

Christopher S. Rozek

August 2017

Department of Psychology
University of Chicago
306 Kelly Hall
5848 S. University Ave
Chicago, IL 60637

Office Phone: (773) 834-4701
Email: crozek@uchicago.edu
Website: www.chrisrozek.com

Education

- Ph.D., Social and Personality Psychology** 2014
University of Wisconsin-Madison, Madison, WI
Advisor: Judith Harackiewicz
Dissertation: *Learning can be Stressful: The Role of Cognitive Appraisals and Cortisol Trajectories in Learning and Interest Development*
- M.S., Social and Personality Psychology** 2007
University of Wisconsin-Madison, Madison, WI
- B.A., Psychology** 2006
Gustavus Adolphus College, St. Peter, MN
Minors in Management and Kinesiology (with coaching certificate)

Academic Appointments

- Postdoctoral Scholar and Committee on Education Fellow** 2015 –
Department of Psychology, University of Chicago, Chicago, IL
- Research Affiliate** 2015 –
Wisconsin Center for Education Research
University of Wisconsin-Madison, Madison, WI
- Postdoctoral Fellow** 2014 – 2015
Wisconsin Center for Education Research
University of Wisconsin-Madison, Madison, WI

Grant Funding

- 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 Internal Research Grant <i>Assessing Student Stress and Well-Being</i> Budget: \$5,900; Role: PI, Jaymes Pyne (Co-PI)	2015 – 2017
Wisconsin Center for Education Research Internal Research Grant <i>Understanding the Effects of Brief Writing Exercises</i> Budget: \$3,000; Role: PI, Alex Schmidt (Co-PI), Evan Crawford (Co-PI)	2015 – 2017
Robert Wood Johnson Foundation Dissertation Grant <i>The Role of Testosterone and Androgen Receptors in Challenge and Threat Responses</i> Budget: \$6,000; Role: PI	2012 – 2013
UW-Madison Interdisciplinary Training Program in Education Sciences Dissertation Grant <i>Learning can be Stressful: The Role of Testosterone in Learning and Interest Development</i> Budget: \$3,000; Role: PI	2012 – 2013
Honors, Awards, and Fellowships	
University of Chicago Committee on Education Fellow	2015 –
Cialdini Award For: <i>Harackiewicz, Rozek, Hulleman, and Hyde (2012)</i> <i>This award is given by from 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."</i>	2013
Research Fellowship (Advanced Fellow) Institute of Education Sciences Pre-Doctoral Interdisciplinary Training Program, UW-Madison	2011 – 2013
Graduate Student Peer Mentor Award UW-Madison Graduate School, Graduate Student Collaborative	2010
Hertz Travel Award, UW-Madison Psychology Department	2008 – 2011, 2014
Departmental Research Award, UW-Madison Psychology Department	2008 – 2010

Peer-Reviewed Publications

*indicates student mentee first author

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*. 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., & **Rozek, 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*

*Pyne, J.R.[^], **Rozek, C.S.**[^], & Borman, G.D. Assessing malleable social-psychological academic attitudes in early adolescence. **Revised manuscript under review.** [^] *equal authorship*

*Schaeffer, M.W. [^], **Rozek, C.S.** [^], Berkowitz, T., & Levine, S.C., & Beilock, S.L. Parents' attitudes drive long-lasting change in children's math achievement. **Manuscript under review.** [^] *equal authorship*

Rozek, C.S., Levine, S.C., & Beilock, S.L. The role of anxiety and motivation in students' math and science achievement. **Invited chapter under review.**

Häfner, I., Hulleman, C.S., Harackiewicz, J.M., **Rozek, C.S.**, Nagengast, B., Trautwein, U., & Hyde, J.S. STEM career paths from middle school to college: Parent and student interrelations. **Manuscript under review.**

*Berkowitz, T., Schaeffer, M.W., **Rozek, C.S.**, Beilock, S.L., & Levine, S.C. Supporting science, technology, engineering, and mathematics (STEM) learning by helping families overcome math anxiety. **Invited chapter for AERA Monograph on family engagement and science, technology, engineering and math under review.**

Other Publications

**indicates student mentee first author*

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

Other Grant Experience

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 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

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.** (2017). *Challenges and Successes in Scaling and Evaluating Social-Psychological Interventions in Education*. Paper symposia presented at the Canadian Institute for Advanced Research's (CIFAR) Social Interactions, Identity, and Well-Being Program Meeting, Toronto, Canada.
- Rozeck, 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., **Rozeck, 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, TX.
- *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.
- *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 Rozek** and Sian Beilock at the Association for Psychological Science annual conference, Chicago, Illinois.

*Fine, R.D., **Rozek, C.S.**, Maloney, E., 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., **Rozek, 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., **Rozek, 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., **Rozek, 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 Rozek** at the American Educational Research Association annual conference, Washington, DC.

Häfner, I., Hulleman, C.S., **Rozek, 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., **Rozek, 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.

Rozek, 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., & **Rozek, 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., **Rozek, 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., **Rozeck, 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.
- Rozeck, 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., & **Rozeck, 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.
- Rozeck, 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., **Rozeck, 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., **Rozeck, 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., & **Rozeck, 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., **Rozeck, 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., **Rozeck, 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.

- Rozeek, C.S.**, & Harackiewicz, J.M. (2013). *Challenge and Threat in Different Learning Contexts*. Poster presented at SPSP, New Orleans, Louisiana.
- Harackiewicz, J. M., **Rozeek, 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., **Rozeek, 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., **Rozeek, 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.
- Rozeek, 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., **Rozeek, 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., **Rozeek, 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., & **Rozeek, 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., **Rozeek, 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.
- Rozeek, 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., **Rozeek, 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., **Rozek, 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.

Rozek, 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., **Rozek, 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.

Rozek, 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.

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

Professional Activities

Ad-hoc Reviewer

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

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)
Psi Chi National Honor Society in Psychology

Advising and Teaching Experience

Graduate Level – Committee Member

Michelle Gosh, 2017-2018, Dissertation committee (Ed.D.), Johns Hopkins University

Undergraduate Level – Research Theses Advised

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

- 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