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EXECUTIVE SUMMARY

At the University of Twente, English is the primary formal language of communication from 2018 onwards. The choice of English as primary language is not a goal on its own, but a means to realise our ambitions: excellence and cooperation in an international environment.

UT has had policy on language from 2004 onwards. The Executive Board decided in 2015 that English would become the main language from 2018 onwards. The present document outlines standing policy on language use and provides an overview of the current situation and implementation of English so far in education and in the organisation. The document also provides guidelines for language use in governance and communication, and a list of actions.

Students:

- ✓ Current: minimum language requirements for students entering the university (incl BSc, MSc, exchange) are in place. There are no formal exit levels specifically for language. All students have access to extra-curricular language training, whose main provider is the UT Language Centre (TCP). Some students also receive academic communication skills training within the curriculum, especially writing and presentation skills. This applies to English-taught and Dutch-taught degree programmes.
- New/action: degree programmes are required to investigate internally the need and desire for language proficiency training and assessment within the curriculum. Possibilities for Dutch language support for native Dutch speakers will be investigated, in line with advice by KNAW. The quality and quantity of the current extra-curricular language offer needs to be evaluated.

Academic teaching staff:

- ✓ Current: the minimum language level at UT to teach in English is C1. Current figures show that 73% has the minimum level; 25% has not been tested, of which 11% has already registered. Teachers provide proof of their English language level or are assessed by UT assessors. Teachers have access to a range of language courses. International (teaching) staff members are encouraged to learn Dutch for integration and job market, but there are no formal demands regarding their level of Dutch.
- New/action: although most procedures and processes regarding assessment have been clearly defined, documented and communicated, strict compliance is problematic. Staff teaching in English must have proof of a sufficient level (C1); staff who lack such proof must be assessed as soon as possible. Degree programmes are required to improve tools for feedback on the quality of English spoken in the class room by means of response groups and SEQ (Student Evaluation Questionnaires). Outcomes of evaluations need to be included in annual appraisal cycle (FJUT). The Board will investigate if an English qualification can be included in UTQ (University Teaching Qualification) or an equal alternative.

PhD candidates:

- ✓ Current: admission procedures, protocols and working arrangements are in place and are primarily in English. PhD candidates have access to language training, for which there is a very high demand. Especially PhD candidates' English writing skills are an area of attention, and sometimes concern.
- New/action: the formal application procedure including interviews must be done in English, also for Dutch applicants.

Support staff:

- ✓ Current: the minimum English language requirements are between B1-C1, depending on the staff member's position and exposure to English in the workplace. Support staff

members' level of English is determined by means of specially designed HR tools. Support staff has recently been screened or is currently being screened regarding level and training needs.

- New/action: Part of the job interview must be held in English and minimum language levels need to be adhered to during recruitment. Language performance must also become part of the annual appraisal cycle (FJUT), allowing staff members to discuss training needs. The immediate need for training amongst support staff is currently being analysed, thus implementation and training plans will be delivered in the course of 2018.

Communication and community:

- The Board considers inclusion the leading principle in on-campus communication with English being the primary language of communication.
- Regarding corporate communication, internal corporate communication (portal, announcements) is generally in English. External formal and corporate communication is generally English and/or Dutch. Regarding formal communication in specific governing bodies, written communication is in English (policy documents, minutes, etc.). The University is sometimes legally required to use Dutch or both Dutch and English.
- Regarding campus, campus signage is in English and Dutch.
- Action: a detailed implementation plan for corporate communication will be delivered.

Governance:

- A number of governing and steering bodies will be working in English from 2018 onwards. This especially involves formal written communication, such as policy documents and formal reports.

While English already is the predominant language in education and research, most service departments are facing transitioning to English in the course of 2018. The implementation of English as the formal language of communication has an impact on the entire organisation. Actions have been put forward (final chapter) that require implementation plans from the units responsible. The Board will appoint a person whose role and responsibility it is to monitor these implementations.

PURPOSE

The previous University of Twente Language Policy came into existence in 2012. From this time onward, the use of the English language has become more present, leading to the Internationalisation Vision (2015) in which English was adopted as the primary language of communication. The step towards predominantly English in 2018, however, needs further guidance in particular areas of our organisation.

In this document, we sketch the current situation and provide more information about the situation in 2018 and beyond: what is actually meant when we say that English will be the primary language of communication? What are language norms for specific situations?

This document also aims to explain the steps we believe are necessary to move towards the new situation including timelines. It describes the (changes in) support structures and organisational culture that is needed.

This document subsequently looks at the use of language in:

- education, from the perspective of students, PhD-candidates and teachers
- support staff
- the communication inside the University and with the outside world
- the governance of the University
- our community

VISION ON LANGUAGE AT THE UNIVERSITY OF TWENTE

The University of Twente collaborates with many international organisations around the world. The staff and students in our organisation consist of a mix of nationalities. Therefore, the University decided in 2015 that English would become the primary language in the organisation. We believe that using English as the main language promotes inclusion and ensures that people will eventually have the possibility to excel and collaborate in an international community. Language is a mean, a powerful tool - becoming an English-speaking university is not a goal in itself: it should support us in reaching our ambitions.

The University of Twente sees it as its task to:

- educate global citizens. We believe that our students will work in an international environment. We prepare them by instructing them in English, which is in line with the international study material that often is available in English only. Choosing to offer our education in English enables international talent to participate, which makes classrooms international. Our quality system ensures that the quality of education is at a high standard;
- perform world-class research connected to other universities across the globe. Researchers have peers around the world. Science centres around exchanging knowledge and ideas, which is materialised in joint appointments of staff, publishing scientific results in international journals and participation in international research conferences. The common language used in research is English;
- solve societal challenges which, by nature, are not bound by national borders. These international challenges (for example smart (nano) materials, digital society or smart production systems) ask for innovative and international solutions which can only be formulated in an international context. English is the language predominantly used to solve these problems with the help of businesses, NGOs and governments around the world;
- attract a steady flow of funding for which the University is increasingly dependent on international organisations such as the European Union and The World Bank. The language of those organisations and the networks needed to ensure funding is English;
- bind highly skilled international scientists who could work anywhere across the globe. As a prerequisite to attract those talents, the University of Twente has to be an open and accessible organisation. English is a mean to achieve that.

At the same time the University is rooted in the Netherlands and is largely funded by Dutch tax money. Especially the University of Twente has strong links with the region, local municipalities and regional companies, of which many are small and medium-sized enterprises. One of our tasks is to unlock our knowledge in such a way that people and companies in the region can benefit. We should therefore realise that, although our primary language of communication in the organisation is English, communities in our proximity cannot be excluded. The Dutch language is and will stay the way to communicate with our stakeholders whenever is necessary. This is also true for Dutch-speaking staff who might not easily adapt to the new language of the organisation.

Although we choose English as the main language, we strive to be an inclusive organisation. This asks for a flexible organisational culture and pragmatic solutions.

UT POLICY ON LANGUAGE

History – Language at UT

English has been part of the institutional policy of the University of Twente for more than 15 years. Master's programmes have been offered in English since 2002 and integral language policy focusing on English emerged in 2004, which led amongst others to the first edition of the Code of Conduct Language (voertalen) and the installation of the Taal Coördinatie Punt (UT Language Centre).

In 2004, the UT officially implemented both Dutch and English as official communication languages inside the organisation with a preference to use English. In 2006, English language norms were harmonized for staff and students within the 3TU (now 4TU) network.

In 2012, the standing language policy was reconfirmed: Dutch and English continued to be the official languages of communication but when communicating with a so-called heterogeneous group, English became the prevailing language. Also the code of conduct had been updated to accommodate the growing interest of educational Bachelor's programmes to English.

In 2015, the Executive Board decided that in 2018 English would become the predominant language in the organisation in 2018 (see Vision 2020 and the Internationalisation Vision 2015-2020), which received approval from the University Council¹. It was also decided that not only Master's but also all Bachelor's programmes should be available in English (with a few exceptions due to their specific nature).

National context

The University of Twente is seen as one of the pioneers when it comes to the choice of English as the main language in the organisation as well as in its educational programmes. However, recently, also other Dutch universities have initiated changes in this area. The WHW² allows universities to use English in their educational programmes. Recently, however, questions have been raised about the role of the Dutch language within universities. Therefore, the Minister of Education, Culture and Science (OCW) has asked the Royal Netherlands Academy of Arts and Sciences (KNAW) to give advice about language policy in HE. KNAW has reviewed the current state and has asked the universities to be extra critical at the quality of education.

The universities (within the VSNU) have therefore drafted an outline with relevant points that universities promise to take into account in their language vision:

1. Teachers should at least have a CEFR C1 score when they teach in English (a norm which UT has since 2004)
2. Universities pay sufficient attention to the Dutch language skills of Dutch students in line with article 1.3 lid 5 WHW. Universities will offer all Dutch bachelor students the possibility to improve their Dutch when it comes to clarity of expression. For example by offering optional modules in Dutch or by offering (online) language courses which focus on Dutch academic language skills. Every university will choose the strategy which fits their situation best (see 1.3.5 for the UT strategy on this).

The other aspects handled by the individual universities in their language visions are:

- Clear communication of the arguments used to choose for a specific language in a degree programme;
- The way decision making processes function when it comes to the language of education including the role of students, staff, and formal councils;

- The supporting structures and related policy regarding the language courses offered to students and teachers;
- The way the language vision contributes to an inclusive university;
- The language used in governance and in university council and faculty councils;
- The attention given to the monitoring of possible effects on acquiring the learning goals and study progress.

In this document we formulate our vision on language and address the aspects mentioned above.

The University of Twente has formally adopted *British* English as its standard.

1 EDUCATION

Our University aims to prepare students for a 21st century working environment. An environment that requires societal challenges to be tackled in an international context. The University prepares students by offering instruction and guidance within the context of the *international classroom*, where the primary language of communication is English. To ensure effective participation of students in their academic studies, the University has fixed language entry requirements for Bachelor's, Master's and Exchange students; several programmes have integrated academic communication skills in the curriculum; and resources for developing English and Dutch language proficiency are available (see 1.2 on **students**). The same applies to **PhD candidates** (see 1.3). For **teaching staff** (see 1.4), a minimum proficiency level is required to teach in English – training opportunities are available to help secure educational quality.

1.1 Towards English-taught programmes

The University of Twente is seen as one of the pioneers when it comes to the choice of English as the main language in its educational programmes. There are various reasons for offering English-taught education that also apply to other universities, including comprehensive. For the UT, mono-lingual education is especially beneficial because uniform language use enables access to (almost) all programmes. This appeals to the principles of TEM (module-focused, varied curriculum) as well as strengthens our interdisciplinary character. English-taught Bachelor programmes also ease continuation towards a Master's degree. And, without Dutch as a language barrier, education as well as research can profit by attracting experts from abroad more easily.

The Internationalisation Vision (2015) states that by 2020 degree programmes should (at least) be offered in English, with a few exceptions due to their specific nature, such as Technische Geneeskunde. Since then, Faculties have adopted English as a language of instruction in nearly all BSc programmes (see Section 1.5 on decision-making procedure). Here is an overview of the transitional dates for (formerly) Dutch-taught BSc programmes:

English-taught:	Programme:	
per 2016-2017	Communication Science	<i>Communicatiewetenschap</i>
per 2016-2017	Psychology	<i>Psychologie</i>
per 2016-2017	Industrial Design	<i>Industrieel Ontwerpen</i>
per 2016-2017	Business & IT	<i>Bedrijfsinformatie Technologie</i>
per 2016-2017	Applied Mathematics	<i>Technische Wiskunde</i>
per 2016-2017	Technical Computer Science	<i>Technische Informatica</i>
per 2017-2018	Civil Engineering	<i>Civiele Techniek</i>
per 2017-2018	Mechanical Engineering	<i>Werktuigbouwkunde</i>
per 2018-2019	Industrial Engineering & Management	<i>Technische Bedrijfskunde</i>
per 2018-2019	Chemical Engineering	<i>Scheikundige Technologie</i>
		<i>Technische Natuurkunde</i>
		<i>Biomedische Technologie</i>
		<i>Gezondheidswetenschappen</i>

The current situation is that the last three bachelor's programmes are still working towards an English-taught programme: Technische Natuurkunde, Biomedische Technologie, and Gezondheidswetenschappen.

