Fulbright Scholar-in-Residence Program (S-I-R)

Academic Year 2025-2026 Competition

FY25 Scholar Recruitment Memo

Name of Host Institution: Boston College
Location: Chestnut Hill, MA
Institution Website: www.bc.edu

Scholar: To be recruited	**Program Start:** 8/25/2025
Country of Origin: South Korea	**Monthly Stipend Allowance according to location:** $4,805
Discipline: Education	**Program Length in Months:** 10
Specialization: Education, Miscellaneous	**Institution Type:** Not Applicable
Hosting Department: Department of Formative Education	**Locale:** Suburban

Institutional and Program Summary:
Summary of Activities: The scholar will engage in our school of education, across the larger university, and off-campus in schools and community organizations. Within our school, the scholar will teach courses in his or her area of specialization, on issues of whole-person education. The scholar will teach across campus in the international studies program. And the scholar will work with local schools and local teachers, giving presentations and engaging them with the Korean educational system.

Academic Program: The scholar will teach in two-three programs within our school and across the university: first, in the host Department of Formative Education, a department that does interdisciplinary work on education as a holistic process of human development, advocating for attention to social, emotional, ethical, and spiritual aspects; second, in the International Studies program in the Morrissey College of Arts and Sciences, teaching a course on Korea in the scholar's area of specialization; third, perhaps in the Department of Teaching, Curriculum, and Society, on issues of curriculum and instruction in Korea. We would ask the scholar to teach three courses total, one course each semester in the fall, spring, and the first summer terms. The specific area of each course would be determined in consultation, taking into account the scholar's area of academic specialization.

Scholar Profile: We would prefer a scholar who is currently a faculty member at a Korean university. This colleague should have a doctoral degree and conduct research on some aspect of holistic human development or "formative" education. We are less concerned about the rank of the scholar at his or her current university—early career and late career scholars would both be welcome. The scholar should have at least a couple of years teaching experience at the university level. In order to teach at Boston College, the scholar will also have to be comfortable using English.

Plans for Other Campus Activities: Boston College has launched a popular undergraduate program in Korean studies. The program has one full-time faculty member, but this colleague will be on sabbatical in 2025-2026. As such, the visiting scholar will play an important role advising students and teaching a course to maintain momentum in this new program. The scholar will also participate in events organized by the BC Asian Caucus, an umbrella group for Asian undergraduates, as well as the Korean Students Association. Koreans are the third largest group of international students at Boston College. The Vice Provost for Global Engagement hosts visitors from around the world, mostly from Catholic universities. His office will facilitate connections between our visiting scholar and these colleagues, and he will ensure our scholar's participation in events connecting visiting scholars to the campus community.

Community Outreach: We have obtained a commitment from local schools that are excited to have a Korean scholar speak with their students and faculties. Some of these are public schools, and others are parochial schools. The scholar will offer lectures and workshops, with details to be worked out between the scholar and each school. Our partner schools struggle with a tension between academic achievement and the holistic development of students. The visiting scholar will bring a Korean perspective on this challenge. The scholar will also help set up virtual workshops that involve both

teachers in local schools here and teachers in Korean schools. These workshops will address the same issue, the tension between high achievement and holistic development. In addition, the Korean consulate in Boston will involve the visiting scholar in regional activities.

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Host Institution Information

Form Title	Host Institution Information
Is this a Joint Proposal with another U.S. institution?*	No
U.S. Institution Information	
Name of Institution*	Boston College
Institution Website*	www.bc.edu
Institution City*	Chestnut Hill
Institution State*	MA
Is your institution one of the following? Select all that apply.*	Not Applicable
Indicate the location setting of your institution (select one):*	Suburban
Size and Characteristics of the student body and faculty*	Enrollment (fall 2023): Total: 15,043 students (13,431 full-time; 1,612 part-time) Undergraduate day: 9,575 Advancing studies: 349 Graduate and professional: 5,119 Doctorate: 1,264 Master’s / professional: 3,684 Licentiate: 54 Non-degree: 130 Full-time faculty: 890
Mission*	BC seeks to be the national leader in the liberal arts; to fulfill its Jesuit, Catholic mission of faith and service; to continue to develop model programs to support students in their formation; and to seek solutions—as researchers, educators, leaders, and caregivers—that directly address the world’s most urgent problems. BC is committed to leading its students on a comprehensive journey of discovery—integrating their intellectual, personal, ethical, and religious formation.
Scope of academic offerings*	Constituent colleges and schools: Morrissey College of Arts & Sciences 38 undergraduate majors, 54 minors

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Host Institution Information (continued)

14 Master’s and professional programs

14 Ph.D. programs

Carroll School of Management

1 undergraduate major, 14 concentrations, 6 minors

3 Master’s and professional programs

3 Ph.D. programs

Lynch School of Education and Human Development

8 undergraduate majors, 13 minors

17 Master’s and professional programs

7 Ph.D. programs

Connell School of Nursing

2 undergraduate majors

Boston College School of Social Work

1 Master’s and 1 PhD. programs

Boston College Law School

Boston College School of Theology and Ministry

1 Master’s and 1 PhD. programs

Woods College of Advancing Studies

1 Master’s and 1 PhD. programs

Has your institution previously received a Fulbright Scholar-in-Residence Program Visit? Please if you are unsure.*search our directory of Fulbright Scholar Alumni	No

