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

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**EDUCATION**

**Temple University,** Philadelphia, PA **January 2012**

Ph.D., Educational Psychology

**La Salle University,** Philadelphia, PA **September 2003**

M.A., Clinical-Counseling Psychology

**Rutgers University,** New Brunswick, NJ **May 1999**

B.A., Psychology

**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 and Professional Studies

Secondary Appointment: Department of Psychology, College of Sciences

Undergraduate Program Director **May 2019 - Present**

Department of Educational Foundations and Leadership

**Duke University**, Durham, NC **January 2012 – December 2013**

Postdoctoral Associate, Developmental Psychology

Department of Psychology and Neuroscience

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

**HONORS AND AWARDS**

* **Office of Research 2018-2019 Junior Faculty Research Mentoring Program,** Old Dominion, University, 2018 (provides a course release to write a federal grant as PI)
* **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

**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**
  + SIG 8 – Motivation and Emotion
* **Gender and STEM Network**

**GRANT ACTIVITIES**

**Funded Grant Support**

**Perez, T.** (PI)*. Reducing Perceived Costs to Promote Persistence in STEM Majors: Does the Messenger Matter?* Administered by the **Spencer Foundation. August 2019 – July 2020.** (202000046**)**

**Role on grant: PI**

* Total Award: $50,000

The goal of this research is to test an intervention that supports underrepresented undergraduate students’ persistence in STEM disciplines by mitigating the perceived costs of pursuing a STEM major.

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 Institutes of Health. September 2016 – July 2020**. (2R01 GM094534-05A1)

**Role on grant: Co-PI; PI of ODU subaward**

* Total Award: $1,652,039
* Subaward 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 of Education Sciences**. **August, 2014 – July, 2019**. (R305A140602)

**Role on grant: Co-PI; PI of ODU subaward**

* Total Award: $1,379,250
* Subaward to Old Dominion University: $228,142

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.

**Grants Under Review**

**Perez, T.** (PI) & Major, D. (Co-PI). *Understanding How Contextual Factors Shape Underrepresented Minorities’ Motivation and Embeddedness in STEM Majors.* Submitted to the **National Science Foundation, EHR-CORE.** October 1, 2019

* Total Award: $500,000

Linnenbrink-Garcia, L. (PI) & **Perez, T.** (Co-PI). *Contextual Factors and Psychological Mechanisms that Support or Disrupt Biomedical Career Pathways.* Submitted to the **National Institutes of Health.** May 16, 2019

* Total Award: $2,255,352
* PI of Subaward; Subaward to Old Dominion University: $499,594

**Grant Applications Not Funded**

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

* Total Award ODU: $1,654,487

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

* Total Award: $1,000,000

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

* Total Award: $749,924

Dean, A. W. (PI), Baysal, O. (Co-PI),Pazos-Lago, P. (Co-PI), & **Perez, T.** (Co-PI). *EAGER: Improving pathways for Military Connected Students*, Submitted to the **National Science Foundation, DUE**. January, 2016

* Total Award: $300,000

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

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

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

* Total Award: $3,298,636.00

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

* Total Award: $1,482,413

**PUBLICATIONS**

\*Graduate or undergraduate student author at time of writing.

**Peer-Reviewed Journal Articles**

\*Gregory, K., Bol, L., Bean, T., & **Perez, T**. (2019). Community college discipline faculty’s attitudes and self-efficacy with literacy instruction in the disciplines. *Journal of Behavioral and Social Sciences, 6*(1), 14-28*.*

**Perez, T.,** Dai, T., Kaplan, A., Cromley, J. G., \*Brooks, W. D., \*White, A. C., Mara, K., & Balsai, M. J. (2019). Interrelations among expectancies, task values, and perceived costs in undergraduate biology achievement. *Learning and Individual Differences*, 72, 26-38. https://doi.org/10.1016/j.lindif.2019.04.001

\*Robinson, K. A., **Perez, T.,** Carmel, J., & Linnenbrink-Garcia, L. (2019) Science identity trajectories in a gateway college chemistry course: Relations to achievement and stem pursuit. *Contemporary Educational Psychology, 56*, 180-192*.* https://doi.org/10.1016/j.cedpsych.2019.01.004

