

CIHE
Perspectives
No. 2

**Global Dimensions of the Boston
College Lynch School of Education:**
Analysis of a Faculty Survey

Ariane de Gayardon and Hans de Wit



LYNCH SCHOOL OF EDUCATION



The Boston College Center *for*
International Higher Education

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CIHE FOREWORD

It is my great pleasure to present the second issue of *CIHE Perspectives*, a series of studies focusing on aspects of research and analysis undertaken by the Center for International Higher Education (CIHE). Our topic for this number is *Global Dimensions of the Boston College Lynch School of Education, Analysis of a Faculty Survey*.

In Spring 2016, a survey was administered to faculty of the Boston College Lynch School of Education (LSOE). It aimed at analyzing the ways in which individual faculty bring an international dimension to their work, and thus will inform the work of the Taskforce on Global Initiatives of the Lynch School, as well as the strategic planning process of LSOE and Boston College. This report presents the results of the survey of LSOE faculty, and relates it to the SWOT analysis of 2014 on expanding the international impact of LSOE and an update of that analysis of April 2016. Finally, it proposes some recommendations on the next steps for LSOE to improve its internationalization. The report places the results in the context of a literature review on the internationalization of schools of education.

The purpose of *CIHE Perspectives* is to serve as a resource for policy and research, but also to stimulate debate and interaction on key issues in

The purpose of *CIHE Perspectives* is to serve as a resource for policy and research, but also to stimulate debate and interaction on key issues in international and comparative higher education.

international and comparative higher education. This study fits well in that objective and I am in particular grateful to our graduate assistant Ariane de Gayardon for her work on the survey and this report, as well as to the members of the Taskforce on Global Initiatives of the LSOE and other staff members of CIHE for their comments and contributions to this report.

Hans de Wit

*Director, Boston College Center for
International Higher Education*

May 2016

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A MESSAGE FROM THE LSOE DEAN

I extend my appreciation to the Lynch School Center for International Higher Education, specifically Hans de Wit and graduate assistant Ariane de Gayardon, for carrying out the faculty survey and insightful analysis regarding global dimensions of the Lynch School of Education. I also extend my thanks to the members of the Lynch School Taskforce on Global Initiatives and all of the faculty and staff who took the time to complete this survey.

I hope that you will now take the time to carefully reflect on this report as the Lynch School considers how to best advance our strategic pillar, “Expanding International Impact.” As part of the university strategic assessment process, this report will also help to inform the overall university global assessment. I hope that this report will spark discussion and debate as we seek to identify the

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specific aspects of internationalization that will unite our vision and our work. I look forward to next steps.

Maureen Kenny
Dean, Lynch School of Education
May 2016

INTRODUCTION

In Spring 2016, a survey was administered to faculty of the Boston College Lynch School of Education (LSOE). It aimed at analyzing the ways in which individual faculty bring an international dimension to their work, and thus will inform the work of the Taskforce on Global Initiatives of the Lynch School, as well as the strategic planning process of LSOE and Boston College. This report starts with a short literature review of the internationalization of

schools of education. It then presents the results of the survey of LSOE faculty, and relates these results to the SWOT analysis undertaken by LSOE in 2014 on expanding the international impact of LSOE, as well as the update to that SWOT exercise completed in April 2016. Finally, it proposes some recommendations on next steps for LSOE to improve its internationalization efforts.

The internationalization of schools of education

Defining internationalization of higher education has proven to be a challenge, with many definitional changes registered over the years. One of the latest definitions of internationalization, which capitalizes on Jane Knight's (2004) most agreed upon definition, emerged from a European project and defines internationalization as:

the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society. (de Wit & Hunter, 2015)

Internationalization has proven to be such a complex task to be undertaken by institutions of higher education that it gave birth to several sub-concepts—including internationalization at home, transnational education, and internationalization abroad—but also to many myths and misconceptions (de Wit, 2013; Knight, 2013).

Like all other entities in higher education, schools of education are feeling pressure to become more internationalized. However, their main mission—educating teachers—puts them at a unique

Like all other entities in higher education, schools of education are feeling pressure to become more internationalized.

crossroads between needing to prepare students to obtain a distinctly 'national' qualification and seeking to educate globally competent teachers to impact young children (Manise & Haugen, 2014; Whitsed & Green, 2015). On the one hand, teacher education is recognized as a very nationally-oriented program of study, as it must abide by the strict qualifications requirements set by the country or state (Longview Foundation, 2008). Thus, not only do schools of education have little leeway to insert additional components in their program, but students are likely to take many required content courses outside of the school of education (Manise & Haugen, 2014; Whitsed & Green, 2015), thus outside of the control of the school. On the other hand, it is widely recognized that teachers are instrumental to the development of global competencies in a population: not only are globally competent teachers essential to develop global competence among their students (Glew, 2014; Manise & Haugen, 2014; Koziol, Greenberg, Williams,

Niehaus, & Jacobson, 2011; Longview Foundation, 2008), but they also serve as intermediaries toward a generation of parents (Department of Educational and Psychological Research Malmö School of Education, 1992). Beyond developing student global competencies, teachers are also responsible for instilling notions of global citizenship and preparing globally competitive individuals—all of this in increasingly diverse classrooms (Zhao, 2010). There is still, therefore, a significant gap in many systems between teacher qualifications requirements and the emphasis on educating globally competent citizens. The challenge has not been met by teacher preparation programs yet: teachers are still not adequately prepared to deal with global questions and diverse classroom (Buczynski, Lattimer, Inoue, & Alexandrowicz, 2010), while schools of education have the reputation of being the least internationalized segment of higher education (Longview Foundation, 2008).

The literature on the internationalization of schools of education is scarce. Organizations and associations such as the Longview Foundation, Global Teacher Education, the Institute of International Education, Educators Abroad, NAFSA, the International Society for Teacher Education, and the Asia Society, have all called for efforts to make teacher preparation more internationalized in order to improve the global competencies of students. However, accreditation programs such as the Council for the Accreditation of Educator Preparation (CAEP) in the United States do not include any reference to international experiences or global competencies in their standards—thus certainly slowing down the internationalization process of teacher’s education program.

Several steps have been highlighted in the literature as being essential to achieving comprehensive internationalization of teacher preparation.

First, the school leadership—if not the university leadership—should be heavily implicated and a vision needs to be drafted to gather faculty around a shared goal (Koziol et al., 2011; Longview Foundation, 2008; Merryfield, Pickert, & Jarchow, 1996; Moss, Manise, & Soppelsa, 2012).

Second, the faculty in the school must buy in and get fully involved in the strategy to internationalize (Koziol et al., 2011; Longview Foundation,

2008; Schneider, 2007). As much as educating globally competent children requires globally competent teachers, training globally competent teachers requires internationally-oriented faculty. This pertains not only to the recruitment of globally competent faculty, but also to the encouragement of the internationalization of faculty members through professional development, incentives, rewards, and support structures (Koziol et al., 2011; Longview Foundation, 2008).

As much as educating globally competent children requires globally competent teachers, training globally competent teachers requires internationally-oriented faculty.

Lastly, the internationalization of the curriculum is a mandatory step that takes special significance in schools of education, as the integration of global content and international pedagogy also serves as an example for would-be teachers to do the same in their future classroom (Lazarus & Trahar, 2015). Accounts and reports in the literature highlight the importance of the creation of international modules, pathways, certificates, or programs (Glew, 2014; Longview Foundation, 2008; Mangione & Rao, 2015). Other initiatives to support the internationalization of the curriculum include language requirements, mandatory global coursework, and/or the internationalization of mandatory professional courses and methods courses (Manise & Haugen, 2014; Longview Foundation, 2008; Moss, Manise, & Soppelsa, 2012). Faculty and teachers agree that this should mostly come from the addition of more global components in existing courses (Schneider, 2007). Technology as a tool to achieve a smooth integration of global content is a recurrent theme (Manise & Haugen, 2014; Longview Foundation, 2008). Internationalization abroad is of course not forgotten, notably with respect to teaching abroad experi-

ences (Longview Foundation, 2008; Mahon, 2010; Schneider, 2007).

Unsurprisingly, resources are an issue when it comes to the internationalization of schools of education, in terms of time, funds, and administrative support (Devlin-Foltz, 2010; Manise & Haugen, 2014; Koziol et al, 2011). The Longview Foundation has become one of the champions of internationalization of teacher education in the United States and provides various grants to support interesting initiatives.

