

INTERNATIONALIZATION PLAN UFPE 2017-2027

APRIL 2018



UNIVERSIDADE
FEDERAL
DE PERNAMBUCO

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FOREWORD

Humankind has built a model of civilization with knowledge as a fundamental good for its preservation; that is why it must be shared for the sake of an inclusive and just society. The contemporary world has witnessed the exponential increase in the exchange of knowledge driven by the technological revolution, which provides, among other things, greater democratization of knowledge and speed in the exchange of information.

In this context, the incentive to conduct research is fundamental in order to obtain answers to the diverse demands of society, be they social, political, economic or cultural. Therefore, it is important to recognize that we can do more than sharing the final results of said research. The discovery process itself can also be shared by working in collaboration with other high-calibre centers of scientific production.

Thus, internationalization, recognized as international exchanges of knowledge, is fundamental to the validity and greater impact of discoveries, and their growth is commensurate with the importance that institutions attach to this journey. Academic internationalization is not new, but its rapid increase is directly linked to the demand international education networks to solve global and local issues through the transfer of knowledge between universities, research institutes and companies.

In this document, UFPE presents its Internationalization Plan, in which policies are defined on all fronts of action of the institution, namely the internationalization of teaching, research, extension and management. The proposal integrates the Institutional Strategic Plan 2013/2027 and the Institutional Development Plan (2014/2018) and contemplates objectives, strategies and actions to implement and expand the internationalization of UFPE.

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1. THE CONTEXT OF INTERNATIONALIZATION

The internationalization of higher education is a priority to this Institution. In the era of global knowledge and advances in information technology, it is the networking connections and the multiple skills of institutions and their individuals that articulate the local and global, attributes of the most coveted by the world economy.

The society that cares about the sustainability of the planet and the labor market in transition increasingly demand from higher education institutions a process of qualified training in which they add the skills and competences of professional training, intercultural skills, mastery of foreign language (s) and international experience (s). One of the most visible aspects of this global movement is the growing number of students in mobility to study in other countries. According to the OECD (2017), the number of students enrolled in university institutions outside their countries of origin grew from 800,000 in the late 1970s to 4.6 million in 2015 and this trend is likely to continue.

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The trends of higher education (HE) and the context of internationalization are observed by other aspects, among them:

- Expansion and diversification: in a context in which is intended a relationship between public education and private education and there is a discussion about education being a public good or a business; corporate and executive education in which there is regrouping to compete; the intensification of competition; the creation of university rankings as a benchmark measure nationally and internationally; the installation of campuses abroad, with franchises and marketing of education treated as a commodity;
- Enhancement of HE as an instrument of social mobility and a force to diminish inequality, with the growth of access for economically disadvantaged students. In Brazil, this movement has occurred in public education with the creation

of quotas and in private and confessional education, which has expanded the most in the last 15 years, through study funding;

- Social valorization of interdisciplinarity, networking and entrepreneurship as attributes of university education;
- Skills-based training, cross-curricular content, use of ICT in the teaching and learning process;
- Consolidation of the evaluation culture and the need for accreditation and recognition, with structuring of procedures and institutions that validate quality;
- Growing restrictions on public financing and the search for new forms of financing with the private sector, requiring redesigns in national and international institutional relations;
- The rapid growth of international mobility, as already mentioned, involved in the discussion if this is treated as a business or a social responsibility and in the frequent tension between the global and the local, between the sharing and the domination of knowledge;
- Professionalization of university management, in order to deal with transformations in the way of producing and disseminating knowledge and to live with diversity by expanding local / global connections.

Considering the given context, UFPE presents its Internationalization Plan in line with world trends in Higher Education without, however, giving up its intrinsic principles and missions as a free, quality, and socially referenced public institution in higher education. The duration of this Plan is from 2017 to 2027, thus aligning itself with the Institutional Strategic Plan (PEI) of UFPE.

2. THE BASIS OF INTERNATIONALIZATION IN UFPE

The bases of internationalization at UFPE and its institutional recognition are evidenced in its structuring documents and the creation, in 1998, of unity in its administrative structure to deal with the growing demand of its international relations.

>> STRUCTURING DOCUMENTS

The Institutional Strategic Plan (ISP) 2013-2027 announces that the mission of UFPE is to *"promote the development of people and the construction of world-class scientific and technical knowledge and skills according to ethical, socio-environmental and cultural principles"*. Still on this same page, it states that the institution's vision is *"to be a world-class university committed to human transformation and development."* (UFPE, 2013:25).

