



Universidade Estadual do Norte Fluminense Darcy Ribeiro



UENF'S INTERNATIONALIZATION AND INTERINSTITUTIONALIZATION PLAN (2021-2024)



**UENF'S
INTERNATIONALIZATION AND
INTERINSTITUTIONALIZATION
PLAN (2021-2024)**



CAMPOS DOS GOYTACAZES, RJ
APRIL, 2021



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I. Contextualization and Diagnosis



1. Introduction

Internationalization is defined as “the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of higher education, in order to improve the quality of education and research for all students, staff and faculty, and to contribute meaningfully to society” ¹(De Wit, 2015). This Internationalization and Interinstitutionalization Plan (PLINTER) was prepared by the Advisory Office for International and Institutional Affairs - ASSAI in partnership with the Vice-Dean Office of UENF. In this instrument, the history of the institution is documented, the role of internationalization in the foundation of UENF, and a set of actions and goals considered essential for the internationalization of the University, planned for the period 2021 to 2024, are also presented. The goals and actions were defined based on the current level of internationalization of UENF, observing the potential and prospects of the internationalization scenario of Brazilian higher education institutions (HEI) and taking into account the need for insertion of UENF in the context international, without losing sight of institutional aspects. The internationalization model proposed for UENF follows the dynamics of adaptive principles of management models and SWOT analysis (*Strengths, Weakness, Opportunities, Threats*) in which the institution’s strengths and weaknesses are listed, and existing opportunities are raised that can be used bringing positive impacts to the University. It also considers the threats that represent obstacles to the internationalization process.

UENF’s mission is to create and disseminate scientific, technological and artistic knowledge, train professionals with the ability to seek solutions to society’s challenges, and contribute to regional and national development. This mission will hardly be achieved with excellence by a university that is alien to the international intellectual *zeitgeist*, and which does not train or does not have professionals with international and global skills

1 De Wit, H. (2015) INQAAHE Conferences, Chicago, U.S



on its staff. Therefore, at UENF, internationalization is essential for research, teaching and extension. In Research, UENF has an essential commitment to carry out studies and generate knowledge at the level of international standards of knowledge. In Teaching, there is a commitment to offering individual academic and cultural experiences within an international context. Within the scope of Extension, in turn, the main objectives are the transfer of knowledge and a rapprochement with the community in general, in order to improve and promote social, economic, cultural and technological development, improving and strengthening the capacity management of public policies, and also providing opportunities for extended education to the community.

In this scenario, the UENF, in its internationalization program, brings cultural, social, scientific and technological elements of international standard to the interior of the state of Rio de Janeiro, and the opportunity to access such elements previously available only in the capital. It can be considered that an inherent part of UENF's mission is that its "brand" or image is associated with standards of excellence at the international level in teaching, research and extension with a strong contribution to the well-being of the community.

a. History and General Data

Designed and conceived by educator Darcy Ribeiro, UENF emerged from an old demand from the population of Campos dos Goytacazes for the creation and implementation of a public university in the region. The law creating the UENF was approved by the Legislative Assembly of the State of Rio de Janeiro and sanctioned by the then Governor Moreira Franco on 11/08/90. Law 1.740 authorized the Executive Branch to create the Universidade Estadual do Norte Fluminense Darcy Ribeiro (State University of North Fluminense Darcy Ribeiro) – UENF, headquartered in Campos dos Goytacazes. On 02/27/91, Decree 16.357 created the UENF and approved its Statute.

Upon receiving the mission of conception and foundation of UENF, Darcy set out to create his best project. He surrounded himself with renowned thinkers and researchers from different countries to prepare the UENF project and presented it as the 'University of the Third Millennium'. Darcy Ribeiro was also the author of projects for the establishment or reform of universities in Costa Rica, Algeria, Uruguay, Venezuela and Peru, and, in a fair tribute to him, the University was named after him.

The model implemented by Darcy Ribeiro has proven to be successful, in numerous aspects. For having obtained the highest percentage of ex-students participating in Scientific Initiation (IC) completing master's and doctoral courses, in 2003 UENF won the



Highlight of the Year Award in Scientific Initiation, conferred by CNPq (National Council for Scientific and Technological Development). By regulation, the winning institution has to take a break from competing for the award. As soon as UENF ran again, in 2009, it was awarded again, and in 2016 it received the IC Highlight of the Year Award, in the Institutional Merit category, thus demonstrating its high capacity for training human resources at the undergraduate level, for the development of Science, Technology and Innovation in the state and in the country.

UENF has 14 Postgraduate Programs, two of which are considered to be of an international level, as they received a score of six in CAPES evaluations: Genetics and Plant Breeding (score six in the 2010-2012 triennial and in 2013-2016 quadrennial) and Ecology and Natural Resources (score six in the 2013-2016 quadrennial). Furthermore, three Programs received a grade of five and demonstrate growth compatible with the design of a Grade-Six Program in the near future. It is important to relate these good performances in undergraduate and postgraduate studies with the level of internationalization of research carried out by the institution's professors and students. In international rankings, such as the one published by the *QS World University Rankings*, in the *LatinAmerica - TOP 300* extract, UENF is the first in the category of professors with a Doctorate Degree and eighth in the number of articles published per professor. In national rankings, since 2007 UENF has been among the 15 best universities in Brazil, appointed by the Ministry of Education (MEC), based on the General Index of Courses (IGC). The IGC is the result of the compilation of a series of quality parameters from all undergraduate and postgraduate courses at the institution. In the IGC/2016, released in 2017, UENF was ranked among the 12 best universities in the country. In 2018, UENF was ranked among the top 15 in the country. In the last publication of the RUF index (Folha University Ranking) of 2019, UENF occupies the 43rd position in the general ranking.

Currently, UENF has an intellectual property portfolio consisting of: 12 computer program registrations, 04 trademark registrations and 04 protected cultivars, and 94 patents.

All 12 computer program registrations made by UENF are active and with the registration status granted. Regarding the application area, the programs are distributed in: agricultural sciences (06 records); biological sciences (04 records); pedagogy (01 record); and engineering (01 record). Concerning trademarks registered by UENF, it is clarified that this quantity is composed of: 01 active and granted registration and 03 filed registration requests. Regarding the protected cultivars, it should be noted that all are vegetable cultivars, being 03 pepper cultivars and one snap bean cultivar.

Among the 94 patents, it is noteworthy that this amount is composed of: 70 active patents, with 61 patents being requested



(requests under analysis) and 9 patents granted; 24 patents in the public domain (patent applications filed and rejected). Figure 01 shows the evolution of the UENF patent portfolio in the period from 2005 to 2021, that is, from the creation of the patent sector to the present.

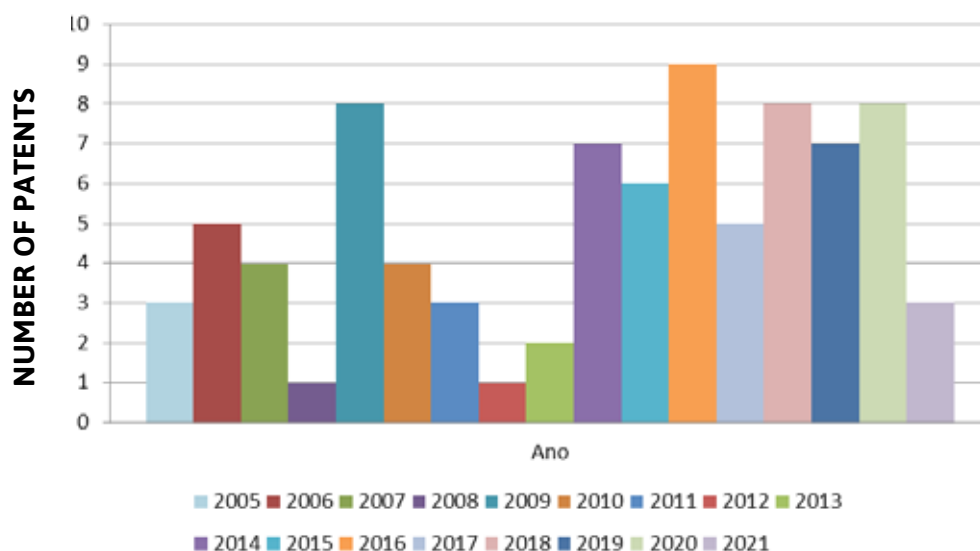


Figure 01. Quantitative evolution of the UENF patent application filings from 2005 to 2021.

Figure 02 shows the percentage distribution of UENF patents in the following application areas: agricultural sciences (24 patents); Biotechnology (03 patents); Engineering (51 patents); Medicinal (14 patents); and Chemistry (02 patents).

