Growing Intercultural Leaders

The GIL program is a professional development opportunity in intercultural leadership for the faculty and staff of Purdue University, West Lafayette campus.

With the goal of raising the bar on value-added transformative learning for the graduates of Purdue University, GIL provides three levels of support for the faculty and staff who mentor students in that transformation. Each level calls for a commitment of one academic year, and at each level, participants engage simultaneously in two tracks: personal development and mentorship of students.

The number of applicants accepted into the program will vary dependent upon requests for support and available funding. Applications will be reviewed by a committee and evaluated based on qualifications, motivation, and impact.

Please contact Senior Intercultural Learning Specialist Dr. Aletha Stahl at stahl23@purdue.edu with any questions or concerns about this program.

Please note that the GIL program focuses on on-campus (not study abroad) applications of intercultural leadership development. For support of intercultural leadership development related to study abroad, see CILMAR programs for Study Abroad Intercultural Learning (SAIL) grant and Intercultural Pedagogy Grants (IPG).
**Level 1: Exploration**

This level targets people who are relatively new to thinking about frameworks for intercultural learning, who seek to grow personally in this area, and who wish to explore how to develop intercultural competence in their students.

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<thead>
<tr>
<th>Required background</th>
<th>Must work with students in some capacity. No other prior experience necessary.</th>
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<tbody>
<tr>
<td><strong>Track</strong></td>
<td><strong>Personal development</strong></td>
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| **Milestones (end of year)** | ● Documentation of a new way of working across difference (e.g., mindfulness) in the form of a journal, reflection, or other evidence  
● Written plan for future personal development | ● Examples of student work focused on one learning outcome  
Basic report on analysis of student learning on one learning outcome (including action plan for improvement) |
| **To do (required activities)** | ● Identify developmental framework (e.g., Intercultural Effectiveness Scale, Intercultural Development Continuum, Diversity Inclusivity Framework, your suggestion).  
● Complete assessments for chosen framework.  
● Set personal goal related to self-awareness. | ● Analyze your course or program to determine how intercultural learning fits with current learning objectives  
● Make improvements based on analysis (including action plan) |
| **Suggested tools and resources** | ● Establish plan with timeline.  
● Make 1 connection with GIL community by October 15 (peer interview, group gathering).  
● Meet with mentor 2-4 times/semester (first meeting by September 1)  
● Plan for outcomes of next level. | ● Formative intercultural assessments (e.g., IDI, BEVI, CQ)  
● Workshops (through CILMAR, CIE)  
● IPG (if applicable) |
| **CILMAR support** | ● Consultation  
● Mentoring  
● Training opportunities |
**Level 2: Development**

This level targets people who have some familiarity with frameworks for intercultural learning and who are ready to commit time and intellectual/emotional energy to both personal growth and student development.

<table>
<thead>
<tr>
<th>Required background</th>
<th>Completion of GIL Level 1, completion of the Intercultural Pedagogy Grant program for study abroad directors, or appropriate documentation of both personal development and mentorship of students in intercultural learning.</th>
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<tr>
<th>Track</th>
<th>Personal development</th>
<th>Mentorship of students</th>
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| **Milestones (end of year)** | ● Documentation of personal growth in at least 2 areas  
● Evidence of connection to broader GIL community  
● Written plan for next level | ● Sets of student work OR pre/post-tests with valid, reliable measures  
● Report on quantitative or qualitative analysis of student learning (including action plan)  
● Articulation of one research question |
| **To do (required activities)** | ● Set 2 goals related to personal development, including a goal not related to self-awareness. | ● Engage in backwards design of your course or program.  
● Mentor students.  
● Prepare for research by completing cycle of assessment, including collection of baseline data.  
● Establish plan with timeline.  
● Meet with mentor 2-3 times/semester (first meeting by September 1).  
● Make at least 1 connection with GIL community during fall semester (peer interview; attending or hosting group gathering; contribution to professional discourse through blog, presentation, submission to HubICL, etc.).  
● Plan for outcomes of next level. |

| Suggested tools and resources | Options:  
● Train as administrator of intercultural assessment.  
● Attend professional conference (e.g., WISE, SIETAR, SIIC) or relevant organization in your field.  
● Collaborate with other interculturalists on campus. |
| CILMAR support | ● Consultation  
● Mentoring  
● Training opportunities  
● Mini-grant opportunities  
● $2000 upon successful completion of program (only guaranteed within same year of acceptance into program) |
# Level 3: Leadership

This level targets people who have experience working with frameworks for intercultural learning and who are ready to make personal growth, mentoring colleagues and students, and contributing to knowledge production related to intercultural learning a central part of their professional efforts.

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<tr>
<th>Required background</th>
<th>Requires completion of GIL Level 2, or appropriate documentation of all of the above: personal development, mentorship of students in intercultural learning, and complete cycles of assessment for courses or programs with intercultural learning outcomes.</th>
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<tbody>
<tr>
<td>Track</td>
<td>Personal development</td>
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| Milestones (end of year) | ● Evidence of individual growth in working across difference in at least 3 areas  
● Mentorship of colleagues | ● Formal report that is publicly shared in oral or written form with an audience beyond Purdue (e.g., academic journal, conference, HubICL)  
● Mentorship of students to become intercultural learning leaders |
| To do (required activities) | ● Set at least 3 goals in 3 different areas related to personal development, one of which focuses on bridging across difference.  
● Mentor colleagues. | ● Engage in research and close the loop on cycles of assessment.  
● Train students to be mentors.  
● Plan for expanding beyond original mentoring context and for dissemination of scholarship. |
| | ● Propose and coordinate at least one activity for other GIL participants in fall semester.  
● Complete a leadership assessment, e.g., Cultural Intelligence.  
● Plan for continued personal development and mentorship. |
| Suggested tools and resources | Options:  
● Train as administrator for another intercultural assessment.  
● Do advanced training in intercultural pedagogy (e.g., SIETAR, SIIC).  
● Present at professional conference or organization in your field.  
● Partner with other interculturalists on campus |
| CILMAR support | ● Consultation  
● Training opportunities  
● Research collaboration  
● CILMAR writing group  
● $5000 upon successful completion of program (only guaranteed within same year of acceptance into program) |