



**REPÚBLICA FEDERATIVA DO BRASIL**  
**UNIVERSIDADE FEDERAL DE SANTA MARIA**



## **INSTITUTIONAL INTERNATIONALIZATION PLAN**

**Period of Validity: 2018-2021**

**Santa Maria, RS, 2017**

**REPÚBLICA FEDERATIVA DO BRASIL**

**MICHEL MIGUEL ELIAS TEMER LULIA**

President of the Republic

**JOSÉ MENDONÇA BEZERRA FILHO**

Minister of Education

**UNIVERSIDADE FEDERAL DE SANTA MARIA**

**PAULO AFONSO BURMANN**

President

**PAULO BAYARD DIAS GONÇALVES**

Vice-President

**PAULO RENATO SCHNEIDER**

Provost of Graduate Studies and Research

**NEIVA MARIA CANTARELLI**

Provost of Personnel Management

**MARTHA BOHRER ADAIME**

Provost of Undergraduate Studies

**EDUARDO RIZZATTI**

Provost of Infrastructure

**FRANK LEONARDO CASADO**

Provost of Planning

**JOSÉ CARLOS SEGALLA**

Provost of Administration

**CLAYTON HILLING**

Provost of Student Affairs

**TERESINHA HECH WEILLER**

Provost of Extension

## **INSTITUTIONAL INTERNATIONALIZATION PLAN COMMITTEE**

**Dr. PAULO RENATO SCHNEIDER**  
Provost of Graduate Studies and Research

**Dr. JOSÉ FERNANDO SCHLOSSER**  
Director of Graduate Studies

**Dr. PAULO BAYARD DIAS GONÇALVES**  
Vice-President

**Dr. CESAR AUGUSTO GUIMARÃES FINGER**  
Advisor for International Affairs

**Dr. CLARICE MADALENA BUENO ROLIM**  
Director of Research

**Dr. PAULO CESAR PIQUINI**  
Director of Undergraduate Research

**Dr. MÁRCIO ANTONIO MAZUTTI**  
Director of Institutional Projects

**FERNANDO PIRES BARBOSA**  
Director of Informational Planning

## **TRANSLATION**

**AMY LEE**  
Official Translator of UFSM

## TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION .....</b>	<b>8</b>
<b>2</b>	<b>ABOUT UFSM.....</b>	<b>10</b>
<b>2.1</b>	<b>Institutional History .....</b>	<b>10</b>
<b>2.1</b>	<b>Founding Principles.....</b>	<b>12</b>
<b>3</b>	<b>CONCEPT AND INSTITUTIONAL POLICY OF INTERNATIONALIZATION.....</b>	<b>14</b>
<b>4</b>	<b>RESEARCH AND GRADUATE STUDIES .....</b>	<b>16</b>
<b>5</b>	<b>INSTITUTIONAL INTERNATIONALIZATION DIAGNOSTIC.....</b>	<b>18</b>
<b>5.1</b>	<b>The International Affairs Office (SAI) .....</b>	<b>18</b>
<b>5.2</b>	<b>General diagnostic of institutional internationalization .....</b>	<b>22</b>
<b>5.2.1</b>	<b>The role of the International Affairs Office (SAI).....</b>	<b>22</b>
<b>5.2.2</b>	<b>Implementation of the Institutional Internationalization Plan .....</b>	<b>23</b>
<b>5.3</b>	<b>Current internationalization situation at UFSM .....</b>	<b>26</b>
<b>5.4</b>	<b>International cooperation of graduate programs .....</b>	<b>28</b>
<b>6</b>	<b>INSTITUTIONAL INTERNATIONALIZATION PROPOSAL.....</b>	<b>38</b>
<b>7</b>	<b>BASIC PRINCIPLES OF THE INSTITUTIONAL INTERNATIONALIZATION PLAN .....</b>	<b>43</b>
<b>8</b>	<b>ACTIONS AND ACTIVITIES OF THE INSTITUTIONAL INTERNATIONALIZATION PLAN .....</b>	<b>44</b>
<b>8.1</b>	<b>Academic mobility .....</b>	<b>44</b>
<b>8.2</b>	<b>Increase flexibility of Course Pedagogical Projects.....</b>	<b>44</b>
<b>8.3</b>	<b>Faculty and staff mobility .....</b>	<b>44</b>
<b>8.4</b>	<b>International missions .....</b>	<b>45</b>
<b>8.5</b>	<b>Organization of international events .....</b>	<b>45</b>
<b>8.6</b>	<b>Participation in international events.....</b>	<b>45</b>
<b>8.7</b>	<b>Development of faculty and staff.....</b>	<b>45</b>
<b>8.8</b>	<b>Establishment of international agreements.....</b>	<b>45</b>
<b>8.9</b>	<b>Cotutelle and Joint degrees.....</b>	<b>45</b>
<b>8.10</b>	<b>Participation of students in international actions.....</b>	<b>46</b>
<b>8.11</b>	<b>Faculty exchange programs .....</b>	<b>46</b>
<b>8.12</b>	<b>Foreign visiting professors .....</b>	<b>46</b>
<b>8.13</b>	<b>Internationalization of scientific production.....</b>	<b>47</b>
<b>8.14</b>	<b>Internationalization of scientific research laboratories .....</b>	<b>47</b>
<b>8.15</b>	<b>Creation of international graduate programs.....</b>	<b>47</b>
<b>8.16</b>	<b>Sandwich Doctorate.....</b>	<b>47</b>
<b>8.17</b>	<b>Undergraduate internship abroad .....</b>	<b>48</b>
<b>8.18</b>	<b>Training in foreign languages.....</b>	<b>48</b>
<b>8.19</b>	<b>Foreign publicity .....</b>	<b>48</b>
<b>8.20</b>	<b>Funding from CNPq and other sources.....</b>	<b>48</b>
<b>8.21</b>	<b>Funding from Capes .....</b>	<b>49</b>
<b>8.22</b>	<b>Funding from international programs – European Union .....</b>	<b>49</b>
<b>8.23</b>	<b>Funding from international programs – United States and Canada.....</b>	<b>49</b>

8.24	Funding from international programs – Southern Cone, Africa .....	49
8.25	Internationalization of infrastructure.....	49
9	NEEDS FOR IMPLEMENTING THE INSTITUTIONAL INTERNATIONALIZATION PLAN .....	50
10	INSTRUMENTS FOR INSTITUTIONAL INTERNATIONALIZATION MANAGEMENT.....	51
10.1	Institutional Development Plan (IDP) .....	51
10.1.1	Internationalization in the IDP .....	51
10.1.2	Elaboration of the IDP .....	54
10.2	Institutional Internationalization Plan .....	57
10.3	Institutional Internationalization Project.....	59
11	ESTABLISHMENT OF INSTITUTIONAL INTERNATIONALIZATION ACTIVITIES .....	66
11.1	Implementation of the Institutional Internationalization Plan .....	66
11.2	Definition of competencies and priority areas .....	66
11.3	Linguistic policy .....	67
11.4	Identification and direct support for internationalized highly productive faculty.....	67
11.5	Tracking quality and quantity of scientific production .....	68
11.6	Modernization of teaching .....	68
11.7	Student and Faculty Mobility .....	74
11.8	Interaction with businesses .....	77
11.9	Reception of foreign students .....	78
11.10	Expansion of international cooperation.....	78
11.11	Increased participation in international research networks .....	79
11.12	Consolidation of cotutelle and joint degree programs .....	79
11.13	Attention to social demands.....	80
11.14	Integration and other internationalization actions.....	82
12	INSTITUTIONAL INTERNATIONALIZATION PROJECT PLANNING .....	84
12.1	Work missions abroad in the scope of international research projects.....	84
12.2	Resources for specific international research project actions .....	84
13	INSTITUTIONAL INTERNATIONALIZATION PROJECT FUNDING	85

## EXECUTIVE SUMMARY

In 2017, Capes, the Brazilian Federal Agency for Support and Evaluation of Graduate Education, proposed the program "More Science, More Development" (*Mais Ciência, Mais Desenvolvimento*), aiming to enhance internationalization efforts of graduate programs from different Brazilian institutions. Initially called "Rethinking Excellence in the Internationalization of Brazilian Higher Education", it was renamed "Institutional Internationalization Program for Brazilian Higher Education and Research Institutions" or "Capes-PrInt". The general guidelines and scope were outlined in Capes Resolution n. 220 in 2017 and the Capes Directorate of International Affairs issued the Public Notice n. 41, also in 2017, to put the program into action through the selection of Institutional Internationalization Projects of Higher Education Institutions (HEIs).

This Institutional Internationalization Plan for UFSM, based on the guidelines in Public Notice n. 41, contains: Introduction; UFSM History; Institutional Policy and Concept of Internationalization; Research and Graduate Studies; Institutional Internationalization Diagnosis; Institutional Internationalization Proposal; Basic Principles of the Institutional Internationalization Plan; Plan Actions and Activities; Needs for Plan Implementation; Instruments for the Institutional Management of Internationalization; Establishment of Internationalization Activities; Program of Activities; Funding.

The proposal initially prioritizes the areas of knowledge considered to be of institutional excellence, by contemplating the Graduate Programs that are already internationally active, presenting scores of 5, 6 and 7 in the National Graduate Evaluation System. A total of 16 Graduate Programs are included in the priority group, with doctoral and master's courses.

This Internationalization Plan considers the following documents as management instruments: the Institutional Development Plan (IDP); the Institutional Internationalization Plan (IIP); and the Institutional Internationalization Project (IIPR). The Project's implementation will be the responsibility of a Project Administrator, who will be advised by members of a Project Administration Group, with respective attributions of public responsibility and technical and financial administration and accountability, implemented by means of annual technical and financial reports.

Funding for the Project will be obtained from the Capes-PrInt Program and will be distributed to the Graduate Programs of excellence. Funds from individual projects will also be obtained from the National Council for Scientific and Technological Development (CNPq), Capes and the Foundation for Research Support of the State of Rio Grande do Sul (Fapergs), among other sources. Courses at UFSM that have scores of 3 or 4 will receive compensatory interinstitutional funding as well as funding from Source 112 and from the Postgraduate Research Support Programme (Proap), corresponding to one percent of the share of the Graduate Studies and Research Office. Programs considered to be of institutional excellence will receive support for costs related with: work missions abroad associated to projects of Research Groups in International Cooperation; maintenance of specific activities of such research projects, such as assistantships abroad and in the country; and other actions proposed by the institution.

Academic mobility actions for undergraduate and graduate students, teachers and administrative staff, in the scope of the International Cooperation Agreement, will be covered with exclusive funding from Source 112, which will be made available internally on an annual basis.

## 1 INTRODUCTION

In 2012, the Council of International Relations Managers of Federal Higher Education Institutions (CGRIFES), subordinate to the National Association of Presidents of Federal Institutions for Higher Education (Andifes), requested specific funding for internationalization of Federal Higher Education Institutions (IFES) from the Higher Education Secretariat (SESu/MEC), suggesting a call for internationalization projects, to guarantee the process of internationalization of higher education in Brazil, which was beginning to emerge as a player.

SESu/MEC not only granted this request, but it also decided to include the item “Internationalization of IFES” in the higher education budget matrix, rather than publishing a project call. The program Languages without Borders (*Idiomas sem Fronteiras* – IsF) was designated as the internal manager of this budgetary item.

The document initially presented by CGRIFES served as the basis for the guidelines presented here, since it was created in council by the International Relations Managers of the IFES.

On the other hand, support for internationalization of IFES has traditionally been made available from Capes through conventional and individual actions of their International Relations Board, in the form of binational university partnerships and bilateral agreements, supporting research projects between national and foreign researchers. The first action is achieved mainly through work missions, scholarships and project funding. The second action is related with student and faculty mobility, to provide exchange among the members of the institutions.

In 2017, Capes proposed the program More Science, More Development, which aimed to integrate actions, mainly related to internationalization of Graduate Programs of Brazilian IFES. This program is also referred to as Rethinking Excellence in the Internationalization of Brazilian Higher Education.

In April 2017, the International Relations Board of Capes distributed a questionnaire related to the internationalization program to 685 Brazilian institutions of education and research. The response from the 320 institutions that returned the questionnaire provides a good diagnostic of the current state of internationalization of graduate studies and research in the country.

One of the surprising findings from the information disclosed is that 63% of national researchers have never left the country. This indicates the preeminent need to



enable participation of university members in international actions, promoting an increase in academic exchange and research partnerships.

In the model proposed by Capes, each institution should present an internationalization proposal for its Graduate Programs and Research Groups, in line with Public Notice n. 41 published in the second semester of 2017. Capes will evaluate the merit of these proposals, indicating the amount of funding for internationalization that each institution will receive.

In this context, each institution is expected to define its actions and national and international partners, in line with its vocations and competences in teaching, research and extension. The internationalization plans should clearly outline the purposes, locations, timeframes and, mainly, the way these actions will be developed.

Besides providing funding to support these actions, Capes will also guide the institutions in the planning and execution of the actions, supervise the results and evaluate the internationalization program, striving for its continuance.

With the involvement of the research and higher education institutions congregated in this program, it is hoped to establish a solid network capable of creating meaningful solutions for society.

## **2 ABOUT UFSM**

### **2.1 Institutional History**

The Universidade Federal de Santa Maria (UFSM) is a Federal Institution of Higher Education, constituted as a Special Autarchy linked to the Ministry of Education. Located in the city of Santa Maria, in the center of the state of Rio Grande do Sul, it is located 290 km from the state capital, Porto Alegre. Its main campus, also called the Professor José Mariano da Rocha Filho University City, houses most of the academic and administrative activities. There are also three additional campuses, in the cities of Frederico Westphalen, Palmeira das Missões and Cachoeira do Sul.

The regulamentation of UFSM is based on Law nº 9.394, Guidelines and Foundations for National Education, of December 20, 1996; on its Statute, approved by the Ministry of Education (MEC) Regulation nº 156, of March 12, 2014; and its General Regiment, approved at the 722nd Session of the University Council, in Report n. 031, of April 15, 2011, and Resolution nº 06, of April 28, 2011, published in the Brazilian Federal Gazette, Section 1, nº 151, on August 8, 2014.

Envisaged and founded by Professor Dr. José Mariano da Rocha Filho, it was created by the Law nº 3.834-C, of 14 December, 1960, and denominated the Universidade de Santa Maria. The official act of establishment took place on March 18th, 1961 in Goiânia, together with the establishment of the Universidade Federal de Goiás, on which occasion the President, Juscelino Kubitschek de Oliveira, spoke about the need to establish Higher Education Institutions outside of Brazilian capitals.

When it opened its doors in 1960, UFSM was comprised of the Schools of Pharmacy, Medicine and Dentistry, as well as the Electrotechnical Institute of the Polytechnic School. In 1962, the Statute established the following organs: University Administration, composed of the University Assembly, University Council and the Office of the President; eight Federal Colleges (Pharmacy; Medicine; Dentistry; the Polytechnic School; Agronomy; Veterinary Medicine; Fine Arts and Philosophy; Sciences and Letters); and seventeen Institutes (Physics; Mathematics; Chemistry; Anatomy; Physiology; Pathology; Pharmacology; Natural Sciences; Biochemical Research; Parasitology and Mycology; Microbiology and Immunology; Preventive Medicine; Histology, Embryology and Genetics, Animal Science, Mechanics, Technology, Soils and Crops and Nutritional and Food Sciences).

The university was federalized by Law nº 4.759, of August 20, 1965, and then named the Universidade Federal de Santa Maria, making it the first federal university created outside of a Brazilian capital and this marked an important step in the process of expanding Higher Education throughout Brazil. Rio Grande do Sul thus became the first state endowed with two federal universities.

Report nº 465/71/CFE of the Federal Education Council approved the Statute UFSM/1970, which restructured UFSM, creating the Council of Teaching and Research and the Board of Trustees and President's Office as its superior administrative organs. The Colleges and Institutes were replaced by eight Teaching Units, which were divided into specific Didactic Departments.

UFSM is currently made up of 11 University Units: the Arts and Languages Center, the Exact and Natural Sciences Center, the Rural Sciences Center, the Health Sciences Center, the Human and Social Sciences Center, the Education Center, the Physical Education and Sports Center and the Technology Center, as well as the three additional campuses: UFSM Cachoeira do Sul, UFSM Palmeira das Missões and UFSM Frederico Westphalen. In addition, its three basic, technical and technological education units, the Polytechnic School, the Technical Industrial School of Santa Maria and Ipê Amarelo School for early child education, provide early child education, secondary education, technical secondary education, post-secondary technical education and professional master's degrees.

In the on-campus modality, UFSM offers 131 undergraduate programs and 108 permanent graduate programs, including 20 PhD programs, 57 master's programs and 21 Specialization programs. The basic, technical and technological education units offer 13 higher technological education programs, 26 post-secondary programs and 5 secondary and technical secondary programs, in addition to programs for continuing technical learning and youth and adult education.

Distance Education was incorporated in 2004 and is regulated by MEC Resolution nº 002, of January 30, 2004, and Regulation nº 4.208, of December 17, 2004. The first programs implemented in this modality were the Special Education Licentiate Degree and the *lato sensu* graduate program in Special Education – Audiocommunication and the Mentally Deficient.

The student body is dynamic and varied. In July 2017 there was a total of 29,921 students among the diverse teaching segments, with 5,046 graduate students, 2,239 master's students, 1,515 PhD students, 182 specialization students, 871 distance

education specialization students, 138 medical residence students and 101 post-doctorate students.

Of the total of 4,731 employees, 1,798 are permanent higher education faculty and 148 are basic, technical or technological faculty, in addition to 2,785 technical administrative staff, 1,091 of which work at the University Hospital of Santa Maria (HUSM).

