Integral language policy at the TU/e

DAZ/LH 20-12-2017[1]

1. Background

English is increasingly the main language used by science. Research groups consist of staff members from various countries who communicate with each other and publish scientific results in English. At present, about 40% of the assistant professors are from abroad, about 20% of the associate professors and full professors are, and as much as 60% of our PhD candidates. This means a significant proportion of our teaching staff is English speaking. The rise in the number of students in recent years has meant that English speaking teachers are increasingly active in the Bachelor's programs. Among other reasons, this is why most BSc programs will be in English as of 2017. This makes it possible from students all over the world to participate in a program at the TU/e. Now 13% of our students come from abroad (7.1% non-EEA and 6.2% from EEA). The foreign influx in the BSc programs is 9% (6% from EEA and 3% non-EEA) and in the MSc programs it is 21% (6.8% EEA and 14.5% non-EEA). Target figures for the ideal international classroom are 20% international students in BSc programs and 30% in MSc programs. As a result, students must have a sufficient level of English to be able to complete their studies; this applies to both national and international students.

Internationalization of education is a requirement in the Brainport region to be attractive to the international labor market: we need to attract and retain our knowledge workers. In this region it is also important for employees to have the skills to work in an international context. The educational vision of Brainport states the following: 'Within five years international skills must be a fixed part of primary and secondary education as well as tertiary vocational education (MBO) in the Brainport region'.[2] The same applies to the TU/e: internationalization is important for the labor market position of our students. This was the main reason for starting English MSc programs in 2005. Since the development of the Graduate School, we have been striving to make 90% of the students in the Bachelor's, Master's, PDEng and PhD tracks have experience abroad.

The TU/e wish to have a diversity of staff and students. To this purpose it strives to attract talented Bachelor's and Master's students, PhD candidates and PDEng students, and teachers, while being inclusive in the areas of nationality, gender, scientific schooling, etc. As such, the TU/e is a community, in which students learn to collaborate in multicultural and multidisciplinary groups, and where staff members are at home, enjoy their work, and where everybody has the chance to be heard. One of the conditions to reach these goals is that students, support staff and scientific staff understand each other.

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[1] With thanks to Diana Vinke, Marleen van Heusden, Erik de Jong, Liesbeth Castelijns and Leonie Kasje-Adriaanse; and to members of the UR: Mr Gert-Jan Both and Mr A. Schoonderwoerd on behalf of the student parties, Ms J. Smit en Mr R. Bloo on behalf of the staff party.
[2] http://www.brainport.nl/lp-visie-internationalisering-onderwijs

The increase in the number of non-Dutch speaking people at the TU/e, the desired internationalization of education, and the TU/e's drive for inclusivity means that we must make agreements about English in the TU/e as the language in which we will work together (working language) across the campus. At the same time, it is important that international students and staff can function properly within the Netherlands and we must ensure that our graduates enter the Dutch labor market. To this purpose, it is desirable for them to learn Dutch. Nuffic research indicates that 25% of the international graduates are still in the Netherlands after 5 years and expect to remain living there.[3] Explicit attention must be paid to the facilities we offer to support the language skills in English and Dutch of our support staff, students and teachers. On other words, we need an integral language policy.

Integral language policy is related to the following:
1. The working language and the informal language in management, education and services.
2. The language skills of students, teachers, and support staff.

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2. State of play regarding integral language policy at the TU/e

This is the situation concerning the **official language** at the TU/e:
1. The *management and participatory bodies* mainly use Dutch as the official language.
2. In most *study programs* (BSc, MSc, PhD and PDEng) English is or soon will become the official language; in *research* the official language is English.
3. In the *service departments* the working language often is Dutch, communication is bilingual.

As regards **language proficiency** a number of courses are offered, but there is a no clear TU/e policy aimed at increasing language proficiency (Dutch and English) of students and staff.

The scheme below gives an overview of the working language and the language proficiency in management and participatory bodies, study programs and the service departments.

