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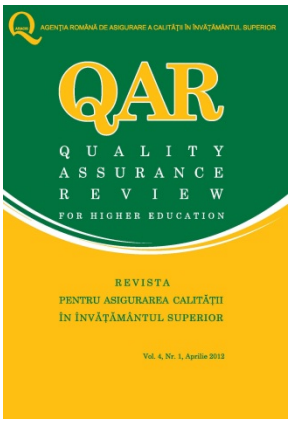

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Brigitte Forster Vosicki

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The Language Policy Commission of the University of Lausanne: towards an institutional approach to the question of languages in the Bologna process

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Abstract

In parallel with the creation of the European Higher Education Area and the resulting processes of transformation and internationalisation, the Rectorate of the University of Lausanne created, in 2003, a Language Policy Commission composed of language experts, representatives from every faculty, students and staff members. The aim of this commission is to adopt, at institutional level, systematic and informed treatment of the question of languages and to promote plurilingualism and pluriculturality as an essential condition for quality in teaching, in research and in the promotion of the University in an internationalized context. Through diverse actions this forum allows, on the one hand to establish a clear picture of the status quo in the faculties and services, and on the other to raise awareness, deepen understanding and develop strategies for action on the part of the faculties and the University.

Keywords: *Language policy, internationalization, plurilingual and pluricultural competence, quality in teaching and research, multilingualism, diversity*

1. Introduction

The internationalization developed from the socio-political, economic and academic context, which has intervened in the past decades, conferred a central role to languages and, in particular, to plurilingualism and to individual pluriculturality in the society in general and especially in academic context. Thus, in a multilingual and multicultural European Higher Education Area (EHEA), the ability of various university stakeholders (students, teachers, researchers, administrative and technical staff) to effectively communicate in various languages and a plurilingual dimension in the scientific and institutional communication have become compulsory conditions for the quality of training, research and scientific and institutional communication. Since the question of languages affects the academic context as a whole, it has become necessary to treat it systematically. In this context, the University of Lausanne created, in 2003, a Language Policy Commission of the Rectorate, aiming to promote plurilingualism at the University of Lausanne. It also raised the question of plurilingualism, falling within the competence of faculties. Firstly, this contribution explains the "why", namely the reasons and underlying principles of an academic linguistic policy in relation with the stake of languages in the Bologna process, which has led to the creation of the Commission and which has appeared in the founding documents of LPC. Secondly, it shall describe the "how", namely the implementation of the defined principles, first concerning the creation of LPC, its objectives and composition and then, as an example, a certain number of its actions and projects that show possible approaches to this problem.

2. The LPC, the socio-political and economic context and the principle of plurilingualism

The reasons justifying the creation of a Commission whose objective is to implement an academic linguistic policy at institutional level at the University of Lausanne, can be found in the new

challenges posed by the transformations in socio-political, economic and university context. Indeed, European integration, the economic globalisation and intensification of transnational relations, the omnipresence of the new communication technologies, as well as the internationalization of training and research resulted in a multiplication and complexification of changes in intercultural and transnational contexts and an increase of the multilingual and multicultural nature of society and of the European and world labour market. It is equally the case of university institutions where we can ascertain a reinforcement of the importance of plurilingualism and of individual pluriculturality. The new demands and quality criteria of Bologna concerning the set of degree courses proposed in the universities equally affect the language training.

Taking into consideration the role of plurilingualism in the European educational policy, as well as in the discussions at the level of the European Union (Barcelona 2003) and of the Council of Europe (Council of Europe: 2001), the good command of minimum two other languages beside the first language for each citizen is currently considered a new key-competence intended to be developed throughout the whole life. In its economic dimension (Lisbon Strategy and Europe 2020), this competence represents an important element in the creation of a knowledge society and for competitiveness. In its socio-political dimension, this competence must contribute to the inclusion, equity and equality of chances. Thus, individual pluricultural and plurilingual competences guarantee the possibility of an active participation and of a successful involvement in these processes. Yet, from this perspective, universities share the responsibility with the educational system in order to make all students' plurilingual profile develop, according to their social, academic and professional needs.

