

Anthony C. (Tony) Perez, Ph.D.

Department of Educational Foundations & Leadership
Secondary Appointment: Department of Psychology
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EDUCATION

Temple University, Philadelphia, PA
Ph.D., Educational Psychology

January 2012

Dissertation: Valuing STEM Majors: The Role of Occupational-Academic Ego-Identity Status and Task Values in STEM Persistence

La Salle University, Philadelphia, PA
M.A., Clinical-Counseling Psychology

September 2003

Rutgers University, New Brunswick, NJ
B.A., Psychology

May 1999

EXPERIENCE

Old Dominion University, Norfolk, VA

December 2013 – Present

Assistant Professor, Educational Psychology and Program Evaluation

Department of Educational Foundations and Leadership, Darden College of Education

Secondary Appointment: Department of Psychology, College of Sciences

Duke University, Durham, NC

January 2012 – December 2013

Postdoctoral Associate, Department of Psychology & Neuroscience

Supervisor: Lisa Linnenbrink-Garcia (Grant No.: NIH – R01 GM 094534-01)

TEACHING

Instructor of Record

Old Dominion University (2014 – Present)

Graduate Courses

- Applied Linear Models in Education
- Introduction to Applied Statistics
- Motivation in Education

Temple University (Spring 2010)

Undergraduate Courses

- Knowing and Learning in Math and Science

Camden County College (Spring 2007)

Undergraduate Courses

- Basic Psychology

Guest Lectures

Duke University (Spring 2013)

Undergraduate Courses

- Educational Psychology, Class on Motivation (Instructor: Dr. Lisa Linnenbrink-Garcia)

Graduate Teaching Apprenticeships

Temple University (2008 – 2009)

Graduate Courses

- Introduction to Statistics and Research (Instructor: Dr. Jennifer G. Cromley)

Undergraduate Courses

- Knowing and Learning in Math and Science (Instructor: Dr. James P. Byrnes)

PUBLICATIONS

* Indicates current or former graduate student or undergraduate student.

+ Journal Citation Reports 5-year impact factor for the year the manuscript was published

Peer-Reviewed Journal Articles

Linnenbrink-Garcia, L., Wormington, S. V., Snyder, K. E., Riggsbee J., **Perez, T.**, Ben-Eliyahu, A., & Hill, N. E. (in press). Multiple pathways to success: An examination of integrative motivational profiles among college and upper elementary students. *Journal of Educational Psychology*. Manuscript accepted for publication on 10/5/2017.+[IF: **5.240**]

*Gregory, K., Bol, L., Bean, T., & **Perez, T.** (in press). Community college discipline faculty's attitudes and self-efficacy with literacy instruction in the disciplines. *Journal of Behavioral and Social Sciences*. Manuscript accepted for publication on 8/10/2017.

Cromley, J. G., **Perez, T.**, & Kaplan, A. (2016). Undergraduate STEM achievement and retention: Cognitive, motivational, and institutional factors and solutions. *Policy Insights from the Behavioral and Brain Sciences*, 3(1), 4-11. doi:10.1177/2372732215622648

Godin, E. A., Wormington, S. V., **Perez, T.**, Barger, M. M., Snyder, K. E., Richman, L. S., Linnenbrink-Garcia, L., Schwartz-Bloom, R. (2015). A Pharmacology-based Enrichment Program for Undergraduates Promotes Interest in Science. *CBE Life Sciences Education*, 14(4), 1-12. doi: 10.1187/cbe.15-02-0043 +[IF: **2.118**]

Bol, L., Campbell, K., **Perez, T.**, & Yen, C. (2015). The effects of self-regulated learning training on community college students' metacognition and achievement in developmental math courses. *Community College Journal of Research and Practice*, 40(6), 480-495. doi: 10.1080/10668926.2015.1068718 [**21-30% Acceptance Rate**]

Perez, T., Cromley, J. G., & Kaplan, A. (2014). The role of identity development, values, and costs in college STEM retention. *Journal of Educational Psychology*, 106(1), 315-309. doi: 10.1037/a0034027 +[IF: **5.305**]

Cromley, J. G., **Perez, T.**, Wills, T. W., Tanaka, J. C., Horvat, E. M., & Agbenyega, E. K. T. (2013). Changes in race and sex stereotype threat among diverse STEM students: Relationship to grades and retention in the majors. *Contemporary Educational Psychology*. 38(3), 247-258. doi:10.1016/j.cedpsych.2013.04.003 +[IF: 3.159]

