



Dear Jaekyung,

Thank you for submitting your proposal. A printable summary is below. Your confirmation number is 27651. A confirmation email will be sent to you within 24 hours.

Applicants will be notified of the status of the proposed project on February 1, 2019.

If you have questions or need assistance regarding your application please contact the AIR Grant staff at 850-391-7109 or grants@airweb.org.

SUMMARY

Personal Information

Name	Dr. Jaekyung Lee
Informal Name	Jaekyung
Affiliation	University at Buffalo
Unit/Department	Graduate School of Education
Title	Professor
Year began this position	2010
Email	jl224@buffalo.edu
Preferred Mailing Address	434 Baldy Hall Buffalo, New York 14260-0000 United States Phone: 716-645-1132
Secondary Address	

Demographics

Highest degree	Doctorate
Discipline of highest degree	Education - Evaluation and Research
Position description	Faculty - Teach Other Than IR
Staff members in IR office	
Campus type	Single Campus Institution
Years of experience in IR	5
IR Roles	IR for internal decisions and institutional use
Year of birth	
Race/Ethnicity	
Gender	

Grant Type

I am applying for a:

Research Grant

Financial Representative

Name

Heidi Rug

Affiliation

University at Buffalo

Department

Sponsored Projects Services

Title

Accounts Receivable/Financial Reporting Coordinator

Address

520 Lee Entrance, Suite 211

City

Amherst

State or Province

NY

Zip or Postal Code

14228-2567

Country

USA

Additional Contacts

Name

Namsook Kim

Affiliation

University at Buffalo

Department

Educational Leadership and Policy

Title

Clinical Assistant Professor

Address

475 Baldy Hall

University at Buffalo

City

Buffalo

State or Province

NY

Zip or Postal Code

14260

Country

USA

Project Description

Project title:

Academic and Sociocultural Readiness for Postgraduate Education among Immigrant and International Students: Promoting Equal Access and Success in Graduate/Professional Schools

Statement of the research problem and national importance (limit 750 words):

- What is the research problem this proposal intends to address?
- How does this topic relate to the research priorities areas of access, affordability, and value of legal or graduate/professional education?
- Why is this topic of national importance?
- Why is it timely to conduct this research at this time?

Postgraduate education access and success among immigrant and international students provides an important barometer for monitoring national progress in higher education equity. The study aims to explore undergraduate students' readiness for graduate/professional schools including law school and their educational engagement in the areas of academic and sociocultural readiness. It intends to address following overarching questions: (a) how academically and socioculturally ready are college students for postgraduate education?; (b) how different or similar are immigrant and international college students' educational engagement and readiness?; (c) how are the students' undergraduate experiences related to their chance of entry into graduate/professional schools?; and (d) how can the immigrant/international students' postgraduate education readiness and success be improved, particularly in professional fields with cultural and language barriers (e.g., law and teacher education)? The research is needed to fill in the gap in the literature on postgraduate education readiness and success among immigrant and international students. It also addresses the need for alternative frameworks and mixed methods with which to better understand sociocultural readiness that is largely neglected in the literature (Lee, Kim, & Wu, 2018).

In recent decades, the student body of American higher education institutions has become increasingly diverse with influx of more immigrant students (Capps et al. 2005; Erisman & Looney, 2007). A similar pattern of growth and diversity exists among international students. American institutions remain as the leading destination for students from around the world; the number of international students at U.S. colleges and universities has reached a new record high of 1,094,792 students (about 5.5% of total U.S. college population) in the 2017/18 academic year (Institute of International Education, IIE, 2018). However, the characteristics of immigrant and international students on American college campuses often have been discussed from a deficit view (Fox, 1996; Ryan & Carroll, 2005). While this deficit model perspective has been reinforced by some local studies, it is not supported by national data (Glick & White, 2004; Murphy, 2007). Given that many immigrant students are from poor families and attended schools in their home countries where educational resources are limited, the level of their academic performance and educational attainment relative to their native counterparts in the U.S. (host country) is commendable. Indeed, immigrant and international students, having achieved so much with relatively fewer resources and more barriers, can provide a national "model of strength" worth studying and emulating (Erisman & Looney, 2007; Li & Beckett, 2006; Ryan & Carroll, 2005).

