**Annual statistical report 2019**
Universidad Nacional de Lanús (UNLa)
(National University of Lanús)

**English edition**

**Translator's notes:**
In Argentina, universities use the Continental education system, which differs greatly with the other two systems in the world, the Anglo-Saxon and the Scandinavian systems. The lack of equivalence for the different degrees requires an explanation of the educational system so that there might not be confusions further ahead in the translation. Please, take a moment to read these notes before reading the actual content of this report.

**1. University system:** The university system is divided into three units: Undergraduate, graduate and postgraduate courses.
*1.1 Undergraduate courses:* They usually last between two and three years and students receive an associate degree on a specialized field. Graduates of these courses are Advanced Technicians.
*1.2 Graduate courses:* These courses usually last between four and six years.
**Licentiate course:** Students receive a Licentiate degree on a specialized subject, such as Translation, Engineering, etc. The course is equivalent to an American or European undergraduate degree plus a Master's degree in the field according to the equivalences set forth by the Bologna process. Graduates usually write a small research paper at the end of the course, but not as comprehensive as a thesis.
**Licentiate cycle:** Students who hold an undergraduate degree may apply for a Licentiate cycle course in order to obtain a Licentiate degree on a related field. Graduate courses offer an intermediate degree, which is equivalent to an associate degree. At the end of the course, graduates receive a licentiate degree.
*1.3 Postgraduate courses:* These include Master's degrees, specializations and doctorates. In order to access a postgraduate course in Argentina, students must have successfully completed a graduate course. A Specialist's degree course is one year long, a Master's degree course is 2 years long, and a doctorate is 4 or 5 years long.

**2. Students:** Students in Argentina may comply with each of the subject course's requirements for passing courses in three different ways:
*2.1 Good Standing Students* meet an attendance and score in midterms criteria set forth by the university. At the end of the term, they sit for exams like any other students in the world.
*2.2 Long distance Students* take an online course on the Virtual Campus. They are considered Good Standing students. At the end of the term, they can sit for exams as any other student.
*2.3 External Students* have failed to meet the attendance and score in midterms criteria set forth by the university or have chosen to not take the course and its midterm exams and only sit for the final exam.
**3. Good Standing Students** at a University level: At a global university level, a student may no longer be a good standing student of the university should one or more of the following situations occur:
- A student fails to pass two subject courses per year without an appropriate justification
- It's been two years since the student took any subject courses and they have not complied with the full program requirements for graduation
- The student has failed 4 subject courses while not having passed at least two courses
Should a student lose their good standing status, they need to be re-enrolled. This might entail applying for re-enrollment or sitting for an admission exam if the loss of this status occurred over three years before applying to be re-enrolled.

**4. Professors and instructors**
*4.1 Requirements to become a professor by rank:*
- Full professor: A full professor must have a Master's degree or have an equivalent merit, updated knowledge on the field and a prominent professional, scientific, humanistic or artistic activity.

The minimum work experience in academic or professional fields must be 15 years.

- Associate professor: An associate professor must have completed a licentiate course or have an equivalent merit, updated knowledge on the field and a prominent professional, scientific, humanistic or artistic activity The minimum work experience in academic or professional fields must be 10 years.

- Adjunct professor: An assistant professor must have completed a licentiate course and must have a minimum work experience in academic or professional fields of 15 years.

- Practical work Instructor in Chief: This type of instructor is the head of the auxiliary teaching staff. They are professors in charge of designing and delivering lectures on practical work. Candidates for this position must have graduated at least two years before applying for the position.

- Assistant Instructor: Graduate students assisting the Practical work Instructor in Chief on a variety of tasks. Candidates must be graduates from a licentiate course or any undergraduate course in a related field.

*4.2 Types of professor contracts:*

- Tenured: Tenured professors have undergone a tender and opposition process. They are appointed by the University Council. They have the right to participate of the university government and the union, and they are active employees.

- Temporary: Acting professors have an effective employment relationship, but they do not have the same rights a tenured professor has.

- By contract: Hired professors enjoy this position for a set limit of time. They do not have the same rights a tenured professor has.

*4.3 Types of professor by working time:*

- Full time: Professors that work in the university forty hours or more a week. Generally, they combine teaching and research, or carried out academic management activities.

- Part time: Professors that work in the university twenty hours a week, they frequently focus more on teaching.

- Simple part time: Professors that work in the university only ten hours a week. Commonly, they develop teaching activities and they extraordinarily do research.

- Less hours than simple: Professors that work in the university less than ten hours a week. Usually, they are by contract professors who teach certain topic during a short time.

## 5. Other Terms

*5.1 Academic department:* This term comprises all departments that have a systematic academic orientation of the teaching, research and cooperation activities by grouping related disciplines and through the communication between teachers and students of different courses, thus providing more cohesion to the university structure to achieve the optimal use of resources and efforts.

*5.2 Technology linkage and transfer office:* Science, technology and innovation interface unit which purpose is to enable the connection between agents by identifying the technological needs of socio-economic sectors and looking for solutions in science and technology institutions to provide companies and organizations with technological transference. The purpose of these offices is to foster the generation of knowledge and its application. This is the way these offices participate on the innovation systems process and contribute to increasing the use and application of R+D research results by society, especially in the manufacturing sector, thus fostering the country's competitiveness.

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Academic administration indicators

## Academic training

**Table 1: Courses[1] per academic department by academic level y type of course for the year 2019.**

| Academic level | Type of course | Production and Technologic Development | Humanities and Arts | Public Policy and Planning | Community Health | UNLa Total |
|---|---|---|---|---|---|---|
| **Undergraduate** | | 8 | 3 | 5 | 3 | 19 |
| | Associate degree course | 0 | 0 | 2 | 0 | 2 |
| | Intermediate degree course | 8 | 3 | 3 | 3 | 17 |
| **Graduate** | | 9 | 5 | 8 | 5 | 27 |
| | Licentiate course | 8 | 4 | 5 | 3 | 20 |
| | Licentiate cycle course | 1 | 1 | 3 | 2 | 7 |
| **Postgraduate** | | 2 | 3 | 10 | 8 | 23 |
| | Specialization course | 1 | 1 | 6 | 4 | 12 |
| | Master's course | 1 | 1 | 3 | 2 | 7 |
| | Doctorate course | 0 | 1 | 1 | 2 | 4 |
| **UNLa Total** | | 19 | 11 | 23 | 16 | 69 |

*Note:*
*1.Only courses taking applicants for the year 2019 were considered.*
*Sources: Academic Secretary's and Pro-rector's offices (Postgraduate division).*

**Table 2: Associate degrees[1] by academic department. Year 2019.**

| Academic department / Course | Associate Degrees |
|---|---|
| **Public policy and Planning** | **2** |
| Associate degree in Local Government Management | |
| Associate degree in University Management and Administration - Long distance | |
| **Total UNLa** | **2** |

**Table 3: Intermediate degrees¹ granted through Licentiate courses by Academic department. Curricula for 2019.**

| Academic department / Course | Intermediate degree | Degrees |
|---|---|---|
| **Production and Technologic Development** | | **7** |
| Licentiate in Business Economics – Business Management orientation | Advanced Technician in Business Economics | |
| Licentiate in Computer Science | Advanced Programmer Analyst | |
| Licentiate in Food Science and Technology | Bromatologist | |
| Licentiate in Logistics Management | Advanced Technician in Logistics | |
| Licentiate degree in Economic Policy | Associate degree in Economic Analysis | |
| Licentiate in Railway Technology | Advanced Technician in Railway Technology | |
| Licentiate in Tourism | Advanced Technician in Tourism | |
| Licentiate in Urban Environmental Management | Advanced Technician in Urban Environmental Management | |
| **Humanities and Arts** | | **3** |
| Licentiate in Audiovisual production | Advanced Technician in Audiovisual production | |
| Licentiate in English-Spanish Sworn Translation | Advanced Technician in English-Spanish Translation | |
| Licentiate in Industrial Design | Advanced Technician in Industrial Design | |
| **Public Policy and Planning** | | **3** |
| Licentiate in International Relations | Advanced Technician in International Relations | |
| Licentiate in Justice and Human Rights | Advanced Technician in Human Rights Management and Promotion | |
| Licentiate in Public Safety | Advanced Technician in Public Safety | |
| **Community Health** | | **3** |
| Licentiate in Nursing | Nurse | |
| Licentiate in Nutrition | Advanced Technician in Community Nutrition | |
| Licentiate in Social Work | Advanced Technician in Social Projects Planning | |
| **Total UNLa** | | **16** |

*Note:*
*1. Only courses taking applicants for the year 2019 were considered.*
*Source: Academic Secretary's office (Students Management and Documentation division).*

**Table 4: Licentiate[1] courses by academic department. Year 2019.**

| Academic department / Course | Licentiate courses |
|---|---|
| **Production and Technologic Development** | **8** |
| Licentiate course in Food Science and Technology | |
| Licentiate course in Business Economics - Business Management orientation | |
| Licentiate course in Urban Environmental Management | |
| Licentiate course in Logistics Management | |
| Licentiate course in Computer Science | |
| Licentiate course in Economic Policy | |
| Licentiate course in Railway Technology | |
| **Humanities and Arts** | **4** |
| Licentiate course in Audiovisual Production | |
| Licentiate course in Industrial Design | |
| Licentiate course in Visual Design and Communication | |
| Licentiate course in English-Spanish Sworn Translation | |
| **Public Policy and Planning** | **5** |
| Licentiate course in Political and Governmental Sciences | |
| Licentiate course in Education | |
| Licentiate course in Justice and Human Rights | |
| Licentiate course in International Relations | |
| Licentiate course in Public Safety | |
| **Community Health** | **3** |
| Licentiate course in Nursing | |
| Licentiate course in Nutrition | |
| Licentiate course in Social Work | |
| **Total UNLa** | **20** |

*Note:*
*1 Only courses taking applicants for the year 2019 were considered.*
*Source: Academic Secretary's office (Students Management and Documentation division).*

**Table 5: Licentiate cycle courses[1] by academic department. Year 2019.**

| Academic department / Course | Cycles |
|---|---|
| **Production and technologic development** | **1** |
| Licentiate course in Logistics Management | |
| **Humanities and Arts** | **1** |
| Licentiate course in Chamber Music and Symphony Orchestra | |
| **Public policy and Planning** | **3** |
| Licentiate course in Education Management | |
| Licentiate course in Public Safety | |
| Digital Technologies for Education course - Long Distance | |
| **Community Health** | **2** |
| Licentiate course in Physical Education | |
| Licentiate course in Social Work | |
| **Total UNLa** | **7** |

*Note:*
*1. Only courses taking applicants for the year 2019 were considered.*
*Source: Academic Secretary's office (Students Management and Documentation division).*

**Table 6: Postgraduate courses[1] by academic department. Year 2019.**

| Academic department / Course | Postgraduate courses |
|---|---|
| **Production and Technologic Development** | **2** |
| Specialization in Social Economy and Non-profit Organizations Management | |
| Master's in Sustainable Development | |
| **Humanities and Arts** | **3** |
| Specialization in Scientific Research Methodology - Long Distance | |
| Master's in Scientific Research - Long Distance | |
| Doctorate in Philosophy | |
| **Public Policy and Planning** | **10** |
| Specialization in Education - Educational Research orientation - Long Distance | |
| Specialization in Modern Chinese Studies | |
| Specialization in Public Policy Evaluation[2] | |
| Specialization in Gender, Public Policy and Society | |
| Specialization in Migration and Refugee from a Human Rights Perspective - Long Distance | |
| Specialization in National and Latin - American Thought of the Twentieth Century[2] | |
| Master's in Human Rights | |
| Master's in Energy Management | |
| Master's in Government and Public Policy | |
| Doctorate in Human Rights | |
| **Community Health** | **8** |
| Specialization in General Approach of Social Issues in the Community | |
| Specialization in Epidemiology | |
| Specialization in Health Management | |
| Specialization in Gerontology | |
| Master's in Epidemiology, Health Policy and Management | |
| Master's in Community Mental Health | |
| Doctorate in Collective Health | |
| Doctorate in Community Mental Health | |
| **Total UNLa** | **23** |

*Notes:*
*1. Only courses taking applicants for the year 2019 were considered.*
*2. The specializations in Public Policy Evaluation and in National and Latin-American Thought of the Twentieth Century are managed by the Pro-rector's office and the Rector's office respectively due to their theme connection.*
*Source: Pro-rector's office (Postgraduate office).*

## Online courses

**Table 7: Online classrooms offered by academic level. Year 2019.**

| Academic Level | Amount |
|---|---|
| Undergraduate | 26 |
| Graduate | 52 |
| Postgraduate | 27 |
| Courses | 47 |
| **Total** | **152** |

*Source: Pro-rector's office (Virtual Campus Division)*

**Table 8: Virtual Campus active users[1]. Year 2019.**

| | Amount |
|---|---|
| Amount of active users | 15,190 |

*Note:*
*1. Users who logged into the platform during the past 12 months are considered Active Users.*
*2. Source: Pro-rector's office (Virtual Campus Division)*

**Table 9: Virtual Classrooms by type. Year 2019.**

|  | Amount |
|---|---|
| Extended classrooms | 1090 |
| Long distance subject courses | 594 |
| **Total** | **1684** |

**Table 10: P.RE.SEN.T.E. UNLa[1] program participants by area. Year 2019.**

| Area | Amount |
|---|---|
| Teaching personnel | 603 |
| Students | 558 |
| Non-Teaching personnel | 6 |
| **Total** | **1167** |

## Teaching and Research Academic Personnel

**Graph 1: Teaching and research academic personnel distribution by category. Year 2019.**
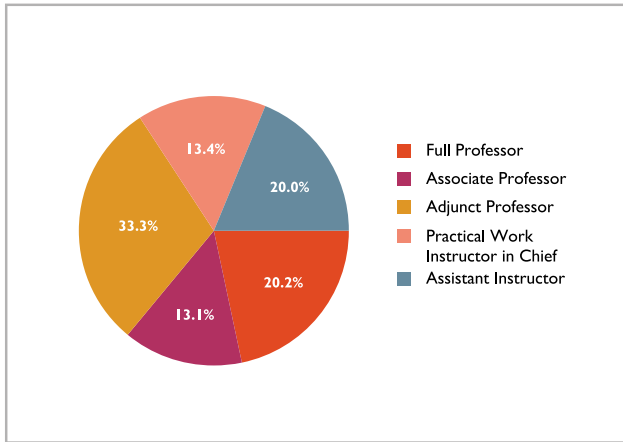


*Base: 1094 teaching and research personnel.*
*Note: The UNLa also had 124 student assistants for teaching and research.*
*Source: GesDoc software. Data exported on October 9th, 2019.*

**Graph 2: Teaching and research personnel sorted by research load allocation. Year 2019.**
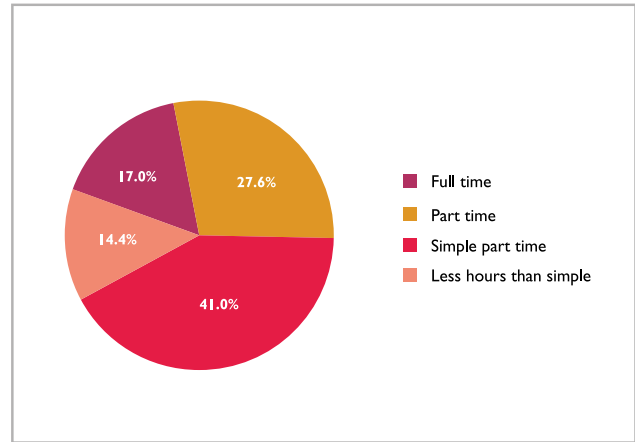


*Base: 1094 Teaching and research personnel.*
*Note: The UNLa also had 124 student assistants for teaching and research.*
*Source: GesDoc software. Data exported on October 9th, 2019.*

**Graph 3: Teaching and research personnel distribution by department appointment.**



Pro-Rector´s office

Production and Technologic
Development academic departament

Humanities and Arts
academic departament

Public Policy and Planning
academic department

Community Health
academic departament

Academic Secretary´s office

Science and Technique
Secretary´s office

Cooperation and Public Service
Secretary´s office

University Welfare and Commitment
Secretary´s office

21.9%
24.7%
4.8%
1.4%
1.6%
0.7%
2.1%
20.9%
21.9%

*Base: 1094 Teaching and research personnel members.*
*Note: The UNLa also had 124 student assistants for teaching and research.*
*Source: GesDoc software. Data exported on October 9th, 2019.*

## Students
*Total active Good Standing Students*

**Graph 4: Amount of active good standing students and their distribution by course academic level[1]. Year 2019.**

**Graph 5: Active good standing students and their by academic level of the course they take and sex. Year 2019.**
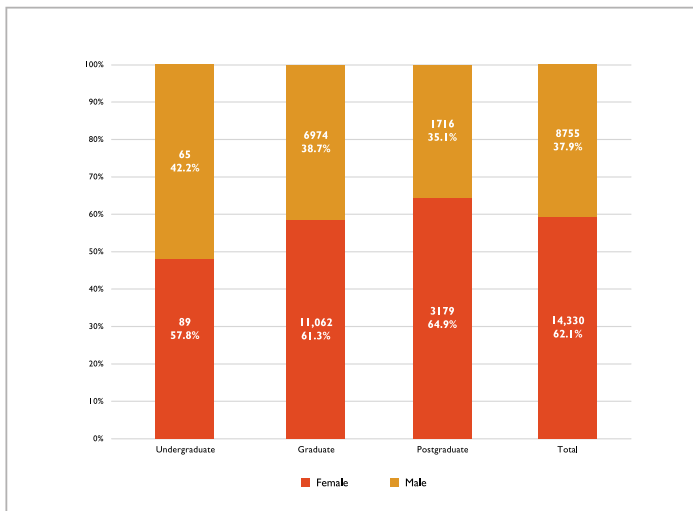


*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data related to active good standing students until October 15th, 2019.*

**Graph 6: Amount of active good standing students by academic year. Years 1997-2019.**



Notes:
• Active Good Standing Students taking a licentiate course with intermediate degrees are included.
• Throughout the series, active good standing students of the Doctorate in Education offered under the inter-university Doctorate Program in Education (PIDE by its initials in Spanish) jointly developed by the National University of Lanús (UNLa), the National University of Tres de Febrero (UNTREF) and the National University of San Martín (UNSAM) along with the academic cooperation of the National University of Quilmes are included.
Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data related to active good standing students until October 15th, 2019.

