



# Language Policy

- A STRATEGY FOR QUALITY

LANGUAGE POLICY COMMITTEE



**Copenhagen  
Business School**  
HANDELSHØJSKOLEN

## CONTENTS:

|     |  |    |
|-----|--|----|
| 1.  | Introduction .....   | 2  |
| 2   | Vision .....   | 2  |
| 3   | Mission .....  | 2  |
| 4.  | Strategic principles .....   | 3  |
| 5   | International and national background .....  | 4  |
| 6   | SWOT-analysis.....   | 5  |
| 7.  | Language competences for students .....  | 6  |
| 8   | Instruction/teaching in foreign languages .....  | 7  |
| 9   | Languages for research.....  | 8  |
| 10. | Danish as a second language for students and faculty.....                              | 8  |
| 11  | Language policy issues in CBS's administration, library, and external communication .. | 8  |
| 12. | Resources and strategic priorities .....   | 9  |
| 13. | The Language Policy Committee .....  | 10 |

Appendix 1. Resources and Strategic priorities - Implementation

## 1. Introduction

The CBS language policy presented here should be seen as an essential and integral part of CBS's overall strategy and of the specific strategy in the area of internationalisation

CBS has proclaimed itself a Danish university with a strong international orientation in its research and study programmes. Internationalisation has been a core element in CBS's strategic development for at least the past decade. Today CBS is among the leading universities in Denmark in terms of student exchange and in terms of the provision of a portfolio of study programmes and courses taught in English. Importantly, the themes, curricula and pedagogy of this portfolio have been designed so as to constitute a strong common learning space for both Danish and international students. CBS does not refer international students to special international-students-only tracks, nor does CBS simply offer an English language track of its Danish programme portfolio.

However, in some areas, CBS's international profile may still not yet be solid enough.

In the President's new Strategy Paper adopted by the CBS Board in October 2005, the following points are set out as prerequisites for addressing these issues and achieving an even stronger international profile:

- A leading international business school in selected areas of research and teaching
- International environment with at least 20-25% foreign students and faculty
- Exchange as an integral part of all study programmes
- Participation in strategic alliances about the provision of study programmes
- International cooperation in the Ph.D. area
- Participation in international research projects
- International ranking and benchmarking
- Hosting of international conferences
- International branding and positioning
- English and Danish as working languages

## 2. Vision

*"As a multilingual university, CBS attracts students from all over the world because of its strong international profile and quality in research and education"*

As a consequence of this international profile, CBS uses Danish and English as parallel working languages. This means that CBS attaches importance to being able to operate professionally at all levels of the university in both Danish and English, although competences and requirements will vary. This further means that all staff have a responsibility to ensure the highest possible standard and professionalism in their language use.

In addition, CBS, because of its multilingualism, offers a number of other languages as part of its degree study programme portfolio and Ph.D. programmes.

## 3. Mission

It is the aim of CBS's language policy strategy to:

- Educate students for employability in the national and international job markets, providing them with good qualifications in foreign languages (with Danish and English as working languages for the vast majority of students and additional language competence desirable)

for many students), communication skills and intercultural as well as interpersonal competences.

- Ensure quality in language provision for all students in order to ensure this employability
- Create an international environment at CBS by welcoming students and faculty of all nationalities
- Improve Danish faculty's language competence for both research and teaching purposes
- Improve language competence for CBS's administrative staff
- Support and assist foreign students and faculty in acquiring competence in Danish language and Danish culture
- Raise awareness about the necessity of language competence among students and staff

It should be pointed out that this language policy strategy primarily addresses the issue of professional language competence and the intercultural competence that comes naturally with language learning and not intercultural competence as a separate subject.

