



## LACK OF AWARENESS OF SPEECH-LANGUAGE PATHOLOGY IN UNDERGRADUATE STUDENTS: WHAT CAN WE DO?

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### — ABSTRACT —

**Purpose:** The field of speech language pathology is one of the least diverse professions in the United States. There have been attempts to address the diversity and inclusion gaps, but numbers are still drastically low. One assumption is that historically underrepresented students are unaware of the field as they begin their educational journeys. The present study examines whether undergraduate students at a Hispanic Serving Institution (HSI) are aware and knowledgeable about the field of communication sciences and disorders (CSD).

**Method:** Undergraduate students were surveyed to explore their awareness, knowledge and interest in speech language pathology (SLP). Sixty-seven students completed the survey online, including 55 freshman students of diverse backgrounds.

**Results:** Preliminary findings suggest that only 31% of students surveyed were aware of the field of CSD. Of the freshmen students, only 16% students reported hearing speech-language pathology.

**Conclusion:** This preliminary study supports the hypothesis that many historically underrepresented students lack awareness of the SLP career option as they enter college. The study provides insight into areas to target for increasing diversity of the field. The implications for outreach, mentorship, recruitment and retention are discussed.

**Keywords:** awareness, recruitment, retention, outreach, diversity, students

The profession of speech-language pathology has been highly rated as one of the “Best Health Care Jobs” by the U.S. News & World Report (2020) over the last several years. Even with this high ranking, the knowledge of the field and services provided by speech language pathologists (SLPs) are often unknown to the general public. There is limited literature on the knowledge and awareness of the field of SLP by the general public in the United States. Recent polls found that public knowledge and awareness of SLP and audiology services is limited. Specifically, people are unsure where to go to seek care for speech and language difficulties (ASHA, 2022), with 25% of people reporting no confidence in where to go for support. Interestingly, for those respondents who experienced services from audiologists or speech-language pathologists, over 75% reported a high level of satisfaction with the care they received (ASHA, 2022). More often, allied professionals are assumed to have more insight on SLP and audiology services, but the literature is still weak. Recent work, examining public awareness and knowledge found similar trends internationally in New Zealand (Paily, 2020) and Malaysia (Tang & Chu, 2021) where awareness is minimal among the general public.

While the profession has been ranked positively, further complicating the lack of general awareness is that the profession has also been ranked as one of the top five least diverse in the United States (Thompson, 2013). The intersection of issues contributes to the multilayered challenge of increasing representation within the field. As of December 2020, 188,143 SLPs were certified in the United States. Of those certified SLPs, 91.6% were reported to be white, and 8.5% represent an underrepresented racial minority group (ASHA, 2021). When looking at the breakdown of SLP backgrounds more closely, ASHA reports 6.1% of SLPs identify as Hispanic/Latino, 3.6% as Black/African American, 3.1% as Asian, 1.4% as multiracial, .3% as American Indian and 0.2% as Native Hawaiian or other Pacific Islander (ASHA, 2021). Similar demographic trends are often seen in university Communication Sciences and Disorders (CSD) programs as well (CAPCSD & ASHA, 2021). If we are collectively working to train clinicians to serve diverse clients in their communities, these statistics leave us questioning why the numbers of SLPs and students from diverse backgrounds are still so low? Are there specific systemic barriers impacting students? Is it lack of awareness and education about the career path? Is it both?

### Systemic Educational Barriers

A college degree is often touted as the great equalizer, wherein those who obtain a bachelor’s degree have significant social and economic mobility. Re-

search illustrates this to be a somewhat faulty narrative, however, as institutions of higher learning often perpetuate racist practices, since higher education is inherently unequal in its makeup (Ching, 2013). As institutions of higher education were originally built to educate white men with financial means (Wilder, 2013), the systemic structures students navigate today are largely unchanged and center on these populations. Those who do not align with majority demographics continue to face barriers and challenges navigating the higher education landscape resulting in historically underserved and underrepresented students often facing additional barriers in higher education settings (Ellis & Kendall, 2021; Wong et al., 2021). For example, low-SES status often impacts a disproportionately higher number of underrepresented students, requiring many to work to support themselves and their families. Further, working students are more likely to make financial decisions that might negatively impact their academic experiences, with the decisions creating more barriers to success and delays in graduation (Soria, Weiner & Lu, 2014).

