Agenda form Executive Board for the University Council

Discussion meeting	: November 27, 2019	
Committee meeting	:	SI
Agenda issue	: taaldossier	
Confidential	:	no
Attachment(s)	:	

Involved Service Department(s): CES   signature:

Secretary General: signature:

Responsible member Executive Board: Victor van der Chijs   signature:

1. Qualification/authority University Council: To inform

2. Previously discussed:

Positive advice from HR, S&P and Finance

3. Abstract on the subject:

The past year, the university invested a lot of effort to not only formulate an updated Language Policy and Code of Conduct on Languages, but also implement the actual language policy and set up a broad range of language support. Inclusiveness is an important value within the language policy. The University of Twente aims to ensure a working environment in which everyone can unfold, broaden one's horizons and communicate with each other.

The Executive Board has requested CES to contract out not only the operational activities related to the implementation of the Language Policy and compliance with the Code of Conduct on Languages with the UT Language Centre, but also the integral tactical responsibility. CES has accepted this assignment and asked the Language Centre to come up with a plan of action. This plan is an elaboration of the partial assignments by the Board. It includes scope, the whole of (proposed) measures to be taken incl. organisational and financial consequences, risks & reflection, planning and timeline.

4. (Intended) decision Executive Board:

THE EXECUTIVE BOARD DECIDES to adopt the plan of action 'Implementing and monitoring the UT Language Policy and Code of Conduct on Languages, supporting the UT organisation and community' and provides the necessary budget as mentioned in the plan.

Secretary University Council: (to be filled out by Registry UC)
Discussed before with the UC?
- o No
- o Yes,

Conclusion then:

Additional explanation:
(in case the Presidium/Registry believes that one of the above mentioned items
needs additional explanation)
....
....

LANGUAGE MATTERS

Implementing and monitoring the UT Language
Policy and Code of Conduct on Languages,
supporting the UT organisation and community

The UT Language Centre identifies and supports the specific language learning needs of the
University of Twente and its wider community in a flexible and professional manner.

1   PREFACE

At the University of Twente, English is the primary formal language of communication. The choice of English as primary language is not a goal on its own, but a means for the university to realise its ambitions: excellence and cooperation in an international environment. The language of the organisation is an instrument to function as an international organisation.

The past year, the university invested a lot of effort to not only formulate an updated Language Policy (hereafter also: UTLP) and Code of Conduct on Languages (hereafter also: CoCoL), but also implement the actual language policy and set up a broad range of language support. Inclusiveness is an important value within the language policy. The University of Twente aims to ensure a working environment in which everyone can unfold, broaden one's horizons and communicate with each other.

The UT Language Centre (hereafter also: UTLC) has made a significant contribution to the shaping of the new language policy, its implementation and the writing of the Code of Conduct on Languages. It has also made a major effort to build up trust among clients and stakeholders in both faculties and service departments as a reliable and competent advisor and communication partner in language matters.

The assignment of the Executive Board that underlies this plan is a logical consequence of those efforts. The Centre for Educational Support and the UT Language Centre accepted this assignment and present the following plan to perform and comply.

2   EXECUTIVE SUMMARY

The Executive Board has requested CES to contract out not only the operational activities related to the implementation of the Language Policy and compliance with the Code of Conduct on Languages with the UT Language Centre, but also the integral tactical responsibility. CES has accepted this assignment and asked the Language Centre to come up with a plan of action. This plan is an elaboration of the partial assignments by the Board. It includes scope, the whole of (proposed) measures to be taken incl. organisational and financial consequences, risks & reflection, planning and timeline. In summary, it proposes to continue on the chosen path and structures that are already available and with regard to:

- Monitoring
    - o   Maintain and expand existing network contacts within faculties and service departments
    - o   Intensify cooperation with educationalists CELT in the context of the quality agreements on international curriculum / educating the global citizen, in line with the CES Annual Plan
    - o   Continue collaboration with the Study Counseling Platform (study advisors, SACC)
    - o   MARAPS on UTLP
- **Education and cursory and individual support**: expand ESP offer for support staff, develop (academic) Dutch with NT1 learners (also within the curriculum), offer business Dutch for NT2 learners, deploy coaching for teachers
- **Organisation**: because executive tasks can be partly taken up by a flexible layer, a large expansion of teacher capacity is not necessary. However, broadening is needed at a coordinating and supporting level, also in connection with the picking up new tasks (monitoring, translating, editing)

During the Executive Board meeting on July 15th, in which this plan was discussed as an agenda item, the EB made it explicit that intercultural aspects are an important part of the implementation. The UTLC takes this very seriously and will interweave intercultural aspects in the actions ahead.

The EB also expressed its concern with the workload of university staff, language improvement adding up to the stress people already experience. Working on language proficiency has to be an intrinsic motivation. The UTLC will provide short applied workshops that fit into the busy work life.

The Language Centre advocates an extension of 3,3 fte and adjustment of job profiles / wage classifications. This involves costs of € 297.928. These are mainly wage costs.

The Language Centre proposes that this extension of normative non-structural budget be temporary with a duration of two years and then consider whether and what adjustments are needed.

