

Internationalization and
Academic Quality Enhancement:
**20th anniversary of PUC-Rio's
International Office**



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Rosa Marina Brito Meyer
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A importância da CCCI no processo de abertura internacional da PUC-Rio

Uma verdadeira Universidade é aquela capaz de marcar de maneira significativa a sua identidade institucional e local, abrindo-se internacionalmente para o diálogo e intercâmbio com outras instituições. Esta dialética entre o local e o global caracteriza o cerne de instituições de ensino superior que vivem a integração entre ensino, pesquisa e extensão. A Universidade deve estar mergulhada nos desafios e problemas que fazem parte do seu território regional e local, procurando acolher, refletir e devolver à sociedade os aspectos relacionados com a cultura, demandas tecnológicas, construção de saberes, soluções inovadoras, valores éticos e tantos outros aspectos relacionados com a formação integral da pessoa humana. Por outro lado, a Universidade não pode e não deve enclausurar-se nos desafios locais, reprimindo e sufocando a sua vocação de universalidade, que deve ser buscada através de vínculos e laços permanentes com inúmeras instituições localizadas em outros continentes e territórios distintos. A abertura solidária e comprometida com os desafios locais, e a comunhão e trocas de experiências internacionais é algo que alimenta e renova a vida acadêmica. O mundo de hoje nos mostra a necessidade de se abrir para as inter-relações através das inúmeras redes universitárias existentes, numa comunicação informativa, formativa e inovadora, superando os paradigmas intramuros e os feudos dos saberes fechados nos departamentos, institutos e laboratórios de pesquisas.

Olhando para a PUC-Rio percebemos que esse processo de internacionalização da instituição se dá em quatro níveis, a saber: No nível

das publicações em periódicos internacionais; no nível da participação em congressos, simpósios e demais eventos no exterior; no nível de novas estruturas criadas para articular e estudar as relações internacionais entre os países, como é o caso dos BRICs e, finalmente, no nível dos convênios de cooperação com outras universidades fora do país. Sobre este último nível é que gostaríamos de tecer algumas considerações, pois a nossa CCCI comemora 20 anos de relevantes serviços prestados à instituição.

É admirável perceber historicamente o crescimento da Coordenação Central de Cooperação Internacional (CCCI), que nos últimos anos vem ampliando os contatos e convênios com várias universidades no exterior, participando ativamente em eventos internacionais, visitas programadas e intercâmbio de estudantes. No que diz respeito ao intercâmbio internacional de estudantes, que envolve intercâmbio acadêmico, duplo diploma e curso intensivo, passamos do total de 88 alunos intercambiados por ano em 1996, para 1.540 alunos em 2011. Neste último ano, enviamos para intercâmbio no exterior 422 alunos, principalmente para os Estados Unidos, Inglaterra, França, Itália, Espanha, Portugal e Alemanha, respectivamente. Por outro lado, recebemos na PUC-Rio 1.118 alunos em 2011, que, além dos países citados, envolvem outras nacionalidades como Chile, Dinamarca, Noruega, México, Holanda, Argentina, Finlândia, China, Canadá, Uruguai, Suíça entre outros.

No que se refere às Universidades conveniadas e programas de dupla titulação, a PUC-Rio mantém uma grande liderança em relação a outras universidades. Temos hoje um total de 251 convênios bilaterais para intercâmbio de estudantes com instituições no exterior, sendo 120 na Europa, 56 na América do Norte, 29 na América do Sul, 12 na Ásia, 3 na América Central, 6 na Oceania e 2 na África. Na Europa, os quatro países com maior número de convênios são França (41), Portugal (19), Alemanha (19) e Espanha (15). Na América do Norte são Estados Unidos (35), México (11) e Canadá (11). Na América do Sul são: Chile (7), Colômbia (8), Peru (4) e Bolívia (3).

Nos programas de dupla titulação, a tendência é crescer muito mais, sobretudo com o Tratado de Bolonha que apoia esta iniciativa. Atualmente temos na PUC-Rio esse tipo de programa com 9 universidades europeias, sendo 5 na França e uma nos Estados Unidos, Alemanha, Espanha e Itália.

Os motivos do sucesso e prestígio da Coordenação Central de Cooperação Internacional, durante esses 20 anos, se devem a vários fatores, dentre os quais podemos citar:

- 1) a consolidação de uma unidade acadêmica estruturada profissionalmente, de acordo com os padrões internacionais;
- 2) uma equipe profissionalizada em Educação Internacional, em consonância com a Vice Reitoria Acadêmica;
- 3) uma coordenação central autossustentada, com razoável liberdade de tomada de decisão;
- 4) desenvolvimento de um cuidadoso programa de recepção e acompanhamento dos alunos internacionais, envolvendo alojamento, segurança, assistência psicológica e atividades culturais;
- 5) Por possuir o melhor programa de português para estrangeiros, com um corpo docente especializado, alguns com mestrado e outros com doutorado;
- 6) Uma presença constante e participativa em eventos de educação internacional como NAFA, EAIE, entre outros.

Olhando o trabalho da CCCI ao longo desses 20 anos, podemos afirmar com certeza que são pouquíssimas as Universidades no Brasil que desenvolvem um programa de intercâmbio internacional como o nosso da PUC-Rio. Tudo isso se deve a uma política institucional apoiada pela Reitoria e Vice-Reitorias, da colaboração e participação dos diversos Departamentos, da determinação competente da Profa. Dra. Rosa Marina de Brito Meyer e de sua equipe da CCCI e, porque não dizer, do desejo alado de voar mais alto expresso no nosso brasão institucional.

Pe. Josafá Carlos de Siqueira SJ
Reitor da PUC-Rio

The importance of CCCI for PUC-Rio's process of international insertion

A true university should be able to significantly strengthen its institutional and local identity by dialoguing and exchanging with international institutions. This dialectic relation between local and global realities characterizes the core of universities that integrate teaching to research and extension studies. Universities should be immersed in the problems and challenges that are part of their local and regional territories, by trying to understand them, thinking them over and responding to society's cultural issues and technological demands with the construction of knowledge, innovative solutions, ethical values and many other aspects related to the integrated education of human beings. However, universities should not limit themselves to local challenges, repressing and suffocating their vocation to universality, rather, they should pursue it through permanent bonds with institutions from other continents and distinct territories. Supportive solidarity, committed to local challenges and to the communion and exchange of international experiences, is what nourishes and renews academic life. Through the existence of numerous university nets, today's world shows us the need to open up to interrelations in order to exchange information, to educate and innovate, overcoming intramural paradigms and the fiefs of knowledge enclosed in the departments, institutes and research labs.

At PUC-Rio, this process of institutional internationalization takes place in four different levels: with the publication of papers in international journals; with the participation in conferences, symposiums and other international

events; with the new structures created to articulate and study international relations, such as BRIC's, and finally, with cooperation agreements with other universities abroad. It is about these agreements that we would like to make some considerations, since our CCCI celebrates 20 years of relevant services to the institution.

It is amazing to follow the growth of CCCI – Coordenação Central de Cooperação Internacional (*International Cooperation Central Coordination Office*), which has been increasing the number of its contacts and agreements with many universities abroad, as well as its participation in international events, student academic visits and exchange. As to international student exchange programs, which require academic exchange, double diploma and intensive courses, we went from 88 exchange students per year in 1996, to 1,540 students in 2011. In 2011, we sent 422 students to study abroad, mainly to the United States, England, France, Italy, Spain, Portugal and Germany, respectively. On the other hand, the same year, we received at PUC-Rio 1,118 students from the countries above, as well as from Chile, Denmark, Norway, Mexico, Holland, Argentina, Finland, China, Canada, Uruguay, Switzerland, among others.

PUC-Rio has kept a leading role in relation to other universities that are part of international agreements and that offer double major programs. Today, we have a total of 251 bilateral agreements with institutions abroad for student exchange programs. 120 of them are in Europe, 56 in North America, 12 in Asia, 3 in Central America, 6 in Oceania and 2 in Africa. In Europe, the four countries with which we have the highest number of agreements are: France (41), Portugal (19), Germany (19) and Spain (15). In North America, they are: the United States (35), Mexico (11) and Canada (11). In South America, they are: Chile (7), Colombia (8), Peru (4) and Bolivia (3).

Double-degree programs tend to develop even more, mainly after the Bologna Treaty, which supported this initiative. Today, at PUC-Rio, we have double-degree programs with 9 different universities: 5 in France, one in the United States, one in Germany, one in Spain and one in Italy.

The reasons that led CCCI to success and prestige throughout these past 20 years are far too many. Among them, we emphasize:

- 1) the consolidation of the new academic unit, professionally structured according to international patterns;
- 2) the International Education staff working together with the Academic Vice-Rector;
- 3) the self-sustained central coordination, reasonably free to make decisions;
- 4) the development of a thorough program for the reception and follow up of international students, which include shelter, safety, psychological assistance and cultural activities;
- 5) the best program of Portuguese for foreigners, with specialized teachers, some with master's, some with doctor's degrees;
- 6) the constant participative presence in international education events, such as NAFSA, EAIE, among others.

After taking a look at CCCI's achievements along these last twenty years, we can say that very few universities in Brazil have developed an international exchange program such as ours at PUC-Rio. This accomplishment is due to the institutional policy supported by the Rector and the Vice-Rectories, the collaboration and participation of the departments, the competence and determination Dr. Rosa Marina de Brito Meyer and her CCCI staff and, why not, the wish to fly higher, as on our institution's coat of arms.

Fr. Josafá Carlos de Siqueira SJ
President of PUC-Rio

PUC-Rio's International Office 20th Anniversary: a celebration of great accomplishments achieved with hard work and a lot of fun

Rosa Marina de Brito Meyer

Pioneer among the Brazilian universities in creating a unit dedicated to international affairs, the Pontifical Catholic University of Rio de Janeiro – PUC-Rio – proudly celebrates the 20th anniversary of its international office, the International Cooperation Central Coordination Office (CCCCI) in 2012.

Nevertheless, international collaboration did not start in 1992; a lot had been done before through varied initiatives of scattered faculty members, departments and/or units. And 20 years later there is still a lot to be done.

We can divide PUC-Rio's internationalizing process in 4 moments: the incidental, the natural, the professional and the strategic.

The incidental moment dates of the mid50's in the 20th Century. First private university in the country, PUC-Rio had been created in 1940 with the primary objective of standing out as an institution of academic excellence based on humanistic values. In 1951 the Federal government created the funding agency CAPES (Coordination for the Improvement of Higher Level Personnel) and launched a policy of funding the qualification abroad of third degree professionals; PUC-Rio took advantage of this opportunity by massively sending its faculty members for their MAs, MSCs and PhDs in the most prestigious universities in the world. This movement allowed the development of joint research and the exchange of visiting professors, mainly in the stem fields, thus giving the university an initial international visibility.

Most of these visiting professors were renowned senior scholars in their fields, among them some Noble Prize laureates.

In the 60s and 70s, the highly qualified faculty body created some of the earliest graduate programs in the country, what kept the scientific production intense and consequently maintained the relationship with researchers from abroad alive. By having had the chance of studying abroad, the graduate professors would always advise their students to do the same.

In 1969 another pioneer action became the starter of student exchanges: the offering of Portuguese as a Second Language certificate classes, called "Portuguese for Foreigners". These courses were attended mainly by visiting professors, eventual international students on campus and international residents in Rio de Janeiro. Among some of the prestigious students who learned Portuguese in our classes we would like to highlight the famous Dr. Albert Sabin.

The existence of such classes made PUC-Rio be approached by a number of US universities that already taught the language and needed a destination for their students to have an immersion experience; the University of Texas at Austin and the University of Arizona were the very first ones to send groups of students in the month of July a few years in a row. The success of the short-term Summer courses led some other US and European universities to propose long term exchanges. As a consequence, Portuguese for Foreigners courses became regular courses for credit taught during the academic terms and no longer on Winter and Summer breaks only. Among the very early exchange programs we can mention the ISEP (International Student Exchange Program), born in Georgetown University.

All these exchanges involved very small numbers of students both ways, but they represented a promising start. The presence of international students on campus already gave it a uniqueness not found on any other Brazilian university campus. And of course stimulated our Brazilian students to pursue the same experience.

These were then the main movements towards the internationalization of PUC-Rio until the late 80's: qualification of faculty members abroad, joint research – most of the time among professors only, not celebrated in MOUs or

other types of agreements –, reception of groups of international students for immersion in Portuguese, student exchanges, reception of visiting professors and the presence of our professors abroad as visiting professors too. Motivated by external demand and individual *ad hoc* initiatives, these activities were not created, organized, planned or managed by any specific unit: they could start within any department or by the wish of any professor or due to some unexpected circumstance. In short, they represented *the incidental moment* of PUC-Rio's opening its doors to the world.

As a natural consequence of the success of these different actions, 3 major international institutions approached PUC-Rio in 1991 with the proposal of establishing long term student exchanges involving larger numbers of participants: the University of California EAP (Exchange Abroad Programs) and Brown University from the US; and the Ecole Supérieure des Sciences Economiques et Commerciales (ESSEC) from France. PUC-Rio understood then that it was about time to give a more centralized attention to a process that seemed inevitable: the university's internationalization.

This sequence of facts led Fr. Amarillo Checon, S. J., then Vice-President for Community Affairs, to create PUC-Rio's international office – then called “International Programs Office”. He advocated so passionately for the international affairs that soon he left the VP position in order to dedicate himself fulltime to this cause. This was the start of the second moment in the internationalization process, *the natural moment*.

The office was conceived with an identity profoundly related to student exchanges and therefore it had the word “exchange (intercâmbio)” in its Portuguese name: “Coordenação Central de Intercâmbio Internacional” (CCII). And with such an office, internationalization naturally grew in a new scale along the 90's and the first decade of the 21st Century.

Soon Fr. Checon left the university due to having been assigned a different religious duty and the CCCI was moved from the Office of the Vice-President for Community Affairs to the Office of the Vice-President for Academic Affairs, the Provost. And Dr. Raul Rosas e Silva, from the Department of Civil Engineering, took over for the next few years, maintaining the rhythm of work and development of PUC-Rio's international affairs.

In January of 1996 I was invited by the then Provost, Dr. Paulo Fernando Carneiro de Andrade, to take the responsibility of the area and consequently to become Head of the CCII. As an Associate Professor in the Linguistics and Portuguese as a Second Language fields, I was only slightly familiar with the area of International Education and hereby confess that I took over the office with great curiosity of what had to be done. But I love challenges, and with the steady support of our internationally minded President at the time – Fr. Jesús Hortal S.J. – and the Provost, I started to represent CCCI and thus PUC-Rio in the main International Education forums: the national FAUBAI (Brazilian Universities International Affairs Assistants Forum) and international ones like NAFSA (Association of International Educators) and EAIE (European Association for International Education). Through these international forums' workshops and sessions I was able to understand the field in a global context and to obtain professional training, once international education wasn't – and still isn't – an academic or professionalizing area of study in Brazil.

And I made so many friends abroad! - people who, like me, were in charge of international affairs in their universities and also like me were very pragmatically experiencing (new) ways to host in the best way possible the students who lived their dreams on our campuses. And together we attended workshops and sessions, breakfasts and luncheons, receptions and parties: the work was hectic, but the fun compensated it. Some of these very special people graciously joined us for this 20th anniversary celebration.

Along the late 90s the number of students exchanged grew almost dramatically as demonstrated in Chart 1. New exchange destinations in new countries were offered to PUC-Rio students; special services were created in order to better receive the international exchange students; many agreements of many different types and with institutions from the most different regions of the world were signed. A more expressive number of international scientific events took place on campus than ever before. And because of these facts, the number of the international office's staff members had to grow accordingly. And they too started to participate in international education conferences abroad.

In the early 2000's, the university was on the way to deepening its international partnerships each time more strongly. With graduate

programs in all areas of study on campus, most of them highly ranked by CAPES, a strong program of undergraduate research, an awarded company incubator, research and services projects with some of the main national and multinational companies, a few international High Study Chairs installed and a renown excellence in many Science and Technology as well as in Social and Human Sciences areas, PUC-Rio firmly headed toward an ever deeper internationalization.

PUC-Rio Students abroad																
PROGRAM	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Regular Courses	23	32	37	78	52	49	97	115	122	143	170	156	181	236	243	233
Double Degree						5	9	14	29	36	32	30	61	48	44	48
Short Term										20	44	98	131	91	80	141
Total per year	23	32	37	78	52	54	106	129	151	199	246	284	373	375	367	422
Main Destinations	France, USA, Portugal, Spain, Germany, England, Italy, Mexico, Australia, Canada															
International Students at PUC-Rio																
PROGRAM	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Regular Courses	57	77	73	87	123	144	226	267	214	244	390	433	466	499	623	553
Double Degree						7	10	5	5	12	17	18	8	10	8	7
Intensive Courses	8	40	32	33	42	16	97	80	69	172	177	183	184	244	274	305
Customized									10	38	49	136	122	96	66	247
Internships																6
Total per year	65	117	105	120	165	167	333	352	298	466	633	770	780	849	971	1118
Main Nationalities	USA, France, Portugal, Spain, Germany, China, Norway, Mexico, Canada, England															
Total of exchange students per year (PUC-Rio and Intl. Students)	88	149	142	198	217	221	439	481	449	665	879	1054	1153	1224	1338	1540

Chart 1: Exchange Students

In 1998 PUC-Rio inaugurated the Antonio Vieira High Studies Chair in Portuguese Studies funded by the Instituto Camões from Portugal; in 2000 The Fulbright Commission in Rio de Janeiro was hosted on our campus.

In the academic year 2000-2001 I was away on sabbatical leave, teaching Portuguese and developing postdoctoral research under the privileged advisory of Dr. Olenka Bilash at the University of Alberta, Canada. During this period Dr. Carlos Frederico Borges Palmeira took over the office with remarkable dedication and efficiency.

In 2002 CCII celebrated its 10th Anniversary. As a consequence of the increase in the amount and diversity of responsibilities, President Fr. Hortal decided to change CCII's name to International Cooperation Central Coordination Office. The exchange of the word *exchange* for the word

cooperation sent a clear message to the university community: the international office was not in charge of student exchanges only; all international affairs should be submitted to this office. That was the beginning of *the professional moment*.

Along the first decade of the 2000's, new initiatives took place based on an explicit work policy. This policy determined that all staff must observe determined principles – professional qualification, high quality of services, dedication to students, loyalty to partners and availability to PUC-Rio's professors and/or units that requested our support – through a specific set of parameters – assistance to all, integration among ourselves, with our partners and with students, safety at all times and, most of all, academic focus.

New exchange programs were designed and offered: Double Degree programs, mainly with European universities; FIPSE-CAPES projects in different fields of study; a set of scholarships offered to low income PUC-Rio students for them to be able to participate in exchanges; language immersion short-term exchange programs for PUC-Rio students to immerse in languages abroad during their Brazilian vacations and thus acquire language proficiency for a long term exchange. Already existing programs such as the Portuguese as a Second Language intensive courses were improved and enlarged; courses taught in English started to be offered so as to allow non Portuguese speakers to do their exchanges at PUC-Rio; special services for international students were improved and very unique ones were created – like the hiring of a detective to give them emergency support at any need; customized summer programs brought to our campus by US, European and Latin American universities – like the “Doing Business in Brazil” for graduate Business students from the Utah State University at Logan, brought to our campus by Ms. Kay Forsyth, USU's Director Office of Study Abroad; among others.

In 2003 PUC-Rio inaugurated the High Studies Chair in American Studies funded by Fulbright; in 2010 the first exchange program with a Chinese university was launched, with the Beijing International Studies University; in 2011, the Confucius Institute funded by the Hanban from China was inaugurated.

Uncountable official visits to partner universities campuses were made for the staff to have better understanding of the other countries' university context. At the same time, the number of visitors from abroad who came individually or in delegations – groups of students, researchers, teachers, administrators, diplomats, etc – increased in an exponential way.

Consequently, the CCCI staff grew accordingly to this increase of responsibilities and had to be reengineered. The position of Deputy Associate Vice-President for Academic Affairs in charge of International Cooperation was created because one faculty member only was not able to cope with the frequently busy agenda. Internal biannual seminars were created in order to assess the recent activities and to plan for the following years. Responsibilities were reassigned, new positions were created, new and more qualified people were hired. And still, a friendly and warm environment was maintained in the office's headquarters always and the team has worked in harmony and with a collaborative attitude in spite of any difficulties that might occur. I must state here that I have been very lucky in counting with a so dedicated and efficient staff and take this opportunity to express my sympathy for each one and all of them.

A larger number of CCCI staff members than before were sent abroad to participate in international conferences, attending their workshops and thus acquiring better professional skills. A professional development program was created so as to allow staff members to attend graduate courses and/or to participate in language immersion courses abroad. And here I must present my appreciation to the State University of New York (SUNY) at New Paltz that generously hosted some of CCCI's staff in their ESL summer courses. Because of this fact, added to presence of many staff members and interns who went to SUNY as exchange students, my counterpart and good friend Dr. Bruce Sillner forged the joke that CCCI was the "SUNY Rio" office. We just loved it and keep repeating it still today.