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It also establishes that *"international cooperation in higher education must be based on solidarity and mutual respect, in addition to the promotion of humanistic values and intercultural dialogue"*. (Ibid: 11).

Among the strategic objectives of the IEP 2013-2027, which are also in the Institutional Development Plan (2014-2018) is the implementation of an internationalization policy, which points out as its actions:

- i) the training of teachers to deal with the international context;
- ii) the design and implementation of a model for internationalization at all levels;
- iii) updating curricula in order to facilitate its internalization;
- iv) create more flexibility in transferring/accepting credits completed abroad

- v) to install the culture of internationalization inserted in the decision-making and management structures of the university;
- vi) integrate the various units to implement internationalization strategies.

Therefore, expanding the international dimension of the University is an immediate commitment of UFPE to its academic community.

In the recent document UFPE FUTURO (2018), the issue of internationalization is present as one of the guiding threads of the document, namely, qualified training based on notions of economy and global knowledge society.

*"... Throughout the undergraduate course, the **development of competences** must be stimulated (...) Basic resources in this coming context include (...) multi and transdisciplinary research, (...) mastery in foreign languages " (pg 42)*

*"Training in foreign languages and knowledge of **diverse cultures** add valuable attributes to the professional training and broadening of the world view of students and researchers" (p.43)*

Among the 5 thematic guidelines around which the University must reorient its organizational structures is the internationalization as a factor for the construction of relevant knowledge in order to extend

"... the capacity of absorption of the world human knowledge, through exchanges of different modalities, involving students and teachers in the directions of origin and destination, as well as the cooperation and exchange of experiences to expand and accelerate the production of new knowledge, with a view to autonomous national development and overcoming societal problems (p. 29). "

Therefore, expanding the international dimension of the university is an unconditional and plentiful commitment of UFPE towards its academic community.

>> FROM THE CCI TO DRI - the institutional unit

The creation of a unit in the institutional structure responsible for UFPE's international relations was based on suggestions from the European Council of Rectors and the Middle States Association. In 1998 the International Cooperation Coordination (CCI) was created, linked to the office of the rector whose main functions were structured around the establishment of international agreements, inbound and outbound student mobility, especially in undergraduate, student, teacher and researcher mobility through participation in international projects and edicts contests and in the orientation and dissemination to the academic community of study opportunities abroad. At that time, the Institutional Mobility Plan was established, which allows the bilateral mobility of students and the participation of UFPE in internationalization networks of higher education.

In 2011, UFPE ranked among the seven Federal Higher Education Institutions in Brazil responsible for half of all inbound and outbound mobility in Brazil (CGRIFES, 2011). UFPE Institutional Mobility Program and its participation in European Community programs, such as Erasmus, afforded an important part of this mobility.

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In 2012, the CCI is renamed International Relations Affairs Office and expands its functions:

- to manage the teaching of the foreign language as an internationalization strategy;
- to disseminate more intensely, at the international level, the teaching, research, extension and innovation qualities of the institution;
- to participate in the Brazilian Science without Borders program with a strong emphasis on undergraduate student mobility;
- integrates new internationalization networks of higher education; and
- to expand international relations to other continents such as Asia and Africa;

One of the greatest challenges nowadays is to disseminate the need to move internally from the approach of international education to the internationalization of education, better integrating the actions of internationalization mainly between the deans and administrative units, being one of its greatest challenges today.

UFPE currently maintains around 180 valid cooperation agreements with universities and foreign institutions from North America, Canada, South America and the Caribbean, Africa, Asia and Europe, which allow the viability of the Institutional Mobility Program and other collaborative actions.

Figure 01 illustrates the evolution from CCI to DRI.