Founded in 1970, HUSM is a referral hospital for the central region of the state of Rio Grande do Sul. It acts as a hospital-school with attention geared toward development of teaching, research and healthcare.

## 2.1 Founding Principles

**Mission:** to create and disseminate knowledge, committed to development of people with the capacity to innovate and contribute to the sustainable development of society.

**Vision:** to be recognized as an institution of excellence in the creation and dissemination of knowledge, committed to the innovative and sustainable development of society.

**Values:** commitment to education and knowledge, guided by the following values: Freedom, Democracy, Ethics, Justice, Respect for Identity and Diversity, Social Engagement, Innovation and Responsibility.

UFSM stands out as one of the best Brazilian universities and is the largest university in Rio Grande do Sul outside of the state capital. Its excellence in teaching, research, extension and culture makes UFSM an influential leader in local and regional economic development, in addition to its crucial role in professional and scientific development and in the problem-solving of societal issues.

The National Institute for Educational Studies and Research "Anísio Teixeira" (Inep) evaluates Brazilian universities using the General Course Index (IGC). The IGC for UFSM in 2016 was 3.8077, placing it as the 14th best among the 200 universities evaluated and the second best among the state's universities, following the Universidade Federal do Rio Grande do Sul (UFRGS).

Another important national index is the Folha University Ranking (RUF), of the Folha de São Paulo newspaper, which ranked UFSM as 18th in the country and also the 2nd best in the state after UFRGS. The city of Santa Maria, where the main campus is

located, has around 260,000 inhabitants and a GDP of R\$ 20,847.00 per capita. It is the fifth most populated city in the state and the largest city in the southern half of the state. It stands out as a national center for professional development, with a strong attraction for teaching. Santa Maria is the third largest exporter of human resources for Higher Education to the rest of the country city, following the cities of São Paulo and Rio de Janeiro. Santa Maria is also a strong center for defense and security, with one of the largest military contingents in the country and a strategic location between three international borders.

UFSM also plays an important role in the region, with its three additional campuses: Palmeira das Missões, Frederico Westphalen and Cachoeira do Sul.

The Palmeira das Missões and Frederico Westphalen campuses were created from the organizational structure of the extinct North RS Center for Higher Education (Cesnors/UFSM). Both campuses have been crucial in the economic, cultural, social and scientific development of their regions.

The Palmeira das Missões campus currently offers seven undergraduate courses, in addition to a Master's degree in Agribusiness and two distance courses: Specialization in Public Health Organization Administration and Bachelor's in Public Administration.

The Frederico Westphalen campus offers six undergraduate courses, one graduate course in Agronomy (Agriculture and Environment) and one distance course (Licentiate in Computation).

The Cachoeira do Sul campus offers five undergraduate courses: Architecture and Urbanism, Agricultural Engineering, Transport and Logistic Engineering, Electrical Engineering and Mechanical Engineering.

### **3 CONCEPT AND INSTITUTIONAL POLICY OF INTERNATIONALIZATION**

This Institutional Internationalization Policy consists of steps to be completed in the short, medium and long term. Rather than a final document, it is the organized description of the current situation and plan for future actions, which should be supervised and adjusted when necessary in order to reach the established aims of the institution.

University internationalization is considered a continual process, with actors at the different levels of the administration – faculty, administrative and support staff, and students – as well as providers of goods and services from the external community, whose participation is smaller but equally important.

The process of university internationalization has been in existence since the creation of the first university in the Middle Ages. It entails the mobility and immersive contact with a new culture and a new way of thinking, in the search for learning and practices of teaching. This process continues today, but with increased momentum thanks to communication technologies, among others.

The motivations for shared work between people and institutions are varied and should be based on mutual respect, equality and joint responsibility. Institutional partnerships that do not entail bilateral and reciprocal actions are one-way streets and do not lead to homogenous development.

Since its foundation, UFSM has sought to develop ties to foreign institutions, which has stimulated its growth and contributed to the development of its faculty and its teaching and research infrastructure. Initially an exporter of students and faculty seeking academic development, the university has begun to receive foreign students, which always contributes to the institution's development. However, mobility as an isolated action cannot be considered internationalization of the institution, in that mobility is only one part of internationalization. In that sense, internationalization should be understood as a collective process, involving all sectors of the university, with policies and strategies defined to reach common goals, through practices, which according to the United Nations Educational, Scientific and Cultural Organization (Unesco) should include:

**Academic mobility:** of students, faculty and administrative staff and managers, with attention given to all phases of selection, planning, reception, supervision, follow-up, financial support, logistics and assessment.

**Developmental programs:** involving the implementation of international and intercultural programs, joint research and publications, internationalization of the pedagogical processes and curricula, integrated courses, programs for foreigners, access to programs and practical activities in other countries and access for graduates.

**International cooperation:** involving cooperation for mutual scientific development; participation in international events; reception of organizations, associations and international delegations; continued education of professionals with global and international skills and vision; continued investment in technical staff with an orientation toward internationalization; elaboration of a strategic publicity plan; participation alongside international organizations, countries and institutions.

#### **4 RESEARCH AND GRADUATE STUDIES**

Research at UFSM is carried out through research groups, which are supported by individual and multi-user laboratories. Researchers are registered on the Carlos Chagas CNPq Platform. Currently, there are 561 groups.

Table 1 presents a list of master's and doctoral level academic and professional graduate programs, along with their respective scores obtained in the periods of 2011-2013 and 2014-2017. UFSM currently offers 84 graduate courses, with 29 PhD courses, 46 academic master's courses and 9 professional master's courses. One of the master's courses is offered in association with two other Brazilian universities and three master's are part of a national network. There are also 12 permanent on-campus specialization courses and 21 distance specialization courses.

The master's and doctoral programs considered to be of excellence are those with scores of 6 and 7: Soil Science (6), Electrical Engineering (6), Biological Sciences (Toxicological Biochemistry) (6), Chemistry (7) and Veterinary Medicine (7). Programs with a score of 5 are: Agronomy, Forest Engineering, Pharmacology, Science Education: Chemistry of Life and Health, Pharmaceutical Sciences, Philosophy, Geography, Language and Literature and Dental Sciences.

The largest number of graduate courses/programs at UFSM is concentrated in the Rural Sciences Center, most of which are maintain good scores, including the programs in the Agricultural Sciences Area: Agronomy, Agronomy – Agriculture and Environment, Agrobiology, Agricultural Engineering, Rural Extension, Soil Science, Forest Engineering and Precision Engineering (professional master's degree); and the Veterinary Medicine and Animal Science Programs.

In 2017, 11 new graduate courses were proposed on the different campuses and among the different areas of knowledge and these proposals have been submitted to Capes for evaluation.



## Institutional Internationalization Plan

Table 1 – List of Graduate Academic and Professional Courses/Programs and their scores obtained in the 2013 Triennium and the 2017 Quadrennium

Area of Knowledge/ Evaluation	Course/ Programs	Level	Score Trien. 2013	Score Quadr./2017
Business Adm., Accounting Sciences and Tourism	Public Organization Management	P	3	3
	Business Administration	MD	4	4
Arts/Music	Visual Arts	M	3	4
Astronomy/ Physics	Physics	MD	4	4
Biodiversity	Animal Biodiversity	MD	4	4
Computer Science	Computer Science	M	3	3
Food Science	Food Science and Technology	MD	4	4
Agricultural Sciences I	Precision Agriculture	P	4	4
	Agriculture and environment	M	3	4
	Agrobiology	M	4	3
	Agricultural Engineering	MD	4	4
	Rural Extension	MD	4	4
	Agronomy	MD	5	5
	Soil Sciences	MD	5	6
Biological Sciences II	Forest Engineering	MD	5	5
	Pharmacology	MD	4	5
	Biological Sciences: Biochemical Toxicology	MD	5	6
Applied Social Sciences	Communication	MD	5	5
Law	Law	M	3	3
Economy	Economy and Development	M	3	3
Education	Education	MD	5	4
	Public Organization Management	P	3	3
Teaching	Science Education: Chemistry of Life and Health	MD	5	4
	Mathematical Education and Teaching of Physics	M	3	3
	Human Communication Disorders	MD	5	4
	Teaching History in the National Network	P	4	4
Physical Education	Physical Education	M	3	4
	Functional Rehabilitation	M	-	3
Nursing	Nursing	MD	4	4
Engineering I	Environmental Engineering	M	4	4
	Civil Engineering	MD	4	4
	Architecture, Urbanism and Landscape Architecture	M	-	3
Engineering II	Chemical Engineering	MD	4	4
Engineering III	Production Engineering	M	3	4
Engineering IV	Electrical Engineering	MD	6	6
Pharmacy	Pharmaceutical Sciences	MD	4	5
Philosophy /Theology	Philosophy	MD	4	5
Geosciences	Meteorology	MD	4	4
Geography	Geography	MD	4	5
History	History	MD	4	4
Interdisciplinary	Health Sciences	P	3	4
	Cultural Heritage	P	4	4
	Network Educational Technologies	P	4	4
	Gerontology	M	3	3
	Professional and Technological Education	P	4	4
	Agribusiness	M	-	3
Literature/Linguistics	Language and Literature	MD	5	5
Mathematics /Probability and Statistics	Mathematics	M	3	3
	Mathematics	P	3	5
Veterinary Medicine	Veterinary Medicine	MD	7	7
Dental Sciences	Dental Sciences	MD	4	5
Psychology	Psychology	M	3	4
Chemistry	Chemistry	MD	6	7
Sociology	Social Sciences	M	3	4
Animal Science	Animal Science	MD	4	4

Legend: P = professional master's; M = academic master's; D = PhD; MD = master's and PhD.

## 5 INSTITUTIONAL INTERNATIONALIZATION DIAGNOSTIC

### 5.1 The International Affairs Office (SAI)

The accelerated process of globalization has fostered a drive toward internationalization. International cooperation widens opportunities, providing diversified and globalized educational experiences for faculty, administrative staff and students. However, in practice, the tasks necessary for internationalization of Higher Education are fragmented, due to its complex organizational structure.

Because of the diversity of actors and activities involved in internationalization, it can be a challenge to find simple solutions to routine problems. In order to provide support for these activities, SAI has worked to standardize administrative routines by using a technical approach to analyze and rationalize the most common processes.

In that sense, the description and analysis of processes and the production of manuals are fundamental, contributing to the formalization of procedures, and the optimization of efforts, with fewer doubts concerning procedures involved in administrative activities.

SAI promotes a culture of internationalization, aiming to strengthen the image and participation of UFSM in the global academic scenario. It acts as advisor to the provost offices and other organs at UFSM, as well as faculty, students and administrative staff and seeks to enhance the participation of the academic community in exchange agreements, and bilateral and multilateral international programs.

SAI also provides the institution with translations of institutional materials, including official documents issued by UFSM, such as academic transcripts, and publicity materials.

**Mission:** SAI's mission is to instruct and disseminate knowledge about internationalization in the Higher Education context, committed to development of people with the capacity to innovate and contribute to the sustainable development of society.

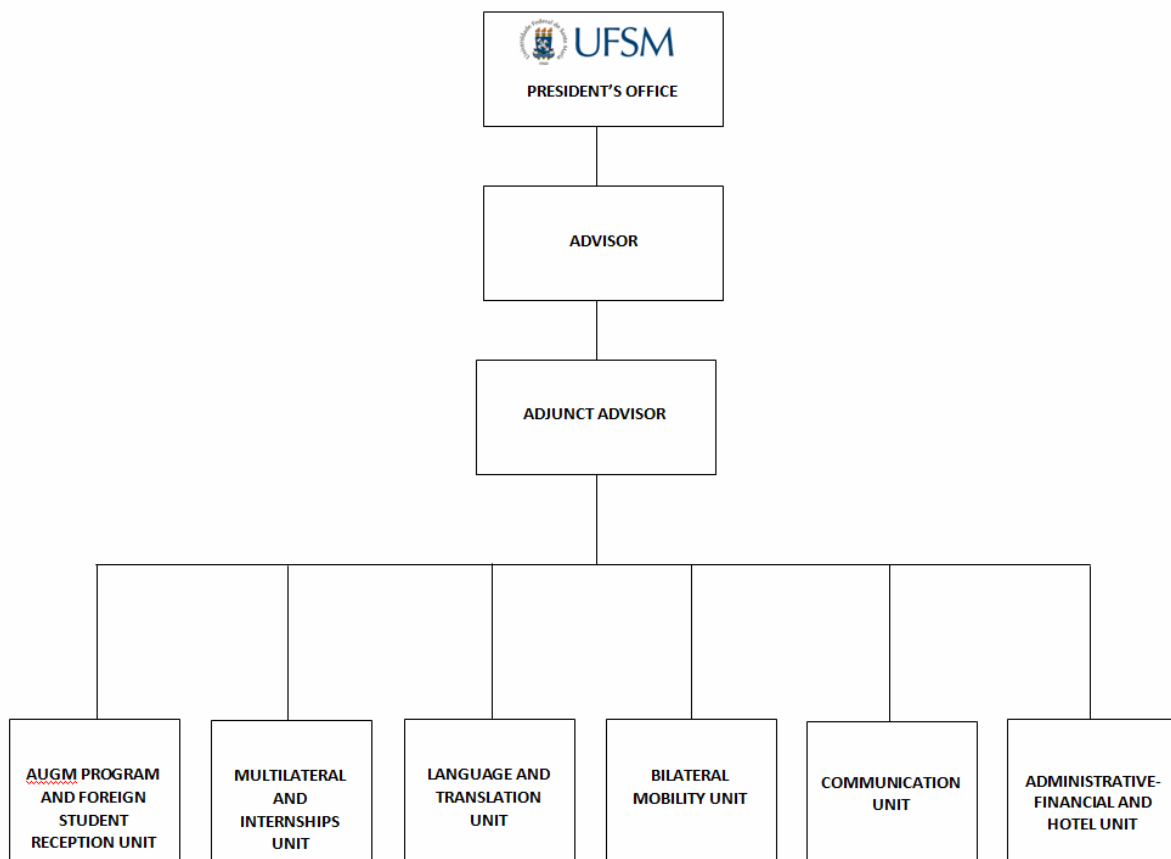
**Vision:** Promote UFSM an internationally recognized and internationalized institution of excellence in the creation and dissemination of knowledge.

**Values:** Commitment to internationalization of Higher Education, guided by:

- Reception of international students, faculty, administrators and visitors with respect and humanistic values.
- Establishment of international relations that respect identity, diversity and interculturality of different people.

To meet the current international needs, SAI is divided into six units: AUGM Program and Foreign Student Reception Unit; Multilateral and Internships Unit; Language and Translation Unit; Bilateral Mobility Unit; Communication Unit; Administrative-Financial and Hotel Unit. These units are coordinated by the Advisor to the President on International Affairs, as shown in Figure 1.

Figure 1 – Organogram of the International Affairs Office



SAI maintains three programs for reception of foreign students:

**a) Host a Foreigner Program**

This program aids foreign students in the process of finding host accommodations with UFSM students, faculty and external members of the community, creating an institutional space for “Internationalization at home” in that it not only provides a warm reception for foreign students, but also integrates members of the UFSM community and foreign students. This program enhances social interaction, contact with foreign universities, multiculturalism and language learning.

**b) International Friend Program**

This program allows UFSM students to interact with foreign students, building friendships and providing help and support when the foreign students first arrive. The newly arrived students get help to learn how to get around the city and to obtain official documents they need, which can be an intimidating bureaucratic chore.

UFSM students who become international friends have the opportunity to develop their own foreign language skills, in addition to making academic contacts with foreign institutions and academic networks.

**c) Welcome Week**

Each semester, the incoming international students are welcomed with several activities, such as a campus tour and a city tour.

The Foreign Student Reception Unit at SAI aims to:

- Ensure that international students receive the information they need before coming to UFSM to prepare for their mobility program.
- Welcome the students on their arrival and provide them with information needed to register at UFSM and obtain other documents necessary for their stay here.
- Articulate with other sectors of UFSM and foreign institutions and provide information during the mobility program, providing needed support for students.

**Competences of SAI**

- Create favorable attitudes toward international cooperation.
- Stimulate exchange of people and ideas in the cultural and scientific domain.

- Promote institutional and scientific growth, reinforcing the areas that are already consolidated and stimulating less developed areas.

- Encourage the constant search for new horizons, in order to obtain better academic and professional performance.

**Attributions**

- Maintain an updated list of mobility program offers.
- Promote lectures and seminars of foreign Higher Education institutions at UFSM.

- Translate documents.
- Maintain permanent contact with faculty of UFSM, directors of funding agencies and faculty of foreign institutions.

- Carry out the internationalization policy at UFSM.
- Provide guidance to course directors for enrolling students in international mobility programs.

- Establish and elaborate policies and processes for internationalization together with different sectors of UFSM.

- Elaborate publicity materials in English, about courses and events offered by UFSM undergraduate and graduate programs.

- Fill out forms required by international organisms.
- Elaborate institutional projects for events and logistics support.
- Produce and publish releases about exchange opportunities.
- Elaborate and translate letters of acceptance and recommendation.
- Issue certificates, letters of intent and other relevant documents in English.
- Encourage members of SAI to present at congresses, seminars and conferences.

- Promote lectures about exchange programs and cultural dissemination at UFSM in the community of Santa Maria.

- Receive and assist foreign students with enrollment and to obtain necessary documents.

- Assist UFSM and foreign mobility students preparing to travel and during the mobility program.

- Represent the university at meetings of councils, associations, embassies, federal police and other official organs for issues related to international affairs.

- Participate in training courses for internationalization of higher education and institutional development, in order to continually improve services provided to the academic community.
- Elaborate and update the English language version of the UFSM website.
- Manage accommodations of visitors from foreign partner institutions.

