

TEXAS STATE VITA**I. Academic/Professional Background**

A. Name: Carlton J. Fong

Title: Assistant Professor

B. Educational Background

<i>Degree</i>	<i>Year</i>	<i>University</i>	<i>Major</i>	<i>Thesis/Dissertation</i>
PhD	2014	University of Texas at Austin	Educational Psychology	The effect of negative feedback on motivation: A meta-analysis
MA	2011	University of Texas at Austin	Educational Psychology	The relationship between sources of self- efficacy and academic resilience
BA	2008	University of California, Berkeley	Cognitive Science & Linguistics	Identity issues in ESL online chat rooms: A cautionary case

C. University Experience

<i>Position</i>	<i>University</i>	<i>Dates</i>
Assistant Professor	Texas State University	Fall 2017–present
Clinical Assistant Professor	University of Texas at Austin	Fall 2016–Spring 2017
Postdoctoral Research Fellow	University of Texas at Austin	Fall 2014–Spring 2016
Lecturer	Texas State University	Fall 2012–Spring 2013
Graduate Assistant Instructor	University of Texas at Austin	Fall 2010–Spring 2011

D. Relevant Professional Experience

<i>Position</i>	<i>Entity</i>	<i>Dates</i>
Researcher	University of Texas at Austin	Fall 2016–Spring 2017
Research Specialist	American Institutes for Research	Fall 2010–Spring 2012
Graduate Research Assistant	University of Texas at Austin	Fall 2009–Spring 2014

II. TEACHING

A. Teaching Honors and Awards

Teaching Award of Honor, Texas State Alumni Association (2020)

Presidential Distinction Award in Teaching (2020)

Alpha Chi Favorite Professor, Texas State University (2019)

B. Courses Taught:

Texas State University

Assessment and Evaluation in Developmental Education (DE 5339; Spring 2021; Spring 2023)

Beginning Quantitative Research Design & Analysis (CI 7351; Fall 2017, Fall 2018; Spring 2020, Spring 2021, Spring 2022, Spring 2023)

Cognitive Processes (PSY 3341; Fall, 2012, Spring 2013)

Designing Educational Research (CI 7360; Spring 2018; Fall 2019)

Directed Research (CI 7386; Spring 2018, Fall 2019; Spring 2020, Spring 2021)

Research Methods and Measurement (CI 7302; Fall 2019; Fall 2020, Fall 2021, Fall 2022)

Student Motivation and Self-Regulation (DE 7304C; Spring 2019; Fall 2020; Fall 2022)

Independent Study (CI 7378; Summer 2020, Summer 2022)

The University of Texas at Austin

Advanced Quantitative Methods (EDA 384; Fall 2016)

Individual Learning Skills (EDP 310; Fall 2010, Spring 2011)

Introduction to Quantitative Methods (EDA 381P; Spring 2017)

University of California, Berkeley

Desensitizing Effects of the Media (EDU 198; 2007-2008)

Introduction to Cognitive Science (EDU C1; Spring 2007, Fall 2007)

C. Directed Student Learning (Graduate Theses/Dissertations, Honors Theses, or Exit Committees):

Dissertation Chair

Megan Krou, Co-Chair, Texas State University (2018–2019)

Christie Lawson, Chair, Texas State University (2020–2021)

Cassandra Gonzales, Chair, Texas State University (2021–present)

Christie Hill-Troglin Cox, Chair, Texas State University (2021–present)

Adam Alejandro, Chair, Texas State University (2021–present)

Dissertation Committee Member

Jennifer Wang, Committee Member, University of Texas at Austin (2018–2019)

Layla Guyot, Committee Member, Texas State University (2018–2020)

Elizabeth Hewett, Committee Member, Texas State University (2018–2020)

Meagan Hoff, Committee Member, Texas State University (2018–2020)

Tiffany Snyder, Committee Member, Grand Canyon University (2019–2021)

Jonathon Pawlowski, Committee Member, Grand Canyon University (2018–present)

Karen Johnston-Ashton, Committee Member, Texas State University (2020–present)

Doctoral Comprehensive Exam Chair

Megan Krou, Co-Chair, Texas State University (2018)

Christie Hill-Troglin Cox, Chair, Texas State University (2019–2021)

Christie Lawson, Chair, Texas State University (2020)

Cassandra Gonzales, Chair, Texas State University (2020)

Adam Alejandro, Co-Chair, Texas State University (2020–2022)

Doctoral Comprehensive Exam Committee Member

Santos Cortez, Committee Member, Texas State University (2017)

Karen Johnston-Ashton, Committee Member, Texas State University (2018–2020)

Aimee Carrasco, Committee Member, Texas State University (2019–present)

Nariman Ahmed, Committee Member, Texas State University (2019–present)

Patricia Edgel, Committee Member, Texas State University (2020–present)

Keylan Morgan, Committee Member, Texas State University (2021–present)

Danielle McEwen, Committee Member, Texas State University (2022–present)

Master's Comprehensive Exams

Mitchell Shotts, Texas State University

John Segovia, Texas State University

Bryton McNeese, Texas State University

Christopher Perez, Texas State University

Carolyn Caudle, Texas State University

Sandra McCarstle, Texas State University

Jade Figueroa, Texas State University

Joyce Nawara, Texas State University

Julia Hollingsworth, Texas State University

Maisha Farzana Mumu, Texas State University

Jean Ramirez, Texas State University

D. Courses Prepared and Curriculum Development:

Texas State University

Student Motivation and Self-Regulation (DE 5327; DE 7327) (2022)

Assessment and Evaluation in Developmental Education (DE 5339) (2021)

University of Texas at Austin

Fundamentals for Teaching Assistants (GRS 097) (2013)

F. Other

Invited Talks, Lectures, and Presentations on Teaching

Fong, C. J., (2022, March). *Creating learning environments to support student motivation post-pandemic*. Invited Lecture: Teaching and Learning Lab Speaker Series, Massachusetts Institute of Technology.

Newhouse-Bailey, M., Pulliam, R., & **Fong, C. J.** (2021, June). *The importance of planning for student resilience*. Panel Presentation: The Office of Distance and Extended Learning 2021 Summer Institute, Texas State University.

Fong, C. J., Lollar, J., & Summers, E. J. (2020, November). *Cultivating and maintaining learning community in online classes*. Online webinar for National Distance Learning Week, U.S. Distance Learning Association. [Co-presenters and panelists listed in alphabetical order]

Fong, C. J. (2020, June). *Teaching motivation*. Online webinar for the American Educational Research Association Motivation in Education Special Interest Group Motivation Monday Video Series.

G. Teaching Professional Development Activities Attended

Multicultural Training and Research Institute, Texas State University (2022)

Advanced Online Course Design and Development, Office of Distance and Extended Learning, Texas State University (2019)

Foundations of Online Course Design and Development, Office of Distance and Extended Learning, Texas State University (2018)

Program for Excellence in Teaching and Scholarship, Texas State University (2017)

III. SCHOLARLY/CREATIVE

A. Works in Print (including works accepted, forthcoming, in press)

d. Chapters in Books:

1. Smith, M. C., Fong, C. J., & Carney, R. N. (2023). Editors' introduction: Teaching on and for development (Vol. 6), *Theory to Practice: Educational Psychology for Teachers and Teaching*. Information Age Publishing.
2. Steingut, R. R., Patall, E. A., & **Fong, C. J.** (2022). Research synthesis. In T. L. Good & M. McCaslin (Eds.), *Educational Psychology Section*; D. Fisher (Ed.), *Routledge Resources Online - Education*. <https://doi.org/10.4324/9781138609877-REE55-1>
3. Acee, T. W., Weinstein, C. E., Jordan, M., Dearman, J. K., & **Fong, C. J.** (2012). Self-regulated learning: Helping students manage their own learning. In K. Agee & R. Hodges (Eds.), *CRLA Handbook for Training Peer Tutors and Mentors* (pp. 39-42). Cengage Learning.

2. Articles

a. Refereed Journal Articles:

Impact as of April 2023

Google Scholar total citations: 2886

Google Scholar *h*-index: 27

Google Scholar *i10*-index: 38

Note: Citation counts from Google Scholar are given in brackets at the end of the reference to each published work for which this information is available. Counts are updated as of March 2023.

*Denotes student co-author I supervised at time of submission

† Denotes equal authorship contributions

1. **Fong, C. J.** & Schallert, D. L. (2023). "Feedback to the future": Advancing motivational and emotional perspectives in feedback research. *Educational Psychologist*. Advance

online publication. <https://doi.org/10.1080/00461520.2022.2134135> [3] (2021 journal impact: 8.209)

2. *García, A. J., **Fong, C. J.**, & *Regalado, Y. M. (2023). Motivational, identity-based, and self-regulatory factors associated with academic achievement of U.S. collegiate student-athletes: A meta-analytic investigation. *Educational Psychology Review*, 35(1), Article 14. <https://doi.org/10.1007/s10648-023-09730-8> (2021 journal impact: 8.240)
3. **Fong, C. J.**, *Gonzales, C., *Hill-Troglin Cox, C., & *Shinn, H. B. (2023). Academic help-seeking and achievement of postsecondary students: A meta-analytic investigation. *Journal of Educational Psychology*, 115(1), 1–21. <https://doi.org/10.1037/edu0000725> [3] (2021 journal impact: 6.856)
4. **Fong, C. J.**, *Owens, S. L., *Segovia, J., *Hoff, M. A., & *Alejandro, A. J. (2022). Indigenous cultural development and academic achievement of tribal community college students: Mediating roles of sense of belonging and support for student success. *Journal of Diversity in Higher Education*. Advance online publication. <https://doi.org/10.1037/dhe0000370> (2021 journal impact: 4.762)
5. **Fong, C. J.**, *Lee, J., *Krou, M. R., *Johnston-Ashton, K., *Hoff, M. A., *Gonzales, C., & Beretvas, S. N. (2023). Meta-analyzing the factor structure of the Learning and Study Strategies Inventory. *Journal of Experimental Education*, 91(2), 380–400. <https://doi.org/10.1080/00220973.2021.2021842> [1] (2021 journal impact: 1.762)
6. **Fong, C. J.**, *García, A. J., & *Kundu, D. (2023). A socio-ecological outcome investigation of the student engagement, achievement, and satisfaction of Latino men in community college developmental mathematics. *Community College Journal of Research and Practice*, 47(2), 157–160. <https://doi.org/10.1080/10668926.2022.2132433> (2021 journal impact [JCI]: 0.46)
7. Brady, A. C., Griffin, M. M., Lewis, A. R., **Fong, C. J.**, & Robinson, D. H. (2023). How scientific is educational psychology research? The increasing trend of squeezing causality and recommendations from non-intervention studies. *Educational Psychology Review*, 35(1), Article 37. <https://doi.org/10.1007/s10648-023-09759-9>
8. Griffin, M. M., **Fong, C. J.**, Hogan, E., *Gonzales, C., *Fathi, Z., & Robinson D. H. (2023). Women as top-producing authors, editors, and editorial board members in educational psychology journals from 2017–2021. *Educational Psychology Review*, 35(1), Article 10. <https://doi.org/10.1007/s10648-023-09744-2> (2021 journal impact: 8.240)