MSc programmes have increasingly been English-taught since 2002³. Most MSc programmes that were Dutch-taught transitioned to English before 2015-2016. All Master's degrees are offered in English, apart from:

Dutch-taught Master's programmes:
Technical Medicine Public Management (professional Master's, part-time) Risk Management (professional Master's, part-time) Science Education and Communication (teaching degree) Teaching in Social Sciences (teaching degree)

In September 2016, an update on the implementation of English in six BSc programmes (2015) was issued.⁴ English had been implemented by means of implementation plans and in close consultation with programme directors (OLD) and programme committees (OLC). The appendix contains a chart with percentages of incoming Dutch versus non-Dutch students.

All educational programmes that have chosen English have drawn up solid implementation plans in line with the agreement with the University Council in 2015. Programmes that have transitioned have formalised rules & regulations regarding the language of e.g. exams, theses, and defenses (some of which apply Faculty-wide). Changes in other areas have been made to encourage involvement of international students, for example in OLC and Faculty Councils. The appendix contains results of a recent inventory on the role of English in programmes.

1.2 Students

1.2.1 Admission

In order to study at the University of Twente, Dutch students who come from the Dutch educational system automatically are assumed to have a good enough command in English and Dutch. Foreign students must actively show that they have a sufficient level of English and/or, if applicable, Dutch. In consultation with programmes, the Board defines language requirements whose minimum score is laid down in the *Gedragscode Internationale Student Hoger Onderwijs* (2017). Also the types of language tests which are/may be accepted are described in the *Gedragscode*. The current English and Dutch language requirements for incoming Bachelor's and incoming Master's students are available on the website of Admission's Office.⁵

Language requirements for incoming exchange students are also available online⁶. Outgoing exchange students must adhere to the language requirements of the partner university. The appendix contains an overview of language requirements for all incoming students.

Some programmes have voiced complaints about students' level of English. There has been some discussion about the extent in which formal entry requirements should prevent insufficiently skilled English-speakers from enrolling and about the desirability of 'raising the bar'.⁷ Some degree programmes have indicated that 'sub-scores' (scores per language skill, i.e. listening, reading, writing, speaking) could more effectively filter out weaker students.

Adhering to sub-scores (as opposed to an *overall* score), however, could discriminate against international applicants as entry requirements pertaining to Dutch applicants cannot be changed. From a practical perspective, screening sub-scores would imply a tremendous increase in workload for administrative staff. In addition, this approach is likely to be error prone.

Even when students meet the required level to enter, noticeable diversity in their English proficiency is only logical, seeing that pre-university training hugely varies in terms of focus (e.g. productive skills versus receptive skills) and amount of exposure: some students come from international tracks or bilingual education in primary and secondary education, others merely had a few hours of English training per week.

An alternative and more inclusive way to improve students' language level is to invest in actively developing their academic communicative skills through training in the first year.

1.2.2 Degree programmes: language assessment

While formal *entry* language requirements exist for incoming students, formal *exit* requirements pertaining to language skills generally do not exist. Within the curricula, learning outcomes related to academic communication skills tend to focus on writing and presentation skills, and not on areas such as English vocabulary, pronunciation, accuracy of grammar and academic style. In other words, Bachelor's and Master's programmes neither explicitly nor formally assess students' language skills during the programme; and also not at the end. Thus, little curricular training is offered.

While students' English language skills may not be formally assessed and only limitedly trained, communicative competences, which may *include* linguistic areas, are sometimes included in BSc/MSc intended learning outcomes. For example:

Management, Society and Technology (MSc)

4.3 A student is able to effectively communicate in **the English language** about his/her work and the work of others (specialist and non-specialist audiences), including the provision and reception of constructive feedback:

- (a) verbally (speaking in public, debates, discussions);
- (b) in writing (papers, reports, posters).

Electrical Engineering (BSc)

11. Is able to **communicate** academic problems and solutions to peers and non-specialist

Industrial Engineering and Management (BSc, MSc)

B3 Is able to communicate **properly** (in **verbal** and **written** form) with various stakeholders

No further investigation has gone into whether or not degree programmes or students have the desire and need for language being the subject of *assessment* and *monitoring* as part of the curriculum. Programmes are recommended to discuss such desirability and necessity internally, ideally in consultation with their students. The decision to assess language and/or monitor language development, in any shape or form, is a matter of degree programmes. This applies to English and to Dutch.

Action:

Make inventory of the desire and need for curricular language assessment and monitoring, ideally in consultation with students.

1.2.3 Degree programmes: language support in the curriculum

While most programmes do not have a system in place that assesses nor monitors the development of linguistic competence (except for example Advanced Technology), most students *do* receive a certain amount of guidance and training in language-related areas, such as writing (e.g. referencing, citing, structuring, formulating research questions) and presenting (visuals, structuring).

Such guidance and training tends to exclude systematised and frequent feedback on students' level and use of the English language. The same applies to Dutch in Dutch-taught programmes. Absence of such feedback and training may have several reasons: teachers feel it is not their expertise to comment on language; there is not enough time for developing students' language skills inside and outside the classroom; and education is primarily seen as knowledge transfer on content, not form (language).

Several degree programmes have partnered with the UT Language Centre in training students' academic writing and presentation skills. The centre's presence in curricular education applies to both English and Dutch, although the support offered for (academic) Dutch is marginal. More than half of the Language Centre curricular support is offered to first year's students (BSc/MSc). Below are a few examples, see Appendix for the full list (December 2017):

<i>Examples of UT Language Centre involvement in curricular education</i>		
Civil Engineering	Academic Writing (lecture +test)	BSc, M1
Educational Science & Technology	Test English proficiency	Pre-MSc, MSc
Industrial Design	Poster Presentations (workshop, feedback & assessment on product)	BSc, M11
Technical Medicine (Dutch)	Academic Writing (lectures, tutorials, feedback & assessment on writing product)	BSc, M9
Excellency Programme ITC	Academic Writing & Presenting (5 workshops)	MSc
Business Intelligence	Academic Writing & Presenting (lectures, workshops, feedback & assessment on texts)	BSc, M3

No further investigation has gone into whether or not degree programmes or students have the desire and need for (more) *curricular language support*. Programmes are recommended to discuss such desirability and necessity internally, ideally in consultation with their students. The decision to offer language support, in any shape or form, including or excluding assessment, is a matter of degree programmes. This applies to English and to Dutch.

Action:

Make inventory of the desire and need for curricular language support, ideally in consultation with students

1.2.4 *Extra-curricular language support*

Not only do degree programmes show variety in how they position communicative skills *within* the curriculum, they also differ in how they regard *extra-curricular* support. While some programmes have a support system in place that refers students to various support platforms (online as well as on-campus, e.g. the University Language Centre), other programmes do not. As a result, not all students are equally informed about such support. Degree programmes should strive to provide their students with information on extra-curricular language support to help them in developing their language skills. Information could be given e.g. through study advisers or Blackboard.

University of Twente Language Centre. The prime provider of extra-curricular language (learning) support is the UT Language Centre (TCP). They support students through a number of platforms: the Language Centre itself offers a range of language courses at various levels (Academic English, Dutch, German, Chinese, and Spanish), while the Writing Centre and Skills Lab offer skills-based courses. Students pay 25 euros for a course; Writing Centre coaching and workshops are generally without charge.

Currently, other nearby facilities that could offer students language development tools seem hard to find.

In view of rapidly evolving (online) language learning technology, it is recommended the Executive Board explores additional ways how students can gain access to language learning tools, for example by acquiring language learning software.

Actions:

Provide students in need of extra language support with better information on UT facilities to help develop language skills

Check quality and quantity of current course offer including proposal additional offer

Provide overview of online support and alternative courses for English (referral)

1.2.5 Dutch

In 2016, the Minister of Education, Culture and Science (OCW) asked the Royal Netherlands Academy of Arts and Sciences (KNAW) to give advice about language policy in Dutch higher education.⁸ In its advice (2017), KNAW primarily focuses on English and Dutch, not on other languages. The academy underlines universities' legal obligation to also further develop the ability of Dutch-speaking students to express themselves in Dutch:

WHW, Artikel 1.3, vijfde lid stelt: 'De universiteiten, levensbeschouwelijke universiteiten, hogescholen en de Open Universiteit schenken mede aandacht aan de persoonlijke ontplooiing en aan de bevordering van maatschappelijk verantwoordelijkheidsbesef. Zij richten zich in het kader van hun werkzaamheden op het gebied van het onderwijs wat betreft Nederlandstalige studenten mede op de bevordering van de uitdrukkingvaardigheid in het Nederlands.'

KNAW strongly advises universities to pay sufficient attention to Dutch language skills and therefore to provide Dutch language support for Dutch-speaking students, and also for non-Dutch speaking students in view of their integration in Dutch society.⁹

In line with this advice, the University sees it as its responsibility to arrange support for those students who wish to (further) develop their Dutch language skills. The University especially acknowledges the value of providing skills training that gears towards the specific needs of UT graduates entering a Dutch-speaking working environment.

International students. International graduates are increasingly showing an intention to extend their stay in the Netherlands to enter the job market, but we notice that knowing Dutch is an added value especially when international students want to work at regional companies. The Language Centre offers Dutch courses up to level CEFR C2. It will be investigated if offering advanced preparatory courses in for example professional Dutch (zakelijk Nederlands) is valued by this target group.

Dutch students. Dutch students and non-Dutch students with an advanced level of Dutch who wish to continue developing their Dutch academic proficiency currently have limited possibility to attend optional courses and workshops on campus.

It is not certain to which extent (and how) parties are able to handle larger numbers of customers with specific demands. We need to explore whether broadening and/or deepening Dutch

language support is needed to meet both Dutch and international students' needs and wishes. Subsequently, these facilities should be made accessible to the target groups.

Actions:

Research the need and possibility of an elective course Dutch language and culture

Research the need and possibility of preparatory course Dutch for labour market

Provide overview of online support and alternative courses for Dutch (referral)

1.3 Teaching staff

In 2006, the University of Twente together with Delft and Eindhoven formulated policy on language that includes statements pertaining to teaching staff about level of English needed, training, and embedding in HRM policy. The UT policy document Voertalenbeleid (2012) and its implementation plan state that both current and newly hired academic teaching staff teaching in English are assessed on English speaking proficiency by the UT Language Centre, monitored by the Faculty language coordinators of HRM. Processes and procedures are clearly defined¹⁰, documented and communicated. Every month, a detailed overview of the assessments conducted, percentage of staff assessed (also per Faculty) and level outcomes is provided by HRM (central).

1.3.1 *Minimum level of proficiency*

The minimum level of overall English speaking is CEF level C1¹¹. Individual teachers may be exempted from the assessment. Exemption reasons are e.g. being a native speaker or having demonstrable experience working at an academic level in an English speaking environment¹².

The latest HRM overview¹³ shows 84% percent completion of the English proficiency check within academic teaching staff, with only 1,3% of teachers scoring below the minimum level.

The overview also shows that there is a blind spot of 14,4% ("geen informatie"). This group should be actively approached and screened (possibly assessed) in order to lower this percentage to the bare minimum (<5%).

Action:

Screen, categorize, and if applicable assess all scientific teaching staff in 'geen informatie' category (blind spot)¹⁴

1.3.2 *Assessment*

The assessment form is a so-called class assessment. A qualified teacher from the Language Centre attends a lecture or class and assesses the English **speaking** proficiency with a rubric, specifying fluency, grammar control, interaction and pronunciation. The classes have to meet certain compulsory elements, such as interaction with students and spontaneous speech. With the implementation of TEM and new teaching situations emerging, new forms of assessment were added to the existing class assessment. This has provided teachers with sufficient opportunity to be assessed when not in traditional lecturing setting or not in a teaching capacity for a sufficient duration of time.

