

**30** AÑOS  
**UPC**

**UPC**



# INSTITUTIONAL ACHIEVEMENTS REPORT 2023

**UPC**  
*exígete, innova*

# REPORT STRUCTURE

UPC's Institutional Report presents the main results for 2023 regarding the following areas:

## 01 Institutional Overview and Key Performance Indicators Results

- Institutional Overview
- UPC Rankings
- Enrollment
- Retention
- Graduation
- Completion within 150%
- Employability
- Faculty
- Alumni
- Financial Aid solutions

## 02 Students, Graduates and Faculty Achievements Results

- School of Architecture
- School of Business
- School of Communications
- School of Contemporary Arts
- School of Design
- School of Economics
- School of Engineering
- School of Hospitality and Tourism Administration
- School of Human Sciences
- School of Humanities
- School of Law
- Graduate School
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## 03 Student Learning Results



# 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 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 bachelor's 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 was reaccredited by WSCUC for the period of 10 years, the maximum number of years available, in recognition of institutional quality. In addition, UPC was 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 in 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 44 master's degrees. As of 2nd semester 2023, there are 68,038 students enrolled at the undergraduate level. This includes traditional undergraduate students and working adult undergraduate students. There are 3,002 students enrolled in master's degree programs.

**Table 1.1.** Number of degree programs offered by UPC (2019-2023)

Level	2019	2020	2021	2022	2023
Undergraduate programs	56	58	60	63	64
Graduate Master's degrees programs	20	28	35	43	44

**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

<b>No.</b>	<b>Program</b>	<b>Year Implemented</b>
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
44	Auditing and Risk Management	2023



# UPC RANKINGS RESULTS

Throughout the last years UPC has been awarded the following distinctions:

- Institutionally re-accredited by WSCUC for 10 years (2022-2032).
- Only university in Peru accredited by the National System of Accreditation, Certification and Evaluation of Educational Quality (SINEACE, in Spanish).
- 17 programmatic accreditations , granted by the following accrediting agencies: ABET, ACPHA, IAA, GAC-PMI, CIUTI, CLAEP, CONAED, COMAEM, ICACIT and SINEACE. Candidate status granted by NAAB and ACCE.
- Ranked No. 1 in Institutional Reputation among all Peruvian universities by the MERCO Ranking 2023 (link) for the third consecutive year.
- Ranked No. 6 (Perú): QS Latam 2023.
- Ranked No. 5 (Perú): QS World 2023.
- Ranked #2 in Perú in the Times Higher Education Impact Ranking (2023), which measures the universities' contribution towards the 2030 UN Sustainable Development Goals.
- Ranked #1 in Top of Mind and First Option by high school seniors pursuing higher education (IPSOS 2023).
- Ranked No. 4 in the Scimago SIR-Iber and Scimago Globe 2024 Rankings, among Peruvian universities.
- Only Peruvian University certified under the ISO 9001:2015 (Quality Management System); ISO 21001:2018 (Quality Management System for Educational Organizations); ISO 14001:2015 (Environmental Management System), and ISO 37001:2016 (International Standard for Anti-Bribery Management Systems) standards.

# ENROLLMENT

This section contains historical information (2019-2023) on the disaggregated total enrollment for Traditional Undergraduate, Working Adult Undergraduate (EPE) and Graduate School (Master's Degree Programs).

**Table 1.4.** First-year retention results (2019-2023)

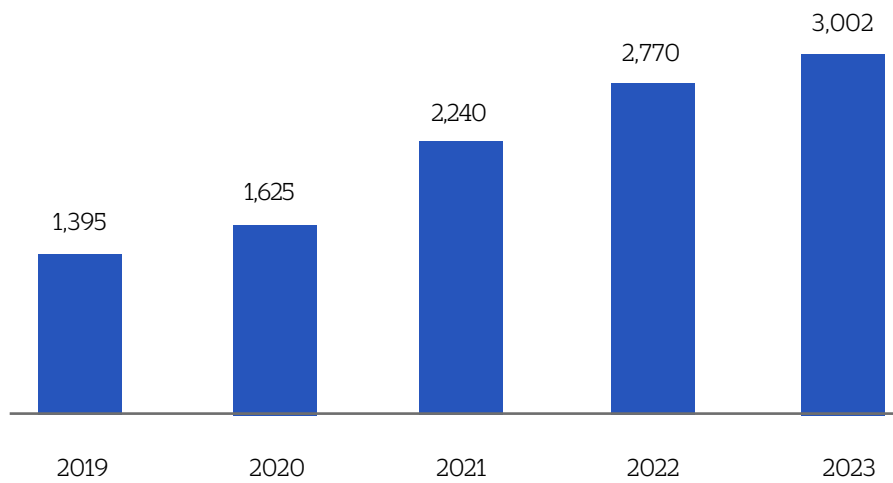
Admission cohort	Traditional Undergraduate	Undergraduate Working Adult (EPE)	Total Undergraduate
2019-01	49,447	11,339	60,786
2019-02	47,169	10,802	57,971
2020-01	50,107	10,427	60,534
2020-02	44,431	9,531	53,962
2021-01	54,173	9,961	64,134
2021-02	53,444	10,582	64,026
2022-01	59,742	10,881	70,623
2022-02	56,943	10,975	67,918
2023-01	61,887	11,572	73,459
2023-02	56,990	11,048	68,038

Updated on April 30, 2024.

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 1.1). This increase is supported by the new programs implemented by UPC's Graduate School. At the end of 2023, there were 44 Graduate Master's degree programs (see Table 1.3).

**Figure 1.1**  
Total Enrollment Results in Master's Degree Programs (2019 - 2023)





# RETENTION

**a. Undergraduate programs:** UPC analyzes retention results at the undergraduate level using the “Retention at first year” indicator, which evaluates the permanence of students admitted to UPC after the first year. This information enables the identification and design of support and guidance actions to contribute to the success of students during their university studies. The indicator shows the percentage of new students who remain enrolled after the first year.

Retention at first year = (New students who continued their studies during the first year / New enrollment) x 100

**Table 1.5.** Retention results in the first year (2019-2023)

Admission cohort	First year of continuation	Traditional undergraduate programs	Undergraduate Working Adult (EPE) programs
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%
2022-01	2023-01	75.88%	50.94%
2022-02	2023-02	66.08%	42.00%

In 2023, the Retention Office designed and implemented improvement actions aimed at continuously promoting student retention and success towards graduation. These actions are summarized below:

**1. Conducting an in-depth analysis to identify the primary reasons for student attrition, with the aim of developing targeted corrective measures**

Through qualitative studies conducted in 2023, the Retention Office identified that the main reasons for attrition were financial, emotional and personal factors related to workload.

In order to improve retention, UPC will focus on the following actions:

- Strengthening services through institutional contact channels (in-person and online).
- Expanding the offer of courses and support related to emotional intelligence.
- Creating a team specifically focused on student retention in their first term.
- Solutions and support: Continuously improving the design of the solutions portfolio based on students' needs, working with the support areas, so that they are kept current and are updated with new requirements.
- Implementing a new attrition model that allows us to segment students by financial and economic variables.
- Implementing the UPC "Know Yourself" survey for Working Adult (WA) students, which will allow us to know the risks students face on admission in order to be proactive.
- Implementing the UPC "Introduction to Student Life" course, which aims at building specific skills that will allow students to succeed throughout their stay at university.

**2. Designing financial aid solutions to improve student retention**

After reviewing the 2022 retention results, the Retention Results Office determined that attrition in traditional undergraduate and undergraduate Working Adult (EPE) students was primarily due to financial considerations, particularly other universities' tuitions delivery methods.

In this context, the UPC Finance Office designed a portfolio of new and improved products with financial aid to promote the continuity of studies. Financial solutions included the following: Exemption from fee for resumption of studies (for all dropouts without exception). Financial solutions included the following:

- o Exemption from payment for resumption of studies (for all dropouts without exception).
- o Exemption from tuition fees.
- o Discounts from 15% to 30% on all term fees for select students:
  - Students requiring financial aid: between 15% and 30%.
  - Discounts based on the students' achievement (grades) either in the top third or top fifth, from 15% to 25%.
  - Students who lost performance scholarships: 30%
  - Students who returned in the immediately preceding period: 20%
  - New incoming students: 20%

- o Internal financing:
  - General products:
    - Student loans: Payment of part of the debt and financing of 8 interest-free installments of the remaining debt and the total cost of the term.
    - Students without a loan: Payment of the first installment and financing of 8 interest-free installments of the remaining term balance.
  - Specific products:
    - Prospective graduates without student loans: Payment of 50% of the first installment and half of the difference by the due date of the sixth installment.
    - Prospective graduates with student loan debt of up to 1 installment: Payment of 50% of the first installment and half of the difference on the due date of the sixth installment.
    - Dropouts without debt: Payment of 50% of the first installment and the remaining 50% on the due date of the sixth installment.
    - Regular students without debt: Payment of 50% of the first installment and the remaining 50% on the due date of the sixth installment.
- o Debt forgiveness for dropout students:
  - Students with debt and attrition of 3 terms: 100% debt forgiveness.
  - Students with debt and attrition of 2 terms: 80% debt forgiveness.
  - Students with debt and attrition of 1 term: 40% debt forgiveness.

### 3. Continuously improving the flow of student support to undergraduate students

In 2023, the Retention Office worked closely with academic areas in order to make improvements in student support flows:

- **Campus academic directors and full-time faculty:** The Campus Academic Directors strengthened the student guidance and academic support mechanisms in coordination with full-time faculty. A more comprehensive evaluation of the effectiveness of guidance and support activities was implemented to further strengthen these mechanisms.
- **Psychopedagogical Counseling Area:** The results of the qualitative studies conducted show that some of the reasons for attrition were emotional. One of the strategies defined was for students at risk in the IDARE (Inventory of Trait-State Anxiety) and IDERE (Inventory of Trait-State Depression) areas to be invited to the University Coaching course and, if necessary, to attend counseling sessions with the area.
- **Contact Center:** Opportunities for improvement were identified in the service provided to student queries. The Contact Center will continue to implement actions aimed at reducing response time, as well as monitoring and improving student satisfaction. Likewise, with the implementation of the online delivery method, UPC will continue to improve the response time to queries related to online education, digital support services, access to the Virtual Classroom (Blackboard), etc.
- **Retention Office:** The Retention Office continued to follow up with students who were not attending classes. This office analyzed the following reports in order to prevent attrition: Grade progress reports,

financial and academic risk engine reports, class attendance reports, at-risk student reports, etc. Based on these results, the Retention Office designed and implemented effective intervention actions hand-in-hand with academic departments.

- **University Success Advisors Area:** Advisors are responsible for guiding students through their first term. The objective is to provide support and follow-up, ensuring their success in the first term. The targeting strategy and a specific portfolio for this segment were implemented.

#### 4. Implementation of the “Mi Mundo UPC” App to guide students through their stay at university

In 2023, UPC implemented “Mi Mundo UPC,” an application that provides students with a support platform throughout their university experience. This app includes a list of missions or tasks that students must complete, applying the gamification strategy, so that they receive information and internalize it more closely and effectively.

Thanks to this app, students will have a list of activities before the beginning of classes, during classes and before their enrollment in the next term, so that they know in advance everything they have to do, get organized and successfully face the beginning of their university studies.

**b. Graduate programs:** Retention results in the Graduate School are analyzed every year.

**Retention in Master’s Degree Programs =  
(100% Students Enrolled – % Attrition).**

**Table 1.6.** Retention results for Graduate Programs (2019-2023)

Year	%Retention	%Attrition
2019	94.0	6.0
2020	96.2	3.8
2021	96.9	3.1
2022	96.6	3.4
2023	97.1	2.9

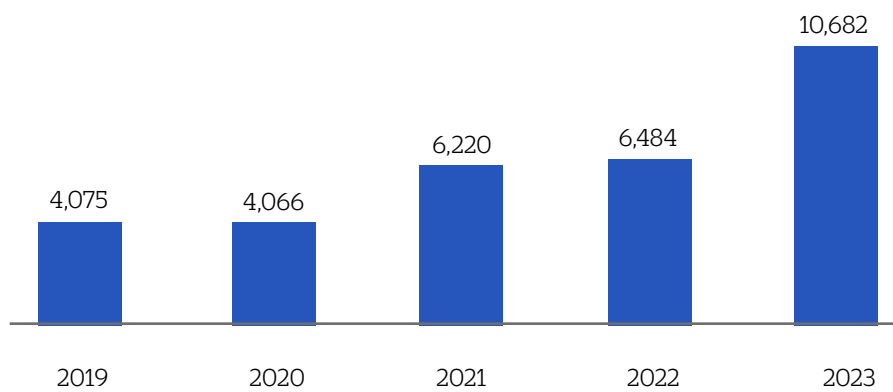
**Table 1.7.** Retention results in graduate programs (2019-2023) by gender

Year	%Retention		%Attrition	
	Women	Men	Women	Men
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
2023	97.6	96.7	2.4	3.3

# GRADUATION

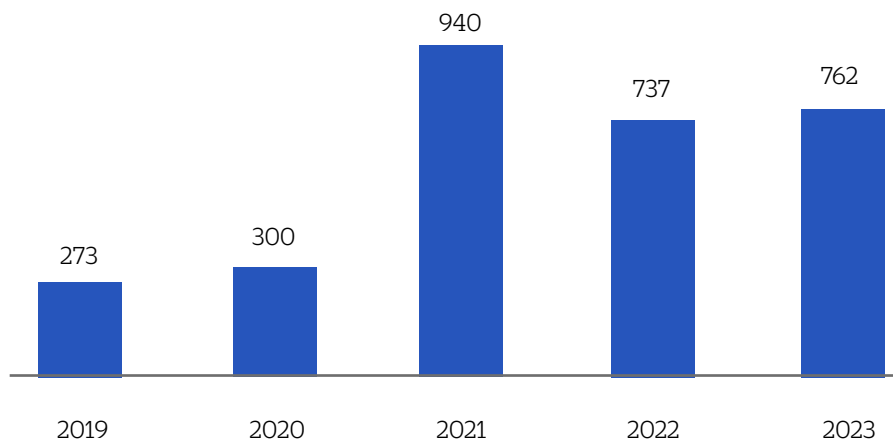
**a. Undergraduate Programs:** The following are the graduation results at the undergraduate level. This indicator considers graduates as those who have completed all UPC's requirements to obtain the academic degree. Figure 1.2 shows the total number of graduates from 2019 to 2023.

**Figure 1.2**  
Undergraduate Programs Graduates (2019-2023)



**b. Graduate Programs:** This indicator considers graduates from master's programs as those who have completed the program's curriculum. Figure 1.3 shows the total number of master's program graduates from 2019 to 2023.

**Figure 1.3**  
Master's Degree Programs Graduates (2019 - 2023)





## COMPLETION WITHIN 150%

This section presents the completion within 150% of the expected graduation time at the Undergraduate (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 1.8.** Completion 150% (2021-2023) – Undergraduate Results

Gender	2021	2022	2023
Female	30.91%	32.90%	38.50%
Male	20.68%	23.31%	28.99%
<i>Completion 150%</i>	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 1.9.** Completion 150% (2021-2022) – Graduate Results

Gender	2021	2022	2023
Female	63.4%	65.6%	*
Male	63.9%	66.3%	*
<i>Completion 150%</i>	63.7%	66.1%	*

Note: Semester 01

\*2023 results: Not applicable. Completion 150% results would be available by 2024.

# EMPLOYABILITY

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 find success in the labor market, reaching, in 2023, an employability rate of 94% or more.

**Table 1.10.** 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%

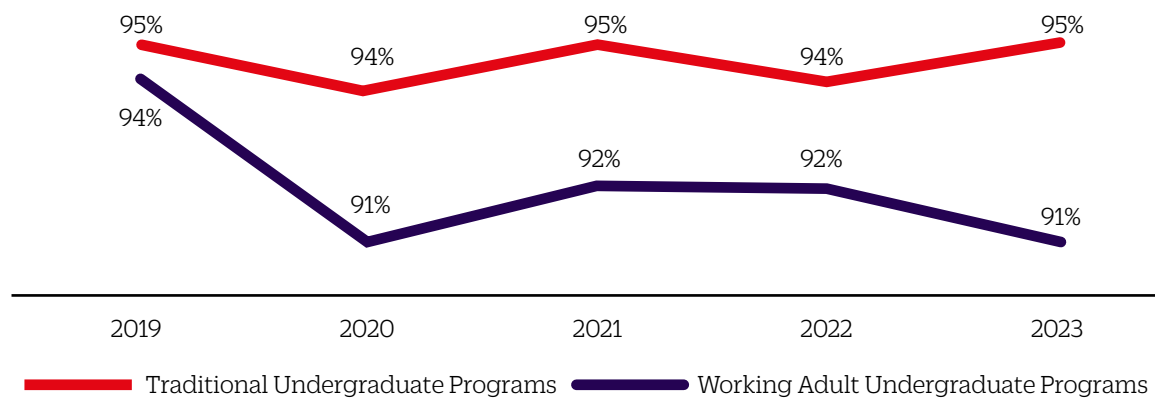
Source- IPSOS "External Market Research". This indicator excludes graduates who do not currently seek a job.

\*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 2023 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 (2019 - 2023)



Source: IPSOS "External Market Research".  
The indicator does not apply to graduates of UPC's Graduate School.

# FACULTY

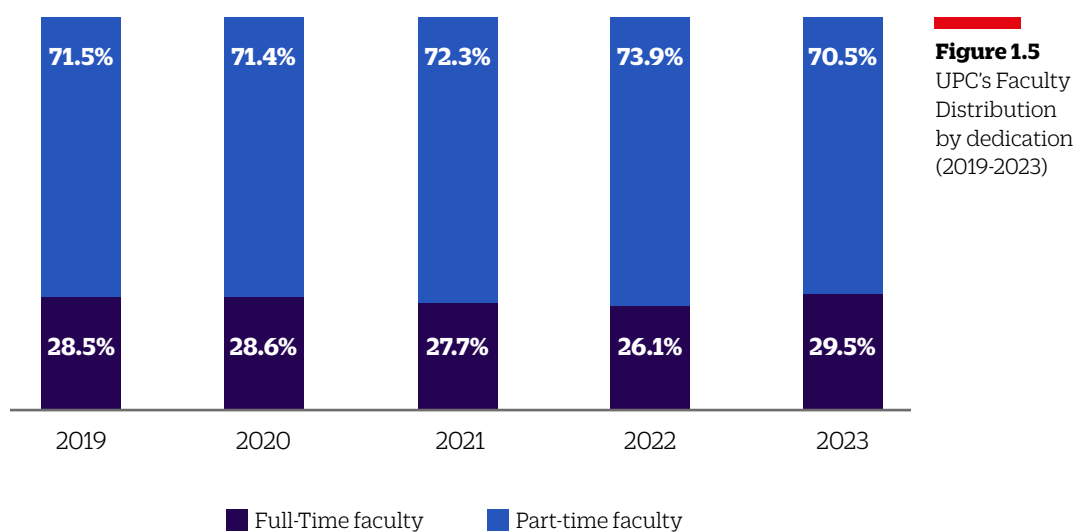
## a. UPC's Faculty Distribution by dedication (2019-2023)

By the end of 2023, UPC had 3,420 faculty members, of which 29% were full-time and 71% part-time. Table 1.11 and Figure 1.5 show the evolution of the number of faculty by dedication between 2019 and 2023.

**Table 1.11.** UPC's Faculty Distribution by dedication (2019-2023)

Dedication	2019	2020	2021	2022	2023
Full-time faculty	1,015	979	954	1,000	1,240
Part-time faculty	2,549	2,442	2,495	2,825	2,963
Total	3,564	3,421*	3,449	3,825	4,203

Source: Educational Quality Updated to March 2024.



**b. UPC's Faculty Distribution by Degree (2019-2023)**

By the end of 2023, UPC's faculty distribution per degree was the following: 8.9% had a doctoral degree, 83.7% had a master's degree, 5.8% had a bachelor's degree and 1.6% 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 2023-2 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.

Table 1.12 and Figure 1.6 show the quantitative and percentage distribution, respectively, of UPC's faculty by degree

**Table 1.12.** UPC's Faculty Distribution by Degree (2019-2023)

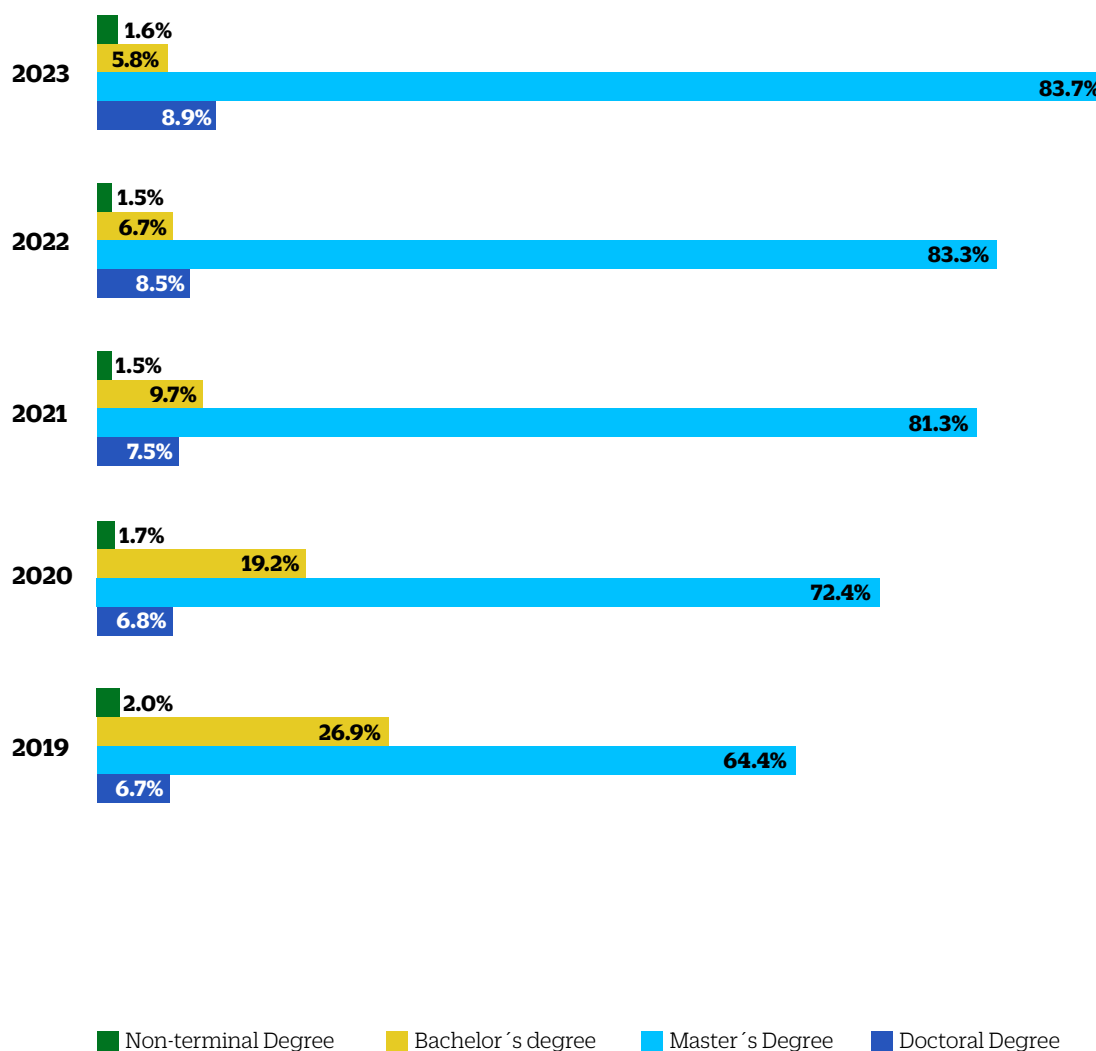
Degree	2019	2020*	2021	2022	2023
Doctoral Degree	238	232	260	326	376
Master's Degree	2,296	2,476	2,804	3,186	3,518
Bachelor's Degree	958	655	333	257	242
Non-terminal Degree	73	57	52	57	67
Total	3,565	3,420	3,449	3,825	4,203

Source: Educational Quality Updated to March 2024.

<sup>1</sup> 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 (2019-2023)



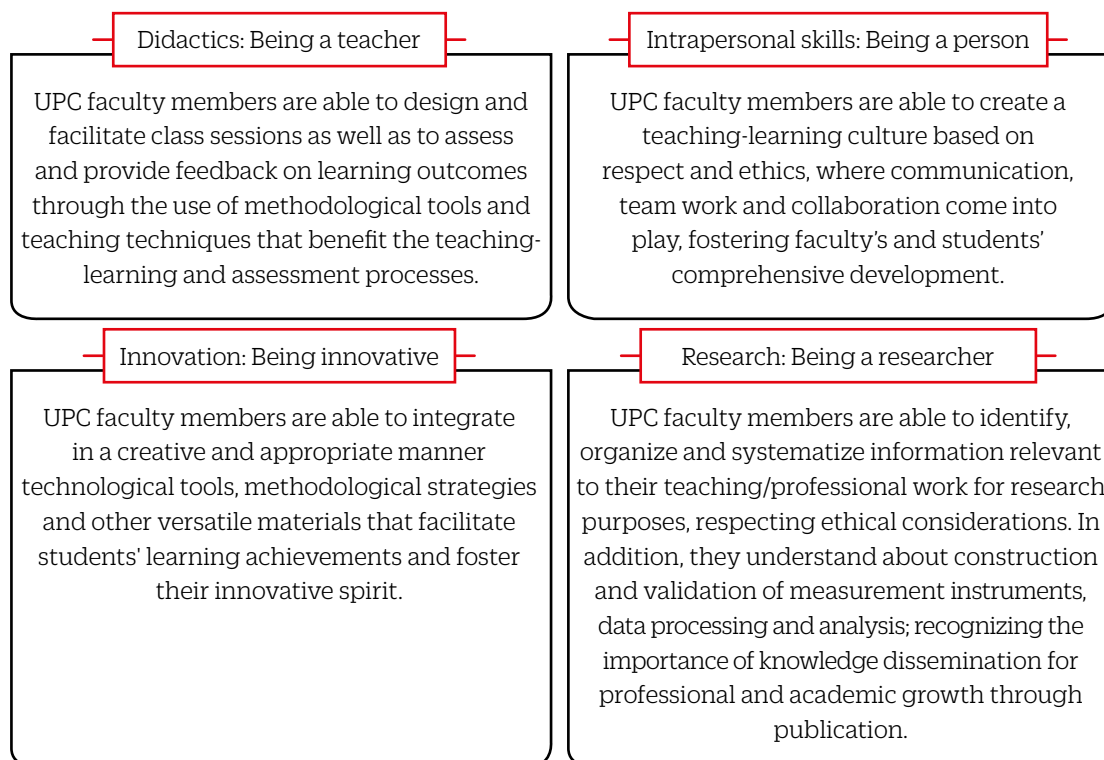


**c. Faculty training results (2019 – 2023)**

UPC, through the Educational Quality Department, offers training services that allow faculty to acquire tools, strategies and methodologies for teaching in the face-to-face, blended and distance learning modalities, applying the UPC Educational Model.

The General Guidelines for Faculty Training at the undergraduate level state that UPC recognizes that faculty’s responsibility is not only for the transmission of knowledge, but also for committing to a comprehensive approach grounded on a competency-based development, in which students play an active role. This process requires the faculty member to be trained continuously in order to develop the following competencies: didactics, intrapersonal skills, innovation, and research, which define the profile of UPC faculty and are presented in the figure below.

**Figure 1.7**  
Competencies of the UPC Faculty Profile



**FACULTY PROFILE:** UPC faculty members manage class dynamics to optimize students’ learning achievements, value students’ diversity and learning styles, and ensure their well-rounded development. To do this, they make strategic decisions to improve the learning experience by managing time, resources and course contents. They facilitate and assess the learning processes aimed at achieving competencies in order to efficiently incorporate strategies and tools in their classes through the continuous review and improvement process of their practice. This profile is based on four competencies faculty at UPC must develop: Didactics, intrapersonal, innovation, and research.

In 2023-1 and 2023-2, all undergraduate faculty members teaching in the face-to-face, blended or distance modalities must complete a minimum of twenty (20) hours of training per year. In the case of faculty members who only teach one semester per year, they must complete ten (10) hours of training. This training includes remote academic or professional training.

Fulfilling mandatory training hours is part of the 360° Faculty Evaluation. Table 1.13 shows the total faculty training hours from 2019 to 2023. Note that total training hours in 2023 have increased by +5.94% versus 2022.

**Table 1.13.** Total faculty training hours per competency (2019-2023)

Indicator	2019	2020	2021	2022	2023
Total hours of faculty training	84,627	138,866	136,147	165,623	138,545
Total hours of training in didactics	40,037	33,602	56,716	43,692	30,987
Total hours of training in research	16,026	7,547	12,413	11,090	20,580
Total hours of training in innovation	15,652	83,078	27,816	78,571	52,793
Total hours of training in intrapersonal skills	12,912	14,639	39,202	32,270	34,185

Source: UPC Educational Quality Department. Updated as of February 2024.

#### **d. Faculty Performance Evaluation (2019 – 2023)**

The academic survey collects students' perception of the methodology, motivation techniques, usefulness of materials, mastery of topics and development of activities carried out by the faculty in a given course. Two surveys are conducted within each academic semester: The initial one takes place in weeks 5 and 6, and the final one at the end of the term, in weeks 13 and 14.

The results of the initial academic survey allow UPC to implement improvement actions before the end of the term and also allow faculty members to improve their teaching-learning strategies and the design of course activities and evaluations.

The final academic survey makes it possible to identify the evolution of teaching performance in the second half of the course and to thoroughly evaluate the following aspects: teaching/learning strategy applied by the faculty member in the course, competency for achieving the learning outcomes of the course, 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 scale of 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 1.14 and Table 1.15 present the results obtained in the academic surveys for the traditional undergraduate and Working Adult (EPE) undergraduate levels, respectively. These results confirm that UPC's faculty is within the category of excellence.