Cromley, J. G., **Perez, T. C.**, Fitzhugh, S., Newcombe, N., Wills, T. W., & Tanaka, J. (2013). Improving students' diagram comprehension with classroom instruction. *Journal of Experimental Education*. 81(4), 511-537. doi: 10.1080/00220973.2012.745465

Manuscripts Under Review

* Most recent Journal Citation Reports 5-year Impact Factor

Cromley, J. G., **Perez, T.**, Kaplan, A., Dai, T., Davidson, Y., Mara, K., Balsai, M. J., & Chew, E. R. (2018). *Within-semester relations of achievement and perceived competence among STEM undergraduates*. Manuscript submitted to *Learning and Instruction*. *[IF: 4.615]

Cromley, J. G., Kaplan, A., **Perez, T.**, Dai, T., Mara, K., & Balsai, M. (under review). Study Skills and the Motivational Booster Shot in STEM: Benefits of Distributed Practice with Cognitive and Motivational Supports. Manuscript submitted to *Psychological Science*. *[IF: 6.297]

Perez, T., Dai, T., Kaplan, A., Cromley, J. G., Brooks, W. D., White, A. C., Mara, K., & Balsai, M. J. (under review). Do Perceived Costs Affect Achievement in an Undergraduate Biology Course? It Depends on Self-Efficacy. Manuscript submitted to *Contemporary Educational Psychology*. *[IF: 4.080]

Dai, T., Kaplan, A., Wang, Y., Davidson, Y., Balsai, M., Cromley, J. G., Mara, K., & **Perez, T.** (under review). Understanding differential engagement in a relevance writing intervention: A mixed-methods investigation. Manuscript submitted to *Contemporary Educational Psychology*. *[IF: 4.080]

Linnenbrink-Garcia L., **Perez T.**, Barger M. M., Wormington S. V., Godin E., Snyder K. E., Richman L. S., & Schwartz-Bloom R. (revise and resubmit). Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways. Manuscript submitted to *Contemporary Educational Psychology*. *[IF: 4.080]

Barger, M. M., **Perez, T.**, Canelas, D. A., & Linnenbrink-Garcia, L. (revise and resubmit). Constructivism and personal epistemology development in undergraduate chemistry students. Manuscript submitted to *Learning and Individual Differences*. *[IF: 2.369]

Robinson, K. A., **Perez, T.**, Nuttall, A. K., Roseth, C. J., & Linnenbrink-Garcia, L. (revise and resubmit). From science student to scientist: Predictors and outcomes of heterogeneous science identity trajectories in college. Manuscript submitted to *Developmental Psychology*. *[IF: 4.653]

Cromley, J. G., Kaplan, A., **Perez, T.**, Dai, T., Mara, K., Davidson, Y., Balsai, M. J., & *Chew, E. R. (revise and resubmit). Combining brief cognitive and motivational interventions to promote college students' success in introductory biology. Manuscript submitted to *Journal of Research on Educational Effectiveness*. *[IF: 2.530]

Book Chapters

Cromley, J. G., **Perez, T.**, & Dai, T. (2016) Teaching introductory statistics: incorporating motivational principles. In M. C. Smith & N. DeFrates-Densch (Eds.), *Challenges and Innovations in Educational Psychology Teaching and Learning*. Charlotte, NC: Information Age Publishing.

Pugh, K., Linnenbrink-Garcia, L., Phillips, M., & **Perez, T.** (2015). Supporting the development of transformative experience and interest. In K. A. Renninger, M. Nieswandt, & S. Hidi (Eds.), *Interest in Mathematics and Science Learning*. (pp. 369 – 383). Washington, DC: American Educational Research Association.

Encyclopedia Chapters

Perez, T., Bergey, B. W., Dai, T., & Cromley, J. G. (2015). Educational Psychology. In *The Encyclopedia of Clinical Psychology*. (1st ed., pp. 1-6). Hoboken, NJ: John Wiley & Sons, Inc. DOI: 10.1002/9781118625392.wbecp207

GRANT ACTIVITIES

Current Grant Support

Linnenbrink-Garcia, L. (PI), **Perez, T.** (Co-PI), & Schwartz-Bloom, R. (Co-PI). *Undergraduate Enrichment Experiences to Support Biomedical Careers: An Investigation of Underlying Psychological Mechanisms*, Administered by the **National Institute of Health**.

September 2016 – July 2020. Role on grant: Co-PI. (2R01 GM094534-05A1)

- Total Award: \$1,652,039
- Sub-Award to Old Dominion University: \$ 429,810

The goal of this research is to examine undergraduates' persistence in studying science. Specifically, this research investigates how various types of undergraduate enrichment experiences support undergraduates' pursuit of biomedical research careers and to identify the psychological processes that underlie such support. This is a continuation of the research conducted as part of R01 GM 094534-01.

