

**FOR RELEASE JANUARY 26, 2004**

**Contact:** Deborah Gardner, Halstead Communications 212-734-2190  
Sharon Witherell, IIE 212-984-5380

**INSTITUTE OF INTERNATIONAL EDUCATION PRESENTS  
ANDREW HEISKELL AWARDS FOR INNOVATION IN INTERNATIONAL EDUCATION**

***Seven Campuses in the U.S. and Mexico Recognized For Outstanding International Initiatives***

**New York, NY, January 26, 2004** — The winners of the third annual Andrew Heiskell Awards for Innovation in International Education were announced today at the Institute of International Education (IIE) in New York City. These awards, which recognize international education programs that are making a real difference in the lives of the students and communities they serve, have a special significance this year as IIE honors the awards' namesake, Andrew Heiskell, who passed away in July 2003. Mr. Heiskell was a longtime member of IIE's Board of Trustees, a renowned philanthropist, and a passionate supporter of international education.

The Institute also announced that Marian Sulzberger Heiskell, Andrew Heiskell's wife, has made a generous gift that will endow the Heiskell Awards as a lasting tribute to Mr. Heiskell's legacy. Allan E. Goodman, IIE's president and CEO, remarked that the Institute is deeply grateful for this support and for contributions from AOL Time Warner and individual donors in memory of Mr. Heiskell.

In presenting the 2004 Heiskell awards, Dr. Goodman said, "The 2004 Andrew Heiskell Award-winning programs represent some of the best and most creative ways that campuses are responding to the challenges of preparing the next generation to think and work on a global basis. We have been pleased not only with the caliber of the programs that were nominated and selected in the first three years of the Heiskell Awards, but also with the greatly deserved recognition that the winning programs have received from their own campus leadership and the education community as well as community leaders and Congressional representatives. These awards and the success of the winning programs are a fitting tribute to Andrew Heiskell's rich legacy of support for international education."

The winning initiatives, listed below and profiled on IIE's IENetwork website ([www.iienetwork.org](http://www.iienetwork.org)), are noteworthy for their success in removing barriers to international study and increasing participation in the international elements of teaching and learning.

Dr. Goodman announced the Winners and Honorable Mentions in three award categories:

**STUDY ABROAD:** providing innovative programs and services and making study abroad more accessible to a broader student population.

*Winner:* **Tufts University** – International Research Program.

*Honorable Mention* awarded to **University of Arkansas** for its Global Studies Program, and to **Worcester Polytechnic Institute** for its Global Perspective Program.

**OUTSTANDING FACULTY PROGRAM:** encouraging faculty to teach or conduct research abroad and to integrate their overseas experience into home campus teaching.

*Winner:* **Tecnológico de Monterrey, Mexico** -Faculty Training Program.

**INTERNATIONALIZING THE CAMPUS:** advancing curriculum development and providing services to international students.

*Winner:* **Northeastern Illinois University** –Institutional Internationalization Program.

*Honorable Mention* awarded to **Binghamton University (SUNY)** for Languages Across the Curriculum, and to **Georgia State University** for its Cross-Cultural Conversation and Service Partners program.

The Institute also launched a “Best Practices” Web page today on the IENetwork Website, ([www.iienetwork.org](http://www.iienetwork.org)) to showcase all of the winning programs and those receiving honorable mention, as a resource for the international educational community worldwide. Each of the winning programs will receive a \$1,000 prize. They will also be featured in the Spring 2004 issue of the *IENetworker* magazine, and highlighted by IIE as one of the best practices in the international education field throughout the year.

Two of the Heiskell Awards will be presented in New York on January 26, at a reception held in conjunction with IIE's Board of Trustees meeting, and one will be presented at a luncheon on Capitol Hill this spring.

# # #

*The Institute of International Education is the world leader in the international exchange of people and ideas. An independent, nonprofit organization founded in 1919, the Institute is the world's most experienced global higher education and professional exchange organization. IIE has a network of 19 offices worldwide, over 800 college and university members, and more than 5,000 volunteers. IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government and private sources. These programs include the Fulbright and Humphrey Fellowships, administered for the U.S. Department of State, and The Global Training for Development program administered for USAID. The Institute is a resource for educators and institutions worldwide, publishing Academic Year Abroad and Short Term Study Abroad and operating [www.IIEPassport.org](http://www.IIEPassport.org), the search engine for study abroad programs. IIE also conducts policy research and provides advising and counseling on international education and opportunities abroad. Information the Institute can be obtained from our Website: <http://www.iie.org>.*

## IIE ANDREW HEISKELL AWARDS 2004

### Category: Study Abroad

#### WINNER

**Tufts University** – Medford/Somerville, MA Enrollment: 9,500

#### *The International*

#### *International Research Program: Integrating Study Abroad and International Research*

Christiane Zehl Romero, Professor of German, Director, Tufts Program in International Relations

Tufts University has created a truly innovative and comprehensive program to provide the international education and undergraduate research experience vital for global citizenship in the 21st century. Designed to bridge the gap between undergraduate research and study abroad, the International Research Program consists of two research courses, taught prior to departure and while students are abroad, and an online environment of resources and communication tools to provide mentorship and additional instruction independent of physical location. Upon return, students are encouraged to apply their learning in a capstone experience. The comprehensive design prepares students to become more immersed in their study abroad experience, and connects learning abroad to applied work at home.