Within the University Teaching Qualification (UTQ)¹⁵, conducted by the UT Centre of Expertise in Learning and Teaching (CELT) and part of HRM-policy, language requirements (both Dutch and English) are *not* addressed in the competences and assessment criteria. They are only part of reflection talks where trainers of the UTQ recommend aspiring teachers to work on their English skills when insufficient. There is a development nationwide of adding a basic English qualification to the UTQ. This addition assesses so-called EMI-skills, skills on English as a Medium of Instruction¹⁶. In order to incorporate a BKE (English qualification, Basiskwalificatie Engels) into the UTQ, changes to the UTQ will be needed. The UT will support this case.

Linked to the recent national discussions on English in education is the question of assessment type and its suitability. For example, how do students' standards compare with formal assessment standards? Is students' understanding relatively strongly affected by poor pronunciation, while this does not stand out in standard testing procedures? The University of Twente will therefore continue to observe the advantages and disadvantages of its current form of assessment, which mainly focuses on English speaking proficiency. After the low 2017 Keuzegids score on teachers' English skills, the Board has set the ambition to raise this score to a top-5 position by 2020.

Actions:

Include English qualification into UTQ or equal alternative

Goal in 2020: UT score in 2017 Keuzegids of 6,3 (#13) → score in 2020: UT in top 5.

1.3.3 *Advice, follow-up*

Teachers scoring below the C1 level are offered **advice** how to improve their English by the Language Centre. Test results are shared with HRM via Oracle.

Procedure-wise, attempts have been made in the past to formulate clear guidelines on mandatory assessment, guidance of new employees, monitoring current staff (by means of the annual appraisal talks), and on recruitment criteria (publishing minimum CEF proficiency level in recruitment texts). Unfortunately, these attempts have never made it to standard procedure, more or less leaving the creation and follow up on language requirements up to individual efforts within the HRM Department and the line management.

One of the problems in making English language proficiency an element of annual appraisal talks, seems the way hierarchical leadership within the faculties is regulated between professors and programme directors. Generally, professors perform the annual interviews, while programme directors – who are responsible for education quality – do not perform a leadership role towards teachers.

Adjustments to the so-called FJUT¹⁷ (HRM appraisal system) could help secure language as a standard topic of conversation during the annual interview.

In addition, annual interviews should draw from feedback given by students in the SEQ module evaluations. SEQs must therefore include at least one item on teacher's performance regarding English language. This will provide teachers with insights into possible areas of improvement.

Finally, in addition to formal feedback cycles by means of language evaluation through SEQ and FJUT, degree programmes are strongly encouraged to implement 'soft' feedback opportunities and feedback tools regarding both teachers' of but also students' level of English. For example, OLC meetings could include a fixed agenda point on the quality of English spoken in the programme, or initiate sounding boards.

Actions:

Include language criterion in recruitment (English C1 is a prerequisite to teach in English) and see to its compliance

Make language evaluation/performance part of the annual FJUT.

Make language part of SEQ (Student Evaluation Questionnaires).

Exclude teachers who do not (yet) meet C1 level in English from teaching in English

Implement feedback tools and organise reflection opportunities amongst staff as well as students about the quality of English in degree programmes.

1.3.4 *Training*

English language courses for staff are offered by the UT Language Centre. The offer consists of general English courses (Cambridge Courses) and focused courses (e.g. English Pronunciation for Speakers of Dutch). The centre also offers a few English courses for teaching practice.

Experience shows that only few teachers enroll in English language courses (PhD-candidates excluded). Three points should be raised here:

- 1) only a very small percentage (1,3%) of the teachers who have registered for a UT class assessment score <C1
- 2) not every teacher who scores <C1 enrolls for language training at the Language Centre
- 3) for teachers who score C1 or higher, there is little extrinsic incentive to improve their English skills.

Why few teachers enroll for English courses may have various causes:

- lack of time to study, work/life balance
- part-time employment/presence
- little sense of urgency, e.g. when class consists of Dutch-speaking students.

Another reason is that teachers may experience little incentive to improve if they do not receive feedback on their performance, for example from students or their peers or superior.

A problem already referred to is that the current system lacks explicit actions and monitoring when score <C1.

There is national debate about the level of English of teaching staff in Dutch higher education. Some claim the level of English is affecting the quality of education and therefore the formal minimum level of proficiency should be raised.

However, instead of merely raising the bar, a much more attractive and meaningful approach is to equip staff with useful support instruments and facilitate them to improve but also maintain their English proficiency. This would naturally be the type of English used in a teaching context and entails supporting teaching staff to prepare and shape their materials in English, including intercultural competences and international classroom skills. Also, increasing targeted staff mobility to English-speaking countries and installing or expanding rewarding systems for well performing teaching staff regarding language might be interesting incentives to explore. Teams

should also discuss how they could increase exposure to English a meaningful and practical day-to-day manner, if this is desirable (intensification of English).

These thoughts are shared by the European Commission in its renewed EU agenda for higher education, issued in May of this year¹⁸.

Actions:

Check quality and quantity of current course offer including proposal additional offer

Provide overview of online support and alternative courses for English (referral)

Improve current offer with tailored English training (English as a Medium of Instruction)

1.3.5 *Dutch*

Current language policy does *not* provide a required minimum level of **Dutch** for international staff who either teach in Dutch or English.

The Board encourages non-Dutch speaking staff members to reach a sufficient level of Dutch. New staff ideally takes up classes once they have settled in. It is important for international UT-staff's wellbeing to feel at home in the Netherlands and to have contact with Dutch citizens outside working hours, but also on campus during breaks. It is very positive that recent years have seen a steady increase of registered staff members (including PhD), who voluntarily learn Dutch up to Staatsexamen II level (B2) and beyond, in order to meet Dutch labour market requirements.

1.4 **PhD candidates**

The overall working process of the PhD programme is (already) largely conducted in the English language. In general, on the surface, it appears that current admission procedures, protocols and working arrangements have been well structured to facilitate the PhD process to take place primarily in the English language, whilst providing sufficient choice for Dutch candidates working on exclusively national matters to work in their mother tongue if so desired.

The website pages of the Twente Graduate School TGS are presented primarily in English, but with some important summary information in Dutch and German. The website provides extensive information in English for both prospective candidates as well as well as current candidates. It also sets out the admission procedure, and clarifies the difference between the employed and non-employed PhD candidates admission and funding arrangements.

1.4.1 *Admission*

The admission requirements including those for English are detailed on the TGS website as follows:

Doctoral candidates (both PhD and PDEng) with a **non-Dutch qualification** are admitted if they have sufficient command of the English language. Official documents with test results are required for candidates who did not complete their secondary and tertiary education in the English language. The UT accepts the following English-language tests:

- An academic IELTS-test (International English Language Testing System) showing a total band score of 6.5
- TOEFL (Test of English as a Foreign Language) via the internet (TOEFL-iBT) of at least 90
- Cambridge CAE-C (or CPE)

For Dutch candidates for the doctoral programme it is assumed that they will have followed their Master's programme in English and written their thesis in English.

The actual admission procedure for the PhD is handled by the specific Faculty to which the candidate is applying. It is their prerogative to apply the language criteria directly.

However, there is evidence that in some circumstances the rules on English language ability are not being carefully applied in the admission process, or that the evidence supplied as proof of ability is not wholly accurate.

The regularly used English language tests (IELTS, TOEFL, Cambridge), assess reading, speaking and writing skills, and both individual marks for these facets, as well as an average score are provided.

Whilst an overall passing average is needed to meet the entrance criteria for the PhD, it is clear that highly developed writing skills are a pre-requisite. In some instances, the lack of English writing skill has led to the production of scientific articles and the final thesis being delayed.

The vacancy notices for salaried PhD positions are advertised in English. However, it appears that on some occasions candidates send their application letter and motivation statement in Dutch, and furthermore, the actual interview with the (potential) supervisor has taken place in Dutch. Regrettably, it has been subsequently observed that such candidates were found to be lacking in English writing skills. Thus, also Dutch applicants should show proof of sufficient language level.

Action:

Unless very specific reasons have been established to the contrary, (e.g. nature of the research topic) all letters of application, motivation statements and interviews for PhD positions are conducted in English (also for Dutch applicants).

1.4.2 *Language ability in PhD programme*

All the procedures and regulations pertaining to the PhD research period are set out in the UT PhD Charter and Doctoral Regulations.¹⁹

Once the candidate is admitted, the various courses set out by TGS to obtain the necessary 30 ECTS are run by UT in the English language. However, candidates are also able to follow externally run courses and these could be in different languages.

For those candidates that wish to do so, further English courses are available at the UT Language Centre to help them improve their proficiency, and writing skills. Students can claim up to 5EC towards their TGS Certificate by taking English courses. This encourages them to further improve their English language skills if, despite having met the entry criteria, they are later found to have deficiencies in English.

There is a very high demand for English language courses and these are very much appreciated by the students and supervisors alike. However, the current system does not appear to have sufficient capacity to accommodate all those wishing to take such a course in a timely manner, and hence there is often an undesirable waiting period to join the course.

Whilst an attempt to offer English classes to larger group sizes has gone some way to reducing the waiting time, it is perceived that the effectiveness of the courses might be compromised.

Further, the budget for the implementation of the English courses does not fall within the TGS domain but with central HRM. The lack of sufficient overall budget and the inability of TGS to allocate it directly to the type of English training needed has been identified as a possible cause of insufficient language skills in some PhD students.

As the prevalence of the double-degree PhD has risen, particularly where the candidate only comes to UT part way through their programme, it is noted that the English skills can in some cases be substandard, and difficulties in completing the necessary publications and the thesis can result. This is attributed to the fact that not only is there possibly less rigorous application of the formal admission criteria, but also that the candidate has a shorter period of English immersion before the writing process commences. The candidate initially spends an extended period at an external university before joining UT. Not only should strict adherence to the specified English language entry requirements be applied, but steps should be taken to check and ensure the English writing ability of the candidate before travel to UT

The English language ability of most PhD supervisors is perceived to be good, with relatively few cases of complaint. However, it is not clear if the topic of English ability is included in the annual FJUT interview, or what steps are taken by the supervisor to ascertain that the English skills are adequately established, maintained and/or improved.

It appears that many individual PhD supervisors (but not all) are willing to offer considerable input to the editing and correcting of articles for publication, but it can sometimes be the case that in the production of the final thesis, the additional text linking the published articles together is inferior in English quality.

1.4.3 *Assessment, final stage PhD programme*

The doctoral thesis is often written in English, although the UT Doctoral regulations state:

Article 13

1. The dissertation and any appended propositions may be written in Dutch, English, French or German or in another language, at the discretion of the Doctorate Board. A combination of languages is permitted.
2. If the dissertation is written in Dutch, a translation of the title and an abstract must be appended in English, French or German. If the dissertation is written in English, French or German, a translation of the title and an abstract must be appended in Dutch.
3. If the dissertation is written in any language other than Dutch, English, French or German, the title and an abstract in Dutch together with a translation of the title and an abstract in English, French or German must be appended to it.

Scientific articles required to complete the PhD may be submitted to a wide range of journals, and the majority are in English.

When writing the PhD thesis in English, candidates often use the services of a professional English editor. The costs of this service can be considerable, and need to be met by the department promoting the PhD candidate. There is no specific English language editing service at the UT, and where required external agencies (UT preferred partners) are used for this task.

The Writing Centre (part of the UT Language Centre) allows students a maximum of three sessions with a tutor to support them in their writing. The Writing Centre does not, however, provide editing services.

The PhD defence is often conducted in English, although according to the Doctoral regulations this is not mandatory.

Article 37

5. The opposition and the defence will take place in Dutch or in English, or in another language, at the discretion of the Rector Magnificus.

In reality, the vast majority of defences take place in the English language, and it is often the case that panel members are drawn from a wide international spectrum.

