



UNIVERSIDADE PAULISTA – UNIP

Institutional Internationalization Plan

TIME PERIOD 2022-2025

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1. THE UNIVERSIDADE PAULISTA - UNIP

1.1 INTRODUCTION

The Universidade Paulista – UNIP is maintained by the Associação Unificada Paulista de Ensino Renovado Objetivo – ASSUPERO, CNPJ no. 06.099.229/0001-01, a for-profit and educational civil association with headquarters and jurisdiction in the Capital of the State of São Paulo, on Avenida Paulista, no. 900, 1st floor, in the Bela Vista district, CEP 01310-100. ASSUPERO is a for-profit legal entity of private law with bylaws registered and filed on microfilm at São Paulo’s Fourth Notary’s Office on 4 February, 2004, under number 477740.

The Universidade Paulista – UNIP is governed by specific legislation, by its Bylaws, by its General Rules and by the Resolutions of the University Council and of the Education, Research and Extension Council.

The Universidade Paulista – UNIP promotes the up-to-date training of students and their qualification for a changing society by offering ethical and quality education that is technologically advanced and future-oriented in the areas of human, social, exact and health sciences. Its main purpose is to promote the development of its students’ potential by establishing conditions that allow for an active insertion in the labor market and creative solutions to problems that society could present.

The Brazilian reality, which deserves special attention on the part of the Universidade Paulista – UNIP, contributes to an emphasis also being placed on graduate programs at the lato sensu and stricto sensu levels. These are dedicated to improving and updating professionals and training professors and researchers.

1.2 MISSION

The Universidade Paulista - UNIP has the mission of becoming a center for the generation and diffusion of knowledge by developing education, research and extension activities, in line with the demands of contemporary society and the working world, thus respecting diversity, cultivating solidarity, inclusion, human values and ethics and aiming at training qualified citizens who are potentially able to contribute to the socio-economic development of their region of influence.

In accordance with Article 3 of its Bylaws and with Article 2 of its General Rules, the Universidade Paulista – UNIP, in order to achieve its objectives, aims to:

I - Promote Education, Research and Extension through the cultivation of knowledge in the fields of Science, Humanities, Arts and Technology, and its application at the service of the progress of the community and the human person;

II - Contribute to the general and technical education of the community through the development of qualified professionals and specialists in different fields of knowledge, as well as to the training of higher-level technologists;

III - Participate in the process of development of the community that lives in its area of activity and influence;

IV - Promote solidarity among people;

V - Contribute to the country's development effort by collaborating with public authorities and the private sector for the study of problems at regional and national levels;

VI - Contribute to the solution of community problems by promoting cultural initiatives and providing services and technical assistance.

Pursuant to Article 3 of its General Rules, in order to achieve the proposed objectives, the Universidade Paulista – UNIP obeys the principles of respect for the dignity and fundamental rights of the human person, thus proscribing any form of discrimination.

1.3 OBJECTIVES

According to its Bylaws, Art. 3, the Universidade Paulista aims to:

I - Promote Education, Research and Extension through the cultivation of knowledge in the fields of Science, Humanities, Arts and Technology, and its application at the service of the progress of the community and the human person;

II - Contribute to the general and technical education of the community through the development of qualified professionals and specialists in different fields of knowledge, as well as to the training of higher-level technologists;

III - Participate in the process of development of the community that lives in its area of activity and influence;

IV - Promote solidarity among people;

V - Contribute to the country's development effort by collaborating with public authorities and the private sector for the study of problems at regional and national levels;

VI - Contribute to the solution of community problems by promoting cultural initiatives and providing services and technical assistance.

1.4 THE UNDERGRADUATE AND GRADUATE PROGRAMS

1.4.1 The Undergraduate Program

The undergraduate courses offered by the Universidade Paulista – UNIP reflect its commitment to integrate education with research and to promote extension, thus aiming at the development of autonomous, responsible and professionally competent individuals to respond

to the challenges of today's reality.

The undergraduate courses offer quality education in fundamental areas of human knowledge as well as the development of specific professional skills and are open to candidates who have completed high school or equivalent grade diplomas and have been approved in the selection process.

The curriculum of undergraduate, baccalaureate, teaching license and technologist training courses compulsorily meets the guidelines contained in the National Curriculum Guidelines, which are deemed essential for professional qualification by the National Council of Education.

1.4.2 The Graduate Program

UNIP has Master's and Doctoral Programs recommended by CAPES in the areas of health, exact and human sciences.

These Programs aim at developing applied studies, carrying out research and producing knowledge that contribute to scientific advancement and to improving the quality of life in the country and in the world.

