

# INSTITUTIONAL INFLUENCE OF ACADEMICS IN ARGENTINEAN PUBLIC UNIVERSITIES IN A CONTEXT OF EXTERNAL CONTROL

**Mónica Marquina (CONICET, UNTREF - UBA, Argentina)**

mmarquina@untref.edu.ar

**Cristian Pérez Centeno (UNTREF, Argentina)**

cpcenteno@untref.edu.ar

**Nicolás Reznik (UNTREF, Argentina)**

nicoreznik@gmail.com



*The Vilnius APIKS conference  
Management and Governance  
of Higher Education*

## Purpose and questions

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To analyse how much and how the **public policy** governmental agenda of the '90 (macro level), that meant the creation of **state agencies** in charge of applying specific policy instruments (meso level), has increased the perception of **external control** to the teaching, research and the external academic activity, affecting the perception of institutional **influence** of the academics, given some specific **structuring features** of the Argentina's academic profession (individual level).

1. Do academics in Argentina perceive external control over their teaching, research and external academic activity?

2. What is the perception of their influence in the different levels of the organizational structure in the situation of greater or lesser external control of the academic activity?

3. How these perceptions vary according to specific features of the Argentinian academic profession?

# Theoretical framework

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## Recent Higher Education Reforms

### **New relationships between state, higher education institutions and the academic profession** New Public Management (NPM)

- Greater state regulation (Pollitt 1993; Deem 1994), fragmentation of service delivery (Reed, 1995; Hoggett, 1996) and external accountability (Power, 1997).
- New regulatory governance mechanism of public services by state agencies (Hood & Scott, 1996)
- Such intermediary organizations (Van der Meulen and Rip, 1998) or agencies (Christensen and Læg Reid, 2005), are part of a principal-agent relation
- They are in charge of applying the instruments developed by public authorities to measure scientific performance and selectively allocate resources in order to link funding to performance for productivity and quality increasing (Whitley, 2007).

### **An “Incentivizing” State (Musselin, 2013)**

- Does not prescribe what to do, but develops the rules of a game. Autonomy given by the state is an illusion, since the incentive-based instruments means a stronger control over behaviors (Les Galès and Scott, 2010; Whitley, 2007, 2009).
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## **‘90s Higher Education Reforms in Latin America**

### **New relationships between state, higher education institutions and the academic profession** New Public Management (NPM)

- Second generation of reforms towards “Reinventing the State” (Osborne & Gaebler, 1994)
  - World Bank agenda as response to massive growth of higher education systems: privatization and diversification
  - New state agencies and councils created for promotion of research productivity, and the implementation of quality assurance systems, based on peer review processes
  - Competitive project-based funding instruments
  - Different incentives and regulations were implemented in Argentina, affecting academic work and culture
    - Program of Incentives to Teachers-Researchers in National Universities
    - National Agency for Science and Technology Promotion (ANPCyT)
    - National Commission for Evaluation and Accreditation of Universities (CONEAU)
    - Programs for strengthen the relation between the university and the community
  - Collegial governance model based on academic freedom, autonomy and co-governance gradually transformed towards a managerialization of the tasks, including the academic ones.
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## **Hierarchical**

