

MONICA G. LEE

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ACADEMIC EMPLOYMENT

Stanford University

Feb 2023 – present

Director of Research Operations, [SCALE Initiative](#), Stanford Accelerator for Learning (Apr 2024 – present)

Director, Summer Research Fellowship for Educational Impact (Sep 2024 - present)

Senior Research Associate (Feb 2023 – present)

Reporting directly to Dr. Susanna Loeb, Faculty Director of the SCALE Initiative, I lead research operations and team management for a 15+ person research team, direct the undergraduate summer research fellowship, and conduct policy-relevant education research.

Research Operations, Compliance & Infrastructure

- Own or oversee administrative approvals for all sponsored research, including Institutional Review Board (IRB) protocols/modifications and Data Use Agreements, across 70+ active research partner agreements
- Lead recruiting and the interview process for all research team hires; lead onboarding and offboarding for all incoming and departing staff
- Served as lead team member for the 2023 migration of Dr. Susanna Loeb's full research portfolio from Brown University to Stanford University, including IRB protocol continuity, transfer of Data Use Agreements, intellectual property review, and establishment of new team-specific data security and technology compliance guardrails
- Authored the team's first research operations handbook, consolidating previously siloed documentation (data security protocols, required training materials, travel approval processes) into a single onboarding and reference resource
- Advise Stanford Graduate School of Education IT on its inaugural research data community (2026–2027), providing regular guidance on programming and content and participating in monthly convenings to extend research operations best practices school-wide
- Design data storage systems, security guidelines, and transfer rules for the 15+ person research team, in compliance with University policy

Team Leadership

- Dotted-line manage the team's Research Operations Manager, who owns day-to-day administration of Data Use Agreements (including submission via Stanford's SeRA system) and biweekly coordination with Research Agreements Officers
- Directly manage a two-person Communications team (Senior Engagement Manager and Communications Coordinator), overseeing strategy and output for external-facing research communications

Research & Research Training

- Lead the design, implementation, and analysis of randomized controlled trials and quasi-experimental studies evaluating education interventions, in partnership with school districts, tutoring organizations, postsecondary institutions, state agencies, and early childhood providers
- Manage the full research lifecycle, from study conception and research design through data analysis, report writing, manuscript development, and publication
- Produce policy-relevant research for public and academic audiences, including research reports, peer-reviewed manuscripts, grant proposals, and conference presentations
- Design and administer district-level staff surveys with strong implementation fidelity and response rates exceeding 75%

Mentorship & Teaching

- Founded and lead a fully funded [summer research fellowship](#) that provides intensive empirical research training, professional development, and close faculty/staff mentorship for 10–15 Stanford undergraduates each year
- Design and teach a two-week research boot camp intensive introducing students to core empirical research skills, including research design, data management, data analysis, and communication of findings
- Mentor undergraduates through hands-on participation in active education research projects, building research competencies and professional pathways into graduate study and research careers
- Secured funding from the Vice Provost for Undergraduate Education's Research Office to support program stipends (\$40,600 in FY26; \$29,250 in FY25)

Annenberg Institute at Brown University

Aug 2020 – Feb 2023

Senior Research Associate

- Designed, implemented, and analyzed the annual spring educator survey, administered via Qualtrics to 3,000+ teachers, school leaders, and paraprofessionals in SFUSD, with an average response rate of 73%; built survey experiments to test hypotheses; presented findings annually to the Superintendent, Executive Leadership, and Central Office staff
- Managed data, agreements, research projects, and partner relations for the Research Practice Partnership between Dr. Susanna Loeb (Director of the Annenberg Institute) and San Francisco Unified School District (SFUSD)
- Supervised Student Research Assistants and research staff (data analyst, research associate, project manager); participated in hiring committee for staff research associates
- Co-led the inaugural launch of the National Student Support Accelerator, designing its logo (still in use today) and developing published website content, including the Tutoring Toolkit and District Playbook, which received 8k+ hits monthly

Stanford University Graduate School of Education

Sep 2016 – Jun 2020

Graduate Research Assistant

- Scholarly contributor to 5+ collaborative research projects involving survey data analysis, randomized controlled trials, daily engagement data, quasi-experimental econometric methods, and qualitative interviews
- Analyzed self-reported survey data from students, teachers, and caregivers containing 1 million+ observations to generate region- and demographic-specific insights
- Selected as a Fellow for the Stanford Interdisciplinary Doctoral Training Program in Quantitative Policy Analysis (\$30,000/year for 4 years)

Stanford University Institutional Research & Decision Support

Sep 2017 – Jun 2018

Graduate Research Assistant

- Conducted hourlong exit interviews, coded and analyzed qualitative data on Stanford senior undergraduates (n=100) to describe patterns in academic experiences
- Wrote up findings on emergent trends utilized by Vice Provosts, Board of Trustees, and other institutional committee members to drive University-level undergraduate academic policy change

Harvard Kennedy School of Government

Oct 2014 – Jul 2016

Research Fellow

- Designed and implemented three separate randomized controlled trials (RCTs) in partnership with 16 K–12 school districts and a public flagship university in California
- Drafted and processed Institutional Review Board protocols, Data Use Agreements with collaborators, and finance agreements

PEER-REVIEWED PUBLICATIONS

Lee, M. G., Robinson, C. R., & Loeb, S. (2026). The Effects of High-Impact Tutoring on Student Attendance: Evidence from a State Initiative. *AERA Open*, 12. <https://doi.org/10.1177/2332858426144813>.

