

Teachers College, Columbia University
Student Senate Ad-hoc Committee on the Equity Initiative
New York, NY

The Campaign for Educational Equity
Report of the Student Senate Ad-hoc Committee on the
Equity Initiative

A Report on the Need for an Urban Education Institute and
Scholarship Development

April 21, 2006

**Campaign for Educational Equity: A Student Senate Ad-hoc Committee Report on
the Need for an Urban Education Institute and Scholarship Development**

April 21, 2006

**Teachers College, Columbia University
Student Senate Ad-hoc Committee on the Equity Initiative
New York, NY**

TABLE OF CONTENTS

..... ERROR! BOOKMARK NOT DEFINED.

EXECUTIVE SUMMARY

..... 4

RECOMMENDATIONS OF THE STUDENT SENATE AD-HOC COMMITTEE ON THE CAMPAIGN FOR EDUCATIONAL EQUITY 4

1) *Create Urban Fellowships awarded based on the factors below:* 4

2) *Full funding for doctoral students conducting research on equity in urban schools that serve low income communities.* 4

3) *Creation of an Urban Education Institute – The Campaign for Educational Equity can serve as a coordinating tool for the research of faculty, and existing initiatives, such as the Institute for Urban and Minority Education and TC EdZone.* 5

INTRODUCTION

..... 6

PROBLEM STATEMENT 6

RECOMMENDATIONS

..... 9

CREATING SCHOLARSHIPS FOR STUDENTS FROM LOW-INCOME, URBAN COMMUNITIES..... 9

EQUITY COMMITTEE OVERSIGHT 10

AN URBAN EDUCATION INSTITUTE 10

BENEFITS FOR TEACHERS COLLEGE AND THE CAMPAIGN FOR EDUCATIONAL EQUITY..... 11

CONCLUSION

..... 13

CONTRIBUTORS

..... 14

APPENDIX

..... 15

Executive Summary

The Student Senate Ad-hoc Committee on the Equity Initiative was formed to improve efforts at urban education reform by ensuring that Teachers College (TC) practices equity within the institution. After months of inquiry and dialogue, our committee of students has concluded that the creation of scholarships and an Urban Education Institute will benefit the research initiatives and intellectual discourse at Teachers College, as well as improve the efforts of the Campaign for Educational Equity to eliminate the achievement gap. Greater representation of students and faculty from urban communities will allow the entire Teachers College community to benefit from a more informed discourse, and enhance the preparation of new generations of teachers, principals, researchers, and policymakers that can further the drive for equity in schools.

Recommendations of the Student Senate Ad-hoc Committee on the Campaign for Educational Equity

- 1) *Create Urban Fellowships awarded based on the factors below:*
 - a. *Socio-economic backgrounds*
 - b. *Geography – local zip codes and neighborhoods*
 - c. *Attendance/Work Experience in schools with a minimum of 60% Title 1 funding*
 - d. *Membership in a historically underrepresented group; particularly Black and Latino males*
 - e. *Emphasis on experiences and challenges overcome*
 - f. *Professional and volunteer experience: child advocacy in addition to teaching in an urban setting*

Note: Scholarship award decisions should be made by the Urban Education Institute's Equity Committee, consisting of faculty and student members. Teachers College should entrust and empower this committee to oversee the dispersal of the college-wide general and diversity scholarship funds regarding equity.

- 2) *Develop recruiting relationships with undergraduate institutions – with large student populations who meet the above criteria. For example, the Colleges of the City University of New York, Historically Black Colleges and Universities, Hispanic Serving Institutions and public colleges which serve low-income urban communities in the United States.*
- 3) *Expand current initiatives towards full-funding for doctoral students – explored by Teachers College. The Campaign for Educational Equity should fund doctoral research aimed at improving urban schools.*

