

Proposal for Mentored Undergraduate Summer Experience (MUSE)

Summer 2021

Faculty Mentor

Name: _____
Email: _____@tcnj.edu
Title: Assistant Professor (pre-tenure)
Years at TCNJ: 2.5
Department: Psychology
Phone: 609-771-2430

Project

Working Title: Exploring Black immigrant students' educational experiences in K-12 schools

Type of Work: Non-Empirical and Empirical; no ethics review required

Requested Funds: \$9,482.24

Student Collaborators

Name: Student A
Email: _____@tcnj.edu
Major: Psychology
Year in School: Junior Completed
Units: 24
Expected Graduation: Spring
2022 GPA Overall: 3.825
GPA In-major: 3.800
Housing Requested: No

Name: Student B
Email: mukkams2@tcnj.edu
Major: Psychology
Year in School: Sophomore
Completed Units: 13
Expected Graduation: Spring
2023 GPA Overall: 3.898
GPA In-major: 4.00
Housing Requested: Yes

Project and Learning Plan

Intellectual Merit. The purpose of this project is to collaborate with Student A and Student B on curating and analyzing literature and data for two independent empirical chapters (Chapters 3 & 4) for a co-authored book manuscript on Black immigrant students' experiences in US schools that is currently under contract with *Teachers College Press (in press 2022)*. Chapter 3 entitled "Complicating K-12 Social Support: Gatekeepers and Shepherds", focuses on the people Black immigrant children interact with inside and outside of schools. It explores the how, to what extent, and in what ways teachers' and administrators' perceptions, peer groups and peer relations, and family and community engagement shape the educational experience of Black immigrant children and adolescents. This chapter will use nationally representative quantitative and locally collected qualitative data in order to illuminate the adaptive and maladaptive strategies Black immigrant youth use in order to navigate and balance culturally different and often socially complicated school, peer, and family relationships in order to succeed in U.S. schools. In Chapter 4, "Complicating how students navigate the K-12 System", I discuss the link that racialized classroom experiences, academic tracking (ELL/EL, Honors/AP/IB), and school climate (racism, racial composition) has on Black immigrant youths' educational experiences. The purpose of this chapter is to raise awareness of how systemic racism, xenophobia, anti-Blackness, and sexism not only shape Black immigrant children and adolescents K-12 schooling experiences, but also sort and stratify *who* within the Black population has access to the upper echelons of the U.S. educational system. Therefore, this chapter will once again use both qualitative and quantitative data to critique Black American and Black immigrant racial tensions as well as the destructive nature of Black immigrant youth as the new "model minority" stereotype. One of the primary ways in which this book is set apart from other scholarship is its emphasis on not just understanding the educational experiences of Black immigrants, but also interrogating the racist and xenophobic social conditions and structures within the United States that impact how this population uniquely navigates the U.S. education system.

The goal of my proposed MUSE project is to work with Student A and Student B to conduct literature and data searches on Black immigrant students' educational experiences. The scope of the work and the timeline set by TCP necessitates two students, thus Student A will work on chapter 3 and Student B on chapter 4. Given the lack of research with Black immigrant populations, we will work closely with (1) the Social Science and Education librarians (Erin Ackerman, John Olivier, and Rebecca Bushby) to curate articles from 1990 to present for systematic literature reviews and (2) the Inter-university Consortium for Political and Social Research (ICPSR) housed at the University of Michigan to curate quantitative, qualitative, and mixed methods datasets with Black immigrant children and adolescents in the US.

We have two goals for our project. **First, we will draft and submit two student-coauthored conference proposal to the *American Educational Research Association annual conference*.** AERA is a national and international organization with over 25,000 multidisciplinary members representing over 96 countries throughout the world with a focus on educational research and promoting the dissemination and practical application of research results. **The second and ultimate goal of this work is to generate preliminary drafts of the literature review sections of two empirical chapters.** This book will be published as part of

Teachers College Press' Multicultural Education Series which has published the most influential books on diversity and equity in education for twenty years.