9. **Fong, C. J.** (2022). Achievement motivation in a pandemic context: A conceptual review of prominent theories and an integrated model. *Educational Psychology*, 42(10), 1204–1222. <https://doi.org/10.1080/01443410.2022.2026891> [12] (2021 journal impact: 3.117)
10. **Fong, C. J.**, Flanigan, A. E., Hogan, E., Brady, A. C., Griffin, M. M., *Gonzales, C., *García, A. J., *Fathi, Z., & Robinson D. H. (2022). Individual and institutional productivity in educational psychology journals from 2015–2021. *Educational Psychology Review*, 34, 2379–2403. <https://doi.org/10.1007/s10648-022-09704-2> (2021 journal impact: 8.240)
11. Frentzel, E., Murphy, K. M., Geyman, Z., **Fong, C. J.**, & Rasmussen, J. (2022). Using research-based strategies to improve job-related social and communication skills among adults with autism spectrum disorder: A scoping review. *Journal of Applied Rehabilitation Counseling*, 53(4), 279–302. <https://doi.org/10.1891/JARC-2021-0013>
12. Jabbar, H., **Fong, C. J.**, *Germain, E., *Li, D., *Sanchez, J. D., *Sun, W.-L., & *DeVall, M. (2022). The competitive effects of school choice on student outcomes: A systematic review and meta-analysis. *Educational Policy*, 36(2), 247–281. <https://doi.org/10.1177/0895904819874756> [59] (2021 journal impact: 1.761)
13. **Fong, C. J.**, Schallert, D. L., *Williams, K. M., *Williamson, Z. H., *Lin, S., *Kim, Y. W., & *Chen, L. (2021). Making feedback constructive: The interplay of undergraduates' motivation and perceptions of feedback specificity and friendliness. *Educational Psychology*, 41(10), 1241–1259. <https://doi.org/10.1080/01443410.2021.1951671> [12] (2021 journal impact: 3.117)
14. **Fong, C. J.**, *Krou, M. R., *Johnston-Ashton, K., *Hoff, M. A., *Gonzales, C., & *Lin, S. (2021). LASSI's great adventure: A systematic review and meta-analysis of the Learning and Study Strategies Inventory. *Educational Research Review*, 34, Article 100407. <https://doi.org/10.1016/j.edurev.2021.100407> [4] (2021 journal impact: 10.207)
15. *†Krou, M. R., †**Fong, C. J.**, & *Hoff, M. A. (2021). Achievement motivation and academic dishonesty: A meta-analytic investigation. *Educational Psychology Review*, 33, 427–458. <https://doi.org/10.1007/s10648-020-09557-7> [54] (2021 journal impact: 8.240)
16. †**Fong, C. J.**, †Kremer, K. P., *Hill-Troglin Cox, C., & *Lawson, C. A. (2021). Expectancy-value profiles in math and science: A person-centered approach to cross-domain motivation with academic and STEM-related outcomes. *Contemporary Educational Psychology*, 65, Article 101962. <https://doi.org/10.1016/j.cedpsych.2021.101962> [26] (2021 journal impact: 6.922)

17. **Fong, C. J., & *Kim, Y. W.** (2021). A clash of constructs? Re-examining grit in light of academic buoyancy and future time perspective. *Current Psychology*, 40, 1824–1837. <https://doi.org/10.1007/s12144-018-0120-4> [36] (2021 journal impact: 2.387)
18. Olaghere, A., Kremer, K. P., & **Fong, C. J.** (2021). Learning opportunities while incarcerated: Association of engagement in literacy and numeracy activities with literacy and numeracy skills. Advanced online publication. *Adult Education Quarterly*, 71(3), 232–250. <https://doi.org/10.1177/0741713620988505> [2] (2021 journal impact: 1.804)
19. **Fong, C. J.**, Taylor, J., Berdyeva, A., McClelland, A., Murphy, K. M., & Westbrook, J. D. (2021). Interventions for improving employment outcomes for persons with autism spectrum disorders: A systematic review update. *Campbell Systematic Reviews*, 17(3), Article e1185. <https://doi.org/10.1002/cl2.1185> [6] (2021 journal impact [CiteScore]: 0.78)
20. *[†]Alejandro, A. J., [†]**Fong, C. J.**, & *De La Rosa, Y. M. (2020). Indigenous graduate and professional students decolonizing, reconciling, and Indigenizing belongingness in higher education. *Journal of College Student Development* 61, 679–696. <https://doi.org/10.1353/csd.2020.0069> [6] (2021 journal impact: 2.051)
21. **Fong, C. J.**, & Kremer, K. P. (2020). An expectancy-value approach to math underachievement: Examining high school achievement, college attendance, and STEM interest. *Gifted Child Quarterly*, 64, 67–84. <https://doi.org/10.1177/0016986219890599> [31] (2021 journal impact: 2.409)
22. **Fong, C. J.**, *Dillard, J. B., & Hatcher, M. (2019). Teaching self-efficacy of graduate student instructors: Exploring faculty motivation, perceptions of autonomy support, and undergraduate student engagement. *International Journal of Educational Research*, 98, 91–105. <https://doi.org/10.1016/j.ijer.2019.08.018> [55] (2021 journal impact: 2.845)
23. **Fong, C. J.**, *Alejandro, A. J., *Krou, M. R., *Segovia, J., & *Johnston-Ashton, K. (2019). Ya'at'eeh: Race-reimagined belongingness factors, academic outcomes, and goal pursuits among Indigenous community college students. *Contemporary Educational Psychology*, 59, Article 101805. <https://doi.org/10.1016/j.cedpsych.2019.101805> [35] (2020 journal impact: 6.922)
24. Snyder, K. E., **Fong, C. J.**, *Painter, J. K., *Pittard, C. M., *Barr, S. L., & Patall, E. A. (2019). Interventions for academically underachieving students: A systematic review and meta-analysis. *Educational Research Review*, 28, Article 100294. <https://doi.org/10.1016/j.edurev.2019.100294> [29] (2021 journal impact: 10.207)

+ Received the 2020–2021 Mensa Foundation Research Excellence Award

25. **Fong, C. J.**, Patall, E. A., *Vasquez, A. C., & *Staubert, S. (2019). A meta-analysis of negative feedback on intrinsic motivation. *Educational Psychology Review*, *31*, 121–162. <https://doi.org/10.1007/s10648-018-9446-6> [104] (2021 journal impact: 8.240)
26. **Fong, C. J.**, Gilmore, J. A., Pinder-Grover, T., & Hatcher, M. (2019). Examining the impact of four teaching development programmes for engineering teaching assistants. *Journal of Further and Higher Education*, *43*, 363–380. <https://doi.org/10.1080/0309877X.2017.1361517> [18] (2021 journal impact [JCI]: 1.17)
27. **Fong, C. J.**, & Zientek, L. R. (2019). Instructional practices in developmental mathematics: A multilevel analysis of community college student perceptions. *Journal of College Reading and Learning*, *49*, 35–52. <https://doi.org/10.1080/10790195.2018.1514283> [8] (2021 journal impact [CiteScore]: 0.96)

+ Selected for the Cynthia L. Peterson *JCRL* Outstanding Article Award

28. Zientek, L. R., **Fong, C. J.**, & Phelps, J. M. (2019). Sources of self-efficacy of community college students in developmental mathematics. *Journal of Further and Higher Education*, *43*, 183–200. <https://doi.org/10.1080/0309877X.2017.1357071> [53] (2021 journal impact [JCI]: 1.17)
29. **Fong, C. J.**, Schallert, D. L., *Williams, K. M., *Williamson, Z. H., Warner, J. R., *Lin, S., & *Kim, Y. W. (2018). When feedback signals failure but offers hope for improvement: A process model of constructive criticism. *Thinking Skills and Creativity*, *30*, 42–53. <https://doi.org/10.1016/j.tsc.2018.02.014> [53] (2021 journal impact: 3.652)
30. **Fong, C. J.**, *Williams, K. M., *Williamson, Z. H., *Lin, S., *Kim, Y. W., & Schallert, D. L. (2018). “Inside out”: Appraisals for achievement emotions from constructive criticism, positive feedback, and negative feedback on writing. *Motivation & Emotion*, *42*(2), 236–257. <https://doi.org/10.1007/s11031-017-9658-y> [30] (2021 journal impact: 4.135)
31. **Fong, C. J.**, Acee, T. A., & Weinstein, C. E. (2018). A person-centered investigation of achievement motivation goals and correlates of community college success. *Journal of College Student Retention*, *20*, 369–387. <https://doi.org/10.1177/1521025116673374> [51] (2021 journal impact [JCI]: 0.93)

32. **Fong, C. J.**, Murphy, K. M., Westbrook, J. D., & Markle, M. M. (2018). Psychological interventions to facilitate employment for cancer survivors: Systematic review and meta-analysis. *Research on Social Work Practice*, 28, 84–98. <https://doi.org/10.1177/1049731515604741> [25] (2021 journal impact: 1.984)

+ Co-published in *Campbell Systematic Reviews*:
Fong, C. J., Murphy, K. M., Westbrook, J. D., & Markle, M. M. (2015). Behavioral, psychological, and vocational interventions to facilitate employment for cancer survivors: A systematic review. *Campbell Systematic Reviews*, 11(5), 1–82. <https://doi.org/10.4073/csr.2015.5> (2021 journal impact [JCI]: 0.78)
33. **Fong, C. J.**, *Kim, Y., *Davis, C. W., *Hoang, T., & *Kim, Y. W. (2017). A meta-analysis on critical thinking and community college success. *Thinking Skills and Creativity*, 26, 71–83. <https://doi.org/10.1016/j.tsc.2017.06.002> [125] (2021 journal impact: 3.652)
34. **Fong, C. J.**, *Davis, C. W., *Kim, Y., *Kim, Y. W., *Marriott, L., & *Kim, S. (2017). Psychosocial factors and community college success: A meta-analytic investigation. *Review of Educational Research*, 87, 388–424. <https://doi.org/10.3102/0034654316653479> [227] (2021 journal impact: 13.551)
35. *Lin, S., **Fong, C. J.**, & *Wang, Y. (2017). Chinese undergraduates' sources of self-efficacy differ by sibling status, achievement, and fear of failure along two pathways. *Social Psychology of Education*, 20, 361–386. <https://doi.org/10.1007/s11218-017-9367-0> [21] (2021 journal impact: 2.192)
36. Somers, P. A., *Fry, J., & **Fong, C. J.** (2017). Duck and cover, little lady: Women and campus carry. *Thought and Action*, 33, 37–50. [11]
37. **Fong, C. J.**, *Warner, J. R., *Williams, K. M., Schallert, D. L., *Chen, L., *Williamson, Z. H., & *Lin, S. (2016). Deconstructing constructive criticism: The nature of academic emotions associated with constructive, positive, and negative feedback. *Learning and Individual Differences*, 49, 393–399. <https://doi.org/10.1016/j.lindif.2016.05.019> [58] (2021 journal impact: 3.897)
38. **Fong, C. J.**, *Lin, S., & Engle, R. A. (2016). Positioning identity in computer-mediated discourse among ESOL learners. *Language Learning and Technology*, 20, 142–158. <https://doi.org/10.125/44486> [32] (2021 journal impact: 4.694)