- 4) *Creation of an Urban Education Institute* – The Campaign for Educational Equity can serve as a coordinating tool for faculty research and existing initiatives, such as the Institute for Urban and Minority Education and TC EdZone.
- a. *Faculty members throughout the college, interested in urban education, should participate as members of the Campaign for Educational Equity Committee. Faculty from departments and programs across the College, interested in researching and reforming urban schools, should list their courses within their department and with the Campaign for Educational Equity's Urban Education Institute. The Institute will allow students to concentrate on urban education from across all of our diverse programs of study, leading to greater cross-departmental interaction, and an improved intellectual community.*
 - b. *The creation of five Faculty/Instructor positions as part of the Campaign for Educational Equity's Urban Education Institute is aimed at bringing a diverse group of teachers, administrators, community activists, with experience in local urban schools, into Teachers College.*
 - c. *The Campaign for Educational Equity's office will serve as a space for both faculty members and students from across all of our college's many fields of inquiry to congregate in order to discuss and work toward urban school reform.*

Introduction

Beginning in the Summer of 2005, as Teachers College (TC) prepared to launch the Campaign for Educational Equity, a number of students began discussing their concerns about the future of the Institute for Urban and Minority Education (IUME); we found that our common interests were far greater. We began to discuss ways to improve the under-representation of students of color and students from low-income urban communities at TC. Our discourse led to looking at ways to challenge our institution to develop more meaningful relationships with the local community and to foster a stronger commitment to improving local public schools. As a result, in November of 2005, the Student Senate created an ad-hoc committee in conjunction with the Black Student Network, the Coalition of Latina/o Scholars, and other students interested in the Campaign for Educational Equity.

Pres. Levine, “speaking on behalf of students, faculty, trustees, staff and administrators,” stated in the 2004 Annual Report “that the decision to focus on Equity was endorsed by the entire TC community.”ⁱ Our committee endorses the decision to focus on educational equity because of the disparate systems of education in which predominantly wealthy, White, suburban children have access to better teacher quality, curriculum, resources, and funding than poor, urban, children of color. We would like to extend the endorsement of students to active participation.

This report is the product of months of formal discussions with members across TC’s community and research conducted by the committee.

Problem Statement

More than 60 percent of Black and Latino students attend high poverty schools. Black and Latino students are more than three times as likely as Whites to be in high poverty schools and 12 times as likely to be in schools where almost everyone is poor.ⁱⁱ

Ladson-Billings stated that students of color in the United States are more segregated than ever before.ⁱⁱⁱ Kozol calls this “Educational Apartheid,” resulting in lower academic achievement, graduation rates and college attendance for poor, urban, children of color.^{iv}

- By age three, children of professionals have vocabularies that are nearly 50 percent greater than those of working class children, and twice as large as those of children whose families are on welfare.
- By the end of fourth grade, African American, Latino, and all low-income students are two years behind their wealthier, predominantly White peers in reading and math. By eighth grade, they have slipped three years behind, and by twelfth grade, four years behind.

- Only one in 50 Latino and Black 17-year-olds can read and gain information from specialized text (such as the science section of a newspaper) compared to about one in 12 White students
- By the end of high school, Black and Latino students' reading and mathematics skills are roughly the same as those of White students in the eighth grade
- Black students are three times more likely than White students to be placed in special education programs, and are half as likely to be in gifted programs in elementary and secondary schools.
- Among 18- to 24-year olds, about 90 percent of Whites have either completed high school or earned a GED. Among Blacks, the rate is 81 percent; among Latinos, 63 percent. However, a much larger share of Blacks earn GEDs than Whites, and only about 50 percent of Black students earn regular diplomas, compared with about 75 percent of Whites.
- Black students are only about half as likely (and Latinos about one-third as likely) as White students to earn a bachelor's degree by age 29.^v

