





The Internationalization of Teaching, Research and Extension Actions at the Regional University of Blumenau

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ABSTRACT

In this qualitative research, guided by the comprehensive method, we propose to analyze the processes of internationalization of higher education at the Regional University of Blumenau (FURB), an institution located in Santa Catarina, Brazil. For that, we rely on the theoretical-conceptual studies of Knight, De Wit, Leask, Santos and Almeida Filho. Regarding the methodological framework, data generation took place in two phases. In the first phase, we developed a theoretical study in a network of international cooperation involving researchers from nine Ibero-American countries on the concepts of internationalization; and, in parallel, we explore the local empirical reality, reading public documents and making a semi structured interview with the coordinator of international relations of the investigated institution. In the second phase of the research, we expanded the number of documents analyzed, covering institutional internationalization policies. This analysis led to an understanding of the fact that there are two main guidelines in the internationalization processes at the FURB: a) international cooperation agreements and agreements aiming at academic mobility, with emphasis on universities in Germany, Sweden and Portugal; b) insertion of courses taught in English in the curricula of Undergraduate and Postgraduate Programs, as well as the offer of free courses focused on linguistic proficiency. These axes denote the efforts of the academic community to promote the internationalization of teaching, research and extension actions, in order to create a global environment in the institution.

KEYWORDS

Internationalization. Higher education. Educational policies.

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A Internacionalização das Ações de Ensino, Pesquisa e Extensão na Universidade Regional de Blumenau

RESUMO

Nesta pesquisa de natureza qualitativa, orientada pelo método compreensivo, propomo-nos a analisar os processos de internacionalização da educação superior na Universidade Regional de Blumenau (FURB), instituição localizada em Santa Catarina, Brasil. Para tanto, apoiamo-nos nos estudos teórico-conceituais de Knight, De Wit, Leask, Santos e Almeida Filho. Em relação ao marco metodológico, a geração de dados ocorreu em duas fases. Na primeira fase, desenvolvemos estudo teórico em rede de cooperação internacional, envolvendo pesquisadores de nove países ibero-americanos, acerca dos conceitos de internacionalização; e, em paralelo, exploramos a realidade empírica local, realizando leitura de documentos públicos e entrevista semiestruturada com coordenador de relações internacionais da instituição investigada. Na segunda fase da pesquisa, ampliamos o número de documentos analisados, abrangendo políticas institucionais de internacionalização. Dessa análise, resultou a compreensão de que há dois principais eixos balizadores nos processos de internacionalização na FURB: a) acordos e convênios de cooperação internacional, visando à mobilidade acadêmica, com destaque para universidades da Alemanha, Suécia e Portugal; b) inserção de disciplinas ministradas em inglês nos currículos da Graduação e dos Programas de Pós-Graduação, bem como a oferta de cursos livres voltados à proficiência linguística. Esses eixos denotam os esforços da comunidade acadêmica em promover a internacionalização das ações de ensino, pesquisa e extensão, com o intuito de criar um ambiente global na instituição.

PALAVRAS-CHAVE

Internacionalização. Educação Superior. Políticas educacionais.

La Internacionalización de las Acciones de Enseñanza, Investigación y Extensión en la Universidad Regional de Blumenau

RESUMEN

En esta investigación de naturaleza cualitativa, orientada por el método comprensivo, nos proponemos analizar los procesos de internacionalización de la educación superior en la Universidad Regional de Blumenau (FURB), institución ubicada en Santa Catarina, Brasil. Para ello, nos apoyamos en los estudios teórico-conceptuales de Knight, De Wit, Leask, Santos y Almeida Filho. En relación con el marco metodológico, la generación de datos ocurrió en dos fases. En la primera fase, desarrollamos un estudio teórico en red de cooperación internacional, involucrando a investigadores de nueve países iberoamericanos, acerca de los conceptos de internacionalización; y, en paralelo, exploramos la realidad empírica local, realizando lectura de documentos públicos y entrevista semiestruturada con el coordinador de relaciones internacionales de la institución investigada. En la segunda fase de la investigación, ampliamos el número de documentos analizados, abarcando políticas institucionales de internacionalización. Este análisis dio lugar a la conclusión de que hay dos ejes principales de referencia en los procesos de internacionalización en FURB: a) los acuerdos y convenios de cooperación internacional, destinadas a la movilidad académica, especialmente para las universidades de Alemania, Suecia y Portugal; b) inserción de disciplinas ministradas en inglés en los currículos de la Graduación y de los Programas de Postgrado, así como la oferta de cursos libres dirigidos a la competencia lingüística. Estos ejes denotan los esfuerzos de la comunidad académica en promover la internacionalización de las acciones de enseñanza, investigación y extensión, con el fin de crear un ambiente global en la institución.

PALABRAS CLAVE

Internacionalización. Educación superior. Políticas educativas.

Introduction

In the last decade, university institutions, national governments and international organizations have broadened discussions and approaches on the internalization of higher education (DE WIT; LEASK, 2015). This change of position, which brings to light the growing importance of the subject, stems from the globalization of the economy and society, from the massification of access to higher education and from the process of European integration (SANTOS; ALMEIDA FILHO, 2012). In addition, it indicates the need to reflect on the University of the 21st century, as a producer of knowledge and promoter of interculturality.

