

EMPLOYMENT

**Associate Professor of Higher Education with Tenure** August, 2017

The University of Pennsylvania, Graduate School of Education, Higher Education Division

**Inaugural Director** August, 2018

Hub for Equity, Antioppression Research and Development (HEARD), The University of Pennsylvania, Graduate School of Education

**Assistant Professor of Higher Education** (August, 2012 - July, 2017).

The Institute of Higher Education, The University of Georgia

**Pre-doctoral Visiting Scholar** (August, 2011 - February 2012).

School of Educational Studies, Claremont Graduate University

**Graduate Research Associate** (August, 2009 - June 2012).

School of Educational Studies, Claremont Graduate University

EDUCATION

**Ph.D. Higher Education, cognates in Biostatistics, Economics, and Sociology** (2012)

The University of Arizona, Center for the Study of Higher Education

**Dissertation:** Community Colleges, Catalysts for Mobility or Engines for Inequality? Addressing selection bias in the estimation of their effects on educational and occupational outcomes.

**Committee:** Regina Deil-Amen (Co-chair), Cecilia Rios-Aguilar (Co-chair), Ronald L. Oaxaca (cognate, Economics), Chengcheng Hu (cognate, Biostatistics).

**M.Phil. Educational Research, June, 2007** (*Magna Cum Laude*)

Autonomous University of Aguascalientes

**B.A. Educational Research, April, 2005** (*Graduated with Honors*)

Autonomous University of Yucatan

ADDITIONAL  
TRAINING

**Certified reviewer What Works Clearinghouse** (November, 2014)

Mathematica Policy Research/Institute of Education Sciences

RESEARCH  
INTERESTS

- Community colleges, Underrepresented Students' Educational and Occupational Trajectories
- College Choice and Student Migration
- Higher Education Finance and Policy, Stratification and Equity Issues.
- Quantitative Methods (experimental, quasi-experimental, spatial, econometric and network analysis, machine learning and classification)

HONORS AND  
AWARDS

**2019 Editorial team of the FABBS journal, Policy Insights from Behavioral and Brain Sciences (PIBBS)**

Selected to present an article that represents the education's field stand on policy decisions in well-being, education, and equity. This article was selected as a means to provide a vehicle for scientists to share research findings to help build sound policies, and importantly, allow those who design policies to provide feedback to the scientific community regarding the challenges and types of research that could address them. Selection committee: Susan Fiske, Felice Levine, Richard Mayer, Karen Murphy, Frank Worrell.

**2018 National Academy of Education/Spencer Postdoctoral Fellowship**

This program encourages outstanding young researchers at the postdoctoral level to pursue critical education research projects. Title: Overcoming the Geography of Disadvantage: A Spillovers Framework to Identify Structural Means to Enhance Community College Students' Educational Outcomes Despite Their Location

**TIAA INSTITUTE FELLOWS PROGRAM 2018**

The TIAA Institute Fellows Program invites nationally recognized higher education scholars with expertise in financial literacy and strategic management as members of the TIAA Institute Fellows Program.

**Association For the Study of Higher Education: 2016 Promising Scholar/Early Career Award**

Given for a significant body of scholarship or a single extraordinary research achievement by a higher education scholar, and in recognition of potential for future research. This award may also call attention to significant work in progress that has won praise from senior colleagues and support from foundations or government agencies. **United States Of America**

Permanent residency status granted by the U.S. Department of Homeland Security on the basis of Outstanding Professor and/or Researcher

**People's Choice Award for Best Workshop**

"Quantitative Tools for Qualitative Data Analysis", at the Graduate Student Association's Interdisciplinary Research Conference in February, 2016.

**Visiting Scholar Fellowship, academic year 2011-2012**

Fellowship co-sponsored by The Bill & Melinda Gates Foundation, The University of Arizona, and Claremont Graduate University to investigate how community colleges adopt and use social media technology to enhance students' success (totaling a \$50,000 USD in support).

**2011 Outstanding Poster, AERA Division J**

American Educational Research Association, Annual Meeting (April, 2011).

**College of Education Scholarship (Ph.D.)**

The University of Arizona, 2008, 2009, and 2010 (\$4,500 USD in support).

**Erasmus Circle Scholar (Ph.D.)**

The University of Arizona, October, 2009.

**Magna Cum Laude (Master's)**

Autonomous University of Aguascalientes, México July, 2007.

**Graduate Research Fellowship** (Master's)

National Council of Science and Technology, University of Arizona visiting scholar, December 2006-June, 2007 (\$2,000 USD in support).

National Council of Science and Technology (CONACyT), 2005-2007 (\$90,000 USD in support).

National Council on Science and Technology (CONACyT), 2007-2010 (\$120,000 USD in support).

National Secretariat of Public Education (SEP), 2007-2010 (\$25,000 USD in support).

**Undergraduate Academic Award**

National Outstanding Academic Competency Award, National Center of Evaluation, 2005.

**Undergraduate National Fellowship**

National Program of Scholarships for Low-Income Students based on academic merit (PRONABES) 2000-2005 (\$15,000 USD).

**Undergraduate National Research Fellowships**

National Summer of Research, Mexican Academy of Sciences, 2004 (\$1,500 USD).

National Summer of Research, Mexican Academy of Sciences, 2003 (\$1,500 USD).

**GRANTS AWARDED**

**Principal Investigator.** **Title:** Performance Funding in Higher Education: Connecting 40 Years of Policy, Research, & Practice. **Funding:** \$35,000. American Educational Research Association Education Research Conference Proposal. **Funding period:** November 2019-May 2021.

**Principal Investigator.** **Title:** Overcoming the Geography of Disadvantage: A Spillovers Framework to Identify Structural Means to Enhance Community College Students' Educational Outcomes Despite Their Location **Funding:** \$70,000. NAED/Spencer. **Funding period:** January 2019-December 2021.

