Evaluation of PEN-International

PEN-International R·I·T NTID

R·I·T PEN-International NTID

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To: Yason

From: Japan JubeCaro Date: 24 February 2009

Subject: Evaluation of PEN-International

Dear-Yaz.

As detailed in our proposal to The Nippon Foundation (2000), PEN-International has been committed from the outset to process, product and outcome evaluation for every aspect of our program. In an effort to provide you with an overview of our evaluation efforts, we have pulled together several evaluation documents for your review (attached). I trust that these documents will be helpful to you and Ohno-san as you prepare the PEN-International evaluation that Sasakawa-san has requested.

In the current memo, I will provide a summary of the major evaluation activities we have undertaken. In addition, we will present you with our Year 8 Annual Report on 6 April.

However, given Sasakawa-san's request for an evaluation of PEN, we will present you with one additional report on 6 April... Summary Report of PEN-International Outcomes: Years One through Eight. That report will provide a summative overview of PEN's outcomes and contributions in each country in which we work.

I will now summarize what you will find in each attachment to this report:

• Attachment A is an evaluation report prepared by a doctoral candidate at St. Thomas University in organizational development. We contracted with him to conduct an independent evaluation of our performance as measured by the directors of each PEN partner institution. He conducted the evaluation in Summer 2008 during the Technology Symposium at NTID. You will note that there are two major concerns stipulated in his report that are related to the impending downsizing of PEN as we redirect our efforts to upper secondary education. The two areas of concern that cut across all partners are as follows:

- o The need for better horizontal communication between and among each partner institution across countries.
- o How to expand the number of countries that participate in PEN as the 10-year cycle comes to an end
- Attachment B is a self study we did at the end of our first five-year as we prepared to enter the second 5-year cycle. The attachment provides the evaluation offered by our partners and the action steps we took to address their recommendations (in yellow). I believe you will find that we have addressed the concerns raised by our partners.
- Attachment C is an evaluation report that PEN prepared for you in 2004 to provide a summary of our accomplishment. I believe you utilized this document in preparing the year five PEN submission to your board.
- Attachment D is a confidential management memo that I prepared for you in 2004. Byand-large, most of the concerns I raised at that time have been addressed or we have found ways to work around them.



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Dr. James DeCaro, Director, PEN-International National Technical Institute for the Deaf Rochester Institute of Technology 52 Lomb Memorial Drive Rochester, NY 14623

February 15, 2009

Dear Dr. DeCaro,

Enclosed you will find a completed evaluation report for PEN-International. This report represents the summary of the interviews that were conducted in the summer of 2008 with the leaders of the major partner institutions within the PEN-International network. It is my hope that you will find this information useful in planning purposes for PEN-International in the upcoming years.

Thank you for the opportunity to work with you and Bill Clymer on this worthwhile project. Please do not hesitate to contact me if you have any questions about the study.

Sincerely,

W. Scot Atkins

Doctoral Student, Organizational Development Program

University of St. Thomas

Enclosures

PEN-International Year Eight Evaluation Report: Interviews with Principal Leaders of Partner Institutions

Scot Atkins University of St. Thomas

February 6, 2009

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PEN-International Year Eight Evaluation Report: Interviews with Principal Leaders of Partner Institutions

Scot Atkins University of St. Thomas

Introduction

Interviews were conducted with each of the leaders of PEN-International partner institutes within the PEN-International network. The goal was to collect qualitative data from these leaders about the successes and challenges of working with the PEN-International program and to provide data that will help shape strategic decisions for the next phase of PEN-International. Scot Atkins, a consultant affiliated with the University of St. Thomas in Minnesota, conducted these interviews during the annual PEN-International business meeting in <u>lune of 2008</u> in the middle of Year Eight of PEN-International. Questions were translated and emailed to each interviewee ahead of the interview to allow time to think about answers. Mr. Atkins interviewed each leader individually and took extensive notes during the interview. Most of the interviews were conducted in a free-flowing style with interview questions used as a guide. Mr. Atkins made sure that all questions were answered. Some individuals prepared their answers ahead of time and followed the format prescribed by the interview guide. Mr. Atkins, himself Deaf, used the services of an ASL interpreter, while each interviewee utilized the services of a spoken translator in his/her native language.

Interviews are written in anecdotal and narrative format. All data has been included in its entirety and has not been edited except for organizing purposes. Immediately following, a summary of common themes provides a snapshot of commonalities among individual interviews.

Executive Summary: Common Themes

Common Successes

- All of the partners agree that they benefit greatly from collaboration with other partner institutes. They would like to see more of this "horizontal" collaboration.
- Funding to start programs has been beneficial because it has allowed programs to obtain more funding from other sources.
- This program has helped in the development of formal collaboration efforts with other college programs within the partner country.
- Several partner institutes have indicated higher job placement rates among Deaf students who attend their program.
- PEN-International has helped many of the partner institutes establish or expand their programs.

Common Challenges

- All of the partners expressed concern about communication among partner
 institutes and all would like to see more frequent exchanges of information. A
 number of partner institutes will see their principal leader retire in the near
 future. Many would like to see a plan to replace these leaders and to have a
 senior advisory group to help with the transitional issues associated with
 this situation.
- More countries would like to be part of PEN-International. How can this
 occur given that the 10-year cycle is almost over?

Interview Summaries:

Principals interviewed:

Dr. Alexander Stanevsky, Director, PEN-Russia, Bauman Moscow State Technical University (BMSTU)

Dr. Naoki Ohnuma, Director, PEN- Japan, National Tsukuba University of Technology (N-TUT)

Dir. Guodong Bao, Director, PEN- China, Tainjin University of Technology (TUT) Dean Theresa De La Torre, De La Salle College of St. Benilde, Philippines Dr. James DeCaro, Director, PEN-International

Professor E. William Clymer, Associate Director, PEN-International

Dr. Alexander Stanevsky- Director, PEN-Russia

In 1934, Bauman-Moscow State Technical University (BMSTU) started the first technical college program for Deaf students in the world. For a long time, Bauman operated in a closed society, but after developing a relationship with the National Technical Institute for the Deaf, Bauman officials decided to expand opportunities through collaboration with others. As Dr. Stanevsky stated, "God meant for this to happen". In 2001, Bauman and NTID entered into an agreement to work together. This ambitious project expanded offerings for Deaf students in Russia. Bauman prided itself in being the best technical college in Russia and wanted to collaborate with an equally qualified institute in the United States.

When asked about the direct benefits from the PEN- International partnership, Dr. Stanevsky cited three. First, Bauman benefits directly from learning new methodologies in educating Deaf college students. Dr. Stanevsky remarks that by collaborating with other partner institutes, the knowledge base for educating Deaf individuals has increased significantly. This includes the design of technology in the classroom for delivery of instruction. Second, Bauman is grateful for the financial support that PEN-International has provided to help establish new facilities at Bauman, such as a "smart classroom and laboratory". Third, the "human contact" with other similar college programs has helped Bauman contribute to a "common vision in ways to teach Deaf people". The shared learning provides insights into problems that Deaf people face every day and allows administrators and faculty to come up with ways to overcome these problems.

When asked about some of the programs have been developed at Bauman through PEN-International, Dr. Stanevsky stated that, "While we had the core programs at Bauman, PEN-International gave us new tools to enhance them." As an example, PEN-International sent faculty resources to help design the computer lab for Bauman. A second room was added and then the program expanded significantly.

Bauman helped create the network for Russian college programs for the Deaf. In doing so, personnel at Bauman analyzed the educational situation in Russia and chose universities that have demonstrated the best success in educating Deaf individuals. In 2005, agreements were signed with five programs in Russia to become part of PEN-Russia. Funds from PEN-International were earmarked to support the development of technology labs in each of the programs. The five programs were then expected to come up with the rest of the funds to maintain their programs. The Russian government has given funds to PEN-Russia participants and a decree was signed by the Russian government to allow this money to be given to the programs tax-free.

When asked about the experience of working with other PEN-International partners, Dr. Stanevsky indicated that he has not had any major problems in communicating with partner institutes in the United States. He did mention that there were challenges in communicating with colleagues in China and Japan. He said that "they were all different" and culture played a big role. Bauman has always been mainstreamed and some of the other countries have just begun to start mainstreaming, so there were some differences in opinions about how this should be conducted. When asked, "What are you doing to address these cultural differences?", Dr. Stanevsky stated that the Deaf students in Russia have high expectations of Deaf people in other countries and that PEN-International can play a role in creating an atmosphere for other countries to adopt. Every year, these challenges are improving, especially in relations with PEN-Japan and PEN-China. Cross-exchange visits with these countries significantly helped in this arena, providing valuable exchanges of information and resources. In 2007, three Chinese representatives came to Bauman as part of an exchange. Director Bao from China

came to Bauman to meet with Dr. Stanevsky and numerous ideas were exchanged. In 2007, a delegation from Bauman visited its colleague institute in Japan. Several videoconferences were held with the Tsukuba College of Technology. Dr. Stanevsky added that all of these activities are helping to "shape a shared vision for what to give students", even though there may not be full agreement on what that vision is. When asked for further clarification, Dr. Stanevsky remarked that common vision is happening among the major countries in the partnership (China, Russia, Japan and the US), but he wishes it would happen more with the other countries. It is important to have similar technology so that everyone can access a good network.

PEN-Russia has benefited greatly from collaboration among the five Russian college programs for the Deaf. At the PEN-International annual meeting, the representatives from the five programs met and all agreed that they need to work together in tighter unity and to share expertise at the table. They agreed that they need to be willing to follow through and that their "first wish is to give, not to get".

As for the next five years, Dr. Stanevsky hopes for more inter-country collaboration on projects (i.e. Russia/China, etc). Exploration of common resources is needed to further the progress in Deaf Education. More sharing of common intellectual and educational resources needs to happen. At the university level, Dr. Stanevsky hopes to see more opportunities for Deaf people, including doctorate programs and more choices for majors. This is now limited because a lot of universities don't have experience in teaching a wide array of program offerings.

Dr. Ohnuma- PEN-Japan

PEN-Japan has been involved with PEN-International since PEN was formed because of its relationship with The Nippon Foundation, which provides financial support to numerous causes worldwide When Mr. Ishii from The Nippon Foundation met with Dr. Ohnuma to discuss programs that would be meaningful for the Foundation to invest in, they agreed to focus on "hearing disabilities", according to Dr. Ohnuma. They wanted the programs to focus on three things: Asia, Higher Education and Deafness. In 2000, at the Asian Pacific Congress on Deafness, Dr. Ohnuma and Mr. Ishii met with Dr. DeCaro. It was agreed that funds would be used

to support Asian college programs for the Deaf. There was strong support from the then-President of the National Tsukuba University of Technology (N-TUT) (college for the Deaf).

Through the years, N-TUT became a partner with four Chinese and Korean schools and conducted international conferences that would have an impact on many programs in the Pacific Rim region.

Dr. Ohnuma remarked that the intention of the Nippon/PEN-International relationship is to provide "seed money" to establish a far-reaching partnership in the area. This was meant to be short term, as the principals in the partnership did not want to encourage dependency on PEN-International to sustain long-term programs. Dr. Ohnuma cited the desire for the Japanese government to contribute \$5 million to help sustain programs through the partnership. After the seed money was given to PEN-Japan, they were able to successfully obtain additional funding, subsequently contributing to becoming one of the most well-funded programs in Japan. Many Deaf and hard-of-hearing students get very little funding for private college programs. Eventually, PEN-Japan, through the National Tsukuba University of Technology, became the "hub" of a consortium of 700 private universities that benefit from the program. According to Dr. Ohnuma, "PEN-Japan is the center; however we support what is needed for Deaf and hard-of-hearing students". Applications are received from private schools and are reviewed for need. Dr. Ohnuma cited a "100% placement rate" for students who seek jobs as a result of education funded through the programs of PEN-Japan.

When asked for three wishes for what should be included through PEN-International, Dr. Ohnuma stressed the importance of expanding the "horizons" of the PEN-International umbrella to include all levels of education, specifically at the 0-12 grade levels. Secondly, Dr. Ohuma stated the need for overcoming the current situation of miscommunication between the different partner countries. He emphasized the need to "focus on strengths to inspire each other instead of focusing on negative areas". Thirdly, Dr. Ohnuma wants all of the partners to develop and inspire each other even when the funds are no longer available from PEN-International.

The biggest challenge in the PEN-Japan region is the increasing number of Deaf students, many of whom need sign language access services in the universities. Those who are hard of hearing, however, need access to spoken language (auditory based). The biggest weakness of PEN-International is that there is very little focus on hard-of-hearing students and those who have cochlear implants. The numbers of these types of students are increasing significantly and we need to address the issues from this group.

Dr. Ohnuma also mentioned transitional issues in leadership at both PEN-Japan and PEN-China. Dr. Ohnuma and Director Bao are retiring in the near future, creating a huge need for strong leadership. Dr. Ohnuma would like to set up a "senior advisory board" to help ease transitory issues to the next leader of PEN-Japan. Dr. Ohnuma is concerned about the future because funding may drop and we have more countries that have requested the support of PEN-International. Dr. Ohnuma says that by focusing on fewer countries and applying fewer educational models, PEN-International may be in a position to streamline its focus better?.

When asked for advice for the next five years, Dr. Ohnuma indicates that the screening process for application to become a partner country is not clear. The process is not a strong one for the next five years and it does not promote community sense among the partners. Language has become an issue and PEN-International needs to make the screening process more transparent]. When new countries were added to the partnership, Dr. Ohnuma was not aware of it until after the fact. He stated that all partner institutes need to be involved in the screening process. Further, Dr. Ohnuma states strongly the need for open communication among the partners.

Additionally, Dr. Ohnuma envisions an exchange program for college teachers to be able to develop professional skills and to expand their knowledge of tools to teach Deaf and hard-of- hearing people. Beyond that, Dr. Ohnuma would love for an International University for the Deaf to be established through PEN-International. Partnerships with other foundations are critical for the survival of the program (ie., Japan Foundation).

Director Bao-PEN-China

Director Bao was one of the principal founders of PEN-International. Director Bao proudly stated that the PEN-International agreement was signed on his birthday in 1999. (The ceremony also included a birthday cake!) China as a country is expanding economically and PEN-China is interested in learning more about how other countries successfully educate their Deaf children. Right now, China is operating in a "closed system" and there are five universities that make up PEN-China. We would like to provide more exposure for our teachers and for our Deaf teachers. Our teachers have traveled to NTID to attend workshops on how to deliver instruction to Deaf students. NTID has many majors, but the universities in China are somewhat limited to the visual arts fields. Through PEN-International, Director Bao and the instructors at the universities realize that PEN-China can add more majors in the university system to serve the Deaf and Hard of Hearing students. The partnership has helped them to be more open. According to Director Bao, there are 20 million Deaf people in China and PEN-International plays a big role in educating Deaf people at the university level.

Director Bao cited specific examples of what is working well with PEN-International. Twenty teachers were sent from China to NTID to help improve their instruction of the Deaf. Director Bao stated that this has a role in helping in a small way to transform Deaf Education in China. At the Summer Leadership Institute at Herstmonceaux Castle in England, the Chinese students were amazed at what they learned through the program. In Shanghai, the ASL training program, established in part by PEN-International, was a success. With PEN-International's support, PEN-China established a successful car race for Deaf students. Students designed paper race cars with micro motors. This stretched the creativity of the students to come up with designs for the cars and provided educational opportunities for them. An Art Show was coordinated along with PEN-Japan. The winning art was presented at the Dyer Art Gallery at the National Technical Institute for the Deaf.

Additionally, PEN-China collaborated with PEN-International on an extensive report on the state of the Deaf in China. The findings from this report were sent to the Minister for Special People and other governmental agencies. The report

outlined challenges in China, specifically in that the college programs for Deaf students lag greatly by international standards. Fewer than 1,000 Deaf students actually attend college and there is very little training for Deaf children. The report conducted with PEN-International clearly show China is "playing catch up" in Deaf postsecondary education in comparison with other countries.

Director Bao would like all 5 PEN-International partners to come to China for a research-focused conference regarding Deaf Education. He is glad that PEN-International supports the concept and looks forward to having this idea come to fruition.

When asked for three wishes for PEN-China in light of PEN-International's support, Director Bao expressed the need for more academic exchanges, more PEN activities in China, and more monetary support to support the exploration of the best ways to teach the Deaf. Director Bao stated that China has the highest number of Deaf people in the world, so it makes sense to have China in more of a central role in Deaf Education in the world.

In explaining the challenges that PEN-International faces, Director Bao echoed the same sentiments as the other partners. Director Bao says that there are misunderstandings and, "We need to watch others and learn more from those more advanced than us, so that there are no more misunderstandings and my goal is to pick the best approach for China."

According to Director Bao, the Deaf Educational model at Rochester Institute of Technology is too expensive for China. This model requires live interpreters in each classroom. Live interpreters are expensive in China and very difficult to find. Director Bao states the need to pick the best models that fit their specific needs, including using "normal students" to be responsible for the Deaf students. The Deaf students can teach these "normal students" to sign and interact with them,

PEN-China is now focused on vocational education, which is what Director Bao would like to see. There are currently five universities in the network and Director Bao wants to see more vocational schools so that more Deaf people have opportunities for employment. There have been discussions with five vocational programs, each of which will become a center in its region. Government support is

needed in order to expand these regional centers. Director Bao says he is "retiring from his current job so he can contribute more to PEN-China efforts". The challenge with this, according to Director Bao, is that PEN is only supporting his travel expenses and not his time. Director Bao would like to see barriers broken down further. For example, a lot of Chinese people think that a Deaf person can't become president of a college. He already knows that this is not true and he spends considerable time in properly educating others about the capabilities of Deaf Chinese students.