39. **Fong, C. J.**, Krause, J. M., Acee, T. A., & Weinstein, C. E. (2016). Motivation for staying in college: Differences between LEP (limited English proficient) and non-LEP Hispanic community college students. *Journal of Hispanic Higher Education*, 15(4), 340–357. <https://doi.org/10.1177/1538192715607332> [25] (2021 journal impact [CiteScore]: 1.5)

40. Vasquez, A. C., Patall, E. A., **Fong, C. J.**, Corrigan, A. S., & Pine, L. (2016). Parent autonomy support, academic achievement, and psychosocial functioning: A meta-analysis of research. *Educational Psychology Review*, 28, 605–644. <https://doi.org/10.1007/s10648-015-9329-z> [284] (2020 journal impact: 8.240)

41. Yeager, D. S., **Fong, C. J.**, Lee, H. Y., & Espelage, D. L. (2015). Declines in efficacy of anti-bullying programs among older adolescents: Theoretical considerations and a three-level meta-analysis. *Journal of Applied Developmental Psychology*, 37, 36–51. <https://doi.org/10.1016/j.appdev.2014.11.005> [475] (2021 journal impact: 3.280)

- + Received the 2015 APA Division 7 Early Career Outstanding Paper Award

42. **Fong, C. J.**, Zaleski, D. J., & Leach, J. K. (2015). The challenge-skill balance and the antecedents of flow: A meta-analytic investigation. *Journal of Positive Psychology*, 10, 425–446. <https://doi.org/10.1080/17439760.2014.967799> [141] (2021 journal impact: 4.290)

43. Westbrook, J. D., **Fong, C. J.**, Nye, C., Williams, A., Wendt, O., & Cortopassi, T. (2015). Transition services for youth with autism spectrum disorders: A systematic review. *Research on Social Work Practice*, 25, 10–20. <https://doi.org/10.1177/1049731514524836> [61] (2021 journal impact: 1.984)

- + Co-published in *Campbell Systematic Reviews*:
 Westbrook, J. D., **Fong, C. J.**, Nye, C., Williams, A., Wendt, O., & Cortopassi, T. (2013). Pre-graduation transition services for improving employment outcomes among persons with autism spectrum disorders: A systematic review. *Campbell Systematic Reviews*, 9(11), 1–71. (2021 journal impact [JCI]: 0.78)

44. **Fong, C. J.**, Zientek, L. R., Yetkiner Ozel, Z. E., & Phelps, J. M. (2015). Between and within ethnic differences in strategic learning: A study of developmental mathematics students. *Social Psychology of Education*, 18, 55–74. <https://doi.org/10.1007/s11218-014-9275-5> [28] (2021 journal impact: 2.614)

45. **Fong, C. J.**, & Krause, J. M. (2014). Lost confidence and potential: A mixed methods study of underachieving college students' sources of self-efficacy. *Social Psychology of Education*, 17, 249–268. <https://doi.org/10.1007/s11218-013-9239-1> [104] (2021 journal impact: 2.614)
46. **Fong, C. J.**, Williams, K. M., Schallert, D. L., & Warner, J. R. (2013). Without adding these details, your writing is meaningless”: Evaluating preservice teachers' constructive feedback on a writing assignment. *Literacy Research: Theory, Method, and Practice*, 62, 344–358. [7]
47. Zientek, L. R., Yetkiner Ozel, Z. E., **Fong, C. J.**, & Griffin, M. (2013). Student success in developmental mathematics. *Community College Journal of Research and Practice*, 37, 990–1010. <https://doi.org/10.1080/10668926.2010.491993> [96] (2021 journal impact [JCI]: 0.46)
48. Westbrook, J. D., Nye, C., **Fong, C. J.**, Wan, J. T., Cortopassi, T., & Martin, F. H. (2012). Adult employment assistance services for persons with autism spectrum disorders: Effects on employment outcomes. *Campbell Systematic Reviews*, 8(5), 1–68. [47]. (2021 journal impact [JCI]: 0.78)
49. Krause, J. M., & **Fong, C. J.** (2011). Considerations for student learning: A qualitative analysis of college calculus instruction. *International Journal of University Teaching and Faculty Development*, 2, 181–198. [8]
50. Jones, S. J., **Fong, C. J.**, Torres, L. G., Yoo, J. H., Decker, M. L., & Robinson, D. H. (2010). Productivity in educational psychology journals from 2003 to 2008. *Contemporary Educational Psychology*, 35, 11–16. <https://doi.org/10.1016/j.cedpsych.2009.08.001> [37] (2021 journal impact: 6.922)
51. **Fong, C. J.**, Yoo, J. H., Jones, S. J., Torres, L. G., & Decker, M. L. (2009). Trends in female authorships, editorial board memberships, and editorships in educational psychology journals from 2003 to 2008. *Educational Psychology Review*, 21(3), 267–277. <https://doi.org/10.1007/s10648-009-9108-9> [21] (2021 journal impact: 8.240)

b. Non-refereed Articles:

- Falbo, T., Lin, S., Chen, B., **Fong, C. J.**, & Guo, J. (2021). Editorial: Chinese only children: Advantaged or disadvantaged? *Frontiers in Psychology*, 12, Article 742186. <https://doi.org/10.3389/fpsyg.2021.742186>

Chung, H., Chaney, L. E., & **Fong, C. J.** (2020). Practical autonomy-supportive tutoring strategies for multilingual student-writers and a writing center tutor handbook. *Journal of College Academic Support Programs*, 3(1), 45–48.

5. Reports:

Fong, C. J., Amyreh, W., & Hatcher, M. (2017). *Graduate student teaching needs: Graduate students' perceptions of teaching preparation at UT Austin*. Faculty Innovation Center, The University of Texas at Austin: Austin, TX.

Vaden-Kiernan, M., Caverly, S. L., Bell, N., Sullivan, M. K., **Fong, C. J.**, Atwood, E. A., Borman, G., Park, S. J., & Jones, D. H. (2012). *Louisiana Striving Readers: Final Evaluation Report*. Washington, DC: Institute of Educational Sciences. U.S. Department of Education.

Caverly, S. L., Vaden-Kiernan, M., & **Fong, C. J.** (2010). *Bright Futures: Early Reading First Year Three Evaluation Report*. Washington, DC: Institute for Educational Sciences. U.S. Department of Education.

Fong, C. J., & Asera, R. (2010). Psychosocial theories to inform a new generation of student support structures for learning mathematics. *Problem Solution Exploration Papers Series*. White paper prepared for the Carnegie Foundation for the Advancement of Teaching. Stanford, CA.

7. Other Works in Print:

Fong, C. J., & Krou, M. R. (2021, March). Motivation is a key factor in whether students cheat. *The Conversation US*. <https://theconversation.com/motivation-is-a-key-factor-in-whether-students-cheat-155274> [Republished in outlets such as the *Houston Chronicle* and *San Antonio Express-News*]

Fong, C. J. (December, 2019). LASSI's great adventure and beyond! *Studying and Self-Regulated Learning Special Interest Group Times Magazine*, American Educational Research Association.

Fong, C. J., & Espelage, D. L. (2015). Anti-cyberbullying interventions for reducing cybervictimization in youth: A systematic review. Title Registration in *Campbell Systematic Reviews*.

Fong, C. J. (December, 2012). Studying and self-regulated learning research from a graduate student's perspective. *Studying and Self-Regulated Learning Special Interest Group Newsletter*, American Educational Research Association.

B. Works not in Print

1. Papers Presented at Professional Meetings:

Fong, C. J., Fathi, Z., Adelugba, S. F., Garza, M., & Lorenzo Pinto, G. & García, A. J., (2023, April). *Extending the mindset x context framework to community college students: Does belonging moderate student mindset beliefs' influence among first-generation men of color?* [Paper presentation]. Annual Conference of the Council for the Study of Community Colleges, Chicago, IL.

Fong, C. J., Schallert, D. L., Lin, S., & Altan, S. (2023, April). *How constructive is that feedback? Associations with undergraduates' future time perspectives moderated by student characteristics* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

Fong, C. J., García, A. J., Fathi, Z., Adelugba, S. F., Garza, M., & Lorenzo Pinto, G. (2023, April). *Belongingness and institutional support moderate student mindsets' influence among first-generation, community college men of color* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

García, A. J., & **Fong, C. J.** (2023, April). *Academic support and psychosocial factors predicting GPA of community college student-athletes by racial/ethnic group* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

Ryan, K., & **Fong, C. J.** (2023, April). *What influences informal and formal help-seeking activities among developmental math students at community colleges?* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

Regalado, Y. M., McEwen, D., & **Fong, C. J.**, (2023, April). *Systematic review of cultural pedagogy in integrated reading and writing empirical studies for students of color.* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

- Bowers-Johnson, K. M., Sylvester-Conrad, G., Pipper, C., & **Fong, C. J.** (2022, October). *Fostering belonging among Black/African American men* [Paper presentation]. Texas Conference on Student Success, College Station, TX.
- Lawson, C. L., & **Fong, C. J.** (2022, April). *Undergraduate Latina/o/x motivation: Moderating influences of community cultural wealth on stem persistence intentions* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Fong, C. J.**, Altan, S., Gonzales, C., Kirmizi, M., & Adelugba, S. F. (2022, April). *Stay motivated and carry on: A meta-analytic investigation of the role of motivation regulation strategies* [Symposium presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.
- García, A. J., **Fong, C. J.**, & Regalado, Y. M. (2022, April). *Psychosocial factors and academic achievement of collegiate student-athletes: A systematic review and qualitative grounded theory* [Poster presentation]. Annual Meeting of the American Educational Research Association, San Diego, CA.
- Fong, C. J.**, García, A. J., Kundu, D. (2022, April). *Supporting Latino men in community college developmental mathematics: A socio-ecological outcome investigation.* [Paper presentation]. The Council for the Study of Community Colleges 63rd Annual Conference, Tempe, AZ.
- Hill-Troglin Cox, C., **Fong, C. J.**, & LeBlanc, R. (2022, April). *Disabled students in community colleges: Relationships matter* [Paper presentation]. The Council for the Study of Community Colleges 63rd Annual Conference, Tempe, AZ.
- Regalado, Y. M., **Fong, C. J.**, & McEwen, D. (2021, November). *Integrated reading and writing courses at U.S. community colleges: A systematic review* [Paper presentation]. Annual Conference of the College Reading and Learning Association, Cincinnati, OH.
- García, A. J., **Fong, C. J.**, & Regalado, Y. M. (2021, August). *Collegiate student-athletes' psychosocial factors and academic achievement: A meta-analytic review.* [Poster presentation]. Annual Convention of the American Psychological Association (Virtual).
- Fong, C. J.**, & Gonzales, C. (2021, May). *Is academic help-seeking associated with college student achievement? A meta-analysis* [Poster presentation]. Annual Convention of the Association for Psychological Science (Virtual).