**Principal Investigator.** **Title:** The Effect of the Uniform Bar Examination on Diversity, Affordability, and Employment Prospects **Funding:** \$71,128. AccessLex INSTITUTE. **Funding period:** April 2019-September 2020.

**Principal Investigator.** **Title:** Diasporic Academic Partnerships: A Comprehensive Network Analysis of Factors Affecting Faculty-Led US-Mexico Collaborations **Funding:** \$7,500. American Council of Education. **Funding period:** June 2018-May 2019.

**Principal Investigator.** **Title:** Employment Volatility in the Academic Workforce: Implications for Faculty Financial and Retirement Plans. **Funding:** \$70,000. TIAA institute. **Funding period:** April 2019- February 2020.

**Principal Investigator.** **Title:** Estimating the Effect of Losing the Federal Loan Subsidy on Debt Accumulation for Law and Professional Students in the United States: Evidence From a Natural Experiment. **Funding:** \$49,997. Association for Institutional Research, Access Group/AIR Grant (grant #RG1606). **Funding period:** March 2016-April 2017.

**Principal Investigator.** **Title:** Are there Any Educational and Financial Detriments Associated with Nearby College Enrollment? **Funding:** \$20,000. American Education Research Association/National Science Foundation (grant #DRL-0941014). **Funding period:** March 2016-August 2017.

**Senior Personnel.** **Title:** CIRTL INCLUDES - Toward an Alliance to Prepare a National Faculty for Broadening Success of Underrepresented 2-Year and 4-Year STEM Students **Funding:** \$300,000. National Science Foundation. Status: Funded. **Funding period:** January 2017-January 2019.

**Co-Principal Investigator.** **Title:** The Gendered Career Path from Doctorate to Faculty Appointment: A Multi-State Analysis. **Funding:** \$39,966, AIR/NCES/NSF (grant #RG15-9240). **Year:** 2015-2016.

**Co-Principal Investigator.** **Title:** Improving the Teaching and Learning of English Language Learners: The Instructional Conversation Model. **Funding:** \$1.5 million, Institute of Education Sciences, U.S. Department of Education. **Years:** 2012-2016. <http://fred.ovpr.uga.edu/>

**Principal Investigator.** **Title:** Financial Benefits of Student Loan Repayment: An Analytic Framework Employing Two Decades of Data. **Funding:** \$35,100, The Spencer Foundation (grant #201500116). **Funding period:** January-December 2015.

**Fellowship Recipient.** Mexico's Cultural and Academic Exchange. National Council of Science and Technology (CONACyT), University of Arizona (UofA), 2007-2012 (\$208,666 USD).

**Fellowship Recipient.** Fellowship Recipient [Complementary support to CONACyT/UofA grant]. National Secretariat of Public Education (SEP), 2007-2010 (\$35,000 USD).

GRANTS UNDER  
CONSIDERATION

**Principal Investigator.** **Title:** Counterfactual Evidence to Strengthen Four-Year STEM Degree Production of Two-Year Entrants **Funding:** \$450,000. National Science Foundation. **Funding period:** January 2022-August 2025.

**Co-Principal Investigator.** **Title:** Direct Admissions: State Policies to Reduce Economic, Geographic, and Social Inequalities in College Access. **Funding:** \$1,000,000. William T. Grant Foundation. **Funding period:** November 2021-October 2023.

PEER REVIEWED  
WORKSHOPS

Network Analysis of Qualitative Data (American Education Research Association): Proposal Selected 2019, 2020, 2021

PEER REVIEWED  
PUBLICATIONS

Mason, S., Merga, M., González Canché, M. S., & Mat Roni, S. (2021). The internationality of published higher education scholarship: How do the 'top' journals compare? Available at *Journal of Informetrics*. <https://doi.org/10.1016/j.joi.2021.101155>

Lee, J. (Ph.D. student), Dell, M. (Ph.D. student), González Canché, M. S., Monday, A (Ph.D. student). (2021). The Costs of Corroboration: The Effects of Financial Aid Verification on College Enrollment. *Education, Evaluation, and Policy Analysis*. Available at <https://doi.org/10.3102/0162373721989304>

Leigh, E. (Ph.D. student) & González Canché, M. S. (2020). The College Promise in Communities: Do Place-based Scholarships Affect Residential Mobility Patterns? *Research in Higher Education*. Available at <https://doi.org/10.1007/s11162-020-09597-6>

González Canché, M. S. (2019). Repurposing Standardized Testing for Educational Equity: Can *Geographical Bias and Adversity Scores* Expand *True College Access?*. *Policy Insights for the Brain and Behavioral Sciences*. Available at <https://doi.org/10.1177/2372732219861123>

González Canché, M. S. (2019). Community College Students Who Attained a 4-Year Degree Accrued Lower Student Loan Debt than 4-Year Entrants Over 2 Decades: Is a 10 Percent Debt Accumulation Reduction Worth the Added "Risk"? If So, for Whom?. *Research in Higher Education*. Available at <https://doi.org/10.1007/s11162-019-09565-9>

Lee, J., Ciaramboli, E., Rubin, P. & González Canché, M. S. (2019). Borrowing Smarter or Borrowing More? Investigating the Effects of a Change in Federal Loan Policy *The Journal of Higher Education*.

