

WILLIAM PEREZ, PH.D.

PROFESSIONAL APPOINTMENTS

2004-Present	Claremont Graduate University	Claremont, CA
•	Assistant Professor of Education	
2005-Present	RAND Corporation	Santa Monica, CA
•	Adjunct Behavioral Scientist	
2003-2005	RAND Corporation	Santa Monica, CA
•	Associate Behavioral Scientist	
1997-1999	UCLA Neuropsychiatric Institute	Los Angeles, CA
•	Research Associate	
1996-1997	Tomas Rivera Policy Institute	Claremont, CA
•	Research Associate	

EDUCATION

1999-2004	Stanford University	Stanford, CA
•	Ph.D., Winter 2004	
	<i>Major: Child and Adolescent Development</i>	
	<i>Minor: Psychology</i>	
	<i>Dissertation Title: "Mexican-heritage Adolescents' Social Comparisons and their Academic Achievement: Testing The Dual Frame of Reference Theory"</i>	
1993-1997	Pomona College	Claremont, CA
•	B.A. Spring 1997 (Honors on Senior Thesis)	
	<i>Major: Psychology</i>	
	<i>Thesis Title: "Language Brokering as predictor of Grades and Academic Self-efficacy in Latino High School Children."</i>	

RESEARCH & TEACHING INTERESTS

- Immigration and acculturation
- Ethnic identity development
- Academic achievement, achievement motivation
- Minority student access to higher education
- Effect of discrimination and stereotypes on the academic achievement of minority students

HONORS AND AWARDS

- Spencer Foundation Research Training Grant, 2002
- Sociometrics Corporation Teaching Module Competition Winner, 2002
- Issues Relevant to Minority Education Graduate Research Grant, 2002
- Ernesto Galarza Prize for Excellence in Graduate Research, 2001

HONORS AND AWARDS (Continued)

- Stanford University Center for Latin American Studies Summer Research Grant, 2000
- Gates Millennium Scholars Fellowship (declined), 2000
- Ford Foundation Predoctoral Fellowship, 2001-2003
- Stanford University School of Education Graduate Fellowship, 1999-2000
- Stanford University Diversity Fellowship, 1999-2000
- U.S. Department of Education McNair Scholar, 1996

GRANTS & CONTRACTS

Negotiating Identities: Indigenous Mexican Youth and Achievement in Los Angeles Schools (2009). (Principal Investigator). The Haynes Foundation. Amount awarded: \$20,000 (1 year).

Mexican immigrant students in U.S. schools: A longitudinal study of their first-year adaptation (2005). (Principal Investigator). The Haynes Foundation. Amount awarded: \$12,000 (1 year).

Mexican immigrant students in U.S. schools: A longitudinal study of cultural transitions (2005). (Principal Investigator). The Fletcher Jones Foundation. Amount awarded: \$7,000 (1 year).

Excellence for all initiative evaluation (2004). (Co-P.I.). The Ford Foundation. Amount awarded: \$500,000 (2 years).

PUBLICATIONS

Perez, W. (Forthcoming). *We ARE Americans: Untold stories of undocumented students in pursuit of the American Dream*. Stylus Publishing: Sterling, VA.

Perez, W., Espinoza, R., Ramos, K., Coronado, H., Cortes, R. (Forthcoming). Academic Resilience Among Undocumented Latino Students. *Hispanic Journal of Behavioral Sciences*.

Perez, W., Cortes, R., Ramos, K., & Coronado, H. (Forthcoming). Cursed and blessed: Examining the socioemotional and academic experiences of undocumented Latino/a college students. *New Directions for Student Services*.

Valdés, G., Fishman J.A., Chavez, R.M, **Perez, W.** (2008). Maintaining Spanish in the United States: Steps toward the effective practice of heritage language re-acquisition/development. *Hispania*, 91(1), 4-24..

Finch, B. K., Lim, N., **Perez, W.**, & Do, P. (2007). Towards a population health model of segmented assimilation: The case of low birth-weight in Los Angeles. *Sociological Perspectives*, 50(3), 445-468.

Valdés, G., Fishman J.A., Chavez, R.M, & **Perez, W.** (2006). *Towards the development of minority language resources: Lessons from the case of California*. Multilingual Matters: London.

Padilla, A. M., & **Perez, W.** (2003). Acculturation, social identity and social cognition: A new perspective. *Hispanic Journal of Behavioral Sciences*, 25 (1), 1-21.

Perez, W., & Padilla, A. M. (2000). Cultural orientation across three generations of Hispanic adolescents. *Hispanic Journal of Behavioral Sciences*, 22 (3), 390-398.