Christiane Zehl Romero, Director of Tufts University Program in International Relations says that “since both study abroad and the conception of a substantive research project typically occur in the junior year when students have gained the necessary preparation for both, study abroad is often positioned against research. As a result, undergraduates must frequently choose between serious research and study abroad, sacrificing the opportunity to learn from the potential synergy between the two.”

The Tufts model answers these concerns. By preparing students to conduct international research, study abroad becomes an integral part of the academic curriculum. Students are more engaged in learning while abroad, and improve critical thinking and problem solving skills along with language proficiency and cultural literacy. Having begun the research process before departure, students have the benefit of continuous mentorship by faculty as well as the support of the International Research Network (IRN) online community while continuing research abroad. They return prepared to apply their experience in a capstone project such as a senior thesis, which challenges them to synthesize what they have learned at home and abroad.

Currently in their senior year, the first group of 25 students to participate in the International Research Program has returned from semester and year-long experiences abroad. Students are working on various research projects, including senior theses, Fulbright grants, and independent study projects, and report significant advantages to having participated in the program. Hailey Brewer, who is writing a senior thesis on her year in Santiago, Chile, believes the Program was “especially useful to me in preparing both mentally and academically for the challenges of conducting international research. ...The International Research Program has given me a crucial head start on my thesis, enabling me to hopefully produce a more in-depth and representative analysis than would have otherwise been possible.”

According to Jamshed Bharucha, Provost and Senior Vice President of Tufts University, “the International Research Program at Tufts University exemplifies the goals of the Heiskell Awards and can serve as a model for other institutions of higher education striving to promote study abroad and the internationalization of their campuses.” The comprehensive curricular design and program management could be effectively applied to a science or business context as well.

## **HONORABLE MENTIONS**

**UNIVERSITY OF ARKANSAS, DALE BUMPERS COLLEGE OF AGRICULTURAL, FOOD AND LIFE SCIENCES**  
Fayetteville, AR - Enrollment: 16,449

### ***Global Studies Program***

Dr. Preston La Ferney, Director of International Agricultural Programs

The Global Studies Program (GSP) is a study abroad innovation designed to strengthen international education through uniquely designed (tailor-made) study and research programs to meet the individual needs of each student. GSP has quickly generated tremendous student interest in global issues and study abroad and has already spawned a new undergraduate course in Global Studies, a new undergraduate minor in Global Agricultural, Food and Life Sciences, and a new, one-year Transatlantic MS in Agribusiness conducted jointly with Scotland's National College for Food, Land and Environmental Studies.

**Worcester Polytechnic Institute -- Worcester, MA – Enrollment: 3,810**

### ***The Global Perspective Program***

Natalie A. Mello, Director of Global Operations

Worcester Polytechnic Institute provides opportunities for undergraduates to complete degree requirements off-campus under the direct supervision of WPI faculty, an experience that is unique among engineering and science universities. The impact of successfully completing professional-level projects at remote locations is that students solve real-world problems while being immersed in a different culture. With over 535 students leaving campus this year, the unique benefits of the Global Perspective Program are being recognized throughout the institution.

## **Category: Outstanding Faculty Program**

## **WINNER**

**Tecnológico de Monterrey, México --Monterrey, Mexico -- Enrollment: 95,000**

### ***Faculty Training Program***

Dr. Enrique Zepeda Bustos, Vice President for International Affairs

María Isabel Avilés, International Faculty Development, Director

While planning the implementation of a new educational model for the institution, Tecnológico de Monterrey seized on the opportunity to create and strengthen linkages with foreign institutions and to further internationalize their faculty and campuses in the process. Since 1996, Tecnológico de Monterrey has focused on the mission of “educating individuals who are committed to the social, economic and political improvement of their communities and who are internationally competitive in their areas of expertise.”

With this in mind, Tecnológico de Monterrey identified institutions recognized internationally as outstanding practitioners of the specific teaching-learning techniques that the Tecnológico had selected for its newly adopted educational model, and initiated “The Faculty Training Program on Learning Techniques.”

During the summer of 2000, the first group of faculty members -- drawn from most of the 33 campuses that make-up the Tecnológico de Monterrey -- attended training seminars at more than nine universities abroad, including: University of Maastricht (The Netherlands), for the study of Problem-Based

Learning; Harvard University (United States) and University of Western Ontario (Canada), for the study of Case Analysis; and University of Texas at Austin (United States) and University of British Columbia (Canada), for the study of Collaborative Learning.

