

CREATING A BLUEPRINT FOR LEADERSHIP

AND

CITIZENSHIP DEVELOPMENT:

THE EPIIC EDUCATIONAL PROCESS

FINAL EVALUATION REPORT

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INTRODUCTION

The Education for Public Inquiry and International Citizenship (EPIIC) program at Tufts University had its origin in the Fall of 1985 when a one semester multidisciplinary course was offered on International Terrorism, taught by Sherman Teichman, founding and current director of EPIIC. In the spring of 1986 students from the course planned and implemented an evening and day long symposium exploring issues of international terrorism. This course and symposium were the precursors to the current EPIIC program. EPIIC has evolved throughout its eighteen year history into a two semester program with six core components (Colloquium, Symposium, Committees, Outward Bound, Inquiry, Research) and a variety of multidisciplinary educational opportunities, events and projects addressing a specific year-long international political theme. EPIIC is a community of students and educators in the broadest sense. It is students learning from faculty, authors, lecturers and international policy practitioners; it is faculty, authors, lecturers and practitioners learning from students; it is students learning from students. EPIIC is a multi-faceted program framed by a global focus, intellectual rigor, student responsibility and empowerment, experiential learning, intergenerational collaboration, and active citizenship.

In 2001 the U.S. Department of Education's Fund for Innovation in Post-Secondary Education (FIPSE) provided EPIIC with support to conduct an evaluation and documentation of the program in order to ascertain the impact of the program on its former students and the adaptability of the EPIIC model to other college and university campuses. This report is the culmination of the evaluation component of the grant.

BACKGROUND

EPIIC's stated mission is fourfold:

- Developing young leaders concerned with ethical dilemmas
- Educating critical thinkers who understand the intricacies of world affairs.
- Promoting imperatives of multidisciplinary thinking and learning necessary to comprehend the complexity of the world
- Educating the public about complex global issues

(FIPSE Grant Proposal)

Outcome goals specify areas of program concentration:

- Develop college student leadership skills
- Promote linkage of theory and practice for students
- Engender long term dedication to public service and engaged citizenship
- Develop leaders concerned with ethical dilemmas and consequences
- Make high school students aware of complex global issues*
- Help prepare high schools students for academic study and global citizenship*

- Begin developing high school students' leadership skills*

(FIPSE Grant Proposal)

*Note that the impact of the Inquiry component of EPIIC on high school students is not within the scope of this evaluation.

Guiding principles inform the nature of intellectual and academic focus:

- Critical thinking
- Understanding complexities
- Moral reasoning
- Fusion of theory to practice
- Multidisciplinary approach to learning
- Active interest in and commitment to international affairs
- Global citizenship

(FIPSE Grant Proposal)

Within the framework of the mission, goals and guiding principles the EPIIC program consists of six core components: Outward Bound, Colloquium, Committees, Symposium, Inquiry and Research. Each component is a piece of the EPIIC pedagogy which is characterized by:

- A focus on conundrum issues without offering simple solutions
- A multidisciplinary or inter-disciplinary approach to issues
- An emphasis on the relationship between theory and practice in analyzing complex global issues
- An intense learning experience, created by a substantial workload and variety of viewpoints considered
- A high degree of student responsibility for making sense of the issues and creating both the symposium and Inquiry simulation
- A focus on students working and learning together collaboratively.

(Interim Evaluation Report, January, 2002)

Students apply to participate in the EPIIC program at the beginning of the academic year. They are interviewed by the Director and Associate Director. The purpose of the interview is to ensure each student understands the program components, to determine student commitment to the kind of intellectual engagement the program offers and to ascertain student willingness to suspend pre-conceptions and maintain an open mind. The Outward Bound weekend marks the beginning of the year long program. Students and staff retreat to the Hurricane Island Outward Bound School in Maine for a weekend of physical, social and intellectual challenge. Participants and staff begin the process of exploring what different forms the practice of leadership may take, how people will act and participate in groups, and what intellectual teams will be formed for their year-long exploration of the topic. An outside practitioner and

expert in the year's topic is part of the group. By the end of the weekend the students have become well acquainted, bonding into an intimate, cohesive group centered on a collaborative intellectual exploration of the year's theme. The weekend models the year long EPIIC pedagogy of linking theory and practice.

The colloquium, committee work, and preparation for both on-site and university based research dominate the fall semester. In twice weekly colloquium sessions students are exposed to many different lecturers including a mix of both academics and practitioners, who provide both multidisciplinary and contrary perspectives on the year's theme. The reading list is comprehensive and challenging. The students are expected to master the materials in preparation for discussion with colloquium leaders who are often the authors of students' readings. Similar to graduate study, students form groups to explore the material. The focus is on interaction with lecturers through well-informed questions and discussion. The pedagogy is interactive and collaborative.

In addition to the colloquium, students participate in two committees each which represent the planning and implementing function of EPIIC's public education on the year's theme. Committee work is the essence of the linkage of theory and practice. The Program Committee designs the international symposium, setting the agenda, topics, speakers and panels. The Logistics and Public Relations Committees address symposium implementation. A CD-rom, slide shows, and web sites are among the ways the Multi-Media Committee explores the theme. The Inquiry Committee develops a high school program focusing on an aspect of the theme which is implemented in high schools throughout the nation. The program culminates in a three day simulation, bringing high school students from diverse backgrounds and schools together on the Tufts campus. The Special Events Committee designs educational offerings for the Tufts community and the public throughout the year. Events cross disciplinary boundaries and present the theme from perspectives of the arts, professional practice, and academic research. The semester ends with a final exam. Students have the option of completing a take-home or in-class essay or a research paper. In addition they must complete a rigorous in-class exam.

The spring semester is dominated by the Symposium event, the Inquiry program and the research component of EPIIC. The Symposium takes place in late February; the Inquiry simulation is in April. Throughout the year students have been conducting original or secondary source research, culminating in a final written product. A certain number of students are able to conduct their research on site internationally during college breaks, experiencing the challenge and satisfaction of bringing their intellectual curiosity and research skills to the field.

In addition to the core components, there are other initiatives that might occur in any given year. Practitioners in residence spend varying periods of time with the EPIIC program, lecturing to students, interacting with them individually and working with them on their research projects and public service

projects. Professional workshops are generated by the Symposium program, usually taking place during and around the Symposium dates. One year a forum of media practitioners took place; another year a Citizens' Panel explored aspects of the theme. Lectures, films and art exhibits offer the Tufts community and public opportunities to explore the theme from a multidisciplinary approach. These varied initiatives are a product of the constant discourse and discussion surrounding the year long theme. They represent the flexibility and organic nature of the EPIIC program which allows innovative initiatives to develop which are unique to a specific year's intellectual focus.

EPIIC's current structure is the result of a slow evolution over its eighteen year history. The program's development has been a result of the constant collaboration and interaction of all constituents. Over time a sense of community has evolved which includes not only students, staff and alumni/ae but also the lecturers, practitioners and policy experts who have participated in the program in some way. It is out of this community and the constant conversations and discussions that take place amongst individuals and in group settings that ideas for program innovation and change take root. The collaborative and organic nature of the program's growth is an integral part of the EPIIC model.

EVALUATION OVERVIEW

Quantitative Phase

The Interim Evaluation Report (January 2002) by David R. Turner provides a detailed accounting of the quantitative methodology and the findings from that process. To briefly summarize, data was collected from a variety of sources including first and second semester student evaluations, discussions with students, and survey data from the Tufts Office of Institutional Research. An additional major source of data was an online survey (see Attachment I), completed by 216 (as of October, 2003) of the approximately 360 alumni/ae with known contact information. (Total alumni/ae are approximately 420).

The Interim Evaluation Report spells out the findings from this phase of EPIIC's evaluation:

“Evaluation results to this point show that EPIIC students have consistently assessed the program very highly for its content, how much they learn from it, and how significant it is within their overall educations. Course instruction also receives consistently high assessments. Comments from students in evaluations and on the survey of alumni/ae show that many students feel passionately about the program and their experience in it.

Looking back at their EPIIC experience, most alumni/ae assess it as having greatly enhanced a range of abilities, such as teamwork, leadership, and awareness of international issues...

A striking result of this evaluation is that the program's impact on students remain largely consistent across time, controlling for different factors. Students who took the program as freshmen or sophomores assess it similarly to those who were juniors or seniors. Students with different academic majors and those who took the program in different years (with different themes) also generally assess the program similarly.

Qualitative Phase

The qualitative phase of EPIIC's evaluation was designed to further explore and test the findings of the quantitative phase, with particular focus on the research questions identified in the FIPSE Grant Proposal:

- To what extent does EPIIC contribute to the development of leadership skills in its students?
- To what extent does EPIIC accelerate the careers of its alumni/ae (graduates)?
- To what extent does EPIIC foster a long-term interest in/dedication to public service and citizenship?
- How do the outcomes of participation in the program differ for those students who conducted original, onsite research (or public service) from those who did not?

The qualitative evaluation's original design included telephone interviews with alumni/ae which would provide data around which a series of eight focus panels of alumni/ae would be structured. Following completion of the focus panels, additional interviews would be conducted with EPIIC and Tufts University faculty and staff.

Process

An invitation to participate in a twenty to thirty minute telephone interview was sent to fifty-five alumni/ae in October, 2002. Those sent the invitation were a purposeful random sampling of alumni/ae from the United States and from various professions and EPIIC alumni/ae years. Thirty of the invitations were sent to alumni/ae in the three major metro areas of Boston, New York and Washington D.C. where the largest numbers of EPIIC alumni/ae live. (Boston, ninety-seven; New York, ninety; Washington, forty-three) It was also hoped that the majority of phone interviewees would be alumni/ae who had not completed the survey. However, because the on-line surveys were confidential, accurate information was not available as to which alumni/ae had previously completed the on-line survey. Some identification of survey respondents was made through self-identification and staff knowledge of professional affiliations noted in the survey. This was considered in the sampling. A second mailing to these invitees was sent in late October. A total of thirty interviews resulted from this process.

In October invitations to focus panels were sent to alumni/ae from Boston, New York, and Washington D.C. Fifty invitations each were sent to Boston and New York alumni/ae; forty were sent to Washington area alumni/ae. Invitees were a purposeful sampling with the criteria noted above and the added stipulation of not having been a phone interviewee. For each metro group, two dates were offered for the meeting.

Responses to the focus group invitations were disappointingly low. A second set of possible dates was suggested, resulting in one New York group of seven participants. This group met in December, 2002.

In early 2003 the evaluation advisory committee concluded a letter should be sent from a senior member of the Tufts University administration encouraging EPIIC alumni/ae to participate in focus groups. It was concluded that correspondence from the EPIIC Director or Associate Director might compromise validity due to the loyalty many alumni/ae feel towards EPIIC staff. Correspondence from a senior university staff member would not have this validity issue. The interface necessary to activate this strategy did not occur. It was concluded additional phone interviews would substitute for focus panels.

In early December, 2002 eighty invitations were sent out to alumni/ae as yet not contacted for a phone interview. The invitation set was a purposeful sample of alumni/ae outside the major metropolitan areas and outside of the U.S. An additional twenty-four interviews resulted. The total number of phone interviews completed was fifty-four. Interviewees were equally divided when grouped by the year taken: twenty-seven were from the years 1986 to 1994 and twenty-seven were from the years 1995 to 2002. Thirty-one interviewees were female and twenty-three were male. Twenty-eight were International Relations majors or had an International Relations second major. Seven interviewees had a Political Science first or second major. A total of 65% of the interviewees were in the category of these two majors. Other majors included English, Economics, History, Psychology, Philosophy, Religion and Peace and Justice Studies. At the end of the interview process all interviewees were contacted and queried regarding completion of the on-line survey; twenty-nine had completed the survey and twenty-five had not. In addition to alumni/ae interviews, ten EPIIC and university faculty and administrative staff interviews were conducted in March and April, 2003. These provided necessary background information as well as perspectives on issues of adaptation of an EPIIC model to other campuses. One focus panel was conducted in New York City in December, 2002.

Protocols

The protocol for phone interviews was designed to further explore and validate on-line survey findings as to the impact of the EPIIC program on career and education; on leadership development; and on a long-term dedication and interest in public service. (See Attachment II) The protocol was revised during the interview process to provide increased focus on specific topics as they emerged, however, the general outline remained consistent. Tufts and EPIIC faculty/staff protocols were derivatives of the alumni/ae protocol and tailored to the interviewees' specific areas of expertise and relationship to EPIIC. The focus group protocol was also formulated to triangulate with data from the other sources.

Validity and Comment

The overall validity of evaluation results was affected by the following factors as noted in the Interim Evaluation Report:

- The EPIIC students are a self-selected group who choose to participate in the program. Data indicates that EPIIC participants share specific characteristics (See pages 34-35.) and choose to participate for similar reasons.
- All data from alumni/ae are based on self-perception. While some findings are supported by faculty and staff interviews, the scope of this evaluation does not include any sets of outside independent data.
- Many EPIIC alumni/ae hold a deep loyalty to the EPIIC Director and Associate Director. As they have been a part of the program from its beginnings it is extremely difficult to separate personal influences from program impact. The current Director was also the founder. The Associate Director joined the program in 1988 as a student and was hired after graduation. Her current position has evolved as the program has developed.

The qualitative phase of the evaluation raised the following additional validity issues:

- Because of the consistency of positive responses from the alumni/ae on-line survey the qualitative phase of the evaluation attempted to focus on alumni/ae that had not completed the survey. However, survey responses were confidential, making identification of survey respondents difficult. The purposeful random sampling of all invitees consisted of approximately two-thirds non-respondents to the on-line survey. Despite this adjustment, twenty-nine of the fifty-four phone interviewees were survey respondents.
- The inability to attract focus panel participants meant that triangulation of the data was not as complete as anticipated. Reasons for the lack of interest in participating were explored with phone interviewees, identifying the time commitment (1 ½ to 2 hours) and the time of year as the key factors. A thirty minute phone interview was seen by alumni/ae as a reasonable request while the focus group time commitment was seen as a more difficult commitment when travel to the site was also considered.

Findings Summary

The findings of the qualitative phase of the EPIIC evaluation provide validation of the quantitative phase. The program's impact on its students is clearly demonstrated in multiple areas in various ways. Each of the core components plays a role in program impact. The consistency of the pedagogy within the core components is embedded in the data.

Below is a summary of evaluation findings. Findings 1-4 specifically address the research questions articulated in the FIPSE Grant Proposal. An additional five findings address program structure, components and impacts within and outside the university.

1-To what extent does EPIIC contribute to the development of leadership skills?

The contribution of the EPIIC program to the leadership development of its participants is significant and continues over time. It is most evident in the area of fusing theory and practice.

Comment- 57% of survey respondents indicated EPIIC greatly enhanced their leadership development; 31% indicated EPIIC had a moderate effect. The program components most identified as greatly impacting leadership development were the symposium, committee work and team work.

91% of phone interviewees indicated EPIIC contributed to their leadership development. The two program components most associated with leadership development were the committees and the symposium. Within the committees' category the variables of team work and student control were most frequently identified. Within the symposium category, the interaction with practitioners was the most frequently identified variable. (See pages 11-15 for detailed analysis.)

2-To what extent does EPIIC accelerate the careers of its alumni/ae?

The EPIIC program has a significant impact on the careers and educations of its participants over time in the three areas of intellectual growth, practical skills, and personal growth.

Comment- 46% of survey respondents indicated EPIIC affected careers and/or educational choices greatly; 38% identified a moderate affect. 59% indicated EPIIC influenced career decisions.

All fifty-four of the phone interviewees indicated EPIIC impacted and/or influenced their career and education path and performance. The impact/influence ranged from a direct connection between EPIIC and the career/education path and/or choices of alumni/ae to a significant influence on current career and education endeavors in terms of intellectual skills and perspectives, practical skills, and personal growth attributes gained as a result of the program. (See pages 15-20 for detailed analysis.)

3-To what extent does EPIIC foster a long-term interest in/dedication to public service and citizenship?