The increasing diversity of fast-growing immigrant and international student groups presents new challenges for American colleges and universities to become globally inclusive higher education institutions. For the goals of diversity and equity in postgraduate education, conventional policies focus on historically underrepresented racial and ethnic minorities such as Blacks and Hispanics and first-generation college students with disadvantaged family backgrounds. While this racial and socioeconomic gap issue remains to be a dominant theme, particularly in STEM fields (Nettles & Millet, 2006), there is a growing need for broadening research and policy discussion on educational diversity and inclusion to immigrant and international students in all fields of study considering the current trends in that education levels of immigrants are on the rise—with 12.8% of the estimated 44 million immigrants attaining a postgraduate degree in 2016 (Krogstad & Radford, 2018)—and that more than a third of international students pursue postgraduate education in 2017/2018 (IIE, 2018). In the field of law, despite continuous growth in the proportion of female students entering legal education (52% in fall 2017, American Bar Association, ABA, n.d.), international and domestic racial/ethnic minority student enrollments in legal education are still significantly underrepresented (3% and 32%, respectively, in fall 2017, ABA, n.d.) and, further concern is found in the low retention rate among minority law students (with about 7% of the first-year enrollment enrolled in the fourth-year in 2013-2014 academic year in 202 ABA approved law schools). This would suggest that immigrant and international students of color or with other minority backgrounds need extra help for accessing postgraduate education.

Building a globally diverse and inclusive college campus depends on how well college administration and faculty accommodate immigrant and international students' special needs such as cultural and language barriers. This study is expected to enhance our understanding of 4-year college/university environment factors that promote or prohibit student access to postgraduate education including law and other professional schools. The study results would give implications for institutional equity and diversity policies that help close the gaps among U.S.-native, immigrant, and international students on ever-increasingly multicultural college campuses in the era of globalization and internationalization of higher education.

Review the literature and establish a theoretical grounding for the research (limit 1000 words):

- What has prior research found about this problem?
- What is the theoretical/conceptual grounding for this research?

Postgraduate education experience becomes socialization "processes through which students gain the knowledge, skills, and values necessary for successful entry into a professional career requiring an advanced level of specialized knowledge and skills" (Weidman, Twale, & Stein, 2001, p. iii). From the deficit model view of typical intercultural interactional manifestations that looks to the dominant culture for isolating the silenced culture (Fox, 1996), immigrant and international students are often seen as passive objects of and failure to integrate into the education systems, lacking in independent, critical thinking skills and (English) language competence, and as rote learners and plagiarizers, having limited or awkward class participation, all of which may normalize Anglo-Western standards (Jones, 2017; Ryan & Carroll, 2005). The deficiency paradigm perpetuates cultural identities as fixed attributes and may reinforce negative stereotypical perspectives against diverse students with other backgrounds than those identified with the mainstream culture (Marginson, 2014). As a result, empirical evidence shows that native English-speaking students in English speaking host countries demonstrate negative attitudes non-native English speaking peers due to problems with comprehensibility (Kang, Rubin, & Lindemann, 2015) and also that international students perceive general attitudes on campus toward them as negative (Maringe & Jenkins, 2015).

In contrast, the transformation or asset model is grounded on the critical paradigm of 'higher education as self-formation' as a normative theoretical framework that breaks from essentialism and ethnocentrism in that multidimensional development of student 'agency' with transformations involves the host society and various actors related to the lived experience (Marginson, 2014; Montgomery & McDowell, 2009; Tran & Vu, 2017). In this perspective, immigrant and international students with transnational identities are viewed as self-forming agents and cultural and linguistic assets; institutions that function in this paradigm mediate to support the desired self-formation process by developing multicultural competencies for 'all'

students and fostering the critical process of dialog to build bridges across plural cultural identities and truths (Fox, 1996; Li & Beckett, 2006; Rizvi, 2009; Ryan & Carroll, 2005; Summers & Volet, 2008). Multiple forms of agency in mobility are enacted by international students who would engage and respond in relation to self-transformation and future aspirations, the structural and social context, or unjust situations (Tran & Vu, 2017).

Immigrant students' assimilation and engagement depend largely on the sociocultural context that they encounter in the society, including their perceptions of discrimination and accommodation in schools (Portes & Rumbaut, 2006; Rumbaut, 2004). This can be more problematic for first-generation college students who tend to have significantly lower college readiness, lower persistence and graduation rates, lower standardized test scores, lower levels of academic and sociocultural engagement, less favorable perception of the college environment, more sociocultural isolation, and less disclosure of stressful life events than continuing-generation college students (Barry, Hudley, Kelly, & Cho, 2009; Choy, 2001; Pascarella, Wolniak, Pierson, & Terenzini, 2003; Pike & Kuh, 2005; Warburton, Bugarin, & Nunez, 2001). The risk can be relatively higher for first-generation college immigrant and international students who have to overcome 'double jeopardy' due to sociocultural and linguistic barriers.