Based on this context, in this qualitative research, guided by the comprehensive method, we propose **to analyze the processes of internalization of higher education at the Regional University of Blumenau (FURB)**, an institution located in the Itajaí Valley, Santa Catarina state, Brazil. We emphasize that the term ‘processes’, present in our objective, refers to the set of actions of teaching, research and extension that confers reality to the phenomenon of internationalization and to the tripod of the university.

In this article, in addition to this introduction and the final considerations, we present, as textual elements, the following sections: a) Theoretical-Methodological Framework – that describes the path of thought based on a joint research project, as well as the choice of theoretical references, empirical reality, sources, instruments and techniques, and the analytical procedure; b) Regional University of Blumenau: History and Internationalization Policies – describes the context of the institution, characterizes the agency responsible for international relations, and interprets the selected documents interpretatively.

Theoretical-Methodological Framework

This institutional research, linked the Group of Studies and Research in Higher Education (GEPES) of the Graduate Program in Education (PPGE) of the Regional University of Blumenau (FURB), integrates a research Project entitled ‘The internationalization of Higher Education in countries of Latin America, Portugal and Spain’. This project, designed and coordinated by the International Group of Studies and Research in Higher Education (GIEPES), aims to analyze the international relations that take place in each participating university, its institutionalization, objectives, goals, strategies and results. Participating in the project are research groups from universities located in Brazil and abroad – Argentina, Chile, Colombia, Spain, Mexico, Portugal, Uruguay and Venezuela.

In the first stage of the Project, in March 2017, the members of GIEPES carried out a study of the book ‘The fourth mission of the university internationalization in the knowledge society’, Santos and Almeida Filho (2012). In the work, the authors “bring to the foreground the foundations of an optimistic perspective on the role of internationalization in the protagonism of the University in the contemporary knowledge society” (PEREIRA;

HEINZLE, 2017, p. 719), in advocating the resurgence of internationalization as a fourth mission and its fruitful interrelationship with research, teaching and extension (SANTOS; ALMEIDA FILHO, 2012).

After a joint study of the book, each local group of researchers, linked to GIEPES, organized around the following actions about the chosen institution: to gather data about the internationalisation process and its conceptualization; map the major partner countries; and characterize the organ responsible for institutional internationalisation. To do so, we use as a starting point a data collection form developed by the coordinators of GIEPES. This form was structured in three dimensions: conception of internationalization / institutional structure; student mobility; and teaching / technical staff mobility; and teaching / technical staff mobility. In this first stage, which we call the exploratory phase, we analyze the Institutional Development Plan (PDI), version 2010-2015.

In parallel to this analysis, in order to get even closer to the empirical reality, we conducted a semi-structured interview with the coordinator of international relation services of the investigated institution. According to Minayo (2016, p. 59), the semi-structured interview “combines closed and open questions, in which the interviewee has the possibility to discuss the subject in question asked”. The interview, lasting 1 hour and 12 minutes, took place in March 2017, at the Division of International Relations Coordination (CRI) of FURB. With the authorization of the coordinator, we use the recorder of a smartphone to capture the audio of the conversation; and later, we transcribed the interview.

Throughout 2017, this first phase of data generation has led us to expand also the theoretical-conceptual reading regarding the thematic of the internationalization of higher education. Undoubtedly, the concept proposed by Jane Knight, a Canadian professor and researcher, is the most widely used, based on the Brazilian scientific production of the last decade, encompassing dissertations and theses defended in *stricto sensu* graduate programs. According to Knight (2003, p. 2), “internationalization at national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education”.

In 2018, continuing the studies on the subject under analysis, in addition to looking again at the empirical reality of FURB examined in the exploratory phase, we added texts to be analyzed. In this sense, we selected the following public documents available on the institution’s website: the Institutional Report of Activities 2015; the updated version of the PDI, period 2016-2020; the FURB Internationalization Policy, established by Resolution 197 of December 21, 2017; and Institutional Report 2018. In addition to these institutional documents, we also propose to analyze national documents related to internationalization, such as Public Notice 41/2017 of the Institutional Internationalization Program (PrInt) available on the website of the Coordination for the Improvement of Personnel at the Level Higher Education (CAPES).

According to Cellard (2008), the written document is an extremely valuable source,

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since the process of reading the documents, whether in the public domain or in the private domain, makes it possible to operate longitudinal cuts, which lead the researcher to observe the evolution, for example, of individuals or groups throughout history. It was from this principle that we examined the selected national and institutional documents, as they establish the vision, mission and values, as well as strategic plans, diagnoses and reports, of a particular academic community at a specific time.

Regional University of Blumenau: History and Internationalization Policies

According to the Brazilian Institute of Geography and Statistics (IBGE), the municipality of Blumenau, with an estimated population of 358,513 in 2017, has a tourist vocation and strong German influence in its culture and history. This influence was explained by the creation of a private colony on September 2, 1850, with the arrival of seventeen German immigrants led by Dr. Hermann Bruno Otto Blumenau. According to Gaertner (2004, p. 16), “on February 4, 1880, the Colony of Blumenau, which at that time had 14,000 inhabitants, was elevated to the category of municipality, and the name of its founder was maintained”.

Blumenau is located in the mesoregion of the Itajaí Valley, one of the six mesoregions in the state of Santa Catarina, Brazil. This subdivision by region groups municipalities of Santa Catarina with social and economic similarities in a certain geographic area. The Itajaí valley mesoregion is made up of 54 municipalities organized in four micro-regions: Blumenau, Itajaí, Ituporanga and Rio do Sul. In all, 15 municipalities are part of the Blumenau micro-region; among them, with R\$ 46,100.50, the municipality of Blumenau has the second highest Gross Domestic Product (GDP) per capita, according to data from the IBGE of 2015.

