



ED23D-0947

University of
Massachusetts
Amherst

Need for a mentoring network

One primary contributor to the leaky pipeline is lack of mentorship due to the difficulty of deaf and hard of hearing academics in recognizing one another. Hearing loss among non-signers is seldom obvious. Consequently, non-signing deaf and hard of hearing academics at predominantly hearing institutions often

- teaching,
- leading group meetings,
- addressing questions at conferences,
- participating in discussions at professional meetings, and
- serving on grant proposal panels.

To fill the mentoring gap, we have started a blog by and for academics at all career stages with some degree of hearing loss.

What can you do to improve your academic workplace for deaf and hard of hearing colleagues?



Abridged bios of the Blog Team



USA. Her research expertise is fault and earthquake mechanics. As a geologist Michele studies the structure and evolution of faults in Earth's crust and sometimes other planets. Because Michele's severe high-frequency hearing loss is pre-lingual, she was a bit language delayed both in speaking and reading. Since graduate school Michele has used FM systems, oral interpreters, CART and ASL interpreters once her signing skills were sufficient (started learning in graduate school).



and she is particularly interested in plant domestication and how some plants evolve to become problematic weeds for humans. Ana has progressive sensorineural hearing loss, currently somewhere in the range of severe to profound. As a native of Colombia, her first language is Spanish, but she also grew up speaking English. Ana currently relies on her hearing aids, FM systems, and speech-reading skills to work with her hearing students and colleagues.



Megan Maxwell
copy editor

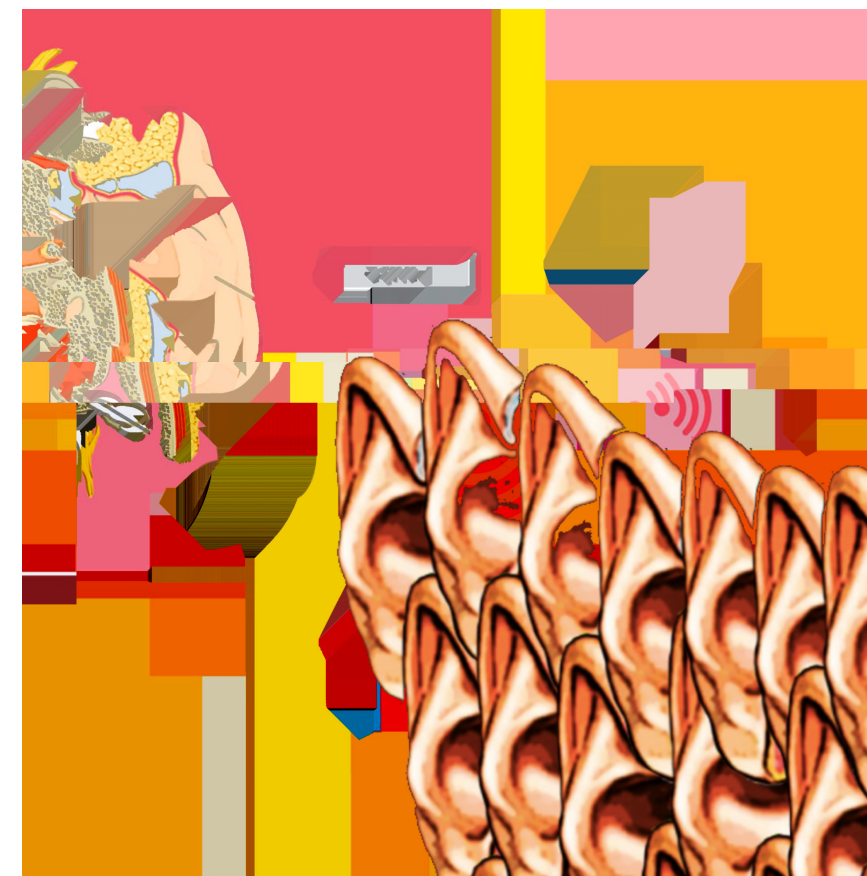
After 30 years of reading college dormmates' papers, colleagues' reports, and grad school classmates' theses, I went pro and have been a copy editor since 2014. I began my career in publishing when I haven't stopped yet. I have a master's degree in history from Stanford and a history master's degree from Maryland, Baltimore County. I've served time as an editor, a high school history teacher, and a probation officer. ... I've worked with Michele and Ana and I've peeked into yet another world...