On the other hand, there is highly uneven representation of immigrant and international students in different fields of study. The higher percentage of foreign students, resident aliens and naturalized citizens who spoke languages other than English as children entered STEM fields than did their U.S.-born and English-speaking counterparts (Chen, 2009). This tendency may be related to the avoidance of humanities and social science fields due to English language and sociocultural barriers and their perceptions of job discrimination in the society as well as their relatively stronger math proficiency (Lee, 2008; Sue & Okazaki, 1990). The imbalance of representation between STEM and non-STEM fields among immigrant and international students poses a question about the development of diverse talent pool.

Academic and social collegiate experiences are the primary predictors of college students' persistence and degree completion (Bowen et al., 2009; Pascarella, 1985; Strauss & Volkwein, 2001; Tinto, 1993). Nevertheless, relatively little evidence exists on factors impacting transition from undergraduate education to graduate/professional education. With focus on 4-year colleges and universities, this study plans to address the following problems: (a) the nature and extent of undergraduate education inequalities and postgraduate education readiness gaps among U.S.-native, immigrant, and international students; and (b) the effects of their undergraduate education gaps on their access to graduate/professional schools, particularly in the field of law where there can be relatively greater language and cultural barriers for immigrant and international students.

Extending prior research and theory on college access to graduate/professional school access, however, it is important to acknowledge differences between undergraduate and postgraduate education. As survival in graduate/professional schools requires more independence and self-initiatives from students, the importance of non-cognitive skills and attributes such as leadership and engagement can be even greater at the graduate level than at the undergraduate level. In order to understand a more complete picture of an applicant's readiness for success, studies identified core personal attributes that deans and faculty have identified as important for success in postgraduate study, including knowledge and creativity, resilience, communication skills, planning and organization, teamwork, and ethics and integrity (Enright & Gitomer, 1989; Reeve & Hake, 2001; Walpole, Burton, Kanyi, & Jackenthal, 2001; Walters, Kyllonen, & Plante, 2006). Equal opportunities of high-quality undergraduate education practices such as interdisciplinary and experiential learning not only promote their own success but also strengthen democracy (American Academy of Arts and Sciences, 2013).

Whereas previous studies demonstrated that high-impact college practices have a pronounced effect on the experiences of underserved students, particularly underrepresented racial minorities (Finley & McNair, 2013; Kuh, 2008), we know relatively little about college education opportunity gaps and their subsequent effects on postgraduate education access and success among immigrant and international students. This study will conduct a theoretically-grounded analysis of both academic and sociocultural engagement as key factors for not only students' undergraduate education success but also their readiness for postgraduate education including law and other professional fields, specifically among immigrant and international students who are vulnerable to potential risk of discrimination, disengagement, and underachievement due to their sociocultural and language barriers.

Describe the research method that will be used (limit 1000 words):

- What are the research questions to be addressed?
- What is the proposed research methodology?
- What is the statistical model to be used?

To address the fore-mentioned purpose of the research grounded in transformative perspectives on higher education students, we design a mixed-methods research that presents the results of quantitative and qualitative analyses of complementary nature. This research design allows quantitative comparisons across nationally sampled groups of interest and qualitative accounts of students' lived experience with regard to postgraduate education readiness and engagement (see Figure 1).

For quantitative portion of this study, we will use the Beginning Postsecondary Students (BPS) 2004-09 data as compiled by the National Center for Education Statistics (NCES), which provides information on students' transition from college to postgraduate education and/or career. The target population is all students in the US colleges and universities who started postsecondary education in 2003-04 academic year. Analytical subsample will include 4-year college non-immigrant domestic students (N = 6284), immigrant domestic students (N = 680) and international students (N = 108). Non-immigrant (US-born native) student group will be used as the reference group for comparison with immigrant and international groups respectively.

First, we examine the variations of academic and sociocultural engagement among domestic (native and immigrant) and international groups of students. "Academic Engagement" variable indexes the overall level of academic integration that the student experienced at the most recent institution attended. It is derived from the student survey of the following activities: had social contact with faculty, talked with faculty about academic matters outside of class, met with an academic advisor, or participated in study groups (reliability coefficient = .94 - .98). "Sociocultural Engagement" variable is derived from the following: attended fine arts activities, participated in school clubs, or participated in intramural or varsity sports (reliability coefficient = .92 - .96). These engagement measures have positive associations with college GPA ($r = .24$) and SAT/ACT scores ($r = .22 - .34$).

