

Christopher S. Rozek

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Education

Ph.D., Social and Personality Psychology University of Wisconsin-Madison, Madison, WI	2014
M.S., Social and Personality Psychology University of Wisconsin-Madison, Madison, WI	2007
B.A., Psychology Gustavus Adolphus College, St. Peter, MN Minors in Management and Kinesiology (with coaching certificate)	2006

Academic Appointments and Affiliations

Assistant Professor Department of Education, Washington University in St. Louis St. Louis, MO	2020 –
Co-Director International Belonging Research Laboratory	2020 –
Postdoctoral Scholar Department of Psychology, Stanford University, Stanford, CA	2018 – 2020
Research Fellow Wisconsin Center for Education Research University of Wisconsin-Madison, Madison, WI	2015 – 2020
Postdoctoral Scholar and Committee on Education Fellow Department of Psychology, University of Chicago, Chicago, IL	2015 – 2018
Postdoctoral Fellow Wisconsin Center for Education Research University of Wisconsin-Madison, Madison, WI	2014 – 2015

Peer-Reviewed Publications

*indicates student mentee first author

25. **Rozeek, C.S.**, & Gaither, S.E. (in press). Not quite white or black: Biracial students' perceptions of threat and belonging across school contexts. *The Journal of Early Adolescence*.
<https://doi.org/10.1177/0272431620950476>
24. ^*Smith, E.N., ^**Rozeek, C.S.**, Manke, K.J., Dweck, C.S., & Walton, G.M. (in press). Teacher-versus researcher-provided affirmation effects on students' task engagement and positive perceptions of teachers. *Journal of Social Issues*.
^first two authors contributed equally
23. Schaeffer, M.W., **Rozeek, C.S.**, Maloney, E.A., Berkowitz, T., Levine, S.C. & Beilock, S.L. (in press). Elementary school teachers' math anxiety and students' math learning: A large-scale replication. *Developmental Science*.
22. Allen, K.A., Kern, M.L., **Rozeek, C.S.**, McInerney, D., & Slavich, G.M. (in press). Belonging: A review of conceptual issues, an integrative framework, and directions for future research. *Australian Journal of Psychology*.
21. Scott, S.R., Rivera, K.M., Rushing, E., Manczak, E.M., **Rozeek, C.S.**, & Doom, J.R. (in press). "I hate this": A qualitative analysis of adolescents' self-reported challenges during COVID-19. *Journal of Adolescent Health*.
20. *Pantoja, N., Schaeffer, M.W., **Rozeek, C.S.**, Beilock, S.L., & Levine, S.C. (2020). Children's math anxiety predicts their math achievement over and above a key foundational math skill. *Journal of Cognition and Development*, 21(5), 709-728.
19. Choe, K.W., Jenifer, J.B., **Rozeek, C.S.**, Berman, M.G., & Beilock, S.L. (2019). Calculated avoidance: Math anxiety predicts math avoidance in effort-based decision-making. *Science Advances*, 5(11), eaay1062.
18. ~Borman, G.D., ~**Rozeek, C.S.**, Pyne, J., & Hanselman, P. (2019). Reappraising academic and social adversity improves middle-school students' academic achievement, behavior, and well-being. *Proceedings of the National Academy of Sciences, USA*, 116(33), 16286-16291.
~Co-Corresponding authors
17. **Rozeek, C.S.**, Ramirez, G., Fine, R.D., & Beilock, S.L. (2019). Reducing socioeconomic disparities in the STEM pipeline through student emotion regulation. *Proceedings of the National Academy of Sciences, USA*, 116(5), 1553-1558.
16. **Rozeek, C.S.**, Levine, S.C., & Beilock, S.L. (2019). The role of anxiety and motivation in students' math and science achievement. In P. K. Kuhl, S-S. Lim, S. Guerriero, & D. Van Damme (Eds.), *Learning in the digital age: Towards a science of learning for 21st century education. Educational research and innovation* (pp. 59-69). Paris, FR: OECD Publishing.

