

## History of IUME

IUME was established as a formal institution at Teachers College (TC) in 1973 after a long incubation period that began in 1965 at Yeshiva University. It was at that time, that its precursor the **Information Retrieval Center on the Disadvantaged (IRCD)** was created at Yeshiva University to provide access to the extensive file of research information that grew out of the study published in 1966, "*Compensatory Education for the Disadvantaged: Programs and Practices, Preschool Through College.*" This research file grew into a specialized library on the educationally disadvantaged that became the first unit of the U.S. Department of Education's specialized library called **Educational Resources Information Center (ERIC)**. In fact, this initial unit designed by Edmund W. Gordon and Erwin Flaxman became the model for the entire ERIC system of specialized libraries.

The **ERIC Center on Urban and Minority Education** was moved to Teachers College in 1968 where in 1973 it was incorporated in the Institute for Urban and Minority Education as an umbrella for the dissemination of information, the conduct of research, and provision of technical assistance. In the 1973 consolidation of research and development activities to form IUME, a partnership was created between (TC) and the Educational Testing Service (ETS). Edmund W. Gordon, who, at the time, held a joint appointment at TC and ETS, spearheaded the partnership between the two institutions to respond to the dearth of research and information about urban and ethnic minority groups.

Despite the urgent need to create an institute that focused its research and services on the education of the poor and students of color, establishing the Institute would prove to be a challenging endeavor. IUME was initially proposed when the National Institute of Education (NIE) decided to create a National Program of Educational Research Centers. IUME applied to be designated as a National Research Center on the education of the disadvantaged; however, NIE would decline funding for such an Institute arguing that the education of poor, minority, and urban students, should permeate all educational research and need not be considered as a separate research domain needing its own center.

Determined to maintain such an Institute dedicated to the educational inequalities of urban and minority youth, TC and ETS decided to move forward with expanded support from each institution and external funds. The plan called for the conduct of research on human diversity and pedagogy under the leadership of TC faculty and ETS staff. For example, Professor Charles Harrington spent the 1974-1975 academic year at ETS under IUME sponsorship. The jointly-organized Institute explored ways in which the diverse functional and status characteristics of learners are affected by such characteristics as —race, gender, language, and social and economic class. It was anticipated that this research would have a powerful influence on curriculum and pedagogy and student assessment. Three years later, the partnership between TC and ETS dissolved and IUME became an institute solely sponsored by Teachers College.

During this period, IUME with NIE funding sponsored a number of post-doctoral fellows for multiple year appointments at the College; most notably, in anthropology, Robert Alvarez and Janet Dolgin

Professor Gordon remained the link between the two institutions and led the Institute for its first six years until he moved to Yale University in 1979. After a lengthy search, Marguerite Ross Barnett was chosen to replace Dr. Gordon as Director. She served from 1980 to 1983. Following her departure to become Vice Chancellor of CUNY, Professor Charles Harrington, who had been Associate Director (from 1975-1977) and Deputy Director from 1977-1983, became IUME's Director.

Professor Harrington had been responsible for bringing many of the Institute's Bilingual projects, most notably the creation of a bilingual-multicultural curriculum for Head Start (funded for multiple years by the United States Office of Child Development) which he co-directed with Leslie Williams, the "Lau Center" for federal regions one of two (funded by the United States Department of Education from 1975 to 1989). Teachers College's current bilingual education program was a by-product of these efforts and institutionalized bilingual education into the regular academic program. IUME also supported Professor Harrington's editorship of *Anthropology and Education Quarterly* from 1977 to 1982 which transformed what had been a newsletter into the respected refereed journal it continues to be today.

During his directorship, Professor Harrington also directed the planning grant for a proposal which brought the National Center on Education and Employment (NCEE) to the College for a five year period (funded by NIE for \$26.1 million total over the five years in today's dollars). The Center was large enough that it was set up structurally independent of IUME which led to the creation of the College's Institute for Education and the Economy (IEE), modeled, in many ways, after IUME in that it had research, service, and dissemination functions, which continue.

During the 1980's, IUME was the largest research and development unit of the College with annual funding exceeding \$6.5 million in today's dollars (not including NCEE or IEE). Professor Harrington retired from the Institute in 1989 to concentrate on his research (funded by the Spencer Foundation and the NCEE) which led to the publication of "*Paths to Success*" a 1997 Harvard University Press publication.

From 1989 to 1991, IUME was led by acting Directors, notably Dorothy Strickland, who taught at the College from 1980-1990, and Joseph Grannis. Francisco Rivera-Batiz, then became Director in 1991 and would lead IUME for approximately four years, and was ultimately replaced by Erwin Flaxman who served until 2001 as Director and Associate Director until 2005, and most recently Edmund Gordon has returned as Director.

