

## Willy Oppenheim, Ph.D.

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### Education

- University of Oxford**, England 2010-2016
- Received Rhodes Scholarship; earned D.Phil (Ph.D.) in Education for research about demand for girls' schooling in rural Pakistan
  - Held one-year Associate Fellowship at the Skoll Centre for Social Entrepreneurship at Oxford's Said Business School
- Bowdoin College**, Brunswick, Maine, USA 2009
- Self-Designed Major in Anthropology, Religion, and Education
  - Minor in Teaching with state certification for secondary-level Social Studies (gr. 7-12)
  - Cumulative GPA: 3.887; *Magna Cum Laude*; Phi Beta Kappa Scholar
- The Taft School**, Watertown, CT May 2004

### Organizational Leadership

- Omprakash—Founder and Director** Dec. 2004-Present
- Founded non-profit ([www.omprakash.org](http://www.omprakash.org)) that connects 160+ health, education, and environmental projects in 40+ countries with global audience of volunteers, classrooms, and donors; lead Board of six people and staff of thirty; network includes over 18,000 registered volunteers and has facilitated over \$5M of donations; in 2013 launched Omprakash EdGE, a revenue-generating online learning program conducted in partnership with institutions including Florida State University, Stanford University, Rice University, University of Washington, and Seattle University
  - Volunteered or observed onsite at over twenty schools in India, Pakistan, Tibet, and Latin America
  - Responsibilities include strategic planning, managing partnerships with universities, developing and implementing accredited curriculum, staff hiring and management, web design and marketing, communication with international partners, field visits and evaluations, review of grant applications, presentations to high-school and college communities, accounting, fundraising and grant-writing
  - Organized and executed distribution of over 250,000 books in India during summer 2008 and spring 2011; successfully planned and hosted international conferences in Peru, Costa Rica, and India
- Good Lad Initiative—Founding Board Member and Curriculum Advisor** January 2013-Present
- Support UK-based gender intervention aiming to 'promote positive masculinity' amongst male university students via facilitated workshops
- Rhodes Scholars' Southern Africa Forum—Member of Leadership Committee** October 2010-June 2013
- Oxford, England: Reviewed grant applications and managed communications for charity focused on social and economic development in Sub-Saharan Africa.
- Global Citizens Grant—Founder and Student Ambassador** Sept. 2007-June 2009
- Brunswick, Maine: Worked with Bowdoin College administrators to design new program empowering students to volunteer abroad and then use this experience to inspire global engagement within their home community. Helped target original funding source; advertised opportunities to students and advised them in planning process; reviewed applications and advised grant-distribution committee.
- Tedford Singles Shelter—Director of Volunteer Program** Sept. 2006-June 2009
- Brunswick, ME: Four years of weekly volunteering at local homeless shelter; three years leading the program and coordinating college volunteers to serve 7 nights per week, 9 months per year.

### Teaching and Curriculum Design

- University of Washington Honors Program and Comparative History of Ideas (CHID) Program** September 2016-Present
- Seattle, WA: Part-time lecturer; design and teach undergraduate courses entitled 'Higher Education, Global Development, and the Politics of Knowledge,' 'Writing People, Writing Culture: Ethnography as a Way of Seeing,' and 'Critical Global Engagement.' Advised one student on independent senior research thesis about online learning technology and pedagogy.
- Omprakash EdGE Online Education—Program Development and Curriculum Design** January 2012-Present
- Create content, pedagogical strategy, and online classroom for interdisciplinary online course about ethics and economics of international aid and volunteering; implement program in tandem with university faculty and administrators; oversee team of mentors and interact directly with student cohorts.
- Seattle University, International Development Internship Program** September 2015-June 2018
- Seattle, WA: Co-taught three cycles of pre- and post-trip reflection for undergraduates embarking on international internships.
- University of Oxford, Lady Margaret Hall—Undergraduate Tutor** January-June 2013
- Oxford, England: Designed and taught interdisciplinary undergraduate course about Liberation Theology in Latin America.
- University of Oxford, Department of Education—Teacher's Assistant** October-December 2011
- Oxford, England: Supported design and teaching of Masters' course entitled 'Education, Globalisation, and Social Change.'
- National Outdoor Leadership School (NOLS)—Field Instructor** 2007-Present (Periodically)
- Lander, WY, and elsewhere: Lead groups of novice teenagers through rigorous 30-day educational experiences in the wilderness. Curriculum includes environmental studies, communication, self-awareness, and leadership.
- Mt. Ararat High School—Social Studies Teacher** Sept. 2008-June 2009
- Topsham, ME: Designed curricula and taught world history to three classes of ninth-graders and one remedial tenth-grade class. Differentiated curricula for special-needs and ESL students. Designed, administered, and evaluated all assessments.

### Funded Research Projects

- Stanford Mobile Inquiry-based Learning Environment (SMILE) – India Research 2013.**
- Collaborated with Dr. Paul Kim (Stanford) and Oxford MBA students to secure funding and implement fieldwork in India about scalability of mobile learning technology in under-resourced schools.
- Pembroke College Research Grant, Middle Common Room Grant, and Santander Grant, 2010-2012.**
- Funding to conduct fieldwork for doctoral research about demand for girls' schooling in rural Pakistan; wrote 100,000-word thesis entitled 'Imagining Demand for Girls' Schooling in Rural Pakistan'; published in multiple peer-reviewed journals.
- Surdna Fellowship, 2008.**
- Collaborated with two professors to design and conduct fieldwork-based research about the politics of language education among Muslims in Hyderabad, India; wrote 20,000-word research report.