Cromley, J.G. (PI), Kaplan, A. (Co-PI), **Perez, T.** (Co-PI), Dai, T. (Co-PI), Mara, K. (Co-PI) & Balsai, M. (Co-PI). *Bootstrapping Achievement and Motivation in STEM: An Integrated Cognitive-Motivational Intervention to Improve STEM Grades*, Administered by the **Institute for Educational Science**. August, 2014 – July, 2018. (R305A140602)

- Total Award: \$1,379,250
- Subcontract to ODU: \$268,995

The goal of this research is to examine the effects of combined cognitive and motivational interventions in undergraduate gateway biology courses. Specifically, this research investigates which combinations of three motivational and three cognitive interventions are most effective in promoting achievement and persistence in the biology course and in STEM majors more broadly. The interventions are being tested at Temple University, University of Illinois Urbana-Champaign, and Old Dominion University.

Applications Not Funded

Major, D. (Principal Investigator), Miner, K.N. (Principal Investigator), Froyd, J. E. (Co-Principal Investigator), Hu, X. (Co-Principal Investigator), **Perez, T.** (Faculty Associate). *Collaborative Research: Foundational Knowledge of Subtle Interpersonal Discrimination as a Barrier to Undergraduate Women's Participation in STEM*, **National Science Foundation, EHR-CORE**; submitted September 8, 2016.

- Collaborative Proposal with Old Dominion University and Texas A&M University
- Total Award ODU: \$1,654,487
- Proposed Project Period: 5/16/2017 – 7/31/2022

Dean, A. W. (Principal Investigator), Adams, S. G (Co-Principal Investigator), Arcaute, K. (Co-Principal Investigator), Javonovic, V. (Co-Principal Investigator), & **Perez, T.** (Co-Principal Investigator). *A Pathway to Completion for Veterans Pursuing Engineering and Engineering Technology Degrees*, National Science Foundation, DUE – S-STEM, submitted May, 2016

- Total Award: \$1,000,000

Dean, A. W. (Principal Investigator), Baysal, O. (Co-Principal Investigator), Pazos-Lago, P. (Co-Principal Investigator), **Perez, T.** (Co-Principal Investigator). *EAGER: Improving pathways for Military Connected Students*, National Science Foundation, DUE, submitted, January, 2016.

- Total Award: \$300,000

Ringleb, S. (Principal Investigator), Goodman-Scott, E. (Co-Principal Investigator), Kidd, J. (Co-Principal Investigator), Pazos-Lago, P. (Co-Principal Investigator), **Perez, T.** (Co-Principal Investigator). *A Multi-Disciplinary Collaborative Approach to Promote the Learning of Engineering Concepts for Education, Engineering, and PreK-6 Students*, National Science Foundation, SMA, submitted, April, 2016.

- Total Award: \$749,924

Linnenbrink-Garcia, L. (Principal Investigator), **Perez, T.** (Co-Principal Investigator), Schwartz-Bloom, R. (Co-Principal Investigator), & Lawrence, F. *Undergraduate Enrichment Experiences to Support Biomedical Careers: An Investigation of Underlying Psychological Mechanisms*, National Institute of Health, submitted February, 2015.

- Total Award: \$2,217,754
- Sub-Award to ODU: \$444,021

Garner, J. K. (Principal Investigator), Nunnery, J. A. (Co-Principal Investigator), Arnold-Puchalski, P. (Support Staff), **Perez, T.** (Faculty Participant), Dickerson, D. L. (Faculty Participant), Kaplan, A. (Faculty Participant), Pugh, K. (Faculty Participant). *Investing in Innovations Grant: Transformation, Identification, Discovery and Engagement in STEM (TIDES)*, U.S. Department of Education, Investing in Innovation (i3) Fund, submitted August, 2014.

- Total Award: \$3,298,636.00

Cromley, J.G. (Principal Investigator), Kaplan, A. (Co-Principal Investigator) & **Perez, T.** (Co-Principal Investigator). *Bootstrapping Achievement and Motivation in STEM: An Integrated Cognitive-Motivational Intervention to Improve Biology Grades*, National Science Foundation, Improving Undergraduate STEM Education, submitted February, 2014.

- Total Award: \$1,482,413

NATIONAL AND INTERNATIONAL REFEREED CONFERENCE PRESENTATIONS

* Indicates current or former graduate student or undergraduate student.

