




Internationalization in Contemporary University: a Vision of Internationalization in a Brazilian Public University

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ABSTRACT

The article presents the research results about the internationalization process of the State University of Campinas, a public university in the state of São Paulo, which initials is UNICAMP. The survey was done through a Form with open questions and the data were analyzed by the qualitative methodology of content analysis. The objective of the article was to present the data analysis of UNICAMP as one of the universities that are part of a larger research project entitled "The Internationalization in Higher Education in Latin American Countries, Portugal and Spain" developed by the International Studies Group and Research on Higher Education - GIEPES. The structure of the text follows the scheme: Brief history of UNICAMP; History of its internationalization process; Analysis of the conceptualization of Internationalization in its institutional pedagogical project; Presentation of research results on the current development of internationalization. Due to the results of the analysis about the understanding and actions of internationalization at UNICAMP, it is verified that it is a dynamic process, since, throughout historical time, it incorporates new elements in its characteristic and constructs an increasingly integrated set of principles, demands and actions on this important function of the contemporary university.

KEYWORDS

Internationalization. University. UNICAMP. Higher education.

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Internacionalização na Universidade Contemporânea: uma Visão da Internacionalização em uma Universidade Pública Paulista

RESUMO

O artigo apresenta o resultado de pesquisa sobre o processo de internacionalização da Universidade Estadual de Campinas, uma universidade pública do estado de São Paulo, cuja sigla é UNICAMP. O levantamento foi feito por meio de Formulário com questões abertas e os dados foram trabalhados pela metodologia qualitativa de análise de conteúdo. O objetivo do artigo foi o de apresentar a análise dos dados da UNICAMP, como uma das universidades integrantes de um projeto maior de pesquisa denominado “A Internacionalização na Educação Superior em Países da América Latina, Portugal e Espanha”, desenvolvido pelo Grupo Internacional de Estudos e Pesquisa sobre Educação Superior- GIEPES. A estrutura do texto segue o esquema: Breve histórico da UNICAMP; Histórico do seu processo de internacionalização; Análise da conceitualização de Internacionalização em seu projeto pedagógico institucional; Apresentação dos resultados da pesquisa sobre o atual desenvolvimento da Internacionalização. Pelos resultados da análise sobre o entendimento e as ações da internacionalização na UNICAMP, verifica-se que ela é um processo dinâmico, uma vez que, ao longo do tempo histórico vai incorporando novos elementos em sua característica e construindo um conjunto, cada vez mais integrado de princípios, demandas e ações sobre essa importante função da universidade contemporânea.

PALAVRAS-CHAVE

Internacionalização. Universidade. UNICAMP. Educação superior.

Internacionalización en la Universidad Contemporánea: una Visión de La Internacionalización en una Universidad Pública Brasileña

RESUMEN

El artículo presenta el resultado de investigación sobre el proceso de internacionalización de la Universidad Estadual de Campinas, una universidad pública del estado de São Paulo, cuya sigla es UNICAMP. El levantamiento fue hecho por medio de Formulario con cuestiones abiertas y los datos fueron trabajados por la metodología cualitativa de análisis de contenido. El propósito del artículo es presentar el análisis de los datos de la UNICAMP, como uno de las universidades que integran un gran proyecto de investigación intitulado "La internacionalización de la educación superior en los países de América Latina, Portugal y España", desarrollado por el Grupo Internacional de Estudio e Investigación sobre Educación Superior - GIEPES. La estructura del texto sigue el esquema: Breve histórico de la UNICAMP; Historia de su proceso de internacionalización; Análisis de la conceptualización de la internacionalización en su proyecto pedagógico institucional; Presentación de los resultados de la investigación sobre el actual desarrollo de la Internacionalización. Por los resultados del análisis sobre el entendimiento y las acciones de la internacionalización en la UNICAMP, se verifica que es un proceso dinámico, ya que, a lo largo del tiempo histórico va incorporando nuevos elementos en su característica y construyendo un conjunto, cada vez más integrado de principios, demandas y acciones sobre esa importante función de la universidad contemporánea.