**Perez, T.,** Wormington, S. V., Barger, M. M., Schwartz-Bloom, R. D., Lee, Y., & Linnenbrink-Garcia, L. (2019). Science expectancy, value, and cost profiles and their proximal and distal relations to undergraduate STEM persistence. *Science Education, 103*(2)264-286*.* https://doi-org.proxy.lib.odu.edu/10.1002/sce.21490

\*Robinson, K. A., Lee, Y.-k., \*Bovee, E. A., **Perez, T.**, Walton, S. P., Briedis, D., & Linnenbrink-Garcia, L. (2019). Motivation in transition: Development and roles of expectancy, task values, and costs in early college engineering. *Journal of Educational Psychology, 111*(6), 1081-1102. http://dx.doi.org.proxy.lib.odu.edu/10.1037/edu0000331

\*Robinson, K. A., **Perez, T.**, Nuttall, A. K., Roseth, C. J., & Linnenbrink-Garcia, L. (2018). From science student to scientist: Predictors and outcomes of heterogeneous science identity trajectories in college. *Developmental Psychology, 54*(10), 1977-1992. http://dx.doi.org/10.1037/dev0000567

Linnenbrink-Garcia, L., \*Wormington, S. V., Snyder, K. E., Riggsbee, J., **Perez, T.**, Ben-Eliyahu, A., & Hill, N. E. (2018). Multiple pathways to success: An examination of integrative motivational profiles among upper elementary and college students. *Journal of Educational Psychology, 110*(7), 1026-1048. http://dx.doi.org/10.1037/edu0000245

\*Barger, M. M., **Perez, T.**, Canelas, D. A., & Linnenbrink-Garcia, L. (2018). Constructivism and personal epistemology development in undergraduate chemistry students. *Learning and Individual Differences*, 63, 89-101. https://doi.org/10.1016/j.lindif.2018.03.006

❖Linnenbrink-Garcia L., **Perez T.**, \*Barger M. M., \*Wormington S. V., Godin E., Snyder K. E., Richman L. S., & Schwartz-Bloom R. (2018). Repairing the leaky pipeline: A motivationally supportive intervention to enhance persistence in undergraduate science pathways. *Contemporary Educational Psychology*, 53, 181-195. https://doi.org/10.1016/j.cedpsych.2018.03.001

❖**First and second author contributed equal effort.**

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

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

**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

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

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**

**Perez, T., \***Totonchi, D. A., \*Yue, Y., \*White-Levatich, A., & \*Brooks, W. (under review). Within-semester changes in task values and achievement goals in undergraduate general education science courses. Manuscript submitted to *Learning and Individual Differences*.

**Perez, T.**, \*Gregory, K., & Baker, P. (under review). Effects of an identity-based relevance writing intervention in supporting developmental community college students’ persistence. Manuscript submitted to *Educational Psychology.*

Kaplan, A., Cromley, J. G., **Perez, T.,** Dai, T., Mara, K. R., & Balsai, M. (revise and resubmit). Commentary: The role of context in educational RCT findings: A call to redefine “evidence-based practice”. Manuscript submitted to *Educational Researcher*.

Cromley, J. G., **Perez, T.**, Kaplan, A., Dai, T., \*Davidson, Y., \*Chew, E. R., Mara, K. R., & Balsai, M. J., (under review). When does prior expectancy “fade out” and current achievement “kick in”? The critical function of the first course exam. Manuscript submitted to *British Journal of Educational Psychology*.

Cromley, J. G., Kaplan, A., **Perez, T.**, Dai, T., Mara, K., & Balsai, M. (under review). Combined SRL-Based Cognitive-Motivational Modules Increase Undergraduate Biology Grades. Manuscript submitted to *Metacognition and Learning.*

Lee, Y., \*Bovee, E. A., \*Robinson, K. A., **Perez, T.**, \*Lira, A. K., Briedis, D., Walton, S. P., & Linnenbrink-Garcia, L. (under review). Is expectancy or value alone sufficient? Latent interaction in predicting engineering students’ choice, persistence, and performance. Manuscript submitted to *Contemporary Educational Psychology.*

**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

**Published Abstracts**

Schwartz-Bloom, R., Godin, E., **Perez, A.**, \*Wormington, S., \*Barger, M., Snyder, K., & Linnenbrink-Garcia, L. (2015). LEAP: Launch into Education About Pharmacology. A Pharmacology-based Enrichment Program for College Students at Duke. *The FASEB Journal*, *29*(1\_supplement), 928-3.

**RESEARCH AND MANUSCRIPTS IN PROGRESS**

\*Graduate or undergraduate student author at time of writing.