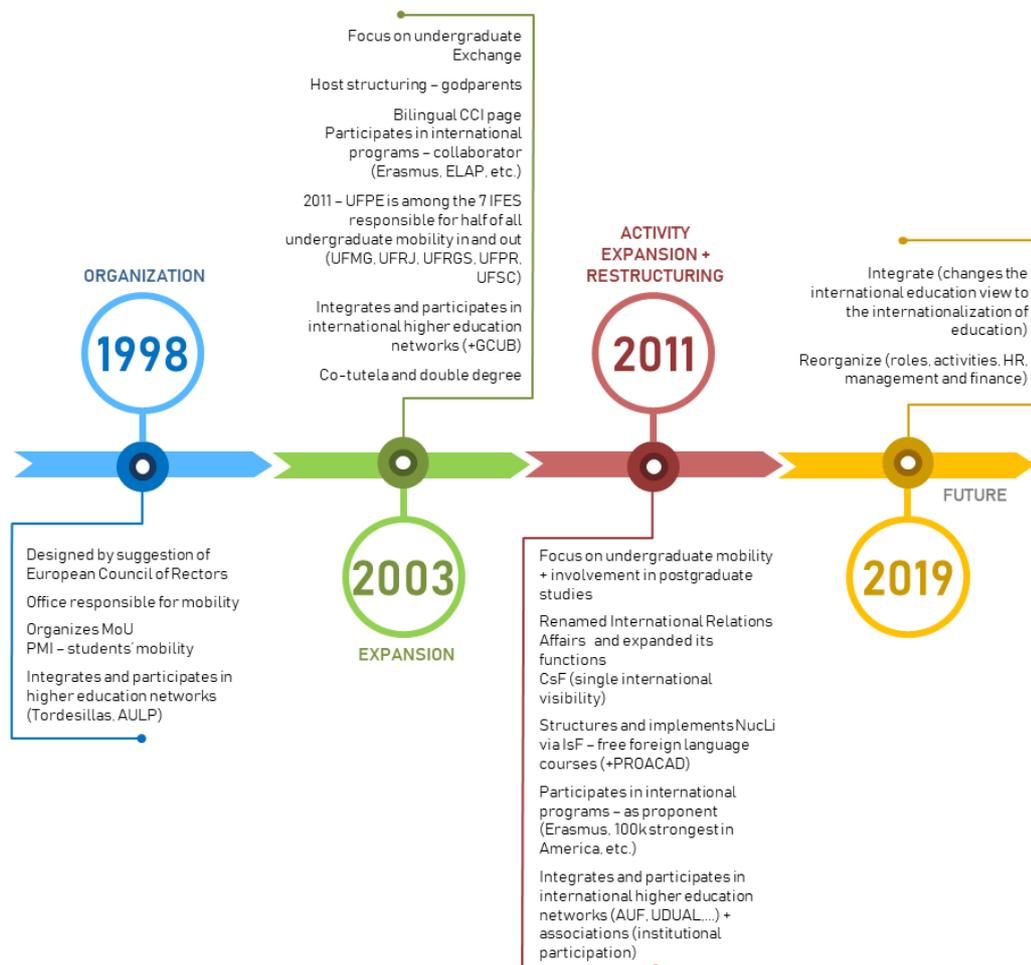


Figure 01 – from CCI to DRI, from 1998 to 2019. (Source: DRI, 2017).

3. APPROACH AND AIMS

Before identifying the objectives of the internationalization of UFPE, it is necessary to define the concept of internationalization applied to higher education and to list reasons that lead to the need to deal with this topic.

Hudzick (2011) in his studies on the internationalization of higher education has drawn attention to the transition from approaches that originally focused on international education to the internationalization of education.

"The internationalization of higher education is a commitment confirmed through action, to immerse international and comparative perspectives in teaching, research and services in higher education. It defines an institutional ethos and values and encompasses the whole chain of higher education including its services. It is necessary to be embraced by the leadership and institutional governance, teachers, researchers, students, administrative technicians and all services and units. It is an institutional imperative and not a desirable possibility. " (ibid, pg 10).

The internationalization of higher education extends the frontiers of international education. According to De Wit (2013) while international education refers to a series of fragmented international activities that are unrelated to one another (e.g. studying abroad), the internationalization of education is more comprehensive and involves not only relations between countries and institutions but especially the relations between cultures and between the global and the local in the processes of formation, research, curricula and especially in the processes of teaching - learning. Thus, internationalization is a strategy to improve the quality of the training process.

In this sense, the internationalization of higher education understood and adopted in this Internationalization Plan demands a strategic and comprehensive approach involving a coordinated process that seeks to align and integrate international policies, programs and initiatives in various dimensions. These include the articulation of internal and external institutional commitment, the administrative structure and set of servers, students, courses and curricula, learning outcomes, faculty policies and practices, academic mobility and international collaboration, and national and international institutional partnerships. In this sense, the internationalization of higher education impacts not only the life on university campuses but also the institution's external reference structure.