The Language Centre proposes to maintain the actual financial structure that includes its advisory and monitoring role to be financed from CO and curricular cursory support to be financed by the faculties and service departments.

Determination and realisation of this plan of action will be organised between July and December of 2019. The plan becomes effective per 1 January 2020.

LANGUAGE MATTERS: IMPLEMENTING AND MONITORING THE UT LANGUAGE POLICY AND CODE OF CONDUCT ON LANGUAGES, SUPPORTING THE UT ORGANISATION AND COMMUNITY

PAGE 3/1

3 ASSIGNMENT BY THE BOARD

3.1 Cause for the assignment

Commitment of the Executive Board towards the University Council to enter into a dialogue with the UT Language Centre with the aim of better aligning the offer (content & frequency) of the UTLC with the wishes of staff and students.

Code of Conduct on Languages (approved July 2019, installed January 2020), in which Article 6 contains a clear task for the UT Language Centre.

From the Code of Conduct on Languages, Article 6: Support for Language Proficiency

6.1.   The University of Twente supports its students in the following ways:
  a. by facilitating Dutch-speaking students to maintain their Dutch language proficiency. Non-Dutch speaking students are actively invited and assisted to learn Dutch so that they can pursue opportunities on the national and regional job market.
  b. by supporting the further development of their English proficiency.
  c. by training academic language proficiency, which as a minimum is implicitly integrated in the programme and its learning objectives.

6.2.   The University of Twente supports its staff in improving and maintaining their level of proficiency in Dutch and English. With a view to aiding integration in Dutch society, permanently employed international staff members are actively stimulated and assisted to learn Dutch.

6.3.   The provisions of Articles 6.1 and 6.2 are facilitated by the University of Twente Language Centre.

6.4.   Costs may apply to the facilities and services referred to in Article 6.3. The basic principle is accessibility of the offering, which means that the price will not exceed cost price.

The wish of the organisation to have one single point of contact in the field of language The language portfolio was temporarily placed with the Department of SP that ensured that the UT Language Policy was drawn up and adopted. The role of monitor has since then been temporarily assigned to the International Projects Programme Manager (first CES, now SP), with the aim of monitoring and supporting the implementation process. The intended end date of implementation is 1 January 2020.

3.2 Considerations

The most logical place to place the language portfolio on a tactical and operational level is the UT Language Centre. A large part of the tasks already lie here and this unit overviews the operational level through contacts. This means a shift on a tactical level from SP towards CES.

Tasks on a tactical level are, for example, a proactive approach with regard to the course offer (also international didactics) managing the language portfolio, further implementation of the UTLP and monitoring and implementation of the Code of Conduct on Languages.
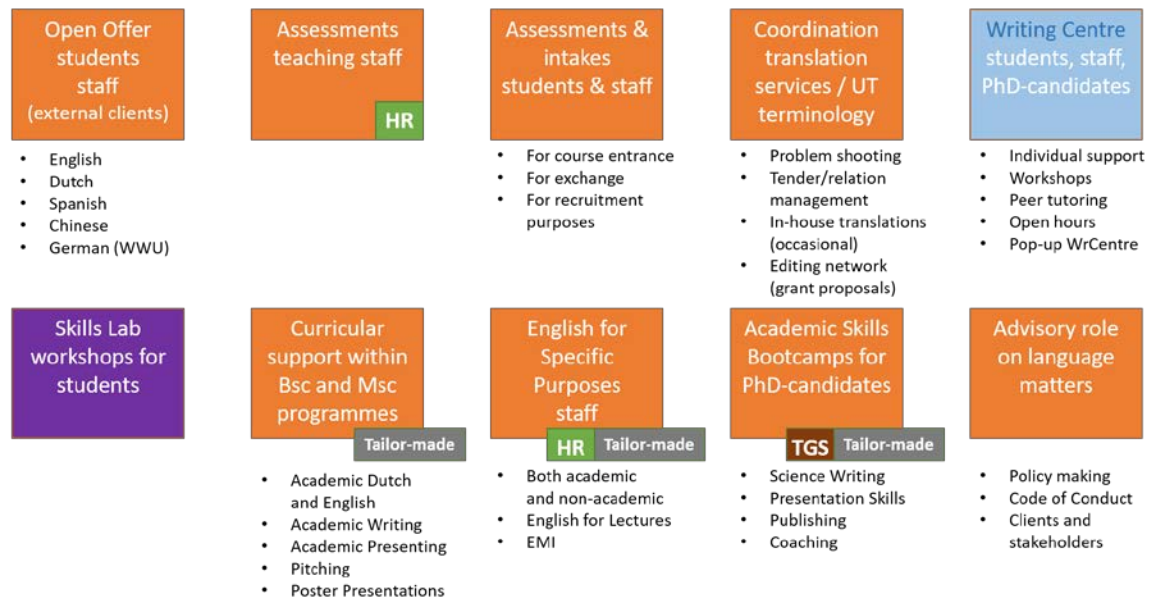
This requires a change process within CES because this is an expansion of tasks. It also requires a different role from CES.