#### **4. Strategic principles**

CBS's language policy is based on the following principles:

- Language competence and intercultural competence are increasingly important globally, and can be seen as complementary to graduates' other qualifications
- CBS does not prescribe one particular version of English for its students or staff but aims at correct, lucid and effective 'international standard English', essentially based on British and American variants, in its written products, whereas more variation can be expected in spoken English.
- English will continue to be increasingly important as a second or parallel language to Danish at CBS, but linguistic competence in additional languages is a major strength of CBS, and can give its staff and graduates a significant competitive edge if sufficiently well-developed
- Content and form in major student assignments are two sides of the same coin, and all teachers are required to address both aspects when assessing the quality of students' performance<sup>1</sup>. Evaluation therefore entails the assessment of the precision and appropriacy of the language of student work, in writing and in speech, as an integral dimension of content
- As a Danish academic institution, CBS has a particular responsibility for contributing to the maintenance of Danish as a language of science and popularisation and knowledge dissemination. This commitment is fully compatible with the goal of developing high levels of multilingualism
- CBS must ensure the quality of the English of any teaching and administration staff who are expected to function with a high level of competence.
- Formulating and implementing a language policy is the responsibility of the university, its teaching and administrative staff. However, it must be emphasized that responsibility for developing and professionalizing the students' language competences also rests with the students themselves.

As a Danish university CBS will continue to foster the Danish language as a full-scale language of teaching and research. It is recognized that in a number of CBS's research areas, English is the de facto lingua franca of the academic community  
In other areas, Danish remains the central language. CBS also uses several other European and Asian languages for scholarly purposes

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<sup>1</sup> Section 11 (1) "When assessing bachelor projects, master's theses, master's projects and other major written assignments, as well as their academic content, emphasis should also be placed on the students' spelling and writing skills, regardless of the language in which the assignment is written, cf. Section 5. The curriculum stipulates the extent to which spelling and writing skills are weighted in the overall assessment of examination performance, but the academic content must always be weighted most heavily". Ministerial Order on University Examinations, August 2004.

The latest revision of the University Act emphasises the obligation of universities to communicate its research to 'society in general', which in practice means a Danish audience and therefore requires Danish.

However, CBS will probably continue to offer an increasing number of programmes and courses in English. Any decision about whether a degree or a course should be taught in Danish or English will be based on the professional orientation in question, pedagogical considerations, and the intended market for graduates.

CBS puts great emphasis on our graduates' employability on the Danish and European/international labour market. Therefore our goal is high professional competence for all students and staff in both Danish, if Danish citizens, and English and also the opportunity to acquire competence in further foreign languages, several of which are central to degree programmes in both faculties. CBS sees it as a competition parameter to equip our graduates with the best possible language portfolio.

Implementation of an appropriate language policy is central to CBS's internationalisation. It needs to be addressed explicitly and professionally in all CBS activities.

## **5. International and national background**

Language policy issues at universities have been on the agenda at both the European and the national level for a number of years. The EU is committed to maintaining linguistic diversity in Europe, and several Commission documents advocate a general policy objective of all citizens in the Union learning the mother tongue and two foreign languages<sup>2</sup>, a goal that higher education must facilitate<sup>3</sup>.

At the national level in Denmark, the Danish Rectors' Conference produced a paper in March 2003<sup>4</sup>, which sets out a number of general recommendations in the area for the individual university to include in its language policy.

In addition, a policy document of the Danish Rectors on 'Internationalisering af de danske universiteter: Vilkår og virkemidler' from February 2004, lists eight points for thorough analysis when formulating language policy and making guidelines:

- Choice of languages of instruction for specific degrees,
- The languages of teaching materials,
- Quality control when English is used by non-native speakers, and in-service training,
- Danish for foreign students as an integral part of their studies in Denmark,
- The languages of university publicity and regulations, and proficiency requirements for university employees dealing with foreign students, teachers and researchers,
- Strengthening the foreign language and intercultural competence of all students,
- Languages of publication by researchers,
- Levels of competence for new students and permanent and temporary teaching and research staff, including access to Danish

<sup>2</sup> "Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006"

<sup>3</sup> "Europass Language Passport: Europass, a co-ordinated collection of documents designed to achieve transparency of qualifications and competences and thereby facilitate movement for education and employment in Europe, was launched by the European Union in Luxembourg in January 2005. One of its component documents is a Language Passport based on the standard adult passport of the European Language Portfolio (ELP) and the reference levels developed in the Common European Framework of Reference for Languages (CEFR). This electronic Language Passport, which can be filled in on-line or downloaded in many language versions, was developed by the Language Policy Division of the Council of Europe in co-operation with Cedefop for the European Commission and will help raise public awareness of the ELP."