The Universidade Paulista – UNIP, recognizing the important social role that continuing education plays in promoting the development and well-being of society, has a graduate studies policy that translates into a high-standard graduate education in accordance with the rules stipulated by the Coordination for the Improvement of Higher Education Personnel – CAPES and the National Council of Education and its Chamber of Higher Education.

The *stricto sensu* graduate programs offered by the Universidade Paulista – UNIP, in line with CAPES, aim at training professors and researchers.

The *lato sensu* graduate programs offered by the Universidade Paulista – UNIP aim at the specialization and updating of human resources and meet the need for continuous learning, particularly in professional areas.

UNIP's graduate policy seeks to overcome the rigidity of a centralized and long-term planning process, in order to be understood as the affirmation of a rational action program subject to adaptations imposed by unpredictable and accelerated changes in society, with objectives and intervention strategies that can provide effective responses to the demands and needs of society.

In general terms, the development of a graduate studies program that sets innovation, transformation and excellence as benchmarks is guided, mainly in *stricto sensu* programs, by 02 (two) main lines of action:

a) Generation of new scientific knowledge that may result in social benefits and improved instruction through:

The development of new teaching-learning methodologies and a broad didactic-scientific articulation with a return to undergraduate education;

The development of research, thus expanding the domain of the areas of knowledge to which they are related and enabling technological innovation and theoretical development;

The integration of undergraduate students in scientific research programs with a view to awakening vocations and encouraging potential talents for research and, consequently, for scientific production and teaching.

b) Integration of UNIP with the local community in a collaborative relationship between the productive and social fabric through:

The training of qualified professionals for teaching, research and professional activities;

The promotion and development of partnerships, exchange programs and other forms of association with other academic institutions, the business sector, the public sector and the tertiary sector;

The search for alternatives for research and graduate programs by identifying areas of interest and institutional vocation to create coherent and coordinated research lines;

Graduate studies are carried out in close relationship with undergraduate programs so as to improve and renew the latter. The integration of undergraduate and graduate programs contributes to improving the qualification of faculty members and their performance in undergraduate programs through a broad didactic-scientific articulation.

UNIP offers the following *stricto sensu* graduate programs:

- Master's Program in Business Administration
- Master's Program in Communication
- Doctoral Program in Communication
- Master's Program in Production Engineering
- Doctoral Program in Production Engineering
- Master's Program in Dentistry
- Doctoral Program in Dentistry
- Master's Program in Environmental and Experimental Pathology
- Doctoral Program in Environmental and Experimental Pathology
- Professional Master's Program in Institutional Practices in Mental Health

MASTER'S PROGRAM IN BUSINESS ADMINISTRATION

Program recommended by the Coordination for the Improvement of Higher Education Personnel – CAPES, in accordance with Official Notice CTC/CAPES number 073/2005 of 21 March, 2005, and recognized by Ministerial Ordinance number 2642 of 27 July, 2005, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 163/2005 of 8 June, 2005, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion

CNE/CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 - ISSN 1677-7042, pp. 20 and 23.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_administracao.aspx

MASTER'S PROGRAM IN COMMUNICATION

Program recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, in accordance with Official Notice CTC/CAPES number 88/2002 of 18 March, 2002, and recognized by Ministerial Ordinance number 2530 of 4 September, 2002, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 153/2002 of 17 July, 2002, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015, as published in Brazilian Federal Register on 27 July, 2017, under Section 1 - ISSN 1677-7042, pp. 20 and 48.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_comunicacao.aspx

DOCTORAL PROGRAM IN COMMUNICATION

Program recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, in accordance with Official Notice CTC/CAAI/CGAA/DA/CAPES number 015-10/2012 of 1 March, 2012, and recognized by Ministerial Ordinance number 11 of 4 January, 2013, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 313/2012, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 - ISSN 1677-7042, pp. 20 and 48.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_comunicacao.aspx

MASTER'S PROGRAM IN PRODUCTION ENGINEERING

Program recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, in accordance with Official Notice CAA/CTC number 176/1998 of 21 December, 1998, and recognized by Ministerial Ordinance number 1,733 of 7 December, 1999 and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 511/1999 of 19 May, 1999, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 – ISSN 1677-7042, pp. 20 and 63.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_engenharia.aspx

DOCTORAL PROGRAM IN PRODUCTION ENGINEERING

Program recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, in accordance with Official Notice CTC/CAPES number 898-14/2006 of 23 November, 2006, and recognized by Ministerial Ordinance number 612 of 22 June, 2007, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES 115/2007 of 10 May, 2007, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 – ISSN 1677-7042, pp. 20 and 63.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_engenharia.aspx