As seen above, most of the literature about the internationalization of schools of education focuses on undergraduate education and teacher preparation. The challenges to internationalizing graduate programs of education are seldom discussed, and therefore graduate-oriented disciplines—such as the study of higher education—are forgotten. The few accounts about internationalization of graduate programs of education recognize that there is more space for integrating international perspectives in the curriculum at the graduate level (Whitsed & Green, 2015). However, they mostly focus on internationalization through transnational experiences in branch campuses, not on at-home internationalization experiences (Almond & Mangione, 2015; Lazarus & Trahar, 2015), or on the creation of new international programs and pathways, rather than the internationalization of existing degrees and courses (van der Kooij, Breidlil, & Carm, 2015; Mangione & Rao, 2015)

Most of the literature about the internationalization of schools of education focuses on undergraduate education and teacher preparation.

Similar to the remainder of literature on internationalization of higher education, the importance of research in the internationalization process is downplayed and studies on the internationalization

of education research are rare, although education research is probably far more internationalized than the teaching function.

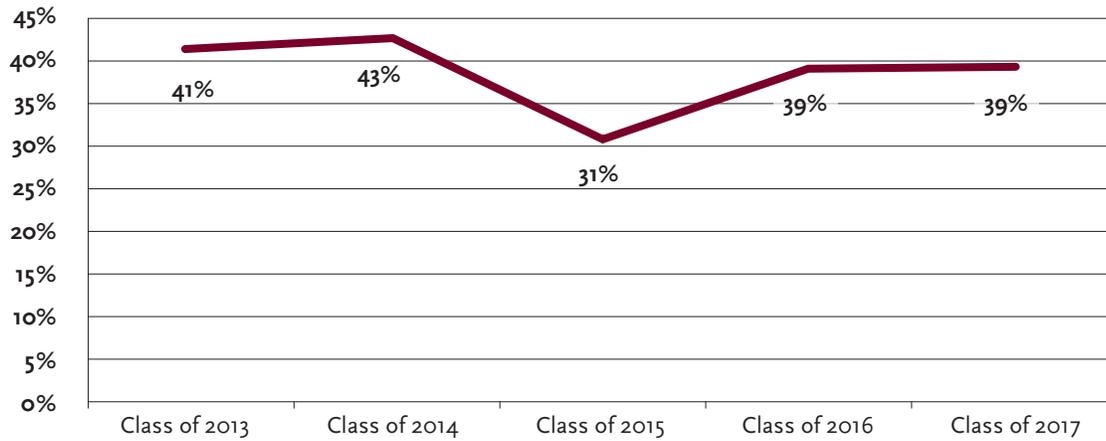
The Lynch School of Education

The report below constitutes a snapshot of the internationalization of the faculty of the Boston College Lynch School of Education. The school has a teacher education program for undergraduates, with majors in elementary education, secondary education, and applied psychology and human development. It also includes 6 doctoral programs, more than 10 master's programs, as well as certificates and specializations divided across its 4 departments: Teacher Education; Counseling, Developmental, and Educational Psychology (CDEP); Higher Education and Educational Leadership; and Educational Research, Measurement, and Evaluation.

Undergraduates majoring in programs housed in the Lynch School have the opportunity to study for up to one academic year abroad. Because of the requirements of teacher education—including the necessity to have a double major for secondary teacher education and the fact that most courses taken abroad count as electives—students rarely go abroad for a full year. Prior to studying abroad, all students meet with the Associate Director of Undergraduate Student Services to set up their study plan and make sure that they will meet their requirements.

Although LSOE does not aggressively advertise study abroad, it does have a high number of students going on a semester abroad. On average, over the last 5 classes, 38 percent of LSOE undergraduate students went abroad in their junior year for at least a semester (Figure 1. p. 6). More than 50 percent of the students going abroad major in applied psychology and human development, while about a third major in elementary teacher education. The junior year abroad seems less attractive for students in the secondary education major, probably because of the requirements associated with their double major. It is important to note, however, that over the past 5 years,

FIGURE 1. Percentages of LSOE undergraduates who went abroad during their junior year



the number of students in teacher education majors (especially in elementary education) going abroad during their junior year has decreased in absolute terms from 39 elementary education students in the class of 2013 to 15 in the class of 2017, a 62 percent drop. Part of this can be explained by the shrinking number of undergraduate students enrolled in Lynch School majors, but it is a substantial decrease that

should be investigated. At the same time, the number of applied psychology and human development students going abroad has increased—from 37 in the class of 2013 to 47 in the class of 2017. The most popular destinations have been Italy, Ireland, the United Kingdom, Spain, and Australia (Figure 2).

For students going abroad during their junior year, LSOE offers the possibility to undertake a

FIGURE 2. Geographic distribution of Junior Years abroad for the past 5 years

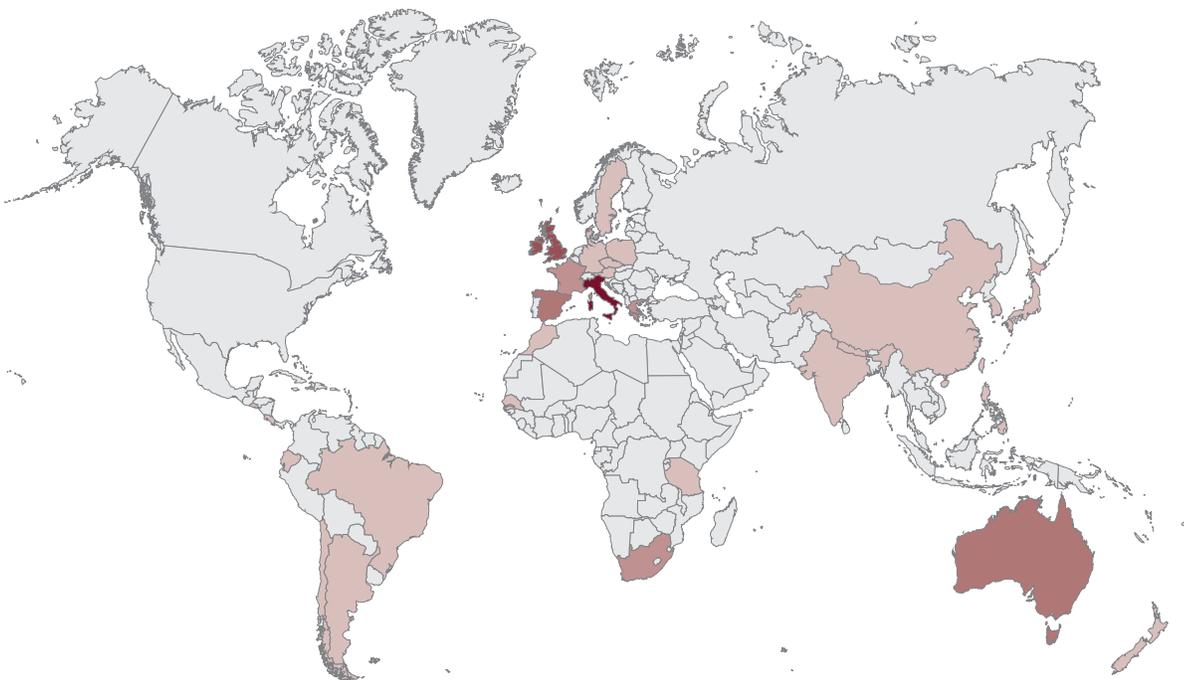
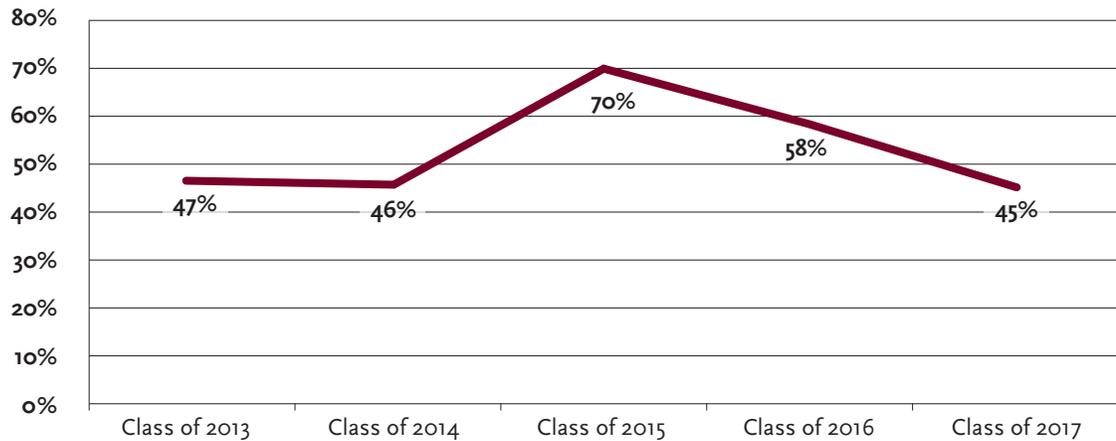


