

Edmund W. Gordon, Ed.D.

Background, Research Interests, and Selected Publications

Background:

Edmund W. Gordon is the John M. Musser Professor of Psychology, Emeritus at Yale University, Richard March Hoe Professor, Emeritus of Psychology and Education and Director of the Institute of Urban and Minority Education (IUME) at Teachers College, Columbia University. From July 2000 until August, 2001 he was Vice President of Academic Affairs and Interim Dean at Teachers College, Columbia University.

Professor Gordon's distinguished career spans professional practice, scholarly life as a minister, clinical and counseling psychologist, research scientist, author, editor, and professor. He held appointments at several of the nation's leading universities including Howard, Yeshiva, Columbia, City University of New York, Yale, and the Educational Testing Service. He has served as visiting professor at City College of New York and Harvard. As Senior Scholar and Advisor to the President of the College Board, he developed and co-chaired the Taskforce on Minority High Achievement.

Dr. Gordon completed his Bachelor of Science degree in Zoology at Howard University. He also earned the Bachelor of Divinity degree in Social Ethics from Howard's Graduate School of Divinity. He obtained the Master of Arts degree in Social Psychology from the American University and the Doctor of Education degree in Child Development and Guidance from Teachers College, Columbia University. Professor Gordon has been awarded the Masters of Arts degree (honorary) from Yale University, the Doctor of Humane Letters degree (honorary) from Yeshiva University, from Brown University, from Bank Street College and the Doctor of Science degree (honorary) from Mount Holyoke College. In May 1993 he was awarded the Teachers College Medal for Distinguished service to Education by Columbia University, and in May 1998 he was awarded an honorary Doctor of Humane Letters degree from Howard University.

Professor Gordon has been recognized as a preeminent member of his discipline and his profession. He holds the honor of having been elected as Fellow of various prestigious associations including the American Psychological Association, the American Psychological Society, and Fellow Life Member of the American Association for the Advancement of Science among many others. In 1968, Professor Gordon was elected membership in the National Academy of Education.

Dr. Gordon's prolific scholarship is documented in his authorship of more than 175 articles in scholarly journals and book chapters, and in 15 books and monographs authored or edited by him.

Research:

Professor Gordon is concerned with issues associated with increasing the number of high academic achieving students who come from African American, Latino, and Native American families. He is widely known for his research on diverse human characteristics and pedagogy, and the education of low status populations. He is interested in the career development of Black men who have overcome enormous odds against success to become high achievers. Recent research interests include the advancement of his concepts of "affirmative development of academic ability" and "supplementary education" both which focus on improving the quality of academic achievement in diverse learners. His current study group on the Correlates of High Academic Achievement is investigating, through several projects, personal, ecological, and institutional factors that are associated high levels of academic achievement in a variety of ethnic minority students.

Selected Publications:

Gordon, E. W., & Bridglall, B. L. (in press). Affirmative development of academic ability. Rowman and Littlefield Publishers and The College Board.

Gordon, E. W., Bridglall, B. L., & Meroe, A. S. (Eds.). (in press). Supplementary education. The College Board and Rowman and Littlefield Publishers.

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Gordon, E. W., & Roberts, F. (1991). *One nation, many peoples: A declaration of cultural interdependence*. Albany, NY: New York State Board of Regents.

Gordon, E. W., Miller, F., & Rollock, D. (1990). Coping with communicentric bias in knowledge production in the social sciences. *Educational Researcher*, 19 (3).

Jones, E. P., & Gordon, E.W. (1990). *Where is home? Living through foster care*. New York, NY: Four Windows.

Gordon, E.W. (Ed.). (1989). *Human diversity and pedagogy*, Center for Research in Education, Culture Ethnicity; New Haven, CT: Yale University, Institution for Social Policy Studies.

Gordon, E. W. (1989). Ordinary Black women. *Readings - Journal of Reviews in Commentary of Mental Health*, 4(2).

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