In past columns, I have reported on more than one study that shows that expectations for biology for women in higher education were much higher than that for males. For example, when a research paper is co-authored by a male and a female the assumption by many is that the male did "the real work."  

Now comes a study showing that there is a similar bias when it comes to students – only this time the differences are based on race.  

In a study published in "Emotions and Education Review," it was found that when evaluating the same black student, white teachers expect less academic success than black teachers, particularly when the student is black males.  

According to the study, carried out by researchers at Johns Hopkins University, when a black teacher and a white teacher evaluated the same black student, the white teacher was about 30 percent less likely to predict that the student would graduate high school, and that non-black teachers were 5 percent more likely to say that white students would graduate high school when compared to their black male学生.  

Another interesting finding the researchers made is that black female teachers were significantly more optimistic about the ability of black students when compared to white teachers.  

One of the immediate effects of such perceptions is that it comes to believe that the teacher is right, that they are indeed not smart enough and that there is no future for them in education. As a consequence, they may dismiss any hopes for advancement and, eventually, drop out of school.  

The authors of the study analyzed data from the Educational Longitudinal Study. Begin in 2002, it is an ongoing study following 640,500 10th grade public school students and their interactions with teachers. That survey asked two different teachers, both each a particular student in either math or reading, to predict how far that student would go in school.  

With white students, the ratings from both teachers tended to be the same. But with black students, boys, in particular, there were big differences. The white teachers had much lower expectations than black teachers about how far the black students would go in school. Among the many results of this insightful work are that white and other non-black teachers were 12 percentage points more likely than black teachers to predict black students wouldn't finish high school, and that non-black teachers were 5 percent more likely to predict that their black male students wouldn't graduate high school when compared to their black male students.  

We all know that when it comes to selecting who is in and out of school, who gets the most funding, who has the most mentors, who gets the most value in the classroom, who has the least amount of compassion. We are all also aware of the fact that minorities have to confront when dealing with the criminal justice system. No matter how many studies are passed that are supposed to alleviate these issues, they still persist in our society.  

Robert Tucker is an assistant professor of public policy at American University and the author of "Black Protest: Evidence of systematic racial bias in teachers' expectations. He is currently working on a book that is all about understanding how teachers approach race and social justice, and how they perceive and react to race and the criminal justice system. It is time for us to Analyze our attitudes toward race and how we deal with it. We need to work on our backgrounds and educate ourselves. It is not just a matter of social justice, but also about our own char- 
acter and our ability to deal with others.  

Despite constant arguments of "political correct- 
ness," the fact of the matter is that we are failing at one of the most important experiences we offer: education. We can contact through his website at: http://(insert contact info).