



PEN-INTERNATIONAL

SUMMER LEADERSHIP INSTITUTE

HERSTMONCEUX CASTLE, EAST SUSSEX, ENGLAND

AUGUST 2010

OVERALL EVALUATION REPORT

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Summer Leadership Institute Web Site:

<http://www.pen.ntid.rit.edu/events/exchanges/2010/summer-institute/>

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INTRODUCTION

The third Postsecondary Education Network-International (PEN-International) Summer Leadership Institute (SLI), a multinational weeklong program for postsecondary deaf and hard-of-hearing students, took place on 21-28 August 2010 at Herstmonceux Castle in East Sussex, England.

This program was organized and sponsored by PEN-International, an organization funded by The Nippon Foundation of Japan to the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT).

The PEN-International Summer Leadership Institute is designed to promote the development of leadership skills among postsecondary student leaders who are deaf and hard of hearing; to focus on self-advocacy skills in the areas of support services in postsecondary education, community access and employment; and to engage in learning about deaf culture and awareness. These goals are accomplished through ice-breaking activities, training workshops, student presentations, cultural performances and demonstrations, team-building exercises, and social activities.

Students from PEN-International's major partner programs in Japan, China, Russia, the Philippines, and the United States were invited to participate. A total of 20 students, 17 sign language and voice language translators, five faculty leaders, three PEN team members, and seven presenters were in attendance.

Information and materials related to the Summer Leadership Institute can be found at <http://www.pen.ntid.rit.edu/events/exchanges/2010/summer-institute/>.



The 2010 PEN-International Summer Leadership Institute included 50 participants representing China, Japan, Russia, the Philippines, and the United States.

The Summer Leadership Institute, organized by Nora Shannon, senior project associate, and Corinne Heschke, project associate, was comprised of 12 presentations. The presentation schedule is provided below.

In an effort to continuously improve and provide training opportunities that best meet the needs of PEN-International partners, an evaluation was conducted with the student participants to assess their experiences. PEN-International also requested informal feedback from faculty leaders, presenters, and sign language/voice language translators. The following report summarizes the Overall Summer Leadership Institute Evaluation and incorporates the feedback received informally from faculty leaders, presenters, and sign language/voice language translators.

2010 Summer Leadership Institute Presentation Schedule	
Presentation	Presenter(s)
Ice-Breaking...be-friending	Dr. Gerard Buckley & Mrs. Judy Buckley
Life Experiences: How Culture and Family Shape and Influence Leadership and Involvement in both Deaf and Hearing Communities	Dr. Gerard Buckley & Mrs. Judy Buckley
Effective Communication and Negotiation Skills	Dr. James DeCaro
Cultural Diversity	Ms. Patricia DeCaro & Mr. Alim Chandani
Assumptions and Expectations Regarding People who are Deaf	Ms. Patricia DeCaro
Leadership in the Global Deaf Community in the 21st Century-Building Networks and Relationships	Dr. Gerard Buckley and Mrs. Judy Buckley
What is My Personal Diversity, Character and Makeup?	Ms. Corinne Heschke and Ms. Mary Lamb
Setting Goals & Achieving Them	Mr. Scott Gentzke and Mr. Alim Chandani
Role Modeling and Volunteerism	Mr. Scott Gentzke and Mr. Alim Chandani
Deaf Culture	Ms. Patricia DeCaro and Mr. Alim Chandani
Wrap Up: Moving Forward as Deaf Leaders	Mr. Scott Gentzke
From Networking to Employment	Dr. Denise Kavin and Mr. Alim Chandani

Evaluation Design

The Overall Summer Leadership Institute Evaluation consisted of 60 questions in total. The types of questions included rating scale and open-ended formats. All other questions were dichotomous, offering a “yes” or “no” choice. Rating scale questions were based on a 5-point scale ranging from “strongly agree” to “strongly disagree.” Respondents were asked, in open-ended format, what they enjoyed most about the SLI, suggestions for improving the SLI, recommendations on follow-up activities, and the activities they plan to undertake in their home countries and communities as a result of their participation in the SLI. The survey instrument was available in multiple languages including English, Chinese, and Japanese. A copy of the evaluation form is available upon request.

Sampling and Analysis

The evaluation was conducted using a self-administered methodology. All participants were encouraged to complete the evaluations on-site. All 20 student participants completed an evaluation. Nine out of the 30 faculty leaders, presenters, and sign language/voice language translators provided informal feedback regarding their experiences at the 2010 Summer Leadership Institute.