Research has demonstrated the challenges and barriers facing Black students and other students of color on campuses throughout the United States. Even as institutions have become significantly more diverse in recent decades (Carnevale & Strohl, 2013), students of color are navigating systems not originally intended for them. This results in students navigating “chilly or hostile campus climates” (Gusa, 2010, p. 466), a sense of isolation and alienation (Hurtado, Cuellar & Guillermo-Wann, 2011) and faculty expectations based on an unequal system (Chavez & Longerbeam, 2016).

Classroom environments and interactions with faculty greatly influences a student’s academic success. Campus racial climate, including within the classroom, impacts feelings of belonging, with students of color being more academically successful when they experience less racial tension within the academic environment (Hurtado et al., 1999). Race ultimately shapes institutional culture, directly contributing to the experiences of students of color in navigating these spaces (Allen, 1992; Harper & Quaye, 2015; Milem, Chang & Antonio, 2005; Museus & Quaye, 2009; Patton, 2016). Willis and colleagues (2019) found Black female students enrolled at a Hispanic Serving Institution (HSI) felt a sense of being “only and othered” within the classroom, boxed in and silenced, and a need and desire to find campus support. Students expressed challenges in the lack of representation among peers and faculty and its impact on not feeling validated as a student of the institution.

Positive classroom environments directly contribute to the academic success of a student. Hurtado et

al. (2011) describes how students “feeling empowered by faculty to learn is directly related to the academic validation they report in the classroom” (p. 67), which critically impacts other academic outcomes. Should a student not feel appropriately validated nor have a positive classroom experience, their GPA may be impacted. Reviewing faculty’s use of constructive criticism and its impact on the academic success of students of color, Cole (2008) found academic performance (overall GPA) of students of color is more likely to increase when they are “challenged, have safe student-faculty interactions, and experience a sense of belonging to the academic community in which they participate” (p. 599). Students sought faculty who simultaneously challenged, yet supported them through their learning. Faculty must foster classroom environments that are inclusive, welcoming, and supportive in order to ensure success of all students.

### Systemic Barriers Impacting Students of Color in CSD Programs

As the field of communication sciences and disorders (CSD) continues to expand, there are additional important factors to consider when analyzing the lack of diversity in the field. Some of the challenges that students face could be attributed to the fact that attending college and graduate school is often competitive, costly and time consuming. For example, nationwide there are a total of 290 institutions offering a master’s degree in the field of speech-language pathology (ASHA, 2020). In the academic year of 2020-2021, 58,093 graduate applications were received for SLP Master’s programs but only 38.7% were offered admission, with mean GPAs of admitted students ranging from 3.11-3.98 (ASHA, 2021). According to the 2021 CSD Education Survey, of those students offered admission, 21,241 students enrolled in a graduate program, with 25.9% of the first-year students identifying as an ethnic/racial minority and 4% identifying as male (CAPCSD & ASHA, 2021). According to the CSD Education Trends report, the percentage of historically underrepresented students enrolled in speech-language pathology master’s programs have mostly trended upward in the last 10 years from 13.6% in 2010-2011 to 25.2% in the 2020-2021 academic year (CAPCSD & ASHA, 2021).

While the numbers seem to be increasing, it is important to remain mindful of the challenges with the limited number of acceptances overall, combined with the lower proportions of students from historically underrepresented backgrounds in programs. There is still a significant need to recruit, support, and retain historically underserved and underrepresented students. Without this action, our profession will continue to remain in need of change to reflect

the communities we service.

The lack of information about backgrounds of who is applying to the graduate programs complicates this issue. With limited access to data on admission applications, it can only be assumed that underrepresented students are applying to programs, but the information on the rates of applications is unclear. Additionally, a barrier to many is that the application, transcript and testing fees are costly and may impact students’ ability to apply to multiple programs, and for many, over multiple years.

Another issue that has been raised is the lack of support from others, including peers and faculty, during both undergraduate and graduate years. In one survey of African American SLPs, many reflected that they had felt isolated amongst peers in their courses and experienced microaggressions during their education, contributing to a lack of belonging and challenges being successful in the classroom (Ginsberg, 2018). In contrast, some participants of the study shared that they received full support from faculty members from various ethnic backgrounds throughout their program (Ginsberg, 2018).

