



PEN-International Summer Leadership Institute

August 5 – 12, 2006

Overall Evaluation Summary



Herstmonceux Castle
East Sussex, England
www.pen.ntid.rit.edu/summer-institute.php

September 20, 2006

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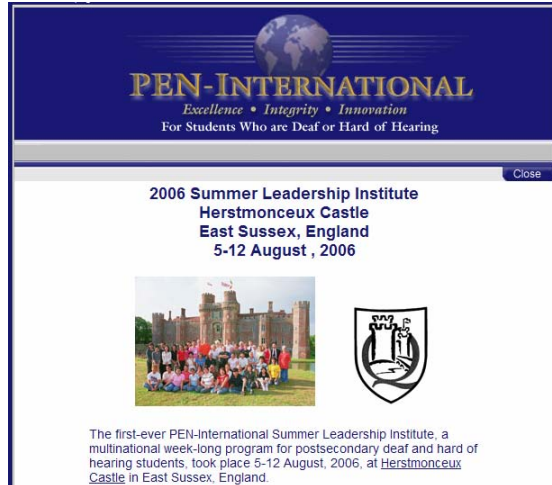
Executive Summary

The first-ever Postsecondary Education Program- International Summer Leadership Institute, a multinational week-long program for postsecondary deaf students, took place 5-12 August, 2006, at Herstmonceux Castle in East Sussex, England. It was organized by and funded in full by PEN-International at the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT), and with a generous \$10,000 gift from Dr. Alfred Bader of Milwaukee, Wisconsin, original owner of Herstmonceux Castle, who donated it to Queens University in Canada. PEN-International is a program supported with grants from the Nippon Foundation of Japan.

A total of twenty students, sixteen sign language interpreters and voice language translators, four faculty members, three PEN team members, and five speakers from NTID and each of PEN-International's major partner programs in Japan, China, Russia and the Philippines participated in the program. There were also an official from the Nippon Foundation of Japan, Ms. Eriko Takahashi, and two guest speakers representing Wolverhampton University in Wolverhampton, England, and the deaf community of England.

The goals of the Institute were to promote development of leadership skills among postsecondary student leaders; to focus on self-advocacy skills in the areas of support services in postsecondary education, community access and employment; and to engage in learning about Deaf Culture and awareness. This was accomplished through ice-breaking activities, presentations by faculty and students, cultural performances and demonstrations, exercises and games, and social hours in the pub on the Castle grounds. In addition, there was a daylong field trip to Brighton and the White Cliffs area of southern England.

Summer Institute Website



Summer Institute Home Page

| Summer Leadership Institute 5-12 August 2006 | | | | | | |
|---|--|--|---|--|--|--|
| Sunday 4 Aug | Monday 5 Aug | Tuesday 6 Aug | Wednesday 7 Aug | Thursday 8 Aug | Friday 11 Aug | Saturday 11 Aug |
| 8:00 AM 8:30 AM | | | Breakfast | Breakfast | | Breakfast |
| 9:00 AM | Breakfast Free Time | "The Making of Deaf Leaders" (J. Hancock & V. Hancock) | "Exploring and Expanding Leadership Roles" (J. Hancock) | "Characteristics of Successful Deaf Leaders" (A. Hancock) | "From Nephew to Mentor" (J. Hancock) | |
| 9:30 AM | | | | | | |
| 10:00 AM | | | Breakfast | Breakfast | | Breakfast |
| 10:30 AM | | | | | | |
| 11:00 AM | U. Deafens U. Kain (J. Hancock) | "The Making of Deaf Leaders" (J. Hancock) | "Assumptions & Expectations" (J. Hancock) | "Characteristics of Deaf Leaders" (J. Hancock) | "From Nephew to Mentor" (J. Hancock) | |
| 11:30 AM | | | | | | |
| 12:00 Noon | Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:30 PM | | | | | | |
| 1:00 PM | | "Developing Effective Communication and Leadership" (J. Hancock & V. Hancock) | "Setting Goals and Achieving Them" (J. Hancock & V. Hancock) | "Bridging and Crossing Cultures" (J. Hancock) | "Self-Advocacy for Deaf Leaders" (J. Hancock & V. Hancock) | |
| 1:30 PM | Guest Presentation (J. Hancock) | | | | | |
| 2:00 PM | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast | Breakfast |
| 2:30 PM | | | | | | |
| 3:00 PM | | "Developing Effective Communication and Leadership" (J. Hancock & V. Hancock) | "Setting Goals and Achieving Them" (J. Hancock & V. Hancock) | "Bridging and Crossing Cultures" (J. Hancock) | "Self-Advocacy for Deaf Leaders" (J. Hancock & V. Hancock) | |
| 3:30 PM | | | | | | |
| 4:00 PM | | | | | | |
| 4:30 PM | | | | | | |
| 5:00 PM | | | | | | |
| 5:30 PM | Breakfast Group Presentations on Leadership (J. Hancock) | Breakfast Group Presentations on Leadership (J. Hancock) | Breakfast Group Presentations on Leadership (J. Hancock) | Breakfast Group Presentations on Leadership (J. Hancock) | Breakfast Group Presentations on Leadership (J. Hancock) | Breakfast Group Presentations on Leadership (J. Hancock) |
| 6:00 PM | | | | | | |
| 6:30 PM | Opening Reception & Dinner (J. Hancock) | Group Activity (J. Hancock) | Breakfast (J. Hancock) | Free Time | Student Cultural Night | Closing Reception (J. Hancock) |
| 7:00 PM | | | | | | |
| 8:00 PM | | | | | | |
| 9:00 PM | | | | | | |