Most of the findings are presented using percentages. For all rating scale questions, the total responding to the question was used as the percentage base. For all other questions, the total sample was used to compute percentages. The percentages for individual response categories do not always add up to 100%. This results from either rounding factors, a small percentage of no answers, or multiple responses provided by respondents. All of the open-ended questions were coded in an effort to quantify responses.



Summer Leadership Institute presenters pictured with the student Japanese delegation: Tomoka Tahara, Ryosuke Osono, Takeya Tango, and Yuki Miyagawa.



Summer Leadership Institute presenters pictured with the student Philippines delegation: Raymond Manding, Anna Lorena Salvador, Jonathan San Juan, and Gemmalyn Morta.

“To the PEN team, you all did a great job — well done! Now I’m satisfied and ready to go back home and lead my community.

2010 SLI Student Participant

SUMMARY OF FINDINGS

Respondents were asked to rate their level of agreement/disagreement to a series of statements relating to the 2010 Summer Leadership Institute.

All (100%) of the student participants either strongly agreed (80%) or agreed (20%) that the SLI was a positive experience. Many students expressed their gratitude for the opportunity to be a part of such a meaningful experience.

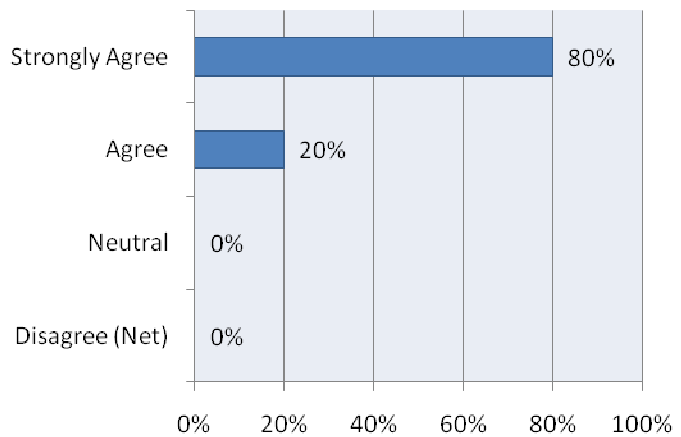
“I would like to thank the PEN project and the support of The Nippon Foundation which has given me the opportunity to study in the UK. I will always remember this trip, and the knowledge I learned will change my destiny. I will inspire others to fight for our goals.”
— 2010 SLI Student Participant

Similarly, all of the faculty leaders, presenters, and sign/voice language translators that provided feedback expressed their sincere appreciation for the opportunity to be included in the SLI.

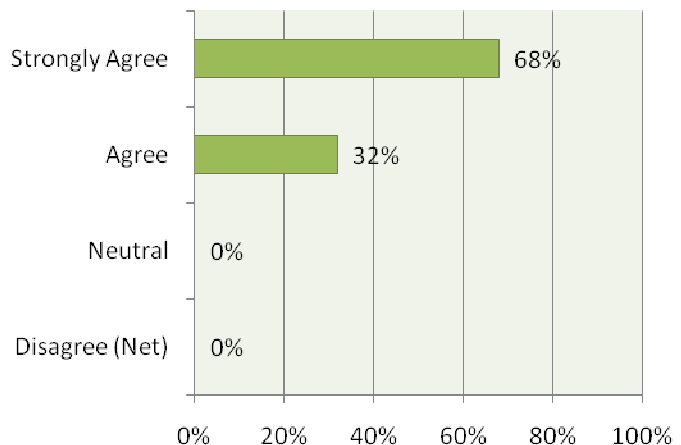
“It was a wonderful experience and one I will remember forever. I know I was there as a presenter, to help teach others, but I learned so much from the other presenters and from the students. I cannot thank PEN-International enough for this opportunity and will forever be grateful. It was inspiring to learn more about the impact of PEN-International can have on others and to experience it firsthand...there are no words to do it justice.”
— 2010 SLI Presenter

Additionally, more than two-thirds (68%) strongly agreed that they intend to share what they learned at the Summer Leadership Institute with others in their home country.

Level of Agreement with the Following Statement: Overall, the SLI was a positive experience for me.