For this reason, and adopting this approach, the internationalization of UFPE can not be detached from its institutional mission, which, as already mentioned, is anchored in its institutional plans.

According to Hudzick (2011, page 11), this process is complex and must permeate every aspect of higher education such as faculty development, curriculum design and implementation, cultural and academic diversity of the university environment among students, faculty, and administrative technicians, academic and student support services, risk management, national and international positioning of the institution, financial management, and civic engagement in local and global issues.

In this sense, the internationalization of higher education will not be achieved by concentrating on only one element (e.g. academic mobility) or a series of isolated pieces (e.g. studying abroad), but rather through articulation between areas and integration of activities and must be permeated by a deep commitment disseminated throughout the institution. The internationalization of UFPE can not be separated from its institutional mission, which, as already mentioned, is anchored in its institutional plans.

It is important to emphasize that the internationalization approach adopted by UFPE is aligned with the 17 global objectives for sustainable development defined by the United Nations Agenda in force from 2016, since they seek *"the commitment to an inclusive*

and equitable education of quality (...) and that all people have access to lifelong learning opportunities that help them acquire the knowledge and skills necessary to exploit opportunities and participate fully in society" (UN Brazil, <https://nacoesunidas.org/pos2015/agenda2030/>).

These are the overall objectives:



Figure 02 – 17 Global Goals For Sustainable Development. (Source: UN, 2015).

Therefore, the internationalization of higher education should not be seen as an end in itself, but as a vector for changes and improvements in the development and production of knowledge that privileges the constant dialogue between the local and the global. Diversifying the academic and technical body and expanding the possibilities of intercultural and academic exchanges are some of the challenges of this agenda.

Internationalization in connection with these objectives, also increases the national and international visibility of the institution, leverages knowledge areas through strategic partnerships, mobilizes intellectual assets and university professionals, adds important elements of contemporary learning and strengthens university community once it contributes to the main university missions.

Despite its benefits, the internationalization of higher education also poses challenges for the institution. These include:

- a) the optimization of the flows of academic mobility;
- b) risk management in cases of accidents and diseases;
- c) quality certification with attention to pedagogical quality, assessment systems and the learning environment;
- d) protection of intellectual property;
- e) to give everyone access to the internationalization of education;
- f) ethical issues such as diploma fraud and spurious interests that do not align with the missions of the university and its internationalization plan;
- g) prepare its technical and academic staff to deal with experiences involving international and intercultural activities; and no less challenging than the others,
- h) to move the institution in a positive way, from the approach of international education to the internationalization of higher education, overcoming the professional cultural barriers more resistant to change.

Therefore, the **objectives** of this Internationalization Plan are:

- To incorporate international and intercultural dimensions into the university environment, through its training, production, work processes, and coexistence of students, teachers and administrative technicians, expanding and strengthening their skills of dialogue and exchange of knowledge and culture with the world;
- To broaden the dialogue capacity of the university community through the promotion of a language policy for UFPE;
- Give national and international visibility to teaching, research, extension and innovation activities, fostering cooperation and building collaborative networks of knowledge;

- Strengthen and increase the production of knowledge and research conducted at UFPE promoting partnerships and connections in strategic international networks;
- Promote an intercultural and international teaching-learning and work environment that brings benefits to the process of quality education for all.

4. STRATEGIC PILLARS AND ACTIONS

To achieve the objectives of this plan, the actions are structured into 5 strategic pillars and 3 transversal pillars which, in turn, contain a set of actions defined in the short, medium and long term. Neither the pillars, nor the actions contained therein are completely fixed or necessarily exclusive to the pillars, that is, they can either change content or pillars, or even be relevant to more than one axis, depending on internal and external contexts to the development of the plan and missions of the university.