## **5.2 General diagnostic of institutional internationalization**

### **5.2.1 The role of the International Affairs Office (SAI)**

UFSM already implements financial contribution programs to match national funding for research and innovation. The first challenge set out in the Institutional Development Plan is internationalization. Currently, the university uses in-house and treasury funds to support mobility of students, faculty and administrative. The funds are used for tickets, lodging and meals and grants for living expenses. Prospection activities are supported in specific cases, where there is a good possibility of implementing bilateral agreements, always prioritizing consolidated and developing research groups.

SAI is responsible for promoting UFSM at an international level, as well as establishing bilateral and multilateral agreements in line with the activities and interests of research groups and graduate courses and currently maintains around 130 bilateral agreements. In order to expand our internationalization efforts, the PRPGP will request that each graduate course elaborate its own internationalization plan, considering specificities of the area of knowledge and the best forms of funding. These plans must follow the norms established for priorities in the development of scientific production and of the faculty and student bodies. These plans will be analyzed by PRPGP management committees, which may request changes in order to meet the established criteria. Plans should contain objectives for establishing partnerships with research groups that are recognized for their competence and qualified scientific production, foreseeing the post-doctoral training of faculty members, attraction of foreign visiting faculty, sandwich PhD programs, work missions and other intended forms of interaction.

### 5.2.2 Implementation of the Institutional Internationalization Plan

The internationalization project will be administered by the PRPGP. The project's norms and criteria, established in the IDP, aim toward increased quality of academic production and increased international interaction of research groups and faculty, administrative staff and students, rooted in the principle of equal conditions among international partners.

These norms and criteria will define strategic priorities for UFSM, considering already established strengths as well as those with real potential for expansion. These priorities will include the types of partnerships and actions, defining in general terms the main goals to be achieved in the four-year period. The PRPGP will classify existing research groups that are internationally consolidated, nationally consolidated and in development, in order to aid in the search for strategic international partnerships.

The initial form of financing proposed consists of utilizing the already consolidated Proap and Proex Programs (Program for Academic Excellence), which entail monthly resource transfers. Yearly reviews of the program will enable the redirection of resources among the different budgetary items. Request for redirection of funds should be based on the previous application of the program, accompanied by a justification, and aiming toward an improved application strategy. The PRPGP/UFSM, or other sector determined by the PRPGP, will distribute the funds to the graduate programs, observing the goals established by the programs and based on the institutional goals of the IDP, aiming to: implement multidisciplinary research with partners from multiple countries; attract researchers from centers of excellence; foster international exchange among Latin-American and other international institutions of reference; strengthen mobility programs for faculty, staff and students; promote language development for the academic community; encourage classes given in foreign languages and bilingual classes; amplify the number of international partnerships; foster international publications; foster establishment of new graduate courses and joint degrees; attract foreign students as interns in businesses linked to the UFSM startup incubator.

Communication in additional languages is considered fundamental. Fluency in English, as the lingua franca today, is a necessity. However that does not rule out the need for other linguistic skills. UFSM offers traditional and distance courses in English, Italian, French and German for students, faculty and staff. In addition, UFSM offers the

TOEFL ITP and the German language test OnSet, both free of charge, and is an application center for the TOEFL IBT, offered on a monthly basis, in partnership with the company ETS.

The recent Capes survey called “More Science, More Development”, aiming to assess the current level of internationalization of Brazilian institutions, revealed an optimistic profile. UFSM currently participates in the following international Capes programs:

- MITACS Program – Globalink – Canada – Marina Maciel.
- STIC AM SUD/Capes – France – Julia Keizer Vizoto (Institut national de recherche en informatique et en automatique).
- COFECUB – Université de Reims Champagne-Ardenne – Damaris Kirsch Pinheiro.
- PEC-PG – Mozambique – Calixto David Come and Noé dos Santos Ananias.
- Abdias Nascimento Program– Universidade Pedagógica de Moçambique – Moçambique – Rosane Rosa.
- Escola de Altos Estudos – Amanda Eloina Scherer.

Based on the results of the last evaluation, the following areas of knowledge were defined as priority: Veterinary Medicine, Chemistry, Electrical Engineering, Soil Science, Agronomy, Philosophy, Language and Literature, Toxicological Biochemistry, Forest Engineering, Communication, Education, Pharmaceutical Sciences, Dental Sciences, Geography, Biological Sciences and Pharmacology, which are among the top programs in the country, which scores in the Capes evaluation of 5, 6 and 7. However, there are also some research groups associated to programs with scores of 3 and 4 that present a high level of scientific production and are strong candidates to participate in internationalization projects. In that sense, the following areas of knowledge also stand out: Energy, Agriculture, Biotechnology, Pharmaceuticals, Food Production, Nanotechnology, New Materials and Human Sciences and their Technologies.

Calls for application to multilateral and bilateral mobility programs are opened every semester for graduate and undergraduate students and faculty and staff. Candidates should meet the following criteria: not having failed more than two classes due to a failing grade and not having failed more than one class due to attendance; meet the prerequisites of their course at UFSM and the course at the foreign institution;



obtain approval of the program of classes and activities to be carried out at the foreign institution from their course director at UFSM; maintain an official status of enrollment at UFSM or remain withdrawn for no more than two semesters, with the possibility of extending the program for, at most, one additional semester. During the mobility program, the student must follow the norms of the host institution. Selection will prioritize candidates who participate in research groups.

Upon returning to UFSM, the student should deliver documentation from the mobility program to SAI, including a report describing their experiences and the activities carried out, with a discussion of positive and negative aspects and other impressions of the foreign university. These reports will be used as a reference for continued development of partnerships.

SAI carries out organizational activities to prepare for incoming foreign students as soon as the acceptance letter is issued. This includes contact with the institution of origin and the student, who will receive information related to documentation and travel. They are also sent information regarding options for accommodation and meals in the city and on campus. This, along with other pertinent information, can also be found in our Student Guide, published in Portuguese, English and Spanish. Students are advised to arrive one week before the semester begins to participate in the Reception Week, which begins with a welcome event and introductory Portuguese language classes and culminates with a Gaucho folklore presentation and dinner. The foreign student is welcomed by an International Friend, usually a veteran UFSM student, whose mission is help the new student get around and get settled in their first few days here.

Internationalization transcends academic mobility and involves a set of shifting activities, since it involves a large number of opportunities intermediated by faculty, staff and students, with the establishment of bilateral agreements and the involvement of international networks for research and funding. UFSM has historically reached out to foreign institutions, which has been beneficial to its growth and contributed to the development of its faculty and staff and its research and teaching structure. Initially, UFSM was mainly an exporter of students and faculty seeking academic development, but has grown as a host institution to foreign students in recent years. We consider internationalization to be a collective process, involving all of its sectors, and have defined policies and strategies with common goals across the different sectors and based on the guidelines of Unesco for international cooperation.

### **5.3 Current internationalization situation at UFSM**

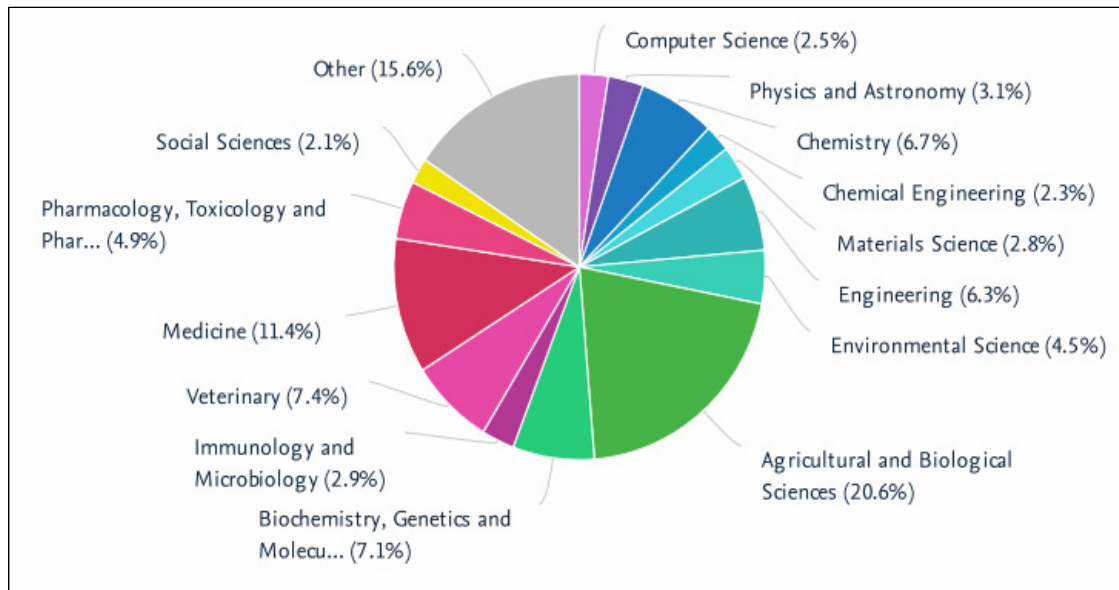
The UFSM IDP for the period of 2016 to 2026 establishes seven institutional challenges, based on the principle of social relevance for human, scientific, cultural and technological development. Internationalization is the first challenge, followed by innovative and transformative education with academic excellence; social inclusion; innovation, creation of knowledge and transfer of technology; modernization and organizational development; local, regional and national development; and environmental management.

As instruments in the institutional management of internationalization, the Institutional Internationalization Plan and Project establish activities and goals to be carried out by the graduate programs between 2018 and 2021, with a budget defined for the different activities.

The current stage of institutional internationalization of scientific production was assessed in June 2017, using the SciVal Platform, a source of data from Elsevier, which evaluates internationalization through different measurements, using the Scopus database. This tool has a wide reach and provides quality information, covering 7,500 institutions and 220 countries in the world. UFSM presented a total of 8,244 international publications between 2011 and 2016, with 27,892 citations and 7,351 authors. Of the total number of publications, 580 were among the top 10% in terms of number of citations in the world, with one article that presented 301 international citations.

Figure 2 shows that the greatest production of UFSM currently springs from the areas of Agricultural and Biological Sciences (20.6%) and Medicine (11.4%). However, considering the multiprofessional character of the institution, the following areas also stand out: Veterinary Medicine, Biochemistry, Genetics and Molecular Biology, Chemistry, Engineering, Pharmacology, Toxicology and Pharmacy.

Figure 2 – Predominant international production in areas of knowledge at UFSM



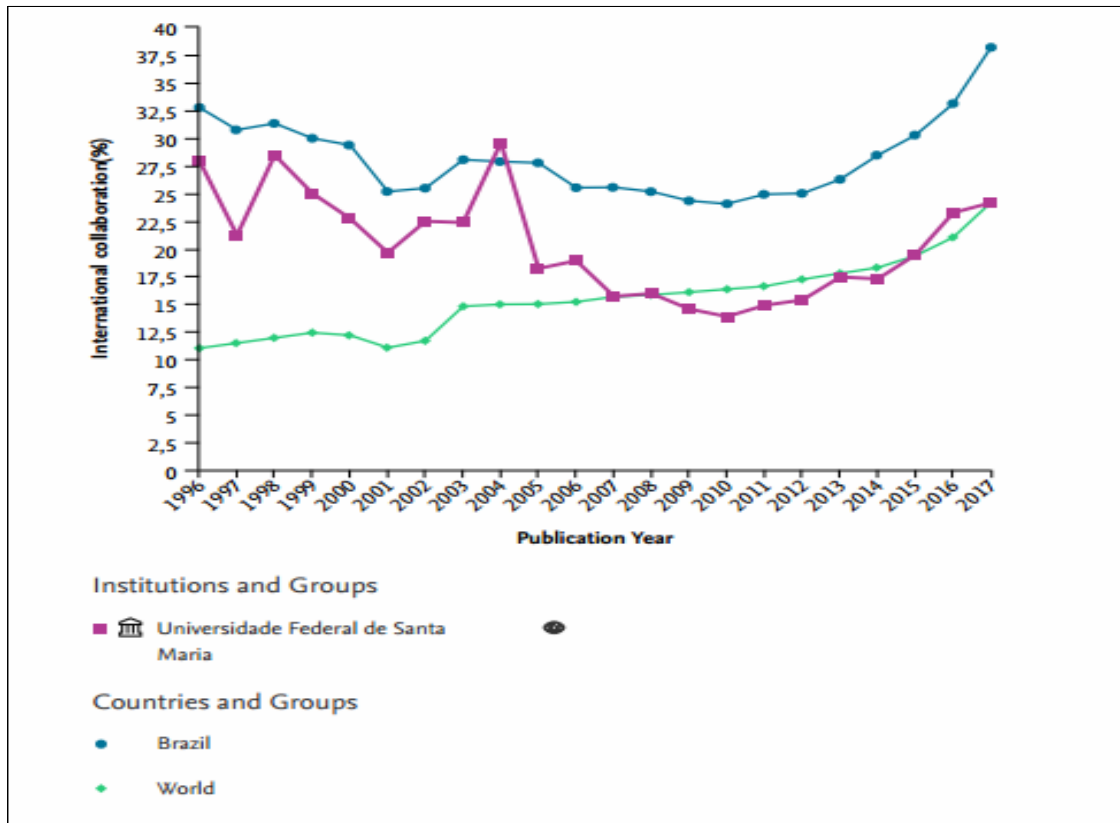
Source: SciVal, June 2017, Capes.

In 1996, UFSM presented just under 100 international publications and in 2016 this number jumped to 1,400, showing a 14-fold growth.

Figure 3 shows a growth of 18.4% in international collaborations for technical-scientific production between 2010 and 2017. However, there is still a long way to go, considering that 45.4% of the international production was national. Nevertheless, comparing this to data from other universities around the world, UFSM presents slightly greater international collaboration.

In terms of institutions throughout Brazil, the predominant areas in internationalization are Medicine (19.4%), and Agricultural and Biological Sciences (12.2%).

Figure 3 – Growth of international collaboration on scientific production at UFSM between 1996 and 2017



Source: SciVal, June 2017, Capes.

Looking at the data by continent, the greatest amount of international collaboration was with Europe, with 181 collaborations, followed by South America, with 160 and North America with 130. As a result of the efforts of a number of different units at the institution, especially those of SAI, many bilateral agreements have been signed, offering new spots for foreign students. This offer has been multiplied over the last few years, reaching 100 spots in 2016, involving 57 universities and 18 countries.

#### 5.4 International cooperation of graduate programs

The data provided in this section to demonstrate the current stage of internationalization of the graduate programs at UFSM was obtained from the Sucupira Platform and pertains to the period between 2013 and 2017. There are currently 130 active bilateral International Agreements, with different national and foreign institutions around the world and in the most diverse areas of knowledge, in addition to a number of multilateral agreements.

### **Master and PhD in Business Administration**

The Graduate Program in Business Administration participated in a number of internationalization efforts, mainly in the form of post-doctorate programs abroad, participation in events abroad, sandwich PhDs abroad, organization of international events and research projects with international funding. The countries with which they collaborate are Portugal (Universidade de Lisboa, Universidade de Minho, Universidade Nova de Lisboa, Universidade de Coimbra, Universidade Aberta, Escola Superior Náutica Infante D. Henrique, Instituto Superior Técnico), England (DMU Monfort University, Aston University, Liverpool Business School), The United States (University of Arizona, Bentley University, Illinois Institute of Technology), Panama, Argentina, Spain (Universidad de Vigo, Universidad de Extremadura), Mexico, Peru, Finland (University of Turku), Italy (L'Università degli Studi di Palermo, Università Degli Studi Di Udine), Germany (Christian-Albrechts-Universität – Kiel, Hamburg University of Applied Sciences, Universität Paderborn, Universität Hamburg – UHH), France (Aix Marseille Université) and Denmark (Aarhus University).

### **Professional Master in Precision Agriculture**

The Graduate Program in Precision Agriculture participated in exchange programs, mainly with the United States (Nebraska University) and Paraguay.

### **Master in Agrobiology**

The Master in Agrobiology participated in post-doctorate programs in the Netherlands (Leiden University and Netherlands Institute of Ecology – NIOO) and North Ireland (Queen's University – Belfast).

### **Master in Agribusiness**

Although initiating international activities only recently, the program received a grant from the BHEARD Program, to send a representative to Mozambique with funding from Michigan State University.

### **Master in Agronomy –Agriculture and Environment**

The Master Course in Agronomy –Agriculture and Environment at the Frederico Westphalen campus began internationalization efforts recently and received foreign students through the PAEC OEA-GCUB program, with one student from the United States, and the Propat program, with two students from Mexico.

### **Master and PhD in Animal Biodiversity**

The program sent students to participate in post-doctorate programs in Italy (Università degli Studi di Napoli Federico II) and the U.S. (George Washington University and University of California Santa Barbara). It also participated in sandwich PhD programs in France (Université de Poitiers), Canada (University of Toronto), England (Plymouth University), Spain (Universidad de Cadiz) and Portugal (Universidade de Coimbra).

### **Master and PhD in Soil Science**

The Graduate Program in Soil Science participated in a joint degree program with the Université de Poitiers and the Centre National de la Recherche Scientifique (France) as well as sandwich PhD programs.

### **Master and PhD in Food Science Technology**

The program participated in sandwich PhD programs in Spain (Instituto de Ciencia y Tecnología de Alimentos y Nutrición) and faculty post-doctorate program in Spain (Universidad de Almería).