- Junios
- Seniors

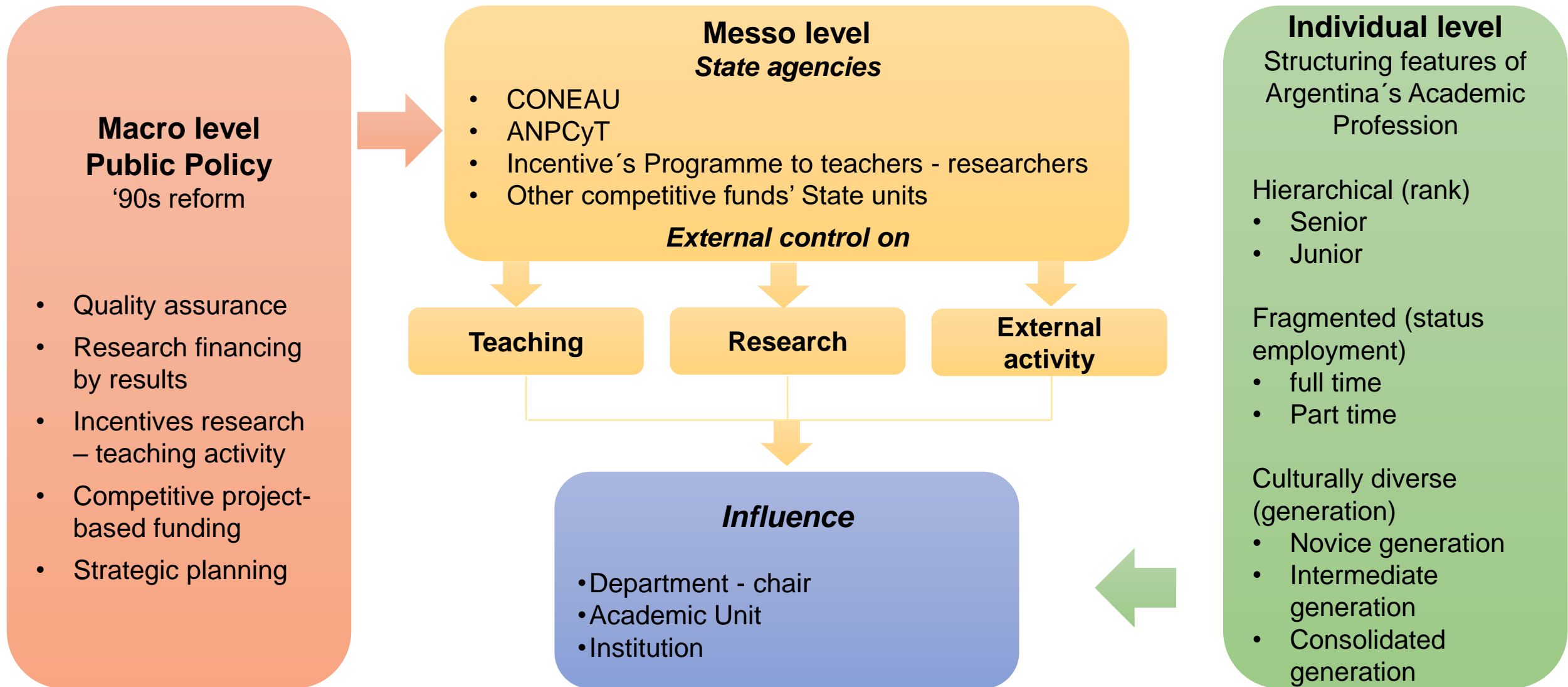
## **Fragmented**

- Full time (40 hs. / week)
- Part time (Less than 40 hs. / week)

## **Diverse**

- Novice generation (2008 – 2019)
  - Intermediate generation (1995 – 2007)
  - Consolidated generation (before 1995)
-