If we examine the objectives of the European Higher Education Area (EHEA), we also ascertain that an adequate plurilingual and pluricultural profile of students and teachers, as well as a plurilingual dimension in the scientific and institutional communication are prerequisites for the achievement of Bologna objectives and that their absence endangers these objectives, resulting in the necessity of a systematic approach of the question of languages within universities (Mackiewicz 2003 a and b, Tudor and Mackiewicz 2007). Indeed, the cooperation developed between the European university institutions through common projects in education, development, research and quality assurance, the elimination of barriers to mobility, the maintenance of diversity and attractiveness of EHEA, lifelong learning and employability in an internationalized labour market, are all linked by the question of languages. Students, researchers and staff members must be able to study, work, socially integrate into another language different from their first language and be able to act in multilingual and multicultural contexts. With regard to training and research, plurilingualism intervenes as a key-competence in the construction, communication and access to the knowledge and development of disciplinary and professional expertise. It is a means and a condition to mobility under all its forms, real and virtual. With regard to the creation of EHEA, it is a tool of intercultural comprehension and identity, allowing to create a European dimension and to contribute to the development of an evolving plural identity. The importance of plurilingualism is moreover explained in a communiqué published in the Bologna process. The Berlin communiqué (2003) *Realising the European Higher Education Area* (p. 5) emphasizes "the importance of the linguistic diversity and language learning, so that students may achieve their full potential for European identity, citizenship and employability". Hence, there is a clear option against a unique *lingua franca* (Mackiewicz 2003b : 90); even if English is indispensable, it is not enough to cope with the different economic, socio-political and academic stakes. Taking into account the above-mentioned, the principle of plurilingualism must represent the basic principle of an academic linguistic policy, according to the reference document of the Linguistic Policy Commission of the University of Lausanne.

3. New Bologna demands and the need of coordinated support to educational change

We now take into consideration the need of a systematic approach through a Commission this

time in relation to language training. New external parameters with regard to the creation of EHEA are from now on to be taken into consideration in the design of training programmes, including language training. These are the new quality criteria for EHEA. Yet, their proper implementation demands a coordinated action at institutional level.

3.1 New general principles for the range of university study programmes

We note that the *Overarching Framework for Qualifications in the EHEA* (2005) aims at drawing up significant qualifications in the new socio-political and economic context and for the political choices carried out. Since then, beside the new educational values (employability, citizenship, personal development, lifelong learning), taking into consideration the needs of the target public aims at an increased social pertinence of the training. Moreover, at formal level, the transnational comparability and readability through various transparency tools (ECTS and competence descriptors) must be applied. The establishment of a quality culture in university institutions aiming to apply previous elements must support the credibility and mutual recognition of qualifications across EHEA. Thus, in this context, quality means a common and shared opinion with regard to a series of clearly-defined strategic objectives that provide coherence to the whole system and involve a shared responsibility of partners in order to apply them. It is obvious that these new principles involve a major educational change: instead of the local criteria, now there are new external and transnational quality criteria and demands to be applied. The goal of training is not only the transmission of abstract scientific knowledge but also the construction of competences having a social pertinence, involving a focus on student and learning and not solely on teaching.

3.2 Consequences for language training

With concern to language training, if we consider these new demands, now it is about fostering the development of a plurilingual and pluricultural competence regarding the specific utilisation situations of students and graduates in academic or professional context and at the time of social integration. Consequently, there is no room anymore for transmitting just knowledge on the language (grammar, vocabulary) but for developing competences that allow efficient communication in specific contexts and for various target audiences. From this point of view, plurilingualism is considered a resource to be mobilized for solving problems and manage situations specific to the academic, professional and social world. Furthermore, in order to foster transparency and transnational comparability, a transnational description of the training achievements as competence descriptors related to the Council of Europe's reference levels is necessary. These three principles – plurilingualism as the underlying principle of language learning, the application of an action approach, as well as transparency and comparability – become equally basic principles for a language policy concerning language training.