Regional University of Blumenau (FURB), located in the Blumenau micro-region, created in 1964, is the result of a claim for higher education in the Itajaí Valley. In 1968, with Municipal Law no. 1,557/1968, FURB became a “legal entity of public internal law and part of the indirect public administration of the municipality of Blumenau, in the form of municipal council of special regime” (FURB, 2014, p. 26). It is a Higher Education Institution (HEI) *multicampi*, “which has autonomous didactic-scientific, administrative and financial and patrimonial management, subject to the principle of inseparability between teaching, research and extension” (FURB, 2014, p. 26).

According to the Institutional Development Plan 2016-2020 and the Institutional Report 2018, in terms of infrastructure, FURB has a total area of 807 thousand square meters, with approximately 96.5 square meters of constructed area, distributed in several campuses in the cities of Blumenau, Gaspar, Indaial and Timbó. In its units, we highlight the following spaces: 212 classrooms; 246 teaching and research laboratories; University Library, with more than 500 thousand volumes; Sports complex; Restaurant; Health Complex, involving

Regional University Hospital, Polyclinic, Veterinary School Hospital, Biotério, Clinics of Physical Therapy and Psychology.

The institutional philosophy of FURB, approved by the University Council (CONSUNI) through Process 028/2013, Opinion 024/2013/CONSUNI, is established in its Mission to “promote teaching, research, extension and innovation, respecting and integrating cultural diversity, fostering responsible social, economic and environmental development” (FURB, 2014, p. 40). In addition, it presents the version of “Being a public university recognized for the quality of its contribution and innovation in regional, national and global life” (FURB, 2014, p. 41); and, among its Values, the University commits itself to “[...] innovate in the processes of internationalization” (FURB, 2014, p. 41).

FURB develops activities of high school, undergraduate and postgraduate education, language teaching, research and extension and continuing education, covering the major áreas of knowledge, namely: Science Exact and Earth, Biological Sciences; Engineering; Health Sciences; Agrarian Sciences; Applied Social Sciences; Human Sciences; Linguistics, Literature and Arts. FURB offers more than 40 undergraduate courses, with a yearly average, from 2010 to 2017, of 9,588 students enrolled; and 11 Post-Graduation Programs *stricto sensu*, with an average per year in the same period of 247 enrolled (Table 1).

Table 1. Summary of the number of FURB students (2010-2017)

STUDENTS	2010	2011	2012	2013	2014	2015	2016	2017
High School	471	475	462	472	461	350	334	351
Undergraduate	10.115	9.847	9.875	9.604	9.687	9.699	9.247	8.630
<i>Lato Sensu</i>	3.406	2.274	1.060	749	654	664	444	373
Course								
Master's Degree	320	427	434	478	509	483	412	474
Doctorate Degree	17	24	32	40	58	76	81	99
FURB Idiomas	297	388	321	328	272	234	186	149
TOTAL	14.626	13.435	12.184	11.671	11.641	11.506	10.704	10.076

Source: FURB (2018a)

Regarding staff, in 2017, FURB had 800 teachers and 582 technical-administrative staff (Table 2). We emphasize that these staff have different career plans, according to their functions, which are institutionalized and regulations through complementary municipal laws (FURB, 2017a).

Table 2. Summary of the number of FURB staff (2010-2017)

DESCRIPTION	2010	2011	2012	2013	2014	2015	2016	2017
Professor	847	822	788	848	883	848	860	800
Staff	562	583	522	608	630	581	570	582
TOTAL	1.409	1.405	1.310	1.456	1.513	1.429	1.430	1.382

Source: FURB (2018a)

In addition to teaching, FURB, through the Pro-Rector of Research, Post-Graduation, Extension and Culture (PROPEX), gives prominence to research activities. According to Institutional Report 2018, at the end of 2017, the FURB maintained 114 research groups certified in the Directory of Research Groups of the National Council for Scientific and

Technological Development (CNPq). Regarding the obtaining of research resources, the CNPq, the Financier of Studies and Projects (FINEP), the Coordination for the Improvement of Higher Education Personnel (CAPES) and the Foundation for Support to Research and Innovation of Santa Catarina State (FAPESC) are among the main funding agencies. We note that, in 2017, 187 researchers, with the involvement of 263 students, executed 650 research projects/programs, of which 103 obtained external support.

In the field of extension, FURB maintains community service in the areas of Social Work, Health, Law, Medicine, Dentistry, Physiotherapy and Psychology (FURB, 2018a). This service, which takes place through social intervention activities, is carried out based on services, programs, projects and presence in participatory and/or deliberative instances (FURB, 2018a). According to the Institutional Report 2018, FURB, by means of published in 2016 and 2017, executed a total of 57 projects with a population directly and indirectly involved in the extension actions of one million two hundred thousand people (FURB, 2018a).

We also highlight that FURB is part of the Santa Catarina Association of Educational Foundations (ACAFE). ACAFE, a non-profit civil society, an organ that aims to promote the development of higher education in the state of Santa Catarina, in search of solutions to common problems in the areas of teaching, research and extension (ACAFE, 2018). Thus, planning and coordination of integrated actions among educational foundations, created by the state and municipal public powers, are the functions of this body, whose origin dates back to May 1974. Of the fifteen initial educational foundations, the ACAFE System evolved to set up a set of 16 institutions in 2018, including 11 Universities and five University Centers (ACAFE, 2018).

