UFU

STRATEGY FOR INTERNATIONALIZATION

Building and Sustaining Bridges

2025 - 2029

Summary
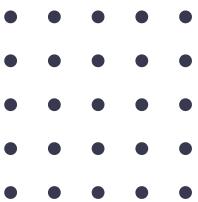
Introduction

The Strategic Internationalization Plan of the Federal University of Uberlândia (UFU) 2025-2029 is the document that defines the pillars, objectives, structure, strategies, goals, and monitoring indicators for strengthening the university's internationalization. The theme assigned to the strategic plan – building and preserving bridges – aims to reflect the institution's alignment with a comprehensive, inclusive, ethical, and responsible perspective on internationalization.

The process of internationalization in Brazilian Higher Education Institutions (HEIs) and the actions it triggers have been a central point of discussion in the context of these institutions' language policies and practices. Internationalization is a process whose main objective is to ensure the national and international visibility of production, academic mobility, internationalization at home, and the curriculum in HEIs on a broader scale. In this context, actions involving managers, faculty, administrative staff, and students in teaching, research, and extension practices seek to broaden relationships through participation in projects whose impacts occur at the local, regional, national, and international levels.

The growing response to globalization and competition in Higher Education highlights the need to prepare students for local and global changes, both academically and professionally (Proctor; Rumbley, 2018). There is a demand for the internationalization process in Higher Education. But what counts as internationalization? The research by Buckner and Stein (2020), based on the assumptions of the international associations NAFSA, IAU, and EAIE, seeks to understand what counts as internationalization. The researchers understand that current definitions are highly depoliticized and dehistoricized, while internationalization is often seen as something that encompasses more and better global issues. Little attention is paid to the ethics of international engagement, particularly in unequal power relations.

Hudzik (2015) presents four suggestions to support internationalization actions: (1) create an institutional culture for internationalization, (2) foster inclusion strategies, (3) recognize and engage organizational changes, and (4) establish a series of strategies and capacity-building tactics. For this to occur, Abad (2019, p. 75) argues that "it is necessary to build a collective spirit of participatory teamwork within an open and democratic management that provides dialogue, strengthens leadership, and directs efforts in a continuous direction."
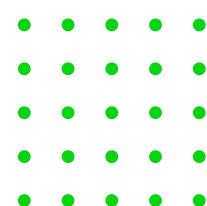
Following a comprehensive internationalization perspective, as outlined by DeWit (2019), the researcher adds that the interaction and participation of all members of the academic community enable everyone to interact and build, starting from identifying internationalization actions already practiced or with great practical potential, an integrated internationalization project that observes the specificities of the context in which the Higher Education Institution is inserted.

The global research report of the IAU – International Association of Universities (Marinoni 2019) presents relevant data to guide internationalization processes and inspire policies affecting internationalization. The author presents other aspects that should be considered when internationalizing higher education. These are: (a) internationalization as an institutional priority; (b) internationalization policies and activities; (c) internationalization of research; (d) human resources and staff development; (e) student mobility; (f) curriculum internationalization/internationalization at home. Santos Jorge (2018), in turn, advocates for broadening the concept of internationalization and points out that, together with multiculturalism, these concepts serve as appropriate paths for fulfilling UNESCO's 2030 Agenda in facing the challenges of the 21st century..

The numerous possibilities for internationalization beyond the international mobility of staff and students have been undervalued, and this is something that requires change. In order to value the multiple pathways, Knight (2020, p. 8) asks, "where will the split in understanding internationalization as a process involving mobility between countries and the current emphasis on internationalization at home lead us?" Over the years, UFU's administrators have embraced this broader view of internationalization, which considers the theoretical and practical advances of this plural and transversal field of knowledge.

Some documents record the history of UFU's internationalization and should be taken into account when constructing a timeline that reveals how the university has become international. The first document is the master's dissertation titled "The internationalization process of higher education institutions: a case study at the Federal University of Uberlândia" (Batista, 2009), which shows that UFU's internationalization process began with isolated actions in the engineering faculty units in the early 1980s and that, although the internationalization process at this HEI is quite recent, many actions have already been carried out, especially in recent years with the creation of the International Relations Office – ASDRI, which has led to a significant increase in the number of international agreements signed and, consequently, an increase in academic mobility, especially among undergraduate students.