4 CURRENT SITUATION UTLC
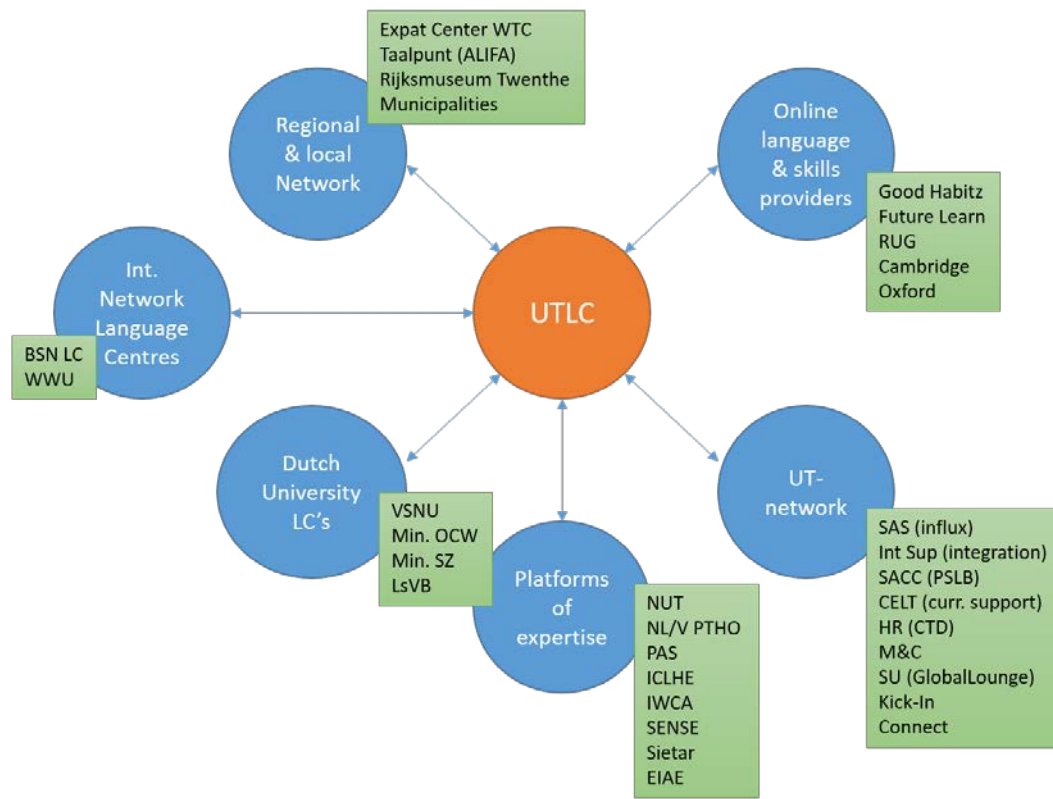
4.1 Current activities

The Language Centre operates in a wide range of activities throughout the UT, working together with different parties, clients and stakeholders. Please, see below.

Twice a year, the Language Centre meets to discuss, evaluate, check status and update the centre's project portfolio that includes the design of new products, product improvement and renewal/expansion of offer. Apart from a responsible within the Language Centre, co-operation with other parties within and sometimes outside the UT is a prerequisite. This is an extract of the product portfolio:

Check offer on FutureLearn and Good Habits and connect to/integrate in our offer	Summer 2019	KH
EDU Badge pilot with skills workshops	ongoing	KH
More variety in offer English courses for OBP	ongoing	KH
Zakelijk Nederlands voor NT1 and NT2-leerders	ongoing	CS
Introduce Language Coach	2019	KH
Using sources workshop (paraphrasing/plagiarism)	2020	MW
Working together on standardized requirements of academic English/Dutch per year (leerlijnen formuleren) + rubrics	ongoing	Team English
Train lecturers for grading language skills (CLIL)	ongoing	AV
Faster ways of assessment/grading large student numbers	2019	EvG
Increase frequency of popular workshops	ongoing	KJ
Develop academic correspondence course	2019	MW
Blend Presentation Skills with TrainTool &VR	ongoing	KH/HS
Coach scriptiebegeleiders in assessing language (CLIL)	2020	Team English
Help integrate international students and staff through language	2019	CS

The Language Centre points out that it is constantly updating, adapting and expanding its activities according to signals and demands within the organisation, as well as emerging developments within academia. To gain insight in all this, it maintains a large network of internal and external partners. In addition, some of those partners (fellow language centres, language providers in the region) also act as suppliers.

The diagram shows UTLC at the center connected to:
- Regional & local Network: Expat Center WTC, Taalpunt (ALIFA), Rijksmuseum Twenthe, Municipalities
- Online language & skills providers: Good Habitz, Future Learn, RUG, Cambridge, Oxford
- Int. Network Language Centres: BSN LC, WWU
- Dutch University LC's: VSNU, Min. OCW, Min. SZ, LsVB
- Platforms of expertise: NUT, NL/V PTHO, PAS, ICLHE, IWCA, SENSE, Sietar, EIAE
- UT-network: SAS (influx), Int Sup (integration), SACC (PSLB), CELT (curr. support), HR (CTD), M&C, SU (GlobalLounge), Kick-In, Connect

4.2 Growth and expansion

Since its establishment in 2006, the Language Centre shows a steady growth. The most significant growth features the past few years took place in the field of Dutch (NT2) and curricular skills (academic writing and presenting) support within the Bsc and Msc programmes, both a result of internationalisation. When the Language Centre started, only non-curricular support in English and Dutch was offered. In 2011 the Writing Centre was opened, followed by the Skills Lab. Both are part of the Language Centre. More detailed information on growth numbers and developments can be found in the annual report the UTLC issues every year.

