

Growing Intercultural Leaders

Information for 2020-2021 Program

What is GIL?

GIL is a professional development opportunity for faculty and staff designed to cultivate the intercultural leadership skills that will move Purdue toward more inclusion, equity and belonging.

GIL provides three levels of support for faculty and staff who work as teachers, mentors, and advisors with students and/or with other faculty and staff on campus. Each level calls for a commitment of a minimum of one academic year.

At each level, participants set goals in two tracks – personal and professional development – and pursue a project related to their position and their professional goal.

Participants are supported by meetings with a mentor, other activities and opportunities, and a financial incentive (for Levels 2 & 3). Their end-of-year reflections, reports, and research submissions demonstrate progress toward their goals and serve as a resource to others interested in intercultural leadership. (See below for details of each level.)

Who can participate?

GIL is solely for faculty and staff of Purdue University, West Lafayette campus who teach and/or mentor students and/or other faculty and staff on campus. (For opportunities related to Study Abroad, consult the SAIL and IPG programs on the CILMAR web site.)

What does “mentor” mean in the GIL program?

“Mentor” (used throughout as a noun and verb) here refers to teaching, advising, training, counseling, and otherwise fostering in others the development of knowledge and cognitive, affective, and behavioral skills and attitudes. In other words, this program is not limited to people who teach or who work directly with students.

How many participants does the program accept?

The number of successful applicants varies each year according to the number of requests and available funding.

Who serves as a mentor for GIL participants?

Members of CILMAR play a key role in mentoring, but other mentors may be former GIL participants or other leaders in intercultural learning from across campus.

What are some examples of goals and projects?

Offering examples runs the risk of limiting creativity, and it is important that the project and goals align with the participant’s professional position. With this caveat, below are some examples.

	Personal Goal	Professional (Mentorship) Goal	Project
Level 1	<ul style="list-style-type: none"> • Develop a mindfulness practice • Become aware of own implicit bias when teaching • Understand why I find race hard to talk about 	<ul style="list-style-type: none"> • Design more inclusive courses • Understand how to teach and assess openness • Feel prepared to facilitate discussions about race 	<ul style="list-style-type: none"> • Revise exam questions in all courses to reflect diversity • Add an intercultural learning outcome to a course • Develop a diversity training module for RAs
Level 2	<ul style="list-style-type: none"> • Listen more effectively • Understand frameworks focusing on gender • Develop strategies and activities to be more culturally responsive in programming for faculty 	<ul style="list-style-type: none"> • Lead faculty discussions on intercultural learning outcomes in major • Reimagine a course to focus on difference, inequality, and cultural dexterity • Become Qualified Administrator of the Intercultural Development Inventory 	<ul style="list-style-type: none"> • Map scaffolded intercultural activities and outcomes into major • Redesign course syllabus to include intercultural learning outcomes and assessments that align with focus on difference, inequality, and cultural dexterity • Use the Intercultural Development Inventory to collect pre- and post-assessment data
Level 3	<ul style="list-style-type: none"> • Complete a new personal assessment (not IDI) to become a more well-rounded mentor • Develop bridging skills to establish intercultural learning collaborations between my college and other colleges 	<ul style="list-style-type: none"> • Establish a professional voice beyond Purdue in the field of intercultural learning • Take leadership in making intercultural learning central to my college 	<ul style="list-style-type: none"> • Publish article on research questions emerging from formal assessments in a course • Redesign major curriculum to include scaffolded intercultural learning outcomes and prepare associated learning activities and assessments to be used across sections

How are applications evaluated?

Applications are reviewed by a committee and evaluated based on the rubric below.

Criteria	1 weak	2	4 moderate	3	5 strong
Fit with level: Expertise and experience with intercultural learning aligns with proposed level.					

Mission fit 1: Strength of goal connection to CILMAR's mission					
Mission fit 2: Depth of need in applicant's department/program (CILMAR wants to extend support across campus.)					
Clarity of purpose 1: Has defined a <i>personal</i> goal that is specific, attainable, and relevant to the applicant.					
Clarity of purpose 2: Has defined a <i>professional</i> goal that is specific, attainable, and relevant.					
Project: Has defined a concrete project that aligns with professional goal and is relevant to applicant's position.					
Mentoring impact: Number of people who will benefit through applicant, frequency of contact with them, depth of their intercultural learning					
Support of supervisor					
History (for prior GIL participants): Evidence of successful outcomes at lower program level					
CILMAR resources: CILMAR has or can locate the expertise to support the stated goals.					