PALABRAS CLAVE

Internacionalización. Universidad. UNICAMP. Educación superior

Introduction

Internationalization was, from the beginning of this social institution that university is, one of its constituent characteristics. This aspect had more or less emphasis, in the different periods of its already millenar history.

The internationalization of higher education in Brazil was not institutionalized in its universities until recently (MOROSINI; NASCIMENTO, 2017). However, many of the aspects that today constitutes the characteristics of internationalization were present in many Brazilian universities, such as:

- the mobility of teachers to obtain academic degrees abroad. Many Brazilian professors obtained their masters and doctorate degrees in foreign universities in the decades prior to 1960, before the doctoral programs began to be organized in Brazil.
- development of joint research projects. With the professors return, many engaged in joint research with the universities in which they took their doctorates.
- publication of articles with co-authorship. They were publications resulting from joint research projects.
- hiring foreign teachers. With the structuring of graduate programs, many foreign teachers were hired.

Since 1980, a growing movement has intensified the issue of internationalization in universities in both, the Western and Eastern world. Universities, responding to a phenomenon of globalization, began to give a new value to internationalization, to establish it as a mission of university and to organize it in its academic and administrative structure.

Thus, internationalization has been considered one of the functions of the university of this twenty-first century (SANTOS; ALMEIDA FILHO, 2012). With this new emphasis it has been more discussed, studied, researched and debated about its conceptualization, and implemented in different designs. Scholars of the subject have presented the dynamics change of internationalization conception. When analyzing these concepts, it is verified that the conceptualization has a strong relation with the historical time in which it was formulated (KERR, 1990; ALTBACH 2004; KNIGHT, 2004, 2016).

The current phase of internationalization implementation expands the understandings that took place at the beginning of university's history, when internationalization was mainly linked to the attraction of students and professors from various nations to the few existing institutions, such as the University of Bologna (1088), University of Paris (1170), University of Oxford (1096), University of Salamanca (1218), University of Padua (1222).

The new aspects of internationalization have been worked by different authors (SANTOS FILHO, 2017; BARTELL, 2003; KNIGHT, 2003; ALTBACH, 2004; KERR, 1990). One of these authors who has contributed much with her studies on the issue of the

new emphasis of internationalization is Jane Knight (2003, 2004, 2012). She concludes that universities in this new phase of internationalization are interested in a process of integrating the international and intercultural dimension into university teaching, research and services. Seeking to know the processes of internationalization of this current phase, the author distinguishes between two basic types: internationalization "at home" or domestic and internationalization abroad or "cross-border education". These two types, in one or another form, are present in all the current universities that process internationalization.

The concept of internationalization in higher education has deserved a wide study (SANTOS FILHO, 2018; BONDAR et al, 2011, KNIGHT, 1994, 2012) because it is through it that the institution understands its role in it and, from this understanding, structure and implement actions for its effectiveness.

In studying the concept of internationalization over the last decades (PEREIRA; HEINZLE, 2017), it is possible to see that it has been modified and continues to include, or exclude elements, according to the institutions' perceptions of its importance to it and to society. Thus, says Knigh (2012), that there is no consensus on the concept of internationalization, but different approaches, which undergo revisions.

Authors such as De Wit (2002, 2010), Altbach (2007), Murphy (2007), Knight (2012) De Wit and Hunter (2015) Altbach, Reisberg and Rumbley (2009) emphasize that understanding of internationalization in the current phase comes from the concept analysis, the reasons and the strategies that dynamize the actions of internationalization, once the concept refers to the perspectives and meanings of internationalization. The reasons for internationalization today are political, economic, sociocultural and academic.

Internationalization is thus, an aspect intended by the universities in the world, that is, it is not an aspect imposed by means of a standardization to which IEs must comply, but a decision of each institution resulting from the discussion and understanding about what it is its importance for the training of students, for their cultural and professional scope, for international interaction of teachers with their peers, for the country in order to promoter the opportunities to participate in the development of science in general, and in specific areas.