15. ^*Schaeffer, M.W., ^**Rozeek, C.S.**, Berkowitz, T., Levine, S.C., & Beilock, S.L. (2018). Disassociating the relation between parents' math anxiety and children's math achievement: Long-term effects of a math app intervention. *Journal of Experimental Psychology: General*, *147*(12), 1782-1790.
^first two authors contributed equally
14. ^*Pyne, J.R., ^**Rozeek, C.S.**, & Borman, G.D. (2018). Assessing malleable social-psychological academic attitudes in early adolescence. *Journal of School Psychology*, *71*, 57-71.
^first two authors contributed equally
13. Borman, G.D., Grigg, J., **Rozeek, C.S.**, Hanselman, P., & Dewey, N.A. (2018). Self-affirmation effects are produced by school context, student engagement with the intervention, and time: Lessons from a district-wide implementation. *Psychological Science*, *29*(11), 1773-1784.
12. *Berkowitz, T., Schaeffer, M.W., **Rozeek, C.S.**, Beilock, S.L., & Levine, S.C. (2018). Supporting science, technology, engineering, and mathematics (STEM) learning by helping families overcome math anxiety. In M. Caspe, T. Woods, & J.L. Kennedy (Eds.), *Promising practices for engaging families in STEM learning* (pp. 19-34). Charlotte, NC: Information Age Press.
11. **Rozeek, C.S.**, Svoboda, R.C., Harackiewicz, J.M., Hulleman, C.S., & Hyde, J.S. (2017). Utility-value intervention with parents increases students' STEM preparation and career pursuit. *Proceedings of the National Academy of Sciences, USA*, *114*(5), 909-914.
10. Hanselman, P., **Rozeek, C.S.**, Grigg, J., & Borman, G.D. (2017). New evidence on self-affirmation effects and theorized sources of heterogeneity from large-scale replications. *Journal of Educational Psychology*, *109*(3), 405-424.
9. Watt, H.M.G., Hyde, J.S., Petersen, J., Morris, Z.A., **Rozeek, C.S.**, & Harackiewicz, J.M. (2017). Math – A critical filter for STEM-related career choices? A longitudinal examination among Australian and U.S. adolescents. *Sex Roles*, *77*(3), 254-271.
8. Beilock, S.L., Schaeffer, M.W., & **Rozeek, C.S.** (2017). Understanding and addressing performance anxiety. In A.J. Elliot, C.S. Dweck, & D.S. Yeager (Eds.), *Handbook of competence and motivation (2nd Edition): Theory and application* (pp. 155-172). New York, NY: Guilford Press.
7. Hyde, J.S., Canning, E., **Rozeek, C.S.**, Clarke, E., Hulleman, C.S., & Harackiewicz, J.M. (2017). The role of mothers' communication in promoting motivation for math and science course-taking in high school. *Journal of Research on Adolescence*, *27*(1), 49-64.
6. *Svoboda, R.C., **Rozeek, C.S.**, Hyde, J.S., Harackiewicz, J.M., & Destin, M. (2016). Understanding the relationship between parental education and STEM course-taking through identity-based and expectancy-value theories of motivation. *AERA Open*, *2*(3), 1-13.
5. Berkowitz, T., Schaeffer, M.W., **Rozeek, C.S.**, Maloney, E.A., Levine, S.C., & Beilock, S.L. (2016). Response to Comment on "Math at home adds up to achievement in school". *Science*, *351*(6278), 1161-1161.

4. **Rozeek, C.S.**, Hyde, J.S., Svoboda, R.C., Hulleman, C.S., & Harackiewicz, J.M. (2015). Gender differences in the effects of a utility-value intervention to help parents motivate adolescents in mathematics and science. *Journal of Educational Psychology*, 107(1), 195-206.
3. Durik, A.M., Shechter, O.G., Noh, M., **Rozeek, C.S.**, & Harackiewicz, J.M. (2015). What if I can't? Success expectancies moderate the effects of utility value information on situational interest and performance. *Motivation and Emotion*, 39(1), 104-118.
2. +Harackiewicz, J.M., **Rozeek, C.S.**, Hulleman, C.S., & Hyde, J.S. (2012). Helping parents to motivate adolescents in mathematics and science: An experimental test of a utility-value intervention. *Psychological Science*, 23(8), 899-906.

+Won the Cialdini Award from the Society for Personality and Social Psychology, designated "for the publication that best explicates social psychological phenomena principally through the use of field research methods and settings and that thereby demonstrates the relevance of the discipline to communities outside of academic social psychology."

1. Tauer, J.M., Guenther, C.L., & **Rozeek, C.** (2009). Is there a home choke in decisive playoff basketball games? *Journal of Applied Sport Psychology*, 21(2), 148-162.

Manuscripts Under Review

**indicates student mentee first author*

^*Jenifer, J.B., ^**Rozeek, C.S.**, Levine, S.C., & Beilock, S.L. Effort(less) exam preparation: Math anxiety predicts the avoidance of effortful study strategies. **Manuscript under review.**
^ *first two authors contributed equally*

Rozeek, C.S., Pyne, J., & Svoboda, R.C. Parental education and disparities in academic achievement and self-regulatory behaviors: An identity-based motivation perspective. **Manuscript under review.**

Borman, G.D., Pyne, J., **Rozeek, C.S.**, & Schmidt, A. A replicable identity-based intervention reduces the black-white suspension gap at scale. **Revised manuscript under review.**

Manuscripts in Preparation

**indicates student mentee first author*

Rozeek, C.S., Hecht, C.A., Priniski, S.J., & Harackiewicz, J.M. Replicating the gap closing effects of value interventions in biomedical college courses. **Manuscript in preparation.**

Rozeek, C.S., Schaeffer, M.W., Berkowitz, T., Beilock, S.L., & Levine, S.C. A math app decreases children's math anxiety and improves math confidence in elementary school. **Manuscript in preparation.**

Rozeek, C.S., & Doom, J.R. Feeling lonely and depressed: High school during COVID-19. **Manuscript in preparation.**

Price-Feeney, M., **Rozek, C.S.**, & Doom, J.R. Transgender and nonbinary youth's struggles with loneliness, depression, and feeling inauthentic at home under COVID-19 stay-at-home orders. **Manuscript in preparation.**

^Rozek, C.S., ^Smith, E.N., & Doom, J.R. Teachers' broad care for students' non-academic lives is associated with improved student social support, motivation, and well-being during the COVID-19 pandemic. **Manuscript in preparation.**
^ *first two authors contributed equally*

Other Publications

*Berkowitz, T., Schaeffer, M.W., **Rozek, C.S.**, Beilock, S.L., & Levine, S.C. (2017). The parent-connection: What kinds of parent support promote children's academic achievement? *The Psychologist*, 30, 28-32.