### **Master and PhD in Biological Sciences (Toxicological Biochemistry)**

Its main internationalization efforts include three sandwich PhD programs in Spain (Universidad de Leon) and England (Keele University) and an exchange program funded by Fapergs. Two faculty members also participated in post-doctorate programs

in England. Keele University) and a bilateral agreement between England and Brazil was established, through which a researcher from Keele University came to UFSM.

### **Professional Master in Health Sciences**

Four faculty members participated in post-doctorate programs in Canada, Spain, England and the U.S.

### **Master and PhD in Pharmaceutical Sciences**

The program participated in three sandwich programs abroad.

### **Master in Soil Science**

Two faculty members participated in post-doctorate programs, in the U.S. (University of Illinois at Urbana-Champaign) and Portugal (Universidade de Lisboa).

### **Master and PhD in Communication**

The Graduate Program in Communication was involved in a number of international collaborations. One faculty member went to the Universidad de Buenos Aires, Argentina, as a foreign visiting professor, funded through the Capes-MINCyT program. Another faculty member went to the Universidad Nacional del Este and Universidad Nacional de Asunción, in Paraguay, as a visiting professor through the AUGM program.

Other faculty members participated in post-doctorate programs in Portugal (Universidade Nova de Lisboa), Spain (Universitat Pompeu Fabra), Argentina (Universidad Nacional de Quilmes) and England (Nottingham Trent University and University College London).

A number of faculty members also participated in events in Argentina (Universidad Nacional de La Plata, Universidad Nacional de San Luís/Instituto Nacional de Tecnología Agropecuária and Centro de Investigaciones em Mediatización), Uruguay (Asociación de Universidades do Grupo de Montevideo, Universidad de la República – Udelar), Belgium (Universiteit Antwerpen), Russia

(Lomonosov Moscow State University) and Italy (Centro Internazionale di Scienze Semiotiche).

The program received two students from Paraguay, one from Uruguay and one from Columbia through the OEA-GCUB program. Several students participated in sandwich PhD programs in France (Université Sorbonne Nouvelle - Paris III), Portugal (Universidade Nova de Lisboa and Universidade de Aveiro), the U.S. (New York University), Spain (Universidad Complutense de Madrid), Argentina (Universidad de Buenos Aires) and Cuba.

### **Master in Law**

Two faculty members participated in an event in Chile (Universidad de Temuco).

### **Master and PhD in Education**

The program participated in sandwich PhD programs in Portugal, Spain and the U.S.

### **Master and PhD in Science Education: Chemistry of Life and Health**

Faculty members participated in post-doctorate programs in Spain (Universidad Complutense de Madrid and Universidad Autónoma de Madrid) and the U.S. (Albert Einstein College of Medicine). Students also participated in sandwich PhD programs in Argentina and three other countries.

### **Master in Physical Education**

Faculty members participated in post-doctorate programs in the U.S. (Stanford University and University of California, Los Angeles) and Italy (Sapienza Università di Roma).



### **Master and PhD in Agricultural Engineering**

The program participated in sandwich PhD programs in the U.S. (University of Nebraska – Lincoln, Kansas State University) and Germany (UniBonn). One faculty member participated in an event in Germany and in the U.S. (Universidade de Nebraska – Lincoln). The program participates in an international scientific research project together with the Instituto Superior de Agronomia, at the Universidade de Lisboa, Portugal.

### **Master in Environmental Engineering**

The program organized international events with the participation of researchers from the U.S. (Virginia Tech and University of Texas at San Antonio). They also participated in work missions in the U.S. and Germany (Helmholtz Centre for Environmental Research), in addition to academic-scientific exchange experiences and a faculty mobility program through AUGM in Argentina (Facultad de Ingeniería da Universidade Nacional del Nordeste).

### **Master and PhD in Civil Engineering**

The program participated in an event in Germany (Ostfalia University) and a research project with the Universidade Nacional Autónoma do México. They also participated in four post-doctorate programs in Portugal (Universidade do Porto), France (Université de Lyon), the U.S. (University of Minnesota) and the Netherlands (Technische Universiteit of Eindhoven).

### **Master in Production Engineering**

The program participated in sandwich PhD programs in England (Montfort University), two work missions in Germany (Hochschule für Technik), a faculty mobility program in Germany (FernUniversität in Hagen) and a full PhD program in Portugal (ISCTE IUL).

### **Master and PhD in Electrical Engineering**

The program participated in OEA/GCUB student mobility programs in Chile, Peru, Colombia and Cape Verde.

### **Master and PhD in Forest Engineering**

Students participated in the PEC-PG program in Mozambique, Argentina, Paraguay, Portugal, Bolivia and Venezuela. The program also has agreements with universities in Europe, such as Uni Freiburg and Rottenburg University (Germany), Universität für Bodenkultur Wien (Austria) and the University of Alabama (U.S.).

### **Master and PhD in Chemical Engineering**

The program has an active exchange program with the University of Delaware (U.S.). One student participated in the PAEC-PG program and a volunteer researcher from the Universidad Nacional de Cuyo in Argentina participated in a program at UFSM. They also participated in sandwich PhD programs in Portugal (Universidade de Coimbra) and Mexico (Universidad Autonoma de Nuevo Leon).

### **Master and PhD in Rural Extension**

Mexican and Columbian students came to UFSM as part of the Propat-Brazil-Mexico and PAEC-OEA/GCUB programs.

### **Master and PhD in Pharmacology**

The program participated in the organization of events with researchers from Japan (Osaka Bioscience Institute), Spain (Instituto de Ciencias Marinas de Andalucía) and Colombia (Universidad de Los Llanos). A faculty member participated in a mobility program with the Universidad Complutense de Madrid, Espanha.

### **Master and PhD in Philosophy**

The program has had a number of international collaborations, including organization of events with researchers from Uruguay (Udelar), Argentina (Universidad Nacional del Litoral, UBA, UNLP), Mexico (Universidad Autónoma Metropolitana), Argentina (Universidad Nacional de La Plata), the U.S. (UCDAVIS, SLU, Texas A&M), Chile (UAH), Paraguay and Portugal (UCP).

Faculty members participated in post-doctorate programs in Argentina (Universidad Nacional de La Plata) and the U.S. (Lewis & Clark College). One student participated in a mobility program at the University of California Santa Barbara (U.S.).

Foreign students from Uruguay (Udelar) and Argentina (Universidad Nacional de La Plata) participated in sandwich master programs at UFSM.

### **Master and PhD in Geography**

Two students participated in sandwich PhD programs in Argentina and Uruguay. Faculty members participated in an event in Uruguay (Udelar and Instituto de Perfeccionamiento y Estudios Superiores).

### **Master and PhD in History**

The program has had a number of international collaborations, including the following faculty activities: a post-doctorate program in Mexico; the participation of faculty from Uruguay (Udelar) and Argentina (UNMP and Universidad Nacional de Tucumán) in the program's activities; visiting professors from Argentina (UNCuyo and Universidad de Buenos Aires) and Spain (Universidad de Extremadura and Universidade Autónoma de Madrid); the participation of faculty members as visiting professors in Argentina (Universidad Nacional de Mar del Plata) and a faculty mobility program in Peru (Universidade de Sucre).

A student mobility program was carried out in Uruguay (Udelar) as well as a full PhD program in Argentina (Universidad Nacional del Litoral) and Uruguay (Udelar).

The program participated in events in Argentina, Portugal, Spain, Poland, France, Germany Italy and Russia.

Two faculty members participated as faculty researchers in the Erasmus+ Master Dyclam program. It also received a post-doctoral student from Mexico through the National Post-Doctorate Program (PNPD) and four students participated in sandwich PhD programs in Argentina (Universidad de Buenos Aires), Portugal (Universidade de Coimbra) and Spain (Universidad de Salamanca).

### **Master and PhD in Language and Literature**

The program participated in sandwich PhD programs in France (École Normale Supérieure de Paris e Université Sorbonne Nouvelle Paris III), Spain (Universidad de Salamanca and Universitat Pompeu Fabra), Portugal (Universidade de Lisboa and Universidade da Beira Interior), the U.S. (University of California Santa Barbara) and Argentina (Universidad Nacional de Córdoba and Universidad de Buenos Aires).

### **Master and PhD in Veterinary Medicine**

International collaborations include a post-doctorate in Canada (University of British Columbia) and international teaching programs in Spain (CCMIJU) and Argentina (Universidad Nacional del Litoral), as well as event organization with researchers from Uruguay (UNL).

### **Master and PhD in Meteorology**

The program participated in a sandwich PhD program in France (Laboratoire de l'Atmosphère et des Cyclones) and received a foreign visiting professor.

### **Master in Psychology**

A faculty member participated in a post-doctorate program in Portugal (Universidade Nova de Lisboa).

### **Master and PhD in Chemistry**

The program has had a number of international collaborations, including participation in an event with participants from Cuba (University of Havana), Czech Republic (Institute of Analytical Chemistry of the AS and Institute of the Czech Academy of Sciences), Germany (Halle-Saale, Freie Universität Berlin and Aalen University), Spain (Universitat de Barcelona and Universidad de Cordoba), Australia (University of Melbourne), the U.S. (A&M University, University of Cincinnati, University of Texas and University of Louisville), Belgium (Ghent University), Argentina (Instituto de Química Rosario), Portugal (Universidade de Aveiro and Universidade de Lisbon), England (Keele University), the Netherlands and Italy (University of Turin).

### **Professional Master in Network Educational Technologies**

A faculty member participated in a post-doctorate program in Portugal and faculty members participated in events in Australia, the U.S., Chile, Colombia, Portugal, Argentina and Spain.

### **Master and PhD in Animal Science**

The program participated in a work mission related to the Capem PPCP-Mercosul program in Uruguay (Udelar) as well as sandwich PhD programs in Canada, Portugal (Universidade de Lisboa), France (INRA-Toulouse), Australia (University of Sydney) and the U.S. (University of Kentucky). One faculty member carried out a post-doctorate program in Uruguay (Udelar). One student from Argentina carried out a full PhD program at UFSM through the TWAS/CNPq and a UFSM student carried out a sandwich master program in Uruguay (Udelar).

## 6 INSTITUTIONAL INTERNATIONALIZATION PROPOSAL

Official UFSM documents were observed in the preparation of the internationalization proposal, including the UFSM Internal Regulation, Graduate Studies Internal Regulation, UFSM Statute, Institutional Development Plan, Management Reports and the Institutional Pedagogical Project, among others.

To ensure that the proposal is not of an artificial nature, it is necessary to first consider the current situation and begin with the institution's areas of excellence. In this sense, Graduate Programs that are internationally active, recognized by the National Graduate Evaluation System, with scores of 6 and 7, should be prioritized. These include: Electrical Engineering, Soil Science, Chemistry, Veterinary Medicine and Biological Sciences (Toxicological Biochemistry), which have the most expressive international scientific production. In addition, programs with a score of 5 also stand out for their international activity: Agronomy, Communication, Dental Sciences, Forestry, Geography, Languages, Pharmaceutical Sciences, Pharmacology, Philosophy and Science Education: Chemistry of Life and Health, which possess productive and well-established research groups and laboratories.

It is likewise necessary to contemplate the 14 Graduate Programs with a score of 4 and the 17 Master's Courses with a score of 3. Many of them are also internationally active, with cooperation agreements in effect and high quality results in research and in people development.

In accordance with Capes guidelines, the Provost Office for Graduate Studies and Research, distributed the questionnaire "More Science, More Development" to the Graduate Programs. Twenty-one programs informed their needs, resulting in the following requests per year: a total of 157 full doctoral programs abroad requested; 71 Sandwich PhD programs; 98 Sandwich Master's programs; 150 undergraduate internships abroad; 48 post-doctorates abroad; 69 visiting professor positions; 111 positions for Brazilians with doctoral degrees and experience abroad; and 121 national senior visiting professors. There were also requests for English language classes for 103 faculty, technical staff and students from the different programs.

The main countries that UFSM should prioritize for exchange activities are: Argentina, Australia, Austria, Canada, China, Denmark, Finland, France, Germany, India, Ireland, Italy, Japan, Mexico, New Zealand, Norway, The Netherlands, The

United Kingdom, The United States, Russia, South Africa, South Korea, Spain, Sweden and Switzerland.

UFSM's policy for establishment and renewal of agreements encourages the cooperation and participation of different research groups with the international partner, as a way of enhancing its effects and guaranteeing activity. In accordance with federal legislation, international agreements are valid for a period of five years and renewed before their termination when both parties express interest.

Some actions carried out in association with foreign universities enable the creation of openings for semester courses, always on the principle of reciprocity, where the partner university offers the same number of openings offered to their students by UFSM. Students participating in these mobility programs are not charged any fees by the foreign university. In 2016, 100 mobility openings were created for graduate and undergraduate students.

The list of international agreements can be found at <http://w3.ufsm.br/sai/index.php/convenios>. Below are listed the countries and respective institutions with Capes agreements:

**Argentina:** Universidad Nacional del Litoral, Universidad Nacional del Nordeste, Universidad del Salvador, Fundación Misiones Sustentable, Universidad Nacional de Misiones, Universidad de Congreso, Universidad Nacional de Tres de Febrero, Universidad de La Punta and Universidad Nacional de Misiones.

**Australia:** The University of Melbourne.

**Austria:** University of Natural Resources and Life Sciences.

**Belgium:** Universiteit Gent.

**Canada:** Queen's University at Kingston, The University of British Columbia – Bureau de Coopération Interuniversitaire, Queen's University at Kingston, The University of British Columbia, Université Laval, Polytechnique Montréal, Université de Sherbrooke, Université du Québec à Montréal, Université du Québec à Trois-Rivières, Université du Québec à Rimouski, Université du Québec en Outaouais, Université du Québec en Abitibi-Témiscamingue, École nationale d'administration publique, École de technologie supérieure and Bishop's University.

**France:** L'Université François-Rabelais de Tours, Université de Poitiers and Université D'Orleans.

**Germany:** Gelsenkirchen Bocholt Recklinghausen University of Applied Sciences, University of Paderborn, Göttingen University, Ostfalia University of Applied

Sciences, MediClin Krankenhaus Plau am See, Deutsches Biomasse Forschungszentrum and Universität Leipzig.

**Italy:** L’Istituto di Scienze Dell’Atmosfera e del Clima, Università di Padova, Università degli Studi di Firenze, Libera Università di Bolzano, Università Ca’ Foscari Venezia, Università Degli Studi di Milano, Università di Bologna and Università di Pisa.

**Japan:** Tokyo Metropolitan University.

**Mexico:** Centro Regional de Enseñanza de Ciencia y Tecnología del Espacio para América Latina y el Caribe – campus Brasil, Universidad Autónoma de Chapingo, Universidad Autónoma de Chiapas, Universidad Autónoma de Tlaxcala, Universidad Autónoma del Estado de México, Universidad Autónoma de Baja California, Universidad de Guadalajara, Universidad de Vera Cruz, Universidad Pedagógica de Durango and Universidad La Salle Laguna.

**Russia:** Open Joint Stock Company Research and Production Corporation, National Research Tomsk State University and Peter the Great St. Petersburg Polytechnic University.

**Spain:** Centro de Investigación y Tecnología Agroalimentaria de Aragón (CITA), Fundación de Centro de Cirugía Mínima Invasión Jesús Usón, Gestión Veterinaria Porcina, S. L. (GVP), Instituto Nacional de Educación Física de Cataluña, Universidad de Extremadura, Universidad Carlos III de Madrid, Universidad de Huelva, Universidad Complutense de Madrid, Universitat de Barcelona, Universidad de León, Universidad de Salamanca, Universidad de Lleida, Universidad de Murcia, Universidad de Oviedo, Universidad de Santiago de Compostela, Universidad de Sevilla, Universitat de València, Universidad de Zaragoza, Universitat Politècnica de Catalunya, Universidad Politécnica de Madrid, Universitat Politècnica de València, Universidad Rey Juan Carlos, Institut Català de Ciències Cardiovasculars and Universidad Autónoma de Madrid.

**Sweden:** Swedish National Food Administration, Blekinge Institute of Technology and Karlstad University.

**The Netherlands:** Netherlands Food and Consumer Product Safety Authority, Netherlands Institute of Ecology, Wageningen University & Research and RIKILT Research Institute.

**The United Kingdom:** Bristol University and Nottingham University.



**The United States:** East Tennessee State University, Innovation To End Neglected Diseases A Nonprofit Public Benefit, Kansas State University, State University of New York (OSWEGO), University of Florida, University of Minnesota, University of Nebraska Lincoln Institute of Agriculture and Natural Resources, South Dakota State University, University of Georgia, University of Texas in Dallas and Temple University.

The Data Processing Center (CPD) at UFSM will create a digital platform for opportunities abroad and at UFSM, to publish calls for application and internationalization contacts.

UFSM will create an Internationalization Management Group made up of representatives from the Provost Office of Graduate Studies and Research (PRPGP), the International Affairs Office (SAI), the Provost Office for Planning (Proplan) and faculty from the Graduate Programs. This group will organize the internationalization process and develop a strategic four-year plan, considering the needs of the Graduate Programs.

The internationalization project should have an independent management model, based on the following principles:

- a) The funding made available by development agencies and the institution itself should be managed by PRPGP, with budgetary item planning included within the strategic planning, striving for stability and budgetary distribution, to meet annual goals established in the project.
- b) Specific requests from undergraduate students will be considered as emergent and special cases when entailing high quality work of an international level.
- c) UFSM will establish annual goals for the internationalization plan based on the offer of funding from agencies and the budget.
- d) The proposed resource management model is centralized and based on the annual project, recognizing the autonomy of the university.
- e) The Management Group will organize the project and enlist it at the UFSM Foundation of Support for Technology and Science (Fatec) to pursue external funding.
- f) An online system to evaluate project outcomes should be implemented, holding collaborators accountable and ensuring adequate use of resources.

