

INSTITUTIONAL PLAN FOR THE  
**INTERNATIONALIZATION OF**  
THE UNIVERSIDADE FEDERAL  
FLUMINENSE



Universidade Federal Fluminense

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# Executive Summary

In view of the internationalization movement of universities around the world and the specific characteristics of the Universidade Federal Fluminense (UFF), our vision of internationalization is based on three pillars. They are the same pillars that guide the Institutional Project for Internationalization, which is under preparation, in response to the Capes PrInt call for applications.

1. To design an internationalization model that considers the need to include Brazil in the hall of the great nations in the main centers of scientific and cultural knowledge production;
2. To promote a solidary internationalization with institutions and research centers in the implementation, development, or consolidation phase, especially in Latin America and Africa, for which we can make an effective contribution in a regional leadership position;
3. To take into account the expressed mission of the UFF, which is to produce, disseminate, and apply knowledge and culture in a critical and socially referenced way.

The UFF has grown considerably in the 21st century, becoming one of the largest in the country, with 41 teaching units, 135 undergraduate courses, 81 *stricto sensu* graduate programs, and 131 specialization programs. Indicators show remarkable qualitative improvement. In the Capes<sup>1</sup> most recent evaluation, released in 2017, the number of programs of excellence (with Capes grades 6 and 7) more than doubled.

For more than 35 years, the UFF maintains an international relations office, which shows an early concern and vocation for internationalization. With new headquarters and more employees, the International Cooperation Office (SRI) reports directly to the Rector's Office.

This Institutional Plan for Internationalization of the university offers strategic directions for the short, medium, and long run. The work is structured around the interdependent axes in which the institution is organized – research, education, and outreach – plus a chapter reserved for linguistic policy and another section on institutional and managerial issues. In each area, the following are presented: current framework, objectives, and goals; actions to be taken; challenges to be faced; management and follow-up tools to be implemented. At the end of the Plan, an appendix

<sup>1</sup> The *Coordenação de Aperfeiçoamento de Pessoal de Nível Superior* (Coordination of Improvement of Higher Level Personnel) is a foundation linked to the Ministry of Education in charge to expand and consolidate the Graduate programs across the states of Brazil.

presents quantitative goals.

Specific guidelines are presented for two types of graduate programs – already mature and emerging ones – that will serve as guides of internationalization to coordinators of programs, professors, and students at the UFF in the short, medium, and long run.

The UFF has established five priority thematic fields in its internationalization process, which also guide the Institutional Project for Internationalization that is being prepared:

- Global inequalities and societies;
- Technological innovation of processes and products, optimization of systems and services, nanosciences, scientific computing and intelligent materials;
- One health and well-being: human-animal-environment relations;
- Climate or global changes: from past to future;
- Production and circulation of speeches and narratives.

This Institutional Plan for Internationalization intends to guide the process of internationalization underway at the UFF. The goals presented should be fulfilled to the extent that the culture of internationalization is disseminated throughout the academic community over the next few years. Considering the engagement of its faculty, students, and administrative staff, as well as its internationalist vocation already demonstrated in this Institutional Plan for Internationalization, we believe that the UFF is able to exercise an important leadership role in the internationalization of Brazilian universities.

# Introduction

In Medieval Europe, students and teachers circulated, exchanging ideas, concepts, and information, using Latin as the lingua franca. Even before being named as “university”, it was already born as an internationalized institution. At the dawn of the Renaissance, Erasmus, born in Rotterdam, traveled the European continent to teach, write, polemize, and debate with his contemporary intellectuals. He then became a doctor in Turin and died in Basle. To be worthy of carrying the university insignia, an institution must be open to the world, produce and disseminate knowledge, be welcoming, interconnected, and cosmopolitan. In one word: **internationalized**.

International collaboration is a fundamental feature of science and culture, and has never ceased to occur to any degree. But due to geopolitical, economic, linguistic, and other contingencies, there were moments in history when the international exchange between universities was more intense than in others. As if they were waves, internationalization would come and go. In recent decades, there has been a new intensification of economic and information flows, bringing people and institutions more closely together. There has also been an unprecedented increase in the degree of university interconnection.

In this recent period, **Europe** was the region that first understood the importance of training young people open to the

world, to different identities, and to multicultural experiences. This international vocation stems from the strong presence of immigrants, geographic proximity, and geopolitical crossings.

One of the main engines of creation and consolidation of the European Union was a program whose name is revealing: Erasmus, the theologian and humanist mentioned above. More than a Dutch thinker, he was a European thinker. Independent of currency, language, socio-political, and historical reasons, in its 30 years of existence the Erasmus project has promoted the mobility of millions of young people who have partially had their university education in another country, at universities other than their own, which ended up promoting dialogue and understanding between nations, and a linguistic spread never seen in the long history of the Old Continent.

In the **New World**, developed countries such as the United States, Canada, or Australia, carry in their DNA a strong presence of immigrants. There is also a long tradition of welcoming exiled scholars from regions affected by crises and calamities of different kinds, which has favored a culture of international exchange practically innate in their main universities. The rise of English as a contemporary scientific *lingua franca* has also contributed to making these countries important poles in the world’s scientific networks. Even so, in the last 30 years

these countries have not settled down; on the contrary, they have designed and implemented strategic plans aimed at developing their higher education systems anchored in partnerships with different international actors.

## Brazil and university internationalization

In Brazil, due to sociopolitical, geographical, and linguistic difficulties, we have lived for years in great isolation from the main centers. Even our decolonization, which occurred about 200 years ago, did not favor strong academic ties with the rest of the world. Only in the 20th century the Brazilian institutions of higher education that stand out today – in some cases due to the influence of foreign professors – were created or consolidated.

The latest wave of internationalization of universities, perhaps more intense and on a larger scale than any of the previous ones, is now a reality all over the world and also reaches Brazil. Without being fully prepared to participate in it, the internationalization of higher education has gained strong momentum in different regions and universities with very diverse profiles.

While this new wave was approaching, the Brazilian higher education system, less mature than the ones from developed countries would structure and organize itself by looking at other priorities. Above all, since the 1970s, state development agencies, notably CAPES and CNPq, encouraged Brazilian professors to **take their PhD programs abroad** with the institutional objective of bringing back to brand-new graduate programs in Brazil their experience of studying abroad. Although this was not its primary objective,

this policy eventually promoted some degree of internationalization.

With professors studying abroad to complete their training, graduate programs started to come to existence in Brazil. It also helped to **confirm the country's regional leadership**, which started to receive undergraduate and graduate international students, especially from Latin American neighbors, through undergraduate and graduate programs (PEC-G and PEC-PG).

The different internationalization movements of higher education in our country were more strongly connected to graduate and research, or to the reception of foreign students. Recently, Brazilian undergraduates have also been able to internationalize through student mobility, via the Science without Borders program. The mobility of undergraduate students is a reality all over the world. In Europe, the successful Erasmus project has as its main component this type of mobility. Also, in the United States, undergraduate mobility is a part of the university culture.

