

MELANIE S. GONZALEZ

(née Netter)

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PROFESSIONAL SUMMARY

Doctoral candidate with expertise in:

- Research Project Management
- Survey Design & Data Collection
- Quantitative & Qualitative Data Analysis
- Data Visualization & Report Generation
- Flexible Communication of Data Insights
- Diversity & Inclusion Initiatives

SELECT SKILLS

Methodological: Experimental & Non-Experimental Research Design • Causal Inference • Text Mining

Statistical: ANOVA • Linear & Logistic Regression • Non-Parametric Regression • Multilevel Modeling

Software: R • SAS • Qualtrics • Microsoft Office Suite

Language: Conversational in Spanish

EDUCATION

The University of Texas at Austin, Austin, TX

Ph.D., Developmental Psychology | Portfolio in Applied Statistical Modeling

Expected August 2021

Cornell University, Ithaca, NY

M.S., Human Development

May 2015

B.S., Human Development | Minor in Education

May 2014

PROFESSIONAL EXPERIENCE

American Institutes for Research (AIR), Crystal City, VA

May 2019 – August 2019

National Assessment of Educational Progress Doctoral Research Intern

- Led two team projects exploring individual differences associated with performance on assessments
- Cleaned & analyzed large national dataset using advanced statistical methods in R & Mplus resulting in a first-author manuscript with AIR collaborators (in preparation)
- Presented research findings to clients at the National Center for Education Statistics
- Produced a technical report to communicate recommendations for improving survey measures

DOCTORAL RESEARCH EXPERIENCE

The University of Texas at Austin, Austin, TX

Graduate Research Assistantship

National Study of Learning Mindsets; PI: Dr. David Yeager

December 2018 – Present

- Estimate causal effect of teachers' motivational practices on student math interest in national survey dataset, using inverse propensity score weighting in R to minimize confounding of the relationship & allow for unbiased & more precise causal estimate
- Carry out qualitative & quantitative text analysis aimed at identifying themes & patterns in U.S. math teachers' motivational messages as measured via a national survey
- Analyze survey data from U.S. math teachers using generalized additive models in R, resulting in discovery of bias against using messages that support deep motivation in classrooms serving a larger proportion of Black students
- Conduct experiments & analyze data from nationally representative sample of U.S. adults in R, resulting in discovery of bias against using messages that support deep motivation when target student is Black & low SES (vs. White & high-SES)

Texas Study of Learning Mindsets; PI: Dr. David Yeager

September 2018 – May 2019

- Collaborated with a team of 6 to implement a rigorous, school-based, randomized controlled experiment, resulting in collection of survey data from ~750 participants across 5 high school sites
- Generated report on the results of statistical analyses & data visualizations for 1 site, which expanded school leaders' understanding of their students' academic motivation
- Consulted on-site with school leaders regarding best practices for enhancing sense of belonging in a high-performance, high-pressure environment

OTHER RESEARCH & EVALUATION EXPERIENCE

Co-Chair & Member, UT Austin Psychology Graduate Diversity Committee

2015 – Present

- Oversaw launch of first ever survey of graduate students' perceptions of departmental climate
- Co-authored two comprehensive reports with evidence-based recommendations to department leadership & faculty on how to improve departmental climate
- Ensure evaluation reproducibility by making survey materials & analysis scripts available to the department

Secondary Lead for Social Belonging Project, College Transition Collaborative

2015 – 2018

- Co-led focus groups with undergraduate students at participating university
- Gathered students' feedback & input on intervention materials, resulting in improvement in face validity & effectiveness of social belonging intervention administered in national college sample

RELEVANT COURSEWORK

Hierarchical Linear Modeling (R)

Fall 2020

- *Hierarchical models, longitudinal models*

Causal Inference (R)

Spring 2020

- *Randomized experiments, matching, propensity scores*

Statistical Methods II (SAS)

Spring 2019

- *Logistic regression, survival analysis, time series, multilevel modeling*

Text Analysis (LIWC, Python)

Spring 2019

- *Qualitative data analysis, natural language processing*

Data Analytics with Python (Python)

Spring 2019

- *Principal components analysis, factor analysis, natural language processing*

R for Behavioral Scientists (R)

Fall 2018

- *Data cleaning, data visualization, GitHub version control, R package development*

Advanced Statistics II (R)

Spring 2017

- *Categorical data analysis, non-parametric regression, structural equation modeling*

Advanced Topics in the Developmental Science of Adolescence

Fall 2016 – Spring 2017

- *Learning mindsets (i.e., growth, belonging, purpose), peer influences, education policy*

Advanced Statistics I (R)

Fall 2016

- *Principal components analysis, factor analysis, hierarchical linear modeling*

Regression Analysis (R)

Spring 2016

- *Simple linear regression, polynomial regression, multiple regression*

Motivation & Emotion in Education

Spring 2016

- *Self-determination theory, expectancy value theory, stereotype threat, achievement goal theory*

AWARDS & HONORS

Nominated, UT Austin College of Liberal Arts Thematic Fellowship

Spring 2020

Awarded, William T. Grant Scholars Mentoring Grant (\$60,000)

July 2017 – June 2019

- Yeager, D. S. & Netter, M. "Understanding inequality in how teachers motivate students to learn."