Paper Presentations

- *Asadzadeh, D. T., **Perez, T.**, & *Yue, Yuanyuan (2017, April). *Antecedents of costs: What shapes the cost perceptions of non-science majors in a science course?* Paper presented at the 2017 annual conference of the American Educational Research Association, San Antonio, TX.
- Robinson, K. A., **Perez, T.**, Nuttall, A. K., Roseth, C. J., & Linnenbrink-Garcia, L. (2017, April). *From science student to scientist: Predictors and outcomes of multiple science identity development trajectories.* Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Cromley, J. G., Balsai, M. J., Dai, T., Davidson, Y., Kaplan, A., Mara, K., **Perez, T.**, *Chew, E., Stine, K., Totonchi, D. A., & Williams, T. (2017, April). *Antecedents of and consequences of expectancy for success in undergraduate biology.* Paper presented the annual meeting of the American Educational Research Association, San Antonio, TX.
- Cromley, J. G., Kaplan, A., Totonchi, D. A., *Chew, E., Stine, K., Mara, K., Balsai, M. J., Williams, T., Dai, T., **Perez, T.**, & Davidson, Y. (2017, April). *Large gains in undergraduate biology student achievement from a combined cognitive-motivational intervention.* Paper presented the annual meeting of the American Educational Research Association, San Antonio, TX.
- Dai, T., Kaplan, A., Wang, Y., **Perez, T.**, Cromley, J. G., Davidson, Y., Balsai, M. J., Mara, K., and *Chew, E. (2017, April). *Pursuing the “half empty question”: Biology undergraduates’ differential engagement in a brief relevance writing intervention.* Paper presented the annual meeting the American Educational Research Association, San Antonio, TX, April 27-May 1, 2017.
- Davidson, Y., Kaplan, A., Hartwell, M., Mara, K., Balsai, M. J., Cromley, J. G., **Perez, T.**, Dai, T., D’Antonio, M., Russell, D. (2017, April). *The multidimensionality and content-specificity of perceived relevance: Undergraduates’ relevance constructions of evolution and organismic diversity.* Paper presented the annual meeting of the American Educational Research Association, San Antonio, TX.
- Halpern, M., Champagne, C., Kaplan, A., Dai, T., Davidson, Y., Cromley, J., **Perez, T.**, Mara, K. & Balsai, M. (2017, April). *Undergraduate biology students’ motivation to engage in relevance writing: An interview study.* Paper presented the annual meeting of the American Educational Research Association, San Antonio, TX.
- Perez, T.**, Linnenbrink-Garcia, L., Schwartz-Bloom, R., & Robinson, K. (2017, March). *The effects of an early college science enrichment program on long-term science persistence.* Paper presented the annual meeting of the Understanding Interventions for Broadening Participation in STEM conference, San Antonio, TX.