**Table 1.14.** Results of the initial and final academic surveys in traditional undergraduate (2019-2023)

Indicator	2019 01	2019 02	2020 01	2020 02	2021 01	2021 02	2022 01	2022 02	2023 01	2023 02
Average faculty score in the initial survey (Maximum score: 10)	8.73	8.78	8.65	8.83	8.87	8.87	8.87	8.95	8.92	8.98
Average faculty score in the final survey (Maximum score: 10)	8.72	8.74	8.70	8.72	8.79	8.78	8.77	8.83	8.83	8.89
Average	8.73	8.76	8.68	8.78	8.83	8.83	8.82	8.89	8.88	8.94

Source: Quality Assurance Department Updated to March 2023.

**Table 1.15.** Results of the final academic survey (Graduate Programs) (2019-2023)

Indicator	2019	2020	2021	2022	2023
Average faculty score in the final survey (Maximum score: 10)	8.86	8.54	8.77	8.89	9.13

Note: Only the final academic survey was conducted for the Working Adult (EPE) undergraduate level. Source: Quality Assurance Department. Updated as of March 2024

**e. Teaching Performance (360° Evaluation)**

The 360° Evaluation is a comprehensive evaluation of faculty performance that includes five dimensions: faculty academic survey results, peer assessment results, faculty development results, rules and regulations compliance results, and self-assessment results (see Table 1.16).

This performance evaluation is conducted annually and its results are reviewed by the relevant subject area director to implement specific and comprehensive improvement actions with faculty members who “failed” the evaluation. It also helps to determine the areas in which faculty members require training, or serve as a basis for them develop their own improvement plan. In addition, UPC uses the results of the 360° Evaluation review along with other indicators to determine faculty recognition.

**Table 1.16.** 360° Faculty Performance Evaluation

Actors	Evaluation Mechanisms
Students	<p><b>Academic Surveys (30%)</b></p> <ul style="list-style-type: none"> <li>- Students evaluate faculty’s overall performance in class with respect to methodology, motivation techniques, usefulness of materials, mastery of topics and development of activities carried out by the faculty in a given course. The academic survey includes 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 term. The average score obtained by the faculty in the academic survey ranges from 1 to 10 and is classified into 4 categories: &lt;6.5 (fail), ≥6.5 &lt;7.5 (fair), ≥7.5 &lt;8.5 (good), ≥8.5 &lt;10 (excellent). A question about course modality was added since the onset of the pandemic.</li> </ul>
Program Director	<p><b>Peer Assessment (30%)</b></p> <ul style="list-style-type: none"> <li>- Coordination meetings: Participation</li> <li>- Materials and syllabus: Design and register</li> <li>- Evaluations: Design, relevance and punctuality in submission</li> <li>- Other merits: Professional experience and prestige, collaboration with the program, external training.</li> </ul>
Educational Quality Department (EQD)	<p><b>Faculty Development (10%)</b></p> <ul style="list-style-type: none"> <li>- Compliance with the training hours established in the year. In this category, the DCE reviews the training in the four established dimensions and correlates them with the course modality to verify if additional training is required.</li> </ul>
Academic Records	<p><b>Compliance with faculty rules and regulations</b></p> <ul style="list-style-type: none"> <li>- Class attendance and make-up</li> <li>- Punctuality</li> <li>- Grade submission</li> <li>- Election of the class representative</li> <li>- Student attendance record</li> </ul>
Faculty	<p><b>Self-Assessment (10%)</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>

Source: Quality Assurance Department. Updated as of March 2024

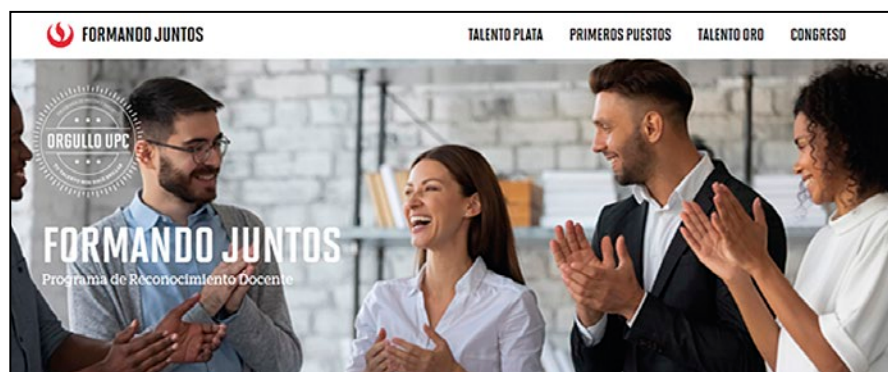
**Tabla 1.17.** 360° Faculty Performance Results (2019-2023)

Level	2019	2020	2021	2022	2023
Undergraduate Programs	8.9	9.13	9.21	9.18	9.26
Graduate Programs Master's degrees	8.65	8.83	8.95	8.89	8.84

Source: Quality Assurance Department. Updated as of March 2024  
Maximum score: 10 points

#### **f. Faculty Honors and Awards (2019 – 2023)**

UPC awards its faculty members through the *Formando Juntos* [Teaching Together] program ([link](#)). This program awards faculty members who have achieved academic excellence and are models for the UPC faculty community thanks to their efforts to continue learning and developing professionally and who have obtained the best results in the 360° Evaluation. An annual ceremony is held for awarding faculty members that includes three categories: Gold Talent, First Place and Silver Talent.



**Figure 1.8**  
Program  
webpage  
*Formando  
Juntos*

**“Formando Juntos”**

**Silver Talent:** To earn a Silver Talent award, faculty members must meet the following requirements: Having a good score in the 360° Evaluation (higher than 8.5 points), having a master's degree or having the category of “Extraordinary” and demonstrating full adherence to the UPC code of conduct. Silver Talent corresponds to 10% of faculty with the highest scores at the end of the year. At the undergraduate level, the evaluation scores of full-time and part-time faculty members are taken into account, and at the graduate level, only faculty members who have taught in master's degree programs are considered.

**First Places:** Faculty members who meet the criteria for Silver Talent are eligible for First Place. To be in the “First Place” category, faculty members must meet the following requirements: Obtaining a good score in the 360° Evaluation (between 8.5 and 10 points), holding a master's or doctoral degree, having published papers in scientific journals or in the UPC Publishing House (link), having included technological tools in the teaching-learning process and having intermediate level English language skills (minimum level 2). The faculty member of the program/area who obtained the highest total score in the evaluation rubric is selected as First Place.

**Gold Talent:** Faculty members are awarded as Gold Talent for having obtained the highest score in the First Place category (10%).

**Table 1.18.** Faculty awards by category (2019-2023)

Category	2019	2020	2021	2022	2023
Gold Talent	5	5	7	9	7
First Places	48	61	65	70	65
Silver Talent	375	466	472	541	504

Source: Educational Quality Department. Updated as of March 2024

# ALUMNI

The UPC Alumni area manages the interaction and communication with the alumni community, building long-lasting bonds through activities, lectures and events. The mission and vision of this office are presented below:

**Mission:** To strengthen UPC Alumni—a solid, active and proud community committed to the transformation of the country.

**Vision:** To be recognized as a regional benchmark in the interaction and contribution of the UPC alumni community.

## a) UPC Alumni Strategy

The alumni strategy has four main objectives:

- **Generating pride and positioning:** To inspire pride in the alumni community for their alma mater, positioning the UPC brand.
- **Strengthening the community:** To unify and strengthen the alumni community and foster its engagement and interaction.
- **Promoting high-value experiences and opportunities:** To maintain a continuous link with UPC alumni, offering continuing education, development and benefits.
- **Encouraging contribution:** To provide a space for graduates to contribute value to their peers, to the UPC community and to the country.

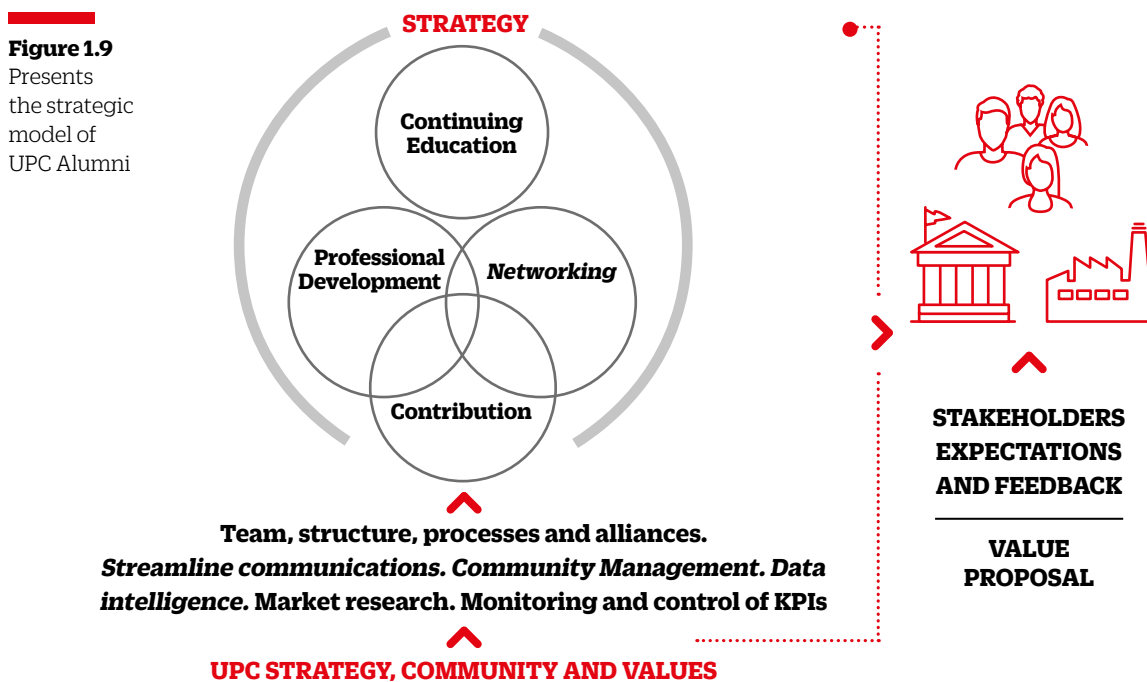
In addition, UPC Alumni defined four areas of action to articulate its activities and strategic model:

- **Continuing education:** Contributing to the personal and educational growth of alumni through an offer of products and services.
- **Professional development:** Providing our alumni with access to better opportunities for their professional development.
- **Networking:** Organizing integration and interaction spaces for alumni and energizing the UPC alumni community.



- **Contribution:** Encouraging the contribution of alumni through social service, mentoring, volunteering, and other activities.

Figure 1.9 presents the strategic model of UPC Alumni:



## b) UPC Alumni Activities

UPC Alumni designs and organizes activities to strengthen ties with alumni, contribute to their human and professional development, increase their employability potential and promote lifelong learning:

- Workshops on professional development and employability fairs
- Events and conferences about international opportunities
- Cultural, sports and social service activities
- Spaces where they can contribute to the community with their testimonies, projects, mentoring and/or knowledge
- Annual meeting of the alumni community

In November 2023, the UPC Alumni area participated in a ceremony for alumni of the UPC Academic Excellence Group, in which more than thirty outstanding alumni were awarded. That same month, another ceremony was carried out with alumni of the Audiovisual Communication and Interactive Media

Program. This ceremony was a space where participants were able to celebrate academic achievements and share expectations and professional goals with their former faculty members.

In December, a hybrid lecture was conducted on the international opportunity of *Global Village* offered by of the *Lehigh University Iacocca Institute (USA)*, which grants scholarships for participants to receive world-class content focused on leadership.

Similarly, the value proposition for the alumni community was consolidated and strengthened with a monthly benefit for graduates to obtain discounts in the UPC Editorial Fund for selected e-books.

In addition, UPC Alumni has also reactivated its digital community and collected testimonials and success stories from alumni who demonstrate how their studies at UPC have transformed and impacted their lives, inspiring younger generations.

### 2023 Annual UPC Alumni Meeting

On December 7, 2023, the Alumni area organized the Annual UPC Alumni Meeting to promote *networking* and to celebrate in person for the first time in four years. Regular undergraduate, Working Adult (EPE) undergraduate and Graduate School alumni were invited to the event.

With close to 700 participants registered for the Annual Meeting, it was a reunion between the university and the alumni community, with welcoming remarks by UPC's Rector and CEO, Dr. Edward Roekaert; by the Vice-Rector for Academic Affairs and Research, Dr. Milagros Morgan; and the Academic Director of the Graduate School, Dr. Ricardo Pino. As part of the program, there was an award ceremony for six graduates, which captured the interest of the public and included the presentation of a musical orchestra.

All activities for the announcement of this reunion maintained the concept of #UPCinoXSiempre, a motto used at graduations, and #Welcomeback to welcome graduates to this type of in-person meeting again.



**Figure 1.10**  
Presentation during the 2023 Annual UPC Alumni Meeting



**Figure 1.11**  
2023 Annual  
UPC Alumni  
Meeting

### c) Alumni in numbers

Table 1.19 shows UPC's alumni results between 2019 and 2023. The reported graduates are those who fulfill all graduation requirements.

**Table 1.19.** UPC's Cumulative Alumni Results (2019-2023)

Indicator	Result (1)
UPC Total Graduates through 2023	Total Graduates: 70,851 Traditional Undergraduate graduates: 41,188 Working Adult Undergraduate graduates: 18,360 Graduate School graduates <sup>(2)</sup> : 11,303
UPC Total Graduates through 2022	Total Graduates: 59,407 Traditional Undergraduate graduates: 33,248 Working Adult Undergraduate graduates: 15,618 Graduate School graduates <sup>(2)</sup> : 10,541
UPC Total Graduates through 2021	Total Graduates: 52,186 Traditional Undergraduate graduates: 28,868 Working Adult Undergraduate graduates: 13,514 Graduate School graduates <sup>(2)</sup> : 9,804
UPC Total Graduates through 2020	Total Graduates: 45,026 Traditional Undergraduate graduates: 24,274 Working Adult undergraduate graduates: 11,888 Graduate School graduates <sup>(2)</sup> : 8,864
UPC Total Graduates through 2019	Total Graduates: 40,660 Traditional Undergraduate graduates: 21,246 Working Adult Undergraduate graduates: 10,850 Graduate School graduates <sup>(2)</sup> : 8,564

Note 1: Cumulative number of graduates for each year, respectively.

Note 2: Graduates of Master's programs



## FINANCIAL AID SOLUTIONS

The mission of the UPC 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 studies, 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**

At the end of 2023, UPC awarded PEN 152,807,534 in scholarships and discounts (up +14.71% compared to 2022) provided to more than 49,000 traditional undergraduate and working adult undergraduate students. Tables 1.20 and 1.21 show a breakdown of students who received benefits, as well as the amount awarded for the 2019-2023 period, showing a constant growth of the amounts granted as student aid.

**Table 1.20.** Number of Students Benefited from Scholarships and Discounts (2019-2023) – Undergraduate

	2019	2020	2021	2022	2023
<b>Benefit</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>	<b>Students</b>
<b>Scholarships for Administrative Staff</b>	<b>900</b>	<b>1,036</b>	<b>1,144</b>	<b>1,117</b>	<b>1,151</b>
Scholarships for Staff's Children	646	732	828	797	792
Scholarships for Administrative Staff (Working Adults – EPE)	254	304	316	320	359
<b>Scholarships for Outstanding Students</b>	<b>14,097</b>	<b>19,564</b>	<b>14,920</b>	<b>16,668</b>	<b>14,484</b>
Honor Roll Scholarships	13,184	18,356	13,604	15,405	13,249
Benefits for Athletes	913	1,208	1,316	1,263	1,235
<b>Scholarships for Low-Income Students</b>	<b>18,157</b>	<b>20,661</b>	<b>22,630</b>	<b>28,775</b>	<b>34,071</b>
Orphan Scholarships	112	312	622	202	172
Benefit for Admission Campaign	7,518	7,915	9,627	13,864	21,757
Benefit for Last Term Students	2,566	2,747	2,913	3,853	4,344
Socio-Economic Benefit	3,740	5,950	5,289	5,444	5,023
Payment for Courses	3,713	3,448	2,958	3,382	2,652
On-Time Payment	-	53	1,099	1,715	0
Benefit for supporting Students at Academic Risk	508	236	122	315	123

**Table 1.21.** Total Amount Awarded in Scholarships and Discounts (2019-2023) – Undergraduate

<b>Benefit</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b>Scholarships for Administrative Staff</b>	<b>6,393,775</b>	<b>7,643,117</b>	<b>8,601,378</b>	<b>8,912,034</b>	<b>9,627,013</b>
Scholarships for Staff's Children	5,397,172	6,456,694	7,356,107	7,584,023	7,993,409
Scholarships for Administrative Staff (Working Adults – EPE)	996,603	1,186,424	1,245,272	1,328,011	1,633,604
<b>Scholarships for Outstanding Students</b>	<b>39,064,880</b>	<b>56,877,616</b>	<b>44,513,840</b>	<b>5,133,2877</b>	<b>48,486,132</b>
Honor Roll Scholarships	34,837,225	51,053,352	38,106,091	4,4821,469	41,344,231
Benefits for Athletes	4,227,655	5,824,264	6,407,749	6,511,408	7,141,902
<b>Scholarships for Low-Income Students</b>	<b>46,081,357</b>	<b>56,509,143</b>	<b>60,247,631</b>	<b>72,938,615</b>	<b>94,694,389</b>
Orphan Scholarships	1,084,236	2,979,734	6,098,978	2,028,730	1,815,655
Benefit for Admission Campaign	9,051,127	11,595,130	11,523,524	15,337,790	37,652,309
Benefit for Last Term Students	16,478,951	17,921,384	19,249,849	25,857,768	30,032,547
Socio-Economic Benefit	8,728,913	14,026,898	13,239,845	16,417,712	16,313,001
Payment for Courses	9,573,840	9,276,741	8,429,988	10,108,945	8,541,287
On-Time Payment	-	61,471	1,388,602	2,384,148	0
Benefit for Students at Academic Risk	1,164,291	647,784	316,844	803,523	339,590
<b>Grand Total</b>	<b>91,540,012</b>	<b>121,029,876</b>	<b>113,362,849</b>	<b>133,183,526</b>	<b>152,807,534</b>



# 02

## STUDENTS, GRADUATES AND FACULTY ACHIEVEMENTS RESULTS





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# SCHOOL OF ARCHITECTURE

## STUDENT ACHIEVEMENTS

### **a) Student of the Architecture Program was part of the winning project in the competition for the remodeling of the Regatas Lima Club sports village.**

Joaquín Ugarte, a student of the Architecture Program, was part of the winning team in the competition organized by the Regatas Lima Club to remodel the sports village. The team, led by architect Alfredo Queirolo, also included Yasmin Humala and Maribel Romani, professionals from the Arqland firm, who were inspired by college dormitories in the United States, which have toilets outside the rooms, something unusual in buildings in our country.

Additional information is available at: [link](#)



**Figure 2.1**  
Winning project of the competition for the remodeling of the sports village organized by the Regatas Lima Club.

## GRADUATE ACHIEVEMENTS

### a) A graduate of the Architecture Program obtained honorable mention in the Regional Competition organized by the Lima Architects' Association, BiaLiMA 2023.

The Second International Biennial of Architecture and Urbanism of Lima and Callao, BiaLimA 2023, organized by the Lima Regional Architects' Association of Peru, CAP-RL, is an important space for reflection and exhibition of good practices in architecture and the city, promoting civic values, rethinking a city with greater equality and opportunities for all.

Mayra León Chávez, a graduate of the Architecture Program, obtained an honorable mention in the Regional Graduate Thesis Competition organized by Lima Regional Architects' Association in the framework of the Second International Biennial of Architecture and Urbanism of Lima and Callao, BiaLiMA 2023, with her master's degree thesis entitled "Temporary Resilient Landscapes: Seasonality as a means of productive articulation in the fragile ecosystem of the Coastal Hills in metropolitan Lima."

This competition seeks to encourage excellence in research for master's and doctoral degrees in architecture from the different schools in the Lima and Callao Region, with the aim of evidencing the challenges and contributing new knowledge in the construction of a more sustainable future for architecture and urban planning in the region.

Additional information is available at: [link](#)



**Figure 2.2**  
Mayra  
Alessandra  
León Chavez  
receives  
honorable  
mention for her  
master's degree  
thesis in the  
BiaLiMA 2023  
Competition.

**b) Graduates of the Architecture Program won a prize in the Second Edition of the La Calcina-John Ruskin Literary Contest.**

The La Calcina-John Ruskin Literary Award, "Writing about Architecture," was organized on the occasion of the Eighteenth Venice Architecture Biennial 2023.

The winners were Javier Atoche Intili for his book "Modern Lima. European immigration and Peruvian architecture," in the long text category, and Michela Pirro, in short texts, Hausbrandt Award, both graduates of the Architecture Program.

Additional information is available at: [link](#)

**c) Graduates of the Architecture Program won second place in BiaLiMA 2023 Curatorship Competition.**

The competitions and awards within the BiaLiMA aim at recognizing and highlighting good practices in the field of architecture, construction, regulation, urbanism, thought and action in the territorial framework of the Lima Region. With the support of various institutions and prominent figures in Ibero-American architecture, it seeks to promote excellence and innovation in urban development. These initiatives offer a platform to reflect on the influence of architecture and urbanism in the city and generate a positive impact on the environment of Lima and Callao, thus promoting a more sustainable and quality future in architecture and urban spaces.

The team, composed by graduates of the Architecture Program, won second place in the BiaLiMA2023 Curatorship Competition, with their proposal entitled "Reinsertion Tools:

- Lead Curator: Architect Marianela Benita Castro de la Borda, Peruvian Architects Association (CAP) register 9316
- Co-Curator: Architect Claudio Victorio Cúneo Raffo, Peruvian Architects Association (CAP) register 10594
- Coordinator: Architect Rufino Daniel Yep Taboada, Peruvian Architects Association (CAP) register 11334

Additional information is available at: [link](#)

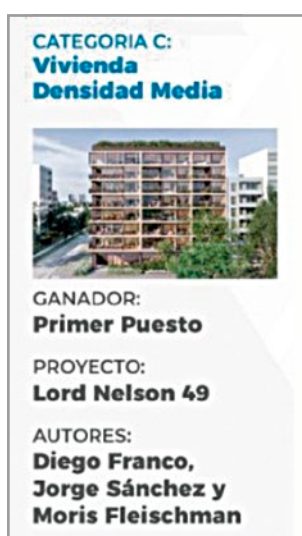
**d) Project presented by graduates of the Architecture Program won 1st place in the Fourteenth CELIMA Architectural Quality Competition at the Second International Biennial of Architecture and Urbanism BiaLiMA 2023.**

The BiaLiMA 2023 team, with the aim of contributing to a healthy and professional confrontation of architectural proposals, seeks to recognize the work done in various projects that serve as an example of excellence and creativity in buildings in the Lima region.

The Architectural Quality Competition sponsored by the CELIMA group bears witness to the ongoing commitment to excellence in architecture and has brought together outstanding professionals from the region. In this edition, projects were presented in eight different categories, each of which was carefully evaluated according to specific criteria.

In category C: Medium Density Housing, the winning project is the Lord Nelson 49 Building located on the corner of Calle Sucre, Miraflores. It was designed by NOMENA ARQUITECTURA (Diego Franco, Jorge Sánchez, moris Fleischman, Héctor Loli).

Additional information is available at: [link](#)



**Figure 2.3**

First place in the medium Density Housing Category.

## FACULTY ACHIEVEMENTS

**a) Faculty of the Architecture Program won 1st place in the Fourteenth CELIMA Architectural Quality Competition at the Second International Biennial of Architecture and , Urbanism BiaLIMA 2023.**

In category I: Architectural Heritage Restoration, Renovation and Rehabilitation, first place went to the Casa Dasso Boutique Hotel project, designed by architects Horacio Goitre, Gonzalo Zegarra and Mateo Peschiera.

The project is located in the area of Barranco, facing Paseo Saenz Pena, Calle Perez Roca and Jirón Tacna. It is noteworthy for its respect for the environment, the preservation of the two existing mansions, adapting them to the new hotel use and the successful expansion between the two, with rooms on three levels and two basements for services. Careful restoration and intelligent adaption to a new use demand recognition for the enhancement of the architectural heritage.

**CATEGORIA I:  
Restauración,  
Renovación y  
Rehabilitación del  
Patrimonio  
Arquitectónico**



**GANADOR:  
Primer Puesto**

**PROYECTO:  
Hotel Boutique  
Casa Dasso**

**AUTORES:  
Horacio Goitre,  
Gonzalo Zegarra y  
Mateo Peschiera**

**Figure 2.4**

First place  
in the  
Architectural  
Heritage  
Restoration,  
Renovation and  
Rehabilitation  
category.

# SCHOOL OF BUSINESS

## STUDENT ACHIEVEMENTS

### a) UPC Working Adult (EPE) Marketing student created the non-profit organization “Acortando Brechas” (Bridging the Gap)

After his study trip to Israel (2022), Oscar Jonathan Chang Ríos—a Working Adult (EPE) Marketing student—set out to translate what he learned into a project whose main objective is to bridge educational gaps and facilitate the process of moving from school life to university life. The project was presented to the Juana Alarco de Dammert school in Lima and underwent a rigorous evaluation, where it was approved and accepted by the school's technical sub-directorate and general management.

Currently, Oscar continues to work with the school and other institutions that have joined the process. Because of this, it was decided to turn the project into the non-profit organization “Acortando Brechas.” Given that the project is now a reality, the documents are being formalized.



**Figure 2.5**  
Students  
of the Juana  
Alarco de  
Dammert  
school and  
participants  
of the  
organization  
“Acortando  
brechas”



**Figure 2.6**  
Oscar Jonathan  
Chang Rios,  
a Working  
Adult (EPE)  
marketing  
student

## GRADUATE ACHIEVEMENTS

### **a) Graduate of the Administration and Marketing Program won the Top Teachers 2023 award from Business Insider Spain**

Víctor Raúl Díaz Miranda, a graduate of the Administration and Marketing Program, was given the Top Teachers 2023 award in the Marketing and Social Networks category. This award granted by Business Insider Spain highlighted those creators of educational and informative content that left a significant footprint in the field of professional and personal development.

Business Insider Spain aims at offering its readers accurate and quality information in the economic and technological fields, among others.

The award, presented on September 28, 2023 at the Kinépolis cinemas in Madrid, Spain, underscored Díaz Miranda's positive impact and excellence in his field of expertise, highlighting his contribution to the educational world and his influence in the community.

Additional information is available at: [Link](#).





**Figure 2.7**  
Top Teachers  
2023 Award in  
the marketing  
and Social  
media category

## FACULTY ACHIEVEMENTS

### **a) Prominent faculty member of the Working Adult (EPE) Marketing Program was a panelist at the International Academic Forum on Marketing and Sales**

Jorge Luis Bohorquez Villalta, a faculty member of the Marketing Program, was a panelist at the International Academic Forum on Marketing and Sales: Adapting to change-New challenges. Topic: Consumer behavior: Trends and challenges.

The event was organized by Florida International University (FIU), Universidad Peruana de Ciencias Aplicadas (UPC) and Universidad de Valencia, and was held on May 3, 2023.

Additional information is available at: [link](#)





**Figure 2.8**  
International Academic Forum on Marketing and Sales, event information

**b) Faculty member of the Working Adult (EPE) Marketing Program at UPC published a paper in an indexed journal**

Miguel Sebastián Armesto Céspedes, a faculty member of the Marketing Program, published his work: "Motivation and Job Satisfaction of Institute Gastronomy Teachers in Lima," in the indexed journal: Venezuelan Journal of Management, 28 (special issue number 9) of the year 2023.

Additional information is available at: [link](#)



**Figure 2.9**  
Publication of the paper in the Venezuelan Journal of Management

**c) Director of the UPC Sports Administration and Business Program was recognized by Brock University in Canada**

In recognition of his outstanding education and solid professional career, Raúl Rosales, Director of the Sports Administration and Business Program at UPC, was appointed as a visiting professor at the prestigious Brock University in Canada.

From May 2023 to April 2024, Raúl Rosales will be part of the Sport Management Department at Brock University, participating in the nationally and internationally recognized Sport Management Program. This program, according to a recent ranking published by the University of North Texas, stands out as one of the main contributors to scientific production in the field of sports management in Canada and is ranked fourth worldwide. As part of his responsibilities as a visiting professor, Raul taught the course "Governance in Sport," part of the third year of the program, and also participated in research projects related to the sports sector.

Additional information is available at: [Link](#).



**Figure 2.10**  
Faculty member Raúl Rosales at Brock University – Canada

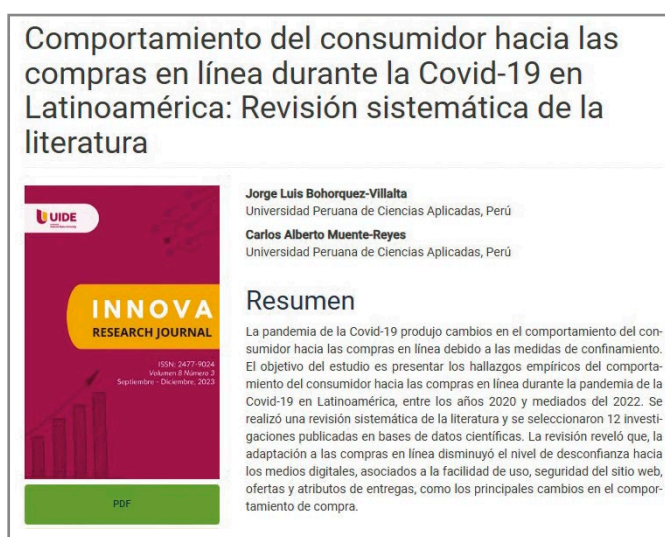
**d) Faculty members of the Administration and Marketing Program published a paper in the INNOVA Research Journal**

The paper entitled "Consumer Behavior in Online Shopping During Covid-19 in Latin America: Systematic Review of the Literature," written by Jorge Luis Bohórquez Villalta and Carlos Alberto Muenta Reyes, was published in the INNOVA Research Journal on September 10, 2023.

The study focuses on analyzing empirical findings on consumer behavior with respect to online shopping during the Covid-19 pandemic in Latin America, covering the period from 2020 to mid-2022.

