

Challenges and resilience in aphasia research: perspectives from Hispanic/Latino researchers in the US.

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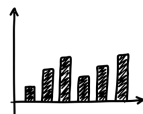
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1. Are Hispanic/Latinos underrepresented in the field?

- ~19% of the US population.
- ~5.4% of NIH-funded PIs identify as Hispanic (NIH, 2021).
- ~7.3% of ASHA members identify as Hispanic/Latino (ASHA, 2021; 2024).



2. Is underrepresentation a problem?

- Benefits of identity-concordant mentorship (Gladstone & Cimpian, 2021).
- Lived experiences of bilingualism and biculturalism.
- Culturally responsive research and practice.
- Recruitment of diverse scholars (Graves et al., 2022).
- Scientific innovation (Swartz et al., 2019).



3. Invisible” work

3.1 Doing & being

- Limited evidence for Hispanic/Latino adults with aphasia.
- Fewer citations.
- Trust-building with historically marginalized communities.
- The first or only.
- Cultural and linguistic bridge.



3.2 Research funding

- Underrepresentation in funded researchers (Nguyen et al., 2023).
- Grant terminations.
- Diversity-related language (Lee, 2025; Randazzo et al., 2025; Mehta & Jena, 2025).
- Limited assessment and treatment tools for Hispanic/Latino populations (Grasso et al., 2023; Forero et al., 2023).



3.3 International Collaborations

- Partnerships in Latin America.
- Dual IRB processes.
- Administrative, linguistic, and currency barriers.
- Translation beyond words.



3.4 Identity and intersectionality

- Ethnicity, language, immigration, first-generation status.
- Academic work in English, community work in Spanish.
- Liminality, multiplicity of belonging (Gaither, 2018), intersectionality (Crenshaw, 1989, 1991).



3.5 Mental health

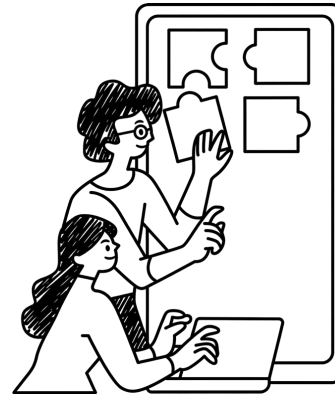
- Burnout in academia (Hammoudi Halat et al., 2023; Nicholls et al., 2022).
- Stigma.
- Reduced family proximity for immigrant faculty, but family is culturally central (Campos & Kim, 2017; Perez & Cruess, 2014).



4. Cultivating Resilience

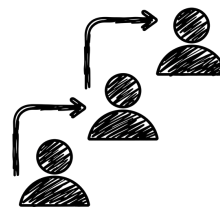
4.1 Resourcefulness.

- Finding a way
- Collective survival traditions (Durstun, 1999; Portes & Sensenbrenner, 1993).
- Leveraging service for networks and impact (Trejo, 2020).

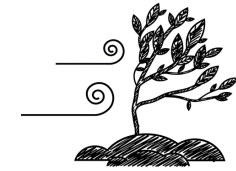


4.2 Resilience in building representation for future scholars

- Visibility shapes belonging
- Hope for future scholars.



"Tomorrow there'll be more of us."



4.2 Resilience in community networks

- Mentorship and peer support.
- Community validation and purpose.
- Ecologically valid research
- Resilience is a strength, but **not** a substitute for institutional responsibility.

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Case Study 1

Dr. Morales is a mid-career faculty member and the only Hispanic/Latino researcher in their department. Students from underrepresented backgrounds regularly seek Dr. Morales for mentorship. While meaningful, this mentoring adds substantial service demands that are not fully recognized in evaluation processes.

- What are the benefits and “costs” of this mentoring role for Dr. Morales?
- How might institutions more equitably recognize this type of labor?

Case Study 2

Dr. Sánchez leads a research collaboration with partners in Latin America focused on post-stroke aphasia. Much of the work involves dual IRB approvals, translating study materials, and navigating administrative differences across institutions and countries. This labor is essential but rarely reflected in workload or evaluation metrics.

- What forms of “invisible” work are required to sustain this collaboration?
- How could institutions better account for/acknowledge international research?

Case Study 3

Dr. López frequently serves as a cultural and linguistic broker between their research team and Spanish-speaking participants and families. This includes explaining research procedures in culturally responsive ways, addressing community concerns, and protecting participant trust, particularly among families with immigration-related fears.

- What kinds of invisible work are involved in maintaining trust with historically marginalized communities?
- How might this labor be formally acknowledged within research teams or institutions?

Case Study 4

Dr. Torres is a first-generation college graduate and junior faculty member navigating expectations of teaching, research, service, and family obligations. Extended family members often rely on Dr. Torres for practical support, while academic norms prioritize productivity. These competing demands create stress.

- How do intersecting personal and professional identities shape Dr. Torres's experience in academia?
- How might cultural values around family and community conflict with dominant academic norms?

Case Study 5

Andrés is a postdoctoral fellow pursuing an academic career in aphasia research. His work focuses on bilingual recovery patterns after stroke. Andrés was recruited to his current position through a diversity-focused fellowship. Midway through his postdoc, the fellowship is abruptly discontinued, and Andrés is encouraged to “reframe” his research in less explicit terms related to diversity to remain competitive for future funding.

- How does funding instability uniquely affect trainees compared to more senior researchers?
- How might these experiences shape Andrés's long-term career decisions or sense of belonging in academia?