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Institutional Contacts

Form Title	Institutional Contacts
Responsible Administrative Official	
Prefix*	Dr.
First Name*	Stanton
Last Name*	Wortham
Title*	Dean
Academic Discipline*	Education
Office/Department*	Lynch School of Education and Human Development
Telephone	+1 617-552-2200
Email*	stanton.wortham@bc.edu
Street*	140 Commonwealth Ave.
City*	Chestnut Hill
State*	MA
Zip Code*	02467
Letter from Responsible Administrative Official*	
Please submit a of maximum 2 pages for one institution, or a maximum of 4 for joint proposals.	Uploaded 05/13/2024
Principal Contact for Academic Arrangements	
Prefix*	Dr.
First Name*	Chris
Last Name*	Higgins
Title*	Department Chair
Academic Discipline*	Education
Office/Department*	Department of Formative Education
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City*	Chestnut Hill
State*	MA
Zip Code*	02467
Principal Contact for Non-Academic Arrangements	
Prefix*	Dr.
First Name*	Deoksoon
Last Name*	Kim
Title*	Professor
Academic Discipline*	Education
Office/Department*	Department of Teaching, Curricuulm & Society

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Institutional Contacts (continued)

Email*	deoksoon.kim@bc.edu
Street*	140 Commonwealth Ave.
City*	Chestnut Hill
State*	MA
Zip Code*	02467
Oversight	
oversight	The visiting scholar will be hosted by the Lynch School of Education and Human Development. Stanton Wortham is the Dean. He will be responsible for overseeing the visitor and ensuring the successful completion of the visit. Some activities will involve academic work, teaching courses and contributing to program development in the Department of Formative Education. These components will be overseen by the department chair, Chris Higgins. The Director of the International Studies Program at BC, Erik Owens, will provide teaching opportunities and oversee the scholar's connections with undergraduates in that area. Professor Deoksoon Kim will oversee the scholar's personal situation and activities with organizations outside Boston College. These will include the Korean consulate, local schools, and local teachers who might participate in exchanges with Korean counterparts. James Keenan, the Vice Provost for Global Engagement, will provide advice and support from the university.

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Program Information - SIR Host

Form Title	Program Information - SIR Host
Proposed Program Dates	
From*	08/25/2025
Term*	Full Academic Year
To*	06/25/2026
Length in Months*	10
Summary of Activities*	
Proposal Summary	The scholar will engage in our school of education, across the larger university, and off-campus in schools and community organizations. Within our school, the scholar will teach courses in his or her area of specialization, on issues of whole-person education. The scholar will teach across campus in the international studies program. And the scholar will work with local schools and local teachers, giving presentations and engaging them with the Korean educational system.
Teaching Responsibilities*	
Please summarize your proposed S-I-R's overall teaching responsibilities and subject matter covered:*	The scholar will teach in two or perhaps three programs within our school and across the university: first, in the host Department of Formative Education, a department that does interdisciplinary work on education as a holistic process of human development, advocating for attention to social, emotional, ethical, and spiritual aspects; second, in the International Studies program in the Morrissey College of Arts and Sciences, teaching a course on Korea in the scholar's area of specialization; third, perhaps in the Department of Teaching, Curriculum, and Society, on issues of curriculum and instruction in Korea. We would ask the scholar to teach three courses total, one course each semester in the fall, spring, and the first summer terms. The specific area of each course would be determined in consultation, taking into account the scholar's area of academic specialization.
What department(s) will the scholar be housed in?*	Department of Formative Education
How many courses do you plan to have the scholar teach?*	3
Course 1	
Title*	Reimagining School and Society
Description*	NOTE: This is a sample, but the details will fit the scholar selected Because we typically equate education with schooling, we tend to forget that schooling is just one educational tool, forged relatively recently in order to accomplish specific tasks. While there have long been specialized schools for select populations, the idea of universal, compulsory schooling was unheard of until the end of the 18th century and uncompleted until the beginning of the 20th. Schooling was born out of rapid social

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Program Information - SIR Host (continued)

	change marked by shifting conceptions of childhood, a widening demand for literacy, the industrialization of labor, and the rise of the nation state. And after we forged this tool, it forged us. We moderns came to see childhood as a distinct realm, the book as emblematic of intellectual life, work as alienated labor, and civic formation as patriotism. At the same time, the energies unleashed by this mutual transformation altered the very conditions schooling was originally meant to address.
Course 2	
Title*	TEACHING, CURRICULUM, AND LEARNING ENVIRONMENTS
Description*	NOTE: This is a sample, but the details will fit the scholar selected This class will introduce students to diverse perspectives in educational studies around the world. Students will be invited to use their theories to identify current challenges in their schools and communities and to explore potential solutions to them with reference to international research. As part of this, students will be asked to develop their own interpretations of issues in education and to compare them with others with different and opposing points of view. At the end of this course, students will be able to: (i) identify and interpret major theories of instruction, curricula, and learning environments; and (ii) transform ill-defined problem sets into issues that can be addressed by accessing and using educational research.
Course 3	
Title*	Special Topics in Formative Education: East Asian Perspectives on Holistic Education
Description*	School systems across the globe have begun to rethink their test-driven, credential-focused approaches to education. While Western intellectual history certainly contains resources for challenging the narrowing and fragmentation of learning in late capitalism, the neo-liberal dust—individualist, hypercompetitive, mercenary—has barely settled on the holistic, value-centered conception of learning animated East Asian education until its recent, ultra-rapid “modernization.” Drawing on a range of classic and contemporary texts, including country specific cases and comparative studies, this course will explore the affordances of East Asian educational traditions for reorienting education around formative aims.
Course 4	
Will the S-I-R be teaching independently or co-teaching?*	Independent instruction
What is the anticipated total enrollment of these courses combined?*	40-79
Describe how you will involve	The Department of Formative Education is a new, interdisciplinary

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Program Information - SIR Host (continued)

the scholar in a variety of academic roles and activities beyond teaching courses, such as curriculum development, academic advising, departmental activities etc.*	department. As such, it is two years into running a new undergraduate major in “transformative educational studies” that already has 80 majors. It has also just launched a new doctoral program. The scholar would participate with colleagues in the ongoing review and development of these undergraduate and doctoral programs. The scholar would also participate in schoolwide faculty meetings and retreats.
Sample Syllabi	Uploaded 05/14/2024