The PhD diploma may be awarded in Dutch or English.

Article 40

1. As evidence of the award of the doctorate, the successful candidate will receive a certificate in English or Dutch, signed by the Rector Magnificus, the Secretary and members of the Graduation Committee present, and validated by the seal of the University of Twente.
2. In case the certificate is in Dutch, a statement in English containing a translation of its text will be appended to the certificate. The statement will be signed by the Rector Magnificus

ANNEX 2 - Explanatory notes

ARTICLE 40 The doctoral candidate may indicate his preference to the Doctorate Board for a Dutch or English certificate. In case the doctoral candidate does not indicate a preference, the certificate will be prepared in English.

1.5 Decision-making procedure on language in degree programmes

As was decided in 2015, all Bachelor's programmes should also be offered in English, except for a few programmes that have formally been excluded such as Technical Medicine.

The discussion and decision-making procedure regarding the language of communication in a degree programme is the responsibility of the Faculty Board, in formal consultation with the Faculty Council. The Faculty Council has the right of advice in this matter. Following from the decision, a clear implementation plan must outline the goal and process, including details on assuring quality, training staff and handling students already enrolled in that particular programme. Operational responsibility during the discussion, decision and implementation phase is lies at the level of the programme director (OLD).

2 SUPPORT STAFF

The University of Twente's internationalisation objectives (2015) include the goal of expanding the introduction of English as language of communication. In line with these objectives, it is time to augment that aspiration by strengthening the English language proficiency of University of Twente support staff who will be working in this international environment, either now or in the near future.

In this perspective, we note that at the universities of Wageningen and Maastricht, the support staff have also switched to using English. At the same time, the universities at Delft and Rotterdam have adopted a bilingual policy. At UT, a few service departments have been actively anticipating the shift to English for some years now, while others have yet to hold specific discussions on this issue.

An important principle is the minimum level of language proficiency that we expect from fellow University of Twente staff if we are to realise our UT2020 aspirations. Verbal and written communication (with students, fellow members of staff, or external parties) are important elements, in terms of linking positions at the University of Twente to a required language level. In addition, a staff member's working environment (exposure) will largely determine the level of English language proficiency required. Finally, the difference in level is related to the member of staff's position, which in turn will reflect the level of their English studies during their period of formal education (menu).

2.1.1 *Minimum level of proficiency*

In 2017, a language steering committee (stuurgroep taal) and, subsequently, the University Operations Committee (UCB), determined an English language proficiency requirement for support staff between CEFR B1 and C1. A job level matrix tool, adopted by Wageningen and modified for UT (see appendix) indicates the level of language proficiency required for each specific position with a permitted deviation of CEFR +1 or -1.

When recruiting new members of staff, job advertisements must state that a good command of English is required. It is recommended that such advertisements indicate the level involved. Candidates are required to do part of the job interview in English and/or to show proof of their language level through certificates. An alternative is to do the Dialang test. When starting work, the staff members's further training needs are determined.

Actions:

Include language criterion in recruitment (English B1-C1 depending on position) and see to its compliance

Conduct part of the interview in English

2.1.2 *Assessment*

A step-by-step plan has been drawn up, per faculty or per service department, to ensure that English language proficiency interviews between managers and staff take place before 1-1-2018.

To create a standard format for these interviews, tools have been developed to estimate (menu) or determine (Dialang) the required level. The language proficiency interview will take account of the member of staff's working environment. This might involve numerous contacts in proximity to an international department, or fewer contacts within a service department. The member of staff and their manager will be responsible for determining the level of English language ability appropriate to the position in question. English language proficiency will be kept in the spotlight by making it a fixed item on the HR team's agenda and at work meetings.

The following steps have now been taken: all faculties and service departments were asked to draw up a step-by-step plan specifying the way in which English language proficiency is discussed, before 1-1-2018, with the staff and the actions to be taken to develop this language proficiency to the appropriate level (before 1-1-2019). Tools have been developed to facilitate effective interviews.

The faculties of Electrical Engineering, Mathematics and Computer Science (EWI), Geo-Information Science and Earth Observation (ITC) and Engineering Technology (ET) have completed these interviews. The Faculty of Science and Technology has completed 50% of its interviews, while Behavioural, Management and Social Sciences (BMS) has completed 80% of them. These interviews will be continued and finalized in January 2018.

Within the various service departments, English language proficiency interviews are either being included in the progress interviews (HR, end of 2017) or separate agreements have been made on this matter. A few service departments began tackling English language proficiency several years ago, and are now giving it additional consideration. In 2018, the resulting actions will be implemented. These will include workshops, educational programmes, and training courses, all with the goal of raising support staff language proficiency to the required level in 2019.

In 2017 (finalized in January 2018), all 1260 support staff had an English language proficiency interview with their manager. Between September 2017 and the end of December 2017, English language proficiency interviews were held with almost 900 members of the support staff. The final phases of these interviews will be concluded in January 2018. One bottleneck is the monitoring of these interviews, others are individuals whose English language proficiency is already at the required level, or the pressures of work.

Action:

Make language evaluation/performance part of the annual FJUT

2.1.3 *Advice, training, follow-up*

The University's Language Centre makes recommendations concerning the training courses, customised courses, or group training courses to be followed. The Centre can and must be given a greater role within the process as a whole. This may involve the recruitment of additional staff, to raise proficiency in English at the University of Twente to the required level. It is important to explore the best ways of organising English language programmes that will have the required effect while not interfering with the member of staff's everyday activities.

A key consideration is the challenge of keeping people's English language proficiency up to scratch in working environments where little English is spoken (service departments or intra-faculty support departments). While the staff are open to the idea of training courses and educational programmes, there is a risk that the level achieved during educational programmes will decline over time if little or no English is spoken on a daily basis (see language matrix).

Actions:

Challenge language proficiency regularly (via training or staff exchange)

Deliver an implementation plan and training plan (*directors*)

As yet, there is no explicit norm with regard to Dutch. It is assumed that, when someone is appointed to a given position, their formal education in Dutch will have been of a compatible level. If the employee is a non-native speaker of Dutch and Dutch is necessary for conduction work, formal management (*lijnmanager*) decides about action and/or norms.

3 COMMUNICATION AND COMMUNITY

The University's ambitions for its **community** on campus are formulated in the Internationalisation Vision (2015). It states that "our campus should be a vibrant place where every UT student and staff member feels welcome and at home.[...] Additionally, in order to remove the language barrier for international students and staff, English will be the **formal** language of communication on campus starting in 2018."

The University Board considers *inclusion* the leading principle in on-campus **communication**, with English being the primary language of formal communication on campus. On campus, each University community member should be able to be informed in English and exchange information in English. Off-campus, the picture is more diverse, as communication is likely to be more target-group dependent.

3.1 Current situation

In recent years, the UT has already taken various measures to ensure that corporate internal communications are accessible for all staff members, as well external communications to our clients and stakeholders.²⁰ Here are a few brief overview of the situation and recent actions:

- Formal communication within the organisation: at the moment most formal communication to students and staff is bilingual.
- English terminology list: an overview of the most frequently used English terminology and an English Style Guide is available online to support the internal community with their use of English terms.
- Translation capacity: services related to translation and editing services are done by a group of three preferred suppliers. During tendering, the University successfully negotiated reduced tariffs for editing English-written texts, compared to tariffs for translating, to encourage writing in English. In Autumn 2016, the Board temporarily offered staff cost-free translation services, which served as a major boost in transferring Dutch contents to English.
- Purchase or replacement of services and materials: since 2012, when the University implemented bilingualism, guidelines have been integrated in procurement procedures and are followed in the purchase of equipment or materials.
- Signage on campus and in buildings: in 2012, the Executive Board decided to adjust signage in and around buildings according to the guidelines at the time (bilingual or English).

3.2 Internal communication

3.2.1 Corporate level

Regarding internal corporate communication meant for employees, all information will be in English. This includes the University's employee portal, newsletters, and corporate emails. If necessary, information may additionally be in Dutch.

The employee portal is the central means of communication to inform staff. It provides information that roughly covers three categories: policy, knowledge sharing, and motivational

information (e.g. events, success stories). Currently, the portal can be set to Dutch as well as English by the user, depending on his/her preference. Hence, providers of texts are currently asked to submit texts in Dutch and English. In the course of 2018, with English being the primary language of communication, texts will be offered in English only. It is conceivable that, amongst some members of staff, internal information may not be read as thoroughly as is the case now (bilingual). This may especially be the case of information on policy. To map the impact on corporate information-sharing by switching to English only (including costs for technical adjustments), a user study will be conducted.

Formal communication between service departments and internal customers (klantgroepen) will be in English. Depending on the context, a customer may for example be a faculty, degree programme, or institute. Individual customer contact, i.e. between two people, may take place in the language of choice depending on the speakers. For example, communication between a Dutch-speaking service desk employee providing service to a Dutch-speaking academic staff member may take place in Dutch. This also applies to communication from external service providers to UT staff. NB note that not all communication originating from service departments is formal, customer-oriented communication, and hence this guideline does not apply to other situations.

The English terminology list (see Current situation) is outdated. Seeing the current shift towards English, this list must be reviewed and updated thoroughly (British English), subsequently made accessible (and known) to the entire organisation, and kept up to date (M&C). This also applies to the style guide.

3.2.2 *Legal communication*

All legally binding documents, letters and regulations will be available in English and Dutch. The binding version will always be the Dutch version, unless specified otherwise. Agreements with foreign partners should be offered in English.

3.2.3 *Upward, downward, and horizontal communication*

On staff level, information on tasks (performance) and policy is often communicated through upward or downward flow (lijncommunicatie) or horizontally. Task information concerns communication that facilitates performance, either on team level such as team meetings and manuals (procedures), or on an individual level, such as annual appraisal interviews. The principle of inclusion also applies here: language choice is left to the discretion of the people present. This can e.g. be Dutch or English. When communicating with non-Dutch speaking colleagues present, communication should be in English (principle of inclusion).

3.2.4 *Informal meetings, informal communication*

For informal meetings and informal communication, such as canteen talk and Friday afternoon drinks, the language choice is left to the discretion of the people present. This can be Dutch, or English, or another language, provided that the principle of inclusion is honoured. In other words, when communicating in the presence of people who do not understand the language being spoken, communication should switch to English for reasons of courtesy and inclusion.

3.2.5 *Student life*

A large part of student life and culture is shaped by the Student Union, the study associations and social student associations. Although the first two are strongly linked to the University, formally student bodies are independent in executing their own policy.

Currently, Student Union's communication tends to be bilingual with recently a deliberate attempt towards using English as primary language of communication; for its associations, the picture seems more varied. Generally, study associations are actively enforcing strategies to internationalise their activities and communication means, including the implementation of English (also see Manifesto Internationalisation Study Associations²¹).

The Executive Board encourages student bodies to bring their communication policy in line with the University's guidelines and thus help create an inclusive environment. Associations are therefore encouraged to communicate in English, or bilingually (English/Dutch).

3.2.6 *University culture and cultural activities*

Cultural activities such as concerts, theatrical performances, choirs and evening classes are currently offered in mixed fashion: some activities and events are in Dutch, some in English.

For the time being, we will not formulate norms for this area as we expect that cultural activities will naturally adjust to the demand of the campus community.

Campus & Facility Management should seek to apply language policy guidelines to its cultural offer as much as is possible. The Executive Board informs parties that organise cultural events (e.g. Studium General, Faculty Club) and/or that contribute to university culture (e.g. U-Today) about UT Language Policy and encourages them to bring their activities in line with UT policy as much as possible.

3.3 **External communication**

3.3.1 *Corporate level*

The University has societal relevance, and hence it is important to share information with Dutch society in its most widely-spoken language, Dutch. Publishing information about our University in Dutch helps external searchers of Dutch origin find (and understand) information, especially because Dutch citizens are likely to search in their mother-tongue. This also holds for our marketing and recruitment activities. External corporate communication such as the corporate website, social media and brochures should hence remain bilingual, i.e. in English and in Dutch, as is the case right now. Regarding the University's address book (People Pages), entries should also be in English as well as Dutch, so that especially researchers and their research are more easily found by outside users.