The EPIIC program creates an environment that encourages and supports long-term involvement in public service and active citizenship. While the majority of EPIIC students enter the program with an interest in public service and active citizenship, EPIIC provides strategies and pathways to actualize these interests. Equally as powerful is the teaching EPIIC provides around developing a moral/ethical framework to

support public service and active citizenship through its focus on understanding ambiguities and complexities.

Comment- 64% of survey respondents indicated that EPIIC greatly or moderately encourages participation in community or volunteer service. 72% of the survey respondents have been involved in community/volunteer service and/ or philanthropy since graduating from college.

Fifty of the fifty-four phone interviewees indicated EPIIC had an impact/influence on their involvement and interest in public service and citizenship. Of the twenty-nine interviewees who articulated how EPIIC impacted/influenced them, 63% identified it as nurturing, modeling, and inspiring. (See pages 20-25 for detailed analysis.)

4-How do outcomes of participation in the program differ for those students who conducted original, on-site research (or public service) from those who did not?

The outcomes of participation in on-site (global) research suggest the substantial value-added this program component provides for some of its participants. Findings suggest that this aspect of EPIIC is not yet fully developed; however, it has substantial potential for impacting increased numbers of EPIIC students' experience as it develops further.

Comment-Thirty-four of the survey respondents indicated they had participated in the global research component of EPIIC. This is slightly more than half of the total number of students who have participated in global research. Ten phone interviewees had participated in this activity (seven of these had also completed the survey). Data gathered from the comment section of the survey suggests this experience was a formative one for a number of the participants. This is supported by the phone interview data. The areas of intellectual development and personal growth were most impacted by global research. For other students the experience was not as powerful. Identified factors are a lack of staff support and planning. Data suggests that many students would benefit significantly from this experience when they are able to avail themselves of the opportunity as this program component matures. (See pages 25-28 for detailed analysis.)

The four research questions above, formulated for the original grant proposal, provide a specific framework for exploring the EPIIC program's impact on its participants. The questions have us look at the program in terms of value-added and impact in the specific outcome areas of leadership, career/education, public/community service and global research. As illustrated above the qualitative findings support the on-line survey findings with reference to these questions.

In addition to areas addressed by the four research questions, the following other findings emerged:

5- Mission, Outcome Goals and Guiding Principles

The EPIIC program is successfully addressing its mission and outcome goals. Program education adheres to the guiding principles. (See pages 1-2 for articulation of mission, outcome goals and guiding principles.)

Comment- Data from both the quantitative and qualitative phases of the evaluation clearly indicates the program's connection to both mission and outcome goals. In addition, the guiding principles are embedded throughout the data findings. (See pages 28-33 for detailed analysis)

6-Community

The EPIIC program fosters a sense of community for students which is a significant factor in EPIIC's impact on its participants as a teaching and learning experience. The community membership phenomena continue as a significant factor in EPIIC's alumni/ae relationships to the program.

Comment- EPIIC alumni/ae associate belonging to a unique community of "special" students as a significant aspect of their program experience. The community is defined by students' characteristics and by both social and intellectual phenomena. The sense of community continues as an alumnus/a and is defined by a number of factors including networking, mentoring, intellectual and social connections and financial support. (See pages 33-37 for detailed analysis.)

7-Outward Bound and Inquiry

The Outward Bound component of the program is a model and an initiation for the students into the EPIIC program's year long intellectual challenges, linkages of theory to practice and personal growth.

The Inquiry program provides both a public service opportunity as well as leadership and teaching opportunities that significantly impact some EPIIC students. The potential for increased impact is suggested by evaluation data. (See pages 37-40 for detailed analysis.)

8-Impact on other courses

Alumni/ae perceive EPIIC's impact on other courses is considerably more positive than negative. Participation in EPIIC can augment and complement teachings in other courses. However, the workload can cause significant stress for students.

Comment-72% (28 of 39) interviewees indicated EPIIC's positive impact on other courses. Seven (18%) indicated a negative impact and four described both positive and negative impacts. Positive impacts include such factors as bringing knowledge to other courses, increased focus, and increased understanding of varying perspectives. The single negative phenomenon was less time available for other courses. (See pages 40-42 for detailed analysis.)

9-Impact on the Tufts community and the Boston area

Alumni/ae perceive EPIIC has a clear and definable impact on the Tufts community which could be increased. EPIIC brings prestige and visibility to Tufts through its Symposium.

Comment- 85% of alumni/ae interviewees believe EPIIC has had at least some impact on the Tufts community. Impact is described in terms of symposium attendance and raising issues of current relevance on the Tufts campus. 28% of the alumni/ae interviewees believe EPIIC brings prestige to Tufts. A number of all interviewees believe EPIIC could have considerably more impact on the campus. Factors that affect EPIIC's impact include the topic, EPIIC's structural position in the university, faculty involvement, and planning and organization within the program. (See pages 42-45 for detailed analysis.)

EVALUATION FINDINGS' ANALYSIS AND COMMENTARY

As outlined above, evaluation findings delineated the impact of EPIIC on its students and alumni/ae in a number of areas. In addition, the evaluation was also designed to explore how specifically EPIIC impacts its participants. The on-line survey identified a number of variables which answered the question: "What are the specific teachings of program components that impact specific attitudes and skills of EPIIC students?" In other words, what skills and attitudes were developed as a result of the six core components? Data from the qualitative phase also explored teaching and learning variables. In addition, through qualitative data analysis it became apparent that the teaching and learning variables fall into three categories of: 1- intellectual development factors such as critical and creative thinking, synthesizing, analysis, problem solving, and understanding complexities; 2- practical skills such as team work, organization, and interaction with experts and leaders; and 3- personal growth factors such as confidence, accountability, ethical perspectives, and the self as a community member. The following is a detailed analysis of impact outcomes framed by these three teaching and learning variables. (Note that direct quotations from transcripts are not edited for grammatical errors and that any one respondent/interviewee may have more than one variable within any given category.)

Leadership

Asked to comment on an experience that illustrates use of the kind of leadership skills EPIIC fosters, an alumnus describes a project he created and implemented which opened communication paths between the people of two countries that had been at war for some time. The governments were actively manipulating the images of themselves and their adversaries through the media. The alumnus believed communication between peoples of the two countries would provide an "unfiltered perspective" on their relationships. Via satellite, a series of live debates were set up and broadcast—something that had never been done. The governments, broadcast company, participants and sponsors had to be persuaded to take part in the project.

A thorough business plan had to be developed, finances secured, and technology harnessed to bring the project to fruition.

“I had to use a lot of leadership in that situation because the people who I had to get on board were people who I really had no direct control over.....So I think my vision of doing this and why it was important was what really inspired people the whole time, and just sticking to that and then, having this constant feedback loop of communication with everybody who was involved, and making all their concerns allayed. We were in constant communication, (and) I think (that) really was a big driver of the success of that project.” (Interviewee #1)

A second alumna describes her leadership role in addressing the lack of a community identity in her graduate program. A new building was needed for the program. She took a strong role in organizing the student body around the building which required interacting with all the various constituents.

“That was something I look back on and feel very proud of in terms of using organizing skills and delegating techniques, and yet still recognizing that I could be able to play kind of a strong role and be able to interact on the university system’s level but also on the neighborhood system’s level.”(Interviewee #8)

This alumna attributes her success in the above situation to development of a leadership concept that EPIIC contributed to. She describes how her committee experience in EPIIC impacted her:

“What I think about in those terms, I think that it gave me a lot of confidence and ability to work within a group of really strong people that I respected. And it wasn’t necessarily that I remembered me as a leader or thinking of somebody else as a leader, but that we all gained a lot of confidence in doing stuff that we didn’t think we were able to do, and we did it as a group.” (Interviewee #8)

Asked if EPIIC impacted her concept and practice of leadership, a third alumna comments:

“Oh, most definitely, most definitely. In other groups I’ve been involved in the leadership seems to be very hierarchical. In EPIIC it really wasn’t that way, it was really about building relationships and reaching consensus through that.” (Interviewee #18)

To illustrate her point she describes an incident that occurred in the Program Committee during symposium planning. The group was discussing the make-up of one of the panels; there were many different views. It was late and the argument was not moving to resolution. She recalls the leadership role one committee member took:

“...gave a little pep talk about compromise and to keep in mind not what we selfishly would want to see the panelists to be but really what the goal of the topic was, because we should have. A democracy is what we were trying to show, what we were trying to show as a whole, and that pretty much balances all. To be able to communicate the message across to us, to look at the end goal and not just to look at what our own desires are in terms of panelists.” (Interviewee #18)

A fourth alumnus describes the leadership skills EPIIC nurtured in terms of motivation and organization. He was in charge of developing course packs that required everyone to submit writing assignments in addition to their already enormous work load. It was an experience that offered him the opportunity of:

“...being able to motivate, being, able to understand people’s concerns. But motivating I thought was really important, and organizational skills, which again have to do with kind of being able to do frameworks and stuff like that, so being able to organize and again, a vision for, see a vision for where EPIIC needs to go. I think, as I said, the motivation, for me the key thing was the motivation.” (Interviewee #20)

A fifth alumna describes her experiences with the Inquiry program as a significant one for her leadership development:

“I felt that was, for me a very good learning experience because we were learning all these things that were maybe not completely clear in our heads and were kind of complex and to try to simplify things but still convey sort of how complex it was to high school students. That was a very interesting and challenging experience. And so I guess that taking a leadership role for the kids that you were coaching as well as organizing them, keeping them motivated and into the whole activity, making sure everybody knew what was going on, and just keeping it sort of exciting for them that day was a very valuable experience that involves some leadership skills.” (Interviewee #14)

Finally, interviewee # 32 describes her view of leaders’ attributes and EPIIC’s role in formulating her view:

“I think someone who is able to understand the needs of the team. Someone who is involved in all aspects of the work. Someone who is a visionary and can think about the larger picture and try to put all the pieces together. I think I developed that at EPIIC. (Interviewee #32)

All of the above illustrate various aspects of interviewees’ experiences with leadership and leadership development in the EPIIC program. Forty-nine of the fifty-four alumni/ae interviewees discussed EPIIC’s impact on their leadership development, some in terms of their concepts of leadership, some in terms of their leadership skills and some in terms of both.

Attributes of a Leader

How do EPIIC alumni/ae articulate the attributes and practical skills of a leader? Their responses fall into six categories of variables:

- Intellectual characteristics- including critical thinking, creative thinking, knowledge, intellectual agility and inclusiveness of all perspectives
- Practical skills-including communication, delegation, and organization
- Personal characteristics- including empathetic, able to connect individually, empowering, patient, sensitive, humble, truthful, and authentic
- Goal Oriented - including visionary, inspirational, motivational, committed, passionate, decisive, and focused
- Egalitarian/collaborative- including, team member, leading by example, facilitator, guide, inclusive, respectful of others input and perspectives

For interviewees, the practical skills were most identified with leadership attributes. 80% identified at least one practical skill variable. The most identified practical skill was that of communication (88% of the forty three who identified practical skills) which included speaking, listening and writing. Personal

characteristics were identified by 74% of interviewees, goal orientation variables by 70%, egalitarian/collaborative variables by 44%, and intellectual variables by 30%.

Leadership and Core Components

The EPIIC alumni/ae interviewee view of leadership attributes is particularly interesting when one takes into account the fact that forty-nine of the fifty-four interviewees identified specific components /aspects of the program which explain how EPIIC influenced their leadership development. The two program components most associated with leadership development were the symposium (45%) and the committees (31%). Of those who identified the symposium as a factor in their leadership development, most often specified was the interaction with practitioners and experts (59% or 13 of 22). This interaction takes many forms: moderating a panel, presenting on a panel, introducing a speaker, sharing a meal with speakers, driving speakers around, and participating in discussions and informal conversations. Interviewees described the confidence gained from these interactions. They describe the importance of reading and mastering the materials in order to have the confidence to ask meaningful questions. They describe the importance of learning how the speakers' careers developed and the realization that there are specific career strategies and paths that are open to them.

“To actually meet the people that on a daily basis make decisions about terrorism and about how a lot of the issues you’re discussing will be implemented, put into law, and how that affects countries, and actually do that stuff for a living, is again, a deeper level of understanding and a deeper level of complexity that’s just so beneficial to be involved with.” (Interviewee #13 on leadership development)

“I think one of the things that really is inspiring are they often have people coming from around the world talking about their experiences. I found that really inspiring, that here are people who were either in isolated situations and kind of against all odds, but because they felt it was the right thing to do, kind of started to create change within their environment. They connect students that way... This idea of kind of the smaller world, the kind of smaller global community, I think EPIIC feels really connected to, is also I think important in that it eliminates the fear of the unknown.” (Interviewee #4)

Those who identified the committees as significant in their leadership development most often specified the team work and the fact that the work was student driven as the most significant factors.

“I look back and I feel like what I gained at EPIIC was a kind of overall confidence in my own abilities, in my ability to work on a team, ability sometimes to take charge in a group and let somebody else take charge the next day.” (Interviewee # 8)

I had to deal with deadlines. Had to deal with other people and how, and learning, also in that sense, actually, I learned to rely on my co-editors. And that’s something I have to do currently too... And trusting other people to do their job, though still being ultimately responsible and having to check up on their work, but choosing good people... But then making sure that the people involved in my project that we’d be able to trust them as well. (Interviewee #3 on her committee experience)

The qualitative data reflects the on-line survey results. Between 192 and 208 respondents identified specific components/aspects of EPIIC that impacted their leadership development. Asked in the on-line survey how much each component or aspect of EPIIC contributed to leadership development the respondents indicated that they were greatly to moderately impacted as follows:

	Greatly	Moderately
Colloquium –	31%	49%
Symposium –	57%	31%
Committee Work –	55%	31%
Team experience –	60%	30%
Inquiry –	35%	32%
Research-	24%	32%

In addition to the data collected from the on-line survey and interviews, the focus panel spent considerable time discussing the area of EPIIC’s leadership development. The panel’s definition of leadership in terms of attributes and skills was reflective of those articulated by interviewees. The group reached a consensus that EPIIC provides unique opportunities to nurture and develop leadership attributes and skills. Students bring the attributes and skills to EPIIC in some form; however, EPIIC provides the “incubator” for their flourishing. Interviewees’ discussion of the impact/influence of EPIIC on leadership development supports this conclusion. EPIIC provides the opportunity, in many forms, for leadership practice and growth.

In the words of one interviewee:

“But what Sherman does, he doesn’t teach them leadership. He teaches them things where they have to lead, where they have to be responsible and take charge.” ... They’re just totally focused, dedicated, committed to getting things done.” (Interviewee #55)

Summary – The findings of both the quantitative and qualitative phases of the EPIIC evaluation indicate that the program influences and/or impacts leadership development of its students. The program components most effective in developing leadership attributes and skills are the Symposium and the Committees. The aspects of these components that interviewees most identify as influencing /impacting leadership are interaction with practitioners and experts, team work and student ownership of the process and product. Interviewees associate other significant aspects of the program with leadership development including the range of opportunities to practice leadership; the foundation of knowledge in the topic; training in critical, creative and independent thinking; decisiveness; collaborative skills; passion for an issue; and empathy for all constituents. The findings on EPIIC’s impact on leadership development clearly indicate EPIIC’s adherence to its outcome goal of developing college student leadership skills and the guiding principle of the fusion of theory and practice. EPIIC’s mission of “developing young leaders concerned with ethical dilemmas” is discussed below in the section titled “Moral/Ethical Framework. (p.23)

Career and Education

The confluence of the particular students who participate in the EPIIC program with the wide-ranging educational opportunities the program provides results in a learning experience which influences and impacts participants lives long after they graduate.

Interviewee # 16 characterizes the program as “*totally formative for me*”. During the course he studied a specific area of Africa. It was an area that interested him prior to EPIIC however; EPIIC provided the opportunity and the motivational ‘push’ to pursue the interest. Following graduation he taught in Africa which, he feels may not have happened without EPIIC. He worked in social work for several years and currently teaches in a college.

“It definitely influenced the way that I teach. It influenced the way that I structure my courses.”

