy of Israel organized the contest "Images for Sustainable Development" to promote creativity and reflect on sustainable development as presented in the 2030 UN agenda for sustainable development. The topics of the contest were directly related to some of the Sustainable Development Goals (SDG):

- Health and Well-being (SDG 3)
- Quality Education (SDG 4)
- Gender Equality (SDG 5)

- Innovation and Entrepreneurship (SDG 6)
- Climate action (SDG 13)

On Friday, November 25, 2022, the contest closed with 66 participants, both internal UPC and external. In a second stage of the contest, from December 15, 2022 to January 15, 2023, a photo exhibition titled "Images for Sustainable Development" was held on UPC Cultural's online platform.

Additional information is available at: link.
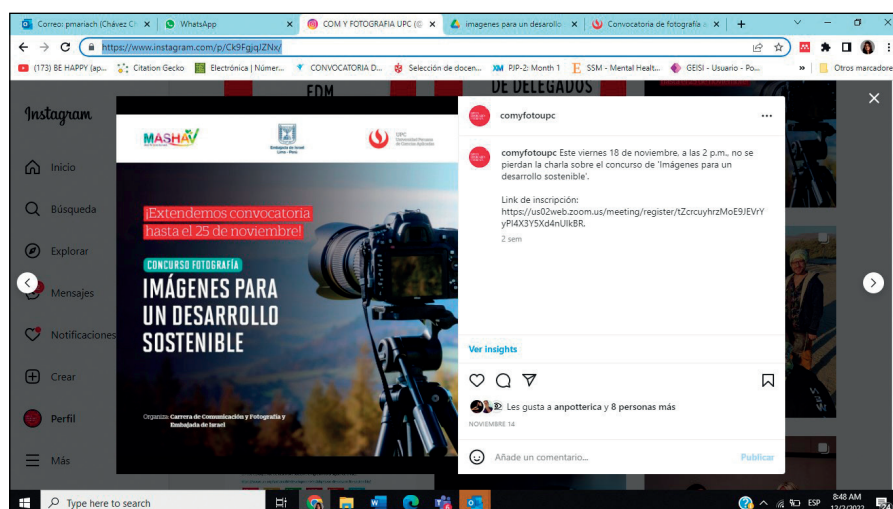
Figure 2.18
Poster of
the call for
applications.

c) Photographic Exhibition titled *"Miradas en el camino"* is the first collective exhibition organized by the students of the Communication and Photography Program.

"Miradas en el camino" [Eyes on the Road] is the first collective exhibition organized by the students of the Communication and Photography Program. It is a sample of 24 photographs including portraits, landscapes, documentary photography, and artistic photography which seek to reflect different narratives.

The exhibition, held from April 07, 2022 to March 31, 2023, also aims to highlight the importance of photography in today's world and the creative talent to understand the world through the eyes of youth (link).

Curator: Paola Denegri, faculty member of the Communication and Photography program, and artist with more than ten years of experience in photography, painting, and mixed media.

The students who participated in the exhibition were: Anttonela Cassana, Andrea Dámaso, Luciana Merino, Tais Delgado, Claudio Pettina, Sharon Gonzáles, and Sthefany López.

Additional information is available at: link.

d) Photograph Taken by Student of the Communication and Photography Program is Published in Photo VOGUE.

Student Ricardo Bermúdez published on July 2022 his photograph in Photo VOGUE of Condé Nast's global creative networks.

Photo Vogue seeks to connect artists, communities, and businesses through Condé Nast's global creative networks, to champion talent, and to influence visual literacy to foster a more just, ethical, and inclusive world.

Additional information is available at: link.
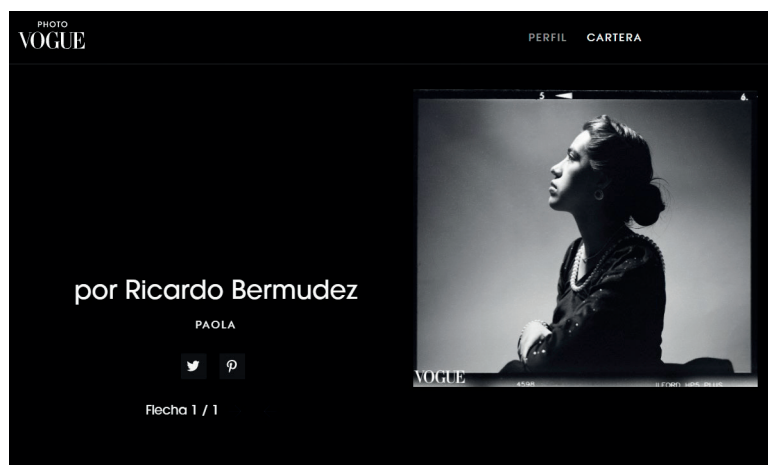
Figure 2.19
Photo
Vogue

e) Students of the Communication and Corporate Image Program participated in the IMAGINA| Volunteers Program by Providing an Educational Space for Children in Jicamarca.

Students of the Communication and Corporate Image Program participated in the installation of the fifteenth Niñoteca La Luz, in Jicamarca - Huachipa, as part of the IMAGINA|Volunteers Program, earning the students' extra-academic credits.

The group of student volunteers went to Jicamarca (Huachipa), at the invitation of the faculty Juan Yangali, Director of the Project of libraries and community cultural centers called "Niñotecas". The Niñotecas are a cultural, educational and artistic space where children from the community learn and have fun at the same time reading, playing and expressing themselves through art.

The initiative arose as a response to the pandemic in December 2020, in the district of San Juan de Miraflores, and since then 14 spaces have been implemented in Lima and provinces (Puno, Huancavelica, Junín and Cusco) in a joint work with the leaders or rural schools of the community. The fifteenth program was inaugurated in February 2022.

Additional information is available at: link.

Figure 2.20
Students who volunteered in the Imagina Program setting up an educational space for girls and boys in Jicamarca

Faculty Achievements

a) Participation in an Exhibition in Paris of ImageNation Women Photographers.

Faculty member and photographer Verónica Cerna shared her photographic work as part of the "Retrato de un hombre invisible" [Portrait of an Invisible Man] project, which was exhibited at the Joseph Le Palais Gallery within the framework of the exhibition Just Femme of the ImageNation event.

ImagenNation was held in Paris on May 27-29, 2022, and is deemed an ideal setting for the most cutting-edge photographic works of international artists in order to engage in a dialogue with the general public.

Additional information is available at: link.

Figure 2.21
Faculty member Verónica Cerna in Paris.

b) Publication of a Scientific Paper and Participation in the CISTI'2022 Conference.

The Director of the Communication and Photography program submitted a paper titled *"Uso del Smartphone en universitarios peruanos para aprender fotografía"* [Use of Smartphones among Peruvian University Students to Learn Photography] at the CISTI'2022 Conference, in Spain, which was later published.

The 17th edition of the Iberian Conference on Information Systems and Technologies (CISTI'2022) was held on June 22-25, 2022, at the Universidad Politécnica de Madrid (UPM), Spain. CISTI is an annual technical and scientific event, which aims to present and discuss knowledge, new perspectives, experiences, and innovations in the field of information systems and technologies.

Additional information is available at: link.

c) Publication of a Scientific Paper and Participation in the 2022 LACLO Conference.

Faculty member of the School of Communication María Chávez presented the research "Cross-cultural validation of 'Students' knowledge and use of digital technology during the COVID-19 pandemic' questionnaire to the Peruvian context" at the 17th LACLO Conference held on October 17-21, 2022.

The Latin American Conference on Learning Technologies (LACLO) is an annual event that brings together researchers, academics, students and computer professionals from Latin America and other

parts of the world. LACLO is a reference in the region, as this platform allows presenting and discussing the latest trends in computing research and practice.

Additional information is available at: link.

d) Presentation of FOT. No. 7. Revista Peruana de Fotografía e Investigación Visual.

Faculty member and editor Franz Krajnik presented the FOT No. 7 of the first journal of photography and visual research, whose central theme is the territory (link).

FOT, *Revista Peruana de Fotografía e Investigación Visual*, is edited by the Communication and Photography program and seeks to provide an academic space that promotes research and discussion around photography in Peru and abroad. As a result, FOT proposes to build a community around the journal that allows establishing links between researchers, photographers, visual artists, editors, and readers.

Additional information is available at: link..

Figure 2.22.
Cover
of the
FOT No. 7
journal.

e) Presentation at the 2022 International Photography Festival of Valparaiso (FIFV).

Faculty member Pilar Pedraza conducted a workshop, portfolio review, a meeting with trainers, and a conference on her work at the International Photography Festival of Valparaiso.

The 13th edition of FIFV 2022 held on November 2022, was centered around the theme of *"Raíz y Caos"* [Roots and Chaos] with exhibitions, creative processes in wokshops, photographic brigades, and days of photographic dialogues.

Additional information is available at: link.

Figure 2.23
Participation of faculty member Pilar Pedraza in photographic dialogues.

f) Photographic Exhibition at the Phuyu Gallery in Buenos Aires, Argentina.

Faculty members Verónica Cerna, Carolina Cardich Manrique de Lara, and Dante Pineda exhibited their photographs at the Phuyu Gallery in Buenos Aires, on September 17, 2022 (link).

The Phuyu Gallery (Quechua word for cloud, cloudiness, or mist) refers to a group of artists from different disciplines and nationalities founded in the city of Buenos Aires. The gallery sheds a contemporary and

diverse light on artistic creation to position the work of photographers, painters, and sculptors invited to this space of social gathering and cultural exhibition.
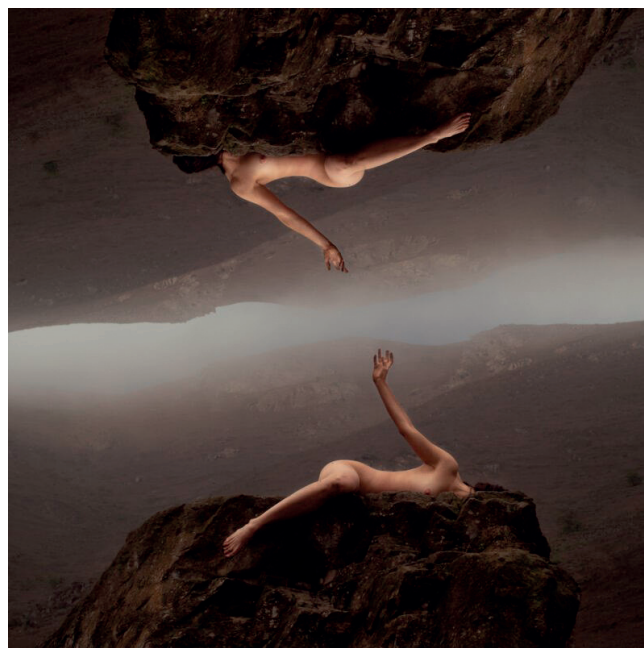
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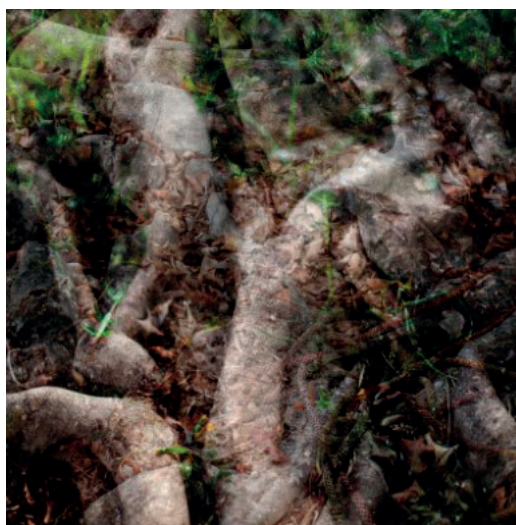
Figure 2.24
Photography
by Carolina
Cardich
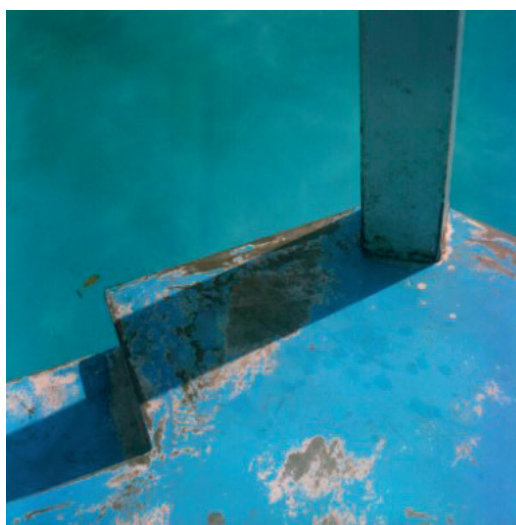
Figure 2.25
Photography
by Dante
Pineda

Figure 2.26
Photography
by Verónica
Cerna

g) VOLVER Photographic Exhibition - Photography Month at UPC.

In September 2022, UPC inaugurated the first photographic exhibition of faculty members, titled VOLVER [COMING BACK]. This exhibition was carried out within the framework of UPC's photography month. The aim was to share the faculty members' investigation of the panopoly of meanings of "coming back" three years after the outbreak of the COVID-19 pandemic.

Faculty members of the Communication and Photography program who participated in the exhibition were: Angela Yepes, Astrid Alzamora, Claudia Cavassa, Carolina Cardich, Dante Pineda, Erika Larsen, Franz Krajnik, Joaquín Rubio, José Vidal, Karina Egocheaga, Keyko Monteblanco, Lucero Del Castillo, Pilar Pedraza, Ricardo Choy, Sebastián Nieto, Vanessa Colareta, and Verónica Cerna.

Additional information is available at: link.
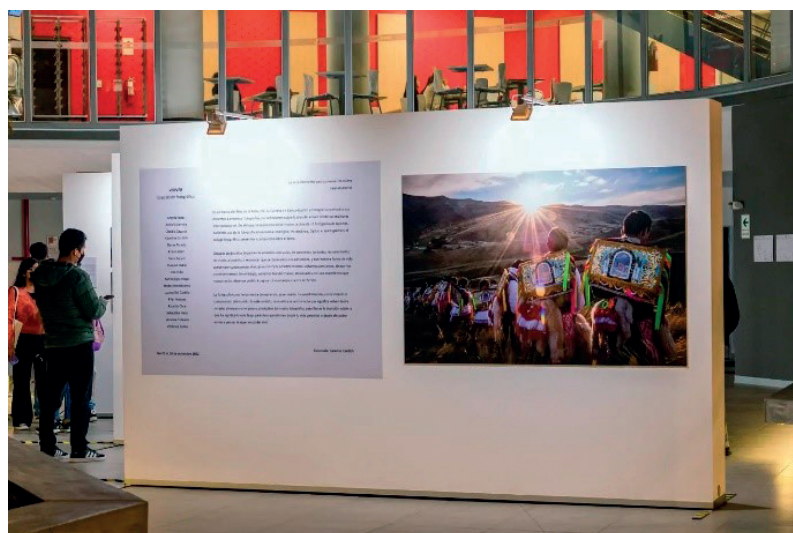
Figure 2.27
Photograph
by Keyko
Monteblanco
opening the
exhibition.

SCHOOL OF CONTEMPORARY ARTS

Graduate Achievements

a) Graduates of the School of Music participated in the 50th Edition of the International Cervantino Festival in Guanajuato, México.

Naysha Montes, Iris Garcia, and Sayuri Espinoza, graduates of the School of Music, were invited to represent Perú in the 50th edition of the International Cervantino Festival in Guanajuato, México on October 12-30, 2022.

Naysha is a performer, composer, and producer of world music, with Peruvian roots. She started her career in the Duo Inti and Killa together with her father in Cañete, Peru. Later she presented her first solo album at the age of 15 and upon completing her undergraduate studies she released "NAYSHA," mixed in Lucho Quequezana's Cabina Libre studio. In addition, she has participated in events such as the Closing Ceremony of the PanAmerican Games of Lima in 2019, the Lima Book Fair, and the Selvámonos International Festival in Oxapampa, among others. Sayuri Espinoza is the percussionist of the band and Iris García represents Naysha as an independent manager of culture and entertainment.

Additional information is available at: link.

Figure 2.28
Iris García, Naysha Montes, and Sayuri Espinoza.

Figure 2.29
Naysha
Poster.

b) Jet Rodeo, a Band made up of Graduates of the School of Music Toured in Bolivia.

Jet Rodeo, a band made up of graduates of the School of Music, toured internationally and performed in La Paz and Cochabamba, Bolivia. The band is made up of Luis Benzaquen, faculty member of the School of Music, who graduated with minor in Music Production, who is in charge of musical production, composition, lyrics, and plays the guitar, Antonio Santivañez, UPC graduate with a minor in Music Production, who sings vocals, and is a composer and author, and Gerardo Lama, UPC graduate with a degree in Performance, plays the drums. The band toured with Octavia, one of the most influential bands in Bolivia, in partnership with Stereo 97.3, one of the biggest radio stations in the country.

Additional information is available at: link.

Figure 2.30
Graduates of
the School
of Music who
play in the
band Jet
Rodeo. Poster
of their
show.

c) Graduates of the School of Music were Awarded by the Peruvian Ministry of Culture for their Project on Music Therapy: Counteracting the Respiratory Sequelae of COVID-19.

The project *"Musicoterapia: Contrarrestando las secuelas respiratorias por el Covid-19"* [Music Therapy: Counteracting the Respiratory Sequelae of COVID-19], developed and managed by Alina Borjas, Iris García and Naysha Montes, graduates of the School of Music, won the "Art for Social Transformation and Innovation" in the 2022 Financial Aid for the Performing Arts, Visual Arts, and Music contest granted by the Ministry of Culture of Perú. This project was the only one to be submitted in the Music and Therapeutic category. The project provides an alternative therapy using art in the health sector, thus becoming the first music therapy project supported by the Peruvian government.

The project seeks to put emphasis on the benefits of music – apart from entertaining – based on workshops using panpipes, singing and body percussion techniques, aimed at reducing the respiratory sequelae of COVID-19, and to be carried out mainly in the province of Cañete, Lima, Peru. It should be noted that the project managers have experience and graduate studies in the relevant fields. Angie Riquelme, who is also a graduate of UPC's School of Music, participates in the project as well.

Additional information is available at: link.

Figure 2.31
Certificate Awarded by the Ministry of Culture.

d) Graduates of the School of Music toured in Japan.

The Perú Okinawa Shi Kyoyukai Band, a band made up of UPC graduates Carlos Ramirez (guitarist, musical director, and producer of the band) and Diego Villanueva (percussionist), embarked on their first

tour in Japan, between May 20-27, 2022, as part of the delegation of the Okinawan Association of Perú.

The tour consisted of nine shows, one in Tokyo, and the rest in the Okinawa Prefecture. The band performed at the University of Meio, and at the 7th Uchinanchu Taikai World Festival, along with delegations from Brazil, Mexico, Canada, Indonesia, and the Philippines, among others.

The band merges Peruvian rhythms (Huayno Ayacuchano, Peruvian Waltz, and Cumbia) with traditional Japanese music, therefore sparking great interest in the audience for the particularity of their sound.

Figure 2.32
The Perú Okinawa Shi Kyoyukai Band is made up of the following graduates: Carlos Ramírez (Guitar) and Diego Villanueva (Peruvian Cajón).

e) The Peruvian Band "Moldes" embarked on a US tour and performed at the Treefort Music Festival.

After three successful shows at the 2021 Treefort Music Festival, an event that gathers more than 30,000 people every year, the Peruvian band Moldes performed for the second time on March 24, 2022, at this international venue. The Cultural Department of the UPC provides support in the dissemination of communication to promote Peruvian talent.

Their show at this renowned event is the beginning of their 2022 INFRA US TOUR, which includes six shows in four cities of the East Coast.

The band is made up of: Katia De La Cruz, Estefania Aliaga, Sayuri Espinoza, Sebastian Novoa, and Alonso Castillo. Sayuri and Alonso are graduates of UPC's School of Music, whereas Sebastian is still a student at

UPC. They already have three full-length albums, four international tours, and more than 500,000 plays on Spotify under their belt. Moldes has established itself as one of the most listened-to Peruvian pop bands.

Additional information is available at: link.

Faculty Achievements

a) Full-time Research Faculty Member of the School of Music Co-edited and Presented the Book Titled: "Researching Live Music: Gigs, Tours, Concerts and Festivals."

Sergio Pisfil, co-editor and author of two chapters of the book titled "Researching Live Music: Gigs, Tours, Concerts and Festivals", is a full-time research faculty member of the School of Music at UPC. He holds a PhD in Musicology from the University of Edinburgh, UK, and was awarded a postdoctoral fellowship from the Sorbonne University, France.

"Researching Live Music" provides a comprehensive review of the different ways in which live music can be studied as an interdisciplinary field. The authors propose new methods and theories around live music and show that concerts have become central spaces for discussing social and cultural issues. This way, the authors discuss both historical and contemporary approaches and present case studies that go beyond familiar contexts, such as the United States and the United Kingdom, and include examples from Argentina, Australia, France, Jamaica, Japan, New Zealand, Switzerland, and Poland. The book is organized into four sections: Promotion, Production, Consumption, and Policy, and is an essential reading for professionals, students, and researchers working on various aspect of live music. The book is available for sale on Amazon and other platforms.

Additional information is available at: link.
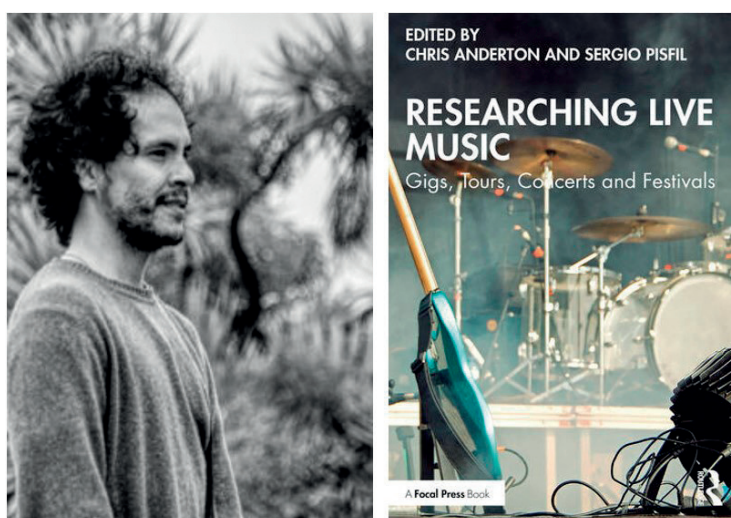
Figure 2.33
Sergio Pisfil. Cover of the book: "Researching Live Music".

b) UPC Faculty Members, Graduates and Students Were Nominated for Grammy Awards for their Participation in Tony Succar's Album "Live in Perú".

Tony Succar's album "Live in Perú" was nominated during the 64th Grammy Awards in 2022 in the category "Best Tropical Album". The album was recorded live during a concert of Tony Succar, a renowned artist, at the Gran Teatro Nacional in February 2020. The show was recorded entirely by Peruvian musicians, with the participation of Felipe Pumarada, UPC faculty member (Music Director, Electric Bass, and Assistant Recording Engineer) and María Elena Pacheco (First Violin).

The following graduates and students of UPC's School of Music also sang with the choir on the album recording:

- Juan Marco Cerna
- Alejandra Rodríguez
- Narda Pumarada
- Mariana Quiroz
- Takeo Murata
- José Miguel Vegas
- Luis Alcázar
- Silvana del Campo

Previously, faculty member Felipe Pumarada and graduate Santiago Diaz Siles won a Latin Grammy for their participation in the production of the album "Más de ti" by renowned artist Tony Succar. This time, they were nominated for a Grammy Award.

Additional information is available at: link.

Figure 2.34
Tony Succar's album "Live in Perú"

SCHOOL OF DESIGN

Student Achievements

a) Student of the Professional Interior Design Program participated in the Milan Fair in Italy.

Adrian Sing, student of the Professional Interior Design program, participated in the Milan Fair, in Italy, with his project "Shaping Shiringa," as he was a finalist of the international Guiltless Plastic competition, which took place on June 7-12, 2022.

Adrian applied to the Innovative and Tech Projects category. The idea for his project was born from the research he conducted on the Awajún culture, and focused on this culture's materiality, communication and technology. In addition, his research allowed him to discover artisanal processes for ceramic production and natural latex extraction, which were addressed in the project under a focus of respect and connection with nature, thus getting an insight of their worldview and relationship of man with the environment. Additionally, for Adrian, the contents of the different courses during his studies gave him the opportunity to become a designer who can face projects and challenges in different art and design spaces with a much broader and curious vision.

Guiltless Plastic competition was organized by designer Rossana Orlandi and brought together more than 1,800 participants from 60 countries on five continents. The competition offered three categories: Urban and Public Design, Educational Social Media, and Innovative and Tech Projects. Adrian applied to the Innovative and Tech Projects category.

Additional information is available at: link.

Figure 2.35
Adrián Sing who participated in the competition with his project titled "Shaping Shiringa".

Graduate Achievements

a) Graduate of UPC's School of Design created a poster for Pixar.

Franca Bassino, a graduate of the School of Design, was given the opportunity to work in collaboration with the animation studio Pixar to develop a poster for their latest film: Lightyear.

Franca, who posts her work on social media since 2017, was contacted via Instagram by the Scopio agency, which has worked with several illustrators for various Disney projects. They were very interested in her art and offered her to bring her piece to life, while keeping her unique style as an illustrator.

Additional information is available at: link.

Figure 2.36
Franca Bassino and the poster she created for Pixar..

SCHOOL
OF ECONOMICS

Student Achievements

a) Students of the Political Science Program received recognition at the Euromodel Youth Perú 2022.

Mauricio Soto, Alexis Revilla, and Xiomara Cruz, all students of the Political Science Program were recognized for their participation in the Euromodel Youth Perú 2022, a leadership program that promotes political participation and democratic values by bringing young people closer to European institutions.

The event simulates negotiations between various institutions of the European Union (Commission, Parliament, and European Council) and allows participants to understand first-hand the decision-making process in said institutions. Using negotiation simulations, participants learn how to address, discuss, and debate different topics in a didactic and fun manner.

The event was held at UPC's San Isidro Campus and Pontificia Universidad Pontificia Católica del Perú - PUCP Campus (both co-organizers), on October 21-22, 2022.

Additional information is available at: link.

Figure 2.37
Guest of the Euromodel Perú 2022 event.

b) Students of the School of Economics Participated in the Bloomberg Global Trading Challenge 2022.

The Bloomberg Global Trading Challenge is the only university investment contest to be held entirely within the Bloomberg Terminal®. Teams of 3 to 5 students, under the guidance of a faculty member, access the Terminal to define market assumptions, develop a return-generating strategy, and trade within a closed network.

During October 17 and November 18, 2022, a total of 942 university teams from around the world entered the international Bloomberg Global Trading Challenge.

Upon completion, three teams of UPC's School of Economics ranked among the TOP TEN for South and Central America, making UPC the most successful university in that category on the aggregate.

| CENTRAL AND SOUTH AMERICA - RANKING - FINAL			
Rank	School Name	Team Name	Captain	Country
1	Universidad Marista de Merida	MARISTA1	(WILBERTH ADRIAN ESCAMILLA CANUL)	Mexico
2	Pontificia Universidad Católica del Perú	GPUCP	(Maycohol VILLALOBOS)	Peru
3	Universidad de los Andes	The Stock Pickers	(Sebastian CARLOSAMA)	Colombia
4	Universidad Piloto de Colombia	Winner Pov	(Juan Esteban CALDERON SALAMANCA)	Colombia
5	Peruvian University of Applied Science	Bullfighters UPC	(Diego ROMERO)	Peru
6	Universidad Piloto de Colombia	NN	(Nalini BERMUDEZ NUR)	Colombia
7	Universidad Argentina de la Empresa	UADE 3	Agustín HALBURIAN	Argentina
8	Universidad Argentina de la Empresa	UADE 1	Ayrton PERRONE	Argentina
9	Peruvian University of Applied Science	Bankcurpt	(Diego OLIVERA CUADROS)	Peru
10	Peruvian University of Applied Science	EcoFinance	(Gonzalo Fuentes)	Peru

Figure 2.38
UPC ranks in the top ten of selected teams.

c) Students of the Economics and Finance Program won second place in the 2021-2022 Renzo Rossini Award for Research in Economics and Finance.

In order to promote research in economics and finance among undergraduate students and graduates in Peru, the Central Reserve Bank of Peru (BCRP) announced for the second consecutive year the 2021-2022 Renzo Rossini Prize for Research in Economics and Finance.

Guillermo Murillo Tangherlini, student of Economics and Finance Program, won second place with his paper titled: *"Estimación del nivel óptimo de reservas internacionales netas para la economía peruana: comparación de enfoque Newton-Raphson y ARDL"* [Estimation of the Optimal Level of Net International Reserves for the Peruvian Economy: A Comparison between the Newton-Raphson and ARDL Approaches]. The paper seeks to estimate the optimal level of international reserves for the Peruvian economy between 2002 and 2020. To do so, the paper follows the classical specifications proposed in Jeanne & Rancière (2006 & 2011) and Gonçalves (2007). Two methods were used for the estimation. The first is a numerical method (N-R) whereby the optimal level of reserves that maximizes consumption across crisis or non-crisis states is obtained. The second method is econometric in nature and seeks to estimate an ARDL (Autoregressive Distributed Lag) model that allows analyzing mixed time series, both stationary and non-stationary, generally considered in the determination of the NIR.
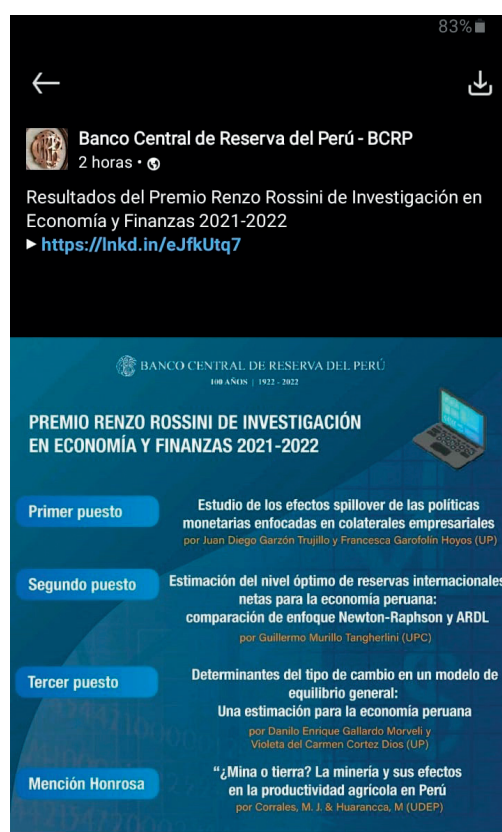
Figure 2.39
Guillermo Murillo, UPC student, came second place.

d) Student of the Economics and Finance Program Participated in the 10th Course on International Trade Negotiations of the Ministry of Foreign Trade and Tourism.

Rayza Gallo Pari, student of the Economics and Finance program, was selected to participate in the 10th Course on International Trade Negotiations, an extension course of the Ministry of Foreign Trade and Tourism. The call for applications is nationwide; however, there are only 45 vacancies.

The Course on International Trade Negotiations refers to a program that benefits young graduates or last-term students of Economics, Law, Administration, and International Business programs, who take an interest in strengthening their knowledge in foreign trade, as well as improving their skills to negotiate, and establish and make the most of trade agreements in favor of Peru's economic growth and development.

Additional information is available at: link.

Graduate Achievements

a) Graduates won the 27th Annual CIES 2022-III Research Contest.

Diana Villaverde and Diego Rossinelli won the 27th Annual CIES 2022-III Research Contest, an event sponsored by the Manuel J. Bustamante de la Fuente Foundation, the National Endowment for Democracy (NED), and the Consortium for Economic and Social Research (CIES). The contest included proposals from various universities and research centers nationwide. UPC won in the Thesis Abstracts category.

The 27th Annual Research Competition CIES 2022-III seeks, among other objectives: - To promote the development of evaluations and research applied to public policies, by fostering a multidisciplinary approach using rigorous qualitative and/or quantitative analytical methods. - To strengthen the analysis of social, economic and environmental issues, recognizing the multicultural reality of Peru and differentiated effects according to gender and other socio-demographic variables, in order to promote the design and/or validation of equitable and inclusive public policies.

Additional information is available at: link.

Figure 2.40
Winners in the Thesis Abstracts category.

Faculty Achievements

a) 7th Annual Congress of the Peruvian Association of Economists (APE) in 2022.

UPC's School of Economics in collaboration with the Peruvian Association of Economists (APE) organized the 7th Annual Congress APE 2022 on the "Post-pandemic Economic and Social Challenges", which was held at UPC's San Isidro site on August 12-13, 2022. This meeting brought together more than 50 national and international researchers and experts around current economic issues.

Four world renowned experts also took part in the event: Jaime Saavedra, who currently leads the World Bank Education Global Practice, Liliana Rojas, President of the Latin American Committee on Financial Affairs and Senior Researcher at the Center for Global Development, Santiago Levy, Non-resident Senior Fellow of the Global Economy and Development Program of the Brookings Institution, and Hamid Rashid, Chief of the Global Economy department of the United Nations, the Department of Economic and Social Affairs (UNDESA).

Forty-seven research papers were submitted and selected by a Scientific Committee made up of 30 experts holding either a PhD or an MSc in Economics from various universities and research centers in Peru. In addition, a total of 16 research roundtables were organized to address an array of topics, including the COVID-19 pandemic, labor economics, migration, gender, unemployment, finance, public policies, informality, health, nutrition, and financial inclusion.

In addition, young economists from seven Peruvian universities submitted their Bachelor's theses in the 3MT (three-minute thesis) format and received feedback and recommendations from the attendees.

A total of 192 participants attended the event.

Additional information is available at: link.

Figure 2.41
7th Annual Congress of the Peruvian Association of Economics in 2022 at UPC's headquarters.

b) Faculty Member of the School of Economics won the 27th Annual Research Contest CIES 2022-III.

Faculty member Edson Huamaní was awarded a fellowship to implement a research project to be published in indexed journals. The 27th Annual Research Competition CIES 2022-III, developed between September 14 and December 23, 2022, is an event sponsored by the Manuel J. Bustamante de la Fuente Foundation, the National Endowment for Democracy (NED), and the Consortium for Economic and Social Research CIES.

The 27th Annual Research Competition CIES 2022-III seeks, among other objectives: - To promote the development of evaluations and research applied to public policies, by fostering a multidisciplinary approach using rigorous qualitative and/or quantitative analytical methods. - To strengthen the analysis of social, economic and environmental issues, recognizing the multicultural reality of Peru and differentiated effects according to gender and other socio-demographic variables, in order to promote the design and/or validation of equitable and inclusive public policies.

Additional information is available at: link.
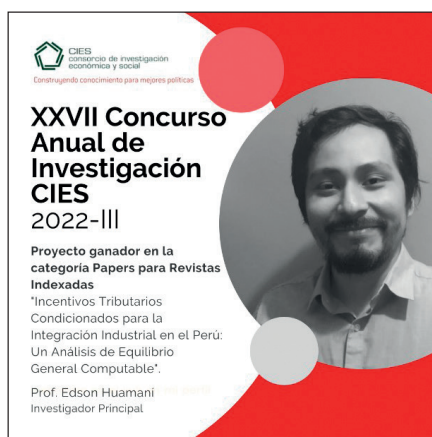
Figure 2.42
Faculty member who won in the Papers for Indexed Journals category.

c) Director of the Political Science program presented a research work at REPAL.

In June 2022, Omar Awapara, director of the Political Science program, presented a research work on trade reforms in Latin America at the Annual Meeting of the Latin American Political Economy Network (REPAL) in Buenos Aires, Argentina.