PUC-Rio's visibility also enlarged considerably. Only Brazilian university to be represented at NAFSA and EAIE conferences for more than 10 years, PUC-Rio proved that it took international cooperation very professionally and with that became the reference of a Brazilian university in the

International Education community. When for the first time the Brazilian government funded a Brazilian universities booth at NAFSA in Washington D.C., 2008, the organizers – BELTA (Brazilian Educational Language & Travel Association) – kindly invited me to speak at the reception, publicly highlighting the fact that PUC-Rio had been the pioneer Brazilian university at NAFSA for a long time.

The outcomes of all these efforts are remarkable.

As compared with the 1996 figures, we nowadays host more than 1,000 international students on campus and send around 500 abroad per year, an increase of 1,750%. Our team encompasses 23 people – 2 faculty members, 12 staff members, 5 interns, 3 minor interns and 2 external collaborators (C.f. Chart 2), an increase of 766%. And we have 319 valid agreements signed, an increase of 399%.

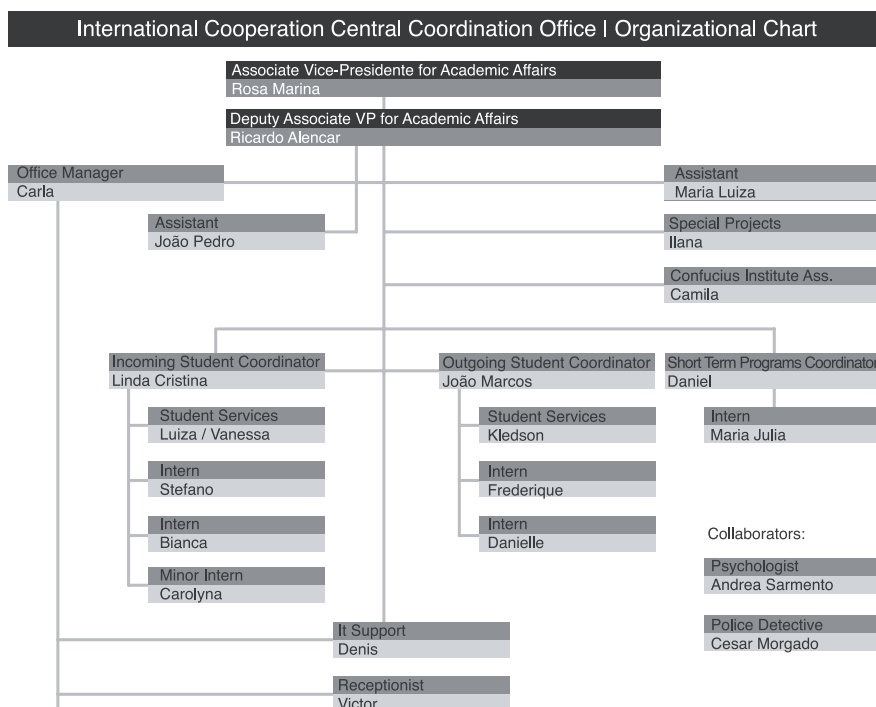


Chart 2: International Cooperation Central Coordination Office
Organizational Chart

The CCCI team usually attends 8-10 international conferences abroad and receives never less than 100 visitors yearly; we are always invited to join governmental delegations of Brazilian universities abroad. PUC-Rio's President is constantly invited to participate as keynote speaker in countless academic, political and cultural international events. The number of international awards, prizes and distinctions received by professors, undergraduate and graduate students and the university itself every year is remarkable. Just as an example, CAPES awarded PUC-Rio the "Most Successful Brazilian University in International Cooperation" in the year 2011.

Nevertheless, it would be unfair to assign CCCI's successes to its team only.

Nothing would have been possible if we did not count with the higher instances – President, Provost and Vice-Presidents – that allowed us to work appropriately for the benefit of the university community as a whole: the mention to the importance of the university's internationalization in every document, strategic plan, annual report, etc; trust in our work and support to our initiatives at all moments; hiring of staff every time that a new project or the growth of existing programs required it; adequate office space; financial independence – CCCI is a self-supported office; reasonable freedom of decision taking; and most of all encouragement and recognition at all times.

And of course we must also appreciate the core role of our partners in this process. As I usually say in presentations and speeches, we have a large number of very good partner universities and a select group of sister universities – which I prefer to call our "friend universities", because friends are chosen. These are institutions where we made friends who we can always count on, no matter what happens, and this is the most precious accomplishment of all for us Brazilians: to turn a (strictly) professional relationship into a (deeply desirable) personal one. It is probably in these institutions that I found some of my best international friends, as well as CCCI's staff has. It is always a moment of joy to meet with them in some far location somewhere in the world at a conference or a partner university family meeting. They are a priceless gift that CCCI gave me.

Coincidentally with the CCCI's 20th anniversary, at the moment when we were ready to celebrate our accomplishments and when the best of

professional quality seemed to have been reached, our President Fr. Josafá Carlos de Siqueira SJ presented us a new challenge: he chose PUC-Rio's internationalization as one of two priorities for his mandate and therefore asked us to lead an Internationalization Committee with the objective of building an internationalization strategic plan.

So after a seminar with the university leaders enriched by the presence and contribution of Ms. Rita Moriconi, Education USA's South Cone Reac, this Committee was established and is presently working hard towards the creation of PUC-Rio's "International Agenda" in analogy to the "PUC-Rio's Environmental Agenda" that was successfully launched in 2009. Hopefully it will be ready to be released by the end of this year. And its release will represent the beginning of a new moment in PUC-Rio's internationalization: *the strategic moment*.

In this strategic moment, ideally the university will have the internationalization process spread out more evenly among its various units as well as more deeply in all levels of the academic and administrative community. We could say that CCCI anticipated itself to the beginning of this strategic moment by launching, in May 2012, the PUC-Rio website in English, an essential instrument for any university that wishes to call itself international.

In conclusion, at the moment of its 20th anniversary, PUC-Rio's International Cooperation Central Coordination Office celebrates not only the number of years in action: it commemorates the great accomplishments achieved by a dedicated, professional and passionate team with the support of all instances of a very generous work place: our university. And the best of all is to realize that everything was done with very hard work, but also with a lot of fun.

The pursuit of internationalization of a smaller sized university in Southern Germany

Klemens Blas

Internationalization

In the context of increasing national and global competition between universities, internationalization and international relations have become important components in profiling the university sector not only in Germany but all over the world.

Analyzing the world's internationalization in higher education implies also the diversity in the academic environment. National and regional differences and political frameworks, institutional mission, different types and size of institutions, differing management approaches, government funding or private and market-oriented “entrepreneurial” orientation, different institutional, local, national and regional cultures and environments as well as different educational traditions and systems all diversify the academic environment.

The University Law of the German State of Baden-Wuerttemberg (Landeshochschulgesetz – LHG, §2 (1)) considers promoting international cooperation and exchange (especially in Europe) in the field of higher education as a core function besides teaching, research and further education.

The Hochschule Konstanz (HTWG) is a German University of Applied Sciences (UAS); since 1971, the UAS have equal standing with traditional German universities (“Different but Equivalent”) but a differing institutional mission. In traditional universities academic-theoretical research and teaching

have an equal status and the subjects offered include all disciplines comprising the late medieval classics: theology, philosophy, law and medicine.

Programs offered at universities of applied sciences however, cover mainly technology and engineering, business and management, social services and design; to say, the range of disciplines is always oriented towards professional fields as teaching and research at UAS have practical relevance, offering advanced academic education on the basis of the experience and requirements of professional practice. Both types of university have institutional autonomy under German law, guaranteeing freedom in teaching and research and academic self-administration.

HTWG Konstanz is located in the southernmost part of the Federal Republic of Germany, in the state of Baden-Wuerttemberg. It originated from the Higher Technical Institute for Mechanical, Electrical and Civil Engineering, which was founded in 1906 through a private initiative. Today, the University of Applied Sciences in Konstanz is supported by public funds and is under the jurisdiction of the state of Baden-Wuerttemberg and offers professionally oriented higher education at the Bachelors and Masters levels in 20 technical and professional fields including Engineering, Architecture, Computer Science, Business Administration and the highly competitive fields of Applied Communication and Culture, Management and Technology, and Communications Design. All Bachelor degree courses at HTWG require one practical semester in industry; this internship is carefully prepared and closely integrated into the curriculum. In addition, 13 Master Degree programs currently offer study opportunities at the postgraduate level.

The 4,200 full-time students are taught and supervised by 150 full time professors. The professors at universities of applied sciences have both scientific and practical credentials. In addition to appropriate academic qualification – usually a doctorate – proof of outstanding achievement over a period of several years with an industrial or commercial firm is required for faculty appointment.

Currently the HTWG has formal partnerships and student and staff exchange programs with 58 institutions of higher education in 28 countries. Students from either side of an exchange can spend a semester or more at the partner institution, taking classes or completing an internship.

In recent years, the University has taken numerous measures at various levels for internationalization study and teaching. These include, in particular, the introduction of two-cycle programs with internationally compatible degree designations (Bachelor / Master) and the ECTS credit system.

International experience is in high demand in the labor market. Good knowledge of at least one foreign language is taken for granted in Germany. A study abroad period of one to two semesters, therefore, became an important part of the study programs to prepare students effectively for work and life in an intercultural and globalizing world. Study options abroad include student exchanges, internships or doing a degree dissertation. Short time international study tours, language summer courses, field trips etc. however, are not considered in Germany as measures to enhance international experience for students.

The HTWG Konstanz has created various tools to promote the university's abroad programs: Targeted individual and "online" advice and assistance during the application process for study abroad through the International Office at HTWG, information fairs and events for a stay abroad by faculty program officers and the introduction of an uniform "learning agreement" for all student exchange programs to ensure the recognition of learning achievements and examinations to transfer credits back to HTWG.

The outstanding international mobility of HTWG students of previous years is held. In the academic year 2010-11 there were 447 study visits (cases), either for an integrated study abroad period, performing an internship or for the preparation of the thesis, usually for six months. This means that currently more than half of all students have earned international experiences at the end of their studies. The 2010 graduate survey (universities of applied sciences) in Baden-Wuerttemberg (Statistisches Landesamt Baden-Wuerttemberg 2010) revealed impressive 53% of HTWG graduates with international experience.

Approximately 400 international students from over 60 countries are enrolled at HTWG (12%), a figure that has remained unchanged over the past four years. The university also hosts some visiting scholars and guest professors from abroad. Their programs are diverse, ranging from short to long term further education for assistant professors up to postgraduate research and project work.

Traditionally, international mobility among HTWG professors is focused on applied research with its many conferences, meetings and joint research projects; nowadays the ERASMUS program promotes short term teaching staff mobility as part of inter-European university cooperation also developing European institutional academic staff networks.

Despite good recent developments in their international approaches, the university sees a need for further action in their internationalization strategy. Therefore the HTWG Structural and Development Plan for the years 2012-2016 identifies these objectives in the field of internationalization:

- Consolidation of existing cooperations with partner universities by linking further HTWG departments and research activities to the programs;
- Expansion of partnerships with universities in Indonesia / Malaysia and Latin America; generally with appealing universities in English speaking countries;
- Increase the number of students in study abroad programs;
- Promotion of (currently) modest number of ERASMUS exchanges for both students and staff;
- Setup of more English taught modules.

The participation of Hochschule Konstanz in the international education market is an interesting aspect in the context of long-term strategy to become global; however, to introduce an appropriate approach to establish operations also requires adequate human and financial resources. In this regard, the university definitely reaches its limitations at present.

Quality Enhancement

Accreditation, certification, auditing and benchmarking have become key words also in the context of internationalization in higher education. Most of the instruments combine self-assessment with external peer review as a means to enhance the added value that internationalization contributes to the university sector.

In order to create a unified system of higher education in Europe, the “Bologna Process” was a major reform created to introduce academic

degree standards and quality assurance standards throughout Europe. The basic framework adopted of three cycles of higher education qualification (bachelors, masters and doctoral degrees). The cycles are defined in terms of European Credit Transfer and Accumulation System (ECTS) credits. The promotion of European student and staff mobility in the higher education area is and was another objective of the Bologna process.

In the Federal Republic of Germany, the states ("Bundesland") have the essential autonomy in cultural and educational matters. The (higher) educational policy of the Baden-Wuerttemberg state government is run by the Ministry of Science and Research in Stuttgart. Until 2005 the accreditation of higher education institutions and their academic programs were matter of the states in Germany. As part of the "Bologna Process", an "Accreditation Council" was constituted which has appointed, as of yet, eight accreditation agencies in Germany to determine whether or not higher education degree program or course designs meet the requirements for certification on bachelors, masters or PhD level.

In the process of accreditation, the agency only reviews international aspects such as the specification requirement for the European Qualification Framework are met and ensures that ECTS credits as well as the "diploma supplement" (a document in English, aiming at improving international "transparency" and facilitating the academic and professional recognition of the qualification obtained) are implemented in the degree program to be screened.

As the accreditation organizations in Germany only analyze degree programs and do not assess the academic institutions themselves not to mention quality issues in their internationalization, the German Rectors Conference (HRK) has offered since 2009 auditing cycles for about 12 higher education institutions per year to assess various quality aspects of the international activities and policies of the institution.

The HRK audit "Internationalization of Higher education" provides an independent and systematic counseling service that is designed to suit the profile of each university. Specifically, the audit provides a status report of the internationality of the university, the elaboration and concretization of the

internationalization goals of the university, the (further) development of an institutional internationalization strategy and the recommendation of specific measures in defined internationalization areas. Based on the ideal that today internationalization is a core function in the development of institutions of higher education, the universities should clarify their individual motivations, goals, approaches and resources. There must be a concern for each university to pursue internationalization, not only for its own sake, but with a focused and quality oriented goal.

It is crucial from the perspective of the HRK that each university develops a customized and differentiated internationalization strategy that takes into account all relevant internal and external factors: the type of university, the academic profile and the institutional mission, financial and human capacities, but also the position of the university in their region and in the national university system.

A study for the development and collection of profile data on the internationality of German higher education institutions (DAAD German Academic Exchange Service, 2010) has made large sets of data about important areas of the internationality in the university sector available; only two pages at book section 13.6 apply to quality assurance measures (“Massnahmen zur Qualitaetssicherung”) and report that 60% of all consulted universities take specific actions and operations ensuring the review of the quality of international activities.

It does not come as a surprise that there is a strong correlation between the size and the type of the higher education institutions in quality assurance of their internationalization. Nearly all large universities, 78 % of the Technical universities, two third of the smaller universities (up to 20,000 students) and larger universities of applied sciences (more than 5,000 students) but only 43% of the smaller UAS and one third of the universities for arts and music have established special mechanisms to review the success of their international activities.

The latest concept of quality management at Hochschule Konstanz (2010) approved by the Senate in July 2010 is based on eight “branding” features; one of those particular features is:

We actively meet the increasing internationalization with a broad offer on foreign language proficiencies for students. We strongly support and encourage a study abroad period during the practical or theoretical study semester.

As pointed out earlier, there are no external quality audits to measure the objectives and targets of internationalization set by Hochschule Konstanz on structural and development plan as well as the concept of quality management. The HTWG therefore utilizes internal approval and self-review methods. The quality management for internationalization follows a closed loop of goal formulation, including an evaluation of objectives and actions for enhancement. The evaluation process seeks student and staff feedback and requires documentation, including comparative statistics. Quality review of internationalization requires also commitment and involvement at all levels of leadership, faculty, students and administration.

The International Office at HTWG supports the university's administration with the necessary documentation such as statistics regarding in- and outbound exchange students, conversion tables of national grading scales, annual international performance report, preparation of standards and guidelines to conclude international cooperation agreements. Evaluation of exchange programs are made through questionnaires and student's reports as well as assessment of the on-site services for international students.

The International Office arranges regular meetings with HTWG achievers of international cooperation programs and the university's leadership. The International Office stays in contact with international partner universities through duty visits and meetings at the NAFSA or EAIE conferences.

Finally, assessment of international policies and practices should be integrated in the overall quality of multiple institutions and countries. When creating quality enhancement procedures in the future, a review of internationalization policies and practices of higher education institutions must be conducted.

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El plan estratégico para la internacionalización de la Universidad de Monterrey

Thomas Buntru

Introducción

La Universidad de Monterrey (UDEM) es una universidad privada fundada en 1969 por un grupo entusiasta de religiosos, profesionistas y empresarios locales en respuesta a los retos sociales, demográficos y políticos del momento.

La UDEM es miembro de la Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES) y está acreditada en México por la Federación de Instituciones Mexicanas Privadas de Educación Superior (FIMPES) y en los Estados Unidos por la Southern Association of Colleges and Schools (SACS). La institución se ha caracterizado por brindar una perspectiva humanística y una educación integral de sus estudiantes a través de un programa de estudios centrado en los artes liberales, que pretende desarrollar en sus estudiantes un alto grado de sensibilidad hacia los demás, un compromiso con la sociedad y la nación mexicana, y una visión global.

Misión

La Universidad de Monterrey está comprometida con preparar a estudiantes que se conviertan en agentes del cambio tanto en México como en el mundo, como está expresado en su misión:

La Universidad de Monterrey, como comunidad educativa de inspiración católica, forma integralmente al estudiante por medio de un modelo educativo

personalizado y en un entorno intercultural de excelencia académica, para que se desempeñe con plenitud en los diferentes ámbitos de su vida y encuentre la trascendencia en el servicio a los demás; asimismo, contribuye al desarrollo del conocimiento y a la construcción de una sociedad sostenible.

La Internacionalización de la UDEM

La Universidad de Monterrey fue fundada como una universidad local en respuesta a demandas locales de educación superior. Sin embargo, muy pronto empezó a atraer estudiantes de otras regiones de México, de los Estados Unidos y de América Latina. Aún así, tomó alrededor de veinte años para que se desarrollara una consciencia internacional en la UDEM. En respuesta a las negociaciones del Tratado Norteamericano de Libre Comercio y anticipando sus conclusiones, en 1985 la UDEM fue una de las primeras universidades mexicanas en ofrecer un programa académico en Estudios Internacionales.

Desde el inicio, el dominio del inglés era un requisito de graduación para los estudiantes de la Licenciatura en Estudios Internacionales (LEI). En 1992 este requisito se amplió a incluir a todos los estudiantes de la UDEM. Actualmente todos los estudiantes tienen que pasar el *Test of English as a Foreign Language (TOEFL)* con un mínimo requerido de 550 puntos para poder graduarse de cualquier programa de profesional.

Algunos programas con una orientación internacional requieren que sus estudiantes tomen además un cierto número de cursos en un segundo idioma extranjero. En 1995, y en respuesta a demandas de los propios estudiantes y sus padres de familia, la UDEM abrió una oficina a cargo de una sola persona denominada Coordinación de Intercambio Estudiantil. La visión de esta oficina estaba enfocada desde un principio en construir programas de intercambio académico, más que programas de estudios en el extranjero.

Esa visión y el primer plan estratégico para la movilidad estudiantil en 1999 resultaron en una expansión de la oficina y la contratación de una asesora de estudios en el extranjero y una asesora de estudiantes extranjeros. En este mismo año la UDEM se adhirió a ISEP (*International Student Exchange Program*) lo que la llevó a una gran expansión de las opciones de intercambio para sus estudiantes. En 2002 la Coordinación de Intercambio Estudiantil desarrolló

un nuevo plan estratégico con una visión más amplia de la internacionalización que incluyó no solamente la movilidad estudiantil sino también la movilidad docente y la internacionalización del currículum. Eso resultó en una elevación de rango organizacional de la oficina a Dirección de Programas Internacionales en 2004. El director es miembro del consejo de decanos y directores divisionales de la universidad. En 2005, la UDEM fue clasificada como la universidad mexicana con la segunda más alta tasa de participación estudiantil en programas de estudios en el extranjero por la revista *Mundo Universitario*. En 2006, la UDEM se colocó en primer lugar, posición que ha mantenido hasta la fecha. En 2007, el 13% de los estudiantes matriculados participaron en programas de estudios en el extranjero, y el 36% de la generación que se graduó en este mismo año tenía una experiencia documentada de estudios en el extranjero a través de su participación en programas de la UDEM. En 2011, estos porcentajes se elevaron a 16% y 53% respectivamente. La UDEM es también una de las primeras cinco universidades mexicanas en términos del porcentaje de estudiantes extranjeros entre su estudiantado. Actualmente el 5% de todos los estudiantes de profesional en la UDEM son extranjeros.

