

PEN-International Summer Leadership Institute  
August 9-16, 2008  
Herstmonceux Castle  
East Sussex, England  
[www.pen.ntid.rit.edu/summer-institute.php](http://www.pen.ntid.rit.edu/summer-institute.php)

## Overall Evaluation Summary

### Executive Summary

The second Postsecondary Education Network - International Summer Leadership Institute, a multinational weeklong program for college-age students who are deaf, took place 9- 16 August, 2008, at Herstmonceux Castle in East Sussex, England. It was organized and funded by PEN-International, a grant program funded by The Nippon Foundation of Japan and located at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT). The Leadership Institute was funded in part by generous gifts from Dr. Alfred Bader and his wife, Isabel, of Milwaukee, Wisconsin, original owners of Herstmonceux Castle, and their son Daniel Bader, president of the Helen Bader Foundation, also in Milwaukee.

Eighteen students, 14 sign language interpreters and voice language translators, five faculty members, three PEN team members, and eight speakers from NTID and each of PEN-International's major partner programs in China, Japan, Russia, and the United States participated in the program. Mr. Yasunobu Ishii of The Nippon Foundation also attended.



The goals of the Institute were to promote development of leadership skills among the 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 London.

A website containing information and materials related to the Summer Leadership Institute (<http://www.pen.ntid.rit.edu/events/exchanges/2008/summer-institute/>) 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 Flier (sample)
14. PEN-International Summer Institute Organizers (PEN team)
15. Contact Information (Kavin)

## Speakers

Primary Summer Institute speakers were:



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

Dr. 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.



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

Mrs. Hurwitz has 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 was 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.



Ms. Patricia Mudgett-DeCaro, Consultant, Rochester, New York

Ms. Mudgett-DeCaro holds M.S. and C.A.S. degrees and certifications in Biology, Counseling, and Sociology of Deaf Education and has worked as a teacher, counselor, researcher, and consultant in the field of deafness since 1970. She was a longtime faculty member in the Masters of Science in Secondary Education for Deaf Students (MSSE) program at NTID. She 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 touches on issues 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.



Ms. Mayumi Shirasawa, Assistant Professor, National Tsukuba University of Technology, Tsukuba, Japan.

Ms. Mayumi Shirasawa is an assistant professor in the Research and Support Center on Higher Education for the Visually and Hearing Impaired, Tsukuba University of Technology, Japan. Ms. Shirasawa is also the program coordinator of the Postsecondary Education Programs Network of Japan (PEPNet-Japan). Ms. Shirasawa holds a Ph.D. in Disability Studies, and her research focused on an objective analysis of Spoken Japanese to Japanese Sign Language interpreting. She is also a certified Japanese Sign Language interpreter.



Mr. Alim Chandani, Founder, Global Reach Out (GRO), Washington, D.C.

An experienced world traveler with an interest in helping young adults with disabilities in developing countries, Alim Chandani, a native of India, grew up in Los Angeles, California and graduated from RIT, where he was president of the student government and majored in new media and e-business. Mr. Chandani was a human rights delegate for Global Youth Connect organization in Cambodia in 2005 and later developed Global Reach Out (GRO), a program that provides young adults from the United States with cross-cultural experiences with young adults in developing countries. He was previously a Student Development Coordinator for Student Life Team at National Technical Institute for the Deaf and is currently pursuing doctoral studies in Deaf Education at Gallaudet University.



Ms. Cassie Franklin, Student Advisor, University of Wisconsin-Milwaukee, Wisconsin

Ms. Franklin graduated from UWM in 1997, and worked for two and a half years at the Wisconsin School for the Deaf before moving to the Bureau for the Deaf and Hard of Hearing, a state agency that provides information, resources and advocacy for those who are deaf and hard of hearing. Ms. Franklin is a Student Advisor at University of Wisconsin-Milwaukee, working with students with hearing loss and assessing their accommodation needs.





Mr. W. Scot Atkins, Director of Organizational Development and HR, Interprettek, Rochester, New York.

Mr. Atkins is director of organizational development and HR for Interprettek in Rochester. Previously, he was senior vice president of human resources for Communication Service for the Deaf (CSD), a non-profit organization serving deaf and hard-of-hearing consumers, where he provided strategic and tactical leadership to the human resources and the CSD University teams. Mr. Atkins has a bachelor's degree in Business Administration with a concentration in Human Resources and a master's degree in Human Resources Development, both from RIT. He received the Distinguished Alumni Award from RIT in 2002. He is currently pursuing a doctorate in Organizational development at the University of St. Thomas in Minnesota. He holds a Senior Professional Human Resources (SPHR) and a Global Professional Human Resources (GPHR) certification from the Human Resources Certification Institute.