At Brazilian universities, international relations have historically been more linked to individual initiatives of professors and researchers rather than to a coherent and well-knit planning of actions and projects defined with a strategic vision by the university in its higher instances – that is, without due institutionalization. In today's scenario, in a world of dense networks, strong mobility of students, professors, researchers, and academic competition at global level – for example, with the advent of international rankings – **no university can do without some degree of planning, structuring, and institutionalization of its internationalization actions.**

The challenge for an internationalized Brazilian university is to exercise

leadership in the national and international university context, establishing bilateral and multilateral relations focused on excellence, innovation, and quality in teaching, research, and outreach – with the objective of expanding the production of knowledge and the dissemination of its scientific, technological, cultural, and artistic production. It is imperative to train students and qualify researchers with an international perspective and analytical, critical capacity, exercising a global citizenship: leaders who will address current challenges in the present and will look to the future.

## The vision of internationalization of the Universidade Federal Fluminense

Considering, on the one hand, the internationalization movement that manifests itself at universities worldwide, and, on the other, the local context and the specific characteristics of the UFF, our vision of internationalization is based on three pillars:

1. To design an internationalization model that considers the need to include Brazil among the great nations **in the main centers of scientific and cultural knowledge production**;
2. To promote a **solidary internationalization** with institutions and research centers in the implantation, development, or consolidation phase, especially in Latin America and Africa, for which we can make an effective **contribution as a regional leader**;
3. To take into account the **expressed mission of the UFF**, which is to produce, disseminate, and apply knowledge and culture in a critical and socially referenced way.

Internationalization must, therefore, be based on actions that lead the UFF to an inclusive and democratic international insertion. It should be transversal, going through undergraduate and graduate education, through research in the consolidated programs, as well as through emerging programs; and encompass outreach activities. It should involve students, faculty, and administrative staff. It should be in tune with the values and interests of the institution and the country, being able to recognize cultural and linguistic differences and fulfill its educational, formative, and academic mission.

The purpose of the internationalization of the UFF is **to cooperate with institutions and research centers overseas on a level of parity and reciprocity**, with a view to participating internationally in the production of knowledge, giving an effective contribution to this production and, at the same time, obtaining and generating quality gains in peer-to-peer dialogues. Our most consolidated cooperation takes the form of formally institutionalized agreements or partnerships, but also through more decentralized or informal cooperation actions involving cooperation between peers, which may be linked to partnerships or to other forms of agreements, such as student and faculty mobility.

This **Institutional Plan for Internationalization of the UFF** that we present here seeks to offer strategic directions for a four-year period (2018–2022) and for the medium and long run, without limiting the actions already underway at the university, which today presents a number of partnerships in collaborative research, student mobility, and other forms of exchange of academic experience.

# Chapter 1:

## Internationalization of the UFF: present and future

The UFF is approaching its sixtieth anniversary. It has grown a lot in the 21st century, becoming one of the largest universities in the country. It currently consists of 41 teaching units, including institutes, university schools, and the laboratory school. There are 124 departments and 135 undergraduate or distance learning programs. We offer 81 *stricto sensu* graduate programs, and 131 *lato sensu* specialization programs, besides 45 residency programs.

Indicators show remarkable qualitative improvement. For example, in the evaluation round of graduate programs carried out in 2013 by the Brazilian government through its agency Capes, the UFF had four programs classified as excellent (grades 6 or 7). **In the following assessment, released in 2017, this number more than doubled, now with nine programs of excellence.**

For more than 35 years, the UFF has been maintaining an international relations office, which shows an early concern and vocation for internationalization. As in many national universities, the first institutional project of internationalization implemented were PEC-G and PEC-PG. In recent years, attentive to national and international movements that have changed the approach and space of internationalization in higher education institutions, the former International Affairs Office is now named **Superintendência de**

**Relações Internacionais (SRI)** (our International Cooperation Office), with new headquarters and more employees. It also gains more institutional stature, reporting directly to the Rector's Office. This demonstrates the commitment of the UFF to become one of the most internationalized universities in Brazil.

SRI actions have a transverse and institutional character, and it works in partnership with several provost offices, in particular those of graduate studies, research, and innovation; undergraduate studies; student affairs; and outreach. It also interacts with other provost offices and superintendencies, as well as with the teaching units and the university administration.

Internationalization is present in a more developed way in graduate programs of excellence, grades 6 and 7 in the Capes evaluation, but also in most of the grade-5 programs. Other programs, however, also have specific actions of international insertion. Based on what can be seen in the most consolidated programs and in what is considered desirable to expand the international insertion of our graduate, as well as for the undergraduate programs and university staff, the main lines of action which have directed the internationalization policy of the UFF are presented here, as well as an organized proposal of guidelines and actions for the coming years.

There are interdependent axes in which the institution is organized – research, education, and outreach – plus a chapter reserved for linguistic policy and another section on institutional and managerial issues. In each part, the following are presented: current framework, objectives and goals, actions to be taken, challenges to be faced, and management tools and follow-up to be mobilized or implemented. At the end of the Plan, there is an appendix in which quantitative targets are presented.

## Research

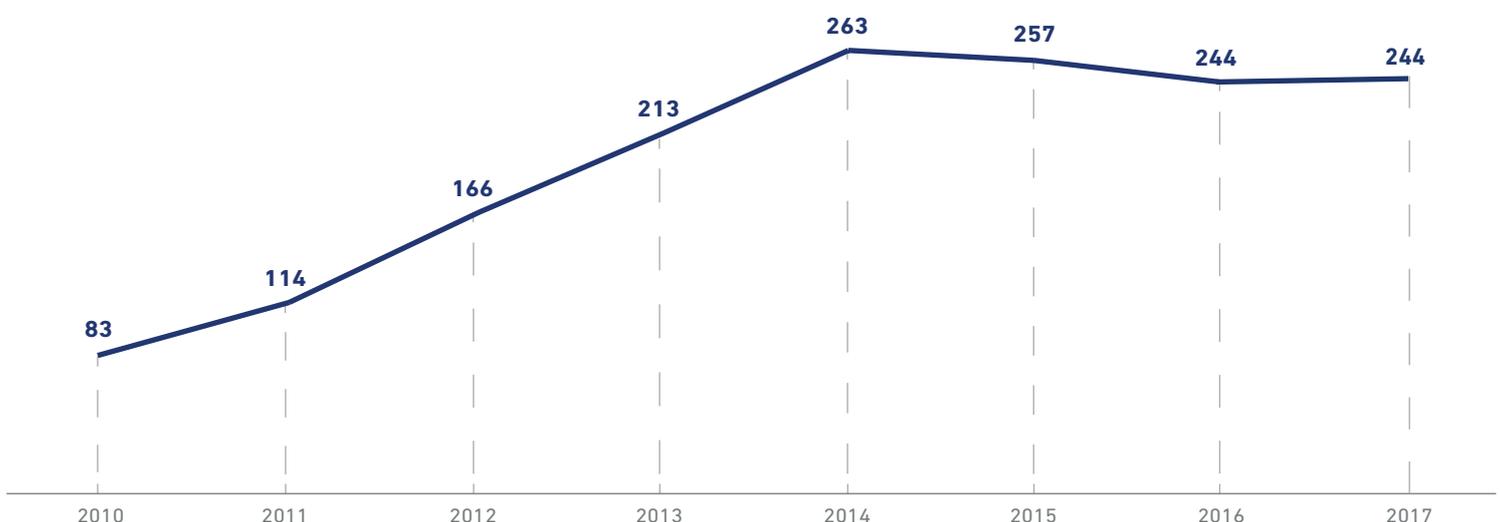
In general, the initiatives of international collaboration in research of the UFF can be classified in two types: those that are institutionalized in the central level of the university, and those that are conducted in a decentralized way by professors, research groups, graduate programs, or teaching units, with varying degrees of involvement, knowledge, and registration of university administration.