Grant Funding

Mental Research Institute 2021 – 2022
Testing a Brief Social Belonging Intervention to Improve Social Relationships and Well-Being During the COVID-19 Pandemic
Budget: \$23,500; Role: Co-PI, with Jena Doom (PI)

Spencer Foundation 2015 – 2017
Small Research Grant, 201600039
Exploring Academic Mindset Interventions that Aid Students' Ability to Succeed in Stressful Situations in School
Budget: \$50,000; Role: Co-I with Sian Beilock (PI)

Wisconsin Center for Education Research 2015 – 2017
Internal Research Grant
Assessing Student Stress and Well-Being
Budget: \$5,900; Role: PI, with Jaymes Pyne (Co-PI)

Wisconsin Center for Education Research 2015 – 2017
Internal Research Grant
Understanding the Effects of Brief Writing Exercises
Budget: \$3,000; Role: PI, with Alex Schmidt (Co-PI), Evan Crawford (Co-PI)

Robert Wood Johnson Foundation 2012 – 2013
Dissertation Grant
The Role of Testosterone and Androgen Receptors in Challenge and Threat Responses
Budget: \$6,000; Role: PI

UW-Madison Interdisciplinary Training Program in Education Sciences 2012 – 2013
Dissertation Grant
Learning can be Stressful: The Role of Testosterone in Learning and Interest Development
Budget: \$3,000; Role: PI

Honors, Awards, and Fellowships

Early Career Travel Fellowship Award 2019
Self-Affirmation Mechanisms and Theory Conference

SPSP Early Career Pre-Conference Flash Talk Award 2018

University of Chicago Committee on Education Fellow 2015 – 2018

Cialdini Award 2013
For: *Harackiewicz, Rozek, Hulleman, and Hyde (2012)*
This award is given by the Society for Personality and Social Psychology "for the publication that best explicates social psychological phenomena principally through the use of field research methods and settings and that thereby demonstrates the relevance of the discipline to communities outside of academic social psychology."

Research Fellowship (Advanced Fellow) 2011 – 2013
Institute of Education Sciences Pre-Doctoral Interdisciplinary Training Program, UW-Madison

Graduate Student Peer Mentor Award 2010
UW-Madison Graduate School, Graduate Student Collaborative

Hertz Travel Award, UW-Madison Psychology Department 2008 – 2011, 2014

Departmental Research Award, UW-Madison Psychology Department 2008 – 2010

Other Grant Experience

Postdoctoral scholar (PI: Greg Walton, Stanford University): Infusing Psychological Wisdom into the Advanced Placement Full-Year Model. Chan Zuckerberg Initiative via a subcontract from The College Board, 2017-20. \$785,018.

Consultant and grant writer (co-PIs: Trisha Borman and Geoffrey Borman, American Institutes for Research): Promoting School Belongingness and Academic Performance: A Multisite Replication Trial of a Scalable Student Mindset Intervention. Institute of Education Sciences, 2018-22. \$2,811,594.

Postdoctoral scholar (co-PIs: Susan Levine and Sian Beilock, University of Chicago): Bedtime Math: Impact on Children's Math Anxiety, Attitudes, and Achievement in a Lower SES Sample. Chicago Mercantile Exchange Group and Overdeck Family Foundation, 2017-19. \$613,377.

Postdoctoral scholar (co-PIs: Sian Beilock and Susan Levine, University of Chicago): Bedtime Math: Impact on Children's Math Anxiety, Attitudes, and Achievement. Overdeck Family Foundation, 2013-18. \$2,209,823.

Postdoctoral scholar (co-PIs: Susan Levine, Sian Beilock, and Jeni Kubota, University of Chicago): A Research-Practice Collaboration to Improve Math Learning in Young Children. National Science Foundation, 2015-18. \$749,998.

Postdoctoral fellow (PI: Geoffrey Borman, University of Wisconsin-Madison): Scaling Up Social-Psychological Interventions to Combat Stereotype Threat and Narrow Achievement Gaps: Enduring Impacts. Spencer Foundation, 2014-16. \$282,081.

Project assistant (co-PIs: Adam Gamoran and Geoffrey Borman, University of Wisconsin-Madison): An Efficacy Trial of Two Interventions Designed to Reduce Stereotype Threat Vulnerability and Close Academic Performance Gaps. Institute of Education Sciences, 2011-14. \$1,600,000.

Research assistant and project assistant (co-PIs: Judith Harackiewicz and Janet Hyde, University of Wisconsin-Madison): Parents, utility value, and motivating adolescents in mathematics and science. National Science Foundation Reese Grant Program, 2008-13. Approximately \$750,000.