Coordination of International Relations

In the 1990s, FURB began its first activities related to the process of internationalization of Higher Education through institutional cooperation agreements and exchange agreements. In 1996, for example, a cooperation agreement was signed with the State University of New Mexico (USA); and in 1997, a collaboration agreement was signed with the University of Huelva (Spain).

In 1998, due to these first movements of international scope, the Coordination of International Relations (CRI) was created, which became one of the Coordinators of Higher Management subordinate to the Rector. In fact, it is up to the Rector to designate a server of the institution to exercise the trust function of coordinator of international relations; this circumstance occurred, for the last time, through Ordinance 085/2012, of February 3, 2012, with the appointment of a lecturer in the Administration area. Since then, there have been no changes in the management responsible for CRI.

The coordinator of international relations, with regard to his understanding of the process of internationalisation in the institution, states: “I understand that you have to consider the three axes: teaching, research and extension. So the actions we see here at university contemplate these fronts”. This understanding is consistent with the analysis of Santos and Almeida Filho (2012) regarding the interrelationship of internationalization with teaching, research and extension.

In addition to the coordinator, there are also two technical-administrative staff at the CRI office. Among the main activities of the coordination, we highlight: promote the exchange of teachers, students and technical-administrative staff; offer intercultural advice; hosting and accompanying foreign academics; to make cooperation agreements with universities abroad possible; disseminating information about edicts, courses, events, scholarships and international programs (FURB, 2018). In addition, it is part of the tasks of the CRI the elaboration of mobility announcements and internationalization policies.

Institutional Development Plan 2010-2015

The law 10,861, dated April 14, 2004, establishes the National System of Evaluation of Higher Education (SINAES) and the need to introduce, as an integral part of the evaluation process of Higher Education Institutions (IES), an Institutional Development Plan (PDI), which should be updated every five years. In accordance with this requirement, the development of the PDI mobilizes all instances of a university. Therefore, it becomes the master reference of an institution, when presenting analytical, legal and positive content.

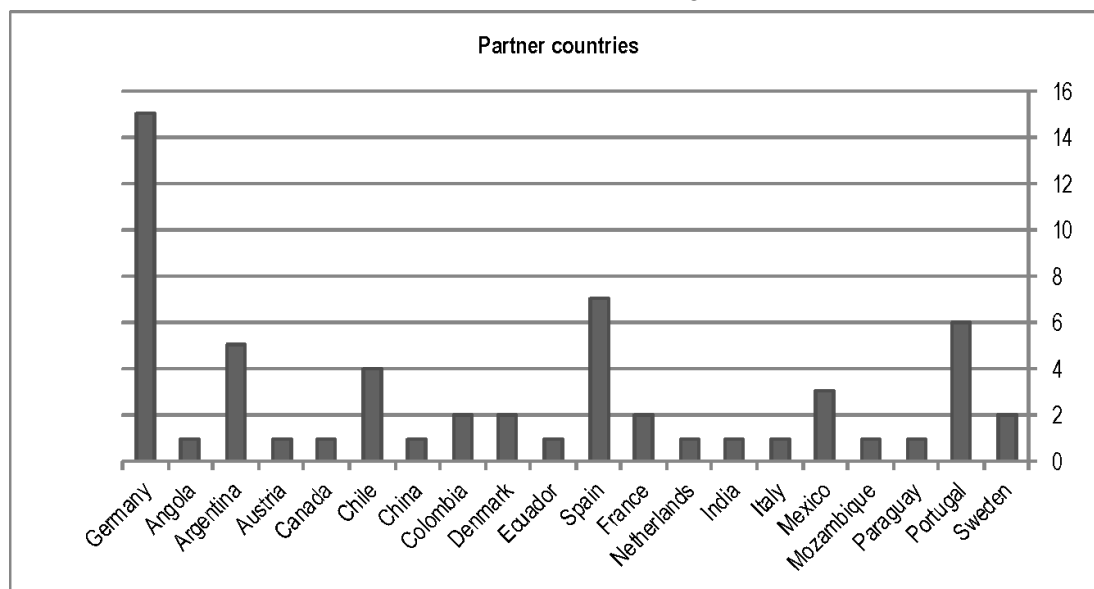
Elaborated between November 2012 and February 2014, the Institutional Development Plan 2010-2015, document with 254 pages, is structured in six chapters: 1) Institutional Profile; 2) Institutional Planning and Evaluation; 3) Academic Policies; 4) Sustainability; 5) Management Policies; 6) Institutional Infrastructure. Each of these chapters is divided into sections and subsections. Part of the third chapter is the section on Internationalization and Mobility Policies, which are described in seven pages by the staff that work at CRI, divided into two subsections: Science Frontiers Program (CsF) and Internationalization and Mobility Development.

Initially, the authors of the section under analysis – ‘Internationalization and Mobility Policies’ – show that “internationalization is an objective of the FURB and that there is an intention to expand its international cooperation agreements in the most diverse areas of knowledge” (FURB, 2014, p. 112), associating this goal with the search for excellence in teaching, research and extension. They then state that the institution “works in cooperation with foreign institutions through exchange programs for students, teachers and technical-administrative servants” (FURB, 2014, p. 112).