Second, we will examine the effects of academic and sociocultural engagement factors on college completion and later enrollment into graduate/professional schools among domestic (native and immigrant) and international groups of students. The data provide information on postgraduate destination among college graduates: What degree or certificate were you working on after earning your bachelor's degree from [primary undergraduate school]? Based on responses, we determine whether students enrolled or expected to enroll in graduate and professional degree programs before July 1, 2009. Based on the analysis of BPS undergraduate transcript data, the records of student engagement and performance in high-impact education activities (as measured by credits and grades earned in seminar, internship, study abroad, service learning, research and capstone

courses) will be also used as the indicators of postgraduate education readiness.

The study will use "hierarchical generalized linear model" (HGLM) for multilevel data analysis of the BPS data (Raudenbush & Bryk, 2002). The hierarchical multinomial logit model is used to explain the dependent variable of postgraduate enrollment (Y) based on the level-2 predictors of college types (Z) and related institutional characteristics (C), level-1 mediators (M) of college experiences (i.e., academic and sociocultural engagement) and other level-1 student variables (X) such as background characteristics (e.g., immigrant, international, first-generation college, race, and gender), full time status, major, work hours, and financial aid, and grades:

Level-1 model (Student Level):

$$Y_{mij} = b_{0j}(m) + \sum b_{qj}(m)X_{qij} + \sum b_{rj}(m)M_{rij}$$

Y_{mij} is the log-odds of falling into category m relative to category M for student i in school j ; $Y_{mij} = \log(P_{mij} / P_{Mij})$ for which $m = 1$ (earned a bachelor's degree but not enrolled in graduate/professional schools) and 2 (earned a bachelor's degree and enrolled in graduate/professional schools). The reference group is those who did not finish college within six years (including dropouts and stopouts without a bachelor's degree). X_{qij} is a set of control variables and moderators; M_{rij} is a set of mediators

Level-2 model (Institution Level):

$$b_{0j}(m) = g_{00}(m) + \sum g_{0s}(m)Z_{sj} + \sum g_{0t}(m)C_{tj} + u_{0j}(m)$$

Z_{sj} is a set of independent variables, that is, dummy variables for college types. C_{tj} is a set of related institutional characteristics variables,

We will test the hypothesis that if immigrant and international students engaged in high-impact practices with more inclusive academic and sociocultural activities, those undergraduate education experiences would improve the chance of their college success and subsequent entry into graduate/professional schools. Assuming that the engagement variables have a small effect ($d = .2$), the statistical power of a two-tail test at $\alpha = .05$ to detect the effect is about .99 given analytical sample size of $N = 7,072$ students and $N = 1,277$ institutions (see Spybrook et al., 2011).

Additionally, for in-depth case studies, we will collect our own data through targeted online survey and interviews of both undergraduate students ($N = 100$) and graduate/professional school students in four different fields ($N = 100$ with 25 each from law, education, science, and engineering) in a large public research university. This university is selected among ones with reputation for internationalization policy towards global campus, ranked among top 25 public universities in the U.S. in terms of the number of international students. From the roster of students, we will apply stratified random sampling.

For qualitative analyses of survey and interview data, we will use NVivo 12 software to conduct critical discourse analysis (Roger, Malancharuvil-Berkes, Mosley, Hui, & O'Garro Joseph, 2005) that allows us to investigate in-depth meaning of student narratives that are connected to their college experiences and to what is accorded value and power. Spiral and developmental qualitative analyses (Spradley, 1980) will be conducted via a six-step analytical procedure (adapted from Creswell, 2003; Stake, 1995) from Step 1 for data management and Step 2 for preliminary analysis to Step 3 for descriptive analysis with constantly compared coding (Creswell, 1998, 2003) that enlightens contexts, participants' perspectives, process, activity, strategy, relationship and social structure including policy (Bogdan & Biklen, 1982), Step 4 for focused analysis to further explore and confirm relationships among identified themes, Step 5 for theme development, and Step 6 for interpretation and naturalistic generalizations to reflect on the lessons learned (LeCompte & Preissle, 1993; Lincoln & Guba, 1985) with regard to the existing literature and also to the situated policy and practice implications on postgraduate education.

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Project Description - Appendix

- [figure 1](#)

Datasets

List the datasets that will be used and explain why they best serve this research (limit 500 words)

BPS 2004 cohort includes first-time beginners (FTBs) in postsecondary schools who are surveyed at three points in time: in their first year in the National Postsecondary Student Aid Study (NPSAS), and then three and six years after first starting in postsecondary education in the BPS follow-up surveys. BPS collects data on a variety of topics, including student demographic characteristics, school and work experiences, persistence, transfer, and degree attainment. This is the only nationally representative sample of the first-time college student cohort group who is followed through college years and checked for postgraduate education or career status in six years after college entry.

