



# ***Laboratório de Internacionalização da UEM (UEM-IntLab)***

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Maringá, dezembro de 2019

# O que é o UEM-IntLab?

- Consultoria do Conselho Americano de Educação (ACE)
- Plano estratégico de Internacionalização da UEM
  - Onde estamos?
    - Diagnóstico: “retrato” da internacionalização na UEM
  - Onde queremos chegar?
    - Estratégia de internacionalização
  - Como vamos chegar?
    - Plano de ação: atividades, cronograma e recursos
- Apoio financeiro: CAPES e Comissão Fulbright Brasil
- Período: agosto de 2019 a julho de 2021

# O que significa na prática?

- Diagnóstico
- Plano de ação



# Modelo de internacionalização abrangente do Conselho Americano de Educação (ACE)



Fonte: [ACE](#)

# Proposta de internacionalização da UEM



ABRANGENTE



INSTITUCIONALIZADA



ATIVA



QUALIDADE



ESTRATÉGICA

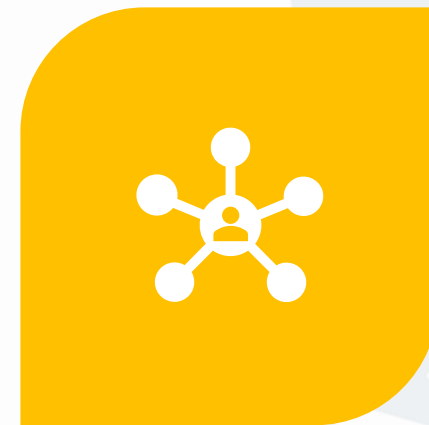
# A internacionalização e o tripé da universidade



FORMAÇÃO DE CIDADÃOS GLOBAIS



PESQUISA E INOVAÇÃO PARA A  
SOLUÇÃO DE PROBLEMAS DO MUNDO



INSERÇÃO SOCIAL POR MEIO DO  
ENGAJAMENTO GLOBAL

# O que é internacionalização abrangente



Comprehensive internationalization, as defined by CIGE, is a **strategic, coordinated** process that seeks to align and **integrate** policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions.

The CIGE Model for Comprehensive Internationalization is comprised of six interconnected target areas for institutional initiatives, policies, and programs:

Fonte: [ACE](#)

# Os eixos do modelo do ACE

## Articulated Institutional Commitment

Strategic planning involving key stakeholders articulates an institution's commitment to internationalization and provides a roadmap for implementation. Formal assessment mechanisms reinforce this commitment by framing explicit goals and holding the institution accountable for accomplishing them.

- **Strategic planning.** Internationalization is prioritized in mission statements and institution-wide strategic plans and through explicit internationalization plans.
- **Internationalization committee.** A steering committee comprised of representatives from across the campus is designated to oversee implementation of internationalization initiatives.
- **Campus stakeholders.** Focus groups, surveys and open discussions convey priorities, address concerns and gain buy-in by students, faculty, staff and other stakeholders.
- **Assessment.** Following from articulated goals, progress and outcomes of internationalization are formally measured and assessed.



# Os eixos do modelo do ACE



## Administrative Leadership, Structure, and Staffing

The involvement of top leaders, and appropriate administrative and reporting structures form an essential framework for implementing internationalization.

- **Senior leadership.** The president and CAO are committed to internationalization and are engaged in the process from the start.
- **International office.** An office or offices are designated to coordinate campus-wide internationalization activities. The faculty or staff member primarily responsible for internationalization reports to the CAO or president.

# Os eixos do modelo do ACE

## Curriculum, Co-curriculum, and Learning Outcomes

As a core purpose of higher education, student learning is a critical element of internationalization. An internationalized curriculum and co-curriculum ensure that all students are exposed to international perspectives and build global competence. Globally-focused student learning outcomes articulate specific knowledge and skills to be addressed in courses and programs.

- **General education requirements.** Courses that focus on foreign language, regional studies and global issues are included in undergraduate general education requirements.
- **Internationalized courses in the disciplines.** Courses within each major incorporate international perspectives and highlight global issues in the field.
- **Co-curriculum.** Programs and activities address global issues, reinforce international elements of the curriculum, facilitate discussion and interaction among students of different backgrounds and support the integration and success of international students on campus.
- **Student learning outcomes.** Internationally-focused competencies are included in campus-wide student learning outcome goals and assessments.
- **Technology.** Technology is used in innovative ways to enhance global learning, e.g. through joint coursework and interactions with students and faculty abroad.