In view of this, we understand that academic mobility is one of the priority actions promoted by the institution in its internationalisation process. This is even clearer from the

mention of international agreements with 58 institutions from 20 countries (Chart 1). In addition, we highlight that of these total partnerships, 15 are with German institutions, involving several areas of knowledge, which seems to us congruent with the historical-cultural German influence that characterizes the city of Blumenau.

Chart 1. FURB International Agreements



Source: FURB (2014)

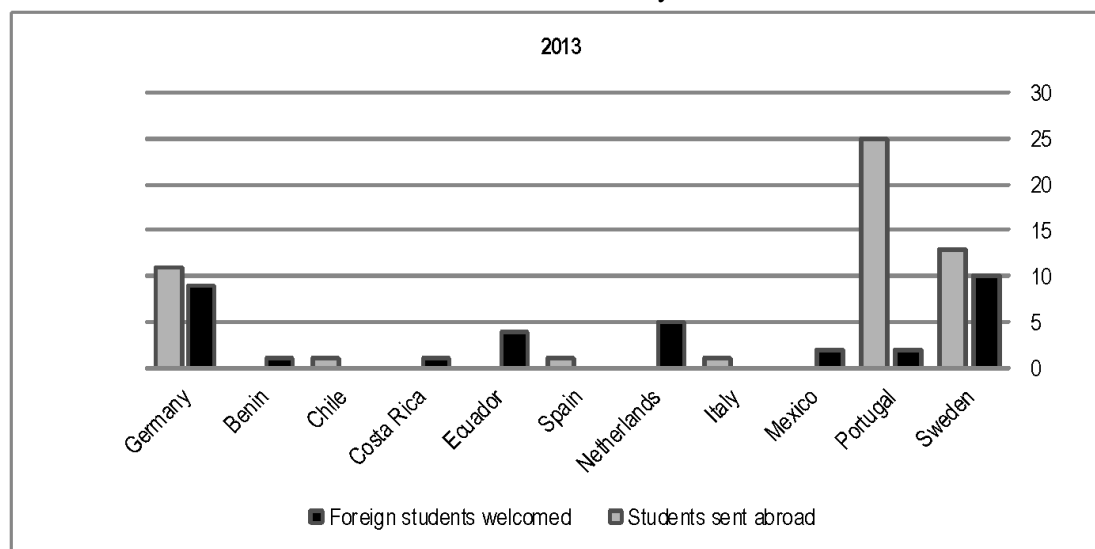
In the sequence, the authors point out the need to “train FURB staff in language fluency, especially English, as well as to include language in the internal signage of campuses” (FURB, 2014, p. 114). In addition, they indicate that the institution “intends to extend the offer of English courses, currently restricted but not limited to some courses, as well as to insert the language in all PPCs, so that students can glimpse international exchanges” (FURB, 2014, p. 114). Thus, we see that actions aimed at Internationalization of Curriculum (IoC) are integrated with academic mobility, thus indicating that the internationalization process is not limited to isolated actions.

According Leask (2009, p. 209), the Internationalization of Curriculum (IoC) is defined as “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching and learning processes and support services of a program of study”. That is, this definition presents IoC as a component from both formal and Informal curriculum (LEASK, 2013). In this way, it is understood that the content of the curriculum will absorb research that crosses national and cultural boundaries; and that teaching as well as academic support services provided as part of the informal curriculum will address the problems that teachers and students face due to their national and cultural origins and identities (LEASK, 2013).

Regarding academic mobility, according to the PDI, in 2013, 52 FURB students were referred to foreign higher education institutions, through international agreements; and FURB

hosted 37 foreign students from eight countries. Germany, Portugal and Sweden stand out in this process of exchange, especially as countries of destination for exchange (Chart 2).

Chart 2. Academic Mobility at FURB



Source: FURB (2014)

According to the document, “the exchange of students coming from abroad to FURB enriches the academic and cultural training of our students and also of the faculty” (FURB, 2014, p. 116). In relation to teacher mobility, the authors express that such exchange “aims to develop activities related to teaching, research and extension at the institution of destination” (FURB, 2014, p. 116). Next, they express the need to organize programs for visiting professors and researchers, stimulating the attraction of “foreigners of high competence in their areas of activity” (FURB, 2014, p. 116).

In the subsection ‘Science without Frontiers (CsF) Program’, there is mention that the institution adhered to the CsF at the end of 2011. The Program, created by Decree 7,642 of December 13, 2011, was coordinated by CNPq and CAPES. According to the authors, the program sought to “promote the consolidation, expansion and internationalization of science and technology, innovation and Brazilian competitiveness through exchange and international mobility” (FURB, 2014, p. 117).

According to data compiled by the International Relations Coordination Office (FURB, 2014) in the second half of 2013, the FURB, through the CsF Program, sent 15 students from different fields of knowledge to European countries (Germany, Finland, England, Ireland and Norway), Oceania (Australia) and North America (USA and Canada). The various areas involved the following undergraduate courses: Architecture and Urbanism, Computer Science, Civil Engineering, Production Engineering, Forestry Engineering, Chemical Engineering, Medicine, Veterinary Medicine, Information Systems.

According to Pereira, Heinzle and Pinto (2017), the CsF enhanced the growth of academic mobility in Brazilian higher education, by enabling “undergraduates to exchange

for up to one year, returning after that period to the university of origin to complete the academic credits of this course” (PEREIRA; HEINZLE; PINTO, 2017, p. 37). In addition, according to the authors, this experience of exchange has resulted in a “very positive evaluation as an academic opportunity for interculturality, for the development of personal autonomy, for cultural expansion and possible new job opportunities” (PEREIRA; HEINZLE; PINTO, 2017, p. 47).