**Graph 7: Amount of active good standing students by academic year by academic level of the course they take. Years 1997-2019.**



Active good standing students (y-axis)

Academic year (x-axis)

Undergraduate and graduate: 571, 1137, 2204, 3654, 4716, 5552, 5971, 7079, 8432, 8316, 8859, 9156, 10,209, 10,990, 11,428, 12,520, 12,825, 14,648, 15,511, 17,105, 17,796, 17,799, 18,190

Postgraduate: 68, 130, 246, 418, 434, 552, 588, 867, 822, 1043, 1495, 1963, 2220, 2750, 2707, 2845, 3177, 3503, 3904, 3891, 4293, 4617, 4895

Legend: ● Undergraduate and graduate  ● Postgraduate

*Note:*
*• "Undergraduate and Graduate" academic levels include active good standing students enrolled in Licentiate courses that grant intermediate degrees.*
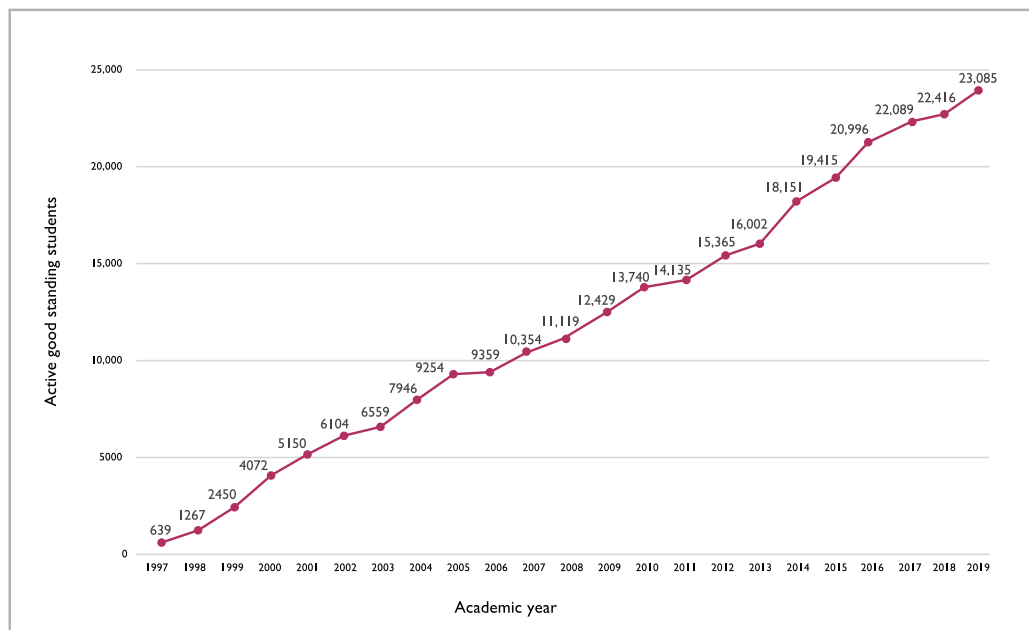*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data related to active good standing students until October 15th, 2019.*

Universidad Nacional de Lanús

## Undergraduate and Graduate students

**Table 11: Active good standing students of undergraduate and graduate courses by enrollment type and type of course. Year 2019.**

| Type of course | Enrollment | | Total |
| --- | --- | --- | --- |
| | New enrollment | Re-enrollment | |
| Associate degree course | 41 | 113 | 154 |
| Licentiate degree course[1] | 3205 | 12,687 | 15,892 |
| Licentiate cycle degree course | 453 | 1691 | 2144 |
| **Total** | **3699** | **14,491** | **18,190** |

*Note:*
*1. Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*Source: SIU-Guaraní. Active Good Standing student's data until October 15th, 2019.*

**Graph 8: Distribution of undergraduate and graduate students by type of course. Year 2019.**



- Associate degree courses
- Licentiate courses
- Licentiate Cycle courses

154
0.8%

2144
11.8%

15,892
87.4%
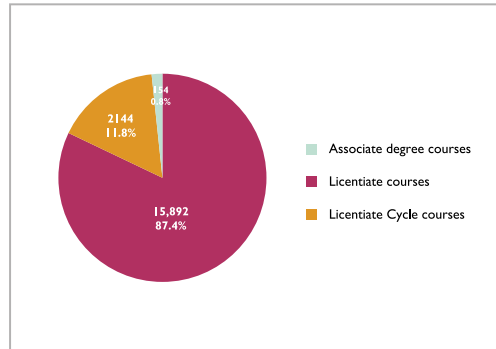
*Base: 18,190 active good standing students*
*1. Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*Source: SIU-Guaraní. Active good standing student's data until October 15th, 2019.*

**Graph 9: Amount of students' new enrollments to undergraduate and graduate courses[1] by academic year. Years 1997-2019.**
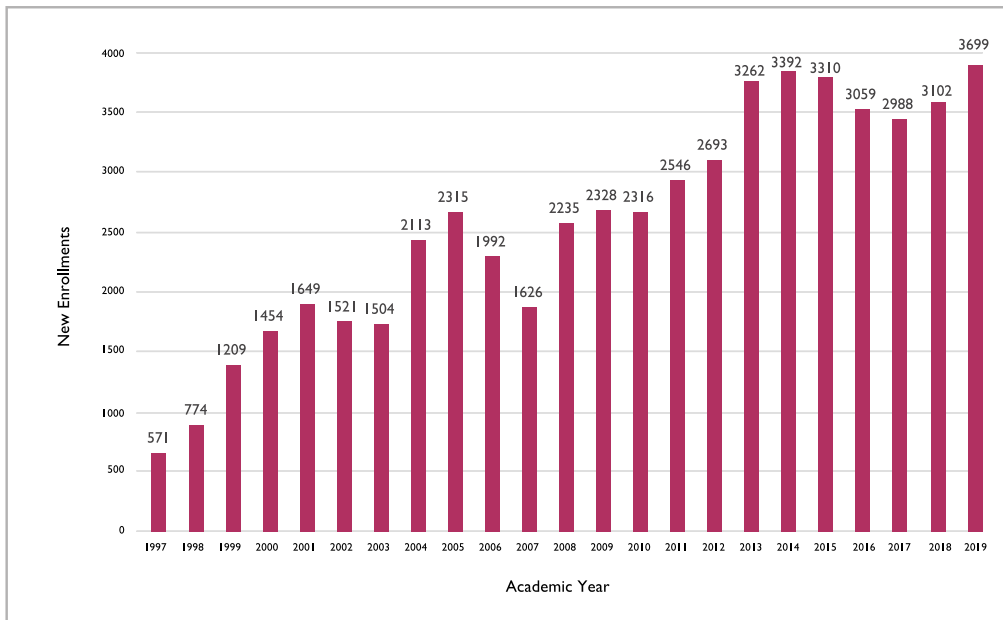


*Notes:*
*1. Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*2. The years 2004, 2005 and 2006 show an exceptional amount of new enrollments due to the opening of purveyor organizations for the Licentiate courses and the Licentiate cycle courses in Nursing. Throughout these years, teaching locations in healthcare facilities were opened upon request of the Health Ministry of the province of Buenos Aires. As of 2007, the UNLa started to withdraw from these organizations, not without retaining these courses' teaching capabilities. Local universities started to adopt these courses or withdrew from the program due to the teaching process requested by the Ministry being completed.*
*Source: SIU-Guaraní.*

**Graph 10: Amount of active good standing students for undergraduate and graduate courses by year and type of course. Years 1997-2019.**



*Note:*
*1. Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*Source: SIU-Guaraní.*

**Table 12: Active good standing students of undergraduate and graduate courses by academic department and type of course. Year 2019.**

| Academic department | Type of course | | | Total |
|---|---|---|---|---|
| | Associate | Licentiate[1] | Licentiate cycle | |
| Production and Technologic Development | 8 | 5547 | 171 | 5726 |
| Humanities and Arts | - | 3553 | 211 | 3764 |
| Public Policy and Planning | 135 | 1653 | 1153 | 2941 |
| Community Health | 11 | 5139 | 609 | 5759 |
| **Total** | **154** | **15,892** | **2144** | **18,190** |

*Note:*
*1. Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*Source: SIU-Guaraní. Active good standing student's data until October 15th, 2019.*

**Graph 11: Active good standing students of undergraduate and graduate courses by academic department. Year 2019.**



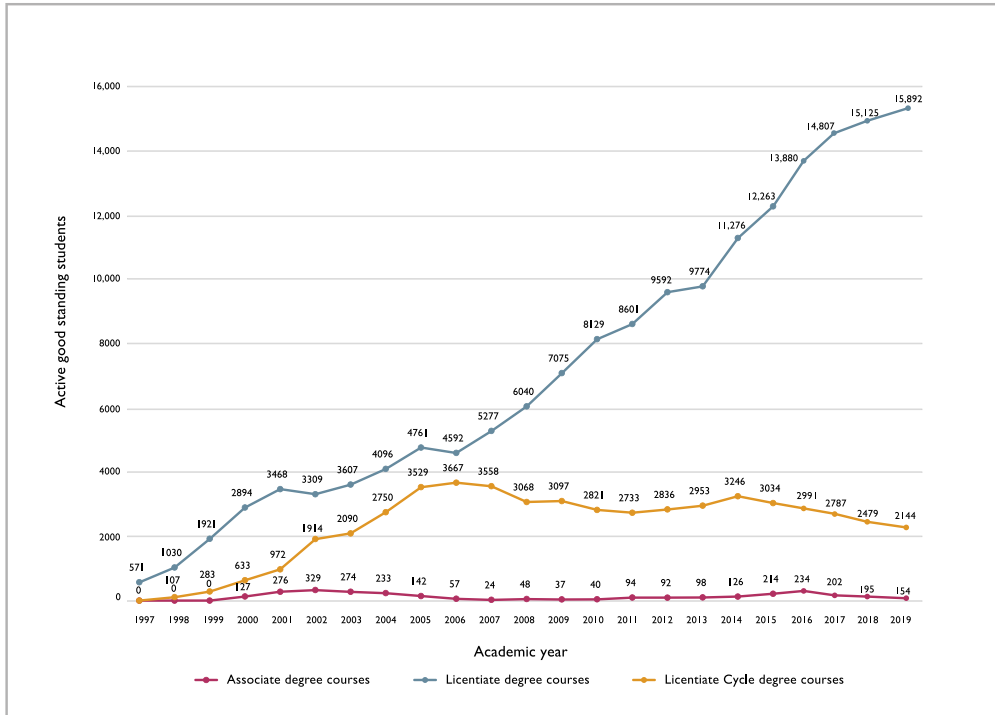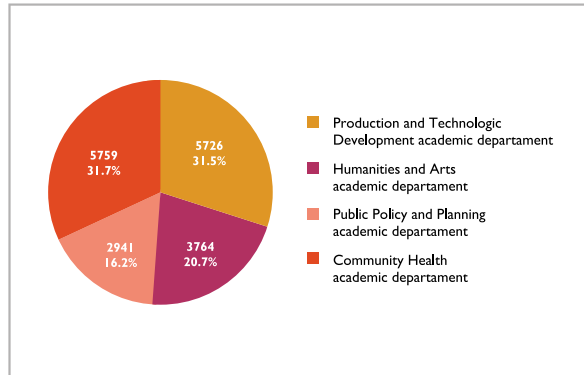*Note: Licentiate courses include students enrolled in courses that grant final degrees and intermediate degrees.*
*Base: 18,190 Active good standing students of undergraduate and graduate courses.*
*Source: SIU-Guaraní. Active good standing student's data until October 15th, 2019.*

**Table 13: Active good standing students of associate degree courses by type of enrollment, academic department and course. Year 2019.**

| Academic department / Course | Enrollment | | Total |
|---|---|---|---|
| | New Enrollment | Re-enrollment | |
| **Production and Technologic Development** | - | 8 | 8 |
| Associate degree course in Construction | - | 8 | 8 |
| **Public Policy and Planning** | 41 | 43 | 135 |
| Associate degree course in Local Government Management | 33 | 27 | 60 |
| Associate degree course in University Management and Administration - Long distance | 8 | 67 | 75 |
| **Community Health** | - | 11 | 11 |
| Associate degree in Sports Organizations Management | - | 11 | 11 |
| **Total** | 41 | 113 | 154 |

*Source: SIU-Guaraní. Active good standing student's data until October 15th, 2019.*

**Table 14: Active good standing students of licentiate degree courses by type of enrollment by academic department and course. Year 2019.**

| Academic department / Course | Enrollment | | Total |
|---|---|---|---|
| | New Enrollment | Re-enrollment | |
| **Production and Technologic Development** | **1103** | **4444** | **5547** |
| Licentiate in Business Economics - Business Management Orientation | 137 | 586 | 723 |
| Licentiate in Computer Science | 194 | 605 | 799 |
| Licentiate in Food Science and Technology | 146 | 582 | 728 |
| Licentiate in Logistics Management | 160 | 682 | 842 |
| Licentiate in Economic Policy | 90 | - | 90 |
| Licentiate in Railway Technology | 66 | 187 | 253 |
| Licentiate en Tourism | 246 | 1.448 | 1694 |
| Licentiate in Urban Environmental Management | 64 | 354 | 418 |
| **Humanities and Arts** | **584** | **2969** | **3553** |
| Licentiate in Audiovisual production - Sound and Audiovisual Postproduction orientations | 201 | 1077 | 1278 |
| Licentiate in English-Spanish Sworn Translation | 94 | 499 | 593 |
| Licentiate in Industrial Design -Clothing, machines, tools and means of transportation orientations | 139 | 505 | 644 |
| Licentiate in Visual Design and Communication | 150 | 888 | 1038 |
| **Public Policy and Planning** | **431** | **1222** | **1653** |
| Licentiate in International Relations | 67 | 185 | 252 |
| Licentiate in Justice and Human Rights | 153 | 358 | 511 |
| Licentiate in Political Science and Government | 102 | 369 | 471 |
| Licentiate in Public Safety | 58 | 201 | 259 |
| **Community Health** | **1087** | **4052** | **5139** |
| Licentiate in Nursing | 556 | 1.777 | 2333 |
| Licentiate in Nutrition | 309 | 1.260 | 1569 |
| Licentiate in Social Work | 222 | 1.015 | 1237 |
| **Total** | **3205** | **12,687** | **15,892** |

**Table 15: Active good standing students of licentiate cycle degree courses by type of enrollment by academic department and course. Year 2019.**

| Academic department / Course | Enrollment | | Total |
| --- | --- | --- | --- |
| | New Enrollment | Re-enrollment | |
| **Production and Technologic Development** | **8** | **163** | **171** |
| Licentiate course in Business Economics | - | 30 | 30 |
| Licentiate course in Logistics Management | - | 45 | 45 |
| Licentiate course in Tourism | 8 | 73 | 81 |
| Licentiate course in Urban Environmental Management | - | 15 | 15 |
| **Humanities and Arts** | **17** | **194** | **211** |
| Licentiate course in Audiovisual Production - Sound and audiovisual postproduction orientations[1] | - | 1 | 1 |
| Licentiate course in Chamber Music and Symphony Orchestra | 17 | 134 | 151 |
| Licentiate course in Combine Arts Teaching | - | 20 | 20 |
| Licentiate course in Interpretation and Translation in non-verbal Communication Forms. | - | 28 | 28 |
| Licentiate course in Museology and Cultural Heritage Management | - | 11 | 11 |
| **Public Policy and Planning** | **328** | **825** | **1153** |
| Licentiate course in Education Management | 99 | 237 | 336 |
| Licentiate course in Computer Science Education – Computer Science Teaching Orientation – Long Distance | - | 35 | 35 |
| Licentiate course in Digital Technologies for Education – Long Distance | 202 | 234 | 436 |
| Licentiate course in Public Safety | 27 | 319 | 346 |
| **Community Health** | **100** | **509** | **609** |
| Licentiate course in Physical Education | 36 | 81 | 117 |
| Licentiate course in Nursing | - | 232 | 232 |
| Licentiate in Social Work | 64 | 196 | 260 |
| **Total** | **453** | **1691** | **2144** |

*Note:*
*1. Even though the course is no longer offered, SIU-Guaraní registers students from previous classes who are still able to graduate.*
*Source: SIU-Guaraní. Active good standing student's data until October 15th, 2019.*

## Postgraduate course students

**Table 16: Active good standing students of postgraduate courses by type of enrollment by academic department and course. Year 2019.**

| Type of course | Enrollment | | Total |
|---|---|---|---|
| | New Enrollment | Re-enrollment | |
| Specialization | 176 | 1654 | 1830 |
| Master's degree | 140 | 2325 | 2465 |
| Doctorate | 50 | 550 | 600 |
| **Total** | **366** | **4429** | **4895** |

*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019.*

**Graph 12: Distribution of postgraduate students by type of course. Year 2019.**
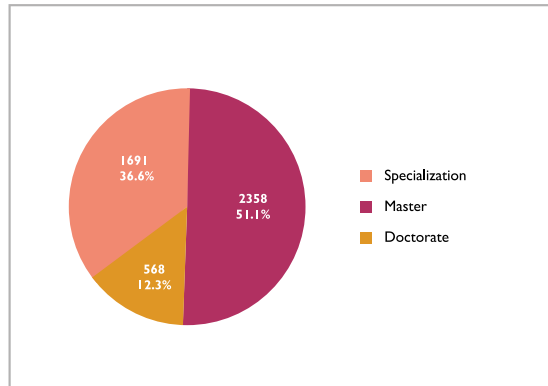


*Base: 4895 Active good standing students of postgraduate courses.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019*

**Graph 13: Amount of active good standing postgraduate students by academic year per type of course. Years 1997-2019.**
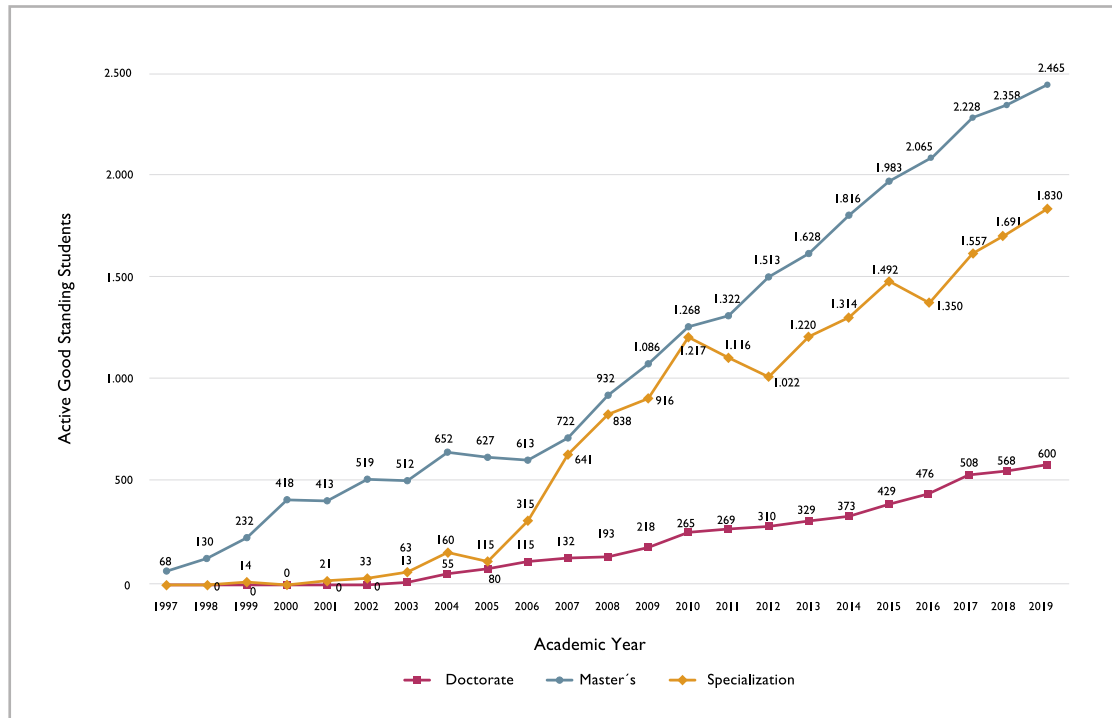


*Note: Throughout the series, active good standing students of the Doctorate course in Education offered under the inter-university Doctorate Program in Education (PIDE by its initials in Spanish) are included. This course has been jointly developed by the National University of Lanús (UNLa), the National University of Tres de Febrero (UNTREF), and the National University of San martin (UNSAM), along with the academic cooperation of the National University of Quilmes.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019.*

**Table 17: Active good standing postgraduate students by type of course and academic unit. Year 2019.**

| Academic department | Type of course | | | Total |
| --- | --- | --- | --- | --- |
| | Specialization | Master's | Doctorate | |
| Production and Technologic Development | 137 | 411 | | 548 |
| Humanities and Arts | 136 | 555 | 186 | 877 |
| Public Policy and Planning | 635 | 662 | 202 | 1499 |
| Community Health | 922 | 837 | 212 | 1971 |
| **Total** | **1830** | **2465** | **600** | **4895** |

*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019*

**Graph 14: Distribution of postgraduate students by academic department. Year 2019.**



*Base: 4895 Active good standing students of postgraduate courses.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019*

**Table 18: Active good standing specialization students by enrollment type, academic department and course. Year 2019.**

| Academic department / Course | Type of Enrollment | | Total |
|---|---|---|---|
| | **New Enrollment** | **Re-Enrollment** | |
| **Production and Technologic Development** | **26** | **111** | **137** |
| Specialization in Agri-food Systems Management[1] | - | 14 | 14 |
| Specialization in Professional Training[1] | 25 | - | 25 |
| Specialization in Sustainable Developement[1] | - | 86 | 86 |
| Specialization in Professional Training[1] | 1 | 11 | 12 |
| **Humanities and Arts** | **11** | **125** | **136** |
| Specialization in Scientific Research Methodology - Long Distance | 11 | 125 | 136 |
| **Public policy and Planning** | **95** | **540** | **635** |
| Specialization in Education - Educational Research orientation | - | 54 | 54 |
| Specialization in Education - Educational Research orientation - Long Distance | 24 | 181 | 205 |
| Specialization in Migration and Refugees from a Human Rights Perspective – Long Distance | 6 | 47 | 53 |
| Specialization in Modern Chinese Studies | 3 | 52 | 55 |
| Specialization in National and Latin - American Thought of the Twentieth Century[3] | 23 | 52 | 75 |
| Specialization in Public Policy Evaluation[2] | 4 | 60 | 64 |
| Specialization in Gender, Public Policy and Society | 35 | 94 | 129 |
| **Community Health** | **44** | **878** | **922** |
| Specialization in Community Mental Health | - | 23 | 23 |
| Specialization in Epidemiology | 2 | 69 | 71 |
| Specialization in General Approach of Social Issues in the Community - Long Distance | 12 | 595 | 607 |
| Specialization in Gerontology | - | 19 | 19 |
| Specialization in Health Management | 30 | 172 | 202 |
| **Total** | **176** | **1654** | **1830** |