### Institutionalized initiatives at the university level

The first type is reflected in **agreements and partnerships** established on a level of parity and reciprocity between partner universities, with the seal of the

SRI. The formal celebration of agreements, which spell out partnerships of different orders, is an international trend to which we are attentive. That is understood to be the most appropriate way of demonstrating mutual interest in an institutional and joint work between partner universities. The UFF maintains about 250 active agreements with foreign institutions with which it has developed joint research and mobility (Figure 1). The agreements and partnerships cover almost 50 countries, including cooperation with geographically and culturally distant countries such as Japan, Korea, and China.

In December 2017, the SRI and the Office of the Provost for Research, Graduate Studies, and Innovation (PROPPi) organized a broad consultation with the coordinators of graduate programs in order to obtain updated information on international collaborations and ongoing internationalization actions. Many of the figures presented in this Internationalization Plan come from this survey. Through this consultation, information was obtained that the most frequent collaborations conducted by professors and researchers of the UFF are with institutions from the following countries: 1<sup>st</sup> Portugal, 2<sup>nd</sup> USA, 3<sup>rd</sup> Spain, 4<sup>th</sup> France, 5<sup>th</sup> Argentina, 6<sup>th</sup> Italy, 7<sup>th</sup> UK, 8<sup>th</sup> Germany, 9<sup>th</sup> Canada, and 10<sup>th</sup> Mexico. **Of note are Europe, North**



**Figure 1** International Agreements of the Universidade Federal Fluminense

## America, and Latin America.

The decrease in the number of international partners observed in Figure 1 is due to an adjustment made in the renewal processes of the partner institutions, with only those with active and effective partnerships remaining, whether in research, graduate studies, or academic mobility.

Another type of collaboration that fits the first type are the network partnerships established by the UFF as an institution, which opens space for research collaborations to all university professors and students, especially graduate students. Such networks provide opportunities such as funding for missions, field surveys, scholarships, international doctorates, doctoral colleges, among others. The UFF is a member of the following international networks:

- **Universities of the Tordesilhas Group**, in which the UFF is particularly active, integrating international doctoral colleges in the fields of Nursing and Physics, and having its rector as vice president of the network;
- **Association of Portuguese Language Universities (AULP)**;
- **University Agency of the Francophonie (AUF)**;
- **Salamanca Network**;
- **Utrecht Group**, of European universities;
- **Inter-American University Organization (OUI)**;
- **League of Universities of the BRICS countries**, of Chinese initiative;
- **BRICS Universities Network**, of Russian initiative;
- **Erasmus Program**, in partnership with European universities.

The UFF, through the SRI, is also in constant contact with **international**

**agencies linked to the internationalization of higher education**, such as DAAD, Campus France, British Council, Fulbright, and educational departments of consulates.

There are also partnerships that translate into the creation of **international study centers**, which bring together professors, researchers, and students from different teaching units and graduate programs from the UFF, who conduct research in collaboration with foreign counterparts on topics of intrinsic, multidisciplinary and international nature. Currently, the following centers are in operation:

- **BRICS Countries' Studies Center**: unique in a Brazilian public university;
- **Portuguese and African Studies Center**;
- **Center for Canadian Studies**;
- **Center for Galician Studies**.

For three years, as part of the Institutional Development Plan of the UFF, the SRI managed its **own budget to promote internationalization policies**, paying for the actions of professors or groups of research linked to the international insertion, selected through public calls widely published at the university. Due to a budget reduction on the part of the government, this line of financing has been suspended.

In the chapter devoted to internationalization actions more closely related to teaching, there are experiences and initiatives carried out by the university itself to attract foreign visiting professors for the short term (2-4 years) and for the medium and long terms, aiming at adding international staff to our faculty.

Graduate programs have undertaken efforts to **internationalize the scientific journals** edited at the university, index-

ing them in international databases and reputed repositories. Through its PROPPI, the university has contributed to this process by establishing a Forum of Editors of Scientific Journals, which works permanently. One recent measure was to encourage and assist publishers of university-produced journals to record them in the perennial digital addressing system known as the Digital Object Identifier (or DOI). A common prefix was also created to be adopted for all journals by the university.

### Decentralized initiatives

Collaborative initiatives of the second type are those **conducted in a decentralized manner** by professors, research groups, or graduate programs, without necessarily having an agreement formalized at the SRI. Not all of these actions are known or recorded by the PROPPI or by the SRI.

Research and program project coordinators have the autonomy to use part of their resources for international collaborative research purposes. The funding can come from national or international development agencies, from companies or from partner universities. Graduate programs, for instance, receive funding from the federal research agency Capes or raise their own resources, which can be used to fund the hosting of a visiting foreign researcher in their laboratories, for example, or to send graduate students to research internships at foreign universities.

Such decentralized initiatives are vital for the dynamism of research carried out in international collaboration by the scientific community of the UFF. Such autonomy is good, since it allows to streamline the processes, decision making, and the use of resources for researches. Moreover, these actions translate into scien-

tific publications, patent registrations, joint supervisions, and other results directly relevant to the university. They are reported by the programs in the reports presented to Capes annually on the so-called Sucupira Platform, thus becoming public information. They also offer visibility and prestige to professors, research groups, and graduate programs involved, which benefits the university indirectly.

Decentralized initiatives of graduate programs and research groups are increasingly being institutionalized with the PROPPI and the SRI, which characterizes a greater degree of institutional maturity.

A positive example from graduate programs is the hosting of visiting professors, who are received annually by the UFF in significant numbers, for medium or long-term visits, in order to teach courses, work in collaboration with local co-authors, or do research internships in laboratories. They also come for short stays, to present state-of-the-art lectures in their fields, or to attend the dozens of conferences, congresses, and workshops held at the UFF. In 2017, for example, no fewer than 350 visitors from different fields and different duration of studies were received, distributed among almost 70% of the university's graduate programs. These visits constitute important contributions to the dissemination of knowledge and to the scientific and cultural development of our researchers.

There are also initiatives that, although originated from decentralized actions, have some degree of involvement of the administration of the university. Examples of this are **teacher training missions and participation in events abroad**. It is substantial the number of UFF professors who travel annually to participate in international events or to take part in post-doctoral or doctoral internships abroad, in institutions that are either for-

mal partners or not. Although some can afford the expenses of their missions with funds from development agencies or the universities that host them, all communicate their leave of absence of any duration to the university, a compulsory procedure for civil servants.

There is also a more select group of professors who have **official ties, such as professorships or honorary contracts**, with foreign universities, present in 37% of university graduate programs.