The 2022 REPAL Annual Meeting was held at the Universidad Torcuato Di Tella (UTDT) in Buenos Aires from June 30 to July 1, 2022, and included presentations on 48 papers and three book manuscripts.

Additional information is available at: link.

SCHOOL OF ENGINEERING

a. 3rd E-CONIDITEC Congress *"Nuevas Vanguardias en el BIM, Sector Ingenieril e Investigaciones Contemporáneas"* [New Trends In Bim, Engineering And Contemporary Research], organized by IDI-UPC.

IDI-UPC, student chapter of the Research, Development and Innovation of UPC's Civil Engineering program, has organized the 3rd E-CONIDITEC Congress on *"Nuevas Vanguardias en el BIM, Sector Ingenieril e Investigaciones Contemporáneas"* [New Trends in BIM, Engineering, and Contemporary Research].

Nine national and international speakers participated in the 3rd Congress of Research, Technology and Innovation - E-CONIDITEC, which was held online on November 14-19, 2022.

Additional information is available at: link.

Figure 2.43
Speakers at the 3rd E-CONIDITEC Congress.

b. 6th Meeting of the Chapters: *"Retos y Tendencias en el Sector Construcción e Ingeniería"* **[Challenges and Trends in the Construction and Engineering Sector], organized by AGEIC-UPC.**

For the sixth consecutive year, UPC's Student Chapters organized their annual conferences, which bring together renowned speakers from different disciplines of Civil Engineering.

UPC's Association of Civil Engineering Student Chapters (AGEIC-UPC) organized the 6th Meeting of the Chapters: "Challenges and Trends in the Construction and Engineering Sector" with the participation of the American Concrete Institute (ACI UPC), Integral Construction Management (ICM), VIAS UPC, CEIE UPC, CEMA PERU UPC, CE LEAN UPC, GeoUPC, IDI UPC, and CEDIARHMA UPC.

The meeting was held online on November 2-6, 2022, with the participation of nine national and international speakers.

Additional information is available at: link.

Figure 2.44. Speakers at the 6th AGEIC Meeting.

c. 1st International Congress on Geotechnical Engineering GeoUPC - CIIGGUPC 2022.

The GeoUPC study group organized its 1st International Congress Of Geotechnical Engineering (GEOUPC - CIIGGUPC 2022) with more than 24 lectures from national and international speakers. The event was held on October 10-16, 2022. More than 200 students and 600 participants from all over the world attended the event.

Additional information is available at: link.

Figure 2.45
Speakers at the 1st CIIGGUPC International Congress.

d. Student of the Environmental Engineering Program was awarded the International Scholarship Organized by the European Union's Erasmus+ Program: "Environmental Mobility By Raising Awareness on Changing our Earth".

Mariana Alexandra Díaz Crespo, a student of the Environmental Engineering program, was awarded the international scholarship organized by the European Union's Erasmus+ program: "Environmental Mobility By Raising Awareness on Changing our Earth". The scholarship consists of a training course on environmental education including practical workshops on ecology provided to everyone.

Erasmus+ is a program of the European Union that supports the education and training of youth in Europe. In 2022, emphasis was placed on issues such as ecological and digital transition, social inclusion, and the participation of youth in democratic life.

Twenty-one young scholarship winners from countries such as Greece, Vietnam, India, France, Serbia, and Peru attended the workshop, which was held on June 6-12, 2022, in a camp located at Villa Lahage, France.

Additional information is available at: link.

e. Students and Faculty Members of the Environmental Engineering Program took part in the 4th Symposium of Sciences for Sustainable Development.

The Symposium of Sciences for Sustainable Development is an international, inter-university, and multidisciplinary academic event, organized by a group of universities with extensive experience in Latin America, which aims to give continuity and disseminate student projects in the field of sustainable development from a scientific and social perspective in various disciplines with a global vision.

For the fourth consecutive year, ten students of the Environmental Engineering Program and two faculty members submitted research papers and made presentations in the IV Symposium of Sciences for Sustainable Development, organized by the Universidad Latina de Costa Rica on October 18-21, 2022.

Additional information is available at: link.

Figure 2.46
Poster of the 4th Symposium on Science for Sustainable Development.

f. Students of the Environmental Engineering Program won the award in the Higher Education Institutions Category of the Environmental Science Fair for the World Environment Day in Surco.

Students from the Environmental Engineering program won first place in the Science Fair organized by the Municipality of Santiago de Surco, in the Higher Education Institutions category, held on June 6, 2022 within the framework of the Environment Day in the Ecological Park Voces por el Clima [Voices for the Climate].

The team was made up of students Karina Diestra, Milagros Manchego and Richard Torres, who presented their research work titled: "¿Sabías que las micorrizas pueden ayudar a mejorar la salud del suelo?" [Did You Know that Mycorrhizae Can Help Improve Soil Health?] under the supervision of faculty member Silvia Agüero.

Additional information is available at: link.
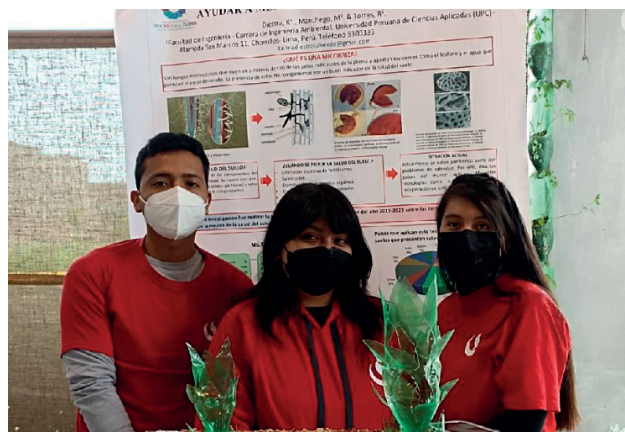
Figure 2.47.
Richard Torres, Karina Diestra and Milagros Manchego, students of the Environmental Engineering program.

g. Students of the School of Engineering were awarded the INTEGRAL-ELAP Scholarship.

Students of the School of Engineering were awarded the Emerging Leaders in the Americas Program (ELAP) full scholarship to study and conduct research at the Carleton University, Ottawa, after a rigorous selection process in which more than 30 countries from Latin America and the Caribbean participated:

- Stephany Sánchez Bautista, from the Working Adult (EPE) Network and Communications Engineering program; and
- Gabriela Vega López, from the Electronic Engineering program.

The ELAP scholarship is awarded at the undergraduate and graduate level by the Government of Canada. It is aimed at students from Latin American universities who wish to participate in an exchange program with a partner university in Canada. It is a full scholarship, which includes financial support for recipients: airfare, accommodation, food, and transportation during the academic term and the stay at the university abroad.

Additional information is available at: link.

h. Student of the Working Adult (EPE) Network and Communications Engineering Program won 2nd place in the 2022 HackaCYBER Contest.

Jhoselin Sheyla Guinea Asturay, student of the Working Adult (EPE) Network and Communications Engineering program, won 2nd place in the HackaCYBER Cybersecurity Contest organized by CISCO. HackaCYBER aims to promote gender equity in the use of technology, fostering the participation of women in cybersecurity contests.

Additional information is available at: link.

i. Students of the Electronic Engineering program were awarded in the 2022 Seeds for the Future and ICT Contests.

Students Gonzalo Sebastián Falla Carrera, Diego Mateo Vergaray Huarag, Niccolas Esteban Ramos Ramírez, and Angelica Lucia Vásquez Gudiel received awards by Huawei for their outstanding performance in the 2022 Seeds for the Future and ICT academic contests (ICT means: Information and Communications Technologies). The event was held on November 7-14, 2022.

Huawei aims to offer a wider range of online educational resources for the most talented young students by conducting the Seeds for the Future courses. The Huawei ICT Competition is intended for students in Huawei ICT academies and those in higher education institutions that are willing to join the ICT Academy worldwide. Through this competition, Huawei aims to provide students with a platform to compete healthily and exchange ideas, thus enhancing their ICT knowledge and practical skills as well as increasing their ability to innovate by using new technologies and platforms (link).

Additional information is available at: link.

j. A Team of Students of the Mining Management Engineering Program won third place in the 4th SME Mining Planning Contest.

Students from the Mining Management Engineering program won third place in the 4th SME Mining Design and Planning Contest - 35 Perumin 2022, organized by the Peruvian Chapter of the prestigious Society of Mining, Metallurgy and Exploration (SME) in Perú. The event was held on September 27, 2022, in Arequipa.

The team was made up of Fernando Sebastián Kuan Portillo, Billy Robles Robles, Gustavo Adolfo Sirlopu Medina, Paul Fernando Peralta Rodríguez, Joe Darío Vílchez Ríos, and Sebastián Gonzalo Zamudio Mariluz. In addition, Eng. Javier Perales, faculty member and expert in mining planning and evaluation of mining investment projects provided guidance to the team.

Throughout the contest, the team stood out for its viable design under a technical approach and its economic, social and environmental considerations gear towards mining management. In addition, the ability to effectively communicate the impact of the engineering solutions to a management level audience led them to winning third place in the contest.

Figure 2.48
UPC's team won 3rd place in the 4th SME Mining Design and Planning Contest - 35 PERUMIN 2022

k. Students of the Software Engineering Program won 1st place in the 2022 ULatinHack Hackathon.

The Peruvian team "Daebak," made up of Gianella Coronel, Dino Pérez, Katerin Villalobos, Bryan Vela and Antonio Ferrándiz, students of the Software Engineering program, won first place in the 1st edition of the international 2022 ULatinHack hackathon. The event was organized by UPC and CSTI Corporation in collaboration with SAP Next Gen and brought together 19 universities from seven Latin American countries to propose solutions to real cases that affect today's world.

The students developed a solution to prevent cases of femicide. It consists of accessories (bracelets and rings, among others) with emergency buttons that are connected via Bluetooth to a mobile app. Once the accessory's button is pressed, a signal will be sent to the app, which will send a text message to the previously assigned contacts with a link to the user's real-time location. The user will then be able to signal that she is in danger without having to take out her cell phone.

Additional information is available at: link..

Figure 2.49
UPC's team won first place in the 2022 ULatinHack hackathon.

l. Fiorella Barrientos, Student of the Computer Science Program, was hired by Google International in Warsaw.

Fiorella Barrientos, student of the Computer Science program, went through a rigorous selection process along with other applicants from different universities around the world. She was accepted and hired full time by Google International.

Since October 2022, she has been living in Warsaw, where she is part of the team of software engineers and developers at Google.

Figure 2.50
Fiorella
Barrientos
who was
hired by
Google.

Graduate Achievements

a) Graduate of the Civil Engineering Program was nominated for the "Global Project Controls Professional of the Year" Award.

Jeancarlo Durán Maica, graduate of the Civil Engineering program, was nominated for the "Global Project Controls Professional of the Year" in the UK, an award coveted by professionals worldwide. He is part of the Transpennine Route Upgrade (TRU West) team who was nominated as finalists in the Global Project Controls Megaproject of the Year category, which recognizes the essential role that project controls tools and techniques play in delivering success (link).

Additional information is available at: link.

Figure 2.51
Graduate
Jeancarlo
Durán
Maica.

b) Graduates of the Civil Engineering Program enrolled in a Master's Program at Florida International University.

In August 2022, Sebastián Cabrera García and Diego Bara, graduates of the Civil Engineering program, were admitted to the Master's program in Structural Engineering at Florida International University (FIU) - Miami, United States.

Additional information is available at: link.

Figure 2.52
Sebastián Cabrera and Diego Bara who study at the Master's program at FIU.

c) Graduate of the Civil Engineering Program was awarded a scholarship to enroll in the Master's Program in Geosciences at the prestigious Institute of Geosciences of the University of Sao Paulo.

In March 2022, Kevin Anthony Fernández Molina, graduate of the Civil Engineering program, was awarded the CAPES scholarship and has been enrolled in the Master's program in Geosciences at the prestigious Institute of Geosciences of the University of Sao Paulo (IGc-USP), in Brazil. His field of study is Geotectonics under the supervision of PhD Fabiano do Nascimento Pupim.

Additional information is available at: link.

Figure 2.53
Graduate Kevin Fernandez pursuing a Master's degree at the IGc-USP.

d) Doctoral Degree in Civil Engineering in the area of Computational Mechanics.

Nils Betancourt has enrolled at the prestigious University of Waterloo, in Canada, to pursue a doctoral degree in Civil Engineering in the area of computational mechanics, upon graduation of UPC's undergraduate program, starting April 2022. Nils graduated first place in UPC's undergraduate Civil Engineering program in 2019-01 and was part of the Group of Academic Excellence (GEA) for several years. In addition, Nils has been a collaborator of UPC's Computational Mechanics Research Group and has participated in several research projects that successfully culminated in scientific publications. Nils was awarded a full scholarship from UW to fund his PhD studies in Canada. He will work on his research under the supervision of Dr. Robert Gracie.

Additional information is available at: link.

e) Best Oral Presentation at the 7th International Conference on Civil Engineering and Materials Science (ICCEMS 2022).

Every year, ICCEMS (International Conference on Civil Engineering and Materials Science) brings together researchers from countries and regions around the world to exchange their research results and address open topics in civil engineering and materials science.

Patricia Figueroa Alegre, a graduate of UPC's Working Adult (EPE) Civil Engineering program, was recognized for making the best oral presentation at the 7th International Conference on Civil Engineering and Materials Science (ICCEMS 2022), an online event organized by the Chiba University of Japan, held on April 15-18, 2022. Patricia submitted a scientific paper titled "Effects of Pruning Residues from Berry Bushes Powder on the Physical and Rheological Properties of Bitumen".

Additional information is available at: link.

Figure 2.54
Graduate
Patricia
Figueroa
Alegre.

f) Graduates of the Civil Engineering Program presented papers in International Conferences

In 2022, the following papers from the Civil Engineering Program were accepted in international conferences for publication in Proceeding Indexed in Scopus.

• Effects of pruning residues from blueberry bush powder on the physical and rheological properties of bitumen. Graduates: Patricia Figueroa Alegre and Martín Arévalo Cardoza. 7th International Conference on Civil Engineering and Materials Science - Chiba - Japón (ICCEMS 2022). Awarded as best exhibition at the congress. (link).

• Non-linear pushover analysis of tall buildings with post-tensioned slabs and rigid core designed under Peruvian codes. Graduates: Cristhian Cruces and Franco Lescano. 7th International Conference on Civil Structural and Transportation Engineering (ICCSTE'22) Niagara Falls, Canada. (link).

• Implementation of a Public Works Communication Management Model. Graduates: Estefani Rocio Miranda Centeno and Yong Steven Ko Cerna. 2nd International Civil Engineering and Architecture Conference (CEAC 2022) – Singapore. (link).

• Analysis of the water-food nexus for food security in a high Andean community. Graduates: Máximo Fiestas Molina and Shirley Gonzales Quispe. 8th International Conference on Environment and Renewable Energy (ICERE 2022) – Vietnam. (link).

• Transit signal priority strategies applied in roundabouts to reduce conflicts and vehicular travel times. Graduates: Atapauccar Escalante, Sheyla Rosario and Piero Rodrigo, Mellado Bendezu. 2022 LACCEI International Multi-Conference of Engineering, Education and Technology. (link).

• Comparative analysis of GR2M, Temez and HEC-HMS Hydrological Models for runoff estimation in a high

Andean basin. Graduates: Flores Zúñiga Solange and Santos De La Cruz, Junior. *VIII CONGRESO INTERNACIONAL DE INNOVACIÓN Y TENDENCIAS EN INGENIERÍA CONIITI 2022.* (link).

• Finite Element Model for the Analysis of Poisson Equation. Graduates: Jazer Suarez Palacios and Albert Segundo Gonzales. *VIII CONGRESO INTERNACIONAL DE INNOVACIÓN Y TENDENCIAS EN INGENIERÍA CONIITI 2022.* (link).

• Use of Report Able application in building construction to optimize processes in the security area. Graduates: Luis Rolando Pillaca Cangana and William Alberto Rodas Bendezú. *VIII CONGRESO INTERNACIONAL DE INNOVACIÓN Y TENDENCIAS EN INGENIERÍA CONIITI 2022.* (link).

g) Patents granted to graduates and faculty members of the Electronic Engineering Program.

Brian Mejía and Andrés Salas, both graduates of the Electronics Engineering program, were granted a patent from Indecopi for their invention: *"Sistema automático orientado al conteo y obtención de dimensiones geométricas de alevines de tilapia basado en procesamiento digital de imágenes"* [Automatic System Allowing Counting and Obtaining Geometric Dimensions of Tilapia Fry Based on Digital Image Processing], in April 2022. Faculty member Guillermo Kemper helped the graduates develop their invention.

Additional information is available at:link.

h) Patents Granted to Graduates and Faculty Members of the Mechatronics Engineering Program.

• Jaime Guillermo Cárdenas Tinoco and Anthony José De la Cruz Pintado, both graduates of the Mechatronics Engineering program, were granted a patent from Indecopi for their invention: *"Desarrollo de una Máquina Semiautomática para realizar el lavado y secado de semillas de Ají Panca para la Producción de Aceite"* [Development of a Semiautomatic Machine to Wash and Dry Seeds of Panca Pepper for the Production of Oil], on February 7, 2022.

Additional information is available at: link.

• Maritza Ccencho Falcón and Valerie Quijada Marcas, both graduates of the Mechatronics Engineering program, were granted a patent from Indecopi for their invention: *"Sistema automatizado para la extracción de pectina a partir de la cáscara de cacao"* [Automated System for the Extraction of Pectin from Cocoa Shells], on January 14, 2022.

Additional information is available at: link.

• Esteban Rafael Gutiérrez Torres and Hugo Ferrel Injante Infante, both graduates of the Mechatronics Engineering program, were granted a concession from Indecopi for their patented invention: *"Desarrollo de un sistema mecatrónico para la selección automática de grano del pallar generoso de Ica"* [Development of a Mechatronic System for the Automated Selection of Beans Called 'Generoso de Ica'], on March 1, 2022.

Additional information is available at: link.

• Faculty member Nikolai Vinces Ramos, and Kein Cristian Bulnes García and Diego Eloy Paredes Bautista, both graduates of the Mechatronics Engineering program, developed a system which was patented by INDECOPI in December 2022. Patented invention: *"Un Sistema automático de decantación de biodiesel para la optimización del tiempo de separación de glicerina mediante electrocoagulación"* [Automated Biodiesel Decanting System for the Optimization of the Separation Time of Glycerin by means of Electrocoagulation].

Additional information is available at: link.

i) Nutri Co, a Startup Developed by a graduate of UPC's Business Management Engineering Program, was selected as Peru's Representative in Europe.

Nutri Co is a foodtech startup developed by Carlos Noceda, graduate of the Business Management Engineering program. The startup uses data science and algorithms to accelerate R&D in the food industry to create the most sustainable, nutritious and accessible products.

After winning the 2022 Startups For Industry, Nutri Co was selected as the only Peruvian startup that will represent Peru in the most important investment and entrepreneurship event in Europe: Bits & Pretzels 2023.

Additional information is available at: link.

Figure 2.55
The Nutri Co startup developed by Carlos Noceda, UPC graduate.

Faculty Achievements

a) Faculty Member of the Biomedical Engineering Program participated as a Speaker at the 7th Scientific Meeting - Peruvian Naval School in 2022.

Engineer and faculty member Sergio Salas Arriaran gave a lecture on the following topic: Phukuy Spirometer for faculty members and students invited by the Peruvian Naval School. The meeting was held on November 9, 2022 at 8.00 a.m. in the Naval School of el Callao. Sixty people attended the event.

The Phukuy spirometer was developed by the UPC's Research Department and School of Engineering.

Additional information is available at: link.

Figure 2.56
Poster of the 7th Scientific Meeting - Peruvian Naval School held in 2022.

b) Patents: Personal Digital Spirometer.

As per file No. 1939-2020/DIN, UPC and Engineer Carlos Raymundo, applied for a utility model patent for their Personal Digital Spirometer for the control and rehabilitation of patients with respiratory diseases. One of its inventors is faculty member and engineer Sergio Salas Arriarán.

The patent was granted by means of Resolution No. 002109-2022/DIN-INDECOPI on November 16, 2022.

Additional information is available at: link.

c) Director of the Electronic Engineering Program took part in the panel on the future of Fiber Optics in Perú.

In January 2022, the Institute of Digital Transformation for Development (TDD) led a panel with renowned experts, such as Carlos Valdez, Director of UPC's Electronic Engineering program, with a presentation on the Development of the Backbone Network and Regional Networks.

In the face of issues related to the National Backbone Fiber Optic Network (RDNFO), a group of experts met to discuss new solutions in the absence of a network operator.

The RDNFO is a flagship project for Peru, which involves laying 13,500 kilometers of optical fiber throughout the country to provide high-speed internet. Although the project started in 2014, four years later it reached only 3.2% of its total installed capacity. The latter was due to the unattractive scenario of a fixed tariff policy for potential customers of the backbone network.

Additional information is available at: link.

SCHOOL OF HOSPITALITY AND TOURISM ADMINISTRATION

Student Achievements

a) Students of the School of Hospitality and Tourism Administration participated as mentors in the 2nd edition of the Junior Waiters Volunteer Program.

The "Junior Waiter Training and Coaching volunteer program" is an educational program designed by UPC's School of Hospitality and Tourism Administration and Lima's Town Hall, who created an alliance to offer unemployed young people a specialized training course in food and beverage service techniques in order to be able to successfully enter the labor market. The program was satisfactorily completed by 22 beneficiaries who automatically became part of the Municipality's job opportunity pool. These beneficiaries came from vulnerable groups identified in the city's town hall database.

UPC students participated as mentors in this program and were given the opportunity to train young people aged between 17 and 20, who lived in poverty and extreme poverty, and participated in the *"Casas Comunales"* (or Communal Houses in Spanish) of the district of Carabayllo, Lima, Perú.

This program was conducted both online and face-to-face from September to November 2022. The workshops were provided by ten students from the programs of Hospitality and Business Administration (9) and Gastronomy and Culinary Management (1), who acted as mentors.

Table 2.3 presents the list of students who participated as mentors in the 2022 Junior Waiter Volunteer program.

Table 2,3. Students of the School of Hospitality and Tourism who participated as mentors (2022)

Students	Term	Program
Aliaga Galiano Gustavo Alonso	3	Gastronomy and Culinary Management
Zevallos Parreño Matthew Francesco	2	Hospitality and Business Administration Program
Virrueta Montalvo Krizia Alexandra	5	Hospitality and Business Administration Program
Cuellar Santa Cruz Gianella Mirella	9	Hospitality and Business Administration Program
Lam Rodriguez Alexia Yamile	9	Hospitality and Business Administration Program
Rojas Heredia Andrea Samantha	9	Hospitality and Business Administration Program
García Ramos Cristina Milagros	8	Hospitality and Business Administration Program
Ramos Reyna Rosario Betzabe	4	Hospitality and Business Administration Program
Peche Torres Carla Deyanira	6	Hospitality and Business Administration Program
Silvestre Beltran Nicole Andrea	4	Hospitality and Business Administration Program

Additional information is available at: link.

Figure 2.57
Youth trained within the framework of the "Junior Waiter Training and Coaching" volunteer program in 2022.

b) Students of the Hospitality and Business Administration Program won 4th Place in the STR Student Market Study Competition.

The STR Student Market Study Competition is a global competition in which students from all over the world analyze various types of hotel and tourism data. Student teams then deliver a professional quality presentation based in their findings to a panel of senior-level industry judges (link). This competition is a fantastic learning opportunity for every student at the hospitality business. Through this competition students strengthen their capacities on teamwork, analytical skills, critical thinking, and presentation skills. Since its inception in 1985, STR is a company that provides premium data benchmarking, analytics, and marketplace insights for the global hospitality industry (link).

Kiara Chuez, Mariana Valdez, and Francisco Pérez, all students of the Hospitality and Business Administration program, participated in the virtual STR Student Market Study Competition 2022 (link), where they presented their analysis of the Cusco Lodging sector.

The competition was held online on November 2022. The school's team won fourth place among all Spanish-speaking universities at international level and was the only Peruvian team at the event.

c) Student of the Hospitality and Tourism Administration Program won 1st Place in the Carbon Footprint Reduction Challenge.

Karina Pinto Chávez, student of the Hospitality and Tourism Administration program, won first place in the Carbon Footprint Reduction Challenge. This event took place during the Digital Week of the Universidad Europea de Madrid (UEM) on March 8-10, 2022. Her project was selected by the authorities of the Villaviciosa de Odón UEM Campus, which was presented to the Council of Alcobendas.

Additional information is available at: link.

Figure 2.58
Karina Isabel Pinto Chávez, who won 1st place in the Challenge Carbon Footprint Reduction.

d) Students of the Hospitality and Tourism Administration Program won 1st Place in the Online Competition for Tourism Development Projects in the Amazon Basin.

Marcia Fernanda Cabala Hernández, Natalie Gacy Panduro Alvarado, and Nayra Aldana Yunis Tello, all students of the Hospitality and Tourism Administration Program, won first place in the 1st Online Competition

for Tourism Development Projects in the Amazon Basin with their project titled *"Tour por Ferias flotantes por la Cuenca del Puinahua"* [Tour of Floating Fairs in the Puinahua Basin].

The contest was held on November 22-23, 2022, and was organized by UPC's School of Hospitality and Tourism Management and StartUPC in alliance with the Association of European Border Regions (AEBR), and the Liga Ventures. Its purpose is to promote research, development, and innovation through projects that foster responsible and sustainable tourism as a development alternative in the regions of Perú belonging to the Amazon Basin, deemed today an important biomass of irreplaceable and megadiverse resources.

Additional information is available at: link.

Figure 2.59
UPC won first place in the 1st Online Competition for Tourism Development Projects in the Amazon Basin.

Graduate Achievements
a) UPC Graduate won 1st place in the "Elevator Program By Hilton".

Fabrizio Moreno, graduate of the Hospitality and Business Administration program, won the prestigious "Elevator Program By Hilton" after a rigorous process against other national and international applicants, which took place from July to September 2022.

The "Elevator Program By Hilton" was created to instill a global vision and provide graduates with a clear and intense training scheme that strengthens all necessary skills to succeed in management positions. This prestigious program lasts for a year and a half, during which the recipient has the opportunity to serve as a Junior Manager at any of the Hilton facilities in Latin America.

Only two finalists were selected among eight others, Fabrizio being one of them. The final competition was held in Panama based on the candidates' social, group, and individual skills. Fabrizio was announced the winner of the competition.

Additional information is available at: link.

Figure 2.60
Fabrizio Moreno, who won first place in the Elevator Program By Hilton.

b) UPC Graduate is appointed Vice-president of Sales and Marketing at Highgate for Latin America and the Caribbean.

Ítalo Bustíos, graduate of the Hospitality and Business Administration program, was appointed as Vice-president of Sales and Marketing for Latin America and the Caribbean at Highgate, a leading hotel management and real estate investment company widely recognized as an innovator in the industry. Previously, he has developed as Commercial Director at Inversiones Nacionales de Turismo S.A. (INTURSA) for almost nine years.

In addition, as of 2022, Ítalo Bustíos acted as a member of the Advisory Board of the School of Hospitality and Tourism Administration at UPC.

Additional information is available at: link.

Figure 2.61
Ítalo Bustíos, Highgate's new Vice-president of Sales and Marketing for Latin America and the Caribbean

Faculty Achievements

a) Research Papers published by Faculty Members of the School of Hospitality and Tourism Administration in the Journals Indexed in Scopus.

Table 2.4. Research Papers published by Faculty Members of the School of Hospitality and Tourism Administration

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"How to define gastronomic identity from Cultural Studies: The Peruvian case". *Revista International - Journal of Gastronomy and Food Science* (Scopus Q1) Paper available at: https://doi.org/10.1016/j.ijgfs.2022.100476	Faculty Member: Carlos del Pozo	03/27/2022
"Ansiedad y salud mental de los adolescentes ante la COVID-19" [Youth Anxiety and Mental Health in the face of the COVID-19 Pandemic] Letter to the Editor, Revista Atención Primaria Práctica (Scopus Q4). Paper available at: https://doi.org/10.1016/j.appr.2022.100152	Faculty Member: Fiorella Orozco and Mónica Regalado	09/06/2022
"Competitividad de empresas turísticas en el Perú" [Competitiveness of Tourism Businesses in Peru] Revista Venezolana de Gerencia (Scopus Q3) Paper available at: https://doi.org/10.52080/rvgluz.27.7.14	Faculty Member: Cecilia Rivas, Brendali Carrillo, and Giannina Robinson	03/17/2022

b) Presentation at the conference on "Gastronomy as an Ally of Democracy" at the 3rd Binational Cycle of Conferences on International Relations, organized by the Universidad Peruana de Ciencias Aplicadas (UPC) and the School of International, Political and Urban Studies of the Universidad del Rosario.

Faculty member Carlos del Pozo participated in the 3rd Binational Cycle of Conferences on International Relations titled: *"América Latina: La democracia en su laberinto"* [Latin America: The Labyrinth of Democracy], which was held in Colombia on August 22-26, 2022.

During the cycle of conferences organized by UPC and the School of International, Political and Urban Studies of the Universidad del Rosario, Carlos del Pozo, faculty member, gave a lecture on "Gastronomy as an Ally of Democracy," which was available to all students of the International Relations program of both universities.

Additional information is available at: link.

Figure 2.62
Presentation at the Conference on "Gastronomy as an Ally of Democracy"

c) Faculty Member of the School of Hospitality and Tourism Administration was granted membership in the World Commission on Protected Areas.

Faculty member Daysy Ángeles Barrantes was invited to become a member of the World Commission on Protected Areas (WCPA) of the International Union for Conservation of Nature (IUCN).

The WCPA has some 1,200 members from over 140 countries. Membership in the WCPA is upon invitation only based on the expertise of experts in protected areas, as well as their willingness to collaborate

on a voluntary basis with the work of the WCPA. Members of the Commission include: (1) Managers of Protected Areas; (2) Experts in WCPA's fields of interest; (3) Academic experts in fields related to protected areas, economic resources, biogeography, wildlife management, marine conservation, and other related fields; and (4) Officials from non-governmental organizations involved in protected areas.

Faculty member Daysy Ángeles Barrantes has acquired in-depth expertise in the management of projects in natural protected areas and scientific research.

SCHOOL OF HUMAN SCIENCES

Student Achievements

a) Students of the Professional Translation and Interpretation Program participated in the International Innovation Conference on illustrated books and comic books.

Leidy Li Coronel and Guido Mendoza, students of the Professional Translation and Interpretation Program, participated as speakers at the International Innovation Conference on Illustrated Books and Comics (JOLIN2022), organized by the University of Valencia, Spain. The event provides a space for academic reflection around literature, image, and the intersection between both disciplines in the form of illustrated books, graphic novels, and comic books.

The students presented their work titled *"Lo indispensable de la traducción de las disidencias sexuales de las Clifford-Ortiz"* [The Essential of Translating Sexual Dissidence in Clifford-Ortiz].

In addition, faculty member Iván Villanueva Jordán participated with a paper titled: *"Supersistema camp: dos casos para explorar la construcción de textualidades críticas"* [Supersistema Camp: Two Case Studies to Explore the Construction of Critical Textualities].

Additional information is available at: link.

Figure 2.63
Students Leydi Li and Guido Mendoza who participated in the event.

b) Students Translated Jeremy Munday's Book "An Introduction to Translatology" into Spanish.

Interns of UPC's Academic Centrad, the pre-professional internship lab of the Professional Translation and Interpretation program, translated Jeremy Munday's book titled "An Introduction to Translatology" from English into Spanish, which was a cooperative work with UPC's Publishing House and the program.

With this achievement, the students of the program will have easier access to the theoretical contents of the book and the faculty members will be provided with an excellent didactic tool.

The students who participated in the project were: Daniela Angulo, Valerie De Rutte, Lucero Enríquez, Cristina Espinoza, Gonzalo Llano, Vanesa López, Camila Martínez, Gianella Medina, Franccesca Ramos, Claude Roy, and Constanza Seiner.

Additional information is available at: link.
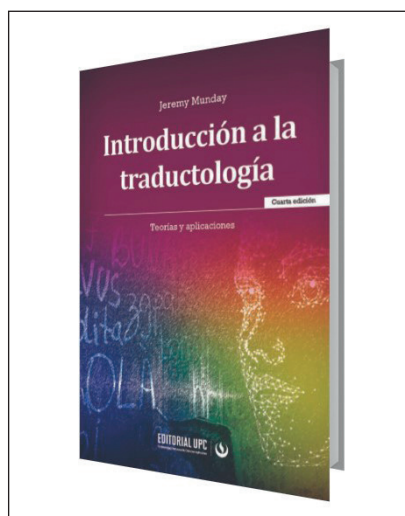
Figure 2.64
Cover of the book *"Introducción a la Traductología"* [An Introduction to Translatology].

Graduate Achievements

a) Graduates of the Translation and Interpretation Program Publish a Paper in the Babel Journal.

Grecia García-Masson and Francisco Espinoza-Alarcón, both graduates, published their research work titled "Polyphonic Workflows: The Emerging Dubbing Market in Perú," in collaboration with faculty member Iván Villanueva Jordán, in Babel, a prestigious academic journal designed primarily for translators,

interpreters and terminologists (T&I), but also of interest to non-specialists who take an interest in current issues and events in the field. The journal is ranked Q2.

Additional information is available at: link.

b) Graduates of the Translation and Interpretation Program Publish a Paper in the Entreculturas Journal.

Mara Minerva Mendoza Auris and Gianina Cortegana Gonzales, both graduates, published their research work titled *"Análisis de las estrategias traslativas de los traductores castellano-quechua en Lima"* [An Analysis of the Translation Strategies Used by Spanish-Quechua Translators in Lima] in *Entreculturas*, the translation and intercultural communication journal of the University of Malaga, No.12(2022).

Additional information is available at: link.
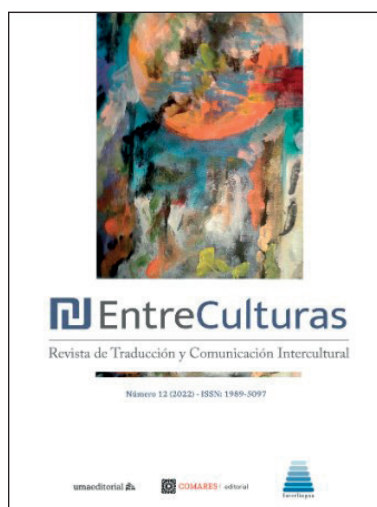
Figure 2.65
Cover of the *Entreculturas* Journal.

Faculty Achievements

a) Faculty Member of the Professional Translation and Interpretation Program was awarded honor from the Ministry of Culture of Perú

The Ministry of Culture awarded the Meritorious Personality of Culture Award to Irma Norka del Águila Peralta, in recognition of her extensive and outstanding career as an author and faculty.

The Ministerial Resolution No. 000211-2022 DM/MC, signed by Alejandro Salas Zegarra, Peru's Minister of Culture, and published in the Official Gazette "El Peruano", awarded the distinction to the renowned author in recognition of her contribution to higher education, and as an intellectual representative of Peruvian culture.

Additional information is available at: link.

Figure 2.66
Faculty member Irma del Águila.

b) Faculty Member submitted paper to the FIEUPC2022, UPC's Festival of Educational Innovation.

Faculty member Soraya Yrigoyen Fajardo presented her experience of inter-university collaborative work at the 2nd edition of UPC's Educational Innovation Festival (FIEUPC2022). The experience shows the strategies and opportunities of academic work for students in times of pandemic and the use of virtuality.

UPC's Festival of Educational Innovation is aimed at faculty members and people interested in education at national level and in Spanish-speaking countries. The 2nd edition of this festival was held in August 2022.