Internationalization takes on new meaning with the globalization process. It is a university policy that is based on the pillars of reciprocity and academic relevance, so that the institution determines the type of internationalization that meets its specific needs and its society.

In this article we will present the process of internationalization of the State University of Campinas, which is a public university in the state of São Paulo, Brazil, whose acronym is UNICAMP. We take for analysis only the aspect of its manifestation in the external, cross-border or transnational dimension, according to Knight (2004). This choice occurs for two reasons: Knight's conclusion that universities are interested in internationalization as a process of integrating the international / intercultural dimension into teaching, research and

services; and because UNICAMP is integrating research as an institution developed by the International Studies and Research Group on Higher Education - GIEPES.

The objective of this article is to present the data analysis of UNICAMP as one of the universities that is part of the larger research project called "The Internationalization in Higher Education in Latin American Countries, Portugal and Spain" developed by GIEPES. The project has 22 universities from 9 countries - Argentina, Brazil, Colombia, Chile, Spain, Mexico, Portugal, Uruguay and Venezuela.

The purpose of the research project of GIEPES was to characterize what elements are composing the conceptualization of internationalization in the present time, since this concept is considered in the literature, as a dynamic concept and adaptable to the historical time and society in which the institution is inserted. The GIEPES research data revealed that there are new elements composing the concept of internationalization. Based on the results of the GIEPES research, we will analyze which elements are composing the UNICAMP internationalization conception.

The structure of this text follows the scheme: Brief history of UNICAMP; History of its internationalization process; Analysis of the conceptualization of Internationalization in its institutional pedagogical project; Presentation of the UNICAMP research results.

To understand the current internationalization concept at UNICAMP, we first resort to different documents where it is expressed: Zeferino Vaz University Project; Four-year Strategic Plans; Strategic Planning of 2016-2020, called "Planes". The objective was to verify how internationalization is currently conceptualized and, based on this conceptualization, verify how it is institutionalized, organized and dynamized.

Internationalization In The UNICAMP University Project

The foundation of UNICAMP dates from 1966 and had in Prof. Zeferino Vaz his idealizer and defender of the need for a second public university, maintained by the state of São Paulo. UNICAMP is born with vocation of teaching, research, extension and internationalization, as it is pointed out in its project (VAZ, 2018). This last vocation was a great differential of its university project, because it is still the only university in Brazil that had the dimension of internationalization designed and implemented in its creation. UNICAMP was born focused on meeting the needs of its historical time and also with a conception that projected it into the future.

Many of the criteria used to determine the level of an institution internationalization are elements presented in UNICAMP in its inception, such as: part of the faculty and students formation developed abroad; publication of papers in international journals and / or in partnerships with international peers; hiring of foreign teachers; effective language learning

for students, technicians and teachers; international cooperation agreements with renowned universities abroad (PEREIRA; MARTINS, 2018).

The Prof. Dr. Zeferino Vaz, rector in the implementation period and for 12 consecutive years (from 1966 to 1978), had hired a large number of foreign teachers, marking its international profile. Not only did he bring back to Brazil more than 180 high-level Brazilians working in American and European universities, as he hired 230 foreign professors of all races and creeds for his cadres (PEREIRA; MARTINS, 2018). Hiring teachers from different countries, regardless of their political and religious orientation, in the years when Brazil was under a closed political regime and administered by the military after the 1964 coup, remains in the history of UNICAMP as a landmark of its free and democratic structuring and ideal of its idealizer to build a university on new foundations. The presence of foreign teachers favored the academic environment, the international experience inside the campus and the experience of multiculturalism.

According to Lores and Cortez (2016), from 1966 to 1982 the greatest highlight in international cooperation was due to its own faculty, since foreign teachers were responsible for attracting new school teachers / researchers of high level and start research groups with international insertion. Thus, has been a stimulus for Brazilian teachers to carry out academic activities with foreign peers and to carry out internships abroad with the objective of strengthening academic relations, mainly for research and publication.