Regarding formal communication with parties outside the University, we use the language depending on the party/organisation with whom we communicate. Communication with Dutch governmental organisations, Dutch NGOs, and Dutch companies is in Dutch. International organisations, NGOs and companies in English, etc., as is currently also the case.

Corporate information spread through social media is currently done in both Dutch and English. Messages through Snapchat and Instagram are in English because language settings (English only) do not allow targeting. Communication about corporate events is in English because the

events are also English-spoken, with the exception of recruitment activities and recruitment events. Regarding recruitment events, the language of choice depends on the target group (academic staff or support staff), with the overarching principle of inclusion.

Corporate videos have Dutch and English subtitles. This is important for the accessibility for international audiences and for the deaf and the hard of hearing. Besides, we have also experienced that social media video are often watched without sound.

3.3.2 *Signage and services (by third parties) on campus*

Signage on campus must be in English and in Dutch. Signage can be seen as a means of externally-oriented communication and should hence be bilingual, making UT signage also in line with Kennispark's signage.

Signage that is currently only in Dutch should be replaced as soon as possible.

Signage, regulations, instructions, warnings, and guidelines **pertaining to safety** and health must be in English and in Dutch, following Dutch law.

Services delivered by third parties, such as catering and cleaning services, will be in English (and Dutch optional).

Information on LED walls (screens) on campus will be in English.

The UT's occupational health service provider must be able to provide healthcare to non-Dutch speaking employees in the English language. However, at the same time, this service should be accessible in Dutch for Dutch-speaking employees. For example regarding psychological care.

3.3.3 *Events*

All UT corporate (academic) events are held in English in order to be accessible for everyone. This reflects also the current situation.

3.4 **Communication with prospective students, current students, alumni**

This section concerns marketing communication with prospective students but also current students, who we wish to bind to the University during their bachelor's in view of their master's. Prospective students, current students, and alumni could be regarded customers for reasons of recruitment and retention.

Prospective students: in principle, the UT recruits students in their mother tongue. This also applies to recruitments in our target countries. The rationale behind this is that study seekers are given a warm welcome and approached in a personal manner. In addition, study seekers are often supported by their parents, who may not always master English sufficiently. A detailed policy on language use during recruitment phase can be found in the document Taalbeleid Wervingswebsites (M&C).

Current students: all communication with current students coming from UT corporate and education programme boards should be in English. For programmes that are offered in Dutch, such as Technical Medicine, it is natural to communicate with student in Dutch (too) if the

programme sees fit. The current situation is that communication with students from corporate central level is already mainly in English; for decentral (programme) communication, no inventory has taken place.

Course catalogue: The University is to comply with the ECHE (Erasmus Charter Higher Education), which includes the ECTS Course Catalogue. Guidelines for implementing the course catalogue including guidelines for language usage (Dutch/English) can be found in the online Nuffic library²².

The *student portal* is currently bilingual. Before adjustments (resulting from the switch to English) are made to the portal, research will be done internally to see if the contents of the portal can be included in the new learning management system Canvas.

Alumni: the UT Alumni Office serves Dutch alumni and non-Dutch alumni. This unit places importance in providing relevant content and activities in both Dutch and English. Its bi-annual alumni magazine is in Dutch (paper) and English (digital); monthly e-newsletter in Dutch and English; dedicated social media channels with frequently updated content in Dutch (Facebook page & LinkedIn group) and English (LinkedIn University Page); and separate English and Dutch versions of both the website and alumni portal. Communications with students and new alumni are in English except in cases where the affiliated study programme is Dutch taught. Alumni events taking place in the Netherlands are typically held in Dutch, and overseas in English.

Actions:

Deliver a detailed implementation plan for internal communication on corporate level (followed by a user study).

Student bodies should at least communicate in English.

Inform organisers of cultural events and parties that contribute to university culture about UT Language Policy and encourage them to align their activities as much as possible.

Update the UT style guide and English terminology list (British English) regularly (CES) and make it easily accessible (M&C).

4 GOVERNANCE

Chapter 4 presents rules for formal language use in **governance**. The general guideline (2015) prescribes English as the formal language of communication. Chapter 4 attempts to clarify what the general guideline means for formal communication pertaining to the governance and (to some extent) administration of our University.

The rule is that formal decision-making and formal advice at governance level should be accessible to every person in the University and should therefore be in English.

Note that formal documents that are required to be in Dutch for legal reasons are excluded.

4.1 Current situation

In recent years, certain parties dealing with governmental and administrative communication have already gradually shifted to delivering formal communication in English. This is especially true for documents being produced in Faculties, where the percentage of international community members is higher.

However, in practice, many formal documents are still written in Dutch and accompanied by English summaries. Minutes of formal meetings are usually in Dutch, if the meeting took place in Dutch.

The effect of (continuing with) communication in Dutch is that non-Dutch speaking members of our community do not have access to this information. This may for example hinder them in taking part in participation (*medezeggenschap*). It also means that the University is less attractive for potential excellent administrators, Deans, or Board members from abroad.

4.2 Governance

Governance is the *creation* of policies that shape our University through debate and discussion. At our University, the Executive Board and Faculty Board members as well as Directors of service departments decide on strategies and directions to move the organisation forward. Participation councils play an important role to check and advise governing bodies.

4.2.1 *Formal communication in governing, steering, and advisory bodies*

Written communication: policy papers, memoranda, powerpoint slides, reports, agenda forms, minutes, and other **formal** documents that are treated in the following governing, steering, and advisory bodies will have to be made available in English only, starting as from 2018:

CvB	CvB-Decanen	Strategisch Beraad	Faculteitsbestuur
UC-OW	UC-B	UC-OZ	UC-I

Formal written communication *produced by* these bodies is also in English, such as minutes, decisions, advice, letters.

Verbal communication: during meetings between members of the bodies mentioned above, English is spoken if the meeting is attended by a participant who does not speak Dutch. If all

members are speakers of Dutch, the meeting may take place in Dutch. Minutes will still be in English.

NB For a definition of the formal bodies above, please refer to Bestuurs- en Beheersreglement 2018: §4, §6, §7 and §8.

Action:

Documents in CvB, CvB-D, SB, Faculty Boards, UC-OW, UC-B, UC-OZ, and UC-I are in English (formal written communication)

4.2.2 *Communication in participation: University Council*

Written communication: policy papers, memoranda, powerpoint slides, management reports, agenda forms, minutes, and other **formal** documents that are treated in the University Council are in English (see 4.2.1.).

The Board encourages written communication *produced by* the University Council to be in English, such as minutes, decisions, advice, letters to the Board, or to provide a translation.

Verbal communication: The Board encourages the University Council to hold their meetings in English if the meeting is attended by a participant who does not speak Dutch, or to arrange an interpreter. If all members are speakers of Dutch, the meeting could naturally take place in Dutch.

Information published by the University Council, such as newsletters, as well as relevant information about the Council should ideally be in English. This includes information about elections (e.g. purpose, procedures, lists, voting instructions, flyers) in order to allow non-Dutch speakers to be included in information dissemination and voting.

4.2.3 *Communication in participation: Faculty, Programme, and Service Councils*

The Executive Board encourages Faculty Councils (FR) and Programme Councils (OLC) to handle their communication in English too. This will allow international staff and students to participate and contribute to policy-forming and advising.

This also applies to Service Councils (dienstraden), although there seems less practical urgency at this moment in time. Service Councils are nevertheless also encouraged to provide agendas and minutes in English.

4.3 **Conclusion**

It is clear that implementing English as the formal language of communication has a large impact on service departments supporting governance and governance itself. Departments such as S&B, M&C, HR will need support in this transition. Implementation plans will shed light on the steps that need to be taken.

5 SUMMARY OF ACTIONS

#	ACTIONS	WHEN READY	RESPONSIBLE
1	Bachelor's programmes in English	2020	Faculties
2	Master's programmes in English	ready	
3	Support English of students (extra-curricular)		
	<ul style="list-style-type: none"> • Check quality and quantity of current course offer incl proposal additional offer • Provide overview of online support and alternative courses for English (referral) 	Q3 2018	CES
4	Support Dutch of students		
	<ul style="list-style-type: none"> • Research the need and possibility of an elective course Dutch language and culture 	Q4 2018	CES
	<ul style="list-style-type: none"> • Research the need and possibility of preparatory course Dutch for labour market 	Q4 2018	CES
	<ul style="list-style-type: none"> • Provide overview of online support and alternative courses for Dutch (referral) 	Q4 2018	CES
5	Support English of teachers		
	<ul style="list-style-type: none"> • Improve current offer with tailored English training (English as a Medium of Instruction) 	2018	HR
	<ul style="list-style-type: none"> • Check quality and quantity of current course offer incl proposal additional offer • Provide overview of online support and alternative courses for English (referral) 	Q3 2018	CES
6	Quality of education: role of language (per degree programme)		
	<ul style="list-style-type: none"> • Make inventory of the desire and need for curricular language support, assessment, and monitoring (students) • Provide students in need of extra language support with better information on UT facilities to help develop language skills • Make language skills of teachers part of SEQ student evaluations • Implement feedback tools and organise reflection opportunities amongst staff and students about the quality of English in programmes • goal in 2020: UT score in 2017 Keuzegids of 6,3 (#13) → score in 2020: UT in top 5. 	Q3 2019 with frequent status updates in UC-OW	UC-OW (→ degree programmes)
7	English level of teachers		
	<ul style="list-style-type: none"> • Screen, categorize, and if applicable assess all scientific teaching staff in 'geen informatie' category (blind spot) (<i>15% of teachers are currently without status</i>) 	Q3 2018	HR

	<ul style="list-style-type: none"> • Include English qualification into UTQ or equal alternative 	2019	HR
	<ul style="list-style-type: none"> • Include language criterion in recruitment (English C1 is a prerequisite to teach in English) and see to its compliance 	Q1 2018	Deans
	<ul style="list-style-type: none"> • Make language evaluation/performance a topic in the annual FJUT 	2018	HR
	<ul style="list-style-type: none"> • Exclude teachers who do not (yet) meet C1 level in English from teaching in English 	2019	Degree programmes
8	PhD candidates		
	<ul style="list-style-type: none"> • Letters of application, motivation statements and interviews for PhD positions are in English (also for Dutch applicants) 	Q1 2018	HR
9	English level of support staff		
	<ul style="list-style-type: none"> • Deliver an implementation plan and training plan (<i>target date of actual implementation: Q1 2019</i>) 	1 June 2018	Directors supported by HR
	<ul style="list-style-type: none"> • Include language criterion in recruitment (English B1-C1 depending on position) and see to its compliance 	Q1 2018	Directors
	<ul style="list-style-type: none"> • Conduct part of the interview in English 	Q1 2018	Directors
	<ul style="list-style-type: none"> • Make language evaluation/performance part of the annual FJUT 	Q2 2018	HR
	<ul style="list-style-type: none"> • Challenge language proficiency regularly (via training or staff exchange) 	Q1 2018	Directors
10	Communication		
	<ul style="list-style-type: none"> • Deliver a detailed implementation plan for internal communication on corporate level (followed by a user study) 	Q4 2018	M&C
	<ul style="list-style-type: none"> • Update regularly (CES) and make accessible (M&C) the UT style guide and English terminology list (Br-Engl) 	Q3 2018	CES and M&C
	<ul style="list-style-type: none"> • Student bodies should communicate in English or bilingually 	2018	Student bodies
	<ul style="list-style-type: none"> • Inform organisers of cultural events and parties that contribute to university culture about UT Language Policy and encourage aligning activities 	Q2 2018	FB CvB
	<ul style="list-style-type: none"> • Replace signage that is only in Dutch 	Q4 2018	FB
11	Change language in governance		
	<ul style="list-style-type: none"> • Documents in CvB, CvB-D, SB, Faculty Boards, UC-OW, UC-B, UC-OZ, and UC-I are in English (formal written communication) 	Q4 2018	Directors of departments
12	Monitoring of the implementation		
	<ul style="list-style-type: none"> • Appoint a person whose responsibility it is to monitor the implementation as carried out by all units (role of process coordinator) 	Q1/Q2 2018	CvB
	<ul style="list-style-type: none"> • Finalise monitoring of actions (if applicable) + inform Board about outcomes 	Q1 2019	Monitor