3.3 Support to the implementation of educational change

In the field of languages, these changes need systematic support and the implementation of an institutional language policy in compliance with the new Bologna criteria. These needs led to the creation of LPC at the University of Lausanne. A change of educational paradigm of such extent as foreseen in the Bologna process involves, for most of the stakeholders (decision-makers, discipline teachers, language teachers, administrative staff and students), the acquisition of new knowledge and a new conceptual comprehension of the role of the languages to be acquired, new competences to be developed and a new professional identity to take. Thus, most of the stakeholders are driven to adopt

and develop a complex totality of new approaches, competences and professional attitudes. This requires an awareness of their convictions and beliefs, a reflection in relation to their practices, the application of new work methods, the capacity to tolerate incertitude, as well as a clarification and redefinition of the political and pedagogical principles. Or, this process may involve a destabilisation which can be accompanied by doubts and fears and is emotionally trying (Little et al. 2007 : 27-36). This educational change is a long process that must be thought through, scientifically-based, accompanied and actively supported otherwise the risk of resistances is important.

3.4 Phenomena of resistance to educational change

We note that one of the major obstacles, among more others, for example in the non-linguistic faculties and by decision-makers for the implementation of a linguistic policy is an obsolete conception of the content/language relation. Indeed, the relation language/knowledge and scientific approach is not neutral. The scientific contents do not exist autonomously outside the language. Languages have a configurative role in the knowledge construction and transfer. This is dynamic and contextualized and is carried out through social practices which make objects emerge and shape them (Mondada 2002, Berthoud 2003). In this respect, languages are a constitutive transversal element of each academic discipline and a major quality criterion. In the same respect, related to the previous one, there is always a lack of consideration of certain new demands. Thus, the cycle descriptors of the three cycles defined in the *Overarching Framework for Qualifications in the EHEA* (2005) comprise descriptors concerning communication competence. For example, for the Master level "Second cycle qualifications are awarded to students who: can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously" (CRUS/KFH/cohep 2009:14). This competence, which can only be a plurilingual and pluricultural competence in an internationalized context, should be developed and evaluated explicitly in most of the disciplines, which is rarely the case. Only a proactive and duration coordinated work can possibly have an influence on its preconceptions and attitudes.

3.5 Contribution of the European Language Council (ELC/CEL)

It is advisable to emphasize that the ELC/CEL, permanent and independent European association comprising 150 member universities from all over Europe, out of which the University of Lausanne drew attention, since the beginning of Bologna process, to the fact that Bologna objectives cannot be achieved without taking into account the language issue and, consequently, the need of an active university linguistic policy in favour of plurilingualism (http://www.elccel.org). In various communiqués, ELC draws attention to the fact that, as a quality criterion, the development of plurilingualism must be included in the overarching and national frameworks of qualifications, as well as in the institutional quality strategies. In this context, it launched a pilot-project from 2001 to 2003, the "European Language Council's European University Language Policy Group" (EULPIG) in which several European universities, one of which being the University of Lausanne, participated with a board member and a language specialist for each university. By means of a survey, it explored the university linguistic policies, making an inventory of the current situation, the existing practices and examples of good practices. This project's objective is to support universities in order to implement a policy or linguistic strategies in favour of plurilingualism, on the basis of decisions grounded on the objectives of the educational policy and on scientific research. The creation of the Linguistic Policy Commission by the Rectorate of the University of Lausanne (UNIL) in 2003 is the result of such participation.

4. The Linguistic Policy Commission of the Rectorate of the University of Lausanne (LPC): Aims and composition

The University of Lausanne counts approximately 11,000 students. At institutional level, the student body is composed of approximately 20% international students, to which we must add Swiss students speaking another language than the local one (French), hence increasing the number of persons not speaking French as a first language to around 25 to 30%; moreover, the teaching staff and the personnel are very international. This situation creates a truly multilingual and multicultural context.

If we consider the situation of languages at UNIL in 2003, we can ascertain that there is a diversity of practices non-coordinated at all levels (award of ECTS credits, demands towards the languages of study, admission levels, scientific and institutional communication), often drawn up by non-specialists. There is a lack of overall vision, as well as a lack of common principles at institutional level. Thus, the creation of LPC was an attempt of approaching the issue of plurilingualism at institutional level and more exclusively at faculty level. Therefore, it is a permanent advisory commission of the University Rectorate which is nevertheless dissolved during the change of Rectorate and which may be renewed or not. Its objective is to support a dynamic process of implementation of new concepts based on well-grounded informed choices, from scientific point of view on the one hand and in agreement with Bologna guidelines in order to assure the quality of training and research, on the other hand.