MASTER'S PROGRAM IN DENTISTRY

Program recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, in accordance with Official Notice CAA/GTC of 30 July, 1998, and recognized by Ministerial Ordinance number 1,733 of 7 December, 1999, by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 511/99 of 19 May, 1999, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/ CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 – ISSN 1677-7042, pp. 20 and 95.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_odontologia.aspx

DOCTORAL PROGRAM IN DENTISTRY

Program recommended by the Evaluation Committee of the area and judged by CTC/CAPES at its 158th Meeting, which took place from 11 to 15 May, 2015.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_odontologia.aspx

MASTER'S PROGRAM IN ENVIRONMENTAL AND EXPERIMENTAL PATHOLOGY

Program recommended by the Coordination for the Improvement of Higher Education Personnel – CAPES, in accordance with Official Notice CTC/CAPES number 443/2002 of 25 November, 2002, and recognized by Ministerial Ordinance number 1,585 of 20 June, 2003, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 083/2003 of 9 April, 2003, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015,

as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 – ISSN 1677-7042, pp. 20 and 92.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_med_veterinaria.aspx

DOCTORAL PROGRAM IN ENVIRONMENTAL AND EXPERIMENTAL PATHOLOGY

Program recommended by the Coordination for the Improvement of Higher Education Personnel – CAPES, in accordance with Official Notice CTC/CAAI/CGAA/DAV number 35-13/2008 of 6 August, 2008, and recognized by Ministerial Ordinance number 590 of 18 June, 2009, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 122/2009 of 6 May, 2009, ratified by Ministerial Ordinance number 656 of 22 May, 2017, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 288/2015 of 8 July, 2015, as published in the Brazilian Federal Register on 27 July, 2017, under Section 1 – ISSN 1677-7042, pp. 20 and 92.

https://www2.unip.br/ensino/pos_graduacao/strictosensu/ss_med_veterinaria.aspx

PROFESSIONAL MASTER’S PROGRAM IN INSTITUTIONAL PRACTICES IN MENTAL HEALTH

Stricto sensu Master’s degree recommended by the Coordination for the Improvement of Higher Education Personnel - CAPES, according to the area’s Evaluation Committee, and judged by the CTC/CAPES at its 192nd Meeting, which took place from 4 to 6 March, 2020. Recognized by Ministerial Ordinance number 997 of 23 November, 2020, and by the Chamber of Higher Education of the National Council of Education, Technical Opinion CNE/CES number 351/2020 of 17 June, 2020, as published in the Brazilian Federal Register on 24 November, 2020, under Section 1 - ISSN 1677-7042, p. 224.

The Universidade Paulista - UNIP develops organized programs of lato sensu graduate studies. These have the objective of developing and deepening the specific need for qualification of higher-level professionals, professors and researchers from the business, public and tertiary sectors, enabling them to work in different contexts and in an ever-changing environment, thus seeking an interdisciplinary and integrated approach to the different segments of society, with adaptability and flexibility in the face of innovation.

2. INSTITUTIONAL INTERNATIONALIZATION PLAN

2.1. Introduction

The mobility of people, ideas and knowledge on a global scale impacts everyone in the world. Globalization is among the forces that most influence higher education today.

This plan aims to help the academic community build quality international connections. By strengthening and expanding international partnerships, we address global challenges, and in doing so we strive to prepare globally competent students, faculty and staff, develop and diffuse knowledge and make meaningful contributions to initiatives that create knowledge and, more broadly, to local and international advancement.

The Universidade Paulista – UNIP strives to include the academic community in the international context by supporting, collaborating and promoting the continuity of education, research and insertion in the global job market.

As a diverse academic community that covers the entire national territory, we face challenges to contribute to the improvement of a society in rapid and constant change. This vision reinforces the importance of the Universidade Paulista – UNIP’s global perspective and commitment to internationalization in the undergraduate and graduate studies, specialization and administrative areas.

The 2022 to 2025 International Plan aims to engage the academic community toward internationalization at key points with the development of specific strategies by department/area, which can strengthen and increase international impact.

The International Plan formalizes UNIP’s commitment to the growth of national and international knowledge in order to promote peace, health, and environmental protection through education and research.

2.2 Internationalization at the Universidade Paulista - UNIP

The Universidade Paulista – UNIP has a long history of internationalization, as its foundation was based on international educational models, both in its pedagogical and physical structure. Its commitment to updating all contents reflects this concern to be in line with world quality. Through internationalization, UNIP motivates its faculty members to create internationally updated content, taking into account the specificities of the national context. These conditions have attracted students from other countries to UNIP and have allowed our own students to enter educational and work institutions worldwide. UNIP’s cooperation and collaboration agreements for the exchange of faculty members, students, knowledge and research cover all continents.