Invited Colloquia

Why Do People Remember Their SAT Scores Years Later? The Role of Testing Companies in Meaning-Making About Exams. Department of Psychology, Washington University in St. Louis (2020).

Promoting Identity Safety at School with Social-Psychological Supports. Department of Education, Washington University in St. Louis (2020).

What Does It Mean to Belong? Exploring Mechanisms of Belonging Through Field Experiments with Adolescents. Department of Psychology, Washington State University (2019).

What Does It Mean to Belong? Exploring Mechanisms of Belonging Through Field Experiments with Adolescents. Stanford Psychophysiology Laboratory, Stanford University (2019).

What Does It Mean to Belong? Exploring Mechanisms of Belonging Through Field Experiments with Adolescents. Social Lab, Stanford University (2019).

Fitting In: How does Social Belonging Impact Motivation and Achievement?. Life-Span Development Lab Meeting (Haase Lab), Northwestern University (2019).

Exploring the Role of Motivational Factors in the Leaky STEM Pipeline in High School and College. Psychological Interventions in Educational Settings (PIES) Group, Stanford University (2018).

Exploring the Role of Motivational Factors in the Leaky STEM Pipeline in High School and College. Committee on Education Workshop, University of Chicago (2018).

Challenges and Successes in Scaling and Evaluating Social-Psychological Interventions in Education. Canadian Institute for Advanced Research's (CIFAR) Social Interactions, Identity, and Well-Being Program Meeting, University of Toronto (2017).

- Exploring How Cognitive Appraisals Affect Motivation and Achievement Over Time*. Social Psychology Area, Department of Psychology, Northwestern University (2017).
- Impact of Mindsets, Stereotypes, Anxiety, and Expectations*. Social and Emotional Dimensions of Learning Working Group at the Science of Learning Network Meeting, University of Chicago (2016).
- Cultivating Students' Non-Cognitive Skills at Scale Through Social-Psychological Mindset Interventions: Successes and Challenges*. Committee on Education Workshop, University of Chicago (2016).
- Promoting Interest and Performance in STEM Fields: The Importance of Utility Value*. Cognitive Development Lab Meeting (Levine Lab), University of Chicago (2015).
- What Can Testosterone Tell Us About Academic Achievement and Motivation? A Social Status Account*. Behavioral Neuroendocrinology of Social Behavior Lab Meeting (Marler and Riters Labs), University of Wisconsin-Madison (2015).
- What Can Testosterone Tell Us About Academic Achievement and Motivation? A Social Status Account*. Behavioral Biology Lab Meeting (Maestriperi Lab), University of Chicago (2015).
- Perceived Resources, Uncertainty, and Optimal Motivation in Learning Contexts*. Life-Span Development Lab Meeting (Haase Lab), Northwestern University (2015).
- Promoting Interest and Performance in STEM Fields: The Importance of Utility Value*. Human Performance Lab Meeting (Beilock Lab), University of Chicago (2015).
- Reappraising Adversity Improves Students' Academic Achievement, Behavior, and Well-Being*. Interdisciplinary Training Program in Education Sciences and the Wisconsin Center for Education Research, University of Wisconsin-Madison (2015).
- Brief Mindset Interventions in Education Research*. Center for Investigating Healthy Minds, University of Wisconsin-Madison (2015).

Reviewed and Accepted Conference Presentations

*indicates student mentee first author

- Rozeck, C.S.**, Brady, S.T., Walton, G., Kalkstein, D., Gopalan, M., Kiern, T., Spiegel, S., & Lazowski, R. (2020). *Did I Fail or Did I Grow? Reframing the Meaning of a Score of "2" on an Advanced Placement Exam Improves Students' AP Experience and Motivation*. Poster presented at SPSP, New Orleans, Louisiana.
- *De Lima, F., & **Rozeck, C.S.** (2020). *Belonging Uncertainty Mediates Racial/Ethnic and Gender Achievement Disparities in Advanced Math Courses*. Poster presented at SPSP, New Orleans, Louisiana.
- Rozeck, C.S.** (2019). *Promoting Identity Safety to Reduce the Black-White Suspension Disparity at Scale Across a School District*. Paper presented at the Self-Affirmation Mechanisms and Theory Conference, Pittsburgh, Pennsylvania.