- Cromley, J. G., Kaplan, A., Mara, K., Balsai, M. J., Dai, T., & **Perez, T.** (2017, March). *Large gains in undergraduate biology student achievement from a combined cognitive-motivational intervention*. Paper presented at the Society for Research on Educational Effectiveness, Washington, DC.
- Perez, T.**, Cromley, J. G., Dai, T., *Richards, E., Davidson, Y. Mara, K., & Balsai, M. J., (2016, April). *The combined effects of competence beliefs and opportunity cost on achievement of undergraduate biology students*. Paper presented at a symposium entitled *Extending the Expectancy-Value Model: Definitions and Functions of Cost in Students' Choice, Engagement, and Performance* at the annual meeting of the American Educational Research Association, Washington, DC.
- Linnenbrink-Garcia L., **Perez T.**, Barger M. M., Wormington S. V., Godin E., Snyder K. E., Laura Richman L. S., & Schwartz-Bloom R. (2016, April). *Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways*. Paper presented the annual meeting of the American Educational Research Association, Washington, DC.
- Davidson Y., Kaplan A., Mara K., Balsai M. J., D'Antonio M., Hartwell M., Cromley J.G., **Perez T.**, & Dai T., Richards E., (2016, April). *The multidimensionality of perceived relevance: Science undergraduates' relevance constructions of evolution*. Paper presented the annual meeting of the American Educational Research Association, Washington, DC.
- Cromley, J. G., Kaplan, A., **Perez, T.**, Dai, T., Mara, K., Davidson, Y., Balsai, M. J., & *Chew, E., (2016, April). *Improving undergraduate biology learning and achievement with a combined cognitive-motivational intervention*. Paper presented the annual meeting of the American Educational Research Association, Washington, DC.
- Richman, S. L., **Perez, T.**, Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2015, June). *Targeting stereotype threat reduction to increase participation in STEM fields*. Paper presented at the Society for the Psychological Study of Social Issues, Washington, DC.
- Barger, M. M., **Perez, T.**, Canelas, D., & Linnenbrink-Garcia, L. (2015, April). *Constructivism and personal epistemology development*. Paper presented the annual meeting of the American Educational Research Association, Chicago, IL.
- Schwartz-Bloom, R., Godin, E., **Perez, T.**, Wormington, S. V., Barger, M. M., Snyder, K. E., & Linnenbrink-Garcia, L. (2015, March). *LEAP: Launch into Education About Pharmacology: A pharmacology-based enrichment program for college students at Duke*. Abstract presented at the annual meeting of the American Society for Pharmacology and Experimental Therapeutics, Boston, MA.
- Perez, T.**, Wormington, S. V., Barger M. M., Schwartz-Bloom, R. D., & Linnenbrink-Garcia, L. (2014, June). *Profiles of costs: How expectancy-value profiles relate to undergraduates' choices in STEM*. Paper presented at the International Conference on Motivation, Helsinki, Finland.
- Perez, T.**, *Nickens, A., Barger, M. M., & Linnenbrink-Garcia, L. (2014, April). *The role of gender and motivation in undergraduates' ideal and expected stem career aspirations*. Paper presented the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Perez, T.**, Wormington, S. V., Barger, M. M, Schwartz-Bloom, R. D. & Linnenbrink-Garcia, L. (2013, April). *Expectancy-value profiles of college science students: I can do it, I want to do it, but it may be costly*. Paper presented at a symposium entitled *Is It Worth My Time and Effort? Exploring Students' Conceptions of the Cost of Learning* at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Kirchgessner, M., **Perez, A. C.**, Dai, T., & Cromley, J. G. (2012, April). *The interplay between contingencies of self-worth and test anxiety*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Agbenyega, E. T., Dai, T., Karakus, M., Horvat, E. M., Cromley, J. G., **Perez, A. C.**, & Kumi, J. A. (2012, April). *Understanding students' beliefs about the nature of knowing in chemistry and biology: A mixed-method analysis*. Paper presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Karakus, M. K., Dai, T., **Perez, A. C.**, & Kaplan, A. (2012, February). *Investigating the environmental antecedents of mastery-avoidance goals*. Paper presented at the meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Cromley, J. G., Horvat, E. M., Tanaka, J., Michel, J., **Perez, A. C.**, Tancredi-Brice, E., Raja, L., Vorndran, P., Wills, M., & Wills, T. W. (2011, April). *Cognition and motivation in science technology engineering and math retention*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Meyer, R. H., **Perez, A. C.**, Karakus, M. K., & Kaplan, A. (2011, April). *Perceptions of peers' task values and motivation for choosing enhanced subjects in high school*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Karakus, M. K., Meyer, R. H., **Perez, A. C.**, & Kaplan, A. (2011, April). *Mastery-avoidance goals in junior high school: Prevalence and meaning in two disciplinary domains*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Agbenyega, E. T., Horvat, E. M., **Perez, A. C.**, Cromley, J. G., Townsend, I., & Raja, L. (2011, April). *Bridging the gap: An exploration of tensions between pedagogical reforms and STEM students' learning needs*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Cromley, J. G., Wills, T. W., Resnick, I., Dai, T., **Perez, A. C.**, Fitzhugh, S., Newcombe, N., & Ramos-Castillo, N. (2010, July). *Reading comprehension--sequences of cognitive moves while reading scientific text*. Paper presented at the seventeenth annual meeting of the Society for the Scientific Study of Reading, Berlin, Germany.
- Perez, A. C.**, Cromley, J. G., & Newcombe, N. (2010, April). *Relationships between visuospatial skills, knowledge, and reasoning with science diagrams*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Cromley, J. G., **Perez, A. C.**, Fitzhugh, S., Tanaka, J., Newcombe, N., & Wills, T. W. (2010, April). *Teaching effective use of diagrammatic reasoning in biology*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.