Following Batista's (2009) work, the team of students from UFU's Internationalization Training Program (ProInt) continued to document the institution's history of international activities. The UFU Internationalization Mapping Report 2007-2019 presents the academic and management actions involved in UFU's internationalization process, building on the work presented in the aforementioned dissertation.

The quantitative data on UFU's internationalization during the investigated period reveal a steady increase in the number of international mobilities, both incoming and outgoing students. The various stakeholders interviewed for the report see internationalization as a highly relevant process for the institution's visibility, as well as for the development of the teaching, student, and technical communities, while acknowledging its challenges due to financial, structural, human resources, and broad engagement obstacles faced along the way.

The 2017-2024 management report highlights how UFU's Directorate of International and Interinstitutional Relations (DRII) manages programs of institutional interest, achieving significant results in the exchange of faculty researchers and undergraduate and graduate students. UFU students have the opportunity to experience a different educational system and gain a new perspective on university education, as well as interact with students from diverse cultures. During both management periods, the university set a goal to expand these opportunities through decentralized decision-making, in order to include faculty members from various fields who could contribute to specific actions. Committees were created for these faculty members to meet and collaboratively develop policies and actions to contribute to UFU's internationalization process.

In this direction, we wish to continue in an ever more comprehensive way, with a strategic internationalization plan that considers teaching, research, outreach, and management in a transversal manner and includes all people from the academic community—students, faculty, and administrative staff—as well as the community as a whole.

1. Pillars

The construction of UFU's strategic internationalization plan was based on the institution's historical context, drawing on internal documents and institutional assessments that support the objectives and goals set forth in this document. The pillars for the strategic internationalization plan presented below include the UFU PIDE 2022-2027, the premises of the management's program charter for 2025-2028, and an analysis of the university's context regarding internationalization, based on 2024 compilations and considering an environment analysis using the SWOT matrix and data from the risk matrix..

1.1 Institutional Development and Expansion Plan – PIDE UFU 2022–2027

The Institutional Development and Expansion Plan (PIDE) is a guiding instrument for university actions over a six-year period (2022-2027). It is prepared jointly by the entire academic community, guiding institutional planning, establishing the paths to be followed, and allowing continuous evaluation of the routes taken. Within the goals presented in the UFU PIDE 2023-2027, UFU is committed to internationalization as it seeks to consolidate itself as a reference center in the country and contribute to the establishment of new national and international partnerships.

Guideline 6 of the UFU PIDE 2022-2027 provides the general orientation to promote and strengthen the process of internationalization and interinstitutionalization in teaching, research, and outreach, favoring its inclusion among universities recognized worldwide. This is the broadest direction, serving as a compass to shape UFU's identity regarding internationalization.

In the section entitled Internationalization Policy, it is stated that the processes of collaboration and mobility associated with the phenomenon of globalization—as a process of social, economic, and cultural integration between different regions of the planet—have contributed to the movement of contemporary higher education internationalization, with educational institutions being included on the global stage. This insertion of the university into global knowledge networks has promoted significant advances in scientific and intercultural knowledge, increased access to innovative technological bases, and certainly contributes to the social and economic progress of nations. In the UFU context, the concept of internationalization is not limited to mobility activities. For the institution, in alignment with the federal university network, internationalization refers to a process of organizational change, curricular innovation, professional development of the academic and administrative staff, and the development of academic mobility aimed at achieving excellence in teaching, research, and other university functions.

Internationalization, therefore, is not an end in itself, but a strategy that facilitates its inclusion in the international scientific community, with the goal of improving the quality of education and research for all students and technical staff and producing significant contributions to society. The internationalization of higher education thus becomes an important part of the university's mission and should be understood as a transversal process that permeates its essence and involves its administrative, undergraduate, outreach, graduate, and research activities, as reflected in its institutional actions and practices.

Within this context, the concept of Internationalization at Home is developed, understood as "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students in domestic learning environments." This concept encompasses issues related not only to informal and hidden curricula, but also to linguistic, cultural, administrative, and infrastructure aspects. It is essential to incorporate global, intercultural, and international dimensions into curricular content at various levels, to create internal conditions for UFU's international insertion, and to ensure that mobility—both physical and virtual—is made possible, encouraged, and recognized as an important factor in building this culture of internationalization.