Similarly, technical staff had, and have, opportunities for training abroad. In the period from 1967 to 1978, period in which Prof. Zeferino Vaz was rector, 75 technical staff interned abroad (PEREIRA; MARTINS, 2018). In the following decade, in 1988, this number was 158 and has increased since then (LORES; CORTEZ, 2016).

Alongside internationalization, the objectives of the new university were presented by Zeferino Vaz in the text written by him in 1973, entitled "Higher Education, Scientific Research and Exclusive Dedication" (VAZ, 2018) and presented at the meeting of the Council of Rectors. As a first goal, it exposes the importance of a good student education and said that this is a pedagogical action that goes beyond the action of simply teaching. He stated that only the researcher-teacher had the security and critical spirit to select the content of the specific training area and the posture to lead the student to respect and imitate him. For Zeferino Vaz, this was the basic difference between higher education and teaching at other levels, that is, the direct and permanent relationship of the teacher with the original research work, as well as the relationship with the teaching process. He defended the teacher's contract full-time so that he could effectively teach and research.

As a second objective, he argued that the progress of human knowledge should be promoted through research. For him, the true teacher-researcher was concerned with developing human knowledge and training new scientists for a continuous development of science.

The third objective is related to the second and turns to the need to train specialists in all branches of human knowledge. He saw that for this, the teacher necessarily would have to be a master in the real sense of the word, that is, an individual who possesses in-depth, knowledge about a given area and knows the research method of that area.

As a fourth objective, Zeferino Vaz understood that it was necessary for the university to seek a solution to the national community problems towards the progress of the nation. He drew attention to the fact that the university was not an isolated institution from its context, or an ivory tower disconnected from reality. It is for this reason that he defended, as the university's role, the search for solutions through research and extension services. Since it was based on the understanding that university students were entering selected students who were interested in intellectual matters, it was the duty of every university to devote itself to studies, research and the search for solutions to these problems, particularly those related to the people. He argued that for a more effective action of the university in the community, there should be an integration of actions between the university and industries, agricultural activities, official agencies, health institutions and basic education.

The fifth objective is related to the integral training of students as MEN, that is, he had a humanistic vision of the formation of the student rather than just forming it with technical skills. This is one of the essential points in the Zeferino Vaz idea for UNICAMP and the one that differentiates him from other thinkers of Brazilian higher education at the same time. Hardly this goal appears in the literature of Brazilian higher education, although it is a priority in the international bibliography, particularly if we are reading bibliography of the Anglo-Saxon universities (PEREIRA, 2016).

For Zeferino Vaz, UNICAMP is born under the banner of innovation. This characteristic is present in the implementation of new courses, both undergraduate and postgraduate courses, nonexistent in Brazil, in the development of advanced research, in the number of highly qualified scientists in the faculty, and in the provision of services to the local, regional and communities as a whole. For him, this was the reason why, in few years UNICAMP published hundreds of original scientific papers in renowned foreign journals and contributed significant work to the Brazilian Technological Development (VAZ, 2018b).

The current Strategic Planning of UNICAMP for the five-year period, from 2016 to 2020, exposes a concept of internationalization involving multiple intentional aspects to make it effective. In this plan (2016-2020) internationalization is presented as one of the strategies, guidelines and priorities, with the objective of keeping UNICAMP as international university. The focus of action is: teaching; research; management; foreign teachers; mobility of teacher, student and staff; bilingual staff training; undergraduate and postgraduate foreign students; sandwich doctorate; scholarships for foreign graduate students; internationalization in the extension and in the technical colleges with scholarship for the student in course of technical level abroad, intensification of language courses.

In the priority programs of excellence in research, internationalization is seen as a process with multiple purposes in the globalized world, whose visibility of results must be intensified through publication, events, exchanges, partnerships, research networks and international cooperation.