Interviewee #20 describes how EPIIC was a real catalyst for personal growth and how the EPIIC experience changed his career direction to a human rights path. Both his global research experiences and the symposium process and event provided him with lasting learning experiences:

“...it (the research project) gave me an opportunity to learn what it was like to, first of all, to do a project of that extent, but also spend time over in Eastern Europe and learning what it was like to try to set up interviews. I got to interview people that were considerably older than me. At the time I hadn’t had much experience in any of that kind of stuff, and just what it was like to try to plan a trip like that when the infrastructure isn’t quite the same as it is in the U.S.

I managed a couple teams on that project, and so I had a little idea what it was, got some experience what it was like to manage a team and motivate people. And (in the symposium) learning what it took to put on an event that size, and also getting the opportunity to meet these very important people in these fields. They were just all great learning sources for me.

The whole idea of learning how to put on an event and organize seminars and all the things that you have to think about and arrange all that, I think, is a real strength. And again, the strength of exposing you to an area of study that you may not necessarily have considered is a big strength.” (Interviewee #20)

This alumnus is now on a different career path where he continues to utilize the team management, research, planning, and organizational skills that EPIIC exposed him to and nurtured.

Asked if EPIIC had an impact on his career in terms of the direction it has taken and practical skills he utilizes, Interviewee #21 responds that EPIIC’s impact was substantial. He spent several years working as a consultant in an area directly connected to the EPIIC topic taught his year. His current career is also directly related to what “EPIIC was all about”.

“My business is very much looking at what’s going on in the world economically and politically and trying to figure out how all the pieces fall together.” (Interviewee #21)

And the skills he learned in EPIIC:

“You know, the ability to connect the dots in very diverse issues and also to sift through

tons of information and figure out what the important nuggets are that are really relevant to the issue. “

“The teams where (you are) locked in a room for a week of sleepless nights with people you may or may not care for. You’ve got to figure out how to work together and how to grapple with all those issues. Teaches you everything about teamwork.”(Interviewee #21)

Interviewee # 30 participated in EPIIC as a sophomore. After taking EPIIC she declared an IR major. The program also gave her the focus for her junior year abroad in Africa. This experience became part of her thesis:

My experience with EPIIC has definitely had a long run because I’m now writing. I’ve finished writing a book about my experience in Africa, so not only did I write my thesis, then I turned around and have started writing a personal narrative and I’ve just finished it in March this year and I’ve got interest from a publisher about it. So the effect of EPIIC has been long and has definitely maintained its longevity.” (Interviewee #30)

She learned many practical skills through the symposium including planning and implementing skills, how to collaborate with other people, research skills, and publicity skills related to convincing others the event was an incredible opportunity to participate in. And she learned from the flexibility of the program:

“One of the strengths is the wide range and the flexibility that it allows the students to pick the topics that most stimulate them and explore them in a really in-depth way. And also, to give them the flexibility to explore them in a collaborative way, because that’s often times how when you go out and get jobs and do research, you’re doing research with other people.” (Interviewee # 30)

Interviewee # 32 credits EPIIC for getting her involved in human rights work and for getting her a job following graduation which led her on the career and educational path that resulted in her current job as an immigration attorney. She comments:

“I knew that I wanted to do international politics but I didn’t know what human rights was really and I didn’t understand what the career options were in human rights. I think I would have thought of myself only being able to do kind of like government jobs and I didn’t really understand that there were a lot of other players like non-profits, different institutes who were also involved in making policy. “(Interviewee # 32)

She describes how the organizational skills she learned were important to her job and educational qualifications after graduating as were the synthesizing skills, knowledge of how to find resource materials and the ability to think about issues from many different angles.

The experiences described above are a few of the many career and educational experiences alumni/ae describe as having been impacted and influenced by their participation in the EPIIC program. The on-line survey also addressed this area of alumni/ae experiences. Alumni/ae were asked:

- **To what extent did your experience in EPIIC affect your career and educational choices?**

46% of the 209 respondents indicated that EPIIC greatly affected these choices and 38% indicated EPIIC moderately affected them. Alumni/ae were also asked:

- **Did EPIIC influence your career decisions?**

- **Was your decision to pursue graduate education influenced by EPIIC?**
- **How would you compare EPIIC's impact on your educational and career choices to the impacts of other activities or programs that you participated in while in college?**

59% of 201 respondents responded that EPIIC did influence career decisions; Forty-seven (32%) of 146 respondents indicated EPIIC did influence their decision to pursue graduate school. 39% of respondents indicated EPIIC impacted educational and career choices much more than other activities and 35% indicated somewhat more. These results indicate that many alumni/ae perceive EPIIC's impact on their careers and educations after graduation has been significant. (See the Interim Evaluation Report of documentation of survey respondents' education and career profiles.)

Two questions on the interview protocol addressed the impact of EPIIC on alumni/ae careers and graduate educations:

- **Do you believe being involved with EPIIC has had an impact on your education and/or career path? How?**
- **Can you identify specific skills you developed in EPIIC that affected your education and/or job qualifications?**

Interview findings fell into two categories as to the nature of the impact/influence: direct and indirect. A direct impact was designated when EPIIC had impacted one or more of the following phenomena: career choice, career path, specific job placement, education choice, and education path. Indirect impacts/influences were those impacts/influences which were not in the direct category and included phenomena of intellectual development, practical skills, and personal growth. It is important to clarify that those alumni/ae in the direct impact category also experienced the indirect impact as defined above. Those in the indirect category did not experience direct impact. In other words, those who experienced a direct impact on career/education because of their EPIIC experience also experienced aspects of the indirect impact.

Twenty-five (46%) of the fifty-four alumni/ae interviewees indicated they believe EPIIC had a direct impact on their careers or education after college. Profiling these alumni/ae, seven are currently in jobs which are characterized as for profit, fourteen are in jobs characterized as not for profit (government, NGO's, education, social services), two respondents are students and two others are unemployed. Of the twenty-nine interviewees who experienced an indirect impact/influence from participation in EPIIC, eleven are in positions identified as for profit, twelve are in positions identified as not for profit, three are students and three are unemployed. Thus, 48% of the fifty-four interviewees are currently in the not for profit sector, 33% are in the for profit sector and 19% are students or unemployed. With reference to the age of interviewees and job affiliation, thirteen interviewees from the years 1986 to 1994 are currently in positions

characterized as for profit as are five interviewees from the years 1995 to 2002. In the not for profit category of jobs the respective numbers are twelve and fourteen. The students are from the EPIIC years 1995-2002; two unemployed alumni/ae are from the years 1986 through 1994 and three are from the latter years. In terms of the year in college the alumni/ae participated in EPIIC, the following numbers account for those interviewees who perceived a direct impact on their career/educations by EPIIC: three of the four freshmen, six of the fourteen sophomores, six of the eleven juniors, and ten of the twenty-one seniors.

Fifty-nine respondents from the on-line survey added comments to the question noted above about EPIIC's influence on career and education choices. Of these 54% of the comments made it clear that the impact was direct as defined above. 22% indicated an indirect influence and 24% of the respondents' comments did not have adequate information to determine the nature of the impact.

The qualitative phase of the evaluation was designed to explore exactly how EPIIC impacted/influenced students' career and education. The intent was to discover the specific types of learning that participants associated with their EPIIC experience. The data gathered can be explained within three categories: intellectual variables, practical variables and variables associated with personal growth. The sub-categories that emerged were as follows:

- Intellectual-ambiguities and complexities, knowledge of topic, life-long learning, creative thinking, critical thinking, analysis and synthesis, engagement, global perspectives
- Practical - organization, writing, speaking, listening, interviewing, planning, team work, network, time management, and awareness of career options
- Personal growth-responsibility, accountability, commitment, confidence, values, citizenship, belief in oneself and abilities.

The findings are that forty-four alumni/ae interviewees (81% of the 54 total) identified the variables in the intellectual category; forty-two respondents described (74%) the practical variables; and twenty-five (46%) identified the personal growth variables. In the intellectual category 50% of the forty-four respondents identified the combined sub-categories of critical and creative thinking and ambiguities and complexities as the intellectual development they attribute to EPIIC's influence while 27% identified the knowledge of the topic. The practical category of variables was relatively evenly distributed except that the team work variable was identified as a part of EPIIC's influence by 40% of the interviewees. In the personal growth category the combined sub-categories of confidence and a belief in oneself and one's own abilities accounted for 64% of the responses, evenly distributed at 32% each.

The fact that a significant majority of interviewees identified variables in both the intellectual and practical categories as having impacted/influenced their career and/or education after college may be interpreted to reflect both EPIIC's outcome goal of promoting the linkage between theory and practice and the guiding

principle of the fusion of theory to practice. Interviewee's responses also reflect the guiding principles of critical thinking and understanding complexities.

Finally, the on-line survey findings on two questions which explore the nature of EPIIC's impact/influence on its students are compatible with the qualitative data. Alumni/ae were asked:

- **To what extent did EPIIC change your perspective or way of thinking about world issues?**
- **To what extent did EPIIC boost confidence to form and communicate positions on complex issues?**

71% of the 208 respondents believe that EPIIC greatly changed their perspectives on world issues; another 25% believe EPIIC moderately contributed to such a change. 65% of 210 respondents believe EPIIC greatly boosted confidence to form and communicate positions on complex issues and another 28% believe EPIIC moderately impacted this skill. The findings for both of these questions are supportive of the qualitative findings noted above with reference to variables in both the intellectual and practical categories.

Summary- The findings of both the quantitative and qualitative phases of the EPIIC evaluation confirm EPIIC's impact and influence on the careers and educations of its alumni/ae. EPIIC's impact/ influence can be seen as both direct and indirect. The direct category encompasses the impact on career and education choices and paths as well as specific job placements. (It is important to note that interviewees with direct defined impacts may also have indirect influences, however, those defined as indirect do not have direct impacts. In other words, the direct impact is not necessarily the sole impact.) The indirect category encompasses the sub-categories of intellectual, practical and personal growth variables. The distribution of the intellectual and practical variables suggests the success of specific outcome goals and guiding principles of the program in fusing theory and practice and in active interest in international affairs. The distribution of the personal growth variables in the indirect impact category suggests this aspect of EPIIC is a significant outcome of the EPIIC experience particularly in the area of confidence building.

Public/Community Service and Active Citizenship

One of the four research questions asks about EPIIC's impact on its participants' dedication to and interest in public/community service. The on-line survey addressed this question by asking:

- **To what extent did EPIIC encourage you to participate in community or volunteer service?**
- **Since your graduation from the university have you been involved in community/volunteer service or philanthropy?**
- **What has your role been in community/volunteer service or philanthropy?**

64% of 208 respondents indicated EPIIC greatly encouraged (29%) or moderately encouraged (35%) their participation in community or volunteer service. 72% of 210 respondents indicated they have been

involved in these types of activities since graduation: 59% as volunteers, 19% as non-profit association board members, and 13% in some other way. These statistics provide a profile of alumni/ae interested and involved in public service and volunteerism.

The qualitative phase of the evaluation further explored the role EPIIC played in nurturing alumni/ae's in interest in public/community service. Four questions in the phone interview protocol focused on this area:

- **Have you been involved in public service and/or volunteerism in college?**
- **How would you articulate an individual's role, if any, in public service and/ or volunteerism?**
- **When did you develop this perspective?**
- **Are there any specific public/community/social justice issues that you have an interest in which you directly relate to your EPIIC experience?**

Action

Twenty-five interviewees provided data on their involvement in public/community service. This represented a wide range of interests including the arts, pro-bono legal and financial work, environmental issues, political issues, conflict management and mediation, health care, Planned Parenthood, Habitat for Humanity, violence against women, the homeless, education, and religious institutions. For example, Interviewee #9 describes her involvement in the arts which was a passion she pursued outside of her professional work:

"I was involved in community service on the level of bringing arts to the outside world, rather than just keeping it in sort of privileged areas.

I was facilitating community events and sort of leading people in...music and dance circles, just getting classes started and sort of organized community outreach for non-Western music and arts programs." (Interviewee #9)

Interviewee #8 does community volunteer work around violence against women. She brought her interest in women's issues to EPIIC, finding EPIIC an experience that broadened her perspectives:

"...my life volunteer work is around that issue. There was a lot of stuff we studied that year around systemic violence and rape in Bosnia. I do think there was some synergy for me around that issue in terms of what I had been studying. And so I do look back and see some of my initial interest there...I've just always since Tufts done work or volunteered in that particular area." (Interviewee #8)

Interviewee #27 volunteers in conflict management and attributes his interest in that field and in other social justice issues to EPIIC:

"I'm very interested in conflict management and I wasn't familiar with the field before EPIIC. And I've taken some courses in negotiation in the conflict management setting and actually helped facilitate negotiations between military and humanitarian relief groups.... I think it (EPIIC) got me a little more conscious of human rights and definitely more fired up about that issue. And certainly, it opened my eyes to the dangers of the arms trade and I've maintained an interest in that up to now. I guess the other issue would be the issues of degradation of indigenous cultures because of violence, competition over natural resources or over territory. And there was a lot of, in a number of EPIIC seminars, there's been a kind

of continuing theme of who are the indigenous ethnic groups in various countries where there's some kind of conflict over oil, or over territory, or whatever? How are they being affected? So that's definitely had an effect." (Interviewee #27)

Interviewee #31 describes himself as a community activist. He brought his activism and interests in social justice to EPIIC. EPIIC nurtured and supported them, connecting theory and practice:

"When I got to Tufts I had a strong interest in social justice issues and EPIIC certainly helped keeping those quite a bit ... (It) put it on an academic level. It was the first time I was being confronted with these issues in a theoretical way, beyond just like some sort of moral feeling that I had that these were wrong. .. EPIIC was one of the few places where you actually have that sort of interactive process where you felt like, these are real issues. Real people are being affected." (Interviewee # 31)

Interviewee # 50 volunteers in the areas of homeless advocacy, politics and the environment. In discussing public/community service he comments:

"Principally, I think EPIIC encourages active engagement with local, national, and international community issues. I certainly gained an enhanced understanding of my role in the world as an individual and as a citizen of the U.S. As far as specific issues that I've developed an interest in as a direct result of my EPIIC experience, they are innumerable. The colloquium's explorations into race and ethnicity was intense and far ranging, and we students were exposed to knowledge of events effecting Nigeria, South Africa, Brazil, China, the USA, Australia, the nations of the Balkans and Middle East and on and on. We explored dynamics of power and access as they affected minorities and majorities of many sorts. I think that it is knowledge of injustice and inequality itself that is the first spur to action towards the goal of positive social change. As knowledge increases, so does understanding and commitment.

I learned much while with EPIIC. (Interviewee # 50)

The above comments are examples of interviewees' comments on their involvement in community/public service and its connection to EPIIC. A total of fifty-two of the fifty-four alumni/ae interviewees commented upon EPIIC's perceived influence on their perspectives of the role public/community service plays in their lives. Two major categories of comments emerged: one of active citizenship and the second having to do with moral/ethical frameworks.

Active Citizenship

The category of active citizenship includes the variables of giving back to local, national, and/or international communities, being responsible within the community, and being involved in the community. Thirty of the fifty-two (58%) of the interviewees who identified EPIIC's fostering of public/community service focused on this aspect of EPIIC's program. They identified EPIIC as a resource one could go to in order to activate interests in the community. EPIIC's program and staff modeled active citizenship. The Inquiry program was most often identified in terms of modeling giving back to the community, although in some cases the symposium was also seen as giving back to the public by offering a unique educational experience. Both the Director and Associate Director were seen as models of active citizens as well as support for students engaged in service. 41% of respondents described EPIIC as carrying a specific

message to be an active member of the community. Interviewees also emphasized that the EPIIC program and staff did not advocate a specific type of service or social justice issue but rather offered alternatives and opportunities for service and varied perspectives, sensitivities and approaches to social justice issues. EPIIC nurtured the belief that one can make a difference and that public service, whether as a career or as an outside commitment, was crucial to the community's health.