Therefore, considering the fundamental principles for any internationalization process that is transformative, transversal, and effectively contributes to the improvement of practices and to its international insertion, UFU must commit to aspects and actions related to:

- internationalization and flexibilization of undergraduate and graduate curricula, including cotutelle arrangements, dual/joint degree programs, and other network-based degree-awarding practices;

- internationalization of research groups, internship activities, and undergraduate research programs, articulated between undergraduate and graduate education;

- development of an international chairs policy that facilitates and fosters sustainable academic exchange;

- strengthening of strategic partnerships, maintaining and expanding its network of bilateral institutional cooperation;

developing international partnerships aimed at generating and converting scientific and technological knowledge into innovative, sustainable, and practical solutions for socioeconomic development;

expansion of international teaching and student communities, including migrants and refugees;

extension activities from an international perspective, engaging with global themes and participating in international collaboration networks;

establishment of an external, multilingual communication policy that encompasses participation in rankings, multilingual websites, scientific and informational publications, and related initiatives, contributing to UFU's positioning in the international context;

capacity building for administrative and academic staff for the management of internationalization initiatives, including the establishment of mobility programs;

the necessary adaptation of its computerized academic management and human resource systems so as to make possible new practices that accommodate international students and personnel;

financing of the Internationalization Plan, ensuring the creation and maintenance of infrastructure and support conditions capable of enabling the implementation of internationalization policies.

Thus, these actions — aligned with the United Nations (UN) Sustainable Development Goals (SDGs) in administrative and management activities, undergraduate education, outreach, research, and graduate studies, and in harmony with international practices, will enable UFU to integrate into the international network of institutions in the pursuit of a more just society and the education of professional citizens with a global outlook.

1.2 Rectorate Building – Panoramic View

Internationalization should cut across all university activities, including teaching, research, outreach, culture, innovation, and human resource management. This perspective requires ongoing dialogue with student support services and should encourage UFU's engagement with the global environment. Such engagement can be promoted through academic mobility programs for students and staff (both technical and academic), the hosting of international students and researchers, and the establishment of international cooperation agreements and partnerships. These initiatives seek to foster intercultural and academic exchanges that are essential for UFU's pursuit of excellence and its recognition at both the national and international levels.

As guiding principles for the 2025–2028 administration, the document UFUcomVocê sets forth:

- Encourage and support the offering of courses in foreign languages at all levels of education

- Encourage the establishment of dual-degree agreements between UFU and foreign universities across all educational levels.

- Expand the staff and improve the physical infrastructure of the Directorate of International Relations and Interinstitutional Cooperation (DRII)

- Enhance the foreign language competencies of UFU students and staff through targeted training initiatives.

- Advance democratization and equity in international mobility by creating support mechanisms that enable UFU students and staff to undertake studies and activities at foreign universities.

- Support international partnerships among developing countries, reinforcing Sul-Sul technical cooperation

- Foster collaboration between the DRII and the Translation program to assist with the translation activities undertaken by the directorate

- Work together with student assistance services to obtain resources that support the reception of international students and the international mobility of UFU students

- Promote and support the development of international projects in research, innovation, extension, and culture

- Support the securing of resources from international partners to enable the development of projects at UFU

1.3 Analysis of UFU's Internationalization Context

To analyze UFU's internationalization context, we drew on compilations prepared in 2024, starting with a SWOT analysis that identifies strengths and weaknesses as internal factors and opportunities and threats as external factors affecting the institution.
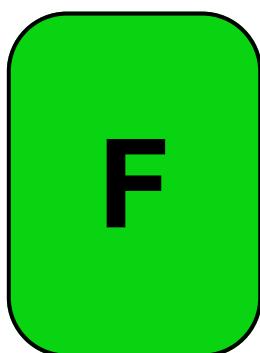
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- Experienced, qualified, and committed internationalization team with effective communication
- Good physical and documental infrastructure for internationalization
- Consolidated history of internationalization
- Large-scale institutional internationalization projects approved
- Extensive accumulated experience in internationalization
- Integration of teaching, research, and outreach with a focus on the Sustainable Development Goals (SDGs)

O

- Internationalization calls for proposals
- Growing demand for applied research aligned with the SDGs
- Opportunity to expand international inter-institutional cooperation
- Potential to attract international students through courses taught in foreign languages
- Growing demand for academic mobility and reception (welcoming) programs
- Growing demand for capacity-building within the scope of internationalization