Also in the search strategy for excellence in teaching, internationalization is defined with the purpose of preparing the student for the professional exercise in the globalized world, understanding that this preparation goes beyond student mobility, passing through a more integrated curriculum orientation and compatible with foreign universities. (PLANES, p.30).

An interesting aspect to emphasize is the autonomy that the teaching and research units have to plan their internationalization priorities and to structure themselves for the necessary accomplishment. In this sense, some units have already established offices of international relations, such as the Faculty of Applied Sciences, Faculties of Medical Sciences and the Institute of Biology.

The Research on Internationalization: Data from UNICAMP

Data from international research with Ibero-American universities shows that the concept of internationalization of these universities have greater number of indicators than has been mentioned in the literature, which amplifies those commonly mentioned and indicates that the concept of internationalization is dynamic, reflects its historical time and incorporates new aspects. (KERR, 1990; ALTBACH, KNIGHT, 2007; MURPHY, 2007; DELGADO-MARQUEZ et al, 2011). The commonly mentioned aspects are: student and teacher mobility, international research development, international cooperation, sandwich doctorate, co-orientation, courses developed in a foreign language.

As these indicators change over time, the research "Internationalization in Higher Education in Countries of Latin America, Portugal and Spain" sought to know how the universities in the project conceptualize internationalization and what are their indicators. The objective was to know how institutions were incorporating this dimension into their university policy and academic processes. The data were obtained through a Form with open questions to raise the aspects that characterize the current internationalization. The Form brought other data, but in this article we will focus only on the concept of internationalization.

The results of this international investigation were studied by the methodology of Content Analysis, according to Bardin (2010) and organized into categories and subcategories. The research method of Content Analysis in the Bardin (2010) work has the following phases: a) data organization for analysis; b) coding; c) categorization; d) treatment of data, inference and interpretation of results. In the analysis of international research data with the 22 universities were found 8 categories, as follow:

1. Conceptual Scope - sought to identify which scope dimensions are covered by the understanding of what is internationalization in the universities researched. Since this

is a qualitative analysis, there was no interest in knowing the percentage of the occurrence of the category.

2. Academic Performance - this category sought to know in which academic areas internationalization was present. It was verified five subcategories: Graduation; Postgraduate studies; Extension; Management; Search. We present below the universities that make up each subcategory.
3. Mobility - this category refers to the exchange of academics: teachers, students, researchers and officials.
4. Curriculum - refers to all the formative aspects mentioned in the institutions definitions of internationalization.
5. Organizational Structure - all the references referring to the structure of the institution to address the issues of internationalization were included in this category.
6. Production of Knowledge - This category arose from the mentions, taking production as one important aspects of internationalization current stage.
7. International Events - The conceptual scope on internationalization expressed in Form 1, clearly brought scientific events as an important point.
8. Prospective Dimension- The organization of this category took into account the expressions denoting intentions of organize the activities considered keys for the future.

Each category was also worked into subcategories.

It is these categories and subcategories we took as basis to analyze the UNICAMP concept of internationalization and the actions that are developed to effectively implement it. It seemed to be more current to take into account the analysis of emerging indicators of university that are experiencing the process of internationalization. We present UNICAMP data for each of the categories mentioned above.

CONCEPTUAL SCOPE We verified that thirteen (13) subcategories were mentioned in the international survey data, which, due to their importance and breadth, were considered in the verification of UNICAMP internationalization concept. The conception of UNICAMP covers all the 13 subcategories: Intercultural Formation; Cultural training; Expansion of world view and social formation; Understanding of the globalized world; Socialization of knowledge and scientific innovations; Collaboration between institutions and countries; Human education and the valorization of solidarity (students and teachers); Participatory process of the world citizens formation; Advancement of the sciences for human rights and sustainability; International cooperation as a strategic process for the interaction of higher education; Cooperation between institutions and developing countries; Access to universal knowledge networks; Access to the global employability market.