Level of Agreement with the Following Statement: I intend to share what I have learned with others in my home country.



Students participate in outdoor group activities.

Ninety percent (90%) of student participants strongly agreed that the student cultural night activities were enjoyable.

All (100%) of student participants agreed (strongly agree/agree net score) that the student group presentations on leadership were informative and enjoyable, and that they are more aware of their strengths as a leader and will utilize their leadership skills when they return to their home country.

Similarly, all (100%) of student participants agreed (strongly agree/agree net score) that they learned how to become a better advocate to promote access (breaking down barriers), support services, and employment in their country. Almost all (85%) said they will be able to use their new advocacy (self-support) skills when they return to their home country (strongly agree/agree net score).

Student participants said they learned about deaf culture in other countries from both the presentations (85% strongly agree/agree net score) and interactions with other students (90% strongly agree/agree net score).

Many (90%) of the student participants agreed (strongly agree/agree net score) that overall, the presentations and activities helped to develop their leadership, advocacy, and cultural mediation skills.



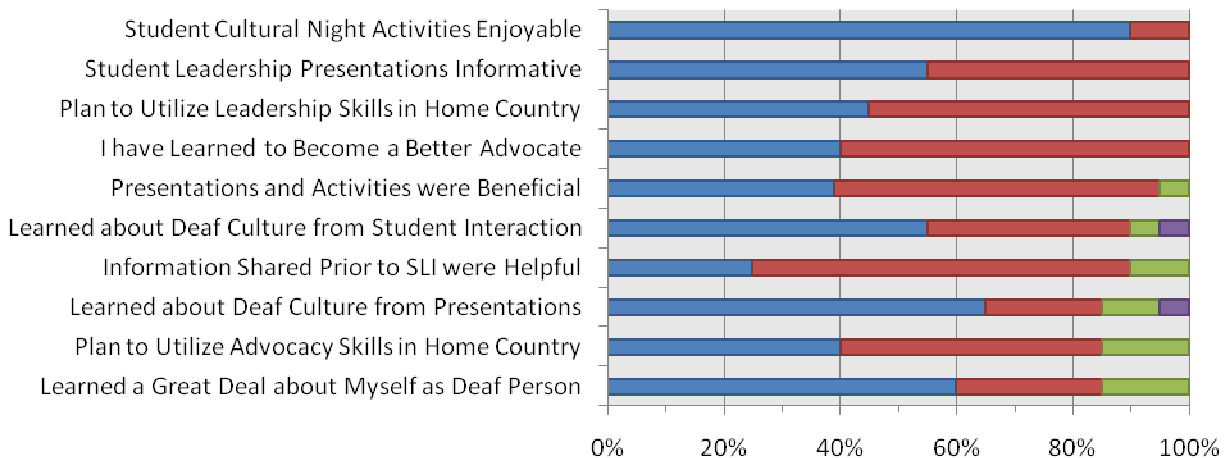
Summer Leadership Institute presenters pictured with the student Chinese delegation: Meng Lu, Fan Jinyu, Wang Yue, and Deng Min.



Filipino cultural performance.

Level of Agreement with the Following Statements:

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree (Net)



Three-quarters (75%) of student participants strongly agreed that the castle facilities and location for the institute were suitable. The faculty leaders, presenters, and sign/voice language translators agreed that the castle is the perfect venue for the SLI.

All (100%) of student participants agreed (strongly agree/agree net score) that the presentation handouts and articles were helpful and appropriate. Similarly, almost all (95%) said they plan to use the SLI materials provided on the PEN-International Website when they return home.

Student participants were also satisfied with the sign language interpreting and voice translation services (94% acceptable rating), and the availability and translation of print materials (89% acceptable rating). However, many of the faculty leaders, presenters, and sign/voice language translators suggested minimizing this need in the future through more interactive activities. They also suggested providing students with materials in both English and their native languages.

