

## Summary

The IntlUni project ([www.intluni.eu](http://www.intluni.eu)) has produced a set of principles for European universities as they strive to ensure quality in their international programmes. IntlUni (2012-2015) discusses the need to enable diverse groups of staff and students in international programmes to reflect on teaching and learning. It also proposes that institutions should develop 'an inclusive and enabling language and culture policy' to support these processes (Cozart *et al* 2015).

This presentation describes the response of a Dutch university to these challenges, with a focus on the needs of the content teachers (or lecturers) responsible for delivering the international programmes through English Medium Instruction. At University of Groningen, a Language and Culture Policy has been adopted which provides staff and students across the university with support in language and intercultural skills. The university language centre plays a key role in these processes together with other units and faculties (Haines & Dijk 2015).

To ensure that these measures are purposeful in practice, an institution-wide 'international classroom' project has been established which provides a platform to enhance awareness of the international environment in the university and its implications, to exchange good practices, and to further develop expertise, tools and support (Haines, forthcoming). Meanwhile, international networks such as IntlUni ensure that the university maintains a broader perspective. Another example of such activities is the EQUiP Erasmus+ project, which is currently developing modules to train the educational developers who provide support to the content teachers.

In conclusion, with the structural support of institutional policy, language centres may play a key role in ensuring the quality of international education across our universities. This involves working in partnership with other units and faculties, and we need to create sites of mutual engagement in which various stakeholders can cooperate to provide the teachers with the support they need.

**Forthcoming publication:**

Haines, Kevin (forthcoming). Purposeful interaction and the professional development of content teachers: observations of small-group teaching and learning in the international classroom. In Jennifer Valcke & Robert Wilkinson (Eds.), *Integrating Content and Language in Higher Education: Perspectives on Professional Practice*. Frankfurt: Peter Lang.

**Recent publications:**

Cozart, Stacey, Kevin Haines, Karen M. Lauridsen & Thomas Vogel. 2015. The IntlUni principles for quality teaching and learning in the multilingual and multicultural learning space. In Karen M. Lauridsen & Mette Kastberg Lillemose (Eds.) *Opportunities and challenges in the multilingual and multicultural learning space. Final document of the IntlUni Erasmus Academic Network project 2012-15*.

Aarhus: IntlUni.

Haines, Kevin & Anje Dijk. 2016. Translating language policy into practice: Language and culture policy at a Dutch university. *Language Learning in Higher Education* 10(2).

Haines, Kevin, Franka Van den Hende and Nico A. Bos. 2015. From Training Initiative to Fully-Fledged Innovative International Programme: A Story of Staff and Student Cooperation at the university of Groningen's Medical School. In Wendy Green & Craig Whitsed (Eds.), *Critical Perspectives on Internationalising the Curriculum in Disciplines: Reflective Narrative accounts from Business, Education and Health*, 159–174. Rotterdam: Sense Publishers.