Faculty were trained in two consecutive summer programs. In the initial phase, the trainees attended the foreign universities to learn the methodology and implications of the various learning techniques to be implemented in their classrooms. At the close of their summer studies, they developed teaching materials integrating the recently acquired methodology to be used during the following academic terms. During a second training session, organized for the following summer period, faculty members returned for further training at the foreign university while reviewing and assessing the results of the year's academic experience and implementation of the learning methodology. Over 3,300 groups are currently implementing these teaching-learning techniques benefiting a total of over 100,000 students.

Dr. Enrique Zepeda Bustos, Vice-President for International Affairs says, "It is worth noting that this human development project has reached well beyond the original intent of exclusively developing teaching abilities in our faculty members. Different former participants have reported substantial developments in their own international outlooks which they have been able to integrate not only back into their teaching practice but share with other faculty members and therefore spark their interest in other environments."

### **Category: Internationalizing the Campus**

## **WINNER**

**Northeastern Illinois University** -- Chicago, IL – Enrollment: 11,825

### ***Institutional Internationalization Program***

Janet Fredericks, Ph.D., Dean of the Graduate College and Director of International Programs

Challenged with internationalizing a state university of nearly 12,000 commuter students, the faculty and leadership at Northeastern Illinois University (NEIU) have succeeded in creating a comprehensive strategy and effective programs through a decade of steady expansion. From early campus-based programs, and what was once a relatively small student participation in study abroad, involvement in international programs has increased greatly since the introduction of NEIU's Short Term Study Abroad Tours, which are offered as a component of campus-based courses.

NEIU students are often the first-generation in their families to enroll in university; many are also from minority groups and may also be part-time students on a many-year path to degree completion. Though this combination of factors complicates providing access to study abroad opportunities, universities and colleges with similar challenges to internationalization will find a rich model in NEIU's comprehensive internationalization strategy.

Begun ten years ago with a series of initiatives including the development of a partnership and faculty exchange with the Ural State Pedagogical University in Russia, hosting South African social workers, and initiating multi-day heritage programs on campus that focus on the origins and contributions of the diverse cultures of the NEIU community, internationalization efforts were greatly expanded with the introduction of Short Term International Study Tours. Designed as a component of campus-based courses, these two-week travel opportunities are tailored to the cost requirements and student availability issues particular to NEIU. The structure of the program allows students who have not experienced international travel to participate with the support of peers and faculty members who assist them in interpreting their international experiences.

Short Term International Study Tours have been designed for courses across a variety of disciplines. A course in comparative economics, for example, provided students with the opportunity to visit France, where they met with European economists and business leaders and studied the European Union and issues related to the adoption of the Euro. Students in an Asian history class visited China to see the historic locations discussed in the course. In another tour, education students were taken to Jamaica to interact with Jamaican pre-service education students.

To date, over 400 NEIU students have participated in 23 International Study Tours to 15 countries including Belize, England, India, El Salvador and Jamaica. This year study tours are anticipated to include visits to South Africa, Italy, Greece, El Salvador and Cuba, as well as Poland and Holland. NEIU has also formed international partnerships with eight universities. Students and faculty are currently working in five additional countries, and the university is now pursuing institutional agreements in China, Africa, and Latin America. This year, NEIU will offer its first full course at an international site, a field course for undergraduate anthropology students in Belize.

Northeastern Illinois University President Salme Harju Steinberg is “particularly pleased that they have succeeded in developing international partnerships, creating innovative programs, and providing new opportunities for students to participate in international exchanges through a planned series of incremental steps.” This comprehensive strategy is an effective model for advancing curriculum development while removing barriers and addressing the specific needs of students who have previously lacked access to international programs.

## **HONORABLE MENTIONS**

**Binghamton University, State University of New York** -- Binghamton, NY -- Enrollment: 13,385  
***Languages Across the Curriculum***

H. Stephen Straight, Professor of Anthropology & of Linguistics; Vice Provost for Undergraduate Education

Languages Across the Curriculum promotes use of languages other than English in non-language courses by employing international graduate students as Language Resource Specialists. The cultural and academic knowledge of international students enables LxC to provide unique intercultural perspectives in disciplines ranging from biology to international business to theatre. LxC participation predicts post-graduation use of languages. Since 1991 nearly 3300 undergraduates and 189 international graduate students have done LxC in 163 courses using 16 languages.

**Georgia State University** -- Atlanta, GA -- Enrollment: 38,869

***Cross-Cultural Conversation and Service Partners***

Cheryl Delk, Director, Intensive English Program

This collaboration is unique as it not only pairs non-native and native speakers of English as conversation partners, but brings them together to participate in service learning activities in the Atlanta community. The collaboration is directly linked to several course requirements for both students of the Intensive English Program (IEP) as well as those in a Freshman Learning Community (FLC) with particular interest in language use and communication across cultures.

*Note: More detailed profiles of the winning programs, as well as profiles of the Honorable Mention recipients in each Award category, are showcased on the 2004 “Best Practices” section of the IIE Network Website, [www.iienetwork.org](http://www.iienetwork.org).*