<https://www.tandfonline.com/doi/full/10.1080/00221546.2019.1650583>

Ortagus, J., Kramer II, D., González Canché, M. S., & Fernandez, F. (2019). The Impact of Community College Baccalaureate Adoption on Associate Degree Production *Teachers College Record*. <https://www.tcrecord.org/content.asp?contentid=22955>

Rubin, P. & González Canché, M. S. (in press, 2019). Test-flexible admissions policies and student enrollment demographics: Examining a public research university. *Review of Higher Education*. Volume 42, Number 4, Summer 2019. Available here: <https://muse.jhu.edu/article/729346>

Turk, J. M. & González Canché, M. S. (2018). On-campus housing's impact on degree completion and upward transfer in the community college sector: A comprehensive quasi-experimental analysis. *The Journal of Higher Education*. DOI: [10.1080/00221546.2018.1487755](https://10.1080/00221546.2018.1487755)

\*González Canché, M. S. (2018). Nearby College Enrollment and Geographical Skills Mismatch: (Re)conceptualizing Student Out-Migration in the American Higher Education System. *The Journal of Higher Education*. Available at <https://www.tandfonline.com/doi/full/10.1080/00221546.2018.1442637>

\*González Canché M. S. (2019). Re(de)fining College Access and its Association with Divergent Forms of Financial Aid: A Proposed Conceptual Framework. *Journal of Hispanics in Higher Education*. <https://doi.org/10.1177/1538192719832252>

Reyes, M., Dache-Gerbino, A., Rios-Aguilar, C., González Canché, M. S., & Deil-Amen, R. (2019). The “Geography of Opportunity” in Community Colleges: The Role of the Local Labor Market in Students’ Decisions to Persist and Succeed. *Community College Review*, DOI: [10.1177/0091552118818321](https://10.1177/0091552118818321).

D’Amico, M., González Canché, M. S., Rios-Aguilar, C., & Salas, S., (2019). An Exploration of College and Career Alignment for Community College Students. *Review of Higher Education*. Available here <https://muse.jhu.edu/article/733635>

\*Slater, S. & González Canché M. S. (2019). Using Social Network Analysis to Examine Player Interactions in EvE Online. Connected Learning Summit. In Proceedings, peer-reviewed. [Using-Social-Network-Analysis-to-Examine-Player-Interactions-in-EvE-Online\\_vFinal.blinded.pdf](https://Using-Social-Network-Analysis-to-Examine-Player-Interactions-in-EvE-Online_vFinal.blinded.pdf)

\*Salas, S., D’Amico, M., Rios-Aguilar, C., & González Canché, M. S. (2018). Selecting Pathways: Latinxs, Choices, and Two-year Colleges *Association of Mexican American Educators Journal*. <https://doi.org/10.24974/amae.12.1.377>

\*González Canché, M. S. (2018). Geographical Network Analysis and Spatial Econometrics as Tools to Enhance Our Understanding of Student Migration Patterns and Benefits in the U.S. Higher Education Network. *Review of Higher Education*. Volume 41, Number 2, Winter 2018 <https://muse.jhu.edu/article/679331>

\*Portes, P. & González Canché, M. S. (2018). Early RCT Findings in the Evaluation of the Instructional Conversation Model: How Well Does Culturally-Responsive Pedagogy Work for Emergent Bilingual Learners? *American Educational Research Journal*.

\*Webber, K. & González Canché, M. S. (In Press). Is There a Gendered Path to Tenure? A Multi-State Approach to Examine the Academic Trajectories of U.S. Doctoral Recipients in the Sciences. *Research in Higher Education*. <https://link.springer.com/article/10.1007/s11162-018-9492-4>

\*Rubin, P. & González Canché, M. S. (2019). Test-Flexible Admissions Policies and Student Enrollment Demographics: Examining a Public Research University. *Review of Higher Education*. <https://muse.jhu.edu/article/729346>

\*Turk, J. & González Canché, M. S. (2018). On-Campus Housing's Impact on Degree Completion and Upward Transfer in the Community College Sector: A Comprehensive Quasi-Experimental Analysis. *The Journal of Higher Education*. <https://www.tandfonline.com/doi/abs/10.1080/00221546.2018.1487755>

\*González Canché, M. S. (2017). The Heterogeneous Non-Resident Student Body: Measuring the Effect of Out-Of-State Students' Home-State Wealth on Tuition and Fee Price Variations. *Research in Higher Education*. Available at <https://HeterogeneousNonResident.pdf>

\*González Canché, M. S. (On-line December 2015). Community College Scientists and Salary Gap: Navigating Socioeconomic and Academic Stratification in the U.S. Higher Education System. *The Journal of Higher Education*. Available at <https://CCScientists.pdf>

\*González Canché, M. S. (2017). Financial Benefits of Rapid Student Loan Repayment: An Analytic Framework Employing Two Decades of Data. *The ANNALS of the American Academy of Political and Social Science*. [http://ihe.uga.edu/uploads/main/Rapid\\_Repayment.pdf](http://ihe.uga.edu/uploads/main/Rapid_Repayment.pdf)

\*Portes, P., González Canché, M., Boada, D., Mira, W., Sandhu, D., & Salas, S. (2016). Assessing migration and adaptation from two or more points of view: Cultural-historical theory and methods. *Papeles de Trabajo sobre Cultura, Educación y Desarrollo Humano*, 12(2), 1-21. <http://psicologia.udg.edu/PTCEDH/admin/publicaciones/3.pdf>

\*Toutkoushian, R.K., Hossler, D., DesJardins, S., McCall, B., & González Canché, M. S. (2015). The Effect of Participating in Indiana's Twenty-first Century Scholars Program on College Enrollments. *Review of Higher Education*. 39, 1, 59-95. <https://muse.jhu.edu/article/592487>

\*Webber, K. & González Canché, M. S. (2015). Not equal for all: Gender and race differences in salary for doctoral degree recipients. *Research in Higher Education*. Available at <10.1007>

\*González Canché, M. S. & Rios-Aguilar, C. (2015). Critical Social Network Analysis in Community Colleges: Peer Effects and Credit Attainment. *New Directions for Institutional Research*. 163, 75-91.