*Notes:*

*1. The University Council determined on November of 2017 to suspend any further classes for this course.*

*2. This course is managed by the Pro-rector's office, but it's registered in this department for statistical purposes due to its theme connection.*

*3. This course is managed by the Rector's office, but it's registered in this department for statistical purposes do to its theme connection.*
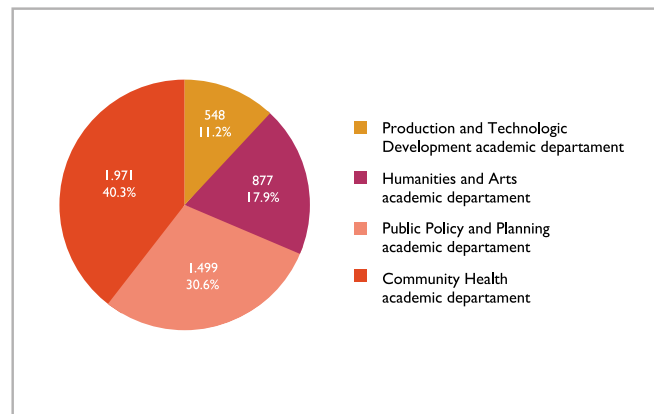
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019.*

**Table 19: Active good standing master's students by enrollment type per academic department and course. Year 2019.**

| Academic department / Course | Type of Enrollment | | Total |
|---|---|---|---|
| | New Enrollment | Re-Enrollment | |
| **Production and Technologic Development** | **20** | **391** | **411** |
| Master's degree course in Micro, Small and Medium-sized Enterprise Management[1] | - | 98 | 98 |
| Master's degree course in Sustainable Development | 20 | 293 | 313 |
| **Humanities and Arts** | **24** | **531** | **555** |
| Master's degree course in Scientific Research Methodology - Long Distance | 24 | 531 | 555 |
| **Public policy and Planning** | **21** | **641** | **662** |
| Master's degree course in Energy Management | 4 | 180 | 184 |
| Master's degree course in Human Rights | 1 | 184 | 185 |
| Master's degree course in Public Policy and Government | 16 | 277 | 293 |
| **Community Health** | **75** | **762** | **837** |
| Master's degree course in Community Mental Health | 38 | 231 | 269 |
| Master's degree course in Epidemiology, Health Management and Policy | 37 | 531 | 568 |
| **Total** | **140** | **2325** | **2465** |

**Table 20: Active Good standing doctorate students by enrollment type per academic department and course. Year 2019.**

| Academic department / Course | Type of Enrollment | | Total |
| --- | --- | --- | --- |
| | New Enrollment | Re-Enrollment | |
| **Humanities and Arts** | 9 | 177 | 186 |
| Doctorate in Philosophy | 9 | 177 | 186 |
| **Public Policy and Planning** | 23 | 179 | 202 |
| Doctorate in Human Rights | 23 | 56 | 79 |
| Doctorate in Education[1] | - | 123 | 123 |
| **Community Health** | 18 | 194 | 212 |
| Doctorate in Collective Health | 3 | 45 | 48 |
| Doctorate in Community Mental Health | 15 | 149 | 164 |
| **Total** | 50 | 550 | 600 |

*Note:*
*1. The Doctorate course in Education is offered under the inter-university Doctorate Program in Education (PIDE by its initials in Spanish). This course has been jointly developed by the National University of Lanús (UNLa), the National University of Tres de Febrero (UNTREF), and the National University of San martin (UNSAM), along with the academic cooperation of the National University of Quilmes.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Active good standing student's data until October 15th, 2019.*

## Graduates

**Table 21: Graduates by academic level and type of diploma.**

| Academic Level / Type of Diploma | Total[1] |
|---|---|
| **Associate and intermediate degrees** | **3615** |
| Associate degrees | 203 |
| Intermediate Degrees | 3412 |
| **Graduate degrees** | **5243** |
| Licentiate Degrees | 2598 |
| Licentiate Cycle Degrees | 2645 |
| **Postgraduate degrees** | **1406** |
| Specialization degrees | 873 |
| Master's degrees | 452 |
| Doctorate degrees | 81 |
| **Total** | **10,264** |

*Notes:*
*1. The amount of graduates as of 2000, the first year the university had a graduating class.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data exported on October 21st, 2019.*

**Graph 15: Distribution of graduates who hold diplomas issued by academic level of the degree and sex.**
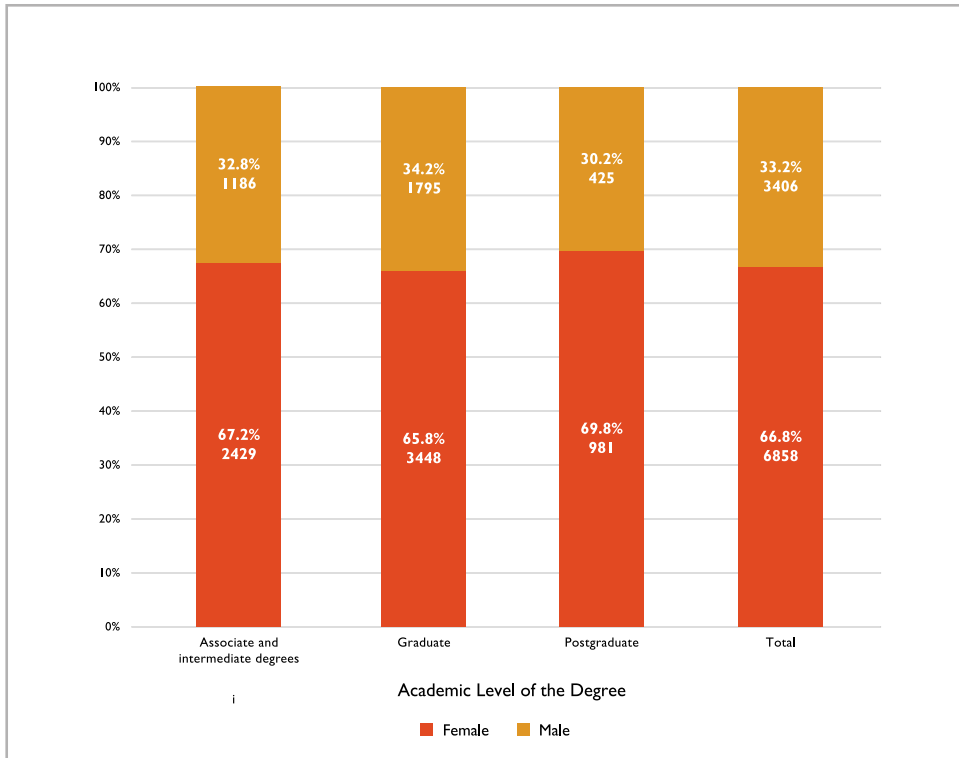


*Base: 10,264 graduates who hold diplomas.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data exported on October 21st, 2019.*

**Graph 16: UNLa's graduates who hold a diploma by academic year[1]. Years 2000-2018[2].**

*Graduates from the Production and Technologic Development department*

**Table 22: Graduates from the Production and Technologic Development academic department by academic level.**

| Academic Level | Total |
|---|---|
| Associate and intermediate degrees | 949 |
| Graduate degrees | 1399 |
| Postgraduate degrees | 239 |
| **Total** | **2587** |

*Sources: SIU-Guaraní. Data exported on October 21st, 2019.*

**Graph 17: Distribution of graduated students of the Production and Development Academic department who hold a diploma by its academic level.**
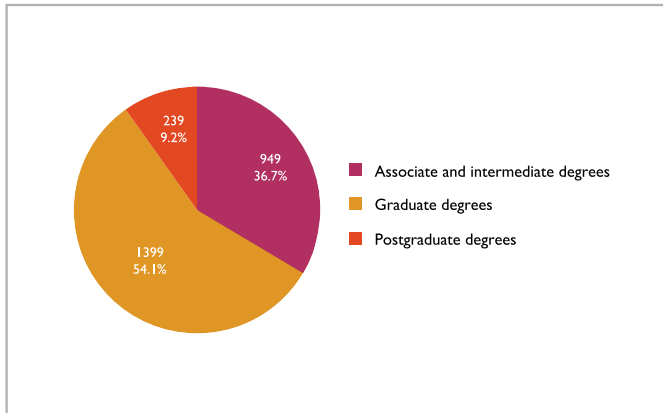


*Base: 2587 graduated students who hold a diploma.*
*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 23: Graduates who hold an associate or intermediate diploma of the Production and Technologic Development academic department who hold a diploma by sex, type of degree and degree.**

| Type of Diploma / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Associate Degree** | **4** | **14** | **18** |
| Advanced Technician in Construction | 4 | 9 | 13 |
| Advanced Technician in Tanning and Finish | 0 | 5 | 5 |
| **Intermediate Degree** | **710** | **376** | **1086** |
| Advanced Programmer Analyst | 6 | 37 | 43 |
| Advanced Technician in Business Economics | 57 | 42 | 99 |
| Advanced Technician in Food Production | 1 | 2 | 3 |
| Advanced Technician in Logistics | 17 | 35 | 52 |
| Advanced Technician in Railway Technology | 1 | 18 | 19 |
| Advanced Technician in Tourism | 335 | 68 | 403 |
| Advanced Technician in Urban Environmental Management | 105 | 90 | 195 |
| Bromatologist | 188 | 84 | 272 |
| **Total** | **714** | **390** | **1104** |

*Sources: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 24: Graduates of licentiate or licentiate cycle courses of the Production and Technologic Development academic department who hold a diploma by sex, type of degree and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Licentiate degree** | **764** | **417** | **1181** |
| Licentiate in Business Economics - Business Management Orientation | 109 | 106 | 215 |
| Licentiate in Computer Science | 3 | 23 | 26 |
| Licentiate in Food Science and Technology | 146 | 78 | 224 |
| Licentiate in Logistics Management | 12 | 36 | 48 |
| Licentiate in Railway Technology | 0 | 20 | 20 |
| Licentiate in Tourism | 429 | 100 | 529 |
| Licentiate in Urban Environmental Management | 65 | 54 | 119 |
| **Licentiate cycle degree** | **164** | **166** | **330** |
| Licentiate in Business Economics | 99 | 125 | 224 |
| Licentiate in Logistics Management | 0 | 4 | 4 |
| Licentiate in Tourism | 60 | 28 | 88 |
| Licentiate in Urban Environmental Management | 5 | 9 | 14 |
| **Total** | **928** | **583** | **1511** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 25: Graduates of postgraduate courses from the Production and Technologic Development academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Specialization** | **48** | **36** | **84** |
| Specialist in Agri-foods Management | 7 | 5 | 12 |
| Specialist in Professional Training | 13 | 9 | 22 |
| Specialist in Sustainable Development | 28 | 22 | 50 |
| **Master's degree** | **91** | **80** | **171** |
| Magister en Desarrollo Sustentable | 5 | 4 | 9 |
| Magister en Gestión de Micro, Pequeñas y Medianas Empresas | 86 | 76 | 162 |
| **Total** | **139** | **116** | **255** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

*Graduates from the Humanities and Arts Academic department*

**Table 26: Graduates from the Humanities and Arts academic department by academic level.**

| Academic Level | Total |
|---|---:|
| Associate and intermediate | 802 |
| Graduate | 736 |
| Postgraduate | 411 |
| **Total** | **1949** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Graph 18: Distribution of graduated students of the Humanities and Arts Academic department who hold a diploma by its academic level.**
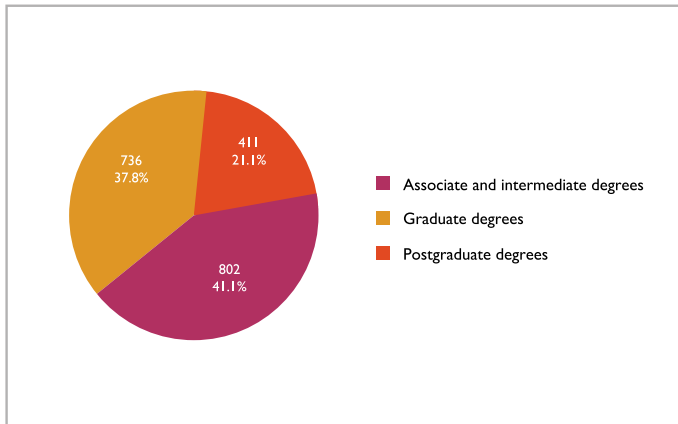


*Base: 1949 graduates who hold a diploma.*
*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 27: Graduates who hold an associate or intermediate diploma of the Humanities and Arts academic department who hold a diploma by sex, type of degree and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Intermediate Degree** | **288** | **597** | **885** |
| Advanced Technician in Audiovisual Postproduction | 43 | 96 | 139 |
| Advanced Technician in Audiovisual Production | 11 | 6 | 17 |
| Advanced Technician in Audiovisual Production-Sound and audiovisual postproduction orientation | 49 | 79 | 128 |
| Advanced Technician in Audiovisual Production-Sound orientation | 27 | 146 | 173 |
| Advanced Technician in English-Spanish Translation | 94 | 26 | 120 |
| Advanced Technician in Industrial Design | 47 | 51 | 98 |
| Advanced Technician in Recording and Sound | 17 | 193 | 210 |
| **Total** | **288** | **597** | **885** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 28: Graduates of licentiate or licentiate cycles courses of the Humanities and Arts academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Licentiate degree** | **249** | **307** | **556** |
| Licentiate in Audiovisual Production | 106 | 236 | 342 |
| Licentiate in English-Spanish Sworn Translation | 46 | 14 | 60 |
| Licentiate in Industrial Design | 17 | 31 | 48 |
| Licentiate in Visual Design and Communication | 80 | 26 | 106 |
| **Licentiate cycle degree** | **120** | **124** | **244** |
| Licentiate in Audiovisual Postproduction | 0 | 6 | 6 |
| Licentiate in Audiovisual Production | 5 | 24 | 29 |
| Licentiate in Combined Arts Teaching | 24 | 4 | 28 |
| Licentiate in Interpretation and Translation in non-verbal Communication Forms | 7 | 0 | 7 |
| Licentiate in Museology and Cultural Heritage Management | 6 | 7 | 13 |
| Licentiate in Music | 78 | 83 | 161 |
| **Total** | **369** | **431** | **800** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 29: Graduates of postgraduate courses from the Humanities and Arts academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
| --- | --- | --- | --- |
| | Female | Male | |
| **Specialization** | **233** | **119** | **352** |
| Specialist in Scientific Research Methodology | 233 | 119 | 352 |
| **Master's** | **62** | **28** | **90** |
| Master in applied Ethics-Bioethics Orientation | 1 | 1 | 2 |
| Master in Scientific Research Methodology | 61 | 27 | 88 |
| **Doctorate** | **7** | **19** | **26** |
| Doctor in Philosophy | 7 | 19 | 26 |
| **Total** | **302** | **166** | **468** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

*Graduates from the Public Policy and Planning Academic department*

**Table 30: Graduates from the Public Policy and Planning academic department by academic level.**

| Academic level | Total |
|---|---:|
| Associate and intermediate | 209 |
| Graduate | 1155 |
| Postgraduate | 112 |
| **Total** | **1476** |

*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data exported on October 21st, 2019.*

**Graph 19: Distribution of graduated students of the Public Policy and Planning academic department who hold a diploma by its academic level.**
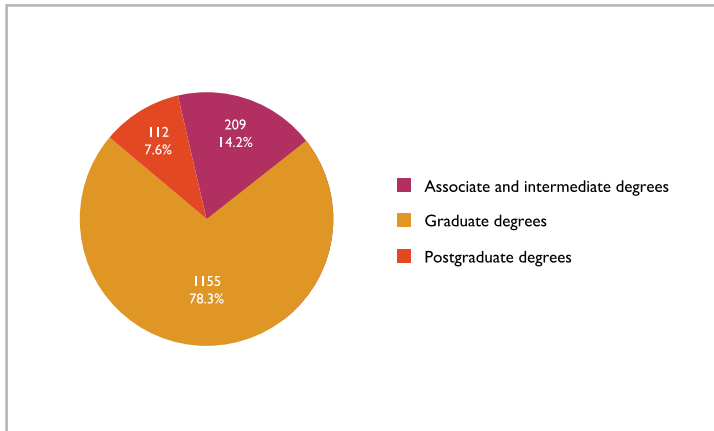


*Base: 1476 graduates who hold a diploma.*
*Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data exported on October 21st, 2019.*

**Table 31: Graduates who hold an associate or intermediate diploma of the Public Policy and Planning academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Associate Degree** | **144** | **59** | **203** |
| Advanced Technician in Educational Computer Sciences | 100 | 46 | 146 |
| Advanced Technician in University Management and Administration | 44 | 13 | 57 |
| **Intermediate Degree** | **11** | **7** | **18** |
| Advanced Technician in International Relations | 7 | 3 | 10 |
| Advanced Technician in Public Safety Management | 4 | 4 | 8 |
| **Total** | **155** | **66** | **221** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 32: Graduates of licentiate or licenti ate cycles courses of the Public Policy and Planning academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Licentiate** | **118** | **134** | **252** |
| Licentiate in Education | 47 | 13 | 60 |
| Licentiate in Educational Management | 9 | 4 | 13 |
| Licentiate in International Relations | 11 | 12 | 23 |
| Licentiate in Political Science and Government | 32 | 71 | 103 |
| Licentiate in Public Safety | 19 | 34 | 53 |
| **Licentiate Cycle** | **531** | **490** | **1021** |
| Licentiate in Digital Technologies for Education | 12 | 29 | 41 |
| Licentiate in Educational Management | 296 | 62 | 358 |
| Licentiate in Educational Computer Sciences - Computer Science Teaching Orientation | 173 | 168 | 341 |
| Licentiate in Political Science and Government | 11 | 17 | 28 |
| Licentiate in Public Safety | 39 | 17 | 28 |
| **Total** | **649** | **624** | **1273** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 33: Graduates of postgraduate courses from Public Policy and Planning academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Specialization** | **48** | **12** | **60** |
| Specialist in Education - Educational Research orientation | 41 | 10 | 51 |
| Specialist in Gender, Public Policy and Society | 7 | 1 | 8 |
| Specialist in National and Latin-American Thought of the Twentieth Century[1] | 0 | 1 | 1 |
| **Master** | **13** | **24** | **37** |
| Master in Human Rights | 7 | 3 | 10 |
| Master in Energy Management | 2 | 9 | 11 |
| Master in New Technologies Applied to Justice | 0 | 3 | 3 |
| Master in in Public Policy and Government | 4 | 9 | 13 |
| **Doctorate** | **14** | **12** | **26** |
| Doctorate in Education[2] | 14 | 12 | 26 |
| **Total** | **75** | **48** | **123** |

Note:
1. This course is managed by the Rector's office, but it's registered in this department for statistical purposes do to its theme connection.
2. The Doctorate course in Education is offered under the inter-university Doctorate Program in Education (PIDE). This course has been jointly developed by the National University of Lanús (UNLa), the National University of Tres de Febrero (UNTREF), and the National University of San martin (UNSAM), along with the academic cooperation of the National University of Quilmes.
Sources: SIU-Guaraní and Pro-rector's Office (Postgraduate Division). Data exported on October 21st, 2019.