F

- Insufficient budget for the internationalization process, limiting strategic actions and expansion
- Undersized administrative teams in relation to the growth of internationalization
- Low engagement of some university bodies and academic units with the internationalization process
- Lack of a robust digital system to integrate the local and international community
- Complex bureaucratic processes
- Low international visibility compared to larger universities

A

- Low foreign-language proficiency
- Scarcity of benefits for international students
- Budget cuts in federal and state funding for internationalization
- High competitiveness with other federal and international universities in competing for funding and visibility within the internationalization sphere
- Regulatory uncertainties and risks of policy discontinuity affecting internationalization initiatives
- Inequality in access to internationalization opportunities
- Brain drain: difficulty retaining talent in the face of opportunities at foreign institutions

Complementing the context analysis presented in the preceding paragraphs, a study was conducted on the current attributes of the Directorate of International and Interinstitutional Relations, which serves as the catalyst office for internationalization actions. Risks were identified, and their mitigation is addressed within this internationalization strategic plan. The table below summarizes the identified risks.

CHart 1 - (DRII) Risk Analysis 2024

Topic	Impact	Priority	Risk/Context
Organizational Structure	High	Alta	Inadequate representation of the Directorate's activities
Team Capacity	High	Alta	Disruption or delays in activities; lack of clear definition
Budget Limiations	High	High	Student withdrawal and declining interest; limited growth opportunities
Translation of Documents/Sites	High	Medium	Bureaucratic constraints; limited international visibility
Administrative Management	High	Medium	Slowness in processes; possible data loss
Portuguese Langauge Support	Medium	Medium	Programs dependent on ILEEL; limited autonomy and scheduling capacity
Foreign-language-taught courses	Medium	High	Low attractiveness for the international community
Committee operations	Low	Medium	Volunteer-based involvement; high turnover
Monitoring and reporting	Low	Medium	Lack of professional development; low visibility

In conclusion of the risk analysis focusing on the status and actions of UFU's Internationalization Office, the most evident bottlenecks are related to the organizational structure, which needs to be revised in order to meet all demands related to mobility, cooperation agreements and missions, as well as language policies and internationalization practices. The current team is very small and should be expanded through the creation of specific coordination units and the hiring of multilingual staff. For example, there is no staff member in the office dedicated to translation, despite the fact that the office deals with cooperation agreements and other documents in foreign languages.

Furthermore, the budgetary issue remains a significant challenge, as the funding available for internationalization is insufficient. The current level of investment depends primarily on projects signed and financed by researchers and faculty members.

2. Objectives

Overall Objectives

To foster an internationalization-oriented environment within the scope of teaching, research, extension, and management, so that all members of the Federal University of Uberlândia community, in their diversity, are educated as citizens for a multilingual, multicultural, and interconnected world, and consciously engage in international and intercultural actions.

Operational Objectives

To enhance UFU's international partnerships and global engagement

To strengthen the internationalization capacity of the UFU community

To promote the internationalization of teaching, research, and extension

To develop and implement language and intercultural strategies to advance internationalization

o strengthen physical and virtual infrastructure and support systems for internationalization

To foster equity and inclusive access in UFU's internationalization process

3. Strategic Approaches and Targets

Based on the specific objectives, strategies and targets have been defined to serve as parameters for the institution's internationalization actions throughout the period of validity of this strategic plan.

3.1 To enhance UFU's international partnerships and global engagement

To create internationalization environments and enhance its academic practices in the international context, UFU will continue to encourage the arrival of foreign professors, researchers, and students, and will sign, monitor, and evaluate memoranda of understanding, agreements, and bilateral and multilateral partnerships. These initiatives aim to promote research, mobility, innovation activities, teaching, and extension in collaboration with foreign institutions, thereby advancing the university's effective internationalization. Furthermore, UFU will foster the development of international partnerships to generate and transform scientific and technological knowledge into sustainable and applicable solutions for socioeconomic development, supported by activities aimed at the development or improvement of products, processes, or services.