The Institutional Internationalization Plan (IIP) is a document that describes the position of the Universidade Paulista regarding academic internationalization in relation to the Institutional Development Project, society and education. UNIP’s IIP provides its students with a global and critical education, as a way of qualifying them to exercise their citizenship, and aims at the insertion of the academic community in the international sphere, since it consists of a dynamic, intentional, legitimate and transparent process, which is in constant connection with the institutional context.

The fundamentals that comprise the Institutional Internationalization Plan include:

- Focus on an educational perspective and a teaching-learning style suited to the

international context;

- Coordinated action with a view to the internationalization of administrators, faculty members, students and administrative staff;
- Development of a pedagogical proposal for the national and international spheres;
- Commitment to the sociocultural context in which the educational process takes place.

In addition, the IIP consists of a conceptual and methodological reference framework to carry out the institutional mission, since it establishes routes for conducting academic activities and parameters for their international benchmarks.

Aware of the importance of academic and professional internationalization, in 2005 UNIP created the Academic Internationalization department, which develops international partnerships with students, staff members, professors and researchers. The department also has the mission to guide, encourage, formalize and support any and all of UNIP's international actions. In 2022, the department was raised to the status of Vice-Rector's Office for International Relations.

2.3 Context

The 2018 Institutional Plan aimed to expand the internationalization process of the Universidade Paulista - UNIP and strengthen existing actions – among others, the publication of international articles and collaboration in research.

With the maturation of internationalization, academic collaboration agreements, which could previously occur informally, were formalized, which allowed for the analysis of partnerships regarding the continuity of actions and the strengthening of international academic relations. It was also possible to identify the areas and people most committed to and capable of internationalization. This information offered an overview of the state of internationalization of the academic community, and has been instrumental in defining which actions need to be updated, created, maintained or suppressed in the next quadrennium. If in some areas it is necessary to consolidate the internationalization process, in others it is necessary to stimulate this process, since we are among the largest universities in Brazil by number of students.

In the last quadrennium, several advances have taken place for the expansion of UNIP's internationalization, namely:

- The creation of the UNIP protocol for implementing general and specific international agreements of collaboration in research and/or international projects.
- Orientation for faculty members for the formalization of international agreements and previously existing informal agreements.
- Maintenance and implementation of new collaborations and partnerships with international agencies that promote academic internationalization and/or research, enabling new funding, such as visiting professor periods funded by the Erasmus PROGRAM, and maintenance of existing ones, such as CAPES, CNPq and Research Support Foundations (FAPs).
- Identification of students, researchers, professors and administrative staff who are capable of internationalizing, and those who already internationalize their CV independently and

spontaneously.

- Increase in the number of international scholarships for undergraduate students.
- Increase in the amount of funding for visiting professors abroad.
- Expansion of the international impact in research.
- Training program for students, faculty members and administrative staff as a way of motivating them to join an exchange program.
- Beginning of the visit abroad program, aimed at administrative staff.
- Systematization of Training for Academic Internationalization for students, researchers, professors and administrative staff.
- Preparatory training prior to trips and international exchange programs for students, faculty members and administrative staff.
- Increase in the number of classes and international events offered.
- Increase in the number of international partnerships.
- Activation of inactive international partnerships.
- Adherence to the Erasmus Program, which supports academic internationalization in the European community.
- Increase in virtual international collaboration.
- Stimulus to the systematization of academic internationalization with the creation of the Study and Research in Academic Internationalization Group, linked to the graduate studies and research area and registered with CNPq.
- Support for international students through orientation meetings upon arrival, during and after the exchange period.
- Support for undergraduate and graduate research professors through orientation and follow-up meetings for the development of international projects and actions.
- Increase in processes of validation of courses undertaken abroad.
- Expansion of collaboration with international bodies for the employability of students in the international market as well.
- Implementation of UNIP's international database.
- Continuity of curricular internationalization actions.

2.4 Objective

UNIP's International Plan has as its main goal the expansion of international practices in all university areas and departments through the cultivation of a global perspective that strengthens our academic community at the local and global levels.

2.4.1 Goals

UNIP's goals are characterized by initiatives aimed at establishing or expanding formal structures, resources, policies and processes that can improve, facilitate, coordinate, promote and monitor international activities at academic and administrative levels.

The goals take into account the internationalization indicators of the National Institute for Educational Studies and Research (INEP) for undergraduate programs and of the Coordination for the Improvement of Higher Education Personnel (CAPES) for stricto sensu graduate programs and research.