	English	Dutch	Combination Eng/Du

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[3] https://www.nuffic.nl/nieuws/nuffic-news/internationale-studenten-kansrijk-voor-regios

Management (CvB, FB) and participatory bodies (UR, FR, OC)	Working language: to a very limited extent for an English program committee. Proficiency: no policy	Working language: nearly all management and participatory bodies meet and report in Dutch. Documents are provided in Dutch and English is optional. Proficiency: no policy	Working language: UR worked with an interpreter, so that an English speaking student member could participate. In depts. a determination is made what the language is for program committees, exam committees, department council, department boards, etc. Proficiency: no policy
Study programs: BSc, MSc, PhD and PDEng	Working language: • BSc programs (not BMT) from 2018 on. • MSc/PDEng programs from 2005. Proficiency: • BC students with VWO < 7 • GS students: language requirement for international influx, free courses and workshops available for MSc students • Teachers: teachers involved in teaching in English must have C1.	Working language: • BSc BMT/MWT use Dutch as the working language. Proficiency: • Free NT2 course for international students • No programs pay attention to NT1 –proficiency in Dutch • Scientific and support staff have no obligation to work on Dutch proficiency.	Working language: student associations decide on their own working language.
Service departments	Proficiency: • Courses are available. • No general policy. No agreements between service departments. • Requirements are made per job/service.	Working language is Dutch.	Working language: • Email can be bilingual: first Dutch, then English. • Names of services are sometimes English and sometimes Dutch.

Table 1: Overview of working language and language proficiency in management and participatory bodies, study programs, and service departments.

3. Agreements and policy concerning the working language

A number of things are organized in law with respect to the working language at universities. In addition, a number of policy agreements have been made at the TU/e over the course of the years. Below we provide an inventory of the present legislation and TU/e agreements concerning the working language:

Managerial bodies (Executive Board, University Consultative Council, Managing Director Council, Program Board, etc.) and **participatory bodies** (University council, Services Council, Joint Program Committee, etc.) base communication on the *Algemene Wet Bestuursrecht* (General Act for Administrative Law). This act was adapted in 2014; Article 2.6 paragraphs 1 and 2 state the following:

1. Managerial bodies and persons working under their responsibility use Dutch, unless otherwise determined by legal requirement.
2. ***By way of derogation from the first paragraph, another language may be used if its use is more efficient and the interests of third parties are not disproportionately affected.***

Department boards determine the working language in department councils, program committees and examination committees.

For **programs** the Higher Education Act (WHW) states the following in Article 7.2. on language:

Programs and examinations must be taken in *Dutch*. In derogation of the previous, another language may be used:
1. If the program relates to the language,
2. If a guest lecture is being provided by a foreign teacher, or
3. ***If the specific nature, setup or quality of education, or the origin of students makes it necessary, in accordance with a code of conduct determined by the institutional administration.***

The Minister of Education (OCW) asked the KNAW for advice concerning language policy at Dutch universities.[4] The KNAW's advice also related to Dutch as a first language. Institutes of higher education also have the obligation to make their students proficient in their own language.

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[4] The Minister of Education (OCW) asked the KNAW to explore language policy in higher education. The central question was on the basis of which aspects scan a university or polytechnic make a responsible choice for education in Dutch or English in a particular study program?
Chair: Gerards, Prof. mr. J.H. (Janneke). Members: Aerts, Prof. dr. R.A.M. (Remieg), Jansma, Prof. dr. B.M. (Bernadette), Jensen, Dr. L.E. (Lotte), Kleinhans, Prof. dr. M.G. (Maarten), Leeuwaarden, Prof. dr. J.S.H. van (Johan),
Rüpp, Drs. P.L.A. (Paul).

No resolution by the CvB underpins the change of working language, nor was it included in the Strategic Agenda. In 2015, in Lanaken there was discussion with the deans and the Deans BC and GS regarding the working language of the study programs and it was agreed that the BSc programs would also be in English (with the exception of BMT/MWT[5]).
Relevant TU/e regulations include:

- The TU/e 'Code of Conduct for Foreign Languages': this has been adjusted to the present situation. After the language policy has been determined this code of conduct shall be further adjusted if necessary.
- In the Program and Education Regulations (OER) a number of stipulations are included regarding the working language of study programs.