With the changes in the US population, the need to address the educational needs and opportunities for diverse learners became more evident to research scientist and educators. Consequently, in its first decade, the Institute's focus included issues of equality of educational opportunity and the implications of population diversity for educational intervention. As the Institute secured large-scale government funding, it expanded its research program and provided technical assistance to schools and districts responding to legal race, gender, and national origin desegregation mandates, reducing bias in the curriculum, testing, classroom and school organization, and interpersonal relations.

Among the most significant federally funded projects IUME procured was the multiple year contract for the ERIC Clearinghouse on Urban Education which became a respected and only source of research knowledge in the area of urban and minority education. The Clearing house at Teachers College became the model for the field. It was through the ERIC Clearinghouse that many TC faculty from various departments published research syntheses and information directed at multiple audiences including parents, community members, and education professionals. The ERIC Clearinghouse was funded by the Office of Education, the National Institute of Education, and the Office of Educational Research and Improvement of the U.S. Department of Education.

Several government contracts provided support for technical assistance in desegregation and bilingual education and the creation of curriculum materials for use in bilingual and multicultural education. In addition to offering important services to the field, the technical assistance projects provided access to numerous community sites linking the College to school districts all over the Northeast, Puerto Rico, and the Virgin Islands. These sites would generate opportunities for: conducting applied research, generating and testing hypotheses about the effect of demographic characteristics on student social and cognitive learning, institutional rigidity and flexibility, and social and economic mobility—three tenets of the Institute's mission. A third source of Federal and foundation grants provided support for a variety of research studies some of which focused on issues of resiliency in at risk populations.

Over the life of the Institute, issues of equality of educational opportunity have continued to be a focal point. Additionally, recognizing the social contexts and environmental supports and stressors that urban students face, the Institute transitioned its focus to research, knowledge dissemination, and demonstration activities which were organized around three themes: 1) education as a conduit for upward social and economic opportunity and mobility, (2) strategies for achieving educational, social, and economic equity, and (3) diversity and multiculturalism.

To help educators and human health service workers to introduce a multicultural perspective into classrooms, schools, and social and health service programs and institutions, IUME offered a certificate program in advanced studies in multicultural education for teachers, administrators, and health and human service/community workers. IUME continued to operate as an independent college wide institute with the same structural status as an academic department in the college with faculty and staff representation across various disciplines. Given its expertise, the Institute was uniquely positioned to prepare TC students who were interested in urban education. As such, IUME staff offered various courses and a certificate program in advanced studies in multicultural education for teachers, administrators, and health and human service and community workers.

For the last 15 years, the Institute has continued its tradition of responding to pressing issues relevant to educational opportunity. Under the seven year leadership of Erwin Flaxman, IUME began to focus on reaching local parents and community based organizations. This shift in focus was in part responsive to the change in the national ERIC program from a decentralized system of libraries to a centralized national facility. IUME and its ERIC Center began to concentrate on information resources to its immediate community.

Under Dr. Flaxman's leadership, IUME established a collaboration with the Manhattan Borough President's Office to run a parent information and resource center. The Manhattan Parent Resource Center helped parents to research information and access resources and provided workshops on education, health, youth services, and social services. As an outgrowth of ERIC, the Center for Information and Resources on Education and the Community (CIREC) was established in January 2004 to provide information and workshops primarily for parents and the communities in the New York City Department of Education Regions 9 and 10, serving all of Harlem, Washington Heights, and the Upper West Side of Manhattan.

An additional Flaxman contribution, post the Columbine shootings, IUME embarked on studying school violence and its prevention. This project was a natural extension of the Institute's previous work in the area of anti-violence intervention and prevention. Specifically, the "Positive Choices: Youth Anti-Violence Initiatives," funded by the Met Life Foundation and the monograph published by the Clearinghouse, "School Violence: Risk, Preventative Intervention and Policy."

Under his return to IUME as Director in 2001, Dr. Gordon resumed a focus on national concerns even as he concentrated IUME activity on the local Harlem community. With respect to national issues, research was initiated on the academic achievement gap between students of color and immigrants and their higher-achieving European and Asian-American peers. Under Gordon's initiative, this work was conducted in partnership with the College Board and its efforts resulted in several leading national publications that influenced educational research and program development. In fact, this work stimulated the current national focus on the academic achievement gap. Simultaneously on the local front, IUME began to concentrate on the study and social marketing of complementarities between learning and teaching out-of-school and teaching and learning in school. This focus on what Gordon called "*supplementary education*" began a major initiative that included local and national conferences, supplementary education service delivery, training workshops, and evaluation projects. This IUME program of work has recently been consolidated under the *National Study Group on Supplementary Education* (also known as comprehensive education) with additional conceptual leadership from scholars and researchers at Harvard, Johns Hopkins, and Stanford universities being provided for the emerging after-school and out of school learning movement. The Study Group is being sponsored in collaboration between Teachers College - Columbia University, The College Board and The Educational Testing Service.