Hundreds of permanent professors and collaborators of UFF graduate programs deliver referee reports or provide other forms of consulting to foreign journals, publishers, and institutions. Many are also **members of editorial committees of international scientific journals**, a facet of the internationalization of the university that attests the integration of the graduate programs faculties into the world academic dialogue.

Of the university graduate programs, 84% rely on professors who participate in indexed international journals committees. In 87% of the programs, there are professors who are members of international scientific societies or associations.

Our goal in terms of internationalization of research at UFF and how we intend to achieve it

### ***Cultivating, enhancing, and expanding institutionalized initiatives***

It is necessary to cultivate and enhance institutionalized initiatives already established by the UFF in the form of agreements, networks, centers, dissemination of internal calls promoting internationalization, and efforts to improve publications from the university and make them more visible. To this end, we intend to carry out the following initiatives:

- To maintain regular contact and close communication with **international relations offices** of partner universities;
- To make **regular balances of the frequency of the exchanges** effectively carried out within each agreement, seeking to encourage those who are less dynamic, acting in partnership with the PROPPI and with coordinators of graduate programs;
- **To prospect and identify new opportunities** for agreements, networks, and centers, especially programs of excellence and researchers from the UFF involved in cutting-edge research;
- To seek to direct internal calls specifically to promising research groups, **which need to consolidate internationally**;
- To deepen and expand international, institutional partnerships and compete in national and international public calls of fomentation that bring **funding to internationalization projects**, in order to raise funds to be granted via internal calls;
- To assist graduate programs and their professors individually in the search for **international funding for research**, including the creation of an office to support the development of international projects and presentations in English;
- To support the actions of the university **Scientific Journal Editors' Forum** in order to disseminate the editorial work done by the graduate programs, as well as to promote and encourage joint international publications;
- To design **internationalization actions for all campuses** of the UFF, in Niterói and in the countryside of

the State of Rio de Janeiro.

### ***Institutionalizing decentralized actions***

A challenge imposed on the UFF, and in particular on its SRI, is that of, without impeding the autonomy and agility of those who are currently carrying them out, finding ways to institutionalize such decentralized initiatives, in order to value them more both internally and externally.

Besides this general challenge, other specific measures will be undertaken to promote the efforts of professors, research groups, and graduate programs to internationalize the research practiced at the UFF, such as:

- Encouraging **intensification of visits of foreign researchers** to laboratories and research groups at the UFF, as well as, in return, paving the way for the international mobility of our researchers;
- Promoting UFF researchers' **actions at international research centers**;
- Redesigning, in partnership with the Rector and provost offices, **an international attraction policy** for professors, researchers, and post-docs, for short, medium, and long-term assignments;
- Intensifying the **international attraction policy** for student-researchers, especially graduate students;
- Attracting researchers, both professors and students, in view of the mission of the UFF and its strategic guidelines, always keeping in mind the dual objective of targeting both central and peripheral countries;
- Fostering **international mobility for research among students**, especially graduates, by exploring international opportunities, as well as actions to prepare for mobility;

- Supporting the **holding of international events** in order to increase the visibility of the university and, at the same time, promoting an international environment of excellence;
- Acting, in partnership with federal, state, and local development agencies, as well as the private sector, in the sense of **continuing to support international research**, whether in terms of projects or scholarships;
- Encouraging the **institutional engagement** of research with international partners in all fields, and broadening the **articulation of researchers** with internationally recognized groups;
- **Encouraging national and international research projects in a network**, giving technical support to professors for the elaboration of projects, and articulating the integration between different fields of research.

### ***Supporting internationalization according to the degree of maturity of graduate programs***

The internationalization of the UFF graduate programs aims at **respecting the degree of maturity, consolidation, and stabilization of our programs**. Although the general orientation is that all programs should make efforts in search for internationalization, this can be done in different stages and times, respecting the possibilities of each one, and avoiding to require from start-up graduate programs the same that is required from programs of excellence. As there are programs that are still in the consolidation phase and others already consolidated in different stages of international insertion, **the search for transversal themes that aggregate different programs of the UFF** in different stages of consolidation is a

collaborative effort to create connections and partnerships that allow the less consolidated to develop their internationalization more quickly.

Chapter 3 of this Internationalization Plan presents specific actions to be carried out by professors and students belonging to **graduate programs in consolidation**, as well as measures to be adopted by the programs themselves. They are succeeded by a list of more appropriate actions for **consolidated graduate programs**.

## Education

### Internacionalization of faculty

UFF has been attentive to the need to **attract foreign professors and researchers**, whether for short or medium-term visits, or for its permanent staff. SRI and PROPPi always offer administrative and logistical support to visits of foreign professors and researchers by telling teaching departments and graduate programs about public calls by development agencies.

Besides, university budgetary resources have also been used in a **separate program for visiting foreign professors** who receive salaries equivalent to the top-of-the-career of federal universities for a period of two to four years. The experience has been very useful, especially for dynamizing and internationalizing graduate programs, bringing countless benefits, particularly for university teaching.

Finally, the university has also been **working to attract professors to be a part of its permanent staff**, encouraging programs to include international researchers as perennial collaborators via public admission exams, the official way to become a public university professor, by offering means to enable and encourage admission tests in English. We have also been publicizing opening positions in-

ternationally.

### Outgoing International Mobility

Our graduate programs have effectively **utilized all the grants for international mobility of PhD candidates we have**. There is even a demand for more scholarships than currently available, especially for programs that are imbued with the spirit of internationalization and that have already reached excellence according to Capes parameters.

Many of these doctorate programs are converting into **cotutelle programs**. The policy of encouraging doctoral theses in cotutelle and double degree in undergraduate programs, an important guideline of the university put into practice by SRI and PROPPi, has been successful. In about 30% of the graduate programs there has been at least one supervised cotutelle doctoral thesis in the past five years, and in a similar proportion, 32%, there is at least one ongoing supervised cotutelle doctoral thesis.

The UFF is recognized for having one of the most **consolidated international mobility programs for undergraduate students in Brazil**. We send approximately 550 students annually to institutions spread across five continents, in free competition through public calls and transparent rules (Figure 2).

When the UFF participated in the Science without Borders program, it was the second university in the State of Rio de Janeiro that most sent students: almost 1,300 undergraduates throughout the program. The drop in intensity of student mobility, that can be seen in Figure 2, is due to the end of this program.

With its own resources and partners, the UFF offers 60 **scholarships for mobility students annually, following criteria of academic excellence and socio-**



**Figure 2** Evolution of Ingoing and Outgoing Mobility students at the UFF.

**economic vulnerability.** The selection of the students is made by a committee formed by professors from different fields of knowledge, and representatives of superintendencies and provost offices.

The UFF undergraduate mobility numbers clearly demonstrate that the internationalization culture is well advanced at undergraduate level. Some actions to further qualify undergraduate mobility are already under way, such as double-diploma partnerships in Economics and Tourism, in addition to the CAPES-PLI international Licensure programs, of which the university has been participating in recent years.