\*González Canché, M. S. (2014). Price-setting and the Localized Non-resident Student Market. *Economics of Education Review*. 43, 21-35. <http://authors.elsevier.com/sd/article/S027277571400079X>

\*González Canché, M. S. (2014). Is the Community College a Less Expensive Path Toward a Bachelor's Degree? Public 2- and 4-year Colleges' Impact on Loan Debt. *The Journal of Higher Education*. 85, 5, 723-759. <http://connection.ebscohost.com/c/articles/97515265/>

\*González Canché, M. S., D'Amico, M., Rios-Aguilar, C., Salas, S. (2014). It's who you know that determines what you know: How community college students leverage social networks for college and careers? *Community College Enterprise*. 20(1), 18-35.

\*Davis III, C., Deil-Amen, R., Rios-Aguilar, C., & González Canché, M. S., (2015). Social Media, Higher Education, and Community Colleges: A research synthesis and implications for the study of two-year institutions *Community College Journal of Research and Practice*. 39(5), 409-422.

\*D'Amico, M., Rios-Aguilar, C., Salas, S., & González Canché, M. S. (2013). Career capital and the community college. *Community College Journal of Research and Practice*. 36 (4), 251-261.

\*Rios-Aguilar, C., González Canché, M. S., & Sabetghadam, S. (2012). Evaluating the impact of restrictive language policies: The Arizona 4-hour English language development block. *Language Policy*. 11, 47-80.

\*Rios-Aguilar, C., González Canché, M. S., & Moll, L. (2012). A Study of Arizona's Teachers of

English Language Learners. *Teachers College Record*. 114 (9), 1-33.

\*Rios-Aguilar, C., González Canché, M. S., & Moll, L. (2012). Implementing Structured English Immersion (SEI) in Arizona: Benefits, Costs, Challenges, and Opportunities. *Teachers College Record*. 114 (9), 1-18.

PAPERS UNDER  
REVISE AND  
RESUBMIT STATUS

\*Portes, P. & González Canché, M. S. Evaluation of Instructional Conversations in Advancing the Academic Learning of ELLs and non-ELLs: A Clustered Randomized Controlled Trial (RCT) in Elementary Schools *The Elementary School Journal*. First R&R

HANDBOOK  
CHAPTERS

\*González Canché M. S. (2018). Reassessing the Two-Year Sector's Role in the Amelioration of a Persistent Socioeconomic Gap: A Proposed Analytical Framework for the Study of Community College Effects in the Big and Geocoded Data and Quasi-Experimental Era. *Higher Education: Handbook of Theory and Research*, vol 33. Springer, Cham. Available at [https://doi.org/10.1007/978-3-319-72490-4\\_5](https://doi.org/10.1007/978-3-319-72490-4_5)

\*González Canché M. S. (2019). Geographical, statistical, and qualitative network analysis: A multifaceted method-bridging tool to reveal and model meaningful structures in education research. In Michael Paulsen. *Higher Education: Handbook of Theory and Research*, Vol. 34.

BOOK CHAPTERS

González Canché M. S. (2019). The statistical power of “zooming in:” Applying geographically-based difference in differences using spatio-temporal analysis to the study of college aid and access. In Cecilia Rios-Aguilar and Marvin Titus. *Spatial Thinking and Analyses: New Directions for Institutional Research (NDIR)*.

González Canché M. S. (Forthcoming, 2019). Spatial Econometrics and Network Analysis as Means to Assess the Assumption of Independence in Institutional Research. In Cecilia Rios-Aguilar and Marvin Titus. *Spatial Thinking and Analyses: New Directions for Institutional Research (NDIR)*.

González Canché M. S. (Forthcoming, 2018). Challenges and Opportunities in the Use of Big Data in Higher Education Policy. In Marybeth Gasman and Andrés Castro Samayoa. *Contemporary Issues in Higher Education: Routledge's Core Concepts in Higher Education Series*.

Ruiz, R., Leigh, E., Napier, A., (all three are GSE's graduate students) & González Canché, M. S. (Conditionally Accepted). Community College Promise Programs and Local Impact: Aggregate Effects of College Attainment in Three Promise Communities. *AERA Volume in Education Research: Improving Research-Based Knowledge of College Promise Programs*.

D'Amico, M., Salsas, S., González Canché M. S., & Rios-Aguilar, C., (Forthcoming, April 2017). Ways of Knowing, Community/Technical College Workforce (Re)Development, and “El Mundo de Hoy.” In Salas, S. & Portes, P. (Eds.), *U.S. Latinization: Education and the New Latino South*. SUNY, NY.

Rios-Aguilar, C., González Canché M. S., & Portes, P. (2014). Divergent paths to school adaptation among children of immigrants: New approaches and insights to existing data. In Salas, S. & Portes, P. (Eds.), *U.S. Latinos in K-12 education: Seminal research-based policy directions for change we can believe in* , pp. 69-91. Charlotte, NC: IAP.

González Canché M. S. & Rodríguez Pérez, M. E. (2007). Evaluación de la Competencia Académica: un estudio de caso en la enseñanza de la Química Orgánica [Evaluating Academic Competence: A Case Study in the teaching of Organic Chemistry Teaching Process]. In M. E. Rodríguez Pérez (Ed.), *Evaluación de los aprendizajes: Distintos enfoques* [Learning Evaluation: Diverse Approaches], pp. 97-126. México: Universidad de Guadalajara.