<sup>4</sup> "Sprogpolitik på de danske universiteter: Rapport med anbefalinger", March 2003

- Language policy as a central concern of internationalisation is also stressed, including the responsibility of institutions for maintaining Danish as a language of scholarship. The same point is a central concern in the Ministry of Culture's "Sprog på Spil – Et udspil om dansk sprogpolitik," 2003.

These recommendations are important as a means of setting local priorities and formulating implementation policies. However, the broader context needs also to be considered, and in particular the internationalisation of higher education as a result of the 'Bologna Process'. The EU supports this actively, and 45 European states are now committed to it. It aims at the creation of a single European Research and Education area by 2010. This entails structural uniformity (a standardised BA/BSc, MA/MSc and PhD degree structure), quality assurance nationally and internationally, and mutual recognition of degrees and study periods between institutions.

The reference in policy statements (the most recent emanating from the bi-annual meeting held in Bergen in 2005) to attractiveness and competitiveness derives from a wish to succeed in the market for the best foreign students. The Bologna Process is substantially influenced by the international tendency to see education as a market rather than a public service, with institutions in competition with each other internationally, and fee-paying the norm. There are strong forces (mainly located in the 'English-speaking countries') that wish higher education to be treated as a service industry governed by WTO principles, and in particular the General Agreement on Trade in Services (GATS).

While European states are in theory committed to maintaining the cultural and linguistic diversity of the existing states, to university autonomy, and the principle of public responsibility for higher education, there is thus a strong international trend towards the commodification of higher education. This could lead to 'international' market forces eroding national and institutional autonomy. One aspect of this is the increasing use of English as the medium of instruction. There is even a tendency to interpret 'internationalisation' as mainly meaning 'education through the medium of English'. It is therefore extremely important that CBS formulates explicit policies for the use of Danish, English and other languages, in order to equip its staff and students to meet both Danish and international needs optimally.

## 6. SWOT-analysis

The following SWOT-analysis shows how well prepared CBS is to meet the linguistic challenges of its international strategy and which opportunities should be used to counter the weaknesses and threats.

### **Strengths:**

- Strong international commitment
- Multilingual institution with a wide range of intercultural competences.
- Foreign language programme portfolio characterised by diversity
- Growing body of international students and faculty
- Growing international research publication.
- Language support unit
- Innovative culture, willingness to learn

### **Weaknesses:**

- Many students seem to be unaware of the limitations of their English, especially in writing.
- Students' written Danish does not always meet the desired academic standard.
- Not all members of faculty are competent to teach in English
- The English used in many administrative contexts is of insufficient quality

- There are insufficient opportunities for both students and faculty to maintain and further develop other foreign languages
- There is a shortage of resources for autonomous foreign language learning and a lack of the necessary guidance in identifying the need for them and in accessing them.
- Insufficient provision of Danish as a foreign language and Danish culture for foreign students and faculty
- The Language Center has a limited range of functions and is not adequately resourced and its current definition as a self-financing operation precludes its use by many CBS units and staff members
- CBS does not address the requirements of the Ministry's exam regulations systematically in the area of assessing language skills.

#### **Opportunities:**

- Increase of support facilities
- Strengthening of the international mindset of the students and their own responsibility for foreign language competences
- Introduction of the European Language Passport "Europass", cf note 3 on page 4.
- Staff development in foreign languages (both academic and administrative)
- Integration of a language dimension into the teaching and learning strategy of CBS
- Increase of foreign faculty

#### **Threats:**

- Resource constraints for the implementation of language policy
- Employment conditions for top foreign faculty unattractive
- Lack of E-learning programmes for autonomous language learning
- Pressures on the degree syllabi with regard to academic content tend to lead to resistance to the integration of language competence development in most degree programmes.

## **7. Language competences for students**

### **7.1 Danish language competence for Danish students**

Teachers at Danish universities, and also, perhaps more importantly, employers of university graduates, have been known to point out that Danish students and graduates often lack an adequate command of academic writing skills in Danish. This should be remedied by ensuring the evaluation of both content and form of exam papers and through regular feedback to students on the quality of the language of their written assignments. This is partly a question of accuracy or correctness, and partly a matter of using sentence, paragraph and discourse structure effectively so as to convey and signpost arguments logically, through observing the appropriate stylistic and genre conventions for the relevant task. If need be, students should be referred to a CBS Writing Development Centre, which needs to be established.