The results evidenced that adaptation to online shopping in this period reduced distrust towards digital media, including aspects such as ease of use, website security, available offers and attributes related to product delivery as drivers of change in consumer purchasing.

Paper available at: <https://doi.org/10.33890/innova.v8.n3.2023.2269>



**Figure 2.11**  
Cover and specifications of the INNOVA journal paper

**e) Faculty member of the Administration and Marketing Program participated as a speaker at the “Fourteenth National and International Congress on Innovation and Management Development” organized by CONILA Trujillo 2023**

The National and International Congress of Administration Graduates (CONILA) is considered the most important event in administration nationwide. The 2023 edition was held in the city of Trujillo, with the participation of the most outstanding national and international exhibitors and panelists.

The Fourteenth National and International Congress on Innovation and Management Development for Administration Graduates was held from October 12 to 14, 2023, in the city of Trujillo. It was attended by the most distinguished national and international speakers and panelists.

Professor Roncal Vergel was the invited keynote speaker. He presented the topic “Martech: Key Tools and Trends for Business Success,” capturing the attention of an audience of more than 500 people.

His outstanding participation in the congress was fundamental to enrich the exchange of knowledge and experiences in the field of administration and business innovation.

Additional information is available at: [Link](#).



**Figure 2.12**

Program of the Fourteenth National and International Congress on Management Innovation and Development

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# SCHOOL OF COMMUNICATIONS

## STUDENT ACHIEVEMENTS

### **a) A student of the Communication and Corporate Image program participated in a conference organized by Harvard University.**

The student Camila Zúñiga participated in one of the most important conferences in Latin America organized by the Harvard Council on International Relations.

Harvard National Model United Nations – Latin America is a conference in which each university delegation must represent a country other than its own and respond to its foreign policy on the topics to be discussed during the conference, which took place from Wednesday, January 11 to Sunday, January 15, 2023.

After several months of preparation, Camila, who is a student of the Communication and Corporate Image program, took the role of Mexico in the UNICEF committee in the debate: "Migration and Displacement in Latin America." In this conference, she tested her skills and knowledge in politics, general culture, argumentation, and command of the English language.

More information at: [link](#)



**Figure 2.13**  
Camila Zúñiga  
in Harvard  
National  
Model United  
Nations – Latin  
America.

**b) Student of the Communication and Photography Program achieved an Honorable Mention at the VER/VOIR international festival**

VER/VOIR is an International Festival of Visual Arts organized by the Northern Alliance Française Network, which took place from Wednesday, October 4 to Saturday, October 7, 2023 in the city of Chiclayo – Peru.

The VER/VOIR “Seed” collective exhibition included an international photography meeting, a traveling exhibition, where winners received the VER/VOIR, the French Embassy and the New Looks Awards. UPC student Claudio Alejandro Pettina Rodríguez obtained an honorable mention at this meeting. His work is titled “*Primigenio*” and is a photographic project that talks about the behavior of human beings towards animals and how the lack of awareness causes so much suffering in the lives of these beings. His work was published in the Alliance Française magazine, Trujillo.

Additional information is available at: [link](#)



**Figure 2.14**  
Part of the work  
“*Primigenio*.”  
Photograph by  
student Claudio  
Pettina

**c) Communication and Photography students were part of UPC’s cultural exhibition entitled “*Miradas en el Camino*”**

“*Miradas en el Camino*,” a collective photographic exhibition organized by the Communication and Photography program, aims to highlight the importance of photography in our society and to raise awareness about the creative talent of young people in understanding today’s world.

In this exhibition, visitors were able to appreciate the stories shared by 8 outstanding students of the



Communication and Photography program: Alanis Cuadrado Caballero, Génesis Quispe Coronel, Fernando López Hernández, Macarena Olcese Cuya, Mario Talledo Antón, Mauricio Ancevalle Ñufló, Oscar Montobbio De Balanzo and Ximena Mostajo Alvarez.

In this 24-photograph exhibition, the categories of portrait, landscape, documentary, artistic, and other types of photography were exhibited. Each of these works were analyzed, selected and evaluated by Mariana Montalvo Man, Director of the Communication and Photography program, prior to their exhibition.

Check out the “*Miradas en el Camino*” exhibition here ([link](#)).



**Figure 2.15**  
Part of the work  
“*Primigenio*.”  
Photograph by  
student Claudio  
Pettina

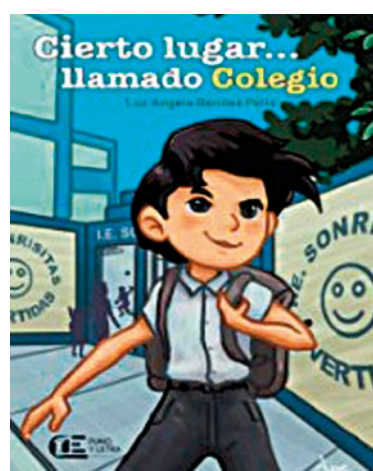
**d) As a Communication and Journalism student, she was considered one of the youngest writers in Huánuco.**

Luz Ángela Benítez Pollo, a writer of children’s and young people’s literature, always stood out for her great talent for storytelling, being a student of the High Performance School of Huánuco and a beneficiary of “Beca 18” for her excellent academic performance.

When she was only 14 years old, she presented her first story entitled “*Un Lugar Llamado Colegio*” (A Place Called School), a short 12-chapter story, written in a very agile, mischievous, and entertaining way about the story of Daniel, the main character, who experiences different situations during his school life. This, in the opinion of experts, is a rather subtle criticism of the educational system and teachers.

On August 26, 2023, Luz published the second edition of this story and her second book, reaffirming her passion for writing and her ability to bring diverse realities to light through her stories.

More information at: [link](#)



**Figure 2.16**  
Luz Ángela Benítez, author of the book "Cierto Lugar Llamado Colegio" (A Certain Place Called School).

**e) Students of the Communication and Marketing Program published in indexed journals**

In 2023, several students of the Communication and Marketing Program published papers in indexed journals:

Papers published in research journals		
Publication	Author(s)	Publication date
<p>"C2C e-marketplaces and how their micro-segmentation strategies influence their customers." The paper is available at: <a href="https://doi.org/10.3390/data8020026">https://doi.org/10.3390/data8020026</a></p>	<p>Students: Sandra Castillo Sotomayor and Nicholas Guimet Cornejo Faculty member: Luis Lodeiros Zubiria</p>	<p>January 2023</p>
<p>"How to reach green word-of-mouth through green trust, green perceived value and green satisfaction." The paper is available at: <a href="https://doi.org/10.3390/data8020025">https://doi.org/10.3390/data8020025</a></p>	<p>Students: José Antonio Román Augusto and Camila Garrido Lecca Faculty members: Luis Lodeiros Zubiria and Martín Mauricio Andía</p>	<p>January 2023</p>



## GRADUATE ACHIEVEMENTS

### a) A graduate of the Communication and Photography Program introduced her topic *"Primeras Lozas"* at the presentation of the FOT journal

On February 28, 2023, graduate Luciana Merino Orbegoso introduced her topic entitled *"Primeras Lozas,"* FOT vol. 5, second issue, at the presentation of the FOT journal held at the UPC San Isidro Campus.

*"Primeras Lozas"* is a photo installation of small light boxes whose size alludes to the traditional size of jumbo photographs (10 x 15 cm) and which have sufficient depth to achieve a three-dimensional perception in the observer.

Additional information is available at: [link](#)



**Figure 2.17**  
Part of Luciana Merino's work published in the FOT journal.

### b) Graduates and faculty members of the Communication and Photography Program published scientific papers

Graduates and faculty members of the Communication and Photography Program published the following scientific papers in 2023:

Scientific Papers Published by the School of Communication and Photography			
Publication Date	Author	Publication	Link
06/15/2023	<b>Graduate:</b> Damaso, Andrea	"Photography as a therapeutic tool, through the use of a smart-phone, in university students." Information and Technology Congress – ICITED 2023	<a href="http://hdl.handle.net/10757/672178">http://hdl.handle.net/10757/672178</a>
10/03/2023	<b>Graduate:</b> Tais Delgado Fernandez-Baca, Amara	"Photography as a therapeutic art medium according to the perspective of Peruvian art-therapy specialists." ICOMTA 2023	<a href="https://doi.org/10.2991/978-94-6463-254-5_13">https://doi.org/10.2991/978-94-6463-254-5_13</a>
02/00/2023	<b>Faculty member:</b> María Chávez Chuquimango, Co-Author	"Uses of digital technologies in Peruvian postgraduate students." RISTI Journal, Iberian Journal of Information Systems and Technologies.	PROQUEST

## FACULTY ACHIEVEMENTS

### a) Faculty members of the Communication and Photography Program presented the 8th issue of the FOT journal

FOT is a Peruvian Photography and Visual Research journal edited by the Communication and Photography Program of Universidad Peruana de Ciencias Aplicadas (UPC). It seeks to promote an academic space that fosters research and discussion on photography in Peru and the world. As a result of this effort, FOT seeks to create a community around the journal so as to establish connections between researchers, photographers, visual artists, editors and readers.

The presentation of the FOT journal was held at the UPC San Isidro Campus. This issue featured the publications of faculty members Alejandro León Cannock, Sebastián Nieto and Luciana Orbegoso.

Additional information is available at: [link](#)



**Figure 2.18**  
Invitation to  
the campus  
auditorium,  
FOT magazine,  
eighth issue

### **b) Faculty members from the Communication and Photography Program participated in the Pinhole 2023 International Festival**

An International Pinhole Festival 2023 workshop was organized as part of the celebration of the world day of pinhole photography at the UPC Villa Campus. In this festival, cameras were built with cheap resources such as a cardboard box, a can of shoe polish, masking tape, etc. In other words, the program raised awareness about the pinhole camera and also used the photolab for photographic development.

In this activity, the faculty member leading the project was Pilar Pedraza, who conducts this workshop in Villa María del Triunfo for children and adults from vulnerable areas as a learning resource and to make emotions visible. On this occasion, the children of the faculty member's project took part in the festival.

The festival contributes to students' interaction with vulnerable areas, since they participated along with the external public (children and adults) in the construction of the cameras. This action is a starting point for achieving the goals of sustainability, eradicating poverty and quality education, because it provides students with the opportunity to educate others and share their knowledge with them to generate changes through the representation of images in vulnerable areas.

Since the program's inception, UPC has consolidated its position as a venue for the world day of pinhole photography.

Additional information is available at: [link](#)



**Figure 2.19**  
Construction  
of a camera  
with the  
help of UPC  
faculty

**c) Faculty members of the Communication and Photography Program participated in the PHUYU Gallery exhibition in Argentina**

The PHUYU Gallery is an exhibition space and meeting place for national and foreign artists who exhibit contemporary art. As a gallery, it seeks to surprise visitors with innovative works while maintaining a link to the historical processes of artistic realization.

Faculty members Dante Pineda and Carolina Cardich have exhibited their photographic works in this gallery directed by Cristias Rosas in the city of Buenos Aires.

Additional information is available at: [link](#)



**Figure 2.20**  
Exhibitions  
of the work of  
faculty members  
Carolina Cardich  
and Dante  
Pineda at the  
PHUYU gallery  
in Buenos Aires

**d) Director of the Communication and Photography Program participated in the VER/VOIR international festival:**

On October 7, 2023, director Mariana Montalvo participated in the discussion panel “Experiences of Teaching and Research in Photography.” This discussion panel addressed the current situation of photography training in higher education centers in our country, a field in constant transformation. This dialogue presents and analyzes its reality, scope and perspectives at the VER/VOIR International Festival of Visual Arts of the Alliance Française.

This festival was possible thanks to the joint work of the three Alliance Française venues of Peru, broadcasting from the city of Chiclayo – Lambayeque, Peru.

Additional information is available at: [link](#)



**Figure 2.21**  
Participation  
of Director  
Mariana  
Montalvo in  
the VER/VOIR  
International  
Festival of  
Chiclayo

**e) Faculty member of the Communication and Photography Program exhibited his photographs at the National Museum of Photography in Rabat (Morocco)**

The “Between Time and Space” group exhibition of photographs and videos, organized within the framework of the International Biennial of Contemporary Art of the South (BIENALSUR), was held from October 3 to November 3, 2023 at the National Museum of Photography in Rabat (Morocco). It includes photographic installations by 17 photographers from seven countries in the Americas and Africa, including Carolina Cardich, a faculty member of the Communication and Photography Program.

The works produced by these artists focus on the topics of space and time, memory, identity, history and

the imaginary past and present, offering a space for reflection, meditation and poetic expression of the diversity of contemporary existence.

The exhibition aims to be a visual and conceptual dialogue between different cultures, taking the public on a journey through spaces that confront them with immensity, solitude, emptiness, as well as the traces left by communities and the reciprocal influence of these elements, transforming the National Museum of Photography in Rabat into a place of exchange and reflection where visitors are invited to question and explore new ideas.

Additional information is available at: [link](#)



**Figure 2.22**  
Publication of  
the “Between  
Spaces  
and Times”  
exhibition at  
BIENALSUR  
2023

# SCHOOL OF CONTEMPORARY ARTS

## STUDENT ACHIEVEMENTS

### a) Music student participated in the “Teatro en Grande” program broadcasted by TV Perú.

In an exciting event that was broadcast by TV Peru on September 15, Daniela Prado, a student of the Music program and member of the Music Troupe, stood out as a brilliant representative of Peruvian and Latin American music.

Daniela, known for her exceptional talent as a composer and performer, was part of the “Teatro en Grande” program accompanied by talented musicians, most of whom were UPC graduates, where she shared her passion for Peruvian and Latin American roots folklore. Her repertoire included both original songs and versions of emblematic Andean themes, all of them fused with the characteristic sounds of her generation, without losing the essence of folklore.

More information at: [link](#)



**Figure 2.23**  
Daniela Prado  
in the “Teatro  
en Grande”  
program.



## FACULTY ACHIEVEMENTS

### a) Faculty member of the Music Program receives recognition for outstanding participation in Audio Convention

The Audio Engineering Society (AES) is the only professional association dedicated exclusively to audio technology. Founded in the U.S. in 1948, the AES is now an international organization that brings together audio engineers, creative artists, scientists and students from around the world to promote advances in audio and disseminate new knowledge and research.

Jorge Azama, a faculty member of the UPC School of Music, received an invitation to and recognition for his outstanding participation as a member and speaker at the AES/Genelec LATAM Immersive Tour held in Mexico City in October 2023, where he participated with the presentation: "Evolution of Immersive Audio Systems." This recognition is awarded by the Audio Engineering Society – AES.

Additional information is available at: [link](#)



**Figure 2.24**  
Jorge Azama  
receives  
recognition  
from the AES

### b) Music faculty member was reelected vice-president for AES Latin America.

The Audio Engineering Society (AES), an international non-profit organization that brings together Professional Audio and Sound Engineers worldwide, released the results of the 2023 General Election.



On August 3, 2023, Jorge Azama, a faculty member of the music program in the Music Production specialty, was re-elected via online voting as the Regional Vice-President for Latin America, the highest position of the AES in our region. He will thus complete his second and final term of service in this position, which will be effective January 1, 2024 for the next 2 years.

Jorge Azama has been a member of the AES since 2003 and was one of the founders of the AES Peru Section in 2004. In 2019, he served as the Chairman of the Latin American conference of the Audio Engineering Society – AES LAC. In 2020, he was awarded the AES Board of Governors Award. In addition, he has given conferences, lectures, workshops, seminars, and webinars at various international professional audio events. He has also collaborated in articles related to his specialty in publications such as Sound: check (Mexico), PC World (Peru), and Revista Somos (Peru).

More information at: [link](#)



**Figure 2.25**  
Jorge Azama,  
AES Vice  
President,  
Latin  
America.

# SCHOOL OF DESIGN

## STUDENT ACHIEVEMENTS

### a) Students of the Industrial Design Program published a paper in a specialized journal

The Heredian Journal of Rehabilitation is sponsored by the School of Medical Technology of the Alberto Hurtado School of Medicine of Universidad Peruana Cayetano Heredia, which publishes original and unpublished papers on topics related to the areas of physical rehabilitation, hearing, voice and speech therapy, clinical laboratory and public health. These original and unpublished papers are the intellectual property of their authors, have not been published or submitted for review in another journal, and have as target audience students, faculty and researchers.

The Heredian Journal of Rehabilitation is published twice a year: Period 1: January-June, and Period 2: July-December, and its issues can be drafted in Spanish, Portuguese or English. All published original papers have passed the double-blind peer review process performed by the authors' professional peers.

Camila Casanova Vise, Angela López Molina, Alejandra de las Casas Grande and Carlos Manuel Escobar Galindo, Students of the Industrial Design Program, published the paper "Ergonomic analysis in the use of vending machines and its importance in design" in the Heredian Journal of Rehabilitation.

Additional information is available at: <https://doi.org/10.20453/rhr.v2023i1.5032>



**Figure 2.26**  
Publication of  
the paper of  
the students of  
the Industrial  
Design  
Program

**b) Students of the Industrial Design Program participated in the Congress of the Chilean Ergonomics Society (SOCHERGO)**

On October 20 and 21, 2023, the Thirteenth Sochergo International Congress took place in Santiago de Chile: Ergonomics and Human Factors and the Eighth Congress of the Latin American Union of Ergonomics (ULAERGO). This congress is specifically focused on the organizational factors that influence the performance of workers, which, when taking into account human factors, allow for greater well-being, greater commitment of people, higher motivation and, consequently, better results in production.

Two students of the Industrial Design program made the following presentations:

Lectures of the School of Design		
Date of lectures	Author	Lecture
10/21/2023	<b>Student:</b> Camila Becerra Alva	Anthropometric, ergonomic and system analysis of a hot beverage vending machine. <a href="https://salud.uda.cl/ajhs/index.php/ajhs/article/view/149/144">https://salud.uda.cl/ajhs/index.php/ajhs/article/view/149/144</a>
10/21/2023	<b>Student:</b> Xiomara del Carmen Tasayco Tasayco	Ergonomics and user experience in benches at the Los Alamos Complex: Interaction and anthropometry. <a href="https://salud.uda.cl/ajhs/index.php/ajhs/article/view/155/145">https://salud.uda.cl/ajhs/index.php/ajhs/article/view/155/145</a>



**Figure 2.27**  
Congress website, free papers on the topic of Ergonomic Design

# SCHOOL OF ECONOMICS

## STUDENT ACHIEVEMENTS

### a) Students of the UPC School of Economics sworn in at the Andean University Parliament

On December 7, 2023, students from the School of Economics—mostly students of the Political Science Program—were sworn in as members of the Andean University Parliament.

Andean University Parliaments are a youth participation program that replicates the operation of the organization, thus contributing to the training of young leaders in the Andean region. Universidad Peruana de Ciencias Aplicadas (UPC) has a current agreement with the Andean Parliament. This agreement not only represents a significant step forward for UPC in the academic field, but also for the Andean Parliament by incorporating the perspective and active participation of university students.

Additional information is available at: [link](#)

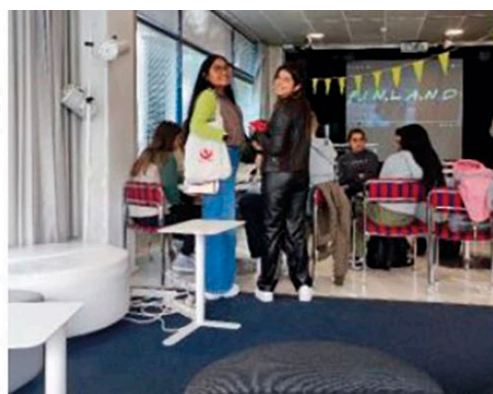


**Figure 2.28**  
Dr. Edward Roekaert Embrechts, CEO & Rector of UPC, and Juan Carlos Ramírez, promoter of the creation of the Andean University Parliament

**b) Students of the School of Economics obtained different scholarships in 2023**

Students of the School of Economics (Managerial Economics, Economics and Finance, and Economics and International Business) were awarded the following scholarships:

Detail of the awarded scholarships		
Students	Achievement	Link
<ul style="list-style-type: none"> <li>- Karina Blas and Paloma Gastañuedi (Economics and International Business)</li> <li>- Benjamin Alvarez (Economics and Finance)</li> </ul>	100% scholarship in the specialized course at the University of Jyväskylä: Doing Business in Finland, Chile and Peru, in Finland.	<a href="#">Link 1</a>
<ul style="list-style-type: none"> <li>- Gustavo Jesus Flores, Tania Vara Vasquez and Carolina Alva Curotto (Economics and International Business)</li> <li>- Alexandra Vera Alvarez, Eddy Herrera Loaiza, Jazmin Cari Huaman, Andres Osorio Bringas and Diego Velasquez Olortegui (Economics and Finance)</li> </ul>	Workshop on the Construction of Socioeconomic Indicators offered by CIES, as part of the collaboration agreement signed with the School of Economics. 5 students received a 100% scholarship and 3 received a 75% scholarship.	<a href="#">Link 2</a>
<ul style="list-style-type: none"> <li>- Lucia Veruzka Lévano Noriega, Tania Gabriela Vara Vasquez and Carolina Janet Alva Curotto (Economics and International Business)</li> <li>- Jonathan Gian Luigi Vallve Torres, Pilar Soledad Challco Bravo, Allison Gabriela Rutti Aliaga and Andrés Osorio Bringas (Economics and Finance)</li> </ul>	Workshop. Writing and Publication of Academic Papers offered by CIES, as part of the collaboration agreement signed with the School of Economics. 5 students received a 100% scholarship and 2 received a 75% scholarship.	<a href="#">Link 3</a>



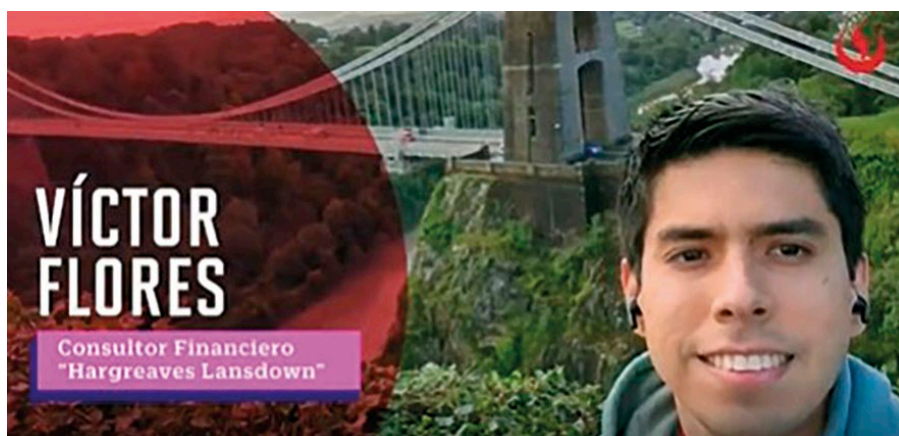
**Figure 2.29**  
Students of the UPC School of Economics in Finland

## GRADUATE ACHIEVEMENTS

### a) Graduate of the Economics and International Business Program obtained a job as a consultant in the United Kingdom

Victor Flores Aguilar, a graduate of the Economics and International Business Program, was hired as a Financial Consultant by Hargreaves Lansdown, one of the most important investment companies, ranking among the top 100 largest market capitalization in the United Kingdom. Due to his merits, he has been appointed ambassador of the International Business and Economics Program.

Additional information is available at: [link](#)



**Figure 2.30**  
Presentation of Victor Flores as ambassador of the International Business and Economics Program

## FACULTY ACHIEVEMENTS

### a) Faculty members of the School of Economics published their academic research

The faculty members of the School of Economics have published the following academic papers in various recognized journals:



**Detail of research papers published by faculty members of the School of Economics**

<b>Faculty</b>	<b>Topics</b>	<b>Link</b>
María del Pilar Munayco Calderón (Full-Time Faculty Member of the Economics and International Business Program) co-authored the publication of the research paper	"Gravity model of cocoa bean exports from Peru" Venezuelan Journal of Management	<a href="https://doi.org/10.52080/rvgluz.28.e9.14">https://doi.org/10.52080/rvgluz.28.e9.14</a>
Mauro Gutiérrez Martínez (Part-Time Faculty Member of the Economics and International Business Program) co-authored the publication of the research paper	"Leakage reduction: Subsidies and tariff reform in water and sanitation services in metropolitan Lima, Peru" Journal of Water Economics and Policy.	<a href="https://doi.org/10.1142/S2382624X23500042">https://doi.org/10.1142/S2382624X23500042</a>
Elmer Sánchez Dávila (Part-Time Faculty member of the Economics and Finance Program)	"Impact of economic growth and social spending on poverty reduction. VAR panel analysis for selected Latin American countries, 2000-2019" Journal of Economic Research. UNAM	<a href="https://doi.org/10.22201/fe.01851667p.2023.324.82168">https://doi.org/10.22201/fe.01851667p.2023.324.82168</a>
César Mora (Part-Time Faculty member of the Economics and Finance Program) co-authored the academic publication: Chacaltana, J., Pérez, J. & Mora, C. (2023)	"Resilience or need? COVID-19, informality and the probability of being employed." Background paper No. 17. Background Paper Series of the Joint EU-ILO Project "Building Partnerships on the Future of Work"	<a href="https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_890280.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_890280.pdf</a>
Juan Francisco Cueto (Part-Time Faculty member of the Economics and Finance Program) co-authored the academic publication: Álvarez, L, Arcaya, G., Cueto, F., De la Torre, R. (2023).	"Can public credit programs improve artisanal fisher performance? The case of FONDEPES, a credit program" Elsevier. Maritime Policy.	<a href="https://doi.org/10.1016/j.marpol.2023.105792">https://doi.org/10.1016/j.marpol.2023.105792</a>

# SCHOOL OF ENGINEERING

## STUDENT ACHIEVEMENTS

### a) Faculty and students of the Environmental Engineering program participated in the LACCEI 2023 Congress in Argentina.

From July 19 to 21, 2023, the LACCEI conference was held in Argentina, an event that brings together scholars, students and managers from Latin America and the Caribbean to present and share academic papers on engineering and related fields.

The team formed by Ulises Giraldo, Rebeca Cruz Zegarra, Lysseth Aujasio and Antonio Liendo Perea, faculty member and students of the Environmental Engineering program, traveled to Argentina and participated with their research project entitled "Pollution through Hydrocarbons: Prospective Biotechnology for Soil Remediation in Tropical Forests, an application case in the Peruvian Amazon, Bagua – Imaza."

This research project focuses on soil pollution in forests due to hydrocarbons, which are persistent and difficult to degrade substances. Approaches such as bioventing, which oxygenates the soil to accelerate degradation, bioaugmentation, which introduces microorganisms to break down pollutants, and biostimulation, which improves conditions for microbial activity, were explored.

More information at: [link](#)



**Figure 2.31**  
Ulises Giraldo,  
Rebeca Cruz  
Zegarra, Lysseth  
Aujasio and  
Antonio Liendo  
Perea, faculty  
member and  
students at  
the LACCEI 23  
Conference.



**b) Students of the Mining Management Engineering program obtained a scholarship for a panel organized by the Peruvian Institute of Mining Engineers.**

Valeria Huallanca Gavilán and Johandy Llave Ccorihuamán, students of the Mining Management Engineering program, were selected as scholarship holders to be part of the "Mining Talent Pool" program, a project that convenes more than 300 young people from 22 universities in our country to be part of the conference panel with more than 40 national and international specialists, and which is organized by the Peruvian Institute of Mining Engineers.

Both students began their study program on April 13 and completed their studies in July 2023.

More information at: [link](#)



**Figure 2.32**  
Valeria Huallanca Gavilán and Johandy Llave Ccorihuamán, scholarship holders in the "Mining Talent Pool."

**c) Students of the Mining Management Engineering Program received awards at the National Congress of Mining Engineering Students (CONEIMIN 2023)**

The National Congress of Mining Engineering Students (CONEIMIN) is organized every year by the students of the Professional School of Mining Engineering of the university that is selected to host the event. It is important because it is the most recognized mining academic event in the region, where students, faculty and industry professionals meet and develop student competitions on different topics. This edition was held at *Universidad Nacional de Ingeniería* in June 2023.

Students and faculty from the participating universities have the opportunity to exchange current mining-related knowledge and experiences. In addition, high-ranking officers from the most important mining companies in the country will participate presenting projects, creations and innovations in mining science and technology.

The UPC Mining Management Engineering Program delegation ranked first in different specialties such as:

Detail of the Awards	
Awards	Participants
FIRST PLACE IN MINING DEBATE	<b>Faculty member:</b> José Manrique Lazarte <b>Students:</b> José Salazar, Alexia Seminario, Elvis Enriquez and Renato Cruz
FIRST PLACE IN STRUCTURAL GEOLOGY	<b>Faculty member:</b> Guillermo Díaz Huaina <b>Students:</b> Josseph Anicama., Flor Cuspoma and Saul Huayanet
FIRST PLACE IN MINING WALK	<b>Faculty member:</b> Guillermo Díaz Huaina <b>Students:</b> Álvaro Dextre, Mauricio Barzola, Edgar Mamani, Leandro Capcha and Jorge Machado
SECOND PLACE IN MINERALOGY	<b>Faculty members:</b> Diego Benites Negrón and Enrique Guadalupe Gómez <b>Students:</b> Christian Flores and Jovanny Estupiñán
SECOND PLACE IN INTEGRATED MANAGEMENT SYSTEMS	<b>Faculty member:</b> Juan Jara Céspedes <b>Students:</b> Valeria Huallanca and Giuliana Meneses
THIRD PLACE IN MINING DEBATE	<b>Faculty member:</b> José Manrique Lazarte <b>Students:</b> Dayana Ampa, Luis Gómez, Almendra Alata and Wilfredo Calle

Additional information is available at: [link](#)



**Figure 2.33**  
UPC students  
and faculty  
awarded at  
CONEIMIN  
2023

**d) Student of the Mining Management Engineering Program won a scholarship for the “Mining Talent Pool” program organized by the Institute of Mining Engineers of Peru (IIMP)**

The Institute of Mining Engineers of Peru (IIMP) organized the “Mining Talent Pool” program in its second edition. This program was carried out between April and July 2023, and was aimed at the most outstanding students of Mining Engineering (50 scholarship recipients), Geology (30 scholarship recipients) and metallurgy (30 scholarship recipients) programs. They were selected through a rigorous process that included all the universities in Peru that offer the aforementioned programs.