FIGURE 3. Percentages of eligible students who undertook a pre-practicum abroad

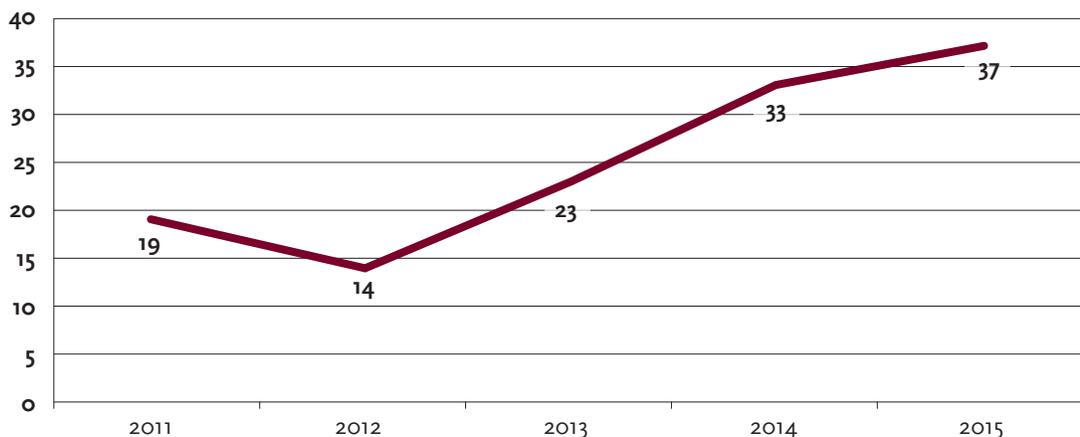


pre-practicum abroad—although this pre-practicum cannot count toward the requirement for teacher certification. The program allows elementary and secondary education students to complete a 10-day pre-practicum in a local school, thereby experiencing the teaching and learning dynamic in a new cultural context. Over the past 5 years, on average more than half the eligible students—i.e., students in teacher education programs studying abroad—benefited from such an experience (Figure 3). Although the number of students undertaking pre-practica abroad has decreased, this trend is directly linked with the decreasing number of elementary education students going on junior year abroad. The most popular programs are in Bath, England, Quito, Ecuador, and programs in Ireland.

During the pre-practicum, students have a weekly meeting with a designated supervisor to debrief their experience. The pre-practicum also consists of coursework that allows students to reflect on their experience and undertake complementary research. Overall, students completing pre-practica abroad have been very positive about their experience.

Like all other Boston College students, LSOE students can participate in summer abroad courses, where Boston College faculty lead a group of students in an experience abroad. Boston College also provides the opportunity to do an international internship abroad. Over the years 2011-2015, the number of undergraduate LSOE students going on summer abroad experiences have nearly doubled (Figure 4). This shows an increasing popularity in short-term experi-

FIGURE 4. Number of Undergraduate Students Who Participated in Summer Abroad Courses



ences abroad. The top destinations are very similar to the ones for Junior year abroad, with Italy, Spain, and Ireland being by far the most popular.

Through its Taskforce for Global Initiatives, the school is currently pursuing an effort to survey its strengths and weaknesses with respect to internationalization as a basis for developing an internationalization strategy for the school and as part of the strategic planning process of the wider university. Part of this effort includes assessing the current scope and nature of international engagement already being undertaken by individual faculty, in order to highlight areas of significant capacity and promising growth possibility, as well as to identify areas where improvements are needed. As the literature suggests, faculty are key to internationalization and therefore the LSOE process starts with a review of faculty’s current and recent international activities.

The sample

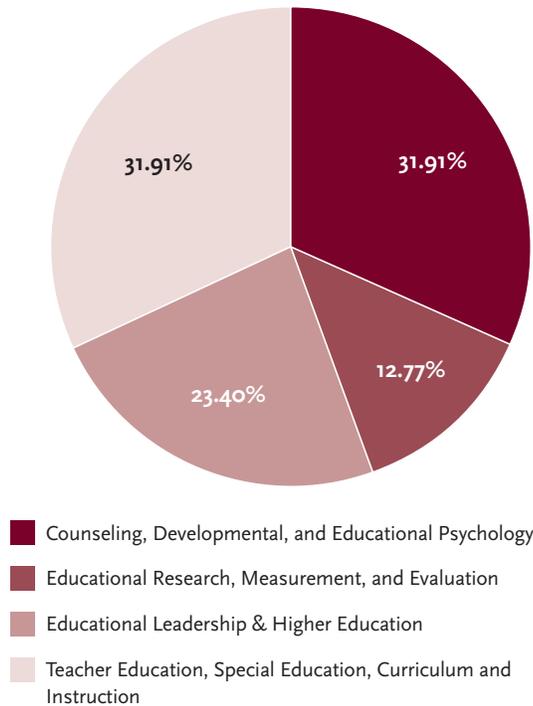
The survey was sent to a total of 69 faculty and staff working at the Lynch School of Education. A total of 49 responded to the survey, yielding a 71 percent response rate. Three of these responses, however, are incomplete.

The sample of respondents is overwhelmingly composed of full-time faculty (90%). The 5 faculty not defined as full-time are in situations where no categories applied. Four respondents provided further details about their positions, including Associate Dean of Students and Associate Professor of the Practice in Counseling Psychology, part-time associate director of a research center, research professor, and senior administrator.

Our sample is well divided between the different departments of LSOE (Figure 5). Most respondents (47 out of 49) are affiliated with only one department, one indicated no affiliation, and one indicated 3 affiliations. For those who had only one affiliation, we note the following: 31.9 percent are in the Teacher Education department, 31.9 percent in the CDEP department, 23.4 percent in the Educational Leadership and Higher Education department, and 12.8 percent in the Educational Research department.

Most of our respondents, 65 percent, **are not af-**

FIGURE 5. Affiliation of respondents to LSOE departments



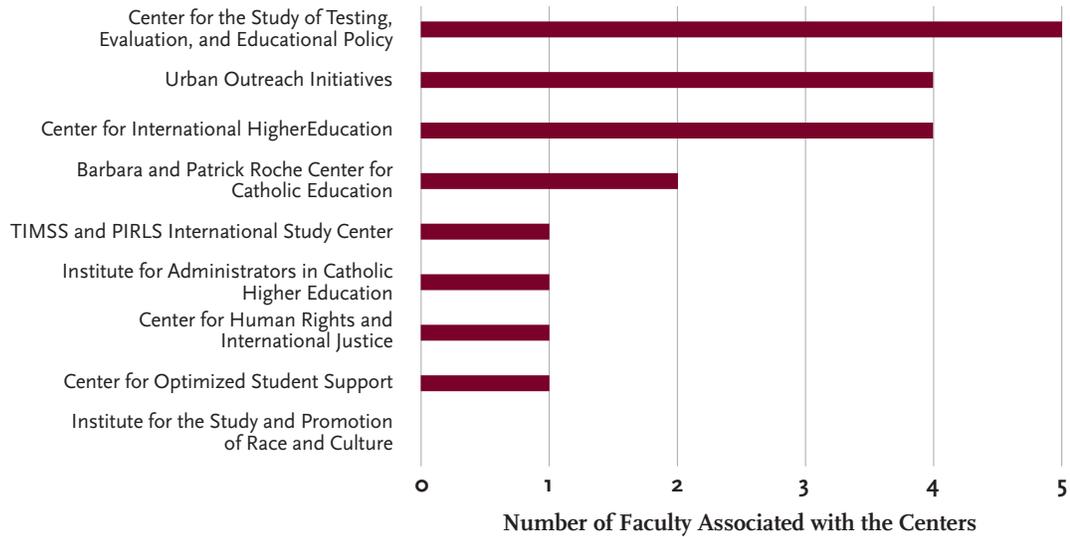
iliated with a specific LSOE research center. A total of 15 are associated with one of the 9 research centers housed at LSOE and 2 respondents are affiliated with two such centers. The number of faculty members in each center is represented in Figure 6.