Forty speakers from various disciplines who work in the field of higher education attended the event. Representatives from Spain, Mexico, Chile, Poland, Ecuador and Colombia also attended the event. At the national level, representatives from the UPCH, PUCP, UNMSM, and UPC, among others, attended the event as well.

Additional information is available at: link.

Figure 2.67
Faculty member Soraya Yrigoyen at the I naugurtion of UPC's FIEUPC 2022.

c) Faculty Member participated as a speaker in the 2nd Seminar on Myths in Indigenous Communities.

Faculty member Soraya Yrigoyen Fajardo presented a paper on La fiesta de Santa Águeda within the framework of the 2nd Seminar on *"Mitos en comunidades indígenas"* [Myths in Indigenous Communities], organized by the University of Alcalá (Spain) and held in hybrid format on March 25, 2022. The research work was titled: *"Mitos, leyendas y tradiciones del ámbito rural: traducidos, interpretados, adaptados"* [Rural Myths, Legends and Traditions: Translated, Interpreted, and Adapted].

The project seeks to close the gap between research areas focusing on tradition, culture and folklore, or popular beliefs widely spread in a community whose exact origin is not always known. Each of these traditions or beliefs brings together a combination of elements that have meaning within their social group and often cross boundaries when being translated, interpreted, or adapted. The latter is potentially worthy of research and cultural analysis.

Additional information is available at: link.

Figure 2.68
Online lecture by faculty member Soraya Yrigoyen.

d) Faculty Member made a presentation at the 4th ColNet Seminar.

Faculty Member Iván Villanueva Jordán made a presentation titled "*Traducción audiovisual y la construcción del deseo homoerótico: análisis de la interacción semiótica en el doblaje y la subtitulación*" [Audiovisual Translation and the Construction of Homoerotic Desire: Analysis of Semiotic Interaction in Dubbing and Subtitling], within the framework of the 4th Research Seminar promoted by LEAD-ME (Leading Platform for European Citizens, Industries, Academia and Policymakers in Media Accessibility) and the Universitat Pompeu Fabra (Barcelona, Spain), which was broadcasted on an online platform on March 3, 2022.

The main goal of the project is to disseminate interdisciplinary research and the empowerment of young researchers.

Additional information is available at: link.

Figure 2.69
Poster
of the
Seminar.

e) Faculty Members participated as speakers at the International Conference of University Institutes of Translators and Interpreters (CIUTI).

Faculty members of the School of Human Sciences participated as speakers at the 2022 CIUTI International Congress: "The Role of Translation and Interpreting in Society and Citizenship: Interculturality, Access to Information, Public Services and Equality,". This International Conference held for first time in the city of Lima, on September 16-17, 2022, and was organized by UPC's School of Professional Translation and Interpretation.

Table 2.5 shows the papers presented at the 2022 CIUTI Congress.

Table 2.5. Papers presented at the 2022 CIUTI Congress.

Papers presented at the 2022 CIUTI Congress		
Title of the paper	**Author(s)**	**Details**
"Literatura fantástica y lenguas originarias: la traducción al quechua de los culturemas en La Fábula de los Tres Hermanos de J. K. Rowling" [Fantastic Literature and Native Languages: The Translation into Quechua of Culturemes in The Tale of the Three Brothers by J. K. Rowling].	Faculty Member: Jorge Acurio Palma	This paper illustrates the process of translating the fantastic universe of the story into a native language and presents the challenges of translating cultural references from a fictional literary context into a language such as Quechua.

Papers presented at the 2022 CIUTI Congress		
Title of the paper	**Author(s)**	**Details**
"Cartografía de las tecnologías nuevas, novísimas y disruptivas en el campo de la traducción oficial del mundo panhispánico: diseño de la investigación" [Cartography of New, Brand New and Disruptive Technologies in the Field of Official Translation in the pan-Hispanic World: Research Design].	Faculty Member: Mary Ann Monteagudo Medina, in collaboration with Professor Miguel Duro Moreno, from the University of Malaga.	This paper aims to draw up a map, unpublished, of the use of technologies in official translation in the pan-Hispanic world and to propose the application, if appropriate, of those that, like blockchain, constitute a revolution as a result of the disruptive characteristics.
"Rol social de la práctica traductora en la reconfiguración de la relación Estado-Ciudadanía indígena a través de la movilización del capital intercultural" [Social Role of Translation in the Reconfiguration of the State-Indigenous Citizenship through the Mobilization of Intercultural Capital].	Faculty Member: Lourdes Quiroz-Meléndez	This paper puts emphasis on the role of the intercultural translator/interpreter/communicator in the reconfiguration of intercultural relations between the State and indigenous-speaking citizens, as the meaning of institutions, their strategies, and their planning increasingly involve the voices of native peoples.
"La RSI ¿promoción del multilingüismo y accesibilidad o disrupción del mercado?" [RSI or Promoting Multilingualism and Accessibility or Market Disruption?]	Faculty Member: Viviana Ángela Tipiani Yarlequé	This paper performs a critical analysis of the pros and cons of the insertion of remote simultaneous interpretation (or RSI) in conference interpreting.
"La risa de la travesti: análisis traductológico de las representaciones drag" [The Laughter of the Transvestite: Translatological Analysis of Drag Representations].	Faculty Member: Iván Villanueva Jordán	This paper addresses drag repre-sentations in different cultural systems based on telecinematic representations and concludes with an analytical model applicable to telecinematic (translated) representations of dragqueenism, but expandable to other gender perspectives.

Papers presented at the 2022 CIUTI Congress		
Title of the paper	**Author(s)**	**Details**
"Desafíos actuales respecto a los derechos lingüísticos de los Pueblos Indígenas u Originarios del Perú" [Current Challenges Regarding the Linguistic Rights of the Indigenous or Original Peoples of Peru].	Faculty Member: Soraya Katia Yrigoyen Fajardo	This paper is the result of an empirical research and is relevant because there is still no solution regarding the national public educational offer for interpreters and translators in native languages.

Additional information is available at: link.

f) Faculty Member Awarded a Scholarship at the World Intellectual Property Organization (WIPO).

Ricardo Manuel Garay Mori, graduate and faculty member of the Professional Translation and Interpretation Program, was awarded a fellowship at World Intellectual Property Organization (WIPO), which gave him the opportunity to work at WIPO Pearl: WIPO's multilingual terminology portal.

WIPO is a specialized agency of the United Nations responsible for developing a balanced and simple property system that encourages creativity, fosters innovation, and contributes to economic development while safeguarding the public interest.

Additional information is available at: link.

Figure 2.70
Ricardo Manuel Garay Mori, who was awarded a WIPO fellowship.

g) Faculty Member of UPC's Professional Translation and Interpretation Program Was Appointed Dean of the Peruvian Association of Professional Translators (CTP).

Mary Ann Monteagudo Medina, faculty member of the Professional Translation and Interpretation Program, was appointed Dean of the Peruvian Association of Professional Translators (CTP) for the 2022-2025 period.

Likewise, faculty member Carmen Franco Hip sits on Dean Mary Ann Monteagudo's team, as Secretary of the Peruvian Association of Professional Translators.

Additional information is available at: link.

Figure 2.71
Mary Ann Monteagudo Medina, Dean of the Peruvian Association of Professional Translators.

SCHOOL OF HUMANITIES

Faculty Achievements

a) Faculty Members published papers in Various Research Journals.

In 2022, faculty members published research papers in various journals indexed in Scopus and Web of Science (WoS). Table 2.6, presents the papers published in research journals.

Table 2.6. List of published papers in research journals

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"Inteligencia emocional y desempeño de colaboradores en empresa tecnológica en Lima" [Staff Emotional Intelligence and Performance in a Tech Company in Lima] Paper available at: link.	Faculty Member(s): Karina Raquel Bartra Rivero and Miguel Sebastián Armesto Céspedes, among others.	February 2022
"Liderazgo y empoderamiento en las mujeres empresarias en el Perú" [Leadership and Empowerment of Women Entrepreneurs in Peru] Paper available at: link.	Faculty Member(s): Luis Miguel Cangalaya -Sevillano and his research team.	May 2022
"Una aproximación al concepto de literatura en Mario Vargas Llosa" [A Novel Approach to the Concept of Literature in Mario Vargas Llosa] Paper available at: link.	Faculty Member(s): Henry César Rivas Sucari	March 2022
"Competencia digital, burnout y compromiso organizacional en educadores de universidades privadas en el contexto del COVID-19" [Digital Competency, Burnout and Organizational Commitment in Faculty Members Teaching in Private Universities during the COVID-19 Pandemic] Paper available at: link.	Faculty Member(s): Erica María Mendoza García	March 2022

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"Hacia una deontología crítica peruana: la reflexión de Antonio Cornejo Polar y Raúl Bueno Chávez sobre el trabajo de la crítica literaria en el Perú" [Towards a Peruvian Critical Deontology: Reflections of Antonio Cornejo Polar and Raúl Bueno Chávez on the Works of Literary Criticism in Peru] Paper available at: link.	Faculty Member(s): Carlos Jesús Torres Astocóndor	June 2022
"Collaborative learning through virtual tools: Analysis of the perception of student satisfaction of teaching performance" Paper available at: link.	Faculty Member(s): Belmira Marcelo-Veliz and research team	July 2022
"Masculinidad, paternidad y poder en Las botellas y los hombres de Julio Ramón Ribeyro" [Masculinity, Paternity, and Power in Las botellas y los hombres by Julio Ramón Ribeyro] Paper available at: link.	Faculty Member(s): Richard Leonardo-Loayza	May 2022.
"Distopía, futurismo y maquinización en Mosko-Strom de Rosa Arciniega" [Dystopia, Futurism and Machinization in Mosko-Strom by Rosa Arciniega] Paper available at: link.	Faculty Member(s): Richard Leonardo-Loayza	October 2022
"La expulsión de lo distinto. Disciplinamiento, higienización y enfermedad en Lorenzita de Manuel Atanasio Fuentes" [The Expulsion of the Other. Disciplining, Hygienization, and Disease in Lorenzita by Manuel Atanasio Fuentes] Paper available at: link.	Faculty Member(s): Richard Leonardo-Loayza	July 2022
"Elogio de la brevedad insólita. Aproximación mínima al microrrelato fantástico y de ciencia ficción en el Perú de los últimos veinticinco años" [In Praise of the Unusual Brevity: The Fantastic Micro-story in Peru of the last twenty-five years] Paper available at: link.	Faculty Member(s): Richard Leonardo-Loayza	January 2022
"Altazor o el deseo más allá de lo simbólico" [Altazor or the Desire beyond the Symbolic] Paper available at: link.	Faculty Member(s): Luis Antonio Tolentino Sifuentes	July 2022

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"Incubadoras de negocios, desempeño y eficacia" ["Business Incubators, Performance and Efficiency] Paper available at: link.	Faculty Member(s): Daniel Flores Bueno	July 2022
"De mestizos y guerras. Intervenciones políticas y sociales en Jorge o el hijo del pueblo (1892) de María Nieves y Bustamante" [Mestizos and Wars. Political and Social Interventions in Jorge o el hijo del pueblo (1892) by María Nieves y Bustamante] Paper available at: link.	Faculty Member(s): Richard Leonardo -Loayza	August 2022
"Aprendizaje colaborativo en línea: Factores de éxito para su efectividad" [Online Collaborative Learning: Success Factors for its Effectiveness] Paper available at: link.	Faculty Member(s): Madeleine Lourdes Palacios-Núñez	August 2022
"Aprendizaje basado en proyectos para la mejora de la competencia investigativa de estudiantes universitarios" [Project-based Learning to Improve the Research Competency in University Students] Paper available at: link.	Faculty Member(s): María de los Ángeles Sánchez Trujillo	December 2022
"Lo que callan ellas: violencia de género ejercida sobre las trabajadoras del hogar en Conciliación de Pilar Dughi y Un mundo para Julius de Alfredo Bryce Echenique" [What They Keep Quiet About: Gender Violence Against Domestic Workers in Conciliación by Pilar Dughi and Un mundo para Julius by Alfredo Bryce Echenique] Paper available at: link.	Faculty Member(s): Milagros Jessica Mere Collazos (co-author)	November 2022
"Es cosa del dinero, siempre del dinero. Exclusión social, agencia femenina y vínculos familiares en Las maravillas de Elena Medel" [It's Always About Money, Always. Social Exclusion, Female Agency, and Family Ties in Las maravillas by Elena Medel] Paper available at: link.	Faculty Member(s): Richard Leonardo -Loayza	October 2022
"Distopía, capitalismo y posthumanismo en Tóquio (2021) de Daniel Galera" [Dystopia, Capitalism and Post-humanism in Tóquio (2021) by Daniel Galera] Paper available at: link.	Faculty Member(s): Richard Leonardo -Loayza	December 2022

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"Postales de la violencia. La representación de la favela en El sol en la cabeza de Geovani Martins" [Postcards of violence. The representation of the favela in El sol en la cabeza by Geovani Martins] Paper available at: link.	Faculty Member(s): Richard Leonardo -Loayza	December 2022
"Distopía, futurismo y maquinización en Mosko-Strom, de Rosa Arciniega" [Dystopia, Futurism and Machinization in Mosko-Strom by Rosa Arciniega] Paper available at: link.	Faculty Member(s): Richard Leonardo -Loayza	October 2022
"Satisfacción con la vida en tiempos de pandemia: Un estudio en universitarios de la ciudad de Lima" "Satisfaction with life in times of pandemic: A study in university students in the city of Lima". Paper available at: link.	Faculty Member(s): Luis Miguel Cangalaya-Sevillano (co-author)	October 2022
"Ayahuasca: Significados entre la historia, la medicina y la cultura" [Ayahuasca: Meanings between History, Medicine and Culture] Paper available at: link.	Faculty Member(s): Henry César Rivas Sucari (co-author)	November 2022
"Análisis de la incidencia del cambio climático en especies de aves amenazadas en los Andes peruanos: modelos de distribución y propuestas de conectividad" [An Analysis of the Incidence of Climate Change on Endangered Bird Species in the Peruvian Andes: Distribution Models and Connectivity Proposals] Paper available at: link.	Faculty Member(s): María Alejandra Cuentas Romero	November 2022
"COVID-19: An opportunity to promote disruptive innovation in students of the semiotics course" Paper available at: link.	Faculty Member(s): Dalia Rosa Bravo Guevara (co-author)	July 2022
"Entrepreneurial projects to encourage writing and research in the Communication course in the context of the COVID-19 pandemic" Paper available at: link.	Faculty Member(s): Dalia Rosa Bravo Guevara (main researcher)	July 2022

Papers published in research journals		
Publication	**Author(s)**	**Publication Date**
"Bienestar psicológico en estudiantes de primeros ciclos de una universidad privada de Lima" [Psychological Well-being in First-term Students of a Private University in Lima] Paper available at: link.	Faculty Member(s): Sánchez Trujillo María de los Ángeles, co-author	December 2022
"Gamification and Development of Informational Competences in Higher Education" Chapter in book: *Transactions on Computer Systems and Networks (collective volume).* Paper available at: link.	Faculty Member(s): Daniel Flores Bueno (main researcher)	October 2022

b) Faculty Members published research papers in ICALTER 2022.

Faculty members submitted papers at ICALTER 2022, the 2nd edition of the International Conference on Advanced Learning Technologies on Education & Research.

ICALTER, is an international conference on advanced learning technologies in education and research, which provides a space for sharing knowledge, software, app ideas, and experiences on digital transformation (link).

Table 2.7. List of published papers in ICALTER Conference Papers (2022)

ICALTER conference papers		
Publication	**Author(s)**	**Publication Date**
"Do Peruvian University Professor Use, Adapt and Publish Open Educational Resources?" Paper available at: link.	Faculty Member(s): Daniel Flores Bueno	November 2022
"Strategies to reduce academic stress in postgraduate students in the distance education modality in times of Covid-19" Paper available at: link.	Faculty Member(s): María de los Ángeles Sánchez Trujillo	November 2022
"Oral Expression in Higher Level Students from the Virtual Modality" Paper available at: link.	Faculty Member(s): Sindy Tippe - Marmolejo	November 2022

ICALTER conference papers		
Publication	**Author(s)**	**Publication Date**
"Design and Validation of an Instrument to Measure Digital Skills in University Students of the First Cycles of Health Careers" Paper available at: link.	Faculty Member(s): Laritza Tatiana Ramírez-Rodríguez	November 2022
"Use of ICTs for Teaching-learning Oral Communication During the Pandemic" Paper available at: link.	Faculty Member(s): Leyla Casaño and Laura Valer	November 2022
"Appropriation of Digital Technology in Popular Education" Paper available at: link.	Faculty Member(s): Leyla Casaño and Laura Valer	November 2022
"On-site and Online Academic Performance During the Pandemic" Paper available at: link.	Faculty Member(s): Paúl Llaqueand Aldo Figueroa -Ocampo	November 2022
"Innovation and Digital Competence: A Bibliometric Analysis" Paper available at: link.	Faculty Member(s): Paúl Llaque	November 2022
"Bienestar psicológico en estudiantes de primeros ciclos de una universidad privada de Lima" [Psychological Well-being in First-term Students of a Private University in Lima] Paper available at: link.	Faculty Member(s): :Sánchez Trujillo María de los Ángeles, co-author	December 2022

c) Faculty Members Present a Paper on New Trends in Humanities at the 20th International Congress held at the University of the Aegean, Rhodes, Greece.

Faculty members Paúl Llaque and Ricardo Morais presented a paper titled *"Para una nueva teoría de la literatura latinoamericana: Esquema de su complejidad estética y sociocultural"* [Towards a New Theory in Latin American Literature: Outline of its Aesthetic and Sociocultural Complexity] at the 20th International Congress on New Trends in Humanities, organized by the University of the Aegean, Rhodes, Greece. The congress was held in a hybrid format on June 20-22, 2022. The paper was presented online (link).

Figure 2.72
Poster of the 20th International Congress on New Trends in Humanities.

d) Faculty Member Records Short Videos on how to Become Better Citizens.

Faculty member Sandra Vega recorded a series of short videos titled *Ciudadanía al día* (or Empowered Citizens, in Spanish), which addresses, using practical examples, different values for citizenship development to promote citizenship among young university students.

The videos are disseminated through UPC TV, YouTube, and the Virtual Classroom of different sections of the Ethics and Citizenship course (HU548).

To date, three series/seasons have been recorded (the last one dating November and December 2022).

Additional information is available at: link.

Figure 2.73
Ciudadanía al día (or Empowered Citizens, in Spanish), short films available on YouTube.

SCHOOL OF LAW

Student Achievements

a) First Place in the general rounds and Third Place in the Ninth International Investment Arbitration Competition in Washington DC.

A team of students from UPC's Law School won 1st place in the General Rounds, 3rd place in the overall competition, an Honorable Mention in the Statement of Claim, and an Honorable Mention in the Statement of Defense during the 9th International Investment Arbitration Competition held in Washington DC on March 8-11, 2022.

The team was led by faculty member Elvira Martínez Coco, accompanied by faculty members and graduates Ricardo Ampuero Llerena and Oscar Ponce de León Martínez, and graduates Mitzy Longa and Hernán Castro Tovar.

The students who made up UPC's team, achieving outstanding results, included Lucía Córdova Heredia and Paulo Castañeda, as speakers, and Lorena Gamarra, Vania Reyes, Álvaro Chávez, Camila Salazar, Sebastián Balvin, Evelyn Silva, Ángelo Vásquez, Darío Orihuela, Thalía Jiménez, Diego Coronado, André Ramírez, Luis Seminario, Valeria López, Helmuth Andia, Klaus Drugas, and Luciana Huilca, as researchers.

Additional information is available at: link.

b) Second Place in the 14th Edition of the International Arbitration and Commercial Law Competition - 2022 Madrid MOOT.

A team of students from UPC's Law School won 2nd place in the Grand Final Universidad Peruana de Ciencias Aplicadas (Peru) vs Universidad de Cádiz (Spain) in the 2022 Madrid MOOT (link) on April 18-22, 2022.

Students Evelyn Silva and Thalia Jimenez performed impeccably under the leadership of PhD Elvira Martinez Coco.

The Madrid MOOT is an international competition of Arbitration and Commercial Law that seeks to enhance the training of law students in the knowledge and use of legal texts related to the Uniform Law of International Trade and its resolution through International Commercial Arbitration.

UPC's team was made up of the following students: Thalía Jiménez, Evelyn Silva, Sebastián Balvin, Vania Reyes, Luciana Huilca, Álvaro Chávez, Valeria López, André Ramírez, and Camila Salazar. Student Thalía

Gladys Jiménez received the "Eric. E. Bergsten Award," an Honorable Mention for Best Individual Speaker in General Rounds, and the "Hydra Award," an Honorable Mention for Best Speaker representing three different companies in the arbitration process.

Additional information is available at: link.

Figure 2.74
UPC students competed against 32 other teams from 12 countries.

c) Recognition for the best claim brief and speaker in the Uruguayan Arbitration Competition - First Edition - Year 2022.

Evelyn Silva, student of the Law Program, received the award to the Best Claim Brief, Award to the Best Counter Claim Brief, Award to the Best Speaker of the Competition, and Second Place in the Final Oral Presentation: As per the results of UPC's team in the Uruguayan Arbitration Competition - First Edition - Year 2022, organized by the Uruguayan Chamber of Lawyers and the Commercial Defense League (LIDECO), on October 27-29, 2022.

The team was made up of the following coaches: Ricardo Ampuero, Mitzy D Longa, Oscar Ponce de León, Hernán Castrom and Lucía Córdova. The speakers were Evelyn Silva, Anthony Peralta, Nixa Anci, and Ariana Vilela.

The researchers were Sebastián Balvin Montalván, Vania Reyes, Álvaro Chávez, Luciana Huilca Medina, Camila Salazar, Andrea Tapia, and Cristina Arnao.

Additional information is available at: link.

d) Award for participation in the Young Leaders Programme 2022.

The European Union Delegation in Perú, in collaboration with the College of Europe organized a simulation called "EUROMODELO - Peru 2022," in which 33 students of UPC's International Relations program and the Pontificia Universidad Católica del Perú (PUCP) simulated negotiations at the Council of Europe. As a result of their good performance, students Camila Cano, Bruno Bambaren, and Camila Warthon were invited to participate in the Young Leaders Programme 2022.

The Young Leaders Programme 2022 is a school of leaders developed by the European Union and the College of Europe, which was held online on November 7-11, 2022.

Additional information is available at: link.

Figure 2.75
The event was held on October 21-22, 2022. The activities scheduled on October 21 were held in the Luis Bustamante auditorium of UPC's San Isidro site.

Faculty Achievements

a) Full-time Faculty Member appointed Ambassador for Peace by the Universal Peace Federation Perú (UPF Peru).

Dr. Fernando Valverde Caman, professor of UPC's Law program, was appointed Ambassador for Peace by the Universal Peace Federation Peru (UPF Perú), in a ceremony held on Friday, April 22, 2022, during the forum organized for the celebration of the United Nations International Mother Earth Day 2022, which took place in the Alberto Andrade Carmona room of the Congress of the Republic, located in the Juan Santos Atahualpa building.

During the event, Carlos Javier Zeballos Madariaga, engineer, and congressman of the Republic, awarded the medal. Mr. Jaime Fernandez Túpac, Secretary General of UPF Peru, delivered the diploma by which Fernando Valverde Caman was appointed Ambassador for Peace.

Additional information is available at: link.

Figure 2.76
Full-time faculty member Fernando Valverde Caman is appointed Ambassador for Peace.

b) Faculty Members of the School of Law were elected Member and Associate Members of the Instituto Hispano Luso Americano - Filipino.

On October 24-28, 2022, the 31st Congress of the Instituto Hispano Luso Americano - Filipino (IHLADI) was held in Santiago, Chile. During this academic event, Dr. Pablo Revilla, full-time faculty member, was elected Member of ILHADI, Dr. Kelly Jaimes, part-time faculty member and co-coordinator of the Study Group on International Law and International Relations (GEDIRI) and Dr. Paola Reyes, part-time faculty member and coordinator of the Study Group on International Law and International Relations (GEDIRI), were elected Associate Members.

The Peruvian delegation was led by Dr. Beatriz Ramacciotti, faculty member and member of the Advisory Committee of UPC's International Relations program.

IHLADI focuses on the study, promotion, and development of international law. It is made up of jurists who are experts in international law from 23 Ibero-American countries and the Philippines.

Figure 2.77
Faculty members of the School of Law were elected Member and Associate Members of the Instituto Hispano Luso Americano - Filipino

GRADUATE SCHOOL

Student Achievements

a) Students of the Executive MBA Participated in the Annual Global Case Competition.

Jensi Machuca Pinedo and Rocio Milagros Canchumanya Calisto, both students of the Executive MBA, participated in the annual Global Case Competition: "Who is minding the store?," organized by the School of Business and Leadership at Nazareth College, Private University of Pittsford, New York, in the United States.

The competition brings together students from around the world to make creative and concrete recommendations and propose solutions to business dilemmas.

During their participation in the first round, held on March 2022, the students made a ten-minute video in which they analyzed and summarized the assigned case, which was evaluated by leading international business leaders.

Additional information is available at: link.

Figure 2.78
Students of the Executive MBA excelled in the competition organized by the Nazareth College of New York.

b) Student of the Master's Program in Environmental Management and Sustainability created a Factory that Transforms Plastics into Fuel.

Joel Grados Calderón, engineer and student of the Master's program in Environmental Management and Sustainability of UPC's Graduate School, created PlastiFuel, a company that fosters circular economy, by converting plastic waste into fuel for industries in the transportation and energy sectors.

The company plans to locate its factory in Ventanilla's Industrial Park, where its main clients are located. It also aims to open similar factories in Arequipa and Trujillo by the end of 2023 and 2024.

Finally, the company has developed a program called *"Cambiando Mentes"* [Changing Minds] that teaches local children, parents, and teachers about environmental models and how to recycle.

Additional information is available at: link.

Figure 2.79
Joel Grados, student of the Master's program in Environmental Management and Sustainability.

c) Students of UPC's Graduate School published a paper on Anxiety, Mindfulness and its Relationship with Diabetes.

Mabel Solórzano Miranda and Víctor Ubillús Juárez, both students of the Master's program in Health Psychology and Lifestyles, published their paper titled: *"Ansiedad y Mindfulness en Personas con Diabetes Mellitus Tipo 2 de la Ciudad de Lima"* [Anxiety and Mindfulness in Persons with Type 2 Diabetes Mellitus in the City of Lima], in the renowned Revista Argentina de Ciencias del Comportamiento (RACC), indexed in SCOPUS Q2.

Both students belong to the first class of the Master's program. They researched and developed their thesis, which culminated in a study of high scientific quality and internationally recognized under the guidance and co-authorship of faculty member Mario Reyes-Bossio. In July 2022, upon completion of the review period, the paper was approved by the journal.

Additional information is available at: link.

Graduate Achievements

a) Melissa Cossio, Graduate of UPC's Graduate School, is appointed the New Director of the OAS Legal Counseling Department.

Melissa Cossio Carlín, a lawyer and graduate of the Master's program in Business Law, has been appointed Director of the Legal Counseling Department at the Organization of American States (OAS), whose responsibility includes providing guidance on administrative, budgetary and personnel matters, as well as drafting and negotiating commercial contracts. Not only is Melissa being the first woman to hold this position, she is also the youngest director at OAS.

Additional information is available at: link.

Figure 2.80
Melissa Cossio, graduate of UPC's Master's program in Business Law.

Faculty Achievements

a) Director of the Graduate School's Academic Area of Human Capital ranked Fourth of the HR Influencer Perú.

Susana Sugano, Director of the Graduate School's Academic Area of Human Capital, ranked fourth of the 2022 HR Influencer of Perú, in the Groundbreaker category, which refers to professionals who promote the development of best practices from outside the organizations (who exercise leadership and influence others, by acting as consultants, speakers, authors, coaches, faculty members, or networkers, among others). This ranking is promoted by the company GoIntegro, and is carried out simultaneously in Argentina, Brazil, Chile, Colombia, Spain, Mexico, Peru, Uruguay, Central America, and the Caribbean.

Additional information is available at: link.

Figure 2.81
Susana Sugano, Director of the Graduate School's Academic Area of Human Capital.

b) Faculty Member of UPC's Graduate School is appointed President of the National Society of Industries.

The National Society of Industries (SNI), an institution with wide economic and political recognition in Peru, has appointed Jesús Salazar Nishi, faculty member of UPC's MBA in charge of the Management and

Strategy course, as their new president. Jesús Salazar Nishi will lead the new Executive Committee of the National Society of Industries for the 2022-2024 period.

Additional information is available at: link.

Figure 2.82
Jesús Salazar Nishi, faculty member of UPC's MBA, was appointed President of the SNI.

c) Faculty Member of UPC's Graduate School is appointed President of IPAE.

IPAE is a private business association that brings together key leaders who are committed to the development of Peru. IPAE organizes key events for the academic and business communities, such as the Academic CADE and the CADE. Its purpose is to promote business actions to build strong institutions, to create new paths for sustainable and inclusive economic growth, and to ensure quality education and equality for the welfare of all Peruvians. Each year IPAE elects a new Board of Directors. In 2022, Gonzalo Galdos Jiménez, faculty member of UPC's MBA and former rector of UPC, was elected President.

Additional information is available at: link.

Figure 2.83
Gonzalo Galdos Jiménez, faculty member of UPC's MBA, was elected President of IPAE.

d) Director of the Master's Program in Mining Management was awarded the "Emeritus Award" by the Society of Mining Professors.

The Society of Mining Professors seeks to ensure quality scientific, technical, academic and professional knowledge to maintain a sustainable supply of minerals for generations to come. The 10th Regional Meeting was attended by faculty members from the United States, Germany, Spain, Canada, Brazil, Mexico, Ecuador, Colombia, and South Africa, who discussed academic management in the training process of mining students, the modern chair of mining engineering in the digital era, and mining research projects in Peru.

The 10th Regional Meeting of the Society of Mining Professors (SOMP) was held at UNMSM on June 22-24, 2022. During the event, faculty member Mario Cedrón received the "Emeritus Award" for his outstanding career path. In 2016, he was also awarded the Guenter Fettweis Award, the highest award given by this organization.

Additional information is available at: link.

Figure 2.84
Mario Cedrón,
Director of
the Master's
program
in Mining
Management.

INSTITUTIONAL ACHIEVEMENTS

Student Achievements

a) UPC students participated in the 27th edition of the University CADE (2022).

The University Annual Executive Conference (CADE), organized by the business association IPAE (Instituto Peruano de Administración de Empresas), provides a three-and-a-half-day event for reflection, inspiration and action in order to inspire and promote young leaders to take action and contribute to the development of Peru, improve their understanding of the country's reality, and connect participants among their peers and leaders from different generations.

UPC's delegation, made up of 16 students from different programs, participated in the 27th edition of the University CADE, the largest gathering of young leaders in the country. During the event, which gathered more than 400 participants, CADE's Community of Young Leaders was invited to reflect on how they can strengthen their leadership and contribute to the building of a developed country.

The event was held onsite at the Naval School of Peru, from Wednesday, June 29 to Friday, July 1, 2022, and aimed to create spaces for reflection and inspiration around "CADE's University Challenge, Youth with Initiative". The activity, led by Colectivo23, encouraged the cadets to analyze an issue in Peru and propose a creative solution. To do so, the groups debated, shared lessons learned, and presented their proposals through videos.

Mar Sánchez Mercado, student of the Audiovisual Communication and Interactive Media program, won first place with her team No. 19, made up of 24 students from different universities nationwide, by proposing a creative solution on WhatsApp's bot that responds to the concerns of young people in an accessible way so that they can be informed quickly and in a truthful manner on how to make an informed vote.

Additional information is available at: link.

Figure 2.85
UPC's Delegation in the 27th edition of the University CADE (2022).

b) UPC students participated in the National University Games called "Universiadas" (2022).

The National University Games or Universiadas, were held from October 28 to November 19, 2022. UPC participated with a delegation of more than 500 athletes in 22 sports teams, and a technical staff of more than 50 professionals.

UPC's delegation, the largest in its history, won 16 gold in Chess, Athletics, Women's Basketball, Men's Basketball, Climbing, Women's Soccer, Judo, Karate, Weightlifting, Wrestling, Swimming, Men's Rugby, Women's Rugby, Taekwondo, Shooting, and Wushu. UPC's delegation also won two silvers in Men's Soccer and Table Tennis, as well as one bronze in Men's Volleyball.

The participation of the teams allowed them to add 372 points to the overall table, thus achieving the first national championship for UPC, after having placed second overall in 2018, third overall in 2016, and seventh overall in 2014.

In addition, Mauricio Saldaña, student of the International Relations program, and Lucía Guerrero, student of the Physical Therapy program, were both recognized as the best players of the basketball tournaments. In Swimming, the best male swimmer was Ricardo Espinosa, student of the Sports Administration and Business program. Naomi Bejarano, student of the International Business achieved the highest recognition in Women's Shooting, and Heydi García, student of the Sports Administration and Business program, in Women's Chess.

Additional information is available at: link.

Figure 2.86
UPC's delegation obtained 1st Place in the *Universiadas* (2022).

c) UPC Students won medals representing Perú in the 3rd South American Youth Games in Rosario in 2022.

The 3rd South American Youth Games were held from April 28 to May 8, 2022 in Rosario, Argentina. Fifteen countries participated in 33 modalities in 30 sports. Of the 121 Peruvian athletes who qualified for the 3rd South American Youth Games Rosario in 2022, ten were UPC students.

In addition, five of the 45 medals won by Peruvian athletes were won by UPC students:

• Franchesco Elizalde, gold medal in Weightlifting, category 67kg.
• Sebastián Castro, bronze medal in Taekwondo, -73kg division.
• Yossiani Peceros, bronze medal in Taekwondo, -44kg division.
• Alejandra Prieto, bronze medal in Table Tennis, mixed teams.
• Marcelo Rojas, bronze medal in Swimming, 4x100mts mixed medley relay.

Additional information is available at: link.

Figure 2.87
Francesco Elizalde, Gold Medal in the 3rd South American Youth Games in Rosario in 2022.

d) UPC Students participated in the 12th South American Games in Asuncion (2022).

The 12th South American Games were held from October 1 to 15 in Asuncion, Paraguay. Athletes from all over the region participated in the event. UPC's national teams were also present.