Fong, C. J., Owens, S. L., Segovia, J., Hoff, M. A., & Alejandro, A. J. (2021, April).

Indigenous cultural development and academic achievement of tribal community college students: Mediating roles of sense of belonging and support for student success [Paper presentation]. The Council for the Study of Community Colleges 62nd Annual Conference (Virtual).

Gonzales, C., **Fong, C. J.,** Hill-Troglin Cox, C., & Shinn, H. B. (2021, April). *A meta-analytic investigation of academic help-seeking and achievement among postsecondary students* [Paper presentation]. Annual Meeting of the American Educational Research Association (Virtual).

Fong, C. J., Kremer, K. P., Hill-Troglin Cox, C., & Lawson, C. A. (2021, April). *Expectancy-value profiles in math and science: A person-centered approach to cross-domain motivation* [Paper presentation]. Annual Meeting of the American Educational Research Association (Virtual).

Fong, C. J., Lee, J., Krou, M. R., Johnston-Ashton, K., Hoff, M., Gonzales, C., & Beretvas, S. N. (2021, April). *Extending the investigation of the LASSI's factor structure: A meta-analytic structural equation modeling approach* [Paper presentation]. Annual Meeting of the American Educational Research Association (Virtual).

García, A. J., **Fong, C. J.,** & Regalado, Y. M. (2021, April). *A meta-analytic investigation on psychosocial factors and academic achievement of collegiate athletes* [Paper presentation]. Annual Meeting of the American Educational Research Association (Virtual).

Davis, B., & **Fong, C. J.** (2020, October). *Social connection and sense of belonging among adult international learners in community colleges* [Paper presentation]. Annual Meeting of the American Educational Research Association (Virtual).

Fong, C. J., & Kremer, K. P. (2020, April). *An expectancy-value approach to math underachievement: Examining high school achievement, college attendance, and STEM interest*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)

Fong, C. J., Dillard, J., & Hatcher, M. (2020, April). *Teaching self-efficacy of graduate student instructors: Exploring motivation, autonomy support, and undergraduate student engagement*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)

- Fong, C. J.**, Lee, J., Krou, M. R., Johnston-Ashton, K., Hoff, M., Gonzales, C., & Beretvas, S. N. (2020, April). *Using meta-analytic structural equation modeling to explore the LASSI's higher-order factor structure*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Fong, C. J.**, Krou, M. R., & Hoff, M. (2020, April). *A meta-analysis on the motivation for cheating using a theory of planned behavior*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Alejandro, A. J., Krou, M. R., Segovia, J., Johnston-Ashton, K., & **Fong, C. J.** (2020, April). *Ya'at'eeh: Race-reimagined belongingness factors, academic outcomes, and goal pursuits among Indigenous community college students*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Kremer, K. P., **Fong, C. J.**, & García, A. J. (2020, April). *An updated look at racial and gender disparities in developmental education enrollment*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Olaghere, A., Kremer, K. P., & **Fong, C. J.** (2020, April). *Instructional opportunities while incarcerated: The use of cognitive skills on numeracy and literacy development*. Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)
- Fong, C. J.**, Krou, M. R., Johnston-Ashton, K., & Hoff, M. (2019, October). *LASSI's great adventure: A meta-analysis of 158 studies on academic outcomes* [Paper presentation]. College Academic Support Programs Conference, Waco, TX.
- Alejandro, A. J., & **Fong, C. J.** (2019, October). *We're Indigenous academia: A case study of sense of belonging* [Paper presentation]. Annual Conference of the College Reading and Learning Association, New Orleans, LA.
- Jarrett, S., Gonzales, C., & **Fong, C. J.** (2019, October). *Students in community colleges: The influence of academic advising and planning on GPA* [Paper presentation]. Annual Conference of the College Reading and Learning Association, New Orleans, LA.
- Hill-Troglin Cox, C., LeBlanc, T. R., & **Fong, C. J.** (2019, October). *Higher education and students with disabilities: Celebrating difference, embracing diversity* [Paper presentation]. Annual Conference of the College Reading and Learning Association, New Orleans, LA.

- Fong, C. J.**, Krou, M. R., Johnston-Ashton, K., Hoff, M., LeBlanc, T. R., & Lin, S. (2019, April). *Meta-analysis on cognitive strategies and academic outcomes: Validity of the Learning and Study Strategies Inventory* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, ON.
- Fong, C. J.**, Alejandro, A. J., Krou, M. R., Segovia, J., & Johnston-Ashton, K. (2019, April). *Ya'at'eeh: Race-reimagining sense of belonging among Indigenous community college students to predict academic outcomes* [Paper presentation]. Annual Meeting of the American Educational Research Association, Toronto, ON.
- Krou, M. R., Hoff, M., Hewett, E., & **Fong, C. J.** (2019, April). *To cheat or not to cheat: What is the motivation? A meta-analytic investigation* [Poster presentation]. Annual Meeting of the American Educational Research Association, Toronto, ON.
- Fong, C. J.**, Krou, M. R., Johnston-Ashton, K., Hoff, M., LeBlanc, T. R., & Lin, S. (2018, October). *LASSI's great adventure: A meta-analytic road trip of research* [Paper presentation]. Annual Conference of the College Reading and Learning Association, Albuquerque, NM.
- Fong, C. J.**, Alejandro, A. J., Krou, M. R., Segovia, J., & Johnston-Ashton, K. (2018, October). *Ya'at'eeh: Sense of belonging among Indigenous community college students* [Paper presentation]. Annual Conference of the College Reading and Learning Association, Albuquerque, NM.
- Fong, C. J.**, Vasquez, A. C., & Patall, E. A. (2018, April). *Controlling parents thwart students' motivation, self-perceptions, and psychosocial outcomes: A meta-analytic investigation* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Fong, C. J.**, Krou, M. R., Li, C. H., & Espelage, D. L. (2018, April). *Do anti-cyberbullying interventions work? A meta-analysis and systematic review*. [Paper presentation]. Annual Meeting of the American Educational Research Association, New York, NY.
- Fong, C. J.** (2018, February). *Meta-analysis on psychosocial factors and developmental education students at community colleges* [Paper presentation]. National Association of Developmental Education Conference, National Harbor, MD.

- O'Reilly, S., Haynes, M., Edwards, W. L., & **Fong, C. J.** (2017, November). *Pre-service teachers' expectations of diversity* [Roundtable presentation]. Annual University Council of Educational Administration Convention, Denver, CO.
- Fong, C. J.**, Kim, Y. W., Morrill, S., Lin, S., Hoang, T., & Ryu, W. (2017, April). *Do noncognitive interventions enhance community college student success?* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Williamson, Z. H., **Fong, C. J.**, Lin, S., Williams, K. M., Kim, Y. W., & Schallert, D. L. (2017, April). *Self-kindness in the face of criticism: Self-compassion influences undergraduates' perceptions of constructive feedback* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Jabbar, H., **Fong, C. J.**, Germain, E., Li, D. Sanchez, J. D., Sun, W.-L., & DeVall, M. (2017, April). *The competitive effects of school choice on student outcomes: A systematic review* [Symposium presentation]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Somers, P. A., Fry, J., **Fong, C. J.**, ...Cummings, L. (2017, April). *Women and campus carry* [Paper presentation]. Annual Meeting of the American Educational Research Association, San Antonio, TX.
- Fong, C. J.**, Williams, K. M., & Schallert, D. L. (2017, February). *'Inside out': Appraisals for incongruous achievement emotions from positive and negative feedback* [Paper presentation]. Annual Meeting of the Southwest Educational Research Association, San Antonio, TX.
- Fong, C. J.**, & Cai, X. (2016, September). *Translating research to practice from Campbell systematic reviews on interventions for individuals with disabilities: Case examples of knowledge translation* [Paper presentation]. What Works Global Summit, London, UK.
- Fong, C. J.**, Davis, C., Li, D., Kim, Y. W., & Hartman, C. E. (2016, August). *A meta-analysis of noncognitive factors and community college transfer student success at four-year institutions* [Paper presentation]. Texas Higher Education Symposium, Austin, TX.
- Lin, S., & **Fong, C. J.** (2016, August). *Chinese undergraduates' sources of self-efficacy: A mixed-methods investigation and exploration of individual differences* [Poster presentation]. Annual Meeting of the American Psychological Association, Denver, CO.

- Fong, C. J.,** Kim, Y., Davis, C. W., Kim, Y. W., Marriott, L., & Kim, S. (2016, April). *Psychosocial and self-regulatory correlates of community college student success: A systematic review and meta-analysis* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, Washington, DC.
- Fong, C. J.,** Schallert, D. L., Williams, K. M., Williamson, Z. H., Lin, S., Chen, L., Kim, Y. W. (2016, April). *Making feedback constructive: The interplay of undergraduates' mastery goal orientation with feedback specificity and friendliness* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Washington, DC.
- Vasquez, A. C., Rohde, L., **Fong, C. J.,** & Hatcher, M. (2016, April). *Enhancing teaching efficacy for graduate teaching assistants: Findings from a quasi-experimental evaluation* [Paper presentation]. Annual Meeting of the American Educational Research Association, Washington, DC.
- Lin, S., **Fong, C. J.,** & Kim, Y. W. (2016, April). *Make up your "mind:" A person-centered approach to growth and fixed mindsets among Chinese undergraduates* [Paper presentation]. Annual Meeting of the Chinese American Educational Research and Development Association, Washington, DC.
- Kim, Y., **Fong, C. J.,** Davis, C. W., Hoang, T., & Kim, Y. W. (2016, April). *A meta-analysis on critical thinking and community college student achievement* [Paper presentation]. Council for the Study of Community Colleges Conference, Plano, TX.
- Fong, C. J.,** Kim, Y., Davis, C. W., Marriott, L. A., & Kim, S. (2015, November). *Do psychosocial factors predict community college student persistence? A meta-analytic investigation* [Paper presentation]. Annual Conference of the Association for the Study of Higher Education, Denver, CO.
- Fong, C. J.,** Kim, Y., Davis, C. W., & Marriott, L. (2015, August). *The role of psychosocial factors in community college student persistence: A meta-analysis* [Paper presentation]. Texas Higher Education Symposium, San Antonio, TX.
- Fong, C. J.,** Acee, T. A., & Weinstein, C. E. (2015, April). *A person-centered investigation of academic motivation, help-seeking, and correlates of community college success* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.
- Fong, C. J.,** Schallert, D. L., Williams, K. M., Warner, J. R., Williamson, Z. H., Lin, S., & Chen, L. (2015, April). *Appraisals for achievement emotions when receiving constructive*

criticism on writing [Symposium presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

Fong, C. J., Gilmore, J. A., Pinder-Grover, T., & Hatcher, M. (2015, April). *Teaching assistant instructional development in engineering: A test of four programs* [Paper presentation]. Annual Meeting of the American Educational Research Association, Chicago, IL.