These results show that UNICAMP has been attentive to the essential aspects of the internationalization composition of this 21st century.

ACADEMIC ACTIVITY presented the university academic areas where internationalization was present. It was verified that the scopes are: Teaching; University graduate; Postgraduate studies; Extension; Management; Search. The analysis of UNICAMP

definition shows it encompasses all these fields and also the scope of its three Technical Colleges that, which are inserted in the development of internationalization for its professors, disciplines and technicians.

In the subcategory Teaching, the Strategic Planning of UNICAMP (2016-2020, p. 30) proposes the following actions as a priority decisions focus:

- “Expanding internationalization actions at undergraduate, postgraduate and in the Technical Colleges;
- Make available the programs of the subjects in English and Spanish;
- Increase the number of courses / disciplines in English;
- Increase the offer of Portuguese courses for foreigners;
- Increase the supply of foreign language teaching ”

In order to implement these decisions, strategies are being developed at the internal level and at the external level. At the internal level, the actions are:

- To validate credits of courses studied in internship and exchanges,
- To increase the international visibility of undergraduate courses,
- Make available online disciplines in English and Spanish,
- Expand the divulgation of graduate programs for foreign,
- Stimulate the doctorate sandwich,
- Introduce the Technical Colleges in the process of internationalization by creating opportunities for visits to foreign institutions and creation of partnerships,
- Provide scholarships for the students of the Technical Colleges to develop experiences abroad,
- Increase the number of international visits and increase their time at the university,
- Increase joint research projects with foreign universities,
- Increase the number of joint international publication.

It is verified that at this internal level of actions, it is present the dimension of future, that is, the proposition to enlarge, to increase, to stimulate certain actions.

At the external level, the actions aim to intensify those already in development, since they are important for an international university characteristic:

- Increase visiting foreign teachers,
- Acting in partnerships with foreign universities,
- Intensify mobility with partner countries and establish new partnerships,
- To increase the number of scientific publications in periodicals with great worldwide repercussion,
- Stimulating co-supervision agreements with foreign institutions,
- Foster international cooperation networks with research, production and publication,
- Intensify the coming of foreign post-doc teachers,

- Encourage and support initiatives for the development of extension activities with foreign partners.
- Improve accommodation, adaptation and documentation services for foreign students.

In the **MOBILITY** category, which is always the most mentioned in the definitions of internationalization, the international research found that student, teacher, researcher and administrative (technical and administrative) mobility were mentioned. Specially, student mobility and teaching are the most referenced, but at UNICAMP, it was verified that the institution promotes mobility also for researchers, employees and high school student.

According to data from UNICAMP Statistical Yearbook /2018 – in the 2017 year, 334 undergraduate students developing exchange courses in foreign universities (AEPLAN, 2018, p. 107). In relation to foreign students attending undergraduate courses in that same year, the number of regular and special students was 513 (p. 100). The number of regular and special postgraduates in Master's programs was 342 (p.102) and in Doctoral programs was 1007 (p.106).

CURRICULUM was other category that was raised by international research. This category refers to all the formative aspects mentioned in the definitions given by the institutions. The following subcategories were found: Double diploma; Ph.D. sandwich; Curriculum to increase international interest; Foreign Language Courses; Co-supervision; Recognition of undergraduate and postgraduate credits; Offering courses of foreign language; visit of foreign teachers to the institution. We noted that in UNICAMP concept of internationalization all these aspects were mentioned. This fact leads us to verify that there is a similarity in the curricular aspects implemented by the current internationalization processes among the researched universities.

ORGANIZATIONAL STRUCTURE was other category expressed in the definitions of internationalization by the institutions, which has been little mentioned in the conceptualizations of authors such as Knight (2003), De Wit (2002), Miura (2006), Ayoubi; Masoud, (2007). The subcategories refer to it were: the existence of a department responsible for Internationalization; Website in other languages; International Visits; Bilingual Officials training; Adequacy of Academic Documents.