Within internationalisation at the UT, the Language Centre always played a part, not only in an advisory role (Language Policy of 2012, installing class assessments), but also in the language transition in programmes and in the organisation.

4.3 Facts and figures

A small selection of some remarkable figures:

- In 2018, more than 5000 people at UT participated in a LC activity. Annual overall growth is a continuous 12 to 13 %
- From the 180k turnover on tailor-made assignments in 2018, 100k was spent by TGS, programmes spent 60k on curricular academic skills support
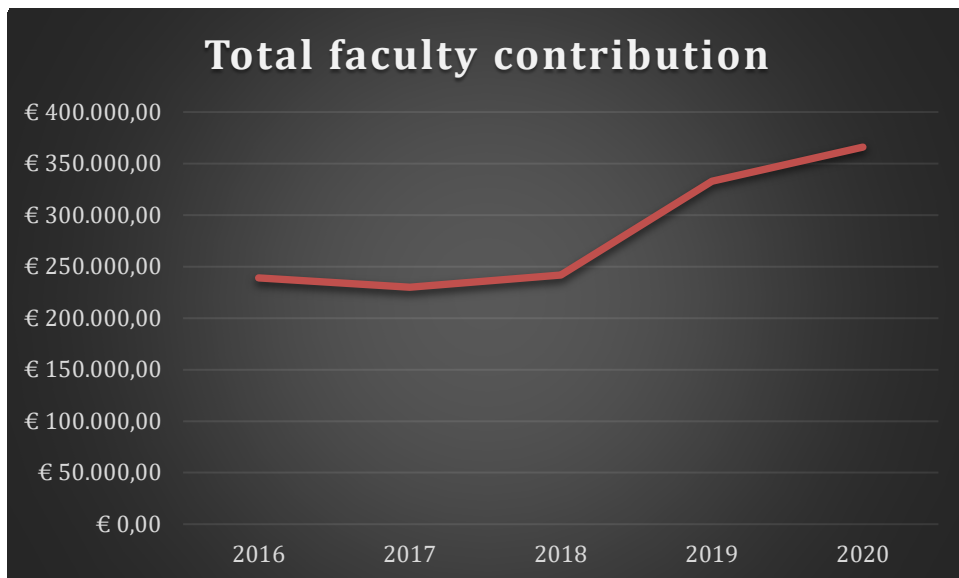- Language Support in open offer for OBP doubled in 2018, from 10k to 20k

4.4 Financing

The funding of the Language Centre has been subject to questions and lack of clarity since the beginning. Basically, the budget of the Language Centre consists of four parts: central funds, deposits by the faculties for open offer courses, income from both faculties and service departments on tailor-made courses and income from service departments on open offer courses(clients pay cost-price). Until 2018, an amount of 75k VanRhijngelden was assigned to the Language Centre for Dutch courses for PhD-candidates. Since this year, the VanRhijngelden are reallocated to Twente Graduate School. The amount of 75k is balanced with the faculty deposits.
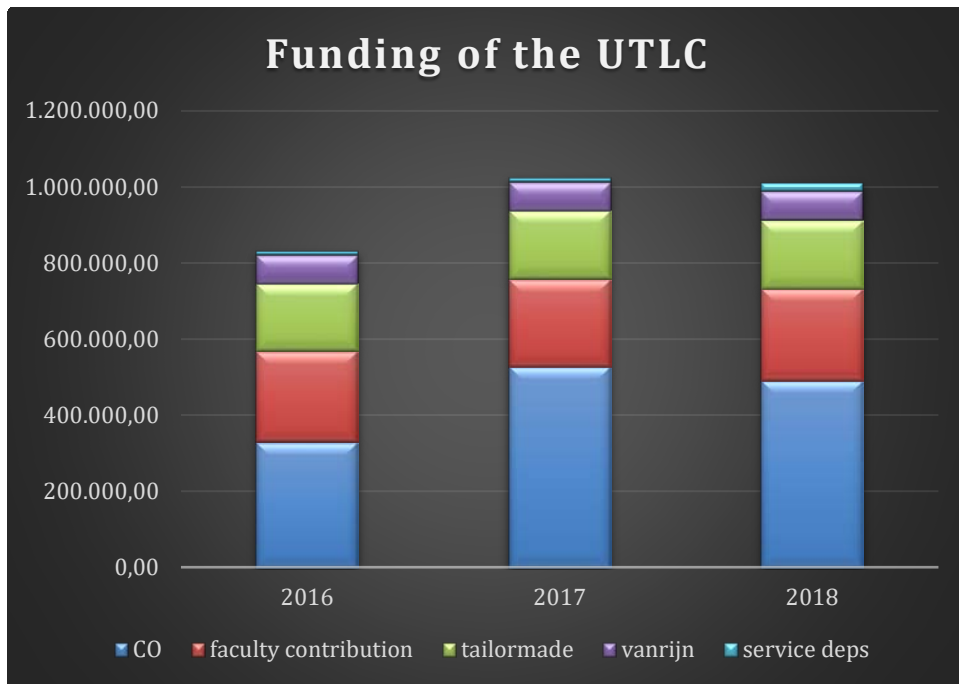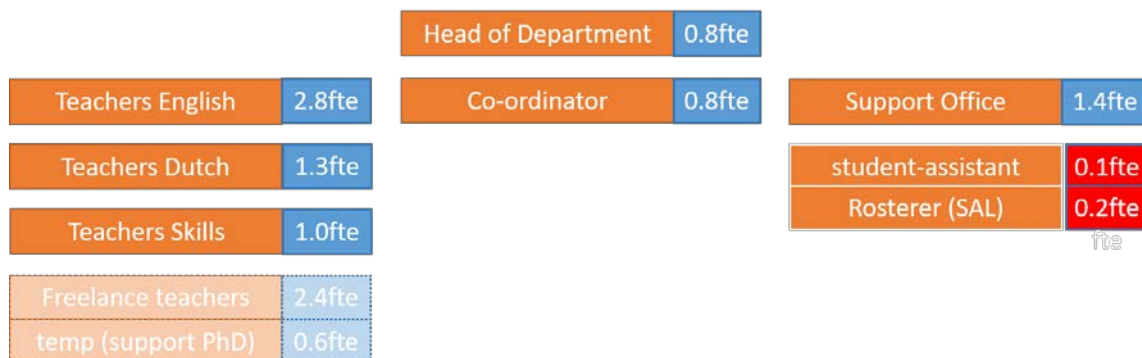
Because of this reallocation and because of the before mentioned growth due to internationalisation, the faculty contributions went up substantially this year as is visible in the following graph. Contributions by the faculties are calculated by the language centre on a t-2 basis and are annually co-ordinated with the FIN officers within the faculties.