# Analytical Model



# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control

**H2:** The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.

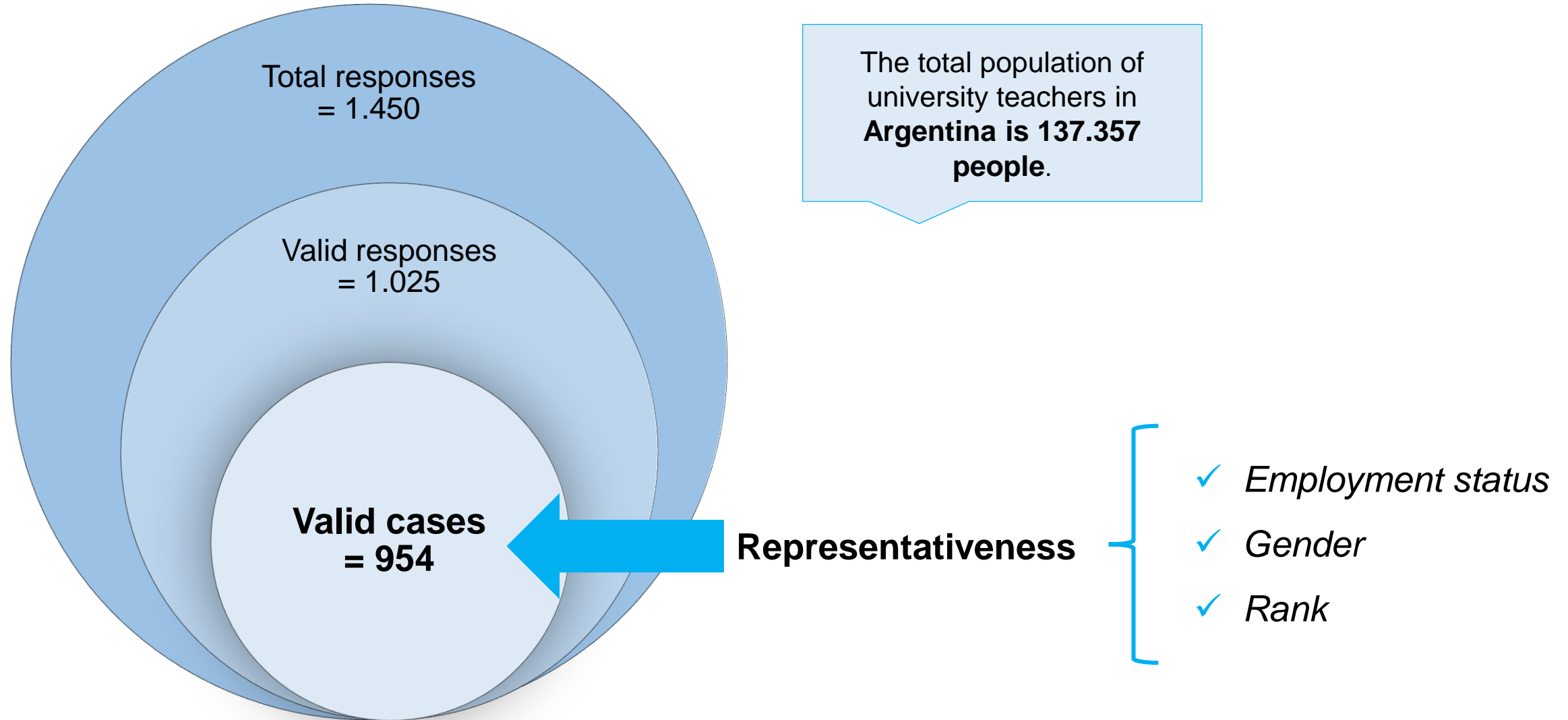
**H3:** Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