- Fitzhugh, S., Cromley, J. G., Newcombe, N., **Perez, A. C.**, & Wills, T. W. (2010, April). *High school students' comprehension of text and diagrams: Testing a model with eye tracking data*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Horvat, E. M., Cromley, J. G., **Perez, A. C.**, Tancredi-Brice, E., & Karakus, M. (2010, April). *Understanding STEM persistence: Memorizing, digesting and personal epistemology*. Paper presented at the annual meeting of the American Educational Research Association, Denver, CO.
- Cromley, J. G., Newcombe, N., Shipley, T. F., Tanaka, J., **Perez, A. C.**, & Fitzhugh, S. (2010, March). *Reasoning with visual representations in science: from basic processes to interventions*. Paper presented at a symposium entitled *The New Learning Sciences* at the meeting of the Eastern Psychological Association, Pittsburgh, PA.
- Perez, A. C.**, & Cromley, J. G. (2009, April). *Predicting science achievement from science media use and science enjoyment across 57 countries using PISA 2006*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Poster Presentations

- Mara, K.R., Kaplan, A., Balsai, M.A., Cromley, J.G., **Perez, T.**, Dai, T., Davidson, Y. (2017, July). *How instructors can enhance biology students' motivation, learning, and grades through brief relevance writing and worked examples interventions*. Poster presented at the annual meeting of the American Society of Ichthyologists and Herpetologists, Austin, TX.
- *Grimm, J. & **Perez, T.** (April, 2017). *A longitudinal study of supplemental instruction's impact on anatomy & physiology course performance*. Poster presented at the annual meeting of the American Educational Research Association, San Antonio, TX.
- Perez, T.** & Linnenbrink-Garcia, L. (2015, August). *The role of goal orientations in science students' cost perceptions*. Poster presented at the annual meeting of the American Psychological Association, Toronto, Canada.
- Perez, T.**, Wormington, S. V., Barger M. M., Schwartz-Bloom, R. D., & Linnenbrink-Garcia, L. (2014, June). *Profiles of costs: how expectancy-value profiles relate to undergraduates' choices in stem*. Poster presented at the International Conference on Motivation, Helsinki, Finland.
- Barger, M. M., **Perez, T.**, Gustafson, M., Nadeau, J., Schaad, D., Huettel, L., Linnenbrink-Garcia, L. (2014, April). *Interest development via "Grand Challenges" in college engineering students*. Structured poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- Linnenbrink-Garcia, L., Schartz-Bloom, R., **Perez, T.**, Wormington, S. V., Barger, M. M., Godin, E., Snyder, K. (2014, April). *Supporting motivation and career intentions in science: The effects of a summer intervention program*. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Bergey, B. W., **Perez, A. C.**, Agbenyega, E. K. T., Cromley, J. G., & Horvat, E. (2012, August). *Weighing major costs: Undergraduates' values and costs for STEM majors*. Poster presented at the annual meeting of the American Psychological Association, Orlando, FL.
- Perez, A. C.**, Cromley, J. G., & Kaplan, A. (2012, April). *Intention to leave a STEM major: Expectancies, values, and identity Status*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Cromley, J. G., Horvat, E. M., **Perez, A. C.**, Agbenyega, E. T., Wills, T. W., Tanaka, J., Dumas, D., Raja, R., & Sheth, D. (2012, April). *Cognitive and motivational predictors of first-year science grades*. Poster presented at the annual meeting of the American Educational Research Association, Vancouver, Canada.
- Perez, A. C.**, Bergey, B. W., Cromley, J. G., Agbenyega E. T., & Horvat, E. M. (2011, August). *Sticking with science? The perceived cost and values of being a science student*. Poster presented at the annual meeting of the Junior Researchers of the European Association for Research on Learning and Instruction, Exeter, United Kingdom. [**Nominated for best poster at JURE**]
- Perez, A. C.**, Cromley, J. G., Agbenyega, E. T., & Horvat, E. M. (2011, April). *"Should I take the bio exam?": An expectancy-value perspective on undergraduates' decisions to take an optional biology exam*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Perez, A. C.**, Meyer, R. H., Karakus, M. K., & Kaplan, A. (2011, April). *Identity formation processes and motivation for choosing an academic concentration in high school*. Poster presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Proposals Under Review

- Perez, T.**, Cromley, J. G., Van Boekel, M., Kaplan, A., Mara, K., Balsai, M., & Dai, T. (2017). *Gains in undergraduate biology student achievement from a combined cognitive-motivational intervention across multiple semesters*. Paper to be presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX, November 9-11, 2017.
- Davidson, Y., Kaplan, A., Dai, T., Cromley, J. G., Mara, K., **Perez, T.**, & Balsai, M. J. (2017). *Context, task, and person in undergraduates' regulation of engagement in relevance writing assignments*. Proposal submitted as part of a symposium proposal titled "A synergistic approach to self-regulated learning: Adding an intraindividual system to the ecological systems developmental paradigm" at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.
- Perez, T.**, *Gregory, K. H., & Baker, P. (2017). *Using an identity-based relevance intervention to support developmental community college students' educational commitment and motivation*. Proposal submitted for consideration at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.