Hay que considerar estos logros en su contexto: En 2006 solamente el 1% de todos los estudiantes universitarios mexicanos estudiaron fuera de México, y sólo el 0.1% de todos los estudiantes matriculados en universidades mexicanas vinieron del extranjero (Fuente: *IIE Atlas of Student Mobility*). En 2004 la Dirección de Programas Internacionales preparó un documento de posicionamiento sobre el proceso de la internacionalización de la UDEM para el Consejo Directivo que trazó un perfil general del modelo institucional de internacionalización. El documento fue aprobado y formó la base y el punto de partida para el nuevo plan estratégico para la internacionalización de la UDEM. Como resultado, dos nuevos cursos con orientación internacional fueron incluidos en el currículum común que consiste de nueve cursos obligatorios para todos los estudiantes de la UDEM. Uno de los cursos está enfocado en el análisis y entendimiento de la globalización (“Escenarios, tendencias y dilemas globales”); el otro (“Competencias globales”) pretende desarrollar competencias interculturales en los estudiantes. En 2006, y como parte del proceso de reacreditación ante la Southern Association of

Colleges and Schools (SACS), la UDEM escogió el tema de los resultados de aprendizaje en la internacionalización como el tópico central de su proyecto de mejora de calidad (QEP, por Quality Enhancement Plan). El QEP define la internacionalización de los procesos de aprendizaje de los estudiantes como

el proceso académico y formativo a través del cual los estudiantes obtienen una experiencia cultural internacional, en el campus o fuera de México, para que: a) se familiaricen con otras culturas y sean capaces de describir la realidad económica, política y social de otros países en el contexto geográfico adecuado; y b) se vean a sí mismos como ciudadanos del mundo, con la capacidad de comunicar y actuar desde una perspectiva global; y c) sean abiertos a otras ideas y culturas en un marco de respeto y tolerancia para la diversidad cultural, lo que les facilitará la transición de una cultura a otra en el contexto de comunicación e interacción constructiva.

Quality Enhancement Plan para SACS		
Proyecto	Hoy	2020
Cursos de estudios generales	Dos cursos rediseñados	Divulgar beneficios por medio de un folleto
Evaluar los resultados del intercambio estudiantil	Programa de Formación en Competencias Interculturales en fase de piloto	Implementar formalmente el Programa de Formación en Competencias Interculturales
Cursos con experiencia internacional	Cinco cursos en OT 2011	Dos cursos por división
Internacionalizar proyectos finales de graduación	ND	ND
Nivel de inglés como requisito de graduación	Algunos estudiantes no cumplen con el requisito	Todos los estudiantes cumplen con el requisito
Incrementar la proporción de estudiantes en movilidad estudiantil	Índice generacional del 53% en 2010	Índice generacional del 55%
Feria Internacional	Se implementó por primera vez en OT 2011	En implementación cíclica
Documentación promocional bilingüe	Folleto institucional y materiales de DIPI	ND
Cursos co-curriculares con perspectiva internacional	ND	ND
Programa de profesores visitantes	Programa desarrollado y aprobado	Programa en funcionamiento
Participación de profesores extranjeros a distancia	ND	ND
Señalética bilingüe	Existe en Residencias UDEM	Existe en toda la UDEM
Web institucional bilingüe	Algunas secciones en inglés	Todo el portal en inglés

* Algunos de los proyectos del QEP se tomaron o adoptaron del Plan Estratégico para la Internacionalización de la UDEM. No se cuenta con toda la información sobre el estado actual y la proyección al 2020, pero ya se pidió a la Dirección de Efectividad Académica.

El esfuerzo colaborativo que produjo el QEP hizo evidente que la internacionalización implica mucho más que programas de movilidad estudiantil y un currículum internacionalizado. El nuevo plan estratégico para la internacionalización de la UDEM está basado en estos fundamentos y presenta un modelo multidimensional de internacionalización.

El plan estratégico para la internacionalización de la UDEM

El actual plan estratégico para la internacionalización de la UDEM se construyó sobre los fuertes fundamentos que la UDEM había cimentado a lo largo de los años, especialmente en las áreas de la internacionalización del currículum y de la movilidad estudiantil, con los resultados de aprendizaje como están definidos en el QEP en su centro y la red de relaciones internacionales estratégicas como base para futuros esfuerzos.



El plan contempla seis grandes estrategias, contrasta la situación actual con las metas que se pretenden alcanzar en el año 2020, y propone acciones concretas para lograr estas metas.

La primera estrategia consiste en incrementar la movilidad estudiantil, tanto en términos cuantitativos como cualitativos. Queremos lograr que el 50% de los estudiantes de cada generación que se gradúe de la UDEM haya tenido una experiencia internacional.

ESTRATEGIAS

A. Impulsar la experiencia educativa universitaria en el extranjero.

1 Movilidad Estudiantil

ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	Q E P
<p>a Incrementar el número de estudiantes UDEM en el extranjero.</p> <p>b Incrementar la calidad de la movilidad estudiantil.</p>	<p>11% de la población 33% Indicador generacional</p> <p>44% a universidades top 500</p>	<p>15% de la población estudiantil 50% Indicador generacional</p> <p>55% a universidades top 500</p>	

ESTRATEGIAS

A. Impulsar la experiencia educativa universitaria en el extranjero.

1 Movilidad Estudiantil

ACCIONES	ACCIONES ESPECÍFICAS
<p>a Incrementar el número de estudiantes UDEM en el extranjero.</p> <p>b Incrementar la calidad de la movilidad estudiantil.</p>	<ol style="list-style-type: none"> 1. Ampliar el portafolio de programas internacionales. 2. Ampliar los planes de ayudas financieras. 3. Mejorar el nivel de idiomas extranjeros de los estudiantes. 4. Incentivar el apoyo de los profesores a los programas de movilidad estudiantil. <ol style="list-style-type: none"> 1. Crear más programas especiales con universidades de prestigio. 2. Privilegiar las becas de intercambio para la realización de estancias en las mejores universidades del mundo. 3. Enfocar la asesoría de los candidatos para motivarlos a que escojan las mejores universidades para sus estancias de intercambio. 4. Incrementar convenios bilaterales para intercambio con instituciones de educación media para estancias recíprocas de una a dos semanas.

La segunda estrategia contempla la construcción de programas de movilidad docente, que está aún muy limitada en la UDEM, y el desarrollo de la función de la investigación científica, que está aún incipiente, porque la UDEM se ha entendido a sí misma primordialmente como una institución centrada en la enseñanza. Los profesores deben de estar en el centro de los esfuerzos institucionales de internacionalización para incluir a todos los estudiantes y no nada más a aquellos que participan en nuestros programas de estudios en el extranjero. La importancia de la función de la investigación científica en este plan está relacionada con el prestigio que esta función otorga a cualquier institución de educación superior, su importancia en los rankings de las universidades en el mundo, y con la naturaleza internacional de la investigación científica en el mundo de hoy.

ESTRATEGIAS

A. Impulsar la experiencia educativa universitaria en el extranjero.

2 Movilidad Docente e Investigación y Desarrollo

ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	
a Implementar un plan de contratación y desarrollo de profesores egresados de las mejores universidades del mundo.	60% de top 500	75% de top 500	
b Crear esquemas que faciliten e incentiven la movilidad docente.	No hay	En existencia	Q E P
c Desarrollar la función de la investigación.	Incipiente	Desarrollada	

ESTRATEGIAS

A. Impulsar la experiencia educativa universitaria en el extranjero.

2 Movilidad Docente e Investigación y Desarrollo

ACCIONES	ACCIONES ESPECÍFICAS
a Implementar un plan de contratación y desarrollo de profesores egresados de las mejores universidades del mundo.	<ol style="list-style-type: none"> 1. Impulsar el desarrollo de profesores en las mejores universidades del mundo. 2. Contratar profesores egresados de las mejores universidades del mundo. 3. Invitar a especialistas locales egresados de las mejores universidades del mundo como profesores de asignatura.
b Crear esquemas que faciliten e incentiven la movilidad docente.	<ol style="list-style-type: none"> 1. Elaborar un plan de movilidad docente para cada departamento académico. 2. Facilitar la participación de los profesores en foros internacionales.
c Desarrollar la función de la investigación.	<ol style="list-style-type: none"> 1. Crear centros interdisciplinarios de investigación en las áreas estratégicas del conocimiento 2. Estimular la publicación de artículos científicos en revistas indexadas internacionalmente 3. Promover y apoyar el registro de propiedad intelectual (patentes, signos distintivos, etc.) 4. Rediseñar el sistema de clasificación de profesores

La tercera estrategia está enfocada en la internacionalización del currículo, con el objetivo de introducir más contenidos internacionales en los planes de estudios, de ofrecer más opciones de doble titulación a los estudiantes de todas las carreras, y de medir los resultados de aprendizaje en internacionalización entre nuestros estudiantes. Esta estrategia está muy relacionada al plan de mejoramiento de calidad o QEP para la reacreditación ante SACS.

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

3 Currículum Universitario Internacional

ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	
a Internacionalizar los planes de estudios.	25% grado de internacionalización. 27 cursos en inglés. 3 idiomas extranjeras	50% grado de internacionalización. 80 cursos en inglés. 8 idiomas extranjeras	Q E P
b Incrementar la oferta de programas de doble titulación.	9/32 programas de doble titulación	32/32 programas de doble titulación	Q E P
c Acreditar internacionalmente los programas que sean acreditables.	1/32 programa acreditado	Todos los programas acreditables acreditados	
d Incorporar el uso de métodos pedagógicos comparados.	Se usa en 19% de los cursos	Se usa en 60% de los cursos	Q E P
e Medir los resultados del aprendizaje relacionados con la internacionalización.	INEVA: 62.5 IDI: ND	INEVA: 80 IDI: 60% llegan al nivel de adaptación	Q E P

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

3 Currículum Universitario Internacional

ACCIONES	ACCIONES ESPECÍFICAS
a Internacionalizar los planes de estudio.	1. Ampliar la oferta de lenguas extranjeras. 2. Contar con un área de estudios generales electivos. 3. Ofertar cursos con objetivos y contenidos internacionales. 4. Minimizar las cadenas de seriación de las materias. 5. Diseñar áreas menores con carácter internacional.
b Incrementar la oferta de programas de doble titulación.	1. Ofrecer programas académicos de doble titulación en diferentes continentes. 2. Contar con programas de doble titulación en universidades de prestigio.
c Acreditar internacionalmente los programas que sean acreditables.	1. Identificar los organismos acreditadores internacionales. 2. Elaborar un plan para la acreditación correspondiente. 3. Iniciar los procesos de acreditación
d Incorporar el uso de métodos pedagógicos comparados.	1. Contar con cursos comparados (crear o rediseñar cursos). 2. Capacitar a los profesores en métodos didácticos comparados. 3. Promover la movilidad virtual (videoconferencias, foros, chats, cursos en línea, etc.)
e Medir los resultados del aprendizaje relacionados con la internacionalización.	1. Evaluar la mejora de la calidad del aprendizaje del estudiante UDEM como resultado del proceso de internacionalización (INEVA-QEP). 2. Evaluar el grado de sensibilidad intercultural de los estudiantes, profesores y colaboradores (IDI-QEP).

La cuarta estrategia tiene que ver con la internacionalización del campus, lo que implica principalmente un incremento significativo en la presencia de estudiantes y profesores internacionales en la UDEM, además de una extensa oferta de eventos internacionales en el campus. Una acción muy exitosa en este contexto ha sido la creación de programas especiales para estudiantes internacionales que combinan cursos de español como lengua extranjera, clases sobre la cultura mexicana y actividades de servicio social. También hay que mencionar la creación e implementación de la Feria Internacional UDEM que se organizó por primera vez durante el semestre de otoño 2011. En el marco de la Feria Internacional, la cual tuvo a España como país invitado, se organizaron más de cincuenta eventos y actividades culturales y académicas con relación a España, tales como exposiciones de arte y de fotografías, conferencias y coloquios, ciclos de cine, obras de teatro, muestras gastronómicas, foros con estudiantes españoles visitantes, entre otros.

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

4 Campus Internacional

	ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	
a	Incrementar el número de estudiantes extranjeros en la UDEM.	5% de la población estudiantil	10% de la población estudiantil	Q E P
b	Atraer profesores visitantes de las mejores universidades extranjeras.	5 profesores visitantes al año	12 profesores visitantes el año	Q E P
c	Promover eventos académicos y extra-académicos internacionales.	ND	24 eventos al año	Q E P

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

4 Campus Internacional

ACCIONES	ACCIONES ESPECÍFICAS
a Incrementar el número de estudiantes extranjeros en la UDEM.	<ol style="list-style-type: none"> 1. Identificar los intereses del mercado de estudiantes extranjeros. 2. Ofertar un portafolio de productos académicos y extra-académicos vinculado a los intereses de los estudiantes extranjeros. 3. Implementar un programa de promoción de la UDEM en el extranjero.
b Atraer profesores visitantes de las mejores universidades extranjeras.	<ol style="list-style-type: none"> 1. Crear esquemas para favorecer las actividades que se pueden realizar en conjunto con profesores extranjeros, tales como team-teaching y videoconferencias, entre otras. 2. Crear módulos para impulsar cátedras laboris por profesores distinguidos del extranjero. 3. Difundir y participar en las convocatorias de agencias de cooperación académica. 4. Explorar programas de intercambio de profesores con nuestras universidades socias.
c Promover eventos académicos y extra-académicos internacionales.	<ol style="list-style-type: none"> 1. Elaborar un programa de intercambio y conservación de expresiones y valores culturales (tradiciones, costumbres, gastronomía, etc.) 2. Organizar eventos cuya temática sea parte de la agenda mundial (educación para la paz, combate a la pobreza, aseguramiento de los derechos humanos, promoción de la diversidad). 3. Promover foros, congresos y simposio de carácter científico, tecnológico y humanístico internacional.

La quinta estrategia toma en cuenta la necesidad de internacionalizar la cultura institucional de la UDEM, desde sistemas administrativos y tecnológicos de soporte, la página web institucional, la señalización en el campus, hasta la creación de una imagen institucional internacional. Todos los que forman parte de la comunidad universitaria de la UDEM serán partícipes y se identificarán con esta cultura internacional y multicultural.

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

5 Cultura Institucional Internacional

ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	
a Desarrollar sistemas administrativos, tecnológicos y escolares de apoyo a la internacionalización.	3 de 12 servicios	12 de 12 servicios	
b Dotar al campus físico y digital de un perfil multicultural.	Página web en español y algunas secciones en inglés. Sin señalética	Página web multilingüe Señalética multicultural	Q E P
c Crear una imagen y posicionamiento institucional en el ámbito internacional.	ND	Plan desarrollado e implementado	

ESTRATEGIAS

B. Transformar a la UDEM en una experiencia educativa internacional.

5 Cultura Institucional Internacional

ACCIONES	ACCIONES ESPECÍFICAS
a Desarrollar sistemas administrativos, tecnológicos y escolares de apoyo a la internacionalización.	<ol style="list-style-type: none"> 1. Expedir kardex con estándares internacionales a los estudiantes. 2. Adecuar el reglamento de equivalencias y revalidaciones de acuerdo a criterios internacionales. 3. Contar con un sistema de informática de apoyo a los procesos de internacionalización. 4. Instalar los recursos tecnológicos que posibilitan la movilidad virtual. 5. Desarrollar o implementar un sistema de evaluación de los procesos de Internacionalización en Casa.
b Dotar al campus físico y digital de un perfil multicultural.	<ol style="list-style-type: none"> 1. Desarrollar una página web multilingüe que incluya la oferta de cursos anuales y los programas analíticos. 2. Crear materiales impresos bilingües. 3. Instalar una señalización multicultural.
c Crear una imagen y posicionamiento institucional en el ámbito internacional.	<ol style="list-style-type: none"> 1. Desarrollar un plan de imagen y posicionamiento dirigido a: estudiantes extranjeros, autoridades académicas de universidades extranjeras, estudiantes y padres de familia UDEM. 2. Crear relaciones públicas entre el área de Mercadotecnia de la UDEM y las áreas correspondientes de las mejores universidades del mundo.

Por último, pero no por eso menos importante, está la sexta estrategia, que puede ser considerada el fundamento para todas las demás y considera la construcción de relaciones internacionales estratégicas para programas de intercambio estudiantil y docente, esquemas de desarrollo docente, y el aprovechamiento de las fuerzas particulares de la UDEM, como por ejemplo los programas de servicio social, de liderazgo, y de educación médica, entre otros.

ESTRATEGIAS

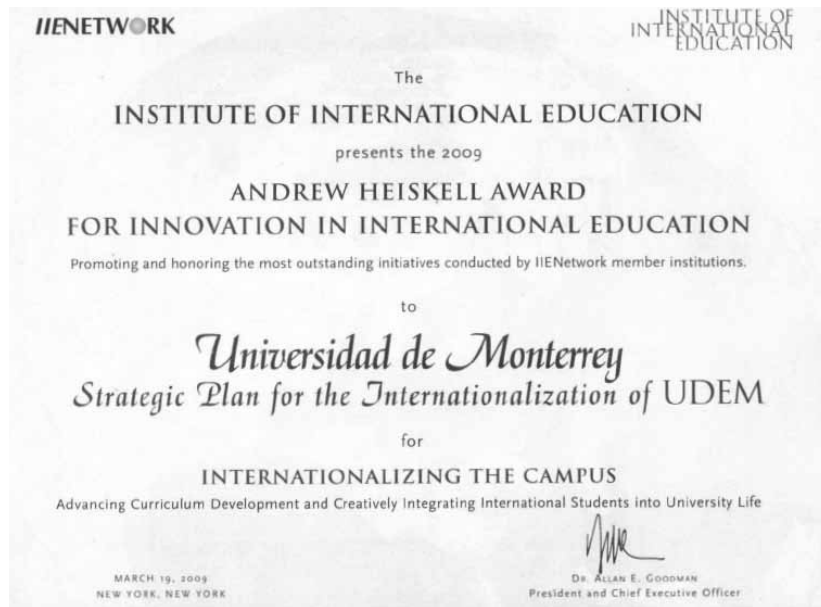
C. Construir relaciones estratégicas internacionales

6 Relaciones Internacionales

ACCIONES	SITUACIÓN ACTUAL 2006	METAS 2020	Q E P
a ESTUDIANTES: Incrementar la oferta y calidad de los convenios.	28% con universidades top 500 14% con universidades top del país	40% con universidades top 500 25% con universidades top del país	
b PROFESORES: Establecer relaciones internacionales con las mejores universidades del mundo para la formación de profesores.	No existen convenios formalizados para ese propósito	20 convenios con universidades top 500 para la formación de profesores	
c DIFERENCIACIÓN Catalizar las relaciones internacionales desde las fortalezas y proyectos estratégicos UDEM	40% a universidades top 500	55% a universidades top 500	



Considerando los éxitos logrados en la internacionalización de la UDEM hasta la fecha, estamos muy optimistas que este plan estratégico de internacionalización nos permitirá consolidar nuestra posición de liderazgo en la internacionalización educativa en el contexto de la educación superior mexicana. Esta perspectiva fue compartida por el Instituto de Educación Internacional (IIE por Institute of International Education) que reconoció el plan para la internacionalización de la UDEM con el Premio Andrew Heiskell 2009 para la innovación en educación internacional.



Nuevas iniciativas en el marco de la Visión 2020

En 2011, la UDEM publicó su Visión 2020, un documento marco que guiará el quehacer y las acciones en los siguientes años. En el marco de la Visión 2020, revisamos el plan estratégico y agregamos algunas nuevas iniciativas. Primero queremos expandir las opciones de ayudas financieras para la realización de estudios en el extranjero, para que todos nuestros estudiantes tengan acceso a nuestros programas. Tomando ventaja de nuestro gran portafolio de programas en el extranjero, vamos a abrir algunos de estos programas a estudiantes provenientes de otras universidades mexicanas para apoyar la atracción de recursos en tiempos de restricciones presupuestarias. Una tercera iniciativa está dirigida a perfeccionar y expandir nuestro innovador programa en el desarrollo de competencias interculturales y a convertir a la UDEM en la primera universidad mexicana que certifica los resultados de aprendizaje internacional e intercultural de sus estudiantes.

También hemos iniciado, juntos con los colegas de Reclutamiento y Admisiones, a desarrollar nuevas estrategias para la atracción de más estudiantes internacionales de grado a la UDEM. Una quinta iniciativa propone la

construcción de un Centro Internacional en nuestro campus como un punto de encuentro simbólico y físico para las diferentes nacionalidades y culturas en nuestra comunidad universitaria y en apoyo a la integración de todas las actividades académicas y formativas de carácter internacional. También abogamos por la adaptación y el uso de nuevas tecnologías de información y comunicación en apoyo a la internacionalización para exponer a todos nuestros estudiantes a experiencias internacionales e interculturales significativas de una manera más efectiva en términos de costos. Otra importante iniciativa nueva está enfocada en replicar y adaptar nuestras experiencias exitosas en materia de internacionalización a la Prepa UDEM, nuestro sistema de escuelas preparatorias (grados 10 a 12). Un plan estratégico específico que proveerá la visión y las metas a cumplir para esta iniciativa ya ha sido presentado a nuestras autoridades y está en proceso de ser aprobado.