**H4:** Participation in external committees as peer reviewers increases academic influence at the institution

**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

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## Data and Methods





# Data and Methods

| Hypotheses | Dependent variables  | APIKS Survey  | Measure  | Independent variables                    | Association measure   |
|------------|--|---|--|--|---|
| H1         | <b>Most academics perceive external control over their teaching, research and external activities, with emphasis over research control.</b>  |   |  |  |   |
|            | Who evaluates your teaching, research and extension activities? (F2)   | External reviewers  | Teaching<br>Research<br>External act.<br>Total | F2_A_6<br>F2_B_6<br>F2_C_6<br>F2_A/B/C_6 | %   |
| H2         | <b>The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.</b>   |   |  |  |   |
|            | Who evaluates your teaching, research and extension activities? (F2)   | External reviewers  | Teaching<br>Research<br>External act.<br>Total | F2_A_6<br>F2_B_6<br>F2_C_6<br>F2_A/B/C_6 | %   |
|            |  |   |  | Generation<br>Employment Status<br>Rank  | Chi2  |
| H3         | <b>Argentinian academics perceive that their influence in university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank, and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.</b> |   |  |  |   |
|            | How influential are you in helping to shape key academic policies at your institution? (F1)  | At the level of the department or similar unit<br>At the level of the faculty, school or similar unit<br>At the institutional level | F1_1<br>F1_2<br>F1_3                           | Means                                    | Generation<br>Employment Status<br>Rank   |
|            |  |   |  |  | Chi2  |
|            |  |   |  | Perception of external control           | Total<br>over Teaching<br>over Research<br>over External act.   |
| H4         | <b>Participation in external committees as peer reviewers increases academic influence at the institution.</b>   |   |  |  |   |
|            | How influential are you in helping to shape key academic policies at your institution? (F1)  | At the level of the department or similar unit<br>At the level of the faculty, school or similar unit<br>At the institutional level | F1_1<br>F1_2<br>F1_3                           | Means                                    | Served a peer reviewer (B6_2)   |
|            |  |   |  |  | Chi2  |
| H5         | <b>External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution.</b>  |   |  |  |   |
|            | How influential are you in helping to shape key academic policies at your institution? (F1)  | At the level of the department or similar unit<br>At the level of the faculty, school or similar unit<br>At the institutional level | F1_1<br>F1_2<br>F1_3                           | Means                                    | Peer reviewers externally controlled over teaching<br>Peer reviewers externally controlled over research<br>Peer reviewers externally controlled over external activities |
|            |  |   |  |  | Chi2  |

# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control

**H2:** The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.

**H3:** Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

**H4:** Participation in external committees as peer reviewers increases academic influence at the institution

**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

# H1 Most academics perceive external control over their teaching, research and external activities, with emphasis over research control.

Who evaluates your  
teaching, research and  
extension activities?  
External reviewers

| External control |                   |                   |                              |
|------------------|-------------------|-------------------|------------------------------|
| Total            | ... over teaching | ... over research | ... over external activities |
| 51,60%           | 24,80%            | 45,30%            | 18,30%                       |

# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control

H2: The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.

H3: Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

H4: Participation in external committees as peer reviewers increases academic influence at the institution

H5: External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

## H2 The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status

Who evaluates your  
teaching, research and  
extension activities?  
External reviewers

|                   |              | External control |           |                   |          |                   |          |                              |          |
|-------------------|--------------|------------------|-----------|-------------------|----------|-------------------|----------|------------------------------|----------|
|                   |              | Total            |           | ... over teaching |          | ... over research |          | ... over external activities |          |
|                   |              | 51,60%           |           | 24,80%            |          | 45,30%            |          | 18,30%                       |          |
|                   |              | %                | Dif       | %                 | Dif      | %                 | Dif      | %                            | Dif      |
| Generation        | Consolidated | 61,50%           | 9,9%***   | 34,60%            | 9,8%***  | 55,00%            | 9,7%***  | 22,40%                       | 3,8%*    |
|                   | Intermediate | 57,60%           | 6,0%***   | 27,90%            | 3,1%***  | 51,40%            | 6,1%***  | 21,20%                       | 2,6%*    |
|                   | Novice       | 42,30%           | -9,3%***  | 17,50%            | -7,3%*** | 36,00%            | -9,3%*** | 14,90%                       | -3,7%*   |
| Employment Status | Full-time    | 77,00%           | 25,4%***  | 39,70%            | 14,9%**  | 72,60%            | 27,3%**  | 34,00%                       | 15,4%*   |
|                   | Part-Time    | 47,00%           | -4,6%***  | 22,10%            | -2,7%**  | 40,40%            | -4,9%**  | 15,90%                       | -2,7%*   |
| Rank              | Senior       | 69,40%           | 17,8%***  | 38,20%            | 13,4%*** | 61,70%            | 16,4%*** | 26,40%                       | 7,8%***  |
|                   | Junior       | 40,80%           | -10,8%*** | 16,60%            | -8,2%*** | 35,30%            | -10,%*** | 13,90%                       | -4,7%*** |

Source: APIKS Argentina. F2\_6 by rank, employment status and generation.