A panel weight (WTB000) is used for the analysis of sample members who responded in the base year, the first and the second follow-up and for whom college transcript data have been collected. For basic descriptive analysis and group comparisons, AM statistical analysis program is used to address complex stratified cluster sampling design for variance estimation with strata (BPS09STR) and cluster (BPS09PSU) variables in the dataset. For multilevel regression analysis, HLM program is used. All of the variables required for proposed study are available in restricted data.

As described in "Project Description" section above, a new, additional dataset will be created through this project. The research team plans to collect quantitative and qualitative data through a voluntary online questionnaire and online/face-to-face interviews. Overall, we will examine how well immigrant and international students are represented in different fields, how well they become prepared for postgraduate education, and how their academic and sociocultural readiness affected admission and performance in the current graduate/professional schools. In particular, we will use the data to examine the variations of student pathways in the four selected fields of postgraduate study (law, education, science, and engineering); immigrant and international students who choose law school or education school would face different educational expectations and challenges due to their aspiring careers' (lawyers or teachers) demands for relatively higher sociocultural and language proficiency in comparison with students who choose STEM fields to become future scientists and engineers.

Statement of use of restricted datasets (limit 250 words):

Applicants should provide a statement indicating whether the proposed research will require use of restricted datasets. If restricted datasets will be used, the plan for acquiring the appropriate license should be described.

If restricted datasets will not be used, leave this text box blank and click *Save and Continue*.

PI has restricted data license with access to the BPS 2004-09 restricted data from the National Center for Education Statistics.

Timeline and Deliverables

Timeline:

Provide a timeline of key project activities.

Project Stages, Key Project Activities and Timeline

1. Analysis Planning and Data Preparation (Months 1-2)
 - a. Prepare data files for the quantitative analyses of BPS data; create variables and check psychometric properties and missing data problems.
 - b. Prepare sampling and develop an online survey questionnaire and an interview protocol for case study.
 - c. Obtain Institutional Review Board approval.
2. Data Collection and Analyses: Task 1 (Months 3-5)
 - a. Classify and describe students in the sample by family background and institutional characteristics.
 - b. Examine the relationship between students' characteristics, college experiences and outcomes.
 - c. For the new dataset, collect questionnaire data and do (a) and (b) above.
3. Data Collection and Analyses: Task 2 (Months 6-9)
 - a. Conduct multilevel logistic regression analyses to explore college effects on outcomes (enrollment into graduate/professional education).
 - b. Collect interview data and conduct qualitative analyses to examine student experiences and challenges with focus on engagement in academic and sociocultural activities.
4. Integration of Findings, Writing and Reporting (Months 10-12)
 - a. Review/synthesize all the findings and products of all Tasks together.
 - b. Present major findings at peer-refereed conferences for feedback.
 - c. Prepare, revise, submit, and present final report.

Deliverables:

List deliverables such as research reports, books, and presentations that will be developed from this research initiative.

The list of deliverables that will be developed from this research initiative is as follows:

- Research report (both in a hard copy and a downloadable electronic file format);
- Publications in major peer-reviewed journals with an international scope (e.g., Journal of Higher Education, Higher Education Review, and Educational

Researcher);

- Presentations in major professional conferences including AccessLex Institute Legal Education Research Symposium (travel for PI, Co-PI and graduate assistant together), American Educational Research Association (AERA) conference (travel for PI only), and Association for Institutional Research (AIR) conference (travel for PI only).

Disseminate results:

Describe how you will disseminate the results of this research.

(Note: Costs of travel to meetings should be calculated on the budget page.)

To ensure that the outputs from the research informs policy and practice and thereby maximize the benefit to higher education policymakers, practitioners, researchers, and the public, the following dissemination strategy has been developed using evidence for translating knowledge into practice. From research evidence we know that research is most effectively disseminated using multiple vehicles and multimodal modes, including synchronous face-to-face or online interaction and asynchronous web-based dissemination. Therefore, a range of planned dissemination activities will include:

- Interactive workshops at major conferences on implementation of evidence-based best practice guidelines;
- Development of links with key organizations such as AERA, ASHE, Access/Lex Institute, and AIR to contribute to and capitalize on their networks;
- Use of electronic media such as websites and social media such as Twitter
- Webinars (using accessible conferencing technology such as Webex) and videos available to the public (on YouTube and TED Talks);
- Publications including full, executive summary, and plain English summary reports of the research, peer-reviewed journals, and newsletters.