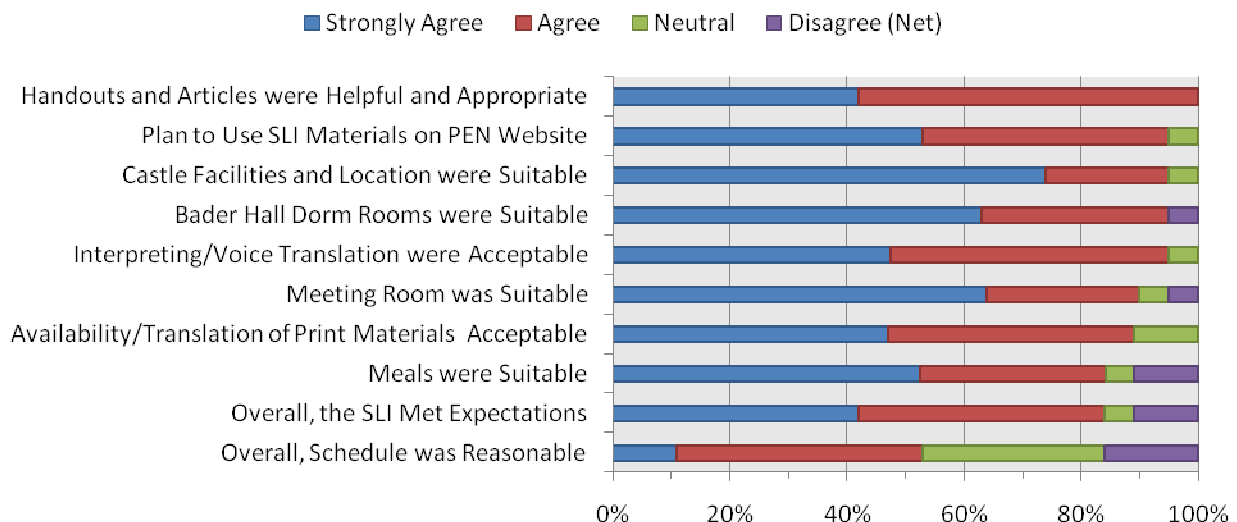
The lowest rated attribute related to the schedule. Half (53%) agreed (strongly agree/agree rating) that the schedule, including the amount of time for each activity, was reasonable. Many students (60%) and faculty leaders/presenters (78%) expressed in open-ended format the need for more breaks and free time in the schedule.

Overall, 84% of student participants felt that the SLI met their expectations (strongly agree/agree net score).



Summer Leadership Institute presenters pictured with the student Russian delegation: Daria Pisarenko, Elena Kuzina, Alexander Kirsanova, and Artur Nirislamov.

Level of Agreement with the Following Statements:



For each of the 12 presentations, student participants were asked the following three questions: “Did this presentation meet your expectations?”; “Was the information clear, and did the presenter(s) keep your attention during the workshop?”; and “Will you be able to use this information in your home country?”

All of the presentations were rated very favorably; however, the top three overall highest rated presentations included the following (based on an average “yes” rating for all three questions).

Top Three Rated Presentations

- ***“Setting Goals and Achieving Them”***
- ***“Role Modeling and Volunteerism”***
- ***“Effective Communication and Negotiation Skills”***

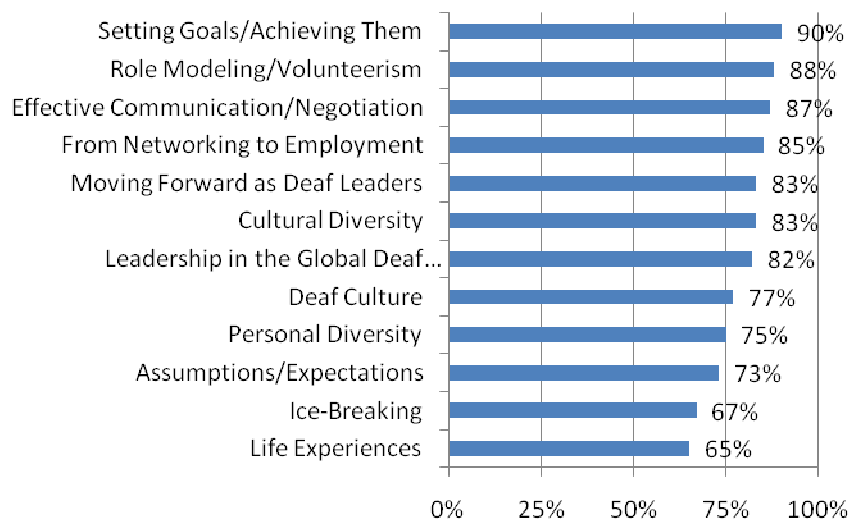
“Setting Goals and Achieving Them” was the highest rated presentation at the Institute. On average, 90% of student participants agreed that this presentation met their expectations, was clearly presented, and provided useful information that they will be able to use in their home country. Forty percent (40%) of student participants mentioned, in open-ended format, that as a result of this presentation, their goals have become clearer and they now know how to overcome potential barriers.