Department Boards choose the working language of the study programs based on various arguments (see Code of Conduct for Foreign Languages):

- the internationalization of the study program make it necessary. In other words, the learning outcomes and program objectives of BSc and MSc programs often include a statement that graduates can operate in an international environment (language, culture, and content);
- the quality of education and the specific expertise in the field make it necessary to attract non-Dutch teachers;
- the program is focused on non-Dutch students.

Department Boards make a request for an English language study program to the CvB, after receiving advice from the program committee. CvB decides in consultation with the Dean Bachelor College and Dean Graduate School, after receiving advice from the participatory bodies.

For **services** there are no specific legal regulations concerning the working language.

4. Agreements and policy concerning language proficiency

Next to agreements and policy about the working language, a number of agreements about the language proficiency of staff members have been made over the course of time. Below we provide an overview of the applicable policy regarding language policy.

Policy proficiency in English

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[5] The BSc program Biomedical Technology (BMT) wishes to maintain Dutch as a working language next to English because the intention of the BMT program is to train engineers to work in healthcare and clinics where use of Dutch is mandatory. A Bachelor's BMT allow admission to the SUMMA Master's program for research physician in Utrecht, which is in Dutch. A Bachelor's BMT can also do the Medical Engineering Master's, where Dutch is mandatory because of work in a clinical environment. BMT engineers can be trained to become clinical chemists or clinical physics scientists – both professions in hospitals and therefore in Dutch.

Since 2005, the TU/e has had the policy that **scientific staff** involved in English education must have a C1 level. The '*English Lecturer Assessment*' is offered to test the level; if necessary a course or personal development track is offered to reach C1.[6] This applies to about 20% of the teachers.

Students with a foreign certificate who wish to study at the TU/e must meet the following language requirements as of 2017-2018:
- A TOEFL (test of English as a foreign language) with a total minimum score of 90 and a minimum score per section of 21.
- An academic IELTS with a total score of minimally 6.5 and a minimum score of 6.0 per section.
- A certificate of the University of Cambridge '*Certificate of Proficiency in English*' (CPE) or '*Cambridge Advanced English*' (CAE) with a minimum of a C score.
- Students who have completed an International Baccalaureate entirely in English are not required to take an English test. Test results may be no older than two years.

For students the course *pre-academic writing* (B1-B2)[7] is offered and especially for Master's students there is a course *academic writing* (B2-C1).[8] Both courses are free for students. Next to that, upon the request of departments, specific workshops are offered aimed at *academic writing, presenting, and conversation skills,* among other things.

Dutch 2nd-year BSc students are invited to do a diagnostic test of English to check whether their level of English is sufficient to do an English Master's program.[9] The results of the online diagnostic test are as follows:
- The level is too low for the course *Pre-academic Writing in English* and the advice is to do self-study.
- The level is suitable for the course *Pre-academic Writing in English* and the advice is to do this course during the BSc program to attain the required level of English for the MSc program.
- The level is suitable for the course *Academic Writing in English* and the advice is to do this course during the MSc program.

For the **PDEng trainees** the course *Professional Writing Skills for post-Master's Design Engineers* is a fixed part of their training program. They learn to clearly communicate in their technical reports for diverse target groups. The entry level is C1, and if necessary a prior course or personal development track is offered to reach C1.[10]

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[6] https://intranet.tue.nl/universiteit/diensten/onderwijs-en-studenten-service-centrum/center-for-languages-and-intercultural-communication-clic/english-lecturer-assessment-ela/

[7] https://studiegids.tue.nl/verbreding/taalcursussen/engels/9st13a-pre-academic-writing-in-english/

[8] https://studiegids.tue.nl/verbreding/taalcursussen/engels/9st14a-academic-writing-in-english

[9] In the invitation for 2nd-year BSc students, students with a VWO < 7 for English are expressly invited to participate in the diagnostic test.