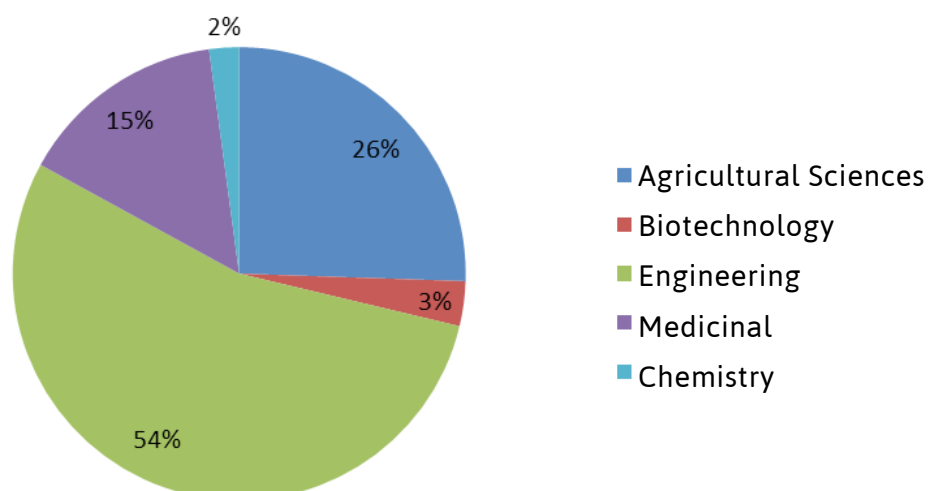


Figure 02. Percentage Distribution of UENF Patents by Application Area.

The UENF is structured according to the organization chart below (Figure 03), complementing that each of the Science Centers is formed by



laboratories. Altogether there are four Centers: Centro de Biociências e Biotecnologia (Center of Biosciences and Biotechnology) – CBB, Centro de Ciências e Tecnologias Agropecuárias (Center of Agricultural Science and Technologies) – CCTA, Centro de Ciências do Homem (Center of Human Sciences) – CCH and Centro de Ciência e Tecnologia (Center for Science and Technology) – CCT, with laboratories on two campuses, one located in Campos dos Goytacazes, and another located in Macaé (Figure 2), municipalities located in the northern region of the state of Rio de Janeiro. UENF's staff is made up of professors, all with PhD degrees, who work under an exclusive dedication regime, and laboratory and administrative technicians, responsible for supporting the professors and students in teaching, research, and extension activities (Table 1).

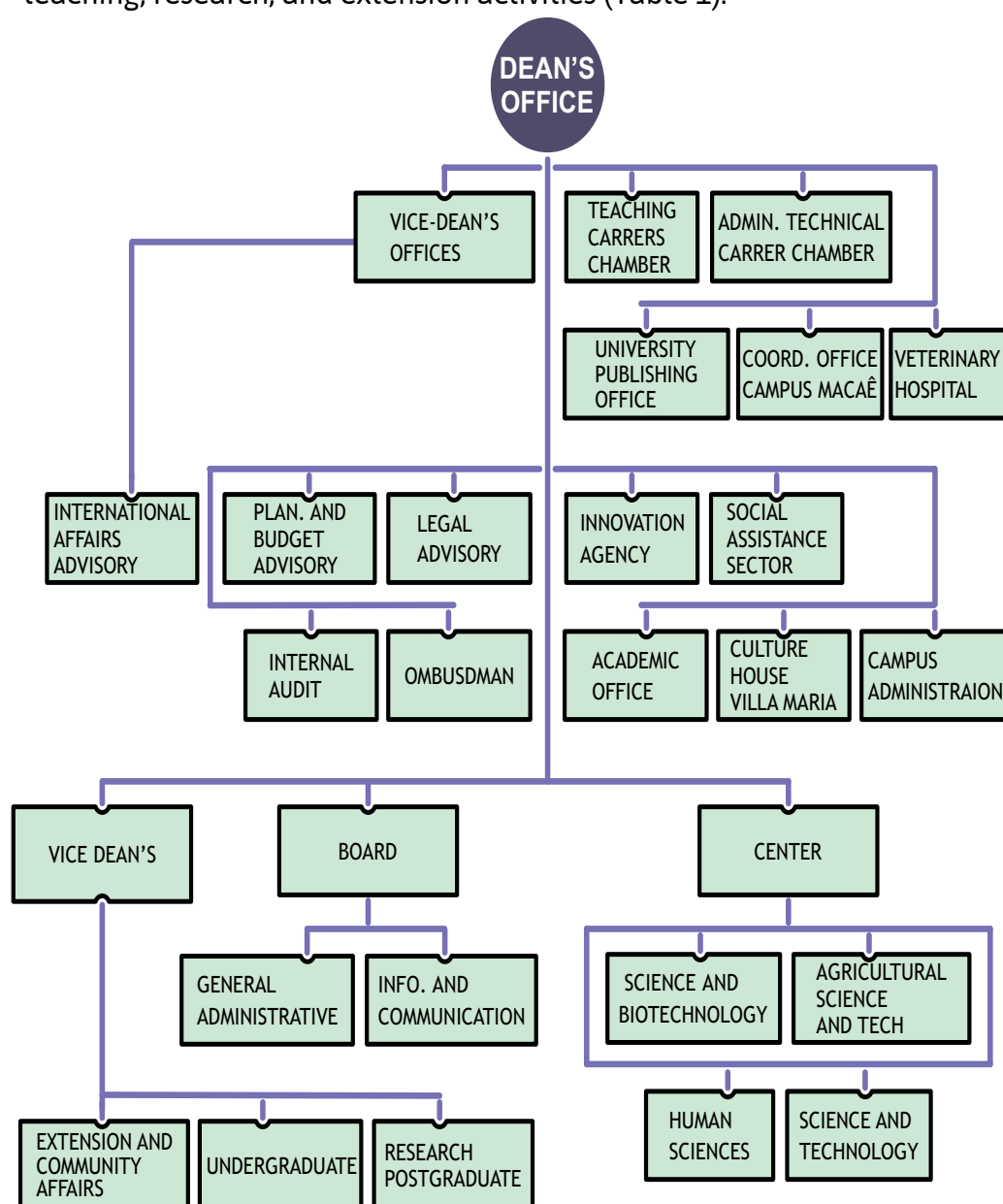


Figure 03– Organization Chart of UENF.



**CULTURE HOUSE
VILLA MARIA**
Street Baronesa da
Lagoa Dourada 234 – Center



Main Access CAMPUS LEONEL BRIZOLA

- 01** E1-Dean's Office, Academic Office, Admin. e classrooms
- 02** Vice-Dean's Offices and
- 03** Campus Administration classrooms
- 04** University Restaurant
- 05** E2-Human Sciences Center -CCH
- 06** P3-Technology and Science Center - CCT

- 07** CCT's Workshops
- 08** P5 – Bank, Lab, Admin. And classrooms
- 09** P2-Centro de Biociências e Biotecnologia - CBB
- 10** P4 – Lab, Admin. And classrooms
- 11** P1 – Center for Agricultural Sciences and Technologies – CCTA

- 12** Conversion Center
- 13** Science Space
- 14** Veterinary Hospital
- 15** Snack bar and grocery stores
- 16** Ecological House
- 17** Geotechnical Centrifuge
- 17** UAPs

KEYS

- MODULE 1 – LENEP – Administrative
- MODULE 2 – LENEP – Classrooms
- MODULE 3 – LENEP – Researcher's room/Labs
- MODULE 4 – LENEP – Researcher's room/Labs
- MODULE 5 – LENEP – Labs / Workshop
- MODULE 6 – LENEP – Auditorium
- MODULE 7 – Guardhouse Campus Macaé / Sub-station
- MODULE 8 – LENEP – Lab
- MODULE 9 – LAMET

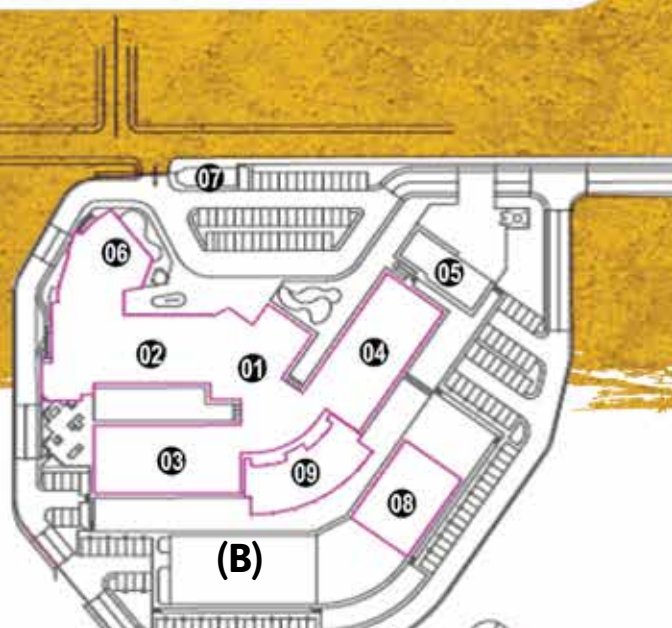


Figure 2. (A) Detailed map of UENF's Leonel Brizola campus in Campos dos Goytacazes, RJ; (B) Detailed map of UENF's Carlos Alberto Dias campus in Macaé.

Table 1. Number of employees, students, postgraduate courses on-site and remote, Postgraduate programs stricto and lato sensu, and theses and dissertations defended at UENF by December 2020. EaD – Remote Learning.