Thus, this proactive dissemination strategy offers the breadth to reach out to a wide range of multiple audiences and the depth to conduct more in-depth interactive communication with key audiences such as college/university leaders and provide workshop sessions to influence attitudes and behavior change. The PI's prior leadership experience as the dean of graduate school of education in a major public research university would also help facilitate the translation and dissemination of research findings to higher education leaders, scholars, and institutional researchers across the nation.

IRB Statement

Statement of Institutional Review Board approval or exemption (limit 250 words):

As part of the proposal, a statement outlining a plan for Institutional Review Board (IRB) approval is required. The statement should outline the applicant's timeline and plan for submitting the proposal to an IRB or explain why IRB approval is not necessary. Final IRB action is not necessary prior to submitting the application.

This project that combines secondary analyses of national data and primary analyses of newly collected data from human participants in a higher education institution is required to obtain Institutional Review Board (IRB) approval. As outlined above in '2f. Timeline of Key Project Activities', we plan to obtain IRB approval during the first two months as part of Project Activities in Project Stage 1. Considering previous IRB procedure experiences and the time taken before final IRB approval, the proposed 2-month time is reasonable and sufficient to submit and obtain final IRB approval.

For the protection of study participants, we will follow research protocols to ensure data security with full anonymity and confidentiality. We expect no physical and psychological harms to the participants of online survey and interviews which do not pose any ethical issues as the study will be conducted in normal education settings without any external treatment or intervention. This proposed study builds on the research team's earlier successful project on immigrant and international college students, extending the focus from readiness for undergraduate education to readiness for postgraduate education.

Biographical Sketch(es)

Biographical sketch (limit 750 words):

PI Jaekyung Lee (University of Chicago, Ph.D.) is a Professor in the Department of Counseling, School, and Educational Psychology at the University at Buffalo, SUNY. Dr. Lee is an internationally recognized expert in the area of educational policy studies and quantitative research methods. Dr. Lee has extensive experiences with secondary analysis of large-scale national assessment and survey datasets to address the issue of closing educational inequalities and achievement gaps among racial and social groups of students. He is the recipient of 2007 American Educational Research Association (AERA) Early Career Award, for which the award committee recognizes a scholar's distinguished portfolio of cumulative education research within the first decade after receiving a doctoral degree (Educational Researcher, Vol. 36, No. 4, p.209): "Lee's outstanding work is a powerful tool in framing the nation's current policy debates on high-stakes accountability and the achievement gap. He has done an exceptional job of negotiating national databases to offer empirical analyses that effectively inform and challenge state, local and national policies and practices. His distinguished writings address issues critical to underserved students in urban and rural communities." He is a Fellow of AERA and a former Fellow of the Center for Advanced Study in the Behavioral Sciences (CASBS), Stanford University. His research has been published in many top-tier journals in the field, including Educational Researcher, American Educational Research Journal, Educational Evaluation and Policy Analysis, Review of Educational Research, Review of Educational Research, Higher Education, and Journal of Higher Education. His public service has been across national, state and local levels, including state assessment technical advisory committee (Maine State Department of Education) and national teacher education accreditation council (CAEP)'s research committee. During his service as the Dean of the Graduate School of Education at the University at Buffalo over the past five years, Dr. Lee has had chances to work with higher education leaders including the deans of many graduate and professional schools and gain ground-level insights into the challenges of creating diverse and inclusive learning environment in postgraduate education. Dr. Lee has been a Principal Investigator or Co-PI of many national research grants, including those from the U.S. Department of Education and the National Science Foundation. His recent collaborative research with Dr. Namsook Kim (Co-PI) on this topic was published in Higher Education: Lee, J., Kim, N., & Wu, Y. (2018). "College Readiness and Engagement Gaps between Domestic and International Students: Re-envisioning Educational Diversity and Equity for Global Campus." As a PI for this project, Dr. Lee's role is to oversee the design and implementation of the project and to lead all statistical data analyses and interpretations. He will

additionally take responsibility for coordinating the overall project and oversee all aspects of the grant including the employment and supervision of a graduate assistant.