BOOK REVIEWS	González Canché, M. S. (November, 2016). <b>Teachers College Record</b> . Use of Visual Displays in Research and Testing Coding, Interpreting, and Reporting Data. <i>INFORMATION AGE PUBLISHING</i> . Edited by: Matthew T. McCrudden, Victoria University of Wellington Gregory Schraw, University of Nevada - Las Vegas; Chad Buckendahl, Alpine Testing. <a href="#">Visual_Displays_Book_Review.pdf</a>
	González Canché, M. S. (April, 2017). <b>Teachers College Record</b> . Advances in Multilevel Modeling for Educational Research Addressing Practical Issues Found in Real-World Applications. <i>INFORMATION AGE PUBLISHING</i> . Edited by: Jeffrey R. Harring, University of Maryland; Laura M. Stapleton, University of Maryland; S. Natasha Beretvas, The University of Texas at Austin
OPEDS	González Canché, M. S. (February, 2018). <b>Diverse Issues in Higher Education</b> . A Call for Elite Schools to Redefine 'Merit'. Available at <a href="http://diverseeducation.com/article/110501/">http://diverseeducation.com/article/110501/</a>
PAPERS UNDER REVIEW	González Canché M. S. Geographical Bias in Standardized Testing: Is Cultural and Socioeconomic Bias a Problem of the Past or Are We Simply Not Looking in the Right Space?. <i>Sociology of Education</i> .
	González Canché, M. S. Estimating the Effect of Becoming HOPEless in the Georgia's Technical College System: Evidence from a Natural Experiment <i>American Educational Research Journal</i>
	Kramer, D. & González Canché, M. S., & Ortagus, J. Impact of the Community College Baccalaureate Degrees on Associate Degree Production: A quasi-experimental look at Florida Community Colleges <i>American Educational Research Journal</i>
	Brajkovic, L. & González Canché, M. S. Higher Education Finance in Central and Eastern Europe: Post-Socialist Countries and Academic Marginalism. <i>Higher Education</i> .
	Lee, J., Ciarimboli, E., Rubin, P., González Canché, M. S. Borrowing smarter or borrowing more? Investigating the effects of a natural experiment in federal loan policy. <i>Economics of Education Review</i> .
	Portes, P., González Canché, M., & Stollberg, R. Assessing Fidelity in Implementing a Randomized Controlled ELL Efficacy Study: A Video-based Method to Interventions Evaluated After Professional Development (Journal of Research on Educational Effectiveness)
PAPERS IN PREPARATION	González Canché, M. S & Lee, J. Estimating the Effect of Losing the Federal Loan Subsidy on Debt Accumulation for Law and Professional Students in the United States: Evidence From a Natural Experiment. (To be submitted to <i>Economics of Education Review</i> ).
	González Canché, M. S. <i>Institutional Factors of Nearby Institutions that Effectively Increase College Access</i> . (To be submitted to <i>The Journal of Human Resources</i> ).
	González Canché, M. S. <i>Re(de)fining college access, student in-migration, outmigration, and their association with diverse forms of financial aid</i> . (To be submitted to <i>Economics of Education Review</i> ).
	González Canché, M. S., Oaxaca, R., & Milem, J. <i>A holistic admission process in a southern school of medicine: Diversity or discrimination?</i> (To submit to the <i>Journal of Human Resources</i> ).
TEACHING, DOCTORAL LEVEL	Spatial Socieconometric Modeling (University of Pennsylvania): 2020
	Statistical Network Analysis (University of Pennsylvania): 2017, 2018, 2019, 2020, 2021
	Statistical Network Analysis (University of Georgia): 2013, 2014, 2015, 2016, 2017

Quasi-experimental Design (University of Georgia): 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021

Quasi-experimental Design (University of Pennsylvania): 2018

Transitions into and out of college (University of Georgia): 2013

Fundamentals of Quantitative Methods (University of Pennsylvania): 2017

Fundamentals of Quantitative Methods (University of Georgia): 2012, 2013, 2014, 2015

Independent Study: Quantitative Analysis of Qualitative Data: Dorothy Villareal (Spring 2018 masters student)

Independent Study: Grant Funding in Education Research: Diane Chuang (Spring 2018 masters student)

Independent Study: Network Analysis: Edward Epstein (Spring 2018 EDD student)

Advanced Methods in Network Analysis (Higher Education Research Institute, UCLA): June 28-29, 2016. June 23-23, 2017.

Quasi-experimental Design (Higher Education Research Institute, UCLA): June 30, July 1, 2016.

Teaching Assistant, Funds of Knowledge (Claremont Graduate University, Claremont, California): August - December 2011.

Instructor, Longitudinal Data Management in SPSS and STATA (Claremont Graduate University, Claremont, California): August - December 2011.

DOCTORAL STUDENTS

**Dissertation chair (5):** M. Parker, J. Turk (2016), R. Carnley (2015), R. Blackmon (2017), S. McLeod (2017), Taylor (incoming Ph.D. student), Philips, B. (Penn).

**Committee member Ph.D. (11):** R. Stollberg, M. Trivette (2015), A. Belasco (2014), L. Collier (2013), D. Gandara (2016), E. Ciaranboli, J. Lee, Adrian Klimme, J. Byars, S. Johnson, S. Rogers, W. Mira., Lee, J., Ruiz, R. (Penn GSE), Leigh, E. (Penn GSE), Kirui, D. (Penn SAS), Glassener K. (University of Michigan), Hasan Almekdash, H. (Texas Tech University).

**Committee member Executive Doctorate (13):** M. Alperin (2015), A. Cash, B. Cormican (2013), G. Durham (2015), D. Lowery, J. Parrill (2013), D. Snow (2013), J. Staggs, D. Thompson (2015), A. Vaughn (2015), Janet Kelly, Frank Mcconnell, Steve Bettner., Locke J. (Penn), Schachar, L (Penn)

MATER'S STUDENTS J. Daniel (2016), A. Hamilton (2016), G. DeMan (2016), H. Marshal (2015)

ACADEMIC SERVICE **Role:** Ph.D. Admissions 2018: Representing the Higher Education Division on behalf of Dr. Perna.  
**Scope:** College.