LPC regulations define its aims and competences as follows: "It helps the Rectorate implement a linguistic policy aiming to promote plurilingualism at the University. In particular, this policy falls within the framework of the internationalization processes (Bologna Declaration) and in compliance with the guidelines set by the national and international bodies regarding languages."

LPC is also composed of stakeholders involved in different levels. The Rectorate designates the members. The Commission comprises a representative of each faculty, a representative of the Language centre, a member of UNIL board (vice-rector), a member of the Training and Youth Department, the deputy of international relations, a staff member, and a student representative. It may invite any other person who is able to contribute to its work.

5. Actions of LPC

5.1 LPC reference document "Bologna and languages": creating a common understanding

One of the first actions of LPC aimed at creating, by means of an interaction between the actors involved, a common understanding of the new stakes, as well as a common language as a basis for the implementation of various actions. It is for this reason that a sub-workgroup, under the direction of LPC president, Professor Anne-Claude Berthoud, drew up in 2003 a discussion document for the "Bologna and languages" recommendations (non-published). This document was released for consultation in Faculties (in order to be discussed by the deanships) and by other target groups (students, staff members). The issues approached in this document are the following: the principle of plurilingualism as a basis of a linguistic policy at UNIL, the choice of languages (languages of study, other languages proposed at UNIL), the stake of plurilingualism in the Bologna process, the types of plurilingual and pluricultural competences to be developed by the students, a proposal to integrate languages in the study programmes under the form of ECTS credits. In this context, it focuses on the importance of introducing ECTS language credits in all degree courses, which is not currently the case at UNIL. It equally approaches, in a general manner, the role of plurilingualism in the entire

academic life (research, administration, scientific and institutional communication) and the need for a clarification of the options and prerequisites, as well as the proper support measures. The positions of faculties and associations were integrated in this document. Even if a full agreement could not be found with concern to the approached fields, this document remained the reference document of LPC.

5.2 Activities to raise awareness

In parallel with this consultation process related to the reference document, LPC undertook a series of actions aiming at raising awareness of the actors concerned in the question of plurilingualism in the context of Bologna. On the other hand, these actions had as an objective to establish a clear image of the current situation in European context, as well as at the University of Lausanne, allowing to specify the vision to be embraced and to support the definition of the actions to be undertaken. The Commission regularly invited experts presenting examples of good practice of other European universities or scientific presentations with concern to the theoretical bases and the role of the plurilingualism in the development of knowledge and academic expertise. It also invited local stakeholders to problematize on the experiences in various faculties of UNIL with regard to the linguistic diversity in particular in connection with the introduction of Master's degree programmes in other languages than the local language. Secondly, the LPC organized a public event proposing conferences and a round table gathering language specialists, university decision-makers and other target audiences concerned. Finally, it elaborated a document on the situation of UNIL by inventorying the resources available at UNIL, which were at this moment scattered and non-coordinated.

5.3 Recommendations drawn up at the Rectorate's request

With regard to its attributions, the LPC elaborates either recommendations at the Rectorate's request, or sets up actions on its own initiative aiming to implement the objectives of LPC. In this context, LPC elaborated recommendations serving as a decision basis to the "Directive of the Rectorate 3.4. Languages used within the courses" (University of Lausanne 2007) which sets up the conditions in which courses can be provided in other languages than the official language – French – in order to guarantee the quality of education. It is worth mentioning that this directive is just as well attached to the teachers' competences, to the students' support structures, as well as to the indications concerning the languages in the study programmes. Hence, the teachers' minimal linguistic competences in the study language are set to B2 / C1 without however associating this directive with a system of control. The programmes in other languages than the local one should contain precise indications on the languages used and the minimal threshold of linguistic competences required by the students in the terms of the Common European Framework of Reference for Languages (CEFR) (Council of Europe 2001) in order to assure the common and international understanding. At Bachelor level, the courses of the first year are necessarily in French. Afterwards, if other languages are used, an adequate preliminary language training of students is necessary. At Master level, the faculties can choose the language of study but it is however recommended to include several languages or language modules to favour plurilingualism (University of Lausanne 2007). This directive is valid at institutional level and clearly supports a quality approach in this field.

