



Language policy for the University of Copenhagen

Adopted by the Board on 26 January 2021 as a strategy 2023 project.

Introduction

In Strategy 2023, UCPH is described as an internationally oriented university anchored in a Danish culture. The University of Copenhagen should be known internationally as an open and ambitious knowledge institution. The University's graduates must acquire international competences and a global outlook, just as students and academic staff should draw inspiration from the surrounding world and be equipped to contribute to a society undergoing rapid change.

The University of Copenhagen has a need for a language policy that promotes a parallel-language working and study environment with fewer language barriers for both staff and students and which supports the University's core activities. The aim of this language policy is to ensure that the University maintains and expands its role as a strong knowledge and social institution that has national and international impact. The language policy is intended to promote a good learning environment and a good workplace for all students and staff – regardless of language and cultural background.

The background and motivation for the language policy set out below are described in the memo 'Background for a language policy at UCPH'.

Principles

Language and employees

1. Employees' English-language skills

1.1 All employees at UCPH must have English-language skills that match the level of English that is necessary to perform their job and to participate in general work-related activities. Paid English-language courses must be offered by the department/unit where necessary.

1.2 When recruiting new employees, the expectation of English-language proficiency must always be clearly stated in the job advert.

1.3 The PhD schools must establish common requirements across UCPH for international PhD students' English-language skills. These skills must be obtained before starting the PhD.

1.4 All employees must, to the extent necessary, be aware of the tools that support UCPH as a parallel-language workplace (KU translate, KULEX, Memsource, meeting templates in Danish/English, etc.) and other necessary language support.

2. International employees' Danish-language skills

2.1 In general, it is expected that tenure-track assistant professors, associate professors and professors are able to contribute to teaching in Danish after 3-6 years, including grading and supervising students – at a level of skills that corresponds to the teaching they are to undertake.

2.2 The relevant manager must communicate the expectations for employees set out in 2.1 in job adverts and at job interviews and during the first years of employment, and look into their need for support in order to meet the expectation.

2.3 International tenure-track assistant professors, associate professors, professors, managers as well as permanent technical and administrative staff are to be offered paid, targeted Danish-language courses, preferably on campus. This offer must be clearly articulated during the job interview. It is necessary that management allows for devoting the necessary time during working hours for taking Danish-language courses. This may, for a period of time, replace other duties, for example teaching.

2.4 In relevant cases, international staff in fixed-term positions must be encouraged to learn Danish with regard to improving their career opportunities in Denmark and enhancing their integration at

the workplace and in Danish society. Thus, the department/faculty should also offer Danish language courses to fixed-term staff members and PhD students.

3. Involvement and meetings

3.1 All employees must be given the opportunity to participate in councils, boards and committees. Efforts should be made to ensure a flexible approach to the use of language and the planning of meeting material.

3.2 For all standing committees, each department/unit should agree on and write down clear procedures for language choice at meetings and in meeting material (to be updated when the composition of members changes). The individual committee chair is responsible for this.

3.3 At other meeting activities, seminars, department days, etc., the language of the meeting must be decided on and reasoned before the meeting, and the meeting language must be indicated on the meeting notice.

4. Administrative services to support inclusion

4.1 To the extent possible, there should be an efficient, joint and coordinated translation of Danish administrative texts into English across the University. Translation must be carried out at the highest possible organisational level.

4.2 All major administrative IT systems with a broad internal target group must have Danish and English user interfaces just as internal auto or standard replies from shared mailboxes, etc. must be written in both Danish and English.

4.3 All relevant information, such as diplomas, internal web portals, information screens and signage must always be in both Danish and English.

5. An international workplace culture

5.1 The HR administration should prepare information about the cultural aspects of working at UCPH to be communicated through welcome packages, introductory courses, idea catalogues etc.

5.2 All new UCPH managers must be equipped to develop the international environment, for example through a leadership programme in diversity management.

6. Management task

6.1 Management at all levels must take the initiative to regularly put language on the agenda and, for example, discuss how language-related issues are connected with internationalisation, recruitment, working environment and the quality of education.

6.2 The relevant manager is responsible for setting out specific requirements and expectations for the working language in a given situation, including ensuring that teaching staff have the necessary language skills.

6.3 UCPH wants to attract the best managers, such as research centre directors and research group leaders, through active recruitment, introductory programmes and (International) Leadership development programmes (LUKU). Employees with an international background must be able to contribute to the management task, also before they master Danish.

Language and education

7. Students' English-language skills

7.1 The development of language skills must be supported on all programmes where students need to be able to read texts in English. This can, for example, be done by focusing on academic reading early on in the programme and by lecturers and students working with key course-specific terminology in both English and Danish. Learning goals in this area must be included in relevant curricula.

7.2 On programmes where English is often used as the working language on the job market, students must, as early as possible in the programme, be taught in English and actively participate in such teaching. Students' use of English terms or written/oral presentation must be included in the assessment of their exam performance in the same way as linguistic performance is included in Danish-language contexts and exams.

7.3 Supporting activities in academic English and subject-specific terminology must be integrated via the usual teaching activities on programmes where students are expected to speak in English and write papers in English. This may include language training and specification of terminology rather than actual English classes.

7.4 On some language programmes, other languages than English are more important for the job functions students are trained for. In such cases, the teaching should focus on the relevant language.

8. Maintaining Danish as an academic language

8.1 Training in academic Danish must be integrated in courses on all BA programmes taught in Danish.

8.2 The study and programme administration must ensure that all international full-degree master's students receive information about the offer of Danish classes with a view to retaining them in Denmark.

8.3 International exchange students who study a master's programme taught in English are not expected to work with subject-specific terminology in Danish.

9. English-language courses and full programmes

9.1 UCPH aims to offer BA programmes taught in English where relevant.

9.2 The faculties should regularly consider choosing English, completely or partially, as the language of instruction on Danish-language programmes, both at bachelor and master's level. Focal points should be students' completion rate, global job market opportunities, using international academic staff for teaching and attracting international student talent.

10. Need for other languages than English/Danish

10.1 The faculties should identify the need for internationalisation through a diversity of relevant language skills other than English.

10.2 The study boards should – to the extent relevant – strive to offer study-supporting and mobility-promoting language courses for students.

10.3 The study boards should work to integrate relevant language skills in their programmes.