- Rozeek, C.S., & Harackiewicz, J.M.** (2019). *Learning Can Be Stressful: The Role of Cortisol Trajectories in Learning and Interest Development*. Paper presented at a symposium (“New Insights into the Association of Cortisol with Performance”) at SPSP, Portland, Oregon.
- *Jenifer, J.B., Choe, K.W., **Rozeek, C.S.**, Berman, M.G., Beilock, S.L. (2019) *A Gender Gap in Math-Specific Effort Avoidance*. Paper presented at the Annual Meeting of the Psychonomic Society, Montréal, QC, Canada.
- Brady, S.T., Walton, G., **Rozeek, C.S.**, Kalkstein, D., Kiern, T., Spiegel, S., & Lazowski, R. (2019). *Did I Fail or Did I Grow? Reframing the Meaning of "2" on an Advanced Placement Exam Improves Student Affect and Motivation*. Paper presented at the Annual Meeting of the Society of Southeastern Social Psychologists, Raleigh, North Carolina.
- *Schaeffer, M.W., **Rozeek, C.S.**, Maloney, E.A., Berkowitz, T., Beilock, S.L., & Levine, S.C. (2019). *Math Anxious Elementary School Teachers Undermine Students' Math Learning*. Poster presented at the Biennial Meeting of SRCD, Baltimore, Maryland.
- *Pantoja, N., Schaeffer, M.W., **Rozeek, C.S.**, Berkowitz, T., Beilock, S.L., & Levine, S.C. (2019). *Math Anxiety and Number Line Estimation in First Grade Predict Math Achievement in a Longitudinal Study Up to Two Years Later*. Poster presented at the Biennial Meeting of SRCD, Baltimore, Maryland.
- Rozeek, C.S.** (2018). *Self-Affirmation Effects Are Produced by Middle School Context, Implementation Fidelity, Student Engagement with the Intervention, and Time: Lessons from a District-Wide Scale-Up*. Paper presented at a pre-conference (“The Social and Personality Psychology of Scaling Up”) at SPSP, Atlanta, Georgia.
- Rozeek, C.S.**, Ramirez, G., Fine, R.D., & Beilock, S.L. (2018). *Reducing Social Class Achievement Gaps with Performance Anxiety Interventions*. Poster presented at SPSP, Atlanta, Georgia.
- *Schaeffer, M.W., **Rozeek, C.S.**, Berkowitz, T., & Levine, S.C., & Beilock, S.L. (2018). *Investigating the Development of Gender Stereotypes in Math and Reading in Early Elementary School*. Poster presented at SPSP, Atlanta, Georgia.
- *Braxton, J., **Rozeek, C.S.**, Choe, K.W., Beilock, S.L., & Levine, S.C. (2018). *Math Anxiety and Exam Preparation: Exploring Student Use of Practice Testing*. Poster presented at the Association for Psychological Science annual conference, San Francisco, California.
- Rozeek, C.S.**, Svoboda, R.C., Harackiewicz, J.M., Hulleman, C.S., & Hyde, J.S. (2017). *A Utility-Value Intervention with Parents Increases Students' STEM Preparation and Career Pursuit*. Paper symposia presented at the American Educational Research Association annual conference, San Antonio, Texas.
- *Svoboda, R.C., **Rozeek, C.S.**, Hyde, J.S., Harackiewicz, J.M., & Destin, M. (2017). *Understanding Social Class Differences in STEM Course-Taking through Identity-Based and Expectancy-Value*

Theories of Motivation. Paper symposia presented at the American Educational Research Association annual conference, San Antonio, Texas.

Rozeck, C.S., Pyne, J.R., Hanselman, P., & Borman, G.D. (2017). *Promoting Adolescents' Academic Outcomes: A District-Wide Randomized Trial of a Social-Belonging Intervention*. Paper presented at a symposium ("Social-Belonging Interventions: Mechanisms of Lasting Improvement") at SPSP, San Antonio, Texas.

*Fine, R.D., & **Rozeck, C.S.** (2017). *Multiracial Identities Can Protect Against the Negative Effects of Stereotype Threatening School Contexts*. Poster presented at SPSP, San Antonio, Texas.

Choe, K.W., **Rozeck, C.S.**, Braxton, J., Berman, M.G., & Beilock, S.L. (2017). *Effort-Reward Decision-Making in Math Anxious Individuals*. Poster presented at the Society for Neuroscience annual meeting, Washington, DC.

*Pantoja, N., **Rozeck, C.S.**, Schaeffer, M.W., Berkowitz, T., Beilock, S.L. & Levine, S.C. (2017). *Is Math Anxiety Associated with Performance on the Linear Number Line Task in Early Elementary School?* Poster presented at the Cognitive Development Society annual conference, Portland, Oregon.

*Schaeffer, M.W., **Rozeck, C.S.**, Berkowitz, T., & Levine, S.C., & Beilock, S.L. (2017). *Preventing the Math Achievement Gap Between High and Low Math Anxious Families in Elementary School*. Poster presented at the Biennial Meeting of SRCD, Austin, Texas.

*Herts, J.B., **Rozeck, C.S.**, Schaeffer, M.W., Berkowitz, T., Stallings, W., Beilock, S.L., & Levine, S.C. (2017). *Math Anxious Parents Provide Lower Quality Math Instruction*. Poster presented at the Association for Psychological Science annual conference, Boston, Massachusetts.

*Smith, K., Stallings, W., Munro, E., Yu, A., Schaeffer, M.W., **Rozeck, C.S.**, Berkowitz, T., Levine, S.C., & Beilock, S.L. (2017). *Developing and Validating a Novel Measure of Math Anxiety in Young Children*. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois.

*Berkowitz, T., Schaeffer, M. W., **Rozeck, C. S.**, Beilock, S. L., & Levine, S. C. (2016). *Using an iPad App to Foster Parent-Child Interactions Around Math and Boost Children's Math Achievement*. Poster presented at SRCD-TMCD Special Topic Meeting, Irvine, California.