The Pool scholarship recipients were given courses to update and enhance the knowledge they received at their universities for each program, as well as cross-cutting courses on Mining 4.0, Value Chain, Employability and Entrepreneurship.

Virginia Pinto Rodríguez, a student of the Mining Management Engineering Program, was the recipient of one of the scholarships to participate in the program. To qualify for this scholarship, Virginia and the other recipients had to meet several requirements, such as being an associate member and being in the top fifth of the university’s honor roll.

Additional information is available at: [link](#)



**Figure 2.34**

List of scholarship recipients of the “Mining Talent Pool” Program (2023)

**e) UPC students created a wireless payment application for public transportation.**

My LineCard is the application created by Guillermo Gonzales Cáceres and Fabricio Dávila Guarderas, two students in the ninth term of the Information Systems Engineering program at UPC, who seek to revolutionize the payment process on the country’s public buses through digitalization.

The application, which was created with the intention of streamlining the process of paying fares on public buses, works with NFC (Near Field Communication) technology. This novel approach requires an Android smartphone supporting NFC technology and an NFC card (for the bus). The payment process is simple. The user boards the transportation unit, brings his/her cell phone with the My LineCard application open to the card (validator), and once the payment is processed it will be shown to the driver.

Jimmy Armas, Director of the Information Systems Engineering program at UPC, indicated that the project was designed as part of the Capstone courses (project workshops) where students develop an innovative proposal to solve a real problem using technology and making a contribution to society.

More information at: [link](#)



**Figure 2.35**  
My  
LineCard, an  
application  
created by  
Guillermo  
Gonzales  
Cáceres and  
Fabricio  
Dávila  
Guarderas.

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#### **f) UPC students create an application for breast cancer diagnosis and treatment**

Jean Aguirre and Arturo Gago Vilela, students of the Information Systems Engineering Program at *Universidad Peruana de Ciencias Aplicadas* (UPC), developed a mobile application for the diagnosis and personalized treatment of breast cancer patients.

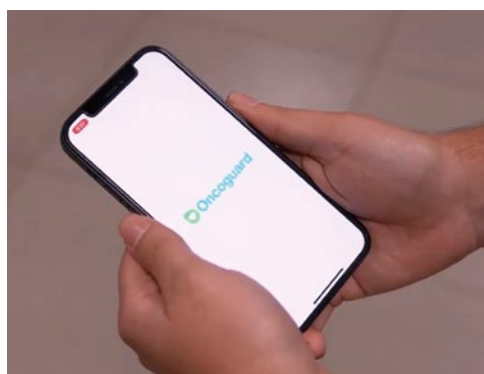
The Oncoguard application could change the lives of millions of women around the world. It was created by a group of students in the ninth term and designed by healthcare specialists, particularly oncologists who have greater contact with this type of disease.

In addition, the software offers a treatment recommendation function, where specialists can include the patient's clinical data, and then the system analyzes that data to suggest the most effective treatments.

The application has been validated by medical specialists and tested by professionals in clinical settings. It should be noted that the application is in the process of being released for both Android and iOS users.

Additional information is available at: [link](#)

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**Figure 2.36**  
Oncoguard:  
Application  
created by  
UPC students



**g) UPC students excelled in the challenge of the company “Vida al Suelo,” which consisted of optimizing the mixture of inputs to obtain low-cost fertilizers**

Throughout the 2023-1 term, students of the Industrial Engineering Program enrolled in the Operations Research 1 course participated in the challenge proposed by the company “Vida al Suelo.” This is a company engaged in the research and development of fertilizer solutions that not only nourish plants, but also regenerate and protect the soil. The objective was to optimize the input mix for the production of low-cost fertilizers needed for various crops. This collaboration between company and students promoted innovation within the company and evidenced the importance of applying the knowledge acquired by the students.

Four students excelled by proposing new optimization models for the company, demonstrating their ability to address challenges and develop new solutions based on the needs of organizations.

Additional information is available at: [Link](#)



**Figure 2.37**  
Students of the Industrial Engineering Program who participated in the “Vida al Suelo” Business Challenge, developing outstanding optimization models.

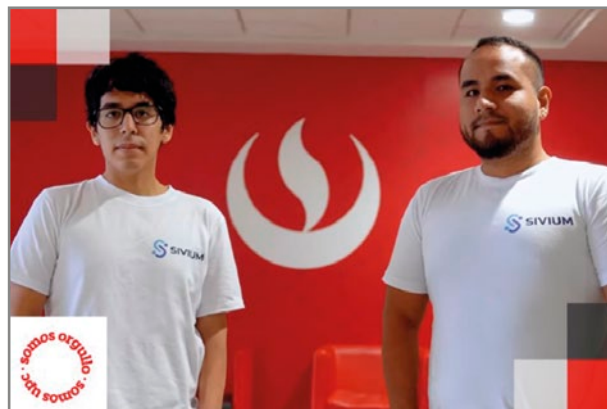
**h) Engineering students created a job search engine with artificial intelligence.**

Iván Diaz Maldonado, a student of the Industrial Engineering program, and Alexander Diaz Maldonado, a student of the Mechatronics Engineering program, created a tool that is changing the way people look for jobs.

Looking for a job or a pre-professional or professional internship can be exhausting and frustrating. That is why they thought about automation.

By combining the knowledge they acquired in their programs, the two students designed Sivium, a platform that integrates various job search portals and works with its own algorithm and artificial intelligence, which strategically chooses which positions to apply for. This portal has been chosen by several companies as it complements their processes and makes them more efficient.

They show their project <https://www.sivium.net/>



**Figure 2.38**  
Iván Díaz  
Maldonado  
and Alexander  
Díaz  
Maldonado  
created Sivium.

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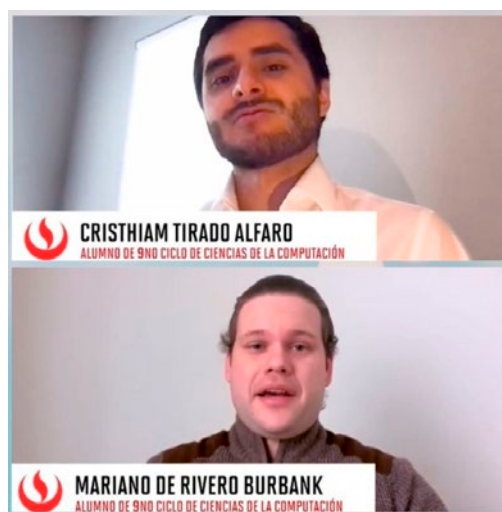
**i) Computer Science students' project was recognized by the KDIR International Congress.**

Mariano de Rivero Burbank and Cristhiam Tirado Alfaro used the potential of the artificial intelligence-driven platform, ChatGPT, to improve the writing of texts, sentences and other textual creations to adapt to different technical, professional and/or artistic styles.

His paper has been accepted and nominated as the Best Paper of the conference by the International Conference on Knowledge Discovery and Information Retrieval (KDIR), an interdisciplinary domain focused on methodologies for identifying valid and meaningfully useful information.

More information at: [link](#)

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**Figure 2.39**  
Student  
project  
recognized  
by the KDIR  
International  
Congress.

## **GRADUATE ACHIEVEMENTS**

### **a) Graduate of the Mining Management Engineering Program presented at the 36th edition of PERUMIN Summit**

The PERUMIN Summit is an event held every two years in Peru. It is one of the most important mining conventions in Latin America and one of the largest worldwide. During the summit, mining industry leaders, government authorities, experts, scholars and civil society representatives met to discuss the challenges and opportunities of the mining sector in the country and the region. The PERUMIN Summit also included lectures, conferences, discussion panels, presentations by mining companies, and networking activities, making it a key space for the exchange of ideas, the establishment of alliances and the promotion of sustainable development in the mining industry.

The 36th Summit was held in 2023, where students and faculty from participating universities have the opportunity to exchange current mining-related knowledge and experiences. In addition, high-ranking officers from the most important mining companies in the country will participate presenting projects, creations and innovations in mining science and technology.

Alexandra Jordana Rodríguez, a graduate of the Mining Management Engineering Program, participated as a speaker to the meeting of young professionals sharing her experiences on the subject of costs and budgets in mining.

Additional information is available at: [link](#)



**Figure 2.40**  
Presentation  
by graduate  
student  
Alexandra  
Jordana  
Rodríguez at  
PERUMIN 36



**b) UPC students created and patented “Vein Map,” a device to visualize the map of veins and facilitate venipuncture.**

Kevin Espinoza and Bryan Magallanes, graduates of the Electronic Engineering program, together with Dr. Guillermo Kemper, created “Vein Map,” a device that facilitates the visualization of people’s veins and improves the medical practice of venipuncture, which consists of inserting a needle into a vein to draw blood or administer medication.

The creation of Vein Map marks an important milestone in Peruvian medicine, as it is a new and effective option to practice venipuncture in a safer and less invasive way, especially in pediatric and elderly patients.

The project was patented by INDECOPI and was presented at the prestigious Brazilian Technology Symposium (BTSYM). It should also be noted that one of the main objectives is to donate the equipment to health centers so that the work carried out at UPC generates a real contribution and impact on medical care in Peru.

Video of Vein Map: <https://lnkd.in/emJHTsw9>



**Figure 2.41**  
Kevin Espinoza, Bryan Magallanes and Dr. Guillermo Kemper created “Vein Map.”

**FACULTY ACHIEVEMENTS**

**a) Director of the Environmental Engineering Program participated as a member of the jury of the Antonio Brack Egg National Environmental Award (PNA-ABE)**

The Antonio Brack Egg National Environmental Award (PNA-ABE) is granted in honor of Antonio Brack Egg, a renowned Peruvian environmentalist and Peru’s first Minister of the Environment. The award was named after him as a public recognition of his actions and constructive spirit to guide Peru towards sustainability ([link](#)).

On Wednesday, December 13, 2023, the Antonio Brack Egg National Environmental Award (PNA-ABE) Edition was successfully concluded, and Dr. Mercedes Gómez Lazarte, Academic Director of Environmental Engineering at *Universidad Peruana de Ciencias Aplicadas* (UPC), participated as a member of the Evaluation Committee in the “Ecoefficiency in Public Institutions” category.

The event was successfully completed and Dr. Gómez shared her impressions of the event, highlighting the importance of the PNA-ABE in promoting practices that contribute to the country’s sustainability. The Director of the Environmental Engineering Program expressed her admiration for the quality of the experiences evaluated and highlighted the inspiration they bring. She also emphasized the need for more institutions and professionals to join this initiative in order to move towards a more sustainable Peru.

Additional information is available at: [Link](#).



**Figure 2.42**  
Jury and winners  
of the Antonio  
Brack Egg National  
Environmental  
Award (PNA-ABE)  
together with Peru's  
President Dina  
Boluarte.

**b) Faculty member mentored the students who won the Digital Mechatronics Festo Game 2023 competition**

Rony Cabrera Donayre, a faculty member of the Industrial Engineering Program, played a key role as a mentor for the students who won the Digital Mechatronics Festo Game 2023 competition.

The dedication and experience of the renowned faculty member were crucial in the training of the participating groups, which managed to stand out on October 31, obtaining the first, fourth and fifth places among the participants from Universidad Peruana de Ciencias Aplicadas (UPC). During the international competition, these groups achieved first place, competing brilliantly against finalists from Costa Rica, Colombia, Brazil, Chile and Argentina.

Additional information is available at: [Link](#).



**Figure 2.43**  
Rony Cabrera  
Donayre, a  
faculty member  
of the Industrial  
Engineering  
Program

**c) A UPC faculty member obtained recognition from the Peruvian Engineers Association, Departmental Council of La Libertad.**

On University Faculty's Day 2023, Kalun Lau, a full-time faculty member at UPC, was awarded by the Peruvian Engineers Association, Departmental Council of La Libertad.

This ceremony was held in order to recognize the work and excellence of the most representative engineers of the Department of La Libertad who work as faculty members in different specialties and institutions.

Since 2009, Kalun Lau has been teaching at UPC in the Electronics Engineering, Mechatronics Engineering and Biomedical Engineering professional programs. In addition, he is a specialized advisor for the Electronic Project, Mechatronics Project and Telecommunications Project courses.

More information at: [link](#)



**Figure 2.44**  
Kalun Lau, a  
full-time faculty  
member at UPC,  
was awarded  
by the Peruvian  
Engineers  
Association.

# SCHOOL OF HEALTH SCIENCES

## STUDENT ACHIEVEMENTS

### a) Students of the Dentistry program promote educational sessions in the “Tooth Brushing Day” campaign

This health campaign is focused on oral health care, which emphasizes the importance of oral hygiene and a proper oral hygiene technique. The event was also held to commemorate the “Tooth Brushing Day,” which is celebrated on October 27 of every year.

The “Tooth Brushing Day” campaign sought to promote the prevention of oral diseases through the dissemination of information on proper oral hygiene techniques. This campaign was aimed at patients of the UPC University Health Center, between 12 and 60 years of age. The information was shared with a total of 143 patients, 114 adults and 29 children, who attended dental, nutrition, physical therapy and psychology services. This campaign took place on October 21 and 28, 2023.

Nine students of the Dentistry program enrolled in this campaign were in charge of promoting the educational sessions, supervised by four faculty members specialized in the area of social responsibility.

Additional information is available at: [\(Link\)](#)



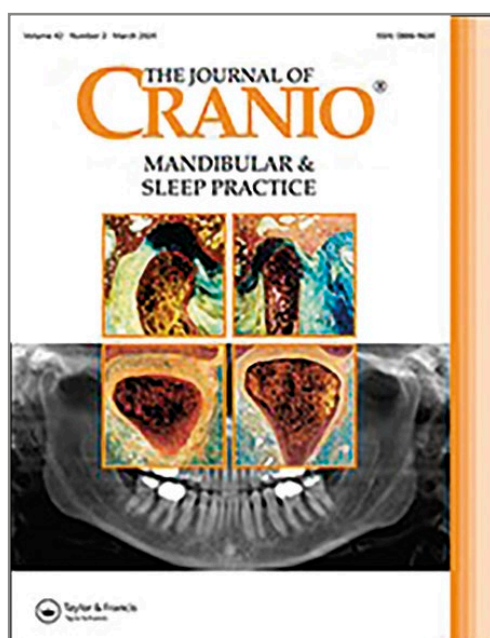
**Figure 2.45**  
Tooth Brushing  
Day Campaign:  
Dentistry  
students in an  
educational  
session for  
children.

## GRADUATE ACHIEVEMENTS

### a) Graduates of the Dentistry program publish a scientific paper: “Association between knowledge and attitudes towards pediatric obstructive sleep apnea and dental specialty”

Graduates María Fernanda Díaz-Díaz and Ximena Schlaefli Arrieta, working together with faculty members Dr. Dafna Geller Palti and Dr. Stefany Caballero García, published the scientific paper: “Association Between Knowledge and Attitudes Toward Pediatric Obstructive Sleep Apnea and Dental Specialty” in the scientific journal CRANIO, dated November 20, 2023. This paper aims at associating the knowledge and attitudes about Pediatric Obstructive Sleep Apnea (POSA) with the specialty of dentists in metropolitan Lima. A cross-sectional analytical observational study was conducted during the 2021-2022 period. A total of 210 orthodontists and pediatric dentists were surveyed using the adapted and validated Spanish translation of the OSAKA-KIDS questionnaire and additional sociodemographic questions. This joint work highlights the valuable contribution of these professionals, combining teaching experience with the emerging talent of the students, consolidating a team that left a significant mark in scientific research.

The paper can be found at: [\(Link\)](#)



**Figure 2.46**  
CRANIO,  
Journal of  
Craniomandibular  
and Sleep  
Practice

## FACULTY ACHIEVEMENTS

### a) Faculty Member of the Medicine Program has won a Fulbright scholarship for the Amazon region.

Paola Torres-Slimming, a faculty member of the medicine program, has been awarded the Fulbright Amazonia scholarship, which aims for international scientific collaboration on pan-Amazonian issues among professionals from the United States and countries such as Brazil, Colombia, Ecuador, and Peru. Together with another winner, she will represent Peru in this initiative by participating in a network of scientific collaboration and public policy analysis for a maximum period of 13 months.

Find out what she thinks about the importance of the Fulbright Amazonia initiative: <https://www.instagram.com/reel/CxoljWavZnY/?igshid=mTc4mmm1YmI2Ng%3D%3D>



**Figure 2.47**  
Paola Torres-Slimming,  
Fulbright  
Scholarship  
winner.



**b) Presentations in congresses, conferences, international academic events made by faculty members of the Dentistry program**

Lecture	Faculty member	Event
<p>"Theoretical and practical rotary instrumentation in deciduous teeth."</p> <p>Keynote lecture for the pediatric dentistry postgraduate course of Fundemos SRL in La Paz and Época SRL in Santa Cruz, Bolivia.</p> <p>Additional information is available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Dr. Dafna Geller Palti</p>	<p>March 3, 4 and 5, 2023</p>
<p>Training on "Mechanized endodontic treatment in primary teeth."</p> <p>Updating course for graduate school scientific management at Universidad Andrés Bello, Chile.</p> <p>Additional information is available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Dr. Dafna Geller Palti</p>	<p>May 27 , 2023</p>
<p>"Newborn oral characteristics and most frequent oral pathology."</p> <p>Seventeenth International Congress of Dentistry, organized by the Dentists Association of Sucre, Bolivia.</p> <p>Additional information is available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Dr. Dafna Geller Palti</p>	<p>May 18, 19 and 20, 2023</p>
<p>Virtual workshop on "Mechanized Endodontic Treatment,"</p> <p>Graduate School of Universidad Nacional Siglo XX of Bolivia.</p> <p>Additional information is available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Dr. Dafna Geller Palti</p>	<p>July 10, 2023</p>

**Publication of research projects conducted by the faculty members of the Dentistry Program**

Lecture	Author	Event
Chapter entitled "Pulpectomy in babies: Clinical and scientific challenge" of the book Pediatric dentistry from the pregnant woman to the baby. <a href="#">link</a>	<b>Faculty members:</b> Dr. Dafna Geller Palti, UPC faculty participant, Mirela Dias de Souza Lujan Garcia and Jenny Abanto (external faculty-author)	08/2023
"Evaluating the Thickness of the Root Canal Dentin Wall in Primary First Molars Using Cone-beam Computed Tomography" International Journal of Clinical Pediatric Dentistry. Publication available at: <a href="#">link</a>	<b>Faculty member:</b> Dr. Dafna Geller Palti, Justiniano-Navarro C, Caballero-García CS, Rodríguez GL	11/2023



# SCHOOL OF HOSPITALITY AND TOURISM ADMINISTRATION

## STUDENT ACHIEVEMENTS

### **a) Students of the School of Hospitality and Tourism Administration receive recognition from the Ministry of Women and Vulnerable Populations (MMPV)**

The National Council for the Integration of Persons with Disabilities (CONADIS) recognized the "Junior Waiter Training and Coaching" (*Capacitación y Entrenamiento a Camareros Junior*, in Spanish) volunteer program as an initiative that promotes good inclusion practices.

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. This social training program focuses on youth labor insertion and aims at training young people in vulnerable situations in the management of Food and Beverage Service techniques so that they can access job opportunities in the restaurant industry.

In 2023, they worked in partnership with CONADIS, giving 15 young people with special needs the opportunity to be trained by 10 students of the three programs of the School (Hospitality and Administration; Tourism and Administration; Gastronomy and Culinary Management), who played the role of mentors.

The closing ceremony of the program took place on November 9, 2023, at the Monterrico campus, with the participation of the program's beneficiaries, the mentor students, university authorities, the Minister of Women and Vulnerable Populations, among others.

Additional information is available at: [Link](#)



**Figure 2.48**  
The closing ceremony was led by Nancy Tolentino, Minister of Women and Vulnerable Populations (MMPV).

**b) Students of the Hospitality and Administration program obtained 2nd place in the “STR and ICHRIE Spanish Student Market Study Competition Details and Guidelines (2023)”**

The STR and ICHRIE Spanish Student Market Study Competition Details and Guidelines is a hotel market study competition aimed at students of Spanish-speaking universities, in which the registered teams present their work before an international jury.

In 2023, the team of the Hospitality and Administration program was composed of Alexandra Carolina Castillo, Urpi Gabriela Acuña and Renzo Nicolas García. Under the instructions of their tutor Gonzalo Chue, they presented a project where they analyzed the behavior of the Select Service hotel market in 3 to 4-star hotels in the city of Lima from 2019 to 2023. They obtained the second place and were the only Peruvian team in the competition. As such, they competed against Mexican universities such as Universidad Anahuac, Universidad Iberoamericana Los Cabos, Universidad Iberoamericana Puebla and Universidad de Las Américas Puebla.



**Figure 2.49**  
Diplomas awarded to the students of Hospitality and Administration, second place winners

**c) Students of the School of Hospitality and Tourism Administration won the 2nd place prize in the Second Virtual Competition of Tourism Development Projects from the City to the Country**

The School of Hospitality and Tourism Administration of Universidad Peruana de Ciencias Aplicadas and StartUPC, in alliance with Instituto Iberoamericano de Turismo Rural (IBEROATUR), announced the Second Virtual Competition, Tourism Development Projects from the City to the Country. Twenty-four teams made up of students of the hospitality, tourism, gastronomy and related fields, from public and private universities in Peru, participated in this academic competition. This competition was held virtually on November 22 and 23, 2023.

The main purpose of this competition was to stimulate the creation of Tourism Development Projects from the City to the Country in order to contribute to the increase in the mobility of tourism flow to areas with tourism potential and emerging tourism, placing special focus on projects framed in the field of rural tourism.

The UPC team won second place with the project called "Camping Tacna." The examination jury was composed of five judges, chaired by the General Directorate of Tourism Strategy of MINCETUR, and its members were specialists in the industry, representatives of tourism organizations, investment and consulting firms.

Additional information is available at: [Link](#)



**Figure 2.50**  
Publication of the winners of the second virtual contest

## GRADUATE ACHIEVEMENTS

### a) Publication of scientific papers by graduates of the School of Hospitality and Tourism Administration.

Publication	Author(s)	Publication date
<p>"Integration of Venezuelan immigrants in the tourism labor market in Peru: A case study of regulated travel agencies in Lima."</p> <p>The paper is available at: <a href="#">link</a></p>	<p><b>Graduate:</b> Marissa Duthurburu <b>Faculty member:</b> Cecilia Rivas, co-author</p>	05/19/2023
<p>"Cultural Identity and Tourist Awareness of the Inhabitants of Rimac."</p> <p>The paper is available at: <a href="#">link</a></p>	<p><b>Graduate:</b> Milagros Granda <b>Faculty member:</b> Brendali Carrillo, co-author</p>	10/15/2023

### b) Graduates of the Hospitality and Administration program participated in the Third Latin American Congress on Hospitality and Culinary Research

The Third Latin American Congress on Hotel and Culinary Research (CLIHR) 2023 ([link](#)) took place on November 9, 2023, and was organized by Universidad Externado de Colombia, Universidad Peruana de Ciencias Aplicadas, Universidad Anáhuac Cancún and the CETT Barcelona School of Tourism, Hospitality and Gastronomy.

The relevance that the hotel and restaurant industry has gained in recent years worldwide invites us to reflect on the challenges and opportunities of the sector. Therefore, the purpose of this event was to bring together academics, students and industry professionals interested in hotel and culinary research to discuss the current and future scenario with a view to creating an increasingly competitive and sustainable industry.

The event was 100% online and held in November 2023 with the participation of graduates of the School of Hospitality and Tourism Administration as speakers: Marie Nicole Rodriguez and Carmen Lissel Valencia.

Topic	Speaker
"Emotional intelligence of 3-star hotel managers and its relationship with the commitment of their collaborators, Metropolitan Lima, 2022."	<b>Graduate:</b> Marie Nicole Rodríguez López
"Influence of eWOM on customer's decision about accommodation."	<b>Graduate:</b> Carmen Lissel Valencia López

Additional information is available at: [link](#)

## FACULTY ACHIEVEMENTS

### **a) Faculty members of the School of Hospitality and Tourism Management carried out a virtual presentation at the 33rd Annual Conference Council for Australasian Tourism and Hospitality Education (CAUTHE) 2023**

The CAUTHE 2023 International Research Conference was held virtually on February 7, 2023, with the participation of the faculty member of the School of Hospitality and Tourism Administration: Brendali Carrillo in the poster session, presenting together with co-author Sandra Cherro a relevant research project on the training needs of tour leaders in Peru and the identification of job stressors.

This joint work resulted in the publication of the project in the conference proceedings, under the title "Training Needs of Tourism Leaders: Identification of Work Stressors and How to Deal with Them – the Case of Peruvian Professionals."

The paper is available at: [link](#)

### **b) Faculty members of the School of Hospitality and Tourism Administration were members of the Scientific Committee Third Latin American Congress on Hospitality and Culinary Research**

The Third Latin American Congress on Hospitality and Culinary Research (CLIHR) 2023 was co-organized by UPC and had the participation of faculty members of the School of Hospitality and Tourism Administration, who assumed different positions.

- Faculty member Daysy Angeles Barrantes was part of the Scientific Committee. Her participation covered the period from March 1, 2023 to November 9, 2023.

- Faculty member Brendali Carrillo Barrera was a member of the Scientific Committee, performing this role during the holding of the event on November 8, 2023.

- Faculty member Cecilia Rivas Medina was part of the Scientific Committee held on November 9, 2023.

- Faculty member Carmelita Morales, member of the Scientific Committee, presented the research project entitled "Higher Education Models in Tourism and Hospitality: The Peruvian Case."

Additional information is available at: [link](#)



**Figure 2.51**  
Poster of the  
Third Latin  
American  
Congress on  
Hospitality  
and Culinary  
Research

**c) Faculty member of the School of Hospitality and Tourism Administration was a member of the Scientific and Academic Committee of the Ibero-American Institute of Rural Tourism (IBEROATUR)**

The main objective of the Ibero-American Institute of Rural Tourism is to promote cooperation, the exchange of experiences and the strengthening of Rural Tourism as an engine of Sustainable Development in villages, rural areas, indigenous peoples and rural territories of Ibero-America. Its mission is to facilitate tools and mechanisms that allow rural tourism entrepreneurs in Ibero-America to grow and consolidate their projects.



Faculty member Zizi Giovanna Revilla Montoya was invited to join the Scientific and Academic Committee of the Ibero-American Institute of Rural Tourism (IBEROATUR). This distinction became effective on June 7, 2023.

Additional information is available at: [\(Link\)](#)



**Figure 2.52**

Faculty member  
Zizi Revilla,  
member of  
the IBEROTUR  
Scientific  
Committee  
(2023)

**d) Faculty member of the School of Hospitality and Tourism Management participated in the Tenth Advances in Hospitality and Tourism Marketing and Management Conference at Sapienza Università di Roma, Italy.**

Faculty member Brendali Carrillo participated in the International Research Conference: Tenth Advances in Hospitality and Tourism Marketing and Management Conference, held by Sapienza University in Rome, Italy. Her lecture took place on July 6, 2023, where she presented the study entitled "Location, location, location: What does it mean for craft brewers in a major tourism destination?" together with co-author Barbieri, C.

In addition, the paper was published in the conference proceedings, under the title "Proceedings at the Tenth Advances in Hospitality and Tourism Marketing and Management Conference. Sapienza Università di Roma, Roma (Italy). ISBN 978-0-9964244-5-5." This participation and publication underscore the outstanding contribution of faculty member Carrillo to the field of Hospitality and Tourism research, as well as her international recognition.

Additional information is available at: [link](#)



**e) Faculty member of the School of Hospitality and Tourism Administration received international recognition for his Nikei cuisine**

- Roger Arakaki participated as a speaker at the prestigious “Peru to the World Expo,” which took place in September 2023 in Hamptons, New York, USA. During his presentation, Arakaki addressed the fascinating topic of “Nikei Cuisine in Peru.” The fair, organized by the company “Peru to the World Exposition,” attracted an audience of approximately 600 people and stood out as an event of international relevance.



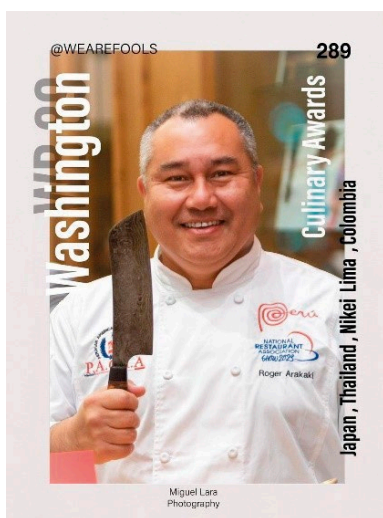
**Figure 2.53**  
Certificate of recognition awarded to Roger Arakaki

- In October 2023, faculty member Roger Arakaki participated as a speaker at the International Latino Entrepreneurs Summit held in Los Angeles, California. His presentation, centered on “Nikei Cuisine,” not only attracted an audience of around 200 people, but also earned him outstanding recognition. Organized by the “Latin American Association of Entrepreneurs” the event ended with the presentation of the “Culinary Excellence Award” to the faculty member, honoring his outstanding contribution to his country’s cuisine and culinary culture. This prestigious award, presented on October 10, 2023, highlights Arakaki’s commitment and expertise in the culinary field, consolidating his position as a leading figure on the international gastronomy arena.



**Figure 2.54**  
Roger Arakaki at the International Latino Entrepreneurs Summit

- In December 2023, faculty member Roger Arakaki was a featured speaker at an event organized by Promperu's headquarters in New York, which took place in Washington DC. The focus of the talk was "Nikei cuisine" and he addressed the culinary fusion that characterizes this exquisite tradition. The recognition for his outstanding contribution came from Bernardo Muñoz, Director of Peru's commercial office in New York. This event not only provided a platform for sharing knowledge about Peru's rich gastronomic culture, but also reinforced Arakaki's reputation as an internationally renowned culinary expert.