Similarly, 88% of student participants rated *“Role Modeling and Volunteerism”* very favorably. Several (20%) students mentioned, in open-ended format, that they really enjoyed the group activities that were conducted during this presentation, especially the human tracing exercise.

“Effective Communication and Negotiation Skills” was the third most highly ranked presentation. On average, 87% of students agreed that this presentation met expectations, was clearly presented, and provided useful information. Nearly half (45%) of the student participants mentioned, in open-ended format, that they learned about the qualities/characteristics that make a good leader and how these qualities/characteristics may differ from country to country.

Eighty-five percent (85%) of the students agreed, on average, that the presentation *“From Networking to Employment”* was beneficial. Many (40%) of the participants said they now understand the importance of broadening relationships and how the establishment of a deaf community network will greatly benefit those interested in finding employment.

**Overall Rating of Presentations
(Based on an average rating)**



More than 80% of the student participants rated *“Wrap Up: Moving Forward as Deaf Leaders,” “Cultural Diversity,”* and *“Leadership in the Global Deaf Community in the 21st Century-Building Networks and Relationships”* very favorably.

Participants felt that the presentation *“Wrap Up: Moving Forward as Deaf Leaders”* provided interesting information on multiple intelligence (25%), and nurtured creativity and independent thinking (15%).

Several (20%) of the participants mentioned, in open-ended format, that they felt the presentation on *“Cultural Diversity”* was both interesting and entertaining. Half (50%) of the students said they learned that cultural differences often leads to misunderstandings and that it is important to appreciate all cultures and to seek out facts before drawing any conclusions.

Many (40%) of the student participants expressed, in open-ended format, the usefulness of the information provided in the presentation *“Leadership in the Global Deaf Community in the 21st Century-Building Networks and Relationships.”* Several others (20%) appreciated the statistics that were provided regarding deaf people worldwide.

Three-quarters (75%) of the student participants expressed satisfaction with the presentations on *“Deaf Culture,” “What is My Personal Diversity, Character and Makeup?”* and *“Assumptions and Expectations Regarding People who are Deaf.”*

The presentation on *“Deaf Culture”* provided many (30%) with a better understanding of the problems faced by deaf people in other countries. These participants realized that many of the problems, issues, barriers that deaf people face are the same throughout the world. Several (10%) expressed interest in wanting to learn even more about other deaf cultures.

Several (15%) of the participants mentioned, in open-ended format, that the presentation titled *“What is My Personal Diversity, Character and Makeup?”* allowed them the opportunity to reflect on their own personality and limitations. Several others (15%) said they enjoyed the interactive games/activities most. A few of the student participants from the United States (10%) felt the information provided in this presentation was redundant.

Thirty percent (30%) of the students said that the presentation *“Assumptions and Expectations Regarding People who are Deaf”* provided a comprehensive understanding of the problems faced by deaf people and presented recommendations on how to effectively deal with these problems. Several (20%) mentioned that they found the frog story very interesting.

Two-thirds (66%) of the student participants felt the *“Ice-Breaking...be-friending”* and *“Life Experiences”* presentations met expectations, were clearly presented, and provided beneficial information that they could use in their home country.

Many (45%) of the students expressed, in open-ended format, that the presentation *“Ice-Breaking...be-friending”* was meaningful and provided an opportunity to relax and meet new friends. A few (15%) said they would have liked more time to get to know the other students.

Twenty-five percent (25%) of the student participants said, in open-ended format, that they learned the importance of understanding and respecting other cultures from the presentation titled *“Life Experiences: How Culture and Family shape and Influence Leadership and Involvement in both Deaf and Hearing Communities.”* Participants representing Japan and Russia are more likely to use this information in their own country than participants from China, the Philippines, and the United States (100% versus 42%, respectively). Several (20%) of these participants explained that they did not understand how the stories told during the presentation related to leadership and failed to understand the connection.

Respondents were asked in open-ended format what they enjoyed most about the Summer Leadership Institute and how the Summer Leadership Institute could be improved.