6. Achievements of LPC

With regard to the actions undertaken on its own initiative since 2003, the LPC elaborated throughout the years an open list of relevant projects in order to implement a linguistic policy aiming

to promote plurilingualism at UNIL. It comprises the following projects:

- Project 1: Integration of the language credits in the UNIL faculties: continuing the efforts by the faculties which have not introduced the credit system for language competences yet.
- Project 2: Multilingual education: setting up a group of dialogue and reflection on the existing practices of bi/multilingual education (plurilingual learning); this group will consist of teachers, specialists in university pedagogy and researchers. The purpose is to develop new issues of research and new practices of teaching, learning and documentation.
- Project 3: The multilingual dimension in the institutional communication: review of the consideration of multilingualism in the communication of UNIL outside education (website, advertising etc.), to analyse the image and the message which is given by these practices and to formulate recommendations.
- Project 4: Place of the language dimension in the integration of new students: integrating questions concerning the problem of the multilingualism / plurilingualism to be integrated into the questionnaire "How are you?" which serves as a basis for an onsite survey with the new students and is carried out by the Guidance and Counselling Department of UNIL.
- Project 5: Mobility and recognition of the acquisition of plurilingual competences: establishing a system allowing – in relation to well-clarified requirements – to award language credits to the achievements obtained during a stage of mobility.
- Project 6: Mobility and raising awareness towards the intercultural: setting up a training allowing to prepare for the heterogeneousness of the academic cultures for all the members of the academic community.
- Project 7: Academic communication competences in mother tongue: listing the existing offers (for example specific courses, theatrical improvisation, …) and implementing a training concept for various disciplines.
- Project 8: Integration of the non French-speaking students and teachers in the UNIL: stating the current situation so as to identify the difficulties non French-speaking students and teachers are confronted with; formulating recommendations to better take this situation into account.
- Project 9: The role of plurilingualism in the internationalization strategy of UNIL: drawing up a document completing the "International strategy of the University of Lausanne", approved by the Rectorate on 30.09.2009, having for objective drawing attention to the central role of plurilingualism and pluriculturality as an essential condition for quality in teaching, in research and in the promotion of the UNIL in the internationalization process.

These nine projects are all at a different state of progress and three (projects 1, 4 and 9) will be clarified as an illustrative example during this contribution.

Project 1: Integration of the language credits in the UNIL faculties

Project 1 starts from the following observation: if an adequate plurilingual and pluricultural profile is an essential transversal competence which should currently be a part of every graduate's profile, then ECTS credits should be reserved for the development of this competence inside every degree course. Students should thus have the possibility to obtain recognition of their efforts to develop these competences in the form of credits, at least on an optional base. This is not the case at UNIL in 2003 but only in a very limited number of faculties. Hence, a first approach of the LPC aimed at raising in the first place an awareness of this necessity, then at bringing about the structural integration of language credits in the degree courses of different faculties.

In order to support this process, a workgroup drew up two questionnaires, one referring to the communication skills in academic context and the other to the professional communication skills, as well as criteria grids as a basis of a needs' analysis carried out as interviews guided by the deans of each UNIL faculty. The purpose of this approach was double: on the one hand, raising awareness

on what is an adequate plurilingual and pluricultural competence to be developed by the students of their faculty and, on the other hand, obtaining onsite information for the design of study programmes in adequate languages for the faculty's students.

More exactly, an approach by achievement of training was adopted: what should students do at linguistic level during their studies and at the end of these? What competences and strategies should students and graduates develop in order to have the necessary flexibility and adaptability in a multilingual and multicultural context? The deans had to assess the relevance and the importance of a series of competence descriptors with regard to the academic and professional context and with regard to the most important three languages in their discipline used during the studies and in their future professional life (see excerpt below).

1) Situations of utilisation

Evaluate to what degree it is important for your students to be able to cope with the following situations. Please answer with concern to the first language (local language), the second and third language used.