### **7.2 English language competence for Danish students**

CBS recognises English as a language which must function and be used alongside Danish in many of its study programmes. Presently CBS has 16 full degree programmes taught entirely in English (5 undergraduate and 11 graduate, not counting executive programmes), and courses taught in English are an integral part of many other programmes.

However, students sometimes fail to derive the desired professional benefit from such courses because of their insufficient English language competence. They lack the oral interactive and academic writing skills that are expected of students in such programmes, and which CBS as the quality guarantor of students' qualifications must ensure.

To remedy this situation, CBS should normally require the highest possible entry level in English from the secondary school system, which is consistent with the other academic requirements of the particular degree programme. Similarly, both Danish and foreign students with a bachelor's degree should have the level of their English checked when they apply for admission to a master's programme

In addition, all students should be offered regular feedback on the quality of their English. Some of their written assignments should be assessed as a basis for giving students advice about their level, and if this is problematic, what they should do to improve it. As in the case of Danish, the development of academic written English should be a primary concern of a CBS Writing Development Center.

### **7.3 Competence in other foreign languages**

As a Danish university, CBS is committed to taking initiatives to support the European recommendation of mother tongue + two foreign languages. In practical terms at CBS, this policy for Danish students means mother tongue + English + the possibility of learning one or more additional languages. As a natural consequence of Danish and English as two parallel working languages in academia, all students are dependent on having a high level of proficiency in Danish and English (reading, listening, writing, speaking). This may not necessarily be the case as regards a second or third foreign language, where sometimes only some of the four skills are required

Except for students of languages other than English at the Faculty of Language, Communications and Cultural Studies or in the SPRØK, ASP and CEMS programmes, students are not taught, or taught in, those languages anywhere at CBS. In reality this means that for all students outside these programmes, acquiring or maintaining such additional language skills is basically the students' own responsibility. In order to support students in this regard, CBS should establish better conditions for autonomous learning through the provision of courses and various types of ICT-based learning facilities. In addition, CBS should introduce and actively promote the Europass/European Language Portfolio as a tool for students in their work with their language profile.

For those students who are doing degrees in foreign languages other than English it is important to make sure that they acquire a high level of competence and thereby acquire a genuine comparative advantage through their expertise in these languages.

### **7.4 English language competence for non-Danish students**

Ensuring the level of language competence of incoming exchange students is basically the responsibility of the sending university. However, CBS can and does manage this issue by clearly informing our partners of the required level of English and of our expectations that their students must meet our requirements. If and when this fails to happen, we must respond with clear feedback and ultimately cancel agreements where partner universities cannot live up to our expectations.

When it comes to accepting foreign students for full-time programmes CBS can, and does, require documented testing of students' language competence as a condition for acceptance

## **8. Instruction/teaching in foreign languages**

The quality of teaching delivered in English by CBS faculty is an area of concern. It is a crucial factor for the success of CBS's internationalisation strategy. Students routinely provide evaluative feedback on CBS courses offered in English. These suggest dissatisfaction with what is often perceived as the inadequacy of lecturers to deliver their teaching optimally in English. Research in The Netherlands indicates that lecturing staff tends to evaluate their competence in English more highly than do their students

Even if there is some degree of subjectivity in such evaluations, if English-language instruction is not experienced as being good, the problem needs to be addressed

It is unacceptable for any students (whether exchange-students, foreign full-degree students, or Danish students) to have cause for feeling dissatisfied, particularly if this is a valid complaint. It will reflect very negatively on CBS and leave an impression of amateurism which CBS should not accept.

On the other hand it is unreasonable to expect that Danish university staff should be capable of functioning as well in English as they can in their mother tongue. Many lecturers are able to teach in English to a high standard, but quite a number are not. Some may not be aware of or accept this fact. What is therefore needed is a system to provide assistance and support to those lecturing faculty who need to bring their competence in English up to the high standard required. It is not the case that all currently employed faculty can be expected to deliver teaching in English, but CBS needs more teachers who can teach professionally in English.