Iniciativas para renovar el compromiso de la UDEM con la internacionalización y blindar la posición de liderazgo que hemos logrado en la materia para contribuir, de esa manera, a la construcción de la Visión

Iniciativas	
UDEM en el mundo	<ul style="list-style-type: none"> • Expandir la oferta de programas en el extranjero a los estudiantes UDEM para ofrecer la mayor variedad de programas en México • Expandir las ayudas financieras para lograr que todos nuestros estudiantes tengan acceso a nuestros programas en el extranjero sin importar la situación financiera de sus familias • Abrir los programas de estudios en el extranjero de la UDEM a estudiantes de otras universidades para apoyar la atracción de recursos ("UDEM para todos")
El mundo en la UDEM	<ul style="list-style-type: none"> • Intensificar la atracción de estudiantes extranjeros de carrera para contribuir a la atracción de recursos (Proyecto DAME-DIPI) • Promover la construcción en el campus de un Centro Internacional para tener un punto de encuentro visible y simbólico de las diferentes culturas y nacionalidades en nuestra comunidad y para apoyar la integración de todas las actividades internacionales, tanto de carácter académico como formativo
Competencias Interculturales	<ul style="list-style-type: none"> • Perfeccionar el modelo de formación en competencias interculturales para convertir a la UDEM en la primera universidad mexicana que certifica los resultados de aprendizaje internacional e intercultural en sus estudiantes • Desarrollar un certificado de internacionalización para ofrecer un valor agregado a nuestros estudiantes
Prepa UDEM	<ul style="list-style-type: none"> • Replicar en la Prepa UDEM los éxitos obtenidos en la internacionalización universitaria para desarrollar una ventaja distintiva para nuestros programas de educación media-superior
Uso de Tecnología	<ul style="list-style-type: none"> • Promover la adaptación y el uso de las nuevas tecnologías de información y comunicación (TICs) en apoyo a la internacionalización (intercambios virtuales) para exponer a toda la población estudiantil a experiencias internacionales e interculturales
Relaciones Estratégicas	<ul style="list-style-type: none"> • Redefinir la construcción de relaciones internacionales estratégicas para permitir el desarrollo de más proyectos de cooperación horizontal sin perder de vista el carácter aspiracional de esta línea de acción

Considerando la historia de éxito en la internacionalización de la UDEM hasta el momento, estamos muy optimistas y confiados en que nuestro plan estratégico y sus adaptaciones recientes nos permitirán reforzar nuestra posición de liderazgo en el contexto de la educación superior mexicana.

Internationalization: seeking a vision for the new century

Kay Forsyth

It is a privilege to be part of this momentous event in celebrating the distinguished international programs and accomplishments of the *Coordenação Central de Cooperação Internacional* – CCCI International Programs Central Coordination Office, Pontifícia Universidade Católica do Rio de Janeiro (PUC-Rio) over the past 20 years. Congratulations and best wishes as we all engage in continuing internationalization efforts that increase the connectivity and engagement through institutional growth and partnerships for years to come.

As institutions of higher education move forward into the 21st century, they must confront the task of shaping and perhaps redefining, the climate of internationalization on their campus. It is no daunting task as new technologies, changing patterns of global mobility, and university priorities contribute to the direction and focus it might take. Coming of age in a global world, takes vision, forethought, and perseverance.

The American Council on Education (ACE) follow up to its survey in 2006, based on their initial research study and report on policies and practices on developing internationalization efforts on campuses in 2001, is considered to be a comprehensive source of data on internationalization in U.S. higher education institutions. ACE will release its most current comprehensive survey results since 2006, during the summer of 2012. Some highlights of their current findings are as follows:

Less than 40% of institutions refer to global education in their mission statements, thus leading to the conclusion that internationalization is not a high priority on most campuses. Even those who refer to globalization in their mission statement may be merely giving lip service to the idea and for many such financially-strapped campuses, they do not have the resources to invest the financial or human capital it takes to effectively accomplish the task.

Most institutions do not require general education requirements that contain at least one course that is global in nature, or even academically support second language requirements for graduation. This further increases the isolationism and distance from exposure to academics in a global world.

Over 91% of colleges and universities have created opportunities for students to engage in skill-building internationalization opportunities. These are not limited to traditional study abroad programs, but an increasing number of institutions offer international internship opportunities, and in addition, many support faculty involvement in leading study abroad programs, international research, and attendance at world-wide conferences and meetings. Even though great numbers of institutions offer such opportunities, overall student participation numbers remain low and still may be only attainable by the elite few (Green & Burris, 2008).

The Institute of International Education (IIE) also offer comprehensive data reports on the status of internationalization.

The IIE *Open Doors Report, 2011*, contains encouraging statistics related to student mobility to and from the U.S. International students studying in the US reached an all-time high of 723,277 students representing a 32% increase in the past decade. Worldwide, there were over 2.9 million international students in 2006 and that number is expected to increase to almost 8 million by 2025 (Chow & Bhandari, 2011:1).

Although the US is expected to remain in the top five nations who host international students, patterns of mobility are changing as more diverse countries will be sending and receiving students. Countries that engage in immigration reform, as well as promote and market their country as an international education

destination, such as the United Kingdom and Australia, gain a financial advantage in bringing international students to their countries. It may be a strategy that more countries may wish to adopt in positioning themselves as destinations for increasing mobility of students, and market themselves to their financial advantage. The US *laissez faire* policy in assuming that if the opportunity to study presents itself students will study in the US, may need to be seriously re-evaluated if the US is to remain a top destination for receiving international students (Dessoff, 2010:31).

As much as nations and individual institutions must develop their own culture of internationalization on a broad continuum of ideologies and activities, the commonality of goals, and past historical occurrences give the emerging 21st century perspective on internationalization much to learn from the traditions of the past.

Utah State University (USU) has had a long history of engagement in international education and research and in the last few years has taken the opportunity to consolidate its administrative vision and provide financial support. USU has supported and strengthened its ability to arm its faculty and students with the tools and opportunities necessary to push forward in strong pursuit of internationalization activities in the new millennium. In the current USU president, Stan L. Albrecht's inaugural address in 2005, he states "We share interest and responsibility inherent in cross-border issues such as global warming and pollution, terrorism, economic interdependency, health problems such as HIV/AIDS, and other challenges. The nature of the world is such that no one nation and certainly no one university can possibly go it alone. We must expand our connections and partnerships with businesses and universities in other countries, and our new partnership with the Dominican Republic is one model of how we will proceed. We need to pursue aggressively and imaginatively other means for shared conversation, shared problem-solving, and a shared and richer future with new partners worldwide" (Albrecht, 2005:8).

USU is a Carnegie I Public research institution and a land-grant college established in rural Logan, Utah, located 80 miles north of Salt Lake City,

Utah, the state capitol and major population center located near the front range of the Wasatch mountains. Logan, a small town of 50,000 inhabitants, nestled in a valley between mountain ranges, is known for its natural beauty and access to nearby recreational activities such as skiing, mountain biking, hiking, camping, and more. USU still retains its agricultural roots and to this day all students, faculty, sports teams, etc. are proud to be called “Aggies”.

We began as the Agricultural College of Utah in 1888 – eight years before Utah became the 45TH state. (...) The Agricultural College of Utah was a physical manifestation of the dream contained in the Morrill Act, which made possible the establishment of a great armada of public colleges and universities created to provide access to education for all citizens. (...) I will focus on just a few ideas that describe our transformation from the agricultural school in which we have our roots, into a university that preserves and honors that heritage, but also connects us to a larger world – and that larger world is us (Albrecht, 2005:5).

How does such a large public institution nestled in a bucolic mountain valley attract international students, strengthen its study abroad programs, and reach out to the world from its potentially isolated vantage point?

USU was recently named one of the top 100 public institutions of higher education by the *U.S News & World Report*. Today, USU consists of 8 colleges – Agriculture, Business, Education, Engineering, Humanities and Social Sciences, Natural Resources, The School of the Arts, and Science. It has 29,000 students on all campuses, and nearly 16,000 of which are on the Logan campus where nearly 1000 international students are pursuing one of 168 undergraduate or 143 graduate degrees. In addition, 350-400 USU students study abroad each year.

Through its long history of international engagement, an impressive array of international technical assistance and research projects spanning decades have literally turned this small town into an international destination.

USU hosted its first international student in 1892 less than four years after its inception. Current technical assistance programs today carry on this tradition, and

climate change, agricultural irrigation, and water projects worldwide, continue to attract international students and researchers from across the globe. USU's first foray into international engagement began in 1912, when the current USU president struck up a friendship with a Persian diplomat at an international congress. This began a relationship with Persia (Iran) that spanned decades sending and receiving professors and technicians between the two locations. In 1951, alone, there were 261 Iranian students studying at USU. Not only in agriculture, but more presently in space research, USU has contributed to experiments in space in collaboration with scientists from all over the world. Developing a sound reputation in technical and research endeavors has increased its presence internationally, has led to increased cooperation with universities worldwide, and by leveraging such past accomplishments has earned USU an international reputation (Utah University State, 2003:1-6). Current research dollars at USU reached a record high of \$187 million in 2010 (Utah University State, 2011).

Currently, USU has several sponsored programs that bring in groups of international students for degree or short-term language programs. This has also served to dramatically enhance internationalization on the campus. For nearly a decade USU has hosted students from the Dominican Republic in cohorts for degree programs. The Ministry of Education in the Dominican Republic has increased its participation over time so that over five hundred students from the Dominican Republic have participated in this scholarship degree program at USU. The Dominican Republic seeks to benefit from these returning, well-educated students, equipped with the skills necessary to move its country forward. Similar newer and smaller programs exist with Armenia, Mongolia, Indonesia and Qatar. Through its Intensive English Language Institute (IELI), USU has always attracted international students who wish to improve their English language skills before embarking on a degree program—one of the reasons that the sponsored programs were so attractive to the Ministries of Education in the above-mentioned countries. The IELI program, an accredited English program consisting of four levels of intensive English language study, is one of the programs that has served to internationalize the campus for decades. In 2005, USU developed its first

pilot short-term English language program with its important international partner, PUC-Rio. Five brave Brazilians made their first visit to wintry Logan in January of that year. Although not Rio de Janeiro by any stretch of the imagination, the students were warmly welcomed to snowy Utah and several had the opportunity of practicing their newly honed English skills on the slopes of the nearby ski resort. An experience that would not have been possible in Rio!

The new short-term Global Academy, christened in 2005, has continued to grow and diversify. A grant program funded by the US State Department in 2011, added a new dimension to the Global Academy program. USU received a cohort of 39 students from countries that rarely send students to the US let alone, USU, in any significant numbers. From disadvantaged and/or diverse backgrounds, students from such countries as Angola, Cambodia, Iran, Laos, Kazakhstan, Syria, and Uzbekistan came to know a small town in Utah, used English as a common language, and made lasting friendships that knew no political boundaries. In addition, this unique program incorporated learning in natural resource topics, with service projects in the community. Students worked with diverse entities in the field: the USU student organic farm, USU bee lab, Logan City Waste Treatment facility, and the Stokes Nature Center. By engaging in meaningful projects, they were asked to incorporate what they learned to develop a poster presentation, and take back information and expertise to devise a project in their home country. Incorporated into the program were visits to nearby areas of natural beauty- Arches National Park in southern Utah and Yellowstone National Park in Wyoming/Montana. The participants are still engaged with USU and each other through technological means such as social media sites, Skype, and email, as they share their progress with their finished projects. One other unique aspect of this program incorporated USU students, who have completed or nearly finished a Masters of Second Language Teaching (MSLT), as classroom English teachers and assistants under the supervision of one of the MSLT directors.

As anyone would agree, hosting international students on campus and in one's community has far-reaching benefits that are integral to the internationalization of the campus. The student and community synergy create the opportunity for exposure to new cultures, new perspectives, academic achievement and lasting personal relationships. In addition, local international ethnic groups may serve as a valuable resource when incorporated into academic and cultural activities with an international or multicultural component (Green & Olson, 2003:18).

Not only do international students contribute academically, but also are important contributors to the financial well-being of the local economy. This can be a significant advantage to a rural community. The economic by-product and effect on the local economy is often overlooked by local commercial entities as one of the advantages of working closely with the university in increasing the internationalization of the campus. Even increasing international students on campus for short-term programs contributes to the likelihood that they or their friends and relatives will return for a degree program, further impacting the positive effects on the local community.

However, there are many facets to internationalization and typically an institution not only seeks to increase incoming student activity, but to engage its faculty and students in activities that increase outward mobility. By its heritage of international technical assistance and engagement with international institutional partners, USU in the 1980's began to formalize its efforts in sending students out on study abroad programs, and became an early member of the International Student Exchange Program (ISEP). What started out as single digit numbers, studying abroad has grown to nearly 400 students per year. According to the latest Institute of International Education (IIE) *Open Doors Report*, 270,604 U.S. students studied abroad for academic credit in 2009/10, an increase of 3.9% over the previous year indicating that US student participation in study abroad has more than tripled over the past two decades (Chow & Bhandari, 2011:1).

Study Abroad programs at USU continue to diversify in length, variety, and destination that increase the overall university internationalization

engagement strategies. Students have the option of traditional exchange semester-long study abroad programs at over 100 institutional destinations abroad in 40 countries that allow students to pay home tuition for a study abroad experience. However, one of the most limiting factors for increasing participation in international programs is financial. Not unique to USU, but with rising international airfares, volatile currency exchange rates, increased bureaucracy and cost for country entry fees, as well as loss of income for many students who work while attending school, students find these factors seriously affect their ability to participate in a study abroad program. Interestingly enough, many USU students have had a personal volunteer religious service experience for 2 years abroad. They gain language facility and some international experience, but may show less motivation to go abroad for academic validity for their experience, primarily due to financial limitations. In addition to membership in the ISEP consortia, USU has individual partnership exchange agreements with 35 institutional partners. Many campuses face the challenge of administrative management, oversight, and meaningful engagement with these partnerships. As Susan Buck Sutton, former associate vice chancellor for international affairs at Indiana University-Purdue University Indianapolis (IUPUI) and past president of the Association for International Educator Administrators (AIEA), states in discussing the plethora of Memorandums of Understanding (MOU) that most universities sign, “We had signed around 200 over the years, and with most, nothing ever happened...It seemed like a friendly thing to do but, after a nice dinner in Bangkok or in Paris or wherever, no one ever thought about what would be needed to sustain the MOU” (Nafsa, 2011:14).

She goes on to state that as part of a concerted internationalization strategy, “IUPUI concentrated on developing close relationships with a limited number of universities... You collaborate not just in sending students back and forth but in curriculum development, teaching in each other's classes, and joint research projects. Such strategic partnerships draw in faculty and students who previously would never have done anything international” (Nafsa, 2011:14-16).

Although USU has fewer MOU's to manage, it is clearly evident, that those partner institutions that offer the academic quality enhancement and mutually

attainable goals for student and faculty involvement, serve as the foundation for further deepening sustainable partnerships. The USU long-standing relationship with PUC-Rio has substantively contributed many of the core values that hold true for a meaningful relationship: the consistent exchange of students, availability of appropriate academic content, short-term language program opportunities at both campuses, collaboration in conference presentations and committee activities, as well as short-term faculty-led programming. PUC-Rio has successfully hosted several groups of USU business faculty and students over the years and has provided educational lectures, and arrangements for local business visits and other cultural opportunities. Without such a trusted partner, it would be extremely difficult to arrange and execute international activities of this scope and magnitude abroad.

An ever-increasing number of faculty-led short-term programs further complement the menu of activities at USU. In the past two years, the number of short-term programs has grown to thirty each year. This reflects a 300% increase in program options in the past 5-6 years. The majority of students choosing to participate in any academic study abroad experience select one of these short-term programs that offer substantial academic credit toward a degree-intensive short-term programming that fits their need for an experience that is efficient and relatively cost effective. Students can earn credit in such programs that offer: six different languages from Arabic to Portuguese, arts, business, education, journalism, and science across the globe from Ethiopia to Jordan to Switzerland, and more. There is a growing trend overall on many campuses toward the short-term program model, and further research must be done to determine how and to what extent a short-term program for the “sound-bite” generation will lead to personal growth and internationalization. It is hoped that even limited exposure will lead to a pursuit of deepening personal and intercultural awareness.

Several factors at USU have contributed to short-term program growth and sustainability including the need for a “champion”. The Swiss Design Thinking program has been developed and maintained by the same professor every year, who for the past 12 years has led 40 students abroad each year. This professor has worked with Swatch Watches, the International Red Cross,

International Olympic committees and others to develop projects that allow students real-world experience to the extent that student projects have made valuable contributions to these various entities. The Huntsman School of Business started short-term programming only six years ago, and until that time very few business students felt compelled to incorporate a study abroad experience into their academic experience. With new administrative vision, leadership, and support, the Huntsman School of Business has been transformed into a globally-connected college. More than five years later, a prestigious business scholar program assists undergraduates in redefining what it means to do business in a global world, a new international business degree requires an international experience to meet graduation requirements, and three undergraduate programs span three continents in providing students a way to learn about doing business in an ever-connected world. As a result of these short-term programs abroad, students are also returning to partner institutions and countries they visited, to participate in semester-length programs and/or participate in internships. At the MBA level, all degree programs require an international experience for their students – that has led to the development of several short-term programs each spring. Destinations range from Jordan to India and MBA's are adding that crucial world-view dimension on how business is interconnected globally and personally. USU seed grant funding for many of the varied short-term faculty-led programs have encouraged new champions to step forward. Faculty given the financial support, have gone to China, Mozambique, and Slovenia, to develop the kinds of programs that diversify offerings across disciplines and countries, thus opening a wider range of opportunities for students. Other faculty has taken advantage of seed grant funding to incorporate increased international awareness in their classroom. Christopher Conte, USU History professor states, "The seed grant funding gave me the opportunity of doing research in Tanzania and Mozambique. As a result, my African studies class is more aware of the real issues in African locations. I expect that they will want to see for themselves how they can make a difference in the world."

As with many institutions, particularly large public research institutions that often operate within a decentralized model with each college having faculty

with a certain level of autonomy in project and outreach efforts, it is often difficult to capture the full picture of internationalization efforts across campus and ways that others can benefit from the dissemination of project information and ultimately the cross-fertilization of project activities across campus. It is not atypical for many institutions to proceed with internationalization efforts by researchers who are going it alone per project/funding/interest, as well as mere lip service by upper administrators to internationalization--clearly this is one of the pitfalls of taking internationalization to greater heights and depths.

Some of the significant changes and trends at USU that have encouraged the growth and diversity of programs for incoming international students and outbound domestic students have occurred as a direct result of changes made at the upper administrative level. After the initial inaugural address of President Albrecht professing support for internationalization efforts, funds were set aside from tier II tuition funds (funds that could be used at the discretion of the university for specific purposes) to create a dedicated Office of Global Engagement that would provide the leadership and direction for further internationalization and expansion. Moving from a part-time/interim position, under the direction of the newly funded, full-time position, Vice Provost for International Education, key internationalization strategies were put in place: compilation of all MOU's in one central location in the Office of Global Engagement; housing all sub-departments that manage the incoming and outgoing international education programs in one location to create an "international presence" on campus; creating a dedicated international recruiter position; coordination of ongoing and future international research efforts across campus; expansion of the sponsored programs that bring in degree-seeking international students and subsequent expansion of short-term English programs; and funding for faculty seed grants to broaden faculty-led programs abroad and enhanced curriculum integration within the courses taught on campus.

"Clearly, the support from Stan L. Albrecht, USU President, in establishing the Office of Global Engagement has allowed USU to move forward in solidifying what we have in place and paving the way for future growth and development", states Mary Hubbard, USU Vice Provost for International

Education. "It is critical that we remain nimble as we continue on our path towards increased internationalization opportunities for all faculty and students, but each step we make advances us closer to our goal. A quality institution cannot afford to sit on the sidelines and watch the world go by. It has to seize the opportunities that are there and make its vision a reality. We owe it to our students-to make them solid citizens of the world- who can no longer exist in a vacuum, but must be part of the change process for the good of the global community."

Many universities have similar stories of increased awareness of the need to internationalize, creative strategies to increase internationalization efforts that ultimately enhance academic quality and integrity, and funding support that makes it a reality. Successful programs engage faculty and students in new and innovative ways, by integrating classroom learning with real world experiences and providing institutional support that leverages existing programs against improvements for the future. The role of international partner institutions further maximizes the potential for direction and successful collaborative activities: exchange of students and scholars, joint research projects, curriculum enhancement and faculty exchange. Strategies must also be developed to avoid certain inevitable pitfalls of internationalization which may include: lack of financial and scholarship support for students both incoming and outgoing; shifting funding priorities at the university level that may remove funding support for seed grant funding of faculty-led program development; increasing costs to maintain programs; short-lived opportunities that are not sustainable; no international presence on campus, i.e. the "international center"; lack of vision or goals for internationalizing; and loss of partner participation.

Current trends in study abroad indicate that more and more students seek/need financial support to engage in study abroad programs, short-term programs are showing the biggest growth in participation, and even international degree-seeking students already studying abroad are seeking opportunities to participate on their host institution's study abroad programs for additional global enhancement of their academic experience. Students are also seeking alternative study abroad program interests in far reaching opportunities: internships and service provide a unique opportunity to gain

real world learning. Students are increasingly not afraid to branch out on their own. Starting their own non-profit organizations, fund-raising to support entrepreneurial education and microloan programs for the disadvantaged and with or without direct university support, they are moving forward bravely into the 21st century. Universities will be learning more and more from their students.