\*p<0,05 \*\*p<0,01 \*\*\*p< 0,001

# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control



**H2:** The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.

**H3:** Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

**H4:** Participation in external committees as peer reviewers increases academic influence at the institution

**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

### H3

Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status.

How influential are you  
in helping to shape key  
academic policies at  
your institution?

|                          |  | Academics influence |               |             |
|--------------------------|--|---------------------|---------------|-------------|
|                          |  | Chair/Dept          | Academic Unit | Institution |
| Total Mean (Stand. Dev.) |  | 2,30 (1,07)         | 2,00 (1,05)   | 1,83 (1,02) |
| Generation               | Consolidated                           | 2,65***             | 2,39***       | 2,15***     |
|                          | Intermediate<br>(Diff vs Consolidated) | -0,29***            | -0,38***      | -0,27***    |
|                          | Novice<br>(Diff vs Consolidated)       | -0,57***            | -0,61***      | -0,52***    |
| Employment<br>Status     | Full-time                              | 2,78***             | 2,47***       | 2,15***     |
|                          | Part-Time<br>(Diff. vs Full-time)      | -0,56***            | -0,56***      | -0,38***    |
| Rank                     | Senior                                 | 2,68***             | 2,36***       | 2,13***     |
|                          | Junior<br>(Diff. vs Senior)            | -0,61***            | -0,59***      | -0,48***    |

Source: APIKS Argentina. F1 by rank, employment status and generation

\*p<0,05 \*\*p<0,01 \*\*\*p< 0,001

### H3 c) They perceive their influence is lesser the higher is the perception of external control.

How influential are you  
in helping to shape key  
academic policies at  
your institution?

|                                     |  | <b>Academics influence</b> |                    |                    |
|-------------------------------------|--|----------------------------|--------------------|--------------------|
|                                     |  | Chair/Dept                 | Academic Unit      | Institution        |
| Total Mean (Stand. Dev.)            |  | <b>2,30 (1,07)</b>         | <b>2,00 (1,05)</b> | <b>1,83 (1,02)</b> |
| Externally Controlled (N=492)       |  | <b>2,50***</b>             | <b>2,19***</b>     | <b>2,05***</b>     |
| Generation                          | Consolidated                           | 2,87                       | 2,60               | 2,37               |
|                                     | Intermediate<br>(Diff vs Consolidated) | -0,38                      | -0,42              | -0,35              |
|                                     | Novice<br>(Diff vs Consolidated)       | -0,65                      | -0,73              | -0,55              |
| Employment Status                   | Full-time                              | 2,86                       | 2,50               | 2,17               |
|                                     | Part-Time<br>(Diff. vs Full-time)      | -0,47                      | -0,40              | -0,16              |
| Rank                                | Senior                                 | 2,83                       | 2,50               | 2,27               |
|                                     | Junior<br>(Diff. vs Senior)            | -0,68                      | -0,64              | -0,46              |
| ... over teaching (N=237)           |  | <b>2,63***</b>             | <b>2,34***</b>     | <b>2,16***</b>     |
| ... over research (N=432)           |  | <b>2,51***</b>             | <b>2,21***</b>     | <b>2,07***</b>     |
| ...over external activities (N=178) |  | <b>2,66***</b>             | <b>2,39***</b>     | <b>2,29***</b>     |

Source: APIKS Argentina. F1 by rank, employment status, generation and external control (F2\_6).

\*p<0,05 \*\*p<0,01 \*\*\*p< 0,001



# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control



**H2:** The academics' perception of external control increases with a) the generation, b) the rank and c) the employment status.