Lee, M. G., Lynch, K., & Loeb, S. (2026). Beyond the Shutdown: Tracking Language Growth in Early Head Start Children Before, During, and After COVID-19. *Child Development*. <https://doi.org/10.1093/chidev/aacaf036>

Chen, R., Lee, V. R., & Lee, M. G. (2025). A Cross-Sectional Look at Teacher Reactions, Worries, and Professional Development Needs Related to Generative AI in an Urban School District. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-025-13350-w>

Liu, J., Kuhfeld, M., & Lee, M. G. (2023). Noncognitive Factors and Student Long-Run Success: Comparing the Predictive Validity of Observable Academic Behaviors and Social-Emotional Skills. *Educational Policy*, 39(1), 131–169. <https://doi.org/10.1177/08959048231209262>

Lynch, K., Lee, M. G., & Loeb, S. (2023). An Investigation of Head Start Preschool Children's Executive Function, Early Literacy, and Numeracy Learning in the Midst of the COVID-19 Pandemic. *Early Childhood Research Quarterly*, 64, 255–265. <https://doi.org/10.1016/j.ecresq.2023.04.002>

Bettinger, E., Gurantz, O., Lee, M. G., & Long, B. T. (2022). "Prior-prior year" FAFSA increased aid submissions but likely not enrollment. *Research in Higher Education*. <https://doi.org/10.1007/s11162-022-09720-9>

Lee, M. G., & Soland, J. (2022). Does Reclassification Change How English Learners Feel about School and Themselves? Evidence from a Regression Discontinuity Design. *Educational Evaluation and Policy Analysis*. doi:10.3102/01623737221097419

Thomas, L. G., Lee, M. G., Todd, C., Lynch, K., Loeb, S., McConnell, S., & Carlis, L. (2022). Navigating Virtual Delivery of Assessments for Head Start Children During the COVID-19 Pandemic. *Journal of Early Intervention*. <https://doi.org/10.1177/10538151221085942>

- Liu, J., Lee, M. G., & Gershenson, S. (2021). The short- and long-run impacts of secondary school absences. *Journal of Public Economics*. <https://doi.org/10.1016/j.jpubeco.2021.104441>
- Robinson, C. D., Gallus, J., Lee, M. G., & Rogers, T. (2019). The Demotivating Effect (and Unintended Message) of Retrospective Awards. *Organizational Behavior and Human Decision Processes*, 163, 51–64. <https://doi.org/10.1016/j.obhdp.2019.03.006>
- Robinson, C., Lee, M. G., Rogers, T., & Dearing, E. (2018). Reducing student absenteeism in the early grades by targeting parental beliefs. *American Educational Research Journal*, 26(3), 353–383. <https://doi.org/10.3102/0002831218772274>

WORKING PAPERS

- Huffaker, L., Lee, M. G., Zhou, H., & Robinson, C. (Revise & Resubmit). Beyond the One-Teacher Model: Experimental Evidence on Using Embedded Paraprofessionals as Personalized Instructors. <https://doi.org/10.26300/pzy2-wr51>
- Gilmore, D., Lee, M. G., Loeb, S., & Liu, T. (Under Review). Nudging Towards Stability: Addressing Churn in the Supplemental Nutrition Assistance Program (SNAP).
- Wentworth, L., Khanna, R., Kim, M., Lee, M. G., & Loeb, S. (In preparation). Developing Responsive and Useful Educational Research with University Researchers and School District Leaders.
- Hsieh, H., Robinson, C. D., Lee, M. G., & Loeb, S. (In preparation). Examining the Effectiveness of Teacher-led Virtual 1:1 Tutoring on Elementary Literacy Skills.
- Bettinger, E., Long, B. T., & Lee, M. G. (In preparation). Connecting students with financial aid: Evidence from a field experiment.