CBS should therefore focus on identifying those teachers who need development of their English-teaching competence. Others may need to be kept away from this type of teaching. The Language Center's PLATE (Project in Language Assessment for Teaching in English) programme should be used as an obligatory tool to ensure quality in the teaching in English.

## **9. Languages for research**

The responsibility for the language of research publications primarily rests with the author. English has established itself as the dominant lingua franca of academia. Thus, faculty in many research fields are dependent on a good oral and written command of English. Publication in English has become the key (in most areas) to having articles, books etc. published for the international research communities. Even though the responsibility for publications rests with the author, it is unreasonable to expect all faculty to write error-free English that is ready for publication. Measures need to be put in place to ensure that the English texts of CBS scholars can be checked for the accuracy of the language before they are submitted for publication. However, the use of Danish as a language for publication and knowledge dissemination should also be emphasised. In some research areas, e.g. law, Danish is a major language for publication and all researchers need professional Danish for their work with knowledge dissemination outside their narrow research communities; cf. section 4, bullet 5 and first paragraph on p. 4.

## **10. Danish as a second language for students and faculty**

At any one time, CBS has more than 1,500 students for whom Danish is not their mother tongue. Most of these are exchange students and increasingly 'free-movers' or full-degree students. Even though these students are attracted to CBS by the courses offered and taught in English, many are keen to learn some Danish.

CBS should allocate funds to offer these students – and very importantly foreign faculty as well – additional courses in the Danish language. For foreign faculty and staff this is also a means to integrating them more fully in the administrative work of the school.

Not only will their temporary stay in Denmark be more rewarding; their roles as ambassadors for Denmark will increase as well.

Furthermore, their interest in remaining in Denmark will be strengthened when a basic knowledge of Danish makes it easier for them to find jobs in local companies.

## **11. Language policy issues in CBS's administration, library, and external communication**

The use and quality of language, Danish as well as English, used in CBS's various administrative offices and the Library also need to be addressed.

The language use of administration, Library and in external communication contributes significantly to the total 'language image' of CBS, as these units are often very important points of contact for students and staff, Danish as well as foreign. It is therefore essential for the quality of both Danish and English to be excellent. The following issues need to be addressed:

- All administrative staff is required to administer in Danish as well as in English. However, requirements and competences differ
- Not all staff in these units has sufficiently high levels of (often particularly written) Danish and/or English. This must be addressed through increased focus on this aspect when recruiting and through in-house training in languages
- All units should have at least some staff who are well-qualified to deal with foreign students and staff in good quality English
- Some types of administrative work may have to be only in English (specific programmes, for example)
- Routines for when high-quality English must be ensured and when less may do are necessary; e.g. differentiation on the basis of types of 'customers'
- It is not realistic to expect that all external communication is quality-assured by The Language Center. It is necessary to decide on cut-off points as regards what must and what need not go through such quality-assurance
- Initiatives must be taken to ensure that all CBS communication in English – official letters, study regulations, websites etc. – is of a highly professional nature
- Departments should decide which types of external communication need to have the quality of the language checked (either by the Language Center or equivalent expertise) before they are made public.

## 12. Resources and strategic priorities

The language policy committee is not in a position to make decisions about how to allocate resources for the large number of initiatives which, ideally, should be taken to improve CBS's professionalism in the area of languages. However, in what follows we suggest a list of priorities, indicating which areas we find most pertinent.

### Organization and Strategy

- A **Language Policy Committee** should be established to oversee and assist implementation of the policy recommendations. It should be a small committee with representation of staff (teaching and administrative) and students
- **Strategies for implementing** the language policy need to be evolved. This includes clarifying how awareness of the issues can be raised, identifying what the challenges are for staff and students, how the desired goals can be achieved and which means should be used for quality assurance
- The role, organisational status, staffing and resourcing of **The Language Center (LC)** as a service unit for CBS's students, faculty and administrative staff must be clarified.