LANGUAGE MATTERS: IMPLEMENTING AND MONITORING THE UT LANGUAGE POLICY AND CODE OF CONDUCT ON LANGUAGES, SUPPORTING THE UT ORGANISATION AND COMMUNITY

PAGE 7/1

4.5 Organisational structure

This is the current organizational structure (functiebouwwwerk) of the UT Language Centre, with a total fte of 8.1 (labour costs 663.540k):

Head of Department	0.8fte
Co-ordinator	0.8fte
Teachers English	2.8fte
Teachers Dutch	1.3fte
Teachers Skills	1.0fte
Support Office	1.4fte
student-assistant	0.1fte
Rosterer (SAL)	0.2fte
Freelance teachers	2.4fte
temp (support PhD)	0.6fte

A substantial part of the teaching by the UTLC is taken care of by freelance teachers (zzp'ers), with a total of 2.4 fte on an annual basis. The largest part of hiring freelance teachers is taken up by NT2, followed by support within the PhD skills programmes. The LC's network of qualified language and skill teachers makes it easy to scale up quickly if needed. At this point, it is important to mention that in line with public and political demand and with UT policy, curricular education is always lead by regular qualified academic staff.

LANGUAGE MATTERS: IMPLEMENTING AND MONITORING THE UT LANGUAGE POLICY AND CODE OF CONDUCT ON LANGUAGES, SUPPORTING THE UT ORGANISATION AND COMMUNITY

PAGE 8/1

5   PROPOSAL NEW SITUATION

5.1 Scope

In the previous section, extensive attention was paid to the different activities the UTLC engages in, together with and/or by order of different parties within and outside the UT.

Assuming that all current projects on the implementation of the UTLP lead by the programme manager (SP) involving HR, MC and FIN will be finished by the end of 2019 (communication plan and guideline on recruiting, compliance with UTLP in MARAPS), the scope of what the tactical, strategic and executive tasks of the LC are within the assignment at hand can roughly be divided into two areas: compliance with the UTLP and the Code of Conduct on Languages within the UT and adaptation of the LC's offer in line with UT needs.

The following is an elaboration of the approach to the two aforementioned partial assignments and the financial and organizational consequences for CES as a result.

5.2 Compliance Language Policy and Code of Conduct

As shown in chapter 2, the Language Centre already works closely together with UT and CEs bodies as stated in the schedule below.

	Faculties	Service Departments
staff	• Language coordinators (HR) • Directors operational management (MARAPS)	• LP contact persons • Directors (MARAPS)
students	• Programme managers • Module coordinators • Educationalists	• SAS • SACC • IntSup • CELT

In the context of its new strategic and tactic role, the Language Centre will act as owner of the implementation of both UTLP and CoCoL, which means that it must take more steering action if the ambitions and guidelines stated in the UTLP and CoCoL are not met. Needless to add that continued and intensified co-operation with all abovementioned parties is crucial.