Plans for Other Campus Activities*

Plans for Other Campus Activities	As described in the letter from the Director of the International Studies program, the scholar will participate there. Boston College has launched a popular undergraduate program in Korean studies. The program has one full-time faculty member, but this colleague will be on sabbatical in 2025-2026. As such, the visiting scholar will play an important role advising students and teaching a course to maintain momentum in this new program. The scholar will also participate in events organized by the BC Asian Caucus, an umbrella group for Asian undergraduates, as well as the Korean Students Association. Koreans are the third largest group of international students at Boston College. The Vice Provost for Global Engagement hosts visitors from around the world, mostly from Catholic universities. His office will facilitate connections between our visiting scholar and these colleagues, and he will ensure our scholar’s participation in events connecting visiting scholars to the campus community.

Community Outreach*

Community Outreach	We have extensive connections with local schools and school districts. We will engage the visiting scholar with schools in two ways. First, we have obtained a commitment from local schools that are excited to have a Korean scholar speak with their students and faculties. Some of these are public schools, and others are parochial schools. The scholar will offer lectures and workshops, with details to be worked out between the scholar and each school. Our partner schools struggle with a tension between academic achievement and the holistic development of students. The visiting scholar will bring a Korean perspective on this challenge. Second, the scholar will help set up virtual workshops that involve both teachers in local schools here and teachers in Korean schools. These workshops will address the same issue, the tension between high achievement and holistic development. In addition, the Korean consulate in Boston will involve the visiting scholar in regional activities.

Letters of Support*

	Uploaded 05/30/2024
Please limit your letters to a maximum of 10 pages (applicants applying jointly with another institution may upload up to 20 pages).Letters of	

Program Information - SIR Host (continued)

Support

GLOBAL PERSPECTIVES

EDUC1250: TEACHING, CURRICULUM, AND LEARNING ENVIRONMENTS
Fall 2021

Instructors

Professor Dennis Shirley
Email: shirleyd@bc.edu
Website: www.dennisshirley.com
Twitter handle: @dennisshirley

Babatunde Alford
Email: alfordbb@bc.edu
Linkedin: www.linkedin.com/in/b-alford/

Course Themes and Requirements

This class will introduce students to diverse perspectives in educational studies around the world. Students will be invited to use their theories to identify current challenges in their schools and communities and to explore potential solutions to them with reference to international research. As part of this, students will be asked to develop their own interpretations of issues in education and to compare them with others with different and opposing points of view. Independent interpretations are encouraged, as is respectful and attentive engagement with one's classmates.

At the end of this course, students will be able to: (i) identify and interpret major theories of instruction, curricula, and learning environments; and (ii) transform ill-defined problem sets into issues that can be addressed by accessing and using educational research. As part of this, students will participate in an online community of inquiry and practice to bring the daily, nitty-gritty challenges of teaching and learning to our class interactions. This will require training oneself to be alert to what actually is transpiring in a given learning environment, close study of class readings, and continual refinement of critical thinking abilities and academic writing skills. The culminating project for the course is a paper providing an integrative approach to teaching, curricula, and learning environments.

Required Book

- Shirley, D. (2017) *The New Imperatives of Educational Change: Achievement with Integrity*. New York: Routledge.

Assignments and Grading

Module Discussions and Activities

The *Module Discussions and Activities* will make up 20% of your final grade. In this class, you will be asked to (i) inquire into course material as an independent thinker; and (ii) engage in critical dialogue with your colleagues to deepen and refine your understanding of course content.

On a weekly basis, this will take two main forms:

Engaging with the Big Ideas

These discussions are meant to help you engage with the content for the module first by writing your own response to the question prompts. You will need to post your individual response to the questions to gather your thoughts and think for yourself . Please identify *specific passages* from the readings or sections of films that you find provocative and worthy of group discussion.

Deliberative Group Work

These activities will invite you to bring your perspectives and ideas to the group and deliberate together to imagine ways the theories and approaches you encounter could transform education. Some forms of deliberation will entail writing and others will involve synchronous dialogue in small groups.

Written Assignments

The *Written Assignments* will make up 80% of your final grade. Four written assignments will be “Unit Papers” that will deal separately with global perspectives, teaching, curricula, or learning environments. A final assignment will be a culminating essay in which you pull all of your major new ideas and reflections into a single analytical essay. This provides you with an opportunity to integrate course material into your pre-existing beliefs and observations about teaching, curricula, and learning environments.

In the following sections you are given an overview of the kinds of questions that you will be invited to explore with each paper. *Do not try to answer every question!* Just choose one that you find especially provocative and engaging.

#1: Thinking Through Global Perspectives (10% of the Final Grade; due September 19)

This will be a 2-paged, double-spaced paper on the concept of global perspectives on education today. This paper is a venue for you to explore your initial reactions and reflections to the class readings thus far. Some things to consider are:

- What do you think of the idea of the "rights of the child"? How might the concept change how educators might think of their students, and how students think of themselves?
- According to UNESCO's *Education: The Treasure Within*, a balanced education should address *learning to know*, *learning to do*, *learning to be*, and *learning to live together*. Do you agree with this approach to a holistic education that addresses all of the dimensions of human development today?
- What do you think of the idea of "global citizenship education"? Does it seem like a promising concept? What kinds of objections do you think it might arouse?
- The Association for Supervision and Curriculum Development is promoting the concept of the "whole child for the whole world." Is this an appropriate goal for education? What do you like or not like about it?
- Dennis Shirley juxtaposes old and new imperatives for educational change in *The New Imperatives of Educational Change*. Does his framework make sense to you? If yes, why? If not, why not?