Language 1 _____
Language 2 _____
Language 3 _____
- Importance: 1=not important / 2=not very important / 3=quite important / 4=very important
- For which cycle: BA / MA / Ph.D. / all 3

		L1	L2	L3	Cycle
1	Finding in scientific texts the essential or specific information, identifying the major and minor details, resuming, taking notes				
2	Understanding a lecture, a course or a conference				
3	Taking notes during a lecture, a course or a conference by identifying and selecting the relevant elements				
4	Understanding and interacting during seminars or during discussions concerning their field of study with the teachers				

For the academic context, the questionnaire also contained a question concerning the types of texts and specific interactions for the curricular area and the expected input and output level. For the professional context, the questions also concerned, among others, career prospects of the students of a specific faculty, professional profiles and types of positions they will occupy, thus linking this problem to Bologna objectives and more particularly to the issue of employability and lifelong learning.

We are not going to remain too long here, on the analysis of this survey, but on its practical consequences. Indeed, a certain number of faculties effectively introduced language credits on an optional basis and a financing for the implementation of this change could be obtained. It is also necessary to indicate that the faculties accepted the concept of extension of the plurilingual profile as a base of awarding ECTS. In this concept every language (available at the UNIL) can be credited regardless of the level because every language is a resource at individual as well as societal level. A variety of profiles consisting of different and multiple languages better serves the society and the individual development than the allocation of credits for a single language and a single level, or a unique profile for all the students. This basic principle clearly serves the promotion of plurilingualism at the UNIL.

Project 4: Place of the language dimension in the integration of new students

If our first example illustrated an action by the faculties, the second becomes attached to

the perception of the non French-speaking students who start at UNIL in relation to the role of languages in connection with their integration in the academic and social life. An onsite survey entitled: "How are you?" is carried out every year with all the new students by the Guidance and Counselling Department of UNIL. The purpose of the survey, which is conducted a few months after the beginning of courses, is to question the new students about their adaptation to the university life, to identify problematic areas and, at the same time, to raise awareness and inform them about important aspects referring to integration. Every year this questionnaire integrates a specific theme (supplementing a series of general questions). In 2009, the LPC prepared specific questions as for the impact of the language dimension in the integration of non French-speaking students.

The survey was conducted in 2009 between 9.11 and on 10.12.2009. In September 2009, 2,268 students among whom 21.5% foreigners began their degree course at the UNIL. 1,557 persons were interviewed by telephone, representing an answer rate of 68.7%. 84.3% of the sample consists of persons having French as mother tongue and 244 students (approximately 15%) of non-French speakers.

As an example, we shall present some results of this survey which allow assessing the perception of the non-French-speaking sample regarding the problem of languages. All the information is extracted from the June 2010 report, prepared by Guillaume Conne and Elisabeth Lamont-Hoffmann.

In a general way, to the question "If you meet difficulties and if you are non French-speaking, do you consider that French plays a role? (N=245), 50.2% of the questioned non French-speaking students answer "yes" (against 49.8% of "no").

With regard to the influence of the language in the acquisition of work methods (taking notes, time management, preparation of examinations, effective and fast reading, research in library, the concentration and/or the memory, too slow work), and more exactly to the question "Do you think that language complicates things to acquire good work methods? (N=249), 34.5% of the non-French-speaking sample answer "yes" (against 65.5% of "no").

In the context of the educational experience and the difficulties in courses felt by the non French-speaking, to the question "Have you the impression that the problems related to French could affect your academic results? (N=231), 39.8% answer "yes" (against 60.2% of "no"). Among the points which pose the main difficulties in relation to language are the following aspects with several possible answers:

- Understanding the oral interventions of teachers/assistants (18.4%)
- Understanding and exploiting texts (21.3%)
- Drawing up academic works (29.5%)
- Expressing during presentations (26.6%)

The percentages relate to 207 stated opinions.

We can thus notice, on the basis of these results, that the linguistic aspect represents an additional challenge and, consequently, we can assert that an adequate plurilingual and pluricultural directory allows providing students with a better chance of success in their project of academic training. Furthermore, these results allow LPC to have concrete data supporting its recommendations and they constitute a starting point to strengthen the linguistic and structural measures put at the students' disposal.

