

Michele L. Cooke¹ and Ana L. Caicedo²

1. Geosciences Department; 2. Biology Department; University of Massachusetts - Amherst

Need for a mentoring network

While 15% of the US adult population has significant hearing loss (1), we remain under-represented within academia outside of the field of Deaf Studies.

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

remain isolated without guidance on how to manage the myriad of communication challenges facing academics, such as

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

Adequate solutions are often not available from our hearing health care providers nor from disability services offices, which are mandated and designed to serve undergraduate students. However, the success of all academics depends on mastering these different communication challenges.

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

1. National Institute on Deafness and other Communication Disorders
<https://www.nidcd.nih.gov/health/statistics/quick-statistics-hearing>

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



Abridged bios of the Blog Team



Michele Cooke
contributor

Michele is a full professor in the Department of Geosciences at the University of Massachusetts Amherst,

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).



Ana Caicedo
contributor

Ana is an associate professor in the Biology Department at the University of Massachusetts Amherst. Her research centers on plant population genetics,

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.



Ryan Seslow
contributor

Ryan is an artist, a graphic designer, a sometimes curator, and a professor of art & design living and working in New York. Ryan is Deaf and Hard of Hearing and has been writing and making art about what that means in his most recent series of works. As a visual artist, Ryan is often working with a synthesis of applied arts, new media, digital and Internet-art. As a professor of Art & Design Ryan teaches various hybrid studio art, digital art, graphic design, digital storytelling, communication technology & web design courses for graduate and undergraduate level programs simultaneously in NYC at CUNY BMM, QCC & York college. He also teaches courses at LIU Post & Iona College since 2004.



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 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...

Making an impact at high stakes conferences



Teaching (very) large classes

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.

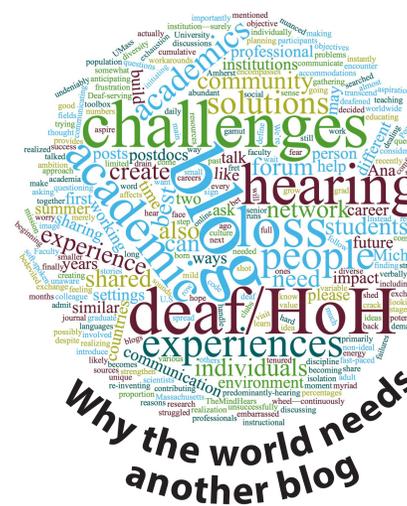
- Victor Hugo



The more I missed the more I made



What is in a name?



How do you introduce your deafness to your class?

Goals of the blog



The 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.

Through this blog we hope to reach deaf and hard of hearing academics all around the world, and thus reduce isolation in our community and build a community toolbox of resources and ideas.

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.

www.themindhears.org



@TheMindHears

TheMindHears

email: blog@themindhears.org

Impact

At this time we estimate that most of the people that engage with and amplify our posts (e.g. by retweeting) are hearing allies. While not an original goal of TheMindHears, support of hearing allies is critically important for helping us expand our network and champion for changes in the academic work place.

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

Title	Views
Mission Statement	558
Home page / Archives	321
Blog Team	190
Resources	74
Why the world needs another blog	64
How do you introduce your deafness to your class?	63
Making an impact at high-stakes conferences	58
Teaching (very) large classes	51
Contact	44
Deaf Gain -> diverse and stronger research	43
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Country	Views
United States	1,248
Sweden	78
Canada	61
United Kingdom	52
Japan	14
Norway	11
Netherlands	9
Germany	7
Switzerland	6