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Titolo	Enhancing the Role of Deaf Faculty Members in Higher Education : An International Comparison // by Manako Yabe
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1: Introduction -- Chapter 2: What is the Nature of Accommodations? -- Chapter 3: Negotiating the Availability of Accommodations with Governments and University Administrations -- Chapter 4: University Student Perspectives regarding Deaf and Hard-of-Hearing Faculty Classes -- Chapter 5: Improving Support Systems: Suggestions from University Students and Deaf and Hard-of-Hearing Faculty Member -- Chapter 6: Conclusion and Implications.
Sommario/riassunto	This book is based on an international, mixed methods research project that conducted interviews with 25 deaf or hard-of-hearing (DHH) faculty members from mainstream universities and 19 university students who took classes taught by DHH faculty members and collected surveys from 57 DHH faculty members and 104 university students worldwide. The author reports on their experiences of accessibility at their institutions and makes recommendations based on the findings. The book will serve as a user guide or supplemental text

for DHH faculty members, researchers, students, and academic interpreters, as well as university administrators and disability service directors who are looking to improve disability provision at their institutions. Manako Yabe is a Research Associate from Department of Languages and Intercultural Studies at Heriot-Watt University, UK. She was born deaf in Japan and grew up in Japan, the United Kingdom and the United States. She earned a Bachelor of Arts in Deaf Studies from California State University, Northridge, a Master's in Social Work from the University of Southern California, and a Doctor of Philosophy in Disability Studies from the University of Illinois, Chicago, USA. Her research interests include communication access, deaf studies, disability studies, editing and publishing, public speaking, mixed methods study design, and transformative action research.

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