## Incoming International Mobility and Courses in English

Our university sends much more students abroad than it receives, in a proportion that ranges from 3 to 1 to 7 to 1. Despite the unfavorable balance in incoming mobility, the university has received around 120 foreign students in its undergraduate programs, coming from all continents, who come to study for one or two semesters in several fields. We have also encouraged the arrival of students for shorter periods in research laboratories.

In December 2017, there was already at least one foreign student in 62% of our graduate programs. They come from **Latin America** in their vast majority, followed by **Africa, Europe, North America, Asia, and the Middle East**. The presence of foreign undergraduate and graduate students on our campuses favors the flourishing of a multicultural and international environment.

On this effort, SRI has been **encouraging graduate professors to offer courses in foreign languages, especially English**, for five years, with the dual objective of attracting more foreign students and increasing the linguistic competence of our students. Some graduate programs have responded very well to these recommendations, understanding that it is an important measure to increase openness to the world and the quality of teaching. It is also an enriching practice for the professor himself, who thus exercises a foreign language of greater circulation in the international academy than the Brazilian Portuguese.

Dozens of graduate programs have been taught in foreign languages each semester, either by foreign professors or by Brazilian professors. Foreign and Brazilian students have participated, not just graduate, since many of these programs are open to undergraduates. In December 2017, four out of ten university graduate programs offered one or more course in a

foreign language, mainly English.

Since teaching programs in foreign languages requires a greater effort from Brazilian professors than to do it in their mother tongue, provision will be made so as to train Brazilian professors in “English as a Medium of Instruction” (EMI) to support professors engaged in this project.

Facilitating the reception of foreign students also requires that **secretaries of undergraduate and graduate studies programs expand their language skills**. For this reason, in 2017 we started to offer English and French courses aimed at this specific audience.

Finally, the main source of information for future students are **webpages, which must present an English version of themselves**. SRI, the initial contact of many at the university, especially undergraduate students, has for many years offered information in English. The webpages of the graduate programs, as well as teaching units, have been translated into English in recent years. It is hoped that in a short time all webpages of graduate programs will as well be in the English language.

Our goal in terms of internationalization of education at the UFF and how we intend to achieve it

It is our intention to **make internationalization a key part of our educational system**. In order to achieve this, it will be necessary to stimulate the mobility of professors, staff, graduate, and undergraduate students. It will also be necessary to promote a multicultural environment, aimed at understanding diversity, where the student can experience heterogeneity and different identities.

**In order to attract more foreign professors and researchers**, a series of ac-

tions must be taken, such as:

- To strengthen the work of **internal communication**, disseminating public calls and opportunities for the costing of missions and short to medium-term visits;
- Whenever necessary, SRI will assist, in the **task of responding to departments** and graduate programs **when it comes to the public calls**;
- To raise resources to **boost the program of foreign visiting professors**;
- In order **to attract international professors to work here permanently**, to encourage and assist programs to prepare open selection processes for hiring international academic community, and to disseminate vacancies internationally;
- To disseminate among the graduate programs the culture of **organizing summer or winter schools** structured as short courses covering state-of-the-art topics, held by both local and invited foreign professors.

The fact that it is already very intense nowadays does not exempt the UFF from working **to expand and enhance the outgoing mobility of undergraduate and graduate students** through the measures that follow:

- To raise resources from different institutions – national and international development agencies, partner universities, and networks to which we belong, as well as national and international companies – **to expand mobility opportunities for PhD candidates**;
- To provide each undergraduate mobility student and each doctoral student with a grant, having the **creation or consolidation of dou-**

**ble-diploma programs and cotutelle** in mind, and prepare them for such;

- **To sensitize undergraduate and graduate coordinators** to work for the multiplication of double diploma, sandwich-doctorates and cotutelle degrees;
- Undergraduate outgoing mobility is already part of the UFF undergraduate student culture, but it is possible to **expand** the number of students who go for international mobilities and **expand** the number of partner universities, as well as to further **qualify** mobility, seeking to expand the number of outstanding universities in each teaching field;
- To encourage policies **to make curricula more flexible**, so that they are focused on the international context in terms of the theme and appropriate formats;
- To improve mechanisms for the **recognition of credits and diplomas obtained abroad**, facilitating their curricular integration – even through the creation of specific regulations that would diminish bureaucracy.

**Undergraduate and graduate incoming mobility** requires special attention, since it faces some challenging barriers.

- To persuade more graduate professors to offer **courses in foreign languages**, especially English and Spanish;
- To extend the offer of **English courses in undergraduate programs**;
- **To train professors** involved in the initiative of teaching courses in English as a Means of Instruction (EMI) as well as in other languages;
- To expand the range of **language courses for graduate and under-**

**graduate coordination secretaries**;

- Complete the task of **translating the webpages** of all graduate programs and, if possible, of all departments and units as well;
- To aim at intercultural training and openness to otherness in order to stimulate the **internationalization of curricula** and the inclusion of international topics in undergraduate and graduate classes;
- To expand the list of **language proficiency or placement examinations offered at the university** (for the university community) like CELPEBRAS, through partnerships with competent institutions;
- To improve the **reception of foreign students**, especially at graduate level.

## Outreach

*Buddy Program*, for reception of foreign students

**The buddy program, the UFF undergraduate program for foreign students**, has been really successful. The program aims to promote the integration of foreign students with UFF students and with the university. It is a voluntary activity consisting of a rich cultural exchange experience for our locals. Buddies are responsible for assisting foreign students upon arrival in Brazil, assisting with whatever necessary. At the end of the mobility, and after delivery of the final report, certificates of participation are granted to those who have fulfilled their obligations to the buddy program, which are converted into credits for undergraduate programs.

Outreach programs in partnership with SRI

For foreign students on international mobility, SRI provides information and encourages their participation in outreach programs held at the university, which allows them to expand their experiences beyond the classroom.

During the welcoming ceremony of foreign students, organized to instruct them before the beginning of the semester, representatives of the outreach programs with closer partnership with SRI are invited to speak, such as: **“Heritage Education in Oriximiná”**, **“Realizing without Seeing”**, **“SOS UFF Community”**, and **“Knowledge Identity Language Tools”** (KILT). The representatives explain the various focuses of activity of their programs, which expand across disciplinary areas and bring unique aspects to the national reality, which arouses great interest on the part of several foreign students.

SRI is always open to receive representatives of other outreach projects in this event that are willing to integrate students of international mobility, for we understand that the experience enriches the students not only academically, but also at the professional and interpersonal level.

Our goal in terms of internationalization of outreach at the UFF and how we intend to achieve it

- **To extend the buddy program to graduate foreign students;**
- **To expand the range of outreach projects** presented to foreign students in order to provide experiences in projects aimed at society outside the walls of the university;
- To work so that the **participation in outreach activities will be valued at the university of origin**, possibly converting into academic credits;

- To propose **international partnerships in outreach**, promoting the coming of foreign professors and researchers for outreach activities;
- To encourage **partnerships with national or foreign companies** in international outreach projects;
- To create outreach grants for foreign students.