- g) The financial plan should be submitted by the Internationalization Management Group.
- h) At the end of each period, an annual technical-financial report will be evaluated by the Internationalization Management Group.

Foreign students will gain access to all of the UFSM facilities offered to domestic students upon enrolling, which will give them the status of regular student and access to the University Restaurants, Libraries, transportation, on-campus academic courses and language classes.

In the case of faculty mobility, the foreign faculty will be received by a supervisor, who will be designated among the accredited faculty from the Graduate Program that sponsored the exchange. The foreign faculty will be provided with housing built specifically for this purpose on the main campus, when it is so determined by both parties.

## **7 BASIC PRINCIPLES OF THE INSTITUTIONAL INTERNATIONALIZATION PLAN**

The basic principles of the UFSM Institutional Internationalization Plan are:

- a) Respect the institutional mission, recognizing the current stage of internationalization of graduate programs, research groups and research laboratories.
- b) Encourage the improved quality of academic production and preparation of research groups and faculty, students and technicians to interact internationally.
- c) Strengthen SAI, giving it the status and structure needed to be accountable for UFSM internationalization actions, alongside PRPGP.
- d) Establish new partnerships and strengthen existing ones, focusing on areas of research interest.
- e) Maintain close ties with international relations bodies of teaching and research institutions, mainly those with which we already have partnerships.
- f) Establish the principle of reciprocity as the basic criterion for international actions, striving to create a two-way street and cultivate institutional respect and equality.
- g) Adopt English as the standard language for communication, without disregarding particularities of each area and research group.
- h) Massify the offer of language classes for faculty, students and staff, aiming toward fluency among internationalization collaborators.
- i) Aim to make clear the purpose, timeframe, location and form in which all actions will occur. This information should be made available to the university community in a transparent manner by the system adopted.
- j) With regard to beneficiaries of internationalization actions, adopt a system of selection by call for applications which evaluates merit and establish commitment through a letter of commitment and an end-of-period report, with metrics to assess the action's impact on the quality of graduate studies and research at the institution.

## **8 ACTIONS AND ACTIVITIES OF THE INSTITUTIONAL INTERNATIONALIZATION PLAN**

### **8.1 Academic mobility**

Promote graduate and undergraduate exchange programs with important and high-quality institutions, aiming toward people development and education.

Adopt a systematic plan for publicity, selection and accountability in order to choose the best candidates.

Establish minimum eligibility criteria for knowledge in a foreign language for mobility candidates.

Encourage the participation of students in short term or summer courses in different countries.

### **8.2 Increase flexibility of Course Pedagogical Projects**

Allow greater flexibility for undergraduate and graduate projects and curricula, creating the possibility of receiving credit for classes taken at different domestic and foreign institutions, up to the limit established by internal legislation.

Offer foreign language classes, mainly in the graduate programs, prioritizing the hiring of bilingual faculty, though always being mindful of the scientific area.

Allow the use of a foreign language in master's and doctoral course activities, including assignments, theses and dissertations, in accordance with the norms established for "*stricto sensu*" graduate courses (Capes Resolution n. 7 of 11 December, 2017).

### **8.3 Faculty and staff mobility**

Award scholarships and aid to faculty and administrative staff for specific research projects or training in laboratories in foreign institutions. Encourage the participation of faculty and staff in short term or summer courses in different countries.

#### **8.4 International missions**

Foster exchange of qualified researchers for official visitations, negotiation of agreements and MOUs and establishment of partnerships on international research projects.

#### **8.5 Organization of international events**

Foster the joint organization of international events, with collaboration among research groups in strategic and multiple areas of interest.

#### **8.6 Participation in international events**

Foster the participation of qualified researchers and technicians in important international events.

#### **8.7 Development of faculty and staff**

Foster the development and training abroad of faculty and staff at the doctoral and post-doctoral level, especially for those actively engaged in research or graduate studies.

#### **8.8 Establishment of international agreements**

Establish international bi- and multilateral agreements with internationally renowned institutions to develop reciprocal actions involving for scientific research.

These agreements are regulated and administered by UFSM by means of internal processes in accordance with Resolution n° 3 of 2008.

#### **8.9 Cotutelle and Joint degrees**

Foster cotutelle teaching activities, in accordance with the resolution for graduate student cotutelle, enabling joint student advising and supervision between UFSM faculty and faculty from foreign institutions. This norm also establishes the

possibility of obtaining a joint degree at different institutions. This system entails an interinstitutional agreement for joint degrees and cotutelle which stipulates specific activities, as stated in UFSM Resolution n° 27<sup>1</sup>.

Cotutelle and joint degree agreements should be instituted with the countries with whom Brazil maintains an Educational and Cultural Agreement, as listed by Capes: Argentina, Australia, Austria, Canada, China, Denmark, Finland, France, Germany, India, Ireland, Italy, Japan, Mexico, New Zealand, Norway, Russia, South Africa, South Korea, Spain, Sweden, Switzerland, The Netherlands, The United Kingdom and The United States.

#### **8.10 Participation of students in international actions**

Foster participation in different international actions for undergraduate scholarship recipients, as well as Master's and Doctorate students, especially those who are recipients of scientific research grants.

#### **8.11 Faculty exchange programs**

Attract internationally renowned faculty to participate in teaching activities in different undergraduate and graduate courses, as well as research activities in collaboration with UFSM research groups.

Allow short-term teaching actions, such as minicourses in online and on-campus modalities.

#### **8.12 Foreign visiting professors**

UFSM has 35 positions available, using its own resources, for Foreign Visiting Professors (PVE) and National Visiting Professors (PVN), with a salary equivalent to that of full professor. Contracts for foreign visiting professors are four years, and those for national professors are two years. The main objective is development of strategic areas in the graduate programs.

---

<sup>1</sup> Resolution which regulates internal procedures for graduate cotutelle for joint degrees

These positions seek to attract young talent from abroad to participate in research projects of well-established research groups.

### **8.13 Internationalization of scientific production**

Create an environment that promotes the internationalization of scientific production, fostering the formation of research groups, integrating UFSM researchers with peers from other countries and seeking to increase publication of results of scientific research in high-impact international journals.

Increase UFSM actions to support publications in foreign languages, strengthening the institutional program to support publication.

### **8.14 Internationalization of scientific research laboratories**

Seek forms of funding for the internationalization of research laboratory activities, with the performance of partial and total analyses and tests in laboratories with improved laboratory environments, seeking cost reduction and the development of scientific research.

### **8.15 Creation of international graduate programs**

Encourage the elaboration of international proposals for people development through integration between UFSM and foreign universities, with funding and format modeled after the Capes Interinstitutional Doctorate (Dinter) program.

### **8.16 Sandwich Doctorate**

This is one of the institution's most important modalities of student mobility. In 2017, 410 monthly stipends were awarded by Capes to support Sandwich programs for 67 students in 15 courses.

### **8.17 Undergraduate internship abroad**

Enable undergraduate students engaged in research activities to participate in mobility actions with research institutions abroad. The possibility of participating in curricular activities and transferring credits for classes taken at foreign institutions will also be considered.

### **8.18 Training in foreign languages**

Provide opportunities for students and faculty to participate in Massive Open On-line Courses given in foreign languages, especially in English. Improve the structure of the UFSM Language and Translation Unit and Language without Borders program, aiming to provide quality training in languages to the university community.

This decision is based on the diagnostic developed by the More Science, More Development program, which indicates the need for training in a foreign language. More than one fourth of the requests for doctoral grants in the year 2016 were for Portugal, which may be due to lack of foreign language proficiency. Likewise, one fourth of the requests for a Sandwich Doctorate Scholarship were for Portugal and Spain, which also may have been language-related choices.

It is also a priority to provide Portuguese language learning modalities for foreign students and faculty.

### **8.19 Foreign publicity**

Create channels for publicizing UFSM abroad. Send print and digital publicity material to foreign universities. Intensify participation in international fairs, such as NAFSA, EAIE and Faubai.

### **8.20 Funding from CNPq and other sources**

Utilize CNPq funding through the following programs: CNPq-TWAS, PROFOR, PDJ, PDS, IsF, SETEC, PECPG, MARCA, Abdias Nascimento, GRICES, PDPP, PACCSS and PDV.



### **8.21 Funding from Capes**

Utilize Capes funding through the programs: PEC-PG, CsF, PDSE, Senior Internship Program, PVE, AEX, Doctorate abroad Program, Post-Doctorate Program, Fundação Carolina, PLI, PDPI, IPDP, PNPd, COFEN, among others.

### **8.22 Funding from international programs – European Union**

Intensify participation in projects financed by institutions, such as: Wageningen, DAAD, Unibral, Probral, Humboldt, Newton Fund, FCT, Brafagri, Brafitec, Cofecub, Bragecrim, Bragfost, Nottingham-Birmingham, GTA, SIU, DGPU, Nuffic, STINT, WBI, Branetec, NoPA, DGU, Agropolis, Weizmann, INL, IIASA and JSPS.

### **8.23 Funding from international programs – United States and Canada**

Utilize funding from international programs, such as: DFAIT, Fulbright, MITACS, TAMU, FIPSE, DFATD, NIH and NSF.

### **8.24 Funding from international programs – Southern Cone, Africa**

Utilize funding from international programs, such as: MINCCyT, MES, AUGM, AULP, Udelar, BRICS, CAFP, CAPG, Math AmSud, Pró-Haiti, SECyT, COICciencias and PIFC.

### **8.25 Internationalization of infrastructure**

The infrastructure of the UFSM campus will be refurbished to facilitate the reception of foreign faculty and students, including signs and other materials produced in English and the adaptation of services and support infrastructure to facilitate internationalization activities.

## **9 NEEDS FOR IMPLEMENTING THE INSTITUTIONAL INTERNATIONALIZATION PLAN**

Implementation of the Institutional Internationalization Plan requires fulfilling the following pressing needs:

- a) Expand the physical infrastructure and staff of the International Affairs Office.
- b) Organize and finance means of internationalizing academic production.
- c) Disseminate a culture of internationalization among students, research groups and graduate programs.
- d) Consolidate the process of internationalization by organizing routines and norms that facilitate and promote internationalization.
- e) Include aid and incentives as positive evaluation criteria in calls for application, and selection processes of graduate programs.
- f) Foster the production and publicity of institutional materials in English, such as course curricula, technical laboratory information, availability of student spots, hiring processes, etc.
- g) Offer a portion of undergraduate and graduate classes in English.
- h) Enhance the infrastructure of the Language and Translation Unit and Languages without Borders program.
- i) Create an internationalization unit within the Office for Graduate Studies and Research.

## 10 INSTRUMENTS FOR INSTITUTIONAL INTERNATIONALIZATION MANAGEMENT

### 10.1 Institutional Development Plan (IDP)

The UFSM IDP 2016-2026 was fruit of a wide debate with the university community, in which seven pillars were defined as guiding the institutional development over the upcoming years. These seven pillars, called Institutional Challenges, are:

Challenge 1 – Internationalization;

Challenge 2 – Innovative and Transformative Education with Academic Excellence;

Challenge 3 – Social Inclusion;

Challenge 4 – Innovation, Knowledge Creation and Technology Transfer;

Challenge 5 – Modernization and Organizational Development;

Challenge 6 – Local, Regional and National Development;

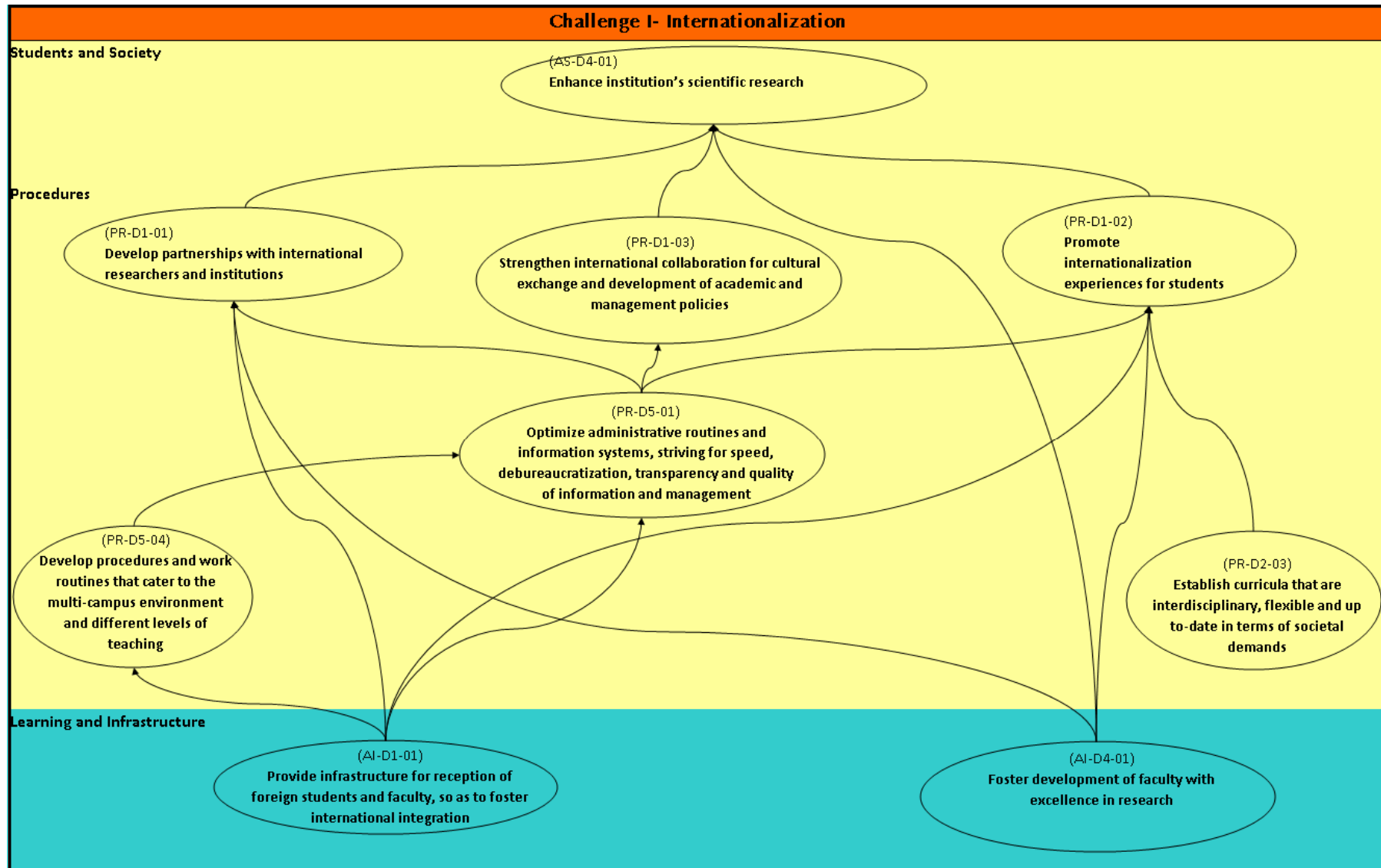
Challenge 7 – Environmental Management.

The theme of internationalization is one of the institutional development pillars for the next ten years. This section presents the main aspects of internationalization as laid out in the IDP and a summary of how this document was elaborated.

#### 10.1.1 Internationalization in the IDP

The UFSM IDP contains seven strategic maps, one for each institutional challenge. The strategic maps were created using the Balanced Scorecard (BSC), a strategic planning tool which arranges and presents strategic objectives and performance indicators as interconnected perspectives or dimensions, to show a cause and effect relationship. Figure 4 presents a strategic map for Challenge 1- Internationalization. The perspective Students and Society encompasses objectives related to society and students. In this perspective, there is one main objective within the theme of internationalization: *to increase institutional scientific participation*. In sum, there was wide consensus within the university community that the institution should strive to promote UFSM scientific production at an international level.

Figure 4 – Strategic Map of Challenge 1 – Internationalization



The following objectives were established to enhance institutional scientific research, (Procedures perspective in Figure 4):

- a) Develop partnerships with international researchers and institutions.
- b) Promote internationalization experiences for students.
- c) Strengthen international collaboration for cultural exchange and development of academic and management policies.

In addition, to make it possible to achieve these objectives, the following objectives for infrastructure and faculty and staff were also established (Learning and Infrastructure in Figure 4):

- a) Provide infrastructure for the reception of foreign students and faculty, so as to foster international integration.
- b) Foster development of faculty with excellence in research.

The UFSM IDP is a ten-year plan aiming to establish guidelines and therefore it does not contain short and mid-term goals. This structure was designed so that each University President could propose and execute specific actions during their term, always in line with the general guidelines of the IDP.

Analyses of Brazilian scientific production have shown that, generally speaking, Brazilian researchers stand out for the quantity of articles published. However, the same cannot be said of citations of these articles, indicating that the impact of Brazilian research on the international scientific community is not as great as it could be.

These analyses also showed that publication in partnership with authors from other countries could potentially boost the impact of scientific publication and that mobility programs and the establishment of international cooperation among researchers could contribute to this outcome.

These strategies are well represented in the objectives of the IDP internationalization map (see Figure 4). In addition, there are a number of performance indicators in the appendix of the IDP. These indicators were published as an initial list to be developed and fleshed out as measures of performance of institutional development over the next ten years. These include:

- a) Percentage of international publications;
- b) Percentage of international co-authorship;
- c) Number of international events promoted;
- d) Number of citations by international researchers;

- e) Number of journals internationally indexed;
- f) Number of international Memoranda of Understanding (MOU);
- g) Number of partner countries with MOU;
- h) Number of faculty in mobility programs (IN and OUT);
- i) Number of students in mobility programs (IN and OUT);
- j) Percentage of classes offered in English;
- k) Percentage of faculty with international publications;
- l) Percentage of faculty with international co-authorship.