In the subsection ‘Development of Internationalization and Mobility’, the authors of the PDI present, through a framework, the objective, the goals and the action strategies related to internationalization and mobility (Frame 1).

Frame 1. Institutional Development Plan 2010-2015

Objective XIV – Consolidating internationalization actions and expanding mobility agreements		
	Goals	Action Strategies
59	Reviewing mobility policy of teachers and students	1) Propose a new Resolution for the mobility of teachers and students; 2) Approve Resolution at the University Council (CONSUNI).
60	Expanding mobility agreements	1) Encourage the internationalization of the graduate programs atin CAPES; 2) Establish a new innovation project in Health and Well-Being (Health Innovation) in cooperation with Halmstad University (Sweden); 3) Renew Vinnova Project (Innovation Agency) from Sweden in collaboration with SP Institute, Boras University, Boras City, AMMVI, Commercial and Industrial Association of Blumenau (ACIB), and FURB.
61	Extending the number of staff with foreign language proficiency	1) Insert, in the new proposals of curricular matrices for undergraduate courses, "free areas" optionally to be filled with subjects in languages; 2) Facilitate access of servants to the disciplines focused on language proficiency; 3) Insert, as a compulsory curricular component, contents that aim at the proficiency of at least one foreign language in the undergraduate courses in which this domain is necessary.
62	Defining the role of <i>FURB Idiomas</i> in the institutional internationalization processes	1) Transform <i>FURB Idiomas</i> into a Unit/Department of Education that allows its organization and adequacy of teaching work and physical structure.

Source: FURB (2014)

Objective XIV is divided in two: “Consolidating the actions of internationalization” and “Extending mobility agreements”. The verb ‘consolidate’ indicates the strengthening and stability of a process. This interpretation gains strength when we associate it with the analysis of the verb ‘to expand’. That is, it seems that valuing the process of internationalization under development in the institution, as well as planting new seeds, guide the actions of the academic community in face of current challenges.

To achieve Objective XIV, four goals and nine action strategies are established. Review, expand, and define: these are the commands that permeate the goals foreseen in the PDI, evidencing the institutional concern with the theme of internationalization. In goal 60, for example, the authors of the document approach the subject in a global way, when they deal with the renewal of projects, which involve foreign universities and academic mobility;

and local, at goal 62, mentioning the role of *FURB Idiomas* and the insertion of foreign language teaching in the daily life of the university.

At this point, we highlight the relevance of internationalisation processes for the development of the region where HEI is inserted. Knight (2012, p. 4) agrees with the importance of this dialog between the global and the local when affirming that “the attention now given to the international dimension of higher education should not overshadow or erode the importance of local context”. Similarly, De Wit (2013, p. 25) argues that “the notion of internationalisation is not only related to the relation between nations but even more to the relation between cultures and between the global and local”.

Institutional Development Plan 2016-2020

Prepared from June 2016 to March 2017, the Institutional Development Plan 2016-2020, document with 272 pages, describes the institution’s concern about contemporary challenges, such as internationalization and accountability to society (FURB, 2017a). The structure of the document presents the same six chapters of this previous version, PDI 2010-2015. Part of the third chapter is the section on Internationalization and Mobility Policies, which are described in nine pages by the staff that work at CRI, divided into two subsections: Science without Frontiers Program (CsF) and Internationalization and Mobility Development.

Initially, after showing that internationalisation is one of the objectives of the FURB, the authors point out the following benefits of such process to the academic community:

- a) Studying in other countries contributes to the formation of an autonomous and globalized professional, capable of acting and solving problems anywhere in the world;
- b) It allows the coexistence with people of other countries stimulating the empathy, the tolerance, the solidarity, the respect for the other and the cultural diversity, characteristics necessary for the team work;
- c) Foreign students and teachers bring cultural, economic, linguistic, behavioral and geographical elements that enrich the classroom;
- d) It gives the egress the increase in employability worldwide and broadens the networking on a global scale;
- e) It can provide the student with the diploma signed by his/her university of origin and the institution in which he/she studied abroad, when foreseen in a specific agreement. (FURB, 2017a, p. 122).

Based on these benefits, it reinforces the centrality of academic mobility in the processes of internationalization linked to the coexistence with individuals from other countries and the formation of a globalized professional, thus enabling greater employability and broadening of networking. From this perspective, it is understood that the internationalized student will be able to: be multilingual; know the various economies; conduct studies abroad; revealing disposition of soul, spirit of tolerance and respect for difference (SANTOS; ALMEIDA FILHO, 2012).

The subsection ‘Science without Frontiers Program (CsF)’, unlike the PDI 2010-2015, which presented only data corresponding to the second half of 2013, updates the PDI version and expands the reference period, covering the years 2012 to 2016. In this period, FURB, in partnership with CsF, sent 65 students to various European countries (Germany, Spain, Finland, Holland, Hungary, England, Italy, Ireland, United Kingdom and Sweden), Oceania (Australia) and North America (United States and Canada).

