**MELANIE S. GONZALEZ**

(*née* Netter)

Austin, TX • (857) 265-5341 • msgonzalez@utexas.edu • https://www.linkedin.com/in/melanie-s-gonzalez

**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 YeagerDecember 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 YeagerSeptember 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.”