All of these issues are affecting the quality of education provided to TC's neighboring communities in historic Harlem. There are direct connections between a history of structural discrimination in federal policies, recent exponential growth in incarceration, the present dislocation of local communities, and the state of our urban schools. Any attempt to address equity and reform of urban schools must address the extraordinarily high rates of school dropout, suspensions, expulsions, and failures among African-American and According to Orfield more than half of all Black men do not finish high school.^{vi} Latino males; these problems oftentimes result in mass-incarceration.^{vii} "African Americans are forty-eight times more likely than Whites to be sentenced to juvenile prison."^{viii}

In 2000, 65 percent of Black male high school dropouts in their 20's were jobless -- that is, unable to find work, not seeking it or incarcerated. By 2004, the share had grown to 72 percent, compared with 34 percent of White and 19 percent of Latino dropouts. Even when high school graduates were included, half of Black men in their 20's were jobless in 2004, up from 46 percent in 2000.^{ix}

In 1971, New York's state prison population was approximately 12,500; by 1999 it was over 71,000. At that time, African Americans and Latinos, who comprise 25 percent of the state population, represented 83 percent of state prisoners and 94 percent of all individuals convicted of drug offenses. Nationally, African Americans, who are 13 percent of the US population, are approximately half of the 1.2 million state and federal prisoners.^x In 1980 the US spent \$27 billion on Education and \$8 billion on Corrections; in 1995 \$16 billion on Education and \$20 billion on Corrections.^{xi}

In the United States, according to Ladson-Billings and Tate, legal rights and education funding are based on property; therefore, overcoming structurally racist inequalities will require addressing issues in property inequality.^{xii} The rationale for scholarships is

simple: cost is the major factor in the decision to pursue or not pursue advanced degrees. The Census Bureau's Survey of Income and Program Participation (SIPP) analyzed 11,000 households between 1987 and 1989, finding that White households headed by a college graduate had an average wealth of \$75,000, while similar Black households only had \$20,000.^{xiii} Oliver and Shapiro found this to be caused by three phenomena: middle-class Whites are far more likely to inherit wealth, a long history of racial discrimination in mortgage lending, and the differences in value appreciation of property in predominantly White versus Black neighborhoods.^{xiv} In 1998, a study by the Jerome Levy Economics Institute study found the median net worth of Black families to be \$16,000, which was 12% of Whites' \$81,700; median household income for Black families was \$20,000, or 54% of White's \$37,000.^{xv} In 2005 between 25 and 33 percent of African Americans are still mired in poverty.^{xvi} McPherson and Schapiro show that there is a growing gap between enrollment rates for lower-and higher-income students...[and] that increases in costs discourage college attendance for low-income students."^{xvii} Bowen and Bok's study of 28 elite institutions found that 86% of all Black students enrolled were middle or upper middle class, while students from families in the lowest socioeconomic quartile only made up 3 percent of all students.^{xviii}

In the Campaign for Educational Equity, Teachers College directly links its mission to addressing these overwhelming inequalities:

The city mothers of New York in the late 19th century, alarmed at the plight of immigrant children who were unable to break the bonds of poverty, found that the schools were unprepared to help those children. The women created instead an institution to prepare a new breed of teacher capable of educating the disadvantaged. The founding mission of TC, then, was educational equity.^{xix}

Today, under-representation exists in the field of education amongst professionals: teachers, administrators, policymakers, researchers, and in the programs that are paths to careers in education. Of the approximately 5000 students at Teachers College, in historic Harlem, only 12% are African American and 7% are Latino/a.^{xx} In a time when the doors of education and access are closed to many, Urban Fellows will allow TC to establish itself as a major leader in providing access to higher education, as well as urban school reform. Teachers College can accomplish its mission of addressing systemic inequalities by creating fellowships that consider geography, i.e. local communities, and socio-economics, which will provide the development of more qualified practitioners and more effective reform models.