#2 Philosophy of Teaching (10% of the final grade; due October 3)

This will be a 2-paged, double-spaced paper on teaching. This paper is a venue for you to explore your philosophy of teaching. Some things to consider are:

- What makes for good teaching? What are the strengths in some approaches that you find attractive? What separates teaching that is effective from that which is ineffective in your judgment?
- What do you like about various kinds of innovative pedagogies? If you consider your own experiences in schools, are there some experiences that really cemented your beliefs with regard to particular kinds of instruction that allow students to achieve at higher levels than others? Can you find ways to connect your experiences to the readings?
- Can you think of diverse hybrid ways that you could combine traditional and innovative forms of instruction by using culturally sustaining pedagogies?

#3: Philosophy of Curriculum (20% of the final grade; due October 24)

This will be a 2-paged, double-spaced paper on curriculum. This paper is an opportunity for you to think more deeply about your beliefs regarding the subject matter content that students should learn. Some things to consider are:

- What do you think are the most important things for young people to learn today? Why?
- How might teachers be supported to plan curricula together? How can a "professional imperative of educational change" help them to do so successfully?
- Can young people take charge of their own learning in some important ways that good curricula can enable? Or might there be some problems with giving students agency with regard to subjects about which they know little and require the expertise of a trained professional?
- What kinds of curricula can help students to learn about diverse global perspectives and issues? What are some challenges to good curriculum at the level of its actual enactment in schools and systems?

#4: Philosophy of Learning Environments (20% of final grade; due November 7)

This will be a 2-paged, double-spaced paper on learning environments. This paper is an opportunity for you to think more deeply about your beliefs regarding the optimal contextual environments that will help students learn. Some things to consider are:

- Which theories and bodies of research regarding learning environments do you find most useful for improving teaching and learning in your school or context? How do the ecological systems theory or positive youth development approaches provide useful models for you to consider—or not? Explain.
- Do you find that any ideas or strategies are missing from the ways that ecological systems theory and positive youth development frame learning environments? If you think about your society and those around the world, can you imagine more impactful ways of theorizing learning environments that would benefit young people today?
- Do you find the concept of a "global imperative of educational change" useful for your work with students in schools and society today? What kinds of societal forces are challenging the notion of such an imperative? How do you understand your role with regard to different pressures from different social sectors?

#5: Final paper Unifying Teaching, Curricula, and Learning Environments (20% of final grade; due December 5)

This will be a 5-paged final paper pulling together your reflections during the entire course. Some topics to consider are:

- What do you believe to be the very best ways of teaching, developing curriculum, and designing learning environments? Can you provide examples of how these diverse parts of teaching and learning are being integrated in classrooms and schools today?
- Around the world, educators are struggling to blend the strengths of traditional approaches to teaching and curriculum design with more innovative or hybrid approaches. What kinds of challenges are they facing, or might you be encountering in your own classroom or school? What approaches do you believe will be most helpful to you and your students as you endeavor to improve your professional craft?
- Some of the class readings have argued that anachronistic "old imperatives of educational change" are promoting a kind of teaching that undermines the improvement of education. Do you agree? Why or why not? Provide examples from research and from your own professional experience in schools or other forms of learning environments.

Weekly Course Schedule

Dates	Unit	Module	Readings	Assignments & Due Dates
8/30 - 9/3		Module 0&1: Introduction		
9/6 - 9/10	Unit 1: Introducing Global Perspectives in Education	Module 2: How should we be thinking about human rights and education?	• United Nations (1959) Declaration of the Rights of the Child. • United Nations (1989) Convention on the Rights of the Child • Delors, J., et al (1998) *Education: The Treasure Within*. Paris: UNESCO, pp. 86-98. • *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century*. (2014, January). https://www.gcedclearinghouse.org/resources/global-citizenship-education-preparing-learners-challenges-21st-century.	Engaging with the Big Ideas: 9/7 Group Deliberation: 9/9
9/13 - 9/17		Module 3: How should we put the rights of the child into practice?	• Allen, J. (2013) A Critical Inquiry Framework for K-12 Teachers: Lessons and Resources from the Rights of the Child. In: Allen, J., & Alexander, L. (2013) *A Critical Inquiry Framework for K-12 Teachers: Lessons and Resources from the UN Rights of the Child.* New York: Teachers College Press, pp. 1-19. • Association for Supervision and Curriculum Development (2020) *The Whole Child for the Whole World,* 1-41 • Shirley, D. (2016). *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 1-52.	Engaging with the Big Ideas: 9/14 **Synchronous session: Wednesday, 9/15** Paper Due: 9/19
9/20 - 9/24	Unit 2: What is your Philosophy of Teaching?	Module 4: What is good teaching?	• Lee, K., & Sriraman, B. (2013). An Eastern learning paradox: Paradoxes in two Korean mathematics teachers' pedagogy of silence in the classroom. *Interchange*, 43(2), 147-166.	Engaging with Big Ideas: 9/21