Sixty percent (60%) of student participants said they liked the group activities and cross-cultural opportunities best. Similarly, 55% said they enjoyed meeting and interacting with deaf students from other countries. Others said they enjoyed cultural night (30%), taking pictures (20%), and free time (15%). Many (67%) of the faculty leaders, presenters, and sign/voice language translators felt the cultural night performances were outstanding. One presenter suggested conducting the intercultural groups before the first cultural presentation to make the audience more invested.

Sixty percent (60%) of students suggested improving the SLI by incorporating more free time into the schedule for casual interaction. Almost all (78%) of the faculty leaders, presenters, and sign/voice language translators that provided feedback agreed. They explained that the schedule was too full and often too rushed, and that more free time for students to interact on their own would be ideal. Further, the presenters suggested mixing up the schedule by incorporating different daily routines and planning a mid-week excursion.

Several (25%) of the students suggested the presentations include more new and detailed information. These students explained that they already knew some of the information that was presented and recommended providing more in-depth information on certain topics. Similarly, 25% suggested allowing more interaction with deaf leaders, providing more opportunities for them to discuss their successes. Student participants also said they would like more presentations from speakers outside of the United States. Other students suggested incorporating more group outings/excursions (15%)

What did you enjoy most about the Summer Leadership Institute?	
Group Activities/Cross-Cultural Opportunities	60%
Meeting/Interacting with other Students	55%
Cultural Night	30%
Taking Pictures	20%
Free Time	15%

How could the Summer Leadership Institute be improved?	
More Free Time to Interact with Students	60%
More New/Detailed Information	25%
More Interaction with Deaf Leaders/ More Presenters from Other Countries	25%
More Outings/Excursions	15%
More Group Activities/Hands-on	15%

“Would like more time to interact with others to strengthen our communication skills and make new friends. Increase the time of introducing the different cultures.”

2010 SLI Student Participant



Summer Leadership Institute presenters pictured with the student USA delegation: Jeffrey Barnett, Derrick Behm, Erica Israel, and Melissa Kielbus.

and more group/hands-on activities (15%). All of these suggestions were also recommended by the faculty leaders, presenters, and sign/voice language translators. Many of these individuals felt the presentation by Minoru Yoshida, The Nippon Foundation of Japan, was one of the highlights of the week, and suggested inviting other deaf leaders from around the world to participate. They also suggested considering previous student participants to become faculty chaperones and presenters.

Many of the faculty leaders, presenters, and sign/voice language translators that provided feedback also suggested allowing Scott Gentzke and Alim Chandani, the next generation of deaf leaders, to be more of an integral part of the planning of the next Summer Leadership Institute.

Respondents were also asked, in open-ended format, to recommend follow-up activities to the SLI, and what activities they plan to undertake when they return to their home countries.

Thirty percent (30%) of the student participants suggested providing opportunities for this group of students to stay connected. Specific suggestions included planning group outings/reunions, establishing a Facebook page, and requesting students submit regular journal entries/updates. Twenty percent (20%) of the students felt any follow-up activities should include wide spread distribution of the information presented during the SLI including all of the presentation materials and photos. These participants suggested targeting deaf related websites and universities. Other participants suggested providing more leadership skills training (10%) and conducting research on deaf success stories (10%).

Three-quarters (75%) of the student participants said they plan, as a result of their participation in the SLI, to respond to the needs and clear up misunderstandings between deaf and hearing people by being more in touch with the deaf community and becoming an active volunteer.

Half (50%) of the students said they plan to pass on the information that they learned from the SLI presentations by conducting similar workshops in their communities. Forty percent (40%) said they plan to share their SLI experiences through community presentations. A couple (10%) of the students said they are inspired to carry through with their own personal goals.

What kind of follow-up activities should there be to the Summer Leadership Institute?	
Provide Opportunities for Group to Stay Connected	30%
Publication of SLI Information/Resources	20%
More Leadership Skills Training	10%
Research Deaf Success Stories	10%

What activities will you undertake when you return to your home and community as a result of the Summer Leadership Institute?	
Be More in Touch/Volunteer in Activities for Deaf/Clear up Misunderstandings	75%
Conduct Workshops in Community	50%
Share Experiences Through Community Presentations	40%
Carrying Through with Own Goals	10%



Students perform a human tracing exercise during “Role Modeling and Volunteerism.”



Summer Leadership Institute participants visit London, England on a one-day excursion.