Biographical sketch (limit 750 words):

Co-PI Namsook Kim (University at Buffalo, State University of New York, Ph.D.) is a Clinical Assistant Professor in the Department of Educational Leadership and Policy at University at Buffalo, SUNY. Dr. Kim is an internationally recognized expert in the area of multilingual/multicultural education and international/global education. Her outstanding achievement includes single- and co-authorship of three book chapters and three academic articles in peer-refereed educational research journals with international circulation in the academic field, eight scholarly presentations at the American Educational Research Association (AERA) conferences, and fourteen regional scholarly and professional presentations. Dr. Kim's scholarly expertise is also recognized as the invited judge of over 90 works of others in her expertise area for national and international journals (including Global Education Review, Journal of International Students, and Korean Journal of Educational Policy), professional associations including AERA, and publishers including Springer Education and Information Age Publishing. Her professional service also includes membership of bias and sensitivity committees of the New York State Education Department and the Partnership for Assessment of Readiness for College and Careers. Additionally, Dr. Kim has more than 20 years of professional experience in training educators and education leaders in the transformative intersections of domestic and global diversity and equity, teaching language and cultural diversity to multilingual users, and assisting international business in the United States and South Korea. Dr. Kim coordinates the Education Studies graduate program focus area in comparative and global education and also serves as an Assistant Director in the University at Buffalo Graduate School of Education Center for Comparative and Global Studies in Education. As a Co-PI for this project, her role is to assist in the design and implementation of the project including developing survey questions and conducting participant interviews and qualitative data analyses, in particular.

Budget

- [budget](#)

Funding History

Funding history (limit 250 words):

A statement of prior, current, and pending funding for the proposed research from all sources is required. The statement should also include a history of all prior funding from AIR to any of the PIs for any activity. Funding from other sources will not disqualify the application but may be considered in the funding decision.

PI Lee received nine national research grants (7 grants as PI and 2 grants as co-PI) during 1998-2018 period. There is no current grant funding. Prior and pending grants are listed below.

Pending grants

U.S. Department of Education IES Research Grant (PI: C. Wang, Co-PIs: J. Lee, T. Christ, K. Xie), Multi-Modal Readers (\$1.3 million, Pending 2019 – 2021)

Prior grants

Association for Institutional Research (PI: L. Weis, Co-PI: J. Lee). High school pathways to postsecondary education destinations (\$38,867, Funded 2011 -2012).

U.S. Department of Education, Statistical Methods Research Grant (PI: J. Lee, Co-PI: J. Finn), Developing Time-Indexed Effect Size Metrics for K-12 Reading and Math Educational Evaluation (\$319,701, Funded 2009 – 2011)

U.S. Department of Education, National Assessment of Educational Progress (NAEP) Secondary Analysis Research Grant (PI: J. Lee), Evaluating State Equity and Adequacy in School Resources and Math Achievement (\$97,205, Funded 2005 – 2007)

U.S. Department of Education, Interagency Educational Research Initiative (IERI) Grant (PI: D. Clements, Co-PI: J. Sarama, Co-PI: J. Lee), Scaling Up the Building Blocks PreK Mathematics Curriculum (\$6 million, Funded 2005 – 2010)

U.S. Department of Education, Reading Comprehension Research Grant (PI: J. Collins, Co-PI: J. Lee), Writing Intensive Reading Comprehension (\$1.5 million, Funded 2004 – 2007)

National Science Foundation, Statewide Systemic Initiatives Research Grant (PI: J. Lee, Co-PI: W. McIntire), Exploring Data and Methods to Assess and Understand the Performance of SSI States (\$270,541, Funded 1999 – 2002)

U.S. Department of Education, NAEP Secondary Analysis Research Grant (PI: J. Lee), Understanding Rural Student Achievement (\$110,000, Funded 1998 – 1999)

Dissertation Advisor Letter of Support

There are no files attached.

How Did You Hear About This Grant Opportunity?

Check all that apply:

- Association for Institutional Research (AIR) website or direct communication

• Other (please list below)