In addition to being an important component of the UFSM IDP, internationalization is also considered in the Institutional Pedagogical Project (IPP), which was elaborated using data collected during elaboration of the IDP.

The IPP is organized in the form of guidelines for teaching, research and extension policies at the university. The guidelines include seven prioritized aspects for research:

- Inter- and transdisciplinary research;
- Research focused on regional and national development;
- Multi-user equipment systems;
- Internationalization of research group activities;
- Research with social and environmental engagement;
- Strengthening of university-business interaction;
- Enhancement of undergraduate research activities.

In sum, internationalization is an integral institutional development strategy for UFSM over the next few years.

#### 10.1.2 Elaboration of the IDP

The general procedures for elaborating the 2016-2026 IDP were presented to the community at the end of 2015 and, in early 2016, a detailed plan was presented and an Executive Committee and Core committee were formed. The Executive Committee was responsible for overall project execution, in line with the guidelines determined by the Core Committee, which was made up of the Directors of Teaching Units, Provosts, the President and Vice-President, as well as a representative of the administrative staff.

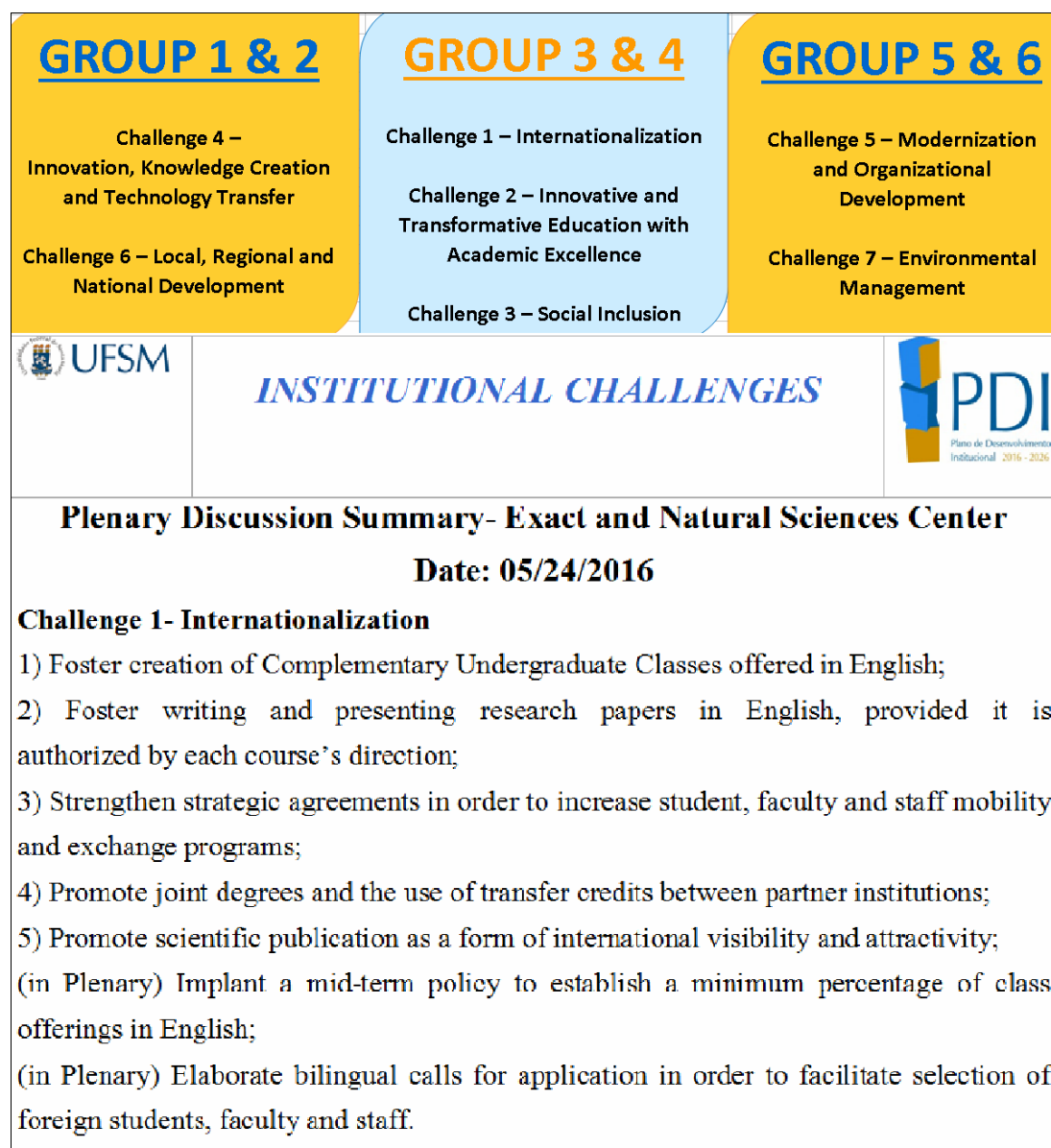
Thus the main leaders of the institution were involved in elaborating and approving the final plan.

Meetings of the Core Committee were laborious especially at the onset of the project in order to define the guidelines to be followed in elaborating the full plan. The first decision made by the committee was to select a set of challenges for the institution over the next ten years. At the end of the second meeting, the committee defined seven Institutional Challenges, which were then discussed intensely by the entire community, through meetings and questionnaires.

In the meetings with the internal university community, the presence of administrators, including undergraduate and graduate course directors, secretaries and department chairs was prioritized. In total, besides the members of the Core Committee, 498 faculty and administrative staff members with administrative duties within their respective units attended. In addition, 90 other community members, including students and external community members attended, for a total of 588 participants in the 26 community meetings held during the plan's elaboration.

Each meeting lasted 4 hours and participants were divided into groups to discuss the challenges. The observations made during the group discussions were taken to a plenary session to be revised and complemented. Figure 5 shows the group divisions and an example of the results collected at the end of each meeting.

Figure 5 – Group discussion structure at meetings and example of result



In addition to the meetings, the university community was also consulted through an electronic questionnaire. The questionnaire was open for collaboration during two months and contained one open-ended question for each challenge. For example, the question posed for Challenge 1, Internationalization, was: “Considering a period of 10 years, what institutional objectives do you think are important within the context of internationalization?” A total of 2,217 people sent their responses (1,591 students, 288 faculty and 338 administrative staff).



The answers collected from this questionnaire were analyzed using the identification of key words and key ideas. These key ideas served as the basis for formulating the strategic objectives in the Balanced Scorecard tool.

Figure 6 shows a detailed map with objectives and activities for the internationalization strategies.

### **10.2 Institutional Internationalization Plan**

This Institutional Internationalization Plan (IIP) is a basic management instrument designed to boost internationalization at UFSM. It presents a detailed account of internationalization goals and actions. The yearly execution of the IIP is implemented through the Institutional Internationalization Project, in accordance with Capes Resolution n. 220 of 2017 and, in more detail, the Capes-PrInt Call for Projects n.41 of 2017.

## Institutional Internationalization Plan

Figure 6 – UFSM Internationalization objectives and activities

Dimension	Code	Objective	Ques.	22	10	21	11	4	15	14	24	11	17	1	21	2	PC	Strategic Institutional Partnerships and Agreements
			Meet.	80	36	45	110	57	30	43	32	14	41	47	15	27		
(AS) Students and Society	(AS-D4-01)	Enhance institution's scientific research								+	+						PC-1	Strategic Institutional Partnerships and Agreements
																	PC-2	Student, Faculty and Staff Mobility
(PR) Procedures	(PR-D1-01)	Develop partnerships with international researchers and institutions		+	+		+	+						+			PC-3	Foreign Language Classes
	(PR-D1-02)	Promote internationalization experiences for students			+	+	+										PC-4	Exchange Programs and Scholarships
	(PR-D1-03)	Strengthen international collaboration for cultural exchange and development of academic and management policies			+											+	PC-5	International Cooperation in Research and Teaching
	(PR-D2-03)	Establish curricula that are interdisciplinary, flexible and up-to-date in terms of societal demands							+								PC-6	Accreditation and Joint Degrees (international curricula + foreign students)
	(PR-D5-01)	Optimize administrative routines and information systems, striving for speed, debureaucratization, transparency and quality of information and management										+					PC-7	Visibility and Attractivity (bilingual Hiring Processes) (researchers, articles, congresses)
	(PR-D5-04)	Develop procedures and work routines that cater to the multi-campus environment and different levels of teaching															PC-8	International communication and Scientific Publication
																	PC-9	Agility, Debureaucratization and Transparency
(AI) Learning and Infrastructure	(LI-D1-01)	Provide infrastructure for reception of foreign students and faculty, so as to foster international integration											+		+		PC-10	Foreign Language Courses and Fluency (Faculty, Staff and Students)
	(AI-D4-01)	Foster development of faculty with excellence in research								+							PC-11	Extension
																	PC-12	Reception and Support Infrastructure
																	PC-13	Cultural Exchange and Management Processes

### 10.3 Institutional Internationalization Project

The Institutional Internationalization Project (IIPR) was elaborated in accordance with the guidelines in Capes Resolution n. 220 and Call for Projects n. 41, for Institutional Internationalization Projects at Higher Education Institutions or Research Institutes.

Capes envisages the following objectives for IIPRs:

- a) Foster the construction, implementation and consolidation of strategic plans for internationalization of the institutions contemplated in the areas of knowledge they prioritize;
- b) Stimulate the formation of international research networks with a view to improving the quality of academic production linked to postgraduate studies;
- c) Expand actions to support internationalization in the postgraduate courses of contemplated institutions;
- d) Promote the mobility of lecturers and students, with emphasis on doctoral students, postdoctoral students, Brazilian lecturers abroad and foreign lecturers in Brazil, linked to *stricto sensu* postgraduate programs with international cooperation.
- e) Foster the transformation of participating institutions into international environments.
- f) Integrate other CAPES development actions into the internationalization effort.

Funds for the IIP during the current term will be made available from the Capes Allowance for the Institutional Internationalization Program, Source 1112- Item 0487- Concession of scholarships for higher education. Expenses in subsequent terms will be obtained from the respective budgets, in accordance with applicable legislation and in accordance with financial and budgetary availability of Capes.

The IIPR proponent, who will be the project manager, if approved, must be the Provost of Graduate Studies at the institution, have a permanent employment contract, be a born or naturalized Brazilian citizen, or a foreigner with a permanent resident visa in Brazil. In the case of substitution of the Provost, the management of the IIPR will obligatorily be transferred to the new Provost.

The 2018 IIPR must be aligned with the 2016-2026 IDP and the 2018-2021 IIP and managed by a Management Group, made up of faculty from *stricto sensu* graduate programs, as stated in the Capes-PrInt Institutional Internationalization Program, with support from the Provost Office of Planning (Proplan).

**Members of the Management Group must have a permanent employment contract at UFSM and present academic leadership and international experience in the defined priority areas. The Group also must include at least one foreign member from a Higher Education Institution (HEI) abroad.**

The IIPR should also contemplate the following items:

- a) Institutional Internationalization Diagnosis: description of the existing structure and qualification of technical faculty and staff for internationalization; performance indicators, showing strengths and weaknesses and institutional competencies and vocations, with a justification of priorities;
- b) Objectives of the IIPR;
- c) Performance indicators and goals, which will support project execution; the monitoring and evaluation of project execution at an intermediate period in order to ensure project continuity;
- d) Addition of courses, themes and materials in English in the curricular structure of the graduate programs;
- e) Modalities of benefits offered through the IIPR, according to established financial items;
- f) Selection of recipients, in accordance with the requirements and procedures established by UFSM and Capes, especially with regard to transparency in the publicity of funding opportunities;
- g) Ineligibility criteria;
- h) Procedures for administrative appeal for rejected candidates.

The IIPR should, at least, include strategies for:

- a) Consolidation of existing international partnerships, as well as the construction of new partnerships and cooperation projects to increase the interaction between UFSM and research groups abroad.
- b) Attraction of foreign students to Brazil;

- c) Attraction of lecturers and researchers with international experience for the period of activities in Brazil;
- d) Preparation of the lecturers/students for the period abroad and for their return, especially for UFSM's appropriation of the knowledge acquired by the beneficiary.

The IIPR shall include, at least, policies for the following:

- a) Selection of foreign partners, considering that at least 70% of the resources should be allocated to partnerships with institutions in countries with which CAPES actively cooperates (listed in Annex I), whose collaborations have shown more relevant results in quantitative and qualitative terms.
- b) Internal selection of specific actions and beneficiaries, within the funding lines of the CAPES-PrInt Program. In the case of cooperation projects with foreign institutions, indicate, when applicable, resource allocation plan, plan of activities, reciprocal financing, academic mobility, joint technical-scientific production, counterparts of partner institutions, among others;
- c) Hiring professors with recognized scientific performance at the international level;
- d) Foreign language proficiency of students, graduate faculty and staff that is directly related to the proposed Institutional Internationalization Project;
- e) Recognition of credits and academic and scientific activities carried out by teachers and students abroad;
- f) Reception and accompaniment of foreign faculty, researchers and students;
- g) Appropriation of the knowledge acquired abroad by the beneficiaries of the IIPR.
- h) Management and operationalization of the IIPR;
- i) Internal monitoring and evaluation of IIPR goals and execution;
- j) Integration of national development programs supported by Capes to the internationalization effort.

The annual plan will establish detailed actions designed to reach the goals laid out for the four years. The annual budgetary planning will be calculated based on the financeable items listed in Capes guidelines. UFSM will allocate budgetary expenditures to match expenses covered by Capes, which will include, at least, the following: internationalization of teaching, incorporating international topics in

graduate classes; production of publicity material in other languages, including obligatorily translation of the graduate program web pages; faculty and staff training for internationalization.

In accordance with the Capes-PrInt Institutional Internationalization Program, the annual budget will not cover funds for the following purposes: capital expenditures; construction work; wages for professionals employed by UFSM; payment of administrative and academic fees (school tuition and fees) or bench fees to foreign partner institutions; scholarships and grants in foreign countries to individuals without a formal affiliation with UFSM; maintenance expenditures, including those related to the International Affairs office (ex.: office supplies, utility bills, etc.); work missions of any nature carried out by the International Affairs Office or other university administrators not involved in the IIPR management. Financial approval is dependent upon compliance of all Capes requirements, which will be included in the duties, responsibilities and restraints clauses of respective documentation. Responsibilities include, among others:

**Of the Manager:**

- a) Run and ensure good performance of the Management Group;
- b) Manage funds transferred in their name and ensure its correct application, as well as provide financial reports at the end of the Project's term;
- c) Transfer funds obtained directly from Capes to recipients for actions established in the IIPR;
- d) Call Management Group meetings periodically;
- e) Review and submit requests to Capes for needed changes and adjustments to the Project, including in the event of substitution of the Group's members;
- f) Submit to Capes reports, such as annual financial reports, partial (biannual) technical reports, final technical reports or other documents solicited by Capes, after approval by the Superior Council responsible for Graduate Studies;
- g) Make reference to financial aid obtained from Capes whenever publicizing or publishing, in any medium, actions taken or results obtained within the scope of the IIPR;
- h) Represent UFSM to present the proposal and execute the project, if approved;

- i) When the manager is substituted, they should provide a report of Capes funds used during their management period.

**Of the Management Group:**

- a) Participate in meetings summoned by the Manager;
- b) Strive for effective implementation and good functioning of the IIPR;
- c) Manage funds transferred in their name and ensure their correct application;
- d) Transfer funds obtained directly from Capes to recipients for actions established in the IIPR;
- e) Approve candidates for benefits established in the IIPR, in accordance with Capes guidelines;
- f) Supervise research project managers in international cooperation within the scope of the IIPR;
- g) Formulate requests for project changes or adjustments for the Manager to review;
- h) Formulate reports to be reviewed by the Superior Council responsible for Graduate Studies and submitted to Capes, such as annual financial reports, partial (biannual) technical reports, final technical reports or other documents solicited by Capes;
- i) Make reference to financial aid obtained from Capes whenever publicizing or publishing, in any medium, actions taken or results obtained within the scope of the IIPR;
- j) When a member of the Management Group is substituted, they should provide a report of IIPR funds used by them during their management period.

**Of Research Project Managers:**

Research project managers with international partnerships are contemplated under the IIPR and should:

- a) Organize selection of scholarship recipients for international research projects, following the guidance and supervision of the Management Group.
- b) Maintain communication and hold meetings with foreign researchers involved in international research projects.

- c) Report to the manager and Management Group with regard to strategic research project decisions.
- d) Keep the Manager and Management Group informed with regards to the progress of the research project.
- e) Publish or publicize actions taken or results obtained in the scope of the research project.
- f) Make reference to financial aid provided by Capes, as described in the term of commitment.
- g) When the manager of an international research project is substituted, they should provide a report of the funds utilized during their management.