This academic mobility process involved several areas of knowledge of undergraduate courses, namely Architecture and Urbanism, Computer Science, Biological Sciences, Civil Engineering, Production Engineering, Electrical Engineering, Medicine, Veterinary Medicine, Chemistry and Information Systems. Of these courses, Chemical Engineering includes the largest number of students sent abroad; to the total were 23, and nine of the students went to Germany, indicating again the strong historical-cultural partnership between FURB and German institutions.

In the subsection ‘Development of Internationalization and Mobility’, the authors of the PDI present, through a framework, the objective, goals and action strategies related to internationalization and mobility (Frame 2). To achieve the same objective already defined in the previous version, “Objective XV – Consolidating FURB’s internationalization actions and expanding mobility agreements”, although it establishes again four goals to achieve this goal, it makes changes in the contents; in addition, it lists 12 action strategies, three more than the previous document, expanding the actions of an international dimension in the institutional dimension, mainly in relation to IoC.

Frame 2. Institutional Development Plan 2010-2015

Objective XIV – Consolidating internationalization actions and expanding mobility agreements		
	Goals	Action Strategies
69	Reviewing the mobility policy for teachers and students	<ol style="list-style-type: none"> 1) Establish the internationalization policy; 2) Institutionalize the exit of teachers for Exchange (Resolution).
70	Increasing the number of staff and students with proficiency in a foreign language	<ol style="list-style-type: none"> 1) Insert, in the new proposals for curricular matrices or undergraduate courses, “free areas” / optionally to be filled with subjects in languages;; 2) Facilitate the access of the staff to the disciplines focused on language proficiency; 3) Insert, as a compulsory curricular component, contents that aim at the proficiency of at least one foreign language in undergraduate courses.
71	Expanding mobility and trainee agreements for exchange students	<ol style="list-style-type: none"> 1) Encourage the internationalisation of PPGs; 2) Register partner companies (through notices) and establish agreements to hold internships for foreign Exchange students;
72	Providing community education experiences in other languages	<ol style="list-style-type: none"> 1) Take short courses, during recess, in English or other languages (“Summer Course”). 2) Perform actions of integration with foreigners, from lectures, workshops, in other languages; 3) Promote courses of Portuguese for foreigners (immersion), before the beginning of the semester (for those who will attend subjects during the semester in Portuguese);

		<p>4) Create na “international module” for specialization courses, which may be attended by all students enrolled in the <i>lato sensu</i> courses.</p> <p>5) Promote language courses (immersion) for those interested in doing an exchange.</p>
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Source: FURB (2014)

Review, expand, and provide: these are commands that permeate the goals set in the PDI, highlighting the institutional concern with the theme of internationalisation. Goal 72, for example, points out the importance of providing educational experiences in other languages, involving students of the institution, foreigners and the community at large, through teaching and extension actions.

FURB Internationalization Policy

In 2017, the Coordination for the Improvement of Higher Education Personnel (CAPES), by means of Announcement 41/2017, launched the Institutional Internationalization Program (PrInt), which aimed to develop sustainable strategic internationalization policies by the Higher Education Institutions (HEI), in Brazil. Among the objectives of the CAPES-PrInt Program, we mention: the consolidation of strategic institutional partnerships; the promotion of the qualification of researchers, teachers, students and technicians; and the transformation of participating institutions into an international environment (CAPES, 2017).

In line with the CAPES-PrInt Program and the PDI 2016-2020, the FURB’s Internationalization Policy was established by Resolution 197 of December 21, 2017. This eight-page document, prepared by CRU and approved by CONSUNI, presents eight chapters, namely: 1) The preliminary provisions; 2) The guiding principles; 3) Two objectives; 4) The guidelines; 5) The scope and modalities of international cooperation; 6) The operationalization of the internationalization policy; 7) Of the resources to make the internationalization policy viable; 8) The definition of indicators of the internationalization policy (FURB, 2017b).

In the first chapter, ‘Preliminary dispositions’, the authors of the document consider that “internationalization actions have as institutional goal to fortify excellence in teaching, research and extension” (FURB, 2017b, p. 2). In this perspective, the document gives meaning not only to the international relations coordinator’s understanding of the relationship between internationalization and university functions, but also to Knight’s definition (2003), when he states that internationalization at the institutional level is defined as a process in which the international, intercultural or global dimensions are integrated into the functions of higher education.

This initial perception in relation to the concept of internationalization expressed in the Internationalization Policy also occurs in the following three chapters: ‘Of the principles’;

‘Two objectives’; and ‘Guidelines’. In these chapters, the authors consider that the production and the socialization of knowledge, as well as the promotion of social insertion in the development of internationalization projects, are guided by actions of local, national and international scope, involving teaching, research and extension.

In the second chapter, ‘Principles’, the authors define eight guiding principles regarding the internationalization processes in the institution:

- I – the production of knowledge in culture, Science, technology and innovation, relevant to society in general;
- II – the socialization of the generated knowledge, at local, national and international level;
- III – the promotion of social insertion in the cooperation and development of internationalisation projects;
- IV – the incentive to interdisciplinarity and the treatment of transversal themes according to the current FURB resolution, in the internationalisation actions;
- V – the internationalization of teaching, research and extension actions, seeking to foster cooperation and integration of researchers and programs;
- VI – the recognition of credits and of academic and scientific activities according to current norms;
- VII – the ethics and transparency in the conduct of internationalization; and
- VIII – the indissolubility of teaching, research and extension. (FURB, 2017b, p. 2).