Interviewee #3 believes that EPIIC students become active members of their communities. She articulates her belief that service can take many forms. (She sees her job as a teacher as the "ultimate" public service):

"I think it goes back to responsibility in community, in the community and on a bigger issue, it's how a person perceives that. And I think it could be experienced in many different ways. It doesn't have to be just volunteering in the animal shelter. But it's also voting in an election. I mean, that's something to do with taking public responsibility." (Interviewee # 3)

A second alumna recalls:

"(EPIIC) definitely had an impact on what I do outside of work. I guess a lot of people I know their life is their work. But I think it's (EPIIC has) really inculcated this belief about giving back to the community. ...Throughout my time outside of, after school being in New York, I've really made an effort to be involved in different volunteer programs, and most of them are pretty multicultural. Some are literacy programs working with immigrants. Others are, I guess art based, artistic programs." (Interviewee # 18)

A third alumnus attributes his attitude of giving back directly to his EPIIC experience. He is in a family business and has started a fundraising division in the business focused on giving back to the community. Asked what he thinks about when he thinks of EPIIC he responded:

"Service, the first one, service and giving back along the same lines. I am running a business and I think it's important for everybody to give back to the community and to not just be concerned with what's going into their own pocket. That's something that came directly from EPIIC, I think." (Interviewee # 24)

Moral/Ethical Framework

The second category that captures EPIIC's influence/ impact on public/community service and active citizenship is that of moral/ethical teachings. The nature of EPIIC's teaching in this category is not one of defining/ identifying/ teaching or promoting any specific moral/ethical concept or framework but rather EPIIC teaches students to educate themselves about all factors and perspectives of an issue. It teaches students to consider all contexts within which an issue/ belief or value exists. It is from knowledge of all possible aspects of an issue/belief and from the understanding of the ambiguities and complexities surrounding them that moral/ethical decisions and actions can be taken for which one is accountable.

This idea that knowledge is the basis of moral/ethical concepts, decisions and actions is at the core of EPIIC. It is what is meant in the mission:" Developing young leaders concerned with ethical dilemmas" and in the outcome goal: "Develop leaders concerned with ethical dilemmas and consequences". It is in the guiding principles of "critical thinking", "understanding complexities" and "moral reasoning". It is present in the linkage of theory to practice, in teaching students to study and learn about a topic from all angles

before forming a position, recommending a policy, or acting on a decision. It resides in the data from which the intellectual category (with the sub-categories of critical and creative thinking, understanding complexities, analyzing and synthesizing information) is identified as integral to EPIIC's impact on career and education. It is one of the first thoughts that come to alumni/ae's minds when describing the program, its mission and strengths. One alumnus expresses this as follows when asked what EPIIC's goals were:

I think it was to engage students, you know, in critical thinking around very hard current issues. I think it was to build multi-disciplinary skills in terms of not just reading about things or writing about things but having discussions, putting together presentations, all of the things that you do in real life regardless of whether you're in industry or government or academia. And also just the whole issue of inquiry and critical thinking and not being satisfied with the government line or the corporate line and pushing to get to the truth." (Interviewee # 11)

Another alumna comments:

"One thing that was pretty central to it was having an interdisciplinary approach so that when you're looking at an issue, like in our case, refugees, you look at it from all different angles. So you have readings that have to do with economics that have to do with intelligence and security, that have to do with sociological issues, cultural issues. It just covers the whole spectrum related to one issue." (Interviewee #14)

A third comments on the different perspective he has because of EPIIC:

I can't overstate it. When I read the newspaper I feel like I read it differently... You look at Iraq right now, or you look wherever you want to look... I'm much more critical and skeptical and I think more prepared to take that on. And I think that carries through even though I'm not in politics. I'm not in the foreign service." (Interviewee# 29)

Interviewee # 34 comments on how she was not particularly interested in the topic the year she took EPIIC, however:

"With the global games I've never been incredibly involved in sports so I had no idea what impact sports had on the international arena and vice versa. So for example, we looked at ancient sports, like ancient Greece and ancient Rome. And then we looked at South Africa and the South African Olympic Committee and how apartheid figured into that... We looked at body builders and we looked at baseball and Latin Americans. And I think that it opened my eyes to things that I hadn't realized just in terms of the international arena. Now when I pick up a paper... and I maybe see something about sports I can't just ignore like I might have previously." (Interviewee #34)

Commenting on the EPIIC approach to the topic interviewee #35 says:

"They do a really good job when presenting issues whether it's at the symposium to bringing speakers in or whatever, of bringing people from all realms of the spectrum, which I think is incredibly valuable. And when they give you readings they're going to give you the whole spectrum which is incredibly valuable. I think really in the past year has affected and changed me and given me the tools to really understand the whole picture which obviously makes it easier for me to support my argument for whatever it is, whatever the issue is. (Interviewee #35)

And summarizing the core of the moral/ethical framework:

"So when we did something about, I don't know, hydroelectric problems, he made

sure that you had the native people who were being hurt by the extra water and the bi companies, that if you don't do this, then they won't have that. So that you have to make the decision but it's not just hearing big business and it's not just hearing the people that are getting it. And so, that's the connection I think, where you have to make your own choice but you have to listen carefully and if there's a voice that isn't being represented you say," well, what about". Because all voices need to be represented to really try to understand. I think that's a big question: Who's not at the table?"(Interviewee #62)

These are a small sampling of the references interviewees made to EPIIC's teaching about the ambiguities and complexities of issues and about the importance of context, critical thinking and creative thinking. The moral/ethical category of EPIIC's impact on its students is defined by this teaching rather than by a prescribed value or position.

Summary- The EPIIC program fosters and nurtures a dedication to public service and active citizenship. Participants bring these interests to EPIIC having been exposed to them by family and other background factors. Many have been active in these areas prior to EPIIC; however fifty-two of the fifty-four alumni/ae interviewees commented on the influence EPIIC had on them in this area.

EPIIC does not advocate a specific involvement in public service or active citizenship. Rather, it is a resource in exposing students to the many ways one can be involved in these areas. EPIIC alumni/ae represent a broad cross-section of involvement including that of career, volunteerism and non-profit board membership. The issues they are interested in and the activities that result from the interests are as varied as international conflict management and homeless advocacy.

EPIIC provides an environment and culture where students explore what is meant by active citizenship. The EPIIC program presents a clear message of the importance of giving back to community on all levels, by being involved, responsible and accountable. Equally as powerful is EPIIC's teaching centered around moral/ethical issues. The EPIIC program and staff do not espouse or promote any specific moral/ethical constructs; rather the teaching around morals and ethics in relation to public service and citizenship is one of gathering knowledge from all perspectives and contexts in order to understand the ambiguities and complexities that exist in all policy, social justice, corporate, government and NGO issues.

The qualitative findings in the area of public service and active citizenship express EPIIC's mission to "educate critical thinkers who understand the intricacies of world affairs". The findings indicate the outcome goal to "engender long term dedication to public service and engaged citizenship" is well met. The presence of the guiding principles of "understanding complexities" and "moral reasoning" are clearly articulated in the data. Finally, the ethical aspect of leadership development in the mission and outcome goals is explained by the data in terms of the moral/ethical framework.

Global Research

The fourth research question formulated in the FIPSE Grant Proposal seeks to explore the impact on-site research has on those who avail themselves of it as compared to the impact EPIIC has on those who do not do on-site research. Both the on-line survey and the alumni/ae interviews addressed this question.

Thirty-four of the 216(16%) respondents to the on-line survey self-identified as having participated in the global research option; ten of the fifty-four interviewees also self-identified as participants. Of the ten, seven had completed the survey and three had not.

In the on-line survey, participants were asked what impact the global research experience had on their continuing education or professional careers. Fifteen of the thirty-four respondents answered this query. Four indicated the experience provided an expanded understanding of the world and an international focus in their current lives. Three commented on the experience's impact on their career paths and four focused on the personal growth that occurred as a result of their projects including the phenomena of confidence building, belief in self and intellectual challenge. Asked if they had continued their research since college five of the twelve respondents indicated they had, three indicated they maintained the interest; four of the responses were unclear or not applicable.

Eight survey respondents (24% of 34) identified global research as one of their most significant experiences in EPIIC. A sample of their comments is:

“The research trip to Bosnia-Herzegovina. The experience served as a powerful lesson on the methods of on-site research, interviewing and data collection. Also, direct immersion in a post-war environment developed maturity and greater understanding of the nature and consequences of war.” (Respondent # 9)

“The global research project I undertook on trafficking of Nepali women had a huge impact on me. I learned a lot on the project—not just on the topic but also how to go about doing research. That has been invaluable to me and the three months I spent in Nepal was significant in providing me with the confidence to tackle very complicated issues and by talking to numerous people, put together different pieces to construct a whole picture. (Respondent #173)

“Conducting field research in Hong Kong. All of the contacts that enabled me to conduct my research, were made through EPIIC alumni.”(Interviewee #109)

Of the ten interviewees who participated in global research, five identified the experience as very significant and five found the experience interesting with little impact distinguishable from the EPIIC program as a whole. Two interview questions addressed the impact of global research:

- **What specific attitudes and skills do you believe you developed as a result of your global research project?**
- **Can you describe how this experience has impacted you over time?**

The three categories of variables (intellectual, practical skills, and personal growth) emerged from the data of those who indicated the global research project had an impact on them. In terms of intellectual growth, critical and creative thinking were identified as important aspects of the project. Practical skills that were impacted included logistics planning, learning use of a data base, interview skills and team management. Personal growth impacts were in the areas of leadership development, responsibility and being empowered that one can do something never dreamed of. For those who did not find that their global research had a significant impact staff support and lack of planning were the factors identified. These phenomena suggest that this component of the EPIIC program may still be in the developing stage. Data from faculty/staff Interviews also suggest the planning processes are not yet fully defined and understood. Students' needs for guidance vary and at this point in time the planning and support aspects of the program may not meet the various needs. A relatively small number of survey respondents and interviewees participated in global research which suggests more focused research on the entire participant cohort of all alumni/ae may result in more verifiable data. The evaluation data shows that global research has been a significant and powerful factor for some EPIIC students, suggesting potential for increased effects on the EPIIC experience as participation is more widespread and the planning process better understood. It is important to note developing this component of the program has become a priority in the last few years. More formalized directions and processes are being formulated and the university has increased its funding.

Describing what she learned from her project, one alumna commented:

“Our research began as an EPIIC thing for our final paper, and we went to the Hague in Holland to the Tribunal and we learned, for the first time I think, to speak with people, to conduct interviews, to define questions that we wanted answered and from there it stemmed into learning how to do an entire project, how to apply for money, for grants, how to run a database, how to write a final research report. I think we really had to learn all those things along the way stemming from that project. It was a wonderful experience.” (Interviewee # 25)

Interviewee # 27 describes the impact his project had on him:

“I spent a lot of time preparing for that research project and working on passports and visas and letters of introduction and immunization, a lot of administrative stuff. ..I realized at the age of nineteen I could go out into the world and interview human rights groups and guerillas and generals and diplomats and put together a paper that was maybe a little more rough but substantially comparable to what journalists and graduate students in their twenties thirties and forties were doing. It was an eye opening experience. I think it made the whole EPIIC experience a lot more meaningful in that the end results of doing all this work and spending all this time was that you could get out into the world and explore the topic and do some original work of reporting and scholarship. (Interviewee #27)

This alumnus returned to the area of the world where he had done his research project. He became a journalist, had other positions and is still in the area today. Asked what he brought to that project and what compelled him to do it he comments:

“I was very interested in the subjects and I had a sense of adventure. I think that I never really entertained the possibility. It was very surprising to me to learn from Sherman that I could actually go out and do something like that. ...I brought a strong amount of enthusiasm, but I think everybody basically has some interest and just needs some encouragement, because it’s not something that occurs to people that they could actually do.” (Interviewee #27)

Interviewee # 38 believes that the global research experience is a very important aspect of EPIIC:

“Yes, it was a very important aspect because at that time there were only just a few of us students who went. You know, we were thrown into this completely foreign environment, I had never been to any country as exotic. You’re basically given such a big responsibility of carrying out research and because you’re expected to present it at a symposium in front of actual professionals who do it for a living, you take it seriously and you really want to get to know the complete situation you’re studying. I was studying the Caspian oil situation and the corruption surrounding it so you get to think about who you want to talk to, how you want to present the issue, and everything from booking the airplane ticket to finding a place to stay and setting up interviews with different people who don’t know who you are.” (Interviewee #38)

For interviewee #1 the project:

“...it just put into context, I think, a lot of the theoretical stuff that we were learning in class. I think that was the most important thing. And I think one of the most important things about that class is it encouraged you to be curious and to act on that curiosity. I think that’s the big theme of that class and doing the global research is a good example of that because you pick something that’s very interesting to you and then you’re really responsible for whatever kind of research or work you do on that topic. ...I think also it’s good, if you’re doing research on something that’s happening outside the United States to go to the source and build a, form your own opinions on whatever that is as opposed to reading somebody else’s ideas.” (Interviewee #1)

Interviewee # 20 notes when asked if her global research was a significant part of her experience:

“I don’t think it was, I mean it totally wasn’t necessary because EPIIC as it was, I mean, I think the people in my class were just phenomenal. There was enough for the year for the experience. It made me more interested in the region that I was focused on ...I had a bonding experience with another person...There’s a lot of planning that goes into the funding for the trip and every thing and, actually, more support could have gone into that.” (Interviewee # 10)

And interviewee # 19 concurs when asked if her global research was an important aspect of EPIIC:

It was important like all of the research I did and stuff but I think it wasn’t that important. It didn’t end up being, like the actual trip itself was, it could have been better organized. I mean it taught me how to, the actual project, doing the research part taught me how to do a major report like that.” (Interviewee #19)

Summary-The number of students who participate in the global research project varies considerably from year to year. There is a structure for applying to do a project and for reporting on it afterwards, however it is not always well understood by the students. Of those who responded to the on-line survey only 16% did a project abroad and of the phone interviewees only 19% of the fifty-four interviewees did a project abroad. It is clear that the experience can be a significant and important one to some students who participate; however, data also suggests that it may not yet have reached its potential for impacting the EPIIC experience. Planning beforehand with staff support is an issue for those participants. Because the sample size of participants is small, additional research would yield more valid information. It is important to note

that development of this program component has been an EPIIC priority in the last few years and financial resources for it have improved.

Mission, Goals and Guiding Principles

One method of evaluating the EPIIC program is to look at its adherence to mission, its success in meeting outcome goals and its reflection of guiding principles. The findings related to this approach in terms of leadership career/education, public service/citizenship and global research are noted in their individual sections above. In addition, after analysis, data emerged from five questions which acted as markers for exploring this area. One is from the on-line survey and four are from the alumni/ae interview protocol.