Recommendations

Creating Scholarships for Students from Low-Income, Urban Communities

Teachers College was founded more than a century ago to improve the education of New York City's poor. The current focus on equity reinforces the founding mission of the College and draws upon the extensive teaching, research, and service of faculty in behalf of improving educational equity.^{xxi}

At a time when our nation was experiencing eras of extreme racial hatred, Teachers College was a haven for educators of color from across the country. Our committee would like to see Teachers College regain its national leadership in addressing educational inequalities by renewing its dedication to practicing equity within the institution. Based on the above issues, it is obvious that admissions alone will not solve the access problem. Students from low-income backgrounds require funding, and because of a history of structural discrimination, many of those students in urban settings are “students of color.” We strongly believe that the Teachers College intellectual community and the Campaign for Educational Equity’s efforts to improve urban schools in New York City will greatly benefit from the inclusion of voices from local communities. Including the voices of local community members and practitioners will allow TC to develop a deeper understanding of the complexities of its local context; leading to more informed reform models, providing access to new opportunities for participatory research in the community, and better preparing new generations of practitioners for the realities they will enter.

A more diverse student body will provide educational benefits for all students by preparing them to live in a pluralistic democracy and hopefully leading them to become more civically engaged members of their communities.^{xxii} Bowen and Bok found that Blacks and other minorities who benefited from Affirmative Action programs at elite institutions earned higher incomes and were more likely as professionals to serve underserved communities of color.^{xxiii}

According to Alger’s analysis of recent Supreme Court rulings involving the University of Michigan, addressing such crises represents a compelling interest for the college in multiple ways: remedying the present effects of past discrimination; overcoming economic and educational inequalities that confront structural racism but are not limited solely to race; and, partnering with local schools while developing national research/reform models.^{xxiv}

Lastly, we recommend that Teachers College implement the models of full-funding for doctoral students that the college has been considering, and that the Campaign for Educational Equity help fund doctoral research intended to improve urban schools. Many outstanding doctoral candidates, interested in urban education, choose other research institutions that offer complete financial support.

Equity Committee Oversight

We envision a committee of faculty and students created to oversee the selection of “Equity Scholars,” scholarships aimed at both practicing equity and diversity within Teachers College and preparing professionals committed to addressing inequalities in urban schools. The Equity Committee should take into consideration: race, socio-economic background, geography (local zip codes, neighborhoods), attendance and/or work in local schools with at least 60% title-one populations, membership in a historically underrepresented group, an emphasis on challenges overcome, professional and volunteer experience in urban schools and child advocacy. Teachers College should also entrust and empower this committee to oversee the dispersal of the college-wide general and diversity scholarship funds regarding equity. In this way, TC will both practice equity in connection to local communities and prepare professionals dedicated to improving the schools in those communities.

The faculty members and students participating on the Campaign for Educational Equity’s scholarship committee should work in coordination with TC’s Admissions Office to develop recruiting relationships with undergraduate institutions that serve large student populations from low-income urban communities in the United States. TC’s Admissions Office should expand its current collaborative efforts with the Coalition of Latina/o Scholars and the Black Student Network to reach out to undergraduate students of color at public colleges and universities, i.e. the City University of New York, Historically Black Colleges and Universities, and Hispanic Serving Institutions. Student organizations at Teachers College should be assisted in developing relationships with undergraduate student organizations to share information about the Urban Fellowships.

An Urban Education Institute

The Campaign for Educational Equity’s office can serve as a space for both faculty members and students from across the college’s many departments and programs to congregate and collaborate in support of urban school reform. We recommend that the college create a program or concentration of study that embodies TC’s praxis in local schools—a place where a multi-disciplinary team of researchers, practitioners, and students convene to become what President Levine has described as TC’s “Action Arm.”

The creation of such a program or concentration will allow classes to specifically focus on urban education and urban schools without detracting from existing courses that examine educational issues in larger contexts, serving broader audiences. We recommend that professors from all departments be able to create courses that are double-listed in their programs and attached to the Campaign for Educational Equity, and those faculty members from various fields work together in multi-disciplinary teams, with students, to develop reform initiatives in local schools.