Around 7,000 athletes from 14 countries of the South American Sports Organization (ODESUR) gathered in Asunción. UPC students and athletes of the Peruvian delegation who stood out were:

Badminton
• Castillo Salazar, Inés Lucía - Fashion Design and Management program
Fencing
• Espinoza Santaria, Renan Andrés - Civil Engineering program
Gymnastics
• Gallegos Chacón, Mauricio Sebastián - Nutrition and Dietetics program
• Gonzales Rivas, Edward André - Communication and Marketing program
• Rodríguez Huayta, Camila Patricia - Professional Translation and Interpretation program
Field Hockey
• Chávez Morales, Darwin Lizandro - Economics and Finance program
• Contreras Castro, Angelov Yamir - Civil Engineering program
Judo
• Figueroa Aquino, Camila Maythe - Physical Therapy program
Swimming
• Buendía Cornejo, Adriana Margarita - Professional Translation and Interpretation program
• Ccollcca Sánchez, Fanny Gabriela - Communication and Marketing program
• Cobos Davelouis, Carlos Santiago - Sports Administration and Business program
• Contreras Castellano, Nicolas - Information Systems Engineering program

- Coronado Ardiles, Ariana Camila - Psychology program
- Ccoyllo Rumiche, Maira José - Fashion Design and Management program
- Espinosa Willig, Ricardo Octavio - Sports Administration and Business program
- León Ramírez, Yamil - Business Management Engineering program
- Rodríguez Carranza, German Andrés - Psychology program
- Rolando Sinarahua, Arelí - Medicine program
- Salinas Límaco, Mayte Camila - Industrial Engineering program
- Sirio Urquiza, Abigail Ruth - Sports Administration and Business program
- Quiroz Villarán, Sandy - graduate of the Nutrition and Dietetics program

Rowing
- Palacios Carrillo, Alessia Ariane - International Business and Management program
- Palacios Carrillo, Valeria Ariane - International Business and Management program

Rugby
- Jiménez Buscaglia, María Pía - Physical Activity and Sport Sciences program

Tae Kwon Do
- Cáceres Gonzales, Camila Cecilia - Communication and Marketing program
- De La Barra Contreras, Carmela Angeli Betzabé - Communication and Journalism program
- León Mendoza, Braulio Cesar - Physical Activity and Sport Sciences program

Table Tennis
- Prieto Ramírez, Alejandra Montserrat - Sports Administration and Business program

Archery
- Hermoza Portugal, Gianella Denisse - Industrial Engineering program
- López Villa, Bruno Alejandro - International Business and Administration program

Volleyball
- Rojas Ecker, María José - Veterinary Medicine program
- Seminario Florentini, Bruno Sebastián - Communication and Journalism program
- Despaigne La Cotera, Leonel Adriano - Physical Activity and Sport Sciences program

Figure 2.88
Bruno Seminario, from the Peruvian men's volleyball team, won bronze.

e) UPC Students and Graduates stand out in the HydroDesk Program of the City Town Hall of Lima.

HydroDesk has been recognized as one of the best projects in Latin America and the Caribbean, coming in third place in the "2022 E-Hackathon" focusing on water and informal sanitation in Latin America and the Caribbean, organized by the Inter-American Development Bank (IDB), in cooperation with the Center for Entrepreneurship in Water and Sanitation (CEWAS) and Young Water Solutions.

The event was held on March 4-6, 2022, and aimed to motivate young entrepreneurs in Latin America and the Caribbean to generate innovative solutions to water and sanitation.

UPC students and graduates were part of the fourth generation of the Municipality of Lima's business incubator as a result of their digital system for water resources management called "HydroDesk". HydroDesk seeks to improve water management in rivers, lakes, and oceans, among others. The project has the potential to benefit more than 93 million people in Latin America and the Caribbean.

The team was made up of students and graduates from different UPC programs: Gabriela Riega, from the Administration and Marketing program and Team Leader of HydroDesk, Eliana Munares, of the Business Management Engineering program, Luis Quispe, of the Communication and Marketing program, and Oscar López of the Administration and International Business program. Jhosept Chino, from UTEC's Mechatronics Engineering program, also provided guidance to the team.

Figure 2.89
HydroDesk, which won 3rd place in the 2022 E-Hackathon.

Graduate Achievements

a) Startup Co-created by UPC Graduates was selected by Start-Up Chile.

Mente Bonita (A Beautiful Mind, in Spanish) is a comprehensive health startup that was developed at StartUPC. Mente Bonita stood out among other 750 startups that applied and was selected by Start-Up Chile to be part of its Build 3 program to enhance the scope of their innovation and expand to new markets.

The venture was co-created by Brian Hemmerde, a graduate of UPC's Working Adult program, and seeks to bring physical and mental health closer to people by integrating various services into a single platform called Mente Bonita. The platform gives people the opportunity at the click of a button to address their overall well-being with the help of a team of professionals specialized in areas such as psychology, psychiatry, and nutrition.

This innovative idea was based on the knowledge, guidance and workshops acquired at StartUPC to strengthen the proposal and apply to the third edition of the Build program. The program is one of the most important business accelerators in Latin America called Start-Up Chile.

Additional information is available at: link.

Figure 2.90
Brian Hemmerde, co-creator of the Mente Bonita Start-up.

b) Joaquín Torres, UPC Graduate, Is the Highest Ranked Peruvian in Jiu-Jitsu Worldwide.

Joaquín Torres, graduate of UPC's Administration and Marketing program, is the highest ranked Peruvian in Jiu-Jitsu worldwide. As a result of his efforts and dedication, Joaquín won silver in the 2022 Brazilian Jiu-Jitsu Pan-American Championship, which was held on April 6-10, 2022, in the United States. In addition, that same year, he won third place in the 2022 IBJJF World Master, organized by the world-renowned International Brazilian Jiu-Jitsu Federation (IBJJF), in the black belt category. Joaquin proudly represents Perú in the most important championships of this martial art.

Additional information is available at: link.

Figure 2.91
Joaquín Torres won silver in Brazilian Jiu-jitsu at the 2022 Pan-American Championship.

c) Carolina Botto, UPC Graduate, ranked among the 50 Most Powerful Women in Perú.

Carolina Botto is a graduate of UPC's Architecture program and co-founder of Joinnus, a Peruvian platform focusing on technological development and event ticketing. The company is active in Perú, Colombia, and Ecuador. In addition, Carolina plans to expand her operations to Chile, Uruguay, Paraguay, Argentina, Bolivia, and Costa Rica between 2023 and 2024.

Carolina Botto now ranks among the 50 most powerful women in Peru in 2022 who influence their fellow Peruvians in their field, according to Forbes magazine.

Additional information is available at: link.

Figure 2.92
Carolina Botto, UPC graduate, ranked among the 50 most powerful women in Perú in 2022.

Faculty Achievements

a) Jorge Bossio, Director of the Digital Learning and Educational Innovation Department, is considered one of the most influential personalities in Peruvian Education.

Jorge Bossio, Director of UPC's Digital Learning and Educational Innovation department and UPC Faculty, is considered one of the most influential personalities in Peruvian education in the category of Educational Innovation and Technology by the Educación al Futuro group.

The Educación al Futuro group conducted a survey on the most influential personalities in Peruvian education in three categories: (a) Basic Education; (b) Higher Education; and (c) Educational Innovation and Technology.

On January 22, 2022, the Educación al Futuro group released the results of the survey in which more than 2,000 personalities from the educational community participated and voted, including directors, promoters, deputy directors, coordinators, and heads of technology departments, as well as teachers from public and private schools, colleges, and higher institutions, as well as university authorities and faculty. Opinion leaders, executives from the Ministry of Education (MINEDU), and representatives of companies and institutions linked to educational innovation and technology also participated in the survey.

03 —

STUDENT LEARNING RESULTS

STUDENT LEARNING RESULTS

UPC's academic programs are designed so that students—through a significant, rigorous, coherent, and flexible curriculum—achieve their learning outcomes which contribute to the development of competencies aligned with the social, local, and global labor market needs.

The UPC graduate student profile consists of core competencies and specific competencies developed during the curriculum. The courses and their organization allow students to reach the level defined in each competency progressively. To develop the graduate profile, undergraduate students must reach level 3 (advanced) of each institutional and program learning outcome, while graduate students must reach level 4 (expert).

The university's institutional learning outcomes are developed in all undergraduate and graduate academic programs. These learning outcomes empower students to transform their environment as upstanding leaders. During the 2022-02 term, as part of the curricular change process, and with the support of an international expert, the university identified opportunities for improvement in the curricular design of undergraduate and graduate programs. As a result of this assessment, UPC determined that having 5 instead of 7 institutional learning outcomes would lead to the following improvements: efficiency in the implementation of UPC's Competency-Based Learning Model, a better articulation and balance of course learning outcomes, and the optimization of competency-based assessment.

UPC's 5 institutional learning outcomes are Innovative Thinking, Citizenship, Communication, Use of Information for Critical Thinking, and Quantitative Reasoning. These learning outcomes are aligned with the ones defined in the Quality Model for Institutional Accreditation of WASC Senior College and University Commission (CFR 2.2.a). With regard to program learning outcomes, these are determined by each academic program, based on a thorough assessment of the professional competencies required by each specialty.

Figure 3.1
UPC Institutional Learning Outcomes

Innovative Thinking	The ability to generate innovative proposals that add value in a given context.
Citizenship	The ability to evaluate the ethical sense of actions and decisions in human coexistence in plural societies and the respect for citizens' rights and duties.
Use of Information for Critical Thinking	Ability to question a topic or situation, analyze information and use it ethically to draw one or more conclusions.
Communication	The ability to share ideas with diverse audiences, in spoken and written media, based on knowledge and respecting the norms of language.
Quantitative Reasoning	The ability to solve problematic real-context situations using numeric data through interpretation, representation, calculus, analysis and argumentation.

3.1 Assessment Process

Two types of assessment are currently developed at UPC: Jury Assessment and One-On-One Assessment. The Educational Quality Department (EDQ), through its Curriculum Development and Assessment area, in coordination with a Committee of Experts, is responsible for conducting the Jury Assessment to evaluate each institutional learning outcome (ILO). Said Committee of Experts is also responsible for developing rubrics, designing, and defining the method to measure the level of achievement of each learning outcome, as well as the instrument, tools and sample size. The sample must be representative and reliable with respect to the target population. The evidence collected is evaluated by an assessment committee, selected by the Curricular Development and Assessment area and the Committee of Experts in the case of institutional learning outcomes, and by the program's Academic Director in the case of program learning outcomes.

Upon analyzing the results of each institutional and program learning outcome, an action plan is defined. In the case of institutional learning outcomes, the Curriculum Development and Assessment area and the Committee of Experts must define the actions that will contribute to improving the students' learning

results. In the case of program learning outcomes, each program's Assessment Committee, made up of faculty members and the Academic Director, must prepare an improvement plan for each learning outcome.

The monitoring of compliance with the action plans and assessment results is evaluated through multiple mechanisms, as defined in the University's Integrated Quality System (SICA). Monitoring processes comprise the following: (1) Program Review, (2) internal and external audits, and (3) self-assessment processes for institutional accreditation.

The One-On-One Assessment process arose to meet the need for results on each student's level of achievement of the program and institutional learning outcomes required by their academic program's graduate profile. In this type of assessment, course faculty evaluate and grade each student's evidence of learning outcome attainment. To this end, faculty use the activity rubric as an evaluation instrument, which has been prepared based on the learning outcome rubric.

The One-On-One Assessment process has allowed academic programs, through the staff responsible for it, to manage the learning outcome assessment process in each of their courses and promote practices aligned with the University's educational model. This process has different benefits, including the following:

For students:
• Visualize, through a report, their progress and attainment of the learning outcomes contained in their program's graduate student profile, recognizing those that need to be reinforced or strengthened, seeking to ensure success in learning outcome attainment.
• Receive feedback on the results obtained in the learning outcome assessment for the courses they take at the University, strengthening their autonomy and self-reflection.

For faculty:
• Identify whether their students have reached the learning outcome level of their courses.
• Based on the results, reflect on the activities, evaluation criteria and methodologies used in the course to develop the learning outcome(s).

For the program:
• Immediate availability of the assessment results to analyze student performance and implement improvement actions that contribute to their success.

Stages of the One-On-One Assessment process:

1. Planning: Each program prepares a work plan per semester, defining the evaluation activity (evidence) that will be used to measure each learning outcome in the control and verification courses. It also includes information on the course coordinators and faculty members.

2. Preparation: Once the work plan has been prepared, course coordinators and faculty review or design the evaluation activity (evidence) together with its instrument (rubric) or exam to then configure the master classroom on Blackboard.

3. Execution: Once the configuration of the activity, rubric and/or exam has been completed, the faculty responsible for the courses evaluate the evidence on Blackboard.

4. Analysis of results: Once the evaluations are completed by faculty, the results can be viewed in the student, faculty and macro-Dashboards (of directors and deans).

Figure 3.2
Stages of the One-On-One Assessment Process
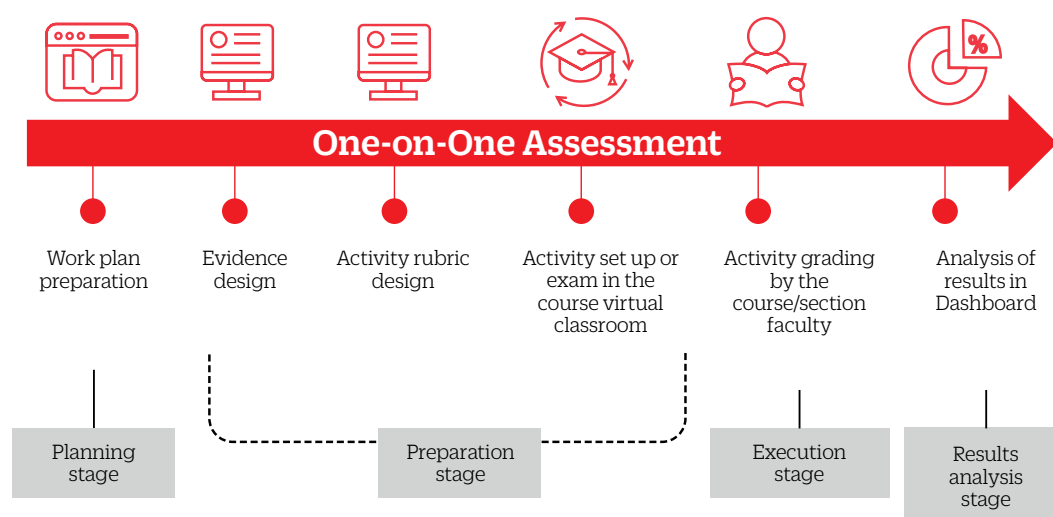
Educational Quality Department and Digital Learning and Educational Innovation Department Training, Accompaniment and Advising.

The implementation of this type of assessment began in 2020 with a pilot that considered the participation of three undergraduate programs and one graduate program. Since then, more programs have been progressively joining the process. To date, 37 programs, including 32 undergraduate programs and 5 graduate programs, are implementing the Assessment One-On-One. More programs will progressively join the process as semesters go by. All programs (100%) are expected to evaluate their learning outcomes through the Assessment One-On-One by 2026.

3.2. Analysis of Learning Results at the Undergraduate Level

The assessment plan is aimed at the comprehensive evaluation of students' progress towards the achievement of the graduate student profile. To this end, a systematic process that collects, reviews, and analyzes the evidence of the development of each learning outcome and level (level 1 – beginner, level 2 – intermediate and level 3 – advanced) has been defined.

Table 3.1. Schedule for the Evaluation of Institutional Learning Outcomes - Undergraduate Programs (2014–2022) (Assessment by Jury)

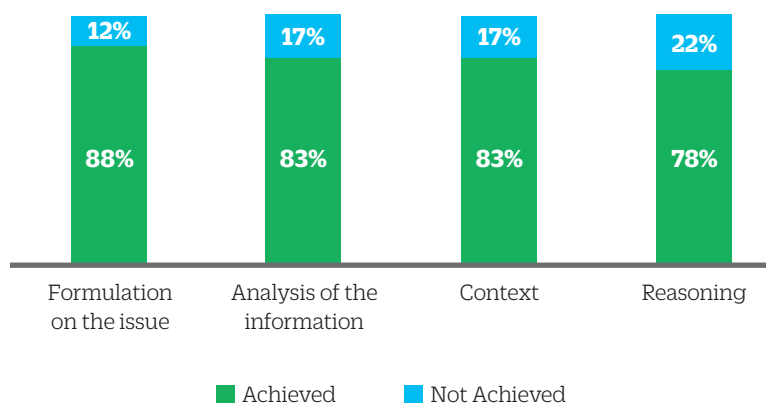| First Loop	Second Loop	Institutional Learning Outcome
2014-2	2017-2	Written Communication
2015-1	2018-1	Information Literacy
2015-1	2019-1	Quantitative Reasoning
2015-2	2019-2	Oral Communication
2016-2	2020-2	Critical Thinking
2016-2	2021-2	Citizenship
2017-2	2022-2	Innovative Thinking

3.2.1 Institutional Learning Outcome Assessment Results - Undergraduate Level

Critical Thinking:

The second assessment loop for the institutional learning outcome of Critical Thinking was carried out in 2020-2 in the different courses assigned by each program. Levels 1, 2 and 3 of the rubrics were evaluated. Based on this information, a proportionate stratified probability sampling method was used to guarantee the representativeness of the results. The sample comprised 2,215 students at level 1, 2,450 at level 2, and 1,817 at level 3 in order to assess proficiency. Figure 3.3 shows the overall results per dimension for this learning outcome at level 1, Figure 3.4 at level 2, and Figure 3.5 at level 3.

| | | | | 9% | 12% | 12% | 15% |
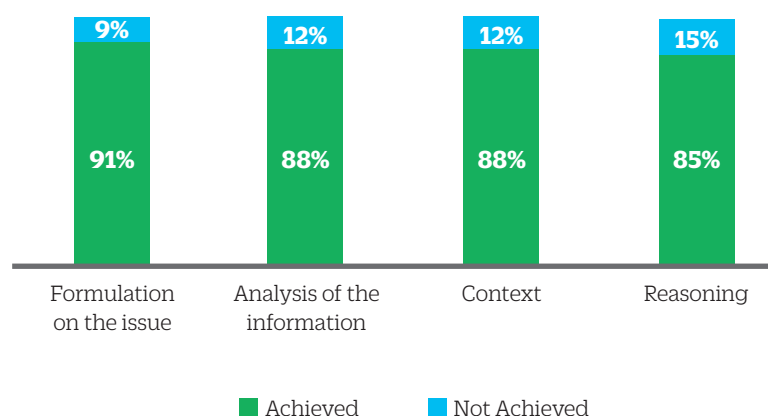
Figure 3.3 Institutional Learning Outcome of Critical Thinking (Level 1) - Overall results per dimension.

Formulation on the issue: 91% / 9%
Analysis of the information: 88% / 12%
Context: 88% / 12%
Reasoning: 85% / 15%

■ Achieved   ■ Not Achieved

Figure 3.4 Institutional Learning Outcome of Critical Thinking (Level 2) - Overall results per dimension.
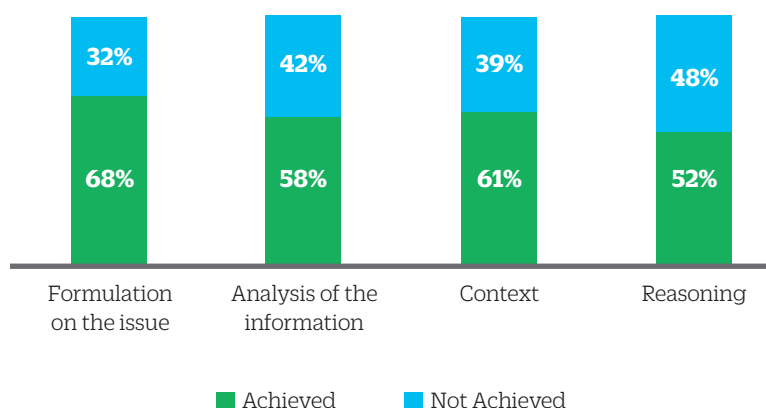
Figure 3.5 Institutional Learning Outcome of Critical Thinking (Level 3) - Overall results per dimension.

Based on the results obtained and as part of the improvement actions implemented in the institutional learning outcome integration process, in the 2022-02 term, the rubrics of the Critical Thinking and Information Literacy institutional learning outcomes merged into a rubric called "Use of Information for Critical Thinking." This integration was led by a subcommittee made up of directors and faculty experienced in the development of learning outcomes. They have participated in advisory and guidance sessions held by the international expert Linda Suskie.

Thanks to this integration, undergraduate programs have experienced change and improvement in terms of their curricula, redistributing the articulation and balance of UPC's institutional learning outcomes in their courses. After the implementation of this integrated rubric, the improvement actions and results obtained from the findings will be presented in the next report.

Citizenship:

In 2021-2, the second Citizenship learning outcome assessment loop was implemented in the different courses assigned by each participating program. This process was fully implemented on Blackboard. Levels 1, 2 and 3 of the rubric were evaluated. Based on this information, a proportionate stratified probability sampling method was used to guarantee the representativeness of the results. The sample comprised 1818 students at level 1, 1616 at level 2, and 1073 at level 3 in order to assess proficiency. Figure 3.6 shows the overall results per dimension for this learning outcome at level 1, Figure 3.7 at level 2, and Figure 3.8 at level 3.

Figure 3.6
Institutional Learning Outcome of Critical Thinking (Level 1) - Overall results per dimension.

Figure 3.7
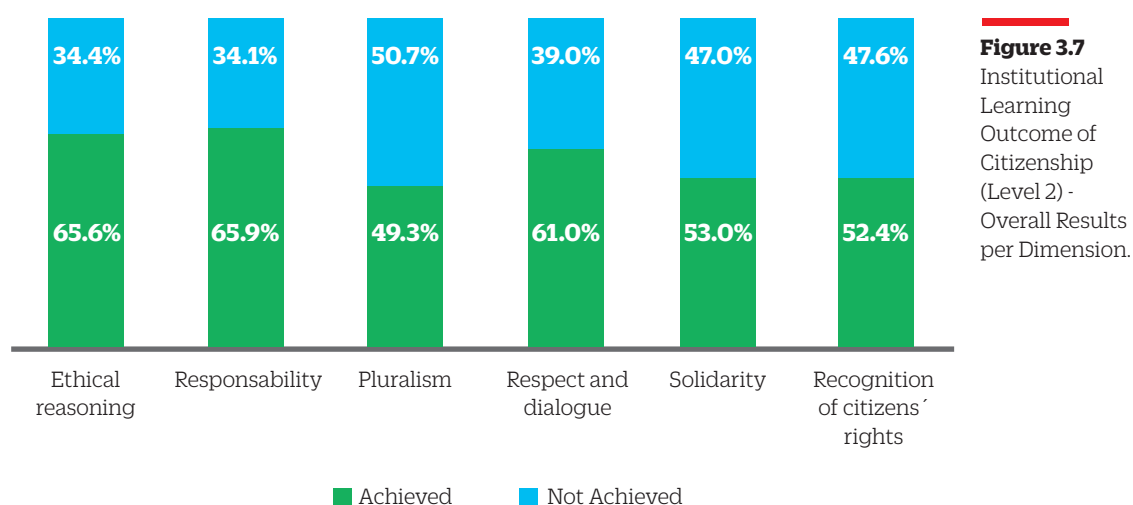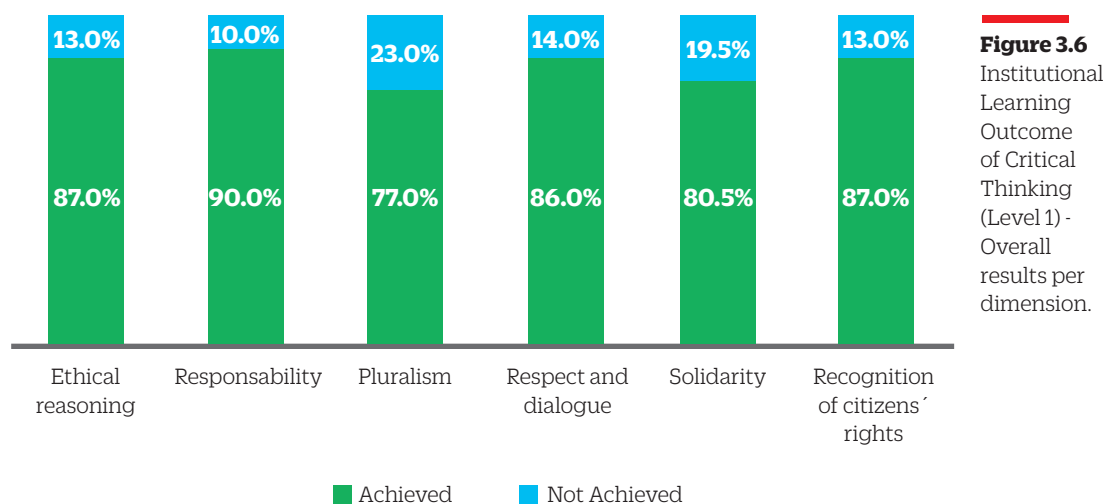Institutional Learning Outcome of Citizenship (Level 2) - Overall Results per Dimension.

Figure 3.8
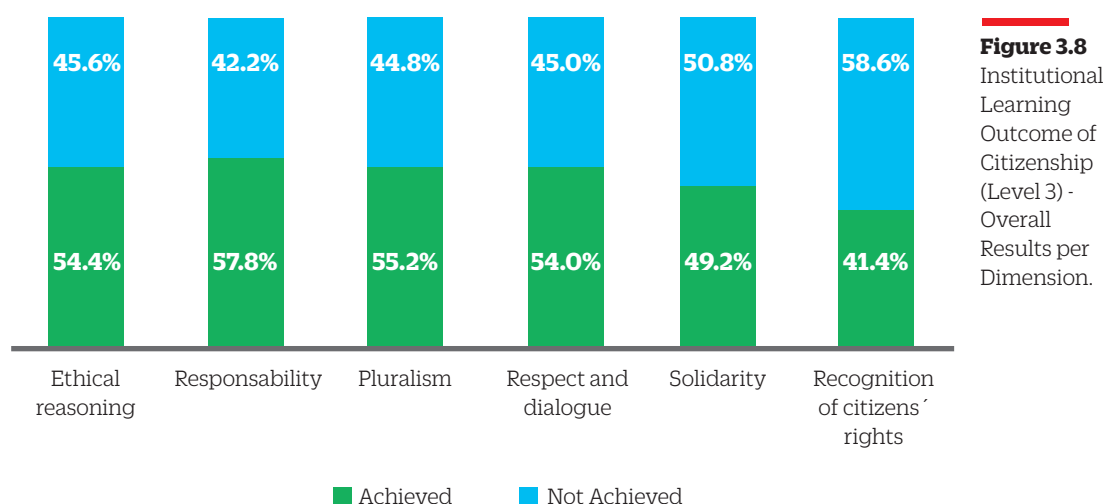Institutional Learning Outcome of Citizenship (Level 3) - Overall Results per Dimension.

Dimension	Not Achieved	Achieved
Ethical reasoning	45.6%	54.4%
Responsability	42.2%	57.8%
Pluralism	44.8%	55.2%
Respect and dialogue	45.0%	54.0%
Solidarity	50.8%	49.2%
Recognition of citizens´ rights	58.6%	41.4%

■ Achieved   ■ Not Achieved

Based on the results obtained, effective work on the development of the first level of the learning outcome can be ensured. All dimensions have more than 75% of their populations at the "achieved" level. This provides a solid foundation for the successful development of the learning outcome throughout the students' education. Furthermore, the assessed populations show an important development of the learning outcome at levels 2 and 3 because around 50% have reached the "achieved" level in the corresponding dimensions. This also shows an improvement in results compared to the previous process, mainly at level 3.

The results obtained during this last process have been shared with participating programs from each level and are part of the Action Plan (improvement actions per program) and the future Institutional Action Plan. The latter will establish the main transversal actions for the University. These actions will be implemented throughout the year, as required by each program and area. Actions will be monitored by the end of 2023.

Innovative Thinking:

In 2017-2, the assessment of the institutional learning outcome of Innovative Thinking at all three levels was conducted based on the assessment of the sample. Participants included 50 programs for level 1, 44 programs for level 2, and 36 programs for level 3. Additionally, the test that would be used as assessment evidence and the schedule for evidence collection were designed.

A stratified probability sampling method was used to guarantee the representativeness of the results. The sample comprised 3,296 students, of which 1,259 students at level 1, 1,111 at level 2, and 926 at level 3.

Course coordinators and the Academic Records Office of each campus/site participated in the collection of evidence, both physical and digital. Each program appointed an evaluation committee in order to

evaluate the evidence. The faculty members attended meetings to validate the calibration process to ensure the objectivity of the evaluation.

Figures 3.9, 3.10 and 3.11 show the results of the institutional learning outcome at levels 1, 2 and 3, respectively.
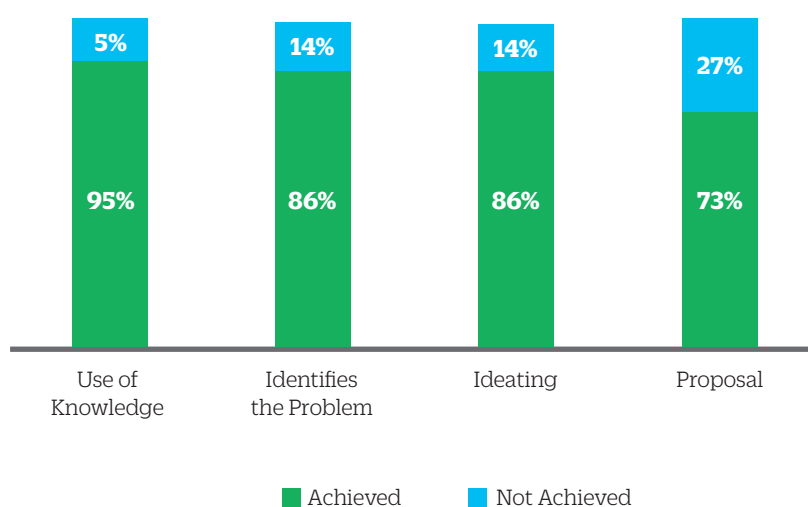
Figure 3.9
Institutional Learning Outcome of Innovative Thinking (Level 1) - Overall Results per Dimension.
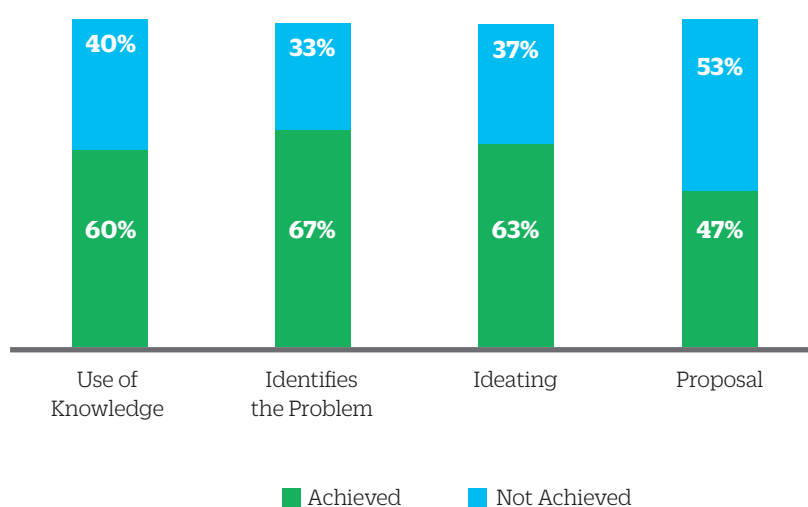
Figure 3.10
Institutional Learning Outcome of Innovative Thinking (Level 2) - Overall Results per Dimension.

Figure 3.11
Institutional
Learning
Outcome of
Innovative
Thinking
(Level 3) -
Overall
Results per
Dimension.

After analyzing the results, the committee of faculty members in charge of evaluating the institutional learning outcome of Innovative Thinking identified the following improvement actions:

• To appoint a Committee of Experts to review the dimensions of the rubric that require redesign.
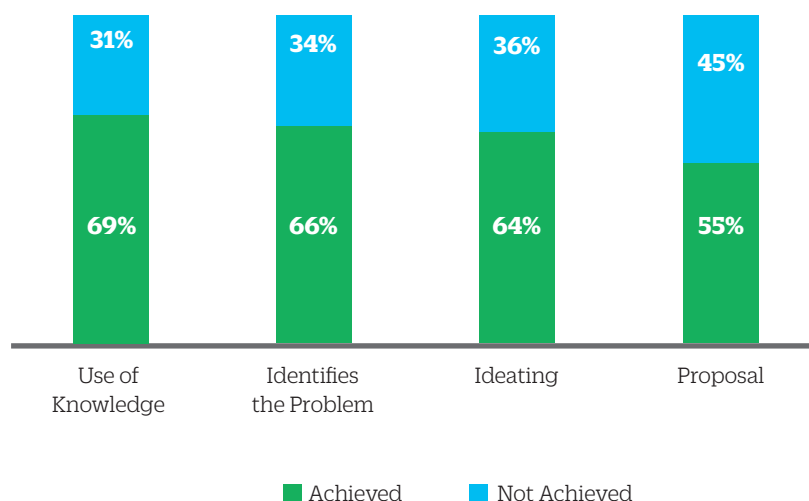• To make the necessary adjustments according to the level of each school and program and select individual assessments in order to collect evidence that is relevant to the assessment. This was carried out by a Committee of Experts in 2022-01. A new version of the learning outcome rubric was designed, receiving suggestions from the assessment process evaluation committee during the first measurement.

To date, the second assessment loop for the learning outcome is being implemented and the following stages of the process have been completed:

• Approval of the rubric and dissemination among all programs.
• Identification of the courses that will be part of the process. The curricula of every program were reviewed to complete this stage.
• Notification to faculty regarding the identified courses on the process development through the virtual classroom.
• Induction workshop on the assessment process on Blackboard.
• Calculation of the sample size to guarantee the representativeness of results.
• Evidence organization in the Blackboard virtual classroom, in relation to the determined sample.

Currently, the evidence is being evaluated in the Blackboard virtual classroom. The evaluation is carried out by an assessment committee composed of faculty experienced in the Innovative Thinking learning outcome. Results are expected to be obtained in April 2023.

Written Communication:

As a result of the first assessment loop for the institutional learning outcome of Written Communication in 2014-2, the University identified, among other opportunities for improvement, the need to review and update the institutional learning outcome rubric, in particular for the "Organization and Structure" dimension at level 4. The updated rubric was implemented in the second assessment cycle in 2017-2.

The institutional learning outcome of Written Communication was assessed at levels 2 and 3 based on a representative sample of evidence developed by students in different courses in which the assessment took place.

Based on this information, a stratified probability sampling method was used for the assessment of said institutional learning outcome in 2017-02 so as to ensure the representativeness of the results. The sample consisted of 1,225 students at level 1, 1,181 at level 2, and 939 at level 3 to assess said institutional learning outcome. This represents 53 programs at level 1, 48 at level 2, and 43 at level 3. The coordinators of each program and the Academic Records Office of each campus/site participated in the evidence collection process.

Figures 3.12, 3.13 and 3.14 show the results for this learning outcome at levels 1, 2 and 3, respectively.

Figure 3.12 Institutional Learning Outcome of Written Communication (Level 1) - Overall Results per Dimension.