Public Servants	Professors	Technical-Administrative	-	Total
	301	556	-	857
Students	On-site Undergraduate Studies	Remote Undergraduate Studies	Postgraduate Studies	
	1982	3550	1378	6910
Courses	On-site Undergraduate Studies	Remote Undergraduate Studies	Postgraduate Studies	
	16	4	16	36
Theses and Dissertations Public Servants	Theses	Dissertations	-	
	1457	3458	-	4915

The accreditation of the need to have an internationalized university has been present since the creation of UENF. The professors at the foundation of the University had a high percentage of foreign professors of various nationalities (Russia, Peru, Cuba, United Kingdom, United States, Argentina, Chile, Nicaragua, Panama, France, Germany, among others). Currently, of the total number of employees at the University, 43 are from 13 countries: 42 professors and one technical administrative (Table 2). The best represented country in terms of servers is Peru, with 16 professors, followed by Cuba (7) and Argentina and Russia (4).

The total of foreign post graduate students up to 2020 who chose UENF for their academic improvement was 131 students (50 master's students, 49 doctoral students, and 32 special students) (Table 3) from 29 countries, the main ones being Colombia, Peru, and Cuba. The postgraduate programs that had the most foreign students were Animal Science and Plant Production (CCTA) and Reservoir and Exploitation Engineering (CCT) (Figure 05).

Table 2. Number of UENF's active statutory public servants in December 2020 and where they were born.

Active Civil Servants			
Nationality	Adm/Tec	Professor	Total
Argentina	0	4	4
Brazilian	555	259	814
British	0	1	1
Colombian	0	3	3
Cuban	0	7	7
French	0	1	1
Dutch	0	1	1
Panamanian	0	2	2
Paraguayan	0	1	1
Peruvian	0	16	16
Porto Rican	0	1	1
Portuguese	1	0	1
Russian	0	4	4
Uruguayan	0	1	1
Total	556	301	857

Table 3. Number of foreign postgraduate students graduated by UENF until December 2020 and where they were born.

Nationality	Masters	Doctors	Special Students
Germany	1	1	1
Angola	2		2
Argentina	3	1	2
Belgium			1
Bolivia	4	1	2
Chile	1	1	2
Colombia	13	14	6
Costa Rica	1	1	1
Cuba	2	9	2
USA	1	1	1
France			1
Netherlands	1	1	
India		2	
Japan			1
Mexico	1		
Mozambique		2	1
Nicaragua	2		2
Pakistan		1	
Paraguay		1	
Peru	10	10	4
Porto Rico			1
Portugal	3		1
Dominican Republic	1		
Saint Tomas and Prince		1	
Senegal	1	1	
Syria	1		
Switzerland	1	1	
Uruguay			1
Venezuela	1		
TOTAL	50	49	32



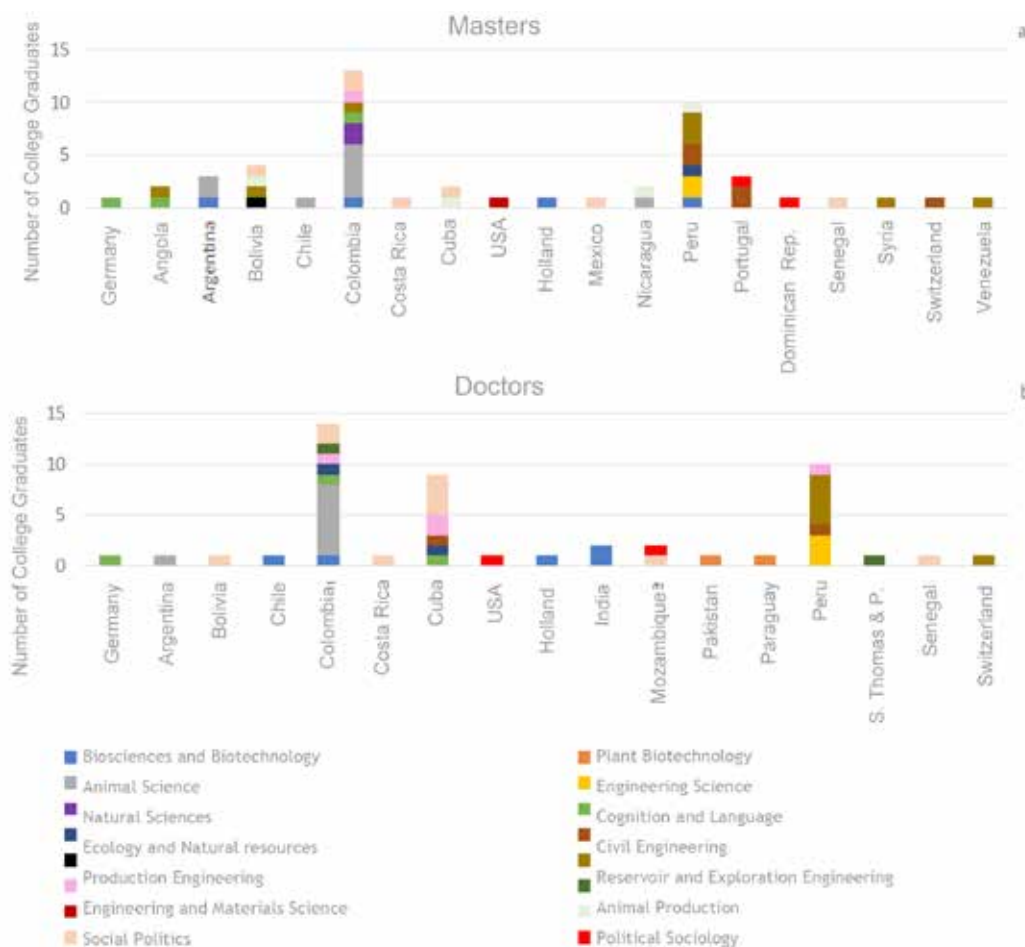


Figure 05. Number of foreign postgraduate students graduated by UENF until December 2020 and their nationalities. a. masters. b. doctors.

Among the professors, most have international experience, either as former professionals in institutions abroad, or in obtaining degrees at the Undergraduate, Postgraduate, Post-Doctorate Studies, or Senior Internships.

The internationalization of UENF, planned since its creation, had one of its first international projects with the Université de Bourgogne, Dijon, financed by the CAPES-COFECUB Brazil-France Program, between 2000 and 2004. This project involved student and professors mobility. There was a remarkable growth in institutional internationalization in 2001 with the approval of the CAPES – FIPSE Project, involving UENF, the Universidade Federal do Amazonas, the Universidade Federal do Ceará, the Universidade do Vale dos Sinos, *Fairfield University, Washington and Lee University, University of La Verne, Universidad Del Leste, Universidad de Turabo, and Universidad Metropolitana*. One characteristic to be highlighted in this project was student mobility, with UENF undergraduate students taking courses and participating in research activities in the other institutions involved, and the Centro de Biociências e Biotecnologia (CBB) and the Centro de Ciências do Homem (CCH) at UENF receiving students and

researchers from those institutions. Another point to be highlighted in this international cooperation was the symmetry practiced between the institutions, since the UENF received the same number of students that it sent abroad. This process also impacted foreign students and students who were in our institution. An important result of these collaborations was the awarding of a *grant*, a grant from the U.S. Department of State, through a proposal written in partnership with *Fairfield University*, for developing the capacity to host U.S. students at UENF. The resources received were important to increase internationalization in the institution, and gave the opportunity to develop mechanisms to receive students from US universities who did their “semester abroad” at UENF, and to set up short-term courses for US and UENF students to study together. During the Science without Borders Program (CsF) between 2012 and 2015, UENF’s international exchange policy resulted in the mobility for academic-scientific improvement of both undergraduate (197) and postgraduate (41) students to universities in 12 different countries. For undergraduate studies, the most sought-after countries were the United States (57%) and Canada (14%). For postgraduate studies were the United States (67%), Denmark (16%) and the Netherlands (17%). The undergraduate courses that most participated in the CsF Program were Engineering and Biological Sciences, and the postgraduate programs were Plant Production and Animal Science.

UENF is a member of FAUBAI (Brazilian Association of International Education), a non-profit philanthropic civil association, which brings together around 180 HEI and is governed by statute. The Association acts for the development of the internationalization process of the Brazilian HEI, as an instrument for the improvement of teaching, research, extension, management, and also for the promotion of their insertion in the world scenario. Among the benefits provided to the members, we can mention the advisory services in internationalization issues; promotion of actions and proposition of policies with public authorities and civil society aiming at sensitization, receptivity and awareness of the strategic importance of international academic cooperation; fundraising and management of resources to enable the development of internationalization actions; signing contracts, agreements, agreements and partnerships, with individuals or legal entities, public or private, national or international; promoting exchange with higher education institutions and other national or international organizations; promoting and supporting seminars, lectures, congresses, conferences, courses, debates and other events; exchanging information and experiences between associates and national and international institutions; advising national and international organizations and agencies.