Dean Theresa De La Torre- De La Salle College of St. Benilde, Philippines

In 2001, Dr. DeCaro contacted Dean De La Torre and told her that he wanted more presence in the Pacific Rim for PEN-International. Soon after that, Dr. DeCaro and Professor Clymer came to the La Salle campus and an agreement was signed between the school and PEN-International. The primary objective was to support the college programs for the Deaf in the Philippines and to improve the quality of those programs. It was clear that the funds from PEN-International were to be used as seed money to invest into the programs.

Prior to PEN-International's intervention, the La Salle college program was considered a charitable welfare organization for the Deaf. After being hired as director of the program at De La Salle in 2001, Ms. De La Torre was told she would either have to "sink or swim" to keep the program going. The program was in a steady decline and had been neglected by previous government administrators. At the beginning, there were philosophical differences in how Deaf people should be educated. A big part of Dean De La Torre's job was to convince people that Deaf individuals could be successful. PEN-International came into the picture just as Dean De La Torre was starting as a director. Dean De La Torre felt validated and her views were supported through the new partnership with PEN-International. Dean De La Torre was honored to have a "first world" organization pay attention to the La Salle program. This soon helped to elevate the position of the school and administrators began to pay attention to the program.

PEN-International's impact on Deaf students in the Philippines has been considerable. The funds have helped to promote exchange programs and to improve existing facilities. In turn, administrators started to provide more funding for the programs. Dean De La Torre states that PEN-International's biggest impact has been in the area of "capability-building". The Philippines have benefited greatly in the past six years from PEN-International's support. Dean De La Torre cites that there have been some challenges with perceptions from other countries on the success in the Philippines. When visiting another country to give a presentation regarding the Philippine situation, wrong information was communicated from the people in that country. Thankfully, Dr. DeCaro intervened and the situation was straightened out.

Dean De La Torre commented on the need for more frequent and regular information sharing between the partners. She also stated the importance for more "real-time communication" with other countries. Most of the time, this only occurs once a year and it's hard to talk about all of the issues at one time. According to her, PEN-International seems to be focusing on developing programs "one country at a time", rather than focusing on "inter-PEN" relationships. Dean De La Torre acknowledges that Dr. DeCaro is right in the sense that we should "not copy other programs but rather focus on our own capabilities and build up on that".

Giving examples of successes with the PEN-International partnership, Dean De La Torre states that a lot of things are working well in the Philippines. First, job placement for Deaf students is now very high. Before PEN-International's support, there was always the sense that the government needed to take care of Deaf people. Professors from the Philippines came to the National Technical Institute for the Deaf to learn about employment practices. The De La Salle program now is enjoying a positive reputation as result of the partnership. People now recognize De La Salle as a good program for Deaf students.

As for three "wishes," Dean De La Torre would like PEN-International to continue with the level of support they are providing currently. Dean De La Torre is delighted about the new direction that PEN-International is going with secondary education- this will help address significant needs in the Philippines. Thirdly, De La

Torre does not wish for Dr. DeCaro to retire from PEN-International Additionally, there needs to be better inter-PEN communications between the partners because of all of the complex issues with Deaf Education. In the Philippines, the programs are mostly, "self contained" and Dean De La Torre hopes to add more mainstreamed programs. According to Dean De La Torre, the right people are needed in the right positions. A High School (secondary) program needs to be established on the De La Salle campus and there is significant work to do to convince the government of this need. Right now the view of Deaf people is "medical" rather than "cultural". Convincing the government that Deaf people are a linguistic minority is a difficult task that requires major policy changes.

For the next five years, Dean De La Torre would like to see more mentorship opportunities to teach educators how to do research. Research is needed to show the government what the needs are in the Philippines and to justify future expenses. According to De La Torre, getting more grants from the government is a big desire; however they do not have the knowledge base or the resources to do this effectively. If Deaf teachers have the knowledge, skill and resources, this will open a lot of doors for future Deaf students.

Dr. DeCaro and Professor Clymer, PEN-International office

Dr. DeCaro indicates that in the last eight years, there has been significant expansion in Deaf postsecondary opportunities in China, Russia, Japan and other countries through PEN-International. The Philippines focus on one college program, but they have started to expand out of that college. The goal for PEN-International is to provide seed money up front and for partner countries to decrease their dependence on PEN-International. PEN-International has provided successful opportunities in distance learning to 40,000+ users through videos and DVDs in the last eight years.

Online classroom instruction has not been as successful. The infrastructure at Rochester Institute of Technology makes it difficult to establish a good platform for such a program. People are not accustomed to online learning and language translation has been a cumbersome process. Additionally, it has been a challenge to

get faculty to provide instruction because of the competition for their time due to teaching, research and other commitments.

A significant goal of the program is to provide information regarding "best practices in postsecondary education for the Deaf" in a central knowledge base. Partner countries can then pick the practices that fit their needs the best. According to Dr. DeCaro, by laying out the options and allowing the partner to pick out a best practice, the partner institutes are sometimes too trusting of PEN-International and are willing to accept their recommendations readily. Dr. DeCaro's approach is to sit down with the partner and offer to talk through the options together and challenge them through the thinking process to select the best option for their program. For example, Dr. DeCaro and Professor Clymer have challenged officials in China regarding having all "visual" based majors for Deaf students. Dr. DeCaro and Professor Clymer have presented successful examples of Deaf students who have majored in Science, Technology, Engineering and Math majors as a way to get those officials to think outside of their current parameters.

PEN-International's philosophy is to focus on investing in faculty development as a way to improve education of the Deaf in other countries. In order to do this, technology is used as the "hook" to get people enrolled in these faculty development opportunities. Dr. DeCaro likes to think of PEN-International as a resource for "worldwide faculty development efforts". Through interaction with PEN-International staff, these faculty members learn other ways to run their programs. Additionally, PEN-International is in the business of "training administrators" for these programs and provides examples to challenge them in their leadership of the programs.

On another level, PEN-International is working with government officials on furthering postsecondary options for Deaf students. For example, PEN-International is working with the Russian government to meet with high-level officials. The current strategy has been to spread out our presence across the country and then reach out to the top leader of that country. Dr. DeCaro and Professor Clymer have met with the President of De La Salle University and the impact of that meeting has positively contributed to the growth in efforts in the Philippines.

The Nippon Foundation has committed to PEN-International for 10 years, making it much easier for PEN-International to do long-range planning in partner countries. It allows the careful design of programs in other countries and come up with far-reaching programs. From the beginning, there has been a clear philosophy of exporting knowledge to partner countries through a systematic approach. We apply one approach to the system for each country:

- 1.) Bring the individuals from the partner institute to NTID to learn.
- 2.) PEN-International goes to the partner institute to evaluate the existing program.
- 3.) Select the technique of support together.
- 4.) Bring the faculty to NTID for training.
- 5.) Go back to the partner institute to install technology and techniques.
- 6.) Conduct follow-up training with the partner institute.
- 7.) The partner institute assumes full responsibility for assimilating the programs in their country.

According to Dr. DeCaro, PEN-International uses a modified instructional development model to export/import these programs. Professor Clymer, with his experience in running the Instructional Development Consortium, helped develop this specific model for PEN-International. "Practitioners" are used rather than "theorists" to help the countries develop the best approach for them.

There have been many lessons learned through the years with PEN-International. One major lesson, according to Dr. DeCaro has been, "Don't make promises that you can't keep." When approached with the idea of developing a brochure in five languages regarding personal digital assistant technology, project members became fascinated with the newness of the idea and ran with it. The brochure was in the process of being developed to the tune of \$14,000 when planners discovered that there were too many complex issues in the development of the brochure, including language/cultural/technological issues. In the end, this project failed. It was soon learned that the same objective could be accomplished through the use of technology (emails, website, etc). At that time, Dr. DeCaro didn't realize the complex politics of language and control involved in this project. Since

that time, PEN-International has become smart in evaluating the feasibility of ideas by also looking at the socio-political feasibility of that idea along with other factors.

Currently, the biggest challenge is the focus on the new direction of PEN-International. The Nippon Foundation has expressed a desire to shift to secondary education efforts for Deaf people. Dr. DeCaro explains that this requires the process of "starting over" with a brand new paradigm. PEN-International needs to be working with new secondary institute partners. Because of PEN-International's experience at NTID, secondary institutes are not the strong area of focus for the current PEN-International structure. Countering this may require PEN-International to bring in programs such as the MSSE (Masters of Science in Secondary Education) at NTID or other programs. Also, the "systematic approach" used for postsecondary education programs needs to be re-evaluated to fit the needs of secondary education.

Also, Dr. DeCaro explains that the size of the PEN-International home office will likely be reduced in the tenth year. This is due in part of the success of PEN-International, which has proven on many occasions that successful results are obtained with limited funding and a small core infrastructure. A way of coordinating all the moving parts needs to be figured out going forward. PEN-International needs to be involved more on an "ad-hoc basis" and it is not certain if PEN-International can maintain the current leadership they are providing at this time. It is the hope of Dr. DeCaro to keep a small office as a "facilitation" site for the efforts of PEN-International. Current activities of PEN-International are now focused on helping partner countries develop long-range plans. Currently, leaders of the major partner countries (China, Russia and Japan) are approaching retirement, so a plan needs to be in place to provide continuity in their countries. Dr. DeCaro and Mr. Clymer hope to have PEN-International continue in a role that will sustain continued growth and development in other countries. The challenge is to find a way to facilitate growth while keeping creativity intact within the partner countries. After all, the impact on Deaf people will continue to be felt for many years to come through the efforts of PEN-International.

Starter Questions- Evaluation PEN-International Scot Atkins, University of St. Thomas

Opening: As you know, PEN-International is always looking for opportunities to get feedback about its programs. I am here to find out your "insider" perspective of what has been working and what has not with the partnership between your organization and PEN-International. I compliment you on your successes thus far. I would also be very interested in hearing more about the journey you are taking with the partnership. I would like to hear about your ideas on how further growth can happen within your country and your region. I am specifically interested in hearing about your local organization and the connections you have with the PEN-International offices. Information will be kept in the strictest confidence and shared only with the people who have a need to know. Thank you!

1.)	Tell me how your organization became affiliated with PEN-International. What was the main objective of your partnership?
2.)	How has your organization directly benefited from the partnership?
3.)	Tell me about how PEN-International has helped your organization to build capacity.

4.)	What has your experience with PEN-International been so far?
5.)	Tell me about some specific success stories you have had with your partnership with PEN-International.
6.)	What are you doing that works? What specific things contributed to those successes?
7.)	What are three wishes you have to continue the health and the vitality of the partnership?
8.)	What do you see are the issues that need to be worked on to further successful growth of the partnership and opportunities for Deaf and Hard of Hearing students in postsecondary education?
9.)	Tell me more about how communication is happening between the partners and the PEN-International offices. What suggestions do you have regarding the process?

10.) years.	Tell me where you think PEN-International is going in the next 5
	Tell me about some ideas you have that could help expand post- dary opportunities for Deaf and Hard of Hearing students in your ry and your region.
12.)	What resources are needed to implement these ideas?



PEN-International Self-Study And Retrospective

Shaping the Future of PEN-International

Action Steps Highlighted in Yellow May 4, 2006

September 25, 2005

Patricia Mudgett DeCaro, Research Consultant Kelly Masters, Evaluation Consultant

PEN-International
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623

PEN-International: http://www.pen.ntid.rit.edu
Technology Symposium: http://www.rit.edu/~techsym

PEN-International is funded by grants from The Nippon Foundation of Japan to NTID

EXECUTIVE SUMMARY

Focus Group Study for PEN-International 23 September, 2005

During the gathering of PEN partners and associates in Rochester for meetings and for the Technology Symposium, June 23 through June 30, 2005, representatives of each country were interviewed to obtain their thoughts on the experiences and ideas that they had regarding the first 5 years of PEN-International's operation. Respondents were from Russia, China, the Philippines, Japan, the Czech Republic, and Thailand. Participants were asked to reflect upon the successes/beneficial experiences and the challenges experienced over the first five years of the program. PEN-international directors wished to find out not only the experiences of each individual country, but also what similarities and differences in experience and ideas might exist between the participating countries. The results are to be used to help evaluate the first five years and to give guidance to the next five years of the programs.

Several important topics emerged: Faculty development; international exchanges; employment and career development; student, young deaf professional and administrator training; mainstream education; technology use; and internal bureaucracy. In addition participants listed specific ways in which PEN-International has advanced deaf education in their country, and advice for new PEN institutions. In each case there are similarities regarding the strengths of each aspect, as well as the challenges. Specifics related to which strengths or challenges considered the most important differed by country. This is consistent with the goals of PEN-International to address the specific needs of individual countries. Country contexts including economic status, history, cultural values, structures, resources, politics, and the like, differ widely and create differing needs and solutions. As one individual noted: "We can talk what we want you to help us, and PEN always supports our goals to satisfy our needs."

• Regarding faculty development, there was broad agreement that the information obtained through exchanges, the PEN website, the PEN lab, training sessions and the like were very valuable. There was also agreement that for success in the long run, more time was needed for the training whether it was via videotape, conferences, or in-person training. Most mentioned interpreting issues as needing to be addressed either for translations of materials, for training, or for face to face interactions of other sorts.

PEN will set up training that utilizes videoconferencing, focusing on teaching, probably using mathematics as the content. It will be a four step series of events where outcomes will be identified, taping of a classroom where techniques are utilized; summary video segments, (both classroom recording and summary on DVD and sent to partners), then follow-up live call with principals. Schedule is to Plan in the Summer, Produce in the Fall and Offer in the Winter. Kavin will take lead, working with Clymer. If successful, additional training programs will be developed.

"I think we were 10 years behind before and now we are shortening the distance and bringing high technology into our world. Especially because connected with language teaching in the area we are interested in. We are now quite professional."

The possibility of sharing video recordings of NTID Professional Development events will be explored. Strategy will be to obtain video recordings of PD presentations that will be of interest to PEN partners and share them as DVDs with each country. PowerPoint's and handouts will be shared as well. Possibly a follow-up videoconference call from the presenter to interested partners could be arranged.

• All participants were strongly positive regarding international exchanges of all sorts. Many indicated that more and longer exchanges, whether in person or by videotape, should focus in-depth issues related to deaf education.

The first effort of PEN supporting longer term exchanges is currently occurring with the 18 month visit of Takuma OTA from Japan. This visitation could lead the way for more PEN-International Scholars visiting RIT/NTID

 Employment and career development were not addressed by every participant country representative but were considered very important nonetheless as the obvious endpoint of education. It was suggested that more sharing of information, programs, and materials across countries would enhance this aspect, including deaf role models.

\$40,000 was invested in March N-TUT managed employment conference held in Beijing. Future events will be conducted either online or via videoconference systems.

• The Philippine representatives see a strong need for training for students, young deaf professionals, and university administrators in order to build support for the program and to grow competent and successful deaf leaders.

A major training event for faculty, students and staff of CSB occurred during March 2006, when a PEN-International delegation conducted a week of training on site.

 Mainstreamed education was important in Russia and China, where issues of tutoring and transferability of programs were mentioned. Technical and nontechnical approaches were mentioned.

It was agreed that Russia is primarily interested in interpreting issues and China in note taking and training, interpreting and other support areas. Kavin will review the NETAC tip sheets and select those that could be of interest to both countries. The Project Access materials will also be reviewed and possibly disseminated. Kavin will take the lead.

• All participants were pleased with the technology access and materials acquired. Areas needing further work involve technological glitches, broader access to technology and to materials, and resources to support technology use for training and education.

The new PEN website should address some of these issues. Some issues are quite difficult to resolve because the technological infrastructure of various locations is simply not 100% reliable

• Internal bureaucracy differs across countries and institutions but there is always a need to address the specifics of politics, rules and regulations, and structures that inhibit ideal growth and progress of education for deaf tertiary students.

These issues will be addressed on a one to one basis.

Specific positive outcomes of PEN work in each country can be summarized in the following fashion:

- Internal networks and programs have been developed which disseminates and shares knowledge.
- Deaf role models have offered broader visions of possibilities for deaf people and their education.
- Workshops/seminars/conferences have enhanced collaboration and new knowledge within each country.

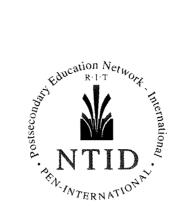
"I think that thanks to you, the language resource center of Charles University is on a much, much higher level because you were the inspiration for us. You showed us what is done here."

"Also by accessing the website and I could say Martin, look at this, we want something like this. I want to be able to do this and that, and make a logo. So we got inspiration...."

Advice to new institutions within each country included the need for clear understanding and expression of the goals, needs, and expectations of each new institution. Partnerships beyond the individual institution need to be developed including institutional faculty and administration, government, and perhaps media in order to achieve the best results. Every country encountered interpreting or translation issues. Research and support is needed in every country regarding sign language and/or oral translations and/or technological solutions to communication.

Every effort will be made to provide the best interpreting and translation services possible. Wherever possible, the delegation requiring the interpreting will be asked if they can provide or recommend interpreters and translators that have previously provided acceptable services. Otherwise, the best local services within the PEN budget guidelines will be obtained.

Clearly the first 5 years of PEN-International's operation has had widespread success in every country participating, even where serious obstacles existed. Equally clearly, participants see a need for increased time and depth for many initiatives. Each country has come up with creative approaches to their specific contexts, and the participants are very enthusiastic about continuing their progress.