And what about the effects that technological advances will have on this ever-shrinking world? Teleconferences and distance learning create new opportunities for engagement anywhere in the world. Will the student of the future actually be present in the location where they are studying as distance learning, twinning programs and joint degrees increase the likelihood that as we unite more ideologically and academically we may be creating more personal distance and physical separation? “Today, our world is connected as never before – immediate, instantaneous, interactive, and collaborative” (Albrecht, 2005:9).

“So we must think in more bold and imaginative ways about how to organize our curriculum, how to facilitate and reward international experiences of all types for our students, how to reopen our doors to those who would come from other countries to our campus for study and research, and how to establish new partnerships and collaborations beyond our classrooms and beyond the borders of our state and nation. I believe that the people of Utah will be infinitely richer for it, not just in business and commerce, but in the lives and souls and perspectives of our people” (Albrecht, 2005:9).

As all of us who work in the realm of international education realize that our challenge is to have an emboldened vision of the future of international education and implement new and varied programs that capitalize on the great opportunity we have. To make a difference in just one life, for all to touch and be touched by exposure to new ideas, new cultures, new people, is our world of opportunity – all the better to foster personal growth independence, maturity and a world view. This is our mission, our chance to make the world a peaceful, more livable environment for generations to come.

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EducationUSA: promoting internationalization between the United States and Brazil through student mobility

Rita Moriconi

EducationUSA Centers are U.S. State Department Affiliated Advising Offices spread in 170 countries with almost 400 offices all over the world. Supported by the Bureau of Educational and Cultural Affairs, ECA/A/S/A, EducationUSA is the official source on U.S. Higher Education. Advising centers are staffed by professional advisers, who provide accurate, comprehensive, objective, timely, and impartial information on all accredited higher education institutions in the United States and guidance to qualified individuals on how best to access those opportunities. EducationUSA advisers also play a role in fostering partnerships between universities in the United States and in Brazil. The first advising office was created in 1938 in Rio de Janeiro Brazil and it was called “The Education Center”, inside IBEU Rio.

Each year, advisers at EducationUSA centers respond to millions of inquiries from students all over the world. Advisers offer a wide range of services to international scholars, students, and their families seeking reliable information and quality guidance about study in the United States, including giving accurate and impartial information about all accredited higher education institutions, assisting in exploring appropriate institutions based on academic and personal goals, helping students research and prepare for standardized testing requirements, explaining and offering support through the admission application process, describing options for paying for college

and identifying financial aid opportunities, and preparing for the student visa application process and departure to the United States.

There are 24 EducationUSA advising offices in Brazil located at the Fulbright Commission in Rio de Janeiro, binational centers, and Brazilian universities. EducationUSA Advisers' knowledge and familiarity with the local secondary and tertiary education community in Brazil is an indispensable resource for U.S. institutions seeking to recruit quality international applicants. EducationUSA advisers support U.S. universities with the understanding of the local educational system structure, organizing information sessions for visiting U.S. institutions, making arrangements for college fairs and local school and university visits, learning about public and private scholarship programs such as the recently launched Brazilian government initiative through Science Without Borders, connecting with educators and school counselors, arranging international alumni activities, verifying recognition of foreign educational institutions, examining student mobility trends, coordinating international alumni activities, exploring opportunities for collaboration with Brazilian universities for study abroad and exchange programs, and communicating with local education associations and governing bodies.

EducationUSA staff in Washington, D.C. also works with the U.S. higher education community, providing information on trends in international education policy, systems of education worldwide, the importance of recruiting international students, how to cooperate with EducationUSA centers around the world and how to promote U.S. universities abroad. For more information, please go to: <http://www.educationusa.state.gov>

EducationUSA centers also serve as a resource to Brazilian universities that wish to partner with U.S. institutions. Comprehensive centers in Brazil offer training for international cooperation offices in Brazilian universities that wish to partner with U.S. institutions through workshops for professional development in major conferences in Brazil. Advisers give support to international forums such as FAUBAI and special international cooperation meetings held in Brazil targeting Brazilian universities. EducationUSA advisers facilitate meetings and act as liaison between U.S. and Brazilian universities, inform students on the process of recognizing U.S. university

degrees in Brazil, disseminate good practices for study abroad published by the Forum on Education Abroad to help Brazilian universities establish partnerships to receive U.S. students, and conduct research on capacity issues to receive U.S. students in Brazil. Advisers also offer certified translations of academic documents that are accepted in all universities in the U.S., and arrival information for U.S. students that come to study in Brazil.

The U.S. State Department also maintains a group of 14 REACs, Regional Educational Advising Coordinators that are responsible for assessing EducationUSA services by region worldwide, providing EducationUSA advisers with training and resources and reporting to U.S. universities on educational trends in the regions. REACs also disseminate information about U.S. Higher Education in host countries, giving incentives for advisers to promote partnerships between U.S. universities and local universities.

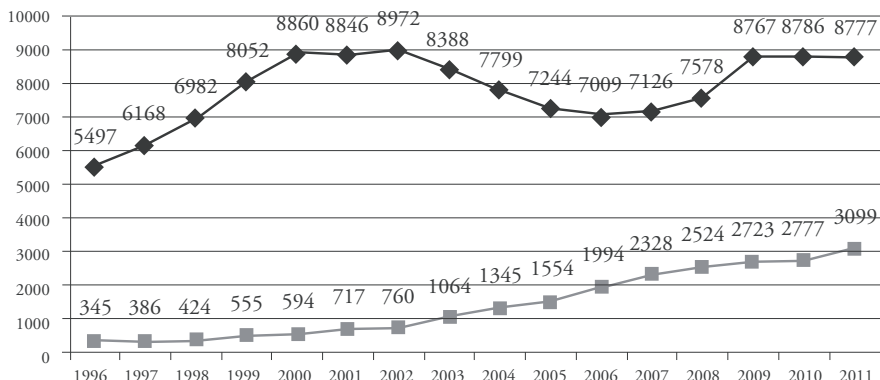
Open door statistics

The International Institute of Education publishes annually the Open Doors statistics on student mobility to and from the U.S. In the last 2011 Open Doors, a record high of 723,277 international students are presently studying in the United States. Out of these numbers, 65,632 students are from Latin America, a little less than 10% of the total international student population. Mexico, Brazil and Colombia are the top places of origin in Latin America and the majority of students are studying at the undergraduate level, 52%.

Brazil is the first leading place of origin in South America of international students in the U.S., second in Latin America and the 14th leading place of origin worldwide. There are presently 8,777 Brazilian students studying in the United States, 46.3% undergraduates and 34.8% graduate students. Brazil has also made it to the top twenty leading destinations to U.S. students worldwide, thanks to the sharp increase of partnerships established between Brazilian and U.S. colleges and universities.

◆ Brazil: Study in the U.S. ■ U.S.: Study in Brazil

Source: IIF Open Doors Report – Chart compiled by Education USA RFAC Southern



	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Brazil: Study in the U.S.	5017	5497	6168	6982	8052	8860	8846	8972	8388	7799	7244	7009	7126	7578	8767	8786	8777
U.S.: Study in Brazil		345	386	424	555	594	717	760	1064	1345	1554	1994	2328	2524	2723	2777	3099

Attitudinal survey

The Institute of International Education (IIE), in cooperation with EducationUSA, conducted a survey in 2010 to examine the perceptions and attitudes that international students who are considering studying abroad had of U.S. Higher Education. Questions like “Do international students prefer to study in the U.S. to other destinations?”, “What are the perceived barriers facing students who want to study abroad?”, “What course do students want to pursue abroad?”, and “What attracts international students to study in the U.S.?” were part of the survey sent to countries in four major sending regions. The survey began in Vietnam followed by India, Mexico, Thailand, Hong Kong, Brazil, Germany, Turkey, the U.K., Nigeria, and South Africa from 2009 to 2010. A total of 9,330 valid student responses were received.

Responses varied by country ranging from 22% of responses of students in Turkey to 58% of students in Brazil. Key findings include:

- the U.S. is the destination of choice for the vast majority of respondents worldwide, with three-quarters (75 percent) of prospective students reporting the U.S. as their top choice;

- over three-quarters (76 percent) of prospective students worldwide perceived the U.S. to have a high quality higher education system;
- over three-quarters (76 percent) of prospective students worldwide feel the U.S. has a wide range of schools and programs to suit a variety of different students;
- over two-thirds (69 percent) of prospective students worldwide feel that the U.S. welcomes international students;
- cost was cited as the primary obstacle to overseas study by respondents in all countries; six in ten prospective students worldwide (60 percent) perceived tuition in the U.S. to be expensive;
- half of respondents had concerns about obtaining a visa to study in the U.S.

In Brazil, a total of 2,326 valid responses were received throughout the country, and 55% were women and 45% men. Half of the respondents had begun to think about studying abroad while 48% had already opted to study abroad. According to IIE's survey:

The cultural experience was the main reason cited (by 70 percent of respondents), followed by the quality or type of academic programs abroad (56 percent), preparing for a future career (54 percent) and making professional contacts (33 percent) (respondents could cite more than one reason).

The majority of respondents (57 percent) were interested in pursuing foreign language study, particularly intensive English; 38 percent were interested in pursuing a graduate degree; 25 percent were interested in a professional degree (e.g., MBA, MD, JD, etc.) and 20 percent were interested in an undergraduate degree (respondents could select more than one choice).

Business and management was the most popular intended field of study, chosen by 19 percent of respondents, followed by intensive language study (16 percent), humanities (14 percent) and engineering (12 percent). Physical/life sciences were chosen by nine percent, education by eight percent, social sciences and fine/applied arts by six percent each, mathematics or computer science by five percent and other fields of study (including law, health professions and communications/journalism) by three percent.

The United States was the most frequently cited first-choice destination by a large margin, with 68 percent of respondents listing the U.S. in an open-response question. Canada was chosen by 13 percent and the United Kingdom by 11 percent. No other destination received more than three percent of the total. Among alternative destinations, 35 percent chose the United Kingdom, followed by Canada (29 percent) and the United States (18 percent).

Almost three-quarters of respondents perceived the U.S. to have a wide range of schools and programs (74 percent), a high quality higher education system (73 percent), to offer good student support services (63 percent) and to have many scholarship opportunities (also 63 percent). These are significantly higher than the percentages reported for the other host destinations (fig. 22).

More than half of respondents also felt that the U.S. welcomes international students (55 percent) and is a safe place to study (54 percent).

However, many respondents also felt that it is difficult to obtain a visa to study in the U.S. (59 percent), that tuition at U.S. colleges and universities is expensive (52 percent), that the school application process is costly (51 percent).

Two-thirds of respondents (66 percent) cited the cost of international study as a major obstacle, regardless of destination.

The whole survey is online and may be found at <http://www.iie.org/en/Research-and-Publications/Publications-and-Reports/IIE-Bookstore/What-International-Students-Think-About-US-Higher-Education>

It is interesting to note that in Brazil, 95% of the visa applications to the United States are accepted. However, there is a misperception from the general public that feel it is difficult to obtain a visa to the U.S. Recently, many of the U.S. Mission Brazil Visa Consuls have been engaged in outreach with EducationUSA advisers at educational fairs throughout Brazil to welcome Brazilian students to apply for universities in the U.S. or to apply for the Brazilian government Science Without Borders scholarship program and choose the United States as the leading destination for their studies.

Prospective students are a priority in terms of visa issuance in all four posts in Brazil, that is, the U.S. Embassy in Brasilia and the U.S. Consulates in Sao Paulo, Rio de Janeiro and Recife.

The governments of Brazil and the United States launched together the U.S. Brazil Global Partnership Dialogue and the resulting Education Joint Action Plan outline, a strategy to realize U.S. President Obama's and Brazilian President Rousseff's goals to expand academic and research exchanges between the two countries. To achieve these objectives, Brazilian President Rousseff and the Government of Brazil launched a new initiative to send 101,000 Brazilian students abroad over the next five years to study and conduct research.

The Bureau of Educational and Cultural Affairs of the U.S. Department of State with the State Department-supported EducationUSA network, the Fulbright Commission in Brazil, and the U.S. Embassy in Brasilia, are working closely with CAPES and CNPq to connect the U.S. and Brazilian higher education communities to create university networks; encourage the placement of Brazilian students at U.S. universities, colleges, and community colleges; and promote the expansion of U.S. student and research exchanges to Brazil.

The Government of Brazil's "Science Without Borders" (SWB) Program, through CNPq and Capes, is expanding to support this initiative and will work with U.S. and Brazilian universities, as well to universities in other international countries to support short- and longer-term academic and research opportunities at all levels in the STEM fields and innovation industry. These include undergraduate and graduate study abroad; undergraduate, graduate, and doctoral degree exchange programs; post-doctoral, scholar, and scientific exchanges; and professional training.

EducationUSA is working together with the U.S. Mission Brazil to bring more U.S. university association representatives to Brazil, with delegations of university presidents to visit with Brazilian universities. Also, EducationUSA is heavily promoting in the U.S. the SWB program so that more universities can register to receive Brazilian students and more U.S. universities can seek partnerships with Brazilian universities. The first call for undergraduate 1-year study abroad took 650 Brazilian students to the United States in the Spring of 2012 and we are expecting to double the number of students in the second call.

EducationUSA advisers are also working with testing agencies to expand testing capacity in Brazil and to help Brazilian students in understanding and applying for the SWB program to U.S. institutions. This is a turning point for internationalization in Brazil – by investing in the innovation industry and creating new jobs and partnerships with universities abroad, Brazil is promoting its technological development by giving incentives to Brazilian researchers to partner with international researchers for joint programs in the STEM fields. The vision of internationalizing science and technology is to promote the growth of innovation and secure the competitiveness of science and industry in Brazil. EducationUSA and the U.S. Mission in Brazil is working hand-in-hand to help the Brazilian government and Brazilian universities in their search to expand partnerships with the United States. Education is a key bilateral priority to both countries.

Useful sites

www.educationusa.state.gov

<http://educationusa-cienciasemfronteiras.org/> – step by step guide in Portuguese and English on Science Without Borders and how to apply for a program in the U.S.

<http://www.iie.org/en/Programs/Brazil-Science-Without-Borders> – U.S. universities registration with IIE to receive Science Without Borders students from Brazil and Brazilian students registration for upcoming calls

Appendix

Snapshot of U.S. Higher Education

In terms of Higher Education in the U.S., here follows data published in the Chronicle of Higher Education's annual Almanac issue and the National Science Foundation's annual Survey of Earned Doctorates (http://www.nsf.gov/statistics/nsf11306/data_table.cfm), on statistics on higher education in the US. Most of this data is for academic years 2009-2011 compiled by REAC Nancy Keteku:

U.S. Higher Education – Number of Institutions

US Colleges and Universities accredited institutions Source: CHE from U.S. Department of Education (<http://nces.ed.gov>), 2010

Public 4-year	672
Public 2-year (community colleges)	1,000
Private 4-year, nonprofit	1,539
Private 4-year, for-profit	563
Private 2-year, nonprofit	85
Private 2-year, for-profit	636
TOTAL	4,495

Therefore, there are approximately 4,500 colleges and universities in the US, broken down into 2,774 four-year institutions that award Bachelor's and higher degrees plus 1,721 two-year institutions that award the Associate's degree. For-profit institutions are 1,199.

Enrollments

However, enrollments paint a different picture: (Source: CHE/U.S. Department of Education <http://nces.ed.gov>, 2010)

At public 4-year institutions	7,709,197
At public 2-year institutions	7,101,445
At private 4-year institutions (nonprofit)	3,730,316
At private 2-year institutions (nonprofit)	34,767
At private 4-year institutions (for-profit)	1,466,792
At private 2-year institutions (for-profit)	385,194
Total Enrollment	20,427,711
Undergraduate	17,565,320
Graduate/Professional	2,862,391

295 universities are classified as research institutions, awarding the doctorate degree. This represents only 6.4% of the total higher education institutions in the US and does not include specialized institutions such as independent medical, engineering or law schools.

Based on this information, 20.4 million students are enrolled in 4,500 institutions of higher education in the US. International students are 723,277 (increase of 4.7% over last year), or 3.5% of the total. Women represent 57.1% of students enrolled in higher education in the US.

Degrees Awarded (2009)

Associate	787,325	15,184 (2%) awarded to international students
Bachelors	1,601,368	45,883 (3%) awarded to international students
Masters	656,784	79,444 (12%) awarded to international students
Doctoral	67,716	16,887 (25%) awarded to international students
Professional	92,004	2,064 (2%) awarded to international students
TOTAL	3,205,197	159,462 (5%) awarded to international students

Over 3.2 million university degrees were awarded last year. One quarter were Associate Degrees, nearly half were Bachelor's degrees, and the remaining one quarter were graduate and professional degrees, that is, graduate level degrees in health sciences (medicine, dentistry, pharmacy, veterinary medicine, etc.), law and theology. Note that the percentage of degrees earned by international students is highest in the graduate divisions, especially the doctoral level.

Doctoral Degrees

Median number of years to earn degree: 7.7

This depends on the field of study: doctorates in the sciences typically take 7 years to complete, whereas doctorates in education take 12 years.

It is interesting to note that only half of those earning doctorate degrees have prior master's degrees in the same field. This illustrates the extreme flexibility of the U.S. higher education system.

Also interesting: 13% of those earning doctoral degrees started out in community colleges. Therefore we can confidently say that starting one's education in a community college does not block a person's chances of advancing to the highest academic levels.

Proportion of international students earning doctorates:

Education	9%
Engineering	55%
Humanities	15%
Life Sciences	27%
Physical Sciences	42%
Social Sciences	22%

Top 40 countries of origin of doctoral degrees, 2009:

(Source: National Science Foundation Survey of Earned Doctorates)

1	China ^b	4,100	21	United Kingdom	103
2	India	2,263	22	Sri Lanka	95
3	South Korea	1,525	23	Israel	92
4	Taiwan	733	24	Chile	81
5	Turkey	525	25	Ukraine	80
6	Canada	513	26	Jordan	75
7	Japan	257	27	Singapore	74
8	Thailand	241	28	Egypt	72
9	Mexico	216	28	Philippines	72
10	Germany	207	30	Nepal	71
11	Brazil	160	31	Vietnam	70
12	Romania	155	33	Ghana	67
13	Russian Federation	154	33	Kenya	67
14	Colombia	153	33	Lebanon	67
15	Iran	141	35	Bangladesh	66
16	France	133	36	Peru	63
17	Italy	129	37	Malaysia	60
18	Argentina	128	38	Bulgaria	57
19	Greece	124	39	Nigeria	55
20	Spain	106	39	Poland	55

Doctorate recipients on student visas (F-1, J-1) intending to stay in the United States after doctorate receipt, by region of citizenship: 2009

Africa:	66.5%
East/South Asia:	75.7% (China 83%, India 85%)
Europe:	62.7%
Americas:	56.3%
South Asia/Middle East:	67.2%
All Countries:	70.7%

Funding for international students who earned their doctoral degrees in 2009: 92.3% of international students were funded by their universities at the time they completed their doctorates:

Teaching assistantships	21.4%
Research assistantships/traineeships	49.5%
Fellowships/grants	21.4%
Own resources	4.2%
Employer	0.5%
Other	2.9%

Life sciences: 93.8% of international doctoral degree recipients were funded by their university:

Physical sciences:	97.4%
Social sciences:	86.7%
Engineering:	94.7%
Education:	68.0%
Humanities:	86.9%
Other:	85.5%

Total spending on research and development by US colleges and universities: \$54.9 billion in 2009.

This reflects the power of US higher education. \$55 billion is more than the entire economy of many countries, and yet in the US it's the expenditure on research at universities alone.

Endowments

In FY2010, 217 US colleges and universities had endowments worth more than \$250 million, an increase of 10% over the previous year despite the recession. Endowments increased by an average of 11.9% in FY10.

Voluntary private donations to higher education, from alumni, foundations, corporations and other organizations, totaled \$23.5 billion in 2010.

Fields of Study

Business/management/marketing is by far the most popular field of study, accounting for 14% of associate degrees, 22% of bachelor's degrees, 25% of master's degrees, but only 1.4% of doctoral degrees in 2009.

SUNY and the world: toward comprehensive internationalization

Stephen C. Dunnett

Mitch Leventhal

Bruce Sillner

John Wood

I. Innovation Team Charge and Rationale

It is no accident that “SUNY and the World” is the final, and in some sense the most, overarching of the “Big Ideas” that provide focus and direction to *The Power of SUNY* strategic plan. “SUNY and the World” both links back to, and helps advance, the five other Big Ideas, each of which must be seen through the lens of rapidly accelerating globalization and how this impacts higher education and research worldwide. As SUNY seeks to fashion itself as a model for a new type of Land-Grant university for the 21st century – one that operates fully within a global context while advancing the economic and human resource development needs of New York State – it must re-orient its fundamental missions – education, research and service – to address the challenges and opportunities of this new environment.

While SUNY has many remarkable achievements in the field of international education in its first sixty years and while some of its constituent campuses have distinguished international records in their own right going back far before SUNY’s establishment, the system as a whole must move to a new stage of development by embracing the imperative to achieve comprehensive internationalization. Achieving this goal will help facilitate the success of the other Big Ideas, as well as advance the diversity agenda by bringing the world to SUNY and SUNY to the world.