\*Totonchi, D. A., **Perez, T.**, Lee, Y., & Linnenbrink-Garcia, L. (in prep). The role of stereotype vulnerability in minorities declining science motivation: A parallel growth curve analysis.

Dai, T., Xing, K., **Perez, T.**, Kaplan, A., Cromley, J. G., Balsai, M. J., & Mara, K. (in prep). Differences in motivation for biology learning by sex, race, and first-generation college student status: A measurement invariance approach.

Cromley, J. G., Kaplan, A., **Perez, T.,** Dai, T., Mara, K., & Balsai, M. (in prep). Study skills and the motivational booster shot in STEM: Benefits of distributed practice with cognitive and motivational supports.

**NATIONAL AND INTERNATIONAL REFEREED CONFERENCE PRESENTATIONS**

\*Graduate or undergraduate student author at time of proposal writing.

**Paper Presentations**

\*Robinson, K. A., **Perez, T.,** White-Levatich, A., & Linnenbrink-Garcia, L. (2019, August). *Gender differences and roles of two competence beliefs in predicting post-college outcomes.* Paper presented at the biennial meeting of the European Association for Research on Learning and Instruction, Aachen, Germany.

**Perez, T.**, \*Robinson, K., Lee, Y., Wormington, S. V., Barger, M. M., Schwartz-Bloom, R. & Linnebrink-Garcia, L. (2019, April). *The long-term effects of a motivationally supportive undergraduate science enrichment program on science career persistence*. Paper presented in the symposium entitled *Motivation Interventions: Insights from a Multi-Component Perspective for Theory, Practice, and Research* at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

\*Totonchi, D. A., \*Lira, A. K., \*Yue, Y., Linnenbrink-Garcia, L., & **Perez, T.** (2019, April). *Stereotypic experiences of underrepresented groups in stem: Sources, effects and coping strategies.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Lee, Y., \*Robinson, K., Linnenbrink-Garcia, L. & **Perez, T.** (2019, April). *Short-term and long-term trajectories of science college students’ achievement goals: Development and outcomes*. Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

\*Lira, A. K., Lee, Y., Linnenbrink-Garcia, L., **Perez, T.** (2019, April). *Structural Relations of Ethnic Identity and Academic/Career Outcomes Among Different Race Groups: Multi-group Analysis.*Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Kaplan, A., Cromley, J. G., **Perez, T.**, Dai, T., Mara, K. R., & Balsai, M. J. (2019, April). *Combining different motivation and cognitive supports in undergraduate biology in different Contexts: Lessons learned*. Presented in symposium titled *Motivation interventions: Insights from a multi-component perspective for theory, practice, and research* at the 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Cromley, J. G., Kaplan, A., **Perez, T.**, Dai, T., Mara, K., & Balsai, M. J., (2019, April). *Combined Cognitive-Motivational Interventions with Substantial Benefits for Undergraduate Biology Grades: A Meta-Analysis of 10 New Experiments.* Paper presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

Linnenbrink-Garcia, L., **Perez, T**., \*Robinson, K. A., Barger, M. M., Sansone, A., & Huettel, L. (2018, August). *Development of interest in science: Contextual and individual factors*. Paper presented at the meeting of the International Conference on Motivation, Aarhus, Denmark.

Lee, Y., \*Bovee, E. A., \*Robinson, K. A., **Perez, T.**, \*Lira, A. K., Briedis, D., Walton, S. P., & Linnenbrink-Garcia, L. (2018, August). *Latent interactions between expectancy and values in predicting engineering outcomes*. Paper presented at the annual meeting of American Psychological Association (APA), San Francisco, CA.

Cromley, J. G., Balsai, M. J., \*Brooks, W., Dai, T., \*Davidson, Y., Kaplan, A., Mara, K., **Perez, T.**, & Van Boekel, M. (2018, April). *The critical role of motivation when intervening in undergraduate biology student achievement.* Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

**Perez, T.**, Cromley, J. G., Van Boekel, M., Kaplan, A., Mara, K., Balsai, M., & Dai, T. (2017, November). *Gains in undergraduate biology student achievement from a combined cognitive-motivational intervention across multiple semesters*. Paper presented at the annual meeting of the Association for the Study of Higher Education, Houston, TX.