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September 25, 2005

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EXECUTIVE SUMMARY

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 - "I think we were 10 years behind before and now we are shortening the distance and bringing high technology into our world. Especially because connected with language teaching in the area we are interested in. We are now quite professional."
- All participants were strongly positive regarding international exchanges of all sorts. Many indicated that more and longer exchanges, whether in person or by videotape, should focus in-depth issues related to deaf education.

- Employment and career development were not addressed by every participant country representative but were considered very important nonetheless as the obvious endpoint of education. It was suggested that more sharing of information, programs, and materials across countries would enhance this aspect, including deaf role models.
- The Philippine representatives see a strong need for training for students, young deaf professionals, and university administrators in order to build support for the program and to grow competent and successful deaf leaders.
- Mainstreamed education was important in Russia and China, where issues of tutoring and transferability of programs were mentioned. Technical and nontechnical approaches were mentioned.
- All participants were pleased with the technology access and materials acquired. Areas needing further work involve technological glitches, broader access to technology and to materials, and resources to support technology use for training and education.
- Internal bureaucracy differs across countries and institutions but there is always a need to address the specifics of politics, rules and regulations, and structures that inhibit ideal growth and progress of education for deaf tertiary students.

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Focus Study PEN International

September 23, 2005

Introduction

During the gathering of PEN partners and associates in Rochester for meetings and for the Technology Symposium, June 23 through June 30, 2005, representatives of each country were interviewed to obtain their thoughts on the experiences and ideas that they had regarding the first 5 years of PEN-International's operation. Some were interviewed as a part of a group and some individually. Respondents were from Russia, China, the Philippines, Japan, the Czech Republic, and Thailand. Participants were asked to reflect upon the successes/beneficial experiences and the challenges experienced over the first five years of the program. PEN-international directors wished to find out not only the experiences of each individual country, but also what similarities and differences in experience and ideas might exist between the participating countries. The results are to be used to help evaluate the first five years and to give guidance to the next five years of the programs.

Questions were developed and sent, along with a letter, to each country prior to the arrival of their representatives to the symposium, and participants were aware that they would be interviewed regarding those questions (See Supporting Documents on pages 20 and 21). Questions focused upon their perception of successes and strengths, and the challenges they faced regarding their work with PEN-International across a number of aspects, as well as their suggestions for the next five year program. Many of the following topics were mentioned:

- Career Education and Employment
- Classroom Communication
- Counselor Competencies
- Deaf Education
- English as a Second Language
- Faculty Professional Development
- Interpreter Training and Sign Language Instruction
- Teaching Techniques and Strategies
- Use of Instructional Technologies

The following questions were asked regarding beneficial parts of the program:

- 1. Describe an activity related to each area listed that was beneficial and should be continued in future PEN initiatives.
- 2. Describe the effect of this activity upon faculty or students, that is, changes that have occurred (for example, a change in programs, or in faculty teaching and learning, test scores, graduation rates, employment rate changes, and so on).

3. Can you think of <u>additional or new</u> activities or areas of focus in these areas listed that PEN-International might enable the partner institutions to further improve the educational and employment opportunities for students who are deaf?

The following questions were asked regarding challenges encountered:

- 1. What are some obstacles or challenges you encountered in each of the areas listed while trying to implement your PEN-International initiatives?
- 2. How did you address or deal with those obstacles/challenges?
- 3. What changes could PEN-International make to avoid or minimize those challenges in the future?

Finally, participants were asked for their advice for future programs or activities, in this way:

"What general advice would you give to the newer PEN-International partner institutions in your countries? What knowledge or suggestions could you give from your experience to help them to be more successful?"

Overall summary of results

Faculty Development and Training:

1. Successes/strengths regarding faculty development/training

Similarities in successes/strengths. Every country indicated that they had received very valuable faculty development opportunities through PEN. All considered the faculty development/training to be critical. All emphasized the value of learning new information that has helped them in their teaching of students who are deaf or hard of hearing. Several mentioned the value of the PEN website as a source of information, exchange, and training materials. The PEN lab was mentioned as a valuable source of hands-on learning of technology application by the Filipinos and the Chinese in particular.

Differences in successes/strengths. Each country differed in terms of the specific aspects of faculty training that they considered to be the most valuable, whether it was the technology skills, teaching strategies, or exchanges and collaboration within the PEN network. This is consistent with the goals of PEN-International in which each country's specific goals and needs are to be addressed where possible rather than to impose standardized solutions upon all countries.

The Filipinos valued highly one-on-one or small group mentoring and discussions with experts, particularly regarding teaching techniques and strategies, counselor competencies, interpreter training, and sign language instruction.

The Russians emphasized the in-depth technical skills learned; feeling that all technological approaches help to make the teaching job more efficient.

The Chinese valued the access to new information regarding teaching and indicated that this has improved the teaching level and learning quality of education for deaf students at their colleges.

The Japanese, Czech, and Thais emphasized the symposiums, conferences, and workshops as highly valued approaches to learning. The Thai representative would like to see a conference in Thailand in some years because it would make it much easier for many people to attend.

The Thai and Filipino representatives also specifically mentioned the value of the within-network exchanges and collaboration as important ways to learn from each other.

2. Challenges faced regarding faculty development/training

Similarities in challenges faced. With regard to challenges met and recommendations for future faculty development efforts, each country uniformly agreed that the training so far, while very good, was, in various ways, not sufficient to make the differences needed for improving tertiary level deaf education. More extensive training (between one or two months and a year) over a longer time frame than currently offered, either in- country or in the United States was seen as critical for going beyond the surface level of knowledge and comfort of technology use, teaching techniques, and even for explaining to others why change is needed, so that the new information can be most effectively applied and taught to others.

Differences among countries in the specific focus of challenges. Again, countries varied in the specific issues that seemed to be the most challenging in their context, whether this was due to national, cultural, institutional, or even individual factors. Several participants mentioned difficulties in obtaining qualified faculty or persuading existing faculty to participate in additional training. Not only attitude of existing faculty, but the critical characteristics of new faculty were mentioned. Several also mentioned the need for using videoconferencing more for training. Finally, several mentioned the difficulty in obtaining skilled oral or sign interpreters so that communication in the classroom or at workshops can improve.

Japanese and the Filipino participants mentioned the need for additional human resources. The Filipino participants have limitations on staff hiring and difficulties in attracting qualified faculty. Most of their faculty members are currently part-time. (As an additional note, many deaf students from lower income families are in need of financial aid in order to attend school). Japanese participants said the burden of preparation for workshops and exchanges falls primarily upon the faculty and expressed a need for some assistant staff time to help with such logistics (they had such assistance for one event and it was a great help). Particularly they mentioned a translation burden upon the few faculties who are fluent in English and hope for some way to lessen that burden of time and translation.

Japanese, Chinese, and Filipinos mentioned the need for expanded use of videoconferencing for faculty training and for in-network exchanges. The Filipinos would like videoconference sessions on learning strategies, counseling career competencies, and language. The Chinese individual in particular suggested the use of videoconferencing for actually observing an on-going classroom in the United States.

The Japanese participants suggested further training at conferences, such as the APCD's higher education branch with Asian partner institutions.

The Filipinos would like to have support for research in order to conduct viable scientific research regarding material adaptation, learning strategies, and monitoring results. They have also had difficulty downloading whole papers and thus it has been complex or not possible to access many articles.

The Filipino, Russian, and Japanese participants discussed the difficulty in getting existing faculty to attend development/training sessions. In the Philippines and in Japan there are often scheduling conflicts and both participants suggest the need for smaller groups, targeted topics, and possibly repeated workshops. However such efforts present their own challenges, including additional cost. Russians and Japanese in particular also encounter resistance from older faculty for additional training. In Russia one solution has been to force faculty to learn by placing them in multimedia rooms, in Japan they are discussing targeted topics or perhaps required meetings.

Several participants mentioned faculty attitudes and selection. Chinese and Russian participants emphasized the need to select the correct faculty to teach deaf and hard-of-hearing students. The Chinese noted that the whole person must be considered, and the Russians added that these persons must be flexible, creative, demonstrate the ability to adjust, and have a unique attitude. In China a new faculty member is teamed with an older professor in a mentor relationship for an entire year, during which time the new member must meet stated goals and will be evaluated by faculty and students. In the Philippines it is stressed that the faculty must understand both socio-cultural and medical variables in learning how to teach each student the content such that they really understand it.

China, Japan, and the Czech Republic participants all expressed frustrations with obtaining or training interpreters. In China interpreters cannot always completely express terminology or words accurately. In Japan the faculty must serve as oral and sign interpreters often and this is quite a burden and not always excellent communication. In the Czech Republic interpreters who know more than one sign language are rare, making conferences and the like difficult. They recommend summer courses or the like to train interpreters in at least ASL and BSL, as those are internationally used languages. Thailand on the other hand is encouraged to train 500 interpreters in 5 years but does not have the resources to do that. They believe that an interpreter training lab (also for faculty) would help to solve this problem.

International Exchange Programs

1. Strengths regarding exchange programs.

Similarities in opinion. All participants felt very positive about the international exchanges in which they learned about other cultures, people, schools, and situations that surround deaf education in other countries. Personal growth, meeting role models, developing self-confidence, sharing experiences with other students, classroom participation, and the greater learning of deaf culture were stressed as positive outcomes of these student exchanges.

"A model is needed. Like when Bob Davila and Hurwitz visited us, it was a wonderful visit mixture – teachers from the school for the deaf, deaf people themselves, and parents who are so excited that perhaps one day our deaf people will be like that."

Differences in opinion. There were essentially no differences in opinion regarding this topic, but the Thais and the Japanese put greater emphasis upon the high value of the exchanges with other countries through the PEN network. In fact the two countries have worked together on three different instructional technology workshops (educational audiology, teaching Japanese sign language, and deaf education).

2. Challenges faced regarding exchange programs.

Similarities of challenged faced and recommendations regarding exchange programs. Most of the countries recommended that there should be regularly scheduled, premeditated exchanges at least once a year for each partner, in order to adequately plan and recruit students. Most also felt that the exchanges should be longer in order to understand cultural and educational differences and similarities better, and the exchanges should go beyond sightseeing to meet with professionals and deaf organizations in other countries. The exchanges with access to oral and/or sign language interpreters were said to be the most beneficial and needed to be planned further ahead to be sure they were available.

Differences of challenges faced and recommendations regarding exchange programs. Partners differed regarding challenges in this area. For example, there were differences regarding the type of exchange and the housing arrangements.

Japanese participants stressed the need for continuity and careful long-range planning of exchanges so that students have more time to prepare, and the hope for at least one exchange opportunity per year. They also mentioned that their students express high interest in visiting institutions other than NTID (Gallaudet, CSUN).

The Japanese and Chinese participants recommended expanded use of videoconferencing technology for more frequent and in-depth exchanges of

materials and information to include a greater number of students and to widen the context of information exchange.

Filipinos recommended that the younger students should be involved so that there is time for them to share and educate other students back at home. They emphasized the need for students to meet older deaf professionals and to focus upon deaf organizations and advocacy.

The Thai participants recommended that cultural exchange should involve living with a family for a month in order to truly try to understand the culture, both hearing and deaf, so that true sharing and understanding can occur. They also recommended a focus upon cultural aspects of each country during such meetings as the Tech Symposium. For example there could be one time set aside for the sharing and learning through displays, traditional clothing or food, activities, or other cultural experiences during the conference.

The Czech participants recommended exchanges in which students actually attend school programs for a semester or a summer school program or even an entire year. The Chinese participants likewise recommended participation in classes, even in a short exchange time frame.

Employment and Career Education

1. Strengths of PEN-International regarding employment.

Similarities of experience. Three countries stressed this positive aspect of their association with PEN-international, focusing upon this important final step in the educational process through working with employers, internships, and job placements. Russian and Japan participants focused upon their 100% employment rate. The Russians considered it a test of their quality and efficiency of teaching. The Filipinos have been very active in this area and have seen as a result, an improved employment rate of graduates and improved links with employers for internships as well.

Differences of experience. The differences relate to the stress on this topic by three countries (Russia, Japan, and Philippines) and the lack of stress noted by the other countries (China, Thailand, and Czech Republic).

2. Challenges and recommendations regarding employment

Similarities of challenges and recommendations. Japan, Russia, and the Philippines felt that there would be big advantages to sharing information across PEN-International partners regarding employment and career education, and deaf graduates' roles in society. There was a suggestion that videos, advice, and other materials could be exchanged.

Differences in recommendations. Each of the three countries above had unique and interesting suggestions for enhancing this aspect of PEN-International, as seen below:

The Japanese participants stressed the exchange of the achievements of graduates and deaf individuals as inspiration for students and as information for faculty as career counselors.

The Russian participants wished to have ways to encourage self-confidence/self-esteem among deaf graduates, as well as ways to teach students how to become conscientious workers.

The Filipino participants wanted to further educate and mentor graduates to help strengthen their careers and prevent lowering of standards, including efforts to similarly benefit other schools or organizations associated with deaf people. They also wanted to create employers' manual and develop publications for continuing education.

Student and young deaf professional development.

This area was stressed only by the Filipinos, but there was considered extremely important for developing leadership, maintaining standards of excellence at the workplace, career development, and attitudes/values orientation for both students and young Deaf professionals. Self-advocacy skills were also emphasized. This is an area that they would like to develop further. They felt that they had limited information regarding issues and research findings in this area so that their initiatives were microscopic and activity based rather than helping broadly with developing and strengthening student development interventions.

Administrator development and advocacy

As a collorary to the faculty and student development, the Filipinos also consider the issues of administrator development to be critical and see the need for greater development/training in areas of planning and implementation of accommodations, management of human and material resources, programs and institutions, and the need for advocacy with industries and society. Finally they stressed the need for more solid research so that there can be greater understanding and support for these activities. They recommended mentoring for administration regarding curriculum in particular, lasting 6 months to 1 year on site.

Deaf education in the mainstream

1. Strengths regarding PEN-International's benefits to mainstreaming.

Two countries in particular, China and Russia, focused heavily upon mainstream education issues. The Russian participant emphasized the value of coordinating the various programs and methods of teaching within the participating Russian

universities so that deaf or hard-of-hearing students can more easily transfer from university to university. The Chinese participant learned about tutoring from NTID and they are working on setting up ways of having professors tutor in China.

2. Challenges regarding mainstreaming.

Similarities in mainstreaming challenges. Both Russia and China have experienced difficulties in putting deaf and hearing students together in class, and experience not only questions of how technology can best help, but also the reality that the deaf students are behind in some areas, particularly reading and writing. Both are searching for both technological and non-technological approaches to easing these difficulties.

Differences in mainstreaming challenges.

In Russia the use of technology and software has reduced the problems, as well as organizing the classroom differently and situating the class in a computer lab. The software allows the instructor to see the individual progress of each student as they move through the equipment, and therefore pick up problems that might develop. There was mention that using software/computers makes the hearing students more comfortable.

In China, there are issues related to faculty and the need to slow the pace for the deaf students, and with tutoring. They are working on improving a speech recognition system so that the faculty member could simply talk as usual. Students are required to write a dissertation before graduating and their weakness in writing is a difficulty. Tutoring is needed but offers challenges related to additional payment and system rules regarding faculty/student loads. However it was noted that the deaf students are often better than the hearing students in painting and design classes.

Technology Use

1. Strengths and benefits from technology use.

Similarities in perceived benefits in the use of technology through PEN-International. Nearly every participant was pleased with the technology that they have been able to acquire through participation in the program. As mentioned before, the PEN lab, the website, the videoconferencing, and the tools for improving faculty training, exchanges of information, and student education have been significant.

"Maybe you could offer more workshops through the videoconference. At least it would be a little cheaper because we would not be going there but we would be learning additional strategies."

Differences in perceived benefits in the use of this technology. Partners differed in which types of technology has been the most beneficial, according to their expressed needs and desires.

In China, there has been extensive use of the multimedia technologies in areas such as creative design, and allows the faculty member to teach better. The faculty member speaks into a microphone, the large screen shows the large written character, the student can read the instructor's lips, and this is all combined with images and pictures. In this way design is more effectively taught along with a focus on reading and vocabulary.

Similarly in Russia, the faculty has a head device with a small camera and microphone such that digital text appears on the screen with text highlighted so that the student can lipread and read at the same time. The lecture is captured on CD and disseminated to students for practice at their convenience.

In Japan, the focus was upon the use of educational media for the sharing of educational exchanges and practices between countries.

Participants from the Czech Republic emphasized the acquisition of software that was crucial.

2. Challenges and recommendations regarding technology use.

Similarities in challenging experiences and recommendations. Although all participants saw considerable benefit through their technology acquisitions/use, there are some common challenges. One relates to the actual technology use and the technological glitches that occur, and others relate to the need for other types of technologies or for more access. In addition, as mentioned earlier, there is a need for increased training of faculty on the technologies and the application to education.

Differences in challenging experiences and recommendations. There are a wide variety of issues related to technology use that differ by such things as availability of technology, and by national or local contexts.

In China speech recognition programs are causing frustrations as one professor's voice may be recognized but not another's. There is a hope for research and better technology regarding improvement in this area.

In the Philippines the limited numbers of computers and other high tech facilities in other schools and organizations in the country makes it difficult to make optimal use of the equipment, and there has been some hard feeling generated as a result as well. In addition there has been difficulty in downloading whole papers and thus need better and simpler access procedures.

In Japan, there is a desire to expand the interchanges using the technology to share cultural events, student presentations, and the like with other countries, but cost is a factor.