**Figure 2.55**  
Roger Arakaki recognition awarded by Bernardo Muñoz, PromPerú.

- In October 2023, faculty member Roger Arakaki was a featured speaker at the “Twelfth International Gastronomy Congress – Peruvian Avant Garde Flavors,” an outstanding initiative organized by the Regional Trade and Tourism Management Office. The event, which took place in the picturesque city of Arequipa, gave Arakaki the opportunity to share his experience and knowledge in the culinary field. His participation in this congress not only enriched the exchange of ideas on Peruvian gastronomy, but also consolidated his position as an influential figure in the international gastronomic arena.

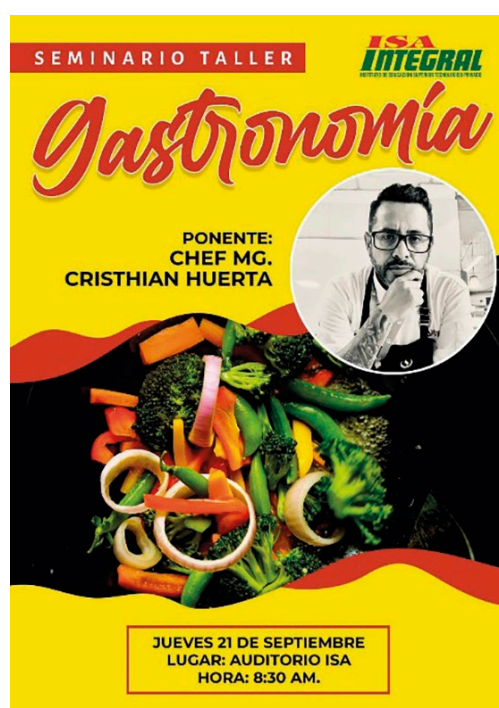


**Figure 2.56**  
Recognition  
awarded to  
chef Roger  
Arakaki

**f) Faculty member of the School of Hospitality and Tourism Administration received recognition for his lecture on Peruvian Cuisine and Food Biodiversity**

Faculty member Cristhian Huerta played a prominent role as a speaker at the “Gastronomy Seminar-Workshop,” organized by *Instituto de Educación Superior Tecnológico Peruano, ISA Integral*. During this event, held in the city of Piura on September 21, 2023, Huerta gave a keynote lecture entitled “Peruvian cuisine and food biodiversity today.”

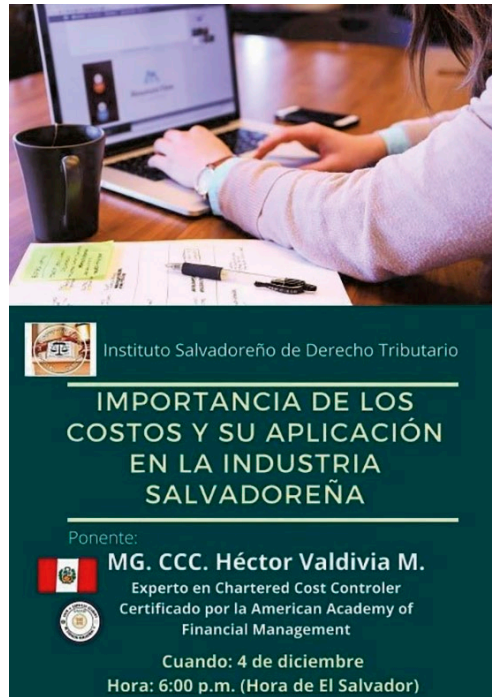
His participation not only enriched knowledge about Peruvian gastronomy, but also underscored the importance of food biodiversity in the contemporary culinary scene. This seminar-workshop not only provided a platform for the exchange of ideas, but also presented Huerta as an influential benchmark in the gastronomic field.



**Figure 2.57**  
Flyer on the  
gastronomic  
seminar led by  
Chef Cristian  
Huerta

**g) Faculty member of the School of Hospitality and Tourism Management stood out as a speaker at the conference on the importance of costs and their application in the Salvadoran industry.**

Faculty member Héctor Valdivia excelled as a speaker in a highly relevant webinar organized by the Salvadoran Institute of Tax Law and the Chamber of Commerce of El Salvador. This important event, held virtually on December 4, 2023, gave Valdivia the opportunity to share his experience and knowledge in the tax field. His participation not only enriched the discussion on relevant tax issues, but also highlighted his position as an influential expert on the subject. The virtuality of this event emphasizes the adaptability and global reach of the educational and outreach initiatives led by Valdivia.



**Figure 2.58**

Flyer of faculty member Héctor Valdivia in the webinar organized by the Salvadoran Institute of Tax Law.

# SCHOOL OF HUMAN SCIENCES

## GRADUATE ACHIEVEMENTS

### a) Graduates of the Professional Translation and Interpreting program published research papers in indexed media

Graduates of the Professional Translation and Interpreting program were able to publish their research work in prestigious international journals and publishing houses, as well as in the following international academic events.

Publication	Author	Publication Date
<p>"Comics, translation and sexual dissidence: Character analysis of Clarice and Toni from The Essential Dykes to Watch Out For."</p> <p>Article from the book "Illustrating diversity. Representations of gender, affective and sexual diversity. Tirant lo Blanch Publishing House.</p> <p>Article available at: <a href="#">link</a></p>	<p><b>Graduates:</b> Leidy Lu Li Coronel and Guido Alonso Mendoza Rodríguez Book edited by faculty members Dr. Robert Martínez-Carrasco (Universidad Jaume I, Spain) and Dr. Julia Haba-Hosca (Universidad de Valencia)</p>	November 13, 2023
<p>"¿Y hoy qué hago? / Oh Lor, what'll I do now?: English translation of the oral features of Uncle Lino's Tales."</p> <p>Specialized journal Trans, Journal of Translatology (indexed in Scopus Q3)</p> <p>Paper available at: <a href="https://doi.org/10.24310/trt.27.2023.14744">https://doi.org/10.24310/trt.27.2023.14744</a></p>	<p><b>Graduates:</b> Fiorella Patricia Jiménez Camacho Carol Lizbeth Torres Sánchez</p>	December 28, 2023
<p>"Collaborative learning and emergency remote teaching in interpreter training: Experiences of faculty and students during COVID-19."</p> <p>Paper published at the Sixteenth Latin American Conference on Learning Objects and Technology.</p> <p>Paper available at: <a href="https://doi.org/10.1109/LACLO56648.2022.10013419">10.1109/LACLO56648.2022.10013419</a></p>	<p><b>Graduates:</b> Karolayn Castillo Chumpitaz and Sandra Gutiérrez Gargurevich <b>Faculty member:</b> José Agustín Haya de la Torre Castro</p>	Jan 20, 2023



## FACULTY ACHIEVEMENTS

### a) Faculty member of the Professional Translation and Interpreting program presented the translation of her novel into Portuguese “The Island of Fushia.”

On August 14, 2023, the Portuguese translation of the novel “The Island of Fushia,” written by the part-time faculty member of the course, Irma del Águila Peralta, was presented. The translation into Portuguese was the result of Universidade de São Paulo’s interest in disseminating the subject.

The event took place at the Escola de Comunicações e Artes da Universidade de São Paulo (ECA-USP), Brazil. ([Link](#))



**Figure 2.59**  
Invitation to the presentation of the Portuguese translation of the novel “The Island of Fushia.”

**b) Faculty member of the Professional Translation and Interpreting program was a speaker at the Fourth International Congress of French Teachers and Researchers**

Faculty member Ivette Soto Lafitte participated as a speaker at the Fourth International Congress of French Teachers and Researchers, held in the city of Tarapoto, in the Peruvian Amazon. The event, which brought together more than 300 teachers, was organized by the Peruvian Union of French Teachers and Researchers (UNIPPROFIF), with the support of the Peruvian Ministry of Education, the French Embassy and Universidad Nacional de San Martín.

The congress, held from October 6 to 8, 2023, was attended by the Ambassador of France in Peru, as well as by leading French experts in pedagogy and teaching didactics, who were present to disseminate the importance of multilingualism.

The event also had the honor of welcoming Cynthia Eid, President of the International Federation of French Teachers, who participated in an exceptional way in this outstanding Congress that promoted the exchange of knowledge and experiences in the field of French teaching and research. [\(Link\)](#) [\(Link\)](#)



**Figure 2.60**  
Fourth  
International  
Congress  
of French  
Teachers in  
Tarapoto



**c) Faculty members of the Professional Translation and Interpreting program published papers in indexed media**

The following is a list of the publications achieved by the program's faculty.

Publication	Author	Publication Date
<p><i>"Cadê o pronome? Sumiu?: Contextos de preferência de omissão ou substituição dos pronomes oblíquos da terceira pessoa no âmbito do ensino de PLE/PL2 para hispanofalantes"</i></p> <p>Portuguese Language Journal.</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Oscar Meléndez Robles</p>	<p>December 15, 2023</p>
<p>"Translating to preserve community: A case study of a community translation done by Hispanic American fans."</p> <p>Interpretatio Journal</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> José Agustín Haya de la Torre, co-author.</p>	<p>Jul 27, 2023</p>
<p>"Supersystem camp: Two cases to explore the construction of critical textualities."</p> <p>Paper included in a book published by Tirant Humanidades</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Iván Villanueva Jordán</p>	<p>Nov 13, 2023</p>
<p><i>"Mother Camp has Arrived: An analysis of the Spanish translation of Esther Newton's ethnographic text on drag queens in the United States."</i></p> <p>Traslator Journal, indexed in Scopus, Q1</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Iván Villanueva Jordán and Marco Ramírez Colombier</p>	<p>May 05, 2023</p>
<p>"Audiovisual translation, multilingual desire and the construction of the intersectional gay male body."</p> <p>Languages Journal (indexed in Scopus Q1).</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Iván Villanueva Jordán</p>	<p>Apr 10, 2023</p>

Publication	Author	Publication Date
<p>"Henrique Garcés: Critical approach to the evaluation of the Petrarch translated into Spanish (Madrid, 1591)."</p> <p>Nueva ReCIT Journal. Journal of the Translatology Area (ATRA-CIFAL) of the School of Languages of Universidad Nacional de Córdoba, Argentina.</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Lydia Fossa Falco</p>	<p>December 29, 2023</p>
<p>Editor of the special issue of the Journal <i>Mutatis Mutandis</i>, indexed in Scopus quartile Q2. Publishing House's title "Perspectives on queer in Ibero-American translation"</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Iván Villanueva Jordán - Editor</p>	<p>Mar 03, 2023</p>
<p>"<i>The boys of the Band</i>. Linguistic nostalgia and aesthetics in translation"</p> <p>Target Journal, indexed in Scopus, quartile Q1</p> <p>Paper available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Iván Villanueva Jordán</p>	<p>Jul 20, 2023</p>
<p>Publication and organization of volume 7 of the book "<i>O direito achado na rua</i>."</p> <p>Publishing House: Lumen Juris - Brasília, Brazil</p> <p>Book available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Shyrley Peña Aymara, co-author and organizer</p>	<p>Year 2023</p>

**d) Faculty member of the Professional Translation and Interpreting program participated as a speaker at the Twenty-Third Forum for the Analysis of the Current Situation - Latin America in the Post-Pandemic Context: System Crisis and the New Cold War**

In November 2023, faculty member Shyrley Peña Aymara was a speaker at the *XXIII Fórum de Análise de Conjuntura - América Latina na conjuntura pós-pandemia: a crise do sistema e a nova guerra fria*, organized by Universidad Federal de São Paulo (UNIFESP).

The objective was to discuss the post-Covid-19 political, economic and social situation, paying special attention to the Brazilian case and having as a background the persistence of the structural crisis of global capitalism and the multipolar world that seems to be consolidating as one of the consequences of the aforementioned crisis. ([Link](#))



**Figure 2.61**  
Flyer of the  
Forum for the  
Analysis of  
the Current  
Situation

**e) Faculty member of the Professional Translation and Interpreting program e stood out with the publication of her book entitled “Khipu. An instrument for management, memory and power.”**

In July 2023, UPC’s Publishing House announced the launch of the book “Khipu. An Instrument for Management, Memory and Power” by Lydia Fossa, the first manuscript to emerge from the UPC’s Academic Women call for papers, an initiative launched in 2022 to support the research and publication of works written by women. This project resulted in an unpublished manuscript noted for its rigorous scientific approach to the study of the *khipu*. The work was presented at both FIL Lima and FILUNI in Mexico, exploring the *khipu* as a multifunctional instrument in pre-Hispanic society. The official launch, with the presence of the author, provided a unique opportunity to immerse oneself in this cultural legacy.

UPC extended a cordial invitation to the audience to participate in the presentations and to acquire this valuable work that would enrich any history library. Additional information and purchase options were available on the website of UPC's Publishing House. [\(Link\)](#)



**Figure 2.62**  
Invitation to the presentation of the book "Khipu. An Instrument for Management, Memory and Power."

Continuing with the success and dissemination of the book, in October 2023, faculty member Lydia Fossa presented her book "Khipu. An Instrument for Management, Memory and Power" at the library of the Center for Latin American Studies at San Diego State University and at the Département de Littérature et des Langues Modernes (DLLM), le Réseau d'Études Latino-Américaines de Montréal (RELAM) and the Carrefour Interdisciplinaire et Interculturel (CII) of Université de Montréal.



**Figure 2.63**  
Invitation to the presentation of the book "Khipu. An Instrument for Management, Memory and Power."

# SCHOOL OF HUMANITIES

## FACULTY ACHIEVEMENTS

### a) Publication of scientific papers in indexed journals and books.

Faculty members of the Academic Humanities Department published their scientific papers in indexed journals and books in 2023:

Papers published in research journals		
Publication	Author	Publication Date
<p>"Project-based learning for the enhancement of undergraduate students' research skills."</p> <p><i>Apuntes Universitarios</i> Journal, 13(1), indexed in Web of Science (Q4)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Sánchez Trujillo, María de los Ángeles (UPC)</p> <p>main author</p>	January 2023
<p>"Digital skills in times of COVID-19: A bibliometric analysis"</p> <p><i>Conrado</i> Journal (Q4 Web of Science)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Llaque, Paúl (UPC)</p> <p>Co-author</p>	January 2023
<p>"Collaborative professional learning in Chinese and Chilean teachers"</p> <p><i>Apuntes Universitarios</i> Journal, 13(1), (Q4 in Web of Science)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Llaque, Paúl (UPC)</p> <p>Co-author</p>	January 2023

Papers published in research journals		
Publication	Author	Publication Date
<p>"Translating and creating: The experience of transcreation in a poem by E. E. Cummings."</p> <p><i>Metáfora</i> Journal, indexed in Scopus (Q2)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Medina García, Pamela (UPC)</p> <p>Single author</p>	January 2023
<p>"Humor and irony in Alfredo Bryce Echenique's A World for Julius"</p> <p><i>Apuntes Universitarios</i> Journal, 13(2) (Q4 in WoS).</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Rivas Sucari, Henry César (UPC)</p> <p>Single author</p>	March 2023
<p>Review of the book entitled "The Radical Nation. From the indigenist utopia to the Shining Path tragedy" by José Luis Rénique.</p> <p><i>Confluencia: Journal of Culture and Literature</i>, (Q2 in Scopus)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Heredia Alarcón, Ángel (UPC)</p> <p>Single author</p>	June 2023
<p>"Myth and identity: Compilation of oral traditions in a Peruvian university context"</p> <p>Journal of Intercultural Studies (Q1 in Scopus).</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Rivas Sucari, Henry César (UPC)</p> <p>Co-author</p>	June 2023
<p>"Critical thinking and online collaborative learning in university students: A correlational study"</p> <p>Presented at the <i>21 LACCEI International Multi-Conference for Engineering, Education, and Technology</i>, congress indexed in Scopus.</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Palacios-Núñez, Madeleine Lourdes (UPC)</p> <p>main author</p>	July 2023
<p>"The use of technological means to facilitate historical information in cultural tourism"</p> <p><i>Journal of Survey in Fisheries Sciences</i>, indexed in Scopus, Q3, until April 11, 2023.</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Bartra Rivero, Karina Raquel (UPC)</p> <p>Co-author</p>	July 2023

Papers published in research journals		
Publication	Author	Publication Date
<p>"Active citizenship as a driving force for the enhancement of the public sphere and the creation of the political agenda"</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Beraun Beraun, Emil Renato (UPC) Single author</p>	July 2023
<p>"Formative feedback in Blackboard Learn Environment for college academic literacy of engineering students"</p> <p>Paper published and presented at LACCEI 2023</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Felipa-Andrade, Rossana Fiorella (UPC) Co-author</p>	July 2023
<p>"Psychometric properties of a scale on behaviors related to corruption"</p> <p><i>Proceedings of the International Conference on Communication and Applied Technologies ICOMTA 2023</i>, congress indexed in Scopus.</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Morais Xavier, Ricardo (UPC) Co-author</p>	August 2023
<p>"Motivation and job satisfaction of institute gastronomy teachers in Lima"</p> <p>Venezuelan Journal of Management (Q3 in Scopus)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Armesto Céspedes, Miguel Sebastián (UPC) Co-author</p>	August 2023
<p>"Immersive Journalism: A Systematic Review of the Literature in Scopus over the Last Five Years," 2023 <i>IEEE 6th International Conference on Computer and Communication Engineering Technology (CCET)</i>, Beijing, China, 2023, pp. 48-52, doi: 10.1109/CCET59170.2023.10335133.</p> <p>The congress is indexed in Scopus.</p> <p>Document available at: <a href="https://ieeexplore.upc.elogim.com/document/10335133">https://ieeexplore.upc.elogim.com/document/10335133</a></p>	<p><b>Faculty member:</b> Bravo Guevara, Dalia Rosa (UPC) Co-author</p>	August 2023



Papers published in research journals		
Publication	Author	Publication Date
<p>"Analysis of Digital Data on Radio Content in Indigenous Languages" Published in Scopus, 2023 <i>IEEE 6th International Conference on Computer and Communication Engineering Technology (CCET)</i>, Beijing, China, 2023, pp. 68-72, doi: 10.1109/CCET59170.2023.10335129.</p> <p>The congress is indexed in Scopus.</p> <p>Document available at: <a href="https://ieeexplore.upc.elogim.com/document/10335129">https://ieeexplore.upc.elogim.com/document/10335129</a></p>	<p><b>Faculty member:</b> Bravo Guevara, Dalia Rosa (UPC) Co-author</p>	<p>August 2023</p>
<p>"Corporate Reputation Management Through the Facebook Social Network," 2023 <i>IEEE 6th International Conference on Computer and Communication Engineering Technology (CCET)</i>, Beijing, China, 2023, pp. 58-62, doi: 10.1109/CCET59170.2023.10335123.</p> <p>The congress is indexed in Scopus.</p> <p>Document available at: <a href="https://ieeexplore.upc.elogim.com/document/10335123">https://ieeexplore.upc.elogim.com/document/10335123</a></p>	<p><b>Faculty member:</b> Bravo Guevara, Dalia Rosa (UPC) Co-author</p>	<p>August 2023</p>
<p>"Critical review of contemporary perspectives on the role of language in materialism"</p> <p><i>Azafea Journal</i>, Vol. 25, Madrid</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> León Verastegui, Enrique (UPC) main author</p>	<p>October 2023</p>
<p>"The committed poetry of Nicomedes Santa Cruz, an approximate reading"</p> <p><i>Apuntes Universitarios Journal</i>, 13(4) (Q4 in WoS).</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Rivas Sucari, Henry César (UPC) main author</p>	<p>October 2023</p>
<p>Review of the book entitled "The invention of the Indian. Francisco Laso and the image of modern Peru" by Natalia Majluf.</p> <p><i>Confluencia: Journal of Culture and Literature</i> (Q2 in Scopus)</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Sala Carrillo, Gisela Inés (UPC) Single author</p>	<p>November 2023</p>

Papers published in research journals		
Publication	Author	Publication Date
<p>"Perception of university students on the academic repercussions of the Covid-19 pandemic"</p> <p>Cuban Journal of Military Medicine (Q4 in Scopus).</p> <p>Document available at: <a href="#">link</a></p>	<p><b>Faculty member:</b> Cangalaya Sevillano, Luis Miguel (UPC) main author</p>	<p>November 2023</p>
<p>"The poetic narrative of <i>El Caballero Carmelo</i>"</p> <p>Bulletin of the Peruvian Academy of Language (Q1 in Scopus)</p> <p>Document available at: <a href="https://revistas.apl.org.pe/index.php/boletinapl/article/view/1106">https://revistas.apl.org.pe/index.php/boletinapl/article/view/1106</a></p>	<p><b>Faculty member:</b> Llaque, Paúl (UPC) Single author</p>	<p>December 2023</p>

# SCHOOL OF LAW

## STUDENT ACHIEVEMENTS

### a) Students of the International Relations program were invited to participate in the Young Leaders Programme

The European Union Delegation in Peru and the College of Europe organized a simulation exercise called EUROMODELO – 2023, in which 40 students of the International Relations program of *Universidad Peruana de Ciencias Aplicadas*, together with students of *Pontificia Universidad Católica del Perú* and *Universidad San Ignacio de Loyola*, simulated the negotiations of the Council of the European Union.

As a result of their good performance, the students of the International Relations program Khaled Sibyla Rubin, Alexander Delgado and Rodrigo Bartra were invited to participate in the Young Leaders Programme, an activity organized by the European Union.

More information at: [link](#)



**Figure 2.64**  
Students of the International Relations Program of UPC and other universities, European Union Delegation in Peru, Program Director and university faculty

**b) Students of the International Relations program were recognized at Harvard World MUN.**

Alessandra Cáceres and Bruno Bambarén, students of the International Relations program and members of the Peruvian Debate Society (PDS), were awarded during the Model United Nations debate organized by Harvard University.

Harvard World Model United Nations (WorldMUN) is a university-level conference that brings together more than 2,000 students from 110 countries for debates that foster a spirit of cooperation, multiculturalism, and friendship. Each year it is held at different locations around the world, with Boston and Paris being the selected locations in 2023.

Alessandra Cáceres, a student in the third term of the International Relations program, represented Canada on the topic of “Economic and Financial Committee: Restructuring the Energy Market,” for which she practiced skills such as public speaking, negotiation, positive criticism, and quick decision-making with discipline. As a result of her efforts, she received the “Verbal Commendation” individual award, which has diplomacy as its main criterion and is exclusive to the best performing delegates.

Likewise, Bruno Bambarén, a fourth-term student of the International Relations program, represented Colombia in the topic of “World Health Organization: Access to Water and Sanitation for Slum Dwellers.” His performance as a delegate led him to receive the highest individual “Diplomacy Award,” which is based on the ability to find consensus to reach solutions.

More information at: [link](#)



**Figure 2.65**  
Alessandra Cáceres and Bruno Bambarén, students awarded at Harvard World MUN.

## FACULTY ACHIEVEMENTS

### a) A faculty member of the School of Law obtained certifications from the International Institute of Legal Project Management.

Sandra Echaiz Moreno, a faculty member at the School of Law and the Graduate School, has achieved an exceptional accomplishment by being inducted into the International Institute of Legal Project Management (IILPM) and by obtaining two prestigious international certifications in Legal Project Management: Legal Project Practitioner and Legal Process Improvement Professional.

With this achievement, Sandra Echaiz is now among the most outstanding professionals in Peru, and at UPC in particular, as there are very few people who have obtained these accreditations at the international level. These certifications recognize her as an expert in the direction and management of legal projects, highlighting her dedication and excellence in this area.

More information at: [link](#)



**Figure 2.66**

Sandra Echaiz is among the most outstanding professionals in Peru.

# GRADUATE SCHOOL

## STUDENT ACHIEVEMENTS

### a) GS students participated in an academic mission to **Universidad Politècnica de Catalunya**.

Students of the Master Program in Communication and Digital Marketing of the 2021-2 class participated in an international academic mission to Universidad Politècnica de Catalunya. The classes were held from February 20 to March 1, 2023, the dates on which they attended the International Seminar.

The sessions focused on topics related to entrepreneurship, leadership and digital transformation, which allowed students to broaden their vision of digital communication and marketing. In addition, topics and techniques of the latest trends were covered, explained by expert marketing speakers.

UPC's Master Program in Digital Communication and Marketing seeks to train specialists with strategic mastery and solid technical expertise in digital tools to innovate processes. This program includes topics such as Content Strategy and Storytelling, Agile Methodologies for Innovation, Digital Reputation, E-commerce, SEO, Digital Analytics, among other topics.

More information at: [link](#)



**Figure 2.67**  
Master Degree  
Program  
students on  
an academic  
mission to  
Catalonia.



**b) Students of the Master Program in Construction participated in an academic mission to Universidad Politécnica de Cataluña.**

In May, 23 students from the Master Program in Construction participated in the International Seminar on Advanced Topics in Lean Construction and BIM Management, organized by UPC and Universidad Politécnica de Cataluña.

During this academic mission, various specialists in the field gave lectures and, since this edition, visits to construction sites using Lean Construction and BIM Management tools have been made. In this way, students are able to compare the technology used in Peru with that used in Europe.

Academic missions to Spain for the master Program in Construction have been carried out for the last 10 years. This is the only master's degree at the national level that complements the training of its students with BIM and Lean Construction methodologies, used in both the public and private sectors.

More information at: [link](#)



**Figure 2.68**  
Master Degree  
Program  
students on  
an academic  
mission to  
Catalonia.

**c) Students of the Master Program in Management and Administration participated in the academic mission to Escuela de Organización Industrial (EOI).**

In July 2023, students of the Master Program in Management and Administration participated in a week of classes at Escuela de Organización Industrial (EOI) in Madrid.



From July 3 to 10, 2023, EOI faculty members taught classes for UPC visitors, whose syllabus focused on 9 topics to complement those covered in the master program:

- The impact of innovation on organizations;
- Leadership in the digital era;
- Agile organizations;
- Generative AI in the workplace and its application in our projects;
- Digital transformation of companies;
- Internationalization of companies;
- Boosting productivity with OKR;
- Social innovation – Corporate Social Responsibility;
- The new e-commerce in the digital era.

More information at: [link](#)



**Figure 2.69**  
Master Degree  
Program  
students on  
an academic  
mission at EOI,  
Madrid.

#### **d) Student of the Master's Degree in Entrepreneurship and Innovation Management stands out in the Kunan Challenge 2023**

KUNAN is the Peruvian platform for strengthening the social and environmental entrepreneurship ecosystem in the country. They promote a network of more than 340 social and environmental initiatives nationwide, known as the "Kunan Network."

The Kunan Challenge is the most important and most widely publicized annual award for social entrepreneurship in Peru. Also, the company Nutri H of Julio Garay, a student at the UPC Graduate School, won this award for the second year in a row.

The achievement was obtained in the *“Alimenta Peru”* category. This category distinguishes social initiatives nationwide that seek to combat hunger and malnutrition, demanding that they promote value chain development, sustainable agriculture, food security and access to nutritious food for vulnerable populations. With its wide variety of innovative products—including cookies, chocolates, instant breakfasts, panettones and tin loaves—Nutri H is committed to fighting anemia and malnutrition through research and collaboration with Andean grain producers and associations that supply the necessary inputs.

It is worth noting that, in 2022, it stood out by winning the Public Vote award in this contest.

Additional information is available at: [link](#)



**Figure 2.70**  
Nutri H by  
Julio Garay,  
winner of  
ALIMENTA  
PERU  
category.

## FACULTY ACHIEVEMENTS

### a) Faculty member of UPC's Graduate School is a member of the Advisory Board of Judges of the World Intellectual Property Organization.

Hugo Gómez Apac, faculty member of the master Program in Business Law at the UPC Graduate School, has the honor of being part of the Advisory Board of Judges of the World Intellectual Property Organization (WIPO) as an academic member. This is a select group of judges who advises the organization in academic training events on intellectual property matters (industrial property and copyright) to judges and administrative authorities around the world.

Gómez has an extensive professional background. Since 2016, he has served as Chief Judge for the Republic of Peru at the Court of Justice of the Andean Community (TJCA) in Ecuador. In 2019 and 2022, he held the position of Chief Justice in the aforementioned jurisdictional body.

Hugo Gómez began teaching in 1999 and is a graduate of the Master Program in Business Law offered by the UPC Graduate School.

More information at: [link](#)



**Figure 2.71**  
Hugo Gómez, faculty member, is a member of the Advisory Board of Judges of the World Intellectual Property Organization (WIPO).

### b) Flor Philipps, Director of the Healthcare MBA, was appointed as the new Head of the Comprehensive Health Insurance (SIS) System.

On April 8, 2023, the Ministry of Health appointed surgeon Flor de María Philipps as Head of the Comprehensive Health Insurance System (SIS), who until that date held the position of advisor to the Head

of the SIS and Head of Executing Unit 002 – Intangible Solidarity Health Fund (FISSAL). Likewise, in 2022 she served as Chair of the Board of Directors of the Metropolitan Solidarity System (SISOL), Metropolitan Municipality of Lima.

During her career of more than 25 years, she has held various management positions in public and private organizations: supervising, financing, and providing health services, both nationally and internationally. She has an MBA and a second major in Health Administration. She is also a medical auditor and marketing specialist.

More information at: [link](#)



**Figure 2.72**

Dr. Flor Philipps appointed Head of SIS.

**c) Edison Medina, faculty member and Director of the International Certificate Program in Business Intelligence and Analytics of the Graduate School, published his book entitled “Big Data, los datos como generadores de valor” (Big Data, Data as Value Generators).**

Edison Medina, faculty member and Director of the International Certificate Program in Business Intelligence and Analytics of the Graduate School, published his most recent book entitled “Big Data, los datos como generadores de valor” (Big Data, Data as Value Generators) with the support of the UPC Publishing House.

His book aims to highlight the importance of the contribution of data to the development of an organization, making special mention of the contribution of Big Data to achieve tangible results. He also believes that this book could convince managers of the need to implement an analytical culture within the company, encouraging and promoting practices focused on the study of data among their employees.

More information at: [link](#)



**Figure 2.73**  
Edison Medina,  
author of the  
book entitled  
"Big Data, los  
datos como  
generadores de  
valor" (Big Data,  
Data as Value  
Generators).