- Perez, T.**, *Brooks, W., *White, A., *Richmond, E., Cromley, J. G., Kaplan, A., Dai, T., Mara, K., *Ruck, H., Davidson, Y., & Balsai, M (2017). *Do perceived costs affect achievement in an undergraduate biology course? It depends on self-efficacy*. Proposal submitted for consideration at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.
- *Totonchi, D. A., **Perez, T.**, Lee, Y., & Linnenbrink-Garcia, L. (2017). *The role of stereotype vulnerability in minorities' declining science motivation: A parallel growth curve analysis*. Proposal submitted for consideration at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.
- Cromley, J. G., Balsai, M. J., Brooks, W., Dai, T., Davidson, Y., Kaplan, A., Mara, K., **Perez, T.**, & Van Boekel, M. (2017). *The critical role of motivation when intervening in undergraduate biology student achievement*. Proposal submitted for consideration at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.
- Kaplan, A., Cao, X., Dai, T., Obradovich, Z., **Perez, T.**, Cromley, J. G., Mara, K., & Balsai, M. J. (2017). *Motivation as a complex system: Semester-long recursive dynamics of expectancy-value constructs in undergraduate biology*. Proposal submitted for consideration at the annual meeting of the American Educational Research Association, New York, NY, April 13-17, 2018.

INVITED PRESENTATIONS

- Perez, T.** (2017, October). *Boosting Student Motivation to Support Persistence and Achievement in College*. Presentation at Chowan University, Murfreesboro, NC.
- Perez, T.** (2017, September). *Supporting Motivation to Persist in STEM Disciplines: An Expectancy-Value Approach*. Presentation at the Old Dominion University Psychology Department Colloquium, Norfolk, VA.
- Perez, T.** (2015, October). *Boosting student motivation to support persistence and achievement in college*. Presentation at the Old Dominion University Educational Psychology and Program Evaluation Speaker Series, Norfolk, VA.
- Perez, T.** (2013, March). *Is majoring in stem worth it?: The role of ego-identity status, values, and costs in college stem retention*. Presentation at the Duke University Department of Psychology and Neuroscience Developmental Brown Bag Series, Durham, NC.
- Cromley, J. G., Newcombe, N., Tanaka, J. Shipley, T. F., Fitzhugh, S., **Perez, A. C.**, & Bergey, B. (2010, March). *Teaching diagrammatic reasoning: Conventions of diagrams versus coordinating text and diagrams*. Presentation to the Temple University Spatial Intelligence and Learning Center in the Department of Psychology, Philadelphia, PA

RESEARCH AND MANUSCRIPTS IN PROGRESS

- Perez, T.**, Brooks, W., White, A., Kaplan, A., Cromley, J. G., Dai, T., Mara, K., & Balsai, M. (in prep). *Do Perceived Costs Affect Achievement in an Undergraduate Biology Course? It Depends on Self-Efficacy*.

- Cromley, J. G., **Perez, T.**, Kaplan, A., Dai, T., Davidson, Y., Mara, K. R., Balsai, M. J., & *Chew, E. R. (in prep). When does prior expectancy “fade out” and current achievement “kick in”? Timing effects of expectancy for success with stem majors.
- Perez, T.**, Wormington, S. V., Barger, M. M., Schwartz-Bloom, R. D., & Linnenbrink-Garcia, L. (in prep). Expectancy-Value Profiles of First-Year College Science Students: I Can Do It, I Want to Do It, but It May Be Costly.
- Perez, T.**, Nickens, A., Barger, M. M., & Linnenbrink-Garcia, L. (in prep). The Role of Gender and Motivation in Undergraduates’ Ideal and Expected STEM Career Aspirations.
- Perez, T.**, Bergey, B. W., Cromley, J. G., Horvat, E. M, & Agbenyega, E. (in prep). Weighing major costs: An exploration of STEM students’ perceptions of cost.
- Richman, L. S., **Perez, T.**, Schwartz-Bloom, R. D., & Linnenbrink-Garcia, L. (in prep). The Undoing of Chronic Gender Stereotype Threat Through Domain Engagement in STEM.

HONORS AND AWARDS

- **Darden College of Education New Investigator Award**, Old Dominion University, 2017
- **Shining Star Recognition for Teaching**, Old Dominion University, 2015 and 2016
- **Division C New Faculty Mentoring Program**, American Educational Research Association, 2014
- **Early Career Travel Award**, American Psychological Association, 2012
- **Division C Graduate Student Seminar**, American Educational Research Association, 2011
- **Benjamin Banneker Award**, Temple University, 2009
 - Annual award from the College of Education for a full-time graduate research assistant who showed outstanding work or initiative.