In Thailand there is a strong desire to bring in various interpreting aids with wires and microphones (not FM) so that interpreting can be widely extended. There was an urgent need expressed for an interpreter training lab which could also be used to improve faculty's signing abilities.

In the Czech Republic there have been issues with the internal bureaucracy which led to limited acquisition of the PEN-International technologies. In addition there have been costs for reprintings, proceedings, materials, disks and so on. They need a color printer for the burner, DVDs and help with packaging in order to meet the demand for proceedings from the conference. It is too much to send on the internet.

"Much more important than high technology however is training. The Human resources are the most critical. I'm not sure everyone needs videoconferences. It is best to educate, especially since sometimes the videoconferences run into technical troubles hearing or having time lapses."

Internal Bureaucracy Issues

Two country participants mentioned bureaucracy as a challenge. In both cases support for the programs has been difficult to obtain and the programs often come into conflict with existing structures. A need was expressed to find ways to educate and convince institutional leadership of the educational needs of deaf students and how they differ from hearing students.

In the Philippines there is difficulty in educating college administration regarding the different needs of deaf students, particularly the longer time required and this conflicts with standard college policy. In the Czech Republic internal politics play a negative role. In all cases, the participants expressed a need for greater awareness within the university regarding the needs of deaf students for successful education. Additionally, money is an issue since they joined the European Union and have become 'poorer' in many ways.

"Since we are a foundation they (administration) still think we are an outreach thing. We have to defend why we do certain programs, what are deaf students are, how come we have to have only small number of deaf students and then how come the proportion of faculty is so high."

Specific ways in which PEN has advanced deaf education in country.

Japan. In Japan affiliation has pushed the government of Japan to recognize TCT as a 4-year college as of October 1, 2005, using the NTID model. The establishment of PEPNet-Japan in 2005 has established a network of institutions and organizations within Japan which holds activities and discussions helpful to all participants.

Russia. The creation of PEN-Russia in 2004 will create tremendous opportunities for students to transfer between universities.

Philippines. The workshops and seminars, and additional training that other schools and organizations could attend have been helpful in promoting deaf awareness in the community. For example the last Deaf Awareness/Deaf Festival had participants from three different schools and an organization that sponsors deaf student activities. In addition, collaboration through faculty development initiatives contributed to the development of the Career Information Resource Manual for schools and organizations for and of the Deaf.

Thailand. The association with PEN has increased the post-secondary opportunities for those with disabilities using the NTID model. The visit of high ranking deaf individuals Dr. Davila and Dr. Hurwitz has provided both hearing and deaf individuals with role models and a vision of possibilities, as well as challenging the experts in deaf education to learn more. PEN has helped to create a deaf network in Thailand, and Ratchasuda College, now recognized as a special center, can make requests easily through the network.

Czech Republic. Through the seminars and dissemination of proceedings, information has been passed on to schools in other countries, creating a network. The proceedings were also passed along to a special internet café working with deaf and hard-of-hearing people.

"They really value the proceedings because it can help those who could not take part in the seminar and they also value the disks because they can play it to their students also and even to train the interpreters."

Advice to new PEN partner institutions within country.

Not all participants responded to this question, however there were good recommendations from the three who did.

Philippines. Understand what you and your school are advocating; conduct research and respond appropriately. Start with a few representatives initially and clarify and address expectations of each group or school. This includes interventions for the specific needs of the mainstreamed environment as a separate entity with different needs from those of deaf students in special schools.

China. The need to expand throughout China is critical due to the population and underdevelopment of deaf education. Information should be given to primary and middle schools to prepare them and educate them regarding higher education and PEN. Form good partnerships with the government and media in order to advance more. Continue to support sign language research. Continue to spread advanced teaching ideas and teacher training.

Czech Republic. Continue to set up PEN programs with or without full university support with students as the primary focus. Interpreter training needs to be a primary objective along with student and faculty exchanges.

Conclusion

This study was undertaken in order to collect the experiences and ideas of the PEN-International partners and associates regarding the past 5 years of association with PEN. Similarities and differences were noted, recommendations for the next 5 years, and advice for new institutions. All of this information will be helpful in evaluating the first 5 years and in planning for the next 5 years of operation of PEN-International.

Several important topics emerged: Faculty development; international exchanges; employment and career development; student, young deaf professional and administrator training; mainstream education; technology use; and internal bureaucracy. In addition participants listed specific ways in which PEN-International has advanced deaf education in their country, and advice for new PEN institutions. In each case there are similarities regarding the strengths of each aspect, as well as the challenges. Specifics related to which strengths or challenges considered the most important differed by country. This is consistent with the goals of PEN-International to address the specific needs of individual countries. Country contexts including economic status, history, cultural values, structures, resources, politics, and the like, differ widely and create differing needs and solutions. As one individual noted: "We can talk what we want you to help us, and PEN always supports our goals to satisfy our needs."

• Regarding faculty development, there was broad agreement that the information obtained through exchanges, the PEN website, the PEN lab, training sessions and the like were very valuable. There was also agreement that for success in the long run more time was needed for the training whether it was via videotape, conferences, or in-person training. Most mentioned interpreting issues as needing to be addressed either for translations of materials, for training, or for face to face interactions of other sorts.

"I think we were 10 years behind before and now we are shortening the distance and bringing high technology into our world. Especially because connected with language teaching in the area we are interested in. We are now quite professional."

- All participants were strongly positive regarding international exchanges of all sorts. Many indicated that more and longer exchanges, whether in person or by videotape, should focus on more in-depth issues, with interpreters, and focused on serious education or deafness related issues, in addition to sightseeing.
- Employment and career development were not addressed by every participant country representative but were considered very important nonetheless as the obvious endpoint of education. It was suggested that more sharing of information, programs, and materials across countries would enhance this aspect, including deaf role models.

- The Philippine representatives see a strong need for training for students, young deaf professionals, and university administrators in order to build support for the program and to grow competent and successful deaf leaders.
- Mainstreamed education was important in Russia and China, where issues of tutoring and transferability of programs were mentioned. Technical and nontechnical approaches were mentioned.
- All participants were pleased with the technology access and materials acquired. Areas needing further work involve technological glitches, broader access to technology and to materials, and resources to support technology use for training and education.
- Internal bureaucracy differs across countries and institutions but there is always a need to address the specifics of politics, rules and regulations, and structures that inhibit ideal growth and progress of education for deaf tertiary students.

Specific positive outcomes of PEN work in each country can be summarized in the following fashion:

- Internal networks and programs have been developed which disseminates and shares knowledge.
- Deaf role models have offered broader visions of possibilities for deaf people and their education.
- Workshops/seminars/conferences have enhanced collaboration and new knowledge within each country.

"I think that thanks to you, the language resource center of Charles University is on a much much higher level because you were the inspiration for us. You showed us what is done here." "Also by accessing the website and I could say Martin, look at this, we want something like this. I want to be able to do this and that, and make a logo. So we got inspiration...."

Advice to new institutions within each country includes the need for clear understanding and expression of the goals, needs, and expectations of each new institution. Partnerships beyond the individual institution need to be developed including institutional faculty and administration, government, and perhaps media in order to achieve the best results. Every country encountered interpreting or translation issues. Research and support is needed in every country regarding sign language and/or oral translations and/or technological solutions to communication.

Clearly the first 5 years of PEN-International's operation has had widespread success in every country participating, even where serious obstacles existed. Equally clearly,

participants see a need for increased time and depth for many initiatives. Each country has come up with creative approaches to their specific contexts. Participants are very enthusiastic about continuing their progress.



Planning for PEN-International Self-Study and Retrospective

June 24, 2005 13:00 to 17:00 Park Plaza Hotel

1. Goals

- a. To collect opinions from PEN-International partner leadership regarding the most effective elements of PEN-International programs in their countries related to improving faculty teaching and student performance.
- b. To list existing and *new* areas of focus for PEN-International so that partner universities can continue and improve the educational and employment opportunities for deaf students.

2. Expected outcomes

a. Conduct a meeting with the PEN leadership, gather information and transcripts of the meeting. Produce a 15-20 page report for review by all participants, then submit a finalized report by September 1, 2005.

3. Individuals Attending

- a. Self-Study Team
 - i. Pat DeCaro, Kelly Masters, interpreting and translation staff
- b. Partners (Director or Designate Representing Country) Meeting on June 24, 2005
 - i. Stanevsky, Alexander, Bauman Moscow Director and Translator (Russia)
 - ii. Ninfa Viernes, Designate of DLSU College of St Benilde Director (Philippines)
 - iii. Shirasawa Mayumi Designate of TCT and PEPNet Japan (Japan)
 - iv. Designate of Director Bao, Representing all China Partners and Translator
- c. Individual Meetings to be Scheduled for Affiliate Members During Delegation Visit
 - i. Daniela Janáková, Charles University, Czech Republic
 - ii. Jitprapa Sri-oon, Ratchasuda College of Mahidol University, Thailand

Shaping the Future of PEN-International Partner Discussion Guide June 24, 2005

Welcome to RIT and to our discussion group. As we mentioned to you in our previous letter to you, you are the leaders in your respective countries. You have had four years of experience and growth already with PEN-International. You have encountered obstacles that you have overcome in different ways, and you have seen the impact of your work upon the faculty and students or others with whom you work. It is important for any organization to occasionally assemble a group of leaders to dialogue and make recommendations to the organization. You are the experts, who together, can help to formulate a vision and to map initiatives for the next five years for PEN-International.

We are here today to begin this discussion. We sent you previously a list of possible topics for consideration, repeated here for your convenience:

Possible topics of importance to consider regarding the future directions for PEN:

- Career Education and Employment
- Classroom Communication
- Counselor Competencies
- Deaf Education
- English as a Second Language
- Faculty Professional Development
- Interpreter Training and Sign Language Instruction
- Teaching Techniques and Strategies
- Use of Instructional Technologies
- Other topics (please specify)

Before we begin discussion, we want to give you all about a half hour or so to write down your thoughts (as outlined below). You do not have to write in English here. We do want to keep your thoughts, but we can have them translated here later. For now they are to help to organize the discussion today.

A: Topics for Discussion

Using the <u>above list</u>, <u>or other topics</u> that we did not include, please write down the five (5) topics that you consider the most important for PEN-International to address. In the discussions today we will try to select the 4 or 5 mentioned by the most people to discuss. Under each topic, please explain briefly <u>why that topic is so important</u> for PEN-International to consider in future initiatives. If there is not enough time to discuss all of your selections, we will still have some of your thoughts written here.

1)

2)

3)

4)

5)

B. Specific Examples of Challenges You Have Addressed

In writing down these examples, please be as detailed in your description as possible. Please use the following three questions to guide your answers below:

- What are some obstacles or challenges you encountered in each of the areas listed below, while trying to implement your PEN-International initiatives?
- How did you address or deal with those obstacles/challenges?
- What changes could PEN-International make to avoid or minimize those challenges in the future?
- 1) Challenges related to faculty development activities.

2) Challenges related to instructional technologies activities that you have used (teaching tools, multi-media labs, etc.).

3) Challenges related to cultural exchange activities that you have had.

C. Specific Examples of Activities that have had a Positive Impact Upon Faculty Teaching or Student Performance

In writing down these examples, please be as detailed as possible. Please use the following questions to guide your writing for each of the areas listed below:

- Describe an activity that was beneficial and should be continued in future PEN initiatives.
- Describe the effect of this activity upon faculty or students, that is, changes that have occurred (for example, things like a change in programs, or in faculty teaching and learning, test scores, graduation rates, employment rate changes, and so on).
- Can you think of <u>additional or new</u> activities or areas of focus for PEN-International that might enable the partner institutions to further improve the educational and employment opportunities for students who are deaf?
- 1) An activity related to faculty development.

2) An activity related to instructional activities that you have used.

3) An activity related to cultural exchange activities that you have been involved in.

D.	Overall Advice
	What general advice would you give to the newer PEN-International partner institutions in your countries? What knowledge or suggestions could you give from your experience to help them to be more successful?

PEN-INTERNATIONAL



PEN-INTERNATIONAL

EVALUATION REPORT

1 MARCH 2001 - 31 OCTOBER 2004

Making a Difference in Deaf Education Worldwide

E. William Clymer, Coordinator, PEN-International James J. DeCaro, Director, PEN-International Kelly Masters, Project Consultant

PEN-International
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November 1, 2004

PEN-International is funded by grants from The Nippon Foundation of Japan

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PEN-INTERNATIONAL EVALUATION REPORT FOR YEARS 1-4 1 March 2001 – 31 October 2004

Making a Difference in Deaf Education Worldwide

EXECUTIVE SUMMARY

The first four years of PEN-International have focused upon attaining the outcomes specified in the original proposal to The Nippon Foundation of Japan and subsequent yearly proposals to continue the project through project year 4. To that end, with very few exceptions, PEN-International has successfully attained its stated goals and expectations. In several significant cases, goals were attained before the established completion dates.

PEN-International measures the attainment of project objectives though a variety of means. During years 1-4, the evaluation has focused on the establishment of the core network of universities and the corresponding infrastructure necessary to operationalize such an endeavor. The evaluation methodically was relatively simple; it was clear if the goals were obtained because each objective was clearly measurable. Namely training occurred, faculty and student exchanges were completed successfully (and to participant satisfaction), and computer labs were designed and put into operation.

This evaluation report details the major outcomes that have lead to the successful creation of a functional network of 8 universities around the world that offer postsecondary opportunities to deaf students. The next 5 years of PEN-International activities and evaluation will focus on the impact that the PEN-International partners have made on the education and employment of deaf students within their own institution and country. Evaluating the degree of impact and change in educational experiences and employment will require a more sophisticated approach which we are prepared to design and implement.

INTRODUCTION

The Postsecondary Education Network-International (PEN-International), funded by grants from The Nippon Foundation of Japan to the National Technical Institute for the Deaf (NTID), was created in 2001 to improve and expand postsecondary education for deaf and hard-of-hearing individuals around the world. Sharing educational technology and conducting faculty development and training are the primary strategies being used to achieve this end. In the first four years of its existence, PEN-International has not only achieved, but exceeded expected outcomes.

The host site for the PEN-International project is the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT).

PEN-International's partner institutions have grown over the past four years. In year one, Tianjin Technical College for the Deaf of Tianjin University of Technology (TUT) joined the project. In the second year, Bauman Moscow State Technical University (BMSTU), Russia and De La Salle University-College of St. Benilde (CSB), Philippines joined PEN-International. The following year, PEN-International expanded by adding the Special Education Colleges of Beijing Union University (BUU) and Changchun University (CU), China. Further, Ratchasuda College of Mahidol University, Thailand; and Charles University, Czech Republic became associate members. In addition, 15 institutions joined with Bauman Moscow State Technical University to form PEN-Russia, and the College of St.

Benilde formed a partnership with four institutions in an effort to expand learner-centered education in the Philippines.

This report explains in brief the project background and provides evaluation data regarding all the activities and accomplishments of PEN-International to date.

Goals and Objectives

The program goals and objectives have remained unchanged from those presented in the original proposal to The Nippon Foundation of Japan in 2001. The goals are as follows:

- Increase the application of information technology and instructional technology to teaching and learning;
- Improve teaching, learning, curriculum development and instructional development;
- Expand career education opportunities for deaf and hard-of-hearing people internationally; and
- Increase access by people who are deaf and hard-of-hearing to technology and employment in the information technology industry.

The primary objective of the project is to implement and expand a cooperative network of educational institutions providing postsecondary education to students who are deaf and hard of hearing using innovative information and instructional technologies, and faculty training and development.

The long-term objective is to influence attitudes, practices and policies in the information technology industry so that people who are deaf and hard of hearing are not blocked from access to technology or employment in the industry.

The beneficiaries of the project are deaf and hard-of-hearing people in participant countries. This being achieved through improvement of instruction at postsecondary educational institutions in these countries.

Project Foci

The primary focus is to adapt instructional and information technologies to the teaching and learning process for deaf and hard-of-hearing students, and improve faculty skills by utilizing instructional and information technologies in the teaching and learning process.

The secondary focus is to expand the career education curriculum available to deaf and hard-of-hearing students, and implement technologies and strategies for assuring that deaf and hard-of-hearing students can learn in a mainstream classroom environment.

Description of Project

Continuation Strategy Over the past four years, PEN-International has continued to build and expand upon its successes. Partner institutions are being moved from importers to self-sufficiency and eventually to exporters as a result of what has been learned through the project.

Project Design As described in the original project proposal to The Nippon Foundation of Japan, PEN-International is being conducted to enhance and maintain local capability and global networking at each participant postsecondary institution. This project is moving institutions from importer to self-sufficiency to exporter.

PEN-INTERNATIONAL EVAUATION AND RESEARCH STRUCTURE

PEN-International activities and outcomes are continually assessed using both a formative and summative evaluation approach, as specified in the PEN-International first year report. The overall PEN-International evaluation plan addresses the attainment of project goals, level of satisfaction by partner administrators and faculty, and improvement in student performance as a result of PEN interventions. Additionally the role of each partner organization as regional and national leaders is also addressed.

The evaluation of faculty development is central to PEN-International goals and as such is a critical component of the evaluation plan. On-going evaluations of workshop, seminars, and training sessions are conducted following the professional development evaluation model developed by Thomas Guskey . Guskey specifies five critical levels of evaluation of the impact faculty training as: Level 1. Participants' Reaction; Level 2. Participants' Learning; Level 3. Organization Support and Change; Level 4. Participants' Use of New Knowledge and Skills; and Level 5. Student Learning Outcomes.

