Eligibility and Time Commitment

All GIL Fellows enter the program as leaders: they are aware of their role as teachers or mentors and of those whose growth and development is within their sphere of influence.

*Level 2 targets people with foundational knowledge of at least one framework for intercultural learning and willingness to commit and intellectual/emotional energy to both personal growth and mentorship.*

**Required Background**

One or more of the following:

- Completion of GIL Level 1
- Completion of the Intercultural Pedagogy Grant program for study abroad/VEIL/COIL leaders
- Adequate documentation of both personal development and mentorship of students in intercultural learning.

**Time Commitment**

Average of 2-3 hours/week, with distribution dependent on activities undertaken
Goals

All GIL Fellows set both personal and professional development goals.

- Set 2 goals related to personal development, including a goal unrelated to self-awareness.
- Set a professional goal related to designing your course or program with intercultural learning outcomes that you will assess.

Activities

- Participate in Facilitating Intercultural Learning through True North Intercultural (online course in fall) or meet 2-3 times/semester with a mentor – your choice.
- Engage in backward design of your course or program.
- Prepare for research by assessing learning and collecting baseline data.
- Refer to the Intercultural Leadership Matrix to reflect on areas of strength, opportunities for growth.
- Consider training to administer an intercultural assessment and/or attending a relevant conference.
End-of-Year Outputs

To demonstrate progress on your personal goals, you will turn in:

1. A reflection (written or recorded; may be a journal) that documents progress toward your goals and addresses 4 items from the Intercultural Leadership Matrix. It will be shared on the HubICL.

2. A written plan – 3-5 bullet points are fine – for future personal intercultural development. May include ideas for applying to Level 3.

To demonstrate progress on your professional goal, you will turn in:

1. Learner artifacts or pre/post-tests with valid, reliable measures

2. Report on quantitative and/or qualitative analysis of learning

3. Articulation of one research question related to report

To help CILMAR improve, complete the program evaluation.

**Due June 10 for disbursement of $1000**