Historically, IUME has a legacy of breaking new ground by focusing on current and emergent issues related to the development of urban and minority students. Throughout its history, IUME has been reliably responsive in addressing seminal issues that impact the educational opportunity of minority students. Beginning with the establishment of the ERIC Clearinghouse to understand and disseminate information concerning the needs of urban and minority students, through its efforts at informing the conduct of compensatory and bilingual education, to its current efforts at understanding and promoting teaching and learning in school and out of school, affirmative development of academic ability, and comprehensive educational equity, IUME has maintained commitment to its mission. That mission was implicit in the decision, influenced by Lawrence Cremin and Francis Ianni, to invite Gordon to join the Faculty of Teachers College in 1968, to think about education comprehensively, relationally and publicly.

Because the work of the Institute has been “problem-centered” and comprehensive, it has consistently recruited inter-disciplinary staff who are advocates and activists in solving the myriad of problems of urban and minority education. Given its broad focus, IUME has attracted sociologists, historians, anthropologists, educators, developmental psychologists, counseling psychologists, health and nutrition specialists, school administrators, among others. However, with the absence of critical mass of faculty of color, and other faculty as active participants in its program, the Institute has suffered from somewhat marginal involvement in the affairs of the College. In fact, its influence has been larger than its actual presence. Beginning in 2006-2007 academic year, institutional financial support for the Institute and its staff were seriously reduced at the same time that the Institute became the College’s major presence in the Harlem community. During the past two years, the administration of the College has expressed commitment to the revitalization of the Institute and its intent to restore IUME to its once prominent status on campus locally and nationally. In support of this commitment, the Trustees of the College have approved a search for a scholar who will join the faculty at Teachers College as Associate or Full Professor and Director of the Institute for Urban and Minority Education. Once this position is filled, the Trustees have signaled their intent to add several additional faculty members with joint responsibility to their respective departments and IUME.

### **IUME Today**

Thirty-five years later, the IUME’s objective of fostering the development of communities of color is more critical than ever. The educational, economic, and social inclusion of minority students and their families remains a focal point. Consequently, the Institute continues to use a multidisciplinary approach to create and implement interventions that will provide the basis for the comprehensive, systematic, and deliberate development of academic ability in minority group students. Recent efforts and initiatives are focused on increasing university and community partnerships to promote institutional services in the community as well as civic engagement and social responsibility.

Presently, The Institute for Urban and Minority Education is housed in the well known Theresa Towers at the “**Edmund W. Gordon Campus of Teachers College, Columbia University**” located at 125th street in Harlem. Its new location in the Harlem community has uniquely positioned the Institute to partner, and foster collaborations with community groups, agencies, and non-profit organizations to address the needs of urban and minority communities of color. In doing so, we have gained tremendous access to a range of human capital and expertise necessary for addressing the comprehensive and complex problems faced by communities of color. Since opening its doors in its new home, IUME has consistently increased the number of community partners, community service, and research and evaluation projects. The research and development program of IUME is directed at exploring, understanding, and elucidating such issues as:

- The ecological and personological correlates of high academic achievement in under-represented populations;
- More equitable and pedagogically informative psychometric practices and policies;

- The complementarities between teaching and learning in school and out of school;
- Relationships between family and community environments and school achievement;
- The relationship of health and health maintenance to academic development; and
- The political economy of educational and personal development of children and their parents.

The work of the Institute is supported by Teachers College, the College Board, the Educational Testing Service, contracts with governmental agencies, and grants from philanthropic foundations.

### **Mission**

For almost forty years, IUME has used advocacy, demonstration, evaluation, information dissemination, research and technical assistance to study and seek to improve the quality of life chances through education in the communities of urban and minority peoples. The Institute continues to focus on the implications of population diversity in the context of the demand for pluralistic competencies for the design and management of teaching and learning transactions in schools and other environments for education. The central goal of IUME is to understand and uncouple the relationship between the social divisions to which persons are assigned and outcomes of education.

### **Strategy**

The Institute for Urban and Minority Education employs a six point strategy, tailored to the needs of the communities that it serves, in order to implement the mission: 1) Research and Evaluation, 2) Direct School and Community Services, 3) Technical Assistance, 4) Information Dissemination Services, 5) Collaboration, 6) University Outreach and Goodwill. These strategies and examples are described below.