## **A dynamic and comprehensive language policy**

Covering teaching, research, and outreach, and with a view to the development of the internationalization processes of the university, the linguistic policy adopted by the UFF is articulated through partnerships among several departments: SRI, offices of provosts, the Euclides da Cunha Foundation to support university research (FEC), the Institute of Languages and the Department of Modern Foreign Languages, with **multilingualism, inclusion, and the integral education of citizens as principles**. In promoting these principles, the guiding elements are:

- **Democratization of access to foreign language learning** as an integral part of citizens' education through the provision of free foreign language lessons, with material included for the academic community;
- Development of the **foreign language proficiency of the members of our academic community**, instrumentalizing it to act in the international academic world;
- **Expansion of linguistic awareness and intercultural and critical skills**, through the valorization of linguistic and cultural varieties and problematization;
- Search for fairness in offering foreign language courses both for the

### **headquarters and the countryside campuses;**

- Comprehensiveness of actions, contemplating the university community and **extramural** communities, through the provision of courses according to the assumptions of the university outreach programs;
- **International students' access to the main language of instruction – Portuguese**, through the provision of courses for this audience.
- Expansion of spaces for the **training of the professional of Languages** – student-teachers or student-translators – through their participation in university programs;
- **Continuing education for the foreign language teacher**, through the interlocution between the UFF and the network of public schools of elementary education.
- **The Confucius Classroom**: In August 2018, we will inaugurate the headquarters of the **Confucius Institute**, the result of an agreement with Hebei Normal University, and Hanban, the agency responsible for the dissemination and teaching of Chinese language and culture in the world. The Confucius Classroom will be responsible for all activities related to the diffusion of Chinese language and culture at the university.

The UFF currently has **five language programs involving the teaching and promotion of foreign languages** as part of our internationalization policy. All of them contribute to the initial and continuing training of foreign language teachers, with emphasis on the training of undergraduate Licensure students of Languages/Foreign Languages, but also for the **internationalization of the university**, including in this process the campuses of

the countryside of the state, for the promotion of multilingualism at the university and to promote research on language teaching and language policy.

### **Foreign and Modern Languages Program (PROLEM)**

This is an outreach program linked to the Languages Undergraduate Program. It was created in 1994 with the offer of paid language courses to the general public. Currently, it offers regular courses of ten modern foreign languages and two classic languages, including English for Specific Purposes to the university community and the extramural community (all courses offered for adults). The PROLEM integrates with other departments of language programs of the university, being another option for students interested in learning languages and internationalizing. The program also offers Languages undergraduate (Licensure) degree students the opportunity to practice teaching, valuing multiculturalism and the multilingualism, essential to the process of internationalization.

### **Foreign Languages Universalization Program (PULE)**

It is common sense in the modern, globalized world the importance of knowledge of foreign languages for citizen and professional training. The labor market, the world of culture, and social networks demand, on a day-to-day basis, a knowledge of languages without which the subject is left out of participation in the game of globalization. The average student, who enters a public university in Brazil, has little or no foreign language training. In this sense the UFF launched an important action, which is **the universalization of foreign language teaching to both undergraduate and graduate**

## students found in socio-economic vulnerability.

In 2012, with the creation of the Foreign Language Universalization Program (PULE), the SRI and the Department of Foreign Modern Languages began to offer six semesters of five languages at elementary level: English, Spanish, French, German, and Italian. From 2016 on, the PULE started to offer the Chinese and Russian languages. The program is open to students of any undergraduate degree who does not have access to learning a foreign language. The PULE promotes inclusion through the teaching of foreign languages, contributes to the training of students and the tutor and expands the horizon of those who need to learn the language.

In 2017, the PULE also opened its doors to the university staff, believing that the UFF must **enhance the qualification of its staff when it comes to internationalization.**

## Languages without Borders (IsF)

Created in 2013, it offers free, face-to-face and/or distance courses for the internal and external communities, including teachers of Federal Elementary Education, IsF has a strong presence at the UFF. It is focused on actions in favor of a linguistic policy for the internationalization of Brazilian higher education. IsF works in integration with the PULE and together they offer the TOEFL exam, which is widely accepted in our mobility programs and for the demands of CAPES.

## Portuguese as a Foreign Language

Since 1998, the UFF has also been offering **Portuguese for Foreigners to undergraduates or graduates from our university.** The Portuguese for Foreigners team is also responsible for the application of CELPE-BRAS, a program for the

certification of Portuguese for foreigners jointly coordinated by the Brazilian Ministry of Education and Ministry of External Affairs. We are working on the process of launching **an online course of Portuguese for Foreigners**, to be made available to our international partners.

## Center of Languages and Culture

As a milestone in the UFF outstanding work in favor of internationalization, in March 2018 our **Center of Languages and Culture was inaugurated**, a space for teaching languages, but also for the care of foreign students and professors. The Center will maximize the offers and focus the efforts of all the university foreign language programs in an integrated way.

The creation of the Center seeks to meet a demand that arises along with the internationalization process of the university. The Center is autonomous and, at the same time, interdepartmental, and interdisciplinary. Its purpose is to support the linguistic training of the university community, a point of support for foreign students and professors who visit the university, as well as a diffuser of the Portuguese language and Brazilian culture and **a fundamental axis for the internationalization process of the university.**

The proposed activities go beyond the areas of languages and culture, since, as a fundamental axis of internationalization, the Center intends to maintain an agenda of activities with foreign scholars and professors from different fields of knowledge, disseminating their expertise to the whole university in the same way that it is intended to relate to professors, students, and members of the academic community engaged in international projects.

Counting on specialized professors, the Center will have a comprehensive pedagogical proposal, being able to offer

specific services of interest of the academic community, as well as of the foreign community with which we develop partnerships. With this Center, the university intends to develop a regular offer of short-term courses, such as **summer courses**.

Our goal of a language policy at the UFF and how we intend to achieve it

- To create foreign language classes **to meet the specific demands of professors and students**, and to develop skills necessary for international insertion;
- **To introduce the concept of Collaborative Online International Learning (COIL)** to the university by promoting shared lessons between the UFF and institutions of education in other countries, through modern communication platforms, so that our students can enjoy an international experience throughout their programs at our university;
- To expand the list of **language proficiency and placement exams offered at the university**, such as the TOEFL ITP, currently held regularly at the UFF, through the IsF project;
- To validate the actions of the foreign language programs of the UFF as a **complementary curricular activity** and also for the entrance in the graduate programs;
- To intensify the offer of foreign **language courses for academic purposes**;
- To contribute to the provision of **non-linguistic courses in a foreign language**;
- To expand the offer of **courses for the university staff**, equipping them for the care of international students

and professors and for their communication with foreign universities;

- To encourage the **participation and organization of international events** that foster academic mobility through the use of foreign languages;
- To stimulate **bibliographical production in a foreign language**;
- **To expand the recognition of proficiency tests and certificates of completion of courses taught by the foreign language programs** for the granting of institutional scholarships, promotion in the teaching and administrative career, and access to graduate programs.

## **Institutional and Management aspects**

To achieve success through this Internationalization Plan, which is already in operation, and to consolidate the points in which we know we can move forward, the UFF has institutional policies that lead to a set of strategies aimed at achieving and succeeding with the Internationalization Plan. The SRI is the department responsible for the internationalization actions respecting the transversality of the whole process.