In the on-line survey, alumni/ae was asked:

- **What was your most significant experience as part of EPIIC?**

There were 196 valid responses to this question. First, if the data is analyzed according to the framework of what program component or components were the most significant ones to respondents, ninety-six, or 49% of the respondents identified the symposium and forty, or 20%, identified the colloquium. (Note that some responses identified more than one program component). The remainder of the responses are distributed among the Inquiry, Outward Bound and Research components. (Note that in this analysis the committee work was included as an aspect of the symposium planning because the committees identified, except for five having to do with the Multi-Media and Special Events Committees, were those associated with Symposium planning and implementation.) Second, if the responses to the survey question are framed by questioning what specific aspects of the core components most impacted the alumni/ae, eighty-one (41%) of the respondents identified intellectual variables; sixty-two (31%) identified belonging to a community; fifty-two (27%) identified practical skills; forty-three (22%) identified the interaction with scholars, practitioners, and leaders. The sub-categories of these categories are:

- Intellectual- including knowledge of the topic, exchange of ideas, research, critical thinking and analysis, multidisciplinary learning, global issues, interacting with authors and lecturers
- Community-including the communities of practitioners academics, students and staff engaged in the topic; of teams working on a specific task
- Practical skills-including organizing and planning, synthesizing and analyzing, research skills , group process skills
- Interaction with scholars, practitioners, and leaders

The Interim Evaluation Report documents each of the responses to the survey question. The following is a sample of what alumni/ae identify as their most significant experiences:

“1. Certainly meeting and listening to the leading politicians, academics, journalists and civic leaders express their views on democracy. Interacting with such individuals made the subject come alive and brought real intellectual fire into my life. 2. Inquiry. Seeing young people become

passionate about global issues is absolutely inspiring. 3. EPIIC was an enormous conceptual and organizational challenge. I am still amazed that we did it, that what started out with a couple of people and blank sheets of paper grew into a symposium. Doing EPIIC made me much more confident in my abilities. (Respondent #195)

“the unique opportunity that EPIIC provides all its students to participate in the conceptualization and realization of a deep, sincere and meaningful exchange among groups and individuals of extremely diverse views. (Respondent #87)

“The collaborative process of developing a symposium involving a multitude of people with different ideas and priorities and different political leanings. The idea of putting together a three day seminar so that it has a piece of 30 or so different students was both challenging and fascinating.” (Respondent #64)

“The opportunity to take my own path to knowledge, to choose not only the topics on which I wanted to focus, but how I wanted to focus on those topics was the most precious experience that EPIIC gave me and one of the most important in my life.” (Respondent # 193)

“EPIIC introduced me to the idea of being an international citizen. That our actions have an impact and that we can create change.” (Respondent #72)

The interview protocol for the qualitative phase of the evaluation included four questions which act as markers for an exploration of mission, goals and guiding principles:

- **When you think about your EPIIC experience at this time in your life, what two or three thoughts come to mind?**
- **What do you think were the two or three goals of the EPIIC program as a teaching and learning experience?**
- **Are there any political, social or economic paradigms you associate with the program?**
- **What are the strengths and weaknesses of the program?**

From the first, second and fourth questions above and the interviewees’ articulation of the strengths of the program the following major categories of variables explained responses:

- Intellectual-including complexities, critical thinking, creative thinking, interdisciplinary learning and the interconnectedness of disciplines, global perspectives
- Personal- including challenge, commitment, empowerment, motivation, engagement, passion, respect, personal relationships
- Theory linked to practice- including exposure to practitioners, team work, network

All fifty-four interviewees responded to the first question above. 65% identified variables in the personal category; 61% in the intellectual category; and 54% in the category of theory and practice. Of those who identified variables in the personal category the major variables were challenge (63%) and personal relationships (29%). The major variables in the intellectual category were critical/creative thinking and understanding ambiguities and complexities through exposure to many different perspectives. In the theory

and practice category, variables were fairly evenly distributed with team work identified more than the others.

Forty-six interviewees discussed their perspectives on EPIIC as a teaching and learning experience. 76% focused on intellectual variables with the most identified variables of critical/creative thinking and understanding ambiguities and complexities through exposure to many perspectives. 46% identified the variables reflecting the fusion of theory and practice, and 30% identified personal variables. An additional category of citizenship also emerged from 28% of the interviewees.

Forty-three interviewees identified strengths of the program. The three categories of variables were noted as follows: 60% personal variables, 52% variables reflecting the fusion of theory and practice, and 44% intellectual variables. In the personal category the most frequently identified variables were challenge and empowerment.

What do these findings suggest about EPIIC's success in fulfilling its mission, reaching its outcome goals and practicing its guiding principles?

The prevalence of the intellectual category in alumni/ae responses to the five questions clearly suggests that EPIIC successfully provides a strong intellectual experience for its students. Alumni/ae see critical thinking, creative thinking, and recognizing and learning about the ambiguities and complexities of the world as key aspects of the intellectual development of the student through the EPIIC experience. The stated mission components of “educating critical thinkers who understand the intricacies of world affairs” and “promoting imperatives of multidisciplinary thinking necessary to comprehend the world” are reflected in the responses identifying the intellectual variables. The intellectual category findings also reflect the guiding principles of critical thinking, understanding complexities and multidisciplinary approach to learning.

The data findings in the category of fusing theory into practice can be linked to the outcome goal of “promoting linkage of theory and practice for students” and the guiding principles of “fusion of theory to practice and “active interest in and commitment to international affairs”. The colloquium and symposium immerse the student in a global political topic each year. This provides not only knowledge and development of intellectual skills but also the opportunities to plan and implement a forum around the topic and to interact with scholars, practitioners and leaders in topic exploration and debate.

The personal category of variables explains the personal growth that takes place as a result of the EPIIC experience. The program is seen as one that builds confidence and empowers students to believe in their ability to take on challenges. These factors are a result of succeeding in mastering the topic from a

multidisciplinary and multi-contextual approach; successfully planning and implementing the symposium; completing original research; interacting with the scholars, practitioners and leaders who participate in the program; and being a member of a community of intellectually engaged students. The time commitment and immersion in the program promote an intimacy among the participants that results in this sense of community and belonging to a special group.

The faculty and staff interviews and focus panel data provide a perspective on EPIIC's mission that serves to validate the findings from alumni/ae. The focus panel identified a number of program goals including to broaden the horizons of the students, develop a sense of world citizenship, empower students, create an atmosphere where all viewpoints would be heard, learn critical thinking skills, and provide academic learning and real world experience going beyond books and theory. The panel noted these goals developed collaboratively with students and staff over time as the program grew.

Faculty/staff interviewees also identified a mission and goals that further support the findings above. Their observations included:

“The thing I’m most concerned about in teaching is trying to get them to understand how complex things are and how ambiguous things are, and at the same time, not have them slide into cynicism. But how to get them to also realize they have to make decisions. Even though things are so complex, so ambiguous.” (Interviewee # 63)

“...to be active participants in intellectual worlds that they are interested in”. (Interviewee #56)

“...to give the students a global understanding and global perspective and the tools to become an engaged global citizen. And then some of the tools are strictly knowledge tools. Some of them are more functional tools.” (Interviewee # 57)

“There is not necessarily one kind of career path—you know, five choices and you have to end up on one of those—but there are many ways. The choices you make now are not necessarily the path that you are going to be on and it’s ok to experiment with things and see what is out there. You should really find what you’re interested in because that’s what’s really fruitful for you. And it’s also the collaborative learning—that’s a critical aspect. Learning how to work in a group towards a goal and finding the community of people who are interested in intellectual issues and being able to take that outside. Not just interacting with these people but then how do you begin to create those communities around your work.” (Interviewee # 59)

Interviewee # 58 sees EPIIC as fitting in to the Tufts mission and meeting the needs of students to prepare them to make a difference. Skills needed include:

“...analytical skills, the ability to think and act independently. Its communication skills, not only the ability to write but oral communication. Oral communication is not last, it’s first in the view of our alumni/ae. Well, here’s a program that does that. Here’s a program that looks at complex issues. Here is a program in which the students are engaged in not only doing the research but you take theory and what are the issues that relate to actually applying this.” (Interviewee #58)

The relationship of the four research question topics to mission, outcome goals and guiding principles is noted in these sections of this report. Summarizing, leadership, career/education and public service/citizenship findings suggest EPIIC’s adherence to its mission of “developing young leaders concerned with ethical dilemmas” and “educating critical thinkers who understand the intricacies of world affairs”. Data findings in these areas also reflect EPIIC’s success in the outcome goals to “develop college student leadership skills”, to “promote the linkage of theory and practice for students” to “engender long term dedication to public service and citizen engagement” and to “develop leaders concerned with ethical dilemmas and consequences”. Finally, the prevalence of the guiding principles including critical thinking, understanding complexities, ethical reasoning, fusion of theory and the practice of multidisciplinary approach to learning in the data suggests the strength of their existence in the program.

Community

EPIIC’s impact on its students and alumni/ae as documented above is closely tied to the sense of community that develops beginning as students and continuing as alumni/ae. Those who participate in EPIIC describe a special bond that connects them across age, profession, and geography. Two questions from the on-line survey provide data on the intensity of interaction among EPIIC participants both as students and alumni/ae:

While you were enrolled in EPIIC, would you have considered yourself:

Not really involved in the program	1%
Somewhat involved in the program	13%
Significantly involved in the program	37%
Heavily involved in the program	49%

Since completing EPIIC, how frequently have you interacted with other EPIIC alumni/ae?

Not at all	17%
Occasionally	46%
Somewhat regularly	19%
Frequently	18%

These findings suggest the intensity of the EPIIC experience as a student with 86% of respondents characterizing their involvement as significant to heavy and 83% of alumni/ae having at least occasional interaction with other EPIIC alumni/ae.

Four questions from the interviews provided data on the aspects of EPIIC that help define a sense of community:

- **How would you describe your relationship with EPIIC when you were a student?**
- **How would you describe your relationship with EPIIC as an alumnus/a?**

- **What factors influenced your decision to participate in EPIIC?**
- **Did the theme play a role in your decision?**

A sample of interviewee responses offers insight into the factors that define participants' relationships to EPIIC as students and alumni/ae:

"What I really appreciated most about EPIIC was that it was a very high level learning community and so the level of intellectual exchange and growth was very high. And I really appreciated that. And it was extremely engaging intellectually." (Interviewee #4)

"So it's really learning and doing and really coming together around the issues and the subjects and the kind of community of conversation." (Interviewee #4)

"I think I have a responsibility since it had such a huge influence on what I've done and getting me to where I am now. I feel like my responsibility is to do whatever I can to help it remain in existence." (Interviewee #32)

"I know that the types of people that continue (to take EPIIC) I want to help encourage. I want to foster their ability to continue to do these enterprising, creative things." (Interviewee #40)

"It's an excuse to go to Boston. But really EPIIC is the main excuse to go there. And it was a wonderful experience for me. I found it very valuable, very interesting. And by going back every year, generally they discuss topics that interest me. A good chance to meet people in the academic community, and to have lunch with them, just shoot the breeze, see what's going on. To meet the students because they tend to be really interesting people. So over the years I've met a lot of people who did it years after me that I now know and can contact. So it's a useful network." (Interviewee # 43)

"So it definitely takes more time than others did. It's probably like a couple classes, plus it's a whole social experience as well. I met new friends that I definitely would not have met before. The people were very high caliber and I felt that it was an honor to have been accepted into the program and being part of the group." (Interviewee # 6)

"One thing that I didn't say that I want to say is that I did appreciate how international the sort of group of students was when I was there, and it always seems to attract kind of a diverse student body in terms of where people come from. You know, people from all over or people who have done a lot of travel or who are just really internationally focused." (Interviewee # 26)

"I think it's like a base. It's especially trying to get your first job in this sort of economy, it's a base that you can use to kind of lift off. I think once you have that and you're part of, what I am, the international development community, you want to stay in touch with that because you see the value of that. You see what your peers are doing and with those who come after you will be doing and you want to stay involved because it's really exciting." (Interviewee #52)

Community as a student-

Both the quantitative and qualitative data provide insight into the students who take EPIIC. Alumni/ae who responded to the survey were 5.6% Hispanic, 71.8% Caucasian, and 7.4% Asian. , 5% African American, .5% Native American, 6.5% Multi-racial, and 11.1% Other (unidentified). 67% were U.S. citizens. 68%

chose to participate in EPIIC because of the topic, 63% because of the challenge, 27% because of a friend's recommendation, and 14% for other reasons. Twenty-nine respondents identified other reasons including pedagogy, the intellectual environment, the director, the global emphasis and having some previous exposure to it.

Forty-one of the alumni/ae interviewees commented upon the factors that influenced their decision to take EPIIC. The identified variables were the theme, the pedagogy, the challenge and the energy of other participants. For twenty (49%) of the interviewees the theme was a primary factor in their decision and for ten it was one of several factors.

Thirty-six interviewees discussed their relationship to EPIIC as a student. The data fell into three major categories: 1) Characteristics of EPIIC students; 2) unique intellectual community; and 3) a social community. Alumni/ae defined the characteristics of the students in terms of students who were actively looking for knowledge and were actively curious. They were described as achievers, motivated, energetic and passionate. The selection process for participation in EPIIC fosters the belief that the students are "special" and share common characteristics. The Director indicated he looks for qualities of open-mindedness, intellectual curiosity, ability to suspend pre-conceptions, and willingness to take risks.

The unique intellectual community arose and was nurtured by a number of phenomena including the workload, the intensity of the experience, pride in the end-product, mastery of the topic, immersion in the content and the experience, and the ability to interact with practitioners and lecturers. The social community was seen as a result of the intimacy of the whole experience and the intensity of the relationships that formed with peers and staff.

The findings from the qualitative phase suggest that the sense of community as a student develops around the characteristics of the students, the pedagogy, and the environment of intensity, intimacy and engagement. The program's culture of immersion, collaboration, team work, and student empowerment creates a group experience which alumni/ae perceive to be unique on the Tufts campus.

Sense of community as an alumnus/a

The sense of community developed as a student in EPIIC remains strong for a significant number of graduates. From the qualitative data the community can be explained in terms of 1) the intensity of the connection and 2) the factors which foster connection.

Intensity of connection- As noted above the survey data indicated 83% of respondents had at least occasional contact with EPIIC, 38% of these on a somewhat regular or frequent basis. Complementing the survey data, the intensity of the connection to EPIIC for interviewees fell into three categories:

- Actively connected- initiating interaction with EPIIC, involvement with EPIIC staff, students and/or alumni/ae on a regular basis;
- Somewhat connected- passively involved, enjoys reading e-mails, updates, etc.;
- Disconnected- no real involvement with EPIIC.

Of the fifty-four alumni/ae interviewees, twenty-six (48%) described themselves as actively connected and seventeen (32%) as somewhat connected. Eleven (20%) defined themselves as disconnected. It is notable that there was a difference between the interviewees who had completed the on-line survey and those who had not in terms of their connection to the program. 66 % (19 of 29) of interviewees who completed the survey were actively involved while 28 % (7 of 25) of interviewees who did not complete the survey were actively involved. 24% of survey respondent interviewees were somewhat connected to EPIIC while 40% of interviewees who did not complete the survey were somewhat connected. Three of the twenty-nine survey respondent interviewees were disconnected from the program while eight of those who did not complete the program were disconnected. The conclusion is that significantly less of the interviewees who did not complete the on-line survey were actively involved in EPIIC as an alumni/ae than those who did complete the survey.

Connection factors-Age- Of the fifty-four interviewees, twenty-seven are from the years 1986-1994 and twenty-seven are from the years 1995-2002. Of the twenty-six interviewees who are in the actively connected category, nine (35%) are from the former years and 65% are from the latter years. This suggests that younger alumni/ae may be more actively involved than older alumni/ae. Age is a factor that future evaluation should track.

College major- 65% of the actively connected interviewees (17 of 26) were International Relations or Political Science majors in college. This mirrors the 65% of all interviewees who also had these majors. This data suggests there may be a correlation between college major and long term involvement in EPIIC as an alumni/ae. Several interviewees associated their involvement or lack of involvement in EPIIC with their current job's synergy with EPIIC's programmatic focus.

Forty three interviewees identified specific factors that contribute to their connection with EPIIC as alumni/ae as follows:

- Network- Thirty-two (74%) identified network as a connecting factor.
- Mentorship- Twenty-four (56%) identified the Director and Associate Director's role as mentors, advisors and a resource as a connecting factor.
- Current Students- Sixteen (37%) identified that their interest and willingness to help current students was a factor.
- Intellectual community- Nine (21%) identified the intellectual community as a factor.

- Social/friends- Seven of the forty-three identified the friendship tie as a factor.
- Financial-Six of the forty-three indicated they had donated to EPIIC financially or planned to do so in the future.
- Like-minded people- Five of the forty-three identified the bond to like-minded people as a factor.

Focus Group- The New York focus group spent considerable time discussing the issue of community. They identified this as a major factor in their relationship to EPIIC as both a student and alumnus/a. The variables they identified which fostered a sense of community as a student included workload, working in teams, intellectual rigor, depth of discussion, range of perspectives, academic work valued above other aspects of college life and the common goal of the symposium. These factors mirror those identified through the phone interviews.

In terms of alumni/ae involvement with EPIIC, the group identified complementary and similar factors to those identified in the interviews. They include network, the bond of a shared experience regardless of age, social, pride in a common experience, and a common goal of supporting EPIIC’s continuation as a resource for others and as a donor.