Legend: ■ Achieved ■ Not Achieved
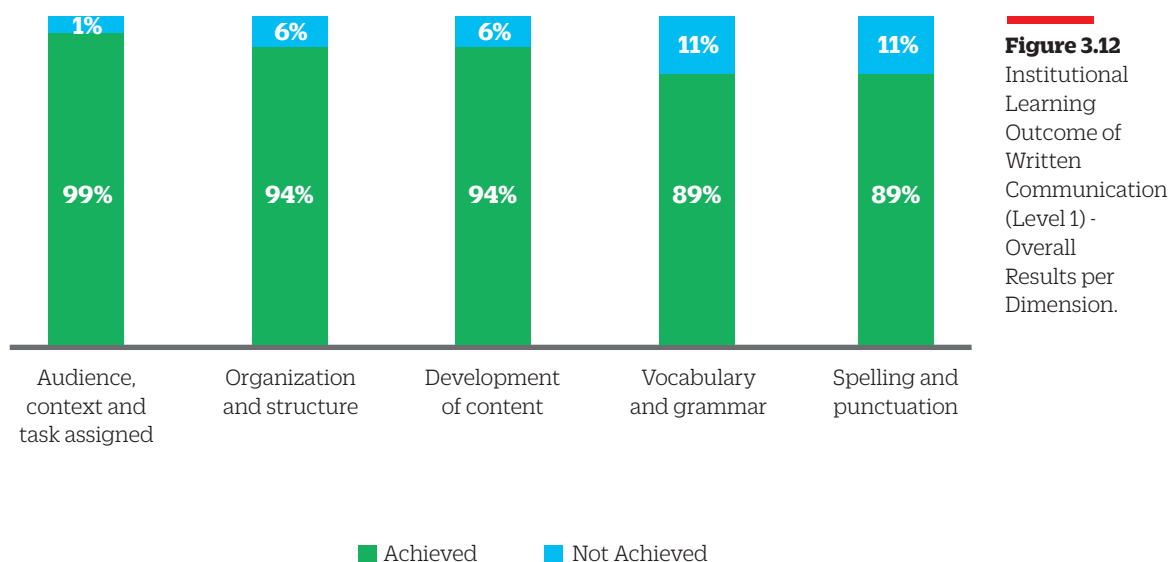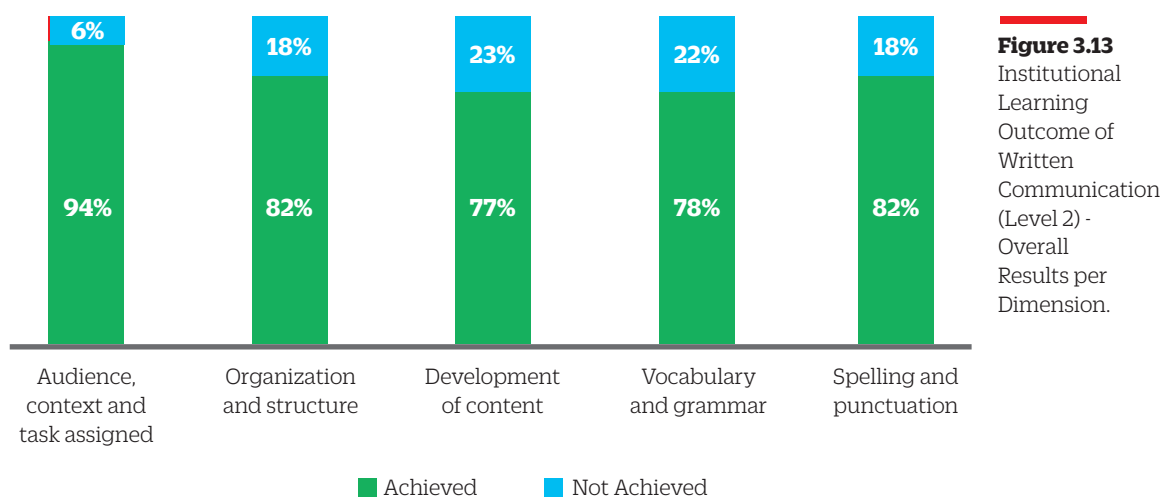
Figure 3.13
Institutional
Learning
Outcome of
Written
Communication
(Level 2) -
Overall
Results per
Dimension.

Achieved   Not Achieved

Dimension	Achieved	Not Achieved
Audience, context and task assigned	94%	6%
Organization and structure	82%	18%
Development of content	77%	23%
Vocabulary and grammar	78%	22%
Spelling and punctuation	82%	18%
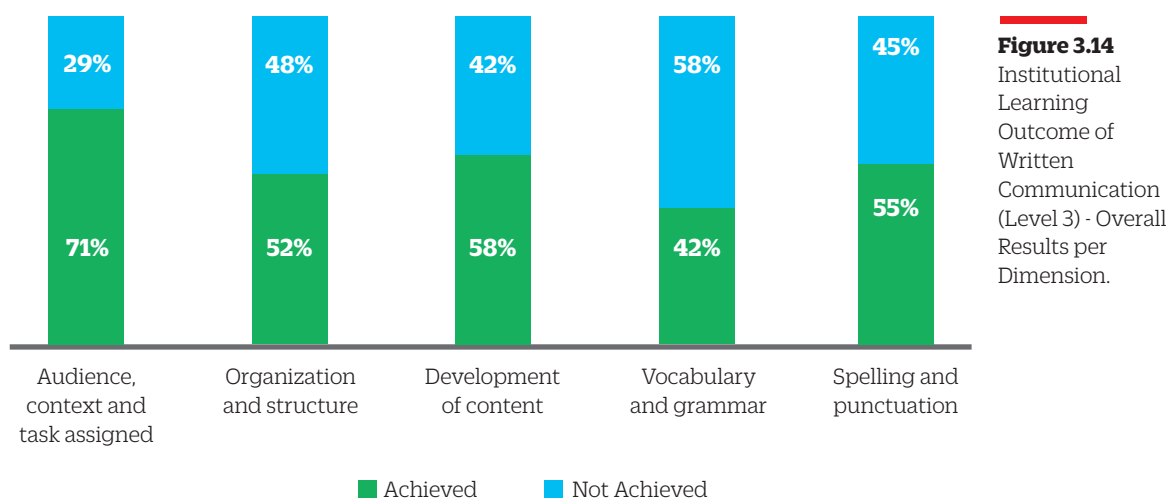
Figure 3.14
Institutional
Learning
Outcome of
Written
Communication
(Level 3) - Overall
Results per
Dimension.

Achieved   Not Achieved

Dimension	Achieved	Not Achieved
Audience, context and task assigned	71%	29%
Organization and structure	52%	48%
Development of content	58%	42%
Vocabulary and grammar	42%	58%
Spelling and punctuation	55%	45%

The results evidenced significant improvement compared to the first assessment cycle of the learning outcome. Levels 1 and 2 reached the expected result (75%) in each dimension. Although they did not reach 100%, the results show significant improvements. Several opportunities for improvement were identified at level 3, which will be included in each program's action plan for the institutional learning outcome.

As explained, as part of the institutional learning outcome integration process, the rubrics of the Written Communication and Oral Communication learning outcomes were merged into a rubric called

"Communication." This integration was led by a subcommittee made up of directors and faculty experienced in the development of learning outcomes. They have participated in advisory and guidance sessions held by the international expert Linda Suskie. Thanks to this integration, undergraduate programs have experienced change and improvement in terms of their curricula, redistributing the articulation and balance of UPC's institutional learning outcomes in their courses.

After the implementation of the new rubric, the next results report will present the improvement actions determined for this learning outcome.

Information Literacy:

The second assessment cycle of the institutional learning outcome of Information Literacy at all three levels was conducted in 2018-1 based on a representative sample of evidence developed by students in different courses selected by each program.

Based on this information, a stratified probability sampling method was used to guarantee the representativeness of the results. The sample consisted of 704 students at level 1, 757 at level 2, and 585 at level 3. With regard to the number of programs, 30 programs participated in the assessment of the institutional learning outcome of Information Literacy at level 1, 26 at level 2, and 27 at level 3.

Finally, an evaluation committee with expertise in the institutional learning outcome participated in the evaluation of the evidence collected during this process.

Figures 3.15, 3.16 and 3.17 show the results for the institutional learning outcome at levels 1, 2 and 3, respectively.

Figure 3.15
Institutional Learning Outcome of Information Literacy (Level 1) - Overall Results per Dimension.
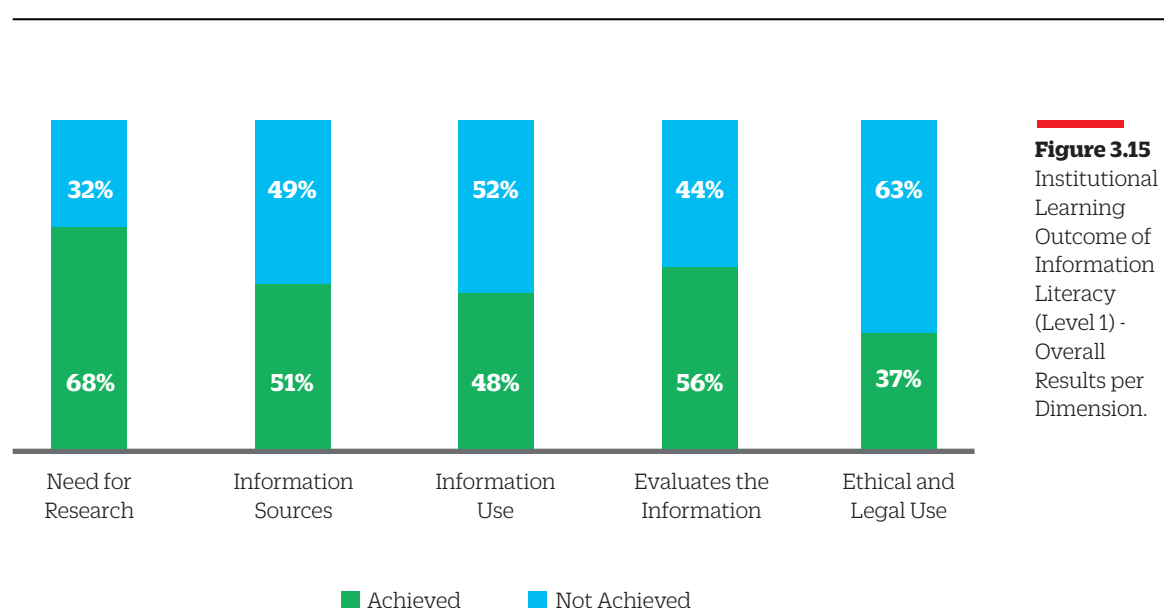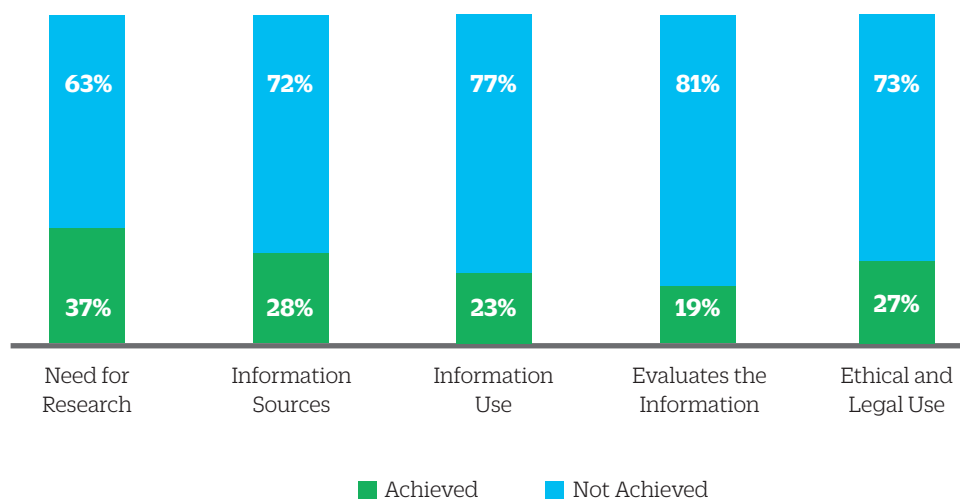
Figure 3.16
Institutional
Learning
Outcome of
Information
Literacy
(Level 2) -
Overall
Results per
Dimension.

Dimension	Need for Research	Information Sources	Information Use	Evaluates the Information	Ethical and Legal Use
Not Achieved	63%	72%	77%	81%	73%
Achieved	37%	28%	23%	19%	27%

■ Achieved   ■ Not Achieved

Figure 3.17
Institutional
Learning
Outcome of
Information
Literacy
(Level 3) -
Overall
Results per
Dimension.

Dimension	Need for Research	Information Sources	Information Use	Evaluates the Information	Ethical and Legal Use
Not Achieved	60%	57%	60%	67%	66%
Achieved	40%	43%	40%	33%	34%

■ Achieved   ■ Not Achieved

As part of the learning outcome integration process, the rubrics of the Critical Thinking and Information Literacy institutional learning outcomes merged into a rubric called "Use of Information for Critical Thinking." This integration was led by a subcommittee made up of directors and faculty experienced in the development of learning outcomes. They have participated in advisory and guidance sessions held by the international expert Linda Suskie. Thanks to this integration, undergraduate programs have experienced change and

improvement in terms of their curricula, redistributing the articulation and balance of UPC's institutional learning outcomes in their courses.

After the implementation of the new rubric, the next results report will present the improvement actions determined for this learning outcome.
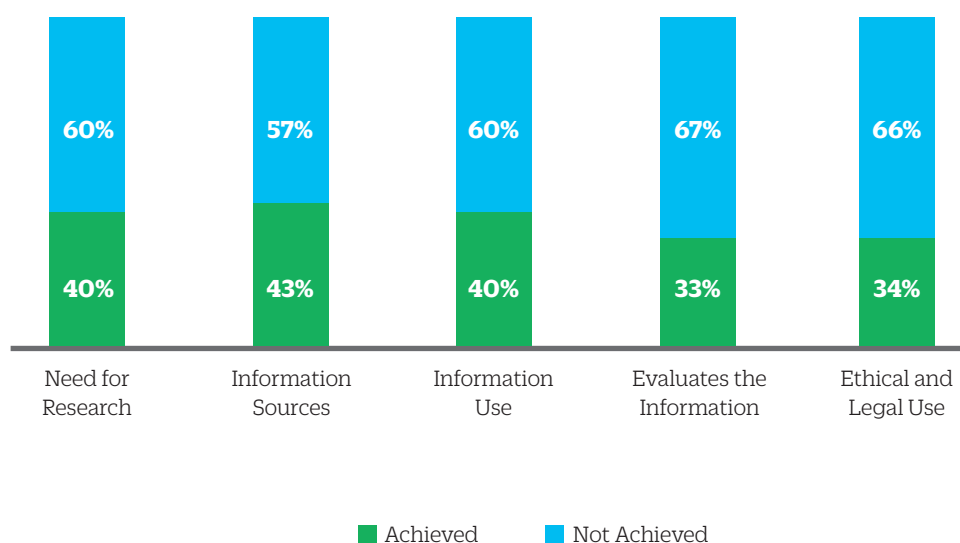
Quantitative Reasoning:

The second assessment cycle of the institutional learning outcome of Quantitative Reasoning was conducted in 2019-1 in the courses selected by each program. Based on this information, a stratified probability sampling method was used to guarantee the representativeness of the results. The sample consisted of 1,086 students at level 1, 862 at level 2, and 704 at level 3 to assess said institutional learning outcome. With regard to the number of programs, 51 programs participated in the evaluation at level 1, 33 at level 2, and 31 at level 3.

When comparing the results of the second assessment loop in 2019-1 with those of the first loop in 2015-1, the results show that around 70% of the students achieved level 1 of the ILO (compared to 37% during the first assessment loop). Figure 3.18 shows the results of the second assessment loop of the Quantitative Reasoning ILO at level 1.

Figure 3.18
Institutional Learning Outcome of Quantitative Reasoning (Level 1) - Overall Results per Dimension.
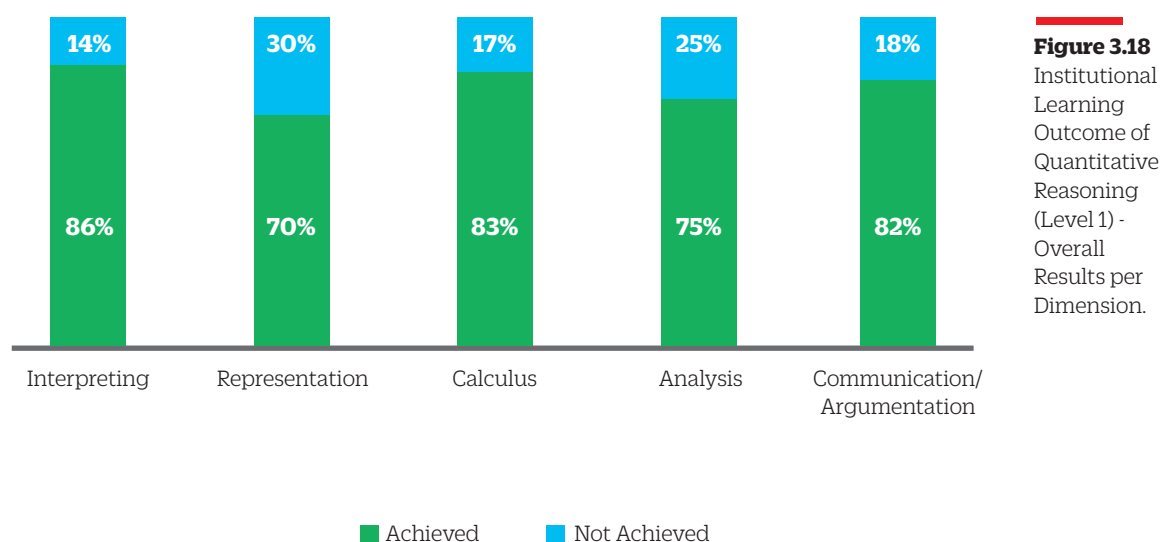
The results of the second assessment loop also show that around 45% of the students achieved level 2 of the institutional learning outcome (compared to 44% during the first assessment loop).

Figure 3.19
Institutional Learning Outcome of Quantitative Reasoning (Level 2) - Overall Results per Dimension.

Figure 3.20
Institutional Learning Outcome of Quantitative Reasoning (Level 3) - Overall Results per Dimension.
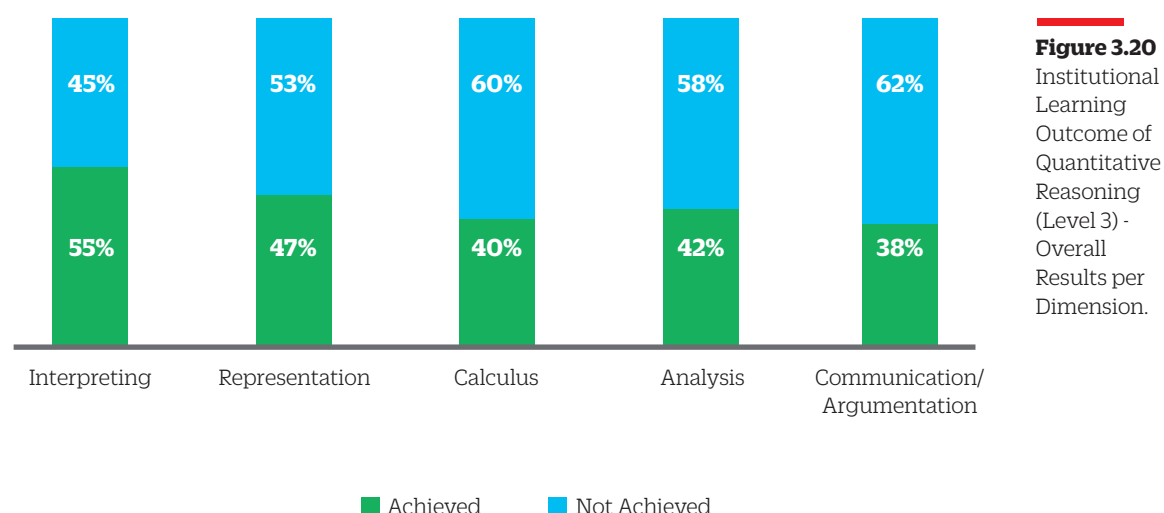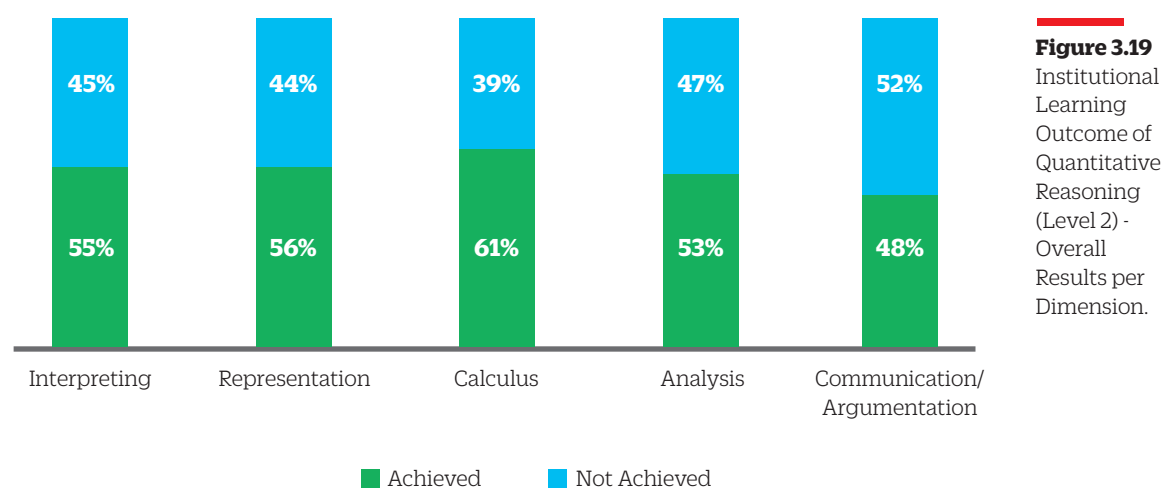
Regarding the institutional learning outcome at level 3, around 55% of the students reached the expected level of the "interpretation" dimension, 47% of the "representation" dimension, 40%, of the "calculation" dimension, 42% of the "analysis" dimension, and 38% of the "communication/argumentation" dimension.

Improvements are shown in the second evaluation loop of the learning outcome, upon the implementation of the corresponding improvement actions, as detailed below:

• In 2015-1, a committee of faculty members from the Science department was appointed to review and redefine the evaluation rubric for the learning outcome, review the evaluation instruments for each course articulated with the learning outcome, and identify the evidence to be collected for the evaluation.
• In 2019, a Committee of Experts was appointed in order to review the assessments used to evaluate the learning outcome, and to verify that they were aligned with the new rubric and allowed evaluating its dimensions in an objective and comprehensive manner.

With respect to the courses selected by the programs to evaluate level 3 of the institutional learning outcome, the results showed that the evaluation means selected did not allow evaluating all the dimensions of the rubric. Regarding these results, a Committee of Experts became responsible for preparing the action plan, which had to indicate the different activities to be carried out with the aim of improving the results for each learning outcome level. Those activities were the following:

• To design a communication program on the Quantitative Reasoning learning outcome and assessment, aimed at all UPC programs and schools.
• To train programs and schools in the design and preparation of cases/activities aimed at evaluating levels 1, 2 and 3 of the learning outcomes.

In addition, upon completion of the assessment process and based on the results, a review of the rubric was carried out by a team of experts made up of undergraduate and graduate faculty members and directors. Throughout the process, adjustments were made to the dimensions so that the courses articulated to the learning outcome can be developed and evaluated in an effective manner. Likewise, the new rubric was disseminated among a team of faculty members who teach the courses articulated to the learning outcome and their opinions were gathered prior to its official publication in SICA.

Finally, in 2022, different notifications aimed at undergraduate and graduate faculty were designed to inform them about the Quantitative Reasoning learning outcome and the Assessment Process. These notifications were delivered through the Curricular Development and Assessment newsletter, which is sent periodically by e-mail. In addition, asynchronous workshops were held for faculty responsible for courses articulated with the learning outcome. The aim was to reinforce the importance of the ILO and share recommendations to ensure that faculty can develop and timely evaluate Quantitative Reasoning in each of their courses. A new edition of these workshops is expected to be offered in mid-2023. It would be aimed at faculty who have not yet participated and would be a preparation for the institutional assessment of the learning outcome that will take place during 2023-2.
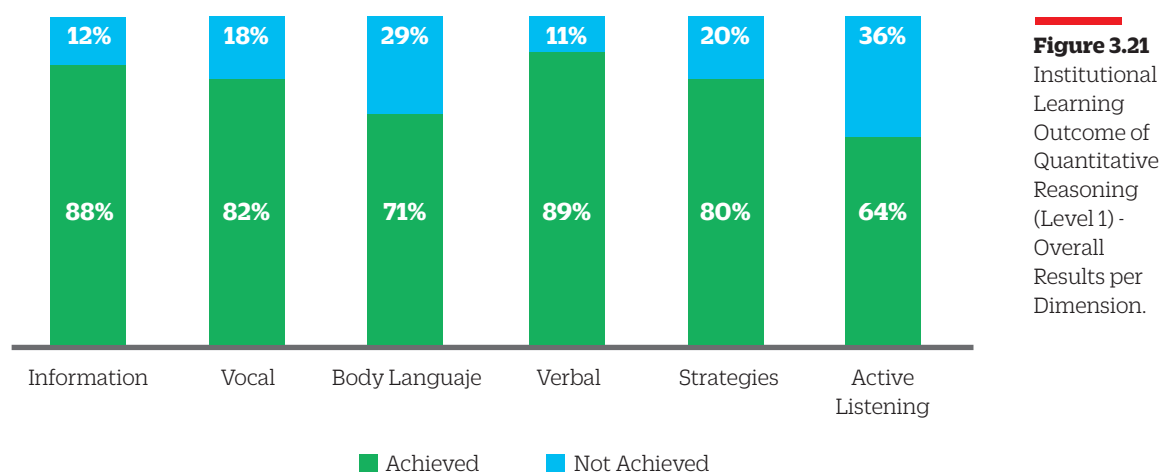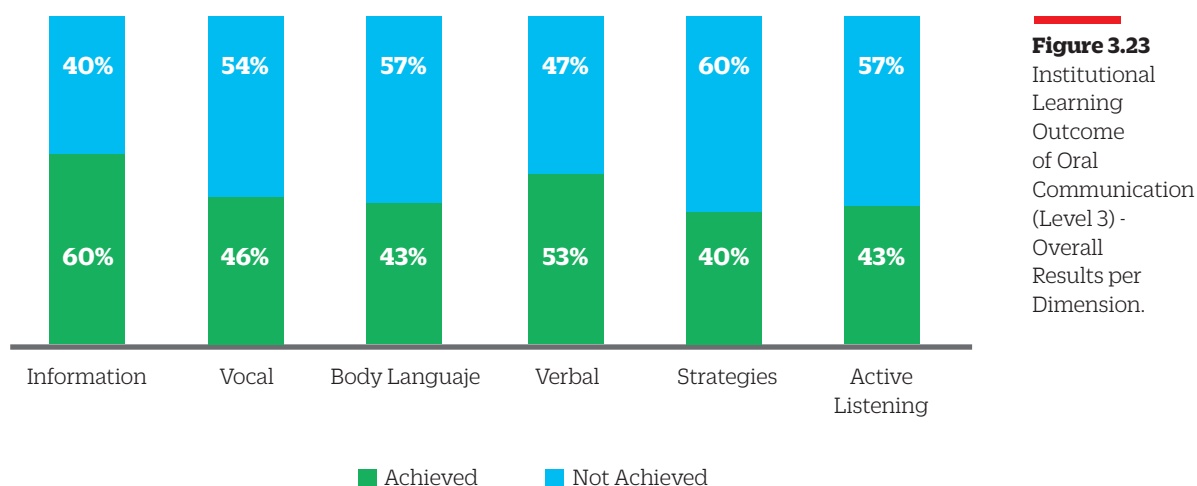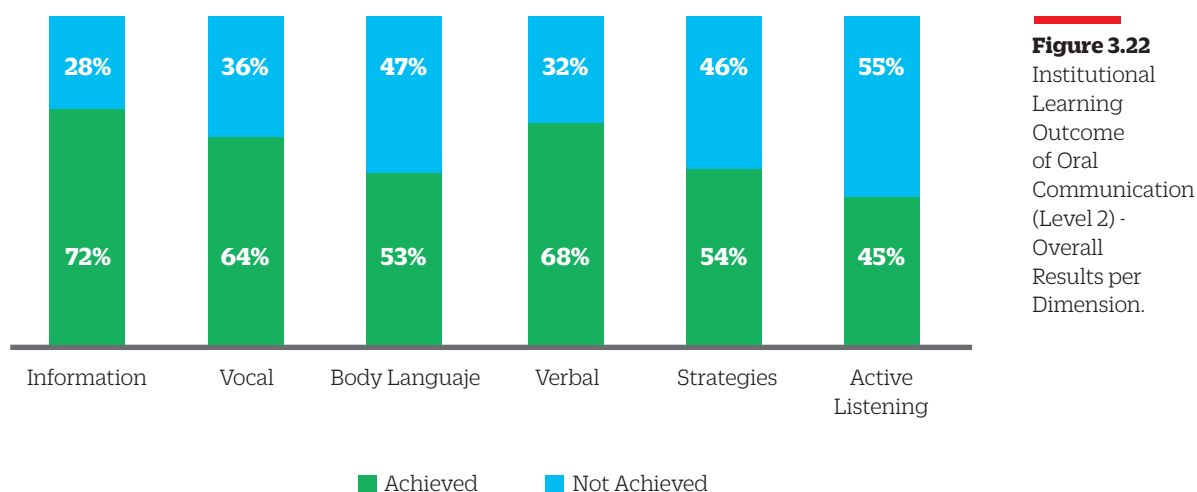
Oral Communication:

The second assessment cycle of the institutional learning outcome of Oral Communication at all three levels was carried out in 2019-2. Each program selected a course in order to evaluate each level, according to its curricular articulation. Based on this information, a stratified probability sampling method was used to guarantee the representativeness of the results. The sample consisted of 947 students at level 1, 584 at level 2, and 593 at level 3.

With respect to the action plan defined based on the results of the first assessment cycle of the learning outcome, the following improvement actions have been implemented:

- **Review of the rubric:** A Committee of Experts was appointed, including faculty members from the Humanities Department and the School of Communications. The committee analyzed the rubric definition and structure used in the first assessment loop in 2015-2. As a result, the rubric and dimensions of the institutional learning outcome have been redesigned, including "active listening" as an evaluation criterion and introducing specific descriptors and objectives in all dimensions.
- **Dissemination of training workshops for coordinators:** In July 2019, before the start of the 2019-02 term, coordinators of each program who teach the courses articulated to the learning outcome were invited to participate in face-to-face workshops aimed at disseminating and explaining the updated rubric. In addition, coordinators were provided with strategies to design evaluation means for their course, taking into account the rubric dimensions. Of a total of 106 coordinators of courses articulated to the learning outcome, 72 participated in the workshops.
- **Evaluation of face-to-face evidence:** The assessment of this learning outcome was developed face-to-face in order to evaluate it in a reliable manner. An evaluation committee was set up to carry out the face-to-face evaluations. This improvement action allowed successfully overcoming any issue during the evaluation related to audio problems and/or out-of-sync recordings, as videos recorded by the students were used previously.

Figures 3.21, 3.22 and 3.23 show the overall results of the institutional learning outcome of Oral Communication per dimension at level 1, 2 and 3, respectively.

Figure 3.21
Institutional Learning Outcome of Quantitative Reasoning (Level 1) - Overall Results per Dimension.

Figure 3.22 Institutional Learning Outcome of Oral Communication (Level 2) - Overall Results per Dimension.

Figure 3.23 Institutional Learning Outcome of Oral Communication (Level 3) - Overall Results per Dimension.

As part of the learning outcome integration process, the rubrics of the Written Communication and Oral Communication institutional learning outcomes were merged into a rubric called "Communication." This integration was led by a subcommittee made up of directors and faculty experienced in the development of learning outcomes. They have participated in advisory and guidance sessions held by the international expert Linda Suskie.

This integration was led by a subcommittee made up of directors and faculty experienced in the development of learning outcomes. They have participated in advisory and guidance sessions held by the international expert Linda Suskie. Thanks to this integration, undergraduate programs have experienced change and improvement in terms of their curricula, redistributing the articulation and balance of UPC's institutional learning outcomes in their courses.

After the implementation of the new rubric, the next results report will present the improvement actions determined for this learning outcome.

3.2 Assessment Summary Section - UPC Assessment Results at the Undergraduate Level (2022)

This section presents a summary of Undergraduate assessment results evaluated between January and December 2022.

Table 3.2. Summary of Undergraduate Assessment results (2022)

Learning Outcome / Dimension	Level 1 Outcome	Level 2 Outcome	Level 3 Outcome
Citizenship	**84.58%**	**57.87%**	**52.00%**
Ethical Reasoning	87.00%	65.60%	54.40%
Responsibility	90.00%	65.90%	57.80%
Pluralism	77.00%	49.30%	55.20%
Respect and dialog	86.00%	61.00%	54.00%
Solidary perspective	80.50%	53.00%	49.20%
Recognition of citizen rights and duties	87.00%	52.40%	41.40%
Written Communication	**93.00%**	**82.60%**	**55.60%**
Audience, context and task assigned	99.00%	94.00%	71.00%
Organization and structure	94.00%	82.00%	52.00%
Development of content	94.00%	77.00%	58.00%
Vocabulary and grammar	89.00%	78.00%	42.00%
Spelling and punctuation	89.00%	82.00%	55.00%

Learning Outcome / Dimension	Level 1 Outcome	Level 2 Outcome	Level 3 Outcome
Oral Communication	**79.00%**	**59.33%**	**47.50%**
Information	88.00%	72.00%	60.00%
Vocal	82.00%	64.00%	46.00%
Body Language	71.00%	53.00%	43.00%
Verbal	89.00%	68.00%	53.00%
Strategies	80.00%	54.00%	40.00%
Active Listening	64.00%	45.00%	43.00%
Information Literacy	**52.00%**	**26.80%**	**38.00%**
Need for Research	68.00%	37.00%	40.00%
Information Sources	51.00%	28.00%	43.00%
Information Use	48.00%	23.00%	40.00%
Evaluates the Information	56.00%	19.00%	33.00%
Ethical and Legal Use	37.00%	27.00%	34.00%
Critical Thinking	**88.00%**	**83.00%**	**59.75%**
Formulation of the issue	91.00%	88.00%	68.00%
Analysis of information	88.00%	83.00%	58.00%
Context	88.00%	83.00%	61.00%
Reasoning	85.00%	78.00%	52.00%
Innovative Thinking	**85.00%**	**59.25%**	**63.50%**
Use of knowledge	95.00%	60.00%	69.00%
Identifies the problem	86.00%	67.00%	66.00%
Ideating	86.00%	63.00%	64.00%
Proposal	73.00%	47.00%	55.00%
Quantitative Reasoning	**79.20%**	**54.60%**	**44.40%**
Formulation of the issue	86.00%	55.00%	55.00%
Analysis of information	70.00%	56.00%	47.00%
Context	83.00%	61.00%	40.00%
Analysis of information	75.00%	53.00%	42.00%
Context	82.00%	48.00%	38.00%

04 —

STUDENT
SUPPORT
SERVICES

UNIVERSITY LIFE RESULTS

The University Life Department designs, manages and disseminates the institutional extracurricular activities offered to the university community.

Co-curricular experiences at UPC are aligned with program's goals and oriented to develop four competencies in students: social initiative, leadership, global vision, and self-development. These have been defined based on UPC's mission, values, and commitment to prepare students to contribute to the transformation of Peru. All of them are oriented to contribute to the development of well-rounded professionals through the areas of sports, culture, volunteering, art, among others based on students' interests. The complete offering of co-curricular activities is available at UPC's website (link). (link).

Table 4.1 presents the definition of each co-curricular competency. Each co-curricular activity is articulated to one or more co-curricular competences.

Table 4.1. UPC's Co-Curricular Competences Definitions

Co-Curricular Competence	Definition
• Leadership	The ability to guide, motivate and develop together with others a strategic vision geared towards achieving positive changes.
• Global Vision	The ability to and interest in understanding and working on global issues, interacting with sources and people based on the appreciation of reality.
• Self Development	The ability to identify personal and professional interests and needs, taking action to develop them.
• Social Initiative	The ability to commit to and develop positive actions with the community based on their professional profile and their role as a citizen.

Students may choose how, when and in which activities to sign up from each semester's offer of extracurricular activities, so that they suit their interests and availability.

a. Extracurricular Activities

Students must earn four extracurricular credits in order to obtain their Bachelor's degree. To this end, the University Life Department designs and develops varied and interesting activities.

Regarding the activities available to students, the University Life Department offers the following extracurricular activities:

• **Volunteering:** Students have the opportunity to choose an activity, with the support of the University Life Department, to make a difference in their life by helping other people or communities.