The vast majority of the LSOE faculty was born in the United States (83 percent, i.e., 40 out of 48 who responded). Non US-born faculty come from a wide variety of countries including Argentina, Canada, Cuba, El Salvador, Ireland, the Netherlands, South Korea, and the United Kingdom. However, most of the foreign-born academics at LSOE hold US citizenship, leading to a **93 percent total of LSOE faculty with US citizenship.**

An overview of international activities

This survey aimed at being as exhaustive as possible with respect to the range of possible international activities that LSOE faculty might take part in. An overview of these activities (Figure 7) shows

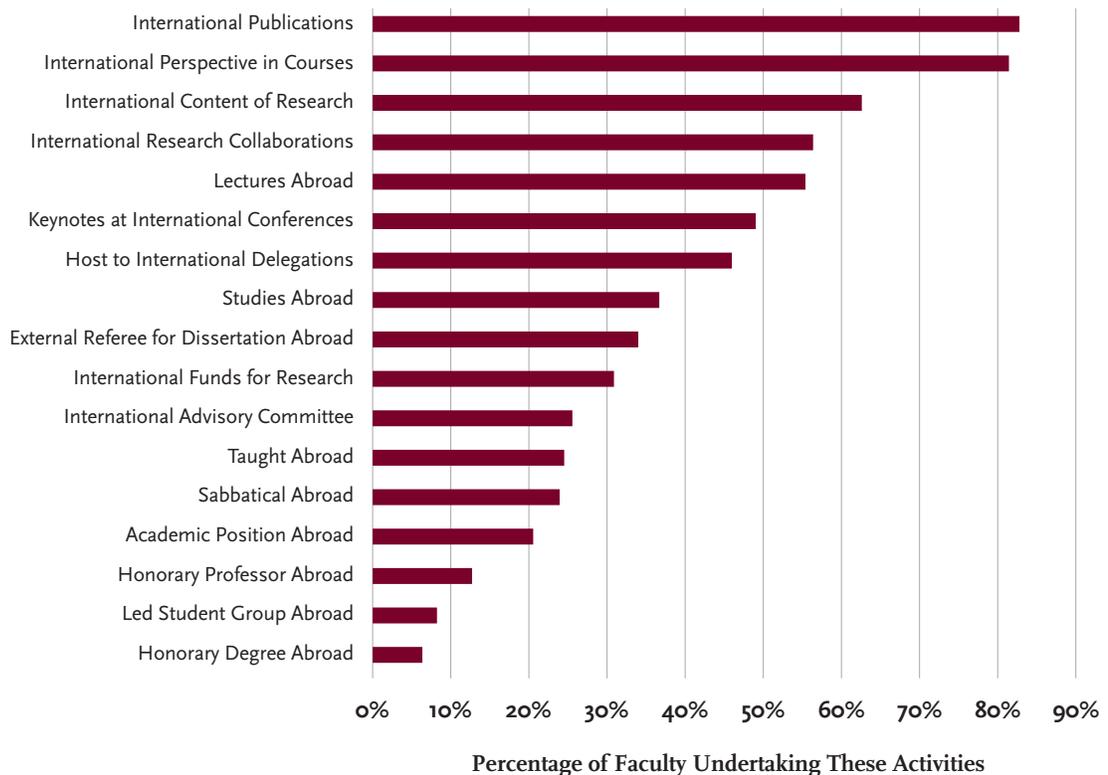
FIGURE 6. Faculty associated with LSOE research centers



that two activities distinguish themselves as being undertaken by a vast majority of faculty: **publishing their research in international outlets and including an international perspective in the courses they**

teach. Although these two top activities are inclusive of both research and teaching, a more detailed picture shows that LSOE faculty are more internationally active when it comes to research.

FIGURE 7. International activities of LSOE faculty



In the past 5 years, more than 60 percent of LSOE faculty have undertaken research projects that were international in content and more than 50 percent have worked in collaboration with international colleagues on research projects. This, coupled with the predominance of international publications and a little less than 50 percent of faculty having given keynotes at international conferences in the past 5 years, show that **the international activities of LSOE faculty are very much research oriented.**

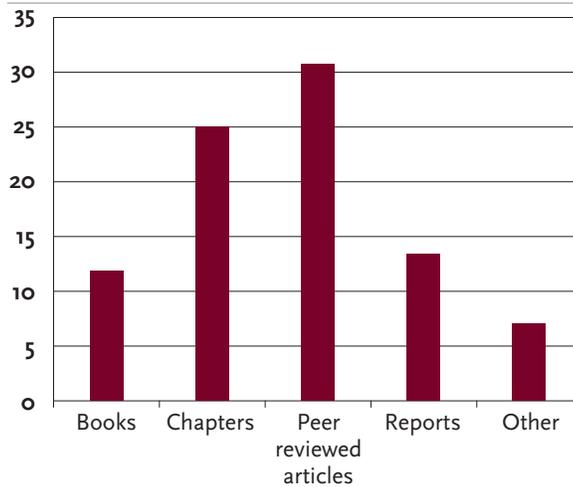
Despite the willingness to include international perspectives in the courses they teach, **LSOE faculty are less internationally active on the teaching front.** For example, only a little more than 20 percent taught abroad in the past 5 years and less than 10 percent led student study abroad trips in the past 5 years.

More details on the most undertaken international activities

International publications

38 out of 46 respondents state that, in the past 5 years, they have published the results and conclusions of their research in publications that have been disseminated internationally. As seen in Figure 8, **most of these publications consist of peer-reviewed**

FIGURE 8. Means of international dissemination of research

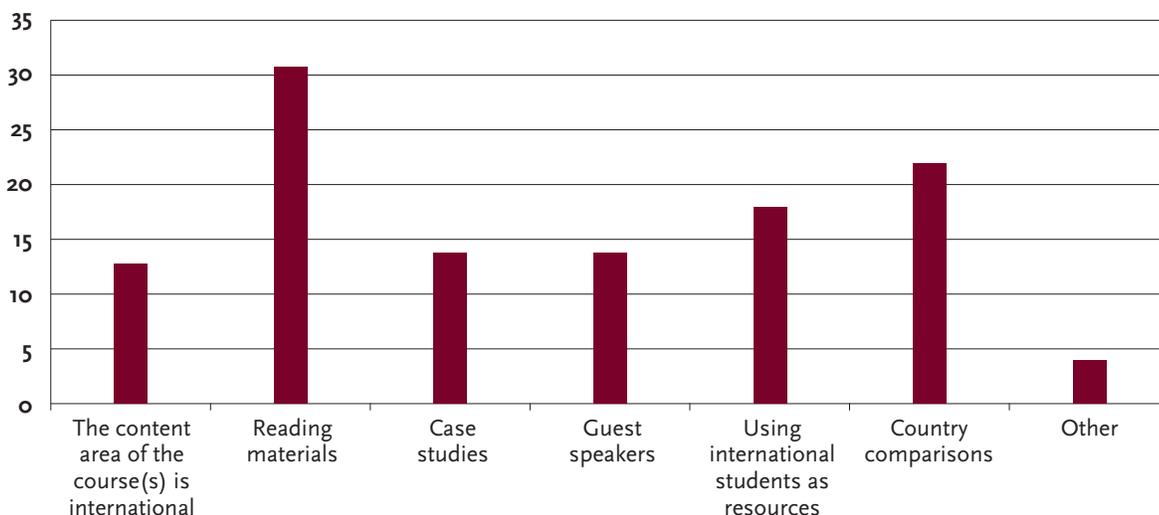


articles (84 percent) and chapters (67 percent). Reports (35 percent) and books (32 percent) are less frequently represented. Some respondents (19 percent) added more information about other international outlets where they published their research, including non-peer reviewed articles, conference proceedings, blogs, newspapers, and magazines.

International perspectives in courses

LSOE faculty **include international perspectives in their courses mostly through reading materials**

FIGURE 9. Approaches to adding international perspectives in courses



(79 percent) (Figure 9)—which can include reading on foreign systems and/or readings by foreign authors. Country comparisons also have the favor of LSOE faculty and are used by 56 percent of respondents to add international content to their courses. 46 percent of respondents use international students as resources to include different national and regional perspectives on course content.