PUBLICATIONS (Continued)

Buriel, R., **Perez, W.**, DeMent, L., Chavez, D., & Moran, V. (1998). The relationship of language brokering to academic performance, biculturalism and self-efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences*, 20 (3), 283-297.

ARTICLES UNDER REVIEW

Perez, W. Family obligation and academic functioning among Salvadoran pre-immigrant adolescents. Under Review: *International Journal of Psychology*.

Perez, W. Perceived discrimination, ethnic identity and possible selves among Mexican-heritage adolescents. Under Review: *Journal of Adolescence*.

Perez, W., Ramos, K., Coronado, H., Espinoza, R., & Cortes, R. Motives for service: Civic engagement patterns of undocumented immigrant youth. Under Review: *Youth and Society*.

MANUSCRIPTS IN PREPARATION

Perez, W. *Loss of talent? Civic engagement and academic achievement among undocumented immigrant students.* (Book manuscript).

Perez, W., Segovia, F. *Skin color, physiognomy, and perceived discrimination among first and second generation Latino young adults.* (Working Paper).

Perez, W., Segovia, F. *Construct validity of a new measure of skin color and physiognomy using a spectrophotometer.* (Working Paper).

Perez, W., Sung, C. *Acculturation, ethnic identity and shame among Chinese American young adults.* (Working Paper).

Perez, W., Mahajan, N. *Acculturation as a moderator between self-discrepancies and emotional distress.* (Working Paper).

Perez, W. *The Dual Frame of Reference hypothesis: A qualitative inquiry.* (Working Paper)

Perez, W. *The Dual Frame of Reference Scale (DFRS): Factor analytic structures and construct validity.* (Working Paper)

Perez, W. *Immigrant optimism, family obligation and academic engagement among Mexican-heritage adolescents from immigrant households.* (Working Paper)

PEER REVIEWED PAPER PRESENTATIONS

Perez, W. (2009). *Heterogeneity among Latino populations: Insights from the experiences of undocumented students.* Paper presented at the Annual Educational Research Conference, San Diego, CA.

Espinoza, R., **Perez, W.**, Alcantar, C. (2009). *Higher Education Access: How Social Class and Ethnic Minority Status Structure the Acquisition of Educational Social and Cultural Capital.* Paper presented at the annual Pacific Sociological Research Association Conference, San Diego, CA.

Perez, W. (2008). *Civic engagement patterns of undocumented immigrant youth.* Paper presented at the annual Society for Research on Adolescence Conference, Chicago, IL.

PEER REVIEWED PAPER PRESENTATIONS (continued)

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2007). *Loss of talent: high achieving undocumented students in the U.S.* Symposium presented at the annual American Educational Research Association Conference, Chicago, IL.

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2006). *Loss of talent: highly gifted undocumented students in the U.S.* Symposium presented at the annual Association for the Study of Higher Education Conference, Anaheim, CA.

Padilla, A. M., & **Perez, W.** (2003). *New theoretical perspectives on acculturation based on social cognition and social identity.* Paper presented at the annual American Psychological Association Conference, Toronto, Canada.

Perez, W. (2002). *Ethnic and academic identity among high school students.* Symposium Organized for the biannual Society for Research on Adolescence Conference, New Orleans, LA.

Perez, W. (2002). *Perceived injustice and psychological disengagement among ethnic minority adolescents with opposite academic stereotypes.* Paper presented at the biannual Society for Research on Adolescence Conference, New Orleans, LA.

Perez, W. (2002). *Perceived injustice, psychological disengagement and academic achievement among Mexican, Chinese, and Vietnamese adolescents.* Paper presented at the annual American Educational Research Association Conference, New Orleans, LA.

Perez, W. (2000). *Transnationalism, familism, and academic aspirations of rural Salvadoran adolescents.* Paper presented at the annual Conference of Ford Foundation Fellows, Irvine, CA.

Ventura, J., & **Perez, W.** (1999). How are neurocognition, self-efficacy, and negative symptoms related to coping in schizophrenia? Paper presented at the Conference for Psychological Treatments in Schizophrenia, Oxford, England.

Perez, W. (1997). *Language brokering as predictor of grades and academic self-efficacy in Latino high school children.* Paper Presented at the annual National Association of Chicana and Chicano Studies Conference (NACCS), Sacramento, CA.

PEER REVIEWED POSTER PRESENTATIONS

Perez, W., Coronado, H., & Ramos, K. (2007). *Civic engagement patterns of undocumented Latino immigrant youth: Model citizens at the margins of society.* Poster presented at the biannual Society for Research on Child Development Conference, Boston, MA.