UNICAMP has in its structure, its own department to take care of internationalization, since its implementation. Today, the name of this department is Executive Director of International Relations - DERI, which is responsible for the policies, guidelines, projects and development of internationalization. There is a policy of decentralization, making it easier for the units to make plans for the internationalization they want to develop. According to UNICAMP Resolution GR-033/2013, it is DERI responsibility:

I - formulate and execute the policy of cooperation and international relations, establishing guidelines in agreement with the units of UNICAMP; II - to promote scientific, technological, cultural, artistic and philosophical interchange between

UNICAMP and national and international institutions, governmental or non-governmental; III - to support teachers, researchers and students from international university and scientific institutions that are active in UNICAMP, as well as, researchers and professors from UNICAMP who are in programs of scientific cooperation or academic training abroad; and, IV - propose and implement, with other departments of the University, rules to facilitate procedures and systematize information on international cooperation issues (AEPLAN, 2017, p. 101)

The actions of DERI Internationalization Program are based on the following pillars: - the teaching and research units define their own internationalization strategies, thus seeking a decentralized action; - DERI has complementary action through internal calls for proposals, general co-operation agreements and support for teaching, student and administrative staff mobility. The internationalization actions are developed considering two principles: academic relevance and reciprocity.

These activities are planned according to the University mission and as a guide for the future. In this sense, it can be argued that internationalization at UNICAMP is a fourth mission of the university, as Almeida and Santos (2012) pointed out in their book "Internationalization: the fourth mission of the university".

Also in relation to the ORGANIZATIONAL STRUCTURE category, the item 'having a website in other language' is a concern present in all the universities surveyed by international project and it is present at UNICAMP. In this technology-connected world, it is necessary for the institutions' website to be consulted in other languages, particularly in the English and Spanish languages, in order to have a broader visibility in Latin America, Central America and North America.

Another item in this category refers to 'International Visits'. At UNICAMP, international visits are the responsibility of DERI and, according to agency data, UNICAMP receives more than 500 international visits per year.

KNOWLEDGE PRODUCTION was a category in the international research. It indicates mentions that referred to production as an important aspect of the current internationalization stage. In the specification of these elements, 4 subcategories were identified: Joint Research; Research Networks; Joint Publication; Publication in Foreign Periodicals. At UNICAMP, this category is developed by the following actions: partnerships and covenants and facilitation of articles publication in English through the assistance of a department called 'The Writing Space'. This department aims to facilitate and intensify the diffusion of knowledge produced in the university.

The Writing Space has become an important help for scholarly articles publication in international journals. Among the activities, the Writing Space offers: free translation services for English, French and Spanish; version and revision of texts; assistance in verifying the text in accordance with the journal's instructions for publication; Workshops for Elaboration of international articles; Scientific writing course; Strategies and ethics for publication in international journals. With this, the publication of articles has had a huge increase. In 2017,

The Writing Space conducted 3,184 papers among revisions, translations and offered 48 training workshops in Scientific Writing and International Publications. According to Cortes and Lores (2016) in their article entitled "50 Years of Internationalization of UNICAMP", in 2013, from 4,134 articles published in international journals, 82% were in journals of international circulation.

INTERNATIONAL EVENTS category appeared as an important aspect of internationalization, mentioned by all institutions researched in the international project. At UNICAMP, international events take place in all areas and, in the same way, the number of publications of full papers in Annals of international congresses has been expressive. In the year 2017, according to the Statistical Yearbook/ 2018 (AEPLAN, 2018, p.145), it was 974 and summaries in Annals of international events was 1,378. The number of academics participation in international congresses with papers presentation was 2,662.

With this data, the Yearbook/2018 shows that UNICAMP's scientific production remained among the most outstanding in the country in 2017. Each university professor published, on average, 2.4 articles throughout the year in journals belonging to the Web database of Science (p.5).