The five strategic pillars of this plan are:

- 1) **UNIVERSITY MOBILITY** - refers to the inbound and outbound mobility of students, teachers, researchers and administrative technicians;
- 2) **INTERNATIONALIZATION OF UNDERGRADUATE, POSTGRADUATE, RESEARCH, EXTENSION AND INNOVATION** - refers to the expansion of the academic community's capacity for dialogue with the world in its teaching-learning and work processes, such as the encouragement of joint supervisor and double degrees; attraction of teachers from abroad; offer subjects in a foreign language; strengthening and recognition of teaching-learning processes at the international level; incentives to multiple national and international partnerships; research and joint publications; encouraging innovative pedagogical activities that promote dialogue between local and global content and expertise; recognitions of international components in school and professional curricula;
- 3) **INTERNATIONALIZATION AT HOME** - refers to actions that broaden and strengthen the possibilities of exchanges of intercultural and academic knowledge, primarily in the UFPE environment, such as the virtual learning environment that can be internationalized, interactive

classrooms, events that privilege the exchange of academic and cultural knowledge;

- 4) **INSTITUTIONAL MISSIONS AND PARTICIPATION IN NETWORKS** - refers to the institutional presence of UFPE in international higher education associations and networks, in meetings that discuss the internationalization of higher education, divulging its teaching, research, extension and innovation competences. This axis has a strong component for the dissemination of institutional and interinstitutional capacities and expertise;
- 5) **CAPACITY BUILDING** - of students, teachers and administrative technicians who will be involved in university internationalization, training for participation in international projects and funding for academic activities.

These five strategic pillars should be supported transversally by three other pillars which are fundamental for sustaining the strategic pillars:

- I) **FOREIGN LANGUAGE SKILLS**, offering courses that structure and broaden the linguistic capacity of the academic community;
- II) **INSTITUTIONAL MARKETING AND INFORMATION TECHNOLOGY**, which promotes multilingual access to information about the institution and university activities through technological means such as digital media;
- III) **REGULATION**, which defines the legal guidelines for actions of institutional internationalization.

All these pillars, in turn, are organized into actions that must be implemented by a set of units that make up the university management. Figure 03 schematizes the intersection between the strategic and transverse pillars.

Table 01 shows the actions for each of the pillars. The definition of goals and indicators for the activities in each pillar will be in charge of the Management Committee and DRI.