Chancellor Nancy Zimpher has repeatedly declared the importance of the internationalization of SUNY as a fundamental goal of the current strategic plan. A national leader in this regard, Dr. Zimpher served on the NASULGC (APLU) Task Force that issued the 2004 report *A Call to Leadership: The Presidential Role in Internationalizing the University*, which declared:

If we are to maintain our place at the forefront of the world's institutions of learning, we must truly be universities and colleges of the world. To make this claim we must internationalize our mission—our learning, discovery and engagement. And it is the presidents and chancellors who must lead the charge (NASULGC Task Force, 2004:v).

During the past decade, comprehensive internationalization has become a major priority in the strategic planning for leading institutions of higher education around the world. In *Comprehensive Internationalization: From Concept to Action*, a major new statement on the subject published by NAFSA: Association of International Educators, John K. Hudzik, a past president of the association, former dean of international programs at Michigan State University and a member of the NASULGC task force, describes the “emergent imperative” of comprehensive internationalization.

At numerous institutions, both in the United States and abroad, there has been a decades-long interest in and commitment to international programming involving a range of activities such as attracting and engaging international students and scholars, expanding study abroad and student and faculty cross-border exchanges, building cross-border research collaborations, expanding language learning and area and regional studies, and engaging international development. (...) The ultimate purpose behind internationalization is better connection of institutions to a changing local and global environment and providing more relevant service to society and clientele under these changing realities. Internationalization can be a means to prepare graduates for life and work in a global market of products, services, and ideas. But besides producing world-conscious graduates and citizenry capable of broad and effective civic engagement, internationalization

can seek to harness institutional research energies for a wide set of purposes including security at home and abroad and economic, social, and cultural development in an increasingly borderless and interdependent world. And, it can enhance research capacity and institutional recognition in the global knowledge society. Internationalization connects institutions to the global marketplace of ideas, brains, and discovery. In short, it is not an end but a means to many ends (Hudzik, 2011:7-8).

Hudzik goes on to define the aim and scope of comprehensive internationalization:

Comprehensive internationalization is a commitment, confirmed through action, to infuse international and comparative perspectives throughout the teaching, research, and service missions of higher education. It shapes institutional ethos and values and touches the entire higher education enterprise. It is essential that it be embraced by institutional leadership, governance, faculty, students, and all academic service and support units. It is an institutional imperative, not just a desirable possibility. Comprehensive internationalization not only impacts all of campus life but the institution's external frames of reference, partnerships, and relations. The global reconfiguration of economies, systems of trade, research, and communication, and the impact of global forces on local life, dramatically expand the need for comprehensive internationalization and the motivations and purposes driving it (Hudzik, 2011:10).

The Power of SUNY affords the State University the opportunity to take a national and international leadership role in addressing the global imperative by leveraging past successes in international education and engagement to propel a system-wide approach to comprehensive internationalization. SUNY would be the first and certainly the largest comprehensive system of higher education to accomplish this.

Accordingly, the "SUNY and the World" Innovation Team, co-chaired by Dr. Mitch Leventhal, Vice Chancellor for Global Affairs; Professor Stephen Dunnett, Vice Provost for International Education at the University at Buffalo;

and Dean Bruce Sillner, Center for International Programs at SUNY New Paltz, has drafted a plan to build on SUNY's strengths in the international area by enlisting the campuses in a coordinated strategic approach to benchmarking and goal-setting toward comprehensive internationalization over the next decade (2011-2020).

After surveying past achievements and assessing current performance and capacities using the six standard metrics agreed upon by the Innovation Team, this white paper charts a process for moving toward comprehensive internationalization system-wide in a deliberate, incremental fashion with appropriate buy-in and participation by the campuses. In other words, in order to be successful, comprehensive internationalization must be an integral part of strategic planning at the campus level. Progress is to be measured year-by-year through the agreed-upon metrics with annual updates/report cards.

John Hudzik explains the challenges involved in realizing the agenda of comprehensive internationalization and the level of commitment needed:

A comprehensive approach to internationalization is all encompassing. Globally informed content is integrated into the vast majority of courses, curricula, and majors. Comparative and global perspectives are integrated into research and scholarship of faculty. The benefits of cross-cultural and comparative understanding are extended through outreach to citizens, businesses, and public officials. The prerequisites for action and success in pursuing the expansive and pervasive CI [comprehensive internationalization] agenda require fully engaged leadership from the top of the institution to academic deans, heads of academic and support units, academic governance, faculty, and key support staffs. Among the first steps of leadership is the need to engage campus dialog and consensus building on the importance of CI, engagement around a "stretch" set of goals, building a campus-wide mindset of shared responsibility and coordination of effort, and commitment to fashioning administrative, organization, and policy structures that will facilitate support and facilitate (Hudzik, 2011:40).

What would comprehensive internationalization look like in SUNY? In a thought experiment, the Innovation Team was invited to envision the following "ideal" future state of affairs in 2025:

In the New York State of 2025, thanks to the efforts of the State University of New York (SUNY) internationalization plan – SUNY and the World – SUNY graduates would be globally competent; that is, they would be fluent in at least one foreign language and familiar with other cultures, having participated in a study abroad, international service learning, or an overseas internship during their undergraduate studies. They would have taken area studies courses and have a good understanding of global issues. In addition, as a result of the presence of international students on SUNY campuses, New York's students would be true global citizens, familiar with other cultures and comfortable in multi-cultural settings.

In the future New York, SUNY graduates would be sought after by New York State companies and multinational corporations based in the State, as well as by agencies of the federal government, world agencies and non-governmental agencies due to their global competence and value in a competitive work place. New York State export-driven corporations would be especially eager to employ SUNY graduates who would be capable of driving their innovation agendas and helping these firms penetrate new and emerging overseas markets. Market penetration will further be aided by a global network of SUNY alumni abroad eager to do business with colleagues and acquaintances in New York State. Overseas corporations interested in establishing operations in the U.S.A. would view New York State as an attractive and hospitable place to set up branch operations due to the ready supply of a highly educated and globally competent workforce.

SUNY in particular and New York State in general would attract the world's best and brightest global talent—students, faculty, researchers and professionals seeking to study, work, and live in the State. SUNY research centers would flourish and attract funding from overseas sources for joint and collaborative research projects. The number of patents registered by SUNY institutions would greatly increase. Many of these highly talented international students and visiting scholars graduating from SUNY would remain in the State and establish new startup companies, or work in research institutes developing new and innovative technologies, much as has happened in Silicon Valley, California; Research Triangle Park, North Carolina; and Boston, Massachusetts, thereby creating jobs in New York State and contributing to the State's economic growth, job creation and development.

In the future ideal state international enrollment in SUNY would at least triple and the foreign exchange earnings contributed to New York State by international students would quintuple by the year 2025. SUNY would be a magnet not only for international students but also for American students from around the nation interested in a truly globalized education that affords them ready access to start up companies and newly emerging businesses. Such students would flock to New York State, thus further increasing out of state enrollment and contributing to the economy of the state. By 2025, New York State's unemployment rate would be negligible, and both job creation and personal income would be among the highest in the nation. For New York State globalization would be the engine of economic growth and general prosperity.

While intentionally idealized, this vision of a future New York State serves to show in clear relief the benefits of a fully realized internationalization strategy, specifically in terms of impacts on students and institutions, workforce preparation, the innovation agenda, business development, economic growth and job creation. The State University will be the engine driving these positive developments over the next decade and beyond.

II. Context: SUNY has a long, distinguished history of international education and engagement, and a strong foundation for future efforts

SUNY is not a latecomer to the “emergent imperative” of comprehensive internationalization; in fact, virtually from the beginning, SUNY has been both internationally minded and globally engaged. It has built a strong foundation for future internationalization through a host of innovative international programs, policies and outreach initiatives, both at the system level and at individual campuses. In fact, in many areas SUNY is already considered a leader nationally. As the recent publication *SUNY at Sixty* makes clear in a chapter titled, “SUNY in and of the World,” the State University has an impressive record of accomplishment in the field of international education going back to the beginnings of SUNY – and much earlier for some of its constituent campuses.

Professor Karla Back, SUNY College of Technology at Alfred, traces some of this history in a section of the chapter titled, “SUNY’s Strategic Role in International Higher Education”, which notes that a number of campuses that later joined SUNY enrolled their first international students in the 19th century (Back, 2010:256). The University at Buffalo (UB), to cite an example not mentioned in Back’s essay, enrolled Canadian students within a few years of its founding in 1846, and its first European students in the 1860s. UB, which currently has more than 5,000 international students from 113 countries – the largest number of any campus in SUNY and the 12th highest number among U.S. institutions – has thus been welcoming international students for more than 150 years. In 1901, The New Paltz State Normal School hosted a group of fifty Cuban students who came to the New Paltz campus to be trained as elementary school teachers.

Back also points out that in 1953 – a mere five years after its establishment – SUNY became the “first multi-campus college system in the United States to offer credit for student participation in institutionally backed overseas activities” (Back, 2010:257). This initial study abroad program in London, using a “faculty-led” program model that subsequently became standard in SUNY, prompted the development of a system-wide set of policies and infrastructure governing study abroad. SUNY was one of the first state university systems to do so. To better regulate such programs, SUNY established in 1955 a Committee on Foreign Study, which was charged with drafting a set of governing principles. It issued a “Memo of Regulations Governing the Operation of Foreign Study Programs”, which stipulated the following provisions:

- All educational programs in foreign countries were university-wide programs sponsored by the system and operated under the direction of the president of SUNY.
- The president of SUNY shall approve all operated unit programs, and they were responsible to the president. No college or university of the system could receive any financial gain from any foreign study programs (...) any surplus was to be paid to the state university.
- Any student in any unit of SUNY could enroll in any of the foreign study programs. Credit was to be recognized by all state-operated units.

- Students from colleges outside of SUNY could enroll as well, in a SUNY foreign study program on a full-time or part-time basis (Back, 2010:258).

The SUNY study abroad consortium has functioned successfully ever since, and, 56 years on, currently operates more than 570 programs in nearly 70 countries. Some programs, like Buffalo State College's program in Siena, have been running continuously for half a century, and in some institutional categories such as community colleges SUNY institutions have been leaders in terms of the numbers of students sent abroad. The consortium is one of the lynchpins for a broader internationalization process within the State University, as more students from more campuses participate in learning abroad opportunities utilizing the relatively "seamless" application, registration, financial aid and course transfer arrangements of the SUNY consortium. The consortium's programs, policies and administrative mechanisms are now overseen by the Council on International Education, a system-wide body founded in the 1960s and comprised of the directors of study abroad at participating campuses. Thus, SUNY has already developed the administrative infrastructure and program portfolio necessary to grow study abroad participation rates across the system in a deliberate incremental fashion. Providing education abroad for students at all levels – from the community colleges to the research universities – is a major thrust of SUNY's internationalization strategy and will be measured by SUNY and the World metrics.

SUNY was also among the first of the state systems to establish a system-wide office to coordinate international programs and outreach. SUNY's Center for International Studies and World Affairs (ISWA), founded in August 1965 during the period when SUNY was growing very rapidly, gave a strong push to the development of study abroad programs and new initiatives including an international scholar in residence program featuring experts on topics of global import. In 1967 the center helped develop "Policy Recommendations for International and Study Abroad Programs in SUNY," which further codified policies and procedures for students undertaking overseas study through the SUNY consortium. ISWA also consolidated the Council for Directors

of International Education (DIE), a SUNY-wide committee providing coordinated oversight to the administration of study abroad programs. Among other initiatives, ISWA set up paymaster arrangements in Europe to facilitate payment of overseas costs for study abroad programs. SUNY later transferred the paymaster contract to the Council on International Educational Exchange (CIEE), which continues to serve as overseas paymaster. ISWA staff not only approved proposed study abroad programs but also visited them to evaluate and trouble-shoot the programs.

In what became a regular pattern for international offices in SUNY System Administration in subsequent years, ISWA was downsized in 1971 due to budget reductions and emerged as a much smaller Office of International Programs (OIP), with a reduced mission and staff. Despite these cyclical ups and downs, the international portfolio continued to have a prominent place in system-level administration going forward. The chief international officer for SUNY has from time to time been at the vice chancellor or associate vice chancellor level. However, as Karla Back notes, the frequent changes in leadership at SUNY have made it difficult to maintain a consistent approach and stable support for international programs.

The late 1960s saw the beginnings of SUNY programs focusing on its near neighbor, Canada. SUNY Plattsburgh, for example, offered its first Canadian Studies course in 1968, and had a pivotal role in developing Canadian, and particularly Quebec, Studies in the State University. The Center for the Study of Canada at Plattsburgh is the first nationally recognized U.S. Department of Education Title VI National Resource Center (NRC) on Canada within SUNY – indeed, it is the only Title VI NRC of any kind in SUNY. Plattsburgh also has the distinction of offering the first and only undergraduate minor in Quebec Studies in the United States. SUNY campuses with strong faculty interest in Canada, like UB, have been among the largest recipients of funding from the Canadian government for Canada-related research.

Several chancellors during this period were particularly active in encouraging SUNY's ongoing internationalization. Chancellor Samuel Gould, who founded ISWA, is one. In 1974, Gould's successor, Chancellor Ernest Boyer, signed the first (and for thirteen years the only) bilateral

agreement between a U.S. and Soviet educational institution for the exchange of undergraduate students. Since 1977, an exchange between SUNY and Moscow State University has, for the most part, been jointly administered by the University at Albany and the SUNY System Administration. Clifton Wharton (1978-1987), whose career was devoted to international development and philanthropy and who served as President of Michigan State University, likewise gave priority to international education and engagement. Back writes that Wharton “lent his considerable support, touting success in strengthening the international perspective through language and area study departments, while other SUNY faculty added an international perspective to teaching and research in history, social science, and the arts. He highlighted the need to bridge a persistent communication gap between international program areas such as foreign languages and area studies like Asian history or European social systems and international development” (Back, 2010:263).

In 1986 Wharton appointed SUNY Geography Professor Reynold Bloom as the Associate Vice Chancellor for International Programs, “with a mandate to expand the mission of the Office of International Programs to encompass work in institutional development with universities, governments, and civil society organizations in developing and transition countries.” Eventually, this led to the establishment of the SUNY International Development Group (IDG) – later the Center for International Development (CID) – which has existed in several forms ever since the 1990s and is currently housed in the Rockefeller College of Public Affairs and Policy at the University at Albany. Over the years, IDG/CID administered international projects in economic development, environmental policy, governance, and civil society strengthening. By the end of the 1990s, the organization had developed substantial expertise in legislative strengthening, and implemented over 60 projects in more than 30 countries, many of them in this particular area of strength. The organization continued to work closely with OIP on building linkages to a wide range of universities and faculties around the world, fostering exchanges and collaboration on a number of projects.

Wharton also encouraged SUNY's early entrée into China following normalization of U.S. relations with that country in 1979. The University at

Buffalo's pioneering exchange with the Beijing Municipal System of Higher Education in the early 1980's led to the awarding of a contract by the U.S. Department of Commerce and the Government of China to the UB School of Management to deliver the first-ever American MBA program in China (1984-1989). The 1980s saw other path-breaking endeavors in Asia. For example, the University at Albany administered a large World Bank funded program to improve the preparation of teacher educators in Indonesia. In 1986, UB won a contract from the Government of Malaysia to conduct one of the first "2+2" cooperative education programs in Malaysia, in which UB faculty delivered the first two years of undergraduate course instruction in Malaysia to students who subsequently transferred to U.S. universities, including a number of SUNY institutions. In fact, UB was among the most entrepreneurial universities in the U.S. in developing sponsored academic programs overseas. In addition to China and Malaysia, UB subsequently developed programs in Indonesia, Cambodia, Taiwan, Hungary, Japan, and Latvia. These programs made possible the branch campus program later developed at the Singapore Institute of Management, which currently (2011) enrolls more than 1,500 students in 5 UB degree programs. These pioneering offshore programs have not only provided institutional development assistance to host institutions but also helped internationalize UB faculty, students and curricula.

The period of the 1960s and 1970s also saw accelerated growth in international enrollments in SUNY, primarily in the university centers and specialized colleges in the New York City area. From only 545 international students in 1960, SUNY's international enrollment grew to 4,441 in 1973, to 9,744 in 1999 and to 18,772 in 2009. In the era before international recruitment programs were established, many of SUNY's international students were sponsored graduate students funded by Department of State, USAID, or home-country scholarship programs. SUNY was among the first state university systems to adopt a system-wide English language proficiency (TOEFL) standard for admission of international students. In 1995, UB became the first SUNY campus and one of the first public U.S. universities to launch an international recruitment effort, which by 2010 had tripled overall

international enrollment to some 4,500 students from 110 countries. UB has shared its expertise with other SUNY campuses initiating direct recruitment activities overseas.

SUNY's international efforts entered a new phase in 1998 with a much-strengthened Office of International Programs (OIP) under Associate Vice Chancellor Robert Gosende, a career foreign service officer who had served as Ambassador to Somalia and Deputy Director of the USIA. Ambassador Gosende brought to SUNY his extensive experience around the world and strong ties to the State Department. Under his leadership, one of OIP's most innovative and successful initiatives during the past decade has been the ongoing dual-diploma programs between nine universities in Turkey and nine partner campuses in SUNY. Under a system-to-system agreement signed in 2001 with the Turkish Council on Higher Education, these programs, awarded the Heiskell Award for Innovation in by the Institute for International Education (IIE), enroll Turkish students in undergraduate degree programs of study divided between participating campuses in Turkey and SUNY. These programs have served to advance the internationalization of SUNY by virtue of the close collaboration involved between the participating institutions and faculty. As of 2011, there were 28 dual-diploma Turkish programs that have enrolled more than 2,200 students, including 750 who have graduated. Participating campuses include Binghamton University, the University at Buffalo, university colleges at Brockport, Cortland, Fredonia, Geneseo and New Paltz, Empire State College, Fashion Institute of Technology, Maritime College and, most recently, SUNY Cobleskill. This is the largest bilateral dual-diploma program anywhere, and the only one of its kind operated by a state university system. In support of the dual diploma program, SUNY OIP established an office in Ankara, Turkey, originally hosted by the Turkish Higher Education Council, the office is now an independent office which counsels prospective students on admissions and visa processes. Although degree recipients are awarded two diplomas, one from each institution, both diplomas refer to the degree in the same manner and no student can receive the degree or either of the diplomas without satisfying the academic requirements of both institutions. Among those requirements are the General Education

requirements of SUNY Board of Trustees. At present OIP maintains offices in Moscow (in collaboration with Moscow State University), St. Petersburg (in collaboration with St. Petersburg State University) and Mexico City which represent SUNY to host governmental and non-governmental institutions and provide SUNY campuses with opportunities for collaborative research and academic programming. OIP has also developed strategic international initiatives in Spain, Canada, Poland, and the Middle East, each of which sought to move beyond conventional student and faculty exchanges and to leverage external funding in support of SUNY priorities. In 2008, in response to the catastrophic earthquake in Sichuan Province, China, SUNY launched the “China 150 Program,” which brought 150 students from affected universities in Sichuan for a year of study at one of 22 participating SUNY campuses. This program was gratefully welcomed by the Chinese government, which in turn sponsored a visit to China by SUNY campus personnel involved in China 150. SUNY now has the distinction of having 5 Confucius Institutes, more than any other university system worldwide, located at Binghamton University (BU), Stony Brook, UB, College of Optometry and the Levin Institute at the SUNY Global Center.

During the past decade SUNY campuses have been leaders in diverse areas of international education. For example, BU was among the first U.S. institutions to partner with the American Council on Education (ACE) in its internationalization assessment and planning initiatives, and went on to win a coveted Senator Paul Simon Award for Campus Internationalization from NAFSA. BU has also been a leader in the Languages across the Curriculum (LxC) movement, to bring foreign language learning into the university mainstream through course instruction and materials in target languages provided by native speakers for courses in the disciplines. The Department of State’s Benjamin A. Gilman Scholarship Program, which was established by the International Academic Opportunity Act of 2000 with an aim to diversify the kinds of students who study abroad has so far funded study abroad for some 6,500 U.S. undergraduate students who are receiving Federal Pell Grant funding, was in part conceptualized by SUNY New Paltz. Thanks to the largest single private gift ever received by SUNY, Stony Brook University

established the Charles B. Wang Center in 2002 with a mission to “collaborate with academic departments, student groups, community organizations, and individuals in presenting the public with a multifaceted, intellectually sound, and humane understanding of Asian and Asian American cultures, and their relationship to other cultures.” SUNY Oswego and UB have been among the handful of U.S. institutions to maintain active study abroad programs in Cuba despite tough restrictions imposed by the Bush Administration in 2004, and UB is unique among American institutions in developing the only joint master’s program with the University of Havana.

With the appointment in 2009 of Dr. Nancy Zimpher as the State University’s 12th Chancellor and Dr. Leventhal as Vice Chancellor for Global Affairs, SUNY began a new era in which system-wide internationalization would be the hallmark of the State University’s strategic plan, *The Power of SUNY*. As one of the plan’s “Big Ideas,” “SUNY and the World” positions the State University to leverage current assets to competitively respond to the challenges of globalization and to strengthen SUNY’s role as a major economic driver for New York State in an increasingly global economy. The establishment of the SUNY Global Center in New York City provides both a resource and a base for ongoing internationalization initiatives in the system.