[10] https://intranet.tue.nl/universiteit/diensten/onderwijs-en-studenten-service-centrum/center-for-languages-and-intercultural-communication-clic/taalcursussen/professional-writing-skills-for-post-masters-design-engineers/

For **PhDs** in their second or third year a course *Writing Articles and Abstracts in English* is offered, so that they can improve their scientific writing. The entry level is C1 and if necessary a prior course or personal development track is offered to reach C1.[11]

For **support staff** there are various courses available in the field of English language proficiency.[12]

Policy Dutch as a Second Language (NT2)
For **international students and staff** courses of Dutch as a Second Language are offered at six different levels (from beginner to advanced: 0 – B2/ C1 CEFR). These courses are offered every quarter. International students and staff can register through Osiris. The courses are free for students and for staff the courses up to and including A2 (Dutch for Beginners II) are free as well. Further courses for staff or personal development tracks must be paid for.

Since 2013 **international students** are offered the opportunity to take the Beginners I course as a summer course prior to the academic year. The number of participants in NT2 courses is increasing, mainly because the number of participating students is increasing.

NT2 courses	2013-2014	2014-2015	2015-2016	2016-2017
Students	336 (56%)	507 (65%)	647 (65%)	759 (75%)
Staff	268 (44%)	276 (35%)	350 (35%)	250 (25%)
Total	604	783	997	1009

Table 2: Number of participants in NT2 courses each year.

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[11] https://intranet.tue.nl/universiteit/diensten/dienst-personeel-en-organisatie/human-resource-development/professional-development/trainingsaanbod-en-ontwikkelmogelijkheden/research-and-valorization-training-program/proof/trainingen-2e-jaar/writing-articles-and-abstracts/
[12] https://intranet.tue.nl/universiteit/diensten/dienst-personeel-en-organisatie/human-resource-development/professional-development/over-professional-development/programmalijnen/support-staff-training-program-obp/

5. Language policy of other universities

<u>University Twente</u>
The University Twente mentions in its Vision on Internationalization that all study programs will move to English. The aim is to make the working language English in 2018. A working group consisting of managing directors is preparing the implementation (HR is taking the lead). Not everyone needs a perfect command of English. The customer is the focus (i.e. there should always be somebody who can deal with a non-Dutch customer). Job scales are linked to the level of English that is required. There is no active policy regarding Dutch.

<u>Wageningen University:</u>
The participatory bodies already meet in English, as there are international student in these bodies. WUR has made a complete transition to English; all policy documents are in English and there is bilingual communication. Job profiles are linked to the required language level. No policy regarding Dutch. Part of the Bachelor's programs will become English.

<u>Delft University of Technology</u>
Delft became bilingual about 5-6 years ago. Documents are delivered in English as a standard (to the CvB, but not everywhere).

<u>Erasmus University</u>
The EUR is bilingual. Established policy includes:
- Language proficiency policy: the concerns the proficiency in English of Dutch staff, but also the proficiency in Dutch for non-Dutch staff. It depends on the job (core duties with related language skills) which language requirements must be met.[13]
- There are conduct agreements concerning bilingualism with the EUR.[14]

<u>University Maastricht</u>
English is the working language.

6. Integral language policy at the TU/e

The **point of departure** for integral language policy at the TU/e is that language should not be an obstacle, but should stimulate communication and community building.

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[13] Note 'Taalvaardigheid medewerkers' (in Dutch), April 4, 2013
[14] Note 'De gedragsafspraken t.a.v. Tweetaligheid binnen de EUR' (in Dutch)

In the research and education at the TU/e, English is the working language. To support and improve the accessibility to and communication within management and participatory bodies, it is important that the service departments, participatory bodies and management use English as the working language.

More concretely this means the following:
- Spoken communication: English if necessary, Dutch if possible.
- Written communication: in English.

