



**PEN-International**  
*For Students Who Are Deaf or Hard-of-Hearing*

National Technical Institute for the Deaf  
Rochester Institute of Technology  
52 Lomb Memorial Drive  
Rochester, New York 14623-5604  
[www.pen.ntid.rit.edu](http://www.pen.ntid.rit.edu)

**2010 Summer Leadership Institute  
for Postsecondary Deaf and Hard of Hearing students**

**Student Expectations and Projects**

The major goals of the Summer Institute are to:

1. Promote development of leadership skills among student leaders.
2. Focus on advocacy skills in the areas of general access, support services and employment.
3. Engage in learning about Deaf culture and awareness.

What are the expectations of student ambassadors?

Prior to the Summer Institute:

1. Participate in mandatory orientation sessions at their school. Failure to participate may result in replacement as a student ambassador.
2. Seek opportunities to participate in leadership activities, enabling them to better participate in the Institute.
3. Review the reading packets that will be sent to participants.
4. As a group, develop a 15-minute group presentation, to be given on the first day of the Institute (see Student Presentations document).

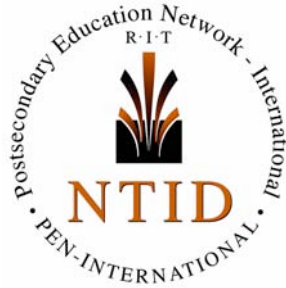
During the Summer Institute:

1. Comply to the Institute Student Code of Conduct.
2. Be in attendance for and participate fully in all presentations and activities.
3. All 'free time' activities will be planned and carried out by the delegation as a group. There will be no 'on your own time' activities.
4. Begin a journal of his/her trip (written, photo, video or other format agreed upon).

5. Give a group presentation on the first day of the Institute, and prepare for a second group presentation to be given on the last day of the Institute (see Student Presentations document).

After the Summer Institute:

1. Complete and edit the student journals started at the Institute, to be submitted by **3 October, 2010**, which will be posted on the PEN-International WWW site.
2. Work as a team to prepare and offer a 1-2 hour delegation presentation on their experiences and what they have learned, to their school community by **24 October 2010**.
3. In the academic year following the Summer Institute, participate in institutional and community-wide activities, seek and assume leadership positions, and actively engage in volunteer opportunities. Faculty members will be asked to submit reports in **1 May 2011** which outline contributions of student ambassadors to their school and community, as a result of the Summer Leadership Institute.
4. Be assigned other duties and responsibilities as determined.



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**Faculty Expectations**

The major goals of the Summer Institute are to:

1. Promote development of leadership skills in student ambassadors.
2. Focus on advocacy skills in the areas of general access, support services and employment.
3. Engage in learning about Deaf culture and awareness.

What are the expectations of faculty members?

Prior to the Summer Institute:

1. Coordinate the selection process of 4 student ambassadors and sign language/ spoken language translators.
2. Serve as primary contact to PEN-International staff for travel arrangements and other logistics.
3. Organize a mandatory orientation session for student ambassadors at their school.
4. Review the Student Code of Conduct and ensure that student ambassadors follow this code.
5. Encourage student ambassadors to participate in leadership activities prior to the Summer Institute, enabling them to better participate in the Institute.
6. Review materials that will be sent to participants.
7. Provide guidance to student ambassadors in developing their group presentations during the Institute.

During the Summer Institute:

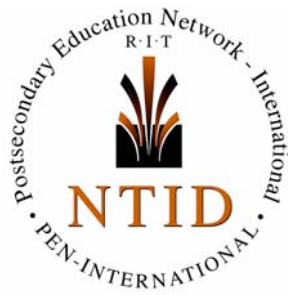
1. Be in attendance for all presentations and activities, and participate as appropriate. Faculty members are expected to be available and on call for the entire duration of the Institute.
2. Accompany their students at all times. All 'free time' activities will be planned and carried out by the delegation as a group. Oversee the progress of written journals by student ambassadors (written, photo or video).
3. Provide guidance to students in developing their group presentations, to be given during the Institute.

After the Summer Institute:

1. Ensure that completed, edited student journals written at the Institute are submitted by **3 October 2010**, which will be posted on the PEN-International WWW site.
2. Provide guidance to student ambassadors who will work as a team to prepare and offer a 1-2 hour delegation presentation on their experiences, to their school community by **24 October 2010**.
3. Submit a final, comprehensive two-page report to the PEN-International office by **1 May 2011**, which will be posted on the PEN-International WWW site.