Rozeck, C.S., Svoboda, R.C., Hyde, J.S., Hulleman, C.S., & Harackiewicz, J.M. (2016). *A Parent-Centered Utility-Value Intervention Improves Adolescents' Motivation and Participation in Mathematics and Science*. Paper presented at a symposium ("Parents: An Untapped Resource for Promoting Critical Outcomes in Education") **organized and co-chaired by Chris Rozeck and Sian Beilock** at the Association for Psychological Science annual conference, Chicago, Illinois.

*Fine, R.D., **Rozeck, C.S.**, Maloney, E.A., Schaeffer, M.W., Ramirez, G., Beilock, S.L., & Levine, S.C. (2016). *Socioeconomic Status Moderates the Relation Between Parents' Math Anxiety and Their*

Math Expectations for Their Children. Poster presented at the Association for Psychological Science annual conference, Chicago, Illinois.

*Svoboda, R.C., **Rozeck, C.S.**, Hyde, J.S., Harackiewicz, J.M., & Destin, M. (2016). *Understanding the Relationship between Parental Education and STEM Course-Taking through Identity-Based and Expectancy-Value Theories of Motivation.* Poster presented at the Association for Psychological Science annual conference, Chicago, Illinois.

Hanselman, P., **Rozeck, C.S.**, Grigg, J., & Borman, G.D. (2016). *New Evidence on Self-Affirmation Effects and Theorized Sources of Heterogeneity from Two Cohorts in a Large-scale Replication.* Paper presented at the Spring Conference for the Society for Research on Educational Effectiveness, Washington, DC.

Borman, G.D., **Rozeck, C.S.**, Pyne, J.R., Hanselman, P., & Feldman, R.C. (2016). *Reappraising Adversity Improves Students' Academic Achievement, Behavior, and Well-Being.* Paper presented at a symposium ("Different Routes to the Similar Outcomes: Improving Students' Well-Being in Addition to Achievement in School") **organized by Chris Rozeck** at the American Educational Research Association annual conference, Washington, DC.

Häfner, I., Hulleman, C.S., **Rozeck, C.S.**, Janet S. Hyde, J.S., Harackiewicz, J.M., Nagengast, B., & Trautwein, U. (2016). *STEM Motivation and Course-Taking: Bidirectional Relationships between Parents and Adolescents from Middle School to College.* Paper symposia presented at the American Educational Research Association annual conference, Washington, DC.

*Schmidt, A., **Rozeck, C.S.**, Hanselman, P., Feldman, R.C., Quast, E.A., Crawford, E.P., & Borman, G.D. (2016). *Inside the Black Box of Self-Affirmation: Explaining the Effects on Achievement.* Poster presented at the American Educational Research Association annual conference, Washington, DC.

Rozeck, C.S., Pyne, J.R., Hanselman, P., Feldman, R.C., & Borman, G.D. (2016). *Reappraising Adversity Improves Students' Academic Achievement, Behavior, and Well-Being.* Poster presented at SPSP, San Diego, California.

*Imhoff-Smith, T.P., & **Rozeck, C.S.** (2015). *The Role of Emotion Regulation in Student Achievement.* Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois.

Borman, G.D., Grigg, J., **Rozeck, C.S.**, & Hanselman, P. (2015). *The Sustained Effects of a Brief Self-Affirmation Intervention on Students' Academic Outcomes across Middle and High School.* Paper presented at the Spring Conference for the Society for Research on Educational Effectiveness, Washington, DC.

Rozeck, C.S., Hanselman, P., Feldman, R.C., Quast, E.A., Crawford, E.P., & Borman, G.D. (2015). *Inside the Black Box of Self-Affirmation: Which Parts of Affirmation Exercises Are Critical for Treatment Efficacy?* Paper presented at the Spring Conference for the Society for Research on Educational Effectiveness, Washington, DC.