**H3:** Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

**H4:** Participation in external committees as peer reviewers increases academic influence at the institution

**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

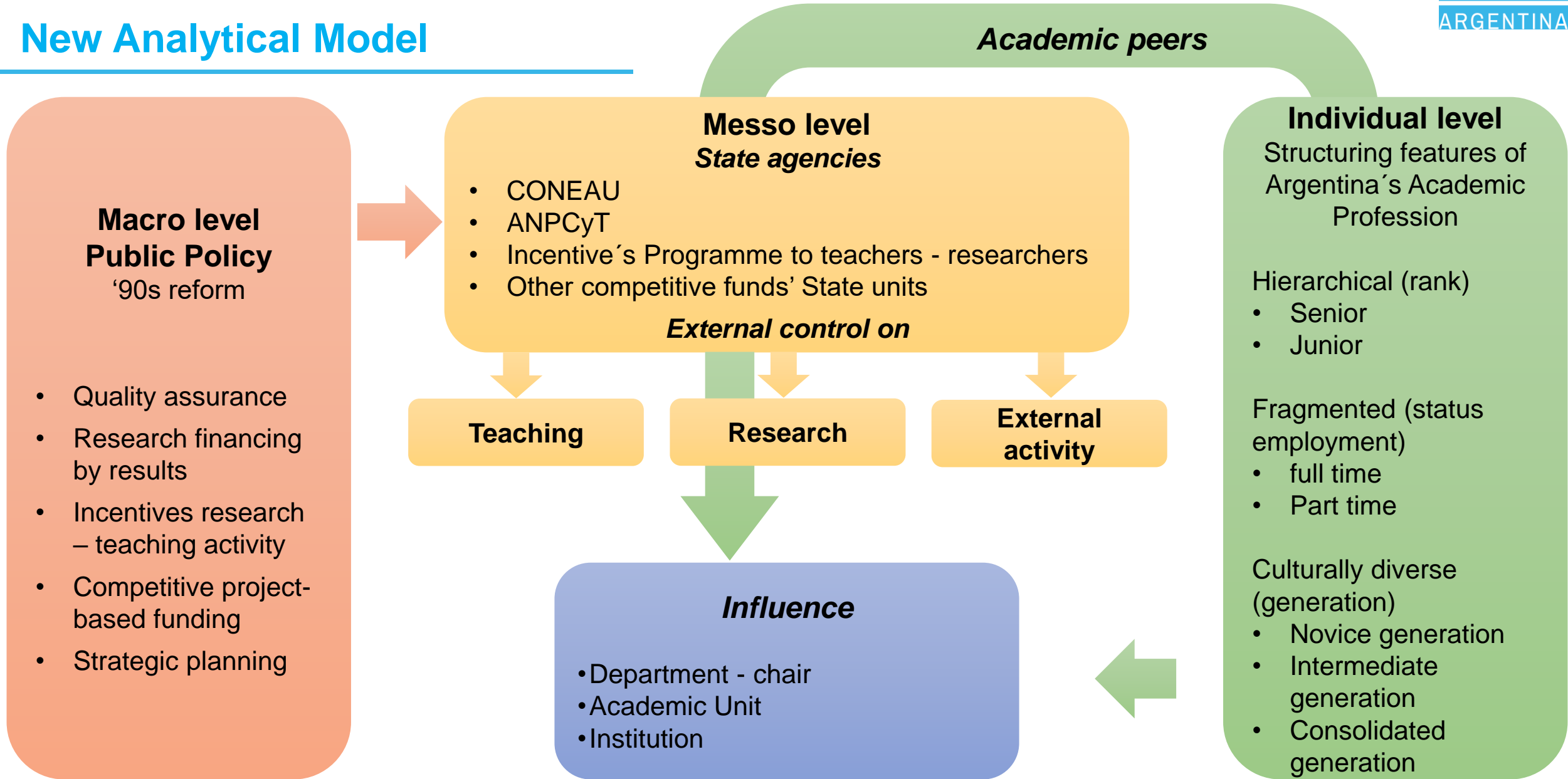
## Musselin (2013)

- Rather than weakening professional power, the recent reforms have reconfigured the academic profession by reinforcing the power of the academics that participate as peer reviewers at the state agencies.
- Studies concluding that reforms have weakened the academic profession have overlooked the reinforce of the role of peer reviews conducted by state agencies
- Effects on university governance and power distribution within the academic profession
- Changes are not a zero-sum game in which some win power (the managers) and others lose it (academics), but these powers combine.