However, overall, **the content of LSOE courses is not very international in nature.** Only a third of faculty respondents state that the content area of the courses they teach is international. The rates at which respondents involve international guest speakers (36 percent) and employ international case studies (36 percent) is reflective of this reality.

International content of research

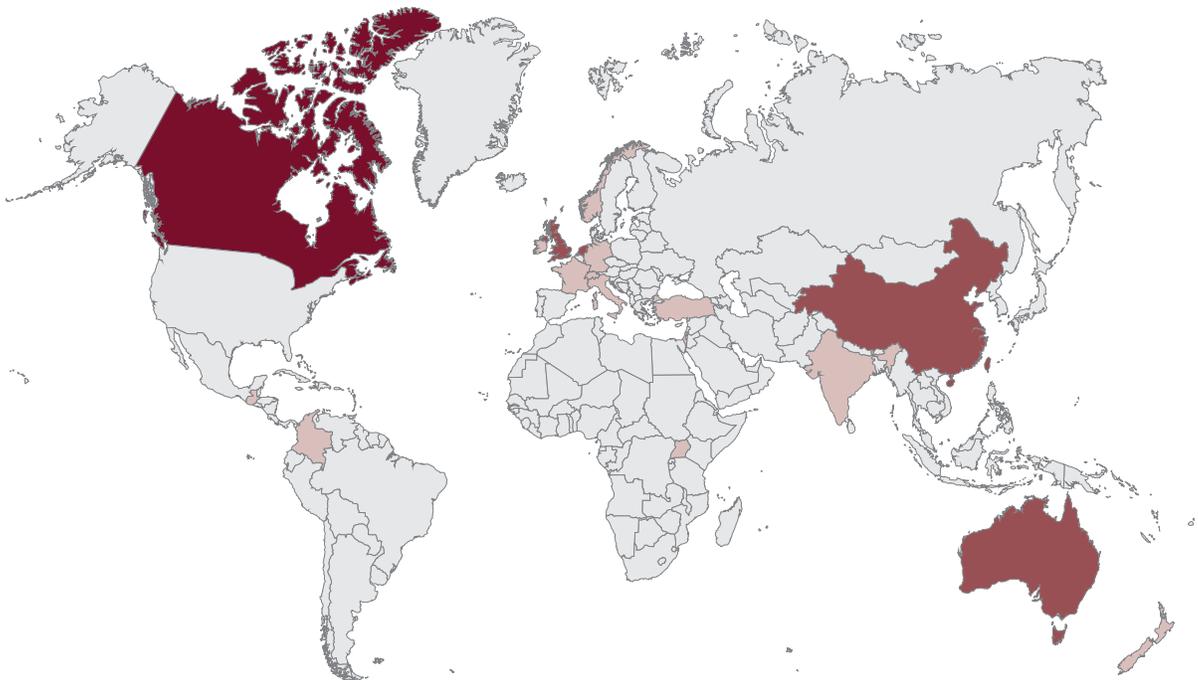
Among the 30 faculty members who acknowledge that in the past 5 years the content of their research has been international in nature, 67 percent refer to having worked on global studies without a specific regional or national focus; 53 percent have undertaken international research more at the national scale (e.g., with respect to one or more national systems of

LSOE faculty expertise is mostly concentrated in Western Europe and in South and East Asia.

education), while only 13 percent (4) have undertaken research at a regional scale (i.e. focused one or more regions of the world, such as Eastern Europe, Asia, or the Mercosur countries of South America).

Only 15 LSOE faculty declared having specific national expertise, but most of these faculty also declared expertise with respect to more than one national context (up to 5 different countries). As seen in Figure 10, **LSOE faculty expertise is mostly concentrated in Western Europe and in South and East Asia. Anglophone countries are very-well represented, with expertise in Canada, Australia, and the United Kingdom claimed by more than one faculty member.** This is also reflected in the regional expertise of faculty members, as Europe and North America are predominant.

FIGURE 10. National expertise of LSOE faculty



International collaboration on research projects

27 faculty members state that they have undertaken research in collaboration with foreign colleagues in the past 5 years. Similar to the research focus, research collaborations are overwhelmingly undertaken with European colleagues (70 percent). Other

regions are much less prevalent, with the second region, North America, being the location of international collaborations for only 30 percent of faculty.

These international collaborations mostly take the form of joint research projects, joint publications, and joint conferences and presentations (Figure 11). Also notable, for more than 50 percent of

FIGURE 11. Type of international collaborations

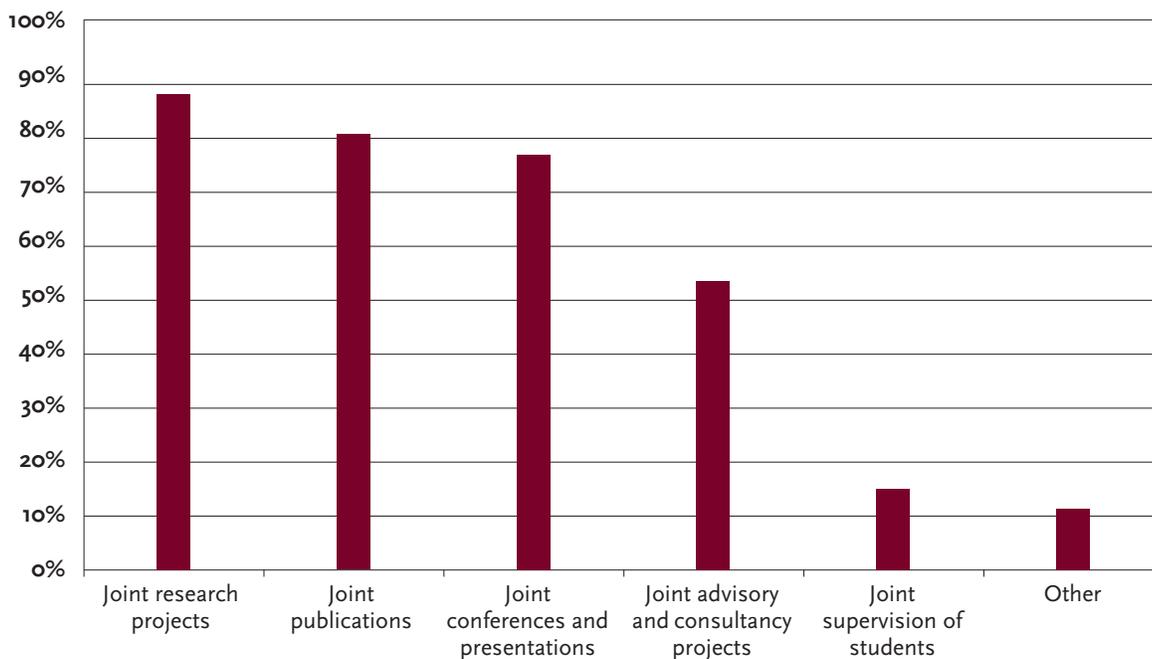
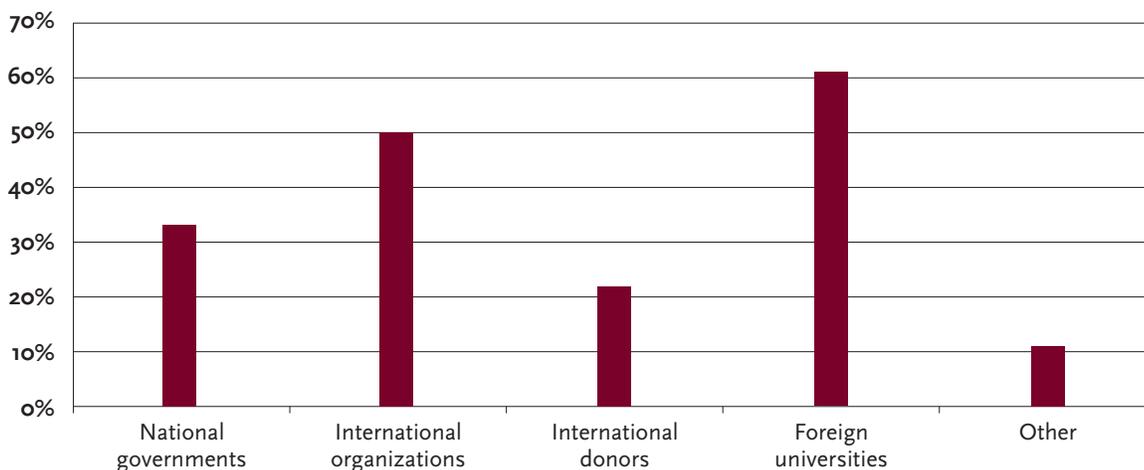


FIGURE 12. Funding sources for international collaborations



faculty who participated in international collaborations in the past 5 years, these collaborations included joint advisory and consultancy projects. In line with the LSOE faculty focus on research when it comes to international activities, joint supervision of students ranks very low in the range of possible formats for collaboration. Funding for international collaborations seem to come in majority from foreign universities (61 percent) and in part from international organizations (50 percent), as seen in Figure 12.