SELECTED OTHER PUBLICATIONS

- Hsieh, H., Lee, M. G., Robinson, C. D., & Loeb, S. (2026). *Hoot Reading & Kansas City Public Schools: 2024–2025 RCT Report*. National Student Support Accelerator.
- Lu, A., Waymack, N., Kalogrides, D., Robinson, C.D., Lee, M. G., & Loeb, S. (2025). *Implementation of the OSSE High Impact Tutoring Initiative – School Year 2023–2024 Second Year Report*. National Student Support Accelerator.
- Bennett, E. M., Lee, M. G., Loeb, S., & Robinson, C. R. (2024). *Effects of High-Impact Tutoring on Early Literacy Outcomes: A Pilot Study of a 1:1 Program With Existing Staff*. National Student Support Accelerator.
- Liu, J., & Lee, M. G. (2022). Beyond Chronic Absenteeism: The Dynamics and Disparities of Class Absences in Secondary School. (EdWorkingPaper: 22-562). Annenberg Institute at Brown University.
- Lee, M. G., & Robinson, C. D. (2022). Do Teachers Support High-Impact Tutoring? A Survey Experiment. Annenberg Institute at Brown University. National Student Support Accelerator Research Brief.
- Lee, M. G., & Soland, J. (2022). Does Reclassification Change How English Learners Feel about School and Themselves? Evidence from a Regression Discontinuity Design. PACE-CORE Brief.
- Groom-Thomas, L., Kalogrides, D., Lee, M. G., Loeb, S., Lynch, L. (2021). *Acelero Learning: Annual Report*. Annenberg Institute at Brown University.
- Fahle, E. M., Lee, M. G., Loeb, S. (2019). A middle school drop: Consistent gender differences in students' self-efficacy. PACE-CORE Working Paper.

EDUCATION

- Stanford University — Ph.D., Educational Policy (2020); M.A., Economics (2020)
- Harvard University — M.Ed., Education Policy and Management (2014)
- Vanderbilt University — B.S., Human and Organizational Development, cum laude (2013)

TEACHING EXPERIENCE

- Educational Impact Fellowship Boot Camp Intensive, Stanford University (Primary Instructor) — Summer 2025, Summer 2026
- EDUC 400B: Statistical Analysis in Education: Regression, Stanford University (Primary Instructor) — Winter 2020, Winter 2019
- EDUC 347 / GSBGEN 348: The Economics of Higher Education, Stanford University (Teaching Assistant) — Fall 2019, Fall 2018
- EDUC 430A: Experimental Research Design and Analysis, Stanford University (Primary Instructor) — Spring 2018
- EDUC 271 / GSBGEN 347: Education Policy in the United States, Stanford University (Teaching Assistant)

RESEARCH FUNDING, FELLOWSHIPS AND GRANTS

- Vice Provost for Undergraduate Education, University Departmental Grants for Undergraduate Research. Co-Lead with Susanna Loeb; \$40,600 (2025–2026); \$29,250 (2024–2025)
- Stanford–SFUSD Partnership, “Identifying and Addressing Human Resource (HR) Needs in SFUSD.” Co-Investigator with Susanna Loeb (PI); \$20,000 (2026); \$40,000 (2023)
- Department of Education: Institute of Education Sciences, Stanford Interdisciplinary Doctoral Training Program in Quantitative Education Policy Analysis, Four-year Pre-Doctoral Fellow; \$120,000 (2016)
- Stanford Enhancing Diversity in Graduate Education (EDGE), Four-year Doctoral Fellow; \$12,800 (2016)

INVITED RESEARCH CONFERENCE PRESENTATIONS

Association for Education Finance and Policy (AEFP) Annual Conference (2018, 2019, 2020, 2022, 2023, 2025)

American Educational Research Association (AERA) Annual Meeting (2019, 2020, 2022, 2023, 2024)

Association for Public Policy and Management (APPAM) Fall Research Conference (2020, 2021, 2022)

Society for Research on Educational Effectiveness (SREE) Annual Conference (2020, 2021)

American Economic Association (AEA) Annual Meeting (2020)

Behavioral Science & Policy Association (BSPA) Annual Conference (2019)

VOLUNTEERING AND PROFESSIONAL SERVICES

- Harvard College: Alumni Interviewer (2024–present)
- Harvard Graduate School of Education: Volunteer Alumni Mentor (2013–present); HGSE Multicultural Advisory Councilmember (2013–2014); Steering Committee Member and Logistics Coordinator, 12th Alumni of Color Conference (2013–2014); Founding Committee Member, Let's Talk! Conference for Asian American Student Mental Health (2015–2016)
- Stanford University: Enhancing Diversity in Graduate Education (EDGE) Fellowship Mentor; PhD Peer Mentor; Co-Director, Stanford Higher Education Exchange of Research (SHEER) (2016–2020)
- Center for Asian Americans United for Self-Empowerment (CAUSE): Event Volunteer; Annual Application Reader (2010–2020)

MISCELLANEOUS SKILLS

Stata (native); R (proficient)

English (fluent); Korean (fluent); French (B1 written)

Experimental and quasi-experimental methods; descriptive analysis

Survey design and implementation; survey experiments

Project management; conference/event planning

Qualtrics; Adobe InDesign, Photoshop and Illustrator

AI-assisted workflows (Claude Code, ChatGPT) for team productivity and process design