Attached to the creation of this urban education/equity program of study should be the creation of five Faculty/Instructor positions specifically aimed at bringing a diverse group

of practitioners with experience in local urban schools, i.e. teachers, administrators, and community activists, into Teachers College's intellectual community. Teachers College has had success in the development of teachers, principals and superintendents with specialized focus areas, but lacks opportunities for professionals with different specializations to work together. The Campaign for Educational Equity's efforts to improve schools will greatly benefit if voices from the community who have professional experience in local schools as teachers, principals, and community services providers can interact with educational researchers to learn from one another. Creating such positions will allow not only our institution to broaden its practice of diversity amongst its faculty to include socio-economics, geography, and professional experience, it will also deepen our collective understanding of the complexities and challenges faced in urban schools.

Benefits for Teachers College and the Campaign for Educational Equity

Scholars at Teachers College strive to conduct research that discover, interpret or revise ideas about particular subject matter in or to further discourse and lead to new meanings and understandings. For over a century TC has led the field of education in producing new scholarship, theories, methods, models, and fields of inquiry. A wealth of varied experiences and perspectives allow for greater understanding of complexities. Research at its core is not merely fact-finding and experimentation, it is also about asking questions that can lead to deeper understandings. It is based on the epistemologies, experiences and ways of knowing, of researchers that determine which questions are raised or ignored.

As Teachers College strives to promote equity in education, it looks to the power of research to guide its efforts toward a better educational system. TC has a great opportunity to enhance the educational research discourse by providing access to marginalized perspectives and experiences. Ladson-Billings points out that the voices from communities of color are not being heard, and that this is hindering the educational research community's ability to find solutions:

A growing number of education scholars of color are raising critical questions about the way that research is being conducted in communities of color. Thus, without authentic voices of people of color (as teachers, parents, administrators, students, and community members) it is doubtful that we can say or know anything useful about education in their communities.^{xxv}

By expanding the scope of knowledge that TC holds through the inclusion of excluded groups within the framework of the Campaign for Educational Equity, the college will possess greater potential to produce equity in schools. Teachers College has the opportunity to assume the leadership role in researching and expanding the knowledge of the field on the issue of equity in education. This is shown in TC's own words when they state, "Across a wide range of education interests, Teachers College scholars engage in research and scholarship that explores new thinking."^{xxvi} The Campaign for

Educational Equity provides the opportunity to expand the knowledge base benefiting not only TC's intellectual community, but the entire field of education's efforts to eliminate the achievement gap.

A cohort of Urban Fellows will already have the experience, knowledge and cultural understanding necessary to properly serve low-income communities and communities of color. The preparation of new teachers of color is not keeping pace with the changing demographics in the US. In 1971, 22 percent of students were from what was then called minority backgrounds, but only 12 percent of teachers; ten years later the disparity had worsened to 27 percent and 8 percent, respectively. Presently 16 percent of the teaching force are "people of color," while 38 percent of students are.^{xxvii} Susanna Loeb and Michelle Reininger in *Public Policy and Teacher Labor Markets* write, "Some evidence suggests that same-race teachers can be more effective for improving student outcomes, though race is clearly not the only characteristic of teachers that is important."^{xxviii} Siddle-Walker has found that students of color benefit both emotionally and statistically from having teachers of color, that students benefit from interaction with positive role models, freedom from negative stereotypes, and teachers who connect learning experiences with their cultural backgrounds and communities.^{xxix} Both Siddle-Walker, and Loeb and Reininger, conclude that student grades improved 3 to 4 percent, with the greatest impacts on math and reading scores.

Meanwhile, Haberman observes that current teacher preparation programs are failing to adequately prepare new teachers for diverse urban classrooms.^{xxx}

Many prospective teachers not only lack these understandings but reject information regarding social inequity. This suggests that more work on recruiting particular kinds of students into teaching must be done.^{xxxi}

Greater representation of students from urban communities will allow the entire Teachers College community to benefit from a more informed discourse, and allow for the enhanced preparation of new generations of teachers, principals, researchers, and policymakers that can further the drive for equity in schools.