The TU/e feels it is important for international students and staff can function in the Netherlands and that our graduates are retained for the Dutch labor market. This means that anyone who wants to learn Dutch or improve their proficiency must be supported.

The **target** that the TU/e has set for the integral language policy is as follows:

> **The TU/e shall move to English as the working language as of 1-1-2020 for management, education/research and services. With a development-oriented approach, the English language proficiency will be raised to the appropriate level. The TU/e will support anyone who wishes to learn Dutch or wishes to improve their language proficiency.**

English as working language will be introduced as of 1-1-2020. This has the following consequences:
- Agenda and minutes of meetings of participatory bodies or managerial entities, policy and other documents that must be available to a wider audience must be written in English.
- In running projects, such as the research section of the website and BI-tool, Engels will be the working language.
- Email traffic for a wider audience must be in English.
- Meetings in bodies shall be in English if non-Dutch speakers are present.
- Systems, documents and regulations shall be modified.

Global approach to the **development of language proficiency**:
The development of language proficiency shall take place by identifying **target groups**: teachers (priority), students, support staff in management and participatory bodies, education/research, and services. Language proficiency training shall not be made mandatory or uniform; per job category/ staff member a **development-oriented approach** will be taken in departments and service departments. The language proficiency (English and Dutch) will be improved *bottom-up*. In other words, agreements will be made with departments and service departments how language policy will be introduced, which staff members will be involved, whether the policy requires adaptation and who will require an language improvement track. On the basis of the language proficiency requirements per job category (see Appendix 1, example WUR) and in consultation with the services and departments/groups, a tailored track will be developed for scientific and support staff. The language proficiency of staff shall be monitored through annual job performance interviews. For new staff members, the requirements for the level of English language proficiency will be made explicit during recruitment and selection. For students a track will be established for language proficiency (English and Dutch). In this language proficiency will be tested and if necessary training will be offered.

Various **tracks** shall be set up to improve language proficiency, such as training and courses in comprehension, speaking, writing (online and on campus), with skillslab for students. For the translation of a number of official documents, use will be made of a translation agency.

On the basis of an inventory of the demand for language proficiency tracks, the directors of ESA and DPO shall estimate the costs for training tracks and translation (translation agency). The training of staff members will be financed through the training budgets.

7. Implementation through projects

To realize the integral language policy, *project 1: English as a working language* will be initiated (see Appendix 2). Under the auspices of the CvB, general Affairs (DAZ) will detail English as a working language in regulations and guidelines for management and participatory bodies. In addition, under the guidance of the Community Manager, work will be done on introducing English as the working language within student associations in the TU/e community.

For the development of language proficiency of staff (scientific and support), a project group will be formed immediately under the responsibility of DPO, ESA and CEC in collaboration with the managing director of ST. This project group shall set up two projects:
- *Project 2: Language proficiency (English/Dutch) for teachers* (see Appendix 2) focusing on the support of departments in improving language proficiency of scientific staff. Point of departure is the C1 level English proficiency for teachers.
- *Project 3. Language proficiency (English/Dutch) support staff and managerial bodies* (see Appendix 2) working on the language proficiency of support staff. Point of departure is the appropriate language proficiency according to the job matrix.

In addition to the above *Project 4: Language proficiency (English/Dutch) students* (see Appendix 2) will be initiated under the responsibility of the TU/e Education Board. For English language proficiency level C1 will apply to Master's students and level B2 to Bachelor's students. Under the responsibility of the Education Board, policy shall be developed, detailed and implemented for Dutch language proficiency by means of language proficiency courses, training, skillslab and the like.

Appendix 1: Language proficiency per job category EXAMPLE FROM WUR (for an explanation of the colors see below scheme)

FUNCTIENIVEAUMATRIX
WU/DLO

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	**Listening**	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in u kind of spoken languag broadcast, even when d native speed, provided. to get familiar with the
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease vir the written language, in structurally or linguistic such as manuals, specia literary works.
S P E A K I N G	**Spoken Interaction**	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortless conversation or discuss good familiarity with id expressions and colloqu express myself fluently shades of meaning prec a problem I can backtra around the difficulty so other people are hardly
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, sm description or argument appropriate to the conte effective logical structu recipient to notice and significant points.
W R I T I N G	**Writing**	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoo an appropriate style. I letters, reports or artic case with an effectiv which helps the recip remember significant summaries and review literary works.