			• Sato, M. (2018). Imagining Neo-liberalism and the hidden realities of the politics of reform: Teachers and students in a globalized Japan. In: *Reimagining Japanese education: Borders, transfers, circulations, and the comparative.* (New York: Symposium), pp. 225-246 • Rincón-Gallardo, S. (2016) Large scale pedagogical transformation as widespread cultural change in Mexican public schools. *Journal of Educational Change* 17, pp. 411-436.	Group Deliberation: 9/23
9/27-10/1		Module 5: What is culturally sustaining pedagogy?	• Bonner, M. (2018). THAT'S A RAP! When Michael Bonner's 2nd grade students were failing their reading tests, he didn't give up on them. He made a music video. *Educational Leadership*, *76*(4), 40–44. • Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93-97. • Ladson-Billings, G. (2014). Culturally Relevant Pedagogy 2.0: Aka the Remix. Harvard Educational Review, 84(1), 74-84. • Fergus, E., Noguera, P., & Martin, M. (2014) *Schooling for resilience: Improving the life trajectory of black and Latino boys.* Cambridge: Harvard Education Press, 55-94.	Engaging with the Big Ideas: 9/28 **Synchronous session: Wednesday, 9/29** Paper Due: 10/3
10/4-10/8	Unit 3: Curriculum	Module 6: What is an inclusive and socially just curriculum?	• UNESCO (2020) *Inclusion and education: All means all.* (Paris: UNESCO), pp. 3-26, pp. 111-134. • Exploring social justice curricular options: *Choose one that intrigues you to discuss*. For example: 1. Teaching Tolerance 2. Abolitionist Teaching Network 3. Indigenous Curriculum Design 4. LGBTQ Issues in Education • Shirley, D. (2016). *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 53-78.	Engaging with the Big Ideas: 10/5 Group Deliberation: 10/7

10/11-10/15		Module 7: Who designs and enacts the curriculum?	• Tan, C. (2016) Teacher agency and school-based curriculum in China's non-elite schools. *Journal of Educational Change*. • Mitra, S., & Dangwal, R. (2010). Limits to self-organising systems of learning—the Kalikuppam experiment. *British Journal of Educational Technology*, *41*(5), 672-688. • Shirley, D. (2016) *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 79-98.	Engaging with the Big Ideas: 10/12 Group Deliberation: 10/14
10/18 - 10/22		Module 8: What are some challenges to environmental sustainability and national insularity in the curriculum?	• Witoszek, N. (2018) Teaching sustainability in Norway, China, and Ghana: Challenges to the UN program. *Environmental Education Research* 24(6), 831-844. • Shirley, D. (2016) *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 99-112.	Engaging with the Big Ideas: 10/19 **Synchronous session: Wednesday, 10/20** Paper Due: 10/24
10/25 - 10/29	Unit 4: Learning Environments	Module 9: How should educators come to understand and further enhance young people's learning environ-ments?	• Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of Education*, 3(2), 37-43. • Blackstock, C. (2011) The emergence of the breath of life theory. *Journal of Social Work and Ethics* 8(1). • Shirley, D. (2016) *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 113-128.	Engaging with the Big Ideas: 10/26 Group Deliberation: 10/28
11/1-11/5		Module 10: What are some of the ways in which educators can create positive	• Lerner, J. V., Bowers, E. P., Minor, K., Boyd, M. J., Mueller, M. K., Schmid, K. L., & Lerner, R. M. (2012). Positive youth development: Processes, philosophies, and programs (Chapter 15). *Handbook of Psychology,* Second Edition, 6.	Engaging with Big Ideas: 11/2 **Synchronous session: Wednesday, 11/3**

		environments for learning?	• Liang, B. (2016) The Four P's of Purpose among College Bound Students: People, propensity, passion, prosocial benefits. *The Journal of Positive Psychology* 12(3), 281-294. • Ginwright, S. (2018) The future of healing: Shifting from trauma-informed care to healing-centered engagement. *Medium. https://ginwright.medium.com/the-future-of-healing-shifting-from-trauma-informed-care-to-healing-centered-engagement-634f557ce69c*	Paper Due: Sunday, 11/7
11/8 - 11/12		Module 11: What is the future of global perspectives on education?	• Huish, R. (2020). Global Citizenship amid COVID-19:Why climate change and a pandemic spell the end of international experiential learning. *Canadian Journal of Development Studies.* • Shirley, D. (2016) *The New Imperatives of Educational Change: Achievement with Integrity* (New York: Routledge), 129-142.	Engaging with the Big Ideas: 11/9 Group Deliberation: 11/11
11/15 - 11/19	Unit 5: Pulling It All Together: Optimizing Teaching, Curricula, and Learning Environments	Module 12: Inspiring Examples of Educational Change	• In this week students will find an inspiring video clip or digital example of educational change that they will post on Canvas with a commentary.	Post the video clip by November 21
11/22 - 11/26		Module 13: Responding to Inspiring Examples of Educational Change	• Students will choose 4 other students' inspiring video clips with written or filmed commentaries.	Post your responses by November 28
11/29 - 12/3		Module 14: Free for Writing the	• *Please use this week to write your final paper. Feel free to set up appointments to receive assistance in brainstorming ideas for the paper.*	**Unit 5 Essay due: Sunday, 12/5**

		Final paper		
12/6-12/10		Module 15: Course Wrap-up and Next Steps	*We will have one final synchronous session to share our last reflections and to discuss next steps in our professional development.*	**Synchronous session: Wednesday, 12/8**

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Scholar Profile

Form Title	Scholar Profile
Are you naming a scholar?*	No
Academic Discipline and Specialization*	
Academic Discipline*	Education
Specialization*	Education, Miscellaneous
The Scholar (if recruitment is requested)	
From what world region would you like to host a scholar?*	East Asia/Pacific
Country 1	South Korea
Why this world region and countries?*	Globally, schools are struggling with a challenge: the “standards” movement gained force two decades ago and pushed schools toward academic achievement and high stakes assessments; we now know that this heavy emphasis on subject matter learning misses crucial aspects of students’ lives. American educators want to facilitate the development of young people as whole human beings, but school systems have not figured out how to do this while maintaining academic standards. Korea has been extremely successful in academic achievement, but they struggle with student well-being. As a result, Korean scholars and educators have begun to focus on ways to maintain academic rigor while expanding their focus to holistic human development. Boston College has our own approach to holistic student well-being called “formative education.” Our faculty, students, and local schools would benefit from learning how Korea is managing this challenge and comparing our formative approach to theirs.
Indicate discipline(s) or field(s) of expertise, theoretical orientation (if applicable), and subjects/issues about which you wish the scholar to be particularly knowledgeable. *	The Department of Formative Education is interdisciplinary and includes both humanists and social scientists who study the process of holistic human development. Faculty share a commitment to understanding and fostering the development of social, emotional, ethical, and spiritual dimensions in young people. Some do normative research, like philosophers who explore how education should work. Some do historical research, studying how holistic education has been done. Some do cross cultural research, studying how people in different societies manage these challenges. Some do psychological research, studying how individual development occurs. We would be pleased to have a Korean colleague from any of these disciplines. The primary requirement is expertise in holistic education, imagining it as the process of facilitating the development of whole human beings. We have contacts at several Korean universities, and we are confident that we would be able to find an appropriate scholar.
List scholar’s qualifications, including academic degree level and years of teaching experience. *	We would prefer a scholar who is currently a faculty member at a Korean university. This colleague should have a doctoral degree and conduct research on some aspect of holistic human development or “formative” education. We are less concerned about the rank of the scholar at his or her current university—early career and late career scholars would both be welcome. The scholar should have at least a couple of years teaching experience at the university level. In order to