**Of UFSM:**

- a) Ensure the availability of the structure described in the institutional internationalization proposal.
- b) Guarantee that the selection process and criteria for beneficiaries of the Institutional Internationalization Project are aligned with the basic guidelines of Capes.
- c) Enable the implementation of strategies and policies established in the Institutional Internationalization Project, including the promotion of human resource training in programs in Brazil provided by Capes.
- d) Guarantee the financial counterparts offered in the proposal for financing the Institutional Internationalization Project.
- e) Review and approve, through the Superior Council responsible for Graduate Studies, reports and other documents presented by the Management Group, before submitting them to Capes.
- f) Make reference to financial aid obtained from Capes whenever publicizing or publishing, in any medium, actions taken or results obtained within the scope of the IIPR;

Capes will not share, as a rule of thumb, in the ownership of intellectual property generated from research projects and scholarships financed within the scope of its programs. It is the responsibility of the institution and its research project managers to define the ownership or joint ownership of intellectual creations arising from research



projects and scholarships financed by Capes. UFSM and its researchers and scholarship recipients are responsible for the following:

- a) Cover the costs related to registration, deposit and maintenance of intellectual property in Brazil or abroad.
- b) Ensure the division of profits generated from commercial exploitation of the intellectual property with the creators, in accordance with norms of the respective partner institution and in line with Law n. 10.973,<sup>2</sup> regulated by Decree n. 5.563.<sup>3</sup>
- c) Avoid the establishment of any form of intellectual property protection whose claims detrimentally restrict or impede development of new technologies and innovations based on the shared knowledge by the deposit of patent applications, registration or certification.
- d) Communicate to Capes and make public, through the *Plataforma Lattes*, the licensing or commercialization of intellectual property, except in the event of contractual clauses that restrict public disclosure.
- e) Make reference to financial aid provided by Capes on all forms of intellectual property disclosure, such as theses, dissertations, articles, books or other forms of scientific dissemination.
- f) Search for options for technology transfer and application that contribute to Brazil's social and economic development.

---

<sup>2</sup> Law n 10.973, of 2 December, 2004. Governs incentives for innovation and scientific and technological research in the production environment.

<sup>3</sup> Decree n° 5.563, of 11 October, 2005. Regulates Law n.10.973, of 2 December, 2004.

## **11 ESTABLISHMENT OF INSTITUTIONAL INTERNATIONALIZATION ACTIVITIES**

### **11.1 Implementation of the Institutional Internationalization Plan**

The Institutional Internationalization Plan (IIP) is designed to be implemented over the next four years, corresponding to the period established by the Capes-PrInt Program. The Management Group will establish an annual plan of prioritized activities related to strategic areas of the Graduate Programs. The four-year validity period, beginning in 2018 and ending in 2021, corresponds to the evaluation period by the PRPGP.

### **11.2 Definition of competencies and priority areas**

The IIP sets out specific competencies related to the areas of knowledge of the 16 graduate programs that received scores of 5, 6 or 7 in the last quadrennial evaluation by Capes. These programs are housed within the following centers: Rural Sciences, Technological Sciences, Health Sciences, Natural and Exact Sciences, Social and Human Sciences and Education. The Institutional Internationalization Project (IIPR) that will be submitted to the Capes PrInt program will define strategic themes, which will serve to group the graduate programs around multidisciplinary activities.

These strategic themes will be defined by the Management Committee in adherence to criteria of sustainability and to encompass a large number of graduate programs, with multidisciplinary academic and scientific activity. Toward this end, it is useful to integrate the concentration areas of the different graduate programs. The following broad strategic themes were defined as initial objectives in the context of internationalization, for the next four years:

- a) Strategic Theme 1: Biotechnologies and molecular biology;
- b) Strategic Theme 2: Energy sources, generation and distribution;
- c) Strategic Theme 3: New processes, materials and products;
- d) Strategic Theme 4: Ecosystem sustainability;
- e) Strategic Theme 5: Public health;

- f) Strategic Theme 6: Instruments of social education, teaching and dissemination;
- g) Strategic Theme 7: Organizational management;

The Management Group may define additional specific strategic themes related to particular needs of the graduate programs in order to make the proposal more competitive in the face of demands from other institutions.

### **11.3 Linguistic policy**

UFSM has invested heavily to improve the language skills of its community through the Modern Foreign Languages Department and the Languages without Frontiers program of the Education Ministry. In this sense, in addition to regular classes in undergraduate and graduate courses, the department offers extracurricular classes and training in English for the entire university community.

The Languages without Frontiers program offers on-campus and distance classes in English, and as of recently, in Italian, French and German for students, faculty and staff. In addition, UFSM offers the TOEFL ITP and German language test OnSet, both free of charge, and is an application center for the TOEFL IBT.

In addition, the group of Spanish language teachers has recently added new learning options, such as conversation groups which bring together Spanish language learners and native Spanish-speaking exchange students.

Students, faculty and staff who will participate in mobility programs can also take English and Spanish classes to prepare for their exchange program. For foreign students who come to UFSM, there are regular Portuguese as a Foreign Language classes, in addition to preparatory classes for the Portuguese proficiency exam.

### **11.4 Identification and direct support for internationalized highly productive faculty**

The identification of internationalized and highly productive faculty, who will receive greater attention in the scope of the Institutional Internationalization Plan for the Capes-PrInt Program, will be carried out using the available systems, including Carlos

Chagas Platform, *Lattes* Curriculum, CNPq Research Groups, Sucupira Platform, Capes and SciVal.

The IDP prioritizes faculty researchers of graduate programs with scores of 5, 6 and 7, as these programs present a high level of internationalized scientific production. Aside from the IDP, UFSM already supports faculty researchers through its Pro-Publications Program, which finances language editing and publications fees. In addition, the program Pro-Equipment also finances the acquisition of new equipment for research laboratories, through funding agencies as well as the university's own funds. The program Pro-Maintenance finances maintenance and refurbishing of research equipment. These programs are available through internal solicitation processes on an annual basis and concession is linked to the researchers' merit.

### **11.5 Tracking quality and quantity of scientific production**

Scientific production will be tracked using data from the Sucupira Platform, Carlos Chagas Platform, CNPq and SciVal. Quality will be tracked from the number of citations (JCR). In addition, a comparative analysis will be carried out of the impact of scientific production before and after implantation of the IDP, with its international research partnerships in effect.

### **11.6 Modernization of teaching<sup>4</sup>**

New information and communication technologies (ICTs) have gradually modified society. The internet era has opened up new doors for collaborative and cooperative teaching, in which new roles are attributed to faculty. In addition, economic hardships impel us to reflect on future tendencies and strategies to overcome them. Education is fundamental in that it provides the key to constructing a sustainable future. Thus, Higher Education Institutions (HEIs) are charged to find solutions to overcome new challenges imposed by technologies, to reach new segments of the public and to reevaluate their role, finding new practices that meet the needs of the XXI Century.

---

<sup>4</sup> Institutional Network of the Education, Audiovisual and Culture Executive Agency *Modernisation of Higher Education in Europe*: access, retention and employability. Lisboa, 2014. p. 87.

With the unparalleled number of obstacles we face today, education must be at the core of institutional strategies toward intelligent and sustainable growth. The growing attention given to issues such as access to Higher Education, flexible tracks to graduation, policies of student retention and transition to the job market demonstrate the progress that has been made, and is yet to be made, in Higher Education. Throughout the world, Higher Education is undergoing transformation, opening up new opportunities to growing numbers of students, which face growing demands from society. It is evident that HEIs and public authorities are making an effort to guarantee access to a more diverse student population and prepare them for the rapidly evolving job market.

Recently, however, there has been a gradual shift in thinking, in the sense that it is not enough to provide access for young people to Higher Education, but that it is necessary to help them advance in their studies, in the areas that are vital for the job market and economic growth, in addition to gaining self-esteem. It is necessary to ensure that students receive good academic guidance before coming to the university, that they receive good support during their university career and that they have access to important information regarding job opportunities upon graduation.

In this context, in addition to the teaching system adopted by institutions, there are other issues that deserve our attention, related to the efficiency of undergraduate and graduate studies, such as access to Higher Education, student retention, flexibility of teaching and employability of graduates. Given that the latter is the issue with the greatest repercussion for students, their self-esteem and the prestige of the institution, some HEIs in Europe receive increased public funds based on higher rates of employability.

As mentioned in the European Community's Eurydice Report, a number of European HEIs have experimented with modernization, through a **flexible learning** approach. Flexible learning is student-centered, rather than teacher-centered. It reinforces the autonomy of the student and changes the role of the professor, who becomes a facilitator and mentor. Flexibility associated to learning modalities and logistics encompasses support through a helpdesk, with face-to-face tutoring session and the possibility of contacting the tutor through electronic media, group sessions, among others.

In this sense, Collis and Moonen<sup>5</sup> identify four key elements that interact during implementation of flexible learning: technology, pedagogy, implementation strategies and institutional contexts. Among these elements, it is the internet, associated to the growing pressure on HEIs, which is central in the creation of new opportunities of flexible learning within already existing models of teaching, such as:

**Full time studies:**

The traditional Higher Education system recommended by the National System of Higher Education, which consists of a fixed and on-campus offer of credits to complete the higher education course, with the faculty as mentor and main tutor;

**Part time studies:**

This is one of the most common approaches to adapt Higher Education to the needs of individuals who cannot follow the traditional full-time regime. It consists of the possibility of registering as an alternative student, which ensures greater flexibility;

**Distance learning, e-learning, blended-learning and COIL:**

These terms are often used interchangeably by HEIs. However, the first has been a part Higher Education since the first half of the XIX Century. E-learning, on the other hand, is relatively recent and is associated to the use of electronic media for a variety of learning activities, which may occur within or outside of traditional classrooms. In other words, e-learning is not always utilized for distance learning and distance learning, likewise, is not always enabled through electronic media. In that sense, e-learning activities can also be integrated into traditional classroom approaches, also called blended learning or b-learning.

**E-learning:**

E-learning is supported by a pedagogical model with four pillars:

- a) Flexibility and autonomy. Valuing the student within a mediated learning context, where flexibility and autonomy are central.
- b) Resource based-learning, which emphasizes the need to understand processes involved in b/e-learning, teaching and design and organization of programs and multimedia courses.

---

<sup>5</sup> COLLIS, B.; MOONEN, J. *Flexible learning in a digital world: experiences and expectations*. London: Kogan Page, 2001.

- c) Interaction and collaboration of students with specifically designed or adapted resources using ICTs associated to different functionalities within the learning management system.
- d) E-moderation, which highlights the role of online tutoring as a participation management activity along with other online processes that ensure student progress, support and monitoring of student learning, with continual feedback.

The growth of e-learning is directly related to the increased access to ICTs and the advantage of lower costs that it offers. Although the “e” in e-learning signifies electronic, we can also describe three other important dimensions for the “e”: **experience**– increased involvement and experience of students in learning, with autonomous learning regardless of time or place; **extension** – availability of a set of learning options, with the objective of making learning a continual process; and **expansion**– the opportunity to expand learning beyond the classroom.

E-learning is directly related to the internet and the World Wide Web, and access to information regardless of time or physical location, the increased ease and pace of publication, the distribution and updating of content, the diversity of communication tools and services and the collaboration between all participants in the teaching-learning process, as well as the possibility of developing collaborative hypermedia to support learning.

The growth of e-learning has enabled HEIs to overcome many obstacles, ensuring equal access, human resources, preservation of quality teaching and employability. Above all, it has allowed institutions to rethink their organizational and educational practices. The Universidade Aberta do Brasil has undertaken a Higher Education Distance Learning model with e-learning at the core.

**Blended-learning (b-learning):**

Blended-learning or b-learning can be defined as a mixed or hybrid approach, which draws upon both traditional teaching and e-learning approaches. This complementary modality allows for a number of diverse strategies: integration of online classes within a mainly on-campus teaching modality; integration of on-campus classes in a mainly online modality; use of online resources and activities with a fully on-campus teaching modality.

Within the context of Higher Education, acceptance of b-learning as a valid and complementary learning strategy is an important step in the effort to create sustainable teaching methods in the face of growing economic pressures and the emergent need for knowledge management.

B-learning is much more than the multiplication of channels—it is the combination of teaching/learning methods. Traditional teaching has also typically involved a combination of multiple methods, including reading, laboratories, problem-solving tasks, experimental research, among others. With b-learning the student is provided with three complementary and interactive formats during the development of proposed learning activities, which are:

**Physical synchronous learning:**

Depends on the time and space in which the interaction occurs, which may be face-to-face classes, large group conferences, small group problem solving, field trips (visits and outside work), seminars and workshops with guest experts, etc.

**Online synchronous learning:**

Depends on the time in which the interaction occurs, but not on participant location. It may entail virtual meetings, such as chat, videoconference and remote access, web seminars with guest experts, instant messaging, among others.

**Asynchronous learning:**

Does not depend on the time or space in which the interaction occurs. Includes use of printed documents (workbooks and supporting texts); digital documents; web pages (directed and free research); Learning Management System (LMS – contents, questionnaires, opinion surveys, simulations, web seminars, communication tools and evaluation, such as e-mail and conversation lists; external e-mail.

The role of the professor as an online moderator has brought to the fore some issues that were important in traditional learning contexts and that have grown exponentially in the context of online interaction: student motivation in the activities and attainment of goals; conflict management, mutual respect, collaboration and participation; contextualization of learning outcomes; stimulation of critical reflection and self-guidance; speed of feedback and performance; personalized support and supervision.



**LMS:**

Learning Management Systems (LMS) are learning platforms that facilitate the creation of web-based learning environments and mainly serve to support distance education models. These platforms distribute interactive multimedia content in an integrated manner. They also establish synchronous communication channels for communication occurring in real time through video calls or chats, for example, and asynchronous channels, such as e-mail. In addition, they manage learning and interaction between students/materials, student(s)/professor and student(s)/student(s).

**Moodle:**

Moodle (Modular Object-Oriented Dynamic Learning Environment) is one of the most widely utilized learning platforms in Brazil to support virtual collaborative learning communities, mainly in the educational context.

**COIL:**

COIL (Collaborative Online International Learning) is currently the most widely used distance education model. COIL unites already available and widely used tools, such as Facebook, Skype and Google Apps, to promote academic activities among students from international partner institutions. This model has been developed over the last 16 years by the State University of New York (SUNY) and is considered the best initiative for internationalization.

One of the main difficulties faced by universities in the process of internationalization is extending international experience to the largest number of students possible. It is estimated that a very small percentage of students have the opportunity to participate in mobility programs. This has led to the concept known as **internationalization at home**, a strategy to enable the greatest number of students possible to have international experiences.

Although UFSM uses a traditional on-campus teaching system, it has curricular flexibility policies, which allow transfer of credits from other institutions. For undergraduate studies, this corresponds to up to two semesters of classes, as long as the student's study plan is followed in the foreign institution. For graduate studies, up to four classes as special student at the same educational level can be transferred. This possibility encourages students to participate in mobility programs and strengthen their academic background.

## 11.7 Student and Faculty Mobility

In accordance with PRPGP guidelines, special enrollment status can be granted at UFSM students, as long as it is stipulated in the regulation, for the following cases:

- a) Undergraduate students with at least 75% of the credits needed to graduate and research group participants approved by the institution, where the project coordinator is responsible for requesting approval;
- b) Graduate students from national or foreign HEIs, where the project coordinator is responsible for requesting approval to the Graduate Program;
- c) Higher Education graduates who have been authorized by UFSM to participate in a research project, where the project coordinator is responsible for requesting approval to the Graduate Program;
- d) Administrative Staff and Faculty who are Higher Education graduates, where their immediate superior is responsible for requesting approval.

Except for candidates in item b, the special enrollment in graduate classes is limited to one class per semester for each student and, at the most, to special enrollments in one Graduate Program.

The student can take classes in, at the most, two different programs, in accordance with other regulations, and can take a total of four classes over four semesters as a special student.

Academic mobility of graduate students from other Brazilian and foreign HEIs who come to UFSM to carry out teaching, research and extension activities may occur during any period and students should be enrolled by the Department of Academic Registration and Control (Derca). Foreign students or researchers receive an official affiliation with UFSM through the exchange program.

UFSM promotes internationalization at the graduate and undergraduate level with the UFSM Institutional International Integration Support Program, aligned with the IDP. This program aims to support, foster and strengthen strategic partnerships with foreign education and research institutions and is grounded in principles of equality and reciprocity among partner institutions.

This program contemplates:

- a) International mobility programs for student, faculty and staff;

- b) Work missions involving, obligatorily, both UFSM research faculty going abroad and foreign research faculty coming to UFSM.

Work missions should entail one or more activities, such as: elaboration of a joint research project, proposed to funding agencies in Brazil and abroad; the development of a scientific research project; development of graduate studies, through seminars and pedagogical planning with the faculty at foreign institutions; planning of scientific events in Brazil and abroad.

The UFSM Institutional International Integration Support Program will be operationalized by the International Affairs Office, which will manage financial resources allocated to faculty, researchers, staff and graduate and undergraduate students in mobility programs, as well as foreign mobility participants, always following the principle of reciprocity for actions of institutional interest.

Financial resources will be awarded exclusively based on approval of a scientific-technical project containing: project title; name and contact information of the project coordinator; name of the project proponent (coordinator of the graduate program); name of the graduate program; name and contact information of the professor/researcher at the foreign institution; name of the foreign institution; objectives; justification with a description of the scientific theme of interest to be explored; justification of the choice of foreign institution; description of the contribution to internationalization of the research group at UFSM; timeline of scientific-technical and mobility activities; technical team at UFSM and the foreign institution; budget; impacts of the project on the quality of graduate studies and impact of the research on the generation of products and training of faculty and students; and other relevant aspects.

Guidelines for elaborating and presenting projects for funding and guidelines for evaluation of supported actions will be laid out in a specific document elaborated in consonance with the principles established by this resolution.

Financial resources will be awarded on a competitive basis, regulated by a yearly call for projects. Funds will be defined yearly in conjunction with Proplan and allocated to SAI to fund air travel, travel expenses and grants for participants from UFSM and foreign institutions on missions at UFSM, always preserving the criteria of institutional equality and reciprocity. Use of financial resources for capital expenditures is prohibited.

The maximum value of each project will be established annually by SAI, in accordance with financial availability, the internationalization policy and the SAI's annual plan.