III. Current state of affairs: A snapshot of international activity in 2011, based on an initial set of six (6) standard metrics

During the initial phase of their work, the “SUNY and the World” Innovation Team discussed, evaluated, and reached consensus on six standard metrics that were deemed most appropriate for assessing comprehensive internationalization across the State University in terms of availability and reliability of the relevant data. It was agreed that without consistent, standardized data that could be obtained for all campuses, it would be impossible to properly measure progress in terms of agreed-upon metrics.

Using these six standard metrics, the Innovation Team can produce a basic “snapshot” of current international activity against which to measure future progress during the period 2011-2020. In addition, the Innovation Team recommends that as part of the strategic planning for internationalization

carried out at the campus level (as described in Part V below) each SUNY institution should enhance data collection efforts pertaining to international metrics, with the aim of providing a more comprehensive and robust assessment of institutional internationalization. The Innovation Team benefited from the assistance of the SUNY Office of International Programs, the Office of Institutional Research, and the Research Foundation in compiling the baseline data. However, the Innovation Team recognizes that the data is incomplete and that data collection and analysis needs to be enhanced going forward. To some extent this effort will rely on input from the campuses. In short, the initial six metrics will serve to establish a baseline for the system, and each campus will seek to supplement the six metrics with others that are deemed appropriate in order, in subsequent years of the strategic plan, to derive a fuller, more complete assessment of progress on an annual basis.

The six baseline metrics and corresponding data sources are the following:

1. Enrollment in foreign languages (SUNY Office of Institutional Research)
2. Enrollment in and number of study abroad programs (SUNY Office of International Programs)
- 2.5 Number of international scholarships for overseas study awarded to SUNY students
3. International student enrollment (SUNY Office of Institutional Research)
4. International Student Economic Impact (NAFSA: Association of International Educators Annual Report based on the annual *Open Doors* census)
5. Number of international scholarships and fellowships awarded to SUNY faculty and staff (SUNY Office of Institutional Research)
6. SUNY RF Research Funds from International Sources and for International Projects (Research Foundation)

1. Enrollment in Foreign Languages

Enrollment in foreign language courses is one basic measure of the internationalization of SUNY students. Foreign language acquisition remains the most important, substantive vehicle for gaining knowledge of other cultures and perspectives as well as cross-cultural skills – essential features

of the global competence that SUNY students must possess if they are to succeed in a globalized marketplace and career environment increasingly characterized by multiple languages and cultures. Despite a two- or three-semester foreign language requirement as part of the General Education Program at many SUNY campuses, actual foreign language acquisition in the sense of proficiency in the target language is a relative rarity among SUNY undergraduates, and most graduate programs in SUNY do not award credit for undergraduate coursework in a foreign language taken during graduate studies. Course offerings at the community colleges tend to be minimal and are typically restricted to Spanish and French. (American Sign Language, an increasingly popular way for students to meet foreign language requirements, does not count in this context). Among SUNY students who achieve proficiency in a foreign language, many do so through an immersive study abroad experience in a country where the target language is the primary spoken language. Hence, foreign language enrollment data has to be evaluated in a granular, nuanced fashion, in terms of the numbers of students achieving learning outcomes associated with at least third-year (300-level) courses.

2. Enrollment in, and Number of, Study Abroad Programs

The longstanding SUNY Study Abroad Consortium, one of the oldest – and, by far, the largest – operating in any public university system in the U.S., cooperates to monitor study abroad statistics on an annual basis. The data on the number, type, and enrollment of study abroad programs in SUNY provide an excellent measure of a vital dimension of campus internationalization – namely, the extent to which students have a direct and sustained international experience, i.e. in another country and culture, in their major, and preferably through the medium of another language. In the latest *Open Doors* census it was reported that 260,361 U.S. students studied abroad in 2008-2009, including 21,055 from New York State, only 1.71 percent of the state's total higher education enrollment. While New York is second to California in absolute terms, it ranks 14th in the country in percentage terms.

Students' acquisition of global competence and cross-cultural skills depends very directly on these international experiences. If SUNY is to prepare

students for the highly competitive global working environment of the 21st century, it must provide a larger number of its students with international experiences through education, research, service and work programs abroad. As part of their own internationalization planning, each of the campuses must determine suitable targets for study abroad participation among their students. Institutions in all categories, including specialized colleges and community colleges, are able to join the SUNY effort to greatly expand study abroad participation. Diversity counts in study abroad, and thus a second challenge for SUNY is to diversify the participants in education abroad programs in terms of gender, race, ethnic origin, income and major. Historically, study abroad has largely been the province of relatively affluent female students of European descent enrolled in humanities and social science majors. Relatively few students outside this “study abroad mainstream” participate, and SUNY must launch more initiatives like the Chancellor’s Award for Internationalization (CAFI) to incentivize the development of study abroad programs that target less commonly visited destinations, male and minority students, and underrepresented majors. A sub-metric for study abroad featured is the number of SUNY students awarded prestigious international scholarships, such as Fulbright, Boren, Gilman, Truman, Marshall, Gates, and Rhodes. Student success in this domain reflects not only SUNY’s academic excellence but also its capacity to prepare students with the global knowledge and skills needed to be highly competitive in applying for these prestigious awards.

3. International Student Enrollment

International student enrollment – in terms of numbers of students from each sending country and these students’ field of study – is a readily available measure of internationalization. For many years, SUNY campuses, particularly the university centers, have attracted large numbers of international students, especially graduate students in the STEM fields due to the lack of qualified domestic applicants. SUNY’s experience in this regard parallels national trends, with certain graduate programs in STEM fields having enrollments that are 50-70 percent international. These international students have thus

played a critical role in sustaining and enhancing the educational and research endeavors of these programs. Given the distribution of international students in SUNY, it must be pointed out that in no sense can they be said to have “displaced” students from New York State. In fall 2009, SUNY enrolled a total of 18,772 international students, which represents less than 4 percent of the State University’s total full-time enrollment.

While international students do not by themselves internationalize a campus, they do help diversify the student body and influence their domestic counterparts in both the classroom and extracurricular environments. In addition to their contribution as a revenue stream (paying non-resident tuition, which is more than double the resident tuition), international students bring distinctive intellectual backgrounds and perspectives to SUNY and help foster a more cosmopolitan learning environment for all. For many students from New York State who are unable to study abroad, interactions with international students is a key part of their “internationalization at home.” Most campuses now have at least some international students, and most are looking to increase their international enrollments substantially as part of their enrollment management plans. According to the 2010 *Open Doors* Report, New York State institutions of higher education enrolled 76,146 international students, and, among the states, New York is second only to California in its total international enrollment. Not surprisingly, New York City is the leading host city of international students in the U.S.

Since a large majority of the international students in SUNY are from Asia, campuses must also seek to diversify their international enrollments by recruiting and retaining more students from Africa, Europe, Latin America and the Caribbean. Those campuses not currently participating in the annual *Open Doors* census should do so each year to help achieve better overall international student counts in SUNY as well as enhanced measures of economic impact based on them.

4. Economic Impact of International Students

In conjunction with the annual census of international students in the Department of State-sponsored *Open Doors* report prepared by the Institute

of International Education and released each November during International Education Week, NAFSA: Association of International Educators commissions and publishes an economic impact analysis prepared by Jason Baumgartner of Indiana University. For every institution reporting international enrollments in *Open Doors*, the NAFSA report calculates the economic impact of these students in terms of tuition and fees, costs of textbooks and incidentals, living expenses, dependent costs, and any federal, state and institutional support offsetting these costs. The report tabulates the economic impact at the institutional, county, state and national levels.

The 18,772 international students enrolled in SUNY in fall 2009 are estimated to have contributed a total of \$409,343,000 to the State's economy and all international students enrolled in New York state institutions of higher education contributed \$2.296 billion to the state's economy, while nationally international students had an \$18.8 billion impact on the U.S. economy. Higher education is now one of the top service sector exports of both the United States and New York State. Although only a small percentage of SUNY's enrollment is currently international, these students already have a major economic impact approaching a half-billion dollars per year and thousands of jobs. In addition, many international students in SUNY go on to practical training and internship programs, lending their expertise to companies and organizations engaged internationally. As SUNY takes steps to increase international enrollment system-wide as part of its internationalization plan, the economic impact will grow substantially.

5. Number of International Scholarships and Fellowships awarded to SUNY Faculty

A critical dimension of the SUNY and the World strategy is the internationalization of faculty. Faculty members typically determine most of the other components of a comprehensive internationalization agenda, including teaching, curricula and research. Faculty play a key role with respect to the engagement of students in international learning and overseas experiences. However, measuring faculty internationalization fully will entail mapping in a comprehensive fashion all their international activities, whether in research,

education or service. In the short-term, SUNY will rely on a narrowly defined measure of faculty internationalization, namely, the number of scholarships and fellowships, such as Fulbright and Humboldt, awarded to SUNY faculty to conduct international activities. Compiled annually from campus records, this data can serve as a proxy measure to assess the extent to which faculty are participating in international scholarship and fellowship programs, and the progress made year to year in internationalizing faculty. In coming years, SUNY, as a founding member of the UCosmic® Consortium, will benefit from a system-wide data collection, information management and knowledge creation system designed to comprehensively map international engagement across all dimensions of the university. This will ultimately provide a much more complete and robust picture of faculty internationalization and be in a better position to measure progress.

6. Research Funds from International Sources and for International Projects

The Research Foundation (RF) of SUNY approves and administers most international grants and contracts for the campuses, including grants for U.S.-based international research projects funded by federal agencies such as the National Science Foundation (NSF) and the National Institutes of Health (NIH), international development projects such as those funded by the United States Agency for International Development (USAID), exchange and training programs funded by the Departments of State and Education, and contracts with foreign governments and international agencies such as the World Bank, among others, to deliver educational or training programs in other countries. As SUNY seeks to increase the number and variety of externally funded international projects, it will advance the internationalization of participating campuses and the State University through the direct engagement of faculty, students and staff. At the same time, SUNY will enhance overall external funding in support of its core missions of research, education and service and thus contribute in a critical way to its role as a key economic driver of New York State.

These aforementioned six standard metrics serve to establish a baseline “snapshot” of current international activity in SUNY against which progress

will be measured in future years (2012-2020). In the recommendations section below general targets for each metric are provided, depending on the type of institution and the extent to which it actively engages with the strategic internationalization planning effort at the campus level. As noted above, this process will help identify additional common metrics that may be used to measure future progress in comprehensive internationalization.

IV. Moving forward: Leveraging past successes/best practices to promote comprehensive internationalization that impacts all levels of the system

This white paper has identified existing areas of strength in the State University that can serve as a foundation for future enhanced internationalization in SUNY. Indeed, by leveraging current strengths and best practices in a strategic, coordinated fashion, SUNY can advance its internationalization agenda and impact all levels of the State University. The areas that are particularly well developed include:

- The Study Abroad Consortium operating more than 550 programs under a comprehensive and coordinated set of policies and procedures
- The extensive and varied SUNY portfolio of international partnerships
- SUNY Dual-Diploma programs in Turkey and other countries
- International recruitment and enrollment management services
- International student and scholar services
- Immigration services for international employees
- English as a Second Language Programs (Pre-academic Intensive English Programs)
- SUNY Degree and certificate programs delivered overseas, such as UB's programs in Singapore
- International Distance Learning (Empire State College, Collaborative Online International Learning/COIL, etc.)

Requisite expertise and experience in all of these areas are available within SUNY. Mechanisms for sharing best practices such as SUNY-wide conferences and other professional development opportunities must be available to enhance

impact across the system. As the most suitable and convenient meeting point for representatives of campuses across the State and visitors from around the world, the SUNY Global Center in New York City should serve as the “home base” for such activities, with international educators from the campuses participating in joint programming at the Center. It is vital that ongoing system-level support in the form of infrastructure, expertise and coordination be available to campuses just getting started in their internationalization efforts. A key role will therefore be played by the Vice Chancellor for Global Affairs. The “SUNY and the World” plan represents an opportunity to move beyond the counterproductive inconsistencies and discontinuities that have characterized the system’s approach to international programs in years past.

The “SUNY Campus Call to Action” described below requires each campus to engage in its own international strategic planning exercise in order to identify strengths, weaknesses, opportunities and threats (SWOT), as well as its priorities for action during the strategic planning period (2011-2020). Without campus engagement in the planning process, “SUNY and the World” cannot succeed in internationalizing the State University in a thoroughgoing way. SUNY’s broader plan must mesh with and support campus initiatives, and vice versa, so that system and campus plans are mutually reinforcing. The institutional strategic action items should address the areas measured by the six standard metrics.

V. SUNY Campus Call to action: Engaging the campuses in their own internationalization planning – through SWOT analysis and goal-setting with a 10-year horizon

For SUNY to make significant progress on its internationalization agenda, the campuses have to be fully engaged and committed to the broader goals set by the “SUNY and the World” strategic plan. *Therefore, it is the chief, overarching recommendation of this white paper that the SUNY and the World Innovation Team – during the next phase of its work in 2011-2012 – partner with the Vice Chancellor for Global Affairs and the SUNY Provost in a process to engage the campuses in an institution-level planning exercise to support SUNY’s internationalization agenda.* Without campus buy-in and engagement through

institution-level planning and goal-setting, the “SUNY and the World” plan will be still-born and its metrics irrelevant. Campus presidents must be committed to the internationalization agenda and should be held to account for campus follow through on the “SUNY and the World” plan.

As set forth in the recommendations below, each of the six standard metrics corresponds to a set of broader goals for the campuses. However, it is ultimately up to the campuses themselves how these goals are to be achieved – taking into account their distinctive institutional profiles, contexts, and priorities. To determine its specific institutional path to internationalization, each campus is urged to initiate its own strategic planning process in 2011, aimed at fostering campus support for internationalization and clarifying realistic action items toward this end. For example, each campus will have its own approach to increasing and diversifying study abroad participation and international enrollment. As noted above, the process should involve major stakeholders across the institution and seek to clarify how internationalization fits the overall institutional mission. A self-assessment employing a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis specific to the international domain will clarify institution-specific priorities and goals.

VI. Recommendations: Establishing broad areas for goal-setting in terms of students, faculty, and institutions; campuses tasked with adapting broad goals to their specific institutional situations, needs and aspirations, and linking campus-specific goals to system-wide targets reflected in the annual “report card” with the six standard metrics

The following specific recommendations take as their starting point the “snapshot” included in this white paper, and, using the agreed-upon metrics, establish system-wide goals in broad areas as a basis for institution-level strategic planning that is anticipated to occur during 2011-2012. Through an internal planning process and in consultation with the Vice Chancellor for Global Affairs, each campus must determine its own approach to achieving these goals, and set appropriate annual targets for the period covered by *The Power of SUNY* plan (2011-2020). The SUNY Global Center could assist campuses with their strategic planning efforts by providing the venue for a

strategic planning workshop featuring national experts. System-level support for campus planning might also include follow-on regional workshops at which campuses can share best practices in each of the key areas of internationalization strategy (international recruitment, study abroad, etc.).

Also included are recommended programmatic initiatives of the Office of Vice Chancellor for Global Affairs and the SUNY Global Center that complement the metric-based recommendations and have broad impact on the State University's internationalization agenda. An appropriate balance and complementarity of campus-initiated and system-level interventions will work best to achieve SUNY's long-term internationalization goals.

1. Enhance the global readiness of SUNY students across the system by increasing enrollment in substantive foreign language programs and cultural and area studies, and by increasing and diversifying course offerings in these areas. [Metric 1]
2. Increase and diversify participation by SUNY students at all levels in education, research, work and service abroad programs that are integrated academically and that strengthen students' knowledge of the world, global competence, and cross-cultural skills: New York State's 21st century workforce must be global-ready. [Metric 2]
3. Build upon the State University's highly successful Study Abroad Consortium to make study abroad a "signature strength" of SUNY, one that engages a larger and more diverse segment of SUNY students and attracts more American students from other states; encourage more SUNY students to compete for prestigious international scholarships and provide incentives and resources to increase faculty and student participation in study abroad. [Metrics 2 and 2.5]
4. Grow the international enrollment in SUNY by attracting high-quality, self-funded students from all world regions and by facilitating appropriate "matches" between international students and the SUNY institutions that will best serve them; campuses lacking international recruitment expertise and infrastructure of their own can take advantage of the system's global recruitment network and related infrastructure. [Metric 3]

5. Diversify international enrollment across SUNY by partnering with sponsoring agencies to recruit more students from Africa, Latin America and the Middle East. [Metric 3]
6. Strengthen campus-based services for international students, scholars and employees, including immigration, English language, international admissions policies and procedures, and ongoing orientation and support services, in order to enhance retention and future recruitment prospects, and to facilitate opportunities for these SUNY citizens to contribute long-term to the New York State economy and New York's innovation agenda. [Metric 3]
7. Leverage innovative program models such as the dual-diploma and COIL programs to increase and diversify international enrollment and deepen institutional partnerships with cooperating institutions overseas. [Metric 3]
8. Expand delivery of SUNY degree programs overseas – through dual and joint degrees and branch campuses – as a way to internationalize SUNY faculty, students and curricula; enhance enrollment; and increase externally generated revenue. [Metrics 3 and 4]
9. Enhance the economic impact of SUNY's international enrollment by recruiting larger numbers of self-funded students at the Associates, Bachelor's and Master's level, whose tuition dollars represent an increasingly important revenue stream for SUNY. [Metric 4]
10. Work with New York State companies and organizations to facilitate internship opportunities for both international students and domestic students with international training, and establish ongoing ties with economic development agencies across the State to build stronger partnerships between SUNY campuses and local businesses so that the latter can take advantage of SUNY expertise in pursuing and undertaking international opportunities, as well as to provide opportunity to graduates. [Metric 4]
11. Promote opportunities for faculty internationalization through prestigious international fellowship programs like Fulbright and through campus-based incentives such as travel grant programs that encourage faculty participation in substantive and sustainable international activities. [Metric 5]

12. In all appropriate disciplines, identify international experience, internationally oriented research and fluency in a foreign language as a plus in faculty hiring and an asset for promotion and advancement. [Metrics 5 and 6]
13. Through the SUNY-wide UCosmic® data collection and knowledge management system, systematically track faculty and unit international activities throughout the State University with the aim of fostering increased coordination and promoting productive synergies in terms of collaborative research, teaching, and service. [Metric 6]
14. Facilitate collaborative research activities and faculty exchanges with institutional partners overseas to leverage increased external funding and further internationalize SUNY's research and outreach endeavors. [Metric 6]
15. Pursue a strategic approach to international partnerships and funding opportunities that leverages individual campus strengths and enables more SUNY institutions to be engaged and derive benefit in terms of their own internationalization efforts. [Metric 6]

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Portuguese for Foreigners at PUC-Rio: an academic-administrative partnership*

Ricardo Borges Alencar

Adriana Albuquerque

1. Once upon a time

We could not finish this series of articles celebrating the International Central Coordination Office's (CCCI) 20th Anniversary without telling the story about how the symbiosis formed between this office and the Portuguese as a Second Language for Foreigners Chair helped in its growth and expansion.

1994. PUC-Rio. Kennedy Building. First Floor. One room. One division. Two mini classrooms. Two employees. A boss and a secretary. Five classes. Five levels.

To paraphrase J.J.Veiga, the writer from Goiás, a representative of the so-called fantasy literature, we allow ourselves to start this article with a flashback that returns us to the year when we entered the Masters of Portuguese Language and Linguistics program at PUC-Rio, a time when we hardly knew what the Central Coordination for International Exchange (CCII) was. In addition, we had not the slightest idea of how to teach Portuguese to foreigners.

Our entrance into the graduate *strictu sensu* program was the beginning of an academic trajectory unimaginable for two recent graduates from the Letters program. We had no idea which paths to follow, and much less any clue to the extent of the massive universe in front of us.

* This text was translated from portuguese to english by Michael Bennett.

Still in the CCII office, we did see a few foreigners coming and leaving. We knew that the boss of the program was Professor Rosa Marina de Brito Meyer, our teacher of semantics during our graduate studies. What relationship could exist between this tiny department and our future careers? At first we thought none.

The first Master courses revealed new worlds to us that until then were obscure to freshmen on the post. Within these disciplines, there were many unusual things that caught our attention because we had never been exposed to them during our undergraduate studies. The focus of this discipline was Portuguese as a foreign language. We decided, that it would be interesting, to reveal this side of Portuguese which we had not known until this time, feeling as if there was something to emerge so latent in our minds. There was now another door in which to relearn our language.

The first steps in this new world were extremely challenging. We did not realize at the time the incredible process that was taking place. Could we really relearn our own language? It was a pain to stimulate this mode of thinking each class. The perspective of a foreigner which we took helped us recognize that, in reality, the language which we thought we knew and had mastered, we had not.