**Role:** Provost staff committee: Representing the Higher Education Division on behalf of Dr. Perna.  
**Scope:** Institutional.

**Role:** Executive Doctoral Qualifying Paper Reader: Read all 23 60 plus papers. **Scope:** Division-level.

**Role:** Board of Directors: Center for Culture, Art, Training, and Education —also offered two classes to students and parents on college access issues and financial aid. **Scope:** Community-level.

**Role:** Faculty Representative: Quantitative Methods Reading Group. **Scope:** Institutional.

**Role:** Editorial Board Member: Review of Education Research (2018). **Scope:** International.

**Role:** Board Member: Association for the Study of Higher Education Publications Committee. **Scope:** International.

**Role:** Committee Member: Race, Equity, and Inclusion Committee. **Scope:** Institutional.

**Role:** Advisory Board Member: Catalyst Advisory Board. **Scope:** Institutional.

**Role:** Committee Member: Committee on Open Expression. **Scope:** Institutional.

**Role:** Advisory Board Member: Global Engagement Office. **Scope:** Institutional.

**Role:** Affiliated Faculty: Human Development and Quantitative Methods. **Scope:** Institutional.

**Role:** Affiliated Faculty: International Educational Development Program. **Scope:** Institutional.

**Role:** Senior Scholar: Alliance for Higher Education and Democracy. **Scope:** Institutional.

**Role:** Senior Research Associate: Penn Center for Minority Serving Institutions. **Scope:** Institutional.

**Role:** Editorial Board Member: The Journal of Higher Education (2016). **Scope:** International.

**Role:** Editorial Board Member: Community College Review. **Scope:** International.

**Role:** Consultant —providing methodological and content-based advice. The American Council on Education: Center for Policy Research and Strategy & Center for Internationalization and Global Engagement. **Years:** 2014 to present.

**Role:** Panel Member. **Title:** Conversations with Scholars. Panel designed to help early career scholars and graduate students be familiarized with the academic profession to take place during the 2016 Association for the Study of Higher Education meeting.

**Role:** Organizing committee member of the Association for the Study of Higher Education's 2017 Annual Meeting.

**Role:** Discussant of research papers at the Association for the Study of Higher Education and the American Education Research Association meetings

**Role:** Consultant. **Title:** The executive science network: University trustees and the organization of university industry exchanges. **Funding:** \$0.5 million, National Science Foundation. **Years:** 2013-2014.

**Role:** Consultant. **Title:** Getting Connected: Harnessing the Power of Social Media Technology to Enhance Community College Student Success. **Funding:** \$0.35 million, National Science Foundation. **Years:** 2011-2014.

**Role:** Reviewer in the following Journals since July 2012: Children and Youth Services Review, Sociology of Education, Research in Higher Education, Higher Education, The Journal of Higher Education, Teachers College Records, Educational Researcher, Educational Evaluation and Policy Analysis, American Educational Research Journal, AERA Open, Review of Educational Research,

Community College Review. **Scope:** International level.

**Role:** Editorial Board Member: Community College Review (2015) and the Journal of Higher Education (2016). **Scope:** International.

OTHER SERVICE

**NSF sponsored Role:** Researcher. **Title:** Summit CIRTL INCLUDES – Toward an Alliance to Prepare a National Faculty for Broadening Success of Underrepresented 2-Year and 4-Year STEM Students. **Scope:** Country level. **Period:** February 9-10, 2017

**Role:** Committee member. **Title:** Campus Climate Study Committee. The University of Georgia. **Scope:** Institution level. **Period:** December 2014 to present

**Role:** Committee member. **Title:** Graduate Student Admissions. Institute of Higher Education. **Scope:** Department level. **Period:** December 2012 to present

**Role:** Committee member. **Title:** Service and outreach. Institute of Higher Education. **Scope:** Department level. **Period:** December 2012 to present

**Role:** Committee member. **Title:** Graduate Assistantship Selection. The Center for Latino Achievement and Success in Education (CLASE). **Scope:** Center level. **Period:** December 2014 to present

RESEARCH REPORTS

Rios-Aguilar, C., González Canché, M. S., & Moll, L. (2010). *A Study of Arizona's Teachers of English Language Learners*. The Civil Rights Project. Los Angeles: UCLA.

Rios-Aguilar, C., González Canché, M. S., & Moll, L. (2010). *Implementing Structured English Immersion (SEI) in Arizona: Benefits, Costs, Challenges, and Opportunities*. The Civil Rights Project. Los Angeles: UCLA.

González Canché, M. S. (January, 2010). *Realizing the Dream of Higher Education: Arizona Assurance Scholars, Factors Associated with a Positive Academic Performance*. Institutional report, The University of Arizona.

González Canché, M. S. (November 30, 2009). *Academic mobility Mexico-United States of America*. Report for the U.S.-Mexico Commission for Educational and Cultural Exchange (COMEXUS). Mexico City: Becas Fulbright-García Robles.

Maldonado-Maldonado, A., Torres-Olave, B., & González Canché M. S. (November 30, 2009). *Mexico-U.S. Graduate Student Mobility: Current Trends and Future Issues to Study*. Report for the U.S.-Mexico Commission for Educational and Cultural Exchange (COMEXUS). Mexico City: Becas Fulbright-García Robles.

SELECTED PRESENTATIONS

\*González Canché M. S. Concentrated advantage: College access, choice, and mobility in the Mexican higher education system. Comparative International Education Society. March, 2018, Mexico, City, MX.

