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Abstract

This article reviews the characteristics of age-related hearing loss and discusses the consequences of hearing loss for senior professors at our universities and colleges. It presents some of the strategies, for use by the hearing-impaired and the non-hearing-impaired, to adapt successfully to age-related hearing impairments. Examples are cited for the classroom and for the general university environment. By commenting on her personal experiences as a senior faculty member, the author hopes to illuminate some important issues raised when a professor has impaired hearing. (HRK / Abstract übernommen)