Mara, K., Kaplan, A., Balsai, M. A., Cromley, J. G., **Perez, T.**, Dai, T., & Davidson, Y. (2017, January). How Instructors Can Enhance Biology Students' Motivation, Learning, and Grades Through Brief Relevance Writing and Worked Examples Interventions. In *Molecular Biology of the Cell* (Vol. 28). American Society Cell Biology, Bethesda, MD.

\*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.

\*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., & Liennenbrink-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 and Roundtable Presentations**

\*Totonchi, D. A., Lee, A. A., & **Perez, T.** (2019, August). *Is the Relationship Between Stereotype Threat and Achievement Goals Reciprocal?* Poster presented at the American Psychological Association 2019 Convention, Chicago, IL, August 8-11, 2019.

Lee, A. A., \*Totonchi, D. A., Lee, Y., Linnenbrink-Garcia, L., & **Perez, T.** (2019, August). *Relations of ethnic stereotype threat and mindset to achievement goals in science.* Poster presented at the American Psychological Association 2019 Convention, Chicago, IL.

Xing, K., Dai, T., Kaplan, A., **Perez, T.**, Cromley, J. G., Balsai, M. J., & Mara, K. R. (2019, August). *Self-perceived conscientiousness on introductory biology learning: For whom does it matter?* Poster presented at the American Psychological Association 2019 Convention, Chicago, IL.

Kaplan, A., Cao, X., Dai, T., Obradovic, Z., **Perez, T.**, Cromley, J. G., Mara, K. R., & Balsai, M. J. (2019, April). *Modeling semester-long recursive dynamics of the expectancy-value motivation system among undergraduate biology students*. Poster presented in the structured poster session entitled *Embracing and modeling the complex dynamics of motivation and engagement: Contextual, temporal, dynamic, and systematic* at the 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

Lee, Y., \*Bovee, E. A., \*Yue, Y., **Perez, T.**, & Linnenbrink-Garcia, L. (2019, April). *Testing assumptions of Dweck’s social-cognitive model of achievement motivation in science: A latent interaction modeling study.* Poster presented at the annual meeting of the American Educational Research Association (AERA), Toronto, Canada.

\*Gregory, K., Bean, T., **Perez, T.**, & Colwell, J. (2019, April). *A multi-case study of community college discipline faculty’s participation in a disciplinary literacy learning community.* Roundtable presented at the 2019 American Educational Research Association (AERA) Annual Meeting, Toronto, Canada.

\*Sansone, A., \*Robinson, K. A., **Perez, T**., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2018, August). *Situational interest during science enrichment program as a predictor of personal interest.* Poster presented at the International Conference on Motivation, Aarhus, Denmark.

\*Robinson, K. A., **Perez, T**., Carmel, J. H., & Linnenbrink-Garcia, L. (2018, August). *Short-term science identity trajectories, achievement, and STEM persistence in college.* Poster presented at the annual meeting of the American Psychological Association (APA), San Francisco, CA.

**✢**\*Totonchi, D. A., \*Yue, Y., **Perez, T.,** & Linnenbrink-Garcia, L. (2018, August). *The impact of undergraduate research experiences on STEM motivation: A qualitative study*. Poster presented at the annual convention of the American Psychological Association, San Francisco, CA. **✢APA Division 15** **PosterAward Nominee.**

**Perez, T.**, \*Brooks, W., \*White, A., \*Richmond, E., Cromley, J. G., Kaplan, A., Dai, T., Mara, K., \*Ruck, H., Davidson, Y., & Balsai., M (2018, April). *Do perceived costs affect achievement in an undergraduate biology course? It depends on self-efficacy.* Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

**✢**\*Totonchi, D. A., **Perez, T.**, Lee, Y., & Linnenbrink-Garcia, L. (2018, April). *The role of stereotype vulnerability in minorities’ declining science motivation: A parallel growth curve analysis*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY. **✢AERA Division C** ***Best Graduate Student Poster* Award.**

**Perez, T.**, \*Gregory, K. H., & Baker, P. (2018, April). *Using an identity-based relevance intervention to support developmental community* *college students’ educational commitment and motivation.* Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

Kaplan, A., Cao, X., Dai, T., Obradovich, Z., **Perez, T.**, Cromley, J. G., Mara, K., & Balsai, M. J. (2018, April). *Motivation as a complex system: Semester-long recursive dynamics of expectancy-value constructs in undergraduate biology*. Poster presented at the annual meeting of the American Educational Research Association, New York, NY.