The Master Schedule

A website covering information and all materials related to the Summer Leadership Institute was developed (www.pen.ntid.rit.edu/summer-institute.php). The website contains the following table of contents:

1. [For NTID Students](#) (application forms)
2. [Summer Institute Faculty](#) (list of speakers, photos and biographies)
3. [Participating Institutions](#) (list of participants and photos)
4. [Information packet for faculty and students](#) ([Summary Sheet](#), [Faculty Expectations](#), [Student Expectations and projects](#), [Student Presentations](#), [Topic Clusters](#), [Student Code of Conduct](#), [Communication guidelines](#))
5. [Resources on leadership training](#) (articles)
6. [Summer Institute schedule](#) (in English, Chinese, Japanese and Russian)
7. [Photos](#) (daily gallery)
8. [Student Leadership Presentations](#) (PowerPoint files)
9. [Cultural Night Presentations](#) (PowerPoint files)
10. [Student Leadership Final Presentations](#) (PowerPoint files)
11. [Student Testimonials and Journals](#) (to be posted)
12. [Media Coverage](#) (newspaper articles, TV news)
13. [PEN-International Summer Institute Flyer](#) (sample)
14. [PEN-International Summer Institute organizers](#) (PEN team)
15. [Contact Information](#) (Kavin)

Speakers

The primary Summer Institute speakers were:

Dr. T. Alan Hurwitz, Vice President, RIT and Dean, NTID, Rochester, New York

T. Alan Hurwitz holds the rank of Professor at NTID and has taught courses in Mathematics, Electronics and Computer Science, and in the Interpreter Education and Graduate Teacher Preparation programs. He was an Electronics Engineer and Senior Numerical Control Programmer at McDonnell Douglas Corporation for five years prior to joining the NTID faculty in 1970. Dr. Hurwitz served as President of the National Association of the Deaf from 1982-84. He received his B.S. in Electrical Engineering from Washington University at St. Louis, M.S. degree in Electrical Engineering from St. Louis University, and Ed.D. in Teaching and Curriculum from the University of Rochester.

Mrs. Vicki T. Hurwitz, former Director, Rochester School for the Deaf Outreach Center, Rochester, New York

Vicki previously served as the Student Development Coordinator with the Student Life Team of NTID/RIT. She coordinated a needs assessment for, and assisted in the establishment of a residential treatment facility for emotionally disturbed deaf children. She served as a Social Worker at the Norris Alcoholism Treatment Center and a Project/Program Coordinator of the Peer Sexuality Education Program for deaf students at RIT. She received a B.S. in Social Work and M.S. in Career and Human resource Development from RIT.