# Os eixos do modelo do ACE

## Faculty Policies and Practices

As the primary drivers of teaching and research, faculty play a pivotal role in campus internationalization. Institutional policies and support mechanisms ensure that faculty have opportunities to develop international competence and are able to maximize the impact of these experiences on student learning.

- **Tenure and promotion policies.** Tenure codes state explicitly that international work and experience should be considered in tenure and promotion decisions.
- **Hiring guidelines.** International background, experience and interests are among the criteria upon which faculty candidates are evaluated.
- **Faculty mobility.** Faculty have opportunities to teach, conduct research and attend conferences abroad. Administrative and funding mechanisms support faculty participation in outside programs (e.g. Fulbright).
- **On-campus professional development.** Workshops, seminars and other programs help faculty build international competence and incorporate international perspectives into their teaching.



# Os eixos do modelo do ACE

## Student Mobility

Student mobility, which refers both to the outward flow of domestic students to other countries to engage in an education abroad experience and the inward flow of international students to study at U.S. campuses, is often a focus of internationalization efforts. Orientations, re-entry programs and other support structures and activities help facilitate student adjustment and maximize learning.

- **Credit transfer policies.** Students can easily earn credit for study abroad through approved programs.
- **Financial aid and funding.** Student financial aid is applied to approved study abroad programs, and resources are available to help students locate additional funding. Scholarships and other funding are available for international students.
- **Orientation and re-entry programs.** Orientation and re-entry programs help students maximize learning during study abroad, and integrate knowledge gained into their overall program of study. Academic and cultural orientation sessions are provided to all incoming international students.
- **Ongoing support and programs for international students.** Academic and social support structures and programs facilitate international students' full integration into campus life.



# Os eixos do modelo do ACE

## Collaboration and Partnerships

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students and faculty, enhance the curriculum, generate revenue, and raise the visibility of institutions at home and around the world.

ACE recommends a four-step approach for creating and managing international partnerships:

### Step 1: Strategic Planning

Like all aspects of campus internationalization, partnerships and collaborations should be based on a careful planning process that clarifies international goals and objectives, particularly with respect to student learning outcomes. International collaborations should align with overall institutional mission and priorities, and should take into account availability of financial and personnel resources.

### Step 2: Review Possible Structures

International collaboration can take many forms, and institutions should become familiar with a variety of options before talking to potential partners. Some modes of engagement will likely emerge as a better institutional fit than others; some may be rejected outright, and others may only be appropriate for partners that meet certain criteria. Even when an institution focuses on simple modes of collaboration, these relationships often evolve into more complex structures over time.



# Os eixos do modelo do ACE

## Step 3: Identify Potential Partners

Many institutions – both in the U.S. and abroad – struggle with the challenge of finding good international partners. Some cost-effective strategies include:

- *Analyze national environments.* Understanding the higher education context in target countries, including policies, priorities, structure, and operations, will help institutions make informed decisions about where and how to pursue partnerships. A careful analysis can eliminate certain types of institutions as potential partners and make others a higher priority. There may also be policies and funding opportunities that promote certain types of partnerships.
- *Talk to peer institutions.* Many institutions publicly list their existing partners, and will often offer a frank, private assessment of partners' strengths and weaknesses. In some cases, U.S. institutions have formed consortia for the purpose of facilitating the exchange of information on international partners.
- *Attend domestic conferences.* Foreign institutions increasingly participate in academic meetings held in the United States, using these occasions to meet with potential partners. Many attend the annual meeting of the **Association of International Education Administrators**, for example.