Fong, C. J., & Zientek, L. R. (2015, April). *The role of instructional practices in community college student developmental mathematics grades*. [Poster presentation]. Council for the Study of Community Colleges Conference, Fort Worth, TX.

Younes, R., **Fong, C. J., & Zientek, L. R.** (2015, February). *Gender and ethnic differences in U.S. students' mathematics achievement and beliefs: Results from TIMSS 2011* [Paper presentation]. Annual Meeting of the Southwest Educational Research Association, San Antonio, TX.

Fong, C. J., & Lin, S. (2015, February). *Positioning identity in an online ESL chatroom: A discourse analysis* [Paper presentation]. Annual Meeting of the Southwest Educational Research Association, San Antonio, TX.

Snyder, K. E., **Fong, C. J.,** Patall, E. A., Linnenbrink-Garcia, E. (2014, July). *Meta-analytic review of achievement goal orientations and self-beliefs* [Paper presentation]. 28th International Congress of Applied Psychology, Paris, France.

Fong, C. J. (2014, April). *The effect of negative feedback on motivation: A meta-analysis* [Poster presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Fong, C. J., Snyder, K. E., Barr, S. L., & Patall, E. A. (2014, April). *Everything and the kitchen sink: A meta-analytic review of interventions for academically underachieving students* [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

Fong, C. J., Warner, J. R., Williams, K. M., Chen, L., Schallert, D. L., Williamson, Z. H., & Lin, S. (2014, April). *Deconstructing constructive feedback: The nature of academic emotions associated with constructive, positive, and negative feedback* [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.

- Fong, C. J.,** Gilmore, J. A., & Hatcher, M. (2014, April). *Teaching assistant fundamentals: A model of training and a conceptual and practical framework* [Paper presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Crowther, A. C., Patall, E. A., **Fong, C. J.,** Corrigan, A. S., & Pine, L. (2014, April). *The role of parental autonomy support and control on student achievement: A meta-analysis* [Poster presentation]. Annual Meeting of the American Educational Research Association, Philadelphia, PA.
- Fong, C. J.,** Patall, E. A., & Crowther, A. C. (2014, March). *The effect of negative feedback on adolescents' motivation: A meta-analytic investigation* [Paper presentation]. Biennial Meeting of the Society for Research on Adolescence, Austin, TX.
- Yeager, D. S., **Fong, C. J.,** & Espelage, D. L. (2014, March). *Declines in effectiveness in anti-bullying programs for older adolescents: A theory and a meta-analysis* [Paper presentation]. Biennial Meeting of the Society for Research on Adolescence, Austin, TX.
- Crowther, A. C., Patall, E. A., **Fong, C. J.,** & Corrigan, A. S., & Pine, L. (2014, March). *The role of parental autonomy support and control on psychological well-being: A meta-analysis* [Poster presentation]. Biennial Meeting of the Society for Research on Adolescence, Austin, TX.
- Fong, C. J.,** & Patall, E. A., (2014, February). *The effects of need-supportive feedback on intrinsic motivation* [Poster presentation]. Society for Personality and Social Psychology Convention, Austin, TX.
- Fong, C. J.,** Williams, K. M., Warner, J. R., Schallert, D. L., Chen, L. H., & Williamson, Z. H. (2013, December). *"My teacher saying 'This sucks' doesn't really help me": College students' perspectives on constructive criticism on writing* [Paper presentation]. Annual Meeting of the Literacy Research Association Annual Conference, Dallas, TX.
- Fong, C. J.,** Zaleski, D. J., & Leach, J. K. (2013, April). *The relationship between the challenge-skill balance and flow: A meta-analysis*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Fong, C. J.,** & Krause, J. M. (2013, April). *Lost potential and confidence: A mixed methods study of underachieving college students' sources of self-efficacy*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

- Krause, J. M., **Fong, C. J.**, & Rarick, J. D. (2013, April). *Fearing failure and avoiding help: Examining Asian American college students' strategic self-beliefs*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Zientek, L. R., **Fong, C. J.**, & Phelps, J. M. (2013, April). *The sources of self-efficacy of community college students in developmental mathematics*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Vaden-Kiernan, M., Borman, G., Caverly, S. L., Bell, N., Sullivan, M. K., Atwood, E. A., & **Fong, C. J.** (2013, March). *A multi-site trial of a supplemental reading program for adolescents: The Louisiana Striving Readers Evaluation of Passport Reading Journeys*. Paper presented at the Society for Research on Educational Effectiveness Conference, Washington, DC.
- Fong, C. J.**, Williams, K. M., Schallert, D. L., & Warner, J. R. (2012, November). "Without adding these details, your writing is meaningless": *Evaluating preservice teachers' constructive feedback on a writing assignment* [Paper presentation]. Annual Meeting of the Literacy Research Association Annual Conference, Dallas, TX.
- Fong, C. J.**, Patall, E. A., Jones, S. J., Zuniga, R., & Snyder, K. E. (2012, April). *The relationship between underachievement and self-concept, motivation, and self-regulation: A meta-analysis* [Paper presentation]. Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Fong, C. J.**, & Schallert, D. L. (2012, April). *What the filling in the "compliment sandwich" entails: Preservice teachers' views of constructive criticism* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Fong, C. J.**, Krause, J. M., Weinstein, C. E., & Acee, T. A. (2012, April). *Motivational differences between LEP (limited English proficient) and non-LEP Hispanic community college students* [Poster presentation]. Annual Meeting of the American Educational Research Association, Vancouver, BC.
- Fong, C. J.**, Boelter, J., Vaden-Kiernan, M., Caverly, S. L., & Sullivan, M. K. (2012, April). *Reading motivation and academic ability in middle school* [Poster presentation]. Graduate Research Showcase of the Graduate School, Austin, TX.
- Fong, C. J.**, Boelter, J., Vaden-Kiernan, M., Caverly, S. L., & Sullivan, M. K. (2012, March). *The relationship between reading motivation and academic ability in low performing*

adolescent readers [Poster presentation]. Biennial Meeting of the Society for Research on Adolescence, Vancouver, BC.

Fong, C. J., Schallert, D. L., Schoffstall, S., & Williams, K. M. (2012, March). *Consideration for constructive criticism: A focus group analysis* [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.

Krause, J. M., & **Fong, C. J.** (2012, March). *Academic self-compassion: Review and recommendations* [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.

Krause, J. M., & **Fong, C. J.** (2012, March). *Academic self-compassion: An instructional intervention*. [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.

Steingut, R. R., & **Fong, C. J.** (2012, March). *Preservice teacher psychological well-being and perceptions of the impact of well-being on teaching* [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.

Zientek, L. R., **Fong, C. J.**, Phelps, J., Griffin, M., & Yetkiner Ozel, Z. E., (2011, November). *Research in developmental education classrooms* [Paper presentation]. American Mathematical Association of Two-Year Colleges Conference, Austin, TX.

Fong, C. J., Krause, J. M., Weinstein, C. E., & Acee, T. A. (2011, April). *Community college retention of LEP (limited English proficient) and non-LEP Hispanic students: Demographic and academic predictors* [Poster presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA.

Zientek, L. R., **Fong, C. J.**, Yetkiner Ozel, Z. E., & Phelps, J. M. (2011, April). *The role of students' self-efficacy in developmental mathematics across ethnicity* [Paper presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA.

Bush-Richards, A., Schneider, C. S., Leach, L. F., Harvey, K. E., **Fong, C. J.**, & Chao, T. (2011, April). *Intelligence, persistence, and problem solving: Assessing change in student beliefs over an Academic Youth Development program* [Roundtable presentation]. Annual Meeting of the American Educational Research Association, New Orleans, LA.

- Krause, J. M., & **Fong, C. J.** (2011, March). *Consideration for student learning: A qualitative analysis of college calculus instructors' methodology and teaching approaches* [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.
- Fong, C. J.** (2011, February). *The relationship between sources of self-efficacy and academic resilience of middle school students* [Paper presentation]. Annual Meeting of the Southwest Educational Research Association, San Antonio, TX.
- Weinstein, C. E., Acee, T. W., Dearman, J. K., Clark, D. A., Sylvester Dacy, B., Krause, J. M., & **The CCLR Team***. (2010, April). *Identifying and understanding at-risk and underprepared college students* [Paper presentation]. Annual Meeting of College Academic Support Programs, El Paso, TX.
- Fong, C. J.** (2010, April). *Female involvement in educational psychology journals from 2003 to 2008* [Symposium presentation]. Annual Meeting of the American Educational Research Association, Denver, CO.
- Fong, C. J.** (2010, April). *Identity issues in an ESL online chat room: A cautionary case* [Poster presentation] Annual Meeting of the American Educational Research Association, Denver, CO.
- Krause, J. M., **Fong, C. J.**, & Harvey, K. E. (2010, April). *Increasing student mathematics self-efficacy and resilience through collaborative learning* [Paper presentation]. Annual Teacher Education Symposium of the Consortium for Research in Teacher Education, Austin, TX.
- Acee, T. W., Weinstein, C. E., Sylvester Dacy, B., & **The CCLR Team***. (2010, March). *Motivational influences on achievement/retention in the community college longitudinal retention study* [Paper presentation]. Annual Conference of the National Association of Developmental Education, Cleveland, OH.
- Schneider, C. S., Chao, T., Leach, L. F., & **Fong, C. J.** (2010, February). *Effect of the Academic Youth Development program on student beliefs* [Paper presentation]. Annual Meeting of the Southwest Educational Research Association, New Orleans, LA.
- Weinstein, C. E., Acee, T. W., Krause, J. M., & **The CCLR Team***. (2009, October). *Relationships among first-generation status, SES, strategic learning, achievement and retention* [Paper presentation]. Annual Meeting of the College Reading and Learning Association, Richmond, VA.

Fong, C. J. (2008, May). *Identity issues in an ESL online chat room: A cautionary case* [Paper presentation]. The Graduate School of Education Research Day, University of California, Berkeley, CA.

Fong, C. J. (2007, March). *Identity issues in ESL online chat rooms: Positioning statements in joint projects* [Paper presentation]. Cornell University Undergraduate Linguistics Colloquium, Ithaca, NY.

2. Invited Talks, Lectures, and Presentations:

Fong, C. J. (2023, February). *Demystifying student motivation and help-seeking*. Invited Presentation: Student Academic Support Programs Conference, Texas State University.

Fong, C. J. (2022, October). *Critical race theory in quantitative research: A case for QuantCrit*. Invited Lecture: Theory \longleftrightarrow Method Research Symposium Series, Education Now Lab.

Fong, C. J. (2022, March). *Creating learning environments to support student motivation post-pandemic*. Invited Lecture: Teaching and Learning Lab Speaker Series, Massachusetts Institute of Technology.

Fong, C. J. (2022, January). *Current strategies for updating systematic reviews*. Webinar: Center on Knowledge Translation for Disability and Rehabilitation Research (KTDRR).

Fong, C. J. (2021, December). *Recent meta-analyses on self-regulated learning strategies and student achievement*. Presentation: Memory Dynamics Laboratory, Washington University in St. Louis.