Strategies

- Research missions by qualified researchers to articulate and develop research projects with foreign institutions;
- Support for international Chairs, aimed at fostering the exchange of visiting researchers for short-term periods;
- Encouragement of the participation of visiting professors from abroad, at junior and senior levels, for short- and medium-term stays;
- Participation of UFU in national and international fairs, meetings, and conferences aimed at promoting the institution and attracting foreign students and researchers;
- Support for innovation initiatives and activities developed by UFU faculty members, researchers, and students in partnership with foreign institutions;
- Establishment and strengthening of partnerships with companies, higher education institutions, and/or foreign researchers;
- Encouragement of foreign researchers and students to carry out activities at UFU that result in innovation, with the purpose of strengthening partnerships, international research networks, entrepreneurship, and technology transfer;
- Development of mechanisms to expand existing memoranda of understanding, agreements, and partnerships with foreign institutions to other fields of knowledge, in accordance with the University's interests;
- Definition of rules, requirements, and procedures for the formalization, management, and evaluation of memoranda of understanding, agreements, and partnerships;
- Implementation of actions aimed at increasing sustainable institutional agreements, with a focus on defined priority areas.

·Coordination of isolated internationalization initiatives undertaken by faculty members and Academic Units, with a view to promoting their institutionalization.

Milestones

- Encourage partnerships for student mobility, while also fostering exchange opportunities for administrative and technical staff;
- Promote double degree and cotutelle agreements with existing partner universities;
- Encourage partnerships with companies and government entities;
- Improve reception and welcoming actions for international students;
- Publish calls for mobility and technical visits for faculty members and administrative and technical staff;
- Review existing agreements;
- Expand channels of dialogue with local governments and associations;
- Reserve places in student housing for international students;
- Offer scholarships to international students;
- Establish a mobility program for students, staff, and researchers, in order to ensure participation in institutional and international cooperation projects;
- Develop an institutional agreement management system to enable the monitoring and evaluation of processes and participants, with the aim of improving institutional procedures and academic practices.

3.2 To strengthen the internationalization capacity of the UFU community

Capacity building for the UFU academic community will focus on activities and actions related to internationalization processes inherent to the functions of each sector or Academic Unit, including language-related initiatives aimed at developing fluency in foreign languages. Priority will be given to training processes that support the creation of internationalization environments and enable the community to engage more effectively in these processes.

Strategies

- Funding for UFU researchers to participate in international conferences and events;
- Implementation of research missions by qualified researchers for the negotiation and development of research projects with foreign institutions;
- Participation of faculty members and students in short-term courses or summer schools abroad;
- Training of faculty members and administrative and technical staff abroad through the provision of scholarships and financial support;
- Enhancement of foreign language training programs for faculty members and staff, aimed at supporting internationalization.

- Support for the Internationalization Training Program (ProInt), aimed at contributing to the education of undergraduate students and to the strengthening of actions focused on creating internationalization environments within the UFU context.

Milestones

- Enable UFU students to become qualified for communication with international students;
- Support the professional development of staff members;
- Support the Language Center (CELIN);
- Promote training on internationalization;
- Expand the regular offering of short-term language courses;
- Encourage the integration of foreign languages into the pedagogical projects of undergraduate and graduate programs;
- Support language study for staff members through the provision of training courses;
- Allow language study to be recognized as a purpose for training leave;
- Offer training courses focused on internationalization;
- Implement a continuous training program for technical staff linked to Graduate Programs, the Directorate of International and Interinstitutional Relations (DRII), and the Offices of the Vice-Provosts, focusing on internationalization processes and foreign languages;
- Formalize an institutional mobility program and training and capacity-building actions for the entire academic community, aiming at better use and sharing of internationalization experiences.

3.3 To promote the internationalization of teaching, research, and extension

UFU will provide conditions for curricular flexibility in alignment with internationalization processes. Graduate Programs are expected to implement internationalization actions in an integrated manner, fostering inter-, trans-, and multidisciplinary approaches, promoting articulation with undergraduate programs, and emphasizing a commitment to addressing regional and national demands. UFU will also encourage international research and extension activities in collaboration with leading foreign institutions.

Strategies

- Curricular flexibility;
- Incorporation of international themes into undergraduate and graduate courses;
- Offering modules or courses in consortium with foreign institutions;
- Recognition of academic credits and degrees obtained abroad;
- Curricular design that enables or encourages double degree programs with leading partner institutions, in priority areas defined by the University, across all levels of education, research activities, and graduate programs.