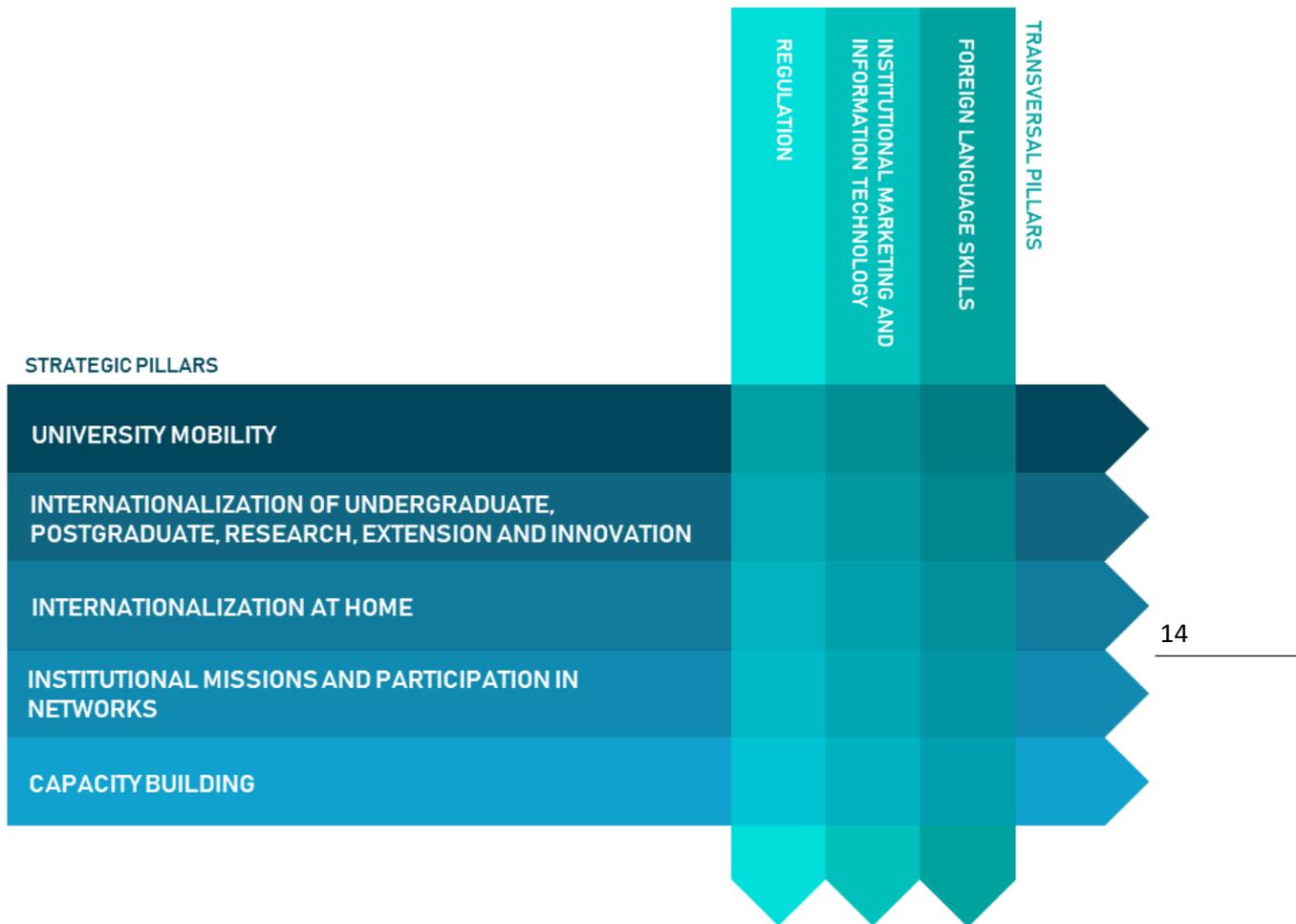


Figure 03 – Intersection between strategic pillars and transversal pillars

STRATEGIC PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
	Inform and encourage the participation of the university community in mobility programs through massive campaigns at UFPE to share information about study abroad opportunities					DRI, PROACAD, PROAES, PROBESQ, PROEXC, PROGEPE, PROCIT, ACADEMIC CENTERS DIRECTORS
[1]	Participate in programs / projects with national and international partners for the exchange of professors, students and administrative staff					DRI, PROACAD, PROBESQ, PROEXC, PROGEPE
ACADEMIC MOBILITY	Structuring short term courses at UFPE and abroad.					PROACAD, PROBESQ, PROEXC, DRI, ACADEMIC CENTERS DIRECTORS
	Promote informative and socio-cultural activities with foreign students					DRI, PROACAD
	Promote informative and sociocultural activities with students who will be in outbound mobility					DRI, PROACAD
	Expand the Institutional Mobility Program					DRI
	Expand and consolidate alliances with partner universities and new universities					DRI, ACADEMIC CENTERS DIRECTORS
	Maintain informational manuals updated in regards to information about studying abroad and at UFPE					DRI
	Strengthen the Godparents Program for foreign students at UFPE					DRI, PROACAD
	Structure unit with staff and financial resources for emergency situations (psychologists, social workers, medical care, repatriation, etc.)					DRI, PROACAD, PROAES, PROBESQ, PROEXC, HC, ACADEMIC CENTERS DIRECTORS

STRATEGIC PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
	Encourage joint supervisor and double degrees					PROACAD, PROPEAQ, DRI, ACADEMIC CENTERS DIRECTORS
[2] INTERNATIONALIZATION OF UNDERGRADUATE, POSTGRADUATE, RESEARCH, EXTENSION	To raise and share information on UFPE's poles of excellence in several languages (Portuguese, English, Spanish, French)					PROPEAQ, POSITIVA, PROCIIT
	Recount the expertise of UFPE researchers and research groups and disseminate them on institutional web pages in foreign languages.					PROACAD, PROPEAQ, DRI, ACADEMIC CENTERS DIRECTORS
	Design and implement syllabus in foreign languages.					PROACAD, PROPEAQ, PROAES, PROEXC, ACADEMIC CENTERS DIRECTORS
	Encourage the participation of professors and students in international academic mobility, research, innovation, extension and internship programs (short, medium and long term)					PROPEAQ, PROACAD, PROGEPE, ACADEMIC CENTERS DIRECTORS
	Stimulate the hiring of foreign visiting researchers to the strategic areas of UFPE					PROACAD, PROPEAQ, PROEXC, DRI, POSITIVA E ACADEMIC CENTERS DIRECTORS
	Support and encourage the participation of the academic community in international projects					PROPEAQ, DRI, FADE, POSITIVA
	Support activities that internationalize UFPE research groups					

	curricula								DRI,ACADEMIC CENTERS DIRECTORS
	International Teacher Recruitment								PROACAD, PROPEAQ, PROGEPE, ACADEMIC CENTERS DIRECTORS
	Accelerate the transferring and approval of credits completed abroad based on study plan and academic performance								PROACAD, PROPEAQ