*Graduates from the Community Health Academic department*

**Table 34: Graduates from the Community Health academic department by academic level.**

| Academic level | Total |
|---|---:|
| Associate and intermediate | 1655 |
| Graduate | 1953 |
| Postgraduate | 644 |
| **Total** | **4252** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Graph 20: Distribution of graduated students of the Community Health academic department who hold a diploma by its academic level.**
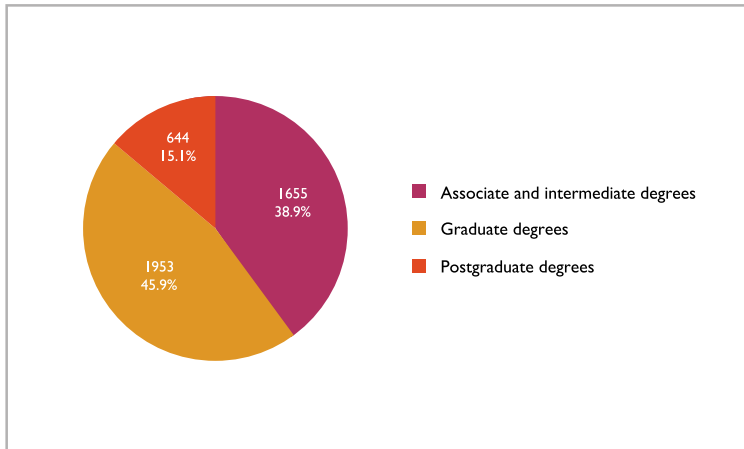


*Base: 4252 graduates who hold a diploma.*
*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

**Table 35: Graduates who hold an associate or intermediate diploma of the Community Health academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
| --- | --- | --- | --- |
| | Female | Male | |
| **Associate Degree** | 1 | 3 | 4 |
| Advanced Technician in Sports Organizations Management | 1 | 3 | 4 |
| **Intermediate Degree** | 1485 | 244 | 1729 |
| Advanced Technician in Community Nutrition | 58 | 3 | 61 |
| Advanced Technician in Social projects | 12 | 0 | 12 |
| Nurse | 1415 | 241 | 1656 |
| **Total** | 1486 | 247 | 1733 |

**Table 36: Graduates of licentiate or licentiate cycles courses of the Community Health academic department who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
| --- | --- | --- | --- |
| | Female | Male | |
| **Licentiate** | 757 | 114 | 871 |
| Licentiate in Nursing | 299 | 51 | 350 |
| Licentiate in Nutrition | 46 | 1 | 47 |
| Licentiate in Social Work | 412 | 62 | 474 |
| **Licentiate Cycle** | 957 | 194 | 1151 |
| Licentiate in Physical Education | 77 | 44 | 121 |
| Licentiate in Nursing | 650 | 126 | 776 |
| Licentiate in Social Work | 230 | 24 | 254 |
| **Total** | 1714 | 308 | 2022 |

**Table 37: Graduates of postgraduate courses from Community Health academic department, who hold a diploma by sex, type of degree, and degree.**

| Type of Degree / Degree | Sex | | Total |
|---|---|---|---|
| | Female | Male | |
| **Specialization** | **390** | **73** | **463** |
| Specialist in General Approach of Social Issues in the Community | 239 | 37 | 276 |
| Specialist in Epidemiology | 48 | 11 | 59 |
| Specialist in Healthcare  Management | 90 | 22 | 112 |
| Specialist in Community Mental Health | 13 | 3 | 16 |
| **Master** | **138** | **59** | **197** |
| Master in E Epidemiology, Health Management and Policy | 116 | 53 | 169 |
| Master in Community Mental Health | 22 | 6 | 28 |
| **Doctorate** | **26** | **7** | **33** |
| Doctorate in Collective Health | 1 | 0 | 1 |
| Doctorate in Community Mental Health | 25 | 7 | 32 |
| **Total** | **554** | **139** | **693** |

*Source: SIU-Guaraní. Data exported on October 21st, 2019.*

## Library and Documentation division

**Table 38: Accumulated collection indicators. Year 2019.**

| Indicator | Amount |
|---|---:|
| Digital documents available in open and restricted online libraries | 202,428 |
| Full text of digital documents available in the digital archive José María Rosa | 419 |
| Available printed documents | 52,532 |
| Donations and exchanges of publications received as donations[1] | 5683 |
| Postgraduate thesis available in digital format[2] | 338 |
| Postgraduate thesis printed for consultation | 780 |
| Full texts of digital periodical literature (journals) available | 38,647 |

*Notes:*
*1. Donations include the collection of Dr. Ramón García Martínez, Translator Alton Jewert and part of Envar El Kadri's collection*
*2. The figures only include online digital documents.*
*Sources: Academic Secretary's office (Library and Documentation division). Koha open source integrated library system for library management. Institutional digital archive José María Rosa (on UNLa's website). Electronic library website (BECyT) of the Ministry of Science, Technology and Productive Innovation (MinCyT), Electronic library website of the UNLa (BiVUNLa), website of the online Health library (BVS), database subscribed to E-Libro and IRAM database regulations.*

**Table 39: Documentation indicators. Year 2019.**

| Indicator | Amount |
|---|---:|
| Online libraries access | 85,152 |
| Online library catalog enquiries[1] | 15.386 |
| Days open per year | 273 |
| Amount of users who entered the university library facility | 124,921 |
| Available printed document loans | 11,966 |
| Online Inquiries[2] | 461 |
| PC passes granted for available digital documents inquiries | 20,684 |
| PC passes granted to research teaching personnel | 628 |

*Note:*
*1. The figures are obtained exclusively by the SuperCounters service located at OPAC on the integrated library management system SIU-Koha.*
*2. Online queries from students or teaching and research personnel. (Email, social network or web forms)*
*Sources: Academic Secretary's office (Library and Documentation division). Koha open source integrated library system for library management. Institutional digital archive José María Rosa (at UNLa's website), web statistics at http://www.unla.edu.ar/estadisticas (In Spanish), statistics of the database subscribed to E-Libro, user count of the anti-shoplifting devices, the library's own written records and statistics on PC passes software.*

**Table 40: Dissemination, awareness and training actions. Year 2019.**

| Action | Amount |
|---|---:|
| Training sessions for active good standing students | 7 |
| Guided visits to candidates | 41 |
| Guided visits to good standing students | 7 |

*Source: Academic Secretary's office (Library and Documentation division).*

**Table 41: Reading stations by period and type.**

| Type | Period | | |
|---|---|---|---|
| | Until 2010 | Hasta Until 2015 | Until 2018 |
| Reading stations for users (seats) | 76 | 137 | 212 |
| Online Reading station (available PCs) | 20 | 20 | 37 |
| **Total** | **96** | **157** | **249** |
| **Variación absoluta interperíodo** | | **+61** | **+92** |

*Source: Academic Secretary's office (Library and Documentation division).*

## Academic accessibility

**Table 42: Academic accessibility indicators. Year 2019.**

| Indicator | Amount |
|---|---|
| Accessible documents for people with visual disabilities[1] | 735 |
| Freshmen students to graduate courses who have acknowledged to have a disability[2] | 181 |
| Students whose disability required a reasonable configuration for academic access | 70 |
| Postgraduate students who attended the optional interdisciplinary seminar "Accessibility, disability and public policy" | 42 |

*Notes:*
*1. Forty accessible documents modified and in cataloging process are included.*
*2. In the year 2017, questions for students to declare their disabilities were added to the enrollment forms.*
*Sources: Pro-rector's office (Disability advisory committee), University Welfare and Commitment Secretary's office (University welfare division – Disability Inclusion Program)*

Scientific Research and Technological
Linkage and Transfer

# Scientific Research

*Teaching personnel research time allocation*

**Graph 21: Amount of academic and research personnel working in research projects and work time allocation for research each academic year. Period 2014-2019.**
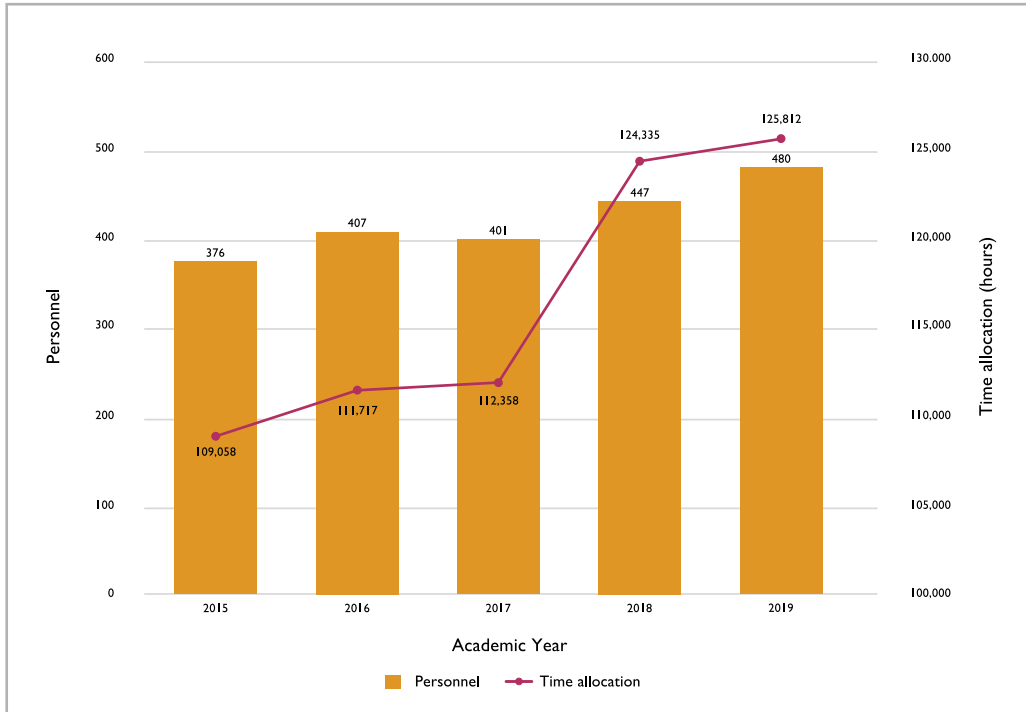
**Table 43: Academic and research personnel on research projects by time allocation type. Year 2019.**

| Time allocation type | Hours | % |
|---|---|---|
| Full time | 133 | 27.7 |
| Part time | 170 | 35.4 |
| Simple part time | 172 | 35.8 |
| Less hours than simple | 5 | 1.0 |
| **Total** | **480** | **100%** |

*Source: GesDoc software. Data exported on October 9th, 2019.*

**Table 44: Academic and research personnel on research projects by teaching category. Year 2019.**

| Category | Personnel | % |
|---|---|---|
| Full professor | 74 | 15.4% |
| Assistant professor | 77 | 16.0% |
| Adjunct professor | 178 | 37.1% |
| Practical work instructor in chief | 63 | 13,1% |
| Assistant instructor | 88 | 18.3% |
| **Total** | **480** | **100%** |

*Source: GesDoc software. Data exported on October 9th, 2019.*

**Graph 22: Academic and research personnel distribution by appointed Department**



Pie chart:
- 103 — 21.5%
- 111 — 23.1%
- 42 — 8.8%
- 100 — 20.8%
- 124 — 25.8%

Legend:
- Production and Technologic Development academic department
- Human and Arts academic department
- Public Policy and Planning academic department
- Community Health academic department
- Others departments
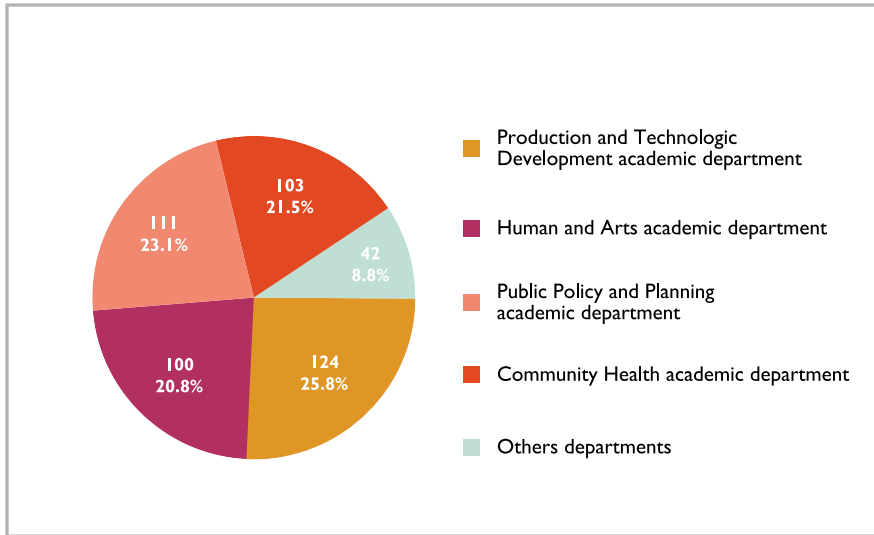
*Base: 480 academic and research personnel whose time allocation is included in their appointment for the year 2019.*
*Note: The category "other departments" includes academic and research personnel appointed by the Pro-rector's office and the Academic Secretary's office, as well as the offices for Science and Techniques, Cooperation and Public Service, and University Welfare and Commitment Secretary's offices.*
*Source: GesDoc software. Data exported on October 9th, 2019.*

**Table 45: Teaching and research personnel members of the Incentive Program of the University Policy office by category[1]. Year 2019.**

| Category in the Incentive Program | Amount |
|---|---|
| I | 11 |
| II | 30 |
| III | 69 |
| IV | 63 |
| V | 93 |
| **Total** | **266** |

*Note:*
*1. The categories displayed are the results of the categorization done in 2014.*
*Source: Sciences and techniques office (Research division).*

**Table 46: Profiles approved for taking the Scientific and Technologic researcher course (Inter-agency Science and Technology Council) [CICyT][1] – CONICET whose workplace is within UNLa by Institute. Year 2019.**

| Workplace | Amount |
|---|---|
| Institute of Culture and Communication | 1 |
| Institute of Collective Health | 1 |
| Institute of Justice and Human Rights | 1 |
| Institute of National Problems | 1 |
| Institute of Production, Economy and Labor | 1 |
| **Total** | **5** |

*Note:*
*1. Part of the tender opportunities for the Strengthening R+D and Innovation Program ("Fortalecimiento en I+D+I" of the CONICET Agency)*
*Source: Sciences and Techniques office (Research division).*

**Table 47: Academic and research personnel appointed within the integration into the workforce of teaching and research personnel to national universities program (PRIDIUM) of the University Policies Office by appointment Department. Year 2019.**

| Appointment department | Amount |
|---|---|
| Public Policy and Planning academic department | 1 |
| Community Health academic department | 2 |
| **Total** | **3** |

*Research projects*

**Table 48: Current Amílcar Herrera 2019 research projects by recruitment year by appointed Institute.**

| Appointed Institute | Call year | | Total |
|---|---|---|---|
| | 2017 | 2018 | |
| Institute of Collective Health | 5 | 3 | 8 |
| Institute of Culture and Communication[1] | 10 | 10 | 20 |
| Institute of Justice and Human Rights[2] | 5 | 4 | 9 |
| Institute of National Problems | 18 | 8 | 26 |
| Institute of Production, Economy and Labor | 21 | 18 | 39 |
| **Total** | **59** | **43** | **102** |

Note:
1. The name of the Institute of Culture and Communication was changed in 2017 by the administrative decision C.S. N° 14/17. Until the year 2016, the name was Institute of Culture.
2. The Institute of Justice and Human rights was created in 2017 by the administrative decision C.S. N° 13/17.

**Table 49: Amílcar Herrera 2019 research projects currently under external peer review by project type and appointed Institute.**

| Appointed institute | Type of projects | | Total |
| --- | --- | --- | --- |
| | R+D | R+D team creation | |
| Institute of Collective Health | 5 | 0 | 5 |
| Institute of Culture and Communication | 13 | 7 | 20 |
| Institute of Justice and Human Rights | 1 | 0 | 1 |
| Institute of National Problems | 17 | 5 | 22 |
| Institute of Production, Economy and Labor | 18 | 4 | 22 |
| **Total** | **54** | **16** | **70** |

*Notes:*
*1. In 2018, the Amílcar Herrera call process differentiated two types of projects: R+D, and R+D of new teams creation (by administrative decision C.S. N° 250/18). The first type refers to research and development, the latter refers to research and development for fostering the creation of new teams.*
*Source: Sciences and Techniques office (Research division).*

**Table 50: Current Oscar Varsavsky research projects in 2019 by year of call by appointed Institute.**

| Appointed institute | Call year | | Total |
| --- | --- | --- | --- |
| | 2017 | 2018 | |
| Institute of Collective Health | 2 | 1 | 3 |
| Institute of Culture and Communication | 3 | 1 | 4 |
| Institute of Justice and Human Rights | 3 | 2 | 5 |
| Institute of National Problems | 1 | 1 | 2 |
| Institute of Production, Economy and Labor | 1 | 2 | 3 |
| **Total** | **10** | **7** | **17** |

*Source: Sciences and Techniques office (Research division).*

**Table 51: Oscar Varsavsky 2019 research projects currently under external peer review by project type and appointed Institute.**

| Appointed Institute | Amount |
|---|---:|
| Institute of Collective Health | 4 |
| Institute of Culture and Communication | 2 |
| Institute of Justice and Human Rights | 2 |
| Institute of National Problems | 3 |
| Institute of Production, Economy and Labor | 2 |
| **Total** | **13** |

*Source: Sciences and Techniques office (Research division).*

**Table 52: Oriented Research Projects (PIO) 2016 CONICET-UNLa agreement by appointed Institute. Year 2019.**

| Appointed Institute | Amount |
|---|---:|
| Institute of Collective Health | 2 |
| Institute of Culture and Communication | 2 |
| Institute of National Problems | 3 |
| Institute of Production, Economy and Labor | 5 |
| **Total** | **12** |

*Source: Sciences and Techniques office (Research division).*

*Fellows and research assistants[1]*

**Table 53: Fellows currently working on research projects by call. Year 2019.**

| Call | | Call year | | Total |
|---|---|---|---|---|
| | | 2017 | 2018 | |
| Amílcar Herrera 2017 (Students) | | 10 | 15 | 25 |
| Oscar Varsavsky 2017 (Graduates) | | 5 | 5 | 10 |
| Fostering of scientific vocation, National Interuniversity Council (EVC-CIN) | | 5 | 9 | 14 |
| CONICET-UNLa (Jointly funded) | Doctorate | 10 | 5 | 15 |
| | Postdoctorate | 1 | | 1 |
| **Total** | | **31** | **34** | **65** |

*Source: Sciences and Techniques office (Research division).*

**Table 54: Fellows under assessment by call. Year 2019.**

| Call | | Fellows |
|---|---|---|
| Amílcar Herrera (Students) | | 36 |
| Oscar Varsavsky (Graduates) | | 10 |
| Fostering of scientific vocation, National Interuniversity Council (EVC-CIN)[II] | | 12 |
| CONICET-UNLa (Jointly funded) | Doctorate | 7 |
| | Doctoral Finishing | 3 |
| **Total** | | **69** |

*Source: Sciences and Techniques office (Research division).*

**Table 55: Student fellows reviewed at the relevance and propriety for the Amílcar Herrera 2019 call by appointed Institute of the project they're involved.**

| Appointed Institute | Fellows |
|---|---|
| Institute of Collective Health | 5 |
| Institute of Culture and Communication | 6 |
| Institute of Justice and Human Rights | 1 |
| Institute of National Problems | 10 |
| Institute of Production, Economy and Labor | 14 |
| **Total** | **36** |

*Source: Sciences and Techniques office (Research division).*

**Table 56: Graduate fellows reviewed at the internal quality stage for the Oscar Varsavsky 2019 call by the appointed Institute of the Project they're involved.**

| Appointed Institute | Fellows |
|---|---|
| Institute of Collective Health | 1 |
| Institute of Culture and Communication | 2 |
| Institute of Justice and Human Rights | 2 |
| Institute of National Problems | 3 |
| Institute of Production, Economy and Labor | 2 |
| **Total** | **10** |

*Source: Sciences and Techniques office (Research division).*

**Table 57: Research assistants for research, innovation and development[1] whose research projects are under evaluation by call. Year 2019.**

| Call | | Research assistants |
|---|---|---|
| Amílcar Herrera | Students | 27 |
| | Graduates | 8 |
| Oscar Varsavsky | Graduates | 9 |
| **Total** | | **44** |

*Note:*
*1. The "Research assistants for research, innovation and development" definition was approved by the administrative decision C.S. N° 82/18 by which is added to the "Fellows and research assistants for research and development" regulations. The purpose of this definition for Research assistants is to foster a supplementary process to academic training for students and graduates so that they may be involved in the research and development practices carried out at the university.*
*Source: Sciences and Techniques office (Research division).*

**Table 58: Research assistants for research, innovation and development whose research projects are under evaluation by call. Year 2019.**

| Call | | Research assistants |
|---|---|---|
| Amílcar Herrera | Students | 63 |
| | Graduates | 28 |
| Oscar Varsavsky | Students | 9 |
| | Graduates | 6 |
| **Total** | | **106** |

*Source: Sciences and Techniques office (Research division).*

# Technological Linkage and Transfer

*Projects*

**Table 59: Technological linkage and transfer projects, teaching personnel and fellows involved by funding organization and call. Year 2019.**