Highlights from faculty

Additional activities

The supplementary comments provided by faculty at the end of the survey, on additional activities they might be undertaking and that were not included in the survey, support previous findings. The most frequently referenced international activities are related to conferences: either presenting, organizing, or being the chair of international conferences in the United States or conferences abroad. The second most cited activity is publications: LSOE faculty not only publish internationally, but their publications are translated into various languages. Some are also editors or members of the editorial boards of international publications—including journals and book series.

Additional activities of note that were referenced in the faculty comments but were not in the survey include **roles as peer reviewers and high-level advisors, which show the strong reputation of some LSOE faculty beyond the borders of the United States**. Specifically, faculty at LSOE have been asked to act as reviewers for tenure promotion at foreign universities and for international grants and awards. They also have significant roles in international organizations, including as president, board member, or advisory committee member.

Although there is little mention of internationalization at home, once again reinforcing the need for more support and initiatives in that domain, **some faculty mentioned roles with students that pertain to**

internationalization. These include leading or organizing immersion trips and/or student teaching experiences abroad, mentoring international students, acting as an informal MA thesis advisor for students at institutions abroad, as well as being on dissertation committees where the student and/or the content are international.

The most frequently referenced international activities are related to conferences: either presenting, organizing, or being the chair of international conferences in the United States or conferences abroad.

Specific institutions

Faculty were asked to list up to 5 institutions they have been associated with in the last 5 years. Responses indicate that LSOE faculty have, in some instances, been partnering independently with a number of different institutions. Only a handful institutions were cited more than once, including the University of Florence in Italy and the Pontificia Universidad Católica de Chile, cited by faculty from the same department. More interestingly, four institutions were cited by more than one faculty belonging to different departments:

- University of Oslo, Norway
- University of Auckland, New Zealand
- National Research University Higher School of Economics, Russia
- Australian Catholic University

Moving forward, these institutions might constitute strategic international partners for LSOE.

Faculty were also asked to give the name of institutions LSOE should partner with and three such institutions were cited more than once:

- National Institute of Education, Singapore
- Pontificia Universidad Católica de Chile
- National Research University Higher School of Economics, Russia

If we intersect this information with both faculty expertise and students' preferred destinations for junior year abroad, a couple of countries seem to stand out as key to LSOE's internationalization, including Australia and Italy. However, taken together, these data mostly highlight the lack of connection between different types of international activities within the school.

Champions of international activities

Although most LSOE faculty are active internationally, most are only active in a few areas (Figure 13). Out of the 19 surveyed international activities, most faculty (73%) were not involved in more than 9. A small cluster of LSOE faculty (13) constitutes the 'champions' of international activities, having answered that they actually undertake more than 9 of the surveyed activities.

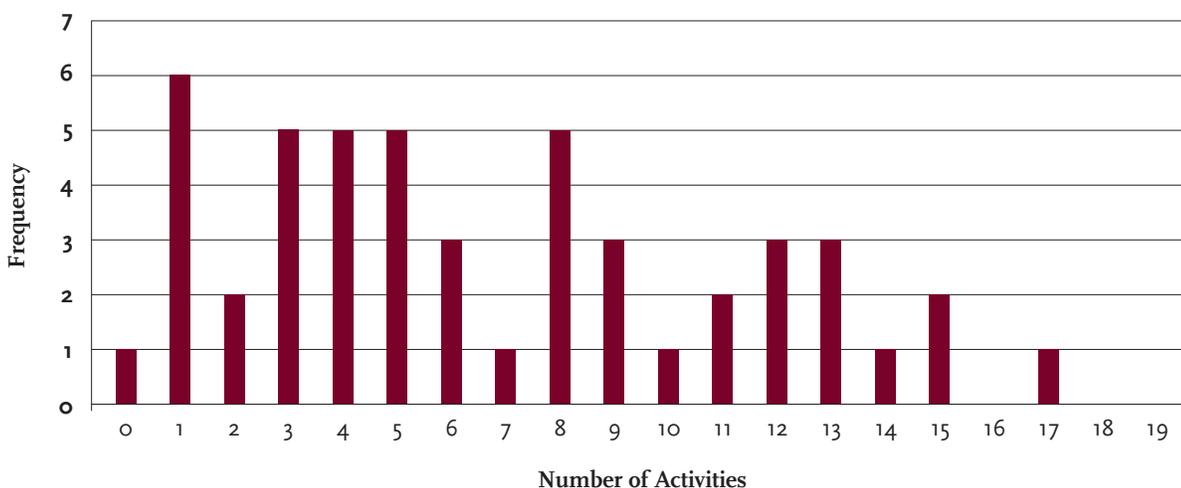
These champions have specific profiles:

- **All but one are affiliated with at least one research center in the Lynch School**

- 5 were not born in the United States; of these, 3 do not hold US citizenship
- 8 studied abroad at least once
- 6 have held academic positions abroad in the past 5 years
- 6 taught abroad in the past 5 years
- 9 served as external referees on dissertations at foreign universities
- 8 went on sabbatical abroad in the past 5 years.
- 11 are on international advisory committees
- 9 are editors of international journals
- All include international perspectives in their courses.

They all take part in international research projects, and most of them claim expertise in several national contexts and/or several world regions. They all collaborate with international colleagues and disseminate the results of their research internationally. Unsurprisingly, most of them (11 out of 13) state that they have received international funding for research projects in the past 5 years. They all gave lectures or lecture series abroad, and 11 gave keynotes at international conferences. They also concentrate most if not all of the international honorary professor appointments and honorary degrees awarded in the last 5 years. Notably, they serve as a pathway for

FIGURE 13. Number of international activities per faculty member



‘bringing the world to the Lynch School’: all but one hosted international delegations in the past 5 years.

These champions seem to be leading the current international activities of the Lynch School and should be used as leaders in their respective departments to increase the international engagement and representation of the school on a meaningful scale. At the same time, these ‘champions’ should be alerted to the fact that—much like the majority of the internationally active faculty at LSOE—they are much more internationally active as a whole in research than in teaching.

LSOE international strategy

LSOE faculty predominantly think that the LSOE international strategy should focus on international research projects (Figure 14), which is in line with what their international focus is. Internationalization activities targeted at students rank quite low, the most commonly cited being internships and service learning opportunities abroad.

According to LSOE faculty, the biggest challenges the school faces in terms of internationalizing its activities are **limited administrative support (80 percent), lack of an international strategy (75 percent), and lack of funding (70 percent)**, as seen in Figure 15 (p. 16). This points at efforts needed at the Lynch School to better support international activities and initiatives—or to make more visible and/or available mechanisms that may already be in place to a greater or lesser extent.

Notably, 24 faculty members expressed interest in participating in the work of the Taskforce on Global Initiatives, which shows significant interest in this matter.