freelance copyeditor since 2014. I began reading at 3 and haven't stopped yet. I have a bachelor's degree in history from Stanford and recently earned a history master's degree from the University of Maryland, Baltimore County. In my professional life I've served time as an archivist, a historian, a high school history teacher, a paralegal, and a probation officer. ... I'm loving working with Michele and Ana because I get to peek into yet another world...

Become a contributor and join us!

*What matters deafness of the ear when the mind hears,
the one true deafness,
the incurable deafness is that of the mind.*

- Victor Hugo



**The more I missed
the more I made**



Making an impact at high stakes conferences



Teaching (very) large classes



How do you introduce your deafness to your class?



What is in a name?



Deaf Gain -> diverse and stronger research

Goals of the blog



- To provide a forum for crowd-sourcing ways to minimize our challenges and share strategies for thriving in academia with hearing loss.
- To foster a network of deaf and hard of hearing academics who promote hearing inclusive strategies at universities.

Hearing loss is variable and can affect us in many and different ways – but through this shared blog we hope to provide something of value to all of those who visit and contribute to our discussions.



The Mind Hears

 @TheMindHears

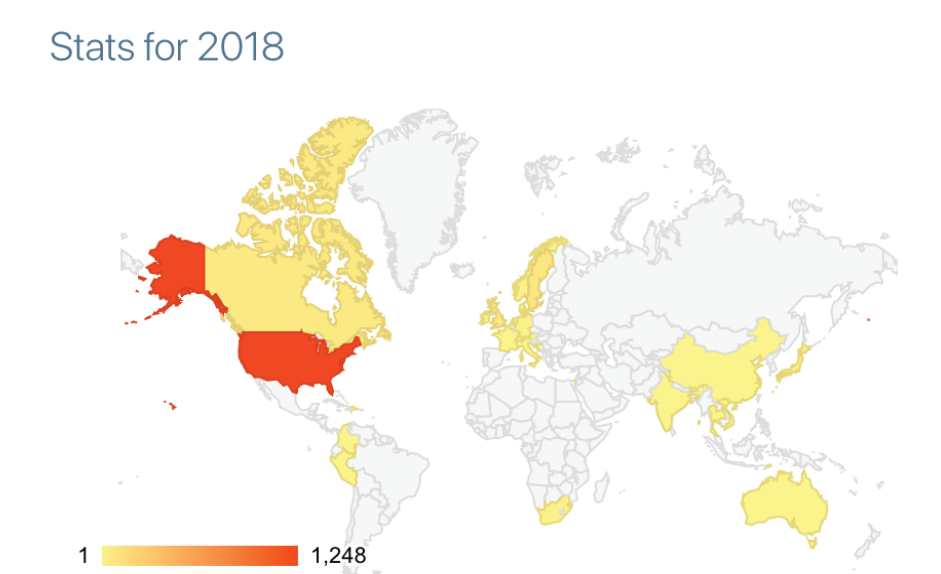


email: blog@themindhears.org

Impact

Our posts have generated wonderful discussions on a closed facebook group for Deaf Academics. We've relayed some of helpful comments from FB and twitter discussions as comments to blog posts so that these comments remain long-lived resources for deaf/HoH academics.

We look forward to including different perspectives on deafness in 2019 with several new guest contributors.

Stats for 2018

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How do you introduce your deafness to your class?

Making an impact at high-stakes conferences

Teaching (very) large classes

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What's In a Name?

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