- **Research and Evaluation:** conducting research and evaluation projects, with scholars and practitioners that examine the intellectual competence and development of Latino and African American students so that they are prepared to succeed academically. **The African American Male Initiative Study Group**, a collaborative between IUME and the Children's Aid Society, is exemplary of the type of research study groups convened to review research on the state of black male development, discuss ideas on the efficacy of interventions programs, and to formulate interventions and strategies for implementing such interventions.

Its research program “**Correlates of Academic Achievement for Students of Color**” aims to identify the characteristics and life conditions of high academic achievers, uncover life conditions associated with high academic achievement, and evaluate exemplary programs that are producing high levels of academic achievement in ethnic minority students. In addition, this line of research is examining the relationship between

intergenerational access to education relevant forms of capital and educational achievement, “**Naturally Occurring Settings for Learning in Harlem.**” Further, **The Study of Race-Based Health Disparities and Academic Achievement**, aims to identify health factors correlated with academic achievement. And **The Study Group on Supplementary Education**, composed of 30 scholars and practitioners, aims to understand the learning and teaching that occur outside of school and the teaching and learning that occur in school.

Another example, the **Affirmative Development of Academic Abilities Program** is based on the assumption that academic abilities are not simply inherited aptitudes, but are abilities that are developed through pedagogical and social interventions. To this end, our research and evaluation projects are conducted to investigate what works, elucidate new knowledge, and discover solutions. For example, the longitudinal study of the Harlem Children’s Zone (**A Longitudinal Study of Supplementation through the Guided Development of Children and Parents**) beginning with the pre-k programs will assess the effects of programmatic interventions in increasing students’ early language and literacy skills, early math skills, cognitive skills and social-emotional readiness to learn.

- **Direct School and Community Services:** working with school districts, researchers, and scholars to integrate knowledge from research and practice, in designing programs, preparing teachers and administrators, creating management and organization structures, and engaging the home and the entire local community in efforts to create conditions for high minority achievement. For example, In the past four years, IUME assumed responsibility for the development, promotion and implementation of *supplementary education services*, described as formal and informal learning and developmental enrichment opportunities, for students, their families, their schools and the community of Central Harlem. These services were developed with the objective of producing and enhancing human capital – intellectual and professional competence. One illustrative example is the **Harlem After3**, an academic enrichment after school program located at P.S. 200 in central Harlem.
- **Technical Assistance:** offering technical assistance to school districts and their staff and community based organizations to strengthen their professional development and preparing them to work in supplementary education as well as address the needs of students and their parents. For example, IUME conducted a series of workshops and trainings for the Parent Coordinators in Region 10 of NYC to provide practical research-validated strategies and resources that help support their work, and help them to grow professionally. ADD (IUME) has provided to the New York City board of ed and to several suburban school districts and to several community-based organizations.
- **Information Dissemination and Services:** developing and disseminating information in the areas of intellectual development, academic achievement, education, parent involvement, and supplementary education for students of color. Additionally, publishing books, bulletins, and newsletters designed to meet the needs of practitioners, policy makers, and scholars of practice, research scientists, and parents (Parents Source) as they utilize knowledge and techniques to improve the quality of academic achievement

in diverse learners. In its 35 years of existence, IUME and its ERIC Clearinghouse have published and widely distributed over 200 brief syntheses (*ERIC Digest*) of research, descriptions of practice, and policy issues, and over 125 monographs (*Urban Diversity Series*), a number of books and technical reports. Its bulletin, *IRCD*, was published for 20 some years, and *Pedagogical Inquiry and Praxis*, was widely disseminated for about eight years.

- **Collaboration:** partnering with various organizations, scholars, and researchers, and experts in the areas of education, health, religion, psychology and policy to better understand and implement effective solutions and services to problems affecting urban and minority students. The current partnership between IUME and the **Children's Aid Society** to create the "**African American Male Initiative "Steps to Success,"**" is illustrative of collaboration projects. **Steps to Success** is a supplementary education program that provides 3rd and 4th grade Black boys with Black male role models and "*Life Coaches*" who mentor the young boys and provide support to their families 24 hours a day, 7 days a week. **Collaboration with the College Board, with ETS, with HCZ.**
- **University Outreach and Goodwill:** Through outreach and goodwill efforts, the Institute promotes social responsibility, public service, and civic engagement. Through volunteer activities, we are working to increase the number of university-community partnerships and institutional service by addressing the resource gap between the Harlem community and Columbia University. Previous volunteer activities have included assisting the Apollo Theater with television recording events to find part-time employment for young people living in the community.