Intercultural Leadership Rubric
Aletha Stahl, 2023

This matrix outlines the desired learning outcomes for the Growing Intercultural Leadership program. It is designed to serve as a guide for Fellows and Mentors as they plan their efforts and as a program assessment tool.

As a goal, 75% of Fellows will achieve the stated learning outcome for their level in 4 of the 6 target domains on the IL Matrix. Their progress will be evaluated by CILMAR staff who will rate each domain as "absent," "growth," "achieved" based on the Fellow's final reflection and, according to level, additional artifacts such as a syllabus, presentation, white paper, published article, student work, etc.

	Level 1	Level 2	Level 3
Wellbeing/ Resilience	Identify wellbeing and resilience as comprised of multiple elements (physical, social/emotional, mental, environmental, spiritual) and recognize impact of personal wellness on others.	Identify practices that enhance own personal wellbeing/resilience and demonstrate sustained use of them.	Promote personal wellbeing and resilience as part of intercultural and/or DEI development in others.
Self-awareness	Articulate insights into own cultural rules and biases, including systems of socialization such as racialization that influence sociopolitical perspectives and how these impact own lived experience.	Articulate insights into own cultural rules and biases, including systems of socialization such as racialization and how these impact own understanding of self as leader.	Display congruence between own identities as a leader and professional actions.
Theoretical foundations	Describe one or more intercultural and/or DEI frameworks or models (e.g., CQ, DMIS, Laird's Diversity Inclusivity, Sorrells' Praxis, etc.)	Apply an intercultural and/or DEI framework or model in designing a mentoring or teaching experience. Describe a new IC or DEI framework or model for intercultural learning	Apply an intercultural and/or DEI framework or model in designing a mentoring or teaching experience and articulate why it was chosen. Contribute to the development or application of intercultural and/or DEI frameworks or models

Assessment and integration of learning	Describe one intercultural and/or DEI assessment and how it can be used to foster or measure learning	Design data collection for an intercultural and/or DEI experience and effectively assess it.	Disseminate assessment results of an intercultural and/or DEI experience beyond own department or program.
Reflection	Recognize importance of reflection in personal, professional, and ethical development. Craft a self-appraisal that takes account of specific contexts and suggests the value of this knowledge outside of that immediate context	Analyze personal experiences to identify meaningfulness of own beliefs and commitments. Evaluate changes in own learning over time, recognizing complex contextual factors	Build regular reflection into schedule. Envision a future self based on experiences that have occurred across multiple and diverse contexts, exploring complexity of context in depth.
Ownership / self-directed learning	Demonstrate some recognition of the roles played by self and others in own leadership development process. Set next goal and plan some specific steps.	Demonstrate clear recognition of the roles played by self and others in own leadership development process. Set specific goals, specific next steps.	Demonstrate clear recognition and nuanced sense of self and others in own leadership development process. Set specific goals and concrete strategies for achieving them, including evidence of achievement and scheduled checkpoint/s for accountability.

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