A final category raised in the list of actions and processes of internationalization was the **PROSPECTIVE DIMENSION**. This category took into account the intentions of organizations of activities considered key to the future. This category is divided into 4 subcategories: Compatibility of curricula between institutions; enhancement of International Visibility; Expansion of international partnerships; Improvement of students and researchers reception.

At UNICAMP, there are four dimensions foreseen in the Strategic Planning for 2016-2020 with the objective of an internationalization continuous structuring: compatibility of curricula between institutions; expansion of International visibility; expansion of international alliances; improved reception of students, teachers and foreign researchers. The Strategic Planning for 2016-2020 also brings a synthesis of UNICAMP main programs aiming a consolidation of academic and administrative excellence. For this, some activities are planned, such as:

- expand internationalization actions in undergraduate, postgraduate and technical colleges, - organize syllabi of subjects in English and Spanish; - increase the number of courses / subjects in English; - increase the supply of Portuguese language courses for foreigners; - increase the supply of foreign language teaching. (p. 30).

Final Considerations

This work presented only the analysis of UNICAMP internationalization concept, obtained by the international research form. The data of the international research were used as a basis to verify which categories, raised by it, are present in the UNICAMP conception of internationalization.

The results of the analysis demonstrated that UNICAMP's conception about internationalization covers the eight categories found and many of their subcategories, what demonstrates that there is a similarity between UNICAMP and the others researched universities.

In general, UNICAMP understands internationalization as a current requirement of intercultural training for world citizen to student, teacher, researcher and technical server. The UNICAMP Institutional Evaluation Report of 2009-2013 had already presented a broad understanding of internationalization, placing it as an essential and integral aspect of the institution. In it, it is established that, "the internationalization of activities should be a transversal parameter to be incorporated in all activities developed by UNICAMP in the coming years" (2013, p.275).

By analyzing UNICAMP data, it was verified that many actions have been taken in order to internationalize and other new ones are planned. This prospective dimension reinforces the importance of internationalization at UNICAMP.

These results show that internationalization is a dynamic process that incorporates new elements into its characteristic and constructs an increasingly integrated set of principles, demands and actions. As Knight (2003) emphasizes, there is a constant complement in the process of internationalization, making it a perspective that is transforming the world of higher education.

It is verified that the internationalization concept of UNICAMP, and the ones of the other universities surveyed, have more indicators than only the dimensions of mobility, the development of research in international networks and the incorporation of the international dimension in the curriculum. It is possible to understand that internationalization is relevant today in all aspects of the university - its politics, its functions, processes and procedures, that express the richness of its breadth and depth.

One of the important aspects of the analysis, that corroborate with theorists (De WIT, HUNTER, 2015, Mueller, 2013, BARTELL, 2003), is that internationalization is not an end in itself. It respects and complements the local dimension (Knight, 2012) and is a process that does not follow standards external to the institution but is shaped according to the university's understanding of what it is its mission.

It is also clear from the results that internationalization is an intentional process and is becoming intrinsic to the purposes of the university. It becomes intrinsic when the university understands that its importance goes beyond economic focus.

As internationalization is one of the criteria evaluated in any ranking, it is possible that the attention UNICAMP has given to this dimension, has contributed to obtain a good classification in different rankings. The Times Higher Education - Latin America (THE) Ranking, in its specific edition for the region, classified UNICAMP as the best University of Latin America in the 2017 and 2018 years. In 2016, UNICAMP was ranked second in the THE ranking, with the University of São Paulo (USP) in front of it.

Another university ranking that demonstrates the good classification of UNICAMP is Quacquarelli Symonds (QS), that ranked UNICAMP among the best institutions of higher education in the world, for the fifth consecutive year. In it, UNICAMP has moved up 46 positions in the overall QS ranking, going from 228th in 2012/2013 to 182nd in 2017/2018.

From the data of this research on internationalization it can be affirmed that it is a process that, in its dynamics, it is constantly changing and being developed to meet the needs and interests of each higher education institution at each society.

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