For INEP, academic internationalization is operationalized by

“actions that place the HEI in the international context through cooperation with other institutions, knowledge transfer, academic mobility of faculty members and students, foreign students enrolled in the HEI, offering courses in a foreign language, encouraging publications and participation in international events, participation in international evaluation processes, among others.”¹

CAPES divides the internationalization process into four main levels: (1) Knowledge and Commitment; (2) Implementation, (3) Consolidation and (4) Full Internationalization. The following subitems are added in a complementary way: Knowledge and Commitment - Consultation and Validation, Formalization (of internationalization in the Institutional Development Plan) and Systematization of internationalization actions; Implementation – Preparation (creation of the Institutional Internationalization Plan - IIP); Operationalization and Increase in Institutional Impact; Consolidation - Increase in International Attractiveness, International Recognition and Qualification; Full Internationalization - Increase in International Assertiveness.²

It is worth highlighting other indicators, including the number of graduates who earned a Master’s or PhD degree abroad, the number of internationalization actions created or improved in the analyzed period, the number of international scientific and technological exchange programs; active international agreements/partnerships; number of graduates who earned their degrees abroad, international scholarships, international publications, international projects; impact and continuity of academic internationalization actions; publications in international journals and impact of international publications.

¹Evaluation Instrument for On-site and Distance Learning Undergraduate Courses. P. 47. Brasília-DF, October 2017. Viewed 21 September 2021, <https://download.inep.gov.br/educacao_superior/avaliacao_cursos_graduacao/instrumentos/2017/curso_reconhecimento.pdf>.

² Guide for accelerating Institutional Internationalization – CAPES. At [23122020 Guia para Aceleracao da Internacionalizacao Institucional.pdf \(www.gov.br\)](https://www.gov.br/capes/pt-br/centrais-de-conteudo/2020-01-03-relatorio-gt-internacionalizacao-pdf) Viewed 16 August, 2022 and Internationalization Working Group: Report and Recommendations. Ministry of Education, Coordination for the Improvement of Higher Education Personnel. Indicators of the 2020-2023 Strategic Plan. Pages 8 and 9. Viewed 21 September 2021, <<https://www.gov.br/capes/pt-br/centrais-de-conteudo/2020-01-03-relatorio-gt-internacionalizacao-pdf>>.

2.4.2 Strategic Initiative: specific actions by area or department

For areas or departments in the initial stage of internationalization, the goal is to drive leaders to encourage and motivate faculty members, administrative staff and students to participate in the international experience in order to develop intercultural competences through internationalization at home or abroad, spontaneously or with the support of funding agencies. We hope that the community takes part in foreign language courses, on-site or online international courses, and dynamic learning programs with international communities in order to gain general and specific knowledge and a deeper understanding of global history, culture, language, social and political structures and governance.

The following specific actions will be recommended in order to achieve the best results with respect to the IIP:

Action 1: Structuring for internationalization

1. Carry out an internal survey of the area/department in order to identify the level of internationalization and, according to the phase in which the area/department is, draw up a plan of activities for the development of internationalization actions.
2. Identify talents for proposing and participating in international actions – collaboration in virtual or on-site classes, internationalized research, international events, scientific events and publication of international articles.
3. Inform about UNIP's rules and procedures for the realization and formalization of international partnerships and collaborations.
4. Prepare professors, researchers and technical and administrative staff to adequately respond to the HEI's internationalization strategy.
5. Identify and propose the hiring of professors, researchers and technical and administrative staff with fluency in a foreign language, mainly English, Spanish and Mandarin.
6. Promote the teaching of a foreign language.
7. Inform and support human resources to handle the technical aspects of academic internationalization.
8. Offer adequate space and conditions for internationalization work.
9. Prepare and inform for the proposition of specific internationalization projects, in line with each department/area.

Action 2: Facilitating projects and proposals

1. Evaluate specific academic internationalization proposals and projects by area/department, in addition to the series of procedures and competences of the internationalization processes.

2. Stimulate negotiations according to the guidelines of the Academic Internationalization department for the realization of international agreements for double degrees, collaboration in research and international co-supervision;
3. Put into practice, evaluate the results and propose updating of specific internationalization projects by area/department.
4. Establish contacts and gauge the interest of international universities for the negotiation of joint projects according to the internationalization capacity of each area/department.
5. Undertake internationalization actions at the institution and promote the appropriation and diffusion of knowledge acquired abroad to the academic community.
6. Monitor the general progress of the area/department's internationalization and evaluate the results and update of the HEI's internationalization strategy.
7. Recognize and publicize the international projects and actions of greatest impact.
8. Learn about and help to strategically disseminate UNIP's internationalization in Brazil and abroad.
9. Provide assistance in carrying out projects that strengthen partnerships in order to compete for funding from research support agencies.