Conclusion

Our recommendations seek to improve TC in two ways. First, there should be a program/concentration of study connected to the Campaign for Educational Equity that specifically looks at urban education. Second, expanding the college's current conceptualization of what diversity is to include geographic and socio-economic background, and professional experience. It is our conclusion that adding these components to Teachers College will both benefit the research and intellectual discourse, as well as improve the Campaign for Educational Equity's efforts to develop successful reform models. Lastly, the inclusion of students and faculty members from local communities will greatly enhance the preparation of practitioners, teachers, administrators, researchers, and policymakers, that will further the cause of educational equity for decades to come.

Contributors

Contributing Authors:

**Shadia Alvarez
Shawna Bushell
Nia Evans
Michael Gleich
Manuel Huerta
Michael B. Klingler**

**Richard Lofton
Anthony Love-Rhodes
Sepehr Hejazi Moghadam
Leonda Whitaker
Leslie Williams
John Young**

Sponsoring Student Organizations

Teachers College Student Senate

Teachers College Black Student Network

Teachers College Coalition of Latina/o Scholars

Appendix

The Student Committee on the Equity Initiative has produced a remarkable document, calling up Teachers College to make a major institutional commitment to the enhancement and enrichment of urban education within its present curriculum, student composition and faculty ranks. It wisely establishes criteria for the creation of new “Urban Fellowships” that both conform to the affirmative action guidelines established in Grutter v. Bollinger yet create avenues for expanding the representation of disadvantaged and minority students in Teachers College programs. The creation of a new Urban Education Institute with five dedicated faculty lines would immediately generate national attention to Teachers College for establishing a new center of excellence for both research and teaching in this critically important field. The Student Committee Report is thoughtful, comprehensive and worthy of serious discussion and implement. I strongly applaud the committee’s effort and endorse the objectives and purposes that it seeks to achieve.

- **Manning Marable**

Professor of Public Affairs, History, and African-American Studies
Director, Center for Contemporary Black History, Columbia University

The student-authored report on the Campaign for Educational Equity is truly revolutionary, and yet it is grounded in common sense. It offers precisely the kinds of recommendations that should have been policy at Teacher’s College for the past three or four decades. The students on the committee have recognized the university’s failure to both recruit Black and Latino graduate students and to develop deeper ties with the surrounding community of Harlem and other low-income communities of color in New York City. By proposing more vigorous recruitment efforts and the creation of an urban education institute, Teacher’s College will make strides toward achieving both of these goals. In light of the university’s current expansion plan into West Harlem, this proposal will transform communities—the university and the surrounding neighborhoods—rather than merely displace them. It is the kind of radical vision all educators need to support.

- **Robin D. G. Kelley**

William B. Ransford Professor of Cultural and Historical Studies, Columbia University

If we're going to get the kind of thoughtful focus on why schooling as we know it only works for some kids, and not so well for others, we need to expand the base of who it is taking the lead on educational issues. Our scholarship on educational issues, as well as teacher education leadership - represents too thin a layer of American society. There are insights that the voices we're not hearing from could contribute that are critical to the future of our work. This effort is one of the few I know of that is attempting to speak to how we might expand the number of educators in the leadership of our field who might bring this rich diversity to our work.

- **Deborah Meier**

Professor, NYU’s Steinhardt School of Education
The Coalition of Essential Schools

This is exactly the kind of initiative we should embrace wholeheartedly --- smart, compassionate, fully engaged, it summons our better angels and insists that we are each other’s gift and bond....