Project 9: The role of plurilingualism in the internationalization strategy of UNIL

Our third example, project 9, had for objective to provide a document completing the "International strategy of the University of Lausanne", approved by UNIL Rectorate on 30.09.2009. This document aims at drawing attention to the importance of a plurilingual and pluricultural profile of teachers and students and to a necessary plurilingual dimension in the scientific and institutional communication of the UNIL as to assure the quality of these processes.

The international Strategy of the UNIL has five main objectives:

1. To increase its competences in research and teaching through collaboration with foreign partners
2. To increase the international renown of the UNIL in order to attract talented individuals at all levels
3. To facilitate access by UNIL students to the study programmes of foreign universities and strengthen the value of its degrees outside Switzerland
4. To develop the international competences of its students
5. To actively participate in international developments in the fields of teaching and research" (University of Lausanne 2009:1)

To fulfil its objectives, this strategy proposes a series of actions at various levels which represent either a reinforcement of the already existing elements or new initiatives. They refer to aspects such as human resources (international dimension of the teaching staff, integration in international networks, internationalization of the staff), the reinforcement of international partnerships, the promotion and communication of the UNIL (image of the UNIL, promotion programmes, position in classifications – rankings), actions related to training (international experience of students and Ph.D. students), actions related to research (reception of foreign researchers, research communication) and others (University of Lausanne 2009).

The LPC elaborated, adopted and submitted to the Rectorate a document which resumes the various objectives of the internationalization Strategy of the UNIL and adds to it an introductory text which explains the stake, as well as quality criteria in relation to plurilingualism to be considered and the state of the UNIL with regard to three main categories of action (training/teaching, research and scientific communication, promotion and institutional communication). This text appears in tabular form, see excerpt below:

1.2.2 For the students whose first language is not the local language 1.2.2.1 …*who study during a whole cycle*		
Objective	**Quality criteria**	**State of the UNIL**
All levels		
for competences in local language and possible other languages of study at the beginning	Ensuring that these students have an adequate competence level in local language and possible other languages of study in order to assure the quality and success of their education. To fulfil this, it is a question of: ➢ defining the necessary competence level for admission ➢ verifying that the student has it	
for a development of competences in local language and possible other languages of study	➢ Providing training programmes in order to acquire communication skills in academic context and intercultural skills ➢ Providing credits for the extension of their plurilingual directory	Cdl, CVAC, EFLE, Language sections
for a level in local language or other language of study required to exams	Defining the minimal acceptability criteria of the language quality in the works carried out and exams	

So, this document allows having a clear image of the quality criteria to be considered during the internationalization processes with regard to plurilingualism, elements already existing in the UNIL and elements still to be implemented. It allows steering operated choices in a coherent way and the implementation of a linguistic policy at UNIL according to the demand of UNIL Rectorate.

7. Final remarks

There is currently a change of management at the University of Lausanne involving the dissolution of the advisory commissions. The LPC will be reorganised and integrated into another domain. Even if it managed to raise awareness of the role of plurilingualism in the internationalization processes, to set up Bologna quality criteria and to implement several elements of an institutional linguistic policy, an enormous work still remains to be carried out; it is a matter of a continuous process. Challenges to be taken up in relation to plurilingualism remain unchanged and are far from being acquired. The stakes for the future are to find strategies for:

- creating a real will to foster linguistic diversity and the development of plurilingualism as stated in various Bologna communiqués
- raising a greater awareness in all the target audiences of the central role of plurilingualism in the students' academic, professional, social and personal development
- ensuring that an adequate plurilingual competence (level and type of competences) is a part of every academic profile
- ensuring an adequate plurilingual competence of teachers
- creating a plurilingual dimension in research, scientific communication to avoid an erosion in scientific cultures
- fostering a plurilingual institutional communication for the promotion of UNIL diplomas and a quality of reception
- contributing to the integration of the new quality criteria into language programmes
- managing to integrate the plurilingual dimension as an essential quality criterion in the realisation of the Bologna process in the Overarching framework for qualifications in the EHEA, in the national frameworks and in the institutional strategies.

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