What	Action	Responsible LC	Remarks
Language assessment and language proficiency teachers	• Together with HR: monitor and ensure together with faculty language coordinators that teachers language proficiency meets UT requirements • Adjust to changing situations (teacher roles) • Follow developments in the field of teacher assessments and teacher language requirements	Execution: Teachers English Supervision: Co-ordinator	• If teachers who do not meet the C1 requirement are no longer allowed to teach, a lot of weight is attached to the assessment and the reliability of the assessment instrument

Language proficiency of staff	• Co-operate with HR and within CTD and design and implement support instruments (also online) • Extend course offer ESP • Coach and support employees individually with their specific needs. • Offer a clearer and more definite improvement process for teachers who do not meet minimum requirement • Add language components to BKO (with CELT)	Execution: Teachers English Supervision: Co-ordinator	
International curriculum	• Assist and advice programmes and programme manager to design and implement innovative academic communicative elements within the international curriculum	Execution: Teachers English Strategic/Tactical: Co-ordinator Head	
Development academic communicative skills within programmes (English in English programmes, Dutch in English programmes, Dutch in English programmes, Dutch in Dutch programmes)	• Mapping language education • Design language modules (CLIL) • Ad CoCoL 4.7: help programmes comply with the requirements stated in the OER regarding the way language proficiency is tested: advice and realisation. • Help programmes with their vision on Academic English and Dutch language proficiency related to the official language of the programme as stated in CoCoL section 3.3., advice • Help programmes with the compliance of section 4.6 facilitating students to develop their language skills during the Bsc-phase in order to be able to enter an English Msc-programme. Advice and realisation.	Execution: Teachers Strategic/Tactical: Co-ordinator Head	In a number of programs the LC already provides language modules, from diagnostic testing, advice, to the assessment of content based assignments on language and the provision and assessment of writing assignments. Advice: make assessment on language elements less noncommittal.

LANGUAGE MATTERS: IMPLEMENTING AND MONITORING THE UT LANGUAGE POLICY AND CODE OF CONDUCT ON LANGUAGES, SUPPORTING THE UT ORGANISATION AND COMMUNITY

PAGE 10/1

	• Stronger deployment and training of student-assistants and peer tutors		
Assessing within recruitment	• Offer assessment tools	Support Office Co-ordinator	Tools have to be reliable and user friendly.
Admission requirements language	• Together with SAS ensure compliance of UT admission requirements on language and monitor developments on change in this field on a national level.	Head	

5.3 Additional offer of the Language Centre

What	Action	Responsible LC	Comments
Dutch courses for international staff	• Create additional offer NT2 to connect to Dutch job market	Teacher NT2	
Dutch courses for international students	• Meet rising influx and organise (short) courses prior to study start and in the beginning of the academic year to promote integration.	Teacher NT2 Co-ordinator	The UTLC has close contact to CES Departments of SAS, SACC and International Support on registration numbers and student well-being among international students.
English support for students	• With regard to individual learning reduce open offer on courses for groups and focus on individual help through Writing Centre	Teachers English Co-ordinator	
English courses for support staff	• Less focus on language acquisition courses like Cambridge certificates • Offer ESP workshops and training within open offer (no tailor-made) to guarantee access for all • Expand offer Writing Centre (introduce coaching)	Teachers English Co-ordinator	Adjustments to offer not only in type but also in frequency, form and scheduling, based on signals from within the organisation and course evaluations.
English support for academic staff	• Expand Writing Centre offer • Offer individual coaching • Train teachers to assess on academic communicative skills (CLIL)	Teachers English Co-ordinator	
Well-being of PhD-candidates	• Together with SACC integrate monitoring on	Skills teachers Co-ordinator	

LANGUAGE MATTERS: IMPLEMENTING AND MONITORING THE UT LANGUAGE POLICY AND CODE OF CONDUCT ON LANGUAGES, SUPPORTING THE UT ORGANISATION AND COMMUNITY

PAGE 11/1

	• well-being within the bootcamps and science writing courses. • Set-up a PhD Support Centre to help candidates with Academic Writing and Presenting, Editing		
Academic and Business Dutch for Dutch students	• Develop extra-curricular offer on business Dutch within the Skills Lab • Design (small) academic Dutch elements to curricular programmes (together with CELT)	NT2 teacher	
Online / blended course offer	• Strengthen link own offer to external online offer • Integrate online offer in own product portfolio	Co-ordinator	
Co-operation with external providers of language support	• Advise UT parties in calling in relevant offer by external partners when own offer does not meet requirements or size exceeds UTLC's capacity	Co-ordinator Head	

5.4 Organisational structure

5.4.1 Teacher capacity (+1.5 fte)
English: increase teacher capacity (excluding flexible layer) is based on is based on figures and developments of recent years and growth prognosis and consists of:
• Expected increase in curricular academic communicative support on the basis of growth past two years and new monitoring role: 0.8 fte
• Growth in individual support and expansion of this kind of support, Writing Centre: 0.2 fte
• Expansion of offer for Support Staff: 0.2 fte
• Shift of coordinating tasks from co-ordinator to teaching staff: 0.2 fte

Academic Dutch (+0.1)
• Small adjustment to coop with the monitoring of academic Dutch within the programmes: 0.1 fte

Change: teachers will be made owner of their educational portfolio, having them deal with not only the execution of their teaching, but making them project managers of their assignments. Part of the course co-ordination will be transferred from the LC's co-ordinator to the teachers.