Participants' Reaction. At Level 1, evaluation looks at the participants' initial reaction with the experiences. Questions such as: did participants like the experience, did the material make sense to them, was the information useful, was the presenter knowledgeable and helpful, and was the room the right temperature, were asked.

Participants' Learning. Level 2 examines the knowledge and skills that participants gained from the workshops, seminars, and training sessions. The focus is to determine if participants acquired the intended knowledge and skills. Indicators of successful learning reflected in the evaluation can also function as a basis to design the content, format, and organization of the workshop.

Organization Support and Change. According to Guskey, "Lack of organization support and change can sabotage any professional development effort, even when all the individual aspects of professional development are done right." For this reason, evaluations must include information about organization support and change. At Level 3, evaluation focuses on organization characteristics and attributes necessary for success. Was implementation advocated, facilitated, and supported? Were sufficient resources made available, including time for sharing and reflections?

Participants' Use of New Knowledge and Skills. At level 4, evaluation looks at the questions of whether participants effectively apply the new knowledge and skills in their professional practice and if the new knowledge and skills that participants learned make a difference.

Student Learning Outcomes. Level 5 addresses "the bottom line": how the workshop training affects students or "What the impact was on students?" Measures of student learning include cognitive indicators (student performance and achievement), affective outcomes (attitudes and dispositions) and psychomotor outcomes (skills and behaviors).

Unlike Levels 1 and 2 where information is mostly gathered through questionnaires handed out at the end of a professional development activity, enough time must be given before conducting evaluation for levels 4 and 5. It takes time for participants to effectively apply the new ideas and practices to their setting because the implementation of new knowledge and skills is a gradual process.

Currently, PEN-International is conducting evaluations at the participants' reactions and learning levels, Level 1 and Level 2 of Guskey's evaluation guidelines. Follow-up evaluation information will be collected through questionnaires, participants' written reflections and portfolios, and the performance and achievement records of their students, as stated in the project "Evaluation Plan".

In addition, evaluation of Levels 4 and 5 will occur in the further extensions of the project as each participant acts as presenter/trainer of a workshop offered to colleagues at the institutional and the national levels. Level 3 evaluation will be provided under separate cover.

OUTCOMES

Faculty Professional Development and Training

It is widely understood that deaf and hard-of-hearing students have unique educational needs. PEN-International provides faculty training using successful strategies developed at NTID and partner institutions over the past four decades. PEN-International is committed to providing high quality and applied training programs. All of PEN-International's workshops/seminars are evaluated using proven methods to accurately assess program effectiveness. Evaluation data is presented throughout the summary report.

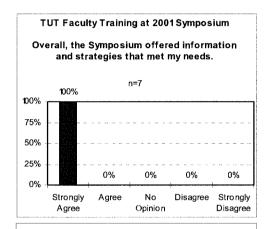
Project Year 1 (1 March 2001 - 29 February 2002)

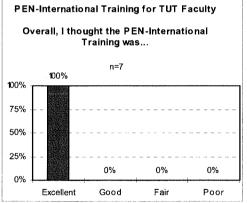
Preparation of Materials for Training Tianjin Faculty Through a needs assessment process conducted between 1 March and 30 April 2001, E. William Clymer, coordinator of PEN-International, identified three areas that the faculty and administration at Tianjin Technical College for the Deaf of Tianjin University of Technology (TUT) deemed essential to achieve project goals. These areas included teaching and learning strategies for deaf education, networking and ISDN skills, and WWW site design to support classroom instruction. As a result of the needs assessment process, NTID faculty, with related expertise in these designated areas, were selected to assist in the development of training materials.

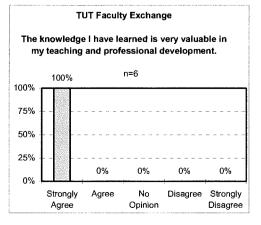
Training of TUT Faculty Members Pursuant to the commitment outlined in The Nippon Foundation of Japan proposal, three distinct training sessions were conducted with TUT faculty members. The first training session occurred in the USA in June 2001 followed by training sessions in Tianjin in August and September 2001.

Between 25 and 27 June, seven TUT faculty members attended the 2001 NTID Instructional Technology and Education of the Deaf Symposium in Rochester, New York USA. The Symposium was a gathering of 218 educators, administrators and technology experts from around the world. The TUT faculty members participated in selected sessions addressing the three designated areas outlined during the needs assessment process. In addition, the seven TUT faculty members participated in PEN-International training on 28 and 29 June that focused on specific needs relating to instructional technology and WWW project development. All (100%) of the TUT faculty members in attendance strongly agreed that the Symposium offered information and strategies that met their needs. Similarly, 100% of these TUT faculty members rated the overall PEN-International training as excellent.

Between 19 and 26 August 2001, a total of 40 faculty members from TUT and schools for the deaf in the Tianjin area participated in a series of seminars regarding the application of educational







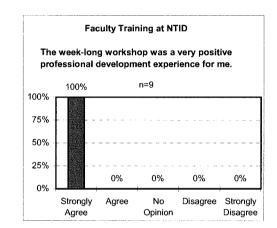
audiology for instructional decisions. Dean Ohnuma of Tsukuba College of Technology (TCT) designed the seminars at the request of Director Bao of TUT. The participant feedback indicates that the seminars were highly successful and well-received by the 40 faculty members in attendance.

Follow-up training and consultation with TUT faculty occurred on 28 and 29 September 2001 by Professor Clymer and Mr. R. Rizzo of NTID at the TUT laboratory. In addition to the seven faculty members that attended the Symposium and PEN training sessions in June 2001, seven other TUT faculty members participated in the follow-up training. This training focused upon lab networking and new laboratory challenges encountered by TUT faculty.

Project Year 2 (1 March 2002 - 29 February 2003)

TUT Faculty Exchange Ten three-hour workshops were specifically designed by senior members of the NTID faculty to provide six faculty members from Tianjin University of Technology (TUT) with training in deaf education and the use of online learning technology at the university level. The workshops, offered between 24 and 28 June 2002, achieved 100% satisfaction in all areas. Participants not only rated the overall workshop training experience excellent, but felt the sessions were well organized, the information learned was very valuable, and the accommodations superb.

Faculty Training at NTID In July of 2002, a total of nine faculty members from four PEN-International partner institutions participated in a week-long series of workshops at NTID. The visiting faculty members from Bauman Moscow State Technical University, Charles University, Tsukuba College of Technology and College of St. Benilde participated in ten three-hour workshops that focused on teaching English as a Second Language to deaf students. In addition, three technical experts from Bauman and Charles University participated in a series of workshops designed to assist in the development of skills necessary to construct and implement a multimedia lab at their respective institutions. The training proved extremely beneficial. All (100%) participants strongly agreed that the week-long series of workshops was a very positive professional development experience. Each of the individual sessions were rated very favorably as well. In fact, 100% of all participants agreed that

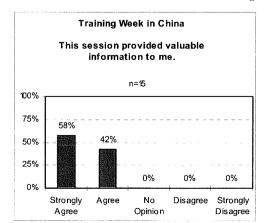


the information learned from each of the sessions will help in their teaching.

Faculty Training at TCT As a result of a newly developed partnership with De La Salle University-College of St. Benilde (CSB), a series of intense training sessions were conducted with key university personnel. Three members of the CSB faculty and administration participated in twenty custom-tailored seminars at NTID in April 2002. These seminars focused on how to facilitate and monitor student progress, basic skills development, the development of technology curriculum, and educational technology. A second series of seminars were conducted at Tsukuba College

of Technology (TCT), Japan in August 2002. Four CSB administrators participated in two seminars that addressed ISDN teleconferencing technology and online learning, and assumptions regarding deafness and educational technology. The seminars were well received. Three out of the four participants agreed (strongly agree/agree net score) that the information from the sessions would help them foster teaching and learning. Prior to the training sessions, four teleconferences (26 February, 12 March, 15 March and 21 May) were held between NTID and CSB for the purpose of preparing and assessing training needs.

Training Week in China Members of PEN-International gathered at Tianjin University of Technology (TUT) in China in November 2002 to conduct instructional technology seminars



both onsite and through distance technology. Over 25 teachers and administrators of deaf education programs from across China participated in this "first of its kind" training. All (100%) participants responding to the evaluation either strongly agreed or agreed that the sessions provided valuable information. In addition, the PEN-International team visited Beijing Union University's Special Education College and met with students and faculty to discuss academic and cultural issues facing deaf college students in both the USA and China.

Sign Language CD To be used during academic and cultural exchanges, PEN-International initiated development of a reference Sign CD of approximately 125 words or phrases from the various cultures that students and faculty can use to assist in learning basic sign language expressions.

The development of the sign language CD was terminated in project year 3. It proved too difficult and time consuming to establish a mutually agreed upon set of terms and phrases that were relevant to deaf students and faculty at each partner institution. This is a projected PEN outcome that was NOT accomplished.

PEN-International Workshop Library In project year two, PEN-International worked on expanding its library of workshops related to deafness, instructional technology and organizational/faculty development for use with faculty from PEN-International partner countries. The workshops, generally three hours in length, are used in either face-to-face training or online/videoconference presentations. Each workshop includes an abstract, goals, a lesson plan, workshop materials, and related WWW resources. A total of 14 workshop topics were under development in project year two for the purpose of implementation and usage by faculty in project year three. The workshops under development in project year two included Counseling Students Who Are Deaf; Microsoft Word for Instructional Purposes; Photoshop for Instructional Purposes; Telecommunication Technologies for Students Who Are Deaf; Examples of NTID On-line Courses; Working With Employers; Strategies for Increasing Student Interaction in the Classroom; Using an Interpreter; Professional Development; Teaching Math to Students Who are Deaf; Designing Multimedia Presentations; Learning Theory & Media Production; Considering Deaf Culture in Teaching and Learning; and Teaching Design to Students Who Are Deaf.

Instructional Technology Course PEN-International developed an "Instructional Technology and Teaching" course to introduce partner faculty to basic theories of learning, instruction and technology for more effective instruction. This introductory course, comprised of four major modules, provides an overview of educational technologies that can enhance the learning experiences of deaf students. The use of productivity and educational software, including Web-based instruction and resources, are explored. The selection, development, implementation and evaluation of solutions are addressed. This course was piloted with students of NTID's Master of Science Program in Secondary Education during the fall of 2002, and these students felt the course provided very valuable information. In addition, participating students provided useful recommendations on how to improve the learning outcomes. This course became available for partner faculty in project year three.

Research Projects in China Two research projects are being conducted by PEN-International in China. This research is designed to assist in the recommendation for postsecondary education of deaf people in the People's Republic of China. The Postsecondary Education study, in collaboration with Director Bao of TUT, focuses upon the history of postsecondary deaf education, its current status, and future directions regarding the Chinese deaf educational system. In project year two, a total of 11 in-depth interviews were conducted with directors and administrators of programs for the deaf and disabled, and deaf college alumni who are also leaders of the deaf community.

Further, the Expressed Attitudes Regarding Careers study is being conducted to investigate whether the expressed attitudes of deaf people toward career choices for deaf and hearing people are different from those expressed by hearing parents and hearing teachers of deaf students. In project year two, a total of 125 individuals from China completed a questionnaire during November and December 2002. Preliminary findings of both research studies were presented at the 14th World Congress of the World Federation of the Deaf in Montreal in July 2003 and at the 2004 China Annual Meeting on Special Higher Education & International Conference on Special Education, October 15-16, 2004.

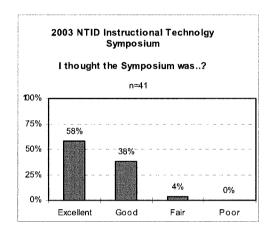
Preparation for the 2003 NTID Instructional Technology Symposium PEN-International co-sponsored an international symposium entitled "Instructional Technology and Education of the Deaf: Supporting Learners, K-

College" between 23 and 27 June 2003 on the campus of Rochester Institute of Technology. This Symposium provided a forum for educators supporting deaf and hard-of-hearing learners to disseminate information relative to current and future innovations and developments in the use of educational media and technology in the teaching/learning process. In project year two, the Symposium infrastructure at RIT/NTID was established, three plenary speakers were scheduled, fifteen pre-conference workshops were designed, poster session and formal paper proposals were chosen, Japan's world-famous Taiko drummers were scheduled to perform, and outreach efforts to the international community to actively participate in the Symposium were made.

Project Year 3 (1 March 2003 - 29 February 2004)

2003 NTID Instructional Technology Symposium Planning completion and execution of the 2003 Technology

Symposium was one of PEN-International's major outcomes for year three. Chaired by PEN-International coordinator E. William Clymer, the program consisted of three plenary addresses, 38 formal concurrent presentations, 24 poster sessions, 11 commercial exhibits, and various networking opportunities. In addition, fifteen pre-conference workshops provided participants with hands-on training on the use of instructional technologies in deaf education. Other highlights of the Symposium included the use of videoconferencing technology to reach out to the Asia-Pacific Basin and three Taiko drum troupes, which provided superb entertainment. Evaluation data indicates that the Symposium was well received by those in attendance. Almost all participants rated the overall Symposium as either excellent (58%) or good (38%). Participants mentioned networking opportunities, new ideas and technology, and hands-on demonstrations when asked what they liked most about their overall Symposium experience.



PEN-International Workshop Development In project year three, PEN-International continued to expand its library of workshops related to deafness, instructional technology and teaching/learning for use by faculty in PEN-International partner countries. Eight out of the fourteen workshops under development in project year two were implemented in project year three. In project year three, PEN-International developed four additional workshops for use by partners in year four. These workshops include: an Overview of NTID/RIT and PEN-International; Instructional Technology and Deaf Education; Instructional Design; and The Development of Media and Materials.

PAN Collection Dedicated at TUT The Huo-Hsi Pan collection, an extensive and valuable collection of engineering textbooks, was officially dedicated at Tianjin University of Technology (TUT) on 25 September 2003. The family of the late Professor Pan, an accomplished U.S. engineering professor born in China, donated his entire collection of textbooks to PEN-International in hopes of furthering the education process of men and women in China studying engineering. PEN-International donated 600 plus engineering textbooks in the Pan Collection to TUT.

Delegations from PEN-China Receive Orientation at PEN Headquarters Two separate delegations from partner institutions in China participated in seminars at NTID in project year three. Mr. Lei, Chairman of the Board of Tianjin University of Technology, visited PEN-International in October 2003. He was accompanied by Director Bao of the Technical College for the Deaf at TUT and PEN-China coordinator Zhang. The purpose of the visit was to familiarize the recently appointed Chairman Lei with NTID, RIT, and PEN-International, and discuss additional opportunities for collaboration between RIT and TUT. During the week-long visit, the delegation participated in various seminars to better familiarize themselves with PEN-International's objectives and processes.

Further in February 2004, PEN-International partners from Beijing Union University (BUU) and Changchun University (CU) participated in a series of intensive seminars at NTID. A total of six key decision makers participated in the seminars.

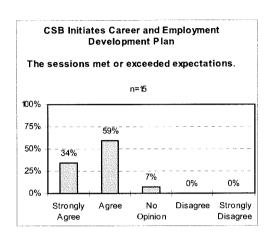
CSB Initiates Career and Employment Development Plan The College of St. Benilde (CSB) identified career and employment development as a major area for concentration in year three. Therefore, between 9 March and 5 April 2003, Dr. Sid McQuay, a skilled practitioner of career education, served as a visiting scholar at CSB. During his stay at CSB, Dr. McQuay interacted and conducted in-depth consultations and seminars with 15 CSB faculty, staff and administrators regarding the construction of a comprehensive career development and employment program for deaf students of the college. As a follow-up to Professor McQuay's visit to CSB, Mr. Eric Soriano and Ms. Giselle

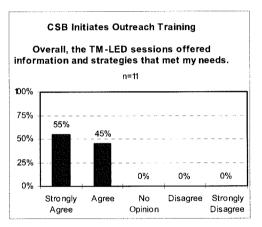
Montero from CSB came to NTID the week of 29 September 2003 to participate in a series of employment seminars. The agenda items included training workshops, shared discussions, and classroom observations. These employment seminars were also offered to NTID faculty and Center of Employment staff members. A total of 20 NTID professionals participated in this training program. Prior to this event, videoconference technology was used to initiate training.

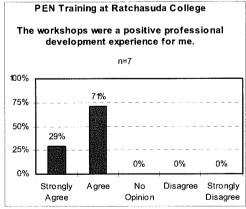
As a follow-up to the employment training seminars held at NTID in September 2003, Mr. Paul Seidel and Mr. John Macko, of the NTID Center on Employment, conducted employment symposia for deaf students of the college the week of 19 January 2004. A total of 125 students participated in the program. In-depth training sessions were also conducted with faculty. Fifteen faculty members were trained on topics related to employment acquisition, and career maintenance and enhancement. Almost all (93%) of the faculty participants either strongly agreed (34%) or agreed (59%) that the sessions met or exceeded expectations. In addition, McQuay, Seidel, and Macko all met with various employers and officials of the U.S. Embassy in Manila in an effort to improve employment opportunities for the deaf.