*“University managers use the reviews of this academic elite in order to reinforce and legitimize their managerial power. In other words, organizational and professional powers are in some respects colluding rather than opposing each other” (Musselin, 2013: 1166)*

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## New Analytical Model



# Hypotheses

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**H1:** Most academics perceive external control over their teaching, research and external activities, with emphasis over research control

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**H3:** Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.

**H4:** Participation in external committees as peer reviewers increases academic influence at the institution

**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

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# H4 Participation in external committees as peer reviewers increases academic influence at the institution

*How influential are you  
in helping to shape key  
academic policies at  
your institution?*

|                          |                | Academics influence |               |             |
|--------------------------|----------------|---------------------|---------------|-------------|
|                          |                | Chair/<br>Dept      | Academic Unit | Institution |
| Total Mean (Stand. Dev.) |                | 2,30 (1,07)         | 2,00 (1,05)   | 1,83 (1,02) |
| Served as peer reviewer  | Yes<br>(N=374) | 2,49***             | 2,12*         | 1,99*       |
|                          | No<br>(N=580)  | 2,18                | 1,92          | 1,73        |

Source: APIKS Argentina. F1 by B6\_2

\*p<0,05 \*\*p<0,01 \*\*\*p< 0,001

# Hypotheses

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H3: Argentinian academics perceive that their influence on university decision-making is greater a) the closer is the organizational level; b) the older is the generation, the higher is the rank and the employment status. c) They perceive their influence is lesser the higher is the perception of external control.



**H4: Participation in external committees as peer reviewers increases academic influence at the institution**

H5: External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

# H5 External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution

*How influential are you in helping to shape key academic policies at your institution?*

|  | <b>Academics influence</b> |                         |                         |
|--|----------------------------|-------------------------|-------------------------|
|  | Chair/<br>Dept             | Academic Unit           | Institution             |
| Total Mean (Stand. Dev.)   | <b>2,30 (1,07)</b>         | <b>2,00 (1,05)</b>      | <b>1,83 (1,02)</b>      |
| Served as peer reviewer<br>(N=374)   | <b>2,49***</b>             | <b>2,12*</b>            | <b>1,99*</b>            |
| Peer reviewers<br>externally controlled over teaching (N=113)              | <b>2,83***</b><br>(23%)    | <b>2,45***</b><br>(22%) | <b>2,32***</b><br>(27%) |
| Peer reviewers<br>externally controlled over research (N=244)              | <b>2,58***</b><br>(12%)    | <b>2,21**</b><br>(10%)  | <b>2,11***</b><br>(15%) |
| Peer reviewers<br>externally controlled over external activities<br>(N=91) | <b>2,67**</b><br>(16%)     | <b>2,37**</b><br>(18%)  | <b>2,36***</b><br>(29%) |

*Note: In paragraphs, percentage of increase compared with total mean.*

# Hypotheses

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**H4:** Participation in external committees as peer reviewers increases academic influence at the institution



**H5:** External controlled academics that participate in committees as peer reviewers perceive themselves as more influential at the institution



## Discussion

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1. **Perception of academic external control = public policies assumed and recognized** by most academics as part of their work and culture.
  2. **External control** affects to academic **generations differently**.
  3. Rather than weakening professional power, the influence **of the academics that participate as peer reviewers** at the state agencies has been reinforced
  4. **Academic power articulates with the meso level** where policies for higher education are implemented.
  5. The rationale of **external control legitimates and reinforces academic institutional influence**
  6. Perception of “**external control**” in peer reviewers = more power
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## Conclusions

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- It is not true the idea of a shift towards a weakening of academic autonomy and power
  - The **meso level of agencies** act as **important vectors of influence and power for the group of academics**
  - In this new scenario, the **structuring features of the Argentine academic profession exacerbate**, by increasing the gap between generations, hierarchies and employment status.
  - The **externally controlled group** of academics that **served as peer reviewers** constitutes an academic elite that provides an equilibrium in the relationship between the academic profession and the state, with a strong influence on the regulation of the academic profession (Whitley, 2007).
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Video Lituania - PowerPoint