Summary-The sense of community fostered in EPIIC as a student continues for many alumni/ae. As a student, 86% of survey respondents identified themselves as significantly to heavily involved; 83% identified themselves as occasionally to frequently involved as alumni/ae. From the qualitative data, the variables of student involvement include the characteristics of the students, the intellectual aspects of community and the social aspects of community. As alumni/ae 61% of the interviewees are somewhat to actively connected to EPIIC. Factors that explain the connection include age of alumnus/a, major in college, network, mentorship, current students, intellectual community, social, bond to like-minded people and financial. The focus group data further validates the data from the survey and interviews. The community aspect of EPIIC is a unique and powerful one that inspires continued connection to EPIIC after graduation

Inquiry and Outward Bound

Outward Bound

The on-line survey asked the following:

- **How much positive or negative impact did Sargent Camp or Outward Bound have on your participation in EPIIC?**

170 respondents indicated:

Large positive	45%
Moderate positive	35%
A little positive	11%

None at all	6%
A little negative	.5%
Moderate negative	.5%
Large negative	.9%

Sixty-nine survey respondents commented on the impact of the Outward Bound component. 48% indicated it was a positive bonding experience and 16% identified the importance of the team experience.

The alumni/ae interview protocol did not include any specific questions on Outward Bound, however, approximately a third of interviewees remarked on its relevance and importance in establishing the bonds necessary to participate in the EPIIC program. They focused on the importance of teamwork and on introduction to the complex issues within the topic that happens during the weekend. The qualitative data findings support the quantitative findings. A sample of comments follows:

“...one thing that I thought was really indispensable to the year that I was there and I think that they still do every year is the retreat weekend. That was really pivotal and it’s essential to setting the ground—to bring the group together and get them to cohere.” (Interviewee #9)

“People who are very different don’t know each other and have different personalities. I think the retreat—the essence of it at the start right before you’re going to embark on something like this to recognize how different people are, how different you are from people and yet how that doesn’t hinder the process of achieving a goal but rather enhances it... Yeah because it’s fun but it’s a fun way of touching on the key issues of teamwork, leadership, diversity and tolerance. Part of it was to impart knowledge and to create dialogue about one specific subject but I think a big part of the course was to teach us how to work with other people in the real world.” (Interviewee # 47)

“Outward Bound was very immersive where you (have) physical as well as mental, and it’s a very emotional period where you get to bond with strangers, people you’re going to be with for the next year. I thought that was very important. You kind of develop a sense of trust, that you can trust these people and you can open yourself and just say what you really thought.” (Interviewee # 38)

“I think the Outward Bound was the most important (in developing leadership skills). That was something that we did early on and it just helped us form a dynamic in the group that was comfortable. It was such a large group and it’s such a motivated group ...that experience really helped because everybody was a leader who was there and it really helped everybody sort of express and identify the areas of their leadership.” (Interviewee #17)

“We made these special connections (on Outward Bound) with a couple of the panelists and a couple of the guest lecturers, you know, fellows in residence. There are a few people I keep in touch with who I met in my freshmen year ...as I went on and took other classes that were somewhat related to their area of expertise I would e-mail them a paper and say, “What do you think of this?” (Interviewee #52)

Asked about if Outward Bound fulfills intellectual goals of the program, a staff member answered:

“I think it does because the person that decides to spend the weekend with us—these practitioners or experts—have decided to spend time with these students and they form an intimacy with that person that you wouldn’t normally have. It’s a discussion about issues. They also give an intellectual biography of how they got to that place so it’s not just these issues but this is also who I am and how I ended up here. ...It shows them all those possibilities and begins

to show they can interact with these type people that these types of people also find their ideas important and worth listening to and worth discussing and that they've raised food points and that have something to contribute. I think it sets the stage almost all the way around everything that's going to happen next in terms of the interacting with each other, in terms of really being able to interact but you have to be prepared and you have to do the reading to do that." (Interviewee #59)

Inquiry

"Anytime you have a community like that where the university is completely sequestered from the community it's in, it is tremendously important to get people out into the community and, you know, share a little bit of what they've learned and, I think that definitely stuck with me and I've so it was a very rewarding experience." (Interviewee #1)

"..learning to relate to people who don't know the subject matter...is really crucial. If you can't relate to your subject then you're not going to lead them anywhere." (Interviewee #24)

"I think that it's a really good tool to show that students aren't just recipients. They also have a responsibility to go out and inform other people about international issues. They're not just sitting around and thinking about it. They actually want to try and get other people to think about issues critically, too. I think that's the kind of lesson of Inquiry that you have to share that knowledge with younger people, too." (Interviewee #32)

"But I don't see it as an integral part because I wasn't on the committee and I felt like the symposium was more of an important part. But on the other hand, seeing the effects of it was cool because it got the kids interested. I know at least one girl decided to come to Tufts and do EPIIC after the simulation; after being in Inquiry." (Interviewee #33)

"Even leading that group of high school students, suddenly you had to perceive life from their perspective and understand how they were going to learn. Being able to put your feet in someone else's shoes." (Interviewee #42)

"And you see that in terms of the high school program. You see students who are coming out of under advantaged environments who learn that they can stand up and engage the issues right along with the students coming out of advantaged environments. The language may be different. They may look different. Their experience is different but they are all able to come to grips with the issues." (Interviewee # 58)

The on-line survey asked respondents if they participated in Inquiry. 60% (124 of 207) indicated they had participated in Inquiry. Asked to identify the amount Inquiry contributed to leadership development survey respondents indicated the following:

Greatly	35%
Moderately	32%
A little	20%
Not at all	13%

While there was no specific question in the interview protocol concerning Inquiry, as in the case of Outward Bound, Inquiry data emerged within responses to other questions. Twenty-eight interviewees were involved in Inquiry; the remaining twenty-six participated in EPIIC before the Inquiry program was developed in 1992. Fifteen(52%) of the twenty-eight Inquiry participants identified themselves as involved

in the Inquiry program and commented on it as integral to the EPIIC program. Thirteen (46%) alumni/ae indicated they were not very involved in EPIIC and that this component of EPIIC was on the periphery of their experience. Eight interviewees found Inquiry very important. These eight identified its importance in terms of modeling giving back to the community, a leadership opportunity, opening high school students' minds and as an aspect of the linkage of theory and practice.

It is of note that three of the outcome goals identified in the FIPSE Grant Proposal are concerned with the Inquiry program (see pp. 1-2) Data on the program certainly indicates that it is an important aspect of EPIIC for students. The scope of this evaluation has not included a focused analysis of the program from the perspective of the high school teachers and students, however, both alumni/ae and faculty/staff interviewees anecdotally commented on its value in expanding the horizons of high school students, as a leadership opportunity for high school students and as an excellent model of service to the broader community. Data suggests that the potential for this program to impact high school students and EPIIC students in a variety of ways is significant and has not yet been met. The program began in 1992 and findings indicate that the administrative and planning aspects have not yet been fully developed.

Summary- Both the Outward Bound and the Inquiry components of EPIIC provide particular and integral learning experiences for students. The Outward Bound Program provides a microcosm of what the year's experience will be with its intellectual, practical and personal connection pieces. Inquiry provides an opportunity for EPIIC students to be involved in the broader community by introducing high school students to a specific international topic and guiding their exploration of the topic. Inquiry brings together a wide range of high school students from varying backgrounds providing them the opportunity to see the world from many different perspectives. It provides EPIIC students with the opportunity to teach others what they themselves are learning. Inquiry is still in its development stage and has not yet reached its potential, however EPIIC alumni/ae and university faculty and staff recognize its wide ranging application.

Impact on other courses

Alumni/ae interviewees were asked:

- **Did EPIIC impact other courses you were taking that year or in the following years? In what way?**

Thirty-nine alumni/ae provided data answering this question. 72% (28 of the 39) perceived EPIIC positively impacted other courses. Seven (18%) interviewees perceived EPIIC had a negative impact and four (10%) interviewees described both a positive and negative impact.

"It allowed me to maximize the rest of my college experience. (Interviewee #2)

"It was a perfect situation for me because it really helped me realize what I wanted to study and helped me ground my view of how I wanted the rest of my college to turn out." (Interviewee # 33)

“I think just the fact that it enabled me to be more aware of what was happening in the world and made me more curious and want to know more about politics and everything that goes with it.” (Interviewee # 54)

“I did work very hard but it didn’t impact other courses negatively. I think it brought some knowledge that I was developing in that to some other courses.” (Interviewee #11)

“On the one hand you felt like you were so important and so special because you were doing this big project and there was so much workbut on the other hand it really was hard to do it all and also do your studies. Do your actual course work. I don’t know if it still exists but there was a lot of tension between my international relations advisor and EPIIC. He didn’t really approve my decision to do EPIIC, and all of that, it was hard. It was hard to work out.” (Interviewee # 12)

“I was taking African History and the professor in that course was very interested in EPIIC and a lot of the topics, the idea of refugees that are (and), that’s like a huge part of the refugee issues (what was) happening in Africa. So she asked the people that were in EPIIC to sort of give their opinions sometimes. Some teachers are really interested, some aren’t.” (Interviewee #14)

“I think if anything, the extra workload, as I look at my transcripts, most of my grades were much better because I was so focused and I did have so much to do.” (Interviewee #24)

“Well, in terms of the amount of time I was able to take in the other courses (it had a negative impact). It was real positive when I was able to approach the other courses in terms of substance. Just the exposure that we were getting in EPIIC to different speakers and everything like that, and subject matter. But in terms of the amount of time EPIIC swamped everything.” (Interviewee # 21)

“I think what you find is the students who are in this, in the course I have now, students who are taking or have taken, tend to be the students who will say, ‘so what’s coming up this week on campus that is of interest to this course?’ They’re the ones who keep up on what’s going on on campus and they’re the ones who are likely to say, so and so is coming to talk or I went to this talk the other day. (Interviewee #60)

The positive impact variables which explain the program participation’s impact on other courses are:

- Brought knowledge to other courses 9 interviewees
- Increased focus and did better in other courses 6 interviewees
- Broadened intellectual perspectives and integration 5 interviewees
- Synergy with other classes 4 interviewees
- Brought an approach and tools to other classes 3 interviewees
- Brought an approach and tools to other classes 3 interviewees
- Other 3 interviewees

All interviewees who perceived a negative impact on other courses attributed it to less time available for other classes.

Interviewees were also asked to specify EPIIC strengths and weaknesses. The responses to this question provided additional data as to the impact of the program on other courses. 37% of the thirty-eight interviewees who identified weaknesses found it stressful to balance with other courses. They indicated there was not enough guidance in how to balance obligations and responsibilities outside of EPIIC and there was not enough selectivity in the workload so that it became overwhelming.

The question was asked of alumni/ae if the year they were in college when they participated in EPIIC impacted their experience. The findings from this question provide some context to the analysis above.

Three variables emerged which explain the findings:

- Readiness-including focus, maturity, and knowledge
- Time commitment
- Opportunity to impact education positively

There were four freshmen who took the course; fourteen sophomores; eleven juniors and twenty-one seniors. 61% of the freshmen and sophomores identified participating in EPIIC as a real opportunity to positively impact their college careers. 22% of the freshmen and sophomores identified these years as too early in terms of readiness. 45% of the juniors had no comment wither way on the desirability of their year in taking EPIIC. 67% of the seniors and 36% of the juniors believe their maturity and knowledge were an advantage when taking EPIIC.

Summary- Data from the alumni/ae interviews indicates that EPIIC alumni/ae perceive EPIIC has a considerable positive effect on the other courses they take during and after the course. However, for some, the size of the workload affects their ability to give the time needed to their other courses and activities. For a number of students (37% of 38 respondents- 14 interviewees) participating in EPIIC created stress around balancing other course and activities in their lives. The data was not available to validly analyze faculty reaction to the course due to the small size of the data set.

Impact on Tufts and the Boston area community

Interviewees were asked their perspectives on the impact EPIIC may have on the university at large and on the Boston area:

- **From your perspective what do you think is EPIIC's impact on the larger Tufts community?**
- **From your perspective what do you think is EPIIC's impact on the Boston area public?**

"It has an impact on the campus just in terms of the speakers it brings in but also it raises the intellectual level." (Interviewee #1)

“...we had a lot of people actually at our events but I think in other years there hasn't been as big of a turnout. I think that just to allow that possibility of intellectual exchange and dialogue, to even give people that opportunity, it's something that's really neat. And to bring these really known speakers who talk about issues that aren't normally discussed ...is awesome. But my year something that we did is a few of us started an Israeli-Arab dialogue or a Jewish-Arab dialogue group on campus and I think that was very useful and kind of stemming (from the topic). I thought on a lot of campuses there were outbreaks of open animosity between Jewish and Arab students and I felt by getting the people who were most likely to have been demonstrating involved in a dialogue that really lessened the tension on Tufts' campus.” (Interviewee # 7)

“And so everybody in the end learns what it is and they know there are students that are doing it. They know that there are students that are getting a lot out of it though I don't know what the statistics are on the amount of students that attend the conference.” (Interviewee #14)

“I think on the Tufts' community it (the impact) was great. Every year there was a two or three day meeting where people, no matter what your academic background was, could come and hear top quality men and women, experts in their field, talking about the really important issues of the day.” (Interviewee #37)

“Well, I don't know about the larger Boston area, but I do know that the two that we did in '88 and '90, I mean, it's an intense educational experience that I know a lot of students get a lot out of. Outside of EPIIC. And that's another reason why I think that the sort of project model we were talking about before can serve to educate the university community itself. But I think that's a little harder to assess.” (Interviewee #53)

“In terms of the high school students, I think it does (have an impact) because we get in touch with different high schools and try to make them aware of the issues that we're facing in the world today. And so it's good that we are reaching out to that level of education so that they might be more aware of the choices that they can make in the future. (Interviewee #38)

“I think it's brought a lot of recognition to the campus. I think intellectually, too, it kind of demonstrated Tufts' ability to serve as a convener of academics. And having a yearly conference just raises the academic profile of the institution.” (Interviewee # 32)

All fifty-four alumni/ae interviewees were asked these questions. Only twelve of the interviewees believed themselves qualified to comment on EPIIC's impact on the Boston area. Of those twelve, five noted the importance of Inquiry as an outreach to the community. The remainder of the comments focused on the symposium's visibility in the larger community.

Forty-six (85%) of the interviewees believe that EPIIC does have at least some impact on the Tufts community. Eight were not sure about any impact. The impact intensity ranged from small and restricted to EPIIC students and their friends, to large and encompassing the campus. Many interviewees described impact intensity in terms of symposium attendance which ranged from low to “packed”. Responses were fairly evenly distributed along a continuum of these extremes. In terms of attendance at the symposium by Tufts faculty and staff, alumni/ae expressed the view that attendance is dependent on the topics. Ten interviewees believe the program could have more impact.

In terms of the impact on Tufts, the most frequently identified variable categories explaining impact were those of educational and visibility phenomena 56% (30 of 54) of the interviewees identified variables in the educational category as the significant factors in the program's impact on Tufts. The responses focused on the following:

- The Symposium provides a unique educational experience. 68%
- EPIIC raises issues of current relevance and interest on campus; it raises the level of discourse. 24%

Fifteen interviewees (28%) focused on the visibility and prestige the EPIIC program brings to Tufts. These comments center on the symposium, the practitioners and leaders it brings to the campus and the intellectual opportunity it provides. Two alumni/ae also noted that from their perspectives EPIIC has an impact on admissions, attracting some students as a unique opportunity.

Three alumni/ae discussed activities on campus which were a result of the EPIIC program. One year a group formed around issues of social responsibility and sport. Another year activities developed around race issues and in a third year a group developed a dialogue on the Middle East. No specific question was asked about independent activities that grow out of EPIIC participation so that data in this area is not complete. However, the presence of these examples in the data suggest this is an area that should be explored further.

Data from Tufts and program faculty/staff provides additional comment on EPIIC's impact. Because the number of interviewees is small (10) statistical analysis is not valid. Looking at the data as a composite, the majority of interviewees expressed a sense of EPIIC's having more potential for impact than it currently provides to the Tufts campus. While they believe it does not have as large an impact on the Tufts campus as it might, it is visible in the Boston area, providing positive publicity for Tufts around the symposium. In addition, the Inquiry program was seen as a very positive aspect of EPIIC that impacts high school students both in the area and across the nation.

The one area which emerges from the data in several cases in terms of EPIIC's impact on the Tufts community is the involvement of faculty in the program. This is seen as uneven, affecting program visibility on campus. It is estimated by EPIIC staff that approximately twenty-five to thirty faculty participate in EPIIC in some way annually.