STRATEGIC PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
[3] INTERNATIONALIZE AT HOME	Supporting international events at UFPE, of strategic interest for the internationalization of the institution					DRI, PROACAD, PROPEAQ, PROAES, PROACIT, ACADEMIC CENTERS DIRECTORS
	Design and implement course syllabus in foreign languages					PROACAD, PROPEAQ, DRI, ACADEMIC CENTERS DIRECTORS
	Structuring virtual mobility program with foreign partners					PROACAD, DRI, DIRECTORS OF CENTER
	Support pedagogical innovations that work with the exchange of knowledge with foreign partners					PROACAD, DRI, ACADEMIC CENTERS DIRECTORS
	Support EAD activities with foreign partners					PROACAD, DRI
	Provide bilingual school records (Portuguese / English)					DRI, PROACAD, PROPEAQ
	Strengthen innovative pedagogical activities that articulate local and global knowledge, together with foreign partners					PROACAD, DRI, ACADEMIC CENTERS DIRECTORS
	To support the arrival of visiting professors and foreign speakers of strategic interest to UFPE					PROPEAQ, PROACAD, PROEXC, PROAES, ACADEMIC CENTERS DIRECTORS
	Strengthen the activities of the African, Latin American, Asian and Future Studies Institutes					GABINETE DO REITOR, DRI, PROPEAQ, PROEXC, PROACAD

STRATEGIC PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
[4]	Carry out strategic missions with a view to achieving the objectives of raising the quality of teaching in undergraduate and postgraduate courses, in research, extension and innovation, in an international perspective					DRI, PROACAD, PROPE SQ, PROAES, PROEXC, POSITIVA, ACADEMIC CENTERS DIRECTORS
INSTITUTIONAL MISSIONS AND PARTICIPATION IN NETWORKS (INSTITUTIONAL REPRESENTATION)	Representing UFPE in the national and international networks of internationalization of Higher Education (e.g. Tordesillas, GCUB, AUF, AULP, and others)					DRI, PROACAD, PROPE SQ, PROAES, PROEXC, POSITIVA
	Representing UFPE at national and international meetings on Internationalization of Higher Education (eg EIAE, NAFSA, CAIE, FAUBAL, FORGES, and others)					DRI, PROACAD, PROPE SQ, PROAES, PROEXC, POSITIVA
	Participate in missions and national and international institutional programs with a view to expanding the insertion of UFPE in the international scenario					DRI, PROACAD, PROPE SQ, PROAES, PROEXC, POSITIVA, ACADEMIC CENTERS DIRECTORS

STRATEGIC PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
[5] CAPACITY BUILDING	Structure training programs in foreign languages for the entire academic community					DR1/NUCLI, PROACAD
	Train administrative technical staff to participate in/ integrate in international projects and programs for UFPE					POSITIVA, PROPE SQ, PROPLAN, DRI
	Hire staff and / or develop the language skills of teams dealing with internationalization in all university areas					DR1/NUCLI, PROGEPE
	Train administrative technical staff for the management of international projects and programs.					PROPLAN, PROPE SQ

TRANSVERSE PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
	Elaborate the Linguistic Policy of UFPE					PROACAD, PROPEAQ, PROEXC, PROAES, DRI, ACADEMIC CENTERS DIRECTORS
[1]	Increase the number of foreign teaching assistants at UFPE					DRI
DEVELOPMENT OF LANGUAGE SKILLS	Support NUCL activities in the training program in English, Spanish, French, Italian and Portuguese as a foreign language					DRI, PROACAD, ACADEMIC CENTERS DIRECTORS
	Expanding Spanish, Italian and Portuguese courses for foreigners at Campus Recife.					DRI, PROACAD
	Expand and strengthen foreign language teaching (English, French and Spanish) at Caruaru and Vitória campuses					DRI, PROACAD, DIRECTORS OF CENTER
	Expand partnerships with embassies and consulates with the hope to increase the internationalization of UFPE					DRI, PROACAD, PROPEAQ, PROEXC, PROAES, ACADEMIC CENTERS DIRECTORS