Role of Students and Mentor. Student A and Student B will be a rising senior and junior, respectively. Both students have been research assistants in my research lab (Identity Development across the African Diaspora), thus they have the foundational content and methodological knowledge necessary for this project. Moreover, they both have extensive experience with reviewing the key literature, writing annotated bibliographies and literature reviews, as well as cleaning, analyzing, and interpreting quantitative and qualitative data. Our specific developmental goals are to (1) get deeper experience with systematic literature reviews; (2) learn about and engage with archival and secondary data; (3) prepare a conference proposal; (4) learn about and engage in the writing for publication and the book publishing process; and (5) prepare for graduate school applications in Fall 2021 and 2022. Student A aspires to pursue a Ph.D. in social psychology and Student B aspires to pursue a M.D./Ph.D. in neuropsychology. Therefore, we will focus on developing the skills needed to strengthen their graduate and medical school applications. Given their deep interest and previous research experience, I am confident in Student A's and Student B's ability to complete this project during the MUSE program. We will meet 3x a week during the summer to (1) review and discuss the literature and datasets, (2) compile, clean, and conduct preliminary analyses, and (3) work collaboratively on writing our conference proposals and drafting the chapters.

<p>Our plan for MUSE is as follows:</p> <p>Week 1: Develop literature search criteria. Conduct the literature search with librarians. <u>Compile and organize literature. Read and discuss</u></p>	<p>Week 5: Writing. Work collaboratively to draft AERA conference proposal using Google docs. Solicit peer feedback and revise as needed. Organize and clean datasets.</p>
<p>Week 2: Continue to read and discuss literature; write annotate bibliographies. Develop literature review themes. Outline literature review. Develop dataset search criteria.</p>	<p>Week 6: Writing continued. Submit AERA proposal. Continue to organize and clean datasets. Conduct preliminary analyses on quantitative datasets. Draft descriptive analyses.</p>
<p>Week 3: Draft introduction and literature review. Conduct dataset search with ICPSR. Compile and organize datasets.</p>	<p>Week 7: Continue running analyses and writing results.</p>
<p>Week 4: Organize and clean datasets. Collaboratively outline our AERA conference proposal.</p>	<p>Week 8: Prepare materials for fall poster presentation. Print & practice poster.</p>

Broder Impacts of Project. There are several broader impacts of this project beyond its scholarly contribution. First, as unrepresented minority (URM) students, this experience will bolster Student A's and Student B's applications to graduate programs in Fall 2021 and Fall 2022. The MUSE program will make them more competitive applicants as it will provide them with skills that they will utilize in their graduate careers. As noted above, we will submit two proposals to the *American Educational Research Association* Conference to be held in April 2022 and draft sections of each chapter. These opportunities will also enhance their resumes. For me, MUSE support will provide me the student assistants needed for this project, which is integral to my career development by strengthening my application to Associate Professor with more student-co-authored work. Lastly, as a pre-tenure faculty member at TCNJ, this project has the potential to make several novel contributions and could be an opportunity for me to build my expertise in an area of research with high visibility.

Appendix II

Budget

Category	Description	Amount
Student Stipends	For Student A and Student B	\$6,000.00
Student Housing	For Student B	\$1,732.24
Faculty Stipend	For Dr.	\$1,250.00
Project-related expenses	See below	\$500.00

Total : \$9,482.24

Project-related expenses are as follows:

Textbooks and software for student collaborators to learn necessary data and literature review management, secondary data analysis techniques, and how to write specific types of literature reviews:

Item	Cost
MacInnes (2017) An Introduction to Secondary Data Analysis	\$50 x 2 = \$100
Machi & McEnvoy (2016) The Literature Review	\$30 x 2 = \$60
EndNote 20 Student License	\$120 x 2 = \$240
EndNote 20 update Dr. 's license	\$100
Total	\$500