CSB Initiates Outreach Training Regarding Learner-Centered Education During November and December 2003, the School of Deaf Education and Applied Studies at the College of St. Benilde (CSB) conducted five seminars with 11 faculty members from various regional institutions as part of their PEN The represented institutions included Bible outreach efforts. Institute for the Deaf, CAP-School for the Deaf, Manila Christian Computer Institute for the Deaf, Southeast Asian Institute for the Deaf, and the School of Deaf Education and Applied Studies at the College of St. Benilde. The seminars were the first of a six-module series pertaining to learner-centered education developed by Dr. Bernardo of De La Salle University under contract with PEN-International. The first module focused on providing participants with an orientation to the learner-centered education model, a model which follows a framework set by the American Psychological Association. The training proved extremely beneficial. All (100%) of the participants agreed that the sessions offered information and strategies that met overall needs.

PEN-Russia Training at Bauman Three separate training sessions were conducted at Bauman in project year three. On 18 November 2003, a total of 20 individuals representing various Russian organizations participated in seminars relating to







instructional design techniques, effective utilization of the multimedia labs, and the lab's advanced high technology systems. Additionally, a series of workshops presented by educational professionals from Bauman were conducted on 22 and 23 November 2003. These workshops focused on the special education needs of students within a

technical university setting who are deaf and hard of hearing. Twenty-one audiologists representing various regions in Russia were in attendance. Further, in February 2004 Bauman conducted instructional technology workshops with 14 administrators and teachers from four secondary schools in Moscow. The seminars focused on integrating information technologies into the education process for deaf and hard-of-hearing people, and using the interactive smart board, presentation strategies, digital video presenter, and scanner technologies for the preparation of instructional materials.

PEN Conducts Instructional Technology Training at Ratchasuda College Between 26 February and 2 March 2004, PEN-International conducted a series of lectures, workshops and activities related to state-of-the-art use of instructional technology with postsecondary deaf students at Ratchasuda College. A total of 18 educators, including faculty members at Ratchasuda College and deaf education specialists from Bangkok, and 80 deaf and hard-of-hearing students from Ratchasuda College attended the workshops and demonstrations. The series of workshops gave participants the opportunity to relate the information presented during the lectures to educational challenges faced by teachers in Thailand. All of the faculty participants in attendance either strongly agreed (29%) or agreed (71%) that the workshops were a positive professional development experience.

Chinese Educators Pass Along Technological Skills

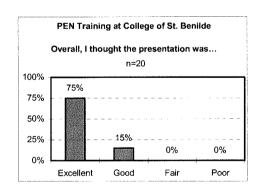
Experts from Tianjin University of Technology (TUT) utilized the videoconferencing and ISDN technology skills they learned through PEN training to help Beijing Union University (BUU) and Changchun University (CU) establish PEN multimedia labs at their respective institutions. Further, TUT experts worked with BUU and CU to train the faculty and staff of these universities on how to use the labs for videoconferencing and training, and for educating deaf students. These labs were officially opened in project year three.

TCT Continues Seminars and Conferences in Japan In the past, TCT has offered in-service audiology seminars in Japan and in other parts of the Asia-Pacific Basin. In fact, TCT has been one of the prime movers at the Convention of the Japanese Association of Special Education. TCT has also held seminars for university faculty members across Japan regarding research for issues in deaf education. In project year three, TCT continued these efforts to influence deaf education within Japan through seminars and conference participation. A total of 60 faculty members from postsecondary education institutions were impacted.

Project Year 4 (1 March 2004 – 31 October 2004)

PEN Offers Training at CSB and Participates in Conference on Learner-Centered Education Two training seminars for faculty at the College of St. Benilde's (CSB) School of Deaf Education and Applied Studies were conducted between 29 March and 3 April 2004 by Dr. J. Albertini and Dr. J. Porter. The workshops focused on deaf students being agents of their own learning. A total of 27 faculty members participated in the workshops, and three-quarters (75%) of the participants rated the overall presentations as excellent. Ten percent of the responses are unaccounted for.

In addition, Drs. Albertini and Porter delivered a paper at CSB's First International Conference on Learner-Centered Education and held open discussions with students from the college. A total of 94



faculty members from four different deaf education institutions attended the seminars and paper session.

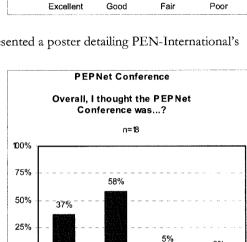
Delegation from Japan Studies Support Services at NTID A delegation from TCT and three other support services from Japan visited PEN-International in April 2004 to study the support services offered to mainstream deaf students at RIT. A total of seven delegates participated in these training sessions. Discussions were held regarding the desirability of and potential for establishing an All Nippon Technical Assistance Center for students in postsecondary education in Japan.

PEN Conducts Training Prior to PEPNet Conference Prior to attending the PEPNet Conference in Pittsburgh, Pennsylvania USA, 18 faculty members from PEN partner institutions participated in three days of pre-conference training between 19 and 21 April 2004. The workshops, offered by PEN-International, covered a wide range of topics including career counseling, use of interpreters in the mainstream, increasing student classroom interaction, cooperative education, and assistive listening devices. Participants rated the overall pre-conference workshops very favorable. Almost 80% rated the workshops as either excellent (58%) or good (21%). Participants were most satisfied with the "Using an Interpreter in the Classroom" session. Almost all (89%) participants felt this overall presentation was excellent.

PEN Presents Posters and Paper at PEPNet Conference On 22 April 2004, E. William Clymer, coordinator of PEN-International, presented a poster detailing PEN-International's

programs and services. More than 200 conference participants Bauman Moscow State Technical visited this poster session. University faculty members, Olga Orechkina and Sofia Vichniakova, also presented a poster at the conference. Their poster specifically addressed PEN-International and its accomplishments within Russia. In addition, E. William Clymer and John Macko, Senior Employment Specialist at NTID Center on Employment, presented a paper describing the myriad 2003 Instructional Technology Symposium that was co-sponsored by PEN-International, The Nippon Foundation of Japan, and NTID. The 18 faculty members from PEN partner institutions that attended the PEPNet Conference felt the workshops were interesting and beneficial. Almost all (95%) rated the overall PEPNet Conference as either excellent (37%) or good (58%). Participants specifically mentioned that they liked sharing and networking opportunities, and learning new teaching strategies most.

PEN Conducts Mathematics Training at University Vincent A. Daniele, Professor and Department Chairperson, and Associate Professor Joan A. Carr, both of the NTID Department of Science and Mathematics, provided the faculty of PEN partner universities in China with a series of lectures, workshops, and activities related to teaching mathematics to deaf college students. More than 45 faculty members attended these workshops and demonstrations on 23 and 24 June 2004. All (100%) of the participants either strongly agreed (67%) or agreed (33%) that the workshop was a positive professional development experience. Participants said they liked learning about the technology and methodology used to teach deaf students in the United States, and realizing that Chinese and American deaf students have similar barriers when it comes to learning math.



Good

Fair

PEN Training Prior to PEPNet Conference

Overall, I thought the PEN-International

Pre-conference workshops were...?

n=18

16%

5%

0%

Poor

100%

75%

50%

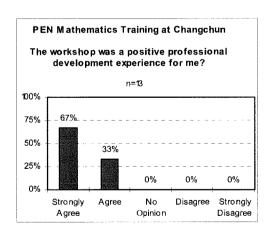
25%

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Excellent

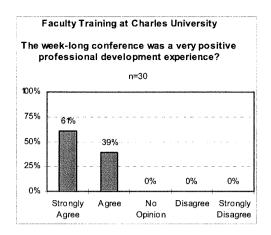
58%



Faculty Training at Charles University Between 22 and 27

August, 2004, PEN-International partnered with Charles University, Faculty of Arts, Language Resource Center in presenting a week-long series of workshops on teaching English to deaf students in the Czech Republic. More than

65 teachers of the deaf in the Czech Republic participated in the series of lectures and seminars. In addition, participants were able to meet colleagues from different countries and share common experiences and strategies for improving English instruction for deaf students. Participants felt the workshops were very beneficial. All (100%) of the participants either strongly agreed (61%) or agreed (39%) that the week-long conference was a very positive professional development experience. Further, over 90% agreed (strongly agree/agree net score) that they have a renewed commitment to address the critical educational and language teaching and learning issues that affect deaf students.



PEN Expansion

PEN-International understands the importance of instructional technology for educating deaf students. For this reason, over the past four years partnerships have been developed with deaf institutions from around the world, and within each of these partner institutions, state-of-the-art multimedia labs have been constructed. PEN-International continues to expand the network by seeking out and pursuing other viable deaf institutions to join the partnership.

Another primary goal of the PEN-International network is to encourage PEN-International partners to reach out to other institutions and organizations in their home countries in an effort to further expand and improve the educational experience for deaf and hard-of-hearing students.

Project Year 1 (1 March 2001 - 29 February 2002)

Development of Agreements with TCT and TUT A Memorandum of Understanding was signed in Tsukuba, Japan between James J. DeCaro, director of PEN-International, and Naoki Ohnuma, dean of Tsukuba College of Technology (TCT) on 21 March 2001. A similar agreement was signed in Tianjin, China between James J. DeCaro and Guodong Bao, director of Tianjin Technical College for the Deaf of Tianjin University of Technology (TUT) on 23 March 2001. These agreements outline the partnership between NTID and the university in the design, development, and execution of PEN-International at each of these institutions.

Labs Open at TCT and TUT On 1 October 2001, the PEN-International multimedia lab at Tsukuba College of Technology (TCT) was officially opened. Several officials from The Nippon Foundation of Japan were in attendance. A major highlight of the ceremony was a teleconference announcing the winners of the Robert F. Panara Haiku Competition at NTID and TCT. Professor Cushman of NTID and Professor Matsufuji of TCT conducted the haiku contest as a cultural exchange.

On 3 October 2001, the PEN-International multimedia lab at Tianjin University of Technology (TUT) was officially opened. The lab ceremony consisted of speeches by Director Bao of TUT, President Li of TUT, Dr. Davila of NTID, and Director Ohno of The Nippon Foundation of Japan. In addition, a lab demonstration was conducted by Professor Li, and Dr. James DeCaro was awarded a visiting professorship.

Project Year 2 (1 March 2002 - 29 February 2003)

Development of Agreements with Bauman and CSB In project year two, Memorandums of Understanding were signed with Bauman Moscow State Technical University (BMSTU) and De La Salle University-College of St. Benilde (CSB) in March and April 2002, respectively.

Labs Open at Bauman and CSB The PEN-International multimedia lab at Bauman was officially dedicated and opened on 26 November 2002. Special awards of appreciation were presented to Professor Shustorovich, Mr.

Saprykin, Mr. Burov, Professor Safranov, and Professor Oreshkina for their outstanding contributions to the development and implementation of the lab.

On 27 January 2003, the PEN-International Multimedia Learning Center at CSB was officially dedicated and opened. The learning center, an integral component of CSB's membership in PEN-International, serves as a venue for active learning by students and faculty of CSB and as an educational resource for the Philippines.

Ratchasuda College Becomes a PEN Affiliate A delegation from Ratchasuda College of Mahidol University visited PEN-International and NTID in April 2002. During the visit, preliminary discussions were held regarding the possibility of Ratchasuda College becoming a PEN-International affiliate. Subsequent to this visit, PEN-International representatives conducted a reciprocal visit to Thailand. In January 2003, it was determined that Ratchasuda College would affiliate with PEN-International to address the development and expansion of the Ratchasuda College Interpreter Education Program and the development of an educational technology in-service training program for faculty members.

Project Year 3 (1 March 2003 - 29 February 2004)

BUU's and CU's Special Education Colleges Open New PEN-International Laboratories In project year three, Tianjin University of Technology (TUT) was joined by Beijing Union University (BUU) and Changchun University (CU) to establish the foundation of PEN-China. In March 2003 and January 2004, new high technology multimedia labs were officially opened at the Special Education Colleges (SECs) of BUU and CU, respectively. The opening ceremonies were conducted live via videoconferences between China and the United States. More than 30 students, faculty, administrators, and government officials were in attendance at each site in China. The labs are currently being used to conduct in-service training, workshops, and faculty development seminars between NTID, TUT, and SEC.

PEN Expands in Russia Bauman Moscow State Technical University made tremendous strides in furthering and expanding PEN-International's educational objectives in project year three. The university received more than \$1.5 million in grants from the Ministry of Labor, Ministry of Education, and the City of Moscow to propagate the PEN model throughout the Russian Federation and Moscow. A total of 15 universities, colleges, and K-12 schools have partnered with Bauman to form PEN-Russia.

CSB Signs Memorandum of Agreement with Philippine Foundation CSB has also reached out in an effort to improve the educational experience for deaf and hard-of-hearing students by establishing partnerships with area employees. In October 2003, a Memorandum of Agreement was signed between the School of Deaf Education and Applied Studies (SDEAS) at De La Salle University-College of St. Benilde (CSB) and the ABS-CBN Foundation, Inc. (AFI) entitled, "Building Bridges, Creating Opportunities for Internship and Employment."

Through the help of The Rotary of Manila, CSB has also established a similar relationship with the Philippine Printing Technical Foundation. CSB continues to actively seek organizations interested in providing internship and employment opportunities to deaf students from CSB.

Project Year 4 (1 March 2004 - 31 October 2004)

It was initially intended that PEN would add a Korean Institution to the network in year 4. However, because of instability at the target institution, this will not occur.

Cross-Cultural Exchanges

PEN-International supports virtual and real student and faculty exchanges between participating colleges and universities. The cultural exchange program is designed "to strengthen each student participant's cultural and personal

identity while simultaneously helping him/her develop an understanding of the diverse cultures that affect our world."

Project Year 1 (1 March 2001 - 29 February 2002)

Ambassadors of Goodwill Student Exchange: NTID and TCT Visit TUT In November 2001, a 10 person delegation from the National Technical Institute for the Deaf (NTID) and a 5 person delegation from Tsukuba College of Technology (TCT) visited Tianjin Technical College for the Deaf of Tianjin University of Technology (TUT) as the first ever ambassadors in the PEN-International Ambassador of Goodwill Program. The delegation, comprised of students, faculty and staff participated in cultural events, visited classes, and engaged in lively discussions with their Chinese colleagues. Journal entries by delegates from both NTID and TCT proved that the exchange was extremely enriching and beneficial. "I came with a new experience of knowing that we are not alone because we have same feelings inside with those deaf Chinese students we met. It is because they are having the same opportunity as us to reach our dreams to be successful in the future. They have almost everything, such as their education and hearing aids--it made me feel impressed that we are equal in the world because every of us receive support as much as we can to face what is our deafness about and who we are." Justin R. Drawbaugh, November 2001.

Robert F. Panara Haiku Competition NTID and TCT conducted the first Robert F. Panara Haiku Competition at their respective institutions in project year one. The contest was named for Dr. Robert F. Panara, a renowned deaf poet, actor and educator. Faculty leaders of the competition, Professor Jerome Cushman of NTID and Professor Midori Matsufuji of TCT, designed the contest in an effort to encourage students to learn more about each other's culture and provide them with a creative mechanism for self-expression. Jessica McKinney was the first place winner from NTID, and Ohta Yoshihiro was the first place winner from TCT.

Virtual Cultural Exchange As mentioned earlier in the report, a virtual cultural exchange occurred during the TCT PEN-International Multimedia Lab opening ceremonies in October 2001. As part of the Robert F. Panara Haiku competition, three students from NTID and two students from TCT participated in the exchange by utilizing videoconferencing technology.

Project Year 2 (1 March 2002 – 29 February 2003)

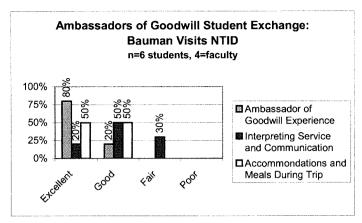
Ambassadors of Goodwill Student Exchange: TCT and TUT Visit NTID In the second PEN-International Ambassador of Goodwill Exchange, a delegation of 20 students, faculty and staff from Tsukuba College of Technology (TCT) and Tianjin Technical College for the Deaf of Tianjin University of Technology (TUT) visited the National Technical Institute for the Deaf (NTID) in May 2002. The delegation assembled in Japan and visited Mr. Y. Sasakawa, president of The Nippon Foundation of Japan, and conducted a study tour of TCT. While visiting NTID, the 12 Japanese and Chinese students and 8 faculty leaders participated in cultural events, toured Niagara Falls, and engaged in discussions with their American colleagues. The evaluation data indicates that the exchange was a very beneficial experience for everyone. Eighty-five percent (85%) of the total delegation rated the Ambassadors of Goodwill experience excellent. Participants mentioned being impressed with the different kinds of programs and clubs available to deaf students at NTID, and enjoyed communicating and socializing with NTID students.

Ambassadors of Goodwill Student Exchange: NTID Visits Bauman In November 2002, a delegation of 10 students, faculty and staff from NTID visited Bauman Moscow State Technical University. The delegation participated in various cultural events, observed classrooms, and shared experiences with their Russian counterparts. In addition, the delegation attended the opening ceremonies of the PEN-International Multimedia Laboratory at Bauman on 26 November 2002.

Ambassadors of Goodwill Student Exchange: Bauman Visits NTID A reciprocal exchange between Bauman and NTID occurred in February 2003. The delegation of 10 students, faculty and staff from Bauman visited NTID. The delegation participated in a wide variety of activities including cultural events, classroom observations, and shared

discussions. Eighty percent (80%) of the delegation from Bauman rated the Ambassadors of Goodwill experience as excellent, and 20% rated it as good. Almost all (90%) said they felt the visit to NTID provided them with useful information about higher education for deaf people in America. In fact, many of the delegates suggested expanding relations and cooperation between the two countries.