Appendix 2: PROPOSAL projects for integral language policy

In the coming years, the integral language policy shall be introduced at the TU/e in stages. To this purpose, a number of projects shall be set up.

Project 1: English as the working language in managerial and participatory bodies
Under the responsibility of the CvB, by DAZ and the Community Manager:
a. Work out integral language policy at the TU/e, among other things in regulations and guidelines.
b. Work out English as the working language in managerial entities.
c. Work out English as a working language in participatory bodies.
d. Community/culture: work out English as the working language in student associations, study associations, culture associations, etc.

Project 2: Language Proficiency teachers (English/Dutch):
Under the responsibility of the directors of DPO, ESA and CEC in collaboration with the managing director ST:
a. Overview language requirements per scientific staff category;
b. The project team will visit all departments and discuss when and how the language policy will be implemented;
c. Agreements will be made with the departments about how the language policy will be introduced, which staff members it will apply to, whether or not the policy requires adaptation, and who will be eligible for an oral intake interview;
d. The management of the departments shall determine in consultation with staff who the language policy shall not apply to. For example, this could apply to staff who are soon to leave the organization;
e. For various staff members it shall become clear the training is not required because a sufficient level of proficiency has already been reached. They may have already been assessed or may have participated in English training;
f. The language policy will be introduced in stages in all departments. If a staff member already wants to take a course, request an assessment, then this can be made known to the HR officer. If staff members require Dutch courses this can be included in the inventory;
g. More communication on the implementation of the language policy will follow through internal channels within the departments and through DPO intranet;
h. The language guidelines shall immediately be implemented for recruitment and selection of new staff members.

Project 3. Language proficiency support staff and managerial entities (English and Dutch)
Under the responsibility of the directors of DPO, ESA and CEC in collaboration with the managing director ST:
a. Overview language requirements per support staff job category;
b. The project team will visit all service departments and discuss when and how the language policy will be implemented;

c. Agreements will be made with the service departments about how the language policy will be implemented, which staff members it will apply to, whether or not the language policy requires adaptation, and who is eligible for an oral intake interview. This is especially intended for staff members who have to speak a lot of English;

d. The management of the services shall determine in consultation with staff members who the language policy shall not apply to. For example, this could apply to staff who at present and in the future do not require English to perform their duties, or who will soon be leaving the organization;

e. For various staff members it shall become clear the training is not required because a sufficient level of proficiency has already been reached. They may have already participated in English training;

f. The language policy will be implemented in stages in all service departments. If a staff member already wishes to take English training, a request can be made to the director or HR advisor to participate in a course;

g. More communication on the implementation of the language policy will follow through internal channels within the departments and through DPO intranet;

h. The language guidelines shall immediately be implemented for recruitment and selection of new staff members.

i. Next to the above, a Buddy System shall be implemented in the service departments, to allow for peer-to-peer learning. English language proficiency shall be stimulated by offering courses aimed at practice and level of expression, in which course participants will be immersed in professional practice.[15]

Project 4: Language proficiency students (English and Dutch)
Under the responsibility of the TU/e Education Board:
a. Further development of language policy in the field of English language proficiency of students. The development of policy in the field of Dutch language proficiency of students.

b. Detailing and implementation of language policy by means of language proficiency courses, training, skillslab and the like. Stimulate language proficiency by offering courses focused on practice and level of expression, in which students are immersed in practice, more so than in the present courses based on theory.[16]

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[15] Request of the UR, see also: Standpunt UR t.a.v. internationalisering (in Dutch), November 22, 2016.
[16] See also: Standpunt UR t.a.v. internationalisering (in Dutch), November 22, 2016.