• **Cultural Activities Passport:** The Cultural Activities Passport is an extracurricular accreditation method that allows students to accumulate points from every cultural event they attend. UPC joins several cultural entities to get students closer to exhibitions, musical, theater and dancing performances, which promote art and culture.

• **UPC Sports:** UPC promotes sports and physical activity as part of the training and lifestyle of students, faculty members and administrative staff who want to participate in sports. This is done through UPC's web portal (Link).

• **UPC Groups:** Students have the opportunity to organize their time and share their ideas, likes and interests by participating in an existing group or creating their own. To this end, they must comply with the rules and procedures established by the institution.

• **UPC Troupes:** Students can participate in the troupes of Peruvian dances, tuna, Peruvian music, and improv, as well as the Hosts Club and Reporters Club. UPC has 7 troupes made up of university students: Hosts, Polyphonic Choir, Peruvian Dances, Improv, Peruvian Music, Street Dance and Theater.

• **UPC Clubs:** Students may join any of the three clubs: Apptitud Club, Humanities and Citizenship Club, and Reading Club. That way, they will be able to acquire and share tools that allow them to find innovative solutions to real problems, and to develop a greater interest in their education as leading citizens through critical thinking fostered by reading. In addition, these clubs improve the university experience on campus.

• **Extracurricular Workshops:** Extracurricular workshops are aimed at complementing students' academic training and developing their artistic, performing, sporting and technical skills, under the guidance of qualified professionals in each area.

• **Support Students:** Students are given the opportunity to learn about the administrative and academic processes of their university and/or school. For every 20 hours of Service for the University, students earn 1 extracurricular credit.

• **Class Representative:** Class representatives are communicators and represent the students of their class before the professor, the Program Director and academic authorities. They share concerns or

suggestions and participate directly in the University's continuous improvement. This role is an elective extracurricular activity that a student can carry out throughout their studies. In addition to allowing them to develop leadership skills, they will be awarded an extracurricular credit if they perform responsibly.

• **Student Representation:** Students represent the university in programs that call, select and prepare them, such as the HNMUN, the AEG Leadership Program, and UPC's Delegation at the University CADE.

• **Workshops or programs in other areas:** Different areas of the university have opportunities to develop soft skills through courses, workshops or programs available to students: University Coaching, Academic Excellence Program, Brainhackers, Ready for Success Program, UPC Experience, among others.

• **CAS Validation - International Baccalaureate:** The university recognizes the work and experience of the students who have validated their International Baccalaureate with the Creativity, Action and Service activity.

• **Education and Service Complementary Hours:** They correspond to the time devoted to providing services to others while gaining experience during practice. Applies to students from specific academic programs.

• **External Alliances:** Students can participate in specific activities organized by external institutions (for example, Banbif, Crehana or Netzun), upon an agreement that allows recognizing the time devoted to them. These can be workshops, conferences or courses.

Table 4.2 includes the extracurricular activities that grant extracurricular credits. Table 4.3 shows the activities that do not grant extracurricular credits due to the fact that they are free and voluntary.

Table 4.2. Credit-granting extracurricular activities

Activity	Credits
Volunteering	1 extracurricular credit for every 20 hours
Cultural Activities Passport (PAC)	1 extracurricular credit
UPC Sports: UPC Athlete Qualified Athlete eSports Representative	2 extracurricular credits 2 extracurricular credits 1 extracurricular credit
UPC Groups	1 extracurricular credit
UPC Troupes	2 extracurricular credits
UPC Clubs	1 extracurricular credit

Activity	Credits
Extracurricular Workshops	1 or 2 extracurricular credits
Support Students	1 extracurricular credit for every 20 hours
Course representative	1 extracurricular credit
Student Representation	1 or 2 extracurricular credits
Workshops or programs in other areas	1 or 2 extracurricular credits
CAS Validation - International Baccalaureate	1 extracurricular credit
Education and Service Complementary Hours	1 or 2 extracurricular credits
External Alliances	1 or 2 extracurricular credits

Table 4.3. Extracurricular activities that do not grant credits

Cultural/Social	Sports	Institutional
Cultural Fridays	Intramural/Sports Events	UPC Ambassadors' Day
UPC Troupes Shows	Championships - FEDUP / National University Games	Agreements
UPC Cultural	Virtual race	Benefits to students/UPC Community
Podcast	Podcast	Partnership/sponsorship
Round tables/talks/virtual conferences	Round tables/talks/virtual conferences	External Alliances
Concerts/recitals/theater plays	Sports Awards	-
EPE Activity	EPE Activity	

b. Results (credits awarded and participants)
In 2022, the offer of extracurricular activities remained constant, combining the online format—which grew due to the pandemic—with face-to-face activities, which were implemented as COVID-19 requirements and protocols became more flexible. University Life activities and programs were implemented success-fully, achieving the corresponding learning results through the design of each experience and having more students on campus.

The flexibility of facilitators, directors, trainers and students has been key to successfully adapting activities to different delivery methods. Some students preferred to stay at home and had options to earn credits and interact with their peers through their interests, just like their peers on campus.

Cultural Fridays, which take place on Fridays from 1:00 p.m. to 3:00 p.m. during regular terms, were developed through virtual platforms and face-to-face activities. Admission to the Cultural Fridays activities was free of charge and students were offered the following options: cultural, social, academic or sports activities through various platforms.

Two years later, in 2022, the University Week was held on a face-to-face basis. The tournaments that promote healthy competition among the 13 schools included a schedule of games and sports that lasted a week and developed in all four UPC sites. More than 1,378 students participated and more than 28,300 students enjoyed the activities.
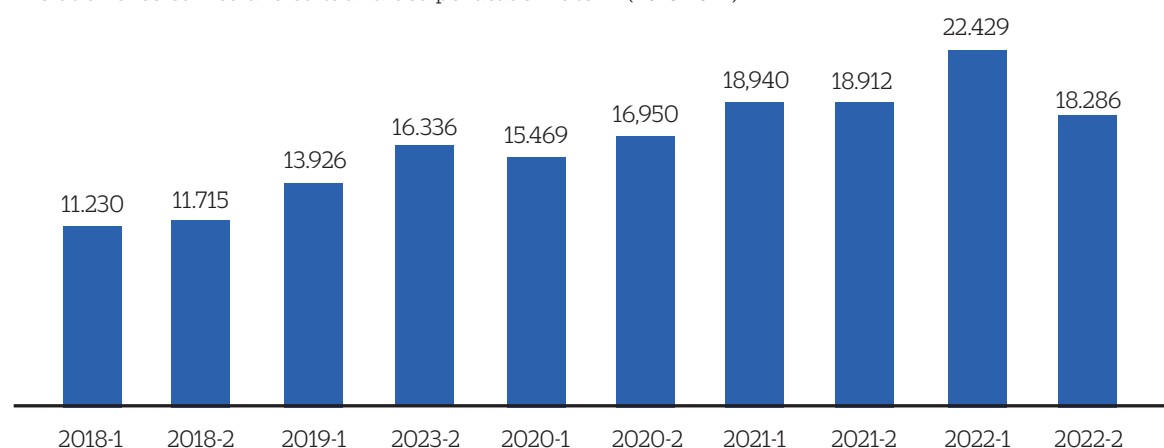

Figure 4.1
Announcement on the closing concert for UPC's 26th University Week

The main results regarding these activities for the 2018-2022 period are shown in Figures 4.2 and 4.3.

Figure 4.2

Evolution of co-curricular credits awarded per academic term (2018-2022)

Figure 4.3

Number of contacts in co-curricular activities per academic term.
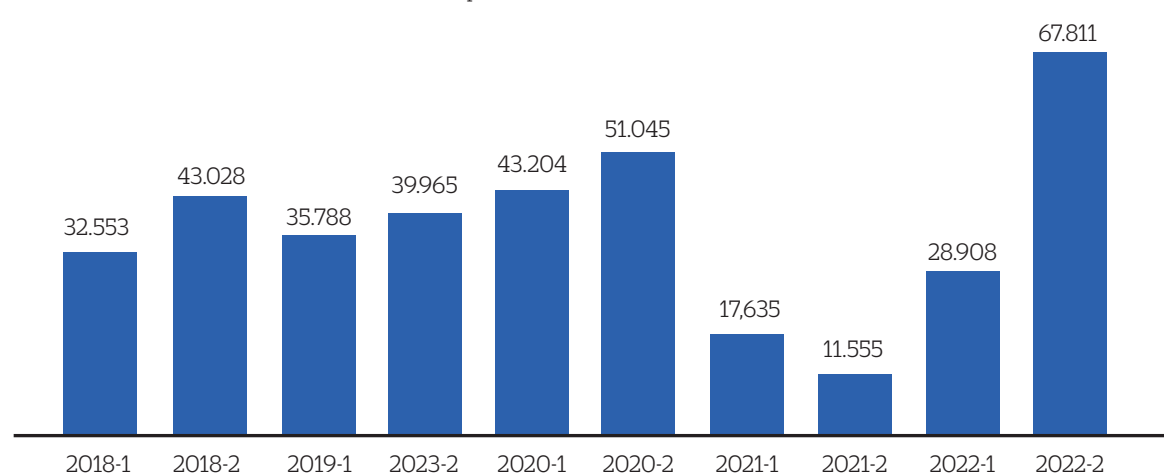
Note: The "number of contacts" indicator represents the total number of students who took part in co-curricular activities, but did not earn a credit during the term. This indicator takes into account the attendance of students in each event organized by the Student Life Office. In 2022, there were face-to-face, synchronous and asynchronous virtual activities, which explains the high increase in the number of participants.

Table 4.4. Results of co-curricular credit-granting activities (2018-2022)

Term	Assigned faculty	Administrative staff	Number of participants	Number of students (unique number)
201801	94	20	9,091	7,550
201802	96	20	9,552	8,005
201901	111	23	11,227	8,990
201802	125	23	13,735	10,024
202001	92	23	13,057	10,429
202002	119	23	14,081	10,761
202101	144	24	15,954	12,969
202102	139	24	15,894	12,482
202101	154	26	19,375	15,158
202102	132	26	17,410	12,676

*Extracurricular Activities that do not grant credits are not related to the scheduling of faculty or the support provided by the administrative staff.

c. UPC Troupes Results (2022)

UPC Troupes are artistic groups created to provide students with the opportunity to develop performing arts. Every year, hundreds of students audition for the seven university troupes through casting.

In 2022, UPC Troupes resumed face-to-face rehearsals and presentations, maintaining part of their activities on virtual platforms. However, they prioritized getting closer to the rest of the students through visits to the different sites.

• **The Hosts Club** participated in the 2022-2 Cultural Fridays, being in charge of mediation in this traditional space every week.

• **The Polyphonic Choir Troupe** resumed face-to-face activities and is preparing to show its talent to the university community and the general public in the near future.

• **The Peruvian Dances Troupe** also took part in UPC's Cultural Fridays, sharing its art and passion for our folklore with the rest of the university community. Additionally, it participated virtually in the 1st University Dance Festival hosted by Universidad Ricardo Palma.

• **The Improv Troupe** had successful presentations on UPC's Cultural Fridays, disseminating improvisation among students and inviting them to interact during the show. It also participated in the International Book Fair with a show inspired by the cultural heritage of this year's guest country: Portugal.

• **The Peruvian Music Ensemble** returned to the Grand National Theater with educational concerts. The latter are part of the Large Audiences program, belonging to the theater's "Formación de Públicos" (Audience Education) program. Furthermore, it shared its art in different scenarios, such as the International Book Fair, the Music Festival and UPC's Cultural Fridays.

• **The Street Dance Troupe** resumed face-to-face activities on UPC's Cultural Fridays. It is preparing to start a great 2023 season.

• **UPC's Theater Troupe** has been developing a big performing project for 2023, originally created by its members and directors. A glimpse of this production was presented in Cultural Fridays to invite other students to join the project.

Figure 4.4
Members of the Peruvian Dances Troupe in their last 2022 rehearsal.

Figure 4.5
Announcement on the presentation of the Improv Troupe in the Main Event of the International Book Fair

d. UPC Cultural Results (2022)

In January 2021, UPC launched its online cultural center (link). This platform is aimed at society at large and seeks to offer different cultural contents. Its main objectives are:

• To promote, disseminate and discuss artistic and cultural initiatives and improve access to all with flexible formats so as to broaden their scope and impact.

• To position UPC as a university that promotes arts, culture and heritage with quality content that contributes to the transformation of Peru.
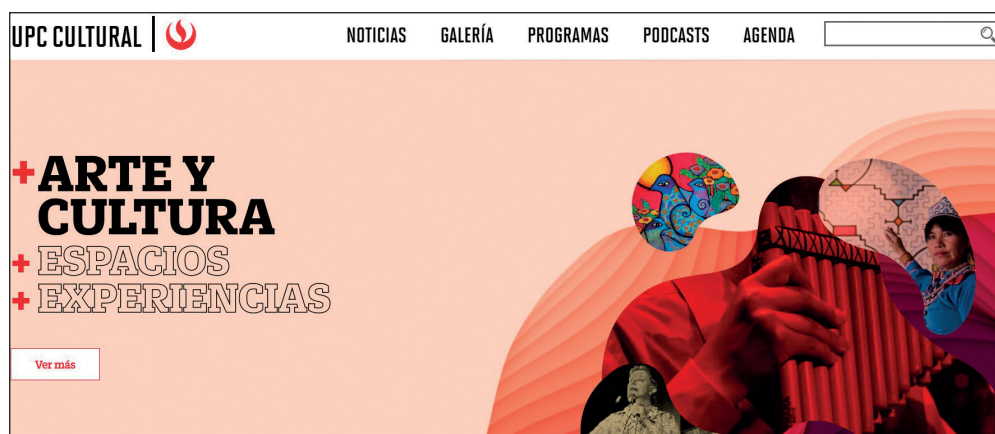
Figure 4.6
UPC
Cultural's
home
page

In 2022, 5 multimedia exhibitions such as *Niñas sin infancia and Kené Conexiones,* and 8 3D exhibitions such as *Homo Faber 3.0 and Miradas en el camino,* were produced and published in the main gallery. Additionally, 2 podcast series such as *Teatro Peruano de la Independencia* and 4 audiovisual series such as *Pausa Cultural* and *Dialogando con la Danza* have been produced. UPC's developed its own cultural events, as well as events coordinated with external institutions, such as *Diálogos y Arte* and *Victoria a través de mí,* presented on face-to-face and virtual formats. The development of this content reflects the talent of the University's managers, artists, faculty members and students.
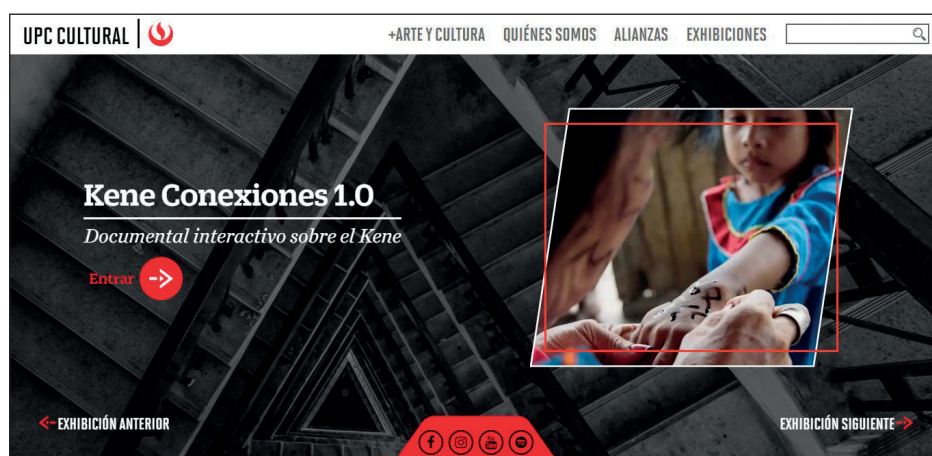
Figure 4.7
Kene Conexiones 1.0 exhibition on the *kene* design, an artistic Shipibo-Konibo manifestation, on UPC Cultural.

e. UPC Sports Results (2022)

UPC has 23 sports teams. Students who are part of these teams are required more effort in terms of training hours and competitions. They are provided with comprehensive support to cover all their needs: academic tutoring, psychological, nutritional and physical therapy assistance, and physical preparation by professional specialists from the University programs. (link).

In 2022, UPC's sports delegation participated with over 500 athletes from 22 sports teams and a technical staff composed of more than 50 professionals, joined by staff as well. The results were the following: 16 First Place trophies, 2 Second Place trophies and 1 Third Place Trophy (link). Due to this major achievement, UPC was recognized as Overall Champion in the 2022 National University Games, with 16 championships and a general score of over 100 points higher than the other universities. Results are as follows:

- National Chess University Championship – Champion
- National Track and Field University Championship – Champion
- National Women's Basketball University Championship – Champion
- National Men's Basketball University Championship – Champion
- National Climbing University Championship – Champion
- National Men's Soccer University Championship – Runner-Up
- National Women's Soccer University Championship (Exhibition) – Champion
- National Women's Futsal University Championship (Exhibition) – Up to the first phase
- National Men's Futsal University Championship – Up to the first phase
- National Judo University Championship – Champion
- National Karate University Championship – Champion
- National Weightlifting University Championship– Champion
- National Wrestling University Championship – Champion
- National Swimming University Championship – Champion
- National Women's Rugby University Championship – Champion
- National Men's Rugby University Championship – Champion
- National Taekwondo University Championship – Champion
- National Table Tennis University Championship – Runner-Up
- National Shooting University Championship – Champion
- National Women's Volleyball University Championship – Fourth Place
- National Men's Volleyball University Championship – Third place
- National Wushu University Championship – Champion

Figure 4.8
UPC Sports staff celebrating the University's Overall Champion recognition in the National University Games.

Figure 4.9
Lucía Guerrero and Mauricio Saldaña, UPC students, chosen as the Best Players of the Women's Basketball and Men's Basketball Championships, respectively. Both teams became champions.
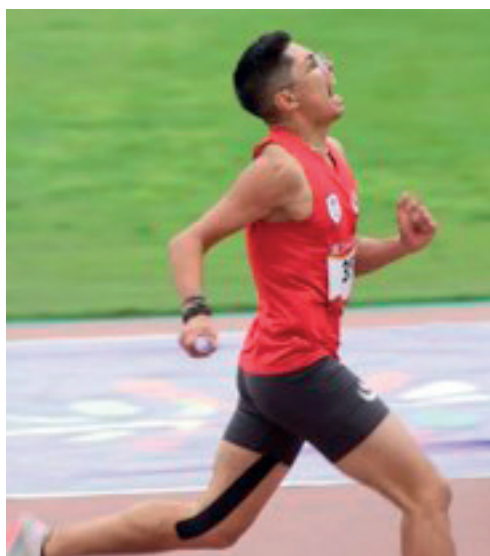
Figure 4.10
Carlos Brindani, UPC student, during the Track and Field competition.

In 2022, intramural sport activities included lightning-fast tournaments developed in Cultural Fridays, with over 700 participants. Face-to-face Men's Futsal, Women's Futsal and Chess Leagues had over 500 participants. In addition, Súmate sessions (sports and physical activity promotion) had almost 500 participants. Finally, eSports tournaments had almost 900 participants.

Figure 4.11
Call for the face-to-face Volleyball Lightning-Fast Tournament

Figure 4.12
Announcement
of UPC's League
of Legends
Tournament
winners

In 2022, the following UPC Athletes obtained outstanding achievements:

- **Ricardo Espinosa**, Sports Administration and Business student and UPC Athlete (Swimming), was recognized as the best swimmer in the Lima 2022 National University Games, with six gold medals.
- **Heidy García**, Sports Administration and Business student and UPC Athlete (Chess), obtained the first place in the Women's Chess category from the 2022 National University Games, with a perfect score.
- **Joaquín Mendoza**, Administration and Marketing student and UPC Athlete (Wushu), won two gold medals in the Advanced Wushu Taolu category from the 2022 National University Games.

The following are outstanding participants and winners in 2022 national and international competitions:

- **Inés Castillo**, Fashion Design and Management student and Qualified Athlete (Badminton), obtained four gold medals and a silver medal in the Bolivarian Games Valledupar 2022, and three bronze medals in the ODESUR Games Asunción 2022.
- **Alessia and Valeria Palacios**, International Business Administration students and Qualified Athletes (Rowing), were champions and obtained a gold medal in the WX2 - Rowing category from the 12th Bolivarian Games Valledupar 2022. In addition, they were runners-up in the 2022 World Rowing Under 23 Championship, in the women's lightweight rowing category.
- **Abigail Sirio, Arelí Rolando and Diana Garnica**, Qualified Athletes (Swimming - Water Polo), won third place in the 12th ODESUR Games Asunción 2022 and a gold medal in the 12th Bolivarian Games Valledupar 2022.

- **Bruno Seminario**, Qualified Athlete (Volleyball), obtained a bronze medal in the 12th ODESUR Games Asunción 2022.
- **Camila Caceres**, Qualified Athlete (Taekwondo), is an ODESUR runner-up and obtained a silver medal in the 12th ODESUR Games Asunción 2022.
- **Carmela De La Barra**, Qualified Athlete (Taekwondo), won third place and a bronze medal in the 12th ODESUR Games Asunción 2022.
- **Eduardo Grandez Cardenas**, Qualified Athlete, won third place in the 12th Bolivarian Games Valledupar 2022.
- **Edward Gonzales**, Qualified Athlete (Gymnastics), was a runner-up in a team and won third place in the all-around ranking in the 12th Bolivarian Games Valledupar 2022.
- **Fernanda Saponara**, Qualified Athlete (Badminton), won first place in a team and a bronze medal in the 12th Bolivarian Games Valledupar 2022. She also obtained a bronze medal in the 12th ODESUR Games Asunción 2022.
- **German Rodriguez**, Qualified Athlete (Swimming), won third place in the 12th Bolivarian Games Valledupar 2022.
- **Linda Rodriguez**, Qualified Athlete (Karate), won third place and a bronze medal in the 12th Bolivarian Games Valledupar 2022.
- **María José Rojas**, Qualified Athlete (Volleyball), ODESUR Champion in the 12th ODESUR Games Asunción 2022.
- **Mauricio Gallegos**, Qualified Athlete (Gymnastics), was a runner-up in a team and won third place in the all-around ranking in the 12th Bolivarian Games Valledupar 2022.

Figure 4.13
Announcement of UPC's League of Legends Tournament winners

Additionally, committed to the sports sector and, in particular, with the promotion of gender equality in sports and physical activity, UPC hosted related events in 2022. These included round tables such as *Mujeres en la dirigencia y sus aportes en el deporte peruano* (May 3, 2022) and *Fútbol Femenino: Presente y futuro en el Perú* (August 25, 2022). Furthermore, the made sure to have a female category in all university sports.

In January 25, 2023, the second edition of the Equality, Women and Sports Awards took place, recognizing the performance of athletes and sports-related professionals in 2022. The ceremony was broadcasted live on television and social networks, and was attended by the most outstanding sportswomen, coaches and sports agents in Peru. It should be noted that the first edition of the event and the support of UPC's Publishing House allowed editing the book *Campeonas. Cambiando las reglas del juego* ("Female Champions. Changing the Rules of the Game"). This publication presents the profiles of winning sportswomen, coaches and sports agents.

Figure 4.14
Equality, Women and Sports Awards Ceremony
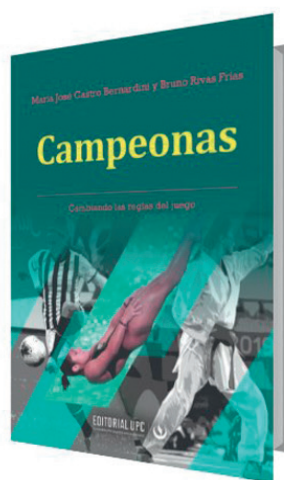
Figure 4.15
Cover of the *Campeonas* book and winner of the 2021 Best University Sportswoman category, Carmela de la Barra (UPC), showing the page where she appears.

f. UPC Volunteering Programs Results (2022)

In 2022, as with the rest of extracurricular activities, volunteer work options combined virtual and face-to-face experiences. The participation of 3,566 student volunteers was equal to over 76,400 volunteer hours.

Furthermore, UPC was able to validate the volunteer work of students who are part of the Peru's General Volunteer Fire Brigade (CGBVP) and those who participated in the Bicentennial Volunteers Program of the Bicentennial Special Project, which implements special calls for volunteers throughout the year.

For one more year, UPC remained an academic partner of the Virtual Learning Community (CVA, in Spanish) of Bicentennial Volunteers, with 7 self-instructive Sustainability courses on the following topics: Environmental management at home, Protection tools to reduce Environmental impact, Sustainability and public policies, Sustainability: An affordable lifestyle for all?, Adapting to change and collective environmental initiative, Social strategies for sustainable development, and Social responsibility and a glimpse into Sustainable Development Goals (SDG).

Figure 4.16
Call for volunteers in the Salvatón 2022 Event, organized by Bicentennial Volunteers

g. Results on the satisfaction with extracurricular activities (2022)

A satisfaction survey is carried out each semester to allow students to evaluate facilitators, resources and spaces where the activities have taken place. Students can also indicate if they would recommend an activity to other peers and if they believe it has contributed to their comprehensive education. As part of the University Life Department's supervision, activities are expected to obtain a score over 8, with 10 being highest score. During the past few years, this achievement

has been consistent. In addition to this quantitative value, every semester, during the registration process, the University analyzes which activities fill vacancies faster, which acquire more students, and which are not as interesting to students (those that are closed for not reaching the minimum number of participants), with the aim of implementing improvement actions. This allows a permanent assessment and the search for continuous improvement regarding the services offered by the University Life Department.

Figure 4.17 shows the results of the Survey of Satisfaction with Extracurricular Activities (2018-2022) that grant extracurricular credits. The slight variation in 2022 is due to the fact that students and facilitators had to re-adapt to the flow of activities, which involves returning and/or combining virtual and face-to-face spaces. In this regard, the University Life Department keeps strengthening and expanding the range of services offered to students in different modalities. Each academic semester, results are reviewed (both quantitative and qualitative) and broken down into extracurricular activities, facilitators and resources. These results are shared with those responsible for each activity so they can assess and implement improvement actions, taking into account the comments of the students who participated in the survey.

As for activities that do not grant credits, they are monitored through the participation and attendance indicator. The University Life Department establishes and adjusts the corresponding offer based on the knowledge acquired and results of each semester.

Figure 4.17
Results onthe Survey of Satisfaction with Extracurricular Activities (2018-2022)
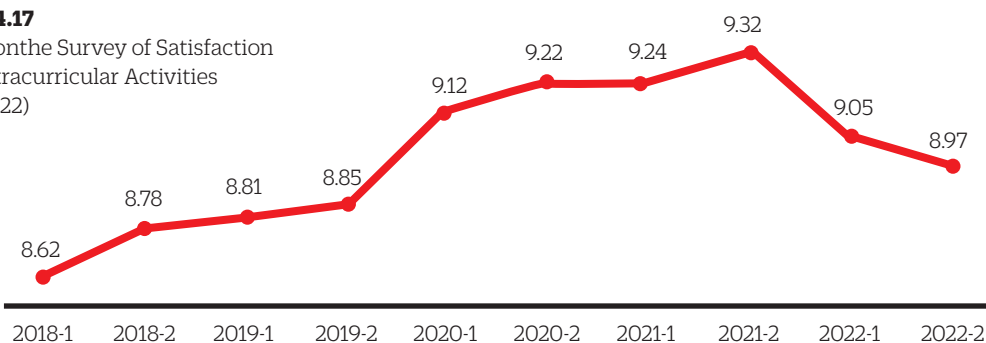
At the institutional level, general satisfaction is collected through the NPS (Net Promoter Score) recommendation indicator. This allows analyzing the results of the Outstanding Athletes and UPC Troupes populations. The result obtained is compared with the institutional NPS. In 2022, these populations obtained a differentiated higher NPS, with outstanding athletes obtaining an NPS of 68% and troupe students 51% (26 and 9 percentage points higher, respectively, in comparison with UPC's 2022 institutional NPS of 42%). These results are supported by the special support received by these populations. Their identification with the university and their level of recommendation are expected to be higher than those of the rest of UPC students.

INTERNATIONALITY RESULTS

As part of the university education, UPC offers its students the opportunity to live an international experience to strengthen their knowledge, global vision and employability. UPC International Office (OI) offers these international experiences, which are promoted through trips, international fairs, conferences, presentations, personalized assistance and events at both undergraduate and graduate levels.

Also, the OI is responsible for the development and maintenance of institutional relationships with foreign academic entities and coordinating international programs in their different modalities: Credit Transfer Programs, Certificates, Minors, Academic Exchange, Study Abroad, Academic Missions, Language Immersion Programs, International Certifications, Service-Learning Opportunities, and Clinical Rotations for the School of Health Sciences. It also offers Work and Travel programs, which are managed by third parties, the OI is responsible for the promotion and communication of these programs.

 The mission and vision of the International Office are as follows:

• **Mission - International Office:** To offer international experiences for students, graduates, faculty and staff to achieve a humanistic education and become responsible members and leaders with a global vision in local and international communities.

• **Vision - International Office:** To be recognized as the most international university in the region by exposing students to intercultural experiences.

The types of international programs offered by the International Office to UPC students, along with the improvement actions implemented to continue promoting internationality at undergraduate and graduate levels and the main results of internationality at both said levels are shown below.

a. Types of International Programs

The types of international programs offered at Traditional Undergraduate and Graduate School are as follows:

1. Credit Transfer Programs: It allows students to obtain a degree from the UPC and a second degree issued by a foreign university, after evaluation and approval of the credits taken at the foreign university by the UPC program. The recognition and validation of credits is defined and approved by each academic program to ensure that the learning acquired is in line with the learning outcomes included in the program's graduate student profile.

2. Certificates and Minors: It allows students to carry out a specialized international program at a university having a valid mobility agreement with UPC.

3. Academic Exchanges: It allows students to study abroad for one or two academic terms, with the option of validating program courses. In this case the students pay the academic tuition fee of the UPC. The program applies to both Incoming (IN) and Outgoing (OUT) students.

4. Study Abroad: It allow students to study abroad for one or two academic terms, with the option of validating program courses. In this case, the students pay the tuition fee of the host university. The program applies to both IN and OUT students.

5. International Certifications: It allows students from foreign universities (IN Students) to study a minor during one academic term. There are 3 different specializations available to students and 1 that is being implemented in English by the Faculty of Engineering. To obtain the specialization, it is necessary to pass the 4 courses pre-established by the program.

6. Short-Term Programs:
a. Academic Missions: It allows students to benefit from short-term academic programs. These programs offer unique opportunities to have a cultural immersion experience, visit multinational corporations, foreign universities, and participate in academic seminars and international conferences with renowned speakers. The program applies to both IN and OUT students.

b. Summer & Winter Schools: Specialized open programs for students to study abroad during their breaks. A wide selection of first-class courses is offered around the world.

c. Language Immersion: It allows students to learn or improve a non-native language, expanding the vocabulary and achieving fluency thanks to everyday expressions that are not normally learned in the classrooms with textbooks. Students interact with the culture and the place for a period of three to twelve weeks depending on the institution. The program applies to both IN and OUT students.

d. Service Learning: It allows students to acquire an experience that combines community service with education. The program applies to both IN and OUT students.

7. International Conferences and Events: It allows UPC students, faculty and staff to participate, online and on-campus, in various international activities offered at UPC and abroad.

8. International Curricular Seminars: It allows students enrolled in a UPC Master's Degree to travel abroad and take a one-week intensive classes and visit companies. In addition, they can enjoy cultural visits and work on networking.

9. Open Academic Missions: It allows students and alumni of UPC Master's Degree or Specialized Programs to be part of an academic trip that develops a much broader program in teaching, covering state-of-the-art topics that give added value to students. All Open Academic Missions take place on the campus of international partner universities.

10. International Faculty Visits: It allows students who cannot afford to travel abroad to receive the international on-campus component. During the year, approximately 50 international faculty members visit UPC to teach in the programs of the UPC Graduate School.

b. Innovations and New International Programs available to students

In 2022, the year was full of challenges regarding innovation, as the International Office continued to offer high-quality international experiences to students in an online and on-campus learning environment. International online opportunities have allowed more students to have access to international programs, both at undergraduate and graduate levels. Internationality does not necessarily imply the physical mobility of students; it is also promoted through academic experiences taught by leading international professionals in both on-campus and online learning modalities.

The new programs implemented by the UPC International Office since 2022 are as follows:

Innovations and New International Opportunities implemented in 2022:

• Buddy Program: Support program in which UPC students who have participated in an Exchange or Study Abroad, voluntarily offer their support in the OI, helping the cultural adaptation of international students enrolled at UPC. Calls are made every semester, and some of the functions carried out are welcoming international students, accompanying students in the processes of UPC platforms, meetings of international students, and other activities throughout the semester.

• To increase the success of students in the development of international experiences, the International Office developed the following manuals in 2022 as a guide for the Exchange and Study Abroad programs: Validation Manual, Exchange Registration Manual and Student Application Manual.

• A new Academic Counseling Service was implemented for exchange students at UPC, offered in coordination with the corresponding Schools.

• The registration of UPC students to short-term programs has been implemented in the registration platform MOVE ON. This platform is used by many universities around the world to manage the internationalization process, allowing students to apply for international opportunities. In addition, it works as a repository for the variety of opportunities available to students.

• An International Student Satisfaction Survey was implemented at UPC to evaluate the services provided by the OI and its processes in the programs offered using an NPS developed especially for the OI. The analysis of these results will contribute to implement improvement actions and continue to promote international experiences at UPC.

• Erasmus+ Project with the University of Hertfordshire, in which 3 faculty/staff exchanges were made between both institutions, in addition to the publication of a photograph and chronicle book, and the development of a joint project.

• Symposium of Sciences for Sustainable Development with the Universidad Latina de Costa Rica. For the fourth year in a row, UPC is co-organizer of this important event, where students and faculty participate with specialized presentations.

• Credit transfer program with IE University so that UPC graduates can obtain a Bachelor's and Master's Degree in Architecture.

• New credit transfer programs with the University of Queensland for our students of Administration and International Business, Administration and Marketing, and the new Administration program.

• Development of an International Minor with the Universidad Antonio de Nebrija, Spain, for our students of the Administration and International Business program.

• Credit transfer program with the Universidad Europea de Valencia for our students of the Administration and International Business program.

• Credit transfer program with the Universidad Europea de Madrid for our students of Administration and Marketing, and the new Administration program.

• New academic mission for the Master's Degree in Education: Academic Mission to Haaga-Helia - Finland.

• New International Seminar for the Master's Degree in Road Engineering: International Seminar at the Universidad Politécnica de Cataluña - Spain.

• International Seminar for the Master's Degree in Environmental Management and Sustainability: Virtual Seminar with CATIE - Costa Rica.

• Internationality of the Master's Degree in Translation was enhanced with a new course taught by an international faculty: Virtual specialization course with the Universitat Jaume I - Spain.

• New International Seminar for the Master's Degree in Cybersecurity and Information Management: International Seminar at the Universidad Politécnica de Cataluña - Spain.

• New International Seminar for the Master's Degree in Data Science - International Seminar at the Universidad Politécnica de Cataluña - Spain.

• New International Seminar for the Master's Degree in Communication and Digital Marketing - International Seminar at the Universidad Politécnica de Cataluña - Spain.

On the other hand, in 2022, the following international Master's Degree programs were approved and are expected to be offered in 2024:

• Master's Degree in Brand Management: An international program will be developed with TEC of Monterrey.

• Master's Degree in Competition Law, Consumer and Intellectual Property: An international program will be developed with Universidad Adolfo Ibañez.

