

# Melanie S. Gonzalez

Austin, TX

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## EDUCATION

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**Doctor of Philosophy, Developmental Psychology** May 2020 (expected)

**Portfolio in Applied Statistical Modeling**

*University of Texas at Austin*

Advisor: Dr. David S. Yeager

**Master of Arts, Developmental Psychology** August 2019 (expected)

*University of Texas at Austin*

Thesis: "Social Class and Racial Disparities in Students' Motivational Supports in Math Class:  
Investigating 9th Grade Teachers' Autonomy-Related Rationales for Learning"

Advisor: Dr. David S. Yeager

**Master of Arts, Human Development** May 2015

*Cornell University*

Thesis: "Purpose in Life and Responses to Failure"

Advisor: Dr. Anthony L. Burrow

**Bachelor of Science, Human Development** May 2014

**Minor in Education**

*Cornell University*

## PUBLICATIONS

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Gonzalez, M. S., Henderson, M., Cullum, K. A., D'Mello, S., Reeves, S. L., & Yeager, D. S. (2018). *Low academic self-regulation predicts cheating on homework during adolescence: Evidence from self-reports, teacher reports, and a novel performance task*. Manuscript in preparation.

Burrow, A. L., Sumner, R., & Netter, M. (2014). Purpose in adolescence. *Research Facts and Findings*. Ithaca, NY: ACT for Youth Center of Excellence. Retrieved from [http://www.actforyouth.net/resources/rf/rf\\_purpose\\_1014.pdf](http://www.actforyouth.net/resources/rf/rf_purpose_1014.pdf)

## PROFESSIONAL PRESENTATIONS

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Yeager, D., Reeves, S., Medrano, N., Hirschi, Q., Henderson, M., & Cohen, G. L. (2018, March). *Under What Conditions Do Adolescents Accept a Rationale for Learning?* Presentation on behalf of Dr. Yeager at the biennial meeting of the Society for Research on Adolescence, Minneapolis, Minnesota.

Netter, M., Cullum, K., D'Mello, S., Reeves, S. L., & Yeager, D. S. (2017, January). *Self-regulation predicts less cheating on boring but important skill-building tasks*. Poster presented at the annual meeting of the Society for Personality and Social Psychology, San Antonio, TX.

Netter, M. (2013, August). *Leveling mountains: Does purpose affect estimations of geographical slant?* Poster presented at the annual Diversity in Scholarship & Engagement Symposium, Ithaca, NY.

Netter, M. (2013, July). *Leveling mountains: Does purpose affect estimations of geographical slant?* Paper presented at the annual University of New York at Buffalo McNair Research Conference, Buffalo, NY.

## SKILLS

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Advanced in R, Markdown, Qualtrics, Microsoft Office  
Advanced in data cleaning and data visualization  
Advanced in statistical modeling and analysis  
Some expertise in using GitHub for version control  
Some expertise in questionnaire design  
Some expertise in qualitative content analysis  
Some expertise in using R and Python for natural language processing  
Familiar with using Python for machine learning and network analysis

## RESEARCH INTERESTS

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Intrapersonal and interpersonal factors influencing the quality of adolescents' motivation in school

- Self-generated motives for learning
- Adult-generated motives for learning

Inequality in the autonomy-related content of teachers' suggested motives for learning math

Intrapersonal and interpersonal factors influencing cheating on math homework in adolescence

- Performance character
- Self-generated motives for learning
- Adult-generated motives for learning

## GRANTS

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Yeager, D. S., & Gonzalez, M. "Understanding inequality in how teachers motivate students to learn."  
William T. Grant Scholars Mentoring Grant (\$60,000). July 2017-June 2019

- Grant awarded to early career faculty who advise junior researchers of color
- Grant provides monetary resources aimed at improving mentoring experience and supporting junior scholars research
- Grant proposal was coauthored

## AWARDS AND HONORS

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**Debra Beth Lobliner Fellowship Travel Award (\$280)** Spring 2017

- Award granted to aid in travel to the biennial meeting of the Society for Research on Child Development

**McNair Post-Baccalaureate Achievement Program** December 2012 – May 2014

- Program aimed at preparing first-generation college students and/or students from underrepresented groups to pursue doctoral studies

## TEACHING EXPERIENCE

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**Guest Lecture**, University of Texas at Austin November 2018  
*PSY 394P – Positive Psych and The Good Life* (class size: 15)  
*Instructor: Dr. Caryn Carlson*

- Delivered 45-minute lecture on the nature and benefits of a sense of purpose in life

**Graduate Teaching Assistant**, University of Texas at Austin Summer 2016/2017  
*PSY F333C – Controversies in Developmental Psychology* (class size: 15)  
*Instructor: Dr. Ann Repp*

- Graded weekly quizzes and discussion posts

**Undergraduate Teaching Assistant**, Cornell University Fall 2013

*HD 4840 – The Science of Social Behavior (class size: 75)*

*Instructor: Drs. Jeff Hancock & Michael Macy*

- Created essay prompts; led small section in discussion of readings

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## **UNDERGRADUATE TEACHER TRAINING**

**PSY 398T – Supervised Teaching in Psychology**  
*University of Texas at Austin*

Fall 2018

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## **TEACHING INTERESTS**

Statistics for the Social Sciences<sup>+</sup>  
Research Methods  
Introduction to R Programming<sup>+</sup>  
Introduction to Child Development\*<sup>+</sup>  
Introduction to Adolescent Development\*<sup>+</sup>  
Positive Psychology\*  
Motivation and Emotion in Education<sup>+</sup>

<sup>+</sup>Willing to teach at undergraduate and graduate level; \*Willing to teach large (90<sup>+</sup>) undergraduate course

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## **MENTORING EXPERIENCE**

**Summer Undergraduate Research Experience Mentor**  
*University of Texas at Austin*

Summer 2016/2017/2018

- Advised one first-generation college student and/or student from underrepresented group throughout the summer on the process of applying to graduate school
- Worked with the student to develop graduate school application materials (spreadsheet of prospective graduate programs, curriculum vitae, research statement)

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## **PROFESSIONAL SERVICE**

### **Ad Hoc Reviewer**

*Journal of Adolescence*  
*Journal of Experimental Social Psychology*  
*Motivation Science*  
*Group Processes & Intergroup Relations*

**Secondary Lead at University Participating in the Social Belonging Project**  
*College Transition Collaborative*

2015-Present

**Psychology Graduate Diversity Committee Member**  
*University of Texas at Austin*

2015-Present

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## **ADDITIONAL TRAINING**

**Structural Equation Modeling**  
*UT Summer Statistics Institute*

May 21-24<sup>th</sup>, 2018

**Questionnaire Design & Survey Analysis**  
*UT Summer Statistics Institute*

May 21-24<sup>th</sup>, 2018

**Hierarchical Linear Models Short Course**  
*Society for Research on Educational Effectiveness*

July 14-16<sup>th</sup>, 2016

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## **PROFESSIONAL MEMBERSHIPS**

Society for Personality and Social Psychology  
Society for Research on Adolescence  
Society for Research on Child Development  
American Educational Research Association