Mrs. Patricia Mudgett DeCaro, Consultant, Rochester, New York

Patricia holds M.S. and C.A.S. degrees and certifications in biology, counseling, and sociology of deaf education and has worked in various capacities, as teacher, counselor, researcher, and consultant in the field of deafness since 1970. She was a long time faculty member in the Masters of Science in Secondary Education for Deaf Students (MSSE) at NTID.

Pat currently is semi-retired and conducts qualitative research at NTID. Her research has focused primarily upon deaf and hearing interactions on a mainstream campus, but also includes research regarding postsecondary deaf education in China. DeCaro was a member of a multinational team involved in cross-cultural course development and exploration of differing concepts of inclusion for people who are deaf in Greece, the Netherlands, Sweden, and the USA.

Mr. John Macko, Associate Director, Center on Employment, NTID/RIT, Rochester, New York

John holds a Bachelor's degree in Finance and a Master's degree in Human Resources from RIT. He worked for the Prudential Asset Management Company in Florham Park, New Jersey, for almost three years as a financial reviewer. He joined the Center on Employment in 1993, and has enjoyed coordinating the employer development

team, co-op visitation program, and training. John's focus is on computer and engineering students.

Mr. Mark Rosica, Assistant Professor/ Counselor, Student and Academic Services, NTID, Rochester, New York

Mark is also owner and president of Adolescent and Family Resources, Inc., in Rochester, NY. Additional responsibilities at NTID/RIT include coordination of career planning seminars for the Office of First Year Studies, institute mediator for the Center for Student Conduct and Conflict Management, and adjunct faculty for the Information and Computing Studies Department. He did his doctoral studies in educational leadership at the University of Rochester and did a clinical externship and post-graduate studies in family therapy, also through the University of Rochester's affiliated programs at Strong Memorial Hospital.

There were also guest presentations by Dr. James DeCaro, director, PEN-International; Dr. Denise Kavin, Senior Project Associate, PEN-International; Mr. John Hay, Professor, Wolverhampton University, Wolverhampton, England; and Mr. Gordon Hay, Consultant, England.

Student Participants

Students were selected through a rigorous application, screening, and interviewing process at each of PEN-International's participating institutions: The National Technical Institute for the Deaf, Tsukuba University of Technology, Tianjin University of Technology, Bauman Moscow State Technical University, and the College of St. Benilde. Each school developed their own selection process, utilizing NTID's application materials. There were a total of 20 students, with a close to 50-50 male/female ratio. Most students ranged in age from 20 – 29 years old.

The five delegation groups were:

College of St. Benilde, Manila, Philippines

Ms. Maria Veronica Templo Perez, Faculty
 Ms. Maria Teresita Balido Buenaventura, Filipino Sign Language Interpreter
 Mr. John Xandre Concepcion Baliza, Filipino Sign Language Interpreter
 Mr. Archieval Garmatchia Bumanglag, Student
 Ms. Joyce Capistrano Lubuguin, Student
 Ms. Miracle Stephanie Mananes Nicosia, Student
 Ms. Melissa Rubi Nacua Rabang, Student

Tsukuba University of Technology, Tsukuba, Japan

Mr. Masahiko Suto, Faculty
 Dr. Mayumi Shirasawa, Japanese Sign Language Interpreter
 Dr. Hirohito Chonan, Japanese Sign Language Interpreter
 Ms. Machiko Takagi, Japanese Spoken Language Interpreter

Mrs. Aki Takizawa, Japanese Spoken Language Interpreter
Ms. Chiaki Mori, Student
Mr. Motoyoshi Akikawa, Student
Ms. Yuka Tamura, Student
Mr. Kensuke Takahashi, Student

Tianjin University of Technology, Tianjin, China

Ms. Han Mei, Faculty
Mr. Li Zigang, Chinese Spoken Language Interpreter
Mr. Li Qiang, Chinese Sign Language Interpreter
Ms. Li Kai, Chinese Sign Language Interpreter
Ms. Xiao Yijun, Student
Ms. Zhang Yixing, Student
Ms. Meng Xiaoyu, Student
Mr. Diao Fei, Student