### **Freeman Fellowship, 2005.**

- Collaborated with two professors to design and conduct fieldwork-based research about education and cultural change in Tibet; wrote 20,000-word research report.

### **Publications**

- (2017) Co-authored with Dr. Ben Lough. "Revisiting Reciprocity in International Volunteering." *Progress in Development Studies*, 17 (3): 1-17.
- (2015) "Interactive technology for more critical 'service-learning'?: Possibilities for mentorship and collaboration within an online platform for international volunteering." *The Journal of Interactive Technology & Pedagogy*, 7.
- (2014) (Featured Article) Co-authored with Dr. Amy Stambach. "Global norm-making as lens and mirror: A reappraisal of comparative education method and theory, with reference to field research and 'gender mainstreaming' in northern Pakistan." *Comparative Education Review*, 58 (3): 377-400.
- (2013) "Why Should Girls Stay in School?: Qualitative Aspects of Demand for Girls' Schooling in Rural Pakistan." *St. Antony's International Review*, 8 (2): 106-126.
- (2012) "Girls' Schooling, Capabilities, and 'Adaptive Preference' in Rural Pakistan." *Human Welfare*, 1: 1-12.
- (2012) "Just Say Please: A New Path towards Peace with Pakistan," *The Oxonian Globalist*, 2 (2).
- (2011-2012) Occasional author on *Sense and Sustainability*, a blog offering 'Fresh Perspectives on Sustainable Development.'

### **Awards**

#### **Ashoka U Innovation Award, 2018**

- Recognized for 'high impact and highly replicable' innovation in higher education.

#### **Reimagine Higher Education Awards, 2016**

- Received Silver Award for Social Enterprise and Social Sciences categories and Bronze Award in Hybrid Learning category; was only competitor to win awards in three categories

#### **Oxonian Review Poetry Competition Winner, 2013**

- Awarded for quality of original poem, "Ambition"

#### **Ngo Human Welfare Prize, 2012**

- Awarded for quality of published research article about girls' schooling in rural Pakistan

#### **Turl Street Anthology Poetry Prize, 2012**

- Awarded for quality of original poem, "Eschatology"

#### **American Alpine Club Mountain Fellowship Award and Lyman-Spitzer Grant, 2011**

- Received funding to attempt first ascent of remote rock tower in northern Pakistan

#### **Sarah and James Bowdoin Scholar, 2005-2009**

- Recognized four consecutive years for academic excellence

#### **General R.H. Dunlap Prize, 2009**

- Awarded annually to one student at Bowdoin College, recognizes "personal commitment to service"

#### **Academy of American Poets Prize and Forbes Rickard Poetry Prize, 2009**

- Awarded for quality of original poem, "Philip Levine," and original poetry collection, "Touching the Water"

#### **Bowdoin College President's Award, 2009**

- Awarded to two students annually, recognizes "exceptional achievements and uncommon contributions to the college"

### **Selected Presentations**

#### **"The Ethics and Impact of Experiential Education Abroad to Vulnerable Populations," 2016**

- National Association for Study Abroad (NAFSA) Annual Conference

#### **"How to Make International Service-Learning More Ethical, Educational, and Affordable"**

- Presentations at Ashoka U Exchange, International Service-Learning Conference, and American Gap Association Conference

#### **"Service-Learning, Internationalization, and Inequality in Higher Education: Constraints and Opportunities for Transformative Pedagogy," September 2014**

- Lead author on a paper presented at North American Conference on Education

#### **"Gender, Education, and Global Norm-Making," June 2013**

- Presented paper at XV World Congress of Comparative Education Society (WCCES) in Buenos Aires, Argentina

### **Certifications**

- State of Maine teaching certification for secondary-level Social Studies (gr. 7-12); received recognition of excellence for performance on Praxis teacher-certification test for Social Studies content knowledge
- Trained and certified for Wilderness First Responder, CPR, Professional Avalanche 2

### **Personal**

- Proficient in Spanish language; conversational in Tibetan, Hindi, and Urdu
- Independent Travel: India, China/Tibet, Ecuador, Peru, Argentina, Chile, Netherlands, Italy, Spain, Pakistan, Morocco
- Hobbies: Guitar, bread-baking, poetry

### **Outdoor Pursuits**

- Lived full-time in canvas wall-tent in Colorado and Maine from January, 2005, until June, 2009.
- Lead novice National Outdoor Leadership School students and Alpine Ascents International clients on extended backcountry expeditions in western North America; expeditions include technical rock and ice climbing, glacier traverses, and ascents of peaks up to 15,000 feet.
- Began rock climbing and mountaineering as a teenager in New England. Extensive experience climbing, guiding, and teaching in locations including the western United States, Argentina, Canada, Chile, Ecuador, France, India, Morocco, and Pakistan.
- Extensive flyfishing and telemark ski experience.