UENF is also a member of the REARI-RJ, Network of International Advisors of Higher Education Institutions of Rio de Janeiro, which is composed of 13 HEI of the state of Rio de Janeiro, namely, UFRJ,



PUC-RIO, UERJ, UFF, CEFET, Colégio Pedro II, IFRJ, UEZO, UENF, UFFRJ, UNIRIO, Fiocruz and IFFluminense. REARI-RJ is a non-profit, heterogeneous network of international advisory institutions, each one with its own specificities, working to benefit its members in a joint, horizontal way. Its actions with public authorities and society aim to sensitize and raise awareness of the importance of international academic cooperation as a strategy for maintaining the Network with civil society. Through REARI-RJ many partnerships and cooperation agreements were signed with foreign institutions. The formalization of REARI-RJ occurred in April 2013, with the signing of its statute.

We highlight that UENF is registered on the Carolina Bori Platform, a computerized system created by the Ministry of Education (SESu and CAPES), for the management and control of processes of Revalidation and Recognition of foreign undergraduate and postgraduate diplomas in Brazil, respectively. This platform brings together Public and Private Higher Education Institutions (HEI) that, by adhering, offer the necessary information for applicants (graduates) to request the Revalidation or Accreditation of their foreign diplomas.

b. Infrastructure, policy and institutional initiatives

UENF presents physical infrastructure and initiatives for institutional internationalization, such as an international office (Assessoria para Assuntos Internacionais e Interinstitucionais - ASSAI) and a Multimeios Language Learning Room (SMAL) at the Centro de Ciências do Homem (CCH) to improve the language knowledge of UENF students (Brazilians and foreigners). These physical facilities are located in the main *campus* of UENF, located in Campos dos Goytacazes, about 300 km from the city of Rio de Janeiro. UENF has another *campus* in Macaé, about 90 km from Campos dos Goytacazes, consisting of the Laboratory of Engineering and Petroleum Exploration (LENEP) and the Laboratory of Meteorology (LAMET). All members of the academic community have access to ASSAI and SMAL services. The main *campus* of UENF has a university restaurant, sector libraries, infirmary, social workers, sports courts, a convention center, a bank branch (Bradesco bank), a cafeteria, and a Veterinary Hospital. UENF also has cultural facilities, such as the Convention Center, and the Casa de Cultura Villa Maria, which is located in the city center, is open to the public and regularly promotes cultural activities. We highlight that all students enrolled in UENF, regardless of their nationality, have access to care by social workers and the other facilities of use of the UENF infrastructure listed above.

Among the current initiatives for internationalization are a survey of the individual international partnerships of professors, available on [an interactive map](#) on the ASSAI [website](#), and the policy of encouraging the formalization of these collaborations, linguistic training of the academic community through English language



workshops and partnerships with language schools, encouraging Postgraduate Program Coordinators to create courses taught in English and Spanish, and publicizing the announcement of bilingual selection notice aiming to facilitate access for foreign students in the selection processes of Postgraduate Programs.

c. Advisor for International and Institutional Affairs - ASSAI

The institutionalization of the Advisory Office for International and Institutional Affairs - ASSAI at UENF as an auxiliary body of the Dean's Office took place in July 2011. The purpose of ASSAI is to promote the expansion of actions related to inter-institutional cooperation inside and outside Brazil. It is coordinated by an Advisor chosen and appointed by the Rector from among UENF's teaching staff, and has a bilingual administrative assistant (English and Portuguese) and four interns (one graduate in International Relations, two undergraduate in International Relations, and one graduate in Public Administration). In addition, the Vice-Dean's Offices for Research, Postgraduate and Undergraduate Studies work actively and in collaboration with ASSAI to execute internationalization actions.

UENF's Statute establishes in article 3 paragraph 2º, as objectives and functions of the institution that the University shall *"cooperate with Brazilian, foreign, and international universities and other scientific and cultural institutions"*. Article 6 establishes the Advisory Office for International and Institutional Affairs as an auxiliary body of the Dean's Office. Still in the UENF Statute, in article 29, it is determined that *"The Dean's Office auxiliary, supplementary, and Special Services bodies are defined in their respective internal regulations, and the Dean's Office is responsible for appointing their directors, in compliance with the requirements for exercising the function."*

ASSAI's activities aim at increasing the University's interaction with national and international higher education organizations and institutions, supporting and implementing technical, scientific and cultural cooperation agreements, enabling the exchange of UENF's undergraduate and postgraduate students, professors and technicians, and welcoming students who are beneficiaries of these agreements. Among the objectives of ASSAI are: i) the definition of the principles of UENF's international relations policy, and ii) the elaboration of the Institutional Development Plan for Internationalization, updating it, always according to the dynamics of the opportunities offered, aligning it with overcoming weaknesses and consolidating strengths. ASSAI should also propose measures to improve international academic cooperation activities at UENF.

ASSAI has a triligue [website](#) that was revamped in April 2020



to become more informative for both internal and external audiences. This [website](#) provides: 1) bilingual legal instrument models: Portuguese-English and Portuguese-Spanish of Covenants, Cooperation Agreements and Letters of Intent to optimize the institutionalization of faculty cooperations; 2) mapping of faculty cooperations based on an ASSAI survey; 3) list of agreements signed by UENF with various national and international institutions; 4) list, always updated, of opportunities abroad for students and faculty that are disseminated by ASCOM, and 5) detailed information for foreign students. For them, the website offers a guide that informs from arrangements to be made before arrival, such as documents, transfer and accommodation, to the actual arrival to the international office to welcome and better support their experience during their time at UENF.

In addition, ASSAI also has an Instagram profile (@assai_uenf) and a new Facebook page (<https://www.facebook.com/assaiuenfpg>) in order to constantly update the followers of these social media and thus spread opportunities abroad to a larger number of people.

ASSAI also acts in several actions to welcome foreign students and researchers, helping in the orientation of arrangements related to health insurance coverage, obtaining and recognition of foreign visas, allocation and legalization of foreigners in the country, clearance of documentation in several consulates and embassies.

d. Teaching, Research and Extension

As highlighted in its mission statement, UENF was conceived so that its three pillars of support would be teaching, research, and extension, and since its implementation, this has been the case. The importance of teaching is seen when it is highlighted in the UENF Guiding Plan that UENF's task is to train and improve the qualified labor force that society needs for the operation and modernization of industry, services, and agriculture. The challenge is to graduate motivated and empowered people to build a society committed to social, environmental and economic development.

UENF's research programs aim to train and encourage new talents in all areas of knowledge, by granting Undergraduate Research (IC) or Technological Research (IT) scholarships to undergraduate students interested in research. The programs also seek to encourage training and privilege the active participation of good students in research projects with academic quality, scientific and/or technological merit, and appropriate guidance. The main thematic areas studied at UENF are

Extension highlights as the pillar that seeks to reflect the intentions of the public university and its commitment to transforming Brazilian society, and to establishing a sense of belonging for UENF by the local society.



i. Undergraduate Studies

The training of professionals graduated by UENF should benefit from internationalization, which adds transformation and improvement to higher education in a scientific, social, and economically globalized context. One of the most necessary steps in this regard is overcoming language barriers and stimulating student mobility. Although the incentive to mobility is largely driven by public policies, it is up to the University to constantly prospect opportunities with embassies, partner HEIs, and international fairs.

UENF offers two types of undergraduate courses: on-site and semi on-site. Admission is through the Unified Selection System (Sistema de Seleção Unificada/SISU) for on-site courses, and the CEDERJ Vestibular for semi on-site courses. Currently UENF has 16 on-site courses: Public Administration, Agronomy, Biology (licentiate), Computer Science, Pedagogy (licentiate), Biological Sciences (bachelor), Social Sciences, Civil Engineering, Petroleum Exploration and Production Engineering, Production Engineering, Metallurgical Engineering, Physics (licentiate), Mathematics (licentiate), Veterinary Medicine, Chemistry (licentiate), and Animal Science. In the Open University of Brazil program, UENF participates in the offer of semi-attendance undergraduate courses through the Consortium Center for Remote Higher Education of the State of Rio de Janeiro (CEDERJ), formed by eight Higher Education Institutions (UENF, UERJ, UFF, UFRJ, UFRRJ, UNIRIO, CEFET, and IFF), in partnership with the State Secretariat of Science and Technology of the State of Rio de Janeiro. UENF has three EaD licentiate courses: Biological Sciences, Chemistry, and Pedagogy, as well as a bimodal (part on-site and part remote learning) undergraduate course in Meteorological Engineering.

We also highlight the incentive to research for undergraduate students of UENF. The Institutional Scientific Undergraduate Research Scholarship Program (PIBIC) and the Institutional Program for Scholarships in Technological Development and Innovation (PIBITI) aim to stimulate and encourage the participation of undergraduate students in original research developed by UENF professors. In this sense, UENF received in the years 2003, 2009 and 2016 the Outstanding of the Year Award in Scientific Initiation, conferred by CNPq (National Council for Scientific and Technological Development). Laboratory activities carried out jointly with postgraduate students and faculty members stimulate academic life and show undergraduates the importance of broadening their language skills, whether for reading scientific material or for future student mobility actions.

ii. Postgraduate Studies and Research

Institutional planning for internationalization should have as one of its focal points the postgraduate studies, since this segment of the



University contains the research groups and projects in international collaboration, as well as the main opportunities for academic mobility and foreign funding. Such possibilities meet the main objectives of research and postgraduate studies at UENF, which are to train professionals capable of generating scientific and technological knowledge and contributing to the development of the region, the state, and the country. The Vice-Dean' Office of UENF for Research and Postgraduate Studies, as the body responsible for coordinating, guiding, and supervising research and human resource training activities in science, technology, and innovation, has the mission of promoting activities for intellectual and social development, and promoting, with excellence, institutional policies to encourage research, postgraduate studies, scientific initiation, technological development, and innovation in the North Region of Rio de Janeiro and in Brazil.