Students and professionals of color often face microaggressions and other racism as they navigate the field. A recent study found that over 64% of students who participated in the study experienced microaggressions in their academic programs (Abdelaziz et al., 2021). During the ASHA listening sessions of 2020, many SLPs of color shared their personal experiences in navigating the systems that are in place, as well as the lack of representation in the academic programs and in the workplace. Some SLPs even shared their experiences of being discouraged by certain faculty during their academic programs. The lack of representation, discouragement and microaggressions impact those seeking advancement in the field. These experiences are contributing to some of the bottlenecks students are already facing in academic settings.

Research suggests that there needs to be more public education about the CSD field in general, to increase awareness to students (Byrne, 2010), and the community at large. Byrne’s study found that students in Australia were choosing other major and career options due to limited knowledge of CSD, feeling the field was “too specific” or hearing “negative comments about SLP” (Byrne, 2010, p 347). Other work has identified limited knowledge of SLP by the general community (ASHA, 2022) but there is little to no research on knowledge of SLP as a career option in undergraduate students in the United States. This is a critical area of need to address some of the assumptions in our field related to student awareness.

In addition to needing to increase awareness in general, we know there is a lack of representation in the field, which can contribute to students feeling unwelcome and unwanted. Limited outreach, recruitment, retention, graduation rates, and mentorship can contribute additional hurdles for historically underrepresented students. One hypothesis is that students, especially underrepresented students of color, are learning about and becoming interested in the field of CSD later in their academic careers. For example, Dwivedi (2018) reports that students reported speech-language pathology was not their first career choice and they only stumbled across the field of SLP when they changed majors. Educational research surveys suggest that within the first 3 years of college, approximately 30 percent of undergraduates changed their major at least once (NCES, 2017).

## Current Study

Lack of awareness of the CSD field until later in one's academic journey might contribute to and potentially impact student GPAs, competitiveness in applying to graduate school and ultimately entering the field as clinicians. Therefore, we wanted to examine some of these assumptions by first surveying undergraduate students at a large public university. Specifically, we surveyed students at a Minority and Hispanic Serving Institution (HSI) to explore their awareness and knowledge of the field of CSD. The student body is predominately students who identify as an underrepresented minority.

The following research questions were examined:

- Are diverse students aware and knowledgeable about the field of Communication Sciences and Disorders (CSD) as they enter the university setting?
- Do diverse students indicate an interest to learn more about the field of Communication Sciences and Disorders (CSD)?

## METHOD

### Procedure

A brief 18-question survey was developed and asked general demographic, major information as well as knowledge and interest of the field of Communication Sciences and Disorders (CSD). The IRB approved survey was distributed online (via Qualtrics) in 2018-2019 to several introductory courses at the university including the required Introduction to Higher Education course offered by the College of Health and Human Services (HHS). At the time of data collection, the College of HHS had over 1,500 freshman students, with the majority majoring in

nursing, criminal justice, kinesiology and child/family studies, with the fewest students majoring in CSD. Instructors of various courses were emailed and asked to share the survey link with their students and encourage them to participate. Some instructors offered extra credit for participating in the survey. See Appendix 1 for a list of survey questions. = 64); Category 4: age groups - 18-24 years (n = 33), 25-34 years (n = 38), 35+ years (n = 32). Finally, 11 participants belonged to the field of speech-language pathology and audiology. The survey was approved by the IRB of Texas State University.

## Participants

A total of 67 students (53 female, 13 male, 1 preferred not to report) completed the survey online. Sixty-five students reported being between 18-25 years old, one was between 26-35 years old and one was over 36 years of age. Fifty-five students were at the freshmen level, three at sophomore, seven at junior and two at senior level. The majority of students were nursing and criminal justice majors. Ten students were majoring in communication disorders (See Table 1 for overall major distribution). Over 90% of the students indicated having Hispanic/Latinx origins. Students self-identified the following backgrounds: 64% other, 21% white, 4.5% Asian, 4.5% Native Hawaiian/Pacific Islander, 4.5% American Indian/Alaskan Native, 1.5% Black/African-American.

**Table 1**

*Distribution of Undergraduate Majors*

Major	N	%
Child Development	7	10.4%
Communication Sciences and Disorders	10	14.9%
Criminal Justice	14	20.9%
Food Science/Nutrition	1	1.5%
Kinesiology	1	1.5%
Nursing	14	20.9%
Other	5	7.5%
Psychology	1	1.5%
Public Health	2	3.0%
Social Work	4	6.0%
Undecided/Undeclared	8	11.9%
Total	67	100%

## RESULTS

### Approach to Analysis

The preliminary analysis focused on the results of two specific questions from the survey to examine student awareness and interest in the field. We primarily used descriptive statistics to examine answers to the questions of interest. We also examined the responses and trends of students who identified as CSD majors.

The first question analyzed was “Have you heard of the field of Speech Language Pathology?”. Over 57% of the students responded with “No”, 12% responded with “not sure” and 31% answered “Yes” (see Figure 1). Sixty-one percent of those respondents answering yes, self-identified as having Hispanic/Latinx backgrounds. Of the 55 students who were freshmen, only 16% (n= 9) students reported hearing of the field of SLP. When those nine freshman responded to the question regarding where they learned about the field one student wrote they “had a friend interested in the field and also heard about it from a former professor”, three students described their knowledge of the field with, “I’ve learned that Speech language pathologists work to help children and adults with disorders such as social communication, stuttering, language disorders, and swallowing disorders” and the remaining five did not respond to the question.

a non-biased answer.

The second question examined the student’s interest in the field. Of the responses, 35% (n = 23) were undecided, 30% (n= 20) were interested in learning more about the field, 30% (n = 20) were not interested, and 5% (n= 3) stated they were already knowledgeable about the field (see Table 2). Of the 20 students interested in learning more, 13 students responded they were interested in learning about both speech language pathology and audiology and 7 students were interested in learning more about speech language pathology. Of the 55 students who identified as Freshmen, 12 students reported interest in learning more about the field and another 22 were undecided, 18 were not interested, one did not respond and two students reported already knowing about the field.

We next examined responses of only those students who were declared in the Communication Disorders major. Of the ten students declared as Communication Disorders majors at the time of the survey, all ten identified as female, eight students identified as Hispanic/Latinx and “other”, one identified as Hispanic and white, and one non-Hispanic and white. When responding to the question about where they heard about the field of speech language pathology, one student reported learning about it from a class, another indicated, “I first learned about the field

**Figure 1**

*Response to survey question about awareness of SLP*



**Table 2***Student interest in learning more about CSD*

Interest in learning more about CSD	N	%
Yes	20	30%
Had previous knowledge	3	5%
No	20	30%
Undecided	23	35%

when I was exploring my options on careers that allow you to work with children, other than teaching”. Three students reported learning about the field from a family member or friend who had worked with children. Only one student reported having previous experience being enrolled in speech therapy. The remaining four did not respond to the question.

## DISCUSSION

Over the last few years there has been a rise in speech language pathologists calling for social justice and anti-racism efforts to be a focus of the profession in order to increase representation. While ASHA and many of the constituency groups addressed some of the concerns of the field with the updated initiatives (ASHA 2020a, 2020b, 2020c), the continued need to focus on increasing the diversity of ASHA members from historically underrepresented racial and ethnic backgrounds, as well as bilingual service providers, and men, is still clearly evident. With this renewed focus on increasing representation and diversity, the profession also needs to look at the systems in place to develop better pathways for students entering the field.

While our study is limited in number of participants and the pilot survey is limited in scope, the results do shed some light on the lack of awareness of the field for students entering a large comprehensive university in the United States. The results confirm that many students are unfamiliar with the field early in their academic career and are consistent in awareness trends documented in the general public (ASHA, 2022). This important new information can help SLPs, CSD departments and other professional organizations (i.e., National Black Association for Speech-Language and Hearing (NBASLH), National Student Speech Language Hearing Association (NSSLHA) chapters, state organizations, and ASHA, etc.) with specific areas to consider when addressing the needs to increase diversity, increase awareness and general education about SLP.

The lack of awareness of SLP is important to recognize as it potentially impacts students’ ability to make informed decisions about which academic

courses to take and other long term goals (e.g., pursuing a graduate degree) that need to be identified on their path to the profession. For students who later decide to pursue CSD, the delay in declaring the major may potentially impact academic planning, overall GPA and ultimately the student’s ability to be competitive for graduate programs. The implications of this work for outreach, recruitment, mentorship and retention efforts are significant. Coupling the lack of awareness of many students along with the systemic educational barriers already in place for many, it is clear that we need to consider ways to better recruit and support students of color to address the issues in the field and increase representation in the workforce.

### **What can be done to increase awareness and interest in underrepresented students?**

The challenge is multilayered and needs a comprehensive approach. Every level of the profession should be prioritizing efforts to bring awareness of speech language pathology to the general public and students to address the intersections of the inclusion gaps. At the individual clinician level, the professional level, as well as the level of educational systems of universities and departments, each needs to be willing and able to make significant commitments to address the issues to increase diversity within the field, which in part means to increase awareness to students and the public. Too often, these issues have been disregarded or set aside, keeping the numbers of historically underrepresented SLPs staggering low.

### **Organizations and Programs**

Accountability and leadership from professional organizations and institutions to address diversity issues as well as to actively recruit and support students and new clinicians is critical. Without change within the larger organizations, the same practices will continue. For over 50 years ASHA’s Office of Multicultural Affairs has been addressing cultural and linguistic diversity issues related to professionals and people with communication disorders and differences. There are also seven longstanding multicultural constituency groups recognized by ASHA. These are related independent professional organizations that prioritize various efforts like recruitment of professionals, serving diverse communities and promoting cultural humility and competence of clinicians.

The Asian Pacific Islander Caucus, Hispanic Caucus, the Native American Caucus, and NBASLH, among others have various initiatives and priorities related to recruitment of new professionals (Burnette

et al., 2021). For example, NBASLH has a variety of programs for students including a mentorship program, yearly scholarships, praxis review course, and a career center that offers free resume reviews for students and professionals in the field with numerous job postings (NBASLH, n.d.). Other programs like ASHA's Minority Student Leadership Program (MSLP) provide positive and uplifting environments for students facing similar experiences in their academic programs. Students who participate in MSLP gain mentorship from ASHA leaders and examine the many multicultural implications within the field. Additionally, the ASHA Student to Empowered Professional Mentoring Program (S.T.E.P.) intends to create a sense of community that supports and empowers CSD students from underrepresented racial/ethnic populations and pairs approximately 500 students with mentors for one-on-one mentorship. Another mentorship program is ASHA's Mentoring Academic-Research Careers (MARC) program which supports those on the academic research pathway. Although these are great opportunities of support for students seeking peer and one-to-one mentoring, one weakness of these programs is that they serve students (often self-motivated) who are already aware of and fairly active in the field. We need to think about other ways to encourage students to enroll in these or different programs and facilitate mentorships when students who are just beginning their academic journeys.

## University Programs

University programs can implement ways to address the intersection of the lack of awareness and lack of diversity in the field. Graduate program recruitment practices need to be reviewed. The recent "recruit, equip, access and progress" or REAP model is one framework to consider (Mohapatra & Mohan, 2021). The model is influenced by related health professions and outlines areas to focus on such as recruitment and access (Mohapatra & Mohan, 2021). Some CSD departments and faculty have been pushing for the use of more holistic graduate application review processes (Storkel, 2018; Wong et al., 2021) as another step toward addressing barriers for students. Other programs have removed the GRE as a requirement altogether, while others have even waived application fees for students of certain backgrounds (Striving for Justice, Equity, and Anti-Racism, UMN SLHS, 2020).

Additionally, admissions practices need to be re-evaluated. Part of this review should be some effort to examine patterns and reflect on which students are applying to programs. While student self-identification as a member of an underrepresented group is not part of admissions criteria, this information

can provide programs with details to inform targeted outreach, as well as equity and inclusion gaps. Some programs can access this data, depending on the application system, but the information is not available across all programs.

Programs may need to take extra steps to review the applicant's information to see if there are disparities in proportions of applicants from historically underserved and underrepresented backgrounds. For example, one program from a Minority serving institution reviewed demographic information trends of applications at the end of application cycles and found in the 2018-2019 application cycle, over 58% of applicants identified as being a ethnic/racial minority on their application, and this increased in the most recent 2021-2022 cycle, with over 70% of applicants identifying as such. This increase could be due to the general increase in overall applications from approximately 300 to over 400 applications in just a few years. The rate increase was seen primarily in student applicants who identified as Hispanic, Black and American Indian. Applicants of diverse backgrounds may also be prioritizing applying to certain programs that are known to be supportive of cultural and linguistic diversity, provide a community of support and potentially other preferred characteristics (i.e. location, funding, etc.) that are unknown. Given this, information of the demographic backgrounds of applicants may vary from program to program. Doing this work can directly inform equity gaps that should be addressed.

In addition to graduate admission practices, departments need to reconsider outreach, engagement and retention needs within their departments by reaching out to freshmen and transfer students. University programs can implement outreach to local middle, high schools, and community colleges to bring awareness of the major option to younger students as well as to recruit students of color into the profession. Engaging with students early on by encouraging them to job shadow, offering scholarships and guidance are some ways to support students who are selecting their career choice. Many departments have NSSLHA or Student Academy of Audiology (SAA) chapters that can be involved in these endeavors by connecting with local schools, participating in career days and volunteering with students. Programs can be developed to invite local middle and/or high school students to campus (i.e., tour departments, sit in on lectures, attend a NSSLHA meeting), to visit clinics and observe therapy sessions, join a lab meeting, participate in a research activity and meet with current students, SLPs and faculty to learn more and for opportunities for Q&A sessions.

Retention needs to be prioritized as well. Applying

for various funding opportunities for training programs that prioritize student support can provide opportunities and community for students early on in their programs. Affinity groups (Alicea, & Johnson, 2021) and other peer mentoring programs can help with student engagement and retention activities, which has been reported to increase GPA and provide support for students of color (Simon-Cerejido, Flint & Cohick, 2016). Some university departments have also started their own alumni mentorship programs; however, it is unknown whether much of the focus is on general mentorship or specific representation-related mentorship. Another avenue to consider is how students are being advised. Whether the department has a specific advisor for the major or if the university has a general advisement center, those student support professionals need to be aware of the major/career options in CSD to best inform students of options and support academic planning. Partnerships between department programs and local community colleges and high schools should be supported to make sure students are informed and educated about the career option. As well, departments that are intentionally looking to increase diversity and representation of their student bodies should consider current trends of communication for prospective students. This may include social media posts on popular platforms, sharing information on student organization websites and other peer communication methods.

Outreach efforts should be increased and can include speaking to young school age students, high school students, participating in career day, or sharing with community members about the field in general, services offered and career options more specifically. In addition to university programs conducting outreach, clinicians could be doing outreach in the communities that they serve as well. Most of the work mentioned here will take time, commitment and funding to sustain. However, if CSD departments, universities and the profession are truly interested in addressing the needs to increase diversity, there should be an investment at each level where these educational outreach and recruitment activities are prioritized, fully funded and supported.

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### Conclusion

Due to various barriers as well as lack of awareness and education about the career path, the number of SLPs and students from diverse backgrounds is still staggeringly low. It is clear students need information about major choices and career options earlier along their educational path, as too often students discover their interest in and the option for CSD late in their academic journeys. We need to create and implement successful channels of out-

reach and support for students to thrive once they are interested in a career in SLP or audiology. As noted earlier, mentorship programs are one way to support students, and many have been successful at doing so (Mahendra & Kashinath, 2021). However, the need is incredibly great and each year programs are only able to accept small numbers of students. Additionally, we know many students face financial needs and limitations, further impacting academic decisions (i.e. the number of programs to apply to). Funding career pathway programs at the undergraduate level for students within the field of CSD should also be considered. Funding may include application fee waivers, support for travel to local and national professional conferences and additional funds to support tuition at both the undergraduate and graduate levels.

Exploration of the relation of personal experiences, knowledge and interest of the field might be interesting to examine in students and the public at large. Future work should continue to explore these issues, but more importantly this work should be used to justify funding support for outreach, recruitment, mentorship and retention efforts to increase awareness and interest in CSD. It is important that the efforts and changes are collective and that the labor does not fall solely on SLPs and faculty of color. Many of us continue to mentor, advise and push for change, but we need others in CSD, we need allies, we need commitment and support from colleagues, programs, institutions and organizations. The collective field of CSD must go against the status quo of what has been done for decades and make the necessary changes to see the possibilities of how the field can be. As the events over the last few years have revived the momentum to make change in the field, we need to go beyond performative acts to real actionable efforts and changes. It is imperative educators within Speech Language Pathology intentionally think and critique the work in who we are educating, how we are educating, and the larger impact both have on the profession (see Ellis & Kendall, 2021). Without review, we are only perpetuating inequities.

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