Fong, C. J. (2021, October). *What recent meta-analyses reveal about self-regulated learning strategies and college student achievement*. Invited colloquium by North Dakota State University, Department of Psychology.

Fong, C. J. (2021, October). *The constructive feedback process with adult learners*. Presentation: The Education Institute Conference, Texas State University.

Fong, C. J. (2021, September). *Academia, social media, and creating a personal brand*. Panel: Motivation Monday, AERA Motivation in Education SIG.

Fong, C. J. (2021, August). *Social media and educational psychology*. Invited Facilitator: APA Division 15, Educational Psychology.

Fong, C. J., & Koenka, A. C. (2021, May). *Research on feedback*. Guest Lecture: Psychology of Talent and Motivation, Hanover University.

Fong, C. J. (2021, February). *Goal orientation and community college students*. Guest Lecture: Motivation in Education, Virginia Commonwealth University.

Fong, C. J. (2021, April). *Equity focused scholarship: Demystifying the writing process*. Invited panel by Division C: Learning and Instruction of the American Educational Research Association.

Fong, C. J. (2021, February). *How researchers can investigate constructs through the lens of race and culture*. Invited panel by Washington State University, Educational Psychology Program.

Fong, C. J., & Alejandro, A. J. (2020, October). *School climate and context: Race-reimagining belonging factors for Indigenous community college students*. Guest Lecture: Social Processes in Education, Virginia Commonwealth University.

Fong, C. J., & Zusho, A. (2020, August). *Reimagining the use of statistics for more equitable agendas*. Race: A Discussion of Division 15 Actions. Invited Facilitator: APA Division 15 (Educational Psychology).

Fong, C. J. (2020, April). *New directions in the integration of equity-focused theoretical frameworks*. Invited panel by Division C: Learning and Instruction of the American Educational Research Association. (Conference canceled)

Fong, C. J. (2020, February). *Learning about meta-analyses and meta-analyses about learning*. Invited Talk: Statistics Seminar, Department of Mathematics, Texas State University.

Fong, C. J. (2020, January). *Teaching self-efficacy for graduate students*. Guest Lecture: Motivation and Instruction, McGill University.

Fong, C. J. (2019, October). *The value and evolution of psychosocial factors for community college students*. Invited Keynote Address: Transformative Teaching Track (Texas CoRequisite Project), Catch the Next.

Fong, C. J. (2019, February). *Achievement emotions and control-value theory*. Guest Lecture: Learning Systems: Theory and Practice, University of Louisville.

Fong, C. J. (2018, April). *Challenging motivation theories: Invited perspectives of early career researchers*. Invited panel by the Motivation in Education Special Interest Group of the American Educational Research Association.

Fong, C. J. (2017, November). *The Community College Survey of Student Engagement*. Guest Lecture: Community College, Texas State University.

Fong, C. J. (2017, April). *Motivation in college*. Guest Lecture: The College Student, The University of Texas at Austin.

Fong, C. J. (2016, October). *Introduction to meta-analysis*. Guest Lecture: Research and Evaluation, Iowa State University

Fong, C. J. (2016, October). *Motivation in the college classroom*. Invited Talk: Department of Computer Science, The University of Texas at Austin.

Fong, C. J. (2016, June). *Positivism and post-positivism: A meta-analytic example of community college research*. Guest Lecture: Systems of Inquiry, The University of Texas at Austin.

Fong, C. J. (2016, April). *Introduction to meta-analysis*. Guest Lecture: Quantitative Methods, The University of Texas at Austin.

Fong, C. J. (2015, October). *Do psychosocial factors predict community college student success? A research synthesis*. Invited Talk: Center for Community College Student Engagement, The University of Texas at Austin.

Fong, C. J., & Murphy, K. M. (2015, January). *Behavioral, psychological, educational and vocational interventions to facilitate employment outcomes for cancer survivors*. Webcast: SEDL and The Campbell Collaboration.

Fong, C. J. (2014, October). *Community college student access and persistence: Perspectives from motivational theory*. Guest Lecture: The Community College, The University of Texas at Austin.

Fong, C. J. (2014, January). *Meta-analysis*. Invited Roundtable: College of Education, The University of Texas at Austin.

Fong, C. J. (2013, September). *Motivation in the college classroom*. Invited Talk: Department of Spanish and Portuguese, The University of Texas at Austin.

Fong, C. J. (2013, February). *“If you don’t have anything nice to say...”: Research on feedback*. Colloquium: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J. (2012, May). *Research on criticism and intrinsic motivation*. Invited Talk: Texas Leadership Society, The University of Texas at Austin.

Fong, C. J., & Torres, L. G. (2011, February). *Motivation and learning: Implications for instructional practice*. Guest Lecture: Applied Human Learning, The University of Texas at Austin.

Fong, C. J. (2010, October). *The relationship between underachievement and motivation: Preliminary research synthesis*. Invited Colloquia, Baylor University.

Fong, C. J. (2009, October). *Trends in female productivity, international involvement, and collaboration in educational psychology journals*. Invited Colloquia, Baylor University.

Fong, C. J. (2007, November). *Exploring cognitive science and interdisciplinary studies*. Guest Lecture: Exploring the Liberal Arts, University of California, Berkeley.

Fong, C. J. (2007, May). *Social and distributed cognition*. Guest Lecture: Introduction to Cognitive Science, University of California, Berkeley.

3. Consultancies:

Advisory Board Member for NSF Grant “Improving Undergraduates’ Motivation and Retention in STEM Through Classroom Interventions: A Meta-Analysis” (Award No. 2110368; awarded to American Institutes for Research, PI Miller) (2021–present)

Advisory Committee Member for the Community College Center on Student Engagement’s (CCCSE) Race and Ethnicity Module (2020)

American Institutes for Research (2014–present)

4. Workshops:

Fong, C. J. (2022, January). *Motivating students*. Workshop: Success Coaching, University College, Texas State University.

Fong, C. J. (2021, September). *LASSI's great adventure: Evidence-based strategies for learning and studying*. Workshop: Teaching and Learning for Student Success Monthly Webinar, Catch the Next.

Fong, C. J. (2021, September). *Lesson learned: Applying to grants from scholarly and professional organizations and beyond*. Workshop: College of Education Research Office, Texas State University.

Fong, C. J. (2021, September). *Updating systematic reviews on autism and employment interventions*. Workshop: Campbell Collaboration Webinar Series.

Fong, C. J. (2021, July). *A primer on QuantCrit*. Workshop: Motivation in ST Math (MIST), University of Delaware.

Fong, C. J., & Newman, T. (2021, April). *Spice it up! 5 tips for infusing energy into your instruction*. Workshop: Faculty Advisory Council, College of Education, Texas State University.

Fong, C. J. (2020, August). *Research and writing in graduate school*. New Graduate Student Orientation: Graduate College, Texas State University.

Fong, C. J. (2020, March). *How to publish in academic journals*. Workshop: APCE Graduate Student Organization, Texas State University.

Fong, C. J. (2020, March). *Nuts and bolts of graduate-level writing*. Shop Talk: Graduate College, Texas State University.

Fong, C. J. (2020, February). *Group communication and managing group projects*. Workshop: Brilliant Bobcats College Success Series, Center for Student Retention, Texas State University.

Fong, C. J. (2019, September). *Tips and tricks for graduate student funding*. Workshop: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J. (2019, May). *Publishing in academic journals: Demystifying the publication process*. Workshop: Student Association of Developmental Education, Texas State University.

Fong, C. J. (2018, October). *Nuts and bolts of graduate-level writing*. Shop Talk: Graduate College, Texas State University.

Fong, C. J. (2017, October). *Navigating academic conferences*. Brown Bag: Graduate Program in Developmental Education, Texas State University.

Fong, C. J. (2016, February). *Tips for academic conferences*. Invited Talk: Higher Education Administration Student Professional Association, The University of Texas at Austin.

Jones, V. A., & **Fong, C. J.** (2015, March). *Tips and best practices for research and publication*. Invited Talk: Higher Education Administration Student Professional Association, The University of Texas at Austin.

Fong, C. J., & Jones, V. A. (2014, October). *Tips for academic conferences*. Invited Talk: Higher Education Administration Student Professional Association, The University of Texas at Austin.

Fong, C. J. (2013, November). *Graduate student research*. Invited Talk: College of Education, The University of Texas at Austin.

Fong, C. J. (2013, August). *Learning the ropes: Doctoral student orientation*. Invited Talk: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J. (2013, February). *Tips and tricks for funding*. Invited Talk: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J., & Crowther, A. C. (2012, August). *Learning the ropes: Doctoral student orientation*. Invited Talk: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J. (2011, November). *The art of writing conference proposals*. Invited Talk: Consortium of Research on Teacher Education, The University of Texas at Austin.

Fong, C. J., & Krause, J. M. (2011, August). *Learning the ropes: Doctoral student orientation*. Invited Talk: Department of Educational Psychology, The University of Texas at Austin.

Fong, C. J. (2011, August). *Learning the ropes: Master's student orientation*. Invited Talk: Department of Educational Psychology, The University of Texas at Austin.

5. Other Works not in Print:

a. Works “submitted” or “under review”

Fong, C. J., Patall, E. A., Snyder, K. E., Hoff, M. A., Jones, S. J., & Zuniga, R. E. (under review). Academic underachievement and self-conceptual, motivational, and self-regulatory factors: A meta-analytic review of 80 years of research. *Educational Research Review*.

Fong, C. J., Schallert, D. L., Williamson, Z. H., Lin, S., Williams, K. M., Kim, Y. W. (invited revision). Self-kindness and feedback literacy: Self-compassion influences undergraduates’ perceptions of constructive in writing assessments. *Assessing Writing*.

Kremer, K. P., **Fong, C. J.**, & García, A. J. (under review). The role of multiple measures and developmental mathematics. *Community College Review*.

Lawson, C. A., & **Fong, C. J.** (invited revision). Undergraduate Latina/o/x motivation: Moderating influences of community cultural wealth on STEM persistence intentions. *Journal of Latinx Psychology*.

Fong, C. J., Altan, S., Gonzales, C., Kirmizi, M., Adelugba, S. F., & Kim, Y. (under review). Stay motivated and carry on: A meta-analytic investigation of motivation regulation strategies and achievement, motivational, and self-regulatory correlates. *Journal of Educational Psychology*.

Ryan, K., & **Fong, C. J.** (under review). What influences informal and formal pre-help-seeking interactions among community college students? *Active Learning in Higher Education*.

b. Works “in progress” (selected)

Fong, C. J., Gonzales, C., Ryan, K., & Edgel, P. A. (in preparation). Leveraging social relationships for Latina/o/x community college students’ achievement: The mediating role of adaptive help-seeking.

Davis, B., & **Fong, C. J.** (in preparation). Social influences and experiences of adult international students at community colleges.