Robert F. Panara Haiku Competition In project year two, students from NTID and TCT participated in the second Robert F. Panara Haiku Competition. Professor Jerome Cushman of



NTID and Professor Midori Matsufuji of TCT remained the faculty leaders of this competition. Sam Sepah was the first place winner from NTID, and Sakiko Yajima was the first place winner from TCT.

In addition, Professor Cushman was honored with the second place award in the Kumamoto International Kusamakura Haiku Competition in Japan on 4 November 2002. Professor Cushman was the highest placing American poet in the competition. Further, Professor Cushman represented PEN-International at the Pacific Rim Haiku Conference: Haiku Without Borders in Long Beach California on 30 October to 4 November 2002. Professor Cushman presented participants with a paper describing the Robert F. Panara Haiku Competition.

WWW Page Design Competition A total of five PEN-International partner institutions participated in a WWW page design competition in 2002. The participating institutions included NTID, Bauman, CSB, TCT, and TUT. The purpose of the competition was to encourage creativity and originality in the design of a WWW page that communicated the diversity, culture and educational experiences offered at each of the participating institutions. Parenthetically, the top four entries by students from TUT impressed the National Federation of the Disabled of China to the extent that they have been invited to work as a team to develop the main WWW page for the 2008 Special Olympics in Beijing.

Holiday Card Design Competition A holiday card design competition was sponsored by PEN-International at De La Salle University-College of St. Benilde (CSB) in December 2002. CSB used the card to help celebrate the 2002-2003 holiday season. The winning designs were submitted by CSB students Leah Osido and Jordan Ruan Valencia. These students were honored at the opening ceremonies of the CSB PEN-International Multimedia Learning Center.

TCT-TUT Joint Paper Car Design and Race Professor Araki of TCT and Professor Bao of TUT organized and conducted a computer assisted design (CAD) competition between students at their respective institutions in December 2002. CAD technology was used to design paper cars that use battery-powered motors. The race was held simultaneously at TUT and TCT utilizing videoconference technology from PEN's Multimedia Laboratories located at both partner institutions.

Visiting Scholar Program In project year two, PEN-International initiated a visiting scholar program between PEN-International partner institutions. The first long-term exchange occurred between NTID and Bauman. NTID professor of mathematics, Maria Shustorovich, became a visiting scholar at Bauman where she assisted in developing and establishing the Bauman PEN-International Multimedia Lab. Dr. Karen Christie, PEN-International Goodwill Ambassador, NTID Department of Cultural & Creative Studies comments on her experience visiting Bauman Moscow State Technical University. "...students had the opportunity to actually stay overnight with another Deaf University Student from BMSTU. This, I believe, was one of the highlights of the experience for many students."

First PEN-International Doctoral Intern January through March 2003, Ms. Junhui Yang, a doctoral candidate at Gallaudet University, joined PEN-International as its first doctoral intern. Ms. Yang is a profoundly deaf national of the People's Republic of China, and her area of scholarly interest includes the education of people who are deaf in her home country. PEN-International director, Dr. James DeCaro, served as her supervisor during this internship.

Ambassador of Goodwill Student Exchange: TCT Visits TUT A delegation of 10 students, faculty and staff

100%

75%

50%

25%

0%

44.40%

Excellent

Ambassador of Goodwill Student

Exchange: TCT Visits TUT

n=5 students, 4=faculty

33.30%

Good

Ambassador of \Goodwill Student

Exchange: CSB Visits NTID

22.20%

Fair

0.00%

Poor

from TCT visited TUT during March 2003. The delegation participated in cultural events, visited the Ancient Cultural Street of Tianjin, spent an entire day meeting with TUT faculty and students, and visited the Great Wall. Japanese and Chinese students made formal presentations regarding their respective countries and educational systems, and engaged in lively discussions. Of the TCT participants in the exchange, the overall evaluation of the program was very positive as 70% of the participants rated the exchange experience as either "Excellent" or "Good". The delegation said they enjoyed visiting the Great Wall, and meeting and interacting with TUT students and faculty most. Learning and experiencing different ways to communicate was what delegation participants felt was the most important component of the exchange.

Ambassador of Goodwill Student Exchange: CSB Visits NTID A delegation of 11 students and faculty from CSB visited NTID in the spring of 2003. The delegation participated in cultural events, visited sites in and around Rochester, spent an entire day shadowing NTID students, participated in the NTID ethnic fair, and made a very informative presentation to NTID students and faculty regarding the language, culture, and educational systems of the Philippines. Each of the delegation members kept a written journal of their 10-day visit to NTID. The exchange proved to be very beneficial as 100% of the CSB delegation rated the experience as excellent. Participants liked touring Niagara Falls, meeting new people, and learning about the deaf culture in America.

n=8 students, 3 = faculty 100.00% 100% 75% 50% 25% 0.00% 0.00% 0.00% 0% Excellent Poor Good Fair

Visiting Artist at Ratchasuda College Mr. Eiichi Mitsui, world-

renowned Kutani porcelain artist from Japan, joined the faculty of Ratchasuda College in Thailand as a PEN-International Artist in Residence, between 1 and 9 September 2003. Well known in Japan and around the world, his pieces are included in numerous collections, including that of the Imperial Household of Japan. During his stay at Ratchasuda College, Mitsui conducted six seminars and 10 workshops with ceramics students from the college. A total of 137 students participated in the seminars and 206 students participated in the workshops. In addition, before departing Thailand for his home in Japan, Mr. Mitsui staged an exhibition of the Kutani Porcelain work of the students under his tutelage while he was in residence at Ratchasuda. The students and faculty of Ratchasuda College expressed their appreciation to PEN-International for supporting the visit of Mr. Mitsui in the following correspondence; RATCHASUDA COLLEGE appreciates NTID sending Mr. Eiishi Mitsui to participate in a Ceramic workshop with our students and lecturers. All participants have got a lot of knowledge from him. We, therefore, would like to have cooperation with NTID again in the near future".

TCT Delegation Visits CSB A delegation from TCT visited CSB in January 2004. The delegation from TCT was conducting a study tour of the Philippines that included visiting their PEN-International partner institution. The agenda included a visit to PEN's Multimedia Learning Center, campus tour, classroom observation, PEN-International update conference, and a farewell deaf cultural performance by CSB students.

Taiko Drumming at NTID With the generous support of the world-famous San Francisco Taiko Dojo and Grand Master Seiich Tanaka, Robin Wadsworth joined the NTID Department of Cultural and Creative Studies as a PEN-International Visiting Artist in February 2004. During his three-week visit, Robin provided Taiko lessons to more than 25 NTID students, faculty and staff members. The culmination of the visit was an evening performance by Robin and his pupils in the NTID Panara Theatre. The performance was attended by more than 100 members of the community.

Haiku in Tokyo and New York City In 2003, a two-story video screen displayed students from NTID and TCT performing haiku poems written as part of PEN-International's Robert F. Panara Haiku Competition. A descriptive video of the competition, which first took place in 2001, was prepared for display on the two-story video screen. The screen, which rests directly on The Nippon Foundation Building, is located in Akasaka, the business district of Tokyo. The haiku video was on display for much of 2003.

On 15 March 2003, Professor Cushman and Sam Sepah of NTID offered a workshop at the Northeast Metro Regional Meeting of the Haiku Society of America in New York City. The workshop introduced participants to American Sign Language in the haiku art form. In addition, Cushman and Sepah described PEN-International's role in fostering the development of haiku poetry in both American and Japanese Sign Languages.

TCT-TUT Joint Paper Car Design and Race On 13 December 2003, the second annual Joint Paper Car Design and Race was held between two PEN-International's partner institutions: TCT and TUT. These are the same two institutions that participated in the event the previous year. The paper car competition, conceived by Professor Λraki of TCT, also included pupils from elementary and secondary schools in Tsukuba. Similar to the previous year, the event was broadcast live utilizing videoconference technology from PEN's Multimedia Labs located at both participating institutions.

Project Year 4 (1 March 2004 - 31 October 2004)

TUT Wushu Team Visits RIT 1 May through 9 May 2004, the all China national collegiate championship marital arts team of TUT visited RIT as a cultural exchange. The visit was conducted under the auspices of PEN-International. PEN-International supported the exchange in part, as the team performed for the NTID community in the NTID Panara Theatre. More than 400 people attended the performance. All (100%) of the delegation rated the Ambassadors of Goodwill exchange excellent and similarly, 100% felt the trip was well organized.

Utilization of Videoconference Technology

Videoconference capability is one of the many advanced, high technology systems implemented at each of PEN-International's Multimedia Labs. Partner institutions are using the videoconference technology to not only train and educate, but to further partner relations and increase collaborative opportunities by bridging cross cultures. The number of video conferences have increased over the last four years as users of the technology at partner institutions become more comfortable and experienced with the systems.

Project Year 1 (1 March 2001 - 29 February 2002)

Videoconference Highlight of TCT Lab Opening Ceremonies A major highlight of the TCT PEN-International Multimedia Lab opening ceremonies (1 October 2001) was a videoconference at which the winners of the Robert F. Panara Haiku Competition at NTID and TCT were presented. Dr. Panara as well as the first and second place winners from NTID and TCT participated in the teleconference.

Videoconference Between NTID and TCT TCT also initiated a videoconference with NTID on 1 October 2001 for the purpose of improving the quality of education in institutions serving the postsecondary educational needs of deaf and hard of hearing students around the world. Videoconference participants discussed common problems in deaf education and how PEN-International partners will work together to address these challenges.

Project Year 2 (1 March 2002 - 29 February 2003)

Videoconference Between TUT and TCT A virtual faculty exchange was conducted between TUT and TCT on 20 November 2002. This was the first time videoconference technologies implemented at TUT and TCT PEN-International Multimedia Labs were utilized for this purpose.

ISDN and **IP** Videoconferencing A total of 12 videoconferences were conducted in project year two for the purpose of ongoing management and communication with partner institutions. Two IP videoconferences were conducted with CSB, five ISDN conferences were conducted with TCT, and similarly, five ISDN conferences were conducted with TUT. These management teleconferences were conducted in addition to those videoconferences conducted for training purposes.

Training Videoconferences From February 26, 2002 through March 15, 2002, three teleconferences were conducted by members of the NTID faculty and administration with their counterparts at the College of St. Benilde, Philippines. The titles of the 90 minute conferences were, Facilitating and Monitoring Student Progress, Issues in College Entry and Issues in Developing a Technology Curriculum.

Project Year 3 (1 March 2003 - 29 February 2004)

CSB and NTID Conduct First Student to Student Videoconference The first student to student videoconference using the advanced system installed at CSB was conducted between NTID and CSB on 23 April 2003. The conference was held in preparation for the CSB Ambassador of Goodwill visit that occurred at NTID in May 2003. The video cultural exchange included more than 15 participants.

Cultural Exchange Follow-up: TUT and TCT Videoconference As PEN-International Ambassadors of Goodwill, a delegation of faculty and students from TCT visited TUT in March 2003. In June 2003, a visitation follow-up was conducted between the two institutions using videoconference technology from PEN's Multimedia Laboratories. The videoconference provided those who participated in the cultural exchange an opportunity to discuss their respective experiences after three months of reflection.

Videoconference Between TCT, TUT, and BUU On 9 December 2003, a three-way videoconference was conducted between TCT, TUT, and BUU for the purpose of finalizing plans relative to the upcoming "paper car competition." Participants from the three institutions were able to videoconference using the high technology multimedia labs constructed by PEN-International at each of their respective sites.

Videoconferencing Utilized for Research in China In project year three, the interviews of faculty, students, and administrators for the research project to develop recommendations for the government of the People's Republic of China were completed. Interviews were conducted with 15 members of the TUT and BUU academic communities as well as with government officials. These interviews were conducted from the USA utilizing the PEN Multimedia Labs at NTID, TUT, and BUU, and the videoconferencing equipment in those labs. The data collected during the interviews will be presented to the government of the People's Republic of China in October 2004.

Dissemination of Network and Program Information

A primary goal of the PEN-International network is to disseminate technological information worldwide in an effort to improve education and increase educational and employment opportunities for deaf and hard-of-hearing individuals. PEN-International utilizes various communication methods including a widely publicized and continuously updated Web site, appearances of articles in multiple worldwide publications, participation at conferences and PEN-International management and business meetings.

PEN-International Web Site (http://www.pen.ntid.rit.edu) In project year one, considerable human resources were dedicated to the creation of a PEN-International Web site. The site was fully operational in February 2002.

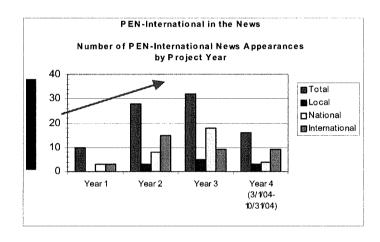
PEN-International's well designed and easily accessible Web site includes the organization's goals and objectives, a list of partner institutions, a resource database, and a complete listing of all PEN-International news and events. All of PEN-International and partner events are not only listed, but described in detail and accompanied by photographs. News and events from past years are archived on the Web site for easy retrieval. Individuals visiting the Web site are able to view presentation media such as PowerPoint slide shows, captioned video streaming, still photographs of presenters, and complete captions for all training workshops. This Web site was developed for the purpose of serving as the universal portal for the PEN-International project.

The site has grown tremendously over the years. For project year three there were 772,577 hits by 16,074 visitors from 36 countries. From March 1, 2004 until November 1, 2004 there were already 586, 064 hits by 14,909 visitors from within the United States, China, Japan and the Philippines accounting for 86% of the visitors.

Visitor feedback indicates that the information provided on the PEN-International Web site is invaluable.

"These are really useful links, especially those of Cathleen regarding English teaching are just brilliant. It is really very generous and kind that all your teachers are willing to share knowledge. Give my big THANKS to everyone and hope to see you soon."

PEN-International in the News In the past four years, there were a total of 86 articles published PEN-International in 45 different publications. The number of PEN-International appearances in various magazines, scholarly journals, newspapers, online news services, radio and TV media at the local, national, and international levels have steadily increased over this period. In project year one, PEN-International appeared in a total of 10 news articles. In project years two and three, the number of PEN-International appearances in news media grew to 28 and 32, respectively. International has appeared in a total of 16 publications thus far in project year four with expectations of exceeding last year's achievement.



The types of articles published about PEN-International include the network's overall goals and objectives as well as specific PEN-International news, events, and achievements.

The chart below identifies the specific media in which PEN-International has appeared in over the last four years.

PEN-International in the News					
Local	National	International			
• Deaf Rochester, Rochester, NY	RIT University Magazine, Rochester, NY	Business Wire, Japan			
• Democrat & Chronicle, Rochester, NY	RIT News and Events, Rochester, NY	Tokyo Times, Japan			
• Henrietta Post, Rochester, NY	RIT Dividends, Rochester, NY	Delovaya TRIBUNA, Russia			
• Rochester Business Journal, Rochester, NY	NTID Research Bulletin, Rochester, NY	Doctorate, Russia			
• WXXI Radio, Rochester, NY	Syracuse University Magazine, Syracuse, NY	Bauman Newspaper, Russia			
• Fox News 31, Rochester, NY	Syracuse University School of Education Newsletter, Syracuse, NY	Moscow Branch of the All-Russian Society of the Deaf, Russia			
• Channel 10 News, Rochester, NY	Deaf Times	• Izvestia, Russia			
	Deaf Today	Literaturnaya Gazeta, Russia			
	USA-L News	Moscow Pravda, Russia			
	Daily Record	Russian Scientific Gazette, Russia			

PEN-International in the News (Continued)					
Local	National	International			
	 ADVANCE for Speech-Language Pathologists The Daily News NADMag (National Association of the Deaf Magazine) Frogbond Silent News Hearing Exchange Fulbright Scholar Program Web Page WFD News (World Federation of the Deaf News) 	 Tianjin University of Technology Catalog Tide of China Reform 2001, China China Educational Resource and Information Weekly Report, China TJIC Dialogue, Philippines Today Newspaper, Philippines Manila Bulletin, Philippines Manila Times, Philippines Malaya News Flashes & Fotos, Philippines Perspective, Philippines Perspective Online, Philippines 			

Project Year 1 (1 March 2001 - 29 February 2002)

Management and Development Team Seminar and Business Meeting A ceremony to officially initiate PEN-International was held on 29 June 2001 at NTID. Representatives of Rochester Institute of Technology, Tsukuba College of Technology, Tianjin University of Technology and Bauman Moscow State Technical University signed the official PEN-International resolution. Mr. R. Utagawa, executive director of The Nippon Foundation of Japan, signed and witnessed the event. In addition, the first PEN-International Council of Directors business meeting was held on the same day. This inaugural meeting of the council was the first step in establishing the overall management and coordination structure for PEN-International.

Project Year 2 (1 March 2002 - 29 February 2003)

Deaf Way II Conference at Gallaudet On 12 July 2002, PEN-International conducted its first poster session at the Deaf Way II Conference in Washington D.C. The session provided conference participants with an overview of PEN-International, its goals, objectives, and accomplishments to date. Approximately 75 conference participants visited the PEN-International display.

8th Asia-Pacific Conference on Deafness A five person delegation from PEN-International attended the 8th Asia-Pacific Congress on Deafness in Taiwan, China between 4 and 6 August 2002. Professor Clymer, PEN-International coordinator, presented a paper about PEN-International in which he co-authored with Director Bao and Mr. Zhang of TUT, and Professor Araki of TCT. The paper reached more than 40 conference participants.