There are two types of Postgraduate Studies at UENF: *lato* and *stricto sensu*. Postgraduate Studies *lato sensu* (a specialization course characterized by in-service teaching) is characterized by providing training under professor supervision. UENF has the Specialization Program in Veterinary Medical Residency, offered by the Center for Agricultural Sciences and Technology (CCTA), and the Specialization Program in Climate and Energy, offered by the Center for Science and Technology (CCT).

Postgraduate Studies *stricto sensu* comprises master's and doctoral programs open to candidates with graduation courses. Currently, UENF offers 14 *stricto sensu* Postgraduate Programs involving the four Centers (CBB=3 programs; CCTA=3; CCT=5, CCH=3) (Figure 06). Thirteen of these programs are academic and one is professional (PROFMAT). We highlight mentioning the involvement of all UENF's academic postgraduate programs in international partnerships, by means of legal instruments or individual partnerships of its accredited professors with foreign researchers.

As of March 2021, 154 international cooperations and 78 national UENF cooperations were registered and disclosed on an interactive map on the ASSAI website (Figure 07). Of these international cooperations, 12 were institutionalized through legal instruments while 142 were not generated through formal cooperation agreements, but rather were the result of understandings between the faculty/researchers. The institutional international cooperations are present in the four UENF Centers and are coordinated by 10 professors. The 142 informal cooperations involve 53 UENF faculty members and 114 foreign institutions from 26 countries on five continents in the following proportions: United States (19.7%); Spain (11.9%); England (11.2%); Portugal (7.7%); Argentina (7%); Italy (4.9%); Germany and Russia (4.2%); Scotland and France (3.5%); Japan (2.8%); Australia (2.1%); Mexico (2.1%); Netherlands (2.1%); Uruguay (2.1%); Cape Verde,



Colombia, Cuba and Wales, with 1.4% each, and Austria, Canada, Chile, Greece, Denmark, New Zealand and Peru with 0.7%. The Center that has the most informal international collaborations is CBB (65), followed by CCTA (35), CCT (28), and CCH (12) (Figure 08).

CBB	CCTA	CCT	CCH
<ul style="list-style-type: none"> Biosciences e Biotechnologies Vegetal Biotechnology Ecology and natural resources 	<ul style="list-style-type: none"> Animal Science Genetics and plant breeding Vegetal production 	<ul style="list-style-type: none"> Natural Sciences Engineering and Materials Science Reservoir and Exploration Engineering Professional Master's Degree in Mathematics 	<ul style="list-style-type: none"> Cognition and language Social politics Political Sociology

Figure 06 – UENF Postgraduate Programs of UENF and their respective Science Centers Center for Biosciences and Biotechnology (CBB), Center for Agricultural Sciences and Technology (CCTA), Center for Human Sciences (CCH), and Center for Science and Technology (CCT).



Figure 07 – Map of UENF's national and international collaborations, which can be accessed in full at <https://uenf.br/reitoria/assaii/>



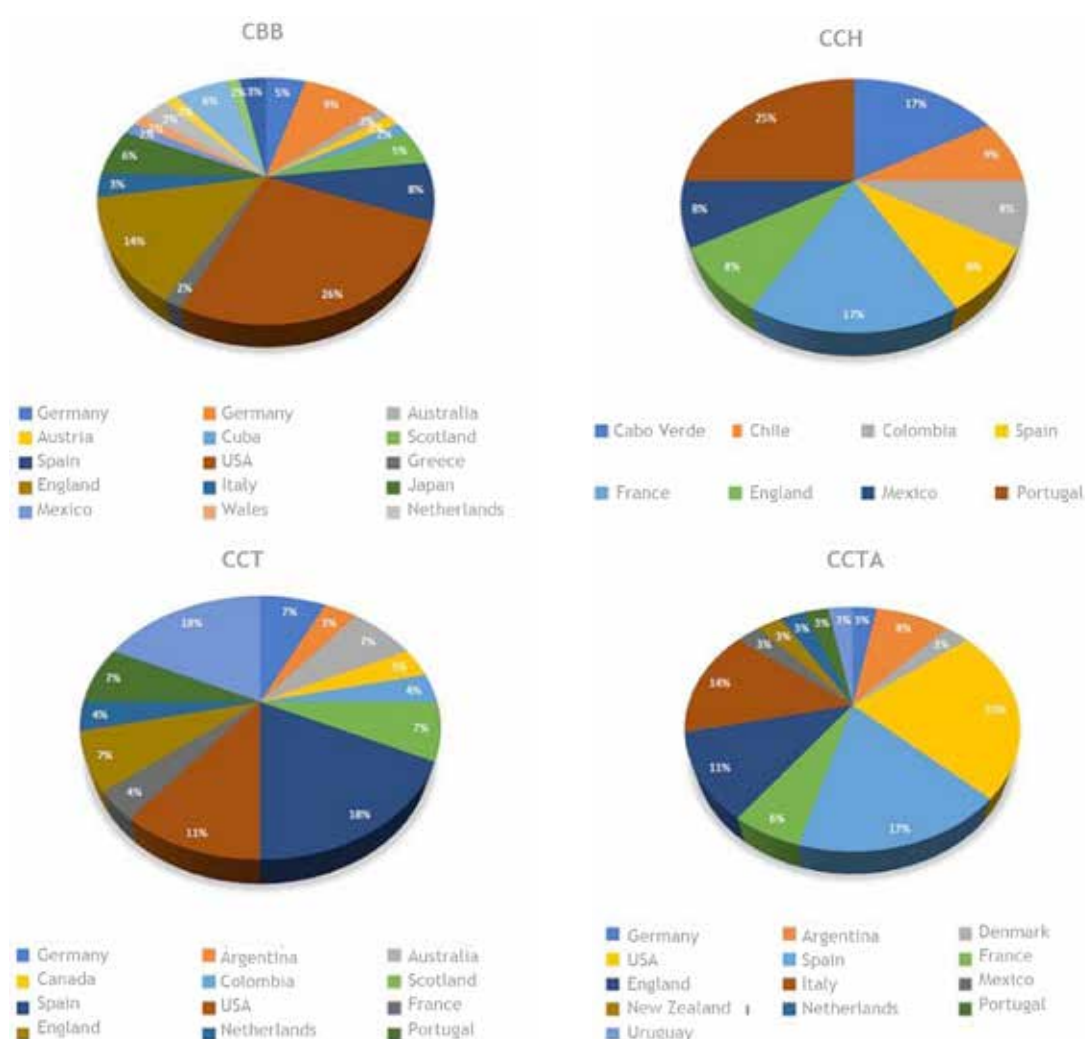


Figure 6. Graphical representation of the comparative proportion between countries in non-institutional international collaborations by Centers. CBB – Center for Biosciences and Biotechnology. CCH – Center of Human Sciences. CCT – Center of Science and Technology. CCTA – Center of Agricultural Sciences and Technologies.

iii. Extension

Extension has as its primary objectives the transfer of knowledge and an approach to the community in order to improve and promote social, economic, cultural, and technological development, improving and strengthening the regional capacity for public policy management, and providing opportunities for extended education to the community. In this scenario, UENF, in its internationalization program, will bring cultural, social, scientific, and technological elements of international standard to the interior of the state of Rio de Janeiro, and the opportunity to access such elements previously only available in the capital.

2. Guidelines for internationalization at the University

The internationalization actions must be in line with the main funding and development drivers and be transversal to the academic activities of teaching, research, and extension. The institutional policy must consider normative documents and guidelines from national and international organizations. In order to project the institution in the international context and not only offer academic mobility, the internal policy should focus on defining strategic partners, building the foundations of a language policy, and establishing programs of mutual interest and utility so that this process is effective and long-lasting. Internationalizing is not just about teaching English; it requires awareness on the part of the student body, the administrative and teaching staff, and university organization to expand and formalize inter-institutional relations and make the flow abroad of UENF's image and content more attractive to foreign academics and students.