### **Internationalization management system**

The management of international mobility programs is carried out through a system developed by the university, which is integrated to the academic system of the university (Iduff), demonstrating that internationalization is fully integrated with the academic culture. This system also manages the university agreements and partnerships.

## National Networks

It is an effective way of increasing its participation and its national and international visibility. The UFF is a part of a number of national and international networks:

- **Coimbra Group of Brazilian Universities (GCUB)**: through which we participate in the PAEC-OEA program and receive students from Latin America for graduate courses;
- **International Relations Network of Rio de Janeiro Higher Education Institutions (REARI-RJ)**: formed by the agencies responsible for International Relations in the State of Rio de Janeiro;
- **Brazilian Association of International Education (FAUBAI)**: network formed by the agencies responsible for International Relations throughout Brazil;
- **Council of International Relations Managers of Federal Institutions of Higher Education (CEGRIFES)**: network formed by the agencies responsible for International Relations in Brazilian federal universities.

## General institutional and management goals

- To improve the internationalization management system;
- To integrate international student mobility into the university graduate management system (SisPós);
- To expand participation in national networks and to qualify our current participation;
- To consolidate the university presence in events, fairs, and missions abroad;
- To expand the production of materi-

al for the dissemination of the high quality of teaching and research at the UFF, its good structure, and its welcoming environment;

- To consolidate our name internationally.

# Chapter 2:

## Priority Geographic and Thematic areas

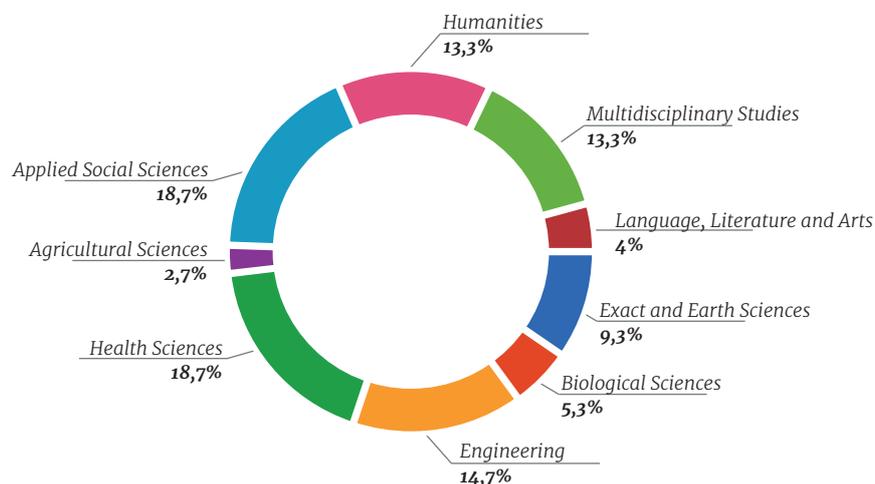
After the announcement of the Capes-PrInt call, the UFF Rector established a large Working Group, made up of members of the university administration and coordinators of graduate programs in various areas, in charge of updating this Institutional Plan for Internationalization and to prepare an Internationalization Project for the 2018-2022 period. Priorities can be adjusted at the end of the quadrennium.

As mentioned in the introduction to this Plan, there are no less than 81 *stricto sensu* graduate programs divided into all fields of knowledge at the UFF.

One of the first challenges faced by this Working Group was to consult this diverse, heterogeneous, and comprehensive academic community (Figure 3), and to synthesize the priority thematic and geographic fields for the coming years in order to achieve the goals set forth in the

call. The following principles were observed in the process:

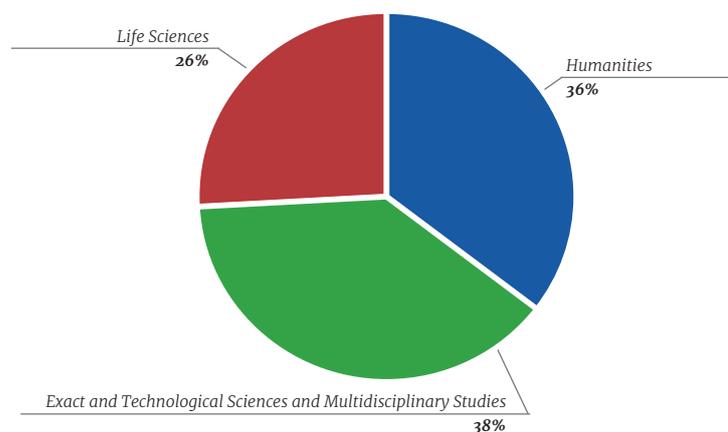
- Significant participation of graduate programs with grades 6 and 7 in the CAPES 2013-2016 quadrennial assessment, due to the international excellence of those programs;
- Induction of inter and multidisciplinary actions between different graduate programs (including those with CAPES grades 4 and 5) and research groups, with expected impacts on the degree of internationalization of the university, including graduate and undergraduate education, in line with this Internationalization Plan;
- Possibility of developing topics of international importance and expression that promote institutional visibility in high impact journals and events;



**Figure 3** Distribution, in the fields of knowledge, of the graduate programs of the UFF.

- History of international collaborations with defined and relevant results and impacts, and fundraising, including from foreign development agencies;
- Addressing the socio-economic challenges and strategic areas of public policies in science, technology, and innovation.

After an initial consultation of professors and graduate coordinators in December 2017, in the following month meetings were organized with some coordinators of programs and that were organized by Colleges - Humanities; Life Sciences; Exact, Technological, and Multidisciplinary Sciences (Figure 4) - which were given the task of synthesizing the suggestions and proposals of professors and coordinators.



**Figure 4** Distribution in Colleges of UFF graduate programs.

Finally, the Working Group reconvened for a final synthesis effort with all the summits of the Colleges.

### Priority thematic areas

One of the results of this long process was the definition of five priority thematic areas in the internationalization process of the UFF:

- Global inequalities and societies;
- Technological innovation of processes and products, optimization of

systems and services, nanosciences, scientific computing, and intelligent materials;

- Unique health and well-being: Human-animal-environment relations;
- Climate or global changes: From past to future;
- Production and circulation of speeches and narratives.

### Priority geographic areas

Another important result of the consultation with the academic community was the need to maintain a dual geographical focus in the internationalization process of the UFF.

In our internationalization, we value the partnership with well-qualified institutions in all the continents. We believe that the UFF, as one of the great universities in our country, must fulfill its role of seeking **partnerships with the great centers**, historically producers of knowledge, science and culture, notably in **European and North American countries**. At the same time, we must continue to strengthen our role as a **leader and privileged partner of countries in Latin America and Africa**. It is fundamental to develop a solidary internationalization with institutions and research centers abroad that are still in the phase of implementation and consolidation of their graduate programs and for which we can make an effective contribution.

# Chapter 3:

## Guidelines for graduate programs in different degrees of internationalization

In this section, specific guidelines are directed to two types of graduate programs: Already consolidated and being consolidated. It is hoped that these guidelines will serve as a guide to the internationalization actions of program coordinators, professors, and students of the UFF in the 2018-2022 period, as well as for the medium and long term.