So, we began to search for the answer to numerous questions in relation to the viewpoint of a foreign learner concerning the functions of the language. We didn't necessarily find them. Even more interesting was doing the homework assignments. Buried even deeper were the immense sea of linguistics and cultural questions that evolved during our academic research for our masters papers.

Then the opportunity to administer classes for a term of foreigners came up. It was our chance to see, in practice, if all of our academic discussion would help us in the process of teaching methodology. Yes. What happened in the classroom was exactly what Professor Rosa Marina had demonstrated to us in her classes. The alternative approach in which we had studied our language was integral to us understanding some of the linguistic phenomenon still not described adequately in Portuguese

In this moment, the field of Portuguese for Foreigners (today known as Portuguese as a Second Language for Foreigners) began to consolidate itself at

PUC-Rio. The number of exchange students attending, which had been small, began to increase. With this came the necessity to perfect the classes.

New ideas began to appear with the passing of years. And soon, we understood the importance of reviewing the entire universe that revolved around foreigners at the university. We had, in front of us, new projects in regard to: a) increasing the number of courses in Portuguese for Foreigners in our undergraduate programs; b) the necessity to have qualified professionals to meet this demand of new courses and students; and c) the adequate logistics in order to attend to the requests of renowned universities to offer customized courses.

The challenge had been set!

Now that we have an understanding of how this program originated, let's take a panoramic view of the individual programs and how they came into being. Adriana Albuquerque, as the academic quality coordinator and professor of Portuguese courses for foreigners, and Ricardo Alencar, already the deputy coordinator of the CCCI (International Central Coordination Office) as well as a professor in the aforementioned discipline, are presenting, the area of PLE2, at PUC-Rio, having worked to develop these three following academic and administrative areas: graduate courses, the training of Portuguese professors, and the offering of customized courses.

2. The courses of Portuguese for Foreigners in Undergraduate Studies

PUC-Rio was the pioneer, according to professor Francisco Gomes de Mattos, in the teaching of Portuguese to foreigners (Meyer, 2004). Our first courses were offered in 1969, and from then until today the trajectory of our program has not stopped.

The challenging task began in 1969: receiving foreign students, from various countries, to learn Portuguese, with the program being evaluated on a yearly basis. How do you lead different students, with different identities and cultural backgrounds in one class where they are learning a second language? What do you consider in developing activities that are i) adequate in context, ii) function in socio-linguistic development, and iii) provide motivation for

PUC being a point of academic visit. What styles of teaching are needed in this situation? Does there exist one strategy, a single methodology of teaching for our public? No. This was and continues to be our response.

There exist different styles of learning based upon each individual. Learning styles are pathways used by individuals to gain certain knowledge. Learning depends on the selected style of each individual. There are students that learn best by seeing (visual), other are more auditory, others that are more responsive to movements, activities, and practices (synesthetic), others more physical (restless), others are shy and timid (intrapersonal), others are more focused on relationships and social interactions (interpersonal), others more verbal, interacting easily with words, others more mathematically and logically inclined, others more sonorous and musical.

The aspects of the individual student as well as the learning context both influence the learning of a second language. The interaction between these factors is a natural complex, since not only emotional issues are involved, but questions of identity, the purpose of learning, and the expectations of its use and transformation (the significance of learning).

The teacher, in context to the students learning, influences the learning according to their experience and beliefs, attitudes, and the politics of their education. Based on these issues, it can be stated that the exercise of learning and the differences in style of each individual depends on the *life of each individual, their timing, and in the context in which the teaching takes place* (our emphasis) (Medrado, 2011).

The composite student audiences that we encounter in the classroom environment have become guiding elements to help us improve our educational materials which are prepared and reviewed by our own professors each semester. This allows us to create, modify, rebuild, insert or remove structural elements of educational material presented to students.

We have five proficiency levels of Portuguese, and for each level, a workbook designed to address the linguistic and socio-cultural needs of the learners in an immersion environment.

Here, in order to clarify the guidelines by which we identify ourselves, we present the courses offered and their objectives:

a) Portuguese for Foreigners I (90 hrs)

Objectives:

At the end of the course, the student should be capable of:

- 1) Oral communication, demonstrating command of the basic structures of Portuguese.
- 2) Writing short paragraphs;
- 3) Reading short, basic texts;
- 4) Recognizing some aspects of the Brazilian culture.

b) Portuguese for Foreigners II (90 hrs)

Objectives:

At the end of the course, the student should be capable of:

- 1) Orally communicate, demonstrating command of the basic structures of Portuguese at an intermediate level;
- 2) Write short narrative descriptions and opinion texts.
- 3) Read basic and intermediate texts;
- 4) Recognize aspects of the Brazilian culture.

c) Portuguese for Foreigners III (90 hrs)

Objectives:

At the end of the course, the student should be capable of:

- 1) Orally communicate demonstrating development of both formal and informal structures of Portuguese at an intermediate level;
- 2) Write opinionative, narrative, descriptive texts and dissertations at an intermediate level;
- 3) Read texts from different genres and formats;
- 4) Recognize different aspects of the Brazilian culture.

d) Portuguese for Foreigners IV (60 hrs)

Objectives:

At the end of the course, the student should be capable of:

- 1) Orally communicate, demonstrating development of the formal and informal structures of Portuguese at an advanced level;
- 2) Write texts in diverse modalities, demonstrating development in the use of vocabulary and the structures of Portuguese at an advanced level;
- 3) Read a significant volume of texts at an advanced level, written in different genres and formats;
- 4) Recognize different aspects of the Brazilian culture.

e) Portuguese for Foreigners V (60 hrs)

Objectives:

At the end of the course, the student should be capable of:

- 1) Orally communicate in a fluent way, demonstrating approximately the ability of a native speaker in the use of formal and informal structures of Portuguese;
- 2) Write texts in diverse modalities, demonstrating casual ability in the use of vocabulary and structures in Portuguese, at the approximate writing level of a native speaker;
- 3) Read a significant volume of texts at the advanced level, written in different genres and formats;
- 4) Recognize different aspects of the Brazilian culture.

These five levels, which in 1994 accounted for just five small classes with a maximum of 10 students in each class, are represented today by 14 classes with a maximum of 24 students per class.

It is necessary here to clarify why exactly this number is 24.

In 2004, the CCCI, presented the Department of Letters and, more specifically, the Chair of the Portuguese for Foreigners program, the first Wi-Fi laboratory at PUC-Rio, built primarily to serve the student body in learning a second, or foreign language. In this laboratory, there are 6 tables, each with 4 chairs, and a *smartboard* that allows us to utilize a program which synchronizes the professor's laptop with the 24 others, also donated by the CCCI, with which students participate in interactive activities during the classes. The students work on their activities and the teacher can monitor each

laptop. Currently, the laboratory is undergoing an upgrade process, with the original laptops being replaced with new models.

This resource has made the classes much more dynamic and constructive, giving students the ability to directly interact with not only the professor and other students in the class, but also with other Brazilians through different programs offered on the web.

In addition, it is also important to note the significant number of Spanish speaking students in graduate courses, especially in the Engineering department, which led us to create another course specifically designed for the student population which speaks Spanish in both graduate and undergraduate programs. So we created a Portuguese for Specific Purposes discipline that focuses on the contrast and differences between Portuguese and Spanish, with the following objectives.

f) Portuguese Instrumental – Foreigners (60 hrs)

At the end of the course, the student should be capable of:

- 1) Read texts from different genres and formats;
- 2) Write opinion texts, narratives, descriptions, and dissertations at an intermediate level;
- 3) Oral communication, demonstrating casual ability in comprehension and production in the use of formal and informal structures of Portuguese at an intermediate level;
- 4) Recognize different aspects of the Brazilian culture.

On the other hand, the CCCI, attending to the demands of the globalized academic market, represented by partner universities in France, Germany, Holland, in addition to many other countries throughout the world, which had already been working towards providing undergraduate and graduate courses in English, proposed to the Provost, in 2006, the idea to offer courses taught in English. While the initial number of classes was small, with four courses initially offered in the fall semester of 2007, the breadth of these courses has dramatically increased over the years. Currently, there are two courses offered in the Department of Art & Design, one in the business department (IAG), one in the Department of History, one in the Department of Sociology and

Politics, three in the Department of Letters and two in the Department of International Relations. In addition to these courses, we are in negotiations with the Department of Engineering, with a tentative deal to offer two new disciplines in English.

The CCCI, in addition to bringing more students each year to our Portuguese for Foreigners courses, obligatory for all our foreign students who are not fluent in the language, has participated in administrative events in Brazil and outside of the country, which consequently has led to an increase in the area of academic research in teaching and learning Portuguese as a second language for foreigners.

The range of this multi-faceted theory-practice-administrative partnership has encouraged the creation of the Teacher Training of Portuguese for Foreigners course which we present below.

3. The Teacher Training Course of Portuguese for Foreigners

In order to promote the specialization and training of university level professionals in the teaching of Portuguese as a Second Language, needed to encourage a reflexive attitude in the quickly changing landscape of learning/teaching, we, in 1999 transformed an extension course, offered since 1997 by the Central Coordination for Extension (CCE), into a graduate level *latosensu* program 360 hrs. After various alterations since its start, we work today with the following structure.

Specific Training (285 hrs):

- Portuguese as a Foreign Language I – 45 hrs
- Portuguese as a Foreign Language II – 45 hrs
- Portuguese as a Foreign Language III – 45 hrs
- Oral and Written Portuguese: Comprehension and Production – 30 hrs
- The Portuguese Language in the World – 45 hrs
- Fundamental of Linguistics and Applied Linguistics – 45 hrs
- Grammatical Revision – 30 hrs

Professional Training (75 hrs plus 10 hrs without a fixed schedule):

- Didactics, Methodology and Practice in Teaching a Second Language and Foreign Language – 45 hrs
- Research Oriented Monograph – 30 hrs

This course offered on Saturdays and spanning a year and a half period, receives holders of college degrees in letters and related fields who want to develop expertise and training in the ability to teach Portuguese as a Foreign/Second Language.

In the creation and improvement of this course, we have carried the idea that we are training professional researchers. That is, professors are able to combine the theories learned in class with practical teaching application. It is necessary, each moment, to mature these new professors with the idea that:

recent research on the essential question of teacher education points to the fact that the development of teachers is an active theory AND practice. It is hard to think about the possibility of educating from a concrete situation and pre-defined reality. *The teaching profession needs to combine systematic theoretical elements with practical, real situations.* For this reason, when thinking about a teacher training curriculum, the emphasis on practical training activities comes to mind at first, like formative exercises for the future teacher. However, in broader terms, it is one of the central aspects in teacher education, for the reason that it brings decisive results in the professional training (our emphasis) (Souza, 2006).

Seeing the results of this theory-practice approach as the project to train professors gained success, the CCCI and the Department of Letters signed an agreement with the Foundation for Brazilian Studies Center (FUNCEB) in Buenos Aires, in 2000/2001, offering this course in Argentina. In 2010 and 2011, the Foundation renewed the agreement and we developed a smaller project, offering a refresher course for the professors of foundation, with a course load of 78 hours.

4. Customized Courses

The undergraduate and graduate courses serve as the basis of the academic promotion that the CCCI has been developing. But, another niche that the university has been developing is on-demand, customized courses. These courses are designed to meet the specialized needs of the participating university, partner or not, or government organizations that want to bring groups of students, professors, and researchers, etc., in order to conduct projects with our university for short term periods. To give you an idea of our flexibility, we have received groups for periods as short as a day, to others whose stay spanned six weeks.

This type of course began in the seventies, with the University of Arizona a pioneer project of study of the Portuguese as a Second Language for Foreigners (PL2E). This first partnership showed us the latent possibility of customized courses as a way to further diversify our program.

Currently, we realize that the purposes for which other institutions seek ours are varied. We will speak here about the institutions which have the teaching of PL2E as their objective or an academic component of their program.

The first group we would like to mention is made up of institutions looking for a PL2E course. The University of Brown and the University of California system are examples of partnerships which initiated in the nineties and continue to this day. Both universities send large groups of students that spend three to four weeks studying Portuguese with teachers from PUC-Rio. Newer partnerships include the University of Princeton, the University of Columbia, and the University of International Studies in Beijing (BISU), in programs lengths from four to six weeks.

The second type of customized group experience that the PL2E program has provided includes an academic exchange in teaching in addition to the standard student groups. Teachers of PL2E at the home institution accompany groups of students, and partner with the PUC teachers in teaching the courses. This allows the students to experience different teaching methods, and allows for an exchange of ideas, materials and processes between the groups of professors. Schools involved in this type of program have been Harvard University and Yale University.

The third type of program is for academic programs with different purposes but that have PL2E as a component of their academic program. For these groups, the Portuguese taught is aimed at specific purposes, such as “survival Portuguese” (basic necessities in order to get by), or aimed at a specific area of knowledge, like Portuguese for business. Institutions such as University InHolland have participated in this type of program.

Finally, we have had two other specific groups that we would like to highlight. The first, a result of a partnership between PUC and the French Consulate, brought a group of Portuguese teachers in France to PUC-Rio for a refresher course in the teaching of PL2E. The second came by way of a former American student who, after having an extremely rewarding experience in the standard PL2E course, brought a group of high school students from the school in which he taught, between the ages of sixteen and seventeen years old, to study PL2E at PUC-Rio.

5. Final Considerations

The importance of the PL2E program and its evolution over the years, demonstrates a level of excellence that PUC-Rio has reached in the areas of teaching and research. The efforts described here in the different levels of academia corroborate its importance.

Regular courses in Portuguese, classes in the PUC-Rio course catalog offering credit to students who enroll, specialized courses for the training of professors, the research studies in Master and Doctorate programs in the Department of Letters (more than 50 thesis and dissertations presented so far), and the academic quality of the Portuguese teachers team with Master and Doctorate degree in the specific area of PL2E attest to the excellence, integrity, and success of these courses in our university. And if this was not sufficient enough, the internationally recognized partners that we mention here further attest to the confidence placed in the work and development of our institution.

The current demand proves that this area is booming and the need for more qualified professionals increases with each year. Requests from new institutions for the formation of new customized courses also indicates that this market continues to heat up and is approaching a boiling point.

Congratulations to the CCCI for 20 years! And congratulations also to the PL2E program at PUC-Rio which has been an integral partner in this journey. We look forward to another 20 years of achievements and accomplishments.

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Biographies



Fr. Josafá Carlos de Siqueira SJ
PUC-Rio

Jesuit Father, born in Pirenópolis, Goiás. He has an undergraduate degree in Biological Sciences from Goiás Catholic University, as well as a master's degree in Theology and Philosophy and a doctor's degree in Plant Biology from Unicamp. For 26 years, he has been working as undergraduate and post-graduate professor at the Department of Geography and Environment. For 6 years, he worked as PUC-Rio Vice-president and, since July 1st 2010, as its President. He created NIMA – Núcleo Interdisciplinar de Meio Ambiente (Interdisciplinary Center for the Environment), in which he has developed several projects on Environmental Education. He has had 60 scientific articles published in specialized journals and 12 books on environmental education, environmental ethics and ecological spirituality. His main concern is the integration of faith and science, with special emphasis on environmental preservation and socio-environmental ethics.



Rosa Marina de Brito Meyer
PUC-Rio

Born and raised in Rio de Janeiro, Brazil, Rosa Marina de Brito Meyer dedicated her professional life to 2 areas: Portuguese as a Second language – teaching, research and graduate advisory – and more recently International Cooperation. She has a B.A. and Teaching degree in Portuguese and Literature (1973); M.A. in Portuguese Language (1980) and PhD in Linguistics Applied to Portuguese (1991). She developed post-doctoral research in Cross-Cultural Studies applied to Second Languages at the University of Alberta, Canada (2000-2001). Having worked at PUC-Rio for more than 35 years, she has been Head of the Department of Letters (1991-1995) and served in numerous university committees, including the University Senate. Currently she serves as Associate Professor – Department of Letters, Academic Coordinator of Portuguese as a Second Language – as well as Associate Vice-President for Academic Affairs in charge of International Cooperation (since 1996) – acting consequently as Head of the International Office.



Klemens Blass
University of Konstanz

Assessor d.L. at University of Konstanz. Education: First State examination with the objective of a certification as a secondary teacher, Freiburg University (Germany), 1983; Second State examination, qualifying for teaching at German grammar schools, 1985.

When transitioning to the university sector in 1985, Klemens Blass served as the personal assistant to the chairman of the Standing Conference of Presidents of the Baden-Wuerttemberg Universities of Applied Sciences at Konstanz. Between 1988 and 1990 he shifted to the Ministry for Science and Arts of Baden-Wuerttemberg and took up the position as the managing director of the “Structural Commission Fachhochschule 2000” in Stuttgart. In 1990 he started to work as the director of the International Office back in Konstanz at the University of Applied Sciences; since then, Klemens Blass has now acquired over 20 year experience in higher education’s internationalization.



Thomas Buntru
Universidad de Monterrey

M.Ed., Dean of International Programs at Universidad de Monterrey (UEM), where he has worked since 1988. Before taking over his current position in 2004, he served as Coordinator of Student Exchange from 1997 to 2003. Before that, he was an associate professor in the Department of Modern Languages at UDEM, where he taught English and German. In 1996 he received the *Premio Pro-Magistro Roberto Garza Sada*, UDEM's annual excellence-in-teaching award. As Dean of International Programs, his responsibilities include the construction of study abroad and exchange programs, negotiation of cooperation agreements, strategic planning of study abroad, student and faculty exchange, internationalization of the curriculum, and institutional internationalization in general. Under his leadership, UDEM has become the Mexican university with the highest student participation rate in study abroad programs. His strategic plan for the internationalization of UDEM received the 2009 Andrew Heiskell Award for Innovation in International Education from the Institute of International Education (IIE). He has been an active member of AMPEI, the Mexican Association for International Education, since 1997 and served as its president from 2009 to 2011.



Kay Forsyth
Utah State University

Kay Forsyth has been the Director of Study Abroad at Utah State University for twelve years. She advises students, assists faculty with program development, and builds international partnerships. She has held various leadership roles in international education, including positions with the Utah Board of International Education, NAFSA: Association of International Educators (NAFSA), as chair of NAFSA Region II and a member of the Regional Affairs Committee. She has served two terms on the International Student Exchange Program (ISEP) Council of Advisors, was the 2011 ISEP Symposium chair, and co-chair of the ISEP 25th Anniversary conference in 2004. She participated on two Fulbright programs to Germany and India, and served as a teacher-trainer for the Chilean Ministry of Education English Program. She holds a Masters of Social Work degree from The Ohio State University.



Rita Moriconi
U.S. Department of State/ Bureau of
Educational and Cultural Affairs

As one of the 14 REACs – Regional Educational Advising Coordinators worldwide, Rita Moriconi works under support from the Educational Information and Resources Branch at the U.S. Department of State's Bureau of Educational and Cultural Affairs (ECA/A/S/A), responsible for the REAC program administered by IIE. Rita Moriconi oversees EducationUSA advising offices in the South America Southern Cone countries (Argentina, Brazil, Chile, Paraguay, and Uruguay) providing leadership, expertise, and assessment to EducationUSA advisers who give information and orientation about study in the U.S. and who promote exchange partnerships between U.S. institutions and their home higher education institutions. EducationUSA welcomes U.S. Higher Education institutions to link to www.EducationUSA.state.gov and contact advisers in 170 countries worldwide. Rita Moriconi was an undergraduate student at UERJ, the State University of Rio de Janeiro in Language and its Literatures, and a graduate student at the University of Mississippi.



Bruce Sillner
State University of New York (SUNY)

As founding Dean of International Programs of the State University of New York at New Paltz, Bruce Sillner administers study abroad/exchange programs, international student/scholar services, international admissions, the intensive English language program and the Institute for International Business. Sillner co-chairs the *SUNY and the World* implementation team, is a member of the Gilman International Scholarship Review Panel and was a 2008-10 AIEA Presidential Mentor. He is the 2009 recipient of NAFA's Marita Houlihan Award.



Ricardo Borges Alencar
PUC-Rio

Adjunct Professor, Deputy Associate Vice-President for Academic Affairs in charge of International Cooperation at the Pontifical Catholic University of Rio de Janeiro (PUC-Rio), Brazil, (2009-); PhD in Linguistics Applied to Portuguese (2004, PUC-Rio); Academic Coordinator of Portuguese as a Second Language Undergraduate and Extension Courses (2003-). Co-Advisor of 6 Master and PhD thesis. Author of more than 10 chapters and articles.



Adriana Ferreira de Sousa
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PUC-Rio

Ba. and Teaching in Portuguese Language and Literature (1994), M.A. in Portuguese Language (1997) and PhD in Linguistics (2003) at Pontifical Catholic University of Rio de Janeiro (PUC-Rio). Currently, she is co-coordinating the Undergraduate Courses of Portuguese for Foreigners and the Specialization Course in Formation of Teachers of Portuguese for Foreigners at PUC-Rio. She has worked in this university since 1995, as adjunct professor in the disciplines of Portuguese for Foreigners and, since 2006, as collaborating professor, in graduation courses.

Administrative Structure – CCCI

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Coordenadora Central de Cooperação Internacional

Dr. Ricardo Borges Alencar

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Ilana Cac

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