In the third chapter, ‘Objectives’, the authors present 14 objectives related to internationalization. Among these objectives, we highlight three whose correspondence with teaching, research and extension occurs directly and explicitly:

- XII – Contribute to the adoption of teaching concept that instigates the generation of knowledge among teachers, students and other servants from the exploration of innovative and creative cognitive processes;
- XIII – Contribute to the promotion of dissemination of scientific knowledge generated in research through teaching and extension, qualified scientific publications in periodicals, books with editorial board, events, media and various hypermedia;
- XIV – Promote the internationalisation of the courses, courses and curricula of the courses, through the use of foreign languages, network cooperation, the development of intercultural communicative skills of teachers, students and staff, mobility and exchange of teachers and students, scientific publications in international journals, among other activities. (FURB, 2017b, p. 3).

In the fourth chapter, ‘Guidelines’, 11 general guidelines of the Internationalization Policy are announced; all related to three core actions:

- a) Promote: the exchange of experiences among students, professor, researchers and staff with the correlates of foreign institutions; exchanges, courses, events, internships, and other similar actions, internationally; and proficiency in foreign languages, covering students, teachers, researchers and staff;
- b) Intensify: interaction between FURB and various government departments, private companies, HEIs and research and innovation institutes, in order to foster internationalization initiatives; the participation of members of the university

- community in different types of international academic-scientific and cultural activities; activities abroad; and the position of FURB as reference University;
- c) Support: the interlocution and articulation with the national and international agencies of financing the development of cooperation and international academic-scientific exchange; international articulations; and the production of knowledge in a network, in the national and international context.

In the fifth chapter, ‘Scope and modalities of international cooperation’, the document presents six different areas in which international cooperation can be developed, namely: High School; University graduate; Postgraduate and Research; Extension; Technologic innovation; University Management; and Language Learning or Improvement (FURB, 2017b). In this chapter, the authors’ understanding is that the internationalization process, in order to be effective, involves all the academic actors of the university – students, teachers, researchers and managers – government agencies, industrial entities, such as the Federation of the Industries of the State of Santa Catarina (FIESC) and commercial, besides the community in general of the region where the FURB is inserted.

According to the sixth chapter, ‘From the operationalization of the internationalization policy’, the CRI, and other FURB bodies with attributions established in specific Resolutions, the implementation of this Policy and the administrative management of activities (FURB, 2017b). With respect to the means of its feasibility, in the seventh chapter, ‘Of the resources for making internationalization policy feasible’, the authors indicate the application of own resources, according to budget guidelines, fundraising with national and international development agencies, and as partnerships with public and private institutions and companies, provided that all possibilities are published in the Briefs, allowing transparency in the process (FURB, 2017b).

Finally, in the eighth chapter, ‘Defining indicators of internationalization policy’, the authors consider the need to “establish instruments and procedures for evaluating the effects of internationalization initiatives on the quality of teaching, research and extension” (FURB, 2017b, p. 7). To do so, they adopt 13 indicators, which can be expanded according to the need of the context in which are the processes of internationalization, namely:

- I – agreements and/or partnerships;
- II – exchanges;
 - a) students, teachers and technicians received;
 - b) students, teachers and technicians sent;
- III – visits made abroad;
- IV – internships abroad;
- V – visitors welcomed by FURB;
- VI – raising funds for:
 - a) organization of international events;
 - b) academic/student academic;
 - c) projects involving international partnerships;
- VII – scholarships for the purpose of academic/student exchange;
- VIII – participation in events with without presentation of works;
- IX – papers published in international vehicles;
- X – joint research projects and financing received in joint projects;

XI – technical travel advice;
 XII – offer of courses in foreign languages; and
 XIII – expansion in the number of teachers, students and technical-administrative staff with proficiency in foreign languages. (FURB, 2017b, p. 7-8).

This set of indicators reinforces the context of the two flagship axes, already identified at the PDI, of the internationalization processes at FURB. To a greater extent, the indicators include Academic Mobility, either incoming or outgoing, and the Curriculum, with the offer of subjects and the concern related to the foreign language proficiency of the academic community.

In contrast, there is only one specific indicator for “published works in international vehicles”; that is, even if this conceptual axis, related to the production of knowledge, appears in the principles and objectives of the Internationalization Policy, the authors of the document do not seem to understand the evaluation of the quality and quantity of knowledge generated in the university by means of articles, for example, as a priority in internationalization actions, at least not directly.

Conclusions

This research resulted in the understanding that there are two main guidelines in the internationalisation processes at FURB: a) Academic Mobility – international cooperation agreements, aiming at the mobility of the academic community, with emphasis on universities in Germany, Sweden and Portugal; b) Internationalization of Curriculum - insertion of disciplines taught in a foreign language, especially the English language, in the new curricular matrices of the undergraduate and postgraduate programs *stricto sensu*.

In addition, we understand that there is an effort of the institution in the elaboration of institutional policies aligned to the national policies of internationalization, as well as in the execution of actions that involve teaching, research and extension, in the global and local context. However, there are many challenges to be overcome, especially with regard to the participation of teachers, especially Postgraduate Programs, in the internationalization processes of FURB’s higher education.

It seems to us, then, that strengthening the processes of internationalisation under development in the institution, as well as planting new seeds, guide the social actions of the academic community. Thus, it is therefore relevant to promote continuous studies with the purpose of offering subsidies for the re-elaboration of edicts and institutional policies for the internationalization of higher education in the midst of the challenges of globalization of the economy and society.

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