

REFLECTIVE TOOL FOR SUPPORTING LANGUAGE PROGRAMS

University Leadership Self-Assessment



Rate your institution's current practices on a scale of 1-5 (1 = needs significant improvement, 5 = excellent). After each section, reflect on strengths, areas for growth, and next steps.

1. Institutional Commitment to Language Programs

1.1 Clear Vision and Mission:

- To what extent does the university's strategic plan include a clear commitment to language programs?
- Does the university promote the importance of language learning as part of global citizenship?

Rating
1 2 3 4 5
needs improvement excellent
1 2 3 4 5
needs improvement excellent

Reflection

1.2 Leadership Involvement:

- How actively do university leaders (president, provost, deans) engage with language programs and their goals?
- Is there regular communication between language program leadership and top university administration?

1 2 3 4 5
needs improvement excellent
1 2 3 4 5
needs improvement excellent

Reflection

2. Resource Allocation and Support

2.1 Funding:

- Are language programs sufficiently funded to meet curricular and extracurricular needs?
- Are scholarships or financial incentives available for students studying languages?

1 2 3 4 5
needs improvement excellent
1 2 3 4 5
needs improvement excellent

Reflection



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2. Resource Allocation and Support (Continued)

2.2 Staffing:

- Are faculty workloads reasonable and supportive of professional growth?

Rating
1 2 3 4 5
needs improvement excellent

- Does the university invest in hiring qualified language instructors, including native speakers or specialized faculty?

1 2 3 4 5
needs improvement excellent

Reflection

2.3 Facilities and Technology:

- Are language labs, libraries, and digital resources up to date and accessible to students?

1 2 3 4 5
needs improvement excellent

- Does the university provide cutting-edge language learning technologies (e.g., software, online platforms)?

1 2 3 4 5
needs improvement excellent

Reflection

3. Student Engagement and Learning Opportunities

3.1 Enrollment and Retention:

- What efforts are made to attract students to language programs (marketing, advising, etc.)?

1 2 3 4 5
needs improvement excellent

- Are retention rates in language courses monitored, and what interventions exist to support students continuing in language study?

1 2 3 4 5
needs improvement excellent

Reflection

3.2 Experiential Learning:

- Does the university offer opportunities for study abroad, internships, or community-based language learning?

1 2 3 4 5
needs improvement excellent

- Are there extracurricular activities (clubs, conversation tables, cultural events) to promote language use?

1 2 3 4 5
needs improvement excellent

Reflection



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4. Faculty Development and Recognition

4.1 Professional Development:

- Are language faculty supported in their research, conference attendance, and continuing education?
- Is professional development offered on innovative teaching methods (e.g., technology integration, new pedagogical approaches)?

Rating

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

4.2 Faculty Recognition:

- Are language faculty recognized and rewarded for their contributions (teaching awards, grants, leadership roles)?
- How is faculty innovation in language teaching encouraged and celebrated?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

5. Program Impact and Outcomes

5.1 Student Learning Outcomes:

- Are learning outcomes for language programs clearly defined and aligned with national/international standards?
- How frequently are outcomes assessed, and how is data used to improve program quality?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

5.2 Graduate Success:

- How well do language program graduates perform in terms of language proficiency and intercultural competence?
- Are there efforts to track alumni who use their language skills in their careers, and how is this information used to promote programs?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection



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6. Interdisciplinary Programs and Collaborative Innovation

6.1 Language Across the Curriculum:

- To what extent does the university integrate language learning into non-language disciplines (e.g., courses in history, business, international relations)?
- Are there opportunities for students to apply language skills within other fields of study (e.g., dual degrees, interdisciplinary projects)?

Rating

1	2	3	4	5
needs improvement				excellent

1 2 3 4 5

needs improvement excellent

Reflection

6.2 Faculty Collaboration Across Disciplines:

- Are there established partnerships between language faculty and other departments to develop interdisciplinary courses or research projects?
- How frequently are language faculty involved in university-wide initiatives that foster global perspectives, such as research centers, international projects, or service-learning programs?

1 2 3 4 5

needs improvement excellent

1 2 3 4 5

needs improvement excellent

Reflection

6.3 Innovation in Program Design:

- Does the university encourage innovative approaches to language learning (e.g., online collaborations, bilingual degrees, global classrooms)?
- Are there opportunities for language programs to collaborate with industry or community partners to offer real-world, applied language learning experiences?

1 2 3 4 5

needs improvement excellent

1 2 3 4 5

needs improvement excellent

Reflection

7. Internship Development and Community Outreach

7.1 Internship Partnerships:

- Does the university establish partnerships with local and international organizations to offer internships where students can use their language skills?
- Are these internships structured to enhance students' language proficiency and intercultural competence?

1 2 3 4 5

needs improvement excellent

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needs improvement excellent

Reflection



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7. Internship Development and Community Outreach (Continued)

7.2 Student Support for Internships:

- Are there dedicated resources (advising, funding, academic credit) for students pursuing internships related to language skills?
- How well are students prepared for language-based internships in terms of both language ability and cultural understanding?

Rating

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

7.3 Community Engagement:

- Does the university collaborate with local communities, especially multilingual or immigrant communities, to offer service-learning projects or outreach programs that involve language students?
- How frequently are students engaged in real-world language practice through these outreach activities?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

7.4 Alumni and Professional Network Development:

- Are there efforts to connect language program students with alumni who work in fields where language skills are essential?
- Does the university maintain a professional network to help students leverage language skills in their careers after graduation?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection

8. Future Directions and Strategic Planning

8.1 Strategic Innovation:

- Does the university regularly review and update its language offerings to reflect global trends (e.g., emerging languages, interdisciplinary programs)?
- Are there innovative programs (dual degrees, language across the curriculum, interdisciplinary connections) being developed?

1	2	3	4	5
needs improvement				excellent

1	2	3	4	5
needs improvement				excellent

Reflection



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8. Future Directions and Strategic Planning (Continued)

8.2 Long-Term Sustainability:

- What is the university doing to ensure the sustainability of language programs over the long term (funding models, collaborations, public/private partnerships)?
- How does the university plan for the integration of language learning in a future global workforce?

Rating				
1	2	3	4	5
<small>needs improvement</small>				<small>excellent</small>
1	2	3	4	5
<small>needs improvement</small>				<small>excellent</small>

Reflection

Next Steps for Institutional Support

Based on your reflections, identify three key action items to strengthen support for language programs on campus.

Action Item 1:

Action Item 2:

Action Item 3: