



## SLPS of Color's Position Statement #1

The GRE should not be used as part of graduate admissions

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Graduate programs for speech-language pathology that require Graduate Records Examination (GRE) scores are upholding racist practices, and we do not endorse them as safe programs for Black, Indigenous, and/or People of Color (BIPOC) students.

Graduate programs for speech-language pathology have long known that standardized assessments are not accurate measures for people who do not match to the standardized normative sample. This is an example of institutional racism and the upholding of systemic racism.

After outcry this summer (2020) about racist practices in admissions gatekeeping BIPOC from entering our 92% white field, the GRE has been specifically addressed as not an acceptable measure of a student's capabilities nor being a clinician in our field\*.

Given that it is now graduate school application season, we have decided to make a clear position statement here at @slpsofcolor against the use of the systematically racist inclusion and consideration of the GRE.

University programs and CSDCAS requirement and/or optional requirement for the GRE is racist behavior.

Upholding racist behavior is racist.

Thus, these programs and CSDCAS are racist.



We encourage our followers that hold positions of power (faculty, professors, chairs) in SLP programs to dismantle racist barriers for students.

How can your programs be anti-racist and safe for students if you cannot remove racist barriers to entry?

Don't let our identities be tokenized for the programs' sake of showing off progress in their diversity goals, when they refuse to dismantle anything that continues to harm us.

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**Resources on why the GRE is sexist, racist, ageist, classist, and not a valid measure for potential in graduate students that graduate programs have long known for over thirty years:**

House, J. D. (1989). Age Bias in Prediction of Graduate Grade Point Average from Graduate Record Examination Scores. *Educational and Psychological Measurement*, 49(3), 663–666.

Hughey, A. W. (1995). Observed Differences in Graduate Record Examination Scores and Mean Undergraduate Grade Point Averages by Gender and Race among Students Admitted to a Master's Degree Program in College Student Affairs. *Psychological Reports*, 77(3\_suppl), 1315–1321.

Lang, S. S. (1997, August 4).  
<https://news.cornell.edu/stories/1997/08/study-graduate-record-exam-show-s-it-does-little-predict-graduate-school-success>. Cornell Chronicle.  
Retrieved from <https://news.cornell.edu>

Luthy, T. L. (1997). Validity and prediction bias of grade performance from Graduate Record Examination scores for students at Northern Illinois University: Age and gender considerations. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 57(12-A), 5018.



Petersen SL, Erenrich ES, Levine DL, Vigoreaux J, Gile K (2018) Multi-institutional study of GRE scores as predictors of STEM PhD degree completion: GRE gets a low mark. PLoS ONE 13(10): e0206570.

Powers, D. E. (1986). Effects of Test Preparation on the Validity of GRE Analytical Score (Rep. No. GRE Board Professional Report GREB No. 82-6aP).

Scott, R., & Shaw, M. (1985). Black and White Performance in Graduate School and Policy Implications of the Use of Graduate Record Examination Scores in Admissions. The Journal of Negro Education, 54(1), 14-23.

Wilson, Raeshanda, "Predicting Graduate School Success: A Critical Race Analysis of the Graduate Record Examination" (2020). Doctor of Education in Secondary Education Dissertations. 22.