ARCHIVO INICIO INSERTAR DISEÑO TRANSICIONES ANIMACIONES PRESENTACIÓN CON DIAPOSITIVAS REVISAR VISTA

Pegar Nueva diapositiva Sección

Portapapeles Diapositivas

Fuente

Párrafo

Dibujo

Relleno de forma Contorno de forma Efectos de

Buscar

Inicio sesión

## Analytical Model

```

graph TD
    A[Macro level Public Policy '90s reform] --> B[Messo level State agencies]
    B --> C[Teaching]
    B --> D[Research]
    B --> E[External activity]
    C --> F[Influence]
    D --> F
    E --> F
    G[Culturally diverse generation] --> F
  
```

**Macro level Public Policy '90s reform**

- Quality assurance
- Research financing by results
- Incentives research – teaching activity
- Projects with targeted financing
- Strategic planning

**Messo level State agencies**

- CONEAU
- ANPCyT
- Incentive's Programme to teachers - researchers
- Other competitive funds' State units

**External control on**

**Teaching**

**Research**

**External activity**

**Influence**

- Department - chair
- Academic Unit
- Institution

**Culturally diverse generation**

- Novice generation
- Intermediate generation
- Consolidated generation

4 Structuring features of Argentinean Academic Profession

- Hierarchical**
  - Junta
  - Seniors
- Fragmented**
  - Full time (40 hrs. / week)
  - Part time (Less than 40 hrs. / week)
- Diverse**
  - Novice generation (2008 – 2019)
  - Intermediate generation (1980 – 2007)
  - Consolidated generation (before 1980)

5 Analytical Model

[Sin título]

6 Hypotheses

DIAPPOSITIVA 5 DE 12 ESPAÑOL (ARGENTINA)

NOTAS COMENTARIOS

74 %

Monica Marquina

Dirección de Posgrados ...

Nicolás Reznik

Muchas gracias!

Analytical Model

Labai ačiū!

Thank you very much!

The screenshot shows a PowerPoint presentation with the title 'Video Lituania - PowerPoint'. The main content is a diagram titled 'Analytical Model' which illustrates the relationship between different levels of academic and institutional structures. The diagram is organized into three main vertical sections: 'Macro level', 'Meso level', and 'Micro level'.

- Macro level:** Includes 'Public Policy' and '90s reform'. It lists:
  - Quality assurance
  - Research financing by results
  - Projects with targeted financing
  - Strategic planning
- Meso level:** Includes 'State agencies' and 'External control on'. It lists:
  - CONEAU
  - ANPCYT
  - Incentive programme to teachers/researchers
  - Other competitive funds/State units
- Micro level:** Includes 'Influence' and lists:
  - Department - chair
  - Academic Unit
  - Institution

Arrows indicate a flow from Macro to Meso to Micro, and then from Micro back to Meso. Below the Meso level, there are three boxes labeled 'Teaching', 'Research', and 'External activity'. To the right of the diagram, there is a list of 'Multicultural diverse (generation)' including:
 

- Novice generation
- Intermediate generation
- Consolidated generation

On the left side of the slide, there are three smaller diagrams labeled 4, 5, and 6. Diagram 4 is titled 'Organizing Features of Argentine Academic Profession' and lists 'Hierarchical', 'Fragmented', and 'Diverse'. Diagram 5 is titled 'Analytical Model' and shows a flowchart. Diagram 6 is titled 'Propositions' and lists several points.

On the right side of the slide, there is a video call overlay with three participants:
 

- Monica Marquina
- Dirección de Posgrados...
- Nicolas Reznik

The bottom of the slide shows the PowerPoint interface with the status bar indicating 'DIAPOSITIVA 5 DE 12', 'ESPAÑOL (ARGENTINA)', and a zoom level of 74%.