5.4.2 Translations and editing (+0.4 fte)
In 2018, the Language Centre took over the coordination of the translation services, the management of the translation tender (together with the Purchase Department) and the ownership of the university's terminology list and acronym list. At the same time, it started with the development of an editing network, since an increasing number of requests on individual, departmental and organisational (Grants Support Office) level for editing keep coming in. Additionally, it has been found that in certain situations and especially on a corporate level it is advisable to have an in-house translator for urgent, highly confidential and/or media-sensitive work. The UTLC therefore advocates the addition of a translator to:
• Co-ordinate translation services, handling complaints

- Manage the translation tender and contact with translation partners
- Update and manage the terminology list, acronym lists (consolidate two to one) and Style Guide
- Perform urgent, confidential and media-sensitive in-house translations
- Co-ordinate editing services

5.4.3 Skills (+0.8 fte)

The experiences that the UTLC gains within the organisation show that, in addition to paying attention to language, it is vital to pay attention to intercultural competencies and diversity. Language and culture are inextricably linked. The past years, the offer on intercultural competence training has risen steadily. With the idea of binding substantive expertise to the UTLC, it proposes to bind a teacher of intercultural communication, with a size of 0.2 fte, based on current assignment portfolio.

Within the assignment portfolio for TGS, 0.6. fte is assigned to bootcamp and science writing support for PhD candidates. The UTLC proposes to add this academic formation to the regular team.

5.4.4 Support Office (0.6 fte)

The ever larger and more diverse influx leads to a higher workload, more actions and more intakes at the support office. Moreover, a reorganisation at FIN has led to a gap in financial administrative procedures. The UTLC has a lot of financial transactions going on. Invoicing and administration of settlements with freelance staff, as well as budget negotiations with internal customers is no longer covered. Additionally, web care, rostering, managing the CANVAS course environments, promotional activities and the design and management of the LC's course application (and course finder) are not adequately and normatively covered. The actual rosterer (0.2 fte) is a 'loan' of SAL/CES and the other before mentioned activities are taken care of by a (non-budgeted) stand-by (0.2 fte).

Given the increasing complexity of activities, the UTLC is calling for a (calculated) increase in fte's with 0.6, based and an adjustment of the job profile with according salary scale.

5.4.5 Co-ordinator and Head of Department

The role of coordinator is now a pivotal function in operations within the LC with a high drop-out risk. The co-ordinator improves and supervises processes and business operations and is responsible for budget management (i.s.m. and reporting to head of department) and management of support office and teacher teams. In this plan, the role of the LC's co-ordinator changes from an operational course co-ordinator to a co-ordinator business operations, steering teacher teams and supervising the support office. It requires that the coordinator is disconnected from lower operational activities and can focus on process improvement and the monitoring of business operations of the LC. This includes financial planning, the development and evaluation of instruments and applications, programme development and quality assurance.

The role of the head of department changes from an operational leader to a tactical and strategic leader: a full-fledged discussion partner, creative thinker and advisor at institutional level who co-directs the university's change into an international organization. With the whole of proposed changes, the head of department of the Language Centre withdraws from operational activities, transferring these to the co-ordinator of business operations, the teachers and the support office.

This leads to the following organisational structure with a growth volume of 3.3 fte and a total volume of 11.4 fte (labour costs: 1.044.454k):
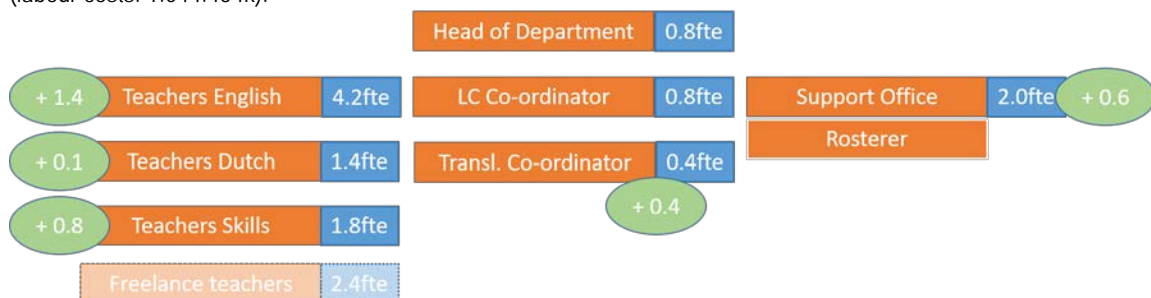
6 RISKS AND REFLECTION

