

Career Development

MacLeod-Gallinger, J. (1997). Deaf ethnic minorities: Have they a double liability? Rochester, NY: National Technical Institute for the Deaf, Rochester Institute of Technology. (ERIC Document Reproduction Service No. ED 408756). [AN 1420] *

In an effort to ascertain whether being deaf and being a member of an ethnic minority group engenders dual disadvantages, the educational, labor force participation, occupations, earnings, and socioeconomic status of deaf adults (n=6,430) were compared by race. Comparisons also were done with racial groups in the general population. Overall, results demonstrate that deaf ethnic minorities show patterns of attainment that mirror those of their ethnic counterparts in the general population, but are negatively intensified due to the intervening condition of being deaf also.

Implications

When all variables were considered, deaf Blacks and Hispanics underachieved in relation to Whites and Asians. This situation was even more disturbing considering that these minorities are the fastest growing hearing and deaf school aged populations in the United States. These outcomes underscore the need to ensure that all minority groups be provided with educational opportunities and support they need in order to achieve their potential.

MacLeod-Gallinger, J. & Foster, S. (1996). Deaf supervisors of hearing employees: A profile in progress. In M. Kolvitz (Ed.), Challenge of Change: Beyond the Horizon. Proceedings of the 1996 Conference of the Postsecondary Education Consortium, Seventh Biennial Conference on Postsecondary Education for Persons who are Deaf or Hard of Hearing (pp. 296-309). Knoxville: University of Tennessee, College of Education, Rehabilitation, Deafness, and Human Services Unit. [AN 1736]

Deaf and hard-of-hearing postsecondary graduates from NTID were surveyed to identify who among them were supervisors of primarily hearing employees. The sample was selected based on past job information they provided and referrals solicited from the college community. Questions about current job title, span of responsibility, communication modes, and supervisory experience were included to identify graduates who met our supervisor criteria. A profile of these graduates is provided along with discussion of the positive and negative aspects they associated with supervising other employees.

Implications

Outcomes from this phase of the study will be used as a guide to exploring the results in more depth during interviews with deaf and hard-of-hearing supervisors. Results thus far show that 38 percent each of the targeted group (n=243) either supervised others on their jobs, or were project supervisors. It also pointed to a number of communication strategies that these individuals employed in order to function optimally on the job, and the kinds of successes and

failures they encountered along the way. This and interview data will be used to develop workshops and materials for informing interested deaf workers about what they need to know for pursuing and achieving supervisory positions.

Note: [AN XXXX] represents a local NTID publications designation. Please include when requesting copies of these publications.