

Humphrey Fellowship Program
at Peabody College, Vanderbilt University

FACULTY ADVISORS 2009-2010

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http://peabody.vanderbilt.edu/International_Affairs.xml

FELLOWS AT VANDERBILT

During the 2009-2010 school year, Peabody College at Vanderbilt University will be hosting seven educational leaders from around the world. Fellows are leaders in such fields such as Higher Education, Secondary Education, and Program Evaluation in their home countries.

Fellows for the 2009-2010 year are from the following countries: Colombia, Jordan, Malawi, Mongolia, Saudi Arabia, and Swaziland.

PEABODY COLLEGE OF EDUCATION

At Peabody, faculty and students build close relationships whether they are undergraduates, doctoral candidates, or returning professionals. Our curriculum is based on studying real-world problems and offering solutions. As a result, whether in schools, policy-making settings, social-service agencies, or Fortune 500 companies, our graduates are pragmatic and change-oriented. Every day, Peabody graduates change the lives of untold thousands for the better.

Peabody College is ranked 1st among schools of education. The Peabody's Mission in Education and Human Development is to create knowledge through research, train the next generation of leaders, support current practitioners and engage with the community. Peabody offers five PhD programs (Community Research and Action, Leadership and Policy Studies, Learning, Teaching and Diversity, Psychological Sciences, Special Education), three Ed.D. programs (Educational Leadership and Policy, Higher Education Leadership and Policy, Early Childhood Leadership), nineteen Master programs and eight Bachelors of Science programs.

For more information about Peabody, see its website at <http://peabody.vanderbilt.edu/>

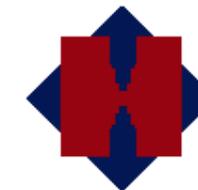
PROGRAM OVERVIEW

The Hubert H. Humphrey Fellowship Program provides ten months of non-degree academic study and related professional experiences in the United States. Humphrey Fellows are selected based on their potential for leadership and their commitment to public service in either the public or the private sector. The Humphrey Program fosters a mutual exchange of knowledge and understanding about issues of common concern in the United States and the Fellows' home countries. The Program offers Fellows valuable opportunities for leadership development and professional engagement with Americans and their counterparts from many nations. The Fellows are experienced professionals from designated countries undergoing development or political transition.

More than 3,700 men and women have been honored as Humphrey Fellows since the program began in 1978. Approximately 160 Fellowships were awarded for the 2009-2010 year. Seventeen major universities in the United States host Humphrey Fellows. These host universities are chosen for their excellence in the fields and for the resources and support they offer Humphrey Fellows.

The Humphrey Fellowship Program has many components and required activities. Fellows will complete the following activities and projects during their Fellowship year:

- *Individual Program Plan:* Fellows design an Individual Program Plan (IPP) to describe the activities and their interests for the Fellowship year.
- *Humphrey Seminar Series:* The Humphrey Seminar Series is a weekly class that is intended to provide Fellows with the opportunity to learn about the U.S Education System.
- *Academic Coursework:* Fellows will audit up to 2 classes per semester to enrich their academic experience.
- *Professional Development Activities:* A wide variety of training and professional development activities including various on-campus seminars, short courses on such topics as information technology, and attendance at local and national meetings and conferences.
- *Professional Affiliation Activities:* Typically, Fellows will have one or two outside Professional Affiliations during the course of the year. Professional Affiliations may be located on campus, in the university's metropolitan area or in other areas of the country in May and June.



HUBERT H. HUMPHREY FELLOWSHIP PROGRAM 2009-2010

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INTERNATIONAL AFFAIRS
 **VANDERBILT**
PEABODY COLLEGE

Bahieh Abu Khalid Al-Tamimi*Jordan*

Ms. Bahieh Abu Khalid Al-Tamimi of Jordan is currently the Head of Content Development of training programs at ChangeAgent for Arab Development and Education Reform (CADER). CADER provides professional development programs aimed at improving educators' competencies and reforming the processes of teaching, learning and working in schools. During her Humphrey year, Ms. Tamimi hopes to focus on educational reform, professional development, and capacity building. Additionally, Bahieh wishes to further develop her professional competencies in instructional design in relation to professional development programs.

**Maher Al-arfaj***Saudi Arabia*

Dr. Maher Al-arfaj of Saudi Arabia is the Vice Dean for Research and Higher Studies at King Falsal University. He is responsible for coordinating the Council of the College of Education and implementing policies associated with the Higher Education Board. He also plans new higher education studies programs and works on a team to develop a quality assurance system for such programs. He wishes to develop his skills in the field of higher education administration and enrich his knowledge of accreditation and quality assurance tasks undertaken in universities. He hopes to use skills gained during his Fellowship year to plan for a productive research environment at King Falsal University when he returns.

**Wilson Javier Vasquez Calderon***Colombia*

Mr. Wilson Javier Vasquez Calderon of Colombia is a professional at the Education Ministry in Colombia. He is responsible for managing and identifying the evaluation processes of best practices in higher education and organizing international forums. Also, he advises interdisciplinary teams to construct competencies that align with Colombia's educational policies. He would like to learn new strategies for involving students from low-income households. He also wishes to know how to build alliances between public, academic and private sectors.

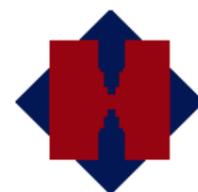
**Peter Inampasa***Swaziland*

Mr. Peter Inampasa of Swaziland is a Senior Inspector of Schools for the Ministry of Education. His main responsibility is evaluating and monitoring teachers' performance through school inspection. He also develops and facilitates workshops for teacher development as well as participates in curriculum development. He is also involved in Education for Sustainable Development in Swaziland through networking with government as well as NGOs with the objective of contributing to a sustainable future. He would like to study methods used to improve teacher performance in the U.S. in order to develop a manual to be used by school administrators to monitor and evaluate teacher performance.



2009 - 2010 Hubert H. Humphrey Fellows Inaugural Class at Peabody College, Vanderbilt University

Leaders for a Global Society

**Enkhtuvshin Sengee***Mongolia*

Mrs. Enkhtuvshin Sengee of Mongolia is a Senior Lecturer of Pedagogy at the School of Education Studies, Mongolian State University of Education. She teaches Pedagogy course as well as organizes academic discussion for faculty. She also supervises the department's research work on educational innovation and organizes in-service training for secondary school teachers. While in the U.S., she would like to take courses on higher education policy, program evaluation, curriculum development and its evaluation. She also would like to learn more about how governmental and non-governmental organizations work with each other in the field of education policy development and its implementation.

**Dolgormaa Jamiyan***Mongolia*

Dr. Dolgormaa Jamiyan of Mongolia is the Dean of the English Department at the University of the Humanities. She is responsible for planning, implementing, and reviewing the curriculum within the department. She is also responsible for overseeing and contributing to teaching as well as overseeing the professional development of the department staff. While in the U.S., she wishes to study human resource management in higher education planning. She hopes to learn about the various planning models and the methods for implementing these models and assessing their effectiveness.

**Dannie Nicholous Ezron Soko***Malawi*

Mr. Dannie Nicholous Ezron Soko of Malawi is a Curriculum Specialist in Special Education at the Malawi Institute of Education. His current job is to develop curricula for schools and colleges, conduct research, and give advice on special education. He also writes instructional materials, evaluates and approves textbooks and provides consultations on special education. He would like to gain knowledge and skills in curriculum development on how to adapt instructional materials for learners with special educational needs.