Guest presentations were made by Dr. James DeCaro, director, PEN-International; Dr. Denise Kavin, Senior Project Associate, PEN-International; Mr. Yasunobu Ishii, Nippon Foundation.



## Student Participants

Students were selected through a rigorous application, screening, and interviewing process at each of PEN-International's participating institutions. Each school developed its own selection process, utilizing NTID's application materials. The 18 students chosen represented nearly a 50-50 male/female ratio. Most students ranged in age from 20 – 29 years old.

The six delegation groups were:



### Tsukuba University of Technology, Tsukuba, Japan

Dr. Masayuki Sato, Faculty

Dr. Mayumi Shirasawa, Japanese Sign Language Interpreter

Ms. Kyoko Isoda, Japanese Sign Language Interpreter

Ms. Machiko Takagi, Japanese Spoken Language Interpreter

Dr. Norimune Kawai, Assistant Professor, University of Hiroshima, Japanese Spoken Language Interpreter

Ms. Yuki Yamamoto, Student

Mr. Hiroyuki Watanabe, Student

Mr. Masanori Orihashi, Student

### PEPNet-Japan, Japan

Dr. Mayumi Shirasawa, Associate Professor

Ms. Hanae Ochi, Student, Ehime University



PEN-China, Tianjin China

Changchun University, Changchun, China

Beijing Union University, Beijing, China

Ms. Han Mei, Faculty

Ms. Pengyu Liu, Chinese Sign Language Interpreter

Ms. Jianping Liu, Chinese Sign Language Interpreter

Ms. Wei Hua, Chinese Spoken Language Interpreter

Ms. Fang Fang, Chinese Spoken Language Interpreter

Mr. Jingsheng Zhang, Student

Mr. Yuanqiang Cheng, Student

Ms. Meng Tian, Student

Ms. Cui Yang, Student





Bauman Moscow State Technical University, Moscow, Russia

Ms. Olga Oreshkina, Faculty

Ms. Ekaterina Lobacheva, Russian Sign Language Interpreter

Ms. Elena Provotorkhova, Russian Sign Language Interpreter

Mr. Yuri Kalgin, Russian Spoken Language Interpreter

Ms. Tatiana Savina, Russian Spoken Language Interpreter

Ms. Elena Pyankova, Student

Ms. Anastasia Samoylova, Student

Mr. Semen Krivobok, Student

Mr. Maxim Chalbushev, Student



National Technical Institute for the Deaf, Rochester, NY, USA

Mr. Alim Chandani, Faculty

Ms. Doney Oatman, American Sign Language Interpreter

Mr. Oliver Pouliot, American Sign Language Interpreter

Ms. Christine Ong, Student

Ms. Kathleen McGann, Student

Ms. Elena Iskandarova, Student

University of Wisconsin- Milwaukee, Milwaukee, WI, USA

Ms. Cassie Franklin, Faculty

Mr. Jason Anderson, Student

Ms. Catherine Eller, Student

## **Evaluation Methodology**

### **Evaluation Design**

The evaluation instrument consisted of 22 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. Additionally, there were questions about each workshop. It was originally written in English and translated into Chinese, Japanese, and Russian. Additionally, comments made during the weeklong session were recorded and included as an addendum to the summary.

A copy of the evaluation form can be viewed at:

<http://www.pen.ntid.rit.edu/events/exchanges/2008/summer-institute/>

### **Sampling**

All 18 student participants completed an evaluation on the last day of the Leadership Institute

### **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 – 22 are presented using percentages, and all responses to open-ended questions are included.

## Overall Assessment

SA = Strongly agree A = Agree N = No opinion D = Disagree SD = Strongly disagree	SA	A	N	D	SD
1. Overall, the SLI was a positive experience for me.	91%	8%			
2. The information and materials shared with me prior to coming to England were helpful.	48%	22%	24%	2%	
3. The student group presentations on leadership (at the beginning and end of the week) were informative and enjoyable.	72%	21%	5%	2%	
4. I am more aware of my strengths as a leader and will utilize my leadership skills when I return to my home country.	51%	37%	8%		
5. I have learned how to become a better advocate to promote access (breaking down barriers), support services, and employment in my country.	46%	32%	16%		
6. I will be able to use my new advocacy (self-support) skills when I return to my home country.	45%	40%	5%		
7. I learned about Deaf culture in other countries from the presentations.	78%	21%			
8. I learned about Deaf culture in other countries from my interactions with other students (outside of the presentations)	64%	21%	2%	2%	
9. The Student Cultural Night activities were enjoyable.	92%	8%			
10. This week, I have learned a great deal about myself as a Deaf person.	35%	27%	19%		
11. Overall, the presentations and activities this week helped me develop my leadership, advocacy and cultural mediation skills.	54%	29%	2%		
12. I intend to share what I have learned with others in my country.	64%	29%			
13. The sign language interpreting and voice translation services this week were acceptable.	54%	43%	2%		