Making students, teachers, and technicians aware of the importance of internationalization is the first step to strengthen internal actions for collaborative work, which is indispensable to advance in international issues at UENF. Internationalization not only helps consolidate the University's image but also strengthens collaborative ties with other HEI and increases the volume of the institution's scientific production in publications and scientific events. To this end, the University must strategically base its actions on internal communication and language policies, internationalization actions "inside and outside the house" and encouragement of bilateral and network international cooperation for research innovation.

a. Language policy

The implementation and maintenance of a language policy must take into account, besides the strengthening of Portuguese teaching, the training of members of the academic community, students, professors and technical-administrative staff in English and Spanish. It is a matter of stimulating and providing space for the communication and diffusion of knowledge of internationally important languages, either by the universality of their use (English), or by the geographic issues related to attracting new members to the UENFIAN community (Spanish). English and Spanish should become common languages in the daily practice of teaching and research at UENF in order to make it possible to communicate and write academic texts in these languages. Considering that we have teachers of Hispanic and English origin, these could be encouraged



to teach subjects in their native languages. Other professors with training for this should also be encouraged.

Measures to operationalize the language policy at UENF should include encouraging the offer of language courses with the use of the Multimeios Language Learning Room (SMAL), inaugurated in 2015 for this purpose. The operation of SMAL is the responsibility of the management of the Center for Human Sciences (CCH), under the guidance of the Language Lab. Other options will be provided such as the promotion of academic courses, courses and workshops in foreign languages by the various university instances (advisory services, postgraduate programs, centers, among others) and the search for partnerships with language schools in the city.

b. Internationalization at Home

Internationalization at home is any activity associated with internationalized education or training, with the exception of all those that the academic community develops through international mobility. It aims to create opportunities and develop the understanding of the world and intercultural competences within the *campi* themselves. Internationalization at home advocates a broad internationalization, plural, of access to all, and is strengthened by the presence of a strong institutional international policy and by the presence of foreign students, administrative staff, and faculty at the University. It can also be conducted through actions such as the use of international literature, debates with speakers from the community of local cultural groups or international companies, guest speakers from international partner universities, remote or semi on-site courses with foreign HEI, internationalization of the Curriculum, among others. Technological development has contributed greatly to the improvement of internationalization at home, facilitating collaboration between people from different countries and HEI through online contact.

Internationalization at home should not be seen as a “second option” for those who cannot do mobility or as preparation for it. One must not lose sight of the fact that internationalization at home has a much wider scope for the entire university community than mobility, besides having low operational costs and being the best option for those who do not want or are unable to do academic mobility. This new internationalization option has gained strength by keeping up with the rapid transformation of contemporary society, even before the restrictions imposed by the COVID-19 pandemic. The internationalization of the Curriculum is the most prominent facet of internationalization at home and is conceptualized by providing the construction of a personal portfolio that reflects international and intercultural knowledge and competencies, preparing students for global professional and/or social performance.



Therefore, one should seek to integrate the international dimension to academic activities as a whole (teaching, research and extension). As an example, based on a survey of the main international partnerships and mobility destinations for students and professors, UENF will be able to create a list of foreign language courses that can be taught in consortium with foreign professors through the use of Remote Education technologies.

c. Internationalization abroad (or away from home)

This category of internationalization involves all forms of cross-borders education, mobility of students, faculty, staff, and collaborations in international projects, among others. It is primarily focused on sending and receiving international students and professors. It is an institutional action that can be measured through the number of members of the academic community in mobility, support infrastructure for mobile personnel (number of scholarships, institutional support programs), the existence of preparation strategies for mobility (students in language courses offered by UENF), number of research and agreements established with foreign HEIs, number of professors and students sent to participate in events, conducting courses or research abroad, number of articles published in international journals or in partnership with foreign researchers.

The policy to support internationalization away from home should encourage the mobility of teachers, students, and technical-administrative servers with the linguistic training of the academic community, the improvement of strategic partnerships between UENF and foreign teachers, and the expansion of international cooperation agreements.

Student mobility has been the most prominent activity of UENF's out-of-home internationalization policy, with the annual sending of students, especially PhD students, to develop part of their studies in foreign institutions. Academic mobility allows the expansion of the world view and a better contextualization of the issues inherent to a plural society, globally integrated in terms of commerce, science, culture, among others. These experiences have the potential to enable not only individuals, but the entire university community, to take greater advantage of the cooperation established between institutions. Not only will the research conducted at UENF have greater visibility, but internationalization will also allow greater access to databases, scientific and academic literature, and the absorption and transformation of extranational knowledge. To this end, academic mobility must be intensified, with opportunities for all Centers and prioritization for the mobility of students to HEI and Networks associated with UENF, without losing sight of the autonomy of the



supervisor, the student, and the coordination for the establishment of new partnerships and agreements.

The University should offer infrastructural and documental support to foreign students and encourage internal policies for sending Brazilian students abroad. An institutional policy of information to ASSAI about student mobility must be implemented by the competent bodies (Academic Secretary – SECACAD, Vice-Dean’s Office for Undergraduate Studies – PROGRAD, and Vice-Dean’s Office for Postgraduate Studies – ProPPG). The subsequent monitoring and analysis of the results from mobility should be observed, and disseminated through reports.

d. Communication Policy

For the Internationalization Plan to fulfill its mission, there must be sufficient communication of institutional information related to internationalization, both to internal and external audiences. As a way to achieve this with dynamism and efficiency, communication strategies must be employed involving digital and printed divulgation for both publics (internal and external).

As internal communication policies, the established routine of disseminating informative material with international content by ASSAI (scholarship opportunities abroad, resources for projects, seminars and events) to the entire academic community through the Communication Office - ASCOM, and the constant updating of the ASSAI website and social media of the office, must be maintained. Sharing this information is a basic and dynamic condition for the entire academic community to become aware of the importance of internationalization and have the opportunity to get involved in related issues.

The prospection of international opportunities is the duty of ASSAI and must be broad, not restricted to the countries with which UENF has a cooperation agreement, and directed to all sectors of the university community (teachers, students and technical-administrative staff). Prospection can occur through digital means and systematic visits to partner institutions such as embassies, institutions that support mobility, such as *British Council*, *Fundación Carolina*, among others), foreign universities, national research support foundations, among others.

As for external communication policies, one of the impediments to the expansion of the internationalization of a university is its insufficient communication with the international public. Some official UENF notes may be translated into English and Spanish and sent by “direct mail” to partner universities, as well as trilingual printed and digital dissemination material. Professors and students participating in academic activities abroad should be invited to distribute printed trilingual promotional material at the events, and to make brief oral



presentations about UENF if they have the opportunity. The publicity material should be supplied by ASSAII, including a brief presentation of UENF in English, in different formats and media.

e. Research for innovation

In line with global issues, institutional research for innovation actions must consider transversal themes to the different areas of knowledge, as well as sustainability, as advocated, for example, by the United Nations Agenda 2030. Cooperation should be encouraged among actors in the UENFIAN academic community, as well as between them and international partners. Thus, we seek to support the international institutional partnerships already established and to encourage new partnerships by offering bilingual legal instrument models (Portuguese-English and Portuguese-Spanish) already available on the ASSAII [website](#) and the support of the Legal Department – ASJUR.

Internally, efforts to integrate faculty and research areas should be conducted through forums, joint seminars between Postgraduate Programs, establishment of Collaborative Networking, submission of collaborative proposals to raise funds for research. Once UENF's research groups are consolidated, international partnerships must be sought with foreign governments, HEI, and companies.

f. Strategic networks and partnerships

Contemporary, multifaceted and integrative science requires the establishment of national and international collaborations in order for the University to stand out on the global scenario. The networks leverage work efforts, give greater visibility to the products achieved, and project the institution and its members to new possibilities. In this sense, established cooperations should be consolidated and new partnerships should be encouraged. Survey and constant updating of individual and network partnerships, national and international, will be useful for the knowledge of institutional indicators and will direct the strategic areas for institutional strengthening. The 142 individual collaborations with faculty abroad and 12 institutional international partnerships established by UENF is a clear indication of the potential that the University has to establish partnerships with foreign teams, reflected in joint publications (Figure 09). In addition, priority areas may be established according to the reality and institutional vocation.

At the national level, in addition to the 78 national cooperations voluntarily reported by professors to ASAAII, there are many other partnerships maintained by UENF with other universities and research institutes and that can be visualized through data available on the *Web of Science* (WoS) Platform. These data indicate that, of



the 3,386 publications registered in the WoS, 413 were produced in association with the Federal University of the State of Rio de Janeiro (UFRJ), which is the main partner institution in terms of articles published in WoS journals (Figure 10).



Figure 09. Total number of articles published by UENF (blue) and partner countries in those publications, according to data from the Web of Science platform (2020).



Figure 10. Total number of articles published by UENF (in blue) and with the participation of partner institutions. Source: Web of Science (2020)



II. Planning and Prospects



3. UENF's Internationalization Plan: objectives, goals, actions, deadlines and measurements

Internationalization is key, since all the world's great universities are internationalized, with a large volume of knowledge and information flowing to and from all over the globe. The best-rated HEIs worldwide have a strong internationalization component transversal to the academic activities of teaching, research, and extension. Internationalization broadens the horizons of knowledge, increasing and intensifying collaboration and argumentative debate on a global level. Every university needs to internationalize, since knowledge knows no borders. For this, it is necessary that the academic community understands and becomes effectively aware of the benefits that internationalization brings to the HEIs.