None

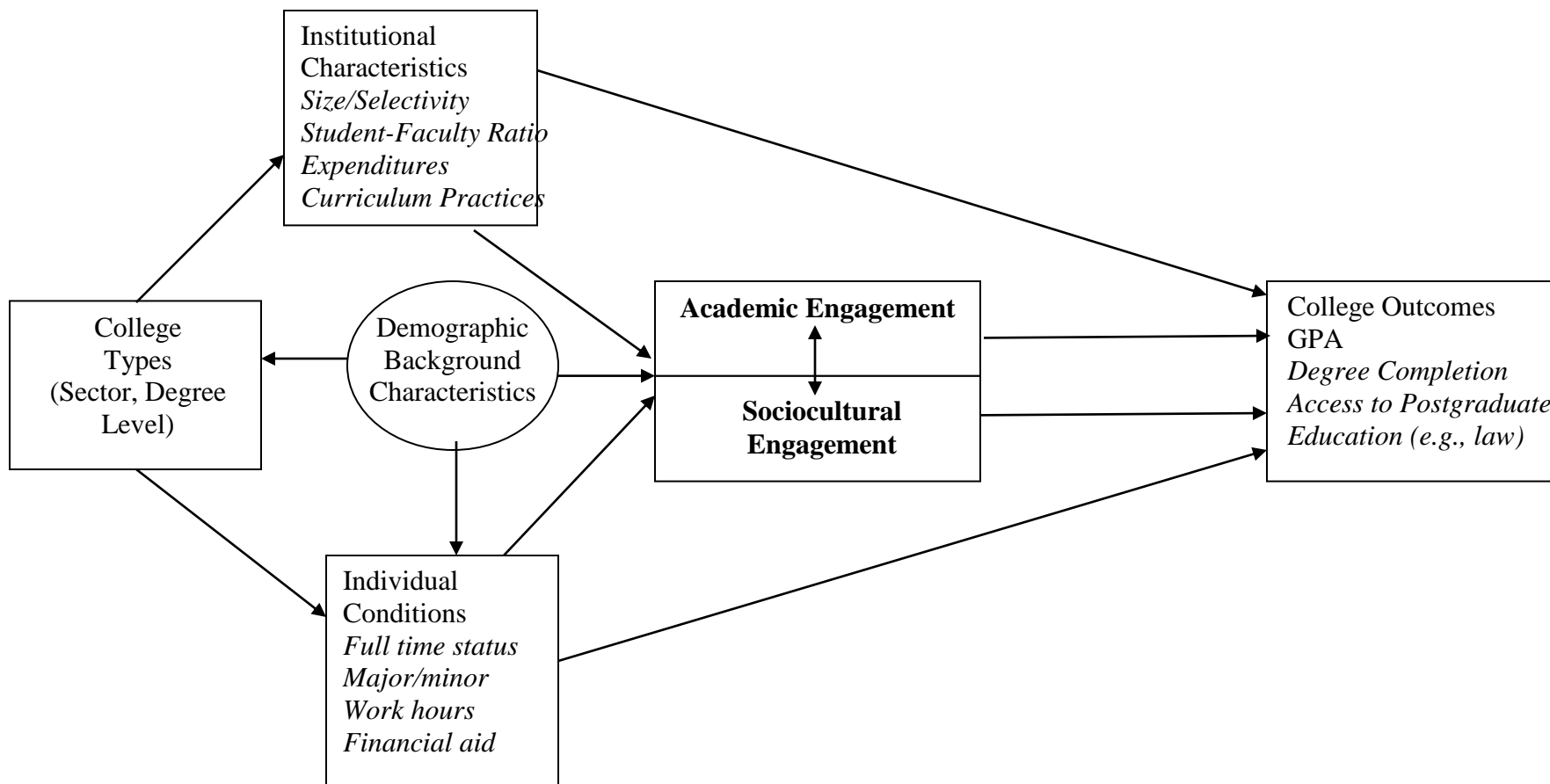


FIGURE 1. Path Diagram of Hypothetical Relationships between Student Demographics, College Institutional/Learning Environment, Academic/Sociocultural Engagement, and College Outcomes among U.S.-Native, Immigrant and International Students



Research Grant Proposal Budget Form



Personnel - Salary

Principal Investigator	\$	<input type="text"/>
Second Principal Investigator	\$	<input type="text"/>
Third Principal Investigator	\$	<input type="text"/>
Graduate Research Assistant	\$	<input type="text"/>

Travel

2019 AccessLex Institute Legal Education Research Symposium: Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Second Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Third Principal Investigator	\$	<input type="text"/>
2019 AccessLex Institute Legal Education Research Symposium: Graduate Research Assistant*	\$	<input type="text"/>
Other research related travel:	\$	<input type="text"/>

(Note: Other planned travel should be listed in the "Timelines and Deliverables" section)

Other research expenses

Please provide a breakdown of expenses below and add the total value in the box to the right. Allowable expenses include: materials, such as software, books, supplies, etc.; consultant services, such as transcription, analysis, external researchers, etc.; and costs for publishing articles in journals. The purchase of computer hardware, overhead or indirect costs, and living expenses are not allowable. If you have questions about specific expenditures, please contact AIR.

TOTAL REQUESTED – Maximum Allowable is \$50,000 \$

**Note: The AccessLex Institute believes graduate student professional development and mentoring opportunities are important aspects of the Research Grant Program. Therefore, Research Grant recipients are strongly encouraged to designate funds for graduate student travel for the AccessLex Institute Legal Education Research Symposium Presentation.*