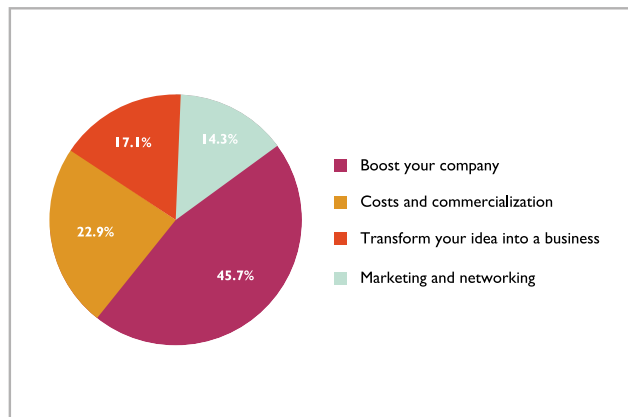| Organization | Call | Projects | Teaching personnel | Fellows | Other members[1] |
|---|---|---|---|---|---|
| Former Ministry of Science, Technology and productive innovation  (MINCyT) | **Subtotal (MINCyT)** | **6** | **38** | **2** | **16** |
| | Technologic support to the Tourism sector (ASETUR)[2] | 1 | 6 | | 2 |
| | Design Associative Projects (PAD) | 1 | 1 | 2 | 3 |
| | Oriented Scientific and technologic research projects (PICTO) | 4 | 32 | | 11 |
| University Policy Office (SPU) | **Subtotal (SPU)** | **6** | **14** | **6** | **12** |
| | Strengthening of Technological linkage and transfer activities | 1 | 5 | | 3 |
| | Intellectual management and technological transference Program at UNLa | 1 | 3 | | 1 |
| | University and Transportation | 1 | 3 | | 1 |
| | 1st Stage of the Entrepreneurship strategic plan: The strengthening of UNLa's entrepreneurship development: Actions taken for the University community, the territory of Lanus and the region | 1 | | | 5 |
| | Call "Adding value" | 2 | 3 | 6 | 2 |
| National interuniversity council (CIN) | Technologic and Social development projects (PDTS) | 1 | 1 | | 7 |
| **Total** | | **13** | **53** | **8** | **35** |

*Notes:*
*1. Other members of the academic and surrounding.*
*2. Funded by the Federal Council of Science and Technology of the Ministry.*
*Source: Sciences and Techniques office (Innovation and Technological Linkage and Transfer division).*

*Entrepreneurs*

**Graph 23: Entrepreneurs trained at UNLa's venture center distribution by type of training[2].Year 2019.**

**Graph 24: Distribution of entrepreneurs given technical advice by UNLa's venture center by project/agreement.Year 2019.**
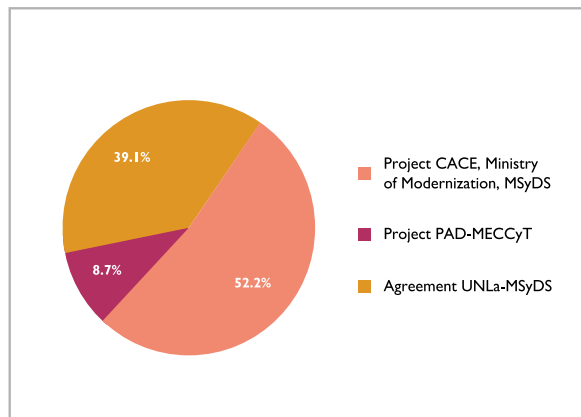




*Base: 175 entrepreneurs.*
*Notes:The trainings are divided in:*
*1. Boost your company:Workshop on electronic commerce, platform and metrics used to grow your business. It's a joint effort with the Argentine Chamber of eCommerce (CACE), the Ministry of Modernization and the Ministry of Health and Social Development.*
*2. Costs and commercialization:Workshop on costs and commercialization. It's a joint effort with FACTORIAL cooperative and the Ministry of Health and Social Development.*
*3.Transform your idea into a business:Workshop to assess the viability of an idea and the business plan. It's a joint effort with the Felipe Vallese Vocational School.*
*4. Marketing and Networking:Workshop for entrepreneurs carried out within the Entrepreneurial Universities Project - SPU, where digital marketing tools were offered.*
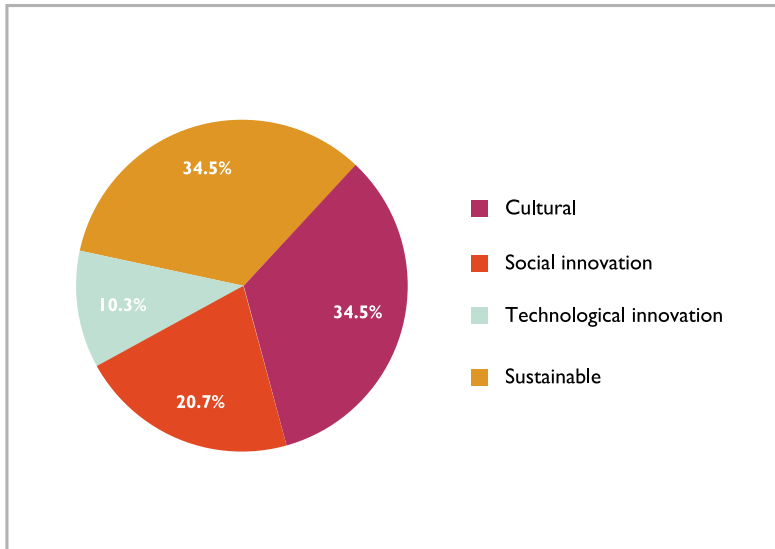*Source: Sciences and Techniques office (Innovation and Technological Linkage and Transfer division).*

*Base: 115 entrepreneurs given technical advice.*
*Notes: Notes: the fields assisted are grouped in the following projects/agreements:*
*1.The project of the Argentine Chamber of eCommerce (CACE), the Ministry of Modernization and the Ministry of Health and Social Development (MSyDS) allowed for the implementation of the program Boost your enterprise thanks to a CACE's consultant.*
*2.The project that associates Design-the Ministry of Education, Culture, Science and Technology (PAD-MECCyT) consisted of providing technical advice to entrepreneurs of the textile and leatherworking sectors provided by teachers and advanced students of a group of 10 entrepreneurs of Social Economy in design tools.*
*3.Within the framework of the agreement between UNLa-Ministry of Health and Social Development (MSyDS); technical, legal and accounting advice was given to entrepreneurs of social economy for nurture their projects.*
*Source: Sciences and Techniques office (Innovation and Technological Linkage and Transfer division).*

**Graph 25: Distribution of projects presentations to INNOVA call by category. Year 2019.**



- Cultural
- Social innovation
- Technological innovation
- Sustainable

34.5%
34.5%
10.3%
20.7%

*Base: 29 projects presentations.*
*Note: The purpose of the INNOVA 2019 call is to distribute the creation and strengthening of enterprises set forth by UNLa students and graduates to create quality employment opportunities and to implement innovation and development processes.*
*Source: Sciences and Techniques office (Innovation and Technological Linkage and Transfer division).*

*Vocational School*

**Table 60: Amount of enrolled students and amount of classes for courses and seminars offered by the Felipe Vallese Vocational School, the list of collaborator of each joint study program, course and seminar names. Year 2019.**

| Collaborator of the joint study program | Course/Seminar | Classes | Enrolled students |
|---|---|---|---|
| Municipality of Lanus | Basic blacksmithing | 1 | 20 |
| | Furniture carpentry | 1 | 20 |
| | Introduction to motorcycle mechanics | 1 | 20 |
| Mechanics and transport related workers union (SMATA) | Motorcycle mechanics | 2 | 40 |
| | Gasoline-Engine mechanics | 2 | 40 |
| | Automobile sheet metal worker | 1 | 25 |
| | Mechanic assistant | 1 | 25 |
| | Worker in charge of paint and body work | 1 | 25 |
| | Body work painter | 1 | 25 |
| | Electronic fuel injection systems mechanic | 1 | 25 |
| Metalworkers' association of the Republic of Argentina (ADIMRA) | Basic metal mechanic | 2 | 40 |
| | Industrial marketing | 1 | 15 |
| | Basics of Solidworks pieces modeling | 1 | 15 |
| | Shielded metal arc welder | 1 | 25 |
| Training center for workers of the Public Administration (CFAP) | Website design | 1 | 20 |
| | Electrical fitter | 1 | 20 |
| | Network installation | 2 | 40 |
| | Network administration and supervision | 1 | 15 |
| | Computer assisted project design | 1 | 15 |
| | Industrial safety and hygiene assistant | 1 | 30 |
| Rotary Club Foundation of Remedios de Escalada | Gardening | 1 | 16 |
| UOCRA Foundation for training construction workers | Lightweight construction | 1 | 20 |
| | Plumbing installer | 1 | 20 |
| Home maintenance personnel union (APACP) | Home basic repairs | 1 | 30 |
| SES Foundation (Sustainability, Education, Solidarity) | Basic employability skills | 3 | 30 |
| Total | | 31 | 616 |

*Source: Sciences and Techniques office (Felipe Vallese Vocational School)*

**Table 61: Amount of enrolled students and amount of classes for courses and seminars offered by the Felipe Vallese Vocational School by managing department coordinating the program with UNLa and by course or seminar name. Year 2019.**

| Managment | Course/Seminar | Classes | Enrolled students |
|---|---|---|---|
| Production and Technologic Development academic department | Yearly bread making course[1] | 1 | 20 |
| | Optic fiber workshop[2] | 1 | 20 |
| Felipe Vallese Vocational School | Management and commercialization workshop[3] | 1 | 25 |
| | Transform your idea into a business workshop[3] | 1 | 25 |
| | Oficios para Escuelas Especiales | 1 | 25 |
| **Total** | | **5** | **115** |

*Notes:*
*1. Within the framework of Food Science and Technology licentiate course.*
*2. Within the framework of the Computer Science licentiate course.*
*3. Within the framework of the Workforce placement project.*
*Source: Sciences and Techniques office (Felipe Vallese Vocational School)*

# Popular Science and Technology

**Graph 26: Visitors to the permanent exhibition of the Interactive Scientific and Technologic Center -Abremate- by calendar year.[2]**
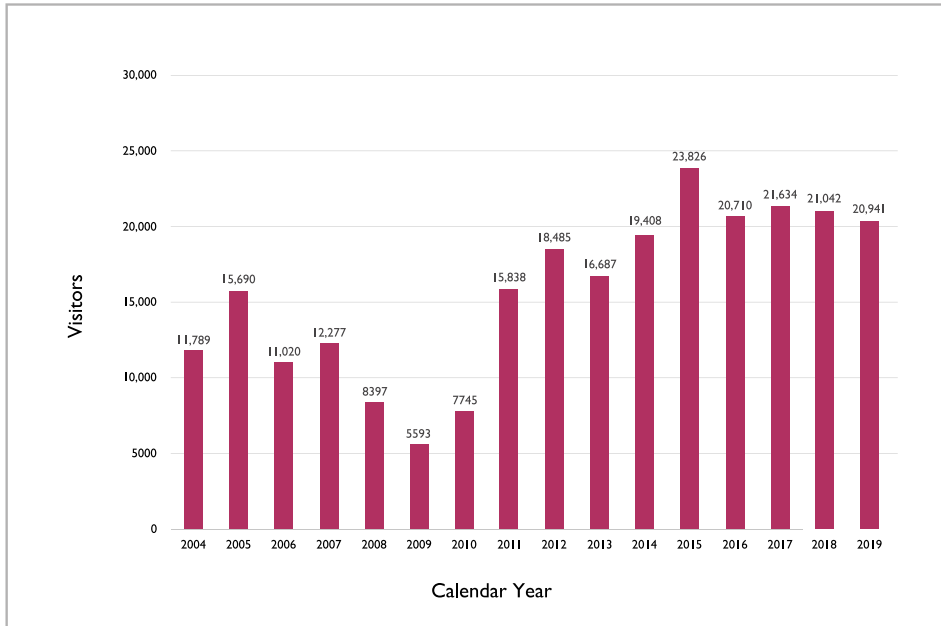


*Notes:*
*1. Visitors to workshops, travelling exhibitions and Abremate festivals organized by the Inter-agency Science and Technology council are not considered.*
*2. In 2009, the amount of visitors was drastically decreased due to School Closure to control the spreading of the influenza A virus. In 2011, visits became free of charge.*
*Source: Science and Technique Secretary's office (Interactive Scientific and Technologic Center - Abremate-).*

**Graph 27: Distribution of institutions that visited the permanent exhibition[1] of the Interactive Scientific and Technologic Center - Abremate by place of origin. Year 2019.**



Legend:
- Lomas de Zamora
- Quilmes
- Almirante Brown
- Avellaneda
- Berazategui / Fcio. Varela
- Autonomous City of Buenos Aires
- Esteban Echeverría / Ezeiza
- West of Greater Buenos Aires
- La Plata / Pte. Perón / Brandsen
- Lanús
- Other places

Pie chart values: 14%, 7%, 16%, 5%, 3%, 28%, 5%, 5%, 2%, 9%, 6%

Student Wellfare and Cooperation Indicators

# Programs, cooperation and public service projects implementation

*Social and community programs*

**Table 62: Social and community program participants[1] by sex. Year 2019.**

| Sex | Participants |
|---|---|
| Male | 168 |
| Female | 186 |
| **Total** | **344** |

Note:
1. Participants in the permanent programs "Youth's UNLa" (La UNLa de los jóvenes), "Community Leaders" (Líderes comunitarios) and "Building Bridges" (Construyendo Puentes), as well as the joint Project "Dare to Cheer" (Animate a Animar) are included. The Dare to Cheer project is for children between 8 and 11 years of age.
Source: Cooperation and Public Service Secretary's office (Cooperation division).

**Table 63: Social and community program participants[1] by age range. Year 2019.**

| Age range[2] | Participants |
|---|---|
| Between 8 and 11 year olds | 33 |
| Between 12 and 17 year olds | 160 |
| Between 18 and 22 year olds | 1361 |
| **Total** | **344** |

Note:
1. Participants in the permanent programs "Youth's UNLa" (La UNLa de los jóvenes), "Community Leaders" (Líderes comunitarios) and "Building Bridges" (Construyendo Puentes), as well as the joint Project "Dare to Cheer" (Animate a Animar) are included. The Dare to cheer project is for children between 8 and 11 years of age.
Source: Cooperation and Public Service Secretary's office (Cooperation division)

**Table 64: Social and community program participants' by school enrollment type. Year 2019.**

| Type of school enrollment | Participants |
|---|---|
| Participants who attend to primary level schools | 33 |
| Participants who attend to secondary level schools | 212 |
| Participants who have finished their secondary level education | 26 |
| Participants who attend higher education establishments | 43 |
| Participants who do not attend any educational establishments | 10 |
| **Total** | **344** |

*Note:*
*1. Participants in the permanent programs "Youth's UNLa" (La UNLa de los jóvenes), "Community Leaders" (Líderes comunitarios) and "Building Bridges" (Construyendo Puentes), as well as the joint Project "Dare to Cheer" (Animate a Animar) are included. The Dare to Cheer project is for children between 8 and 11 years of age.*
*Source: Cooperation and Public Service Secretary's office (Cooperation division).*

*Cooperation projects*

**Table 65: Cooperation projects submitted to the internal call of the Cooperation division by and students involved by managing department. Year 2019.**

| Management | Projects | Students involved |
|---|---|---|
| Production and Technologic Development academic department | 3 | 9 |
| Public Policy and Planning academic department | 2 | 6 |
| Community Health academic department | 7 | 21 |
| Science and Technique Secretary's office | 1 | |
| University Welfare and Commitment Secretary's office | 1 | 2 |
| **Total** | **14** | **38** |

*Source: Cooperation and Public Service Secretary's office (Cooperation division)*

*Social and Public Management Leader Training*

**Table 66: Formarnos program participants by academic year, type and course name.**

| Type / Course name | Academic year | | | | | |
|---|---|---|---|---|---|---|
| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| **General: Social and Public Management** | **473** | **270** | **258** | **1.328** | **750** | **753** |
| Inter-University Formarnos note[1] | 473 | | | 1.328 | 750 | 665 |
| Local Formarnos (face to face classes at UNLa) | | 173 | 146 | | | |
| Online Formarnos | | 97 | 112 | | | **88** |
| **Specific** | | **387** | **707** | **410** | **615** | **119** |
| Leader training (Patria Institute) | | | 220 | | | |
| Trainer Training | | | 47 | | | |
| Formarnos "Fair habitat, fair cities" training | | | | | 90 | |
| Formarnos in Hegemony, Politics and Strategic Communication: Rethink about what's national and popular in Latin America. | | | | | | **9** |
| Formarnos training course and Exchange with the University of Pilar (Paraguay) | | | 32 | | | |
| Formarnos Popular educators on Care for our Common Home | | | | | 100 | |
| Formarnos Human Rights training | | 84 | | | | |
| Formarnos Entrepreneurial Development training | | | | | 80 | |
| Formarnos in Local development training | | | | | | **48** |
| Formarnos in Disability, Accessibility and Public Policy training | | 155 | 98 | | | |
| Formarnos Social Economy training | | 81 | | | | |
| Formarnos Solidarity and Public Policy training (Political Movement for Unity -MPPU) | | | 15 | | | |
| Formarnos Gender training | | | 185 | | | |
| Formarnos in Malvinas Cause (UNLa - UNTDF) | | | | | | 62 |
| Formarnos Migration and Human Rights training | | | 110 | | | |
| Formarnos Student Organization training | | 45 | | | | |
| Formarnos Community Health Fostering training | | | | 410 | | |
| Formarnos UNLa training requested by district-National University of Entre Ríos (Universidad Nacional de Entre Ríos-UNER) | | | | | 295 | |
| Formarnos UNLa training requested by district - National University of Patagonia San Juan Bosco (Universidad Nacional de la Patagonia San Juan Bosco UNPSJB) Andes region | | | | | 50 | |
| Pedagogical Tools for Popular Training for High School Professors dissemination session | | 22 | | | | |
| **Total** | **473** | **657** | **965** | **1738** | **1365** | **872** |

*Note:*
*1. In 2014, 8 universities joined UNLa for this program. In 2018, 10 universities joined UNLa and the courses were delivered in 18 head offices.*
*Source: Pro-rector's office (Public and Social Management training unit).*