• Master's Degree in Auditing and Risk Management: An international program will be developed with TEC of Monterrey.

• Master's Degree in Sustainable Social Investment: An international program will be developed with the Tropical Agricultural Research and Higher Education Center (CATIE).

• Master's Degree in Energy Management: An international program will be developed with the Tropical Agricultural Research and Higher Education Center (CATIE).

• Master's Degree in Sustainable Construction Engineering: An international program will be developed with the Fundación Politécnica de Cataluña.

• Master's Degree in Digital Humanities: An international program will be developed with Universidad de los Andes.

c. Main achievements of the UPC International Office in 2022

• UPC won the international funding for the project Team Finland Knowledge program (TKF). This project, developed along with the University of Jyvaskyla (Finland) and the Universidad del Desarrollo de Chile, consists of a cooperation agreement to request funds from the Finnish government to contribute to student mobility between the 3 universities. This project has been approved and around 60,000 euros have been assigned to finance the international exchanges, which will begin in 2023.

• UPC received the international Erasmus+ fund in collaboration with the Pan-European University, and UPC was honored to be visited by 4 faculty members and 3 students from said university. In addition, 4 representatives and 2 students from UPC traveled to Slovakia between the terms 2021-02 and 2022-02. The students received scholarships from the Pan-European University. Erasmus+ is a European Union program that supports young people in education, training and sports and, since 2020, UPC and the Pan-European University have been part of an agreement that has given UPC students the opportunity to access international scholarships for exchange with this university in Bratislava, Slovakia and live a unique international experience (Link).

• Participation in the NAFSA international fairs (Denver, USA) between May 31 and June 3; Universidad de las Américas (Puebla, Mexico) between October 26 and 28; AMPEI-CONAHEC (Chiapas, Mexico) between October 19 and 21: International Days of Thomas More University of Applied Sciences (Belgium) from March 14 to 18; and IPAM (Lisbon, Portugal) from March 21 to 25.

d. UPC Internationality Results in 2022

Undergraduate Programs

In 2022, a total of 2,151 UPC students participated in international academic experiences (outcoming students), including: Academic Exchange and Study Abroad experiences (209 students); Short-Term Academic Programs (621 students); Credit Transfer, Certificate, and Alumni Programs (109 students); COIL[1] online mobility (262 students); Work & Travel (598 students); and other experiences such as international degrees (352 students).

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[1] Collaborative Online International Learning

From this total, 812 students completed their international programs online and 1,339 on-campus. For both modalities, the most popular destinations among UPC students were United States (44.30%), Colombia (11.86%), Mexico (10.62%), Spain (10.16%), and UK (3.68%).

Exchange semesters (on-campus and online) and short-term programs continued with the participation of 261 international students. Around 90% of international students were from Mexico (42%), Colombia (26%), France (9.2%), USA (6.8%) and Germany (6.4%).

Table 4.5 shows the main internationality results for undergraduate programs in 2021-2022.

Table 4.5. Internationality Indicators for Undergraduate Programs (2021- 2022)

Indicators	2021	2022
Outgoing Students	878	2151
Incoming Students	537	812
Scholarships received by outgoing students	14	23
Students participating in International Conferences	40,548	49,774
UPC Active International Agreements	254	282

Graduate Programs

During 2022, the UPC Graduate School promoted internationality by offering high-impact international on-campus and online learning experiences.

Five academic seminars were offered onsite in Spain. In these seminars students from the Master's Degree in Communication and Digital Marketing, Master's Degree in Human Factor, Master's Degree in Corporate Finance, Master's Degree in Public Management and Master's Degree in Road Engineering got the opportunity to visit Barcelona. Additionally, the International MBA mission was developed in Barcelona, led by representatives of the Fundació Politècnica de Catalunya.

About faculty, in 2022, UPC Graduate School received 32 international faculty members, who offered master classes to students enrolled in the following Master's Degree programs:

• Specialized Program in Political Marketing
• International Master's Degree in Communication Management
• Specialized Program in Gender Equity and Inclusion Management Applied to Organizations
• Specialized Program in Lean Six Sigma Black Belt
• Specialized Program in Corporate Finance Management
• Executive MBA
• Advanced Research Program

- Specialized Program in Safety, Health, and Welfare in the Workplace
- Specialized Program in Productivity in Construction Projects
- Specialized Program in Human Factor 4.0: Transformation and Digitalization
- Specialized Program in Retail Management
- Master's Degree in Construction Management
- E-MBA
- Specialized Program in Construction Management
- Certification in Lean Construction Management
- Master's Degree in Corporate Finance

The internationality results of the UPC Graduate School in 2022 are shown in Table 4.6 and Table 4.7. These results comprise Master's Degree programs and specialized programs between 2020-2022.

Table 4.6. Internationality Indicators for Undergraduate Programs (2021- 2022)

Indicators	2020	2021	2022
International missions of GS - UPC students abroad (On-campus)	16	0	93
International missions of GS - UPC students abroad (Online)	108	453	374**

Table 4.7. Internationality Indicators for Graduate Programs (2018- 2022)

Indicators	2018	2019	2020	2021	2022
Outgoing Students - International Missions	329	366	124[1]	453[1]	521[1]
Incoming Students - International Missions	26	9	0	0	0
Outcoming Faculty Mobility	17	19	0	0	5
Incoming Faculty Mobility	47	53	61	80	32
Number of students who participated in international conferences in Peru	-	-	1037	-	-
Number of students who participated in classes with international faculty[2]	-	-	2,672	2442	-
Total Mobility	419	447	3906	2975	558

* GS (Graduate School)
** The number of students participating in Virtual Seminars was 17% lower because on-campus experiences were reactivated. As shown in the Table, there were 93 Graduate School students who participated in on-campus international experiences
[1] International Missions of outcoming students (On-campus and Online).
[2] All programs involve some type of internationality, so this indicator is no longer measured since 2022.

e. Satisfaction Results

In 2022-01, the satisfaction survey was implemented for the first time to determine the level of satisfaction with the services provided by the International Office (OI). This first measurement was carried out from August 8 to 21, 2022, with the objective of determining the following aspects:

• Evaluate the experience of the application process with the International Office.
• Identify the satisfaction of the assistance and monitoring of the student during the stay.
• Determine the academic experience during the international program.

The results obtained were the following:

Outgoing Students:

• NPS – General: 60%
• NPS – On-campus Programs: 81%
• NPS – Online Programs: 26%
• The satisfaction index for the service offered by the International Office was an overall 76%. It was 78% for on-campus programs and 73% for online programs.
• The customer satisfaction index with the international experience at the foreign university was 96%. It was 97% for on-campus programs and 95% for online programs.

Additional information about OI is available at: (link).
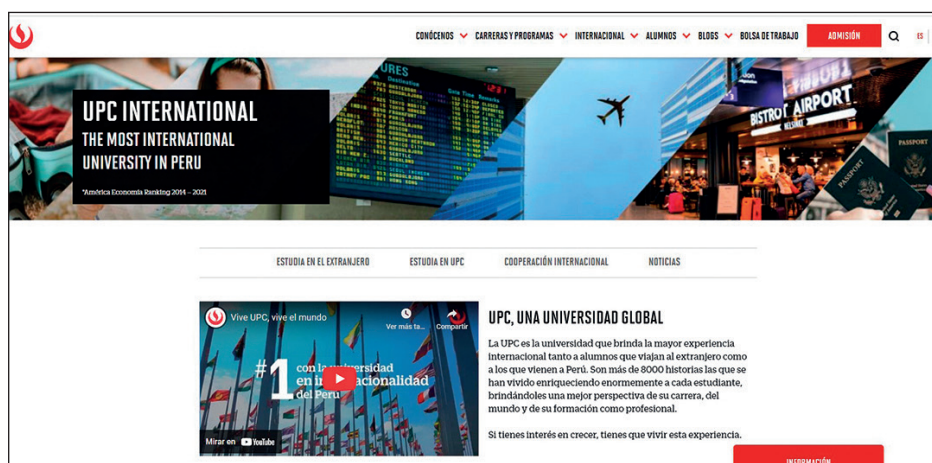
Figure 4.18
Web Site:
UPC
International
Office.

Figure 4.19
Presentation about *"Estudios en UPC"*, given by the International Office team to more than 300 students of the *Universidad del Valle de México - Campus Veracruz.*

Figure 4.20
Welcome session for international students who visited us in the 2022-02 term, held in August 2022 at the *Monterrico Campus.*

Figure 4.21
Academic Mission to *Spain: Zaragoza, Barcelona* and *Madrid*, held in July 2022. The mission had 24 students and 2 staff.

Figure 4.22
International MBA Academic Mission 2022: Part of the group with 37 students visited the company Brenntag. The mission was held from November 5 to 11, 2022.

Figure 4.23
EOI International Seminar: The Master's Degree in Corporate Finance includes a trip to the EOI. In the 2022 edition, 10 students participated on-campus and 5 students online. It was held in July 2022.

Figure 4.24
EOI International Seminar: The Master's Degree in Human Factor includes a trip to the EOI. 8 students participated in the 2022 edition. It was held in July 2022.

CAREER SERVICES RESULTS

UPC's Employment Opportunities Office (link) provides support and guidance to UPC students and graduates in terms of the search for, the evaluation and selection of job opportunities that facilitate their job placement and contribute to professional development.

The services offered by UPC's Employment Opportunities Office, either online or on campus, are as follows:

• Job opportunities linked to pre-professional internships for Working Adult (EPE) and traditional undergraduate and graduate students (link), which fosters interaction between students and graduates with the labor demand.
• Individual counseling to prepare resumes and job interviews.
• Information on lectures and workshops to prepare for pre-professional internships.
• Counseling from a member of staff on each campus/site for the validation of credits for pre-professional internships (link).
• Issuance of cover letters for internships and signing of internship agreements.
• Validation of pre-professional internships.
• Doubts and/or queries regarding employment and internships.

In 2022, in order to enhance employability, UPC's Employment Opportunities Office carried out internal events to provide students and graduates with training on job placement, building a high-impact CV, tips to successfully prepare for a job interview, information on pre-professional internships, validation of credits for internships, and other topics aimed at solving doubts and queries most frequently asked.

Table 4.8 shows the number of employability events (webinars and talks) provided by UPC's Employment Opportunities Office on campus in the 2021-2022 period. The events were conducted fully online in 2021, whereas they were gradually conducted on campus in 2022. Table 4.9. shows the number of events and participants for the 2021-2022 period.

Table 4.8. Number of Employability Events Carried Out (internal) and Number of Participants.

Modality	2021		2022	
	Events	Participants	Events	Participants
Online	66	4,866	53	4,078
On Campus	0	537	8	302
Total	66	4,866	61	4,380

In addition, UPC's Employment Opportunities Office, in coordination with various renowned companies in Peru, such as Belcorp, Interbank, McKinsey & Company, Backus, Deloitte, BCP, and Ferreyros, among others, carried out employability events, which were facilitated by the companies' staff. In 2022, the number of events increased by +10% compared to the previous year, as shown in table 4.9.

Table 4.9. Number of Employability Events Carried Out (internal) and Number of Participants.

Year	Events	Number of Events
2021	Webinars and talks on employability	68
2022	Webinars and talks on employability	75
Total	Increase (%)	10.29%

ACADEMIC EXCELLENCE GROUP RESULTS

The Academic Excellence Group (AEG) was created in 2012 to recognize UPC's best students, offering them a series of learning opportunities oriented to foster their leadership skills and professional competencies with the purpose of becoming UPC referents in society.

Since 2012, and under the leadership of the Vice Rectorate of Academic Affairs and Research, the AEG has grown both in terms of position and value within the institution. Ten years after its inception, all students are aware of the fact that UPC recognizes and rewards talent.

The ultimate goal of this project is to promote a culture of academic excellence within UPC, motivating students to reach their full potential and effort continuously towards becoming outstanding professionals both at the academic and personal levels.

The AEG program is constantly evolving, guided by UPC's mission to educate upstanding and innovative leaders with a global vision who will transform Peru. Research and cultural activities are actively developed through the program, this strengthens the skills of AEG students and prepares them to have transcendental impact in the community.

The AEG inclusion criteria are as follows:

a) being enrolled in a minimum of 15 academic credits during the regular second term of the academic year;
b) having earned at least 40 academic credits, both cumulative and passed (passed courses refer to summer enrollment and/or two regular terms during the year); and
c) having a cumulative weighted average that is two standard deviations above the overall average of their academic program.

By the end of 2022, UPC reached 1,630 AEG students. Of all the students who participated in the program, around 80% took part in at least one conference or event specially designed for them.

AEG requires UPC to constantly innovate so as to offer new and better benefits for its students. As a result, in 2014, UPC created the Leadership Program in order to complement the students' academic training by developing leadership skills.

AEG students participate in a leadership program specially designed for them. This program develops and strengthens soft skills, self-awareness and initiatives geared towards innovation and social responsibility. The program covers 140 hours, lasts 2 years and includes 4 modules:

Figure 4.25
Modules of the Leadership Program

Personal Leadership (20 hours)	Emotional Intelligence (20 hours)	Transcendental Leadership (20 hours)	Leadership for Entrepreneurship and Social Innovation (80 hours)
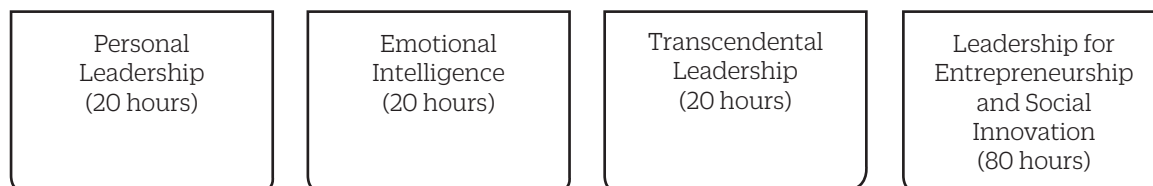
This program has evolved during the years through the use of new resources, and students' participation has been increasing. In 2022, more than 600 students participated simultaneously in the Leadership Program and its various activities on UPC's campus and sites. The School of the Instituto Tecnológico y de Educación Superior de Monterrey (Mexico) participated in the program as well.

Below is the list of activities and lectures developed for AEG students.

a. Leadership Program:
The Leadership Program has been designed especially for AEG students and seeks to develop and strengthen soft skills, self-awareness, innovation, and social responsibility. It lasts two years and includes activities offered simultaneously at all UPC sites and campus. The Leadership Program includes three training modules on personal leadership skills, emotional intelligence, and transcendental leadership, as well as a fourth international module on innovation and entrepreneurship (organized by the Instituto Tecnológico y Educación Superior de Monterrey in Mexico). In 2022, 774 students participated in the Leadership Program.
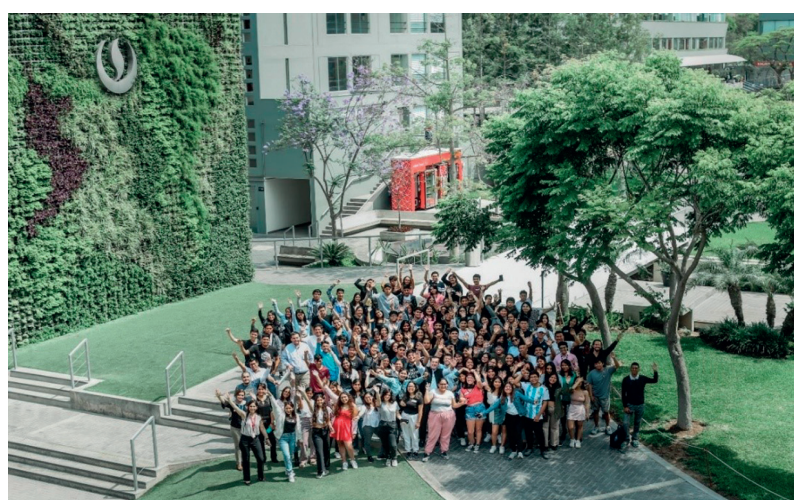
Figure 4.26
AEG participants of the Leadership Program

Figure 4.27. shows the evolution of the number of AEG students participating in the **Leadership Program** from 2018 to 2022.

Figure 4.27
AEG Students in Leadership Program (2018 – 2022)
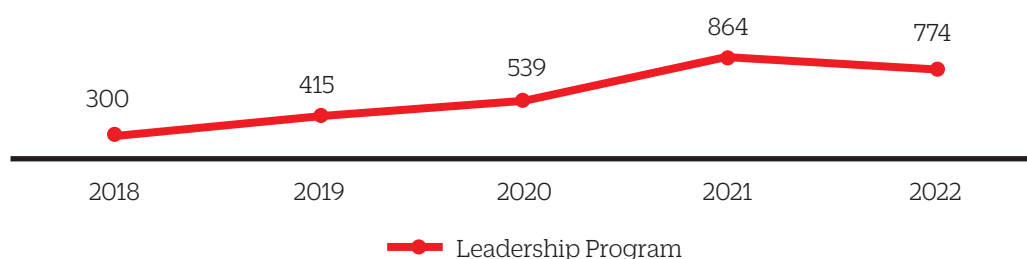
The aim of the Leadership Program, which involves the participation of AEG students from different programs, is to provide excellent and comprehensive education through the acquisition of soft skills and leadership competencies. In 2022, the participation ratio was around 47.48% regarding the population of AEG students. This growth is higher than the one reported for 2020 (42.77%).

b. Entrepreneurship Bootcamp:
Students who attend the Leadership Program's fourth module participate in a three-day bootcamp in which they develop social entrepreneurship projects under the mentorship of faculty members with experience in innovation and entrepreneurship from the *Instituto Tecnológico y Educación Superior de Monterrey* (Mexico). In its latest edition, students that developed their entrepreneurship projects during 2022 (between August – December) were selected to participate in the Entrepreneurship Bootcamp at the end of the year. In 2022, 134 students attended the Leadership Bootcamp.

Figure 4.28
AEG students that developed entrepreneurial projects in 2022 and participated in the Entrepreneurial Leadership Bootcamp, with faculty members of the *Instituto Tecnológico y de Educación Superior de Monterrey* (Mexico).
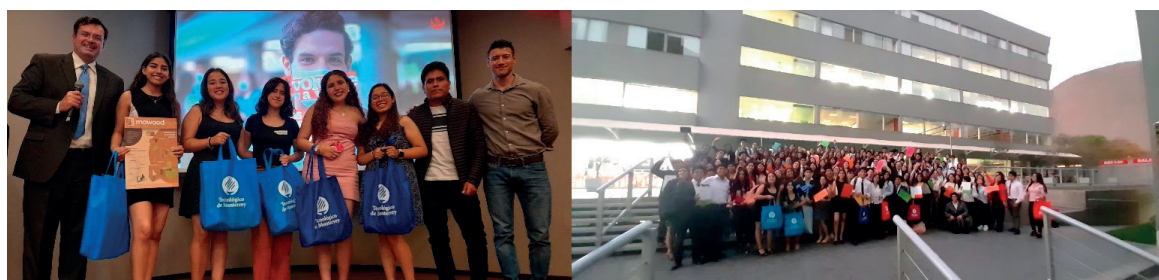
Figure 4.29 shows the evolution of the number of AEG students participating in the **Entrepreneurship Bootcamp** from 2018 to 2022.

Figure 4.29
AEG Students in Entrepreneurship Bootcamp (2018 – 2022)

Entrepreneurship Bootcamp

	2018	2019	2020	2021	2022
	70	75	116	88	134
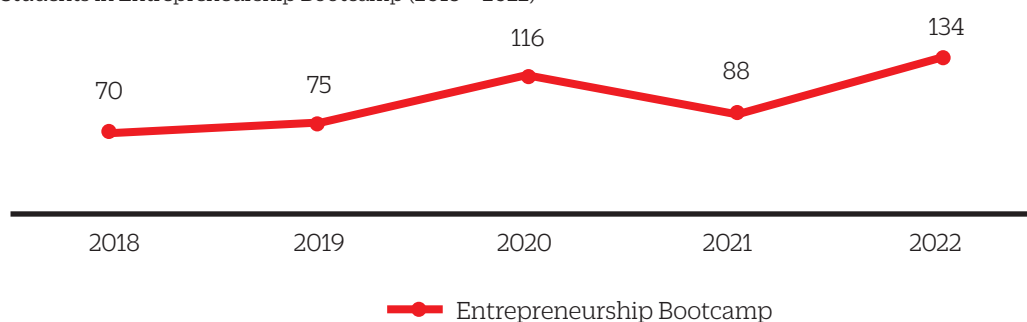
c. "Trasciende Perú" [Transcend Peru] Congress

This congress was established at the initiative of AEG students. The congress includes the participation of external speakers who talk about topics relevant to Peru. Topics in previous editions included: education, environmental sustainability, and social entrepreneurship. Since 2021, the congress includes the participation of international guest speakers and its name changed to *"Congreso Internacional de Ética y Ciudadanía: Trasciende Perú"* [International Congress on Ethics and Citizenship: Transcend Peru]. In 2022, 190 students participated in the Congress.

Figure 4.30
AEG students who took part in the 2022 *"Congreso Internacional de Ética y Ciudadanía: Trasciende Perú"* [International Congress on Ethics and Citizenship: Transcend Perú].

Figure 4.31 shows the evolution of the number of AEG students participating in the **"Trasciende Perú"** **[Transcend Peru] Congress** from 2018 to 2022.

Figure 4.31
AEG Students in *"Trasciende Perú"* [Transcend Peru]
Congress (2018 – 2022)

"Trasciende Perú" (Trascend Peru) Congress
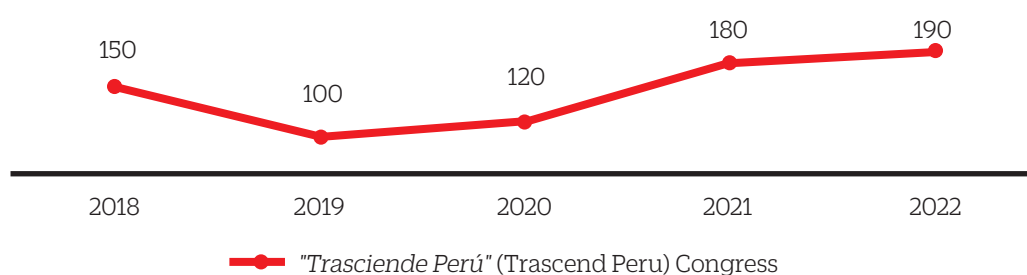
d. AEG Conferences and Workshops:

These workshops have been specially designed for AEG students and seek to develop professional skills. Some workshops focus on personal development, public speaking, negotiation, teamwork, and high-impact presentations, among other topics. In 2022, 300 students participated in the workshops and conferences.

Figure 4.32
AEG students who took part in the 2022 workshops.

Figure 4.33 shows the evolution of the number of AEG students participating in conferences and workshops from 2018 to 2022. In 2022, this activity was conducted on a face-to-face basis with smaller groups of students to offer them a more personalized experience. In 2020 and 2021, these workshops were held virtually due to the health emergency, allowing more participants.

Figure 4.33
AEG Students in Conferences and Workshops (2018 – 2022)
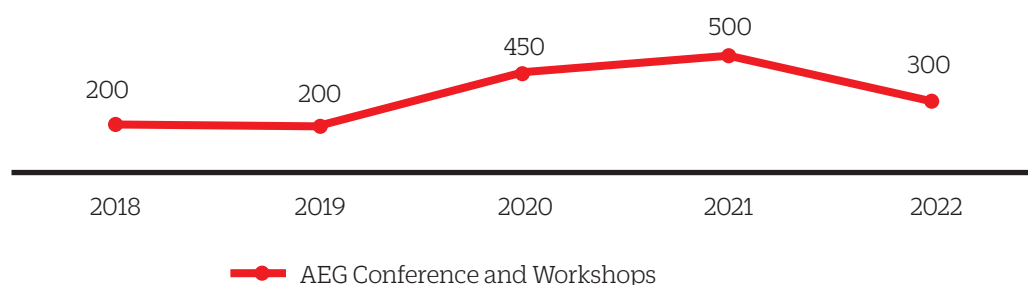
PSYCHO-PEDAGOGICAL COUNSELING RESULTS

UPC's Psycho-Pedagogical Counseling Area (link), which is part of the Educational Quality Department, promotes the well-being of students and their successful adaptation to the university system. This area provides psycho-pedagogical counseling through free access programs and workshops, which help students meet the demands of the university environment, contributing to diversity, inclusion, and equity at UPC.

a. Services offered by the Psycho-Pedagogical Counseling (OP) Area
The services provided by the OP Area are available to all undergraduate students, from both Traditional Undergraduate and Working Adult (EPE) programs. They are provided on a group or individual basis. Table 4.10 shows the services offered in each category.

Table 4.10. List of group and individual services offered by the Psycho-Pedagogical Counseling Area

Type of assistance	Description	List of programs offered
Group assistance	Spaces for interaction among students under a psychologist's supervision to address socio-emotional and learning issues.	• University Coaching • Studying and Learning Strategies Workshops
Individual assistance	Spaces for personalized guidance provided by psychologists to address socio-emotional and learning issues.	• Personal Development Workshops • Support Groups • Academic Risk Advisory • Diversity and Inclusion Program (PADI) • Psychological Support • Vocational Guidance

The programs offered by the Psycho-Pedagogical Counseling Area, held on a face-to-face and online basis, are described below:

I. Group assistance services:

• **University Coaching:** The aim of the program is to have incoming students receive support and guidance during their UPC adaptation process Each incoming student (coachee) will be connected with a student from more advanced terms (coach), who will support and guide them throughout the semester.

Figure 4.34

• **Studying and Learning Strategies Workshops:** The program provides students with different learning and study strategies and techniques to improve their academic performance. Themes are renewed monthly.
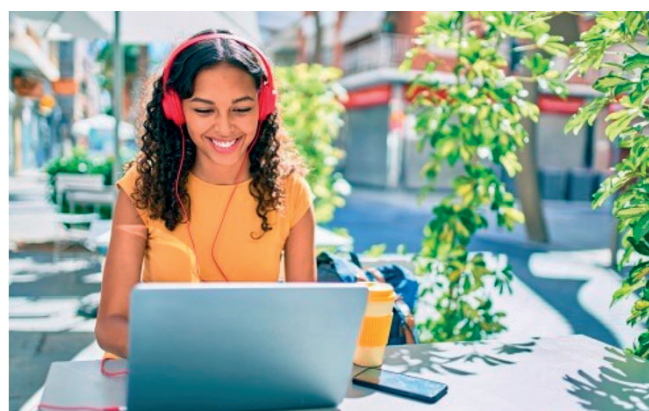
Figure 4.35

• **Personal Development Workshops:** The program develops different socio-emotional skills and abilities in students, contributing to their holistic well-being and personal development. Themes are renewed monthly.

Figure 4.36

• **Support groups:** The program creates a safe space for students to share and listen to experiences in groups with a limited number of members. Guided by a psychology professional, different topics of interest and related to mental health will be addressed.

Figure 4.37

II. Individual assistance services:

• **Academic Risk Advisory:** This program is aimed at all UPC students at academic risk (being enrolled in one or more courses for the third time and/or exceeding the maximum period of established terms), in accordance with the Study Regulations. Each student will be assigned a counselor so they can meet periodically to diagnose their academic situation and receive administrative advice on how to avoid academic dismissal.
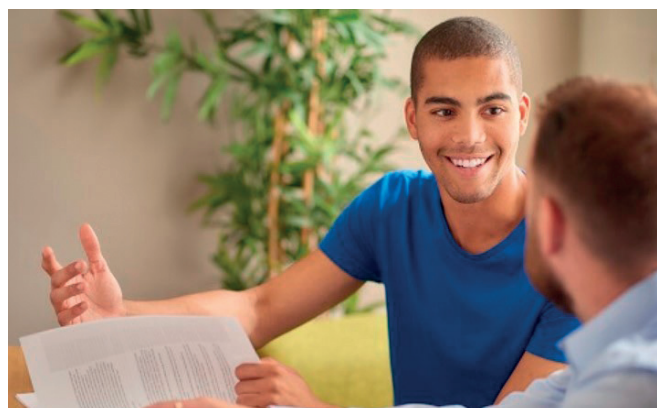
Figure 4.38

• **Diversity and Inclusion Program (PADI):** The program is aimed at students who declare some type of disability or diverse condition. Students are supported by a tutor during their adaptation process, detecting their needs and coordinating reasonable adjustments. This program does different activities to promote equity in teaching, with the aim of making UPC an inclusive and accessible space. Participating students will receive psycho-pedagogical support throughout their studies, acquiring different tools to develop their autonomy. Any UPC student who declares and provides evidence of a disability or a specific learning condition may apply to PADI.

Figure 4.39

• **Psychological Support:** This space allows students to receive the emotional support and brief guidance of a psychology professional, with the guarantee that all discussions will be handled confidentially. After the consultation, other types of support will be recommended if necessary.

Figure 4.40

• **Vocational Guidance:** The aim of this program is to assess students' aptitudes, personality traits and interests. This program seeks to give students a clearer picture of their vocational profile. After going through a group assessment comprised of different tests, students will have an individual interview with a psychology professional to receive the results and solve doubts. This program will help students clarify doubts if they are planning an internal program transfer.
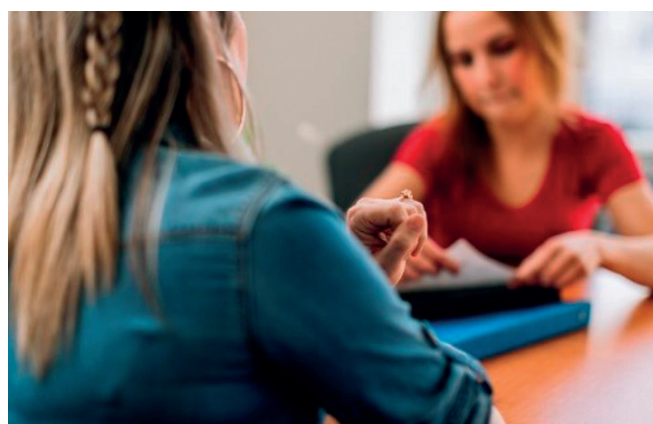
Figure 4.41

b. Mechanisms for detecting students who need Psycho-Pedagogical Counseling (OP) services:

• **Referrals:** Students can request an appointment on their own, may receive a suggestion from a peer, or may be referred by professors or directors who consider they need guidance. Likewise, appointments can be requested directly by parents who require counseling on a specific topic for their child.

• **Criticality Survey:** Its aim is to detect symptoms and warning signs suggesting that a requesting student requires priority assistance. This survey is conducted as part of the psychological support session, in which students demonstrate the need for immediate assistance and follow-up by the Psycho-Pedagogical Counseling team.

• **"Conócete" Survey:** Through the results of the "Conócete" Survey, aimed at incoming students, the profiles of the latter are analyzed at the level of personality traits, learning styles, abilities, among others. This allows detecting risk factors that have an impact on the continuity and success throughout their university studies. The information is sent to the campus Psycho-Pedagogical Counseling team, which invites students identified as vulnerable to join the programs offered by the area, according to each specific need.

c. Main service channels:

The area has face-to-face and online service channels to ensure that students enrolled in face-to-face and online modalities can access these services. The service channels are presented below:

• Through a student's request submitted to the Psycho-Pedagogical Counseling (OP) Area's emails and the registration forms made available to each program during the academic semester. Table 4.11 shows the corporate emails of the OP team:

Table 4.11. OP team emails

Site	Email
Monterrico	orientacionpsicopedagogicamo@upc.pe
San Isidro	orientacionpsicopedagogicasi@upc.pe
Villa	Webinars and talks on employability
San Miguel	Webinars and talks on employability

• Through the Psycho-Pedagogical Counseling team located in each site. Table 4.12 shows the location of the OP team in each site. Virtual consultations are held on Microsoft Teams or Blackboard. In this case, each student receives a customized invitation containing the access link.

Table 4.12. OP team location

Site	Location
Monterrico	Building J (5th floor)
San Isidro	Building A (4th floor)
Villa	Building B (1st floor)
San Miguel	Building C (2nd floor)

• For the Psychological Support Program, requests are submitted through the LibApps platform (link), available 24/7. Students chat with a virtual assistant, who helps them schedule an appointment.

d. Channels for disseminating Psycho-Pedagogical Counseling activities

• UPC's web page (Psycho-Pedagogical Counseling section), which disseminates all the services offered by the area, service channels and informative guides to reinforce students' emotional and physical development. (link).

• Webmailing and SMS aimed at disseminating the programs offered by the Psycho-Pedagogical Counseling Area to students enrolled during the academic semester.

• Dissemination in physical spaces at each UPC site. Murals or posters of the Psycho-Pedagogical Counseling services are hung with the aim of extensively communicating them.

• Dissemination of Psycho-Pedagogical Counseling programs through the University's social networks: Instagram (link) and Facebook (link).

Figure 4,42
Psycho-
Pedagogical
Counseling
Area's web
page
(link)
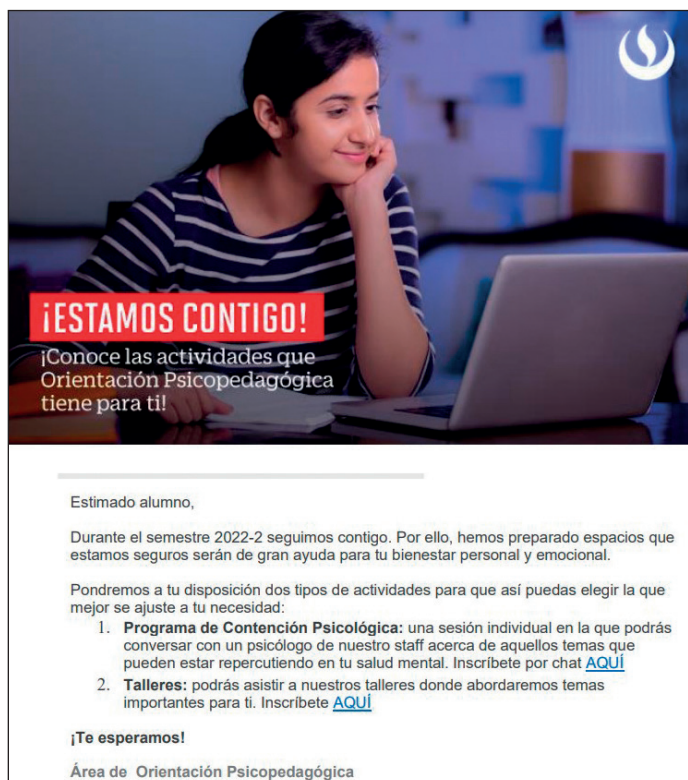
Figure 4.43
Webmailing aimed at students during the 2022-02 term

e. Objectives and Results of the Psycho-Pedagogical Counseling Area (2022)

Table 4.13 and Table 4.14 contain the objectives of the Psycho-Pedagogical Counseling Area for 2022, for group and individual assistance services, respectively. As shown, 100% of the goals set for each objective were successfully attained.