TRANSVERSE PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
[II] TECHNOLOGY, ADVERTISING AND MARKETING	Provide the entire university with high connectivity wifi network					PROCIT
	Establish dynamic rooms at the 3 campuses, equipped with technological components that support the experiment of new approaches to teaching/learning process					PROACAD, WORKS SUPERINTENDENCY, ACADEMIC CENTERS DIRECTORS
	Translate UFPE website to English, Spanish and French					PROCIT
	Produce bilingual institutional portfolios on teaching, research, extension and innovation					PROCIT
	Acquisition of a program for submitting applications for studying abroad that allows downloading and uploading of documents and digital certification					PROCIT

TRANSVERSE PILLAR	ACTIONS	TIMELINE				THOSE IN CHARGE
		Short Term (Until 2019)	Medium Term (Until 2023)	Long Term (Until 2027)	Ongoing	
[III] LEGISLATION (REGULATORY FRAMEWORK)	Enhance regulations dealing with inbound and outbound academic exchange of undergraduate students					DRI, PROACAD
	Improve and establish regulations for the stay of international students at UFPE (access to facilities: library, university restaurant, sports center, accommodation)					PROAES, PROACAD DRI
	Regulate the recognition of internships abroad					PROACAD, DRI
	Improve joint supervisor and double degree regulations					PROACAD, PROPEAQ, DRI
	Normalize the issuance of bilingual school transcript					PROACAD, DRI, PROPEAQ
	Normalize offer of courses in English					PROACAD, PROPEAQ, DRI
	Regulate the participation of foreign candidates in post-graduation contests					PROPEAQ, DRI
	Normalize the participation of foreigners in vying for a professor position					PROPEAQ, PROACAD, PROGEPE
	Normalize the participation of students in the godparents program, recognizing this activity in the school transcript					DRI, PROACAD
	Normalize procedures for the recognition of credits from disciplines held abroad					PROACAD, PROPEAQ, DRI
	Improve legal procedures for processing academic cooperation agreements					PROPLAN, DRI, FADE, PRESIDENT'S OFFICE
	Improve administrative procedures for the acquisition of components and inputs abroad					PROGESTM PRESIDENT'S OFFICE

5. MANAGEMENT MODEL

In order to implement the Internationalization Plan, UFPE must allocate its own resources, from national and international development agencies, to international institutional projects with public and private sectors that should be regulated through resolutions of their own and public resolutions.

The Internationalization Plan will include in its management model:

- **MANAGEMENT COMMITTEE** - composed of the maximum representative of the institution and the management units responsible for implementing the plan;
- **ADVISORY COMMITTEE** - composed of members with international experience in the areas of humanities, exact sciences / technological fields and the health of the faculty of the university, by representatives of the administrative technical and student sector, also with international experience.
- A **SUPPORT UNIT** with personnel and financial resources for emergency situations (psychologists, social workers, medical care, repatriation), dealing with cases such as illnesses, outbreaks, disappearance, death, accidents, involvement with illegal activities, etc. regular activities at UFPE.

The appointment of the members as well as the functioning of the aforementioned committees and the support unit will be specifically defined and should be submitted for approval in the CEPE after 120 days counted from the approval of this Plan.

The activities contained in this Plan will be monitored by the International Relations Affairs Office and evaluated by the manager and advisor committees, based on the indicators established for each action.

ABBREVIATIONS

PROACAD	Vice Rectory of Academic Affairs
PROPESQ	Vice Rectory of Research and Graduate Affairs
PROEXC	Vice Rectory of Culture and Extension
PROGEST	Vice Rectory of Administrative Management
PROGEPE	Vice Rectory of Human Resources and Quality of Life
PROPLAN	Vice Rectory of Planning, Budget and Finance
PROAES	Vice Rectory of Student Affairs
PROCIT	Vice Rectory of Communication, Information and Technology
DRI	International Affairs Office
POSITIVA	Innovation Office / Technological Innovation Unit–NIT
FADE	Universidade Federal de Pernambuco’s Development Support Foundation
HC	University’s Hospital – Hospital das Clíncias
OECD	Organisation for Economic Co-operation and Development
ICT	Information and communication technology
CGRIFES	Council of International Relations Managers of the Federal Universities

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Maria Christina de Medeiros Nunes

Dean for Culture and University Extension Programs

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Dean of Planning, Budget and Finance

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