MEMBERSHIPS IN PROFESSIONAL SOCIETIES

- **American Educational Research Association**
 - Division C – Learning and Instruction
 - Motivation and Learning Special Interest Group
 - Studying and Self-Regulation Special Interest Group
- **American Psychological Association**
 - Division 15 – Educational Psychology
- **European Association of Research on Learning and Instruction**
- **Gender and STEM Network**

STUDENT ADVISING AND SUPERVISION

Old Dominion University (2014 – Present)

Primary Advisor

- Delaram Asadzadeh Totonchi – Ph.D. Graduate Assistant and Advisee, Fall 2015 - Present
- Wanda Brooks – Ph.D. Graduate Research Assistant and Advisee, Fall 2016 – Present
- Yuanyuan Yue – Ph.D. Graduate Research Assistant and Advisee, Spring 2016 – Present
- Arianna White – Ph. D. Graduate Research Assistant and Advisee, Fall 2017 – Present

Supervisor

- Erica Chew – Ph.D. Graduate Research Assistant, Fall 2014 – Summer 2016
- Arianna White – M.S. Graduate Research Assistant, Spring 2016
- Elizabeth Richmond – M.Ed. Graduate Research Assistant, Fall 2016
- Hannah Ruck – Undergraduate Research Assistant, Fall 2016; Graduate Hourly Worker, Spring 2017

Duke University (2012 – 2013)

Postdoctoral Supervision

- Michael Barger – Graduate Research Assistant
- Stephanie Wormington – Graduate Research Assistant
- Amanda Nickens – Undergraduate Thesis Co-Advisor, Fall 2012 – Spring 2013

UNIVERSITY AND PROFESSIONAL SERVICE

University Service

Old Dominion University

- Founder & Faculty Advisor, Future Faculty Fellows (F3), Fall 2016 - Present
 - Student group designed to encourage research and development for graduate students who wish to pursue faculty and other research careers.
- Broadening Participation in STEM Working Group, Member, Spring 2016 – Present
- Transportation and Parking Advisory Committee, Fall 2014 – Present
- Chair, Ad Hoc Doctoral Policy Committee, Spring 2016
- Darden College of Education Diversity Committee, Fall 2014 – Spring 2017
- Improving Capstone Courses Faculty Workshop, Fall, 2016
 - Led motivation in capstone courses professional development
- Search Committee Member, Children’s Learning and Research Center, Summer 2015

Temple University

- Co-founder and Chair, Graduate Organization of Students in Educational Psychology, 2008-2010

Professional Service

Editorial and Reviewer Activities

- Editorial Board, *Contemporary Educational Psychology*, Summer 2017 - Present
- Editorial Board, *Journal of Experimental Education*, Spring 2014 - Present

- Ad hoc journal reviewer
 - *Journal of Educational Psychology*
 - *Metacognition and Learning*
 - *Journal of Research in Education*
 - *Educational Psychology Review*
 - *Learning and Instruction*
 - *International Journal of Gender, Science and Technology*
 - *AERA Open*
 - *Learning and Individual Differences*
- National Science Foundation Review Panel, 2016
- Proposal reviewer
 - Motivation SIG, Annual Meeting of the American Educational Research Association, 2017
 - Motivation SIG, Annual Meeting of the American Educational Research Association, 2016
 - Division C, Section 2b Annual Meeting of the American Educational Research Association, 2015
 - Motivation SIG, Annual Meeting of the American Educational Research Association, 2014
 - Division C, Section 2b Annual Meeting of the American Educational Research Association, 2013
 - Division C, Section 5 Annual Meeting of the American Educational Research Association, 2008

National Conference Service

- Faculty Mentor
 - AERA, Division C–Graduate Student Seminar, 2017
 - AERA, Division C–Graduate Student Seminar, 2016
 - APA, Division 15–Graduate Student Seminar, 2015
- Panelist
 - AERA, Division C–New Faculty Mentoring Program, 2016
- Session Chair
 - *Innovation in Research on the Role of Context in Engagement*, Division C – Learning and Instruction, Section 2b, Annual Meeting of the American Educational Research Association, Philadelphia PA, 2014

Advisory Boards

- Member, Advisory Board, Learning Theory and Analytics as Guides to Improve Undergraduate STEM Education, National Science Foundation (DRL-1420491), August 2015 – Present

COMMUNITY ENGAGEMENT

- Motivation Workshop, Tidewater Community College Visual Arts Center, Portsmouth, VA, August, 2015