SA = Strongly agree A = Agree N = No opinion D = Disagree SD = Strongly disagree	SA	A	N	D	SD
14. The availability and translation of print materials this week were acceptable.	48%	43%	2%		
15. The presentation handouts and articles were helpful and appropriate.	64%	32%	2%		
16. The Castle facilities and location for the Institute were suitable.	70%	27%	2%		
17. The Bader Hall dorm rooms were suitable.	48%	27%	13%	8%	
18. The meals were suitable.	32%	27%	32%	5%	2%
19. The meeting room was suitable.	56%	32%	10%	2%	
20. Upon my return home, I will use the Summer Leadership Institute materials on the PEN-International website.	54%	37%			
21. Overall, the schedule (and amount of time for each activity) was reasonable.	29%	37%	13%	16%	
22. Overall, the Summer Leadership Institute met my expectations.	56%	37%	2%		

## Verbatim Comments

Verbatim comments in regard to questions #1 – 22 of the evaluations were solicited. Some responses include:

- I learned so many things just in this one-week program. I am truly honored to be a part of this program. Thank you so much. Upon returning to my country, I would like to reconsider many things and do my best for the deaf children. Thank you again to all the staffs, and I will never forget about the summer of 2008. Please come to Japan in the future to visit us.
- I am really glad to be a part of PEN. Everyone is so friendly. I would like to gather with these members again in 2010 and test my improvement of ASL skill.
- I really enjoyed this program. This was a big turning point in my life. Thank you very much.
- The PEN programs give me the opportunity to communicate with and learn from other educators and improve my own ability, I am highly in favor of whatever PEN has done.



- Excellent learning from all the others.
- Somehow, more times for longer breaks- walks, etc. are needed.
- I noticed that most of the time we had difficulty understanding each other's Powerpoint because it is in the other language. Maybe ask students to make one in advance before the SLC and add it on to the CD.
- Interactions with other countries was amazing!

## Workshops Summary

Nine presentations, a group discussion on leadership and diversity, student group presentations on leadership, and a cultural night presentation took place. The workshop topics included:

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. "From Networking to Employment"
8. "Self-Advocacy for Access"

The five presentations that were rated most favorably are (not ranked in order):

1. "these quotes are still backwards! Deaf Culture"
2. "Developing Effective Communication and Negotiation Skills"
3. "... (above quote marks are backwards?) ... Characteristics of Successful Deaf Leaders"
4. "Setting Goals and Achieving Them"
5. "Program Development and Leadership"

(The schedule can be viewed at:

<http://www.pen.ntid.rit.edu/events/exchanges/2008/summer-institute/>)

## 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:

A. List two things you enjoyed the most about the Summer Institute.

- Cultural nights
- Socialization among students from all four countries
- Networking!
- Learning and growing in becoming a stronger leader
- Growing as a person and seeing others beside me that care about something
- Going to London for the day, but need time! Maybe one overnight stay?
- Learning other languages that can be used with others

- Interacting with other cultures was amazing! Helped to remove preconceived notions and stereotypes
- Learning ways to lead with intelligent people of other cultures
- Leadership Development and Leadership (Shirasawa)
- The performance of the Summer Institute was good. It was a brilliant solution to a complex task: to combine in one program people from the different countries with the diversified culture.
- The food was very good, as well as the opportunity to visit London.
- I found out what it means to be a deaf person.