**Graph 28: Formarnos program participants by type of course and year.**
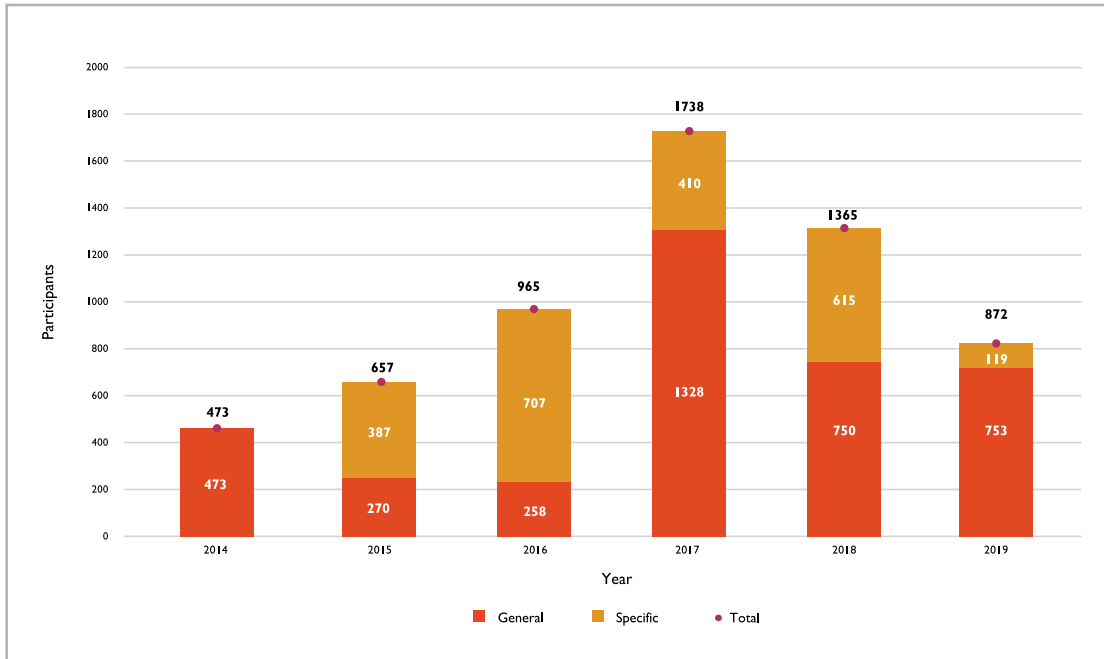


*Source: Pro-rector's office (Public and Social Management training unit)*

## Agreements and Continuous Education Actions

*Agreements*

**Table 67: Agreements signed and ratified by the University Council by type of agreement and managing department. Year 2019[1.]**
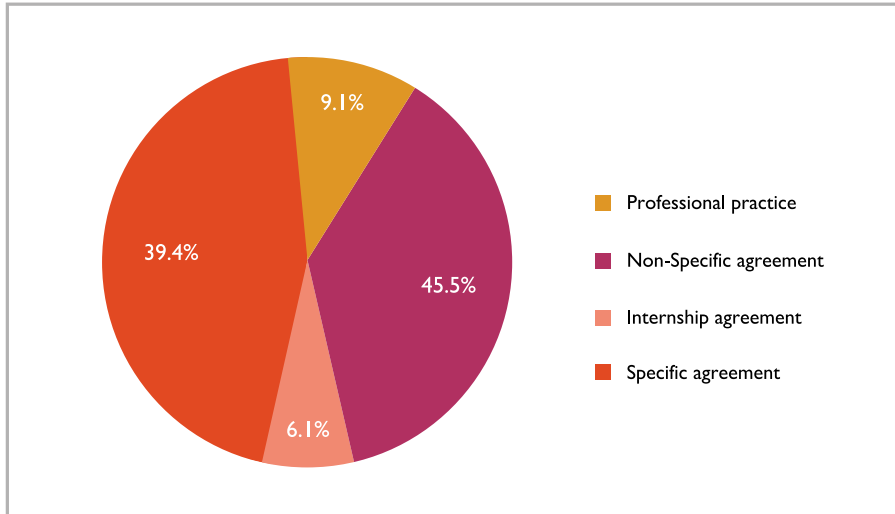
| Management | Type of agreement | | | | Total |
|---|---|---|---|---|---|
| | Non-Specific agreement | Specific agreement | Internship agreement | Professional practice | |
| Pro-rector's office | 5 | 11 | | | 16 |
| Production and Technologic Development academic department | 8 | 4 | 4 | 4 | 20 |
| Humanities and Arts academic department | 1 | | | 1 | 2 |
| Public Policy and Planning academic department | | 3 | | | 3 |
| Community Health academic department | 1 | 5 | | 1 | 7 |
| Science and Technique Secretary's office | 7 | 3 | | | 10 |
| Cooperation and Public Service Secretary's office | 6 | | | | 6 |
| University Welfare and Commitment Secretary's office | 1 | | | | 1 |
| General Secretary's office | 1 | | | | 1 |
| **Total** | **30** | **26** | **4** | **6** | **66** |

*Note:*
*1. Includes agreements signed and ratified by the University Council between March 1st and December 31st, 2019.*
*Source: Cooperation and Public Service Secretary's office (Cooperation division)*

**Graph 29: Distribution of agreements signed and ratified by the University Council by type of agreement. Year 2019.**



9.1%

39.4%

45.5%

6.1%

- Professional practice
- Non-Specific agreement
- Internship agreement
- Specific agreement

*Base: 66 agreements.*
*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

*Continuous learning*

**Table 68: Participants in career guidance activities by type of activity. Year 2019.**

| Type of activity | Participants |
|---|---:|
| UNLa in the neighborhoods | 64 |
| UNLa Goes to School program | 980 |
| Career guidance group workshops | 280 |
| School visits to UNLa | 1080 |
| **Total** | **2404** |

*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

**Table 69: Trainings carried out within the integration of the community framework and participants by type of training. Year 2019.**

| Type of training | Training courses | Participants |
|---|---:|---:|
| Trainings offered under the framework of open courses to the community[1] | 211 | 3038 |
| Specific trainings in coordination with public institutions[2] | 21 | 364 |
| **Total** | **232** | **3402** |

*Notes:*
*1. Trainings under the continuous education framework for adults. Out of the total amount of trainings, 198 were paid activities and had 2540 participants enrolled.*
*2. All these trainings were free of charge and were carried out with the cooperation of Lanús Council.*
*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

**Table 70: Participants of actions coordinated with other levels of the education system by type of action. Year 2019.**

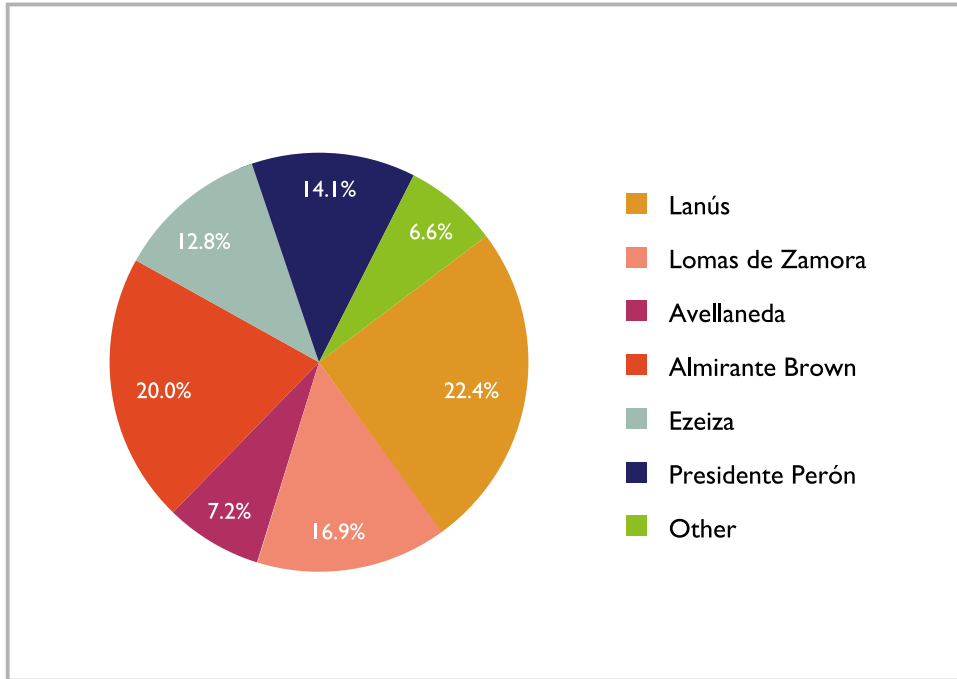| Type of Action | Participants |
|---|---:|
| Activities | 286 |
| Programs | 5515 |
| **Total** | **5801** |

*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

**Table 71: Establishments which participate in actions coordinated with other levels of the education system. Year 2019.**

| Type of management | Establishments |
|---|---:|
| Public | 230 |
| Private | 60 |
| **Total** | **290** |

*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

**Graph 30: Distribution establishments which participate in actions coordinated with other levels of the education system by district of origin. Year 2019.**



Legend:
- Lanús
- Lomas de Zamora
- Avellaneda
- Almirante Brown
- Ezeiza
- Presidente Perón
- Other

Pie chart values: 14.1%, 6.6%, 12.8%, 22.4%, 20.0%, 16.9%, 7.2%

*Base: 290 establishments.*
*Source: Cooperation and Public Service Secretary's office (Continuous learning division).*

*Interactive cooperation map*

**Table 72: Social organizations identified on the Interactive cooperation map by type of organization. Year 2019.**

| Type of organization | Amount of organizations |
|---|---|
| Retirement center | 129 |
| Popular library | 29 |
| Artistic schools | 24 |
| Club | 19 |
| Neighborhood association | 19 |
| Cultural centers | 14 |
| Civil Society | 8 |
| Museums | 8 |
| Neighborhood committee | 6 |
| Worker cooperative | 5 |
| Non-governmental organization (NGO) | 3 |
| Confederation/Federation | 3 |
| Religious organization | 2 |
| **Total** | **269** |

*Source: Cooperation and Public Service Secretary's office*

*Community Council*

**Table 73: Social organizations engaged in the Community Council by type. Year 2019.**

| Type of organization | Amount |
|---|---|
| Civil Society | 11 |
| Workers cooperative | 8 |
| Library / Popular Library | 7 |
| Mutual organization | 7 |
| Study Center | 6 |
| Consumers' Association | 6 |
| Retirement center | 6 |
| Social or Sporting Center | 6 |
| Confederation / Federation | 6 |
| Foundation | 6 |
| Trade union | 4 |
| Neighborhood committee | 4 |
| Religious organization | 2 |
| Native Peoples Community | 1 |
| **Total** | **74** |

*Source: Public Service and Cooperation office*

# University Welfare and Commitment

*Social Inclusion*

**Table 74: Recipients of social inclusion programs by program. Year 2019.**

| Program | Recipients |
|---|---:|
| Peer to peer tuition program (De tutores pares de Compañero a Compañero)[1] | 3000 |
| Discount program "UNLa benefits" (Beneficios UNLa) | 2250 |
| Gender equality program (Por la Igualdad de Género) | 1100 |
| **Total** | **6350** |

Notes:
1. Freshmen students to graduate courses are counted as recipients for the actions carried out within the framework of this program. These actions were carried out by 110 advanced students who mentor freshmen students at the very beginning of their academic life. These mentors are called Peer tutors by administrative decision C.S. N° 112/15.
Source: University Welfare and Commitment Secretary's office (Student Welfare division).

**Table 75: Azucena Villaflor Child Care center enrollment by the sector where their parents or tutors work. Year 2019.**

| Sector | Enrollments |
|---|---:|
| Students | 27 |
| Teaching Personnel | 13 |
| Non-Teaching Personnel | 30 |
| Worker of Services operated as concession | 3 |
| **Total** | 73 |

Source: University Welfare and Commitment Secretary's office

**Table 76: Amount of elderly who participate in programs managed by the Elderly Center by program. Year 2019.**

| Program | Elderly |
|---------|---------|
| UPAMI[1] | 3102[2] |
| Social voluntary service | 138[3] |
| Open Classrooms (Aulas Abiertas) | 63 |
| Day Club (Club de Día) | 47 |
| **Total** | **3350** |

*Note:*
*1. The UPAMI program is composed of 77 workshops delivered in four-month periods, 15 of which are computer science and new technologies workshops.*
*2. Elderly who attended the workshops.*
*3. Who attend to UNLa*
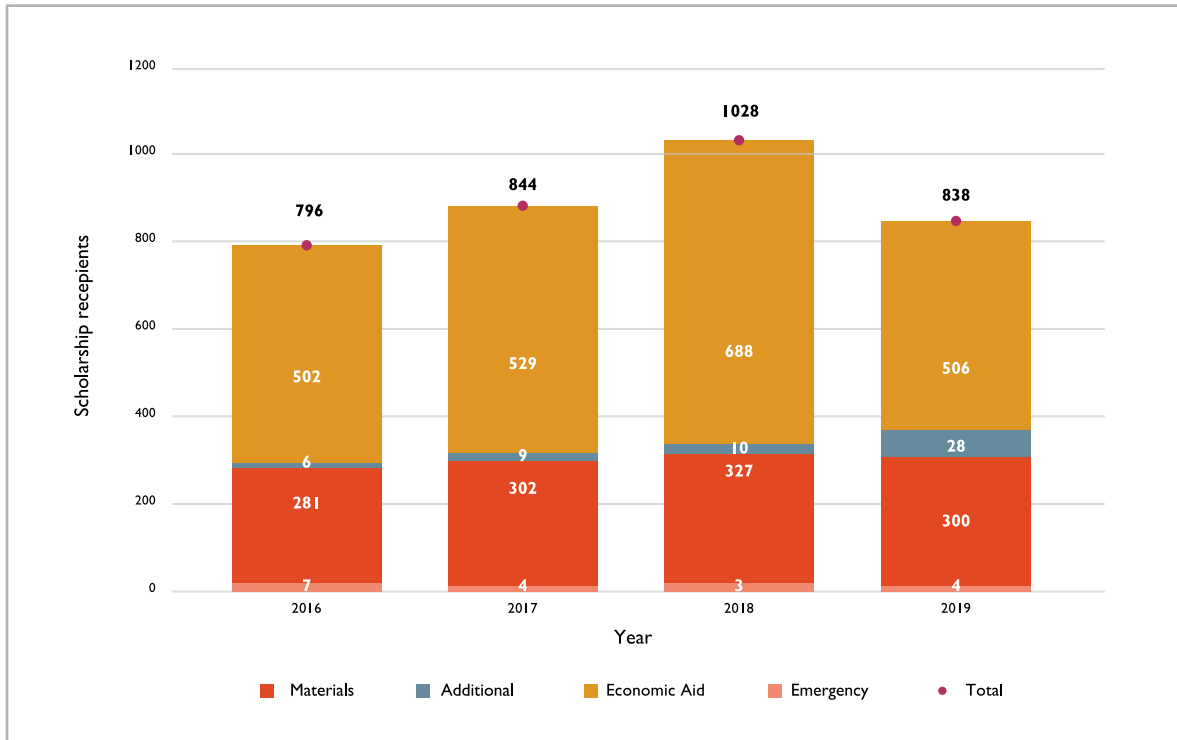*Source: Community Health Academic department (Elderly center).*

*Educational Commitment Program*

**Table 77: Scholarship recipients of the Educational Commitment program by type of scholarship and by academic department managing the course. Year 2019.**

| Academic department | Type of scholarship | | | | Total |
|---------------------|--------------|-----------|-----------|------------|-------|
| | Economic Aid | Materials | Emergency | Additional | |
| Production and Technologic Development | 69 | 34 | 1 | 7 | 111 |
| Public Policy and Planning | 51 | 22 | | 5 | 78 |
| Humanities and Arts | 89 | 33 | | 6 | 128 |
| Community Health | 297 | 211 | 3 | 10 | 521 |
| **Total** | **506** | **300** | **4** | **28** | **838** |

*Source: University Welfare and Commitment Secretary's office (Student Welfare division).*

**Graph 31: Scholarship recipients of the Educational Commitment program by type of scholarship and year. Period 2016-2019.**



*Source: University Welfare and Commitment Secretary's office (Student Welfare division).*

**Table 78: Scholarship recipients of the Educational Commitment Program who received mentoring from the teaching personnel[1] by academic department managing the student's course. Year 2019.**

| Academic department | Students with scholarships who received mentoring | Referral to University Social Services[2] |
|---|---|---|
| Production and Technologic Development | 49 | 4 |
| Public Policy and Planning | 33 | 0 |
| Humanities and Arts | 66 | 9 |
| Community Health | 199 | 54 |
| Total | 347 | 67 |

*Note:*
*1. Mentoring carried out by 16 members of the teaching personnel, which is aimed towards a comprehensive orientation of the students, both in academic aspects and obligation and requirement compliance as a scholarship recipient. (Article 50 of administrative decision C.S. Nº 166/17).*
*2. The University Social Service fosters and enables the approach of social issues and helps satisfy the needs of the university population to contribute with student permanence in the university education system.*
*Source: University Welfare and Commitment Secretary's Office (Educational Commitment Program).*

*Scholarships funded by national organizations*

**Table 79: UNLa students who are recipient of scholarships or financial aid from national organizations by scholarship/aid program name. Year 2018.**

| Scholarship/Program name | Recipients |
|---|---|
| PROG.R.ES.AR scholarships for fostering higher education[1] | 1969 |
| Student Ticket (Province of Buenos Aires) | 6750 |
| Total | 8719 |

*Notes:*
*1. The Support program for Argentine students (PROG.R.ES.AR) from the National Social Security Administration (ANSES) was transferred to the University Policy office by the Executive Order 90 of January 30th of 2018 to be administered. On the other hand, it was granted the status of scholarship by which the Bicentenary Scholarship program (Programa Nacional Becas Bicentenario –PNBB), the University Scholarships Program (Programa Nacional de Becas Universitarias –PNBU), the Nurse training program (Programa Nacional de Formación de Enfermería –PRO.NA.F.E.) and ICT's scholarships were incorporated.*
*Source: University Welfare and Commitment Secretary's office (Student Welfare division).*

**Table 80: Other social inclusion, equal opportunity and equality actions. Year 2019.**

| Program/Action | | Amount |
|---|---|---|
| University disability and Inclusion program | Awareness and sensibilization spaces, and promotion from the disability perspective | 10 |
| Gender equality program | Interventions[1] | 4 |
| | Guidance in gender violence situations (external situations to the university or internal situations that had not been reported following the protocol). | 24 |
| | Restraining orders interventions | 7 |
| | Violence and discrimination protocol[2] | 6 |
| | Awareness and sensibilization spaces and promotion from the gender perspective | 29 |
| | Essays presented in the third Essay contest: "Genders, work and union participation". | 11 |
| Health and wellness | Participants to Alternatives for Welfare workshops | 172 |
| | Donors within the framework of blood donation for the Garrahan hospital campaign. | 100 |
| | Tests done within the framework of the Hepatitis C detection campaign. | 152 |
| | Tests done within the framework of the Hepatitis B and HIV fast detection campaign. | 300 |
| | Checkups done on World Heart day. | 650 |
| Culture and wellness | Students who participated of the dance workshop | 21 |
| | Students who participated of the "Stand-up comedy course" workshop | 18 |
| | Students who participated of the "Theater for identity" workshop | 23 |
| | Students who participated of the sing workshop | 88 |
| Employment portal | Resumes of students and active graduates | 234 |
| Eco Fair | Participant entrepreneurs | 57 |
| Equipment and mate set loans to students | | 4900 |
| Queries[3], interviews[4], mentorings[5] and referrals[6] within the University Social Services framework | | 34 |

*Notes:*
*1. Interventions carried out within the framework of Act 26,743 (Respect and recognition of gender equality at the university) and of administrative decision C.S. N° 12/13 (Gender equality program). 2. Administrative decision C.S. N° 200/17. 3. Queries by members of the university population linked to issues that hinder their permanence at UNLa.*
*4. Support and assistance interviews to members of the university population undergoing social issues that may risk their permanence at UNLa. 5. Mentoring and follow up of the cases looked into by University Social Services. 6. Social situations referred to other institutions for intervention depending on the type of issue: Dr. Arturo Melo Hospital, SALUD Community Health Center, Estévez Hospital, Maspero Community Health Center, and Local Services among others.*
*Source: University Welfare and Commitment Secretary's office (Student Welfare division).*

# Gender equality program

**Table 81: Recipients of gender and diversity training by awareness and sensibilization space, and promotion from gender perspective. Year 2019.**

| Space | Recipients |
|---|---:|
| Micaela Act[1] | 239 |
| Peer to Peer program | 40 |
| Workshop for developing gender-equal relationships | 40 |
| **Total** | **319** |

Notes:
1. The Micaela Act N° 27 499 establishes all members of the three state powers must undergo gender training. The number accounts for 163 non-teaching personnel and 13 higher authorities.
2. Advanced students called Peer tutors under the framework of administrative decision C.S. N° 112/15.
Sources: Gender equality program; Academic Secretary's Office

## Sports and Recreation

**Table 82: Participants in sports and recreation activities. Year 2019.**

| Activity | Participants |
|---|---:|
| Basketball | 43 |
| Chess | 23 |
| Futsal | 82 |
| Gymnasium | 82 |
| Handball | 102 |
| Hockey | 59 |
| Physical exercise | 52 |
| Ping-Pong | 5 |
| Swimming | 28 |
| Tennis | 7 |
| Track and field | 10 |
| Volleyball | 119 |
| Women's football | 63 |
| **Total** | **675** |

*Source: University Welfare and Commitment Secretary's office (Sports and Recreation division).*

**Table 83: Participants in sports and recreation activities by sector Year 2019.**

| Sector | Participants |
|---|---:|
| Students | 641 |
| Teaching personnel | 1 |
| Non-teaching personnel | 14 |
| Neighboring community | 19 |
| **Total** | **675** |

*Source: University Welfare and Commitment Secretary's office (Sports and Recreation division).*

**Table 84: Participants in sports and recreation activities by managing/appointed department. Year 2019.**

| Academic department | Participants |
|---|---:|
| Production and Technologic Development | 230 |
| Humanities and Arts | 87 |
| Public Policy and Planning | 76 |
| Community Health | 248 |
| Other departments[1] | 15 |
| **Total** | **656[2]** |

*Note:*
*1. Participants from the Rector, pro-rector and all secretaries' offices of the UNLa are included.*
*2. Unlike the previous table, this one doesn't include the 19 members of the neighboring community, therefore they are not dependent on any department or office, hence, the total amount is lower than in the previous table.*
*Source: University Welfare and Commitment Secretary's office (Sports and Recreation division).*