- **Bill Ayers**

Professor of Curriculum and Instruction, University of Illinois–Chicago
Teachers College Alum

-
- ⁱ Teachers College, Columbia University. 2004 Annual Report: A Campaign for Equity
- ⁱⁱ Orfield, G. (2005). *Why Segregation Matters: Poverty and Educational Inequality*. Cambridge, MA: The Civil Rights Project. Harvard University
- ⁱⁱⁱ Ladson-Billings, Gloria. "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal* 32, no. 3 (1995)
- ^{iv} Kozol, J. (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Crown.
- ^v Teachers College, Columbia University. 2004 Annual Report: A Campaign for Equity
- ^{vi} Eckholm, E. (2006). Plight Deepens For Black Men, Studies Warn. *New York Times*. (Late Edition (East Coast)). N.Y., p. A.1
- ^{vii} Hacker, A. (1992). *Two Nations: Black and White, Separate, Hostile, Unequal* New York: Ballantine Books
- ^{viii} Mullings, L. (2005). "Ch. 3 Losing Ground: Harlem, the War on Drugs, and the Prison Industrial Complex." In *The New Black Renaissance: The Souls Anthology of Critical African-American Studies*, ed. Manning Marable, 77-99. New York
- ^{ix} Eckholm, E. (2006). Plight Deepens For Black Men, Studies Warn. *New York Times*. (Late Edition (East Coast)). N.Y., p. A.1
- ^x Ibid.
- ^{xi} Sides, P. "Build Prisons or Build Schools?" In *Funding for Justice: Money, Equity, and the Future of Public Education*, ed. Rethinking Schools.
- ^{xii} Ladson-Billings, G. & Tate, W.F. (1995). "Toward a Critical Race Theory of Education." *Teachers College Record* 97, no. 1: 47.
- ^{xiii} Farley, R. (1996). "Black Wealth/White Wealth: New Perspectives on Racial Inequality." *Contemporary Sociology* 25, no. 4: 472.
- ^{xiv} Oliver, M.L. & Shapiro, T.M. (1995). *Black Wealth/White Wealth: New Perspectives on Racial Inequality*. New York: Routledge
- ^{xv} Miah, M. (2005). "Rebellions & Black Wealth." *Against the Current* XX, no. 2: 3.
- ^{xvi} Kelley, N. (2005). "Black Wealth Lagging 37 Years after Martin Luther King." *Miami Times*, 5D.
- ^{xvii} McPherson, M. & Schapiro, M.O. (1998). *The Student Aid Game* (Princeton, NJ: Princeton University Press)
- ^{xviii} Marable, M. (2006). *Living Black History* (New York: Basic Civitas Group)
- ^{xix} Teachers College, Columbia University. 2004 Annual Report: A Campaign for Equity
- ^{xx} Teachers College, Columbia University. 2005-6 Academic Catalogue
- ^{xxi} Symposium on the Social Costs of Inadequate Education. (2005). Campaign for Educational Equity. Columbia University
- ^{xxii} Gurin, P., Lewis, E., Gurin, G., Dey, E.L., & Hurtado, S. (2004). *Defending Diversity: Affirmative Action at the University of Michigan*. (Ann Arbor, MI: University of Michigan Press).
- ^{xxiii} Bowen, W., & Bok, D. (1998). *The Shape of The River Long-Term Consequences of Considering Race in College and University Admissions*.(Princeton, NJ: Princeton University Press)
- ^{xxiv} Alger, J. (2005) Presentation to Teachers College's Affirmative Action Committee
- ^{xxv} Ladson-Billings, G. (1995). "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal* 32, no. 3
- ^{xxvi} Teachers College, Columbia University. 2004 Annual Report: A Campaign for Equity
- ^{xxvii} Siddle-Walker, V. (2005) In *American Educational Research Association Annual Conference*. Montreal
- ^{xxviii} Loeb and Reininger, (2004). *Public Policy and Teacher Labor Markets*, pg. 2
- ^{xxix} Siddle-Walker, V. (2005) In *American Educational Research Association Annual Conference*. Montreal
- ^{xxx} Haberman, M. (1991). Can cultural awareness be taught in teacher education programs? *Teaching Education*, 4, 25-32
- ^{xxxi} Ladson-Billings, G. (1995). "Toward a Theory of Culturally Relevant Pedagogy." *American Educational Research Journal* 32, no. 3