Factors identified that effect faculty involvement include EPIIC's position outside traditional departments or disciplines(EPIIC is offered through the Experimental College), a lack of recognition by faculty of how EPIIC might positively benefit them, demands on faculty time, uneven organization and planning in EPIIC, and personal faculty/staff issues . Specific aspects of EPIIC's position outside the traditional university

structure which effect faculty involvement with the program were perceived as the issue of what program/department gives student credit for EPIIC work and the issue that EPIIC does not fall under the normal departmental evaluation, assessment and administrative processes. Data suggests that the different priorities and focus that exist between Tufts faculty and EPIIC staff are not well understood on either side or if understood, have not been able to be reconciled. There was considerable misinformation apparent in the data suggesting a significant lack of communication about the Tufts faculty/staff perspectives and the EPIIC staff perspectives on the various aspects of students' needs and education. They may reflect different pedagogical styles. While some interviewees separated the program from the Director, others were unable to do so. It is important to note that 26% (10 of 38) of the alumni/ae interviewees identified the negative impact of university politics on EPIIC and/or on their experience in it.

Faculty/staff comments on EPIIC's impact on the university and larger public include:

"But on the other hand, there's also the sense of the faculty that this is a program that's giving tremendous opportunities to students that don't exist elsewhere and that Sherman and Heather are extremely committed to the success of their students and extremely committed to helping these students do these innovative things and are very personally invested in what goes on." (Interviewee #57)

"Where are the Tufts students and faculty? They should be there because it's the best thing that goes on all year at Tufts. But they're not there and the reason they're not there is that somehow it doesn't happen that enough courses and faculty get involved in the seminar." (Interviewee # 60)

"One of the issues Sherman has wrestled with is how to involve people. The other part is how do you guide this thing. It's been very successful and Sherman has been successful in engaging students and allowing them to run with the issues, so that you don't get this" not invented here" faculty who come to speak and participate. And there's not much connection to these wonderful experiences through other classes saying you ought to come to this program. It's an asset that's missed." (Interviewee #58)

"I bet if you do a count of Boston Globe articles and things that are going on at the Medford campus, it would be totally disproportionate in the number of things that reflected what Sherman brings to campus. I also think if you looked at the Tufts Daily in terms of international or political things it would be totally disproportionate of what he brings on campus." (Interviewee # 60)

"It should count for the students who do it, but I don't think it should count (as a specific department/ discipline credit) because any other core faculty member is, in fact, a person who does research and who is teaching and evaluated regularly by his peers." (Interviewee # 61)

Summary- Many interviewees perceive that the EPIIC program clearly has an impact on the Tufts campus and on the greater Boston community in its exploration of current and relevant international topics. Special events and the symposium offer unique opportunities for the Tufts community to engage in a high level of intellectual discourse with scholars, practitioners, and leaders in the topic area. The Inquiry program provides tangible outreach to the greater Boston area high schools; the symposium contributes to Tufts' visibility and prestige; and the admissions office is able to use the program in its discussions. However,

both alumni/ae and faculty/staff interviewees perceive the potential for EPIIC to have a greater impact on the university. Factors that effect the impact include the choice of topic, planning and organization within EPIIC, faculty involvement, EPIIC's status "outside the box", and personal issues. In some cases, students have experienced difficulty because of issues surrounding EPIIC- Tufts relationships. Misinformation exists on the part of all constituents and communication could be improved.

Adaptation of EPIIC

EPIIC's program on the Tufts campus has evolved over time. Starting as a one semester course in 1986 it has grown into a year long program with the six core components of the Colloquium, Symposium, Committees, Inquiry, Outward Bound, and Research. EPIIC's growth purposefully has not been a function of formalized planning strategies. Rather, planning occurs as an integral and ongoing part of the program. Growth has also been a result of idiosyncratic conversations and activities from which a program direction has arisen. Primarily, program initiatives occur when educational needs of students or other constituents are identified and an idea is generated to meet the need. Growth is organic and somewhat serendipitous. The core program components remain in place year to year while other program events and activities may occur depending on the topic and interests of participants. These growth characteristics result in a program which is vital and exciting.

To illustrate the organic nature of EPIIC's growth, the Inquiry program serves as an excellent example. Founded in 1992, it came out of a need expressed by high school teachers attending symposiums. Teachers had been made aware of the symposium through mailing lists like Educators for Social Responsibility.

"When the teachers came they would talk about how they were really interested in getting these issues into the classrooms but the text books were so far behind that they really didn't have access to these materials. So it was initially a two part thing. One was to provide a service --we really didn't see it going beyond the Boston area at all—and it was also a way to reinforce the learning of students in the class (EPIIC class). They had to know the material in order to teach it. So the first year it was only a half year and the simulation was only a day attached on the end of the symposium and it wasn't—it was interesting that one saw the potential—but it wasn't what it looks like now. And the next year we started basically in the fall and that evolved into its own simulation separate weekend. Sometimes that would be the weekend right after and pretty much for the last five years it's been a standard format... We have it in April because that fits best with the high school vacations....we went national in '95. A Tufts alum was teaching in Atlanta and wanted to do something and he had been a roommate of one of the EPIIC students so that's really the impetus to go national. There has been no real plan. We targeted a few cities like New York because its close and then we tried to develop it in the community. A mix of schools—public and private, urban and suburban—as much as we can. (Interviewee #59)

In a similar fashion workshops develop around the symposium in some years. These might arise from conversations EPIIC staff have with speakers who will be participating in the symposium or from an interest a funder develops. Some workshops arise out of the program and the ideas that the topic generates

during each year. Others occur in several years. Both the development of Inquiry and the addition of workshops to the symposium schedule illustrate the organic nature of EPIIC's development.

The qualitative phase of the EPIIC evaluation explored the question of how an EPIIC type of program might be adapted on other college and university campuses. All fifty-four of the alumni/ae interviewees were asked:

- **From your perspective what are the essential components of the EPIIC program?**
- **From your perspective what are the characteristics a director of an EPIIC type program must have?**

University and EPIIC faculty and staff also provided data on adaptation as did the focus panel.

Findings concerning adaptation were explained by five major categories which interviewees perceived as crucial elements of the program: staff characteristics, university relationship and support, pedagogy, student characteristics, and essential program components. Alumni/ae commented on these categories in the following distribution:

Staff characteristics	69%-37 of 54 respondents
Pedagogy	43% -23 of 54 respondents
University relationship and support	41%- 22of 54 respondents
Student characteristics	26%- 14 of 54 respondents
Essential program components	24%- 13 of 54 respondents

Attachment III provides a detailed distribution of the alumni/ae interviewee adaptation categories and variables. The variables reflect each interviewee's specific input. Summarizing, data about staff characteristics was focused primarily on the Director. The most frequently articulated director characteristics in terms of a job description were administrative and management skills, mentor qualities and skills, a broad knowledge base, and the ability to develop a network. In terms of personal characteristics, the most frequently articulated variables were energetic and tireless, a motivator and charismatic. The most frequently articulated pedagogy variables were student development and responsibility for the program, theory linked to practice and the outside lecturers and speakers. General university support and the culture of the university in terms of open-mindedness and social policy activism were the most articulated variables in terms of university support. Motivation, energy and passion as well as being the "right" kind of student (undefined by the interviewees) were the most frequently articulated student characteristics. The most specified program components considered essential to an EPIIC program were Outward Bound, Inquiry and the Symposium.

Attachment IV provides a detailed distribution of the faculty/staff adaptation variables. The number of interviewees is much smaller than in the alumni/ae group, resulting in a small and more even distribution of

variables. The category of director characteristics explained the largest number of interviewee comments. Within this category, the focus on teaching was the most identified characteristic (identified by 5 interviewees) with the ability to develop a network second. The only other category with more than two responses for one variable was the university support category where the variable of senior staff support was noted by three interviewees.

The data indicates that a significant number of alumni/ae interviewees believe the director's job qualifications and personal characteristics are essential pieces of the EPIIC program. As noted above, 69% of the alumni/ae interviewees focused on the staff as a crucial aspect of EPIIC. 78% of these (29 of 37) associated the characteristics of a director with the attributes they perceive in the current Director and Associate Director. Alumni/ae describe the combination of these two persons' skills and personal qualities as crucial to the program's development and success. It is the characteristics they attribute to each of these individuals in combination that interviewees describe as the necessary attributes of a director. The current Director and Associate Director share attributes and also have clearly defined individual attributes. Thus, they both complement and re-enforce each other's abilities. In reviewing the attributes of a director which interviewees consider essential to a program like EPIIC it is apparent that the likelihood of finding all of the core attributes in one person is small. However, the particular combination of skills and qualities of the current Director and Associate Director which emerged from the data have been essential to the unique character of the EPIIC program at Tufts.

The focus panel also addressed the area of adaptation in their discussions. The group focused on the essential components of the program and the specific pedagogy that is modeled by EPIIC. Vision, non-traditional thinking, reaching for the stars, network connections and engaging personality were identified as essential staff attributes. The importance of university support-- of "thinking outside the box" and of financial support-- were also noted as essential to a program. In describing the pedagogy, attendees identified self-managed teams, experiential education, authentic assessment, interdisciplinary learning, and singular engagement of each student as crucial characteristics of the program's pedagogy. The final essential component was bright, engaged and curious students.

Qualitative data collected addressing the issue of adaptation is closely related from all data sources. The predominance of the focus on the director's attributes suggests the importance of the director's role in formulating the program and making it work for the students. The uniqueness of the pedagogy in terms of the theory linked to practice, interdisciplinary approach to content, mentorship, and student accountability and responsibility are defining aspects of the program.

Strengths and Weaknesses

Data gathered when alumni/ae interviewees were asked to identify strengths and weaknesses of the program is particularly relevant to an adaptation discussion. (See Attachment V.) Forty-three interviewees identified EPIIC's strengths. 60% of the responses are explained by a personal category; 52% of the responses fell into the category of theory linked to practice; and 44% of the responses fell into the category of intellectual /academic strengths. Variables were clustered in these three categories with only a small number of additional responses. The additional responses included either/and the Director and Associate Director, 23% , Outward Bound, 3 responses and confidence building, 3 responses.

In the personal category, the two most identified variables were the challenge EPIIC presents in terms of expectations and work load (42%), and the empowering aspect of participation (31%). Empowerment included the sense that one can change the world and there are unlimited possibilities which one is capable of doing. Other personal variables with four or less responses are the respect shown to students, the responsibility given to students, the motivation and commitment involved, and the friends made.

The most frequently identified variable within the category of theory linked to practice was the bridge that is formed between the academic and real worlds in the program (68%). The second most frequently identified variable was the exposure to practitioners, scholars and experts (32%). Other variables with four or less responses included the network EPIIC provides and team work.

The intellectual category of strength variables was more evenly distributed than the personal and theory linked to practice categories. The variable of encouraging creative thinking was the most cited with four out of the total of nineteen responses in this category. The remaining variables included intellectually stimulating, academically rigorous, engaging, teaches complexities, presents diversity of viewpoints, encourages life long learning, creates deep knowledge and encourages curiosity.

Thirty-eight alumni/ae interviewees identified specific weaknesses of the program. There were three categories of weaknesses that explained the majority of phenomena: the lack of organization, structure and focus (48%); the stress of balancing EPIIC work load with other class and outside class obligations (37%); and Tufts politics (26%). The remaining phenomena do not fall into over-all categories and were identified five or less times. These include: more support for global research, strong staff personalities and too academic a program.

The lack of organization, structure and focus was identified in faculty/staff interviews as a weakness of the program as well. For both alumni/ae and faculty/staff this category includes a lack of organization within the EPIIC structure and in its interfaces with those outside the program. Examples include a lack of clear communication with potential speakers, a "crisis" quality to requests for university support and lack of

follow through in interactions with outsiders. Within the program, interviewees identify a lack of structure in the course syllabus, a lack of clear articulation of course reading requirements, and a sense of uncertainty about how to approach projects and workload. Each of these specific phenomena is cited four or less times in the data.

One factor which may contribute to the perceived lack of organization and structure is the nature of the program's growth. It is evolutionary and organic, arising from specific incidences and interactions. Growth is not necessarily planned far ahead and program initiatives may arise at any time in response to particular circumstances. There is, of course, an overarching plan, direction and mission in place however; the program is also "entrepreneurial", "idiosyncratic", and responsive to circumstance. Program development is an interesting aspect of adaptation for discussion.

Adaptation Discussion Framework

The following areas for discussion of adaptation capture the data gathered from all interviewees:

1-What are the needs of the students which the EPIIC model will address? What kind of student will benefit from this program? As discussed in this report, EPIIC meets a number of student needs by providing a specific intellectual community, a learning experience that combines theory and practice, academic challenge, research and public service opportunities, a professional and social network, and individual mentoring. If the program is a model for adaptation, each college or university will need to focus on the characteristics and needs of their particular student bodies.

2- How will the faculty benefit from being involved in such a program? What can this model contribute to their professional development and their academic teaching? Approximately twenty-five to thirty Tufts faculty are involved in EPIIC annually on an individual basis as supporters and lecturers. Faculty members are not often formally involved in EPIIC development and planning. There is an Advisory Committee that meets on an as needed basis however the Director makes final decisions on all program content, direction, and pedagogy. Current relationships between faculty and EPIIC are uneven with both supporters and detractors. Data suggests the lack of consistent faculty involvement may affect EPIIC's perceived impact on the Tufts community.

3- Where should such a program reside within the university structure? The current EPIIC program is not a part of any traditional department although it has been under the umbrella of the Experimental College. A program's relationship to other departments affects faculty support as well as student needs such as course credit.

4- If a program does not reside within a traditional department, what is the most effective model for interactions with the university support entities?

5-What will be the academic focus of the program and how will the program content relate to the university context? EPIIC's international focus is reflective of Tufts University. There is seamlessness between EPIIC's academic area of focus and one of Tufts' academic strengths .Understanding the academic context is crucial to developing a program's academic focus.

6-Is an integral piece of the EPIIC model its entrepreneurial, "outside the box" and idiosyncratic nature? How might outcomes be positively or negatively affected with other structural models?

7-What are the characteristics and skills of a director of an EPIIC type program? EPIIC's Director did not come from a traditional, tenured position at the university. This may influence faculty support of the program. EPIIC's director is a master teacher, crucial to the student-centered program. What are the various models of leadership for such a program? Interviewees have suggested that leadership of such a program may be shared equally within a department or amongst faculty across disciplines. Depending on the program's components, leadership might be defined annually according to the topic for the year. A small interdisciplinary group might be responsible for the topic and symposium if a program is restricted to these aspects. A leader with life experience such as a diplomat or policy expert is another model for program leadership.

8-How will a program be financed? EPIIC is funded by private foundations and donations and university resources. Its funding is put together on an annual basis. (It should be noted that EPIIC has received a one million dollar endowment gift in the last month.) This means the Director spends a portion of his time fund raising. Is this an effective model for funding? What are alternatives?

CONCLUSION

Evaluation of the EPIIC program resulted in nine distinct findings. Four of these specifically address the four research questions originally articulated in the FIPSE Grant Proposal. In the three areas of leadership development, impact on career and education, and the fostering of an interest in and dedication to public service and citizenship the evaluation provides detailed documentation of the significant influence/impact alumni/ae of the program perceive they have experienced as a result of participation in EPIIC. Both the quantitative and qualitative phases of the evaluation support these findings. Findings in the fourth area addressed by the research questions-- the impact of global research on its participants-- suggest this is a program component that has significantly impacted some of the participants. Its potential to have a greater impact on more students as it further develops and as financial resources are more available is evolving.

Additional findings emerged in five areas. First, the data indicates that EPIIC is successfully addressing its mission and goals through adherence to its guiding principles. Second, the sense of community which EPIIC fosters in its participants is a significant aspect of the program which continues after students have graduated. Third, the Outward Bound and Inquiry programs are essential program components. Outward Bound is a weekend long model of the year-long program. It introduces students to the intellectual challenge ahead, to the linkage of theory and practice, to the importance of team work and collaboration, and to opportunities to interact with scholars, experts, and practitioners. Inquiry contributes to leadership development, provides teaching opportunities for EPIIC students, and serves as an outreach program to the broader community by offering high school students the opportunity to study and focus on a current global issue from many varying perspectives. Fourth, alumni/ae perceive that EPIIC has a considerably more positive than negative impact on other courses they are taking, although the workload is stressful for some. Fifth, a number of alumni/ae and EPIIC/Tufts faculty/staff perceive that EPIIC has a clear and definable impact on the Tufts community which has the potential for increasing over time. Alumni/ae and EPIIC/Tufts faculty and staff believe the Symposium brings both visibility and prestige Tufts.