*Children's Rights Don't Take Summer Vacation Program (Los Derechos del Niño no se Toman Vacaciones)*

**Table 85: Summer program recipients by sex. Year 2019.**

| Sex | Recipients |
|---|---|
| Male | 293 |
| Female | 321 |
| **Total** | **614** |

*Source: University Welfare and Commitment Secretary's office (Sports and Recreation division).*

**Table 86: Social organizations[1] who participated in the summer program by type. Year 2019.**

| Type of organization | Organizations |
|---|---|
| Civil Society | 2 |
| Community group | 11 |
| **Total** | **13** |

*Source: University Welfare and Commitment Secretary's office (Sports and Recreation division)*

# Teaching Personnel and Student Exchange

**Table 87: Student exchange by direction of the exchange by ingoing or outgoing university. Year 2019.**

| Ingoing/Outgoing university nationality | Direction | |
|---|---|---|
| | **Outgoing** | **Ingoing[1]** |
| Australia | 0 | 47 |
| Belgium | 0 | 1 |
| Colombia | 2 | 7 |
| Germany | 0 | 1 |
| Spain | 0 | 7 |
| France | 0 | 4 |
| Mexico | 3 | 15 |
| **Total** | **5** | **82** |

*Note:*
*1. Students of short courses for foreigners are included.*
*Source: Cooperation and Public Service Secretary's office (International Cooperation division).*

**Table 88: International programs on which the International Cooperation division participated. Year 2019.**

| Program name | Amount |
|---|---|
| Erasmus+ DHIP[1] | 1 |
| Erasmus+ PROFIC[2] | 1 |
| **Total** | **2** |

*Notes:*
*1. DHIP (Development of Higher Education Institution's Internationalization Policies). 2. PROFIC (Professional Development in Intercultural Competence in Higher Education Institutions).*
*Source: Cooperation and Public Service Secretary's office (International Cooperation division).*
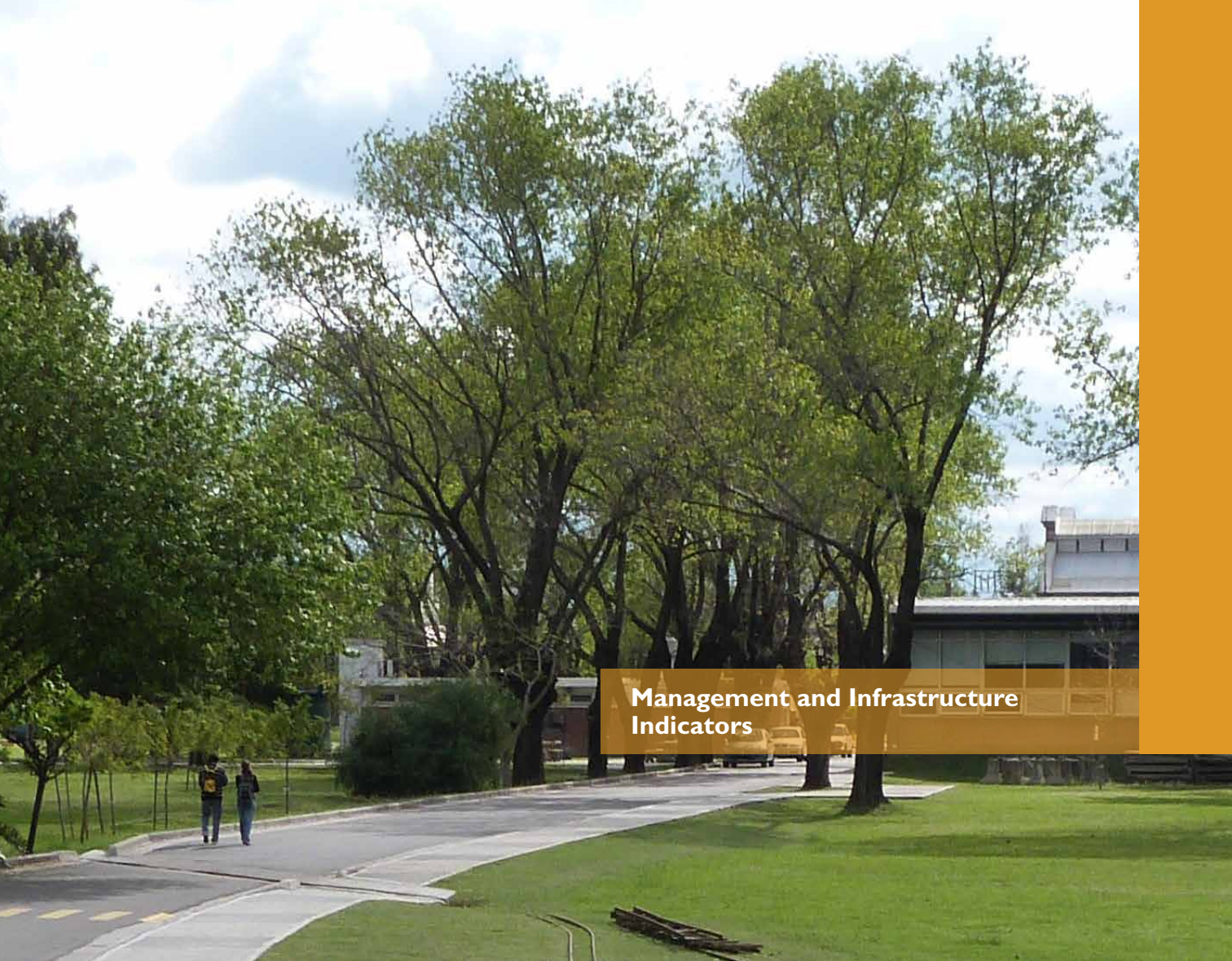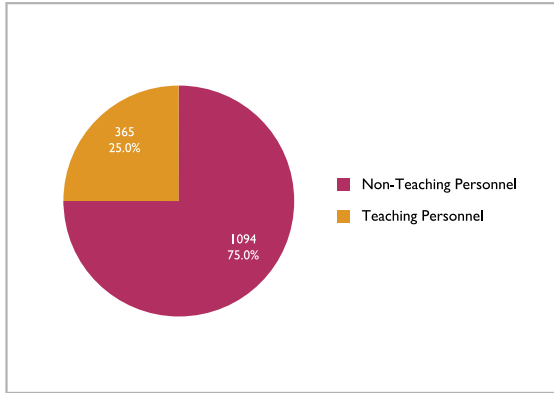
Management and Infrastructure Indicators

# Human Resources

## Complete personnel

**Graph 32: UNLa personnel distribution by echelons. Year 2019.**



Legend:
- Non-Teaching Personnel
- Teaching Personnel

365
25.0%

1094
75.0%

*Notes:*
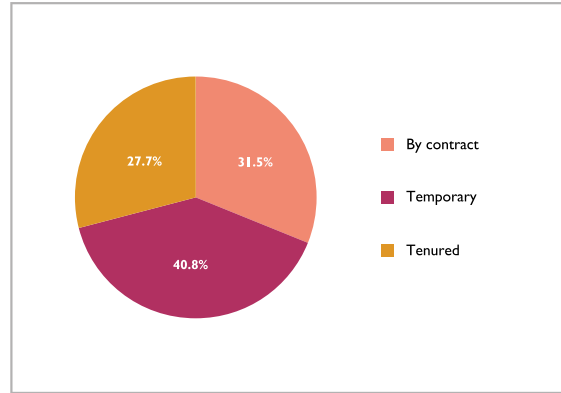*1. Teaching personnel includes tenured, temporary or by contract teaching and research personnel.*
*Sources:*
*1. Teaching Personnel: GesDoc software. Data exported on October 9th, 2019.*
*2. Non-Teaching Personnel: SIU-Mapuche (Cube: Personal-Mapuche - Cargos). Non-teaching personnel whose appointment was active on September, 2019. For further information, check "Non-teaching Personnel" section.*

## Teaching Personnel

**Graph 33: Distribution of Teaching and research personnel by contract type. Year 2018.**



Legend:
- By contract
- Temporary
- Tenured

27.7%

31.5%

40.8%

*Base: 1094 teaching and research personnel.*
*Source: GesDoc software. Data exported on October 9th, 2019. For a description of the appointment characteristics of the teaching personnel, check "Teaching and Research Personnel" section under "Academic Management Indicators".*

**Non-Teaching Personnel**

**Graph 34: Non-teaching personnel1 distribution by type of contract up to September of each reference year. Variations within the last five-year period.**
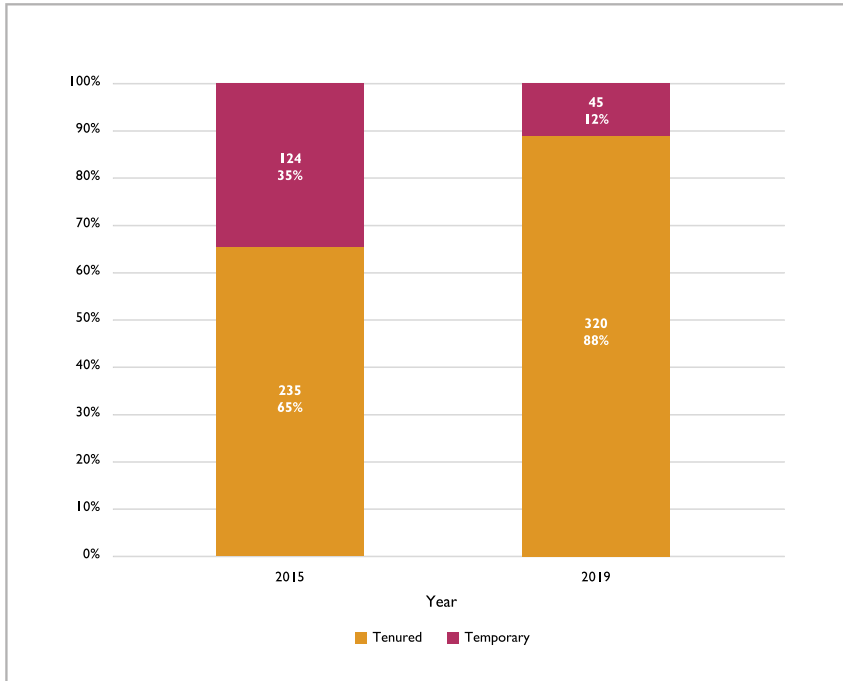


*Base: Non-teaching personnel with active appointment on September of each reference year:*
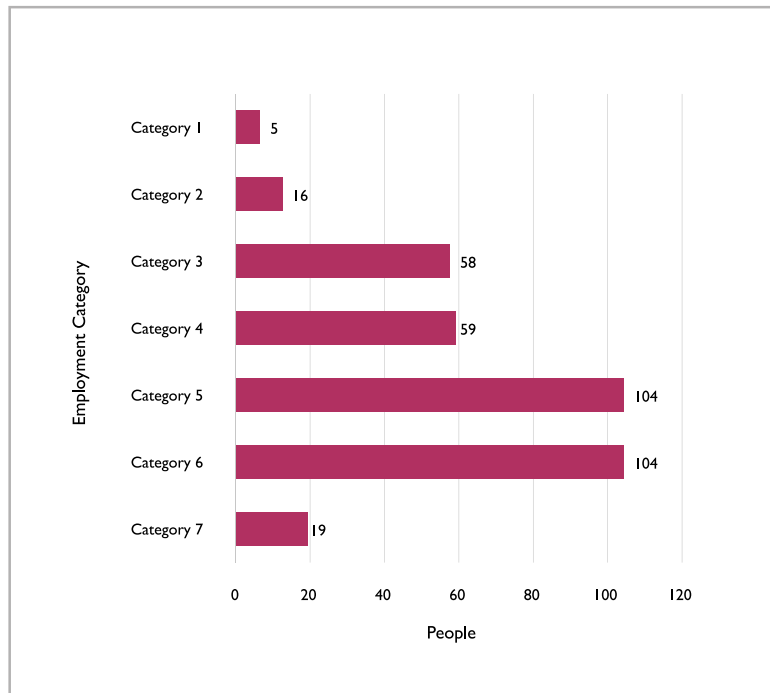*• Year 20152=359 people.*
*• Year 20193=365 people.*
*Notes:*
*1. People whose active appointment is included in the Non-Teaching personnel Appointment Structure approved by administrative decision C.S. N° 221/14. People on leave of absence from their position in order to work on management positions not included in the previously mentioned structure are not considered: Administrative management office (DIRA), Centers Management office (DIRC) and Administrative Techniques Coordination office.*
*2. In the year 2015, 13 people on unpaid leave of absence and 7 people on paid leave of absence were included. However, 7 people with a tenured position who were on a higher hierarchy leave of absence in order to work on management positions not included in the structure mentioned in Note 1 were excluded: 4 who were tenured in category 2, 2 who were tenured in category 3 and 1 who was tenured in category 4.*
*3. In the year 2019, 8 people on unpaid leave of absence and 5 people on paid leave of absence were included. However, 14 people with a tenured position who were on a higher hierarchy leave of absence in order to work on management positions not included in the structure mentioned in Note 1 were excluded: 3 who were tenured in category 2, 8 who were tenured in category 3, 1 who was tenured in category 4, 1 who was tenured in category 5 and 1 who was tenured in category 6.*
*Source: SIU-Mapuche (Cube: Personal-Mapuche – Cargos).*

**Graph 35: Non-Teaching personnel[1] by position category[2]. September[3] 2019.**

# Budget

*By funding source*

**Table 89: Budget credit, accrual and budget implementation by funding source until December 31st, 2019.**

| Funding source | Budget credit | | Accrual | Budget Implementation |
|---|---|---|---|---|
| | Amount | % | Amount | % |
| 11 - National Treasury | $1,006,284,426 | 85.5% | $985,727,439 | 98.0% |
| 12 – Own resources | $81,882,270 | 7.0% | $54,365,376 | 66.4% |
| 16 - Surplus[1] | $88,963,396 | 7.6% | $49,734,378 | 55.9% |
| **Total** | **$1,177,130,091** | **100%** | **$1,089,827,193** | **92.6%** |

*Note:*
*1. The surplus item includes the surplus funds from previous years from sources 11 (National Treasury), 12 (Own resources), 15 (Internal credit) and 22 (External credit).*
*Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).*

*By expenditure purpose (Item)*

**Table 90: Budget credit, accrual and budget implementation by item until December 31st, 2019 –Only source 11 (National Treasury).**

| Item | Budget credit | | Accrual | Budget Implementation |
|---|---|---|---|---|
| | Amount | % | Amount | % |
| 1 - Personnel expenses | $870,510,345 | 86.5% | $870,149,563 | 100.0% |
| 2 - Final goods | $6,883,950 | 0.7% | $6,131,999 | 89.1% |
| 3 - Nonpersonal Services | $92,535,338 | 9.2% | $86,464,719 | 93.4% |
| 4 - Fixed Assets | $21,153,985 | 2.1% | $13,334,370 | 63.0% |
| 5 - Transferences | $14,421,735 | 1.4% | $8,931,033 | 61.9% |
| 7 - Debt service and liabilities reduction | $779,073 | 0.1% | $715,755 | 91.9% |
| **Total** | **$1,006,284,426** | **100%** | **$985,727,439** | **98.0%** |

*Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).*

**Table 91: Budget credit, accrual and budget implementation by item until December 31st, 2019 -Only source 12 (Own resources).**

| Item | Budget credit | | Accrual | Budget Implementation |
|---|---|---|---|---|
| | Amount | % | Amount | % |
| 1 - Personnel expenses | $15,116,016 | 18.5% | $6.651.768 | 65.3% |
| 2 - Final Goods | $5,378,912 | 6.6% | $7.569.571 | 56.3% |
| 3 - Nonpersonal Services | $45,268,845 | 55.3% | $24.086.244 | 74.1% |
| 4 - Fixed Assets | $7,818,433 | 9.5% | $2.000.118 | 37.4% |
| 5 - Transferences | $8,300,063 | 10.1% | $6.162.587 | 60.4% |
| **Total** | **$81,882,270** | **100%** | **$46.470.289** | **66.4%** |

*Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).*

**Table 92: Budget credit, accrual and budget implementation by item until December 31st, 2019 –Only surplus funds from previous tax years[1].**

| Item | Budget credit | | Accrual | Budget Implementation |
|------|------|------|------|------|
| | Amount | % | Amount | % |
| 1 - Personnel expenses | $7,199,799 | 8.1% | $4,200,289 | 58.3% |
| 2 - Final Goods | $4,079,352 | 4.6% | $2,842,754 | 69.7% |
| 3 - Nonpersonal Services | $30,530,550 | 34.3% | $16,812,883 | 55.1% |
| 4 - Fixed Assets | $37,596,005 | 42.3% | $18,806,764 | 50% |
| 5 - Transferences | $9,490,870 | 10.7% | $7,004,868 | 73.8% |
| 7 - Debt service and liabilities reduction | $66,819 | 0.1% | $66,819 | 100% |
| **Total** | **$88,963,396** | **100%** | **$49,734,378** | **55.9%** |

Note:

1.The surplus item includes the surplus funds from previous years from sources 11 (National Treasury), 12 (Own resources), 15 (Internal credit) and 22 (External credit).

Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).

*By budgeting plan*

**Table 93: Accrual and implementation percentage of the Budget by funding source according to the 31st of December program, 2019.**

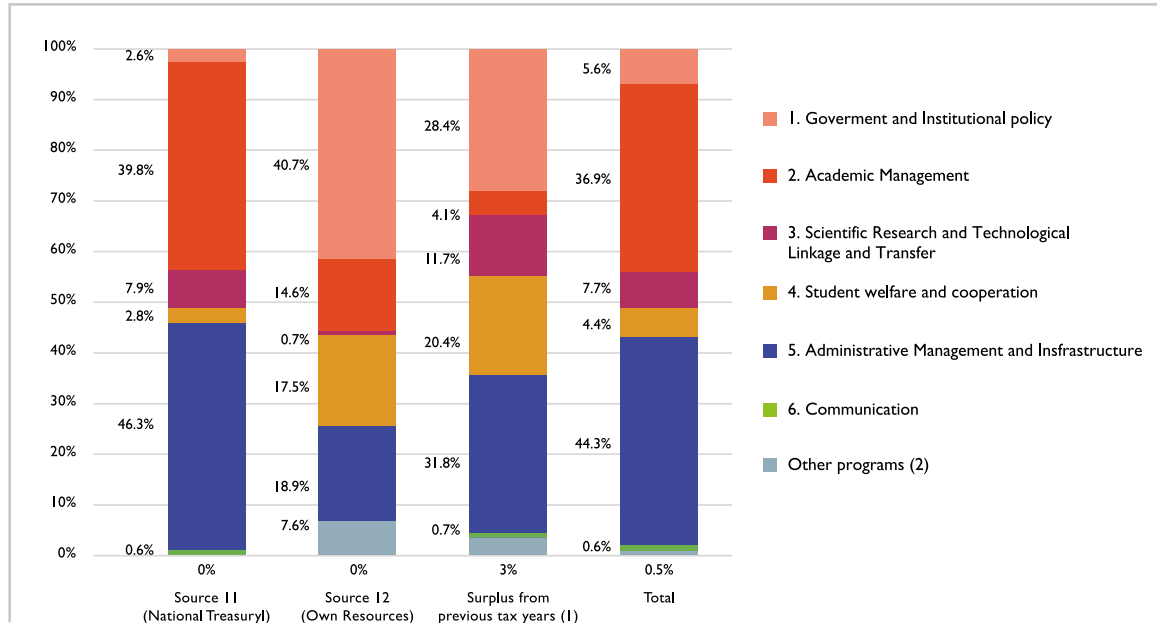| Program | Source 11 (National Treasury) | | Source 12 (Own resources) | | Surplus from previous tax years[1] | |
|---|---|---|---|---|---|---|
| | Accrual | Implementation % | Accrual | Implementation % | Accrual | Implementation % |
| 1. Government and Institutional policy | $25,197,883 | 77.3% | $22,151,566 | 80.2% | $14,113,855 | 68.8% |
| 2. Academic Management | $391,909,427 | 100% | $7,933,556 | 68.8% | $2,017,088 | 45.2% |
| 3. Scientific Research and Technological Linkage and Transfer | $77,720,323 | 94.5% | $394,500 | 54.8% | $5,799,657 | 46.5% |
| 4. Student welfare and cooperation | $28,055,477 | 98.1% | $9,488,107 | 44.9% | $10,140,985 | 66.2% |
| 5. Administrative Management and Infrastructure | $456,411,857 | 98.4% | $10,270,153 | 84.1% | $15,833,223 | 46.8% |
| 6. Communication | $6,164,960 | 94.3% | | | $334,333 | 53.7% |
| Other programs[2] | $267,513 | 89.2% | $4,127,494 | 47.7% | $1,495,238 | 86.2% |
| **Total** | **$985,727,439** | **98%** | **$54,365,376** | **66.4%** | **$49,734,378** | **55.9%** |