**d) Director of the Academic Area of the Graduate School – Human Factor, Public Administration and Law of UPC obtains a recognition as HR Influencer Peru (Groundbreaker category)**

Thanks to GoIntegro's initiative, a ranking is prepared each year that reflects votes in Latin America and Spain. This ranking recognizes HR professionals who stand out for their expertise, share their knowledge, inspire others to take action and have an authentic voice and point of view. Voting is divided into two categories: Changemakers and Groundbreakers.

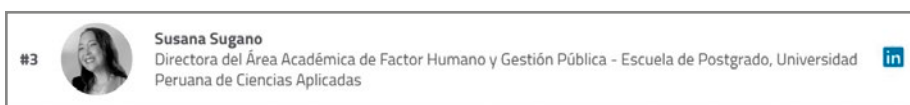
The Groundbreakers category includes people who exercise their leadership and influence by acting as consultants, speakers, authors, coaches, teachers, networkers, among others. "Groundbreaker" HR influencers are energetic and remarkably charismatic people.

They are driven to turn their knowledge and expertise into a powerful tool to help people and companies; to establish collaborative networks to exchange ideas and enhance the development of all the parties involved; to challenge the *status quo* by making way for innovation; and to inspire others to promote great transformations, whether in their organizations or in their lives.

Susana Sugano also ranked within the top 5 (Peru) in the HR Influencer ranking for the third consecutive year (2021, 2022, and 2023).

Faculty member Diego Tuesta ranked 6th in the same ranking category.

Additional information is available at: [link](#)



**Figure 2.74**  
Ranking posted on  
the HR Influencers  
Peru website

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# INSTITUTIONAL ACHIEVEMENTS

## STUDENT ACHIEVEMENTS

### a) UPC – National Chess Runners-Up.

From Thursday, September 18 to Sunday, October 1, 2023, the National Online University Chess Championship 2023, organized by the University Sports Federation of Peru (FEDUP), was held at the Sports Center of Villa El Salvador – Legacy.

With the leadership of coach Dante Soto, the UPC team prepared hard during the year for the championship; achieving as a result the second place at the national level. This great team has in its ranks young and experienced chess players, some of them among the most outstanding in the national scene.

More information at: [link](#)



**Figure 2.75**

UPC –  
National  
Chess  
Runners-Up.



**b) CHESS CHAMPIONS. Peru was university champion of the FISU AMERICA CHESS 2023.**

The fourth continental edition organized by FISU AMERICA, the body that governs university sports at the Pan-American level, was held over a period of eight days of competition and with the participation of 15 countries, where chess players who participate in the University Sports Federation of Peru – FEDUP represented the country.

In the team category, the Peruvian university team achieved first and second place. The teams formed by Universidad Peruana de Ciencias Aplicadas (1st place) and Universidad Nacional Mayor de San Marcos (2nd place) were the best throughout the tournament. Fifteen countries competed: Argentina, Brazil, Guatemala, Chile, Colombia, Costa Rica, Mexico, Venezuela, Panama, Honduras, Nicaragua, Cuba, Uruguay, Paraguay, and Peru. In addition, around 200 chess players participated in the event.

More information at: [link](#)



**Figure 2.76**

Peru was university champion of the FISU AMERICA CHESS 2023.

**c) UPC student was recognized as the best athlete in the FEDUP Table Tennis Championship.**

Isabel Duffoo, a member of Peru's national team in the discipline of Table Tennis and student of the Communication and Corporate Image program, won the trophy for Best Athlete in the Ladies category in the National University Table Tennis Championship 2023, organized by the University Sports Federation of Peru – FEDUP.

<https://www.youtube.com/watch?v=8czJVJ8Jmiw>





**Figure 2.77**  
Isabel Duffo,  
best athlete  
in the FEDUP  
Table Tennis  
Championship.

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**d) UPC student won a silver medal in the beach volleyball discipline at the South American Games of Santa Marta 2023.**

Claudia Gaona, a member of Peru's national team in the discipline of Beach Volleyball and student of the Nutrition and Dietetics program, along with her team, won her first silver medal after much effort and dedication in the Fifth South American Games of Santa Marta 2023.

This achievement allows Peru, for the first time in history, to qualify for the Pan American Games of Santiago 2023 in the discipline of Beach Volleyball thanks to the hard teamwork and preparation of Claudia and her partner, Lisbeth Allcca, who obtained the qualification on their own merit.

More information at: [link](#)

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**Figure 2.78**  
Claudia Gaona  
won the silver  
medal in the  
Fifth South  
American  
Games of Santa  
Marta 2023.

**e) UPC student participated in the Pan American Women's Volleyball Cup 2023 in Puerto Rico in the volleyball discipline.**

María José Rojas Ecker, volleyball player of Peru's national team and student of the Veterinary Medicine program, was selected to participate in the Pan American Women's Volleyball Cup 2023. The tournament was held at the Juan 'Pachín' Vicéns Auditorium in Puerto Rico from August 6 to 13, 2023.

María José, known for her skill on the court and her dedication to both sports and her academic career, has been an inspiration to many young Peruvians. Her ability to combine the rigorous Veterinary Medicine program with an outstanding performance on the Peruvian volleyball team is testimony to her tenacity and commitment.

The Pan American Women's Volleyball Cup is a high-level tournament that brings together teams from all over the Americas. The UPC community and the Peruvian volleyball team are proud to have such a talented student-athlete as María José, who continues to be an example of excellence in both sports and education.

More information at: [link](#)



**Figure 2.79**  
María José  
Rojas Ecker  
in the Pan  
American  
Women's  
Volleyball Cup  
2023.

**f) UPC Students won medals at the Pan American Artistic Swimming Championship 2023.**

María José Ccoyllo, Adriana Toulhier and Camila Coronado, members of Peru's national team in the Artistic Swimming discipline and students of the Fashion Design and Management, Administration and International Business, and Psychology programs, respectively, achieved excellent results in the Pan American Artistic Swimming Championship 2023, held from August 10 to 13 of this year in Florida, USA.

The outstanding athletes, María José and Adriana, won the gold medal in the free duet category and the silver medal in the technical duet category. Meanwhile, Camila won 2 bronze medals in the free solo and technical solo categories.

It was the first time that the national anthem was played in the Artistic Swimming tournaments and that Peru won a gold medal in these categories. It was also the first time that Peru surpassed Brazil and Canada in this discipline.

More information at: [link](#)



**Figure 2.80**  
María José  
Ccoyllo,  
Adriana Toulhier  
and Camila  
Coronado at the  
Pan American  
Artistic  
Swimming  
Championship  
2023.

**g) UPC sportswomen achieved the tri-championship of the National Superior Volleyball League 2023.**

Together with their team from the Regatas Lima Club, Jimena Vallejo and Rafaella Paz, athletes on the UPC volleyball team, faced different clubs at this sporting event. In this way, both athletes join the third victory of Regatas in the League, surpassing Alianza Lima in all of them and becoming the team with the most titles in the history of this sporting event, with 8 trophies so far.

More information at: [link](#)



**Figure 2.81**  
Jimena  
Vallejo and  
Rafaela Paz.

**h) UPC students won the Santander Scholarships Skills – Young Leaders for Education scholarship, Valencia 2023.**

Thanks to the ongoing effort of the International Office of Universidad Peruana de Ciencias Aplicadas (UPC) to promote and disseminate internationalization opportunities to the UPC community, students María José Fernández García from the Administration and Marketing program, and Luz Esperanza Fuertes Ccora from the Communication and Corporate Image program, have been awarded a Santander scholarship.

Universitat de Valencia, in collaboration with Banco Santander, has developed the Santander Scholarships Skills | Young Leaders for Education Program, which seeks to award 60 scholarships, including travel, accommodation, and living expenses, to young people from different parts of the world to invite them to be part of the Fifth International Rectors Summit in the city of Valencia, Spain.

The selected students participated in the activities planned before and after the program. During the previous weeks, they received online training on three topics: Lifelong learning; the promotion of entrepreneurship and innovation; and networks and interconnection between universities. During their stay in Valencia, they also had the opportunity to attend face-to-face training sessions on leadership and communication skills. [Link](#)

More information at: [link](#)

**i) UPC athletes stood out in the COP University Championship.**

The UPC sports delegation has had an excellent performance in the University Championship organized by the Peruvian Olympic Committee (COP).

The University Championships promoted and organized by the Peruvian Olympic Committee (COP) began on May 13, 2023. This series of events, with the participation of national and private universities from all over the country, schools for commissioned officers of the Armed Forces and of the Peruvian Police Force and higher education institutes, is carried out with the aim of encouraging the practice of sports, promoting the values of Olympism, and physical activity in university communities.

As a great achievement, our athletes were absolute champions at Universiada Lima 2022, and UPC teams seek to continue to excel in their respective sports.

The following are the results obtained by the UPC sports community:

The men's and women's rugby teams opened the activities, winning all their matches and being crowned champions. In the men's category, UPC won first place over Universidad de Lima (U Lima) and Pontificia Universidad Católica del Perú (PUCP). In the women's category, UPC won first place over PUCP.

The weightlifting team, led by coach David Palacios, dominated the entire competition and was crowned champion. UPC weightlifters won medals in most of the single categories.

The table tennis team was the runner-up. The team results were: first place for the women's category, second place for the men's category. In overall score, UPC obtained second place. While the swimming team competed at home in the Villa Campus pool, and had a very outstanding performance, they won yet another inter-university competition.

Likewise, the wushu team also won first place in its championship, after winning 9 gold medals, 5 silver medals and 1 bronze medal. Finally, the judokas achieved 16 medals with outstanding participation: 9 gold, 5 silver and 2 bronze. These results placed UPC at the top of the podium.

More information at: [link](#)



**Figure 2.82**  
UPC athletes  
stood out  
in the COP  
University  
Championship.



**j) UPC students were awarded prizes in the Andean Community Debate Model.**

The extracurricular team, UPC MUN, led by the International Business and Administration program faculty, obtained outstanding awards in the First Edition of the Andean Community Debate Model.

The conference seeks to promote dialogue among young students and reach consensus on the regional agenda. The event was organized by the International Organization of the Andean Community with the support of the Peruvian Ministry of Foreign Affairs and the Ministry of International Relations and was held from June 23 to 25, 2023.

UPC students were recognized with the "Diplomacy Award" and the "Leadership Award" for their outstanding youth participation in national and international discussions.

Marco Curi, a graduate of the Economics and International Business program, represented Ecuador on the Ad Hoc Committee on Tourism and received recognition for his ability to reach sustainable agreements over time.

María Fernanda Ramírez, a student of the International Relations program, represented the Ministry of Culture and Heritage of Ecuador on the Andean Committee on Cultural Affairs. Her leadership in discussions on the promotion and protection of native culture earned her the "Leadership Award."

Finally, Génesis Gonzales, a student of the Law program, participated in the Commission of Ministers of Foreign Affairs, representing the Ministry of Production, Foreign Trade, Investment, and Fisheries of Ecuador. Her outstanding participation in the discussions on tourism and gender also earned her the "Leadership Award."

More information at: [link](#)



**Figure 2.83**

Marco Curi, María Fernanda Ramírez, and Génesis Gonzales.

**k) UPC students obtained Double Degree Scholarships at the University of Queensland (Australia)**

The University of Queensland is one of the top public universities in Brisbane City, Australia. It is ranked #43 in QS World University Rankings 2024.

At the close of 2023, two female students were selected to receive the double degree scholarship awarded by the University of Queensland. This scholarship covers 25% of the total program cost. Melanie Seje, a student of the Administration and Marketing Program offered by the School of Business, is currently pursuing her Double Degree in Australia. The second student will begin her studies in the fall of 2024.

Additional information is available at: [link](#)



**Figure 2.84**  
University of  
Queensland,  
Australia.

**l) Student of the Administration and International Business Program was awarded a Pacific Alliance Scholarship**

The Student and Academic Mobility Platform is a Pacific Alliance scholarship program that aims at contributing to human capital formation and academic integration in Chile, Colombia, Mexico and Peru. In this way, the platform supports selected students to take courses or conduct academic activities during a semester at Higher Education Institutions (HEI) in the four where the program is offered. The areas considered eligible for studies are business, finance, international trade, public administration, political science, tourism, economics, international relations, environment and climate change, innovation, science and technology, and engineering. Scholarships are awarded to applicants who meet the requirements established in each call for applications, who have been accepted in an eligible HEI, location and program.



After passing a rigorous selection process, Anthony Fabian Mendoza, a student of the Administration and International Business Program, has proven to be worthy of the Pacific Alliance scholarship, being part of the 75 Peruvians selected nationwide in the Fourteenth Call for Applications 2023-2 to study in Colombia.

Additional information is available at: [link](#)



**Figure 2.85**  
Anthony Fabian  
Mendoza, a  
student of the  
Administration  
and  
International  
Business  
Program.

#### **m) Four UPC students were part of Stanford University's University Innovation Fellow (UIF) program**

Stanford University's University Innovation Fellow (UIF) program trains students to become agents of change at their universities.

In 2023, they accepted 242 students from 16 countries as Fellows, 4 of which represent UPC. Fellows work to ensure that all students acquire the attitudes, skills and knowledge necessary to navigate a complex world and build the future.

The students representing UPC are:

- Nadia Flores, a student of the Administration and International Business Program
- María Fernanda Martínez, a student of the Administration and Marketing Program
- Joaquín Muñoz, a student of the Information Systems Engineering Program
- Austin Calle, a student of the Mechatronics Engineering Program

Additional information is available at: [link](#)



**Figure 2.86**  
UPC students selected for the University Innovation Fellow Program with UPC Rector & CEO Edward Roekaert

**n) UPC students participated in the 28th edition of the University CADE 2023, and won second and third place in the CADE Challenge**

The 28th edition of the University CADE, organized by IPAE Acción Empresarial (Peruvian Institute of Business Administration), was held in June under the slogan: We chose Democracy.

During this meeting of young leaders, the importance of strengthening institutions and promoting citizen participation as fundamental pillars for the country's development was discussed in depth. The UPC delegation, made up of 30 students from different programs and the last terms, participated in this meeting.

The University CADE created a space for meeting and dialogue where young leaders could exchange ideas, raise specific proposals and learn from the experiences of other students committed to the future of the country.

The UPC delegation had an outstanding participation in the University CADE 2023. In particular, Sergio Herrera Deza, a student of the Communication and Journalism Program, and María Fe Romero Altamirano, a student of the Communication and Corporate Image Program, who were part of the group that won second place in the CADE Challenge, had an excellent performance. Likewise, Danna Álvarez Lau, a student of the Education and Learning Management Program, who was part of the group that won the third place in this year's CADE Challenge.

Additional information is available at: [link](#)



**Figure 2.87**  
UPC  
Delegation  
at University  
CADE 2023

**o) Working Adult (EPE) student became the main potato supplier of INKA CROPS, a leading Peruvian snack company**

Efraín Ticlla Alanya, a student of the Working Adult (EPE) International Business Program from the Huancavelica region, together with his family, set out to make a positive impact on his community after graduating from high school. In 2020, he founded the AGROHUILLCA non-profit association, composed of small farmers engaged in planting and harvesting native potatoes in Huancavelica. Thanks to this initiative, more than 30 families now receive a fair price for their products, contributing to the sustainable development of the region.

Efrain joined UPC in 2022. His goal was to expand AGROHUILLCA's client portfolio and provide added value to native potatoes for export in an innovative way. On February 9, 2023, Efrain's efforts paid off when he became the main potato supplier for the well-known snack company INKA CROPS ([link](#)), which launched the "INKA CHIPS" brand. This achievement not only represents a personal milestone for Efrain, but also a significant step for the internationalization of AGROHUILLCA, according to its strategic plan.

Additional information is available at: [link](#)



**Figure 2.88**  
Efraín Ticlla  
Alanya,  
Working  
Adult (EPE)  
student of the  
International  
Business  
Program

**p) Seven UPC female athletes will participate in the INTERCONTINENTAL IHF TROPHY WOMEN**

The Peruvian U19 Women's Handball team stood out at the "IHF TROPHY WOMEN 2023 INTERNATIONAL CHAMPIONSHIP" in Lima. After playing against countries such as Ecuador, Venezuela, Colombia and Bolivia, they achieved second place, qualifying along with Colombia for the CONTINENTAL phase in Buenos Aires, Argentina, in November.

In Argentina, they competed against Brazil, Chile and Guatemala, winning third place in their group. After beating Colombia in the qualifiers, they were crowned champions after defeating Guatemala in the final match, thus securing their participation in the "INTERCONTINENTAL IHF TROPHY WOMEN" in Tashkent, Uzbekistan.

This historic achievement opens the door to opportunities for the support and recognition of women's handball in Peru. Seven of the 14 athletes that make up the national team are UPC students: Maludi Abigail Qquecho Flower, Marcia Cristina Morvelli de la Vega, Camila Villanueva, Micaela Pariasca Ivey, Ami Beth Flores Gibson, Ariana Villafuerte Gandulia and Nathaly Danitza Letona Guerra.

Additional information is available at: [link](#)



**Figure 2.89**  
Women's  
national  
handball  
team

**q) UPC athletes participated in the 2023 Pan American and Parapan American Games**

The Santiago 2023 Pan American and Parapan American Games are the largest international multidisciplinary sporting event involving athletes and para-athletes from the 41 countries of the Americas. In 2023, both games were held in Chile from October 20 to November 26.

More than 30 athletes and para-athletes, UPC students, were present at the Pan American and Parapan American Games of Santiago 2023 (Chile) ([Link](#)).

We recognize the effort and dedication of UPC student athletes during their preparation and competition process in the different disciplines:

- Carlos Cobos and Ricardo Espinosa in swimming.
- Gabriela Ccollcca in open water swimming.
- Mayte Salinas in diving and Rodrigo Santillán in para-swimming.
- Edward Gonzales in artistic gymnastics.
- Angelov Contreras in field hockey.
- Camila Figueroa in JUDO.
- André Bellido, Nathaly Paredes and Mía Rodríguez in Basque pelota.
- Diana Rojas and Jesús Salva in para-badminton.
- Daniela Campos in archery.
- Jorge Acela and Milagros Palomino in shooting para sport.
- Alessandra Suárez, Eliana Vásquez and Camila Cáceres in kyorugi.
- Alessia Palacios and Valeria Palacios in rowing.
- Paola Camino, Tamie La Puente, Itali Susano, Alessandra Teruya and Frances Tenya in softball.
- Giannisa Vecco and Vania Torres in board sports.
- Hugo del Castillo, Camila Cáceres, Alessandra Suárez and Eliana Vásquez in taekwondo.
- Isabel Duffoó in table tennis.
- Caterina Romero in sailing.
- Claudia Ganoa in beach volleyball.
- Hugo del Castillo in poomsae.
- Fernanda Saponara and Inés Castillo in badminton.

Additional information is available at: [link](#)



**Figure 2.90**  
Participants  
in the  
2023 Pan  
American  
and Parapan  
American  
Games



**r) UPC student won a silver medal in para-badminton**

In an outstanding achievement, Diana Rojas, a student of the Professional Interior Design Program, stood out by winning the silver medal in the women's individual event of para-badminton (SU5) at the Parapan American Games of Santiago 2023.

Additional information is available at: [link](#)



**Figure 2.91**  
Diana  
Rojas, Silver  
Medal at  
the Parapan  
American  
Games of  
Santiago  
2023

**s) Student Camila Figueroa, UPC's pride in Judo.**

Camila Figueroa, a student of the Physical Therapy Program, won the bronze medal in the Judo -78 kg category at the Pan American Games of Santiago 2023.

Additional information is available at: [link](#)



**Figure 2.92**  
Camila  
Figueroa,  
bronze  
medal, Pan  
American  
Games of  
Santiago  
2023

**t) Student won bronze medal at the Pan American Games of Santiago 2023**

Friday, October 20, 2023 marked the start of one of the largest international competitions: The Pan American Games of Santiago 2023. This competition brings together different athletes from various countries to participate in different sports disciplines. Together with her partner, Inés Castillo, a student of the Fashion Design and Management Program, they placed Peru on the podium in the badminton discipline, winning the tenth bronze medal at the Pan American Games of Santiago 2023.

Additional information is available at: [link](#)



**Figure 2.93**  
Bronze medal winners, mixed, in Badminton

**u) UPC team won gold medal in National University Climbing Championship**

The Villa el Salvador LEGADO Sports Center was the venue where the sports teams of several universities gathered to celebrate the National University Climbing Championship, organized by the FEDUP (Peruvian University Sports Federation) on November 12, 2023.

The UPC team, made up of 19 students from different programs, won first place and the gold medal.

Additional information is available at: [link](#)





**Figure 2.94**  
Mariano Moron,  
representing  
the gold medal  
winning  
UPC team at  
the National  
University  
Climbing  
Championship.

## Graduate Achievements

### a) UPC graduate obtained the Espiral de Innovación Award 2023 organized by MI BANCO.

Macarena Gamio Estremadoyro won first place in this competition organized by Mi Banco, in the “Best Innovation Coach” category. Macarena thus validated and reaffirmed her commitment to innovation and positive impact on society through her projects.

The “Espiral de Innovación” Award aims to recognize those initiatives that have found in innovation a challenge and an opportunity to improve existing solutions or create new ones for their clients. In this way, it promotes a culture of sustainable innovation so that employees develop an “innovative mindset” that they can apply on a daily basis. In this edition, more than 36,000 employees from Credicorp group companies in Bolivia, Colombia, and Peru participated.

More information at: [link](#)



**Figure 2.95**  
Macarena  
Gamio  
Estremadoyro,  
Best  
Innovation  
Coach at MI  
BANCO.

### **b) Graduates win 3 awards at 48 Hour Film Festival – San Diego 2023**

The “48 Hour Film Project” is an international film festival in which teams of filmmakers have 48 hours to write, shoot and edit a short film between 4 and 7 minutes in length. Each team receives an assigned film genre, as well as a character, line of dialogue and prop element to be included in its film. At the end of the 48-hour period, the short films are screened and evaluated by a jury.

Graduates of the Audiovisual Communication and Interactive Media Program participated in the international film competition “48 Hour Film Festival” in San Diego, California – USA, with their short film “Last Battle.”

“Last Battle,” directed and written by Rita Rivera Prado and Kees Meeuwsen Galindo, both UPC graduates, is a moving tale that immerses the viewer in a fantasy world created in the mind of a man in a coma. In this fantasy world, the protagonist, masterfully played by Luis Alberto Urrutia, faces his fears in epic battles that are repeated ad nauseam, reflecting his internal struggle to awaken.

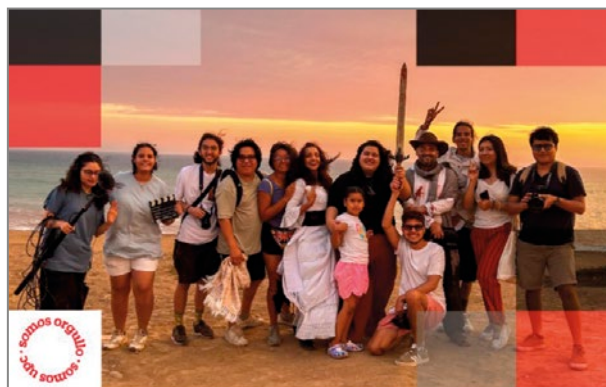
The short film won 3 awards for:

- Excellent use of genre: Heroic Fantasy
- Best supporting actress
- Best use of dialogue in a short film

The team was made up of:

- Directors and Screenwriters: Rita Rivera Prado and Kees Meeuwsen Galindo
- Assistant Director Eduardo Gabriel Torino Merino
- General Production: Ruth Gómez Torres and Eduardo Gabriel Torino Merino
- Production Assistant: Melanie Yesenia Requejo Zúñiga and Mathias Daniel Becerril Campos
- Art Director: Romina Denisse Sigvas Saravia
- Art Production: Ruth Gómez Torres and Eduardo Gabriel Torino Merino
- Art Assistant: Melanie Yesenia Requejo Zúñiga and Karim Nicole Barreto Brown
- Makeup Artist: Juliette Camila López Michilop
- Director of Photography: Roberto Carlos Mitteen Suarez
- Cameraman: Martin Eduardo Flores Casas
- Sound Director: Alejandra Delgado
- Music: Esteban Cesar Chuyton Sanchez and Alvaro Gamboa Zevallos
- Editor: Bryan Carlos Zavala
- Assistant Editor: Roberto Gonzalo Adrianzen
- Color: Rita Rivera Prado

Additional information is available at: [link](#)



**Figure 2.96**  
Graduates  
win 3 awards  
at 48 Hour  
Film Project.

**c) Hugo del Castillo, a benchmark in UPC sports achievements, won a bronze medal at the Pan American Games (Santiago 2023)**

In an outstanding performance, Hugo del Castillo, proud graduate of the Medicine Program, won the bronze medal in Taekwondo – Men's Poomsae in the last Pan American Games held in Santiago 2023.

Additional information is available at: [link](#)



**Figure 2.97**  
Hugo del  
Castillo,  
bronze  
medal.

**d) UPC graduate Vanessa Villena selected as EY Earthwatch Ambassador for 2023**

Vanessa Villena, a graduate of UPC's Communication and Publicity Program, has achieved a significant milestone by being selected as a EY Earthwatch Ambassador for 2023. She is currently working as Senior Associate of Brand, Marketing & Communications at Ernst & Young (EY) Peru and will represent the country in a key study on the owl ecosystem in Arizona, USA.

The EY Earthwatch Ambassador program offers EY employees the unique opportunity to participate in environmental scientific research around the world. Vanessa, along with more than 40 volunteers and scientists, will contribute not only with field research, but also by providing pro-bono consulting services for the HawkWatch International NGO. This achievement highlights Vanessa's commitment to building a better world, a philosophy that has guided more than 300 EY ambassadors since 2009.

Additional information is available at: [link](#)



**Figure 2.98**  
Vanessa Villena, UPC graduate in environmental research

**FACULTY ACHIEVEMENTS**

**a) UPC faculty were appointed as mentors in the Faculty Innovation Fellows program.**

16 educators from 11 world-renowned educational institutions were named mentors in the Faculty Innovation Fellows program. In this 2-year program, educators will design unique projects that will enable them to improve their schools' educational systems through innovation.

The program is run by University Innovation Fellows, an initiative of Stanford University, with the goal of empowering its students and mentors to increase their skills through innovation, entrepreneurship,

creativity and design thinking. Participants collaborated with their peers to create new strategies, develop projects, get feedback on their ideas and share resources.

The program was launched in September 2021, allowing participants to organize themselves into small groups to share opportunities they have identified in their environments and propose solutions that can have a positive impact on their students.

To culminate the program, as a celebration, our mentors were invited to give talks about their projects at Stanford University during the 2023 Silicon Valley Meetup in March 2023. This event brought together a total of 300 students and mentors from different schools around the world to participate in three days of sessions, talks and activities.

UPC presented the results of three initiatives:

- The generation of podcast content and the inclusion of this format in the courses offered at UPC (by Daniel Flores)
- The creation of an immersive environment through Minecraft Education so that students can be in social contact virtually. It should be noted that this initiative was started during the pandemic, when students could not socialize in person (by Silvana Balarezo).
- The expansion of elective courses through the incorporation of Coursera content by Jorge Bossio. ([link](#))

More information at: [link](#)



**Figure 2.99**  
UPC faculty members give talks at Stanford University, University Innovation Fellows Program.

**b) UPC faculty member was awarded at the seventh edition of the International Open Passport Award**

On September 4, 2023, faculty member Eric Barrantes García was awarded at the seventh edition of the International Open Passport Award, an event that recognizes each year ethical tourism journalists and organizations that collaborate with the committed work of these professionals in tourism communication.

The awards ceremony was held at the Aranjuez Hotel located in the province of Chiriqui, Panama, where professionals from Mexico, Brazil, Argentina, Chile, Colombia, Cuba, Spain, Honduras and Peru received awards.

Eric Barrantes stood out this year in the **“Recognition of Others”** category for his article “Feeling then seeing—an inclusive experience in San Luis Potosi,” which he wrote on his website “Los Tours de Eric” along with an audio version. ([link](#))

Additional information is available at: [link](#)



**Figure 2.100**  
Faculty member Eric Barrantes García, winner of the 2023 International Open Passport Award



# 03

## STUDENT LEARNING RESULTS







## STUDENT LEARNING RESULTS

UPC's academic programs are designed for students to attain the necessary learning outcomes to perform successfully at the professional level based on a meaningful, rigorous, consistent and flexible curriculum. These learning outcomes have been defined taking into consideration the expectations of the national and international labor market and those of society.

Following the guidelines and pedagogical principles that make up the UPC Educational Model, each academic program has defined a Graduate Profile (GP). The GP is composed of institutional learning outcomes and program learning outcomes covered by the curriculum. The courses and their organization allow students to reach the level defined in each learning outcome included in the GP progressively. To develop the GP, undergraduate students must reach level 3 (advanced) of each institutional and specific learning outcome upon completion of the program, while graduate students (master's degree programs) must reach level 4 (expert).

The institutional learning outcomes defined by UPC are shared by all the university's programs and enable students to transform their environment as upstanding and innovative leaders with a global vision. During the 2022-02 term, as part of the curricular change process, and with the support of an international expert, the university identified opportunities to improve the design of the curricula of its undergraduate and graduate programs. After this assessment, UPC determined that establishing five instead of seven institutional learning outcomes would lead to the following improvements: greater efficiency in the implementation of the UPC Learning Outcome-Based Learning Model; better articulation and balance of course learning outcomes; and improvement of the learning outcome-based assessment process.

UPC has five institutional learning outcomes, which are presented below: (1) Innovative Thinking, (2) Citizenship, (3) Communication, (4) Information Literacy for Critical Thinking and (5) Quantitative Reasoning. In the case of undergraduate programs, the curricular designs integrate the five institutional learning outcomes. As for master's degree programs, they focus on developing three institutional learning outcomes (Innovative Thinking, Citizenship and Information Literacy for Critical Thinking).

UPC's institutional learning outcomes are aligned to the institutional learning outcomes defined in the WASC Senior College and University Commission's Institutional Accreditation Model (CFR 2.2.a). Program learning outcome, both at the undergraduate and graduate levels, are defined by each program after an exhaustive assessment of the professional competencies required by each specialty.