### Students

- All new students in those CBS degree programmes which are taught in English should be offered a **diagnostic test of written and oral English** early in their life at CBS. A pilot project testing students on the programs taught in English or a segment of these programs could be a good way to start. The number of such students is approximately 250 undergraduate students (HA IB, HA POL, HA Service Management) and 500 graduate students. This may well have to be partly financed by fees paid by students
- All students writing **major assignments** must be offered the opportunity to have their written **academic language assessed** at intervals in connection with their written assignments
- A **CBS Writing Development Center** (as part of LC) should be established where those students who have problems with their written English or Danish may get advice on how to improve. This may well have to be financed by fees paid by students

- **Autonomous learning materials** should be developed through the provision of courses and various types of ICT-based learning facilities to support students in acquiring or maintaining on their own initiative additional language skills in a second or third language.
- **An English language preparatory module** is established as part of CBS's International Summer University Programme. This may have to be financed by fees paid by students.
- **The Europass/European Language Portfolio** should be introduced as a tool for all students to document their language competences.

#### Faculty

- Many members of CBS's faculty are expected **to teach in English**. However, it is not reasonable to expect that all staff should be able to do so without preparation and assistance. Therefore, assessment of this ability should be properly institutionalised and actively encouraged and supported, for instance through further use of the PLATE-programme (cf. Section 6)
- **A programme** to help teachers who have not been assessed positively should be made **compulsory** before these teachers are allowed to teach in English.

#### Researchers

- Funding should be provided or the mode of financing the Language Center should be changed to allow **routine revision of articles** to be published in English
- **Courses in Academic English for Publication** should be run regularly and faculty encouraged to participate in these

#### Administrative staff

- **Targeted programmes to assist the development of linguistic competences** of CBS's administrative and Library staff should likewise be developed and implemented in CBS's organisation.

#### All CBS employees

- **Language skills** should be assessed in connection with the **recruitment of personnel** (faculty and administrative staff)

### 13. The Language Policy Committee

Bente Kristensen, Vice President, Chair

Ole Helmersen, Department of English

Annette Willemoes, Head of Department, Department of French, Italian, Russian, Spanish and German (FIRST)

Dorte Salskov Iversen, Head of Department, Department of Intercultural Communication and Management

Robert Phillipson, Department of English

Jens Aaris Thisted, Dean, Faculty of Economics and Business Administration (Former Chair of The International Committee)

Liselotte Brændstrup, CBS Library and IT-Service

Daniel Skavén, Student (MS)

Jacob Egelykke Rasch, Student (DSR)

Robin Jensen, Head of International Office

Lars Thorsen, Vice Director, Communications

Kirsten Winther Jørgensen/Conni Tamborg, Presidents Office

**Appendix 1  
Resources and strategic priorities – Implementation**

**Organization and Strategy**

| Aims   | Means  | Responsibility   | Costs/resources  | Quality assurance                    | Order of priority |
|--|--|--|--|--------------------------------------|-------------------|
| <p>A Language Policy Committee should be established to oversee and assist implementation of the policy recommendations. It should be a small committee with representation of staff (teaching and administrative) and students</p>  | <p>Establishment of a Language Policy Committee (in the following: LPC)<br/><br/>Decision on the size of LPC</p>   | <p>The CBS Management Group (Ledergruppen, in the following: LG)</p> | <p>-</p>   | <p>-</p>                             | <p>Short term</p> |
| <p>Strategies for implementing the language policy need to be evolved. This includes clarifying how awareness of the issues can be raised, identifying what the challenges are for staff and students, how the desired goals can be achieved and which means should be used for quality assurance.</p> | <p>Appointment of chair<br/><br/>Elaboration of a detailed Implementation programme involving Study Boards, Heads of Departments, etc.<br/><br/>Monitoring the implementation of initiatives</p>   | <p>LPC</p>   | <p>-</p>   | <p>LPC Annual report to LG</p>       | <p>Short term</p> |
| <p>The role, organisational status, staffing and resourcing of The Language Center (LC) as a service unit for CBS's students, faculty and administrative staff must be clarified.</p>  | <ul style="list-style-type: none"> <li>• To decide if LC should be placed as a unit within the CBS Central Administration</li> <li>• To decide if funding should be given as a basic funding</li> <li>• To decide the size of the basic funding</li> <li>• To decide enlargement of staff</li> <li>• To define the task portfolio of LC recommended by The Language Policy Committee (LPC)</li> </ul> <p>To decide which services are to be covered by the basic funding and which are to be paid for.</p> | <p>LG</p>  | <p>Basic funding of 2 - 3 fulltime equivalents<br/><br/>Fees paid for services</p> | <p>LC in an Annual Report to LPC</p> | <p>Short term</p> |