Perez, W., & Segovia, F. (2006). *Skin color, physiognomy, and perceived discrimination among first and second generation Latino young adults.* Poster presented at the biannual Society for Research on Adolescence Conference, San Francisco, CA.

Perez, W. (2006). *Immigrant optimism, family obligation and academic engagement among Mexican-heritage adolescents from immigrant households.* Poster presented at the biannual Society for Research on Adolescence Conference, San Francisco, CA.

Segovia, F., **Perez, W.**, & Barraza, J. (2006). *An investigation of the Latino appearance typicality Schema: The influence of physiognomy and skin tone on the ethnic categorization of Latinos.* Poster presented at the annual Society for Personality and Social Psychology Conference, Palm Springs, CA.

PEER REVIEWED POSTER PRESENTATIONS (continued)

Perez, W., Segovia, F., & Barraza, J. (2006). *Skin color, ethnic identity and perceived discrimination among immigrant Latino young adults*. Poster presented at the annual Society for Personality and Social Psychology Conference, Palm Springs, CA.

Perez, W., & Borsato, G. (2004). *Perceived discrimination, ethnic identity and possible selves among Latino adolescents*. Poster presented at the biannual Society for Research on Adolescence Conference, Baltimore, MD.

Perez, W. (2002). *Family obligation and academic functioning among Salvadoran pre-immigrant adolescents*. Poster presented at the biannual Society for Research on Adolescence Conference, New Orleans, LA.

Gehlbach, H., **Perez, W.**, Kirshner, B. R., & Roeser, R. W. (2001). *Addressing person-environment goal congruence in goal theory research*. Poster presented at the annual American Psychological Association Conference, San Francisco, CA.

INVITED PROFESSIONAL PRESENTATIONS

Perez, W. (2009). *Critical Issues in Postsecondary Education: AB540 Students and California Four-year Universities*. Invited presentation at the fourth annual Latina/o Education Summit, UCLA, Los Angeles, CA.

Perez, W. (2009). *"Sobreviviendo la Crisis: Quality of Life in Economically Stressed Latino Communities."* Invited Panelist. California State University, Northridge, CA.

Perez, W. (2009). *Supporting AB540 students enrolled in the CSU system*. Invited presentation at California State University Fullerton, CA.

Perez, W. (2009). *Academic Resilience and Civic Engagement Among Latino Undocumented Youth*. Immigrant Paradox Conference, Brown University, Providence, RI.

Perez, W. (2008). *Skin Color, Physiognomy, Ethnic Identity & Perceived Discrimination among immigrant Latino Young Adults*. University of California Riverside Psychology Department, Riverside, CA.

Perez, W. (2008). *Academic achievement profile and professional aspirations of undocumented students*. Invited presentation at the CHIRLA California Relay for Education Forum, Los Angeles, CA.

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2008). *Undocumented talent supporting AB540 community college students*. Invited presentation at the Cuesta College Opening the Doors to Undocumented Immigrant Students Symposium, San Luis Obispo, CA.

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2007). *Supporting the increasing number of high-achieving undocumented students in the California community college system*. The 4th annual Thomas Rivera Policy Institute Education Conference, Long Beach, CA.

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2007). *Immigrant access to higher education: AB540 and the Dream Act*. Community Presentation at Santa Barbara Jr. High School, Santa Barbara, CA.

Perez, W., Ramos, K., Coronado, H., & Cortes, R. (2007). *Loss of talent: High achieving undocumented students in the U.S.* Community presentation for the Orange County Dream Team Coalition, Santa Ana, CA.

INVITED PROFESSIONAL PRESENTATIONS (continued)

Perez, W. (2007). *Invisible voices: News coverage of immigrant youth*. Panel discussant at California State University, Northridge, Northridge, CA.

Perez, W. (2006). *Panel discussant, education for all: International and multicultural Perspectives*. Minority Mentor Program Student Research Conference, Claremont, CA.

Perez, W. (2006). *Cultural continuities and discontinuities in home and school*. Symposium Chair, American Educational Research Association Conference, San Francisco, CA.

Perez, W. (2006). *Graduate student council chair-elect fireside chat. Preparing for the job search: The do's and don't's of successful job searching and transitioning into an academic or practitioner career*. Invited panelist, American Educational Research Association Conference, San Francisco, CA.

Perez, W. (2006). *The complexity of immigration: Educational issues from around the world*. Symposium Chair, American Educational Research Association Conference, San Francisco, CA.