Scholar Profile (continued)

teach at Boston College, the scholar will also have to be comfortable using English.

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Project Information

Form Title	Project Information
Current Experience*	
Describe your institution's current and previous experience with international or world area studies programs, and, if applicable, making sure to include the role of any prior S-I-R awards your institution may have received.	The BC Office of Global Engagement is the university's central hub for global programs, international students and scholars, and university collaborations around the world. Boston College has a number of world area studies programs, including Asian Studies, Slavic Studies, German Studies, Islamic Cultures and Civilizations, and Latin American Studies. The International Studies Program is the oldest and largest interdisciplinary academic program. In 2018 it was cited in BC's Strategic Plan as a key area of investment in the university's push to enhance global engagement, with subsequent investment in new faculty, expanded course offerings, and new opportunities for study abroad. Currently the IS Program's 29 faculty members (who have concurrent appointments in eight other academic departments) teach and mentor approximately 350 undergraduate majors and 85 undergraduate minors.
Internationalization Goals*	
Describe the programs that will be enhanced by the participation of the proposed Scholar-in-Residence. Clearly state your institution's current internationalization goals (one to five years) in terms of developing, expanding or strengthening international,	Boston College has evolved in the last 150 years from a small, local commuter college to a national and increasingly international university, a development that fits with its charism, history, and traditions as a Jesuit institution. BC commits itself in the coming years to increasing its presence and impact through creative partnerships on the local and national levels, increased outreach to international students, recruitment of faculty with international backgrounds, and the development of programs that promote global cooperation. BC will implement this strategic direction by enhancing the undergraduate curriculum to incorporate greater attention to global issues and to include international perspectives in courses and programs; making available the expertise of its nationally recognized schools to specific challenges nationally and internationally; and developing a more effective structure to promote and coordinate international initiatives.
Fulbright Impact*	
Please share why the Fulbright Program with its mission of fostering a more peaceful world through person-to-person cultural exchanges is the right partner to support this program and your institution's internationalization goals.	The Fulbright Program's mission of fostering international understanding and cultural exchange through educational experiences complements Boston College's goal of internationalization. By hosting a Fulbright Scholar-in-Residence, BC would participate in a program with a proven track record of building bridges across cultures. Our strategy is to focus on an issue of global concern, the tension between academic achievement and more holistic support for and development of young people in schools. Korea and the US have taken different approaches, and the contexts are different, but educators struggle with similar issues in both places. It would be valuable for faculty, students, and community partners in Boston to learn about the Korean challenges and strategies. Hosting a Korean scholar with expertise on this issue would advance our internationalization goals and also bring new insights to a core challenge that we face as American university, faculty, students, and educators.

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Project Information (continued)

Diversity, Equity, Inclusion and Accessibility*	
(i.e. how will your institution ensure diverse students, faculty, and community members benefit from this Fulbright exchange?).Program beneficiaries	Boston College offers undergraduates need-blind admissions, supporting the full financial need of all admitted students. More than 1/3 of undergraduates are students of color. Lynch School undergraduates are even more diverse. Our school partners serve students in Boston, Chelsea, Waltham, and other urban communities. The scholar would engage with these populations and bring insights from Korea to enrich campus and community contexts.
(i.e. how will the scholar's teaching and programming engage with DEIA topics?)Subject matter content	BC and our school partners pursue whole person education. This means facilitating intellectual, relational, ethical, and spiritual development. Holistic development includes engagement with and reflection on the social positions of individuals and their communities. The scholar will engage these issues, because they are part of our curriculum and our university culture. By bringing a comparative perspective, the scholar will also enrich our understanding of the social contexts of education.
(how will the scholar learn first-hand about the diversity of America and Americans through your proposed program?Scholar experience	The BC student body is diverse, and the scholar will teach and otherwise engage with students from a range of backgrounds. The scholar will also work with school partners in various areas around the university, and our school partners serve a very diverse range of K-12 students. The scholar will learn about challenges in urban education, public education more broadly, and parochial education.
Sustainability*	
Describe your plans following the end of the Fulbright exchange period. How will your institution sustain the impact of the scholar's presence on your campus after the scholar returns home and after Fulbright Program direct support has ended?	The new Korean Studies program at BC will continue after the scholar’s departure. The scholar will bring insights as an academic based in Korea. The university has invested in one full-time faculty slot to support this program, and that faculty member will return from sabbatical in time to meet with the scholar and learn about potential future modifications the scholar might recommend. The Lynch School of Education and Human Development will also continue its collaboration with Korean universities. We have completed one joint research project with Korean colleagues, and we hope to plan more, perhaps in collaboration with the Fulbright visiting scholar. We will hope to host future visiting scholars, with support from both Boston College and the relevant Korean university. We also plan to continue virtual teacher interactions that the scholar will help create with American and Korean teachers.