APPENDIX

1. VSNU Taalbeleid Kader
2. Incoming Dutch versus non-Dutch students
3. Results inventory on the role of English in programmes
4. Academic skills support UT Language Centre within curricula
5. HR Overview of assessments teaching staff
6. Functiematrix HR for support staff

1. VSNU Taalbeleid Kader (concept, 6 oktober 2017):

1. *Universitair taalbeleid*

In het universitair taalbeleid zijn (in ieder geval) de volgende zaken vastgelegd:

1. *De overwegingen die gezien het instellingsbeleid van de universiteit van belang zijn bij het kiezen van de onderwijstaal of –talen per opleiding (zie verder onder ‘besluitvorming over onderwijstaal’).*
2. *De manier waarop wordt besloten over de onderwijstaal van een opleiding (zie verder onder ‘besluitvorming over onderwijstaal’).*
3. *De kaders van het ondersteunend taal- en internationaliseringsbeleid. Het ondersteunend beleid is gericht op de zorgvuldige implementatie van een nieuwe onderwijstaal en borging van de onderwijskwaliteit. In dit ondersteunend beleid is (in ieder geval) aandacht voor:*
 - a. *De ondersteuning van docenten en studenten bij het geven en volgen van onderwijs in de betreffende onderwijstaal of onderwijstalen (denk aan het aanbod van taalcursussen en niveau-eisen);*
 - b. *De ondersteuning van docenten bij het bevorderen van de taalvaardigheid van studenten tijdens de opleiding (denk aan het aanbod van trainingen en richtlijnen voor de omgang met taalfouten bij tentamens en papers);*
 - c. *De ondersteuning van docenten en studenten bij het maximaal benutten van de mogelijkheden van een international classroom (denk aan het aanbod van trainingen, ondersteuning bij internationalisering van het curriculum, etc.);*
 - d. *De manier waarop de onderwijstaal en taalvaardigheid worden meegenomen in de reguliere kwaliteitsborgingsprocessen (denk aan aandacht voor taal in onderwijsbeoordelingen);*
 - e. *De ondersteuning van internationale studenten (extra-curriculair) in het ontwikkelen van Nederlandse taal- en culturele vaardigheden.*
4. *De taal die gebruikt wordt bij de dagelijkse communicatie binnen de universiteit, binnen bestuur en medezeggenschap en in de communicatie naar studenten.*

- a. *Bij de communicatie naar studenten is het uitgangspunt dat de communicatietaal in lijn is met de onderwijstaal van de opleiding die studenten volgen.*
- b. *Bij de communicatie binnen bestuur en medezeggenschap is het uitgangspunt dat participatie van alle studenten en medewerkers wordt gestimuleerd.*

2. Besluitvorming over onderwijstaal

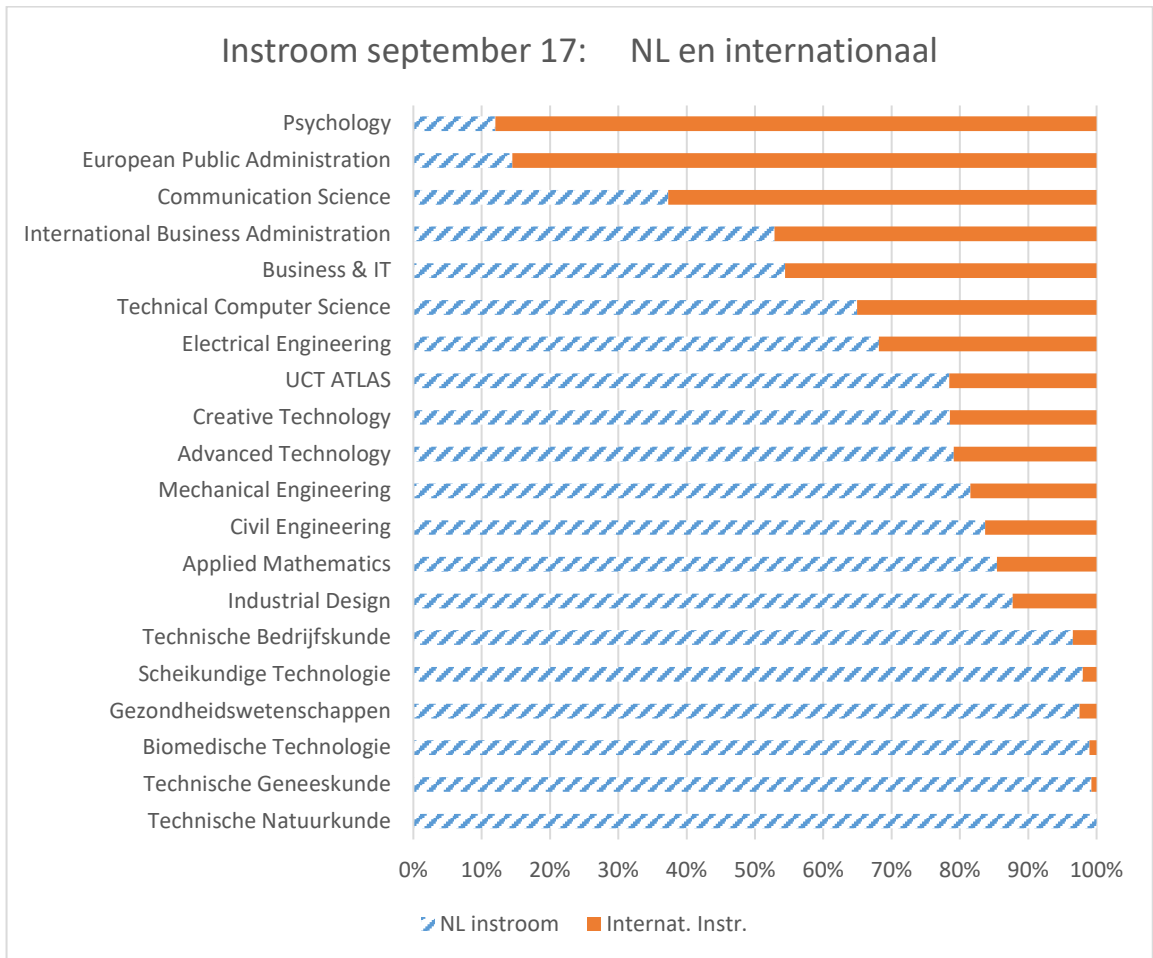
Per opleiding wordt op basis van inhoudelijke gronden en feitelijke gegevens een besluit genomen over de onderwijstaal (of –talen). De eindtermen, inhoud, doelgroep en doelstellingen van een opleiding vormen het startpunt voor de keuze van een onderwijstaal. De in het universitaire taalbeleid vastgelegde overwegingen met betrekking tot de taalkeuze, die voortkomen uit het instellingsbeleid, spelen in de afweging per opleiding ook een rol. De onderwijstaal (of –talen) van een opleiding wordt vastgelegd in het Onderwijs- en Examenreglement. Bij het vaststellen van de onderwijstaal per opleiding zijn derhalve in ieder geval de opleidingsdirecteur, opleidingscommissie, het faculteitsbestuur en de faculteitsraad betrokken.

3. Implementatie nieuwe onderwijstaal

Bij een besluit tot aanpassing van de onderwijstaal, wordt de zorgvuldige implementatie van een nieuwe onderwijstaal gewaarborgd door het opstellen van een implementatieplan. Hierin is (in ieder geval) aandacht voor:

- a. *De aanpassing van het onderwijsprogramma en het studiemateriaal als gevolg van de nieuwe onderwijstaal.*
- b. *De manier waarop wordt gezorgd dat alle docenten, studenten en OBP'ers (overig- en beheerspersoneel) beschikken over voldoende taalvaardigheid bij de start van de opleiding.*
- c. *De manier waarop binnen en buiten de opleiding wordt gewerkt aan de ontwikkeling van de taalvaardigheid van studenten. Het kan hierbij zowel gaan om de taalvaardigheid in de onderwijstaal als om de taalvaardigheid in een andere taal, zoals de ontwikkeling van het Nederlands bij studenten die een Engelstalige opleiding volgen.*
- d. *De manier waarop op opleidingsniveau gebruik wordt gemaakt van het universitair ondersteunend taal- en internationaliseringsbeleid bij de implementatie van de nieuwe onderwijstaal.*
- e. *De termijn waarop de verandering van onderwijstaal met succes kan worden ingevoerd.*

2. Incoming Dutch versus non-Dutch students



3. Results inventory on the role of English in programmes

Faculty	BSc / MSc	Programme	Level	Exams	I.L.O. ¹	Social setting	Evaluation ²	Participation ³
BMS	BSc	PSY	C1	EN	No	EN_1	Yes	EN
		IBA	C1	EN	No	EN	Non-explicit	EN
		COM	C1	EN	No	EN	Yes	EN
		EPA (incl. <i>Joint Degree</i> PGaB)	C1	EN	Yes	EN	Non-explicit	EN
		IEMs	C1	EN	No	EN_1	Yes	EN
	MSc	PSY	C1	EN	No	EN_1	Yes	EN
		ES	C1	EN	Yes	EN	Non-explicit	EN
		COM	C1	EN	No	EN	Yes	EN
		PA	C1	EN	Yes	EN	Non-explicit	EN
		EST	C1	EN	No	No	Yes	EN
		PSTS	C1	EN	No	EN_1	Yes	EN
		BA	C1	EN	No	EN	Yes	EN
ET	BSc	ME	C1	EN	No	EN	Non-explicit	2
		Civil Eng	?	EN	Not yet	Free	Yes (also for students via TCP)	
		ID	C1	EN	Not yet	EN is tried, but only 10% international. So also Dutch	Yes	2
	MSc	ME	C1	EN	No	EN	Non-explicit	2
		Civil Eng	C1	EN	No	EN	?	EN
		IDE	C1	EN	No	Dutch	Yes	2
EEMCS	BSc	BIT & TCS	C1	EN	Yes (only BIT)	EN_1	Yes	1
		AM	C1	EN	No	EN_1	Yes	1
		EE	C1	EN	No	EN	Yes	1
		CT	C1	EN	No	EN_1	Yes	1

Appendix

	MSc	CS & IST	C1	EN	No	Free	Yes	1
		AM & S&C	C1	EN	No	Free	No	1
		EE	C1	EN	No	EN	Yes	1
TNW	BSc	AT	C1	EN	Yes**	EN	Yes	EN
		ST (ChE)	C1	NL*	No	NL	Non-explicit	EN
	MSc	SET	C1	EN	No	EN	Yes	2
		Che	C1	EN	No	NL & EN	No	EN
		Nanotech.	C1	EN	No	EN	No	EN
ITC	MSc		C1	EN	No*	EN_2	No	EN
<i>Options</i>			Required level of English for teachers/staff	EN = English questions, students are expected to answer in English * Mostly Dutch	* Wordt in praktijk op gelet/beoordeeld door docenten ** "In module 1, 3, 8 and 11 we specifically monitor the level of Academic English with a tool developed with language centre."	EN = English NL = Dutch EN_1 = English unless no international students are present EN_2 = Only international students		1. Faculty council in English, OLC in transition: minutes in English (discussions in Dutch if only Dutch-speaking attendees) 2. Faculty Council Dutch, OLC English

- 1 Intended Learning Outcome, in other words: are the language skills of students subject to (a set of) criteria?
- 2 Are there (formal and/or informal) opportunities for feedback between students and teachers regarding language quality?
- 3 Participation: Faculty Council and OLC

Summary of answers, per question:

- *English in the programme*
Examinations, projects, assignments etc. are entirely in English for most programmes: both the questions and the answers. In Module 1, a few teachers allow to answer in Dutch. In Chemical Engineering (BSc), students are allowed to hand in written exams in Dutch in their first year (if the lecturer understands Dutch) to support the transition to an English-taught programme.
- *Language in social settings*

Usually English (whether encouraged or mandatory by programme is not mentioned). A few MSc programmes indicate that they leave the students themselves to decide which language they want to speak in social settings. For example, ME and Civil Engineering actively encourage the use of English.