### **New graduate programs being created**

#### For the graduate program

- Presentation of the program website in more than one language;
- Reception of professors or researchers from foreign institutions to give conferences or courses within the program;
- Reception of professors from foreign institutions to participate in scientific meetings organized by the program, alone or in partnership with other programs;
- Reception of foreign students for classes, internships, meetings, and research (including sandwich doc-

torate) or scientific meetings;

- Encouragement to students, professors, and staff to use tools already provided by the UFF for foreign language training (PULE etc.) and demand, when applicable, types of training that are more specific to their needs.

#### For professors

- Performing post-doctoral internship abroad;
- Participating in scientific meetings abroad, with presentation of work and publication of full work in journals;
  - Foreign language training.

#### For students

- Realization of a sandwich doctorate abroad and participation of doctoral students in scientific meetings abroad, with presentation of work.

## Graduate Programs

### For the graduate program

- Reception of a visiting professor of a foreign institution, for at least 15 days, to give a course or guide a (master's or doctorate) research and to participate in a research project;
- Visiting professors in Brazil must submit articles for publication together with professors or students of the program in international journals or in the program journal;
- Reception of students in supervision from foreign institutions to obtain double degree or in cotutelle, and also of students from the PEC-PG for the master's and doctorate degree programs;
- Reception of post-doctoral students;
- Offering courses in other languages;
- Publication of journals in a foreign language, publication of journals that accept articles in other languages other than Portuguese, publication of bilingual journals, thus guaranteeing, in all these cases, a greater international insertion;
- Publication of multilingual collections, with texts in different languages;
- Conducting courses, conferences, work meetings, scientific meetings, defenses by telematic (teleconference and others);
- Development of institutional infrastructure that allows professors, students, and staff to do telematic activities regularly.

### For professors

- Participation in research projects involving foreign research groups or institutions;

- Establishment of cooperation with foreign institutions and research groups for the development of research projects and mobility of students and professors;
- Development of cooperation agreements based on reciprocity, bi- and multilateralism and in the form of research networks, preferably involving reciprocal financing from the cooperating parties;
- Obtaining both national (from development agencies and others) and international financial resources;
- Participation in foreign institutions, to give lectures, conferences or the like, or to teach courses and seminars;
- Conducting research internships abroad;
- Publication of works abroad, individually or in co-authorship with foreign researchers: books, articles in journals, chapters of books, organization of collections and numbers or thematic dossiers of journals;
- Participation in the organization of events abroad or international events in Brazil (for example, itinerant events of scientific associations that have editions in different countries);
- Participation in scientific committees of events abroad or of international events held in Brazil;
- Participation in the board or council of scientific associations and international organizations;
- Issuing referee reports or other forms of consulting to foreign institutions and journals;
- Participation in foreign editorial commissions of journals and collections of books;

- Supervision or co-supervision of (masters, doctorates, etc.) research of students from foreign institutions and postdoctoral programs of international researchers;
- Short-term supervisions of students from foreign institutions;
- Participation in international examination boards;
- Receipt of awards, honors, and international recognition.

### For students

- Participation in research projects and mobility with international institutions;
- Participation in scientific meetings abroad, with presentation of work and with publication of complete work in the annals;
- Supervision on cotutelle or obtaining double degree.

# *The future we envision*

In order to fulfill this Institutional Plan of Internationalization, which is already in operation, and to consolidate the points in which we know we can move forward, the UFF has institutional and management tools that support and induce all the internationalization process through strategies aimed at this process, without leaving aside the transversality of this three-fold mission of teaching, research, and outreach. We understand that internationalization is not an end in itself, but a process that works from the coordination between the different areas of academic management of the university, in full compliance with the goals expressed in its Institutional Development Plan. The SRI, in dialogue with the other provost offices, is the department responsible for the internationalization actions.

It is important to point out that this Institutional Plan for Internationalization is in line with the Internationalization Project to be presented to CAPES in April 2018, in response to the PrInt call, insofar as it prioritizes different fields of knowledge, based on the excellence of our graduate programs, within the selected topics, all of them developed mostly in the graduate programs of the university.

This Institutional Plan for Internationalization intends to be the guide of the process of internationalization which is already in progress at the UFF. The goals presented here are supposed to materialize as the culture of internationalization is disseminated throughout the academic community over the next few years. Considering the commitment of its faculty, students, and administrative staff, as well as its internationalist vocation already demonstrated in this Institutional Plan for Internationalization, we believe that the UFF is able to exercise an important leadership role in the internationalization of Brazilian universities.

Niterói, February 21<sup>st</sup>, 2018

# Appendix:

## Summary table of quantified goals

### General

Internationalization Indicator	Status	Goal			
		2019	2020	2021	2022
Number of partnerships and agreements with foreign institutions	244	270	300	325	350
International cooperation projects (such as joint research) under development	300	320	340	360	380

### Research, Education and Outreach

Internationalization Indicator	Status	Goal			
		2019	2020	2021	2022
Number of Visiting Senior Professors Abroad	120	140	160	180	200
Number of Visiting Junior Professors Abroad	40	45	50	60	70
Number of Foreign Visiting Professors (with stay between 15 days and 1 year)	15	17	19	22	25
Number of Foreign Young Talents	30	32	34	37	40
Number of Brazilian doctors with experiences abroad retained here	20	22	24	27	30
UFF sandwich undergraduate studies of abroad	150	160	170	180	200
UFF students in sandwich doctorate mobility	100	120	140	160	180
Number of students who obtained double degree/cotutelle at institutions abroad	20	30	40	50	60
Number of short-term visiting professors and foreign post-doctors	300	325	350	375	400
Professors on overseas work assignment (for less than 20 days)	200	220	240	260	280
Participation of professors and students in scientific events abroad	200	220	240	260	280
Percentage of professors with experience abroad (master's or doctoral degree, full or sandwich, or postdoctoral degree)	35%	38%	42%	46%	50%

Internationalization Indicator	Status	Goal			
		2019	2020	2021	2022
Percentage of foreign students, in relation to the total number of regular students at the institution	2,5%	3,2%	3,8%	4,5%	5%
Percentage of regular foreign students in graduate studies (master's or doctoral degree, full or sandwich)	2,3%	3%	3,7%	4,4%	5%
Temporary foreign students (in mobility in Brazil) in graduate studies	0,2%	1%	2%	3%	4%

## International Scientific Production

Internationalization Indicator	Status	Goal			
		2019	2020	2021	2022
Number of articles published in a foreign language	2.000	2.100	2.200	2.300	2.400
Number of articles published in JCR journals	1.269	1.320	1.370	1.420	1.500
Number of articles published with foreign co-authorship	677	700	800	900	1.000

## Language Policies

Internationalization Indicator	Status	Goal			
		2019	2020	2021	2022
Percentage of courses taught in a foreign language	3%	4%	5%	6%	7%
Number of graduate students participating in courses taught in foreign languages	400	450	500	550	600
Percentage of graduate programs with pages in English	20%	60%	100%		
Number of graduate students who have fluency or a certificate of proficiency in a foreign language	1.600	1.700	1.800	1.900	2.000
Proportion of staff with fluency in other languages	30%	32%	34%	37%	40%
Training for internationalization of staff	20	23	26	30	35



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