- Borman, G.D., **Rozek, C.S.**, Feldman, R.C., & Hanselman, P. (2015). *Promoting Adolescents' Academic Performance: A District-Wide Randomized Trial of a Social-Belonging Intervention*. Paper roundtable presented at AERA, Chicago, Illinois.
- Rozek, C.S.**, Feldman, R.C., Hanselman, P. & Borman, G.D. (2015). *Promoting Adolescents' Academic Performance by Alleviating the Negative Effects of Belonging Uncertainty: A District-Wide Experimental Test*. Poster presented at SPSP, Long Beach, California.
- *Corley, J.L., Whiteside, M.F., & **Rozek, C.S.** (2014). *Understanding Relevance Interventions: The Mediating Role of Personal Connections*. Poster presented at the Annual Meeting of the Midwestern Psychological Association, Chicago, Illinois.
- Rozek, C.S.**, Pyne, J.R., Borman, G.D., Bruch, S., & Hanselman, P. (2014). *Psychological Moderators and Mediators of Stereotype Threat: Implications for Self-Affirmation Interventions*. Paper symposia presented at the American Educational Research Association annual conference, Philadelphia, Pennsylvania.
- Hyde, J.S., Watt, H.M.G., Petersen, J., Morris, Z.A., **Rozek, C.S.**, & Harackiewicz, J.M. (2014). *Gender, Math Self-Concept, and STEM Career Aspirations: The Role of Parents and School Math Performance*. Paper symposia presented at the SRA Biennial Meeting, Austin, Texas.
- Hulleman, C. S., **Rozek, C.S.**, Hyde, J. S., & Harackiewicz, J. M. (2013). *A Longitudinal Analysis of STEM Motivation and Course-Taking: Bidirectional Relationships Between Parents and Children from Middle School to College*. Paper presented at the Fall Conference for the Society of Research on Educational Effectiveness, Washington, DC.
- Harackiewicz, J.M., & **Rozek, C.S.** (2013). *The Role of Cortisol Trajectories in Performance and Interest Development*. Paper symposia presented at the 15th Biennial EARLI Meeting, Munich, Germany.
- Harackiewicz, J. M., **Rozek, C.S.**, Hulleman, C. S., & Hyde, J. S. (2013). *Helping Parents to Motivate Adolescents in Math and Science: Gender Differences in the Effects of a Utility-Value Intervention*. Paper presented at The Social Psychology of the Classroom International Conference, Auckland, New Zealand.
- *Mens, M.G., **Rozek, C.S.**, & Harackiewicz, J.M. (2013). *The Role of Sociocognitive Conflict in Interest Development and the Moderating Effect of Achievement Goals*. Poster presented at SPSP, New Orleans, Louisiana.
- Rozek, C.S.**, & Harackiewicz, J.M. (2013). *Challenge and Threat in Different Learning Contexts*. Poster presented at SPSP, New Orleans, Louisiana.
- Harackiewicz, J. M., **Rozek, C.S.**, Hulleman, C. S., & Hyde, J. S. (2012). *The Interrelationships of Interest and Academic Performance in High School Math and Science Classes*. Paper presented at the American Educational Research Association annual conference, Vancouver, BC, Canada.

- Kopp, J., Hulleman, C. S., Harackiewicz, J. M., **Rozeck, C.S.** (2012). *Applying the Five-Step Model of Fidelity Assessment to a Randomized Experiment of a High School STEM Intervention*. Paper presented at the Spring Conference for the Society of Research on Educational Effectiveness, Washington, DC.
- Hulleman, C.S., **Rozeck, C.S.**, Hyde, J.S., & Harackiewicz, J.M. (2012). *Value Interventions and Continuing Motivation: Evidence from Randomized Field Experiments*. Paper symposia (Symposium title: “A Fourth Leg: Incorporating Time in Social-Psychological Science”) presented at SPSP, San Diego, California.
- Rozeck, C.S.**, Hulleman, C., Hyde, J.S., & Harackiewicz, J.M. (2012). *Helping Parents Motivate Their Teens in Mathematics and Science: An Experimental Test*. Poster presented at SPSP, San Diego, California.
- Harackiewicz, J.M., **Rozeck, C.S.**, Hulleman, C., & Hyde, J.S. (2011). *Helping Parents Motivate Their Teens in Mathematics and Science: An Experimental Test*. Poster presented at NSF-REESE PI Meeting, Washington, DC.
- Harackiewicz, J. M., **Rozeck, C.S.**, Hyde, J. S., & Hulleman, C. S. (2011). *Promoting parents’ utility value conversations with their teens: An experimental test*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, Louisiana.
- Hyde, J.S., Petersen, J., Harackiewicz, J.M., Allison, C.M., & **Rozeck, C.S.** (2011). *Gender, Utility Value, and Choice of STEM Careers in Adolescence*. Paper symposia presented at the Biennial Meeting of SRCD, Montreal, Quebec, Canada.
- Harackiewicz, J.M., **Rozeck, C.S.**, Hulleman, C., & Hyde, J.S. (2011). *The Role of Parental Conversations in Promoting Interest in High School Math and Science Courses*. Paper symposia presented at the 14th Biennial EARLI Meeting, Exeter, England.
- Rozeck, C.S.**, Petersen, J., Hulleman, C., Hyde, J.S., & Harackiewicz, J.M. (2011). *Promoting Parents’ Utility Value Conversations with their High School Students: An Experimental Test*. Poster presented at SPSP, San Antonio, Texas.
- Harackiewicz, J. M., **Rozeck, C.S.**, Hyde, J. S., & Hulleman, C. S. (2010). *Promoting Parents’ Utility Value Conversations with their High School Students: An Experimental Test*. Paper presented at the 12th International Conference on Motivation, Porto, Portugal.
- Harackiewicz, J.M., Hulleman, C., **Rozeck, C.S.**, Katz-Wise, S.L., & Hyde, J.S. (2010). *Parents’ Understanding of the Utility Value of STEM Courses for High School Students*. Paper symposia presented at the SRA Biennial Meeting, Philadelphia, Pennsylvania.
- Rozeck, C.S.**, & Harackiewicz, J.M. (2010). *Conflict and Competition: Does Being on a Team Alleviate the Negative Effects of Conflict?* Poster presented at SPSP, Las Vegas, Nevada.

Harackiewicz, J. M., Hyde, J. S., Hulleman, C. S., **Rozeck, C.S.**, & Katz-Wise, S. (2009). *Parents' Understanding of the Utility Value of STEM Courses for High School Students*. Paper presented at the European Association for Research on Learning and Instruction (EARLI) Biennial Conference, Amsterdam.