C. Grants and Contracts

1. Funded External Grants and Contracts:

Principal Investigator. (2020–2022, \$25,000). *A Person-Centered Investigation of Student Intrapersonal Development: Profiles of Academic Engagement, Motivation, and Self-Regulation Within Deeper Learning School Contexts*. American Educational Research Association Fellowship Program on the Study of Deeper Learning Fellowship. American Institutes for Research. The William and Flora Hewlett Foundation.

Principal Investigator. (2016–2017, \$9,000). *Anti-Cyberbullying Interventions for Reducing Cybervictimization in Youth: A Systematic Review*. Smith Richardson Foundation & The Campbell Collaboration.

Principal Investigator. (2015–2016, \$6,000). *Do Psychosocial Factors Predict Community College Student Success? A Meta-Analysis*. APA Division 15 Early Career Grant. American Psychological Association.

Principal Investigator. (2012–2013, \$25,000). *The Effectiveness of Motivational, Self-Conceptual, and Self-Regulatory Interventions for Underachieving Gifted Students*. Esther Rosen Katz Fellowship. American Psychological Foundation, American Psychological Association.

Principal Investigator. (2012–2013, \$2,500). *The Effectiveness of Motivational, Self-Conceptual, and Self-Regulatory Interventions for Underachieving Gifted Students*. Hollingworth Research Award, National Association for Gifted Children.

Principal Investigator. (2012–2013, \$500). *The Effect of Negative Feedback on Intrinsic Motivation: A Meta-Analysis*. APS Student Caucus Student Grant, Association for Psychological Science.

2. Submitted, but not Funded, External Grants and Contracts (Selected):

Principal Investigator. (2023–2026, \$481,895). *Psychosocial interventions to improve postsecondary student mathematics attainment: A meta-analysis exploring what works and for whom*. National Science Foundation. Recommended for funding.

Principal Investigator. (2024–2026, \$400,000). *College belongingness and achievement synthesis of intervention and correlational studies (C-BASICS)*. Spencer Foundation. Under Review.

Co-Principal Investigator. (2024–2029, \$738,100). *Supporting student agency in undergraduate biomedical education*. Subcontract. National Institutes of Health. Under Review.

Principal Investigator. (2022–2027, \$649,984). *CAREER: Psychosocial interventions to improve postsecondary student mathematics attainment: A meta-analysis exploring what works and for whom*. National Science Foundation. Unfunded.

Co-Principal Investigator. (2022–2024, \$360,615). *Cultivating students' growth mindset beliefs in the real world: Do parents' and teachers' beliefs and behaviors matter? A systematic review and meta-analysis*. Spencer Foundation. Unfunded.

Co-Principal Investigator. (2021–2023, \$600,380). *Exploring heterogeneity in college placement exam scores and college outcomes: A research synthesis*. Institute for Educational Sciences. Unfunded.

Co-Principal Investigator. (2021–2023, \$360,615). *Cultivating Students' Growth Mindset Beliefs in the Real World: Do Parents' and Teachers' Beliefs and Behaviors Matter? A Systematic Review and Meta-Analysis*. Spencer Foundation. Finalist Stage: Unfunded.

Principal Investigator. (2021–2026, \$647,984). *CAREER: Psychosocial interventions to improve postsecondary student mathematics attainment: A meta-analysis exploring what works and for whom*. National Science Foundation. Unfunded.

Principal Investigator. (2020–2025, \$627,984). *CAREER: Psychosocial interventions to improve postsecondary student mathematics attainment: A meta-analysis exploring what works and for whom*. National Science Foundation. Unfunded.

Co-Principal Investigator. (2020–2022, \$483,380). *Exploring heterogeneity in college placement exam scores and college outcomes: A research synthesis*. Institute for Educational Sciences. Panel Review Stage: Unfunded.

Principal Investigator. (2020–2021, \$50,000). *Instructional opportunities while incarcerated: A mediated model of educational programs on numeracy and literacy development*. Spencer Foundation. Unfunded.

Principal Investigator. (2018–2019, \$25,000). *Math underachievement through expectancy-value theories of motivation: A longitudinal investigation of high school achievement, college attendance, and STEM interest*. American Educational Research Association Research Grants Program, National Science Foundation. Unfunded.

Co-Principal Investigator. (2018–2019, \$48,244). *Validity of developmental education placement exams: A systematic review and meta-analysis*. Spencer Foundation. Unfunded.

Principal Investigator. (2018–2020, \$89,222.03). *Student engagement patterns in corequisite developmental mathematics in Texas community colleges*. Greater Texas Foundation Faculty Fellowship. Grant program was canceled.

Co-Principal Investigator. (2016, \$33,630). *The competitive effects of school choice on student, teacher, and school outcomes: A systematic review*. The Campbell Collaboration and the American Institutes of Research. Unfunded.

Principal Investigator. (2016, \$8,800). *Do psychosocial interventions impact community college student success? A meta-analytic investigation*. The CENTER Grants for Innovative Research on Community Colleges. Center for Study of Community Colleges. Unfunded.

Principal Investigator. (2016, \$2,000). *Do psychosocial interventions impact community college student success? A meta-analytic investigation*. The Council for the Study of Community Colleges. Unfunded.

Principal Investigator. (2015, \$50,000, Co-PI: Dorothy L. Espelage). *Anti-cyberbullying interventions for reducing cybervictimization in youth: A systematic review*. Jacobs Foundation and the Campbell Collaboration. Unfunded.

Principal Investigator. (2013, \$60,000). *An overview of systematic reviews on the effectiveness of vocational rehabilitation on employment outcomes across disability groups*. Mary E. Switzer Fellowship. Office of Special Education and Rehabilitative Services (OSERS), National Institute on Disability and Rehabilitation Research (NIDRR). U.S. Department of Education. Unfunded.

3. Funded Internal Grants and Contracts:

Principal Investigator. (2022-2023, \$8,000). *College Belongingness and Achievement Synthesis of Intervention and Correlational Studies*. Research Enhancement Program, Texas State University.

Principal Investigator. (2018-2019, \$8,000). *Evidence for Learning Strategies and Student Achievement: A Meta-Analytic Synthesis*. Research Enhancement Program, Texas State University.

D. Scholarly Fellowships, Awards, Honors:

Faculty mentor for Motivation in Education Special Interest Group (SIG) of American Educational Research Association (AERA) graduate student mentoring lunch (2023; by student request and invitation only).

Most Productive Early Career Scholars in Educational Psychology (2015-2021), *Educational Psychology Review* (2022)

AERA Michael Pyryt Collaboration Award (2022)

Induction into the Society for Research Synthesis Methodology (2022)

Faculty mentor for Division 15 (Educational Psychology) of American Psychological Association graduate student development seminar (2020, 2022; by student request and invitation only).

Association for Psychological Science Rising Star Award (2021)

Presidential Distinction Award in Scholarly/Creative Activity (2021)

Mensa Foundation Research Excellence Award (2020–2021)

Semifinalist; National Academy of Education/Spencer Foundation Postdoctoral Fellowship (2020)

Community College Center on Student Engagement (CCCSE) Research Affiliate (2020–present)

Presidential Distinction Award in Scholarly/Creative Activity (2020)

Cynthia L. Peterson *JCRL* Outstanding Article Award (2019)

College Achievement Award for Scholarly/Creative Activity (2019)

APA Division 7 Early Career Outstanding Paper Award (2015)

AERA Minority Dissertation Fellowship in Education Research (2013–2014)

Research on Giftedness, Creativity, and Talent SIG (AERA) Travel Fellowship (2014)

Teresa Lozano Long Endowed Graduate Fellowship (2013–2014)

Graduate Dean’s Prestigious Fellowship Supplement (2013–2014)

APA Dissertation Research Award (2013)

Joseph L. and Katherine D. Henderson Foundation Scholarship (2012–2013)

AERA Division J: Post-Secondary Education Graduate Student Travel Award (2012)

Professional Development Travel Award (2012–2014, 3 awards)

William C. Powers Jr. Graduate Fellowship (2011–2012)

Joseph L. and Katherine D. Henderson Foundation Scholarship (2010–2011)

Professional Development Travel Awards (2010–2012, 2 awards)

Educational Annual Fund Endowed Presidential Scholarship (2008–2009)

UC Berkeley Academic Opportunity Fund - Stipend for Academic Research (2007)

E. Scholarly / Creative Professional Development Activities Attended:

Learning Analytics in STEM Education Research Institute, National Science Foundation (2021)

Grant Development Scholars Program, Texas State University (2019)
AERA Division C: Learning and Instruction New Faculty Mentoring Program (2019)
Meta-Analysis Training Institute, Institute of Educational Sciences (2018)
Program for Excellence in Teaching and Scholarship, Texas State University (2017)
AERA Division C: Learning and Instruction Graduate Student Seminar (2012)

F. Media Recognition:

Education Week, “3 Counterintuitive Findings About Motivation That Teachers Can Use” (April 24, 2022)
Built In, “Constructive Criticism Is a Key Management Skill. Here’s How to Give It” (June 28, 2022)

IV. SERVICE

A. Institutional

1. University:

Reviewer, Multidisciplinary Internal Research Grant (MIRG) program (2021)
Office of Distance and Extended Learning Faculty Mentor Corps (2020–present)
Founder and Senior Mentor, International Connect (2020–present)
Faculty Sponsor, Koinonia @ Texas State (2020–2022)
Bobcat Bond Mentor (2018–present)
Faculty Sponsor, Texas State University Paintball Club (2018–2019)

2. College:

Co-Chair, Faculty Advisory Council (2021–present)
Scholarship Committee Member, College of Education, Texas State University (2019–present)
Member, Faculty Advisory Council (2019–2021)
Search Committee Member, College of Education Research Office, Texas State University (2019)
Graduate Student Research Panel, College of Education, The University of Texas at Austin (2013)

3. Department/School:

Assistant/Associate Professor Search Committee Member, Special Education, Department of Curriculum & Instruction, College of Education, Texas State University (2022–2023)

Comprehensive Exam Committee Member, Graduate Program in Developmental Education, Department of Curriculum and Instruction, Texas State University (2022–present)

Student Research Development Committee Chair, Graduate Program in Developmental Education, Department of Curriculum and Instruction, Texas State University (2019–present)

Diversity and Equity Committee Member/Chair, Graduate Program in Developmental Education, Department of Curriculum & Instruction, College of Education, Texas State University (2020–present)

Advertising and Marketing Committee Member/Chair, Graduate Program in Developmental Education, Department of Curriculum & Instruction, College of Education, Texas State University (2018–present)

Scholarship Committee Member, Graduate Program in Developmental Education, Department of Curriculum & Instruction, College of Education, Texas State University (2018–2019)

Open Rank Professor Search Committee Member, Graduate Program in Developmental Education, Department of Curriculum & Instruction, College of Education, Texas State University (2017–2018)

Research Coursework Committee Member, Graduate Program in Developmental Education, Department of Curriculum & Instruction, College of Education, Texas State University (2017–present)

Scholarship Committee Member, Department of Curriculum & Instruction, College of Education, Texas State University (2017–2018)

Postdoctoral Hiring Committee Member, Program in Higher Education Leadership, Department of Educational Administration, College of Education, The University of Texas at Austin (2017)