Table 4.13. Main goals set for January-December 2022 (group assisstance services)

Program	Objective	Indicator	Frequency	Formula	Goal	Analyst
University Coaching (UC)	To have at least 70% of University Coaching students complete the program and obtain a passing weighted average	% of incoming students who participated in the UC program and completed the first term with a passing weighted average	Every semester	Incoming students who completed the UC program and obtained a passing weighted average	70%	2022-01: 84.0% 2022-02: 88.0%
				Total number of incoming students who participated in the UC program		
University Coaching (UC)	To have at least 40% of University Coaching students enroll in 2023	% of incoming students who completed the UC program and re-enrolled in the following semester	Every semester	Total number of incoming students who re-enrolled in 2023	40%	2022-01: 89.7% 2022-02: 80.8%
				Total number of incoming students who participated in the UC program		
University Coaching (UC)	To have at least 70% of University Coaching students rate the program with a satisfaction level equal to or greater than 4	% of UC students surveyed with a satisfaction level equal to or greater than 4[1]	Every semester	Total number of UC students surveyed with a satisfaction level equal to or greater than 4	70%	2022-01: 86.0% 2022-02: 88.5%
				Total number of UC students surveyed		
Studying and Learning Strategies Workshops	To have at least 70% of students from the Studying and Learning Strategies Workshops acquire learning strategies	% of students who acquire learning strategies	Every semester	Total number of Satisfaction Survey answers confirming the achievement of workshop objectives	70%	2022-01: 99.0% 2022-02: 98.0%
				Total number of students surveyed participating in the program		
Personal Development Workshops	To have at least 70% of students from the Personal Development Workshops indicate that the workshop contributed to their personal or academic development	% of students indicating that the workshop contributed to their personal or academic development	Every semester	Number of students indicating that the workshop contributed to their personal or academic development	70%	2022-01: 97.0% 2022-02: 97.0%
				Total number of students surveyed the program		
Personal Development Workshops	To have at least 70% of students from the Personal Development Workshops rate the program with a satisfaction level equal to or greater than 4	% of students surveyed with a satisfaction level equal to or greater than 4	Every semester	Total number of students surveyed with a satisfaction level equal to or greater than 4	70%	2022-01: 96.9% 2022-02: 96.1%
				Total students surveyed		

[1] Note. The Satisfaction Survey conducted in every OP program contains an evaluation scale ranging from 1 (Very Bad) to 5 (Very Good).
*Note: The Support Groups service was a pilot initiative implemented by the Psycho-Pedagogical Counseling Area in 2020-2 due to the high demand for consultations during the COVID-19 health emergency. This strategy is still under development and being assessed; therefore, the service did not have an objective set for 2022.

Table 4.14. Main goals set for January-December 2022 (individual assistance services)

Program	Objective	Indicator	Frequency	Formula	Goal	Analyst
Academic Risk Advisory	To have at least 20% of students at academic risk enroll in the Academic Risk Advisory program.	% of students attending academic risk advisory sessions	Every semester	Students attending academic risk advisory sessions	20%	2022-01: 63.5%
				Total number of students at academic risk		2022-02: 67.4%
Academic Risk Advisory	To have at least 40% of Academic Risk Advisory students overcome the risk status by the end of the semester	% of students overcoming the risk status	Every semester	Students overcoming the academic risk status	40%	2022-01: 86.0%
				Total number of students assisted in academic risk advisory sessions		2022-02: 59.0%
Academic Risk Advisory	To have at least 70% of Academic Risk Advisory students rate the program with a satisfaction level equal to or greater than 4	% of students surveyed with a satisfaction level equal to or greater than 4	Every semester	Total number of students at academic risk surveyed with a satisfaction level equal to or greater than 4	70%	2022-01: 65.2%
				Total number of students at academic risk surveyed		2022-02: 62.5%
Psycho-logical Support	To have at least 70% of Psychological Support students report a clearer understanding or improvement on consultations upon completion of the program[2]	% of students who reported having a clearer understanding or improvement on the reason for consultation	Every semester	Total number of students surveyed who reported having a clearer understanding or improvement on the reason for consultation	70%	2022-01: 96.0%
				Total number of students surveyed participating in the program		2022-02: 96.4%
Psycho-logical Support	To have at least 80% of Psychological Support students rate the program with a satisfaction level equal to or greater than 4	% of students surveyed with a satisfaction level equal to or greater than 4	Every semester	Total number of students surveyed with a satisfaction level equal to or greater than 4	80%	2022-01: 98.6%
				Total number of students surveyed		2022-02: 98.4%
Vocational Guidance	To have at least 80% of Vocational Guidance students report having a clearer picture on vocational decision-making upon completion of the program[3]	% of students showing greater clarity in vocational decision-making	Every semester	Number of students considering that Vocational Guidance helped them in making decisions about their professional future	80%	2022-01: 93.7%
				Total number of students participating in the program		2022-02: 93.3%

[2] Note Based on the question "Did the psychologist help you better understand your reason for consultation?" (Yes/No).
[3] Note Based on the question "Do you consider that Vocational Guidance helped you in making a decision about your professional future?" (Yes/No).

Program	Objective	Indicator	Frequency	Formula	Goal	Analyst
Vocational Guidance	To have at least 80% of Vocational Guidance students rate the program with a satisfaction level equal to or greater than 4	% of students surveyed with a satisfaction level equal to or greater than 4	Every semester	Total number of students surveyed with a satisfaction level equal to 4	80%	2022-01: 93.2%
				Total number of students surveyed		2022-02: 93.1%
Diversity and Inclusion Program (PADI)	To have at least 70% of PADI students obtain a passing weighted average	% of students obtaining a passing weighted average	Every semester	Total number of students obtaining a passing weighted average	70%	2022-01: 81.9%
				Total number of students participating in the program		2022-02: 78.7%

f. Number of Psycho-Pedagogical Counseling Area consultations (2022)

Tables 4.15 and 4.16 show the total number of group and individual consultations held with the Psycho-Pedagogical Counseling Area in 2022-01 and 2022-02, respectively. Regarding the 2022-02 term, enrollment was historically lower than in 2022-01. Therefore, the number of consultations decreased due to the smaller population of students enrolled.

Table 4.15. Number of consultations in 2022-01

Type of assistance	Program	Total population (N)	Total students assisted (n)	% of consultations
Individual assistance	Academic Risk Advisory	4,322	2,746	63.54%
	Diversity and Inclusion Program	227	155	68.28%
	Psychological Support	*	2,138	N/A
	Vocational Guidance	*	228	N/A
Group assistance	University Coaching	10,699	3457	32.31%
	Studying and Learning Strategies Workshops Personal Development Workshops	*	5,249	N/A
	Support Groups	*	59	N/A

Note. * The total student population identified for this program encompasses all students enrolled at the undergraduate level in the 2022-01 academic term. Although these services are widely and actively disseminated in the face-to-face and online modalities, participation is voluntary.

Table 4.16. Number of consultations in 2022-02

Type of assistance	Program	Total population (N)	Total students assisted (n)	% of consultations
Individual assistance	Academic Risk Advisory	4,046	2,827	69.8%
	Diversity and Inclusion Program	249	157	63%
	Psychological Support	*	979	N/A
	Vocational Guidance	*	157	N/A
Group assistance	University Coaching	3,361	808	32.31%
	Studying and Learning Strategies Workshops Personal Development Workshops	*	3,100	N/A
	Support Groups	*	35	N/A

Note. * The total student population identified for this program encompasses all students enrolled at the undergraduate level in the 2022-02 academic term. Although these services are widely and actively disseminated in the face-to-face and online modalities, participation is voluntary.

g. Results on the satisfaction with Psycho-Pedagogical Counseling Area services (2022)

The 2022 Satisfaction Survey on Psycho-Pedagogical Counseling Services was conducted online through UPC's Outlook 365 Forms platform. It is conducted upon completion of consultations from the different individual and group assistance services offered by the area.

The Satisfaction Survey contains an evaluation scale ranging from 1 (Very Bad) to 5 (Very Good). The OP area considers that students addressed are satisfied when they rate services with a score equal to or greater than 4.

Table 4.17 shows, for each type of program, the percentage of students who rated the Psycho-Pedagogical Counseling services with the scores of Very Good (5) and Good (4), out of the total number of students who responded to the survey for each program, respectively.

Table 4.17. 2022 OP Services Satisfaction Results

Type of assistance	Program	2022-01	2022-02
Individual assistance	Academic Risk Advisory	65.2%	62.5%
	Diversity and Inclusion Program	91.0%	97.1%
	Psychological Support	98.6%	98.4%
	Vocational Guidance**	93.2%	93.1%
Group assistance	University Coaching	86.0%	88.5%
	Studying and Learning Strategies Workshops** Personal Development Workshops**	96.9%	96.1%
	Support Groups	100%	100%

*The Satisfaction Survey was not conducted for the University Coaching service in 2022-02.
**Regarding the Vocational Guidance, Workshops and Support Groups, students are able to participate in more than one session. Therefore, they may have responded to a program Satisfaction Survey more than once.

As for the Academic Risk Advisory Program results, improvement actions are being taken through focus groups. The aim is to identify difficulties in consultations and establish guidelines to improve the service provided.

h. Main improvement actions identified in the OP Area based on 2022 results

• **Renewal of workshops according to students' interests**

A diagnosis of the current workshops was prepared, and 20 new workshops will be designed to be implemented by the campus Psycho-Pedagogical Counseling teams during 2023. This project will allow improving workshop contents in order to meet students' current needs. The following are some of the new workshops:

a. Emotion Regulation Techniques
b. Anger Management
c. Emotional Maturity
d. Social Skills
e. Valuing Diversity
f. Mindfulness

• **Training in new psychological intervention topics for staff psychologists**

A diagnosis of the training needs of part-time staff psychologists was prepared. Five training sessions were held to address the topics of greatest interest according to their roles. This action will have a direct impact on the quality of the service offered to students. Some of the training topics were the following:

1. Short-term strategies for depression
2. Art therapy
3. Strategies to carry out executive functions
4. Difficulties and boundaries in sessions
5. Eating disorders or emotional hunger and physical hunger

• **Immediate assistance schedule on the LibApps platform (aimed at students who require online psychological support consultations)**

Immediate assistance hours on the LibApps platform are offered for critical cases. The aim is to cover up to 49 assistance hours per week, distributed from Monday to Saturday. This action will allow providing immediate assistance for cases that require crisis intervention.

The LibApps inquiry chat is available from Monday to Friday from 8 a.m. to 10 p.m. and Saturdays from 8 a.m. to 1 p.m. It should be noted that this is an inquiry chat for all academic services, which include the process for scheduling an appointment with the Psychological Support/Counseling services. This means that, although students will find a virtual counselor who will guide them on their queries and help them schedule appointments, they will not necessarily find 24/7 assistance from psychologists. Immediate assistance inquiries can be made from Monday to Friday from 9 a.m. to 6 p.m. and on Saturdays from 9 a.m. to 1 p.m. Any case that is received outside of this schedule generates an open ticket that will be prioritized the next business day.

• **Review of support process for students with disabilities**

A guide to group students by disability and sheets on how to address, assess and promote autonomy will be developed. There will be assistance sheets by type of disability, as well as their corresponding autonomy assessment rubrics. This will have a positive impact on the quality of the support offered to students with disabilities.

• **Progressive systematization of psycho-pedagogical counseling services to define continuous improvement aspects (as of 2022)**

A historical analysis of the Psycho-Pedagogical Counseling programs will be conducted to get a diagnosis of their strengths and improvement opportunities. The goal is to systematize 3 programs by 2023. This action will allow establishing improvement actions for each program.

• **Strengthening of Psycho-Pedagogical Counseling's presence on UPC's official social networks**

New emotional health promotion and prevention contents will be designed for UPC's social networks- The aim is to create 9 Instagram posts, 10 webinars, 9 Facebook posts and 5 articles. This action will have an impact on the dissemination and positioning of the Psycho-Pedagogical Counseling Area.

• **Creation of a student community promoting wellness through the dissemination of Psycho-Pedagogical Counseling services (Wellness Club)**

The creation of a group of students from different programs and study sites will be promoted, so that they can be wellness promoters and disseminate Psycho-Pedagogical Counseling services. The aim is to have 30 participating students in 2023. This action will have an impact on the positioning of the area and have a multiplier effect to reach more students.

TUTORING SERVICES RESULTS

UPC offers students tutoring sessions to answer individual or group questions on the topics covered in the humanities and science courses. These sessions are conducted in person and remotely by tutors assigned to the courses, who provide academic support to students in their learning process, reviewing all their questions in depth and contributing to the success in the fulfillment of the prescribed learning outcomes. In order to access the tutoring service, students must be enrolled in a course in the humanities or science areas. A booking system for the humanities and science tutoring service has been enabled so that students can select the date and time of their tutoring sessions.

The booking system for the humanities and science tutoring service is available through the following link: (link).

a. Humanities Tutoring Sessions

This is an academic advisory service provided by the Humanities Department to contribute to the development of the Written Communication learning outcome. During the tutoring sessions, students' questions and doubts concerning the courses offered by the Humanities Department at levels 1 and 2 are addressed, thus complementing—but not replacing—theoretical and practical classes.

Each student can book up to two tutoring sessions per day and a maximum of six sessions per week. Each session lasts a maximum of 45 minutes and up to three students can participate in it. A tutoring session does not replace a regular class, but it will focus on addressing students' doubts and/or questions.

Humanities courses that UPC students receive in the tutoring service are as follows:

- HU624 Remedial Language
- HU625 Language Comprehension and Production 1
- HU626 Language Comprehension and Production 2
- HU627 Communication
- HU318 Fundamentals of Academic Research
- HU159 Academic Research Seminar 1
- HU317 Integrated Research Seminar
- HU548 Ethics and Citizenship

Tables 4.18 and 4.19 present the results of attendance and effectiveness of the humanities tutoring courses in the 2022-01 and 2022-02 terms, respectively.

Table 4.18. Results of Attendance to and Effectiveness of Humanities Tutoring Sessions (2022-01)

Modality	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
HU624 – Remedial Language	1615	1174	73%	240	216	90%
HU625 – Language Comprehension and Production 1	8322	6663	80%	2358	2154	91%
HU626 – Language Comprehension and Production 2	3601	2825	78%	1070	1011	95%
HU627 – Communication	562	386	69%	247	206	83%
HU318 – Fundamentals of Academic Research	1385	1258	91%	114	113	99%
HU159 – Academic Research Seminar 1	2127	1860	88%	367	356	97%
HU317 – Integrated Research Seminar	1000	920	92%	66	66	100%
HU548 – Ethics and Citizenship	8897	7111	80%	157	146	93%

Table 4.19. Results of Attendance to and Effectiveness of Humanities Tutoring Sessions (2022-02)

Course	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
HU624 Remedial Language	949	581	61%	107	90	84%
HU625 – Language Comprehension and Production 1	3996	2809	70%	980	850	87%
HU626 – Language Comprehension and Production 2	6035	5041	84%	1884	1754	93%
HU627 – Communication	1243	942	76%	541	464	86%
HU318 – Fundamentals of Academic Research	864	761	88%	55	54	98%
HU159 – Academic Research Seminar 1	2770	2417	87%	409	377	92%
HU317 – Integrated Research Seminar	631	563	89%	21	21	100%
HU548 – Ethics and Citizenship	6029	4433	74%	93	82	88%

b. Science Tutoring Sessions

This is an academic advisory service provided by the Science Department to contribute to developing the learning outcomes of Quantitative Reasoning and Critical Thinking. During the tutoring sessions, students' questions and doubts concerning science course topics at levels 1 and 2 are addressed.

Each student can book up to two tutoring sessions per day and a maximum of six sessions per week. Each session lasts a maximum of 50 minutes and up to three students can participate in it. A tutoring session does not replace a regular class, but it will focus on addressing students' doubts and/or questions.

Science courses that UPC students receive in the tutoring service are as follows:

- MA618 Basic Mathematics
- MA619 Differential Calculus
- MA621 Integral Calculus
- MA638 Remedial Mathematics
- MA420 Basic Mathematics
- MA473 Logic
- MA262 Calculus 1
- MA263 Calculus 2
- MA634 Remedial Mathematics (Administration-Economics)
- MA459 Calculus
- MA384 Fundamentals of Calculus
- MA425 Basic Mathematics
- MA430 Basic Mathematics
- MA431 Basic Mathematics
- MA528 Basic Mathematics
- MA643 Basic Mathematics
- MA639 Basic Mathematics
- MA635 Differential and Integral Calculus
- MA653 Quantitative Reasoning
- PO02 Basic Mathematics for Political Science 1
- PO04 Basic Mathematics for Political Science 2
- MA470 Statistics for Communicators
- MA444 Statistics
- MA642 Applied Statistics 1
- MA652 Remedial Physics
- MA456 Physics
- MA465 Chemistry

Tables 4.20 and 4.21 present the results of attendance and effectiveness of the science tutoring courses in the 2022-01 and 2022-02 terms, respectively.

Table 4.20. Results of Attendance to and Effectiveness of Science Tutoring Sessions (2022-01)

Course	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
MA637 Remedial Mathematics	182	74	41%	13	9	69%
MA618 Basic Mathematics	952	582	61%	426	350	82%
MA619 Differential Calculus	280	169	60%	122	88	72%
MA621 Integral Calculus	616	458	74%	275	230	84%
MA638 Remedial Mathematics	686	302	44%	108	90	83%
MA420 Basic Mathematics	2940	2000	68%	672	594	88%
MA473 Logic	168	79	47%	32	31	97%
MA262 Calculus 1	1694	1282	76%	341	326	96%
MA263 Calculus 2	1400	1279	91%	149	142	95%
MA634 Remedial Mathematics (Administration-Economics)	1022	373	36%	37	30	81%
MA459 Calculus	1064	688	65%	193	174	90%
MA384 Fundamentals of Calculus	1960	1503	77%	497	420	85%
MA425 Basic Mathematics	154	101	66%	49	41	84%
MA430 Basic Mathematics	398	288	72%	183	147	80%
MA431 Basic Mathematics	1121	867	77%	434	376	87%

Course	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
MA528 Basic Mathematics	131	83	63%	59	47	80%
TR147 Basic Mathematics	250	209	84%	130	114	88%
PO02 Basic Mathematics for Political Science 1	62	47	76%	17	10	59%
PO04 Basic Mathematics for Political Science 2	56	25	45%	1	1	100%
MA639 Basic Mathematics	336	255	76%	110	87	79%
MA635 Differential and Integral Calculus	210	86	41%	38	34	89%
MA653 Quantitative Reasoning	686	596	87%	178	147	83%
MA470 Statistics for Communicators	658	360	55%	70	63	90%
MA444 Statistics	868	697	80%	159	155	97%
MA642 Applied Statistics 1	1274	772	61%	295	260	88%
MA652 Remedial Physics	756	355	47%	276	209	76%
MA456 Physics	392	201	51%	123	100	81%
MA465 Chemistry	1974	1062	54%	479	355	74%

Table 4.21. Results of Attendance to and Effectiveness of Science Tutoring Sessions (2022-02)

Course	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
MA637 Remedial Mathematics	49	38	78%	16	13	81%
MA618 Basic Mathematics	312	193	62%	176	96	55%
MA619 Differential Calculus	619	438	71%	157	116	74%
MA621 Integral Calculus	248	173	70%	158	111	70%
MA638 Remedial Mathematics	337	239	71%	95	77	81%
MA420 Basic Mathematics	1305	792	61%	257	232	90%
MA473 Logic	135	123	91%	96	90	94%
MA262 Calculus 1	2122	1702	80%	463	406	88%
MA263 Calculus 2	1317	1113	85%	190	182	96%
MA634 Remedial Mathematics (Administration-Economics)	409	241	59%	24	11	46%
MA459 Calculus	1674	1311	78%	247	215	87%
MA384 Fundamentals of Calculus	1210	775	64%	269	206	77%
MA425 Basic Mathematics	80	53	66%	14	12	86%
MA430 Basic Mathematics	600	472	79%	311	254	82%
MA431 Basic Mathematics	498	324	65%	263	203	77%

Course	Total students enrolled in the course	Students with passing grades	Passing students %	Students who attended tutoring sessions	Students who attended tutoring sessions and obtained a passing grade	% of passing students who received tutoring
MA528 Basic Mathematics	47	29	62%	21	17	81%
MA643 Basic Mathematics	27	24	89%	4	3	75%
MA639 Basic Mathematics	233	135	58%	48	27	56%
MA635 Differential and Integral Calculus	225	174	77%	43	39	91%
MA653 Quantitative Reasoning	347	260	75%	153	118	77%
PO02 Basic Mathematics for Political Science 1	30	17	57%	15	6	40%
MA470 Statistics for Communicators	819	573	70%	164	138	84%
MA444 Statistics	717	504	70%	140	125	89%
MA642 Applied Statistics 1	1165	860	74%	242	206	85%
MA652 Remedial Physics	425	290	68%	191	171	90%
MA456 Physics	634	580	91%	215	199	93%
MA465 Chemistry	1102	815	74%	393	329	84%

KNOWLEDGE MANAGEMENT DEPARTMENT RESULTS

The Knowledge Management Department (KMD), which pertains to the Vice-Rectorate for Academic Affairs and Research, establishes policies, and defines standards for the management, analysis, and evaluation of collections and corporate services that support the teaching-learning and research processes of the University. The KMD is responsible for managing the academic knowledge of UPC's university community. Its mission is: "To involve UPC's university community in the process of knowledge generation, as well as of systematically recording, accessing, disseminating, and using such knowledge."

The KMD assists UPC's students, faculty, and administrative staff, as well as graduates from the different undergraduate and graduate academic programs of the university and external researchers.

UPC's Knowledge Management Department (KMD) is responsible for:

• The Academic Production Support area is comprised of the functional units of the Case Study Center, the Academic Repository, the Journal Portal, the Reprography and Digitalization Services, as well as the Academic Integrity Service (Turnitin).
• The Libraries System comprises the functional areas of Teaching and Learning Resources, User Services and Experience, as well as the Libraries. Through this system, the KMD manages the collections and services that support the academic and research process of students, faculty, and graduates.
• UPC's Publishing House endeavors to publish the knowledge generated by UPC's academic community via different formats.
• The functional unit of Platform Support and Digital Resources,

The main results obtained by the KMD are detailed below according to each area of responsibility:

1. Academic Production Support
The Academic Production Support (APS) services endeavor to raise awareness and promote the academic integrity of, as well as to make an impact on, the problem-based learning of the productions of UPC students, graduates, and faculty.

a. Harvard Business School Publishing (HBP) Catalog Resources

HBP is Harvard Business Publishing (link), a catalog of case studies, papers, simulators, and other learning resources available so that faculty can assign them to their students in any course offered at UPC. Students

have access, through their assigned faculty members, to any of the more than 50,000 resources from more than 50 publishers in the HBP catalog, available as of the end of 2022. Likewise, it offers teaching support resources, and teaching and curriculum tips to help faculty create effective and impactful learning moments. These HBP resources encourage critical thinking and problem-based learning.

b. Similarity Verification Service (Turnitin)#

The Similarity Verification Service aims to promote the continuous use of originality criteria in the preparation and dissemination of intellectual production of members of the university community. The originality criteria established by UPC are found in the guidelines for the verification of similarity (link), which apply to all works leading to undergraduate and graduate degrees and professional titles, as well as for other forms of scientific and/or academic production that are disseminated via the UPC Academic Repository, and that due to their nature may require such verification.

In 2020, UPC implemented within the training process the use of similarity detection software in the virtual classroom of a certain group of undergraduate, EPE, and graduate courses. Through the use of this tool, students compare their works with original sources and based on the similarity report generated by the software, the corresponding similarities are identified and corrected. This process allows faculty to provide feedback and grade the assignments. Faculty and students have information resources to help them use similarity detection tools (link).

c. Repositories

Since the implementation of its first Academic Repository in 2013, UPC has created virtual spaces designed to gather, preserve, and disseminate the university's intellectual production arising from teaching and learning, research, and social outreach activities. These repositories are: The UPC Academic Repository (link) and UPC Journals Portal (link). Both repositories aim at:

• Improving the positioning of the university in the different academic rankings.
• Following up on the academic production of UPC's university community.
• Evaluating the impact of the use of academic production in social networks and specialized web positioning tools.

2. Library System

The UPC Library System is a strategic area of the University that is located within the Knowledge Management Department (KMD). Its mission is to "provide services, resources, and experiences that enhance student learning and success, inspire creative expression, enable the generation of new knowledge, and facilitate informed dialogue."

The UPC Library System includes four Libraries located at different university campuses and are supported by the Knowledge Management Department's corporate team. UPC Libraries are conceived as Resource Centers for Learning and Research (CRAI), which are spaces not only for acquiring but also for producing knowledge. Table 4.22 provides details on the location and opening hours of UPC Libraries.

Table 4.22. Location and opening hours of UPC Libraries

Campus	Address	Location	Schedule
Monterrico	Av. Primavera 2390, Monterrico, Santiago de Surco	Pavilion I and Pavilion L, third and fourth floors	Monday through Friday: 7:00 a.m. – 10:00 p.m. Saturdays: 8:00 a.m. – 10:00 p.m.
San Isidro	Av. Salaverry 2255, San Isidro	Pavilion A, third floor, and Pavilion B, first and second floors	
Villa	Av. (Av. Alameda San Marcos cdra. 2. Cedros de Villa, Chorrillos	Pavilion A and Pavilion D, second floor	
San Miguel	Av. La Marina 2810, San Miguel	Pavilion D and Pavilion I, second and third floors	

Since the creation of its library system, UPC has promoted collaborative work with several other academic institutions in Peru and around the world. Hence, the University promoted the creation of Asociación ALTAMIRA (Peruvian Academic Libraries Group) and became a member of CLADEA (Association of Information Center Directors of the Latin American Council of Management Schools), REPEBIS (the Peruvian Network of Health Libraries), OCLC (Online Computer Library Center), and the university collective catalog of Cátedra Vargas Llosa.

The UPC library system provides students and faculty with an appropriate space to carry out academic activities, which is present at all four campuses of the university. These are presented below:

• Cubicles and computers. The UPC Library offers cubicles and computers for group and individual work, respectively, which until March 2020 were reserved through the Intranet (link). For 2022, with the return to on-campus classes, they are reserved through the library reservation system (LibCal) from its Portal (link) and also from the Mi UPC Portal (link).
• Reading Lounge. Study spaces for reading and access to printed books and journals through the open bookshelf service in each of the libraries.
• RED Room. The UPC Library has a Digital Education Resources Room (RED) at each of its campuses for the exclusive use of UPC's faculty. This room is equipped with computers (accessories, headphones, and a webcam), cubicles, a printer, and scanners.
• Creative Room. A space for creation and the construction of knowledge. Faculty use this room to carry out the following activities: Focus groups, DIL Workshops, Design Thinking Workshops, and Start-Up Workshops.
• Other Spaces. Self-assisted scanners, hall, training rooms, etc.

The distribution of seats at the academic use level for UPC's students and faculty among their various spaces and resources are shown in Table 4.23.

Table 4.23. Number of Seats per Academic Space

Campus	No. of seats (academic use)						
	Cubicles	Computers	Reading Lounge	RED Room	Creative Room	Others	Total
Monterrico	410	202	532	86	46	88	1,364
San Isidro	144	98	135	13	15	7	412
Villa	263	153	313	27	28	10	794
San Miguel	190	186	253	26	24	40	719
Total	1,007	639	1,233	152	113	145	3,289

Source: KMD (December 2022)
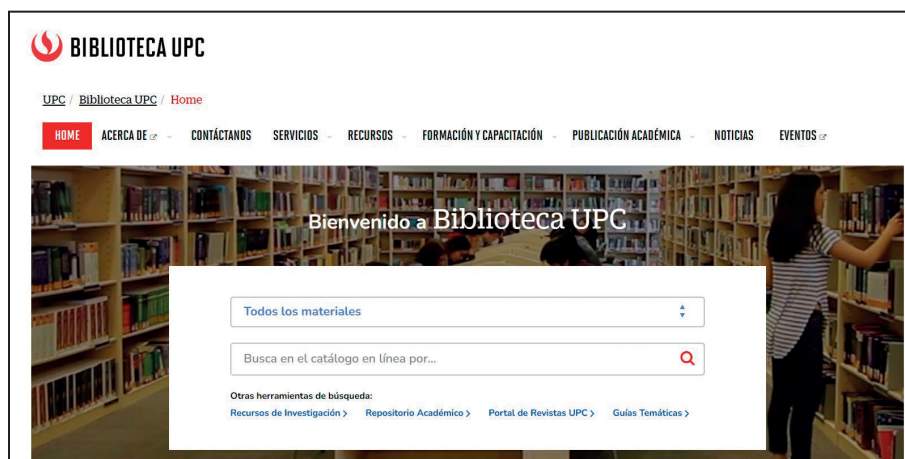
Figure 4.44
Web
Portal –
UPC
Library

The main indicators that the UPC Library System monitors and manages are: Satisfaction, general physical bibliography, physical bibliographic collection by library, electronic collection, and the acquisition of physical and electronic bibliographic material in perpetuity, which are presented below:

a. Satisfaction

The UPC Library is evaluated with satisfaction surveys to improve customer service quality and the services it provides. This measurement is carried out bi-annually in coordination with the Experience and Satisfaction area, where the opinions of students and faculty of the university on the service provided are collected.

Table 4.24. UPC Library Satisfaction (2019-2022)

Indicator	2019*	2021-1	2021-2	2022-1	2022-2
General Satisfaction	78%	81%	73%	81%	82%

* In 2019, only one evaluation was made on self-assisted, assisted and specialized services.
The result is the average of these services.
** In 2020, no surveys were conducted at the university due to the COVID-19 pandemic.

b. General Physical Bibliographic Collection

The physical bibliographic collection consists of printed materials such as books, encyclopedias, and other reference materials.

Table 4.25. Physical Bibliographic Collection (2018-2022)

Physical Bibliographic Collection	No. of copies					No. of titles				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Total	87,022	89,472	89,764	86,987	86,423	32,090	33,371	33,512	33,589	32,912

Source: Analytics Reports System, KMD, December 2022.

c. Physical Bibliographic Collection by Library

The number of copies and titles available at each UPC Library is detailed below.

Table 4.26. Physical Bibliographic Collection by Library (2018-2022)

Physical Bibliographic Collection	No. of copies					No. of titles				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Monterrico	50,165	51,064	51,130	49,624	48,323	25,522	26,244	26,300	26,521	25,687
San Isidro	14,368	14,704	14,719	14,527	14,271	8,037	8,353	8,365	8,249	8,295
Villa	15,485	16,276	16,376	15,681	16,065	6,609	7,295	7,363	6,933	7,166
San Miguel	7,004	7,428	7,539	7,155	7,764	2,854	3,239	3,287	3,100	3,537

Source: Analytics Reports System, KMD, December 2022.

d. Electronic Collection

The electronic collection contains updated academic resources to support the teaching-learning and research processes. These materials are accessible through the Research Resources portal: (link).

Table 4.27. Electronic Collection (2021-2022)

Collection	No. of titles	
	2021	2022
Electronic books	533,928	624,801
Electronic resources	275,769	296,882
Total	809,697	921,683

Source: Analytics Reports System, KMD, December 2022.

e. Acquisition of Physical and Electronic Bibliographic Material in Perpetuity

The process of acquiring books and reference materials is carried out in coordination with the undergraduate and graduate academic programs. Throughout the year, faculty members request the acquisition of publications from the UPC Library, so that their academic program collection be updated, specialized, and improved; in this way, the syllabus bibliography is also updated. Once a year (December), the directors of the academic programs, along with the UPC Library staff, review the applications and approve the acquisition of documents (books, videos, learning kits, and other materials) according to the priorities of each program and campus. At the graduate level, purchase requests are done prior to teaching the course.

The main achievements of the UPC Library System are mentioned below:

• Implementation of digital resources such as thematic guides. These are a selection of information resources (e-books, journals, thesis projects, multimedia resources, websites, etc.) organized by topics of interest and lines of research of the different academic programs. Thematic guides contribute to the creation of academic knowledge and can be openly accessible. There is a significant increase in access statistics since its launch. So far there are 57 (7 guides to support learning and research, 48 thematic guides, and 2 conference guides).

• Digital services were implemented and transformed for the benefit of students and faculty:

> **i. Digital Interlibrary Loans:** Since 2022, the UPC Library has transformed the concept of interlibrary lending through the implementation of Digital Interlibrary Loans (DIL), where UPC's university community can apply directly from the Online Catalog and request the reservation of journal papers and book chapters from more than 600 university libraries around the world, for academic and research purposes.

> This service allows UPC's university community to access, for academic and research purposes, the digital contents of more than 500 libraries worldwide with which there is an agreement for the exchange of digital information.

> To access this service, students must only file a request through the online catalog (link), selecting the document they wish to consult, which will be sent to them via e-mail within a maximum period of 24 hours.

> Additional information available at: (link).

Figure 4.45
Home page
of UPC's
website:
Digital
Interlibrary
Loans (DIL)

ii. Specialized Advising: Personalized service through which support is provided to UPC faculty and students to resolve inquiries that may arise when preparing their work, research, or during class preparation. As of December 2021, the service has been managed through the Libcal platform that allows users to schedule an automatic consultation with the Librarian of their choice and with a minimum of 15 minutes in advance. Virtual sessions are still provided via Microsoft Teams, have a maximum duration of 40 minutes and the types of topics covered are the following:

- Citation and reference styles.
- Similarity test.
- Information search.
- Reference managers.
- Bibliometric analysis.
- Course bibliography (faculty).

Additional information available at: (link).

Figure 4.46
Home page
of UPC's
website:
Specialized
Advising

iii. Document Digitalization: The UPC Library offers a digitalization service for book chapters and journal papers that are part of the printed collection and are not in electronic or digital version, to support the research work of thesis students and faculty, for academic purposes in accordance with the Copyright Law (Legislative Decree No. 822).

Additional information available at: (link)

Figure 4.47
Home page of UPC's website: Document Digitalization

iv. Digitization and conversion into audio: UPC also offers an OCR (Optical Character Recognition) digitalization service, which allows to convert scanned images to editable text, and the conversion in audio format to facilitate access to books for users with visual disabilities. In 2021, 14 requests from a psychology student were received through the Diversity and Inclusion Support Program (PADI). Said student needed to access the audio format of the basic bibliography of her Lifestyles, Environment, and Health (ME151) course. Likewise, in 2022, 16 requests were handled.

v. Online Reference Service: The UPC Library has an online reference service that allows its university community to quickly resolve queries about the use of the research services and the resources it offers. This service is offered through its service channels, such as Bibliochat, where the library team resolves queries received through the portal online and/or via video call with the respective follow-up by e-mail, if necessary; in addition to frequently asked questions (link) with predetermined answers for the self-service of users. These are being renewed as part of its continuous improvement process to optimize the response times of its users, improving their service experience.

3. UPC Publishing House

The UPC Publishing House is an area of the Knowledge Management Department (KMD) that is responsible for disseminating and making accessible to a wider public, the knowledge produced by members of the university and the academic community. In this way, it contributes to the development of education, sciences, and culture for the benefit of society. The UPC Publishing House has a presence at the national and international levels through its distribution channels, but also its affiliations and memberships, and participation in the main book fairs in the world. Nationwide, for example, the Publishing House participates every year in the Lima International Book Fair.

The motto of our Publishing House is summarized in this phrase: "We share knowledge" and to achieve it, today there are authors from different universities and specialties; thus, we endeavor to foster and enrich the knowledge and contributions to the academic community. The Publishing House's main motivation is to raise awareness of valuable and useful knowledge and make it available for the development of the different members of society.

In addition, it should be emphasized that UPC's Publishing House was the first Peruvian university publishing house to publish digital versions of works (PDFs, EPUBs, and audiobooks), and it is currently developing an open-access collection under this modality. Publications may also be purchased and distributed by print-on-demand.

The Publishing House's web portal (link) provides easy access to the complete catalog of all its publications, as well as to a renovated online store.

Figure 4.49
Home page of the website: UPC Publishing House

As of December 2022, the UPC Publishing House has published 304 works that reflect the intellectual production of its members. Among these, there are digital and printed publications like textbooks, research dissemination, essays, keynote lectures, coffee table books, and others. These publications are distributed in more than 49 countries, and 26% of the active titles constitute part of the bibliography of university courses. It should be noted that 172 books in the collection are in e-book format, of which 53 are open access.

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