- Creation of learning and knowledge-sharing spaces arising from internationalization actions and from knowledge produced or acquired abroad through mobility and training processes involving students, technical staff, and faculty, such as seminars, colloquia, in-person presentations, or web conferences;
- Participation of students in Massive Open Online Courses (MOOCs) offered in other languages;
- Promotion of international scientific production for UFU researchers who are members of research networks and graduate programs;
- Establishment of inter- and multi-institutional research networks with universities of excellence, within the priority thematic areas defined by the University;
- Sharing of courses in partnership with researchers from institutions in other countries, ensuring the recognition of courses and academic credits, offered either in person or remotely;
- Creation of academic environments for research development that facilitate co-supervision and joint doctoral supervision (cotutelle) with researchers from partner institutions;
- Increase in the number of publications co-authored with foreign researchers in high-quality journals;
- Encouragement of sandwich doctoral programs at international institutions of excellence that are partners of UFU;
- Ongoing support for faculty members involved in graduate programs and research to participate in postdoctoral fellowships abroad, within the thematic areas defined by UFU;
- Support for the establishment of network-based projects with international participation.

Milestones

- Propose a cross-cutting training course across undergraduate and graduate programs, such as a Minor;
- Propose a Summer School focused on the Portuguese language and Brazilian culture;
- Establish an international mobility scholarship program for undergraduate students involved in scientific initiation;
- Create a program to encourage courses offered in other languages through international partnerships (e.g., COIL or "mirror" classes);
- Institutionalize MOOC courses (Massive Open Online Courses);
- Encourage agreements for double degrees at the undergraduate level, and co-supervision (cotutelle) and shared curricula at the graduate level;
- Establish a UFU Committee on Strategic and Advanced Affairs that integrates different areas of knowledge, bringing together leading scientists and thinkers from Brazil and abroad, to discuss long-term issues and future guidelines for institutional policy and address major topics on the international agenda;
- Enhance and support the establishment of international projects in research, innovation, extension, and culture.

3.4 To develop and implement language and intercultural strategies to advance internationalization.

UFU will establish and fund initiatives aimed at developing a language policy related to internationalization processes, from a multilingual perspective, with a focus on Spanish, French, English, and Portuguese for foreign speakers.

Strategies

• Offering modules, courses, or classes in foreign languages in the priority areas defined by the University;

• Writing and defending dissertations and theses in foreign languages, with examination committees composed of foreign members when relevant and appropriate to the field;

• Offering courses and disciplines in foreign languages, with the possibility of assessments in the foreign language and the writing and defense of dissertations and theses in other languages;

• Administration of international proficiency exams through the establishment of local Testing Centers;

• Offering language courses focused on the languages of countries with which the Academic Units maintain partnerships, as well as Portuguese for foreign speakers;

• Use of international language proficiency tests—in Portuguese and in foreign languages— for admission into graduate programs;

• Recognition of certificates of language tests and language classes for the purpose of fulfilling extracurricular credit requirements established in the Programs' Pedagogical Projects, thereby valuing investment in language learning;

• Support for the production, in other languages, of memoranda of understanding, agreements, and cooperation accords, as well as promotional materials for the University, including websites, brochures, institutional videos, and similar items;

• Conditions for international versions of graduate program webpages in Spanish/French/English;

• Logistical and infrastructure support for the creation of a Support Office for Academic Literacies and Academic Writing;

• Development of structures at UFU for the teaching of Portuguese as a Foreign Language (PFL), both in distance-learning and in-person formats;

• Campus signage in other languages, in order to foster environments conducive to internationalization.

Milestones

- Administer the CELPE-Bras (Certificate of Proficiency in Portuguese for Foreigners) exam to international students participating in UFU's undergraduate and graduate mobility programs;
- Encourage and support the offering of courses taught in foreign languages at all levels of education;
- Promote partnerships between the DRII and the Translation Program to assist with translation activities carried out within the directorate;
- Train UFU students, faculty, and staff to develop skills in foreign languages.

3.5 To strengthen physical and virtual infrastructure and support systems for internationalization

The UFU will coordinate budgetary means and resources in order to make the guidelines and targets set out in the PIDE feasible and, consequently, to enable the implementation of this Plan.

Strategies

- Expansion of qualified technical teams, including the hiring of translators or translation services;
- Expansion of the organizational structure of the internationalization support and management area at UFU;
- Allocation of a budget dedicated to the management of internationalization processes;
- Allocation of a budget to enable the implementation of the activities and actions planned for the internationalization process;
- Design and implementation of a Management System for internationalization processes, allowing the integration of databases related to mobility, overseas leave, enrollment of international students, and records of the participation of foreign professors and researchers with all UFU sectors;
- Adjustments to the Academic System to allow the inclusion of courses or subjects taught in one or more foreign languages, as well as to enable the enrollment of international students prior to their arrival at the University;
- Adjustments to the People Management System so that categories such as visiting professors, lecturers, postdoctoral researchers, and other categories relevant to internationalization can be registered and gain access to all services available to the academic community;
- Infrastructure support for accommodation and the provision of scholarships for visiting researchers.