The definitions of the institutional learning outcomes are presented below:

- **Innovative Thinking:** The ability to generate innovative proposals that add value in a given context.
- **Citizenship:** The ability to assess the ethical sense of actions and decisions in relation to human coexistence in plural societies and the respect for citizen rights and duties.
- **Information Literacy for Critical Thinking:** The 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 registers, based on knowledge and respecting the rules of language.
- **Quantitative Reasoning:** The ability to use numerical data through interpretation, representation, calculation, analysis and argumentation to solve real context problems.

### 3.1 Assessment process

UPC assesses the level of achievement of institutional and program learning outcomes through two types of assessment: Assessment by Jury and One-on-One Assessment.

The Educational Quality Department (DCE), through the Curricular Development and Assessment area, in coordination with a Committee of Experts, is responsible for the selection of the jury that will be in charge of the evaluation of 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 assessed by an Assessment Committee, appointed by the Curricular Development and Assessment area and the Committee of Experts in the case of institutional learning outcomes. Program learning outcomes are assessed by the faculty members appointed to the Assessment Committee and by the Academic Director of each academic program.

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 learning outcomes among students.

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). The monitoring processes are as follows: (1) Program Review, (2) Internal and external audits, and (3) Self-assessment processes for institutional and/or programmatic accreditation purposes.

The One-on-One Assessment Process arose from the need to know the level of achievement of each student with respect to the institutional and program learning outcomes required in the GP of the academic program. In this type of assessment, the course instructor evaluates and grades the evidence of learning outcome achievement per student. For this purpose, faculty members use the activity rubric as an evaluation instrument, prepared according to the rubric of the learning outcome.

The One-on-One Assessment Process allows academic programs, through the staff assigned to it, to manage the learning outcome assessment process in each of the courses and to promote practices aligned with the University's Educational Model. This process has several benefits, which are presented below:

**For students:**

- It allows access to the progress and achievement report of the learning outcomes contained in the program's graduate profile for each student, which lists those learning outcomes that need to be reinforced or complemented with the aim of ensuring the successful achievement of the GP.
- It allows them to receive feedback on the results obtained in the assessment of learning outcomes, thus reinforcing their autonomy and self-reflection.

**For faculty members:**

- It allows them to identify whether their students are achieving the proficiency level required in their courses.
- Based on the results, it allows them to incorporate improvements in the design of activities, evaluation criteria and methodologies used in the course to positively impact the achievement of the learning outcomes.

**For the academic program:**

- Immediate availability of evaluation results to analyze student performance and implement improvement actions for success.

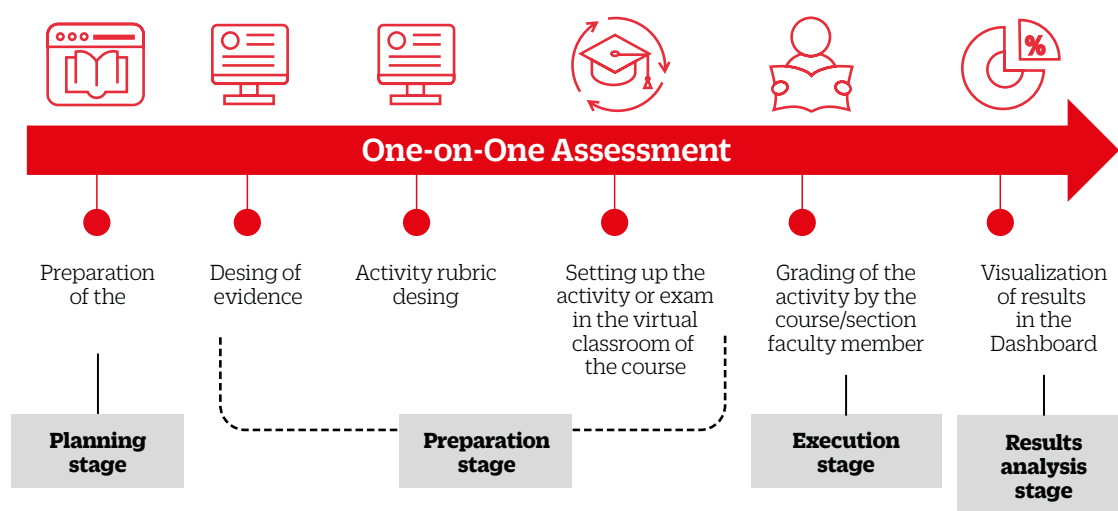
**Stages of the One-on-One Assessment Process:**

- 1. Planning:** Each program prepares its work plan per term, defining the activity to be assessed (evidence) to measure each learning outcome in the control and verification courses. It also includes information about the assigned course coordinators and faculty members.
- 2. Preparation:** Once the work plan has been prepared, course coordinators and faculty members review or design the assessment activity (evidence) along with its instrument (rubric) or exam to then set up the master classroom in Blackboard.
- 3. Execution:** When the activity, rubric and/or exam setup has been completed, the faculty member responsible for the course assesses the evidence on Blackboard.
- 4. Results analysis:** Once faculty members perform the assessments, results are shown in the macro-Dashboard of students and faculty members (of directors and deans).

Figure 3.1 presents the stages of the One-on-One Assessment Process.

**Figure 3.1**

Stages of the One-on-One Assessment Process



Training, support and advice from the Educational Quality Department (DICE) and the Digital Learning and Educational Innovation Department (DADO).

The implementation of this type of assessment began in 2020 with a pilot plan that included the participation of three undergraduate and one graduate academic programs. Since then, more programs have progressively joined this process. To date, 45 programs, including 40 undergraduate and 5 graduate academic programs have implemented the One-on-One Assessment. More programs will be progressively incorporated into the process as the terms progress. All undergraduate and graduate (master's degree) programs are expected to assess their learning outcomes using the One-on-One Assessment by 2026.

### 3.2. Analysis of learning results at the undergraduate level

The main objective of the UPC assessment plan is to measure the students' progress in the acquisition of the institutional and program learning outcomes that make up the graduate profile. With this goal in mind, a systematic process has been defined 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) for undergraduate students. Table 3.1 and Table 3.2 present the Undergraduate Assessment Schedule for Assessment by Jury and One-on-One Assessment, respectively.

**Table 3.1.** Schedule for the assessment of institutional learning outcomes – Undergraduate Programs (2014-2022) (Assessment by Jury)

First term	Second term	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

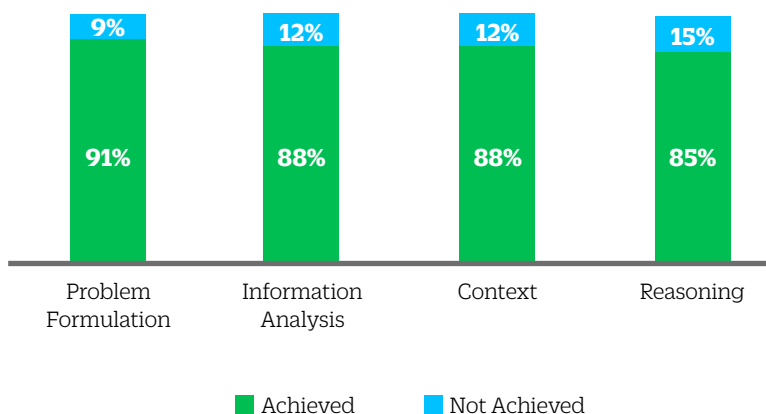
**Table 3.2.** Schedule for the assessment of institutional learning outcomes – Undergraduate Programs (2023-2027) (Assessment by Jury)

Third term	Institutional Learning Outcome
2023-2	Quantitative Reasoning
2024-2	Communication
2025-2	Information Literacy for Critical Thinking
2026-2	Citizenship
2027-2	Innovative Thinking

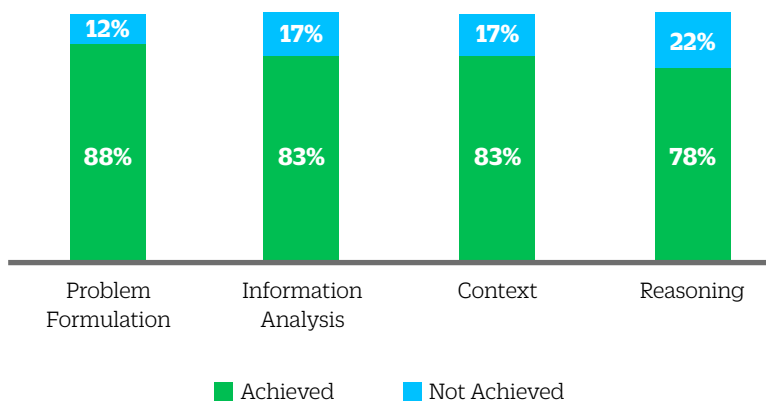
**3.2.1 Institutional Learning Outcome Assessment Results - Undergraduate Level**

**Critical Thinking:**

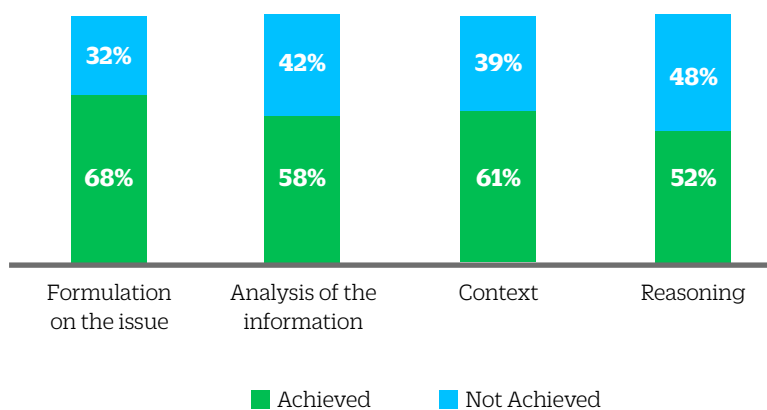
The second assessment loop of the institutional learning outcome of Critical Thinking was carried out in 2020-2 in the courses defined by each program. Levels 1, 2 and 3 of the rubric were assessed. Based on the information obtained, a proportionate stratified probability sampling method was applied to ensure the representativeness of the results. The sample comprised a total of 6,482 students, distributed as follows: 2,215 students (at level 1); 2,450 (at level 2), and 1,817 (at level 3) to ensure the representativeness of the results. Figure 3.2 shows the overall results per dimension for said learning outcome at level 1; Figure 3.3 at level 2; and Figure 3.4 at level 3.



**Figure 3.2**  
Institutional Learning Outcome of Critical Thinking (level 1) – Overall results per dimension.



**Figure 3.3**  
Institutional Learning Outcome of Critical Thinking (level 2) – Overall results per dimension.



**Figure 3.4**  
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 process of integrating institutional learning outcomes, in the 2022-02 term, the rubrics for the institutional learning outcomes of Critical Thinking and Information Literacy were merged into a rubric called "Information Literacy for Critical Thinking." This integration was led by a subcommittee composed of directors and faculty members with expertise in learning outcome development. They have participated in advisory and guidance sessions given by international expert Linda Suskie.

Likewise, in 2022, a pilot project was conducted with the aim of recognizing the implications of this new version of the rubric in different courses that are aligned to the integrated learning outcome. Thus, in 2023, an improvement action was deployed, consisting of reassessing the design of these courses to identify whether the activities and contents addressed were taking into account all the dimensions of the learning outcome. This review was carried out by a team of specialists.

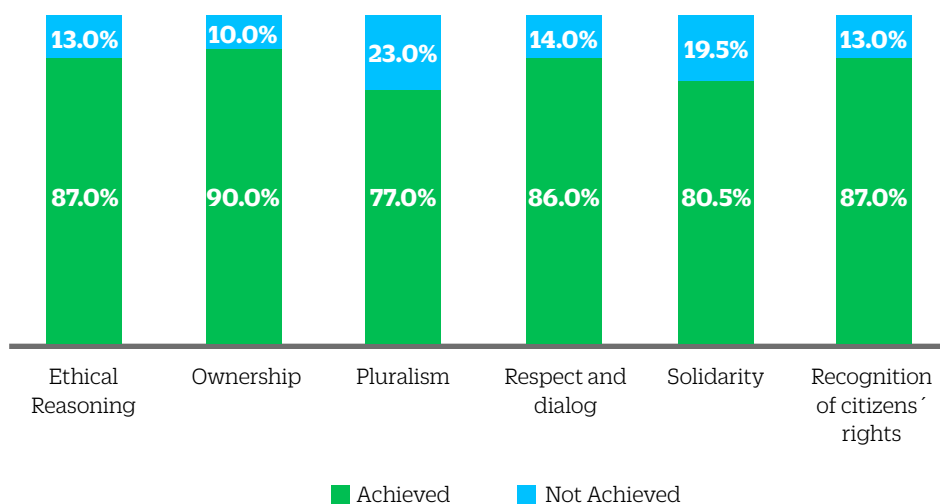
Thanks to this integration, the undergraduate academic programs have undergone some changes and improvements in their curricula, redistributing the articulation and balance of the institutional learning outcomes of UPC in their courses. After the implementation of this integrated rubric, the improvement actions and results obtained from the findings will be presented in a report.

It is expected that, in collaboration with the Humanities area, faculty members in charge of courses articulated to the learning outcome will receive training in 2024 to make sure that they understand the rubric and to define best practices to ensure the attainment of that learning outcome by students.

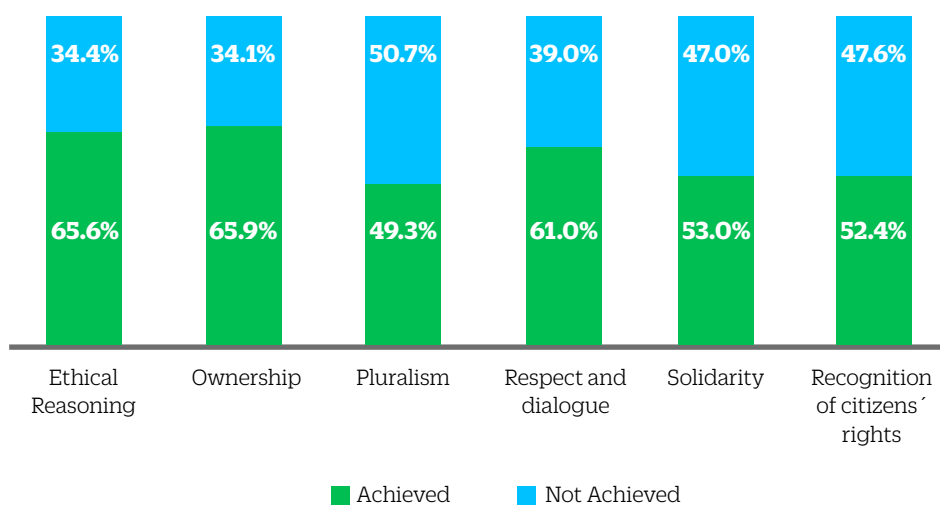


**Citizenship:**

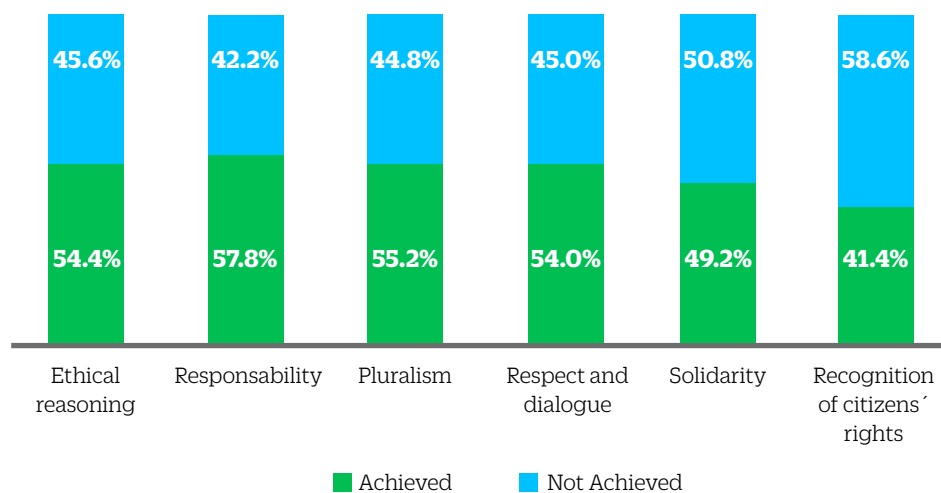
In 2021-2, the second assessment loop of the learning outcome of Citizenship was conducted in the different courses defined by the participating programs. This process was fully implemented in Blackboard. Levels 1, 2 and 3 of the rubric were assessed. Based on the information obtained, a proportionate stratified probability sampling method was applied to ensure 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 ensure the representativeness of the results. Figure 3.5 shows the overall results per dimension for said learning outcome at level 1; Figure 3.6 at level 2; and Figure 3.7 at level 3.



**Figure 3.5**  
Institutional Learning Outcome of Critical Thinking (Level 1) - Overall results per dimension.



**Figure 3.6**  
Institutional Learning Outcome of Citizenship (Level 2) - Overall Results per Dimension.



**Figure 3.7**  
Institutional Learning Outcome of Citizenship (Level 3) - Overall Results per Dimension.

Based on the results obtained, it is possible to ensure effective work in the development of the first level of the learning outcome. All dimensions have more than 75% of their populations at the “achieved” level. This represents a solid foundation for the successful development of the learning outcome throughout students' training. Likewise, the populations assessed show a significant development of the learning outcome in levels 2 and 3, given that around 50% have reached the “achieved” level in the corresponding dimensions. There is also an improvement in the results compared to the previous process, mainly at level 3.

The results obtained during this last process have been shared with the participating programs at each level and are part of the Action Plan (improvement actions by program) and of the future Institutional Action Plan.

In 2023, a series of actions implemented to know the perception that faculty members in charge of courses articulated to the learning outcome had about the evaluation instrument (rubric). In addition, a focus group was carried out with directors and faculty members who are experts in the learning outcome, in which different recommendations were collected that enriched the design of the institutional action plan. These are presented below:

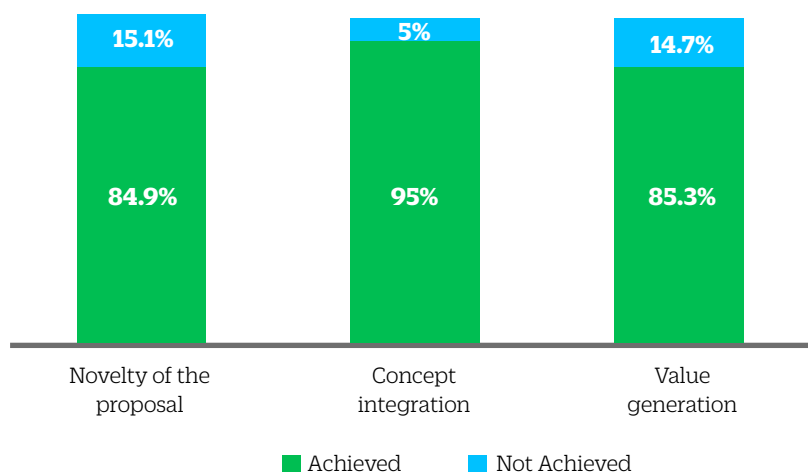
- In 2024, the committee of experts in the learning outcome will conduct a new review of the respective rubric to identify opportunities for improvement and reduce the number of dimensions it currently has.
- ¿A communication plan will be implemented in order to disseminate the new version of the rubric among all members of the educational community.
- ¿Training sessions will be designed and implemented for faculty members in charge of courses related to the learning outcome to inform them of the changes made and so that they may learn strategies for the development thereof.
- A review will be conducted on all the syllabi of the courses that are articulated to the learning outcome to ensure that they are designed taking into consideration the characteristics of the learning outcome.
- A campaign will be launched to raise awareness and recognize behaviors that promote citizenship among UPC faculty and students.
- In 2025-1, a control assessment that takes into account a random sample of students will be conducted.

**Innovative Thinking:**

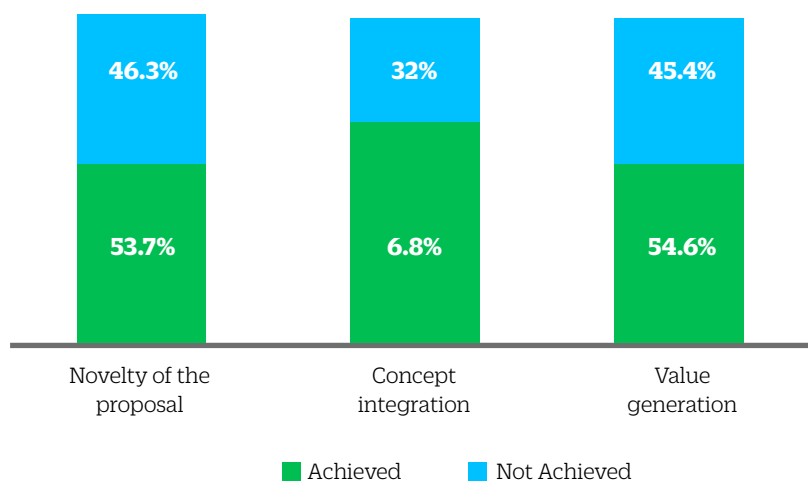
The second assessment loop of the learning outcome of “Innovative Thinking” took place in the second semester of 2022 and was carried out on the control and verification courses of the programs at the university. This process was comprehensively implemented through the Blackboard platform. Levels 1, 2 and 3 of the rubric were assessed in this process.

In order to obtain representative results, a proportional stratified probability sampling method was used. The sample consisted of a total of 1675 students at level 1; 1327 at level 2; and 717 at level 3.

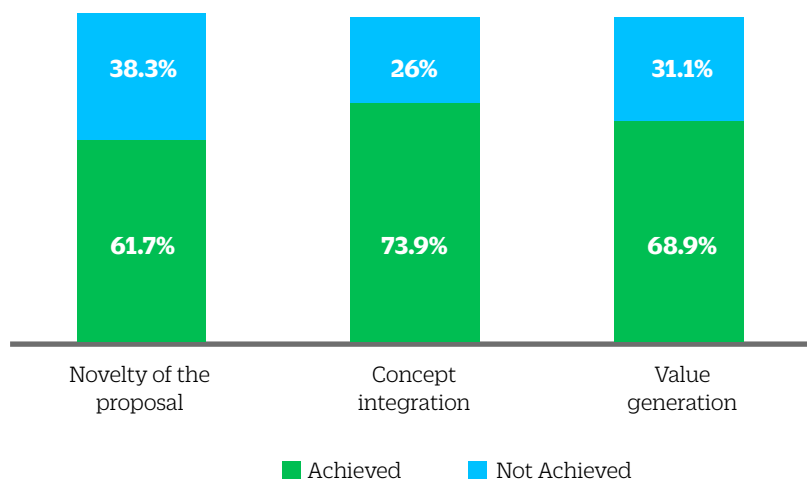
The results obtained are shown in Figures 3.8, 3.9 and 3.10. These figures provide a detailed view of the overall results per dimension for the learning outcome of Innovative Thinking at levels 1, 2 and 3, respectively.



**Figure 3.8**  
Institutional Learning Outcome of Innovative Thinking (level 1) – Overall results per dimension.



**Figure 3.9**  
Institutional Learning Outcome of Innovative Thinking (level 2) – Overall results per dimension.



**Figure 3.10**  
Institutional Learning Outcome of Innovative Thinking (level 3) – Overall results per dimension.

The results obtained ensure the effectiveness of the work carried out in the development of the learning outcome at level 1. All dimensions have more than 75% of their populations at the “achieved” level. This represents a solid and promising foundation for continued success in the development of the learning outcome throughout students’ training.

In the assessment process, a significant progress in the development of the learning outcome at levels 2 and 3 was noted among the populations analyzed. Specifically, around 50% of the participants have demonstrated a successful performance, reaching the “achieved” level in the various dimensions assessed. This indicator reflects substantial progress in the acquisition of skills and knowledge associated with the learning outcome, providing a positive perspective on the development of capabilities at these levels.

These results are an integral part of the Action Plan, which includes specific improvement actions for each program, as well as the Institutional Action Plan. The latter will outline the main cross-disciplinary actions for the entire university, such as a review of the course syllabi to monitor and verify the learning outcome with the aim of ensuring that 100% effective learning evidence is obtained within the process. Workshops will also be held to disseminate the rubric among faculty members in order to ensure the understanding and effective application of the criteria in their courses. These actions will be implemented throughout the year, adapting to the specific needs of each program and area. In addition, these actions will be monitored by the end of 2024.

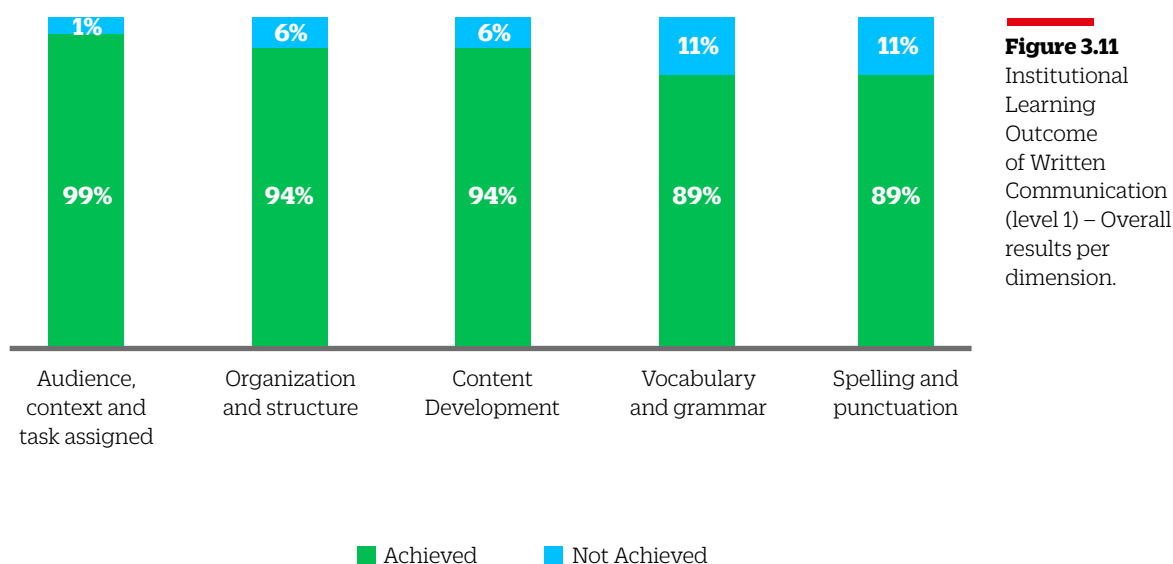
**Written Communication:**

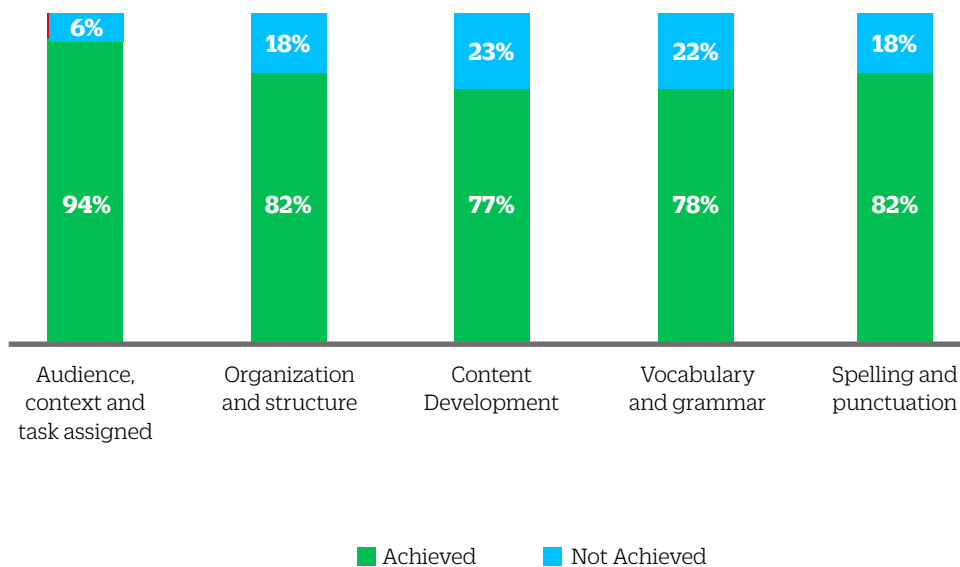
As a result of the first assessment loop of the institutional learning outcome of Written Communication in 2014-2, the University identified, among other opportunities for improvement, the need to review and update the rubric of the learning outcome, in particular with respect to the Organization and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

The institutional learning outcome of Written Communication was assessed at levels 2 and 3 with a representative sample of evidence developed by students from different courses that were part of the process.

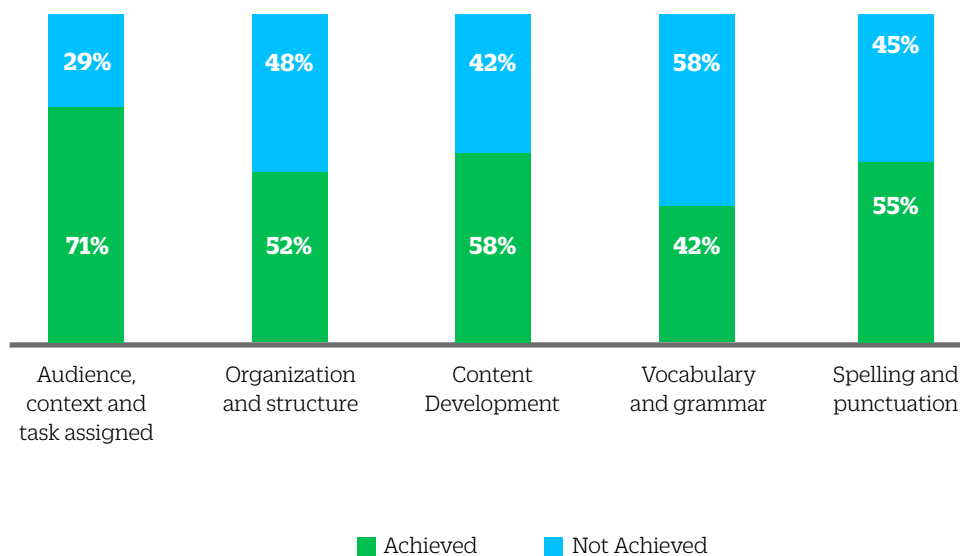
Based on this information, a stratified probability sampling method was used for the assessment of said institutional learning outcome in 2017-02 so as to ensure the representativeness of the results. The sample consisted of 1,225 students at level 1; 1,181 at level 2; and 939 at level 3 for the assessment of this 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 3.11, 3.12 and 3.13 show the results for the learning outcome at level 1, 2 and 3, respectively.