Doctoral Admissions Committee Member, Program in Higher Education Leadership, Department of Educational Administration, College of Education, The University of Texas at Austin (2016–2017)

Master's Admissions Committee Member, Program in Higher Education Leadership, Department of Educational Administration, College of Education, The University of Texas at Austin (2015–2016)

B. Professional:

Professional Organization Roles:

Program Co-Chair – Systematic Review and Meta-Analysis SIG, American Educational Research Association (2023–2025)

Section Program Co-Chair – Division C: Learning and Instruction (Cognition and Motivation), American Educational Research Association (2023–2025)

Chair - APA Division 15 Webinar Committee, American Psychological Association (2022–2025)

Member - Exploratory Committee on Applied Psychology, American Psychological Association (2022–present)

Member - Motivation in Education SIG Wilbert J. McKeachie Early Career Award for Motivation in Education Research Committee, American Educational Research Association (2022)

SIG Chair - Motivation in Education SIG, American Educational Research Association (2020–2022)

Program Committee/Section Chair - Council for the Study of Community Colleges (2021–2022)

Advisory Board Member - CCSSE Special Topic: Race and Ethnicity (2020)

Research Mentor - APA Division 15 Claire Ellen Weinstein Graduate Student Seminar (2020)

Member - Motivation in Education SIG Paul R. Pintrich Memorial Award Committee, American Educational Research Association (2020)

Member - Studying and Self-Regulated Learning SIG Graduate Research Award Committee, American Educational Research Association (2020)

Treasurer/ Secretary - Motivation in Education SIG, American Educational Research Association (2018–2020)

Member - APA Division 15 Membership Supplemental Committee, American Psychological Association (2017–2018)

Member - Division C Early Career Award Committee, American Educational Research Association (2012–2013)

Member - Division C Graduate Student Council, American Educational Research Association (2012–2013)

Graduate Student Representative - Southwest Educational Research Association (2010–2012)

Member - Graduate Student Research Awards Committee, Southwest Educational Research Association (2010)

Assistant Program Chair - National Association of Research and Rehabilitation Training Centers (2009)

Editorial Roles:

Editor - Disability Coordination Group, *Campbell Systematic Reviews* (2017–present)

Co-Editor - Education Coordinating Group, *Campbell Systematic Reviews* (2017–2019)

Associate Editor - Education Coordinating Group, *Campbell Systematic Reviews* (2016–2017)

Invited Editorial Roles:

Co-Editor - *Frontiers in Psychology* Special Issue on “Chinese Only Children: Advantaged or Disadvantaged?” (2021)

*Co-Editor - Theory to Practice: Educational Psychology for Teachers and Teaching, Volume
“Teaching Human Development for Educators” (2020–2022)*

Ad-Hoc Editor:

Frontiers in Psychology (2021)

SAGE Open (2021)

Editorial Board Member:

Contemporary Educational Psychology (since 2023)

Educational Psychology Review (since 2020)

Frontiers in Education (since 2019)

Frontiers in Psychology (since 2021)

Gifted Child Quarterly (since 2018)

Journal of College Reading and Learning (since 2018)

Journal of College Academic Support Programs (since 2021)

Journal of Developmental Education (since 2021)

Journal of Diversity in Higher Education (since 2023)

Journal of Educational Psychology (since 2022)

Learning and Instruction (since 2022)

Review of Educational Research (since 2022)

Ad-Hoc Reviewer:

Adult Learning (since 2018)

AERA Open (since 2021)

American Education Research Journal (since 2019)

American Journal of Distance Education (since 2019)

American Journal of Education (since 2019)

Applied Cognitive Psychology (since 2019)

Artificial Intelligence Review (since 2022)

Assessment and Evaluation in Higher Education (since 2016)

British Journal of Educational Psychology (since 2015)

British Journal of Social Psychology (since 2022)

Campbell Collaboration Systematic Reviews (since 2015)

CBE-Life Sciences Education (since 2019)

Child and Youth Care Forum (since 2021)

Child Development (since 2015)

Community College Review (since 2017)

Computers and Human Behavior (since 2020)

Contemporary Educational Psychology (since 2018)

Current Psychology (since 2019)

Educational Psychologist (since 2016)
Educational Psychology (since 2020)
Educational Psychology Review (since 2012)
Educational Researcher (since 2017)
Emotion (since 2017)
Frontiers in Education (since 2020)
Frontiers in Psychology (since 2020)
Gifted Child Quarterly (since 2013)
High Ability Studies (since 2021)
Higher Education (since 2021)
INQUIRY: The Journal of Health Care Organization, Provision, and Financing (since 2020)
International Journal of Educational Research (since 2019)
International Journal of Educational Technology in Higher Education (since 2017)
International Journal of Disability, Development, and Education (since 2020)
International Journal of Psychology (since 2020)
International Journal of STEM Education (since 2020)
Journal of Adolescence (since 2021)
Journal of Adult Development (since 2020)
Journal of Advanced Academics (since 2013)
Journal of Applied Research in Memory and Cognition (since 2018)
Journal of Applied Social Psychology (since 2021)
Journal of College Academic Support Programs (since 2021)
Journal of College Reading and Learning (since 2018)
Journal of Computing in Higher Education (since 2021)
Journal of Developmental Effectiveness (since 2016)
Journal of Diversity in Higher Education (since 2020)
Journal of Early Adolescence (since 2019)
Journal of Educational Psychology (since 2013)
Journal of Engineering Education (since 2018)
Journal of Experimental Education (since 2017)
Journal of Experimental Child Psychology (since 2021)
Journal of Further and Higher Education (since 2017)
Journal of Personality (since 2020)
Journal of Personality and Social Psychology (since 2018)
Journal of Research on Educational Effectiveness (since 2017)
Journal of STEM Education Research (since 2018)
Language, Learning, and Technology (since 2017)
Learning and Individual Differences (since 2016)
Learning and Instruction (since 2020)
Motivation Science (since 2018)

Military Psychology (since 2020)
Personality and Individual Differences (since 2021)
Personality and Social Psychology Bulletin (since 2019)
Perspectives on Psychological Science (since 2018)
PLOS ONE (since 2020)
Psychological Bulletin (since 2019)
Psychological Reports (since 2018)
Psychology Research and Behavioral Management (since 2020)
Research in Autism Spectrum Disorders (since 2020)
Research in Higher Education (since 2020)
Review of Educational Research (since 2016)
SAGE Open (since 2018)
Science Progress (since 2020)
Studies in Educational Evaluation (since 2017)
Studies in Higher Education (since 2015)
Swiss Journal of Psychology (since 2018)
Teachers College Record (since 2015)
Teaching and Teacher Education (since 2019)
Thinking Skills and Creativity (since 2019)
To Improve the Academy (since 2018)

Books/Book Chapters

APA Handbook of Educational Psychology (4th Edition)
Factors Influencing the Success of First-Generation College Students: Understanding Individual and Institutional Impacts on Student Motivation
Motivating Self and Others: Thriving with Social Purpose, Life Meaning, and the Pursuit of Personal Goals
The Handbook of Research Methods on Diversity Management, Equality and Inclusion at Work
AMATYC IMPACT Improving Mathematical Prowess and College Teaching

Technical Reports

U.S. Department of Education, Institute of Education Sciences

Conferences

American Educational Research Association
Association for the Study of Higher Education
American Psychological Association
Southwest Educational Research Association
Council for the Study of Community Colleges

Grants

Review Panel

National Science Foundation: STEM Education (2022)
 National Science Foundation: EHR Core Research (2022)
 Institute of Educational Sciences: Postsecondary Education (2022)
 National Science Foundation: EHR Core Research (2020)
 Education Coordinating Group Mini-Grants, Campbell Collaboration (2014)

Ad-hoc Reviewer

Institute of Educational Sciences: Social and Behavioral (2021)
 National Science Foundation: EHR Improving Undergraduate STEM Education (2020)
 National Resource Center for the First-Year Experience & Students in Transition (2020)
 Ministry of Education, Tertiary Education Research Fund, Singapore (2019)
 Israel Science Foundation (2018)
 Social Sciences and Humanities Research Council of Canada (2016)
 Education Coordinating Group Mini-Grants, Campbell Collaboration (2014)

Discussant/Chair for Professional Meetings

Fong, C. J., & Rozek, C.S. (Organizer, Chair). (2023, April). *Connecting research on belonging and motivation: Investigating the interplay between contextual, individual, and institutional factors*. Symposium organized and presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Fong, C. J., & Daumiller, M. (Organizer, Co-Chair). (2020, April). *The “dark side” of motivation: Unpacking malleable personal factors associated with academic dishonesty*. Symposium organized and presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (Conference canceled)

Fong, C. J. (Organizer, Chair). (2016, April). *Enhancing community college student success: Influence of psychosocial factors in achievement, persistence, and degree pursuit*. Roundtable organized and presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Fong, C. J., & Koenka, A. C. (Organizer, Co-Chair). (2016, April). *Feedback to the future: Impacts of a venerable construct on 21st century motivation and learning*. Symposium organized and presented at the Annual Meeting of the American Educational Research Association, Washington, DC.

Fong, C. J., & Schallert, D. L. (Organizer, Co-Chair). (2015, April). *“What is this feeling?” The wickedly complex workings of achievement emotions in diverse learning situations.* Symposium organized and presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Fong, C. J. (Chair). (2013, December). *Perceptions of writing and writing competence amongst college students* [Paper presentation]. Annual Meeting of the Literacy Research Association, Dallas, TX.

Fong, C. J., & Crowther, A. C. (Co-Chair). (2013, April). *Division C Graduate Student Committee: New Directions - Resilience.* Fireside session organized at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Fong, C. J., & Snyder, K. E. (Organizer, Co-Chair). (2012, April). *Current theoretical perspectives and methodological approaches in underachievement research.* Symposium organized and presented at the Annual Meeting of the American Educational Research Association, Vancouver, BC.

C. Community:

Co-Founder and Senior Mentor – International Connect (2020–present)

D. Organization Memberships:

American Educational Research Association

Division C: Learning and Instruction

Division J: Postsecondary Education

Motivation in Education SIG

Research on Giftedness, Creativity, and Talent SIG

Studying and Self-Regulated Learning SIG

Systematic Review and Meta-Analysis SIG

American Psychological Association

Division 15: Educational Psychology

Association for Psychological Science

Association for the Study of Higher Education

College Academic Support Programs

College Reading and Learning Association

Council for the Study of Community Colleges

National Organization of Student Success
Society of Research Synthesis Methodology
The Campbell Collaboration

E. Service Honors and Awards

Outstanding Reviewer Award – Review of Educational Research. American Educational Research Association (2023)

College Achievement Award in Service (2022)

Presidential Distinction Award in Service (2021)

Publons Peer Review Awards: Top 1% of peer reviewers in Cross Field (2017)

Publons Peer Review Awards: Top 1% of peer reviewers in Social Sciences (2017)

Certified Sentinel of Science Award Recipient: Top Reviewers for Social Sciences (2016)