González Canché M. S. Nearby College Enrollment and Student Outcomes. Tennessee Higher Education Consortium. February, 2018, Nashville, Tennessee.

\*González Canché M. S. Challenges and Opportunities in the Use of Big and Geocoded Data in [Higher] Education Research and Policy (Center for Teaching and Learning workshop, University of Pennsylvania). February 26, 2018.

\*González Canché M. S. (Re)Defining Student Out-Migration in the American Higher Education System. American Education Research Association. New York, NY, April, 2018.

\*González Canché M. S., Lee, J., & Harding, J. Estimating the Effect of Losing the Federal Loan Subsidy on Debt Accumulation for Law and Professional Students in the United States: Evidence From a Natural Experiment. American Education Research Association. New York, NY, April, 2018.

\*Portes, P., Boada, D., Cabrera-Perez, L., Pozo-Llorente, M., & González Canché M. S. A Comparison of Cultural Adaptation, Self-Esteem, and Depression Scales Between Dominant Groups in the United States and Spain. American Education Research Association. New York, NY, April, 2018.

\*Portes, P., González Canché M. S., & Whatley, M. The Role of Gender and Grade in the Context of an Evaluation of Instructional Conversation. American Education Research Association. New York, NY, April, 2018.

\*Portes, P. & González Canché M. S. Evaluation of Instructional Conversations in Advancing the Academic Learning of English Language Learners (ELLs) and Non-ELLs: A Randomized Controlled Trial Evaluation in Elementary School Classrooms. American Education Research Association. New York, NY, April, 2018.

\*Portes, P., Whatley, M., & González Canché M. S. Transition Models for English Learners: Are They Being Educated in the Least Restrictive Way? American Education Research Association. New York, NY, April, 2018.

\*González Canché M. S. *Re(de)fining College Access and its Association with Divergent Forms of Financial Aid: A Proposed Conceptual Framework*. American Association of Hispanics in Higher Education, Inc. Commissioned scholarly paper. Orange County, CA. January, 2018.

\*González Canché M. S. The Geopolitics of Concentrated Advantage: The case of student loan interest deductions. Association for Education Finance and Policy. Portland Oregon, March, 2018.

\*González Canché M. S. Measuring Universities' Spillover Effects on Community College Students' Educational Outcomes. Association for the Study of Higher Education. Houston, Texas. November, 2017.

\*González Canché M. S. Measuring Universities' Spillover Effects on Community College Students' Educational Outcomes. Association for the Study of Higher Education. Houston, Texas. November, 2017.

\*González Canché M. S. Whose Cultural Capital? (Re)imagining Cultural Capital as Central to Praxis and Action In Higher Education. Discussant. Association for the Study of Higher Education. Houston, Texas. November, 2017.

\*Leigh, E. (Ph.D. student) & González Canché M. S. The College Promise in Communities: Do Place-Based Scholarships Affect Geographical Mobility Patterns?. Association for the Study of Higher Education. Houston, Texas. November, 2017.

González Canché M. S. *Thoughts on Ways to Rigorously (& Fairly) Assess Education Interventions: Recent Advancements on Analytic Approaches with Emphasis on Preemptive Approaches to Disrupt Persisting Gaps*. The National Academies of Sciences, Engineering, and Medicine/NSF. Summit on Supporting Students' College Success: The Role of Assessment of Intrapersonal and Interpersonal Competencies. Washington, DC. April 12-13, 2017 (Presenter, Discussant, and Moderator). Presentation [here](#)

\*González Canché M. S. *Estimating the Effect of Losing the Federal Loan Subsidy on Debt Accumulation for Law and Professional Students in the United States: Evidence From a Natural Experiment.* Access Group Legal Education Research Symposium 2016, Chicago, IL, USA.

\*González Canché M. S. *Geographical Network Analysis and Spatial Econometrics as Tools to Enhance Our Understanding of Student Migration Patterns and Benefits in the U.S. Higher Education Network.* Association for the Study of Higher Education. ASHE 2016, Columbus, Ohio.

\*Turk, J., González Canché M. S., & Lee, J. *Exploring the Effect of On-Campus Housing in the Two-Year Sector: A Quasi-Experimental Analysis.* Association for the Study of Higher Education. ASHE 2016, Columbus, Ohio.

\*González Canché M. S. *Measuring the Effect of a Heterogeneous Non-Resident Student Body on Tuition and Fee Price Variations.* Association for the Study of Higher Education. ASHE 2015, Denver, CO.

\*González Canché M. S. & Rios-Aguilar, C. *Measuring Peer Effects in the Community College Sector Using High Dimensional Network Data.* Association for the Study of Higher Education. ASHE 2015, Denver, CO.

\*Lee, J., Ciarimboli, E., Rubin, P., & González Canché M. S. *Investigating the Determinants of Student Borrowing: The Role of Federal Policy.* Association for the Study of Higher Education. ASHE 2015, Denver, CO.

RESEARCH  
EXPERIENCE

**Claremont Graduate University**, Claremont, California, USA

*Pre-doctoral Visiting Scholar*

**August 2011 - January 2012**

School of Educational Studies. Social network and econometric analysis, sampling design, prepare and submit papers and reports.

**The University of Arizona**, Tucson, Arizona, USA

*Graduate Research Associate*

**January 2010 - July 2011**

Center for the Study of Higher Education. Analyze databases, prepare and submit papers.

*Graduate Research Associate*

**June - August 2010**

Center for the Study of Higher Education. Analyzed institutional data about admissions in the College of Medicine, and analyzed climate data for the College. Prepared and submitted papers to conferences and for publication.