Plurality is fundamental to the intersubjectivity of science, constructive criticism, transformation of reality, and diminishing distances. To enhance the internationalization of UENF, this plan is based on promoting the circulation of global ideas within the institution. Not only attracting foreigners to UENF and sending students, faculty and staff abroad, but also encouraging the construction of knowledge for the world, cutting edge, without national, cultural, or, much less, disciplinary boundaries.

The conceptual model of ASSAI's institutional internationalization plan (Figure 11) aims to internally strengthen teaching, research, and extension, and to project UENF internationally for the development of bi and multilateral cooperative projects at the international level for access to more sophisticated technological and scientific bases, promoting national development.

The purposes also include the expansion of international funding possibilities for research and grants, publications, citations, and patenting of products and technologies. These purposes are aligned with global demands, the scenario of high competitiveness and professional qualification, and the guidelines of domestic and foreign normative bodies for internationalization. Thus, it seeks to integrate the fragmented institutional internationalization activities in order to define strategies that guide the efforts of financial and personnel investment, aiming to build and strengthen UENF's core competencies. The diagnosis of UENF's current situation points to institutional internationalization focused on academic mobility and bilateral international cooperation agreements. It is necessary to consolidate and expand these actions, and in parallel propose more integrated forms of cooperation (networking and multilateral projects).

To enable the execution of this planning, the following objectives and actions are proposed for the improvement of institutional internationalization.



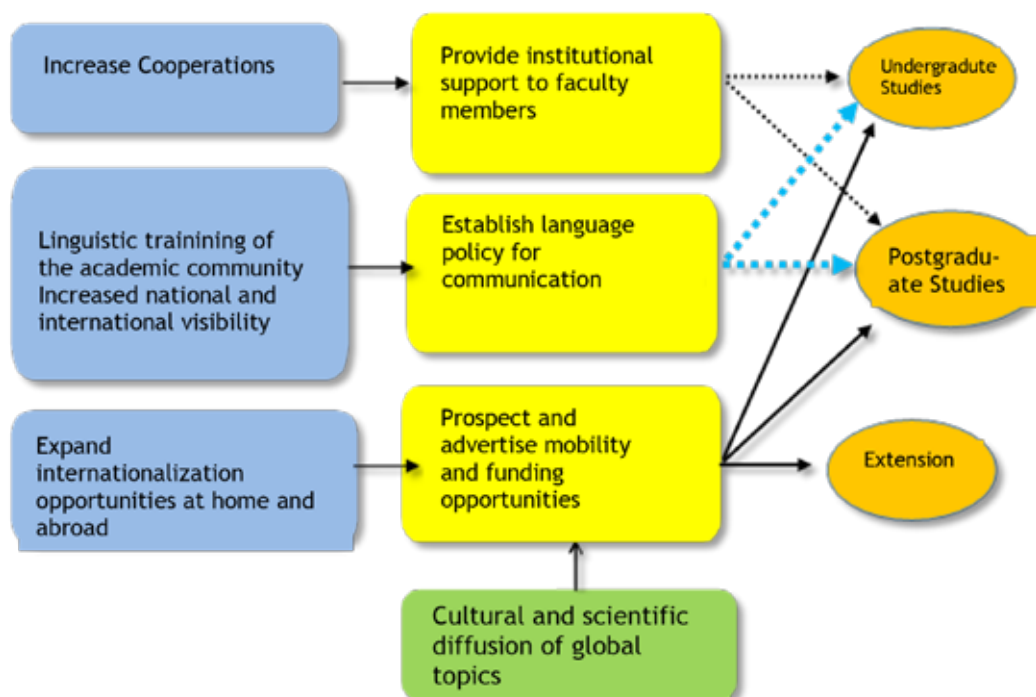


Figure 11. Conceptual model of the Internationalization Development Plan of the Universidade Estadual do Norte Fluminense Darcy Ribeiro in the period 2021-2024 highlighting the main objectives (blue), actions (yellow) and their relationship with the segment that will benefit (orange).

Next are presented the purposes, goals, actions, timelines, and measurements for internationalization in the different segments of the University. The compliance of the proposed actions will be evaluated annually in order to implement the necessary changes to achieve the proposed purposes.

a. Internationalization of Undergraduate Studies

The internationalization strategy at the undergraduate level will focus on student mobility and English language training for graduate students. UENF should encourage the offering of subjects and/or courses in other languages, as well as allow the use of English language material in classes and references for study (Table 4).



Objectives	Actions	Deadlines	Measurements
1. Map, publicize and support internationalization opportunities and initiatives for undergraduate students	1.1 Prospect student mobility opportunities from international organizations and HEIs	Ongoing demand (starting in 2021)	Number of opportunities advertised by Assaii, in a table made available on the ASSAII website; number of services to students/teachers/technicians interested in the opportunities advertised
	1.2 Advertise through ASCOM, undergraduate course coordinators and the ASSAII web page the mobility opportunities	Ongoing demand (starting in 2021)	Number of opportunities advertised by Assaii, in a table made available on the ASSAII website; number of services to students/teachers/technicians interested in the opportunities advertised
2. Train the undergraduate students in foreign language	2.1 Stimulate the offer of English and Spanish courses to undergraduates by CCH	Ongoing demand (starting in 2021)	Number of subjects offered; number of students enrolled; performance of these students in international initiatives and competitions
	2.2 Conduct a scientific writing workshop in English	Short term (2021)	Quantification of the workshops, considering number of events and total number of participants; number of articles by undergraduate students published in a foreign language
	2.3 Establish a partnership with the private sector to offer low-cost language courses for undergraduate students	Short term (2021)	Quantification of partnerships
	2.4 Encourage the use of English language material in the subjects	Medium term (2021-2024)	Specific evaluation stimulated and oriented by ASSAII with the course coordinators and their respective professors

Table 4. Objectives, actions, deadlines and measurements for the internationalization of Undergraduate Studies at UENF.



b. Internationalization of Postgraduate Studies

This segment of the University is the most prominent in terms of internationalization. The internationalization actions in Postgraduate Studies (Table 5) should consider the guidelines of the main national (CAPES, CNPq and FAPERJ) and international funding agencies, and help consolidate the training of high-level professionals. The opportunity to experience the linguistic-cultural diversity that student mobility provides should always be encouraged, including the permanent offer of at least one UENF scholarship to foreign students per year for all PPGs and exemption from the application fee for foreign applicants. These actions expand the possibility of UENF seeking international funding for scholarships, since many international relations work on the basis of reciprocity and thus attract foreign students. Therefore, actions will be implemented to strengthen the language policy, academic mobility (student - entry and exit, professors and technical staff) and the international visibility of the University.

Objectives	Actions	Terms	Measurements
1. Mapping, publicizing and supporting internationalization opportunities and initiatives for those involved in Postgraduate Studies	1.1 Prospect student mobility opportunities from international organizations and HEIs	Continuous demand (beginning 2021)	Number of opportunities disclosed by Assaii, in a table available on the ASSAII website; number of services provided to students/professors/technicians interested in the opportunities advertised
	1.2 Publicize mobility opportunities through ASCOM, coordinators of Postgraduate courses and the ASSAII website	Continuous demand (beginning 2021)	Number of opportunities disclosed by Assaii, in a table available on the ASSAII website; number of services provided to students/professors/technicians interested in the opportunities advertised
	1.3 Exempt foreign students from the enrollment fee for selection processes	Medium term (2021-2023)	Amendment of the PG rules or selection notices for PG Programs



Objectives	Actions	Terms	Measurements
	1.4 Permanently offer at least one UENF scholarship to foreign students per year per PPG.	Medium term (2021-2023)	Number of foreign students with UENF scholarship in each PPG
2. Expand the University's language policy	2.1 Encourage the offer of English and Spanish courses to CCH Graduate Students	Medium term (2021-2023)	Number of subjects in English and Spanish in each PPG
	2.2 Conducting a scientific writing workshop in English	Short term (2021)	Number of scientific writing workshops in English offered to PPG
	2.3 Establish a partnership with the private sector to offer low-cost language courses for graduate students	Short term (2021)	Number of partnerships to offer private sector language courses disclosed to PPG coordinators
3. Increase the University's international visibility	3.1 Encourage PPGs to translate their selection notices and web pages	Continuous demand (beginning 2021)	Number of notices in other languages sent to ASSAI for dissemination. Number of PPG web pages with a version in other languages
	3.2 Redesign the ASSAI website (trilingual) with a focus on attracting more foreign students and presenting the institution's international partnerships	Short term (2021)	Access number to the ASSAI website
	3.3 Encourage students and professors to disseminate their research results at events abroad and in high-impact international journals	Continuous demand (beginning 2021)	CAPES Program Notes
	3.4 Attract foreign students to UENF through the dissemination of notices in English and Spanish with partner HEIs abroad and other HEIs	Continuous demand (beginning 2021)	Number of foreign students regularly enrolled at UENF

Table 5. Objectives, actions, deadlines and measurements for the internationalization of Postgraduate Studies at UENF.



c. Internationalization of research and innovation

The planning of the internationalization of research at the University should include actions to encourage the institutionalization of existing international collaborations, as well as the inclusion of UENF in international research networks; consolidation and institutional support to multi-user laboratories; survey, creation of printed and online material for dissemination and publication of research groups and the infrastructure of UENF (Table 6).