- *Which support mechanisms are in place when students appear insufficiently skilled in English when entering the programme?*
Students are generally not tested for (English) language proficiency once they are in the programme, only in the selection-stage. However, if required, students can be referred to the UT Language Center. ME for example has a writing test academic English in Module 1.
- *Are students tested on language skills during the programme?*
and
Do the programme's learning outcomes also contain learning outcomes for language skills specifically?
Generally, no. BIT does, and AT for example too: "In module 1, 3, 8 and 11 we specifically monitor the level of Academic English with a tool developed with the language centre".
- *Regarding teachers' level of English: which language level is desirable? How is this level reached and secured?*
Programmes indicate that the required level for teachers (C1) is also the desirable level. They refer to the Language Centre's class assessment. Apart from ITC, no answers were given regarding reaching and securing the desirable language level. A few respondents indicated that HR (and HR-policy) has the lead regarding assessment and training of teachers.
- *Are there (formal and/or informal) opportunities for feedback between students and teachers regarding language quality?*
Not really. Only rarely is 'language' an explicit evaluation point during module or course evaluations; sometimes presented by students themselves. There are, however, no separate evaluations for language. E.g. "Language could be raised in Evaluations, but have never seen this."
- *Which language is used in participation?*
English for a number of Faculty Councils. Most OLCs are still in transition: they take minutes in English, but still discuss in Dutch if only Dutch speakers are present. Many respondents mention that Dutch is spoken as soon as there are only Dutch speakers present. Industrial Design is the only programme to have the OLC communicate in English despite all members being able to speak Dutch). "Suffering from many (UT central) documents only being available in Dutch – regularly translations are made [all student members and part of staff members do not speak enough Dutch to do otherwise]."

4. Academic skills support UT Language Centre within curricula

Programme	What	When
Civil Engineering	Academic Writing (lecture +test)	BSc, M1
	Academic Writing (workshop)	Pre-MSc
Mechanical Engineering	Academic Writing (lecture + test)	BSc, M1
Educational Science & Technology	Test English proficiency	Pre-MSc, MSc
Philosophy of Science, Technology & Society	Test English proficiency	BSc
ET/EEMCS	Academic Writing (lecture)	MSc
Industrial Design	Academic Writing (lecture)	BSc, M1
Industrial Design	Poster Presentations (workshop, feedback & assessment on product)	BSc, M11
Advanced Technology	Academic Writing & Presenting (lectures + test)	BSc, M1, M3 & M8
Technical Medicine	Article Writing (lecture)	MSc
Technical Medicine (Dutch)	Academic Writing (lectures & feedback on writing product)	BSc, M5
Technical Medicine (Dutch)	Academic Writing (lectures, tutorials, feedback & assessment on writing product)	BSc, M9
Technical Medicine	Technical Writing (lecture)	MSc
Biomedical Technology (Dutch)	Academic Writing (tutorials, feedback & assessment on writing product)	BSc, M3
Biomedical Technology	Poster Presentations (workshops, feedback & assessment on product)	BSc, M2
Excellency Programme ITC	Academic Writing & Presenting (5 workshops)	MSc
Computer Science	Academic Writing & Presenting (lectures, workshops, feedback & assessment on writing products)	BSc, M3
Business Intelligence	Academic Writing & Presenting (lectures, workshops, feedback & assessment on writing products)	BSc, M3
International Business Administration	Academic Writing & Presenting (workshops)	BSc
Health Sciences (Dutch)	Presentation Skills (workshops, feedback & assessment on product)	BSc, M2

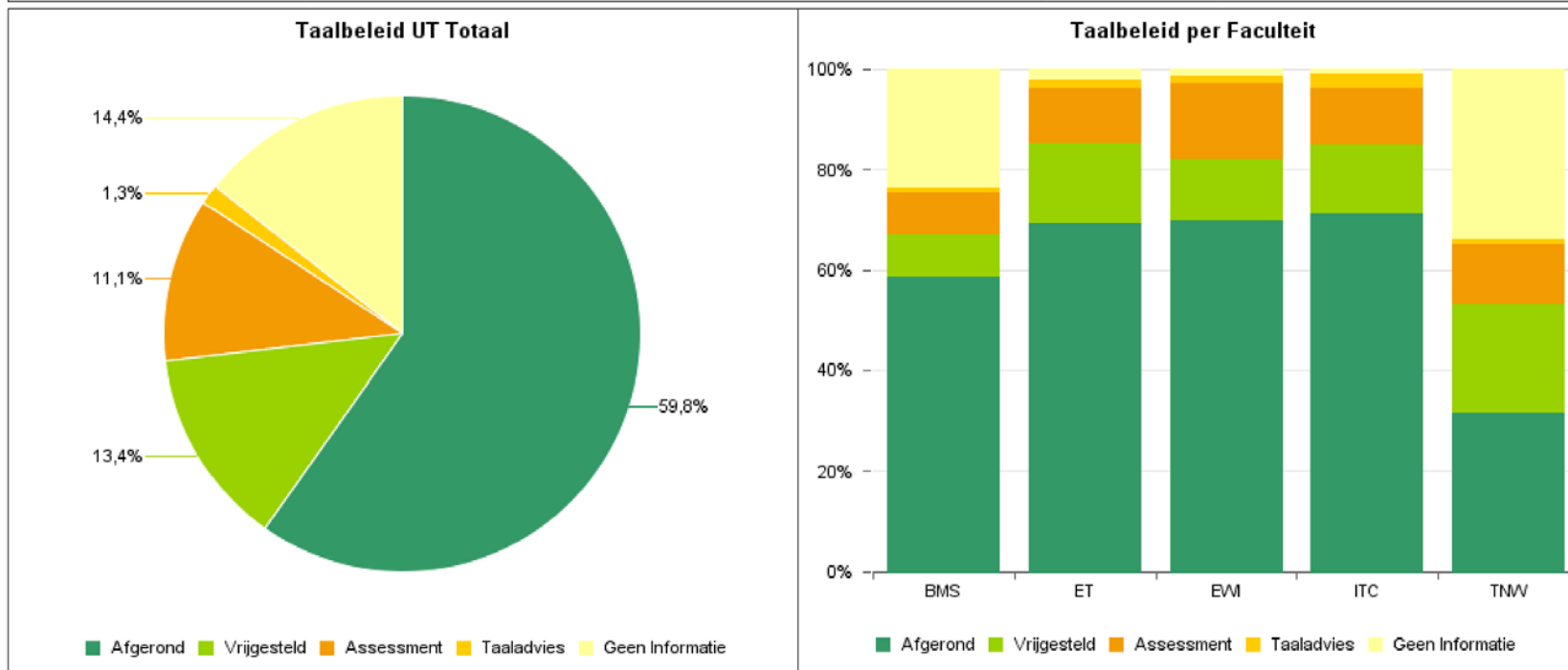
5. HR Overview of assessments teaching staff

UNIVERSITY OF TWENTE.

Language Policy University of Twente (Scientific staff)

Last refresh: 30/11/2017

UT	Score in %	Afgerond	Vrijgesteld	Assessment	Taaladvies	Geen Informatie	Totaal
Hoogleraar	83,9%	90	45	14		12	161
Universitair hoofddocent	88,6%	112	20	7	2	8	149
Universitair docent	69,2%	176	28	40	5	46	295
Docent	53,5%	70	7	22	3	42	144
Totaal		448	100	83	10	108	749
Score UT overall:	73,2%	59,8%	13,4%	11,1%	1,3%	14,4%	



7. Functiematrix

Appendix

Taalrichtlijn: afwijkingmogelijkheid van CEF +1 of -1 uitgaande van de context van de functie is mogelijk