Perez, W. (2005). *Psychological and social development of Latino immigrant adolescents*. Harvard University Graduate School of Education, Cambridge, MA.

Perez, W. (2005). *Cultural climate change*. Panel discussant, Minority Mentor Program Student Research Conference, Claremont, CA.

Perez, W. (2005). *Predominantly white institutions after the 1960's: Pipeline programs, ethnic studies, and special recruitment*. Panel Chair, Impact of Brown v. Board of education and the 1964 Civil Rights Act on race and higher education: Forging a new research agenda for the 21st century--A National Research and Policy Conference, Claremont, CA.

Perez, W. (2004). *Perceived discrimination, ethnic identity and possible selves among Latino adolescents*. University of California, Riverside, Department of Psychology, Riverside, CA.

Perez, W. (2004). *Immigrant optimism, family obligation and academic engagement among Mexican-heritage adolescents from immigrant households*. Stanford University, School of Education, Stanford, CA.

Perez, W. (2003). *Coping with negative ethnic stereotypes: Perceived discrimination and academic (dis)engagement in Mexican adolescents*. Stanford University, School of Education, Stanford, CA.

Perez, W. (2003). *Generational differences in academic achievement among Mexican heritage students*. Stanford University, School of Education, Stanford, CA.

Perez, W. (2002). *Emergence of transnational youth gangs: The case of Salvadoran Maras*. Pomona College, Department of Psychology, Claremont, CA.

Perez, W. (2002). *Balancing family and academic obligations*. Future Leaders of America Conference, Stanford, CA.

Padilla, A. M., & **Perez, W.** (2001). *Understanding ethnic and cultural diversity*. Catholic Diocese of San Jose, San Jose, CA.

INVITED PROFESSIONAL PRESENTATIONS (continued)

Padilla, A. M., & **Perez, W.** (2001). *Understanding culturally diverse students*. La Cañada College, Redwood City, CA.

Padilla, A. M., **Perez, W.**, & Gonzalez, R. (2000). *Understanding ethnic and cultural diversity*. Catholic Diocese of San Jose, San Jose, CA.

COURSES TAUGHT

Education 581-Education of Immigrant Youth: Psychological Perspectives

Education 585-Stereotyping, Prejudice, Stigma, and Marginality in Educational Settings

Education 543-Construction and Use of Indicator Systems for Student Achievement

Education 426-Cultural Capital, Social Capital, and Educational Opportunity

UNIVERSITY SERVICE

CGU School of Educational Studies Faculty Search Committee (2009)

CGU School of Educational Studies Curriculum Committee (2008-present)

CGU School of Educational Studies Dean Search Committee (2007)

CGU Affirmative Action and Diversity Committee (2004-2007)

CGU School of Educational Studies Faculty Search Committee (2006)

CGU School of Educational Studies Admission's Committee (2004-2006)

CGU Institute for Social Justice and Accountability Director (2004-2006)

CGU Haynes Dissertation Fellowship Committee (2004-2005)

PEER REVIEWER

Journal of Adolescence

Hispanic Journal of Behavioral Sciences

International Journal of Psychology

Urban Education

Economics of Education Review

American Educational Research Journal

Journal of Family Issues

American Educational Research Association Conference (AERA)

Society for Research on Adolescence Conference (SRA)

National Association of Chicana and Chicano Studies Conference (NACCS)

Israeli Science Foundation

PROFESSIONAL MEMBERSHIPS

American Psychological Association

American Educational Research Association

Society for Research on Child Development

Society for Research on Adolescence

Association for the Study of Higher Education

DISSERTATIONS CHAIRED

1. Cortes, Richard. (2008). "Cursed and blessed:" examining the socioemotional and academic experiences of undocumented Latino/o community college students.

DISSERTATIONS CHAIRED (continued)

2. Newcomb, Susan. (2008). Persistence in suburbia: A study of low-performing students inside a high-performing high school.
3. Jimenez-Castellanos, Oscar. (2008). Moving beyond equality, equity and adequacy: Intra-district resource allocations' impact on school achievement.
4. Montes, Adonay. (2007). Possible selves: The role of peers and their influence in shaping Latino adolescent schooling and future academic outcomes.
5. Rodriguez, Manuel (2007). Interscholastic participation and academic resilience among former Latino immigrant student athletes.

MASTER'S THESES CHAIRED

1. Sung, Carol. (2007). Acculturation of shame in a sample of U.S. Chinese immigrants.
2. Mahajan, Namrata. (2007). Will I do it for me or for we? Acculturation as a moderator between self-discrepancies and emotional distress.
3. Nylin, Cathy. (2006). Individual, family, and demographic variables associated with pregnancy among female adolescents over time.
4. Ortiz, Veronica. (2006). Mexican Americans in elite boarding schools: Projected identity and hyper saliency to ethnic representation.