**Figure 3.12**  
Institutional Learning Outcome of Written Communication (level 2) – Overall results per dimension.



**Figure 3.13**  
Institutional Learning Outcome of Written Communication (level 3) – Overall results per dimension.

The results showed significant improvement compared to the first assessment loop 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 process of integrating institutional learning outcomes, the rubrics for Written Communication and Oral Communication were merged into a single rubric called "Communication." This integration was led by a subcommittee composed of directors and faculty members with expertise in learning outcome development. They have participated in advisory and guidance sessions given by international expert Linda Suskie. Thanks to this integration, the undergraduate academic programs have undergone some changes and improvements in their curricula, redistributing the articulation and balance of the institutional learning outcomes of UPC in their courses.

Thus, in the 2022-2 term, in order to identify opportunities for improvement in the design of the Communication rubric, a pilot project was launched, which consisted of applying the instrument in some courses determined by each program. The results obtained in 2023 helped to establish as a recommendation the need to have parameters that allow defining a suitable activity as evidence to assess the learning outcome and that reflects all of its dimensions.

This point will be worked on in the training sessions planned as part of the preparation stage for the Assessment by Jury to be held in 2024. It was decided to conduct an Assessment by Jury because both Oral Communication and Written Communication went through a process of merging into a single integrated learning outcome called "Communication." In order to collect feedback on the integrated learning outcome, a pilot project was launched in the 2022-2 term for some specific courses of each program. The main improvement actions identified during this pilot project will be addressed in the training period, where faculty members will be provided with more specific parameters on the activity to assess the learning outcome. These training sessions were requested by the committee of experts on the learning outcome and will be provided in two stages: A first stage, where the structure of the rubric will be explained, and a second stage, where each coordinator—together with the team of faculty members of each course—will review the corresponding evidence and will propose the necessary improvements according to the recommendations that will be provided at that moment.

Finally, it is expected that, at the end of the Assessment by Jury on Communication in early 2025, and after reviewing the results obtained, the impact of the adjustments made to the rubric can be identified and contrasted with the results of the pilot project.

### **Information Literacy:**

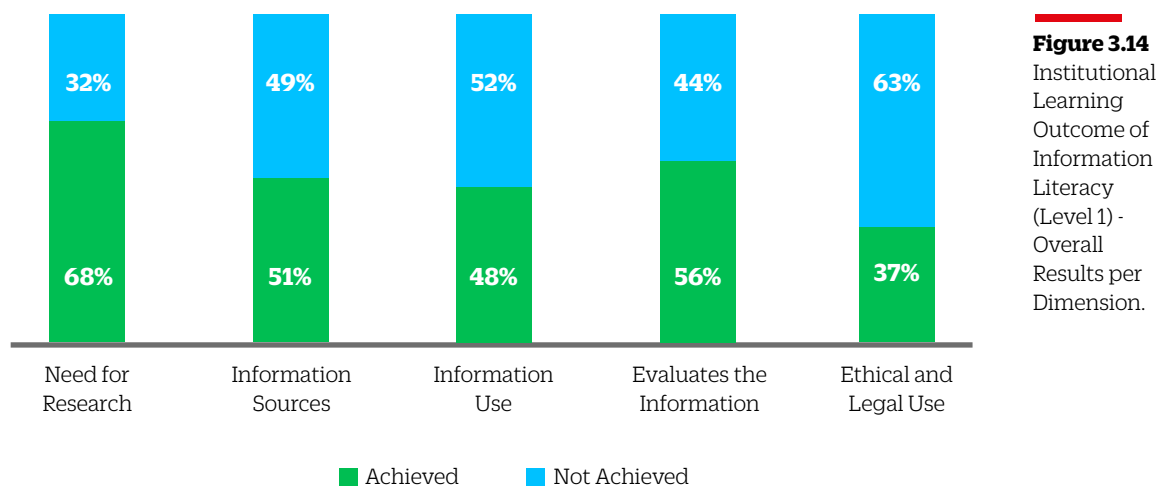
The second assessment loop of the institutional the learning outcome of Information Literacy at all three levels was carried out in 2018-1 based on a representative sample of evidence developed by students in different courses selected by each program.

Based on the information obtained, a stratified probability sampling method was applied to ensure 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.

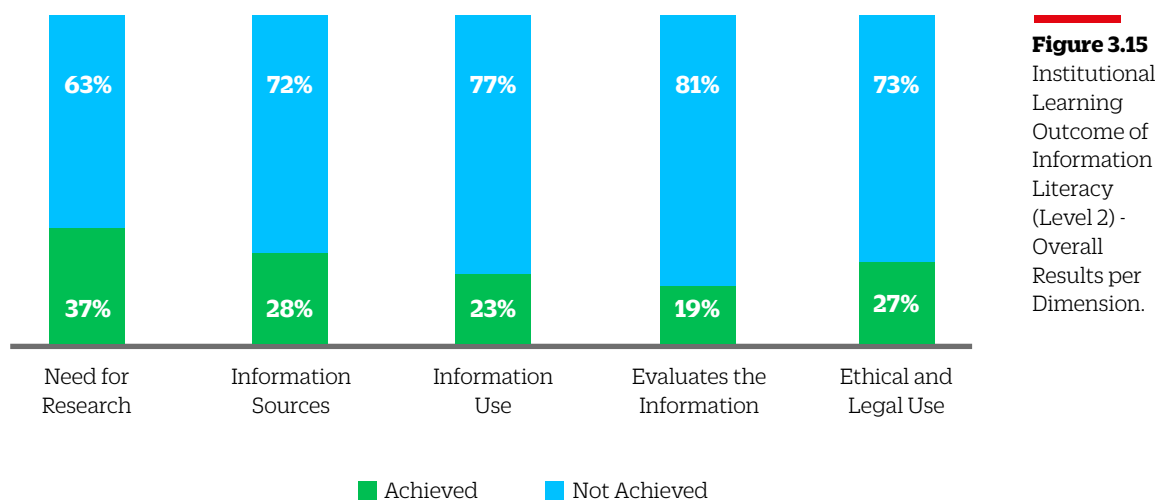


Finally, an assessment committee with expertise in the institutional learning outcome participated in the assessment of the evidence collected during this process.

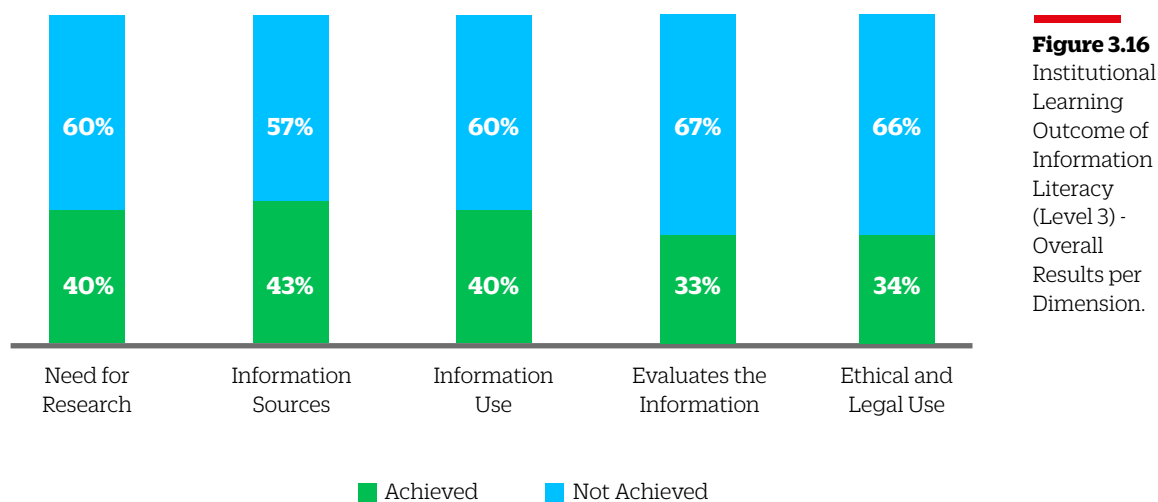
Figures 3.14, 3.15 and 3.16 show the results of the institutional learning outcome at levels 1, 2 and 3, respectively. As for the assessment results of the learning outcome of Information Literacy, it was concluded that the selected evidence did not allow a comprehensive assessment of students' performance. Likewise, opportunities for improvement were identified in the courses prior to level 2 and 3 of the learning outcome, in which adjustments should be incorporated to allow a better development thereof. Both improvements will be taken into account by the team in the next assessment.



**Figure 3.14**  
Institutional Learning Outcome of Information Literacy (Level 1) - Overall Results per Dimension.



**Figure 3.15**  
Institutional Learning Outcome of Information Literacy (Level 2) - Overall Results per Dimension.



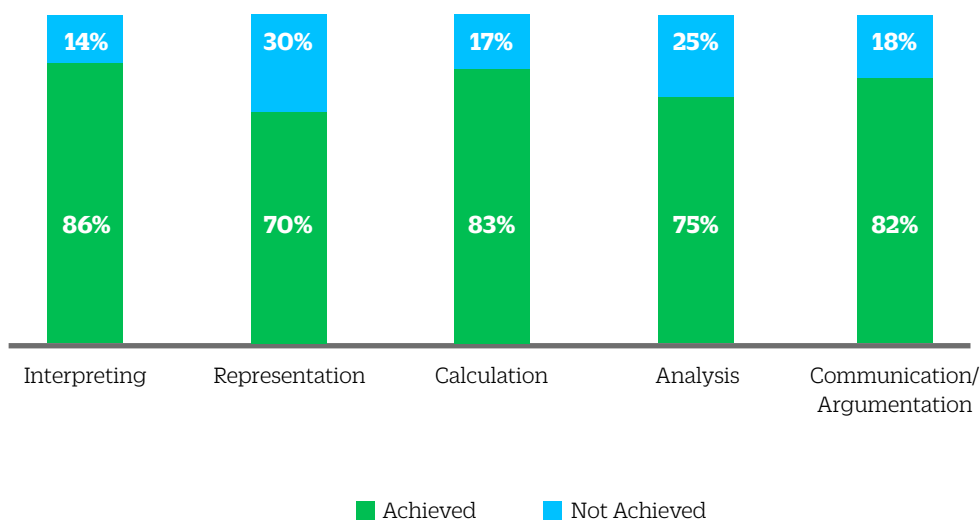
In 2022, along with the implementation of the integrated rubric previously explained, a pilot project was launched with the aim of recognizing the implications of this new version of the rubric in different courses that are aligned to the learning outcome that merged Information Literacy and Critical Thinking. Thus, in 2023, an improvement action was deployed, consisting of reassessing the design of these courses to identify whether the activities and contents addressed were taking into account all the dimensions of the learning outcome. This review was carried out by a team of specialists.

It is expected that, in collaboration with the Humanities area, faculty members in charge of courses articulated to the learning outcome will receive training in 2024 and 2025 to make sure that they understand the rubric and to define best practices to ensure the attainment of that learning outcome by students.

**Quantitative Reasoning:**

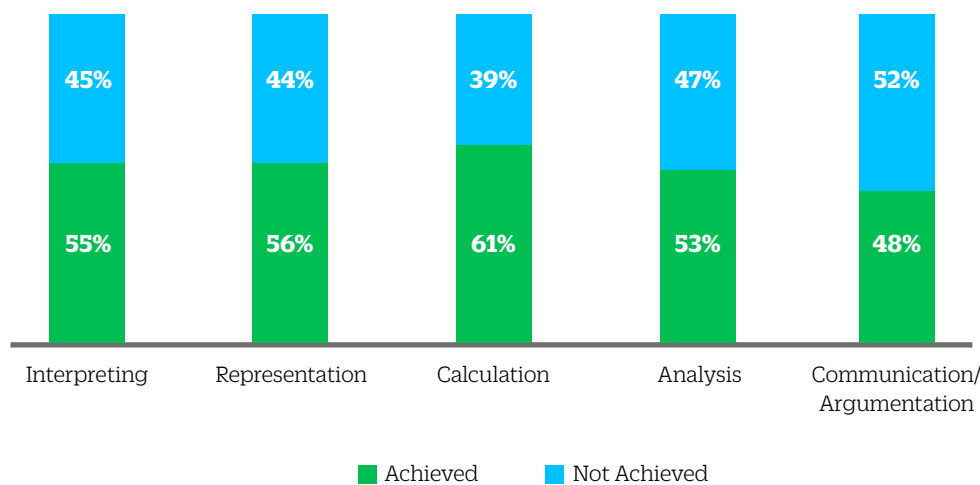
The second assessment loop of the institutional learning outcome of Quantitative Reasoning was carried out in 2019-1 in the courses selected by each program. Based on the information obtained, a stratified probability sampling method was applied to ensure the representativeness of the results. The sample consisted of 1,086 students at level 1; 862 at level 2; and 704 at level 3 for the assessment of this institutional learning outcome. With regard to the number of programs, 51 programs participated in the assessment 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, these show that around 70% of the students achieved level 1 of the learning outcome (compared to 37% during the first assessment loop). Figure 3.17 shows the results of the second assessment loop of the institutional learning outcome of Quantitative Reasoning at level 1.

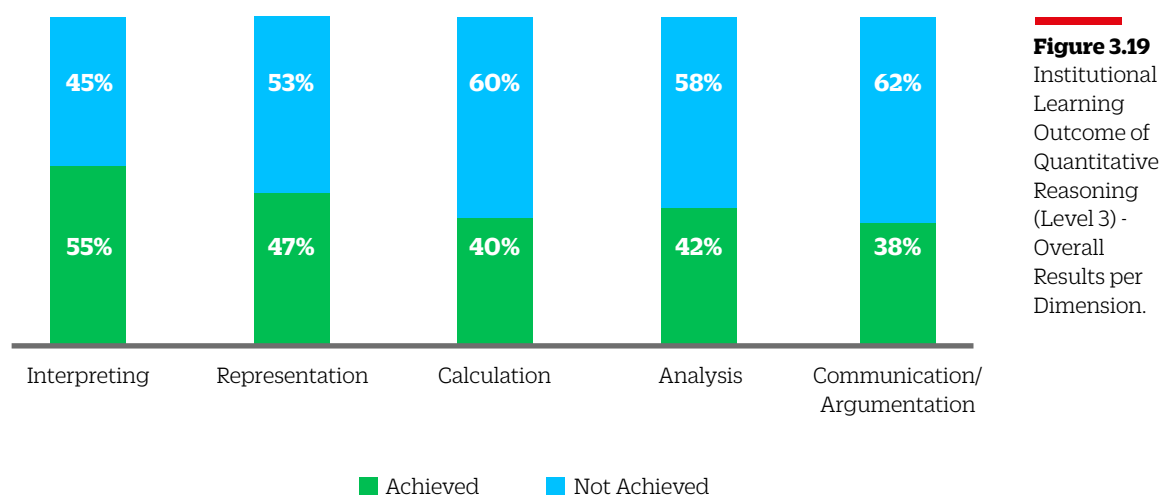


**Figure 3.17**  
Institutional Learning Outcome of Quantitative Reasoning (Level 1) - Overall Results per Dimension.

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 3.18**  
Institutional Learning Outcome of Quantitative Reasoning (Level 2) - 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 observed in the second assessment loop of the institutional learning outcome, after 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 assessment rubric for the learning outcome, review the assessment 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 carried out to assess the learning outcome, and to verify that they were aligned with the new rubric and allowed assessing its dimensions in an objective and thorough manner.

With respect to the courses selected by the programs to assess level 3 of the institutional learning outcome, the results showed that the assessment instruments selected did not allow assessing all the dimensions of the rubric. Based on these results, a Committee of Experts was appointed to prepare the action plan and pointing out to the different activities to be carried out in order to improve the results for each level of the learning outcome. The activities were as follows:

- Design a communication program on the institutional learning outcome of Quantitative Reasoning and its assessment, aimed at all UPC programs and schools.
- Train program and school staff in the design and preparation of cases/activities aimed at the assessment of levels 1, 2 and 3 of the learning outcomes.

In addition, upon completion of the assessment process and based on the results thereof, a team of experts, composed of undergraduate and graduate professors and directors, reviewed the rubric. Throughout the process, adjustments were made to the dimensions so that the courses articulated to the learning outcome could be developed and assessed in an effective manner. In addition, the new rubric was disseminated among faculty members who taught the courses articulated to this learning outcome and their opinions were gathered prior to its official publication in SICA.

During 2022, several communications were designed to inform undergraduate and graduate faculty about the learning outcome of Quantitative Reasoning and the Assessment Process. These communications were distributed through the Curricular Development and Assessment newsletter, which is sent periodically by e-mail. Likewise, asynchronous workshops were held for the faculty responsible for the courses articulated to the learning outcome in order to reinforce its importance and share recommendations to ensure that faculty could develop and assess Quantitative Reasoning in a timely manner in each of their courses.

As part of the planning stage in the Assessment by Jury of this learning outcome, in 2023, together with a team of specialist faculty members, a series of trainings was designed for other faculty members responsible for courses related to this learning outcome. In these spaces, the purpose of the Assessment Process was explained, and guidance was provided to better understand the rubric and establish good assessment practices.

In addition, training was provided to the faculty members responsible for the courses chosen to assess the learning outcome on how to set up the activities in the Blackboard platform and thus ensure the correct collection of evidence that would be assessed by the committee.

At the end of 2023, the Curricular Development and Assessment team, together with the Educational Technology and Innovation team, proceeded to collect the evidence, which will be reviewed and assessed by the responsible committee during the first quarter of 2024. Results are expected to be presented by the end of April 2024.

#### **Oral Communication:**

The second assessment loop of the institutional learning outcome of Oral Communication at all three levels was carried out in 2019-2. Each program selected a course to assess each level, as per its curricular articulation. Based on the information obtained, a stratified probability sampling method was applied to ensure the representativeness of the results. The sample consisted of 947 students at level 1; 584 at level 2; and 593 at level 3.

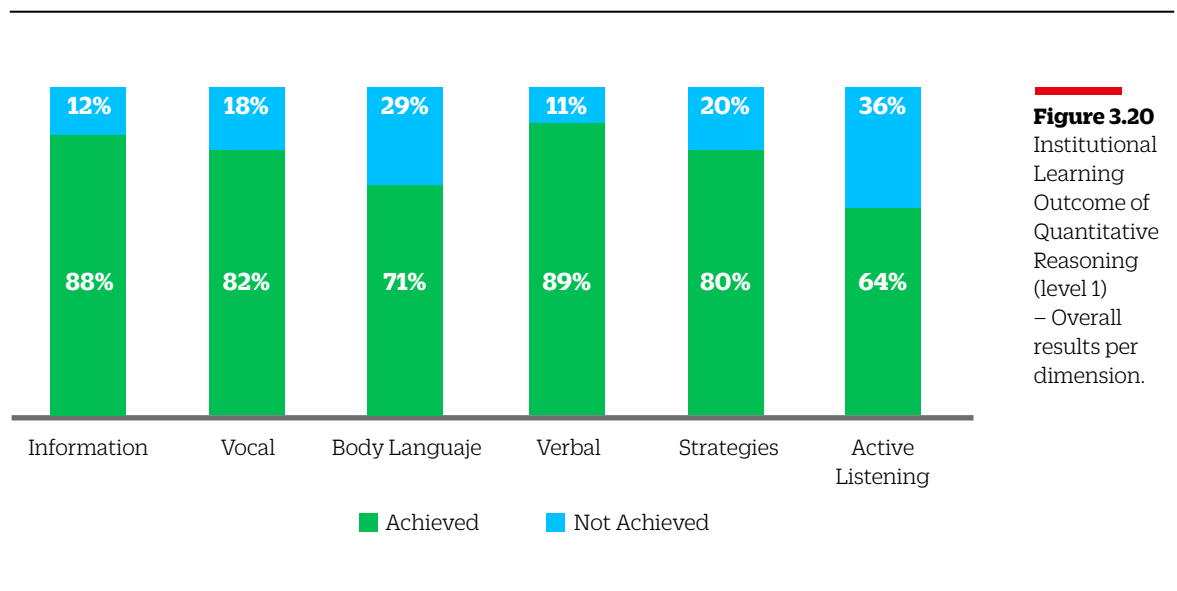
With respect to the action plan defined based on the results of the first assessment loop of the institutional learning outcome, the following improvement actions were implemented:

- 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 definition of the rubric and the structure used in the first assessment loop in 2015-2. The result consisted of redesigning the rubric and the dimensions of the institutional learning outcome, including "active listening" as an assessment criterion and introducing specific descriptors and objectives in all dimensions.
- Dissemination of training workshops for coordinators: In July 2019, prior to the start of the 2019-02 term,

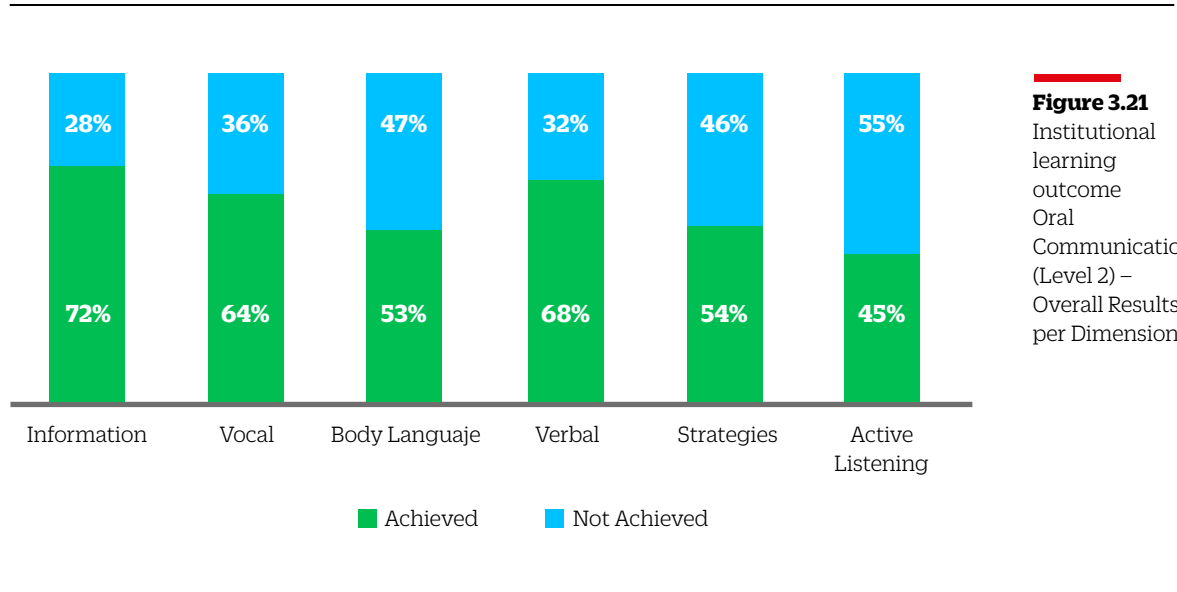
the coordinators of each program teaching the courses articulated to the learning outcome were invited to participate in face-to-face workshops aimed at disseminating and explaining the rubric update. In addition, coordinators were taught strategies they could apply to evaluation assessment instruments for their courses, taking into account the dimensions of the rubric. Of a total of 106 coordinators of courses articulated to the learning outcome, 72 participated in the workshops.

- **Assessment of face-to-face evidence:** The assessment of this learning outcome was conducted face-to-face to ensure its reliability. A committee was appointed to carry out the face-to-face assessments. This improvement action allowed successfully overcoming any issue during the assessment, such as audio problems and out-of-sync recordings, as videos recorded by the students were used previously.

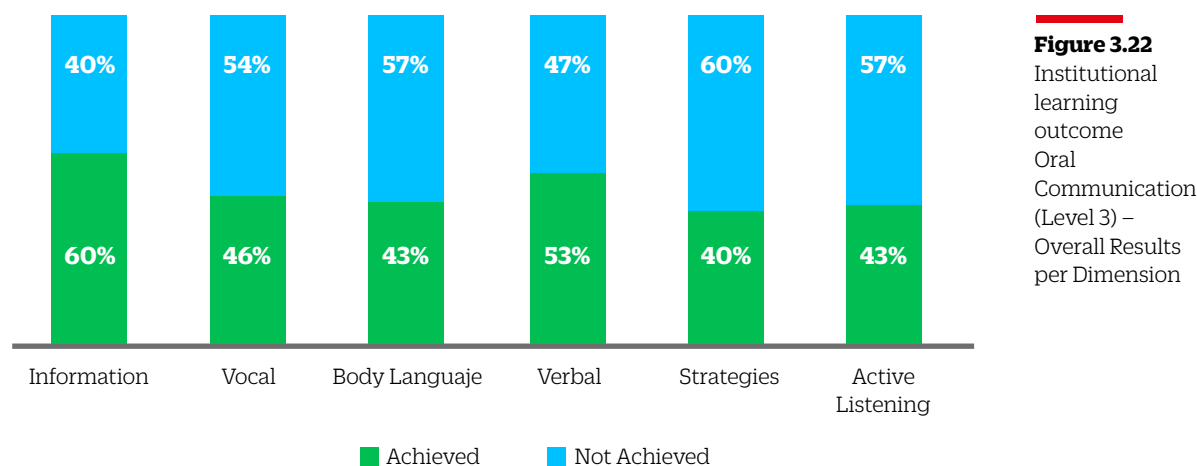
Figures 3.20, 3.21 y 3.22 show the overall results of the institutional learning outcome of Oral Communication per dimension at level 1, 2 and 3, respectively.



**Figure 3.20**  
Institutional Learning Outcome of Quantitative Reasoning (level 1) – Overall results per dimension.



**Figure 3.21**  
Institutional learning outcome Oral Communication (Level 2) – Overall Results per Dimension



**Figure 3.22**  
Institutional learning outcome Oral Communication (Level 3) – Overall Results per Dimension

As part of the process of integrating learning outcomes, the rubrics for Written Communication and Oral Communication were merged into a single rubric called “Communication.” This integration was led by a subcommittee composed of directors and faculty members with expertise in learning outcome development. They have participated in advisory and guidance sessions given by international expert Linda Suskie.

This integration was led by a subcommittee composed of directors and faculty members with expertise in learning outcome development. They have participated in advisory and guidance sessions given by international expert Linda Suskie. Thanks to this integration, the undergraduate academic programs have undergone some changes and improvements in their curricula, redistributing the articulation and balance of the institutional learning outcomes of UPC in their courses.

Thus, in the 2022-2 term, in order to identify opportunities for improvement in the design of the Communication rubric, a pilot project was launched, which consisted of applying the instrument in some courses determined by each program. The results obtained in 2023 helped to establish as a recommendation the need to have parameters that allow defining a suitable activity as evidence to assess the learning outcome and that reflects all of its dimensions.

This point will be worked on in the training sessions planned as part of the preparation stage for the Assessment by Jury to be held in 2024. These training sessions were requested by the committee of experts on the learning outcome and will be provided in two stages: A first stage, where the structure of the rubric will be explained, and a second stage, where each coordinator—together with the team of faculty members of each course—will review the corresponding evidence and will propose the necessary improvements according to the recommendations that will be provided at that moment.



Finally, it is expected that, at the end of the Assessment by Jury on Communication in early 2025, and after reviewing the results obtained, the impact of the adjustments made to the rubric can be identified and contrasted with the results of the pilot project.

### **3.2 Summary Assessment Section – Assessment Results at the Undergraduate Level (2023)**

This section presents a summary of the results of the undergraduate assessment between January and December 2023.

**Table 3.3.** Summary of Assessment results for the undergraduate level (2023).

<b>Learning Outcome / Dimension</b>	<b>Level 1 Result</b>	<b>Level 2 Result</b>	<b>Level 3 Result</b>
<b>Citizenship</b>	<b>84.58%</b>	<b>57.87%</b>	<b>52.00%</b>
Ethical Reasoning	87.00%	65.60%	54.40%
Ownership	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%
<b>Written Communication</b>	<b>93.00%</b>	<b>82.60%</b>	<b>55.60%</b>
Audience, context and task assigned	99.00%	94.00%	71.00%
Organization and structure	94.00%	82.00%	52.00%
Content Development	94.00%	77.00%	58.00%
Vocabulary and grammar	89.00%	78.00%	42.00%
Spelling and punctuation	89.00%	82.00%	55.00%

<b>Learning Outcome / Dimension</b>	<b>Level 1 Result</b>	<b>Level 2 Result</b>	<b>Level 3 Result</b>
<b>Oral Communication</b>	<b>79.00%</b>	<b>59.33%</b>	<b>47.50%</b>
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%
<b>Information Literacy</b>	<b>52.00%</b>	<b>26.80%</b>	<b>38.00%</b>
Need for Research	68.00%	37.00%	40.00%
Information Sources	51.00%	28.00%	43.00%
Use of information	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%
<b>Critical Thinking</b>	<b>88.00%</b>	<b>83.00%</b>	<b>59.75%</b>
Problem formulation	91.00%	88.00%	68.00%
Information analysis	88.00%	83.00%	58.00%
Context	88.00%	83.00%	61.00%
Reasoning	85.00%	78.00%	52.00%
<b>Innovative Thinking</b>	<b>88.4%</b>	<b>56.4%</b>	<b>63.6%</b>
Novelty of the proposal	84.9%	53.7%	61.7%
Integration of concepts	95.00%	68.00%	73.9%
Value generation	85.3%	54.6%	68.9%
<b>Quantitative Reasoning</b>	<b>79.20%</b>	<b>54.60%</b>	<b>44.40%</b>
Problem formulation	86.00%	55.00%	55.00%
Information analysis	70.00%	56.00%	47.00%
Context	83.00%	61.00%	40.00%
Information analysis	75.00%	53.00%	42.00%
Context	82.00%	48.00%	38.00%



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