# Os eixos do modelo do ACE



## Step 4: On-Going Management

Once partnerships have been established, managing them successfully requires on-going attention and commitment. Common management challenges and strategies for addressing them include the following:

- *Too many partners.* Over time, institutions may find themselves with too many MOU's – often of varying scope and effectiveness. One response is to centralize the management of partnerships, typically in the office of the senior international officer; another is to develop written policies for selecting and approving agreements.
- *Partnerships based on a personal connection.* While a personal connection can open many doors, the ensuing partnership is only as strong as the personal relationship that supports it. One common response is to broaden support for the partnership through the involvement of more faculty and campus leaders.
- *Too many transactional partners.* While partnerships that are focused on short-term, measurable goals are the best option in some situations, many institutions want to see these evolve into a smaller, deeper set of strategic partnerships.

# Eixos do UEM-IntLab: o modelo da UEM

- 4 eixos focais
- 3 eixos transversais

Research and  
Graduate Programs

Mobility

Community  
engagement

Internationalization  
at Home

Languages +  
capacity building

Communication +  
IT

“The rules of the  
game”

# Eixos transversais

- *Languages + capacity building*
  - Idiomas estrangeiros
  - Português como língua estrangeira – PLE
  - Idioma para fins específicos (*conversation*, escrita acadêmica, ...)
  - Inglês como língua franca
  - *English as Medium of Instruction* – EMI
  - Virtual Exchange (COIL)
  - Metodologias e tecnologias de ensino e aprendizagem
    - ex. MOOC, metodologias ativas, sala de aula invertida

# Eixos transversais

- *Communication + Information Technology*
  - Comunicação interna
  - Comunicação externa (atratividade)
  - Sistema de dados
  - Base de dados
    - Coleta / registro / processamento / análise
  - Divulgação do UEM-IntLab

# Eixos transversais

- *“The rules of the game”*
  - O regramento como um aliado, e não uma barreira à internacionalização
  - Regular o que precisa ser regulamentado (“preencher o vazio” do regramento)
  - Inserir o componente “internacional” nas resoluções da UEM (“internacionalizar” o regramento)
    - Ensino, pesquisa, extensão, inovação, gestão, ...
  - Simplificar resoluções (“desburocratizar” o regramento”
  - Respalda / agilizar / simplificar processos

# Eixos Focais

- *“Research and Graduate Programs”*
  - Esforços de pesquisa e pós-graduação voltados para internacionalização
  - Priorizar ações que envolvem a internacionalização
  - Internacionalização com foco na inserção internacional
  - Formação, pesquisa e inovação
  - Financiamentos com caráter internacional (DRI CAPES, chamadas de editais externos, etc.) => para além das fontes “convencionais”
  - Parcerias e colaborações estratégicas

# Eixos Focais

- “*Mobility*”
  - Estimular a mobilidade alinhada à estratégia de internacionalização da UEM
  - Mobilidade discente, docente e técnica
  - Mobilidade virtual
  - Mobilidade *incoming* e *outgoing*
  - Mecanismos e suporte à mobilidade (administrativo, burocrático, social)
  - Mobilidade com forte componente institucional
  - Foco na inserção internacional
  - Parcerias e colaborações estratégicas

# Eixos Focais

- “*Community engagement*”
  - Ações de internacionalização voltadas para o impacto local e desenvolvimento territorial
  - Colaborações entre a comunidade universitária e a comunidade
  - Ações e estrutura organizacional que estimulem o *global learning* e respondam às necessidades locais da sociedade e do mercado de trabalho (empregabilidade)
  - Parcerias locais (empresas e outras entidades) em projetos que envolvam componente internacional

# Eixos Focais

- *“Internationalization at Home”*
  - Idiomas, Internacionalização do currículo, UEM ↔ Mundo
  - Estimular o uso de mecanismos de Internacionalização no campus
  - Difundir a internacionalização na graduação e na pós-graduação
  - Redesenhar projetos pedagógicos, com foco em internacionalização
  - Inserir a internacionalização nos componentes curriculares
    - Global learning
    - Multicultural issues
  - Metodologias de ensino e aprendizagem
  - Atividades de extensão e cultura para internacionalização

# Os eixos do UEM-IntLab

- Sobreposições entre os eixos
  - Ações interrelacionadas / interações
- Cada eixo compõe um subcomitê de trabalho
  - Docentes, alunos e técnicos

# Próximos passos

- Definir dimensões e indicadores em cada eixo
- Validar no grupo
- Identificar fonte de dados
- Elaborar questões / questionários

***Diagnóstico da internacionalização***

# Obrigado/a!

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