Bauman Moscow State Technical University, Moscow, Russia

Dr. Alexander Stanevsky, Faculty
Ms. Vera Pirogova, Russian Sign Language Interpreter
Ms. Galina Shmoylova, Russian Sign Language Interpreter
Mr. Yuri Kalgin, Russian Spoken Language Interpreter
Ms. Galina Kirsanova, Russian Spoken Language Interpreter
Mr. Nikolay Aleksinskiy, Student
Ms. Anastasia Voronkova, Student
Mr. Alexander Kutnik, Student
Ms. Tatiana Lazukova, Student

Summer Institute Delegations



All Participants at
The
Summer Leadership Institute



Chinese Student Delegation



Japanese Student Delegation



Philippine Student Delegation



Russian Student Delegation



USA Student Delegation

Evaluation Methodology

Evaluation Design

The evaluation instrument consisted of 17 questions with a 5-point rating scale ranging from Strongly Agree to Strongly Disagree; a comments section; a workshop rating sheet; and an open-ended format section where participants were asked to comment on what they enjoyed the most, areas of improvement, follow-up activities, and other feedback. It was originally written in English and translated into Japanese, Chinese and Russian.

Sampling

All 20 student participants were given the evaluation at the end of the last day of the Leadership Institute, and given one hour to complete and turn in the evaluations. All 20 evaluations were returned, completed in full unless otherwise noted.

Analysis

All the evaluation responses in Japanese, Chinese and Russian were translated into English, and summarized into one master evaluation form. Because of the small sample, SPSS software was not used to compile the data. Questions 1 – 17 are presented using percentages, and all responses to open ended questions are included.

Part 1- Overall Assessment

| | | | | | |
|---|-----|-----|-----|-----|----|
| SA = Strongly agree A = Agree N = No opinion D = Disagree SD = Strongly disagree | SA | A | N | D | SD |
| 1. The leadership institute was a very positive experience for me. | 65% | 35% | | | |
| 2. The presentations covered an appropriate number of topics. | 45% | 55% | | | |
| 3. Most of the goals listed in the student expectations and projects documents were achieved. (19 responses) | 47% | 42% | 10% | | |
| 4. When I return to school, I will be able to use the methods and materials that I learned this week. | 50% | 40% | | 10% | |
| 5. Based on the knowledge I have gained from these workshops, I will make some changes in my role as a leader for my college and community. | 60% | 30% | 5% | 5% | |

| | | | | | |
|--|-----|-----|-----|-----|----|
| SA = Strongly agree A = Agree N = No opinion D = Disagree SD = Strongly disagree | SA | A | N | D | SD |
| 6. The strategies for supporting sign communication (interpreting) were acceptable. | 10% | 35% | 10% | | |
| 7. The strategies for supporting written communication (print materials/translation) were acceptable. | 55% | 35% | 10% | | |
| 8. The workshop handouts and articles were very helpful and appropriate to the subject. | 50% | 45% | | 5% | |
| 9. The facilities and location for the Institute were suitable. | 65% | 25% | 10% | | |
| 10. The dorm rooms were suitable. | 45% | 30% | 10% | 10% | 5% |
| 11. The meals were suitable. | 25% | 35% | 25% | 10% | 5% |
| 12. The meeting room/facilities were suitable. | 50% | 40% | 2% | | |
| 13. The field trip on Wednesday 9 August was enjoyable and informative. | 70% | 20% | | 5% | 5% |
| 14. The Student Cultural Night on Thursday, 10 August was enjoyable. | 65% | 30% | 5% | | |
| 15. Upon my return home, I intend to review and refer to the Summer Institute materials on the PEN-International web site. | 50% | 35% | 5% | 5% | 5% |
| 16. Overall, I thought the weeklong experience was very positive. | 80% | 20% | | | |
| 17. Overall, the itinerary (schedule – or amount of time for each meeting/event) was reasonable. | 35% | 40% | 15% | 5% | 5% |

Part 2- Verbatim Comments

Verbatim comments in regard to questions #1 – 17 of the evaluations were solicited. Some responses include:

One of the best experiences of my life so far!
I loved seeing the coast & walking through Brighton!
Student Cultural Night was awesome!
It was very interesting and fascinating.

We had a nice time and at the same time it was useful time.