Action 3: Strengthening and impacting

1. Undertake activities of international impact in accordance with the internationalization indicators of INEP and CAPES.
2. Strengthen research in international collaboration and increase academic production from international collaborations.
3. Undertake actions to obtain international awards and patents.
4. To provide continuity and stability in international projects and actions, thus expanding and impacting through information the academic community and society at large.
5. Disseminate international research and ensure the wide diffusion of the results of the internationalization of faculty members, students and administrative staff.
6. Balance active and passive (at home) international mobility of faculty members, researchers, students and technical and administrative staff.
7. Attract and retain or continue student mobility and collaborations with international students, researchers and professors.
8. Collectively, systematically and regularly review curricular content for rectifications and ratifications to meet the global challenges for education, research and scientific production today.

3. CONCLUSION

The Internationalization Plan described in this document prescribes the development of project planning activities and actions for the implementation of new actions for the expansion

of the culture of internationalization at HEIs.

We are grateful for Brazil’s cultural diversity and intend to strengthen ties around the world and continue to effect positive changes to address global challenges.

The Universidade Paulista seeks, by undertaking efforts to carry out this plan, to improve national talents and expand opportunities for the international job market, with special attention to research and teaching activities, thus effectively contributing to the improvement of the quality of life of Brazilians.

ANNEX

International collaboration agreements

Africa		
Country	City	Institution
Angola	Luand	Instituto Superior Técnico de Angola – ISTA
Botswana	Gaborone	University of Botswana
Cabo Verde	Island of Santiago	Escola de Hotelaria e Turismo de Cabo Verde
Etiópia	Jimma	Jimma University

North America			
Country	City	Institution	
Canada	Quebec	Montréal	Université Du Québec à Montréal – UQAM
	Manitoba	Winnipeg	University of Winnipeg
	Ontario	Toronto	University of Toronto
	Manitoba	Winnipeg	University of Manitoba
	Ontario	Thunder Bay	Lakehead University
	Saskatchewan	Regina	University of Regina
	British Colombia	Vitoria	University of Victoria
	British Colombia	Vancouver	VanWest College
USA	La Verne		University of La Verne
	Baltimore		Morgan State University
	Chicago		The Chicago School of Professional Psychology – TCS
	Washigton		National Pollution Prevention Roundtable

	La Jolla	University of California, San diego - UCSD
	Minneapolis	University of Minnesota
	Oklahoma	University of Central Oklahoma - UCO
	Lewiston	Lewis Clark State College
	Maryland	University of Maryland Francis King Carey School of Law
	Los Angeles	California University FCE
	Florida	Florida Christian Univesrity
	La Jolla	National University
	Frederick	National Cancer institute
	Santa Barbara	UC Santa Barbara, California
Mexico	Querétaro	Univesidad Autónoma de Querétaro
	Querétaro	Instituto Tecnológico de Monterrey
	Sonora	Instituto Tecnológico de Sonora
	Puebla	Univesridad del Valle de Puebla
	Mexicali	Universidade Autonôma de Baja California – UABC
	Chiapas	Universidad de Ciencias y Artes de Chiapas de los Estados Unidos Mexicanos – UNICACH
	Puebla	Universidad Autónoma de Puebla - BUAP
	Nuevo León	Universidad Autónoma de Nuevo León
	Sonora	Instituto Tecnológico de Sonora
	Oaxaca	Universidad Autonoma “Beito Juarez” de Oaxaca
	Coahuila	Universidad Autónoma de Coahuila
	Yucatán	ESAY – Escuela Superior de artes de Yucatán

Central America		
Country	City	Institution
Cuba	Havana	Universidad de La Habana
	Cienfuegos	Universidad de Cienfuegos Carlos Rafael Rodrigues
Republic Dominican	La Veja	Universidad Católica Tecnológica del Cibao