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.

**Conference Proposals Under Review**

Priniski, S. J., \*Lee, A., \*Murray, H., Robinson, K. A., Lee, Y., **Perez, T.**, & Linnenbrink-Garcia, L. (under review). *Short- and long-term effects of participation in undergraduate enrichment experiences on science career pursuits*. Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

\*Jenkins, S. J. & **Perez, T.** (under review). *An examination of impostor phenomenon in community college students*. Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

\*White-Levatich, A. C., **Perez, T.**, & Linnenbrink-Garcia, L. (under review). *Examining the structural relations among science students' control-value beliefs, academic emotions, and learning behaviors*. Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

\*Lira, A. K., Robinson, K. Priniski, S., A., Perez, T., & Linnenbrink- Garcia, L. (under review).  *Examining Relations of Science Identity and Ethnic Identity to Science Persistence Using a Motivation Framework.* Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

\*Lee, A. A., Robinson, K. A., Lira, A. K., Linnenbrink-Garcia, L., & **Perez, T.** (under review). *Examining mindsets as an organizing framework: A person-oriented approach.* Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

\*Grimm, J., Bol, L., & **Perez, T.** (under review). *Supplemental Instruction, Calibration, and Self-Efficacy: A Path Model Analysis.* Proposal submitted to the annual meeting of the American Educational Research Association (AERA), San Francisco, CA, April, 17-21, 2020.

**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

**TEACHING**

**Instructor of Record**

**Old Dominion University (2014 – Present)**

*Graduate Courses*

* Applied Linear Models in Education
* Introduction to Applied Statistics
* Motivation in Education
* Educational Assessment and Measurement

**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)

**STUDENT ADVISING AND SUPERVISION**

**Old Dominion University (2014 – Present)**

*Primary Advisor*

* Leeanna Golembiewski – Health Psychology Ph.D. , Co-Advisor, Fall 2019 – Present
* Arianna White – Educational Psychology Concentration Ph.D., Fall 2017 – Present
* Yuanyuan Yue – Educational Psychology Concentration Ph.D., Spring 2016 – Present
* Wanda Brooks – Educational Psychology Concentration Ph.D., Fall 2016 – Present
* Delaram Totonchi – Educational Psychology Concentration Ph.D., Fall 2015 - Present

*Supervisor*

* Kendra Hall – Ph.D. Graduate Research Assistant, Fall 2019 - Present
* Shanda Jenkins – Ph.D. Future Faculty Fellows Project Mentor, Fall 2018 - Present
* 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, Spring 2017

*Dissertation Committee Chair*

* Yuanyuan Yue – In progress
* Delaram Totonchi – In progress
* Wanda Brooks – In progress

*Dissertation Committee Member*

* Jennifer Grimm – Summer 2019
* Elizabeth Dingess – Summer 2018
* Kristen Gregory – Summer 2018
* Vanessa O’Hare – Spring 2018
* Caleb Marsh – Spring 2018
* Johnna Bryd-King – Spring 2018
* G. Eric Styles – Fall 2017
* Peggy Gesing – Fall 2017
* Carter Youmas – Fall 2017
* Summer Cong – Summer 2017
* Jason Barr – Fall 2016
* Stacy Waters-Bailey – Fall 2016

**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**

**Professional Service**

*Editorial and Reviewer Activities*

* Editorial Advisory Board, *Contemporary Educational Psychology*, Summer 2017 - Present
* Editorial Advisory 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*
  + *Gifted Child Quarterly*
* National Science Foundation Review Panel, 2016
* Proposal reviewer
  + Motivation SIG, Annual Meeting of the American Educational Research Association, 2019
  + 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*

* Co-Chair, AERA, Division C–Graduate Student Seminar, 2019 - 2020
* Faculty Mentor
  + AERA, Division C–Graduate Student Seminar, 2016 - 2018
  + 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 – 2018

**University Service**

*Old Dominion University*

* Darden College of Education and Professional Studies Curriculum Committee, Member, Fall 2018 - Present
* Department Curriculum Committee, Chair, Fall 2018 - Present
* Search Committee Member, Center for Educational Partnerships, Fall 2017/Spring 2018
* Founder and Faculty Advisor, Future Faculty Fellows (F3), Fall 2016 – Fall 2018
  + Student group designed to encourage research and development for graduate students who wish to pursue faculty or 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

**COMMUNITY ENGAGEMENT**

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