Part 3- Workshop and Activities Summary

A total of thirteen presentations, group discussions, student group presentations, a cultural night presentation, and other activities took place. The nine structured workshop topics covered include:

1. "Life Experiences: The Making of Deaf Leaders"
2. "Developing Effective Communication and Negotiation Skills"
3. "Assumptions & Expectations Regarding People who are Deaf"
4. "Setting Goals & Achieving Them"
5. "Deaf Culture"
6. "Characteristics of Successful deaf Leaders"
7. "The History of Leadership in Deaf Culture"
8. "From Networking to Employment"
9. "Self-Advocacy for Access"

The four presentations that were rated most favorably are:

1. "Developing Effective Communication and Negotiation Skills" by J. DeCaro & M. Rosica, and "Setting Goals and Achieving them", by J. Macko & M. Rosica (tied)
2. "Assumptions & Expectations Regarding People who are Deaf" by P. DeCaro, and "Life Experiences: The Making of Deaf Leaders" by A. Hurwitz & V. Hurwitz (tied)

The entire week's schedule can be viewed at: www.pen.ntid.rit.edu/pdf/summer-institute/schedule.pdf. It is also available in Chinese, Japanese and Russian, at www.pen.ntid.rit.edu/summer-institute.php.

Part 4- Verbatim Comments

Student participants were asked to answer five open-ended questions in the evaluation. The questions, along with a sampling of verbatim responses were:

1. List two things you enjoyed the most about the Summer Institute?

Socializing & meeting the deaf students from the other countries.

Learning about how deaf people live in the different countries.

Good discussion of leadership in general.

The evening social hours with the other countries, bonding time.

Cultural night and the trip to Brighton was awesome.

Networking.

Simulation for mind.

Discussions and voicing different opinions.

I can communicate and play games with the students from other countries. I am very happy.

2. List two ways the Summer Institute could have been improved?

More activities (too much sitting).

Allow students to take charge afternoon/ evening.

Balance time of lecture and activity, a lecture all day is too much. Have students present and a balance of international speakers.

To present more critical and important topics about the Deafness and the situation of the Deaf people in the society.

To have more cultural parties dedicated to the culture of different ethnic groups.

Developing communication skills.

3. What kind of follow-up activities should there be to the Summer Institute?

A reunion! Blog/website for us to share what we've been up to that we can all add to/ check.

Videoconferencing with all 5 countries/ students.

Look into bringing different leaders to speak at different PEN affiliate schools.

To continue discussions with the friends I made this time via email and messaging.

To continue exchange between students, and with PEN stuff.

4. List two activities you will undertake when you return to your home and community as a result of the Summer Institute.

Create a promotional DVD.

Host a presentation to everyone at my school about my experience, encourage others to participate.

Leadership for Training to school and other.

To talk about what I saw and what I heard to people around me.

To adopt more Acts and Amendments to improve the situation of the Deaf people in our society.

After I go back to China, I will apply these knowledge, methods and information into practice, so that I can change myself and improve myself.

5. Do you have any other comments or feedback?

Amazing week!

I want to present or be involved with the next Summer Leadership Institute :)

I hope that the Summer Leadership Institute will be the longer the better in the future, so that we can have more time to communicate with teachers and students from other countries. Consequently we can understand each other more, and gain knowledge more and build friendships more deeply.

It was more fulfilling than I expected, and it was a very good experience. I would like to participate again if I can. Thank you very much.

Thank you for the Summer Leadership Institute.

Follow-Up Activities

Student participants have been asked to complete their Summer Leadership Institute journals, to be submitted to PEN-International during fall 2006 to be posted on the Summer Leadership Institute site, www.pen.ntid.rit.edu/summer-institute.php. Students are also expected to work as a team to offer a 1-2 hour delegation presentation on their experiences and what they have learned to their school community, again by fall 2006.

In the academic year following the Summer Institute, students are expected to plan, design, and complete individual projects within their institution or the surrounding local deaf community, to be completed, evaluated and reported by May 2007. These reports will be posted on the Summer Leadership Institute website.

Accompanying faculty members have been requested to work with students on their journals, presentations and projects, and to submit a final, comprehensive two-page report to PEN-International office by May, 2007. These final reports will also be posted on the Summer Leadership Institute website.

For more information:

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