DISSERTATION COMMITTEE MEMBER

1. Gibson, Pandwe. (2008). What factors promote student efficacy? A student-centered analysis of student academic tracking and labeling as they relate to literacy instruction, civic development, and student mentorship.
2. Lin, Angela. (2008). Beginning teacher support and assessment: How age, gender, ethnicity, mentor subject matter compatibility, and geographic proximity relate to new teacher feelings of support, professional reflection, and retention.
3. Block, Nicholas. (2007). The effectiveness of dual-immersion programs for English-dominant Latino students.
4. LaBarbera, Robin Lynn (2007). Differences in self-efficacy, goal orientation, and attributional style in two groups of adults with learning disabilities.
5. Musser, Kim. (2005). The changing face of the kindergarten culture: An analysis of past and present programs in kindergarten.

QUALIFYING EXAMS SUPERVIZED

1. Santos, Susana. (2008). The role of culture in higher education.
2. Ortiz, Veronica. (2008). Ethnic identity among Mexican American students in premier boarding school environments.
3. Hoff, Linda. (2008). The impact of supervising student teachers on the beliefs of education faculty about K-12 schools, and on their teaching practices with student teachers.
4. Geary, Cynthia. (2008). Experiences of first generation postsecondary youth with a learning disability.
5. Ortega, Daniel. (2008). The Latino faculty in American higher education.
6. Watson, Darneika. (2008). Teachers understanding, perceptions, and experiences of children in foster care: Students from a forgotten population.
7. Meza, Kevin. (2008). Cultural capital in the college choice process.
8. Mayne, Lesley. (2008). Academic coaching: Forming culturally responsive classrooms through cultural intelligence and social pragmatics.
9. Matas, Amanda. (2008). Newcomer program models.
10. Hernandez, Margarita. (2008). Parental involvement in elementary education: A literature review.

QUALIFYING EXAMS SUPERVIZED (continued)

11. Anderson, Mark. (2008). The cultural divide: Connecting working-class and ethnic minority students and families to schools.
12. Olivera, Martha. (2008). Enrollment in Advanced Placement classes: What influences Latino students?
13. Boyette, Michelle. (2007). Collaboration and articulation: Implementing an indicator system to improve student achievement on the California high school exit exam.
14. Gibson, Pandwe. (2007). Desegregation-resegregation: The sordid legacy of urban public education.
15. Medina, Jameelah. (2007). Swimming upstream: Muhajabat and transferable educational achievement.
16. Dickerson, Carol. (2007). Accounting education: A survey of the literature.
17. Vea, Belinda. (2007). Ethnic identity issues in higher education: An analysis of Filipino/a American Students.
18. Murguia, Deborah. (2007). Literature review of the conceptualization of cultural capital.
19. Coronado, Heidi. (2007). Voices of courage and strength: Undocumented immigrant students in the United States.
20. Heller, Rachel. (2007). Developing an English learner indicator system: Secondary placement protocol for English learners.
21. Cortes, Richard. (2007). "Cursed and blessed:" Examining the psychosocial and socioemotional challenges of high achieving undocumented Latino community college students.
22. Newcomb, Susan. (2007). Feedback from within: What freshmen have to say about their first year of high school.
23. Jimenez-Castellanos, Oscar. (2007). Examining access and equity in advanced placement programs based on race, class, and language.
24. Holloway-Friesen, Holly. (2006). The bicultural competence of 1.5 generation Latino immigrant college students.
25. Cleveland, Gail. (2006). The Americanization of four fluent-English proficient immigrants: A qualitative study.
26. Rodriguez, Manuel. (2006). A case study of four immigrant Latino middle school students.
27. Block, Nicholas. (2006). General and education-related characteristics of English-dominant Hispanic students.
28. Mahabir, Joe. (2005). Benefits of indicator systems.
29. Musser, Kim. (2005). Appropriate practices in kindergarten: an analysis of classroom instruction and future implications.
30. Hartnett, Kimberly. (2005). How does stress affect achievement? A review of the literature.
31. Boone, Jean Marie. (2005). Religiosity as a predictor of academic success for immigrant youth.
32. LaBarbera, Robin. (2005). Religious participation and perceived social support as protective factors for the self-esteem of urban youth.
33. Montes, Adonay. (2005). Achievement motivation among Mexican and Salvadoran immigrant adolescents.