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Institutional Support

Form Title	Institutional Support
Cost Sharing and In-Kind Support*	
In-Kind support amount*	$40,000
Salary supplement amount*	$30,000
Please provide additional details regarding available support.*	The primary additional support would be covering rent for an apartment, which would run about $3000 per month. We could also provide some funds for professional travel. We would pay the scholar our standard rate for each of the three courses, which would be approximately $24,000 total. Depending on the financial situation of the individual scholar, we could perhaps provide some additional salary support.
How do faculty members and students typically travel around in your area?* (Select all that apply)	Public Transportation
	Getting Rides with Students/Faculty
	Bicycle
	Car
	Campus Transportation System
Is your institution able to provide any direct support with transportation to the S-I-R?*	Yes
Please describe*	We could provide funding to support professional travel, to conferences or perhaps back to Korea. The scholar should live within walking distance of campus.
Housing:	
Is your institution able to providing on or near campus housing (at no cost to the scholar)?*	Yes
Please describe this support in greater detail, detailing the type of housing and whether housing can only accommodate a single scholar and/or scholar with accompanying family members.*	We have hosted visiting scholars in recent years who have rented apartments near the university. We have covered the cost of rent for these scholars, and we would be able to do so again.
Is your institution able to provide assistance with securing on or near campus housing that the scholar must cover the costs of?*	No
Is your institution able to provide general advice and resources on how to seek	Yes

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Institutional Support (continued)

housing in your local community?*	
Please describe this support in greater detail.*	We know local landlords and can help find appropriate housing within walking distance.
Is your institution able to provide any support for housing that isn't captured above?*	No
Workspace:	
Will office space be provided?*	Yes
Is the workspace shared or private?*	6b53ab2b-c658-4c8e-8603-c770115163f7
Please describe the workspace your institution is able to provide to your visitor.*	We will provide a standard faculty office. We do not yet know about the utilization of space in 2025-2026, so we cannot be certain that it will be a private office.
Professional Enrichment*	
Professional Enrichment	A teaching load of one course per term is half the regular load for a full-time faculty member here at Boston College. The visiting scholar will have some additional responsibilities out in the community, but he or she will also have significant time available to pursue research. Whether the scholar specializes in philosophy, history, anthropology, or psychology, there will be colleagues who do similar work both in the Department of Formative Education and in the school. The Department also hosts regular seminars, with the joint reading of a text and occasionally an outside speaker, and the visiting scholar will participate in these. In addition, many of us attend the American Educational Research Association, and the school sponsors a reception and other events there. We will support the scholar's travel to this conference, and perhaps to more specialized disciplinary conferences.

BOSTON COLLEGE

CAROLYN A. AND PETER S. LYNCH SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
OFFICE OF THE DEAN

May 13, 2024

Fulbright Scholar-in-Residence Program
US Department of State

Dear Colleagues,

I am writing to confirm my support for our application to host a Fulbright Scholar-in-Residence during the 2025-2026 academic year. I can also confirm the university's support, on behalf of the Boston College Vice Provost for Global Engagement. We would be pleased to host a visiting scholar for the entire academic year, or for one or two terms—summer, fall, and/or spring—depending on the availability of the scholar. We would prefer to have someone who could spend the academic year with us, but we would be happy to have a shorter stay for a well-matched individual.

The Lynch School of Education and Human Development would be pleased to welcome a colleague from South Korea to teach our students, work on program development, and provide enrichment activities to local schools and other partners. We would be willing to provide partial support for the visiting scholar, to supplement what the Fulbright Scholar-in-Residence program can provide. This support could include housing assistance, travel funds, and perhaps some salary support.

We have established some relationships with Korean universities, including with Seoul National University, Yonsei University, Kyunghee University, and Sogang University. I myself have traveled there several times, and together with colleagues I have done some research on the Korean school system. We have a Korean faculty member who serves as a liaison with colleagues at these Korean universities, Professor Deoksoon Kim. She will be available to coordinate with the visitor, as a native Korean speaker who can facilitate activities. The opportunity to host a Korean scholar will allow us to deepen our budding relationships and bring important international perspective to our students, our program development, our faculty, and our partners in local schools.

Thank you for considering our application. Please do not hesitate to contact me with questions.

Sincerely,

Stanton E.F. Wortham, Ph.D.
Charles F. Donovan, S.J., Dean

Wellesley Middle School
50 Kingsbury Street
Wellesley, MA 02481

• Dr. Mark T. Ito
Principal
itom@wellesleyps.org

• Cathi Gordon
Assistant Principal
gordonc@wellesleyps.org

• Kevin Hoffman
Assistant Principal
hoffmank@wellesleyps.org

Dr. Stanton Wortham
Boston College
Carolyn A. and Peter S. Lynch School of Education and Human Development
Campion Hall Room 101
140 Commonwealth Avenue
Chestnut Hill, MA 02467

Dear Dr. Stanton,

I am writing to express my support for bringing a foreign scholar to participate in teaching and community building in 2025-26 through the Lynch School of Education at Boston College. As the Principal at Wellesley Middle School as well as an adjunct instructor at Boston College, I look for opportunities to inform my work as an educational leader and school administrator. It is important to look outside of the MetroWest schools and the state of Massachusetts to broaden my perspective about what education can be.

This fall, I will be traveling to Ireland with the Massachusetts Education Delegation to learn more about the Irish educational system. I have also hosted educators from Japan who have wanted to learn more about our US public schools. I would support a visitor from Korea who I could both learn from and teach. I would commit to hosting a scholar in Wellesley, and collaborating with Boston College on the experience. I would love for my staff to be exposed to international pedagogy and practical strategies that promote student growth. It would be a privilege to support such an effort in welcoming a scholar to Massachusetts.