6.1 Risks
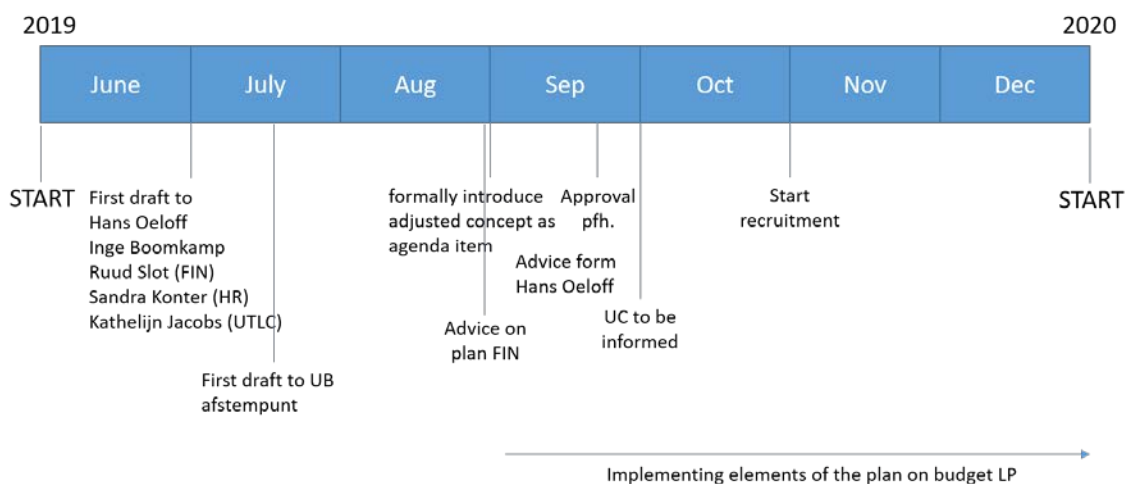The following risks are distinguished that could pose a risk to the implementation of the above:

- <u>Political</u>
  - o As mentioned the UTLC deploys a flexible pool (flexibele schil) made up of zzp'ers. A few years ago a lot of unrest arose in higher education due to the threat of government intervention in regulating the deployment of freelance teachers (Wet DBA). 1 of January 2020 a new law is expected to take effect: Wet Arbeidsmarkt in Balans (WAB). Although the Dutch government has indicated that it will not enforce this law for another year, this may have consequences for the co-operation with freelance teachers and cooperation with them might have be converted into cooperation with on-call workers through temporary appointments with fixed hours contracts.
  - o Another risk in this category is the planned mandatory pension plan for zzp'ers and price inflation, leading to substantial higher freelance rates.
- <u>Financial</u>
  - o <u>Faculty and service department contributions:</u> as shown in section 2.2 and 2.3, a substantial part of the funding of the Language Centre comes from faculties and service departments. As long as they agree with the increase of costs for academic communicative support, and allocate budget accordingly, there is no reason to change this way of funding and all is well. If a faculty or service department opposes though, this directly threats the provision of services by the LC.
- <u>Organisational</u>
  - o None of the LC's team members live in Enschede. It is difficult to attract teachers to this part of the country with all the possibilities offered to them elsewhere in the Netherlands. The Language Centre urges the HRM to come up with a <u>policy on travel allowances</u> for staff, since this is an attractive secondary employment condition for future and sitting staff.
  - o Wage classification (inschaling en functieprofielen): the rigid handling of the *functieprofielensysteem* and the inadequacy of the structure with regard to specific roles and activities at the Language Centre, also because of its embedding in a Service Department, is an obstacle.
  - o Physical visibility of the Language Centre on campus: a visible and vivid place on campus where Writing Centre, Skills Lab, Support Office and classrooms are combined is a serious option to be considered to create a hub where integration and exchange come together (e.g. combined with the service desk of the Contact Centre).
    - Include: requirements that educational innovation places on classrooms.
    - Include: solution to lack of classroom space and involving the UTLC in room allocation primary process

6.2 Reflection: campsite or city?
Do we want to build up a campsite or build a city? It is difficult to estimate the temporality of the proposed changes. It is assumed that with the advancing internationalisation the English language proficiency of employees does not require much further attention. But the development of language proficiency of students (both academic Dutch and English) and the Dutch language proficiency of international staff and students and curricular support will be a permanent point of attention. This also applies to the skills support of PhD candidates. The number of researchers continues to rise. Therefore, the nature of activities of the Language Centre and the areas in which it operates may shift, but it is not expected that the scope of services will decrease, short or long term. It is therefore argued that the proposed changes initially are limited to two years (normative non-structural) and see as of 1 January 2022, whether further adjustments will be needed.

7   TIME PATH

2019 ... 2020

| June | July | Aug | Sep | Oct | Nov | Dec |

START — First draft to Hans Oeloff, Inge Boomkamp, Ruud Slot (FIN), Sandra Konter (HR), Kathelijn Jacobs (UTLC)

First draft to UB afstempunt

formally introduce adjusted concept as agenda item

Advice on plan FIN

Approval pfh.

Advice form Hans Oeloff

UC to be informed

Start recruitment

START

Implementing elements of the plan on budget LP

7.1 Phasing

The introduction of a number of measures mentioned in this plan is not entirely in line with the impementation of this plan. A number of co-ordinating tasks are for example at this moment already being transferred from the co-ordinator and assigned to the lecturers, activities related to translation and editing are on hold due to lack of capacity, as well as process improvement of supporting tasks. From September on, the UTLC is responsible for the co-ordination of editing services for support staff. Ideally, a number of ideas proposed in this plan will already be realised between September and January. This is possible, thanks to budget available from the Language Policy (Inge Boomkamp).