Milestones

- Expand the DRII team and improve its physical infrastructure;
- Support the mobilization of resources from international partners for the development of projects at UFU and for research funding;
- Support the reception and follow-up program for foreign faculty members, researchers, and students;
- Support the UFU Internationalization Week (INTERUFU) by incorporating the event into the academic calendar;
- Establish an institutional list of laboratories that provide services in other languages, based on prior mapping;
- Institutionalize a translation program;
- Expand the Internationalization Policy Committee—composed of UFU faculty and responsible for monitoring and evaluating the Internationalization Plan—to include distinguished researchers from Brazil and abroad;
- Produce outreach and promotional materials, in various formats and media, both physical and digital, to share UFU's institutional reality with international partners.

3.6 To foster equity and inclusive access in UFU's internationalization process

Strategies

·Deepen the democratization and equity of international mobility by creating support mechanisms that enable UFU students and staff to undertake studies and activities at foreign universities;

Milestones

- Expand and strengthen partnerships along the South–South axis;
- Support the University's engagement in partnerships in Latin America, the Caribbean, and Africa;
- Seek, in coordination with student assistance services, resources to support the reception of international students and the mobility of UFU students to other countries.

4. Structure and Governance

The UFU's planning and governance models, recognized both internally and externally, enable the institution to manage its own internationalization program. The University shall regulate, through resolutions, calls for proposals, and selection criteria, the actions monitored or endorsed within its academic units and pro-rectorates to promote internationalization using its own resources or those from funding agencies. The criteria guiding the allocation of resources and administrative efforts will be based on academic excellence and the University's international standing, in line with the strategic objectives defined in this Plan, particularly with regard to substantial and measurable positive impacts on teaching and research.

Committee	Purpose
Internationalization Policy Committee (IPC)	Its purpose is to oversee, monitor, and evaluate the implementation of the internationalization policy, as well as to map and analyze internationalization data at UFU.
Cooperation Agreements Committee (CAC)	Its purpose is to propose, review, monitor, and evaluate actions related to international cooperation agreements within the scope of the Office of International and Interinstitutional Relations (DRII).
Mobility Programs Committee (CPM)	Its purpose is to support the DRII in proposing, implementing, monitoring, and evaluating international mobility programs at UFU.
Comitê de Políticas Linguísticas (CPL	Its purpose is to propose the institutional language policy and to monitor, assess, and evaluate its implementation.
CAPES–BRAFITEC Program Monitoring Committee	Its purpose is to monitor the actions of projects developed under the CAPES–BRAFITEC Program at UFU.

Committee for Monitoring the Submission of UFU Institutional Data to International University Rankings	Its purpose is to map and propose the submission of data to strategic rankings relevant to the internationalization processes of the Federal University of Uberlândia.
Internationalization Training Program (ProInt)	It is a teaching, research, and extension program composed of students and coordinated by faculty members, with the objective of contributing to the internationalization of the Federal University of Uberlândia in multiple ways.

5. Framework development and follow-up

Academic Mobility

- Undergraduate and stricto sensu graduate students participating in international mobility — incoming students
- Undergraduate and stricto sensu graduate students participating in international mobility — outgoing students
- International undergraduate and stricto sensu graduate students admitted for full degree completion (PEC-G, PEC-PG, GCBUB)
- Graduates who participated in international mobility

International mobility rate (incoming and outgoing students)

International Cooperation

- Rate of international collaboration in scientific articles
- Rate of researchers' participation in missions abroad
- Rate of reception of international researchers on missions at the institution

Internationalized Academic Offerings

- Rate of courses offered in a foreign language in undergraduate and graduate programs
- Undergraduate programs with dual degree arrangements with international institutions
- Stricto sensu graduate programs with dual degree and cotutelle arrangements

International Visibility and Recognition

- Participation in international rankings
- Rate of improvement in international rankings

Language Training and Linguistic Competence

- Language training for students and staff
- Assessment of linguistic proficiency of students and staff

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