Schaal	Onderwijs en Onderzoek	Onderwijs- en Onderzoeksondersteuning	Administratieve en Secretariële Ondersteuning	Arbo en Milieu	Functiefamilies	ICT	Management en Bestuursondersteuning	Personeel en Organisatie	PR, Voorlichting en Communicatie	Studentgerichte Ondersteuning	Schaal
18							Secretaris van de universiteit 1				18
17							Beleidsdirecteur 1 Directeur bedrijfsvoering 1 Secretaris van de universiteit 2				17
16	Onderwijs en Onderzoek -> C1						Beleidsdirecteur 2 Directeur bedrijfsvoering 2 Directeur dienst 1 Secretaris van de universiteit 3				16
15		Coördinator externe samenwerking 1 Business developer 1	Controller 1				Beleidsdirecteur 3 Directeur bedrijfsvoering 3 Directeur dienst 2 Projectmanager 1				15
14		Acquisiteur 1 Coördinator interne samenwerking Business developer 2 Medewerker kennisvalorisatie 1 Opleidingmanager 1	Controller 2 Intern accountant 1				Afdelingsoofd 1 Beleidsmedewerker 1 Bestuurssecretaris 1 Directeur bedrijfsvoering 4 Projectmanager 2				14
13		Acquisiteur 2 Coördinator externe samenwerking 3 Medewerker kennisvalorisatie 2 Medewerker onderwijsontwikkeling 1 Opleidingmanager 2	Controller 3 Intern accountant 2	Arbo- en Milieudeskundige 1		Consultant ICT 1 Ontwikkelaar ICT 1 Service level manager 1	Afdelingsoofd 2 Beleidsmedewerker 2 Bestuurssecretaris 2 Jurist 1 Projectmanager 3 HR-ambtenaar 1 Coördinator bedrijfsvoering 1		Communicatiemedewerker 1 Redacteur 1		13
12		Acquisiteur 3 Coördinator externe samenwerking 4 Medewerker audiovisuele technieken (regie) 1 Medewerker wetenschappelijk 1 Onderwijs-Onderzoekmedewerker 1 Specialist wetenschappelijke informatie 1 Technicus O&O-gebonden - profiel O 1 Vaardigheidsdoel 1	Controller 4 Intern accountant 3 Medew. administratieve processen en systemen 1 Treasurer 1	Arbo- en Milieudeskundige 2	Facilitair accountmanager 1 Inkoper 2 Medewerker contractmanagement 1 Medewerker bestuursinformatievoorziening 1 Treasurer 2	Beheerder ICT 1 Consultant ICT 2 Ontwikkelaar ICT 1 Service level manager 2	Afdelingsoofd 3 Beleidsmedewerker 3 Bestuurssecretaris 3 Jurist 2 Projectmanager 4 Informationsmanager 2 Coördinator bedrijfsvoering 2		Communicatiemedewerker 2 Redacteur 2	Medewerker Studium Generale/Cultuur 1 Studentendecan 1 Studentenpsycholoog 1	11
10	Medewerker audiovisuele technieken (regie) 2 Medewerker kennisvalorisatie 4 Medewerker audiovisuele technieken (regie) 2 Medewerker wetenschappelijk 1 Onderwijs-Onderzoekmedewerker 2 Specialist wetenschappelijke informatie 2 Technicus O&O-gebonden - profiel O 1 Vaardigheidsdoel 1	Administrateur 1 Intern accountant 2 Medew. administratieve processen en systemen 2 Medewerker bestuursinformatievoorziening 2 Treasurer 2	Arbo- en Milieudeskundige 1 Arbo- en Milieudeskundige 3	Facilitair accountmanager 2 Inkoper 2 Medewerker contractmanagement 1 Medewerker bestuursinformatievoorziening 1 Treasurer 2	Beheerder ICT 2 Consultant 3 Ontwikkelaar ICT 2 Processcoördinator 1 Service level manager 2	Afdelingsoofd 4 Beleidsmedewerker 4 Jurist 3 Projectmanager 4 Informationsmanager 2 Coördinator bedrijfsvoering 2	Bedrijfsaansluitingswerker 1 Medewerker arbeidsvoorwaarden 1 Medewerker mobiliteit 1 Opleider 2 P&O-adviseur 1 Vertrouwspersoon 2	Communicatiemedewerker 3 Redacteur 3 Vertaler/Tolk 1	Medewerker bureau buitenland 1 Medewerker Studium Generale/Cultuur 2 Sportdocent 1 Stagescoördinator 1 Studentendecan 2 Studentenpsycholoog 2 Studietoelichting 1 Studietoelichtingadviseur 1	10	
9	Medewerker audiovisuele technieken (regie) 3 Medewerker wetenschappelijk 2 Onderwijs-Onderzoekmedewerker 2 Patentrecht medewerker 1 Specialist wetenschappelijke informatie 1 Tandtechnicus 2 Technicus O&O-gebonden - profiel O 1 Vaardigheidsdoel 1	Administrateur 2 Medew. administratieve processen en systemen 1 Medewerker bestuursinformatievoorziening 1	Arbo-consultant 1 Arbo- en Milieudeskundige 2 Kwaliteitsmanager AMM 1	Beheerstronicus 1 Facilitair accountmanager 1 Inkoper 3 Medewerker contractmanagement 1 Medewerker bestuursinformatievoorziening 1 Technisch projectmedewerker 1	Beheerder ICT 1 Dienstreuer ICT 2 Ontwikkelaar ICT 4 Processcoördinator 2 Service level manager 1 Functioneel informaticus 1 Beheerder 1	Beleidsmedewerker 5 Projectleider 2 Secretaris 2 Jurist 2 Coördinator bedrijfsvoering 1	Bedrijfsaansluitingswerker 2 Medewerker arbeidsvoorwaarden 2 Medewerker mobiliteit 2 Opleider 1 P&O-adviseur 1 Vertrouwspersoon 2	Communicatiemedewerker 4 Redacteur 4 Vertaler/Tolk 2	Medewerker studenten zaken 1 Sportdocent 2 Stagescoördinator 2 Studentendecan 3 Studietoelichting 2 Studietoelichtingadviseur 2	9	
8	Medewerker audiovisuele technieken (regie) 4 Medewerker wetenschappelijk 3 Onderwijs-Onderzoekmedewerker 3 Patentrecht medewerker 2 Specialist wetenschappelijke informatie 2 Tandtechnicus 3 Technicus O&O-gebonden - profiel O 2 Vaardigheidsdoel 2	Administrateur 3 Medew. administratieve processen en systemen 2 Medewerker bestuursinformatievoorziening 2 Secretaresse 1	Arbo-consultant 2 Arbo- en Milieudeskundige 3 Kwaliteitsmanager AMM 2 Medewerker en gebieds studie 1	Beheerstronicus 2 Inkoper 4 Medewerker contractmanagement 1 Medewerker bestuursinformatievoorziening 1 Technisch projectmedewerker 1	Beheerder ICT 2 Dienstreuer ICT 3 Ontwikkelaar ICT 5 Processcoördinator 3 Service level manager 2 Functioneel informaticus 2 Beheerder 2	Projectleider 3 Secretaris 3 Jurist 3 Coördinator bedrijfsvoering 2	Medewerker arbeidsvoorwaarden 3 Opleider 2 Medewerker personeelsbeheer 1	Communicatiemedewerker 5 Redacteur 5 Vertaler/Tolk 3	Medewerker studenten zaken 2 Redacteur bureau buitenland 1 Sportdocent 3 Stagescoördinator 3 Studietoelichting 3 Studietoelichtingadviseur 3	8	
7	Medewerker bibliotheek services 1 Medewerker audiovisuele technieken (vervaardiging) 1 Onderwijs-Onderzoekmedewerker 1 Plan/Dienverzorg/Biotechnicus 1 Tandtechnicus 4 Technicus O&O-gebonden - profiel V 1	Administrateur 4 Archiefmedewerker 1 Secretaresse 2		Beheerstronicus 3 Inkoper 5 Medewerker contractmanagement 1 Medewerker bestuursinformatievoorziening 1 Medewerker frontoffice 1 Operatief technicus 1 Technisch facilitair bestandsbeheerder 1 Verkeersmedewerker 1	Beheerder ICT 3 Dienstreuer ICT 4 Operator 1 Functioneel informaticus 3 Beheerder 3	Teamleider 3	Opleider 3 Medewerker personeelsbeheer 2	Communicatiemedewerker 6	Medewerker studenten zaken 3 Sportdocent 4	7	
6	Medewerker bibliotheek services 2 Medewerker audiovisuele technieken (vervaardiging) 2 Onderwijs-Onderzoekmedewerker 2 Plan/Dienverzorg/Biotechnicus 2 Tandtechnicus 5 Technicus O&O-gebonden - profiel V 2	Administratief medewerker 1 Archiefmedewerker 2 Secretaresse 3		Arbischakelijk medewerker 1 Beveiligingsmedewerker 1 Kok 2 Medewerker drukkerij en repro 2 Medewerker drukkerij en repro 1 Medewerker interne dienst 1 Operatief technicus 2 Operatief technicus 3 Diel 1 Technisch facilitair bestandsbeheerder 2 Verkeersmedewerker 2	Ondersteuner ICT 4 Operator 2	Teamleider 4				6	
5	Medewerker bibliotheek services 3 Medewerker audiovisuele technieken (vervaardiging) 3 Onderwijs-Onderzoekmedewerker 3 Plan/Dienverzorg/Biotechnicus 3 Tandtechnicus 6 Technicus O&O-gebonden - profiel V 3	Administratief medewerker 2 Archiefmedewerker 3 Secretaresse 4		Arbischakelijk medewerker 2 Beveiligingsmedewerker 2 Kok 3 Medewerker drukkerij en repro 3 Medewerker frontoffice 2 Medew. groenvoorziening, vegen en terreinen 1 Medewerker interne dienst 2 Operatief technicus 4 Portier/Receptionist/Telefonist 1 Technisch facilitair bestandsbeheerder 3	Ondersteuner ICT 5					5	
4	Onderwijs-Onderzoekassistent 2 Plan/Dienverzorg/Biotechnicus 4	Administratief medewerker 3 Archiefmedewerker 4 Secretaresse 5		Arbischakelijk medewerker 3 Kok 4 Locaalk medewerker 1 Medewerker drukkerij en repro 4 Medew. groenvoorziening, vegen en terreinen 2 Medewerker interne dienst 3 Medewerker restauratievoorzieningen 1 Operatief technicus 5 Portier/Receptionist/Telefonist 2 Verkeersmedewerker 3 Suvellant 1						4	
3	Onderwijs-Onderzoekassistent 3 Plan/Dienverzorg/Biotechnicus 5	Administratief medewerker 4		Locaalk medewerker 2 Medewerker drukkerij en repro 5 Medewerker interne dienst 4 Medewerker restauratievoorzieningen 2 Portier/Receptionist/Telefonist 3 Suvellant 2						3	
2				Locaalk medewerker 3 Medewerker restauratievoorzieningen 3						2	
1				Medewerker restauratievoorzieningen 4 Schoonmaakmedewerker						1	

O = C1
 G = B2
 P = B1

Zeldzame functies	Schaal
Pedel	6
Theatertechnicus	4,5,6,7
Onderwijs en Onderzoek	
Ontwerper in opleiding (TOIO)	10

6 REFERENCES

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- ¹ Brief CvB UIT-1163, 1 May 2015, with attachments: Internationaliseringsvisie + instemming UR
- ² Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek (Higher Education Act)
- ³ Gedragscode Voertalen (m.i.v. academisch jaar 2002-2003).
- ⁴ Memo Implementatie Engelstalige Bachelors (Source: S&B, M&C, CES, 2016). The six programmes on which the memo focuses: CTW Industrial Design, EWI Applied Mathematics, EWI Business & IT, EWI Technical Computer Science, BMS Communication Science, BMS Psychology
- ⁵ Language entry requirements, see <https://www.utwente.nl/en/education/bachelor/admission/language-requirements/#english-taught-bachelor-programmes> . And <https://www.utwente.nl/en/education/master/admission-requirements/#students-outside-the-netherlands> Also see Nota Taaleisen 3TU (2006); UT-NOTA Taaleisen Engels Studenten (2011).
- ⁶ <https://www.utwente.nl/en/education/exchange-students/english-requirements/#exemptions>
- ⁷ SAS, Advies subscores taaltoetsen Engels hanteren t.b.v. toelating (2017)
- ⁸ KNAW (2017). *Nederlands en/of Engels, Taalkeuze met beleid in het Nederlands Hoger Onderwijs*, Amsterdam, KNAW.
- ⁹ *ibid* (p91). “Zorg voor een degelijk taalondersteunend beleid, dat in ieder geval een geïntegreerde, dat wil zeggen mede op didactiek gerichte, taaltraining voor docenten omvat. Maak ruimte voor gerichte en per opleiding gedifferentieerde taalvaardigheidstraining die is ingebed in het inhoudelijke onderwijs, in de werkvormen en in de toetsing. Houd bij de vormgeving van het taalondersteunend beleid rekening met het feit dat ook de Nederlandse taalvaardigheden voldoende aandacht moeten krijgen.”
- ¹⁰ Implementatie Hernieuwd Plan van Aanpak Taalbeleid (2011) Voertalenbeleid: van richtlijnen tot implementatie (2012)
- ¹¹ CEF was established in 2001 as a European Framework of level descriptions for modern foreign languages. It is recognized throughout Europe and used to uniformly define and determine the language level of a learner in a foreign language. The framework defines 6 different levels, the C1 and C2 level being the most advanced. The global C1/2 scales on speaking state:
C2 - Can produce clear, smoothly flowing well-structured speech with an effective logical structure which helps the recipient to notice and remember significant points.
C1 - Can give clear, detailed descriptions and presentations on complex subjects, integrating sub themes, developing particular points and rounding off with an appropriate conclusion.
- ¹² Exemption list: following lecturers are exempted from the obligation of assessment:
- Lecturers who do not teach in English, nor support international staff or students
 - Native speakers of English
 - Lecturers with proven academic (working) experience in an English spoken country
 - Lecturers with valid English proficiency certificates
- ¹³ HRM Overview Language Policy, 30 November 2017
- ¹⁴ HRM Overview Language Policy, 30 November 2017
- ¹⁵ UTQ manual, August 2017, Centre of Expertise in Learning and Teaching (CELT), University of Twente
- ¹⁶ In Leiden, Nijmegen and Utrecht, BKE (basiskwalificatie Engels) is already part of the UTQ
- ¹⁷ FJUT, Formulier Jaargesprekken Universiteit Twente / Annual Interview Form University of Twente
- ¹⁸ Communication from the Commission to the European Parliament, the Council, the European Economic & Social Committee and the Committee of the Regions, on a renewed EU Agenda for Higher Education, SWD (2017), Brussels, 30 May 2017
- ¹⁹ ¹⁹These can be found at: PhD Charter: <https://www.utwente.nl/en/education/post-graduate/tgs/current-candidates/phd-intranet/downloads/phd-charter-english-2015.pdf>
Doctoral regulations: <https://www.utwente.nl/en/education/post-graduate/tgs/current-candidates/phd-intranet/downloads/ut-doctoral-regulations-2017.pdf> These are approved translations of a Dutch original document. The legally binding documents are the Dutch versions of the ‘PhD Charter’ and the ‘Doctoral Regulations’.
- ²⁰ Voertalenbeleid: van richtlijnen tot implementatie (2012), Internationalisation Vision (2015)
- ²¹ Manifesto Internationalisation Study Associations (2017), by Ureka and Overleg Studieverenigingen. Handed to the Executive Board on 18 January 2018.
- ²² : <http://www.erasmusplus.nl/bibliotheek/publicaties>