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

For details about each level, please see the charts below.

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 to explore how to develop intercultural competence in the people they mentor.

Required background	Must work with students or other faculty and staff in a mentoring capacity. No other prior experience necessary.	
Suggested tools and resources	<ul style="list-style-type: none"> • Formative intercultural assessments (e.g., IDI, BEVI, CQ) • Workshops (through CILMAR, CIE) • IPG (if applicable) 	
Track	Personal Development	Professional (Mentorship) Development
Milestones (end of year reporting, due June 20)	<p>Written paragraph addressing:</p> <ul style="list-style-type: none"> • Growth related to self-awareness, with evidence • Plan for future personal development 	<p>2-3 written paragraphs addressing:</p> <ul style="list-style-type: none"> • Description of your project and framework for assessing it. • Analysis of intercultural learning based on evidence you collected • Brief action plan for improvement • Reflection on connection between outcome of project and your professional development goal.
To do (required activities)	<ul style="list-style-type: none"> • Identify a 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. 	<ul style="list-style-type: none"> • Identify at least one intercultural learning outcome for your project and a framework and tool for assessing it. • Analyze the data about intercultural learning that your framework and tool generate to determine the extent of intercultural learning. • Spell out an action plan for improving future results.
	<ul style="list-style-type: none"> • 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) • Attend 2-3 CILMAR events/semester and possibly lead an activity in one: PICLCoP, Intercultural Teamwork Certificate, Worldview Workshops, Different Lenses • Plan for future personal and professional development. • Complete GIL program evaluation at end of year. 	
CILMAR support	<ul style="list-style-type: none"> • 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 mentorship.

Required background	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.	
Suggested tools and resources	<ul style="list-style-type: none"> • 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. 	
Track	Personal Development	Professional (Mentorship) Development
Milestones (end of year reporting, due June 20)	<p>Written report (½-1 page) addressing:</p> <ul style="list-style-type: none"> • Personal growth in at least 2 areas, with evidence • Evidence of connection to broader GIL community • Plan for future personal development 	<p>Written report ((½-1 page) addressing:</p> <ul style="list-style-type: none"> • Sets of student work OR pre/post-tests with valid, reliable measures • Quantitative or qualitative analysis of student learning, including action plan • Articulation of one research question <p>Review or contribution for the HubICL</p>
To do (required activities)	<ul style="list-style-type: none"> • Set 2 goals related to personal development, including a goal not related to self-awareness. 	<ul style="list-style-type: none"> • “Backwards design” course or program. • Mentor/teach. • Prepare for research by completing cycle of assessment, collecting baseline data. • Review or contribute a tool for the HubICL
	<ul style="list-style-type: none"> • 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/hosting group gathering; contribution to professional discourse through blog, presentation, submission to HubICL, etc.). • Contribute to at least one CILMAR activity: PICLCoP, Intercultural Teamwork Certificate, Worldview Workshops, Different Lenses • Plan for future personal and professional development. • Complete GIL program evaluation at end of year. 	
CILMAR support	<ul style="list-style-type: none"> • 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.

Required background	Requires completion of GIL Level 2, or appropriate documentation of all of the following: personal development, mentorship of students in intercultural learning, and complete cycles of assessment for courses or programs with intercultural learning outcomes.	
Suggested tools and resources	<ul style="list-style-type: none"> • 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 projects on campus 	
Track	Personal development	Professional (Mentorship) Development
Milestones (end of year reporting, due June 20)	Contribution to the HubICL (video, podcast, white paper, graphic, learning activity) addressing individual growth in working across difference in at least 3 areas, with evidence	Formal report that is publicly shared in oral or written form with an audience beyond Purdue (e.g., academic journal, conference, HubICL) that documents evidence of mentorship/teaching to support others in becoming intercultural learning leaders
To do (required activities)	<ul style="list-style-type: none"> • Set at least 3 goals in 3 different areas related to personal development, one of which focuses on bridging across difference. • Mentor colleagues. 	<ul style="list-style-type: none"> • Engage in research and close the loop on cycles of assessment. • Train others to be intercultural learning leaders. • Plan for expanding beyond original mentoring context and for dissemination of scholarship.
	<ul style="list-style-type: none"> • 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. • Complete GIL program evaluation at end of year. 	
CILMAR support	<ul style="list-style-type: none"> • Consultation • Training opportunities • Research collaboration • CILMAR writing group • \$5000 upon successful completion of program (only guaranteed within same year of acceptance into program) 	