Table 6. Objectives, actions, deadlines and measurements for the internationalization of research and innovation at UENF.



Objectives	Actions	Terms	Measurements
1. Expand the institutionalization of international cooperation of UENF teachers	1.1 Conduct a survey of institutional and non-institutional cooperation between professors and researchers from abroad	Short term (2021)	Number of collaborations and map update on the ASSAI website
	1.2 Provide models of legal instruments (Portuguese-English and Portuguese-Spanish) on the ASSAI website	Short term (2021)	Number of legal instruments made available
	1.3 Encourage the formation of international cooperation networks through prospecting and dissemination of opportunities	Continuous demand (beginning 2021)	Numbers of international networks formalized in UENF
2. Consolidate and support multiuser laboratories	2.1 Survey multiuser laboratories and their respective productivity	Short term (2021)	Through the laboratories' websites
	2.2 Expand technical and administrative support to multiuser laboratories	Medium term (2021-2024)	Number of technical-administrative servers in the multiuser lab
	2.3 Prospect and disclose funding opportunities with national and international agencies	Continuous demand (beginning 2021)	Number of opportunities disclosed by Assaii, in a table available on the ASSAI website; number of services provided to students/professors/technicians interested in the opportunities advertised
3. Increase the international visibility of UENF research	3.1 Encourage Postgraduate programs to make their web pages available in English	Short term (2021)	Number of PPG web pages in English
	3.2 Produce folders and bilingual videos to publicize the research (Postgraduate Programs, large projects, groups, infrastructure)	Short term (2021)	Number of folders and videos produced by ASSAI and ASCOM
	3.3 Encourage the participation of UENF professors and students in international events	Continuous demand (beginning 2021)	PPG Grade at CAPES



d. Internationalization of the extension

Strategies for the internationalization of extension (Table 7) seek to recognize its importance as an integrator and interlocutor of teaching and research produced at the University with society. This articulating segment of UENF with the entire northern region of Rio de Janeiro should be contemplated with actions that promote sociocultural changes based on elements common to all peoples, such as the conscientious use of natural resources, tolerance to differences between peoples, customs and religions, and expansion of access to global knowledge.

Objectives	Actions	Deadlines	Measurements
1. To promote and disseminate institutional programs linked to the global topics of the UN 2030 Agenda	1.1 Join the Universities Network under the Sustainable Development Goals (SDG) pact of the United Nations (UN)	Short term (2021)	Joining the ODS Brazil NETWORK
	1.2 Support the creation of extension programs focused on global themes such as sustainable development and human rights	Medium term (2021-2024)	Number of outreach programs focused on the topic
	1.3. Disclose actions of the Junior Company of UENF related to Agenda 2030	Medium term (2021-2024)	Number of disclosures of the Jr company related to Agenda 2030 by ASCOM
2. To promote the cultural diffusion of global topics	2.1 Work with the Cultural Advisory to support the launch of cultural projects related to human development and sustainability	Medium term (2021-2024)	Number of cultural project launches related to the topic

Table 7. Objectives, actions, deadlines and measurements for the internationalization of the UENF extension.

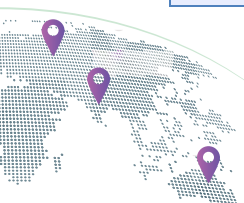


e. Internationalization of administrative management

In order for this internationalization and interinstitutionalization plan to be effectively put into practice, the support of the UENF senior administration is necessary to raise awareness of the entire community about the importance of the actions proposed here, in addition to the development of permanent institutional policies regarding the teaching of foreign languages and support to international actions not only legal, logistical and dissemination, but also financial. Thus, ASSAI must be provided with its own budget to promote internationalization actions, such as payment of the FAUBAI annual fee, cover national and international travel related to the strengthening of UENF's internationalization, eventually support foreign students upon arrival or departure from Brazil, promote language courses and/or workshops with hired professionals, among other actions (Table 8).

ASSAI should organize information on internationalization to conduct actions to institutionalize bi and multilateral collaboration between UENF and foreign professors, expand UENF's projection on the world stage, simplify and support internal processes related to internationalization (formalization of legal instruments and support to foreign students), stimulate the culture of internationalization in all university segments, establish a permanent language policy, prospect and publicize scholarship opportunities and financial resources for research, among others.

Objectives	Actions	Deadlines	Measurements
1. Implement permanent language policy	1.1 Offer English and Spanish language courses through the CCH and partnerships with the private sector	Ongoing demand (starting in 2021)	Number of English and Spanish language courses offered to the academic community
	1.2 Encourage submission of abstracts and posters in English at CONFICT and CONPG	Short term (2021)	Number of abstracts and posters in English at CONFICT and CONPG
2. Expand the institutional support to internationalization	2.1 Encourage the inclusion of UENF in international cooperation networks	Medium term (2021-2024)	Numbers of international cooperation networks in which UENF participates institutionally
	2.2 Register UENF in the main international funding agencies	Short term (2021)	Number of UENF's registrations in international development agencies



Objectives	Actions	Deadlines	Measurements
3. Promote ASSAI's budget allocation	3.1 Discuss internally and approve in the competent instances the Advisory's budget	Short term (2021)	Amount of the budget allocated to ASSAI
4. Increase international visibility and expand the number of foreign students at UENF	4.1 Stimulate the dissemination of research by teachers and students at international events	Ongoing demand (starting in 2021)	Notes of the PPG with CAPES
	4.2 Provide documentary assistance services to exchange students and visitors through ASSAI, which will provide full assistance to foreign students	Ongoing demand (starting in 2021)	Number of exchange and visiting students supported by ASSAI
	4.3 Stimulate the ingress of foreign students at UENF by encouraging the translation of PG selection announcements, disclosure of these announcements to international HEIs, exemption from registration fees for foreign candidates	Ongoing demand (starting in 2021)	Number of foreign students in the PPG

Table 8. Objectives, actions, deadlines and measurements for the internationalization of administrative management.



4. Interinstitutionalization Plan

National collaborations are important for the consolidation and projection of UENF as one of the main universities in Brazil. Currently, UENF has six official collaborations through legal instruments with six national institutions. Based on a survey carried out by ASSAI in 2020, 78 collaborations were identified between 16 professors from UENF and partners from 44 Brazilian HEIs or research institutes. All these partnerships should be encouraged as a way to expand the possibilities of common disciplines to more than one HEI, training of Undergraduate and Postgraduate students, research support based on the sharing of expertise, equipment, and reagents. The objectives, actions and deadlines for the interinstitutionalization of UENF are presented in Table 9.

Objectives	Actions	Deadlines	Measurements
1. Broaden the institutionalization of national cooperations	1.1 Organize and keep updated a virtual bank with all the legal instruments of national cooperation	Ongoing demand (starting in 2021)	Table of signed national legal instruments available on the ASSAI web page
	1.2 Review pre-established agreements between national institutions, renewing them and updating the public list on the ASSAI web page	Ongoing demand (starting in 2021)	Table of signed national legal instruments available on the ASSAI web page
	1.3 Detail in the ASSAI web page the step-by-step for institutionalization of national faculty cooperations and make available the models of the legal instruments Agreement, Cooperation Agreement and Letter of Intent	Short term (2021)	Number of national legal instruments available on the ASSAI web site as well as the informative text for their use
2. Delimit the competencies of ASSAI and AgiUENF	2.1 Regulate through a resolution the competencies of each agency in the competent organs of UENF	Medium term (2021-2022)	Resolution approved by CONSUNI

Table 9. Objectives, actions, deadlines and measurements for the interinstitutionalization of UENF.



5. Prospects and Potentials

The scientific, cultural and social diversity linked to the internationalization process is easily detectable in HEIs that have strengthened this segment by understanding its direct and indirect benefits, with reflection on the training of their professionals. The positive impact of internationalization transforms not only the University's local context, but in the medium and long term the national and international scenario, interconnecting people, science, resources, technology and ideas. Therefore, the linguistic training of the academic community is fundamental, as well as the institutional support not only from ASSAI, but from all the instances involved: SECACAD, Vice-Dean's Offices, Coordination Offices for Courses and Collegiate.

Another aspect that deserves attention is the current difficulty in hiring foreign professors due to the requirements imposed by the State Government for public examinations for the position of University professor. It is important to highlight that, from the beginning, UENF had foreign professors on its staff, which helped to forge its multifaceted profile. Thus, we must take action with the State government to make the participation of foreign candidates in competitions for teachers more flexible (online tests and interviews, acceptance of similar identification documents for registration, among others).

In times of financial challenges for HEIs, internationalization should be prioritized as a form of investment and expansion of the capacity to raise funds, and not be seen as a cost that should be avoided in a crisis scenario. In this sense, actions to strengthen international cooperation should be prioritized at UENF as a way to help meet internal demands and needs, whether financial, creative or curricular.

One of the main future actions should be the search for double degrees in undergraduate and postgraduate studies. For this, it is necessary to structure the offer of courses in foreign languages, train members of the academic community in English and Spanish and strengthen SECACAD with the presence of professionals who are fluent in other languages.





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