## Students

| Aims  | Means  | Responsibility   | Costs/resources   | Quality assurance                           | Order of priority  |
|---|--|--|---|---|--|
| <p>All new students in those CBS degree programmes which are taught in English should be offered a <b>diagnostic test of written and oral English</b> early in their life at CBS. A pilot project testing students on the programs taught in English or a segment of these programs could be a good way to start. The number of such students is approximately 250 undergraduate students (HA, IB, HA, POL, HA, Service Management) and 500 graduate students. This may well have to be partly financed by fees paid by students.</p> | <p>Phase 1:</p> <ul style="list-style-type: none"> <li>• Development of a CBS-test (pilot project)</li> <li>• Decision on the student fee.</li> <li>• Selection of students to participate in the pilot project.</li> </ul>  | <p>Phase 1:<br/>LC in cooperation with Department of English</p> | <p>Phase 1:<br/>The Basic funding<br/>Approximately DKK 200.000<br/>2006: 100.000<br/>2007: 100.000</p> | <p>Phase 1:<br/>LC Annual Report to LPC</p> | <p>Phase 1:<br/>Short term</p>   |
| <p>All students writing major assignments must be offered the opportunity to have their written academic language assessed at intervals in connection with their written assignments<sup>1</sup></p>  | <p>Phase 2:<br/>Running the CSB- test</p>  | <p>Phase 2:<br/>LC</p>   | <p>Phase 2:<br/>Student fees</p>  | <p>Phase 2:<br/>LC Annual Report to LPC</p> | <p>Phase 2:<br/>Long term (To be effective from enrollment of students 01.09.2007)</p> |
| <p>All students writing major assignments must be offered the opportunity to have their written academic language assessed at intervals in connection with their written assignments<sup>1</sup></p>  | <p>Phase 1:</p> <ul style="list-style-type: none"> <li>• To define "Major written assignments" according to the Ministerial Order on University Examinations</li> <li>• To compose a letter to the Study Board Chairpersons asking how they will make sure to comply with the Ministerial Order</li> </ul> | <p>Phase 1 and 2:<br/>LPC (and Study Boards)</p>                 | <p>-</p>  | <p>Annual Report to LG</p>                  | <p>Short term</p>  |

<sup>1</sup> Section 11 (1) "When assessing bachelor projects, master's theses, master's projects and other major written assignments, as well as their academic content, emphasis should also be placed on the students' spelling and writing skills, regardless of the language in which the assignment is written, cf. Section 5. The curriculum stipulates the extent to which spelling and writing skills are weighted in the overall assessment of examination performance, but the academic content must always be weighted most heavily". Ministerial Order on University Examinations, August 2004.

| Aims   | Means  | Responsibility                       | Costs/resources  | Quality assurance                                     | Order of priority  |
|--|--|--------------------------------------|--|---|--|
|  | <p>Phase 2:<br/>Elaboration of a strategy depending on the answers from the Study Boards</p> |                                      | <p>Phase 2:<br/>If necessary additional internal assessors with linguistic expertise must be appointed.<br/>Financed by CBS basic funding.</p> | Annual Report to LG                                   | Short term   |
| <p>A CBS Writing Development Center (as part of LC) should be established where those students who have problems with their written English or Danish may get advice on how to improve. This may well have to be financed by fees paid by students.</p>                        | <p>Establishing of a Writing Development Centre for students</p>                             | LC                                   | Financed by fees   | Annual report to LPC                                  | Longer term (according to requirement)                                   |
| <p>Autonomous learning materials should be developed through the provision of courses and various types of ICT-based learning facilities to support students in acquiring or maintaining on their own initiative additional language skills in a second or third language.</p> | <p>Development of autonomous learning materials</p>  | LC/CBS Learning Lab                  | Financed by a combination of CBS development funds and funding from external sources   | Annual report to LPC                                  | Medium term (depending on resources and time to develop/adapt materials) |
| <p>An English language preparatory module is established as part of CBS's International Summer University Programme. This may have to be financed by fees paid by students.</p>  | <p>Courses</p>   | LC and The International Office, CBS | Fees paid by students  | The ISUP Reporting                                    | Short term   |
| <p>The Europass/European Language Portfolio should be introduced as a tool for all students to document their language competences.</p>  | <p>Elaboration of an implementation programme</p>  | LPC                                  | Fees   | The Implementation programme is to be submitted to LG | Medium term  |