Should you have any questions, please do not hesitate to contact me. I can be reached at itom@wellesleyps.org or by phone at 781-446-6235 (work) or 617-233-6846 (cell). I look forward to contributing in any way possible. You have my full commitment and support.

Sincerely,

Mark T. Ito, Ed.D.
Principal, Wellesley Middle School, Wellesley Public Schools
Adjunct Instructor, Boston College

BOSTON COLLEGE

INTERNATIONAL STUDIES PROGRAM

May 20, 2024

Dear Dean Wortham,

As director of Boston College's International Studies Program, I write in strong support of the Lynch School's application to the Fulbright Commission for a Scholar-in-Residence (SIR) from South Korea in the 2025-26 academic year.

The International Studies (IS) Program is the oldest and largest interdisciplinary academic program at Boston College. Founded in 1995, it has enjoyed remarkable success because of its rigorous interdisciplinary approach and global focus. Our nearly thirty faculty members currently teach and mentor approximately 350 undergraduate majors and 85 undergraduate minors across their four class years. It would be a pleasure to help the university host a visiting scholar from South Korea who would engage with our faculty and students.

I can envision many ways in which we would collaborate with an SIR over the course of an academic year. We would warmly invite them to deliver formal and/or informal remarks to our faculty and students in the area of their expertise, teach courses in our program (we will cross-list any of their courses that could be counted as electives in our curriculum), and serve as a guest speaker in other related courses. A Korean SIR would also be an excellent scholarly contributor to the new Global Korea Project (directed by International Studies professor Ingu Hwang), which hosts academic lectures, cultural activities, film screenings, and language study for all BC students interested in contemporary Korea and its engagement in the world. The visiting scholar may also be able to help students in our Global Conversations program connect with Korean students at their home university.

I look forward to working together to host this accomplished scholar.

Sincerely,

Erik Owens, Ph.D.

Director, International Studies Program
Professor of the Practice in Theology and International Studies
Director, Program on Global Ethics and Social Trust
Affiliate faculty, Formative Education Dept. in the Lynch School of Education
Boston College
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CONNOLLY HOUSE, 300 HAMMOND STREET, CHESTNUT HILL, MA 02467
TEL: 617-552-6396 EMAIL: isp@bc.edu WEB: bc.edu/isp

BOSTON COLLEGE
GLOBAL ENGAGEMENT

29 May 2024
Chestnut Hill, MA, USA

Dear Fulbright Committee:

With this letter, we wish to support the application from Boston College's Lynch School of Education and Human Development (LSEHD) for a Fulbright Scholar-in-Residence, which perfectly aligns with our strategic goals to increase global engagement both around the world and at our campus home. We are confident that by hosting a Scholar-in-Residence, the Lynch School of Education and Human Development—as well as Boston College as a whole—will grow and learn from the valuable international expertise and perspectives a scholar can offer. This residency will also provide a platform for the Scholar to share their knowledge with our students and faculty, fostering mutual understanding and enriching the academic experience for everyone. More specifically, the Scholar-in-Residence would certainly contribute to on-campus global engagement by teaching classes for undergraduates. There would also be an opportunity to engage local schools through a number of LESHD's programs that work with local school children. Finally, the scholar would be valuable to the School's new Department of Formative Education, as it has just launched its undergraduate programs.

Thank you for considering our application. We look forward to the opportunity to host a Scholar and to contribute to the success of the Fulbright S-I-R program.

Sincerely,

James F. Keenan, SJ

James F. Keenan, SJ
Vice Provost for Global Engagement

Hovey House | 258 Hammond St | Chestnut Hill, MA 02467
+1.617.552.1238 | bryan.fleming@bc.edu

Austin Preparatory School

Office of the Head of School

May 15, 2024

Stanton E. F. Wortham
Charles F. Donovan, S.J., Dean
Lynch School of Education
Boston College
140 Commonwealth Avenue
Chestnut Hill, MA 02467

Dean Wortham,

It is with great enthusiasm that Austin Preparatory School expresses its strong interest in hosting a Fulbright Scholar-in-Residence from Korea for the upcoming academic year. As an institution deeply committed to global learning and cross-cultural understanding, we would be honored to welcome a visiting scholar to our campus and community.

Austin Prep has long held a commitment to developing our students into globally-minded citizens prepared to lead and serve in an increasingly interconnected world. We believe first hand exposure to diverse cultures, perspectives, and experiences is invaluable in fostering the open-mindedness, empathy, and critical thinking skills necessary to address complex global issues. Hosting a Fulbright Scholar-in-Residence from Korea would provide an incredible opportunity for our students and faculty to gain insights into Korean culture, history, and viewpoints directly from an educational expert.

Our school prioritizes creating an inclusive environment that celebrates the dignity of all human beings while uniting around our Catholic identity, as expressed through our Augustinian mission, and enacting our core values of truth, unity, and love. We have hosted international guests in the past and found these exchanges to be profoundly enriching for all involved. The presence of a Fulbright scholar would allow for meaningful dialogue, scholarly collaboration, and authentic relationship-building across cultures.

With our international programs, experienced faculty, and inquisitive student body, Austin Prep is well-prepared to welcome a scholar-in-residence. We could provide opportunities for scholarly activities and community engagement. We hope to arrange classroom visits to enrich our History and Mandarin courses that are focused on the study of Asian culture, workshops with faculty, and other chances for personal interaction.

Thank you for your consideration of Austin Prep as you prepare your application to host a Fulbright Scholar-in-Residence from Korea. We are excited about the potential to expand our global perspectives and encourage international cooperation through this prestigious program and in partnership with Boston College. Please feel free to contact us with any other information needed.

Sincerely,

James Hickey, Ph.D.