B. List two ways the Summer Institute could have been improved.

- Better choice of interpreters from different countries. Maybe have students list their preferences of interpreters then PEN can contact those interpreters directly to come.
- More free time, like one hour each day where we can all explore more and get to know each other.
- No improvement necessary. It was a perfect pace with useful information.
- Presented perfectly.
- Less dense schedules.
- Cookies at breaks.
- More interaction, especially on sunny days. Maybe have more outside activities.
- Make the presentations more global. I would have liked to hear how other countries deal with leadership and conflict.
- Give a little more time to associate with other countries outside of meetings.
- Change location sometimes- outside?
- Staff training beforehand- some interpreters and faculty overstepped boundaries and roles (from US perspective).
- Clear expectations regarding student-produced work.
- More social time! It is precious for social exchanges!
- The food could be more cultural- showing different types of cuisine depending on who comes to PEN.
- Reducing amount of the presentations, it's a little bit hard for students to assimilate so much stuff.
- Reducing the course load a little bit; it's better to make food adapted to the people from different countries.
- The food is not appropriate.
- To make changes in the schedule in order to leave more free time for the communication with the other students and for more time for the sport activities (volleyball and basketball).
- It is necessary to spread around the world how successful the deaf people could be.
- The improvement of translation system!! Communication access relates to the satisfaction. Japan had very good system but I felt bad for the Chinese who did not.
- Each individual workshop was very good but it would have been better if the overall flow of the program was more clear.

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

- Create a database where we could have messages, pictures or personal pages connected to this group, like Facebook.
- Reunion would be amazing where we can share the after experience of leadership.

- Listserv, networking, email, and web-based projects
- Reunion for all students from 2006 and this summer.
- Six- month meetings in your own country to see what you have accomplished so far.
- Journal/blog on PEN website (and make it easier to find!).
- Maybe we could meet somewhere else in 2010 as was suggested and meet with 2006 group.
- Monitoring the progress of the students; can have a reunion activity in the near two years to see how students improve their leadership after the training in school.
- Video conference call.
- Video journal, blogs.
- Provide more introduction of the culture of the country where the student will go.
- Let students learn more about culture of the country they visit. They probably have only one chance to go abroad in their lifetime, it's better to give them more time to tour around.
- Organize more teleconferences with the organizations participating in SLI.
- All presentations should be combined in one handout and published later as a book.
- I would like to reunite in 2010. I am sure everyone will act upon their goals but when we meet again in few years, it will rejuvenate our motivation again. I want to study ASL more and see how much I improved in 2010.

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

- Role model and volunteerism/cultural interpretations/networking
- Setting up a goal and accomplish it.
- New leadership games
- Present materials to our students.
- Conduct our own deaf leadership day.
- Taking more active action into what I am doing, enriching myself and making myself perfect.
- Borrowing the successful experiences from others.
- Keep in touch with others to continue networking.
- Cultivating my capability, make me learn a lot of things
- See how progress is happening with goals and networking.
- Gesture, some new signs, some workshops that helped me grow as a leader or a genuine person.
- Also, compromising, respect and being inspired by my network.
- Bringing back the concept of deaf leaders? to our country, let deaf students learn how to become a successful people.
- To found a Central Russian School of Leadership and develop a program that will involve the deaf and hard-of-hearing students from the professional schools,
- I will try to create a program to teach sign language.
- To establish an identity as a deaf person.

E. Do you have any other comments or feedback?

- Overall, the experience has been beyond amazing. The concept is just great. I wish we had 10 to 14 days instead of 7 days. Students finally came out of their shells on the third day, More diverse presenters would be nice. Better guidelines on selection of interpreters. Thank you for inviting me!

- I think the team did a wonderful job planning and executing the experience! Thank you for allowing me to benefit from it!
- It was a wonderful experience and I had an amazing time learning and creating my network. I wish I had a bit more time to teach and take from the students through interactions. We need more diversity in the presenters.
- Dietary- need to inform the kitchen to make something if needed.
- Snacks during break time? Cheese and crackers.
- Group walk around the court yard, etc.
- I understand it is expensive to come, but due to interpretation times, we could have gone longer. We missed a lot of points/slides due to interpretation.
- Wish this program will become better and better. Highly upholding it.
- This program has enriched content, all the teachers are very professional. Learned about what qualities are required of a successful leader.
- I am very glad that I attended SLI. I fully support their goals and ideas. The SLI is needed for the deaf people to develop their leadership skills.
- I liked everything, but the schedule was too busy. I liked that the presentations were interrupted in the middle to play games. It is very interesting method of teaching. The translators were doing an excellent job.
- Since there are many countries attending, it would be better to have the seats mixed up instead of sitting with your country. We should have the interpreter come to the front and the students should sit randomly.
- I really enjoyed this program. This was a big turning point in my life. Thank you very much.
- It would be nice to have an opportunity to meet with the participants again.

## Summary

Student participants were asked to complete and submit their Summer Leadership Institute journals to PEN-International during fall 2008 to be posted on the Summer Leadership Institute site: <http://www.pen.ntid.rit.edu/events/exchanges/2008/summer-institute/>. Most of the journals have been posted online. 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 2008.

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 2009. These final reports will also be posted on the Summer Leadership Institute website.

## For more information:

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