### Faculty

| Aims   | Means   | Responsibility                  | Costs/resources                       | Quality assurance                            | Order of priority |
|--|---|---------------------------------|---------------------------------------|--|-------------------|
| Many members of CBS's faculty are expected to teach in English. However, it is not reasonable to expect that all staff should be able to do so without preparation and assistance. Therefore, assessment of this ability should be properly institutionalised and actively encouraged and supported, for instance through further use of the PLATE-programme (cf. Section 6) | Decide that participating in PLATE tests is mandatory | LG                              | -                                     | -  | Short term        |
|  | Further development of the PLATE project              | LC                              | Basic funding                         | LC Annual Report to LPC                      | Short term        |
|  | Tests   | LC                              | Basic funding                         | LC Annual Report to LPC/ Student Evaluations | Short term        |
|  | Follow-up towards employees                           | Study Boards/Head of Department | Funds earmarked for staff development | -  | Short term        |
| A programme to help teachers who have not been assessed positively should be made compulsory before these teachers are allowed to teach in English.  | Courses, individual programmes                        | LC                              | Fees paid by Departments              | LC Annual Report to LPC                      | Short term        |

### Researchers

| Aims   | Means  | Responsibility                      | Costs/resources                     | Quality assurance                   | Order of priority |
|--|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------|
| Funding should be provided or the mode of financing the Language Center should be changed to allow routine revision of articles to be published in English | Cf Organization and Strategy, item1 the discussion of basic funding and the LC portfolio | Cf Organization and Strategy, item1 | Cf Organization and Strategy, item1 | Cf Organization and Strategy, item1 | Short term        |

| Aims   | Means  | Responsibility                     | Costs/resources | Quality assurance   | Order of priority |
|--|--|------------------------------------|-----------------|---|-------------------|
| Courses in Academic English for Publication should be run regularly and faculty encouraged to participate in these | Courses are already offered                        | LC                                 | Fees            | LC Annual Report to LPC/ Participation Statistics from LC | Short term        |
|  | An "awareness" campaign to stimulate participation | LC/ Head of Departments/ employees | -               | -   | Short term        |

#### Administrative staff

| Aims  | Means   | Responsibility                                | Costs/resources    | Quality assurance        | Order of priority |
|---|---|---|--------------------|--------------------------|-------------------|
| Targeted programmes to assist the development of linguistic competences of CBS's administrative and Library staff should likewise be developed and implemented in CBS's organisation. | To debate if funds should be allocated to enhancement of linguistic competences | LG  | -                  | -                        | Short term        |
|   | Staff development programmes  | Head of administrative units/<br>The employee | -                  | The Annual Report to LPC | Short term        |
|   | "Learning by doing"   | Head of administrative units/<br>The employee | -                  | The Annual Report to LPC | Short term        |
|   | Courses   | LC and other service providers                | Fees paid by units | The Annual Report to LPC | Short term        |
|   | Maintenance of linguistic competences   | Head of administrative units/<br>The employee | -                  | The Annual Report to LPC | Short term        |

**All CBS employees**

| Aims   | Means  | Responsibility                             | Costs/resources | Quality assurance | Order of priority |
|--|--|--|-----------------|-------------------|-------------------|
| Language skills should be assessed in connection with the recruitment of personnel (faculty and administrative staff). | To draw up specific demands to linguistic competences in connection with recruitment | Leaders with responsibility of recruitment | -               | -                 | Short term        |