This report should include the following information:

- a. A summary of your students' individual community projects, activities or contributions within their institution or the surrounding deaf community. This information should include: activities undertaken, individuals involved, audience, any evaluations, and results.
  - b. Additional observations and comments about the impact of the PEN-International Summer Leadership Institute on your delegation, school and community.
4. Be assigned other duties and responsibilities as determined.



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**Student Code of Conduct**

Ground Rules for Group Discussion:

1. The speaker will moderate all communication during his/her presentation.
2. Use "I" statements, speaking from your own experience.
3. Give your name before making a statement.
4. Respect each other's ideas.
5. Keep issues that are discussed confidential.
6. Speak when you are inspired.
7. Listen carefully to each other, and wait until others have finished talking, before you speak.
8. There will be various spoken and sign languages used. Please be sensitive to the translation process and the length of time required.

(Aune, B. & Chelberg, G., editors. Igniting the Power in Disability: A Leadership Curriculum, Disability Services, University of Minnesota, Minneapolis, MN, 1996)

Participants should:

- View the Institute is a learning community where time, energy and resources are focused on learning and personal development.
- Work together to foster their own learning, as well as the learning of others.

- Hold themselves and each other to high standards of personal integrity and responsibility.
- Strive to exceed their personal best in the development of interpersonal and professional skills and attributes.
- Conduct themselves in a manner that is thoughtful, civil, sober and considerate.
- Respect the dignity of all persons and act to protect and safeguard the well being of others.
- Strive to create a culture that values diversity and discourages bigotry, while learning from individual differences.

Adapted from Rochester Institute of Technology Institute Council – RIT's Expectations for Community behavior, 2/11/98

### Student Code of Conduct

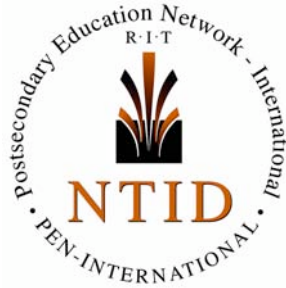
Any student found to have committed the following prohibited conduct may be asked to leave the Summer Institute.

1. **ENDANGERING BEHAVIOR:** Conduct that threatens or endangers the health and/or safety of a person.
2. **FRAUD:** All forms of dishonesty including cheating, plagiarism, knowingly furnishing false information, and forgery, alteration or use of documents or identification to defraud.
3. **INAPPROPRIATE BEHAVIOR:** Unreasonable disruption or obstruction of Institute activities.
4. **HARASSMENT:** Abuse, threats, intimidation, assault, coercion and/or conduct, by physical, verbal, signed, written, photographic or electronic means, which threatens or endangers any person.
5. **SEXUAL MISCONDUCT:** All forms of sexual misconduct, including any form of unwanted sexual contact; "unwanted" means against a person's wishes or without consent, including those instances in which the individual is unable to give consent because of unconsciousness, sleep, impairment, or intoxication due to alcohol or drugs.
6. **THEFT/VANDALISM:** Attempted or actual theft of, damage to, or unauthorized possession or alteration of property.
7. **FAILURE TO COMPLY:** Failure to comply with directions of law enforcement officers acting in performance of their duties; obstruction of the performance of these duties or failure to identify oneself to these persons when requested to do so.
8. **FIRE/FIRE SAFETY:** Setting a fire, causing a false fire alarm, or causing an unreasonable situation that creates a fire safety hazard.
9. **VIOLATION OF THE LAW:** Violation of federal, state or local law.
10. **WEAPON POSSESSION:** Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on Institute premises.
11. **DISORDERLY CONDUCT:** Conduct which is disruptive, lewd or indecent and breaches the peace of the community.

Adapted from Rochester Institute of Technology Conduct Code, 2005

### Use of Alcohol

The laws of England govern East Sussex, and the legal age for drinking alcohol in England is 18 years. Students are bound by the laws of England, and as guests of Queen's University's Herstmonceux Castle campus, they are also bound by their policies. Consumption of alcohol is allowed only in the designated pub at Herstmonceux Castle.



