Application Process

The Intercultural Learning Officers in each of the schools or colleges at Purdue University nominate potential candidates for participation in the Growing Intercultural Leaders (GIL) program. Please contact the Intercultural Learning Officer of your school or college for more details about the application process. Inquiries about program requirements and resources should be sent to cilmar@purdue.edu.

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Growing Intercultural Leaders

With the goal of raising the bar on value-added transformative learning for the graduates of Purdue University, the Growing Intercultural Leaders (GIL) program provides three levels of support:

- **Taking Root**
- **Branching Out**
- **Bearing Fruit**

Each level includes individualized mentoring of intercultural competency for faculty and staff in their role of fostering and assessing the growth of students. Entry into the program is competitive.

### Taking Root
Participants in the first tier, the “Taking Root” level, receive consultations and introductory intercultural training opportunities for personal development. This addresses basic essentials in curriculum/co-curricular design.

**Self-Development Tasks**
- Personal goal
- Developmental framework
- Reflection and action plan
- Focus on self-awareness

**Student Development Tasks**
- Evaluate course/program
- One learning outcome
- Assessment map

**Available Support**
- Consultation
- Training opportunities

**Note:** Participation in this level requires evidence of completion of Taking Root requirements as well as a competitive application process.

### Branching Out
Participants in the second tier, the “Branching Out” level, receive advanced support and resources in addition to a modest discretionary award. Intercultural personal development includes increasing self-awareness and awareness of diverse others, moving toward managing thoughts and emotions when dealing with diversity. Participants engage in “backward design” of courses/activities as critical for student learning. This level requires mentoring students and preparing to conduct intercultural research.

**Self-Development Tasks**
- Multiple personal goals
- Multiple strategies
- Developmental framework
- Reflection and action plan
- Focus on self and other awareness

**Student Development Tasks**
- Backward design of course/program
- One learning outcome
- Multiple learning objectives
- Assessment map
- Artifacts of student learning
- Closure of the assessment loop
- Mentoring of students

**Available Support**
- Consultation
- Training opportunities
- Mini-grants
- Modest discretionary award ($2000)

**Note:** Participation in this level requires evidence of completion of Branching Out requirements as well as a competitive application process.

### Bearing Fruit
Participants in the Bearing Fruit tier are advanced and experienced intercultural practitioners who lead by building bridges across cultural differences and diversity. They mentor colleagues and student leaders to receive a significant discretionary award. Scholarship of Teaching and Learning (SoTL) is a goal. Successful completion of the “Bearing Fruit” tier leads to acceptance into the CILMAR Intercultural Mentorship and Scholarship Academy.

**Self-Development Tasks**
- Multiple personal goals
- Multiple strategies
- Developmental framework
- Reflection and action plan
- 4 stages of intercultural competency
- Mentoring faculty and staff
- Conferences including presenting

**Student Development Tasks**
- Backward design of course/program
- Multiple learning outcomes
- Multiple learning objectives
- Assessment map
- Artifacts of student learning
- Training of student mentors
- Scholarship

**Available Support**
- Consultation
- Training opportunities
- CILMAR Fellowships
- Intercultural Mentorship Scholarship Academy
- Significant discretionary award ($5000)

**Note:** Participation in this level requires evidence of completion of Branching Out requirements as well as a competitive application process.