South America		
Country	City	Institution
Argentina	Mendoza	Universidad Juan Agustín Maza – UMAZA
	Buenos Aires	Facultad Latinoamericana de Ciencia Sociales- FLACSO
	Córdoba	Universidad Nacional de Villa Maria
	Buenos Aires	Instituto Nacional de Tecnología Agropecuaria - INTA
	Neuquén	Universidad Nacional del Comahue
	Buenos Aires	Universidad Maimónides
	Mendoza	Universidad de Mendoza
	San Juan	Universidad Católica de Cuyo
	Córdoba	Universidad Siglo 21
	Rosario	Universidad Nacional de Rosario
	Mendoza	Universidad de Congreso
	Buenos Aires	Universidad Abierta Interamericana
Bolivia	La Paz	Universidad Privada Franz Tamayo – UNIFRANZ
	La Paz	Universidad de Aquino – Bolivia – UDABOL
	La Paz	Universidad Salesiana de Bolivia
Chile	Valdivia	Universidad Austral de Chile (UACH)
	Valparaíso	Universidad Técnica Federico Santa María – UTFSM
	Viña del Mar	Universidad Viña del Mar
	Valparaíso	Universidad de Valparaíso
	Talca	Universidad de Talca
	Temuco	Universidad de la Frontera
	Santiago de Chile	Universidad Metropolitana de Ciencias de la Educación
	Santiago de Chile	Fundación Oreama
	Punta Arenas	Universidad Magallanes
	Valparaíso	Universidad de Playa Ancha de Ciencias de la Educación

	Santiago de Chile	Consejo de Rectores de las Universidades Chilenas
Colombia	Medellín	Universidad Pontificia Bolivariana
	Bogotá	Universidad Piloto de Colombia
	Barranquilla	Universidad de la Costa
	Bogotá	Universidad de la Salle
	Valle del Cauca	Unidad Central del Valle de Cauca - UCEVA
Paraguay	Assunção	Universidad Técnica de Comercialización y Desarrollo - UTCD
	Assunção	Universidad Iberoamericana
Peru	Huancayo	Universidad Continental
	Piura	Universidad de Piura
	Lima	Universidad Peruana Cayetano Heredia
	Lima	Universidad Nacional Mayor de San Marcos
	Lima	Instituto Superior Tecnológico IDAT
	Lima	Zegel IPAE
	Arequipa	Universidad La Salle
Uruguay	Montevideo	Universidad de la República
	Montevideo	International House Montevideo
	Montevideo	Universidad Católica del Uruguay

Asia		
Country	City	Institution
South Korea	Daejeon	SolBridge International School of Business
India	Chennai	Rajalakshmi Institutions
	Chennai	Sathyabama Institute of Science and Tecnology
	Chandigarh	Chandigarh University
Japan	Okayama	Okayama University
	Hyogo	University of Hyogo – School of Human Science and Environment/ H.S.E.
	Hiroshima	Eikei University of Hiroshima
Russia	Samara	Samara State Transport University
Taiwan	Kaosiung	I-Shou University
Taiwan	Taoyuan	Yuan Ze University - YZU
Taiwan	Taipei	Shih Hsin University

Europe		
Eastern Europe		
Countries	City	Institution
Albania	Tiranë	Albanian University
Belgian	Liège	Haute Ecole Libre Mosane – HELMo
Bulgaria	Vama	Vama Univesrity of Management
	Sofia	Technical University of Sofia
	Svishtov	D.A. Tsenov
	Sofia	Sofia University St. Kliment Ohridski
Croatia	Zadar	University of Zadar
	Split	Aspira University of College
	Slavonski Brod	College of Slavonski Brod
	Cakovec	Polytechnic of Medimurje in Cakovec
	Pozega	Polytechnic in Pozega
Slovenia	Maribor	Alma Mater Europaea
	Liubiana	Bion Institute
Estonia	Tallinn	Tallinn Health Care College
Hungary	Dunaújváros	College of Dunaújváros
	Miskolc	University of Miskolc
Lithuania	Vilnius	Kazimieras Simonavičius University
	Akademija	Aleksandras Stulginskis University
	Vilnius	Vilnius University
	Kaunas	Kaunas University of Tecnology
Macedonia	Republic of Skopje	University American College Skopje (UACS)
	Republic of Skopje	International Balkan University
Poland	Byalistok	Bialistok University of Technology
	Cracow	Cracow University of Technology
	Lublin	Lublin University of Technology
	Lódz	Lodz University of Technology
	Gliwice	Silesian University of Technology

	Warsaw	Collegium Civitas (Objetivo Group)
	Gdansk	University of Gdansk
Czech Republic	Ostrava	Technical University of Ostrava - VSB
Romania	Bucaresti	Universitatea Technica de Constructii Bucuresti
	Iasi	"GheorgheAsachi" Technical University of Iasi
	Timisoara	Universitatea Politehnica Timisoara
	Craiova	University of Craiova
Turkey	Istambul	Beykent University
	Istambul	Altinbas University
	Bilecik	Bilecik Şeyh Edebali University
Ukraine	Odessa	Odessa National Polytechnic University - ONPU