Rozeck, C.S., & Harackiewicz, J.M. (2009). *Conflict and Competition: How Context and Individual Goals Combine to Determine Gains and Losses from Social Uncertainty*. Poster presented at SPSP, Tampa, Florida.

Rozeck, C.S., & Harackiewicz, J.M. (2008). *Achievement Goal Change in Response to Socio-cognitive Conflict*. Poster presented at SPSP, Albuquerque, New Mexico.

Guenther, C.L., **Rozeck, C.S.**, & Tauer, J.M. (2007). *The Home Choke Revisited*. Poster presented at the Nineteenth Annual Meeting of the Association for Psychological Science, Washington, DC.

Professional Activities

Principal Reviewer, Journal of Educational Psychology

In active service from 2020 - current

Ad-hoc Reviewer

PNAS, Journal of Personality and Social Psychology, Social Psychological and Personality Science, Personality and Social Psychology Bulletin, Current Directions in Psychological Science, Developmental Psychology, Developmental Science, Review of Educational Research, AERA Open, Journal of Research on Educational Effectiveness, Educational Psychology: An International Journal of Experimental Educational Psychology, Social Psychology, Psychological Reports, Social Cognitive and Affective Neuroscience, The Journal of Social Psychology

Committee Service

Assistant to the Scientific Program Committee, 2008 SPSP Conference, Albuquerque, New Mexico

Affiliations

Society for Personality and Social Psychology (SPSP)
Association for Psychological Science (APS)
American Educational Research Association (AERA)
American Psychological Association (APA), Division 15
Society for Research on Educational Effectiveness (SREE)

Advising and Teaching Experience

Graduate Level – Committee Member

Michelle Gosh, 2017-2019, Dissertation committee (Ed.D.), Johns Hopkins University

Undergraduate Level – Research Theses Advised

(Total amount in awards given to mentored student thesis projects: \$45,500)

- 2019-20, Alexa Saccone, University of Chicago, *Gender Differences in the Career Aspirations of Elementary School Children*
- 2017-18, Caroline Sudduth, University of Chicago, *Exploring the Role of Math Anxiety in Career Choices*
- 2016-17, Fiona Helgren, University of Chicago, *Implicit Theories of Emotion Moderate the Effects of Expressive Writing on Exam Performance*
- 2012-13, Lisa Repshas, UW-Madison, winner of Honors Thesis Research Grant (\$3000), *The Role of Testosterone and Androgen Receptors in Stress Responses*
- 2012-13, Ryan Svoboda, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$3500), *Helping Parents Motivate Their Teens in High School: Gender Differences in Intervention Effectiveness*
- 2011-12, Maria Mens, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *The Role of Parents in Promoting STEM Motivation*
- 2010-11, Daniel Lamanna, UW-Madison, *Transmitting Utility Value from Parents to Teens: The Moderating Role of Communication Style and Teen Confidence*
- 2010-11 Rebecca Miller, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *Coping with Competition: The Mediating Role of Testosterone*
- 2009-10 Alex Mehls, UW-Madison, *The Effects of Cooperation and Intergroup Competition on Interest and Performance*
- 2009-10 Chelsea Morrow, UW-Madison, *The Effect of Conflict and Anxiety on Cortisol, Performance, and Interest*
- 2009-10 Claire Johnson, UW-Madison, *Motivating Your Teen: Parental Influence on Utility Value Perception of Math and Science Courses*
- 2009-10 Angwei Law, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *Can Mothers Promote Their Teens' Academic Motivation in STEM Courses?*
- 2009-10 Brittany Bice, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *Positive Effects of Conflict: The Impact of Perceived Competence During Performance Pressure*
- 2009-10 Deena Weiss, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *The Influence of Perceived Competence and Sociocognitive Conflict on Hormonal Stress and Educational Outcomes*
- 2009-10 Michael Herriges, UW-Madison, winner of Honors Thesis Research Grant (\$3000), *Understanding the Motivational Impact of Competition*
- 2008-09 Daniel Mosincat, UW-Madison, *How Achievement Motivation Moderates the Effects of Conflict and Conflict Source on Performance*
- 2008-09 Leo Cardoso, UW-Madison, *Competence Valuation Moderates the Effects of Competition and Socio-cognitive Conflict on Task Enjoyment*

2008-09 Jake Stern, UW-Madison, winner of Hilldale Undergraduate Research Fellowship (\$6000), *The Role of Performance Pressure and Sociocognitive Conflict on Hormonal Stress Levels and Educational Outcomes*

Teaching Assistant, Department of Psychology, University of Wisconsin – Madison

Courses:

Psych 202 (Introductory Psychology): Fall 2008

Psych 210 (Statistics): Fall 2006, Spring 2007, Summer 2007

Psych 225 (Research Methods and Statistics, writing intensive): Fall 2007, Spring 2008

Psych 530 (Social Psychology): Fall 2008

Instructor of Record, Department of Education, Washington University in St. Louis

Courses:

Educ 102B (First Year Seminar: Improving Student Success Through Psychological Interventions): Fall 2020, Spring 2021

Educ 304 (Educational Psychology): Spring 2021