*Notes:*
*1. The surplus item includes the surplus funds from previous years from sources 11 (National Treasury), 12 (Own resources), 15 (Internal credit) and 22 (External credit).*
*2. Conditional budgeting program: 16. University education, 18. Programs coordinated with Public institutions, 30. Research projects, 4. Continuous Education division, 40 Research programs and agreements, 8. Funds granted by the law, 99. Accrual from previous plans.*
*Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).*

## Graph 36: Accrual distribution by program until December 31st, 2019. UNLa total and by funding source.



*Notes:*
*1. The surplus item includes the surplus funds from previous years from sources 11 (National Treasury), 12 (Own resources), 15 (Internal credit) and 22 (External credit).*
*2. Conditional budgeting program: 16. University education, 18. Programs coordinated with Public institutions, 30. Research projects, 4. Continuous Education division, 40 Research programs and agreements, 8. Funds granted by the law, 99. Accrual from previous plans.*
*Source: SIU-Wichi (Cube Presupuestaria-Pilagá - Presupuestario).*

## Tech Support and Equipment

**Table 94: Devices maintained. Year 2019.**

| Device | Amount |
|---|---|
| Computer sets | 809 |
| Network printers | 95 |
| Local printers | 25 |
| **Total** | **929** |

**Tabla 95: Dispositivos y cuentas administradas[1]. Año 2018.**

| Device/Account | Amount |
|---|---|
| IP phone systems | 2 |
| Email accounts | 1728 |
| PC user accounts | 806 |
| Conectivity systems | 101 |
| Firewalls | 3 |
| Virtual platform: virtualization hardware | 8 |
| Virtual platform: virtual machine | 130 |
| Wireless access points | 61 |
| Infrastructure servers | 13 |
| Electric boards | 39 |
| VoIP Phones | 535 |

# Infrastructure

*General Indicators*

**Table 96: Areas by type. Year 2019.**

| Type of space | Area [m2] |
|---|---:|
| Property | 239,098 |
| Landscape areas[1] | 126,375 |
| Floor area[2] | 61,727 |

*Notes:*
*1. Landscape areas only take into account the first floor, whereas all sidewalks, parking lots, squares, streets and the Bidgain property are excluded.*
*2. Total floor area includes hallways, circulation elements, eaves, galleries and walls.*
*Source: General Secretary's Office (Physical Planning division).*

**Table 97: Total area and floor area by property. Year 2019.**

| Property | Total area [m2] | Floor area [m2] |
|---|---:|---:|
| 29 de septiembre | 162,803 | 36,330 |
| Bidegain | 37,765 | 10,521 |
| Hipólito Yrigoyen | 38,530 | 14,777 |
| **Total** | **239,098** | **61,727** |

*Source: General Secretary's Office (Physical Planning division).*

*Physical accessibility*

**Table 98: Physical accessibility indicators. Year 2019.**

| Indicator | Amount |
|---|---:|
| Ramps and railings as per regulations | 44 units |
| Lifts | 7 units |
| Parking slots marked | 24 units |
| Illuminated area | 201,333 m² |
| Accessible and adapted restrooms | 37 units |

*Source: General Secretary's Office (Physical Planning division).*

*Classrooms*

**Table 99: Floor area specific for classrooms by building[1] and property. Year 2019.**

| Building | Property | Floor area [m2] | Classrooms [m2] |
|---|---|---:|---:|
| José Hernández Building[4] | 29 de septiembre | 15,514 | 1914 |
| Raúl Scalabrini Ortiz Building | 29 de septiembre | 3954 | 382 |
| Abremate | Hipólito Yrigoyen | 3071 | 327 |
| Libros del Sur Building | Hipólito Yrigoyen | 2749 | 166 |
| Felipe Vallese Building[3] | Hipólito Yrigoyen | 2074 | 1185 |
| Leopoldo Marechal Building | 29 de septiembre | 2070 | 800 |
| Mary Terán de Weiss sports center | Hipólito Yrigoyen | 2024 | 0 |
| Manuel Ugarte Building | 29 de septiembre | 2020 | 800 |
| Juana Manso Building | 29 de septiembre | 2018 | 800 |
| Arturo Jauretche Building | 29 de septiembre | 1912 | 648 |
| Megafón | Hipólito Yrigoyen | 1560 | 351 |
| Macedonio Fernández Building | 29 de septiembre | 1077 | 1009 |

**Tabla 99: (continuation)**

| Building | Property | Floor area [m2] | Classrooms [m2] |
|---|---|---:|---:|
| Irma Laciar Nursing school[2] | 29 de septiembre | 840 | 373 |
| Néstor C. Kirchner Government school | 29 de septiembre | 840 | 422 |
| Oscar Varsavsky laboratory | 29 de septiembre | 840 | 0 |
| Leonardo Werthein Building | 29 de septiembre | 835 | 157 |
| José J. Hernández Arregui Building[5] | 29 de septiembre | 658 | 0 |
| Homero Manzi Building | 29 de septiembre | 528 | 420 |
| Tita Merello University Cinema | 29 de septiembre | 523 | 0 |
| Padre C. Mugica Cafeteria | 29 de septiembre | 470 | 0 |
| Azucena Villaflor child care center | 29 de septiembre | 460 | 243 |
| Roberto Arlt Building | 29 de septiembre | 460 | 0 |
| Enrique S. Discépolo Recording studio | 29 de septiembre | 310 | 202 |
| Lisandro de la Torre Building[6] | 29 de septiembre | 268 | 255 |
| Delfo Cabrera sports field (Locker rooms) | 29 de septiembre | 246 | 0 |
| Ortega Peña Building | 29 de septiembre | 177 | 109 |
| Juana Azurduy Building | 29 de septiembre | 101 | 0 |
| Lola Mora Building | 29 de septiembre | 96 | 0 |
| Pascual Contursi refreshments stand | 29 de septiembre | 53 | 0 |
| Claudia Falcone student center | 29 de septiembre | 30 | 0 |
| Paco Urondo Building | 29 de septiembre | 30 | 0 |
| Other spaces | Hipólito Yrigoyen | 3190 | 0 |
| **Total** | | **50,998** | **10,563** |

*Note:*
*1. The Bidegain property is not included. Its buildings are under construction or being refurbished.*
*2. Includes 193 m2 of workshop classrooms.*
*3. Includes 601 m2 of workshop classrooms.*
*4. Includes 248 m2 of workshop classrooms.*
*5. Includes 200 m2 of Gatica Gymnasium.*
*6. Workshop classrooms.*
*Source: General Secretary's Office (Physical Planning division).*

**Table 100: Classroom and their area by building[1]. Year 2019.**

| Building | Classrooms | |
|---|---|---|
| | [Units] | [m2] |
| José Hernández Building[4] | 15 | 1914 |
| Arturo Jauretche Building | 12 | 648 |
| Macedonio Fernández Building | 12 | 1009 |
| Felipe Vallese Building[3] | 11 | 1185 |
| Néstor C. Kirchner Government school | 10 | 422 |
| Juana Manso Building | 8 | 800 |
| Leopoldo Marechal Building | 8 | 800 |
| Manuel Ugarte Building | 8 | 800 |
| Irma Laciar Nursing school[2] | 5 | 373 |
| Homero Manzi Building | 5 | 420 |
| Azucena Villaflor child care center | 4 | 243 |
| Abremate | 3 | 327 |
| Leonardo Werthein Building | 3 | 157 |
| Megafón | 3 | 351 |
| Lisandro de la Torre Building[5] | 2 | 255 |
| Raúl Scalabrini Ortiz Building | 2 | 382 |
| Libros del Sur Building | 2 | 166 |
| Enrique S. Discépolo recording studio | 1 | 202 |
| Ortega Peña Building | 1 | 109 |
| **Total** | **115** | **10,563** |

*Notes:*
*1. The Bidegain property is not included. Its buildings are under construction or being refurbished. 2. Includes 193 m2 of workshop classrooms.*
*3. Includes 601 m2 of workshop classrooms. 4. Includes 248 m2 of workshop classrooms. 5. Workshop Classrooms. Source: General Secretary's Office (Physical Planning division).*

Communication Indicators

**Audiovisual media and social networks**

**Table 101: Megafón Radio. Year 2019.**

| Indicator | | Amount |
|---|---|---|
| Campaigns[1] | | 10 |
| Specialists columns | | 780 |
| Radio interviews | | 3640 |
| RadioCut plays | | 20 |
| Special live transmissions[2] | | 10 |
| Megafón Website[3] | Visits | 93,600 |
| | Recurring users | 8641 |
| | Average time per user | 1:26 minutes |
| | Age range | Between 25 and 44 |
| | Average views per access | 1.5 |
| Regional artists visits | | 46 |

Notes:
1. This item includes on a day like today in Human Rights, Not One Less [woman], State education, Ombudsman + CEPSA, State Education Defense, National Thought (CAM), II Institutional Development Plan. [In Spanish for reference: Free university tuition, Breastfeeding, Food emergency; Efemérides de Derechos Humanos; Ni una Menos; Educación Pública, Defensoría del Público; Defensa de la Educación Pública; Pensamiento Nacional (CAM), II Plan de Desarrollo Institucional].
2. This item includes Expo-Courses [a vocational orientation exhibition], Freshmen week, Women's strike, Union discussion group, State Education rallies, Comission debate on the Budget bill. [In Spanish for reference: Expo Carreras; Semana del Ingresante; Paro Internacional de Mujeres; Mesas de debate sindical; movilizaciones en Defensa de la Educación Pública (2); tratamiento legislativo de la Ley de Presupuesto].
3. Calculated data in relation to the period between January 1st and October 18th.
Source: General Secretary's Office (Institutional Communication division).

**Table 102: Megafón TV. Year 2019.**

| Indicator | Amount |
|---|---:|
| Own campaigns[1] | 4 |
| Coverage broadcastings | 139 |
| Institutional productions[2] | 60 |
| YouTube channel views[3] | 73,250 |
| Total YouTube channel views[4] | 291,471 |
| Total views of own productions on Facebook[3] | 111,600 |

Notes:
1. This item includes 8M, University Gratuity, Defense of State Education, Defense of State Education. [In Spanish for reference: 8 M; Gratuidad Universitaria; Defensa de la Educación Pública; II Plan de Desarrollo Institucional].
2. This item includes Trayectoria Awards interviews, Formarnos, Peer to peer tuition program, Licentiate in Nutrition, Collective Health institute, Expo-courses, Ads for the Dissability Advice Commision, Study Center for the Latin-American integration platform "Manuel Ugarte", online classes, Student census ads, Licentiate on Urban Environmental Management, Opening ad for the Felipe Vallese Vocational school, institutional video, closing videos. [In Spanish for reference: Entrevistas Premios Trayectoria; Formarnos; Tutores Pares; Licenciatura en Nutrición; Instituto de Salud Comunitaria; Expo Carreras; spots para la Comisión Asesora de Discapacidad; Plataforma Centro de Estudios de Integración Latinoamericana Manuel Ugarte; Clase virtuales; spot Censo Estudiantil; Licenciatura Gestión Ambiental Urbana; spot de Inauguración de la Escuela de Oficios Felipe Vallese; video institucional; videos de cierre].
3. This year's views up to October 18th.
4. Historic accumulation from July, 2013, until October 18th, 2019.
Source: General Secretary's Office (Institutional Communication division)

**Table 103: Events managed by the Cooperation and Public Service Secretary's office by type of attendance and organizer. Year 2019.**

| Type of attendance | Organizer | |
|---|---|---|
| | Cooperation and Public Service Secretary's office | Other Management |
| Audiovisual technical assistance[1] | 1 | 489 |
| Complete audiovisual production, direction and filming[2] | 20 | 489 |
| **Total** | **21** | **554** |

*Note:*
*1. Events that required audiovisual technical assistance for its production, direction and filming, which generally included installing projectors, notebooks, screens, microphones, speakers and sound operation.*
*2. Events which, aside from audiovisual assistance, required special recording equipment for a raw recording and a complete audiovisual production was carried out.*
*Source: Cooperation and Public Service Secretary's office (Cultural Relations division).*

**Table 104: UNLa social network followers. Year 2019.**

| Social network | Amount | Yearly variation[1] |
|---|---|---|
| Facebook | 47,298 | +17.4% |
| Twitter | 10,700 | +12.4% |
| Instagram | 13,400 | +75.9% |
| YouTube | 1700 | +41.2% |

*Note:*
*1. Yearly variation of the data observed on October 15st, 2019 and the data published in the Annual report for the Annual Management report of 2018.*
*Source: Preparation by the Planning and Management Evaluation division of the Pro-Rector's office (DiPEG) from the records obtained by each network up to October 22nd, 2019.*
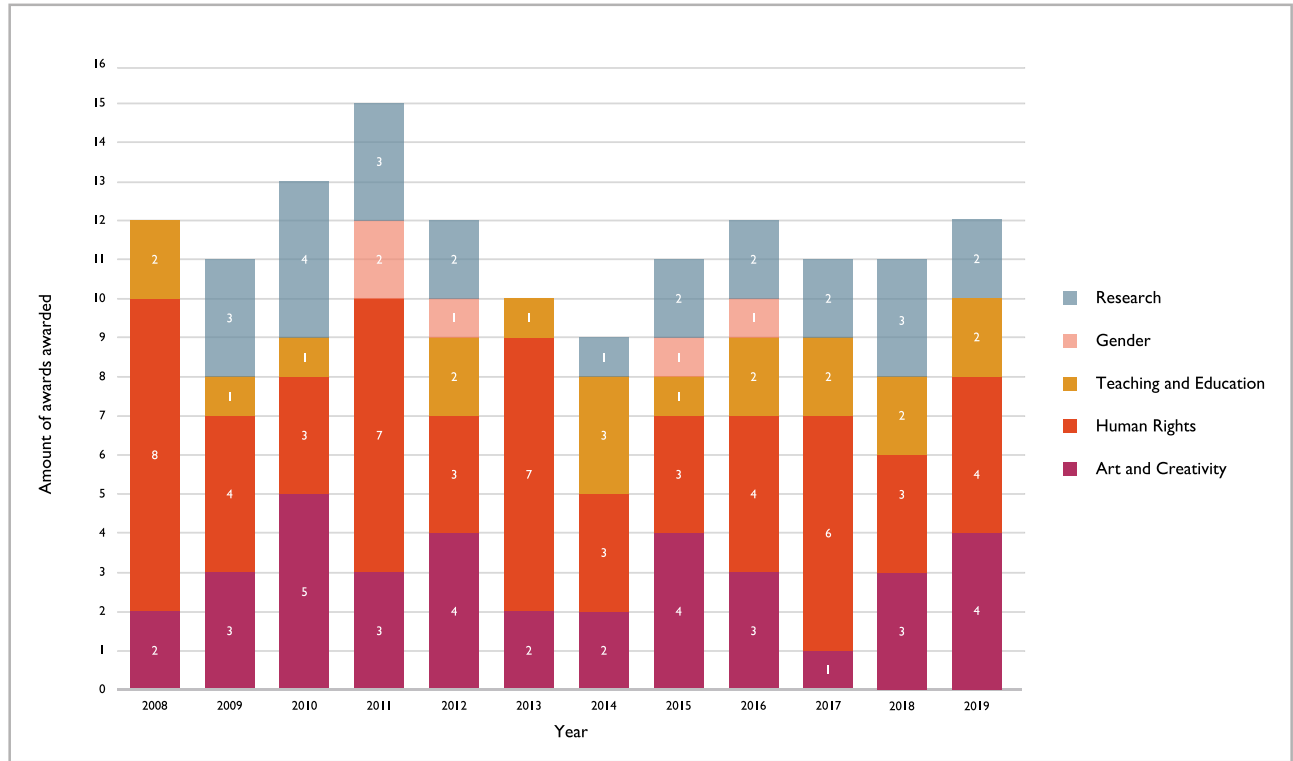
**Table 105: Formarnos program followers on social networks. Year 2019.**

| Social network | Amount | Yearly variation[1] |
|---|---|---|
| Facebook | 4997 | +12% |
| Twitter | 362 | +6% |
| Instagram | 228 | |
| YouTube | 1510 | +85% |

*Note:*
*1. Yearly variation of the data observed on November 6th, 2018 and the data published in the Annual report for the Annual Management report of 2018.*
*2. Instagram account was open in 2019.*
*Source: Preparation by the Planning and Management Evaluation division of the Pro-Rector's office (DiPEG) from the records obtained by each network up to October 22nd, 2019.*

## Arts and Symbolic and Cultural Heritage Dissemination

**Table 106: Symbolic and cultural heritage indicators. Year 2019.**

| Indicator | Amount |
|---|---|
| ADN UNLa gift sculpture to visitors | 17 |
| Large sculptures | 18 |
| *Podocarpus guatemelensis* wood frames for diplomas and pictures | 10 |
| Works newly donated to the art gallery | 0 |
| Prizes and trophies for institutional events | 37 |
| Commemorative plaques | 7 |

*Source: General Secretary's Office (Historic Heritage division).*

**Graph 37: Amount of Trayectoria Awards awarded by award field and academic year. Period 2008-2019.**



*Source: Community Health Academic department (Elderly center).*

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**Tabla 107: Difusión de las artes. Año 2018.**

| Indicator | Amount |
|---|---|
| UNLa's choir performances | 15 |
| Orchestral and wind ensemble performances[1] | 14 |
| Concerts per season[2] | 14 |
| Performances of "Let's go to the movies at UNLa" program | 37 |
| Cultural workshops[3] | 16 |

*Notes:*
*1. Three performances of the chamber orchestra, seven of the academic orchestra and 4 of the wind quintet.*
*2. Seven concerts were performed during the "Concerts at noon and dusk at UNLa" season and another 7 within the Chamber music and 20th Century Chamber music subject courses and the Contemporary Music Experimentation Laboratory.*
*3. There were 604 participants to cultural workshops. The offers include: Tango (3 levels), zamba, cueca and zapateo (2 levels), Stylization and improvisation in zamba cueca and Argentina folklore dance (3 levels), drawing and painting (2 levels), basic photography (2 levels), portrait, social events photography, creativity and expression in photography and literature, introduction to photo editing, photographic development and printing, xylography, bookbinding, theater, broadcasting, writing (2 levels).*
*Source: Cooperation and Public Service Secretary's office (Cultural Relations division).*

**Communication Accessibility**

**Table 108: Communication accessibility indicators. Year 2019.**

| Indicator | Amount |
|---|---|
| Classrooms, offices, buildings and bathrooms identified with appropriate and accessible signs for the blind and the visually impaired. | 49 |
| Way finding maps for the blind and the visually impaired. | 3 |

*Sources: Pro-rector's office (Disability Advice commission), Academic Secretary's Office (Library and Documentation division).*

## Design and Formatting of Graphic Pieces

**Table 109: Design and format requests of graphic pieces by type. Year 2019.**

| Indicator | Amount |
|---|---|
| Events[1] | 358 |
| Editorial[2] | 17 |
| Signs for the blind and the visually impaired | 20 |
| Institutional[3] | 424 |
| Professional practice[4] | 39 |
| Other pieces[5] | 220 |
| **Total** | 1078 |

*Notes:*
*1. It includes the design of comprehensive visual communication for: The Congress of Philosophy, Trayectoria awards, Expo-Courses [a vocational orientation exhibition], Academic platform, Educational cooperation award, and others (Public welfare campaigns, seminaries, festivals, dissemination sessions, lectures, round tables, discussion groups, calls, homages, showcases, openings, book presentations, projections, workshops, meetings, fairs, exhibitions, and congresses).*
*2. It includes: Viento Sur magazine, digital publications, guidelines, bulletins, supervisions of books laid out by EDUNLa.*
*3. It includes: the design of visual subordinate identities, institutional stationery, graphic pieces used to disseminate information about the course and cultural catalogue of the UNLa, graduations, diplomas for honorary professors and honoris causa.*
*4. Articulation and orientation of the student's professional practices for the Visual Design and Communication students at UNLa.*
*5. Modifications and redesign of graphic pieces previously designed.*
*6. Data calculated in relation to the period between January 1st and October 18th of 2019.*
*Source: General Secretary's Office (Design and Visual Communication division).*