Responses from UFSM graduate programs to the questionnaire “More Science, More development” showed priorities for mobility activities. These priorities are listed below in order of importance, where 1 is the most important and 9 is the least important.

1. Post-doctorate programs abroad for faculty;
2. Sandwich PhD programs abroad;
3. Attracting foreign visiting professors to UFSM;
4. Sandwich Master programs abroad;
5. Language classes for faculty, students and administrative staff;
6. Attracting Brazilian PhDs with experience abroad to UFSM;
7. Attracting Brazilian senior visiting professors;
8. Full PhD Programs abroad;
9. Sandwich Undergraduate Programs abroad.

Figures 7 and 8 present the total and average scores, respectively, obtained for each activity.

Figure 7 – Total score received for level of priority of internationalization actions, the lowest number indicating the greatest priority

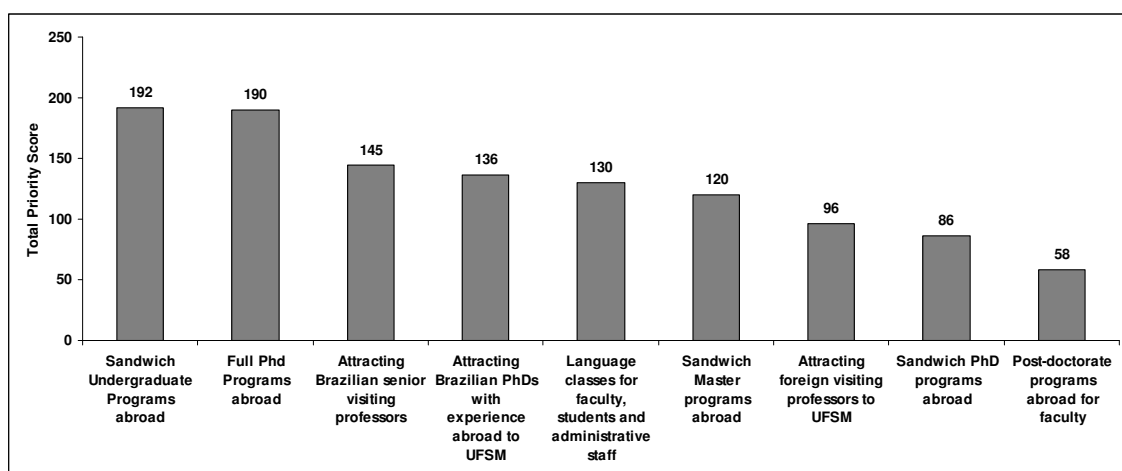
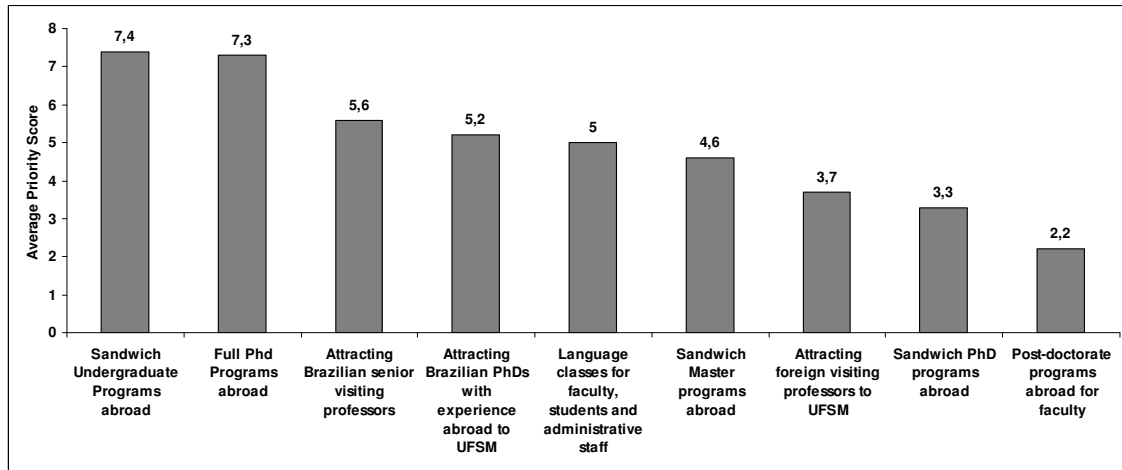


Figure 8 – Average score received for level of priority of internationalization actions, the lowest number indicating the greatest priority

## Institutional Internationalization Plan



These results are in strong dissonance with the previous large-scale development program of the Federal Government, Science without Borders, whose main priority was to support undergraduate mobility programs, since the top priorities arising from the questionnaire were post-doctorate programs for faculty and sandwich PhD programs and the lowest priority was sandwich undergraduate programs.

### 11.8 Interaction with businesses

In 2001, UFSM created the Center for Intellectual Property, affiliated with the PRPGP, which aimed to protect knowledge generated by members of the university community. In 2005, it was given the name Center of Innovation and Technology Transfer (*Núcleo de Inovação e Transferência de Tecnologia- NIT*), with a redefinition of its mission and objectives. In March 2015, NIT was replaced by the Agency for Innovation and Technology Transfer (Agittec), whose purpose is to integrate management of intellectual property, entrepreneurship and technology transfer at UFSM. Agittec aims to increase institutional initiatives designed to disseminate entrepreneurial education and culture, strengthen technology transfer with a focus on university-business relationships and protect knowledge and technologies created by the university community.

Agittec's mission is to promote entrepreneurship and to protect scientific knowledge, transforming it into sustainable development. Its vision is to be recognized as an agency of excellence in the diffusion of entrepreneurial culture, in the transfer of technology and in the protection of knowledge. In that context, it upholds the following

values for its actions: innovation, knowledge, ethics, regional development, creativity and proactivity.

The interaction between research groups and businesses in research and technological innovation is promoted and operationalized by Agittec, with financial management of technical activities handled by the Foundation of Support for Technology and Science (Fatec), affiliated with UFSM.

### **11.9 Reception of foreign students**

UFSM is in the final stages of implanting a housing unit to accommodate foreign faculty, staff and students. There are five townhouse style units, each with two houses, with a capacity of 20 people per unit, totaling 100 spaces.

Due to a lack of accommodations and the large demand, UFSM currently pays monthly grants to foreign students to cover expenses with rent and also provides meals at the university restaurant. This type of agreement applies to students with specific reciprocal agreements, where UFSM sends an equal number of students to the foreign institution. This type of agreement also applies to faculty and staff participating in the AUGM (Asociación de Universidades Grupo Montevideo) faculty and staff exchange programs.

UFSM has been making efforts to **transform into an internationalized environment**. Toward this aim, the International Affairs Office has implemented innovations to benefit foreign students, through the “House a Foreign Student”, “International Friend” and “International Club” programs, which aim to improve integration of foreign students at UFSM.

### **11.10 Expansion of international cooperation**

UFSM currently has approximately 130 cooperation agreements with foreign institutions, encompassing a diverse range of areas of knowledge and involving teaching, research and technological development. The need to expand international cooperation agreements is established in the IDP. In that context, agreements with institutions in the following countries, which have cultural and educational agreements with Brazil, recently listed by Capes, are prioritized: Argentina, Australia, Austria,

Canada, China, Denmark, Finland, France, Germany, India, Ireland, Italy, Japan, Mexico, Netherlands, New Zealand, Norway, Russia, Spain, South Africa, South Korea, Sweden, Switzerland, the United Kingdom and the United States.

#### **11.11 Increased participation in international research networks**

UFSM identified its priority areas of knowledge based on the graduate programs that received scores of 5, 6 and 7 and research groups considered to be of international excellence. In this context, the expansion of international agreements will prioritize these specific areas, grouped into the following strategic themes: a) biotechnologies and molecular biology; b) energy sources, generation and distribution; c) new processes, materials and products; d) ecosystem sustainability; e) public health; f) instruments of social education, teaching and dissemination; and organizational management.

In addition to developing research activities, an expansion of our research network will be fostered through undergraduate and graduate mobility programs, which may encompass coursework, internships and training at laboratories.

#### **11.12 Consolidation of cotutelle and joint degree programs**

The first cotutelle program at UFSM was carried out in 2014, with the implementation of Resolution n. 27, which regulates internal procedures for the cotutelle of theses and dissertations and results in a joint degree. Since then, UFSM has awarded nine joint degrees, in collaboration with universities from a number of countries, including France, Italy, Belgium and Spain.

Cotutelle is an academic modality in which the Master's or PhD student elaborates his or her thesis or dissertation under the supervision of two advisors, one from UFSM and the other from a foreign institution. Both advisors offer their expertise and jointly advise the students, who spend a determined period of time at each institution. The thesis or dissertation is defended only once, at either of the institutions, and the student receives a Master's or PhD diploma from both institutions.

Students must be regularly enrolled at both their home and the foreign institution and participating in a specific joint degree mobility program, established by an Agreement of Specific Interinstitutional Cooperation at UFSM or an Addendum to an

International Cooperation Agreement between UFSM and the foreign institution, in order for the diplomas to be validated.

The Academic Cotutelle and Joint Degree Agreement should establish for each individual student a program containing: a list of activities to be developed, including the research project which will be carried out at each of the institutions; a list of activities that have already been completed at the institution of origin and/or at each of the institutions; the language(s) defined for publication of the thesis or dissertation; the defense presentation format, place and other pertinent details; and other specific academic requirements to be met by the student. The development of activities, both at UFSM and the foreign institution, must be at least 12 consecutive months for the PhD and 6 consecutive months for the Master's.

The diploma will be awarded to students who meet the conditions stipulated by both graduate programs and in the Academic Cotutelle and Joint Degree Agreement. The academic transcripts will contain the name, number of credits and grade received for all classes taken, as well as attest to completion of all other specific curricular requirements. It must also contain the name of the academic cotutelle agreement, the name of the foreign institution and the period of study at that institution. It is obligatory: that there be an agreement of international cooperation between the foreign institution and UFSM; the UFSM courseload and course requirements be fulfilled; that the studies carried out at the foreign university present equivalency. The diploma will be awarded upon verification of legitimacy of the study program and the agreement of cooperation.

Expansion of joint degree agreements is one of UFSM's strategic objectives. Countries listed by Capes that maintain cultural and educational agreements with Brazil will be prioritized: Argentina, Australia, Austria, Canada, China, Denmark, Finland, France, Germany, India, Ireland, Italy, Japan, Mexico, Netherlands, New Zealand, Norway, Russia, Spain, South Africa, South Korea, Sweden, Switzerland, the United Kingdom and the United States.

### **11.13 Attention to social demands**

The UFSM Extension Project Publicity and Visibility program (2015-2017) aims to create, articulate and develop publicity actions for UFSM extension programs, promoting the socialization of knowledge produced through the partnership between



UFSM and different sectors of society. In line with the National Extension Policy (PNE), the program seeks to produce materials for periodical scientific communication and specific publications directed toward different extension agents, including faculty, staff, students and the external community. Its general aim is to increase visibility of these programs as well as circulation of produced knowledge, through journals, books and journalistic materials, in accordance with the themes defined by the PNE.

The Social Incubator of UFSM is a pilot project that began in 2012. Initially, it contemplated three lines of action that aim to generate work and income: Popular and Solidary Economy, Family Agribusiness and Cultural Projects/Enterprises. In 2015, the projects linked to the incubator entered a post-incubation phase and a restructuring of the initial proposal was initiated. The incubator's overall purpose is to coordinate projects geared toward local and regional needs within a socioenvironmental sustainability, aiming toward generating work and income for collectives in situations of social vulnerability and non-profit startup organizations.

The incubator has a collegial management group composed of representatives of the internal and external university community, with equal authority to discuss and deliberate on relevant issues. Its guiding principles are participation, solidarity, autonomy, self-management and socioenvironmental sustainability (social, environmental, cultural and economic). Its general objectives include:

- a) Develop projects based on the needs of groups in a situation of social vulnerability or non-profit startup organizations.
- b) Strengthen the autonomy and self-management of participating groups, aiming toward the creation of new models of social organization: solidary economy, cooperatives, agroecology and producer and consumer associations.
- c) Offer a new conception of the university: one which is engaged with the needs of historically ignored social groups, through the transformation of these needs into research problems and educational processes.
- d) Incubate new models of social organization, based on the Incubator's guiding principles.
- e) Stimulate and enhance the generation of social technologies.
- f) Offer UFSM students contact with the praxis of solidary economy, cooperativism and associativism.

- g) Develop practices and knowledges that contribute to student course completion with extension actions from a perspective of socioenvironmental sustainability.

One of the most important of the many extension programs at UFSM is the healthcare for the regional population, provided through the Public Healthcare System (SUS) at the University Hospital of Santa Maria (HUSM), which cares for patients from Santa Maria and other cities in the central region.

HUSM oversees a number of extension projects. One of these is the Itinerant Doctors' Offices program, which aims to provide healthcare, prioritarily for public school students registered in the programs Health at School (PSE) and Literate Brazil (PBA). It also aims to create a new environment for teaching and learning of health professionals in the dental and eye health areas, each of which received a customized container equipped with two exam/treatment rooms. The containers are expected to benefit children, teenagers and adults from the 32 cities in the 4th Regional Health Administration, who are linked to the PSE and PBA programs and do not receive care through the projects Sight Brazil and Smiling Brazil.

The itinerant eye care clinic has been operating at HUSM since 2014. The consultation with a specialist includes an exam for visual acuity, static and dynamic refraction, biomicroscopy of the anterior segment and tonometry, among others, as well as a diagnostic hypothesis and the appropriate therapeutic and propaedeutic procedures. When refractive error is identified, a prescription for glasses is given and glasses are provided free of charge.

Dental care includes evaluation, guidance, exams, restorations, prophylaxis, periodontal and endodontic treatment, extraction of permanent deciduous teeth, early diagnosis of soft and hard tissue diseases and prosthetic rehabilitation, among others.

#### **11.14 Integration and other internationalization actions**

Committed to its educational mission and to the integration and development of Latin America, UFSM is one of the founding universities of the Asociación de Universidades Grupo Montevideo (AUGM).

AUGM has made it possible to develop joint research projects and further the scientific-academic dialog among faculty, staff and graduate and undergraduate students

at the member institutions, enhancing and qualifying the respective undergraduate and graduate programs.

In the scope of AUGM, UFSM currently has 17 faculty representatives, in academic committees, disciplinary groups and permanent commissions and participates in all mobility modalities, including the different ESCALA programs (ESCALA stands for Enhanced Latin American Mutual Academic Space): Undergraduate Student Escala, Graduate Student Escala, Faculty Escala, Administrator Escala and the Young Investigators program. These programs have led to a large number of mobility opportunities among the member institutions and have been shown to be an effective way to construct knowledge.

In order to most efficiently manage this process, AUGM mobility programs are designed to integrate members within specific disciplinary groups, committees and commissions, thus participants are directed to the universities that participate in specific joint projects within their area of interest. This avoids isolated mobility programs with no connection between student and faculty activities, creating an effective network among UFSM faculty and students and partner institutions. In the same line of integration, participating UFSM faculty are also members of the International Affairs Office Advisory Committee, whose mission is to execute the mobility policy together with AUGM and which participates in the selection of mobility candidates.

Besides AUGM, UFSM also participates in international multilateral associations and partnerships, such as Faubai, a Brazilian association that integrates Brazilian and foreign universities, as well as other institutions linked to university internationalization. UFSM is also a member of the Swedish-Brazilian Research and Innovation Centre (CISB), which integrates universities and businesses from both countries, in addition to having a number of bilateral agreements with Swedish universities and research institutes. Another important multilateral partnership at UFSM is the Bureau de coopération interuniversitaire (BCI Group), composed of 11 universities in Canada. Finally, through the Coimbra Group and the Organization of American States, UFSM participates in the Partnerships Program for Education and Training (PAEC), which offers scholarship opportunities for academic studies at UFSM.

## **12 INSTITUTIONAL INTERNATIONALIZATION PROJECT PLANNING**

The IIP will support a series of activities foreseen in the annual plan of the graduate programs.

### **12.1 Work missions abroad in the scope of international research projects**

Work missions abroad involving participation in important scientific events and joint work with members of research groups from foreign institutions will be supported, including:

- a) Activities ensuing from international research projects;
- b) Presentation of research results in the most important international congresses and events of the area, with the possibility of technical visits.
- c) Activities carried out by members of the Management Group geared toward establishment of joint degree agreements.

### **12.2 Resources for specific international research project actions**

Specific activities in Brazil or abroad arising from international research projects will be supported with grants in the following cases:

- a) Grants abroad: sandwich PhD, senior visiting professor, junior visiting professor, training in short-term summer or winter programs.
- b) Grants in Brazil: visiting professor, young talent with experience abroad and post-doctorate with experience abroad.

### **13 INSTITUTIONAL INTERNATIONALIZATION PROJECT FUNDING**

The IIPR was designed to be funded by the Capes-PrInt Program, using existing prerogatives for support of internationalization programs at Brazilian universities. In addition, other possible sources will be considered for individual support of international projects and research projects, such as CNPq, Fapergs and other sources.

UFSM will also complementarily support the IIPR through funds from Source 112 and funds from the Graduate Support Program (PROAP) obtained from the basic allotment of the PRPGP.

Graduate programs of excellence at UFSM, with scores of 5, 6 and 7, will be supported with funds from Capes-PrInt, while graduate programs with scores of 3 and 4 will be funded by Source 112 and PROAP, exclusively to cover expenses tied to formulating interinstitutional international agreements for scientific research or joint degrees.

On the other hand, undergraduate academic mobility, tied to international agreements, such as AUGM, will be funding using resources from Source 112.

The demands and volume of financial resources should be projected annually in alignment with the UFSM PRPGP calendar.