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**Communication Tips**

**General**

- \* Use the term 'international guests' rather than 'foreigners' or 'foreign nationals'.
- \* Communicating with international guests requires patience, courtesy and flexibility. There will be misunderstandings but do not lose your patience or get anxious—simply continue to clarify.
- \* Despite the language barrier, do not be shy. Using spoken/ sign communication and/or gestures, show an interest in the international guest. Take some time to find out what topics are of interest to them.
- \* Making the effort to learn a few commonly used words or signs of the international guest's native language (e.g. 'Thank you') is always much appreciated.
- \* If the international guest possesses some knowledge of your language, communicate slower and clearly. However, do not make the message so simple that you appear condescending.
- \* Speak with more formality, however, do not be stiff in your communication (e.g. instead of saying 'hi there', say 'hello'. Instead of saying 'he'll', say 'he will')
- \* Slang, idioms, or jargon are very difficult to translate and are often taken literally, which can lead to misunderstandings. For example, the idiom, "The door is always open", which is used to indicate that a guest is always welcome, might be greeted by the question, "Why do you always leave your door open?"
- \* Do not use rhetorical questions as that may confuse the listener. Rather than say, "Why do we do this?", say, "We do this because....."



- \* For international guests who have limited knowledge of your language, try writing important things down, or using pictures and diagrams (e.g., directions, instructions, schedules).
- \* Use universal standards for descriptions (e.g. 2:00 p.m. can be translated into 14.00 hours, March 12, 2005 can be translated into 12 March 2005, and miles can be converted to kilometers).
- \* Use a bilingual dictionary to assist with communication.
- \* Many cultures use formality in communication. Avoid calling international guests by their first names, unless invited to do so. Use titles (e.g. Mr., Mrs., Doctor, Professor). If you are unsure of their surname, simply ask. (*Travel Industry Association of America*).
- \* While body language can be a very useful communication tool, use caution. For example:
  - \* Different cultures may have a different 'comfort zones'.
  - \* Minimize hand gestures, as some gestures may have negative meanings in some countries
  - \* In general, avoid physically touching international guests as it may be perceived as aggressive in some cultures. On the other hand, in some cultures, touching is very common but where and how one is touched is critical. Follow the lead of others, but only if you yourself feel comfortable.
  - \* Some cultures may consider direct eye contact as intrusive and disrespectful. Try to mirror the degree of eye contact they give you.
  - \* The handshake has many variations among cultures. Wait and see if the international visitor extends his/her hand, and if so, try to match the pressure and length of the handshake. (*Travel Industry Association of America*)

### **Presentations using interpreters**

- \* It is possible that communication may be two, three, or even four way. For instance, a deaf presenter who uses American Sign Language (ASL) may require an ASL interpreter to voice into English. A second interpreter would translate from spoken English into the spoken language of the international guest. Then, a third interpreter would translate from the spoken language of the international guest into their native sign language.
- \* Audience members should be assertive and take responsibility for their communication needs. Make your needs known. If you do not understand, let others know and make suggestions for change.
- \* Be sure that the interpreter set up allows for all participants to have clear visual access. Audience members are encouraged to sit with their peer groups for the purpose of visual lines and interpreting.
- \* Presenters should deliver their information in small segments. Say only a few sentences on a topic but make sure that the sentences communicate a complete idea. Pause, and wait for the interpreters to translate the information to the audience. Then, move on to the next few sentences of your presentation.
- \* Presenters should use simple, literal sentence structures which leave less room for misunderstandings, and are best for the interpreters to translate. Less material is better than too much material.
- \* Presenters should encourage and allow time for questions from the audience, and for the translation process.

\* Presenters should be flexible and prepared for the unexpected! The dynamics of communication change constantly. There may be times when you need to talk and sign at the same time due to the interpreting set-up and audience needs.

\* Everyone should use active listening. Clarify what you see/hear so that the interpreters can translate for the audience.

\* Take a few minutes at the beginning of the day, and at the end of the day, to review the communication set-up.

## **References**

1. Travel Industry Association of America, 1100 New York Avenue, NW, Suite 450, Washington, DC 20005-3934, Copyright 2005.  
[http://www.tia.org/Tourism/ntw\\_tipsinternational.asp](http://www.tia.org/Tourism/ntw_tipsinternational.asp)
2. The Center for Association Leadership, 1300 Pennsylvania Ave., Washington, DC, 20004. Copyright 2001, 2002.  
<http://www.centeronline.org/knowledge/whitepaper.cfm>