*International Graduate Analyst*

**June - August 2010**

Participated in the renegotiation of the bilateral agreement to finance Mexican Ph.D. scholars enrolled at The University of Arizona financed by the Mexican National Council of Science and Technology (CONACyT).

*Graduate Assistant*

**May 2009 - January 2010**

Center for the Study of Higher Education. Mexican and American students' mobility across Mexico and the United States of America. Documented available information with regards to the student mobility between these two countries.

*Graduate Assistant*

**May 2009 - January 2010**

Arizona Assurance program. Performed statistical analyses of the databases gathered in October 2008, April and August 2009. Reviewed the literature on student retention and success in order to address relevant and pertinent research questions.

*Graduate Assistant* **February - June 2009**  
The Department of Gender & Women's Studies, College of Social and Behavioral Sciences. Project Unspeakable Violence: Narratives of Mourning, Citizenship and Loss in Chicana/o and U.S. Mexico National Imaginaries. Designed and analyzed a historical database.

*International Graduate Assistant* **October 2008 - January 2010**  
Office of International Students Program and Services (ISPS). Provided graduate and undergraduate international students with assistance related to maintaining legal immigration status.

**SERVE Center, The University of North Carolina** at Greensboro, NC, USA

*Researcher* **January, 2010**  
National project: Why students leave Early College High Schools? Conducted focus group sessions at schools in Arizona and Texas; Conducted and audio-taped phone interviews with parents; wrote a report from each school visit.

**Autonomous University of Yucatán**, Mérida, Yucatán, México

*Undergraduate Research Assistant* **September - December 2004**  
In the project “Qualitative study of the influence of the socio-cultural context on the roll of the principals of high school institutions of Yucatan” [Estudio cualitativo de la influencia del contexto sociocultural en el papel de los directores de las escuelas preparatorias del estado de Yucatán].

*Undergraduate Research Assistant*

**September - November 2004**

In the project “Self-guided statistical analysis on validity and norms norms for the Mexican population of the Original Holland scale. [Búsqueda autodirigida. Validación y normas para la población Mexicana de la escala original de Holland (Formas R y J). Duties: Statistical analysis.

**TEACHING  
EXPERIENCE**

**Professional Development Workshop**, American Education Research Association

*Qualitative Network Analysis* **April 17, 2020**  
This was a virtual workshop accepted for presentation at the AERA annual conference. This workshop attracted 110 attendees coming from all over the United States and other countries. This was a two-day seminar (June 28 and 29, 2016) with a length of 16 hours.

*Qualitative Network Analysis*

**April 14, 2019**

This was a virtual workshop. This workshop attracted 110 attendees coming from all over the United States and other countries. This was a two-day seminar (June 28 and 29, 2016) with a length of 16 hours.

**Higher Education Research Institute**, University of California, Los Angeles

*Advanced methods in Network Analysis* **June 28-29, 2016**  
This is the first UCLA's workshop offered by the Higher Education Research Institute titled “Social Network Analysis Institute.” This workshop attracted 35 attendees coming from all over the United States. This was a two-day seminar (June 28 and 29, 2016) with a length of 16 hours.

**Higher Education Research Institute**, University of California, Los Angeles

*Quasi-experimental Design* **June 30, July 1, 2016**  
This two-day, 16-hour, seminar on quasi-experimental design was offered to Ph.D. students and post-docs in higher education at UCLA. The topics covered were Difference in Differences, Difference in Differences in Differences, Propensity Score Weighting, Synthetic Control Methods

**American Education Research Association**, San Francisco, California *Advanced methods in Social and Statistical Networks Analysis* **April, 2013**

This workshop was designed for students and educational researchers in the U.S.A. Duties included teaching the integration of SSNA techniques with econometric principles.

**International Centre for Higher Education Research Kassel**, University of Kassel, Germany  
*Advanced methods in Social and Statistical Networks Analysis* **June 25-27, 2012**

This workshop was designed for researchers in Europe that are affiliated to the International Centre for Higher Education Research Kassel. Participants came from Portugal, Croatia, Germany, Italy and Finland. Duties included teaching a workshop on advanced methods of Social and Statistical Network Analysis and Theory with special emphasis on its integration with econometrics.

**Claremont Graduate University**, Claremont, California, USA

*Teaching Assistant, Funds of Knowledge* **August - December 2011**  
Duties included holding office hours, leading weekly discussions, and providing feedback on graduate students' papers and presentations.

*Instructor, Longitudinal Data Management in SPSS and STATA* **August - December 2011**  
Graduate level workshop offered to Ph.D. candidates and advanced doctoral students on data management of large and longitudinal datasets using SPSS and STATA .

**The University of Arizona**, Tucson, Arizona, USA

*Teaching Assistant* **August - December 2010**  
Held office hours and led weekly computer lab exercises for Higher Education graduate students enrolled in a quantitative methods course.

**The University of Guadalajara**, Guadalajara, Jalisco, México

*Teaching Assistant* **July to August 2004**  
Co-taught a seminar offered to faculty members at a College of Engineering at the University of Guadalajara. The purpose was to promote the design of curriculum in the hard sciences based on competences. This seminar targeted the Division of basic science/Physics department.

**COMPUTER SKILLS**

- Statistical Packages: R, Gretl, SAS, STATA, SPSS, LISREL 8.8, MATLAB
- Packages for qualitative analyzes: ATLAS.ti, NVivo, RQDA.
- Geographic Information System: ArcGIS Desktops, ArcInfo Editor, ArcInfo Professional, R
- Social Network Analysis: UCINET, NetDraw, PAJEK, igraph (R), sna (R)
- Languages: Remote Computing with UNIX machines, Secure Shell, File Transfer Protocol
- LATEX, LYX, SWEAVE, texdoc, Publisher, InfoPath