Western Europe		
Country	City	Institution
Austria	Krems	IMC University of Applied Sciences Krems
Spain	Barcelona	Universidad Autònoma de Barcelona - UAB
	Barcelona	CETT-UB
	Barcelona	European University
	Alicante	Fundesem Business
	Jaén	Universidad de Jaén
	Tarragona	Universitat Rovira i Virgili
	Barcelona	Rede de Apoyo a la Gestión Educativa - Red AGE
	Sevilla	Universidad de Sevilla
	Valencia	Universitat de València
	Santiago de Compostela	Universidad de Santiago de Compostela
	Salamanca	Universidad de Salamanca
	Oviedo	Facultad de Turismo de Oviedo
	Valladolid	Universidad de Valladolid
	Alicante	Universidad de Alicante
	Valencia	Universidad Cardenal de Herrera
	San Cristóbal de La Laguna	Universidad de la Laguna
	Zaragoza	Universidad San Jorge
	Madri	Universidad Francisco de Vitoria
Badajoz	Universidad de Extremadura	
Madri	Universidad Complutense de Madri	

	Madrid	Fundación Citap
	Barcelona	Universita Ramon Llull
	Málaga	Universidad de Málaga - UMA
	León	Universidad de León
	Oviedo	Universidad de Oviedo
	Madrid	Fundación IMDEA Agua
Finland	Kuopio	University of Eastern Finland
France	Montpellier	Université Paul Valery Montpellier 3
Netherlands	Leiden	Webster University
Ireland	Dublin	Dublin Business School
Italy	Nápoles	Università Degli Studi Suor Orsola Benincasa
	Firenze	Polimoda
	Perugia	L'Università dei Sapori
	Nápoles	Università degli Studi di Napoli "Parthenope" - UNIPARTH
	Roma	Università degli Studi di Roma "Tor Vergata"
	Sassari	Università Degli Studi Di Sassari
	Verona	Università degli Studi di Verona
	L'Aquila	Università degli Studi dell'Aquila
	Siena	Università di Siena
	Torino	Università degli Studi di Torino
	Pisa	Università di Pisa
	Firenze	Accademia Europea di Firenze
	Firenze	Università degli Studi di Firenze
	Verona	Centro Italiano Studi e Ricerche in Psicologia e Psicomotricità – CISERPP
	Veneza	Istituto Zooprofilattico ed Esperimentale delle Venezie
	Cagliari	Università degli Studi di Cagliari
	Taranto	Scuola di alta formazioni e studi specializzati per professionisti - SAFES
Portugal	Covilhã	Universidade da Beira Interior
	Faro	Universidade do Algarve
	Porto	Universidade do Porto
	Leiria	Instituto Politécnico de Leiria - IPLeia
	Lisboa	Universidade de Lisboa
	Porto	Instituto Politécnico do Porto - IPP
	Gandra	Cooperativa de Ensino Superior Politécnico e Universitário - CESPU
	Setúbal	Instituto Politécnico de Setúbal
	Tomar	Instituto Politécnico de Tomar
	Santarém	Instituto Politécnico de Santarém
	Castelo Branco	Instituto Politécnico de Castelo Branco

	Porto	Instituto Superior de Administração do Porto - ISAG
	Beja	Instituto Politécnico de Beja
	Guarda	Instituto Politécnico da Guarda
	Porto	Escola Superior de Saúde de Santa Maria
	Évora	Universidade de Évora
	Braga	Universidade do Minho
	Ponta Delgada	Universidade dos Açores
	Coimbra	Instituto Politécnico de Coimbra
	Lisboa	Instituto Superior Técnico, Universidade de Lisboa
	Portalegre	Instituto Politécnico de Portalegre
	Quinta dos Prados	Universidade de Trás-os-Montes e Alto Douro
	Viseu	Instituto Politécnico de Viseu
	Aveiro	Universidade de Aveiro - Depto Comunicação e Arte
	Fafe	Instituto de Estudos Superiores de Fafe - IESF
	Lisboa	Universidade Autónoma de Lisboa
United Kingdom (England)	Londres	BPP University
	Birmingham	University of Birmingham
	Essex	University of Essex
	Manchester	UK Education Consultant Estudios Britannia
	Londres	Logos Global Education
	Coventry	Resource Development Internacional - RDI
Switzerland	Arlenheim	Society for Cancer Research, Hiscia Institute

Oceania		
Country	City	Institution
Australia	North Sidney	Australian Catholic University - AUC
	Victoria	Monash University
	Queensland	Central Queensland University - CQUniversity

Number of continents	5
Number of countries	47
Number of partnerships	221