The EPIIC program has evolved over the last eighteen years into its present form. Data provides interviewees' perspectives on the essential components of the program which raises questions for discussions concerning the adaptation of an EPIIC type model to other college and university campuses.

Nancy S. Haydu

ATTACHMENT I

ALUMNI/AE SURVEY QUESTIONNAIRE

Education for Public Inquiry and International Citizenship (EPIIC) Alumni Questionnaire

This survey is a key part of the Education for Public Inquiry and International Citizenship (EPIIC) evaluation, being conducted so that other universities can learn from EPIIC and adapt it to their own circumstances if they so choose. The survey will help us understand how, in your judgment, EPIIC has affected your education and/or career. All responses will be kept confidential except with your express permission.

A. GENERAL

1. What is your age:

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65 or older

2. Are you an Hispanic (optional)?

- Yes
- No

3. How do you identify yourself (optional—choose as many as apply):

- Caucasian/White
 - African American/Black
 - Native American
 - Asian
 - Pacific Islander
 - Multiracial
 - Other (please specify)
-

4. Citizenship while in EPIIC:

- US
- non-US

5. Current Citizenship:

- US
- non-US

6. Why did you decide to participate in EPIIC?

- because of the topic
- for a challenge
- it was recommended by friends
- other (please specify)

PARTICIPATION IN EPIIC

This section asks about your involvement in EPIIC.

7. In what academic year(s) did you enroll in EPIIC?
- 1985/6
 - 1986/7
 - 1987/8
 - 1988/9
 - 1989/90
 - 1990/1
 - 1991/2
 - 1992/3
 - 1993/4
 - 1994/5
 - 1995/6
 - 1996/7
 - 1997/8
 - 1998/9
 - 1999/2000
 - 2000/1
8. Was EPIIC a one- or two-semester course when you were enrolled?
- one semester (skip to 10)
 - two semesters
9. Did you participate in the full course or just one semester?
- full year
 - fall semester only
 - spring semester only
10. Did you participate in the Outward Bound or Sargent Camp initiatives at the course beginning?
- Sargent Camp (skip to 13)
 - Outward Bound (skip to 13)
 - neither
 - not available at that time (skip to 12)
11. Why did you not participate?
12. What impact did not participating in Sargent Camp or Outward Bound have on your EPIIC experience?

13. How much positive or negative impact did Sargent Camp or Outward Bound have on your participation in EPIIC?
 large (negative)
 moderate (negative)
 a little (negative)
 none at all
 a little (positive)
 moderate (positive)
 large (positive)
Additional comments:
14. Did you participate in Inquiry, EPIIC's high school simulation program?
 yes—as a college student
 yes—as a high school student
 yes—as both a college and high school student
 no
15. Did you participate in the global research option?
 yes
 no (skip to 21)
16. Please describe briefly your research project.
17. Where did you conduct your research?
18. Did you do the project:
 independently
 with a partner
19. Have you continued this research since leaving college?
 no
 yes
Additional comments:
20. What impact has your EPIIC research had on your continuing education or professional career?
 none
 a little
 moderate
 great
Additional comments:
21. What committees were you on in EPIIC?
 Program
 Video
 Multimedia
 Inquiry

- Briefing Book
- Special Events
- Finance
- Public Relations
- Logistics

22. While you were enrolled in EPIIC, would you have considered yourself:

- not really involved in the program
- somewhat involved in the program
- significantly involved in the program
- heavily involved in the program

23. Since completing EPIIC, how frequently have you interacted with other EPIIC alumni:

- not at all
- occasionally
- somewhat regularly
- frequently

24. What was your most significant experience as part of EPIIC?

C. IMPACTS OF EPIIC PROGRAM

25. To what degree did the EPIIC program enhance the following skills or abilities?

	greatly	moderately	a little	not at all
25.1) Analytical Thinking				
25.2) Ability to Understand Complex Issues				
25.3) Library Research Skills				
25.4) Field Research Skills				
25.5) Teamwork				
25.6) Leadership				
25.7) Confidence				
25.8) Initiative				
25.9) Problem-Solving				
25.10) Risk-Taking				
25.11) Ethical decision-making				
25.12) Working Independently				
25.13) Working within deadlines				
25.14) Linking Theory to Practice				
25.15) Ability to Interact with Leaders				
25.16) Linking Actions to Consequences				
25.17) Awareness of International Issues				

26. How do you define leadership?

27. How much did each aspect or component of EPIIC contribute to your leadership development, as you define it?

	greatly	moderately	a little	not at all
27.1) colloquium				
27.2) symposium				
27.3) committee work				
27.4) team experience				
27.5) Inquiry				
27.6) Research				

28. What other activities or programs that you participated in while in college contributed to your leadership skills, as you define leadership?

29. How would you compare EPIIC's impact on your leadership skills to the impacts of other activities noted in the previous question?

- much less
- somewhat less
- about the same
- somewhat more
- much more

Additional comments:

30. To what extent did EPIIC encourage you to participate in community or volunteer service?

- greatly
- moderately
- a little
- not at all

Additional comments:

31. To what extent did EPIIC change your perspective or way of thinking about world issues?

- greatly
- moderately
- a little
- not at all

32. To what extent did EPIIC give you greater confidence in your ability to form and communicate your own positions on complex issues?
- greatly
 - moderately
 - a little
 - not at all
33. To what extent did your experience in EPIIC affect your career and educational choices?
- greatly
 - moderately
 - a little
 - not at all

CAREER

This section will focus on your career path since leaving this university.

34. After your graduation, did you:
- go directly to graduate school?
 - take up a paid or unpaid internship?
 - get a job?
 - other (please specify)
35. What professional internships or jobs have you had since graduation? Please identify dates, organizations you worked for, your positions, and your major responsibilities. Complete one line per position, using as many lines as you need.
- 1st position:
 2nd position:
 3rd position:
 4th position:
 5th position:
 6th position:
36. Did EPIIC influence your career decisions?
- yes
 - no
 - not sure
- Additional comments:
37. How would you compare EPIIC's impact on your educational and career choices to the impacts of other activities or programs that you participated in?
- much less
 - somewhat less
 - about the same
 - somewhat more
 - much more
- Additional comments:

PHILANTHROPY/PUBLIC SERVICE

This section contains questions about your involvement in public service and philanthropy since leaving the university.

38. Since your graduation from the university, have you been involved in community/volunteer service or philanthropy?
 yes
 no (skip to 42)
39. What community/volunteer service or philanthropic initiatives have you been involved in (describe briefly)?
40. What has your role been in community/volunteer service or philanthropy?
 volunteer
 non-profit association board member
 other (please specify)
41. How did you get involved?
 personal initiative
 professional initiative
 solicitation
 other (please specify)
42. Do you plan to get involved in community/volunteer service or philanthropy in the future?
 yes
 no
 not sure
Additional comments:

INTERNATIONAL ISSUES

In this section, the questions are to determine your awareness of international issues.

43. How often do you read at least one newspaper (print or electronic version)
 daily
 2-6 times per week
 weekly
 monthly
 less than once a month
 never

44. Do you get most of your information about international issues from (select all that apply):
- newspapers
 - internet
 - radio
 - television
 - magazine

The following questions are intended to provide a sense of how informed alumni are on current international issues. Please answer each briefly without referring to any resources.

45. What were the results and ensuing impact of the July 2000 Camp David Summit?
46. Who is the President of Russia?
47. How effective was the Truth and Reconciliation Commission of South Africa?
48. How did the Rwandan genocide begin?
49. What is the US involvement in Colombia?
50. What is China's current status with the WTO and what is the US position on this?
51. Where was Gen. Pinochet arrested and held, and why?
52. What is NAFTA?

EDUCATION

The questions in this section will focus primarily on your undergraduate education and, if applicable, your pursuit of a graduate degree.

53. What college or university were you attending when you participated in EPIIC?
- Tufts University
 - other (please specify)
54. How did you find out about the EPIIC program?
55. What year(s) of school were you in when you participated in EPIIC (if you participated more than once, please choose all that apply)
- Freshman
 - Sophomore
 - Junior
 - Senior
 - Graduate

56. Did you study abroad?
 yes
 no (skip to 60)
57. How many semesters did you study abroad?
 one
 two
 three
 four or more
58. Where did you do your study abroad?
59. Through what university did you study abroad?
60. What was (were) your undergraduate major(s):
 history
 political science
 international relations
 economics
 other (please specify)
61. What was (were) your undergraduate minor(s):
 history
 political science
 international relations
 peace and justice studies
 other (please specify)
62. Were you involved in community or public service initiatives besides EPIIC as an undergraduate?
 no
 yes, through Tufts
 yes, not through Tufts
63. Did you have one or more internships while you were in college (as an undergraduate or graduate student)?
 no
 one
 two
 three or more
64. Were any of your internships arranged through EPIIC?
 yes
 no

65. Please describe your internships:
When did you do your internships?
What organization(s) sponsored you?
For academic credit (yes/no)?
Did you do the internship(s) while in EPIIC (yes/no)?
66. Have you pursued a graduate degree?
 yes
 no
67. What graduate degrees have you received?
1st graduate school:
1st graduate degree:
2nd graduate school:
2nd graduate degree:
68. Was your decision to pursue graduate education influenced by your participation in EPIIC? If so, how?
 yes
 no
Additional comments:

OTHER

69. What, if any, changes would you recommend for the EPIIC program in the future?

Thanks for completing the survey! Your assistance is appreciated.

ATTACHMENT II

ALUMNI/AE INTERVIEW PROTOCOL

ALUMNI/AE INTERVIEW PROTOCOL

General

Name:

EPIIC Year:

EPIIC Topic:

What factors influenced your decision to participate in EPIIC?

Did the theme play a role in your decision? In what way?

Major:

In what year of college did you take EPIIC?

1-Do you think the year in college you took EPIIC had an impact on your course experience?
In what way?

2-Did EPIIC impact other courses you were taking that year or in following years? In what way?

Education after Tufts:

Current Employment:

Completed Survey?

Did you participate in global research?

Introduction

1. When you think about your EPIIC experience at this time in your life, what two or three thoughts come to mind?
2. What would you consider the strengths and weaknesses of the program?
3. How would you describe your relationship with EPIIC when you were a student?
4. How would you describe your relationship with EPIIC as an alumna?

a-Do you think belonging to the group of EPIIC alumni might have benefits to you in your future education and career if you choose to stay connected?

b-Do you perceive any responsibilities you might have to a group of both current EPIIC students and alumni?

Mission

1. What do you think were the two to three goals of the EPIIC program for its students as a teaching and learning experience?

2. Are there any political, social or economic paradigms you identify with the program?

Leadership

1. What do you consider the attributes of a leader?

2. What would you consider the practical skills of a leader?

3. Can you describe an experience where an individual—either yourself or another—displayed the qualities, both tangible and intangible—that you have identified?

4. Would you say EPIIC had an impact on your concept and practice of leadership as you have defined it?

5. Can you identify the specific components of EPIIC that impacted your concept of, and practice of leadership?

Impact on Education and Career

1. Do you believe being involved with EPIIC has had an impact on your education and/or career path? How so?

2. Has the impact of EPIIC changed over time? As you grow further away from the course does your perspective change?

3. On a practical side, can you identify specific skills you developed in EPIIC that effected your education and job qualifications?

4. For those who did global research:

a-What specific attitudes and skills do you believe you developed as a result of your global research project?

b-Can you describe how this experience has impacted you over time?

Public Service and Volunteerism

1. Have you been involved in public service since college? In what way?

2. Have you been involved as a volunteer since college? In what way?

3. How would you articulate an individual's role, if any, in public service and/or volunteerism?

4. When did you develop this perspective?

5. Do you believe EPIIC had an impact on your beliefs/ interests?

6. Can you describe a public/community service experience that reflects your perspective?

7. Are there any specific public/community/ social justice issues that you have an interest in which you relate directly to your EPIIC experience?

Adaptation

1. From your perspective, what are the essential components of the EPIIC program?

2. Are there attributes of EPIIC that you believe would be difficult to replicate?

3. From your viewpoint, what are the characteristics a director of an EPIIC type program must have?

4. What other staff roles would you consider essential for an EPIIC program?

5. From your perspective, what do you think is EPIIC's impact on the larger Tufts' community?

6. What, if any, is the impact of EPIIC on the Boston area public?

Final

Do you have any further comments?

Nancy S. Haydu

ATTACHMENT III

ALUMNI/AE INTERVIEWS

ADAPTATION VARIABLES

ADAPTATION VARIABLES-ALUMNI/AE INTERVIEWS

<u>Category and Variable</u>	<u>Distribution*</u>
STAFF CHARACTERISTICS- 37 respondents	
General	
Thinking “outside the box”	2
Knowledge and curiosity	2
Entrepreneurial	1
Committed/dedicated teachers	1
Enthusiastic	1
Committed in general	1
Director	
<u>Variables associated with a job description</u>	
Administrator/manager/organized	20
Mentor	13
Broad knowledge base	12
Able to develop a network/connected	11
Communicator	8
Passionate about issues	8
Entrepreneurial	7
Delegate/collaborator	7
Intellectually Curious	5
Committed to program and students	5
Teacher rather than researcher	4
Thinks “outside the box”	4
Facilitator/coach	3
Very smart	3
<u>Personal characteristic variables</u>	
Energetic/tireless/dynamic	18
Motivator	9
Charismatic	8
Respectful of others	4
Empowering	3
Open to all opinions	3
Inspiring	3
Empathic	2
PEDAGOGY VARIABLES- 23 respondents	
Student driven	8
Outside experts and practitioner participation	8
Theory linked with practice	6
Interactive	4
Multidisciplinary	4
Rigor and depth	1
UNIVERSITY RELATIONSHIP AND SUPPORT- 22 respondents	
General support and backing	12
Culture	8
Faculty support	4

*This is the number of times the variable was identified by interviewees.

STUDENT CHARACTERISTICS- 14 respondents	
“Right” kind of student-undefined	7
Motivated and energetic, committed	6
Diverse	2
Open-minded	1
International	1
PROGRAM COMPONENTS- 23 respondents	
Outward Bound	8
Inquiry	5
Symposium	4
Committee Structure	1

ATTACHMENT IV

TUFTS AND EPIIC FACULTY AND STAFF INTERVIEWS

ADAPTATION VARIABLES

ADAPTATION VARIABLES -TUFTS AND EPIIC FACULTY/STAFF INTERVIEWS

<u>Category and Variable</u>	<u>Distribution*</u>
STAFF CHARACTERISTICS	
Director	
<u>Variables associated with a job description</u>	
Focused on teaching	5
Able to develop a network/connected	3
Willing to make time commitment	2
Devoted to the program	2
Not a traditional academic	2
Life experience	2
Dedication to and rapport with students	2
Intellectual entrepreneur	1
Internationalist	1
Knows practical side	1
Intellectual curiosity	1
<u>Personal characteristic variables</u>	
Energetic	2
Promoter	1
PEDAGOGY	
Interdisciplinary	1
Intellectual engagement	1
UNIVERSITY SUPPORT/RELATIONSHIP WITH EPIIC	
Support form senior staff	3
Financial	2
Need positive interface of university with entrepreneurial program	2
Must support university mission	2
Faculty support	2
Space	1
Culture-“outside box’ thinking encouraged	1
STUDENT CHARACTERISTICS	
Intense	2
Desire challenge	2
Enterprising	1
Intellectually active	1
Desire sense of involvement and commitment	1
Risk takers	1
Able to suspend pre-conceptions	1
PROGRAM COMPONENTS	
Symposium	2
Colloquium	2
Inquiry	1
Public service component	1

*This is the number of times the variable was identified by interviewees.

ATTACHMENT V

STRENGTHS AND WEAKNESSES