36th All Nippon Deaf Education Conference Between 8 and 11 August 2002, Professor Clymer attended the 36th All Nippon Deaf Education Conference in Sapporo, Japan. Professor Clymer presented a paper to the information technology sub-group of the conference entitled "Online Learning at PEN-International." Approximately 450 conference participants, comprising of deaf educators and parents, visited the PEN-International display booth. Representatives from PEN-International partner institution Tsukuba College of Technology were also in attendance.

Industry and Education Cooperation Program Generally speaking, the Industry and Education Cooperation Program is a PEN outcome where there has been limited progress. In year 4 inroads are being made with IBM Asia-Pacific but that effort is still at its early stages. The industry/education program will need considerable attention in project year five.

Project Year 3 (1 March 2003 - 29 February 2004)

18th International CSUN Conference on Technology and Persons with Disabilities On 21 March 2003, Professor Clymer attended the 18th International CSUN Conference on Technology and Persons with Disabilities in Los Angeles, California. Professor Clymer presented a paper entitled "The Postsecondary Educational Network-International, A Worldwide University Collaboration Serving Deaf Students" which was co-authored with James DeCaro, director of PEN-International. The conference was attended by more than 4,200 educators and disability experts representing more than 40 different counties. More than 25 conference participants attended the PEN-International paper session.

Teachers of English to Speakers of Other Languages (TESOL) 2003 Convention Gerald Berent, NTID Department of Research, and E. William Clymer, coordinator of PEN-International, attended the 2003 Annual Convention of Teachers of English to Speakers of Other Languages in Baltimore, Maryland on 26 March 2003. Professors Berent and Clymer presented a paper entitled "Teaching English to Eastern European Deaf Students," which provided an overview of a workshop series conducted by PEN-International for faculty members from Bauman, Charles University, CSB, and TUT. More than 20 conference participants attended the paper session.

PEN-International Participates in RIT's Diversity Week On 17 April 2003, PEN-International conducted a panel discussion as part of the "Expressions of Diversity Conference" at the Rochester Institute of Technology. Members of the panel described issues and challenges confronted by PEN-International while offering faculty development programs in countries with differing cultures and educational systems. The audience was comprised of more than 15 RIT faculty, staff, and administrators.

14th World Federation of the Deaf Congress PEN-International was well represented at the 14th World Congress of the World Federation of the Deaf in Montreal, Canada on 19 and 26 July 2003. PEN-International team members presented two poster sessions and a formal paper session, and staffed a PEN-International display in the Congress Exhibition Hall. The paper session was attended by more than 250 conference participants. The poster sessions drew approximately 20 participants respectively, and the PEN-International exhibit was visited by more than 300 Congress participants from around the world.

Project Year 4 (1 March 2004 - 31 October 2004)

4th Annual Conference on Videoconferencing and Emerging Technologies On 20 April 2004, a paper was presented by PEN-International at the Fourth Annual Conference on Videoconferencing and Emerging Technologies at Gallaudet University in Washington, D.C. The paper detailed how PEN is utilizing ISDN technology to conduct trans-pacific training and to conduct business meetings between and within PEN-International partner countries.

PEN-International Participates in Installation of Dr. Hurwitz as RIT Vice President Dr. T. Alan Hurwitz was installed as RIT Vice President for NTID and Dean of NTID on 26 April 2004. The PEN-International directors were represented by Executive Vice President Ronnie Holmes of De La Salle University-College of St. Benilde in Manila, Philippines.

NAFSA: Association of International Educators On 15 June 2004, PEN-International was introduced to the assembly of the NAFSA, Region X Upstate Meeting at the Rochester Institute of Technology. This purpose of the association is to promote the exchange of students and scholars to and from the United States. PEN was one of only two exhibitors at the conference and PEN representatives were formally introduced to the assembly of more than 70 college and university professionals from 31 colleges and universities.

7th World Congress of the International Federation of Hard of Hearing People (IFHOH) PEN-International was also well represented at the 7th World Congress of the International Federation of Hard of Hearing People on 4 through 9 July 2004 in Helsinki, Finland. James DeCaro, PEN-International director, was invited to participate in the opening ceremonies by offering words of welcome to the assembled membership of the congress. More than 500 congress participants were in attendance. In addition, PEN-International was the only exhibitor disseminating

educational information, and as a result, more than 250 congress participants visited the PEN-International display area.

Inclusion Conference PEN-International presented a paper entitled "Tertiary Deaf Education in China: Self-Contained Colleges in Mainstream Universities" at the New Developments Related to Educational Support Services and Cochlear Implants Conference at Sint-Michielsgestel, Netherlands on 15 July 2004. The paper was co-authored by Patricia Mudgett, James DeCaro, Yufang Liu, and Guodong Bao. Approximately 30 conference participants attended the paper session. In addition, James DeCaro, PEN-International director, moderated a plenary panel session entitled "The Future" during the closing ceremonies.

4th National Asian Deaf Congress Conference PEN-International gained a tremendous amount of exposure at the 4th National Asian Deaf Congress Conference in Honolulu, Hawaii between 4 and 8 August 2004. PEN-International partnered with the National Asian Deaf Congress and the Deaf of the Pacific Rim in supporting the conference. All 250 participants at the conference received detailed information in their registration packets regarding PEN-International's goals and accomplishments. In addition, the conference program book contained a message of congratulations from PEN-International. On 5 August, PEN-International hosted a continental breakfast for all conference attendees. The event provided an opportunity for PEN-International representatives to meet participants and share the plans and accomplishments of PEN-International in Pacific Rim countries. The breakfast was very well attended and provided participants with an excellent networking opportunity. On 6 August, E. William Clymer presented a paper entitled "PEN-International: Focusing on Deaf Education in the Pacific Rim."

Delegation Visits

One of PEN-International's goals is to increase visibility, and develop relations with prospective partners in order to ultimately improve education and increase opportunities for deaf and hard-of-hearing people. Delegation visits to PEN-International and NTID, and by PEN-International representatives to current and prospective partner sites, is an effective method to achieve this goal.

Project Year 1 (1 March 2001 - 29 February 2002)

A key goal for project year one was to determine which institutions should join PEN-International in years two and three of the project. Between June and November 2001, PEN-International representatives visited Russia, the Philippines, and the Czech Republic.

Bauman Moscow State Technical University In June 2001, James DeCaro visited Bauman to gauge the level of commitment of university administrators. At that time, it was determined that Bauman had the resources, commitment, personnel, and administrative support required to become a PEN-International partner. Bauman officially became a member of PEN-International in March 2002.

De La Salle University-College of St. Benilde (CSB) PEN-International representatives, James DeCaro, R. Davila, and E. William Clymer, visited the College of St. Benilde of De La Salle University in Manila, the Philippines in October 2001. The visit focused on the curriculum at the School of Deaf Education and Applied Studies (SDEAS) at the college. The visitation team's assessment concluded that the SDEAS program needs to develop areas of specialization within the curriculum that lead to gainful employment of graduates. In an effort to address this need, the PEN-International team agreed to work jointly with CSB faculty to assist with curriculum development processes. CSB officially became a member of PEN-International in April 2002.

Charles University (CU) Due to weak English language competence, deaf students at Charles University have experienced significant difficulty negotiating the university curriculum. As a result, Charles University, the premier university in the Czech Republic, established a language center to assist students in the development of their Czech and English language skills. Subsequently, PEN-International representatives acknowledged CU's commitment and investment in serving deaf students. In November 2001, James DeCaro and E. William Clymer visited Charles

University with the intention of developing a Memorandum of Understanding between CU and NTID. Due to Infrastructure challenges, CU joined PEN-International as an associate member only in February 2002.

Project Year 2 (1 March 2002 - 29 February 2003)

PEN-International hosted six different delegations during project year two. The delegations included visits from partner institutions, potential partners, a sign language foundation, and a funding agency.

TCT Conducts Study Tour Four colleagues from TCT participated in an intensive study tour at NTID between 13 and 15 March 2002. The focus of the study was threefold: business and management practices; student support services, and physics teaching.

Delegation from Sweden Five members of the Sign Language Foundation Center in Örebro, Sweden visited PEN-International and NTID between 9 and 11 April 2002. The purpose of the visit was to learn about PEN-International, the NTID Interpreter Education Program, and how NTID teaches American Sign Language. The delegation participated in a total of eight seminars that addressed the delegation's objectives. The seminars were developed by members of NTID's American Sign Language and Interpreter Education Departments.

Delegation from Italy Conducts Study Tour A delegation from the University of L'Aquila and University of Pisa, Italy conducted a study tour of PEN-International on 11 and 12 September 2002. The purpose of the visit was to learn about PEN-International's programs and services. The University of L'Aquila is considering establishing a program for students who are deaf. The delegation visit was sponsored by the RIT President's Office and Mr. Mario Daniele of Rochester. This visit has yet to bear fruit.

Italian Fulbright Commission PEN-International hosted Dr. Elena Rudutzky, director, Mason Perkins Deafness Fund and coordinator, Italian Fulbright Commission Deafness Program, on 23 September 2002. Dr. Radutzky was introduced to PEN-International and met with NTID's Fulbright Senior Scholars. In addition, Dr. Radutzky met with NTID's dean Dr. A. Hurwitz to discuss collaboration between the Italian Commission and NTID. There has been no progress on this front.

Visit from The Nippon Foundation of Japan Ms. Tomoko Okawara, PEN-International project officer from The Nippon Foundation of Japan, visited PEN-International between 18 and 21 November 2002. During the visit, Ms. Okawara was introduced to NTID's programs and services, and given a briefing on progress in achieving PEN-International's project year goals and objectives.

Tianjin Delegation On 8 through 10 December 2002, a four person delegation from Tianjin University of Technology (TUT) visited PEN-International to discuss new areas for collaboration between TUT, PEN-International, and the Tianjin Federation for the Disabled. The December meetings resulted in an agreed upon outline for a new program. After further discussions via videoconferencing in January and February 2003, an agreement was reached that PEN-International would work with the China Federation of the Disabled, TUT, and NTID to help establish a Chinese Sign Language interpreter education program in China.

Project Year 3 (1 March 2003 - 29 February 2004)

Delegations Visit PEN-International PEN-International was involved in many delegation visits in project year three. Delegations from Ireland (April 2003), Korea (October and December 2003), and the Ukraine (October 2003) visited PEN-International offices at NTID. The visits helped to familiarize these individuals with PEN-International's charge. Discussions focused on the organization and structure of programs serving the deaf, technological innovations, curriculum development, and most importantly, future collaborative opportunities.

PEN-International Visits Potential Partner Sites In project year three, PEN-International representatives traveled to various international sites including Russia (May 2003), Korea (September 2003), and the UK (November 2003). The purpose of these visits included expanding PEN-International in Russia, and contemplating a

collaborative partnership with institutions and associations in Korea and UK. PEN-International representatives met with persons from Korea Association of the Deaf, Korea National College for Rehabilitation and Welfare, and the University of Reading in Deafax.

PEN-International Visits Cornell University PEN-International representatives visited Cornell University's School of Industrial and Labor Relations, Program on Employment and Disability in October of 2003 to explore a possible partnership between PEN-International, NTID, and the Cornell Programs. As a follow-up to the original meeting, PEN-International facilitated a meeting between NTID, Cornell University, Syracuse University, and Apple Computer on 23 January 2003. Several areas of mutual interest between the participant organizations were identified, however, there has been no progress to date.

Project Year 4 (1 March 2004 - 31 October 2004)

China's Minister of Foreign Affairs Visits TUT Mr. Li Zhaozing, Minister of Foreign Affairs for the People's Republic of China, visited the Technical College for the Deaf of Tianjin University of Technology (TUT) on 11 April 2004. Minister Li visited PEN-International Multimedia Classroom and offices, and gave a lecture to students of the college. Director Bao introduced the Minister to the work of the college and explained PEN-International's charge and TUT's affiliation to the network.

Hungarian Ambassador Visits NTID His Excellency András Simonyi, Ambassador of Hungary to the United States, visited RIT on 11 May 2004. The purpose of his visit was to learn about the programs of PEN-International and tour the facilities of NTID. While touring various labs and learning centers, the Ambassador met with faculty members and students, learned about NTID's approach to educating students who are deaf, and was briefed on how PEN-International uses these same principals in its work around the world. In addition, Ambassador Simonyi and PEN-International and RIT representatives met to discuss possible areas of future collaboration between RIT and Hungary.

PEN Visits World Bank in D.C. On 21 July 2004, Dr. A. Hurwitz, RIT Vice President and NTID CEO, and Dr. J. DeCaro, PEN-International director, visited Ms. Judy Heumann, disability and development consultant at the World Bank Group in Washington, D.C. The meeting focused on PEN-International's charge and PEN-International's participation in upcoming World Bank events. It was determined that PEN-International would have a significant presence at the World Bank's celebration of the UN Day of Disabled Person's taking place on 30 November 2004, and participate in a "brown bag" luncheon at the World Bank Headquarters in the fall of 2004. The purpose of the "brown bag" lunch is to introduce key officials from the Bank Regions to the work of PEN-International.

Awards and Recognitions

PEN-International has made a tremendous impact on deaf education worldwide in the four years it has been in existence. As a result, PEN-International continues to be recognized for its efforts.

Project Year 3 (1 March 2003 - 29 February 2004)

DeCaro Receives Honorary Doctoral Degree from Bauman An honorary doctoral degree was conferred on Dr. James J. DeCaro, director of PEN-International, by Bauman Moscow State Technical University on 17 November 2003. DeCaro was honored for his contributions to the postsecondary education of people who are deaf and for his role in establishing worldwide partnerships through PEN-International.

DeCaro Receives Haihe Award of Friendship PEN-International director and professor James J. DeCaro was honored with the Haihe Award of Friendship of Tianjin Municipality on 30 September 2003 in the Grand Auditorium of the City of Tianjin. This award is presented to foreign nationals who have worked in Tianjin and made

"outstanding contributions for the betterment of the city." In addition, DeCaro was presented with a long-term residency certificate by the director of the Public Security Bureau of the City of Tianjin, Mr. Wu Changshun.

Bauman Wins Award at Invatech-2003 Exhibition in Moscow The Center on Deafness at Bauman Moscow State Technical University exhibited a full-scale model of the PEN-International Multimedia Laboratory at Invatech-2003 in June 2003. Invatech is an exposition of special technologies and designs for people with disabilities. The display won a prize for innovation in the use of instructional technology for teaching. The model was later installed at School No. 22 in Moscow with support from the City of Moscow. School No. 22 is one of Bauman's affiliate institutions.

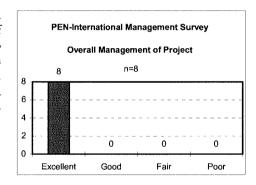
OVERALL EVALUATION OF PROJECT MANAGEMENT AND LAB UTILIZATION

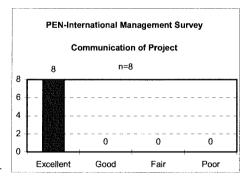
Project Management Survey

As part of PEN-International's evaluation plan, each partner and affiliate member of the network was asked to respond to a series of questions designed to measure their views of the project leadership management. In October 2004 the evaluation instrument was distributed to the directors of the eight partner and affiliate programs. Each program promptly returned the document with indication of level of satisfaction and with specific comments about past performances and suggestions for future endeavors.

Quotes from Respondents

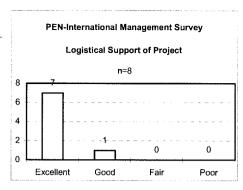
- 1. We admire the professionalism of the management of PEN.
- 2. If you have additional candidates for PEN-International partner/affiliate in the future, we hope that we get the introduction of the candidate institutions. In addition to this, we hope that we should be informed the sense of adding new partner/affiliate and that the affiliation should be agreed in advance by lead institutions.
- 3. Considering the accounting system is different from country to country, it is very appreciated if the headquarters of PEN-International would handle it as flexible as possible.
- 4. We appreciate the opportunity you provide for us to be a member of PEN-International, and the effort you have been made to improve the deaf education in China has greatly encouraged and moved us and the students in our college as well. We'll continuously try our best with you together to make PEN-International more splendid!
- 5. For further 5 years for the PEN-International Project duration I am thinking of the creation of the intranet contacts concept (the concept for contacts realization within the framework of Postsecondary Education Network International).
- 6. The management and efforts coordination as well as the communication through PEN-International Office will expand the list of mutually beneficial services for all the participants. So the optimal use of resources would be achieved.







- An annual workshop to benefit staff, students and teachers from deaf schools.
- 8. Any educational software developed within the network (should) be distributed throughout the network.
- 9. Interpreters (should) be provided when students come to NTID to study or there is an exchange or visit of staff, faculty or students.



Summary of PEN Supported Computer Lab Use

PEN-International understands the importance of instructional technology for educating deaf students. For this reason, state-of-the-art high technology multimedia labs have been constructed at partner institutions. In project year three, PEN-International constructed two new labs at Beijing Union University and Changchun University, both in China. These labs provide students and faculty with access to the World Wide Web, offer videoconference capability to the university, provide a local area computer network hub, and serve as a smart classroom for teaching and learning. Students attend classes in these environments as well as use them as general computer labs when formal classes are not scheduled. The labs are being extensively used at each site where they have been constructed as can be seen from the following table. Please note that data on Changchun's lab is not yet reported since it only opened in February 2004.

Multimedia Laboratory Use at Partner Institutions

	Course Use	Non-Course Use
	(Hours per Week in Use)	(Hours per Week in Use)
Tsukuba College of Technology	26	30
Tianjin University of Technology	46	12
Bauman Moscow State Technical University	30	27
De La Salle University-College of St. Benilde	32	40
Beijing Union University	28	25

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