LSOE’s 2014 analysis of expanding international impact

In 2014, LSOE defined as its vision for expanding its international impact: “Advance the Lynch School’s international reach and influence with rig-

FIGURE 14. Key activities to focus on

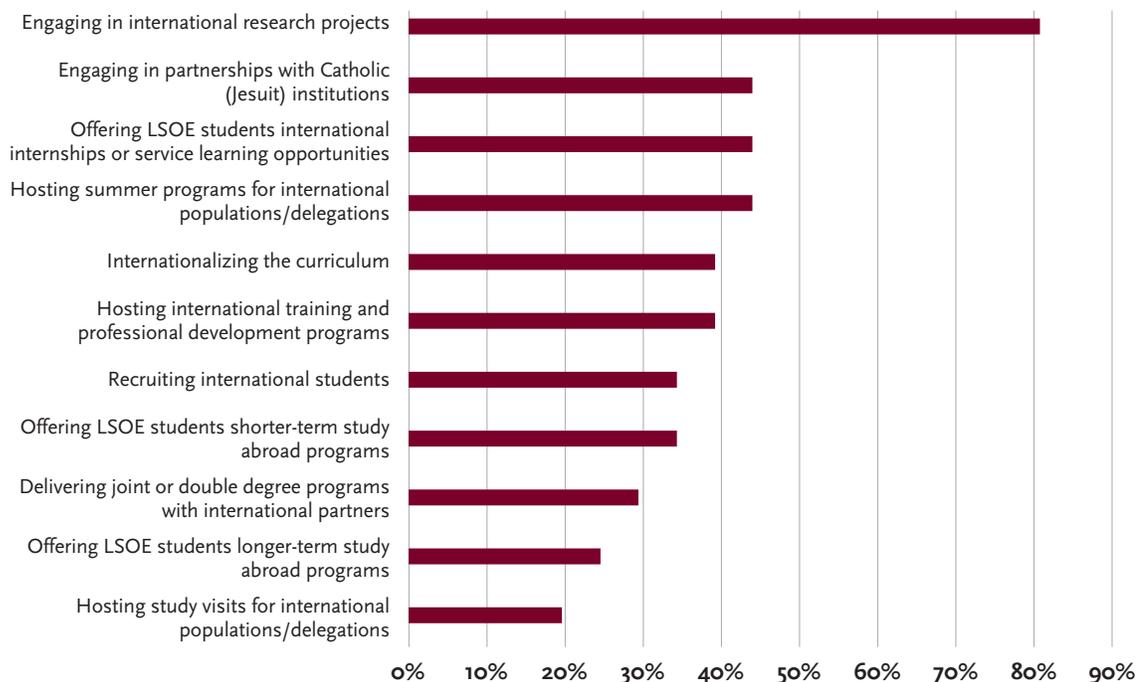
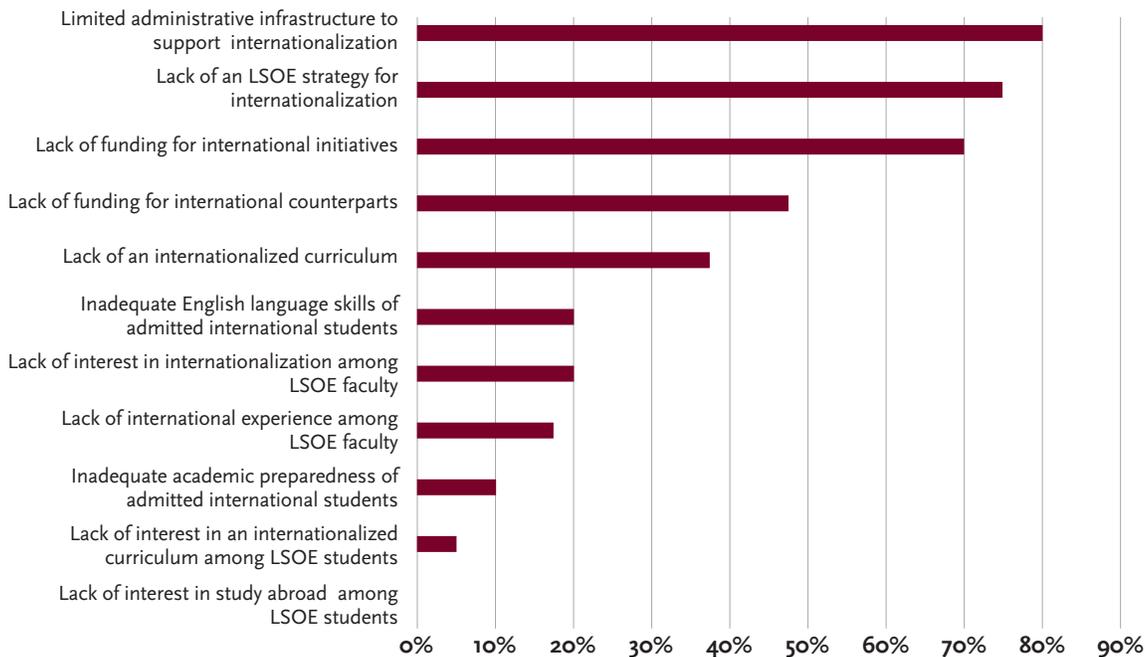


FIGURE 15. Key challenges facing LSOE



orous scholarship, collaborations, professional preparation and strategic initiatives focused on emerging global educational trends and fair and sustainable human development.”

As strategies to realize that vision it defined:

1. Enrich and focus Lynch school centers and structures to enhance capacity in research and professional preparation on a global level
2. Integrate LSOE visiting international scholars, graduate students, and faculty engaged in international work in advancing our international reach
3. Establish collaborations between faculty and centers of LSOE with international efforts across the campus to foster innovative international initiatives.

Based on this vision and the related three strategies, concrete actions were discussed, some of them implemented over the past two years, others not. If one compares the results of the 2014 SWOT analysis with the results of the survey, there are no major surprises. Among the Strengths, the reputation of the research centers and some key faculty is confirmed in

the survey. Among the Weaknesses, the lack of support, leadership, and resources is highlighted.

In April 2016, a revision of the vision and SWOT was undertaken. The results of the 2016 SWOT analysis coincided with those from 2014, but were more focused than the 2014 exercise. The 2016 effort resulted in a suggestion that the vision be expanded from its original heavy focus on research to include teaching and learning:

“Advance the Lynch School’s international reach and influence with rigorous scholarship, collaborations, professional preparation and strategic initiatives focused on emerging global educational trends and fair and sustainable human development, while promoting excellence in learning for graduate and undergraduate students, with the goal of producing education specialists who are knowledgeable about, and sensitive to, educational policy and practice in local, national, and global contexts.”

As for the 2016 SWOT analysis, the table on p. 17 illustrates what came out of that exercise. This SWOT analysis is very much in line with the results of the current survey.

TABLE 1. 2016 SWOT analysis of LSOE internationalization

	Positive	Negative
Internal	<p>Strengths:</p> <ul style="list-style-type: none"> • What do you do well? • What unique knowledge, skills or resources can you draw on? • What do others see as your strengths? 	<p>Weaknesses:</p> <ul style="list-style-type: none"> • What can you improve? • What knowledge, skills or resources do you lack? • What do others see as your weaknesses?
	<p>Faculty have international reputations CIHE Center TIMSS/PIRLS CSTEPP Attracting international students across LSOE Cross national research BC reputation International Service of BC students (Jamaica, South Africa, Kenya, Ghana) Religious orders for preparation Services for international students (i.e. support for writing)</p>	<p>Lack communication across projects Unrealized vision for international impact Vision statement is focused on research, leaves out students and practice Lack coherent international application Lack umbrella center with structural management Fragmented –lack of collaboration –lack of leadership- Integration Lack of incentive and support to do international work – low travel funds for conferences- Hard to pay people internationally International work not recognized</p>
External	<p>Opportunities:</p> <ul style="list-style-type: none"> • What opportunities are open to you? • What trends could you take advantage of? • How can you turn your strengths into opportunities? 	<p>Threats:</p> <ul style="list-style-type: none"> • What trends could hurt your department? • What are comparable departments in other universities doing? • What threats can take advantage of your weaknesses?
	<p>US higher education is recognized internationally Enhance international recruitment to overcome shortfall of master's students Visiting professorships – space in library Hosting international conferences Connecting with international colleagues in Jesuit colleges Strengthen degrees in assessment to attract international students Use technology Joint and double degree programs Master's students who want to study leadership in international contexts Focus international alumni to recruit</p>	<p>BC brand – individual, not institutional Competitors working in the international space May take in students who are ill prepared Reduction of funding for international students (Irish Famine Fund) Lack of funding for collaborative projects No mechanism for international research</p>

Recommendations

LSOE is facing some challenges to internationalize further its programs, research activities, and services. However, this survey, in combination with the updated vision statement and the 2016 SWOT analysis, shows that LSOE has a strong foundation on which to base its efforts. The recommendations below both address weaknesses put forward by the survey and capitalize on the identified strengths.

Use research centers

Surprisingly, this survey shows that research centers at LSOE are minimally staffed. Many individual faculty do not belong to any of these formal research entities. However, all but one of the LSOE internationalization champions belong to at least one of these centers. Research centers, therefore, seem to concentrate or foster international activities. Individual faculty should be encouraged to affiliate with a research center with appropriate research focus, or perhaps create additional centers to have a relevant formal affiliation to show the world.

Leverage champions as motors

LSOE has a number of champions of internationalization among its faculty. These faculty members are very active on the international stage. They should be used as motors for the internationalization of the school. Champions should be identified and supported in a role of mentor for less active faculty. They should also be encouraged to include other faculty members in their international activities when possible, especially through the work of the research centers, as discussed above. They should be considered as LSOE and institutional ambassadors, who – based on their individual connections – can initiate partnerships for the school and BC.

Build on the interest of the faculty

Nearly all faculty at LSOE have engaged in some type of international activity, which means that there is no need to start from scratch. Faculty should be encouraged, as a first step, to extend these activities into other areas of their work. Additionally, 24 respondents indicate an interest in participating in the

work of the Taskforce. This is nearly 50 percent of the people who responded completely or partially to the survey. It shows that there is a critical mass of interest in internationalization within the school. Programs targeted at faculty, such as professional development and/or grants to support international initiatives, would therefore probably be well received and should be a priority.

Internationalize the curriculum

Like many institutions around the world, LSOE should target some of its effort toward internationalization of the curriculum, which is currently mostly undertaken through the addition of foreign readings into existing classes. The literature supports the establishment of tracks that are international in nature—such as specializations or certificates; this approach could be implemented both for undergraduate teacher education and for graduate programs. Additionally, workshops and incentives should be set up to help faculty transform current classes into globally oriented classes— with global content, pedagogy, and objectives. The current lack of flexibility in the curriculum should be addressed to allow for innovative course offers, such as online teaching and joint or double degree programs.

Connect with more regions of the world

LSOE faculty remain very conventional with respect to their geographic ties and expertise, with Western Europe, East Asia, and Anglophone countries being over-represented. These collaborations are certainly fruitful and often easier to fund, especially considering that most international collaborations in which LSOE faculty are involved are apparently financed through foreign universities. However, LSOE should incentivize faculty to increase research projects and collaborations with less well-resourced regions of the world: Africa, Latin America, Eastern Europe, and South-West Asia. This would without doubt set LSOE apart in the large pool of internationalizing schools, but could also offer a competitive advantage in relation to grants. Connecting with these less affluent parts of the world is also consistent with the larger LSOE mission of supporting equity and social justice in the world, i.e., “What unites our diverse

work is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.”

Do more joint research on cross-thematic issues

The research centers and individual faculty could work more closely together on common themes, and also do more joint presentations of their research, both internally (for example, via an annual research seminar) and externally (through a joint publication of LSOE research; active involvement in the international divisions of associations and their conferences, AERA, ASHE, CIES; etc.).

Create a visiting scholars support and facilities system

LSOE should stimulate more (inter)active presence of international visiting scholars, by providing a designated visiting scholars “hub” (i.e., a suite or sizable office space), a visiting scholars lecture series, and an annual visiting scholars report.

Increase funding and compensation for international travel

The compensation for international travel (conferences) has not increased for many years and participation in international conferences is essential, in particular for young faculty and graduate students to expand their international experience and networks.

Provide coordination, facilitation, and support to the international pillar of LSOE

LSOE has a strong foundation but is considered fragmented and unsupportive with respect to its international activities, partnerships, and opportunities. It is recommended that an international administrative facilitator be named at LSOE to support the research centers, individual faculty, visiting scholars, international students, and study abroad opportunities at the school, and liaise in these areas with other schools and BC central. This facilitator could also act as support for the dean and vice-deans and be the secretary for the Task Force on Global Initiatives.

Conclusion

This report gives a comprehensive picture of the internationalization of the Lynch School of Education—through a review of the international opportunities for undergraduate students, a detailed look at faculty international activities, and a SWOT analysis from the Taskforce on Global Initiatives. Although LSOE already has strong foundations and champions when it comes to internationalization, there is still much to be done. What this report especially highlights are the need to be more coherent in the internationalization strategy across teaching, research, and administration, as well as the need for a facilitating and coordinating support system.

Recommendations provided in this report should be prioritized and a set of manageable goals and associated resources for the internationalization of the Lynch School should be established.

Finally, the need for a regular comprehensive assessment of the status of LSOE’s internationalization efforts has been highlighted by this report. A plan for following-up on international activities comprehensively—not only at the faculty level, but also looking at students’ experience—should be designed.

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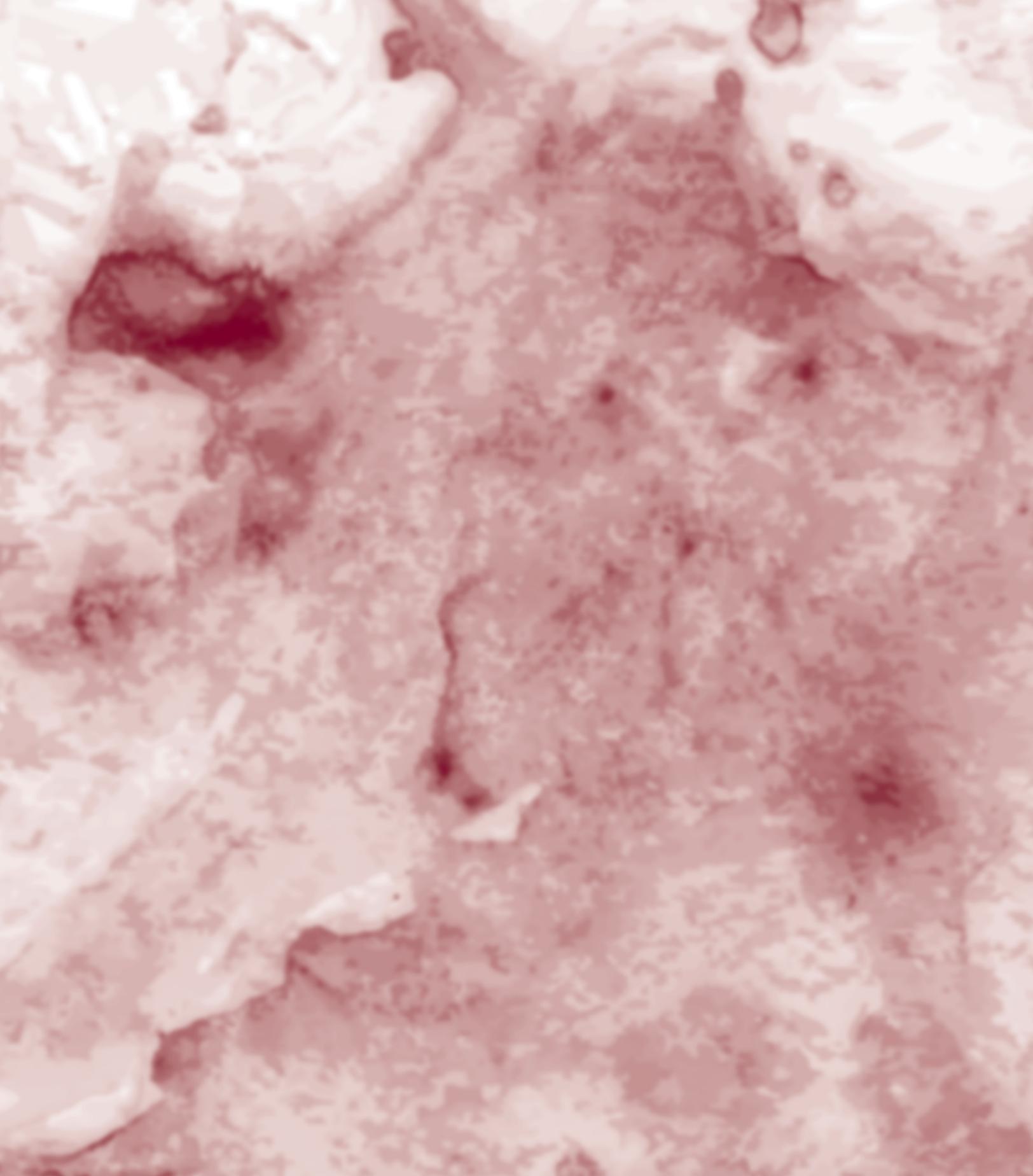
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